



NOU 2015: 8 The Future of schooling

Renewal of subjects and competences





Key questions in the report

- Which competences will become important for the students in their school activities, in further education and work life, and as responsible citizens?
- Which changes are needed in the subjects in order for the students to be able to develop these competences?
- What are the demands for different institutions and actors in the educational system to insure that subject renewal will lead to in-depth learning?



Future learning

- Connecting multiple resources
- Interpretation of data ((visual, figures, tables etc.)
- Scientific methods and ways of reasoning
- Critical thinking and reasoning and ethical considerations
- Problem solving in digital environments
- Knowledge integration as condition for becoming a involved and participating citizen
 - In-depth learning and learning progression





The need for subject renewal

- Deep trends in the society
- The knowledge foundation
- The objects clause for the Norwegian school system





Building blocks in the subject curriculum

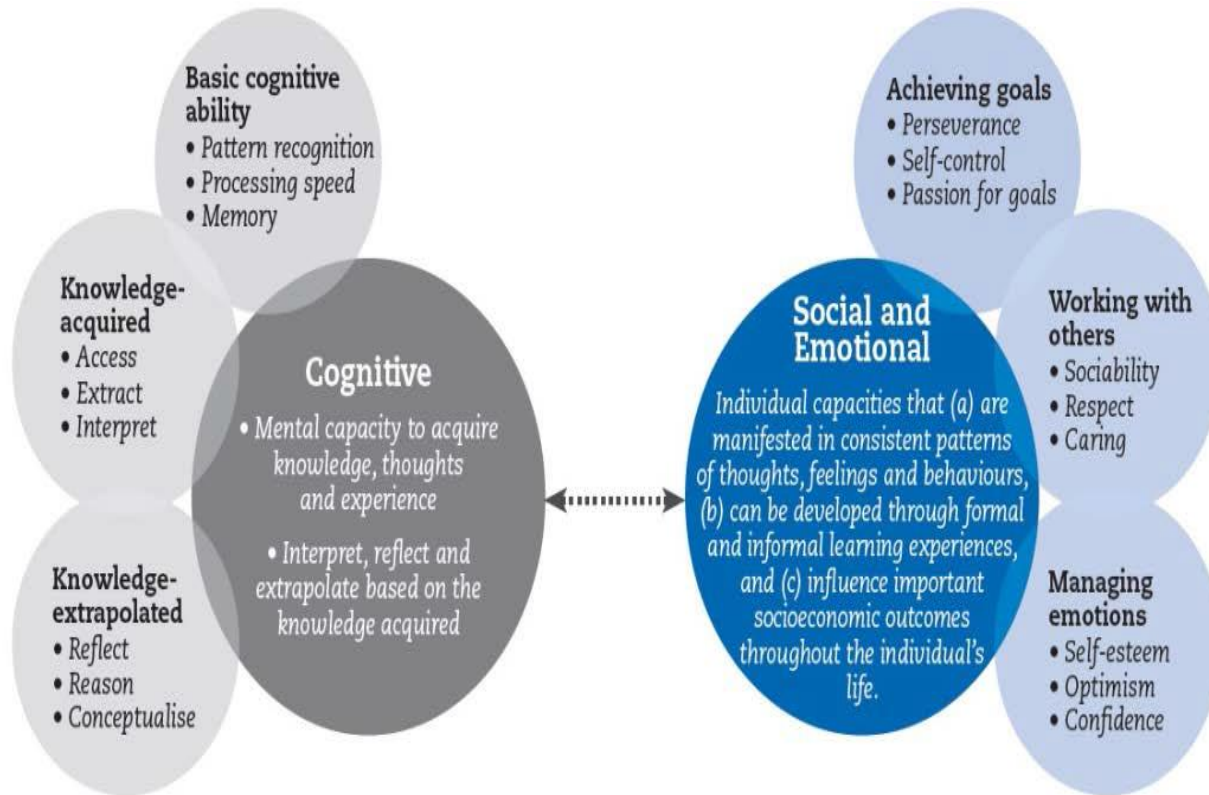
- Curriculum overload
- Increased weight on building blocks in the construction of the subject curriculum
 - Methods, ways of reason, concepts and conceptual systems principles and contexts



