



**DANISH MINISTRY
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UNI•C – NATIONAL AGENCY
FOR IT AND LEARNING

Reform of the Danish public school

Clarification and simplification of the curriculum

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Reform of the Danish public school

- an improvement of standards

Three main goals

1. The public school must challenge all students to reach their full potential.
 - Target 1.1: At least 80 per cent of the students must be good at reading and Maths at national tests.
 - Target 1.2. The number of high achievers in Danish and Maths must increase year by year.
2. The public school must lower the significance of social background on academic results.
 - Targets: The percentage of students with bad results in the national tests for reading and Maths, independently of social background, must be reduced year by year.
3. Trust in the school and student well-being must be enhanced through respect for professional knowledge and practice in the public school.
 - Targets: The well-being of students must improve.



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Reform of the Danish public school

- an improvement of standards

Three main areas

1. A longer and varied school day with more and improved teaching and learning.
2. An enhanced professional development of teachers, pedagogical staff and school principals.
3. Few and clear objectives and simplification of rules and regulations.



Government strategy on IT in the primary and lower secondary school sector

- There is a big unexploited potential within IT and digital learning resources.
- The use of IT can provide more **variation during the school day** and offer **integration of play and action in the learning process**
- The use of IT in education contains many possibilities e.g.:
 - Increasing the students' **motivation**
 - Working with **differentiated teaching**
 - Working with **authentic learning** and student involvement
 - Working with “**21st century skills**”, e.g. teamwork and collaboration, problem solving, creativity and innovation...



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Goal-oriented teaching and learning

The reform provide a better framework for working with action-/goaloriented teaching and learning:

- Three operative targets
- Clarification and simplification of the curriculum
- An improved digitised support of the student plan
- The ‘new’ educational portal



Clarification and simplification of the curriculum - overview

- Clear objectives for students' learning will contribute to an increase of academic standards for the academically gifted students as well as for the academically weak
- The size and number of the Common Objectives will be reduced and simplified considerably.

The new curriculum does not change the content of the subjects, but focuses on the students learning outcomes.

	Curriculum 2009	New curriculum 2014
Number of pages	89 pages	10 - 15 pages
Number of objectives	More than 100 objectives	20 - 25 objectives
Guidelines	Printed	Digitised - Dynamic educational portal



Clarification and simplification of the curriculum

- Among other things, the clarification of the Common Objectives must succeed in supporting the principals' work with action-oriented teaching and the teachers' daily work with planning, execution and evaluation of the teaching.
- The clarification will help the teachers, principals, the parents, among them the parental representatives of the school board, and the students to better understand the objectives in order for them to become active partners in relation to the students' learning (which abilities, competences and methods the students need to learn.)
- The Common Objectives must to a higher degree support the methods of working in the public school of tomorrow, among these, varied teaching and the use of alternative learning environments, practice- and action-oriented teaching and increased implementation of ICT based teaching.
- The objectives will be digitised and supported by guidelines and tools, i.e. by specific examples of how to organise the teaching and how to ensure coherence with the day care pedagogical teaching programmes and the academic objectives for upper secondary education.



Clarification and simplification of the curriculum

- A **few overall competence objectives** with underlying skills and knowledge objectives. Must create links between teaching content and student learning through systematic link between competences, skills and knowledge.
- The overall competence objectives are made up of building blocks, which are targets of the knowledge and skills that students should acquire.
- The skills- and knowledge objectives 'break down' learning outcomes by topics (target pairs) and phases (progression).
- The objectives are set in phases explicate the progression the student must go through a school career.



Clarification and simplification of the curriculum

- Phase objectives are not linked to a specific grade level.
- Phases provide indicators for progression ahead the competence objectives. One phase per grade levels included (eg 3 phases in 1-3 grade).
- To challenge both academically weak and gifted students we set binding attention points in key core areas in Danish and mathematics, and along with examples of ‘challenge goals’ that can challenge the gifted students.



