

## Case study 5: Norway teaching teachers for the digital age

Norway has a professional digital competence framework for teachers which was introduced in 2017, in part as an acknowledgement that teachers first need to be equipped with digital skills and understanding before they can teach young people. The framework aims to establish a common conceptual framework and a reference for teachers' digital competence.<sup>153</sup> The framework is based on the basic skills framework, each with a digital focus, which has seven competence areas:

- Subjects and basic skills: teachers should understand digital developments, how to integrate digital resources in learning processes and develop their own digital skills.<sup>153</sup>
- School in society: teachers are familiar with perspectives of digital developments and the role of digital media. They have the knowledge to help all young people to become active participants in the global and digital society, including the ability to participate in tomorrow's labour market.<sup>153</sup>
- Ethics: teachers have insight into legislation, ethical concerns, and the development of young people's learning about participation in a democracy. The teacher supports young people to develop digital judgement.<sup>153</sup>
- Pedagogy and subject didactics: teachers have knowledge about digital pedagogy, integrating digital resources across their teaching to foster young people's learning.
- Leadership of learning processes: teachers can guide learning in a digital environment, including understanding the changes occurring and using diverse forms of assessment.<sup>153</sup>
- Interaction and communication: teachers use digital communication channels for information, collaboration, knowledge sharing, building trust, and encouraging participation.<sup>153</sup>
- Change and development: teachers are aware that the development of digital competence is lifelong and dynamic. Teachers continually improve their knowledge and practices based on research and development. Teachers drive their growth and contribute to a teaching culture of continual digital learning.<sup>153</sup>

Norway acknowledges that in order for teachers to adequately teach young people the skills for a digital age, they first need a framework, support, and tools.

## References

153. Kelentrić, M.H., Helland, K. & Arstorp, A.-T. (2017), Professional digital competence framework for teachers. [https://www.udir.no/globalassets/filer/in-english/pfdk\\_framework\\_en\\_low2.pdf](https://www.udir.no/globalassets/filer/in-english/pfdk_framework_en_low2.pdf)