A broad concept of competence

- Involves solving problems and dealing with challenges in different context, including cognitive, practical, social and emotional aspects of pupils`s learning

Framework for social, emotional and cognitive competences (source, OECD 2015)



Four areas of competences

Competences in the subjects/knowledge domains

- Mathematics, science and technology
- Languages
- Social science and ethics
- Art, design, craft, music, physical education, health and nutrition

Competences to learn – generic and domain specific

- metacognition and self regulation

To communicate, collaborate and participate – generic and domain specific

- Competences in reading, writing and oral communication
- Collaboration, participation and democratic competence
- Digital competences

To explore, inquire, create –generic and domain specific

- Creativity and innovation
- Critical thinking and problem solving





In-depth learning and progression

- Robust and flexible understanding
- Transfer to new situations and settings
- Understanding of relationship between concepts and how to use them
- Reflections over the learning processes and outcomes
- Development over time – learning trajectories



Subject renewal

- Four areas of competences
- In-depth learning and learning progression
- Building blocks in the subjects

- Cross curriculum themes:
 - Multicultural society, sustainable development and health and well-being



How to create change?

- Implementation strategy – “all” institutions and actors engaged and involved
- Increased focus on curriculum development and developmental work for municipalities and schools
- Development of competences and capacity building
- Research-based knowledge as foundation for further development



The Committee

Professor Sten Ludvigsen, head of the committee

Chief municipal education officer Eli Gundersen

Journalist Sigve Indregard

Dr.med. Bushra Ishaq

Chairman Kjersti Kleven

Principal Tormod Korpås

Professor Jens Rasmussen

Professor Mari Rege

Phd-student Sunniva Rose

Professor Daniel Sundberg

Project manager Helge Øye



LUDVIGSEN-UTVALGET

Et offentlig utvalg nedsatt av Kunnskapsdepartementet som skal vurdere i hvilken grad skolen dekker de kompetanser elevene vil trenge i fremtiden.



REGJERINGEN.NO PERSONVERN



Kompetanse i innovasjon som trening til fremtidens arbeidsliv

Publisert av **Hege Nilssen, sekretariatsleder**
01/06/2015

Binde skole ligger i Steinkjer kommune i Nord- og har elever fra 1.til 7.trinn.

Skolen vektlegger opplæring i innovasjon og b både klasserommet og lokalmiljøet som opplæringsarena for alle elever på alle trinn.Gjennom et systematisk arbeid med å utvikle innovasjonskompetanse ønsker skolen å forberede elevene på voksenlivet.



Dybdelæring og progresjon

Publisert av **Sten Ludvigsen, utvalgsleder**
27/05/2015

Fagene i skolen trenger fornyelse for å møte fremtidige kompetansebehov i arbeids- og samfunnslivet.For at skolegangen skal bidra til elevenes mestring av livet som privatpersoner, samfunnsborgere og yrkesutøvere, må skolen legge til rette for at de utvikler en dypere forståelse av det de lærer innenfor fag og på tvers av fag.

Saksdokumenter

Her finner du saksdokumenter fra møtene i Ludvigsen-utvalget.

Utvalgsmøte 9

Møteinnkalling Ludvigsenutvalget – utvalgsmøte 16.-17. mars 2015

Sak 9-1 Kap 2 – utkast 9. mars 2015

Sak 9-1 Kap 3 – utkast 9. mars 2015

Sak 9-2 Kap 4 – utkast 9. mars 2015

Sak 9-3 Kap 5 – utkast 9. mars 2015

Sak 9-4 Kap 6 – utkast 9. mars 2015

Sak 9-5 Kap 7 – utkast 9. mars 2015

blogg.regjeringen.no/fremtidensskole