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Kompetencemål		1.-2. Klasse												
		Faser	Find tekst		Forberedelse af læsning		Læsning		Forståelse		Sammenfatning		Sammenhæng	
Læsning	Eleven kan læse enkle tekster og bruge dem i hverdags-sammenhænge	1.	Eleven kan vælge en tekst ud fra et mindre udvalg	Eleven har viden om teksters sværhedsgrad	Eleven kan forberede læsning gennem samtale i klassen	Eleven har viden om måder til at skabe for forståelse	Eleven kan anvende enkle læsestrategier	Eleven har viden om enkle læsestrategier	Eleven kan samtale om tekstens indhold	Eleven har viden om indholdselementer i fortællende og informerende tekster	Eleven kan samtale om tekstens emne med egen viden, erfaring og ideer	Eleven har viden om enkle teksters formål	Eleven kan forbinde tekstens emne med egen viden, erfaring og ideer	Eleven har viden om samspil mellem tekst og læser
		2.	Eleven kan finde tekster ved at navigere på aldersstilpassede hjemmesider	Eleven har viden om sideopbygning på hjemmesider	Eleven kan anvende enkle forlæsestrategier	Eleven har viden om enkle forlæsestrategier	Eleven kan læse alderssvarende tekster flydende	Eleven har viden om ord og sætningers opbygning og betydning	Eleven kan udlede det vigtigste i teksten	Eleven har viden om nøgleord og tekststruktur	Eleven kan genfortælle eller følge tekstens anvisninger	Eleven har viden om genfortælling og instruktion	Eleven kan forholde sig til tekstens emne	Eleven har viden om enkle refleksions spørgsmål
Fremstilling	Eleven kan udtrykke sig i skrift, tale, lyd og billede i nære og velkendte situationer	1.	Eleven kan skrive små og store bogstaver i håndskrift og på tastatur	Eleven har viden om bogstavets skriveveje og tastaturets opbygning	Eleven kan formulere underspørgsmål	Eleven har viden om enkle ideudviklingsmetoder	Eleven kan udarbejde enkle tekster med billeder og skrift	Eleven har viden om sprogets opbygning i ord og sætninger og om sammenhæng mellem skrift og billede	Eleven kan samtale om budskabet i en produktion	Eleven har viden om produkters budskab	Eleven kan stave lette ord	Eleven har viden om bogstav-lydforbindelser	Eleven kan præsentere sit produkt i nære sammenhænge	Eleven har viden om enkle præsentationsformer
		2.	Eleven kan bruge enkle funktioner i tekstbehandling	Eleven har viden om formateringsfunktioner	Eleven kan bruge enkle skabeloner til at strukturere sit stof	Eleven har viden om enkel disposition	Eleven kan udarbejde enkle tekster med titel, start, midte og slutning	Eleven har viden om genretræk ved enkle fortællende og informerende tekster	Eleven kan bruge skabeloner i respons	Eleven har viden om tekststruktur	Eleven kan stave til almindelige ord	Eleven har viden om lydrette og ikke-lydrette ords stavemåder	Eleven kan evaluere enkle fremstillingsprocesser	Eleven har viden om enkle vurderingskriterier
Fortolkning	Eleven kan forholde sig til velkendte temaer gennem samtale om litteratur og andre æstetiske tekster	1.	Eleven kan lege med sprog, billeder og fortælling	Eleven har viden om enkel poetisk sprogbrug og billeder	Eleven kan få øje på sproglige træk ved litteratur og andre æstetiske tekster	Eleven har viden om enkle sproglige, lydige og billedlige virkemidler	Eleven kan finde hovedindhold i litteratur og andre æstetiske tekster	Eleven har viden om hovedindhold	Eleven kan tale om teksters temaer	Eleven har viden om teksters typiske temaer	Eleven kan sætte tekstens tema i relation til andres liv	Eleven har viden om måder til at sammenligne litteratur og andre æstetiske tekster til egne oplevelser		
		2.	Eleven kan følge forløbet i en fortælling	Eleven har viden om begyndelse, midte og slutning	Eleven kan udpege centrale elementer i litteratur og andre æstetiske tekster	Eleven har viden om litteratur og andre æstetiske teksters tema, genre, forløb og personskildring	Eleven kan deltage i enkel fortolkning af litteratur og andre æstetiske tekster	Eleven har viden om metoder til enkel fortolkning	Eleven kan udtrykke egen opfattelse af teksten	Eleven har viden om måder at begrunde sin opfattelse på	Eleven kan sætte tekstens tema i relation til andres liv	Eleven har viden om måder til at sammenligne litteratur og andre æstetiske tekster til andres liv		
Kommunikation	Eleven kan kommunikere med opmærksomhed på sprog og relationer i nære hverdagsituationer	1.	Eleven kan veksle mellem at lytte og ytre sig	Eleven har viden om turtagning	Eleven kan improvisere med kropssprog og stemme	Eleven har viden om enkelt kropssprog	Eleven kan anvende it til hverdagskommunikation	Eleven har viden om digital kommunikation i skrift, billede og lyd	Eleven kan samtale om klassens variationer af dansk sprog	Eleven har viden om forskellige måder at tale dansk på	Eleven kan samtale om hvad vi bruger sproget til	Eleven har viden om måder vi handler på gennem sprog		
		2.	Eleven kan bruge talesprog i samtale og samarbejde	Eleven har viden om enkle samtaleformer	Eleven kan deltage i rollelege og spil	Eleven har viden om dramatiske roller	Eleven kan sætte sig ind i afsenderens eller modtagerens oplevelse af kommunikationen	Eleven har viden om modtager- og afsenderforhold i digital kommunikation	Eleven kan med udgangspunkt i eget sprog forstå lette norske og svenske ord og udtryk	Eleven har viden om forskelle og ligheder ved enkle danske, norske og svenske ord og udtryk	Eleven kan kende forskel på hverdagsprog og æstetisk sprog	Eleven har viden om måder vi bruger sproget til	Eleven har viden om måder vi handler på gennem sprog	Eleven har viden om træk ved hverdagsprog og æstetisk sprog



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Links

http://eng.uvm.dk/~media/UVM/Filer/English/PDF/131007%20folkeskoler_eformaftale_ENG_RED.ashx (How to make a good school even better)

<http://eng.uvm.dk/>

<http://uvm.dk/Den-nye-folkeskole> (Reform - in Danish)

<http://uvm.dk/Den-nye-folkeskole/Udvikling-af-undervisning-og-laering/Maalstyret-undervisning-og-laering/Faelles-Maal> (Common Objectives/Curriculum - in Danish)



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Government strategy on IT in the Danish school sector



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Government strategy on IT

- The aim of the strategy is to increase and qualify the use of IT as an integrated part of the teaching
- The government has allocated 500 million Danish kroner (approximately 55 million £) from 2012 through 2015 to implement the strategy
- Collaboration between the Ministry of Education, Ministry of Finance and the organization for the Danish municipalities, Local Government Denmark (LGD)



Initiatives in the government strategy

- Support the purchase of digital learning resources in order to develop a sustainable market and a supply of high quality digital learning resources
- Research and pilot projects on IT-based learning (demonstration schools)
- Access to sufficient it-infrastructure
- Support the implementation of IT and digital learning resources



Developing the market for digital learning resources

- Support the municipalities' purchase of digital learning resources in order to develop a sustainable market and a supply of high quality digital learning resources
 - The Danish municipalities co-finance 50 percent of the purchase of digital learning resources
 - The digital learning resources must meet certain criteria in order to be eligible for government grant, e.g.:
 - Academic and pedagogical impact
 - High degree of interactivity
 - Other criteria regarding flexibility and transparency for the buyers

Research and pilot projects on IT-based learning



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The purpose is to generate new knowledge on IT and learning – e.g. how digital learning resources can support the student's learning and provide more time for teaching

Four projects starting in January 2014 on the themes:

- 1) Student involvement and own production
- 2) Inclusion and differentiated teaching
- 3) Teachers' IT didactic skills
- 4) New ways of organizing teaching

The research projects are executed by consortiums consisting of universities, teachers' training colleges and 21 public schools ("demonstration schools")



Access to sufficient it-infrastructure

- Access for all students and teachers to efficient and sufficient infrastructure is the foundation for increasing the use of IT
- The aims of the strategy include:
 - Wireless networks in all schools by August 2014
 - Access to computer or other device for all learners by August 2014
- As part of a political agreement the association Local Government Denmark (LGD) is responsible for implementing and financing this initiative.



Support the implementation

- Network of school principals has been established in order to
 - facilitate local change management, e.g. local goals for the use of IT
 - support the increased and qualified use of IT
 - share knowledge
- Teacher network in order to develop IT-didactic skills and share knowledge on the use of digital learning resources
- Network on development of future digital learning resources: producers, users, government, municipalities, scientists