



## What Should German Students Know?

- Learn how to live together
- Creativity
- Openness
- Language skills
- Competencies for later jobs
- Technological skills
- Emotional intelligence



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# **NATIONAL PRIORITIES IN EDUCATION (Scotland)**

## **National Priority 1**

***“To raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement including examination results;”***

## **National Priority 2**

***“To support and develop the skills of teachers, the self discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.”***

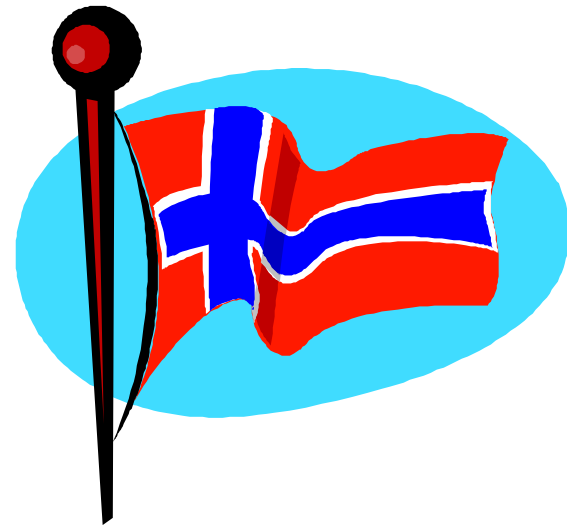
## **National Priority 3**

***“To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages; “***

## **National Priority 4**

***“To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society and to teach them the duties and responsibilities of citizenship in a democratic society”***

# The Norwegian Core Curriculum





# **The Creative Human Being**



**Education shall meet children, adolescents and adults on their own terms and so lead them to the borderland where they can encounter the new by opening their minds and testing their skills.**



# **The Working Human Being**



**The most important of all pedagogical tasks is to convey to children and the young that they are continuously making headway so that they gain trust in their own abilities.**



# The Working Human Being



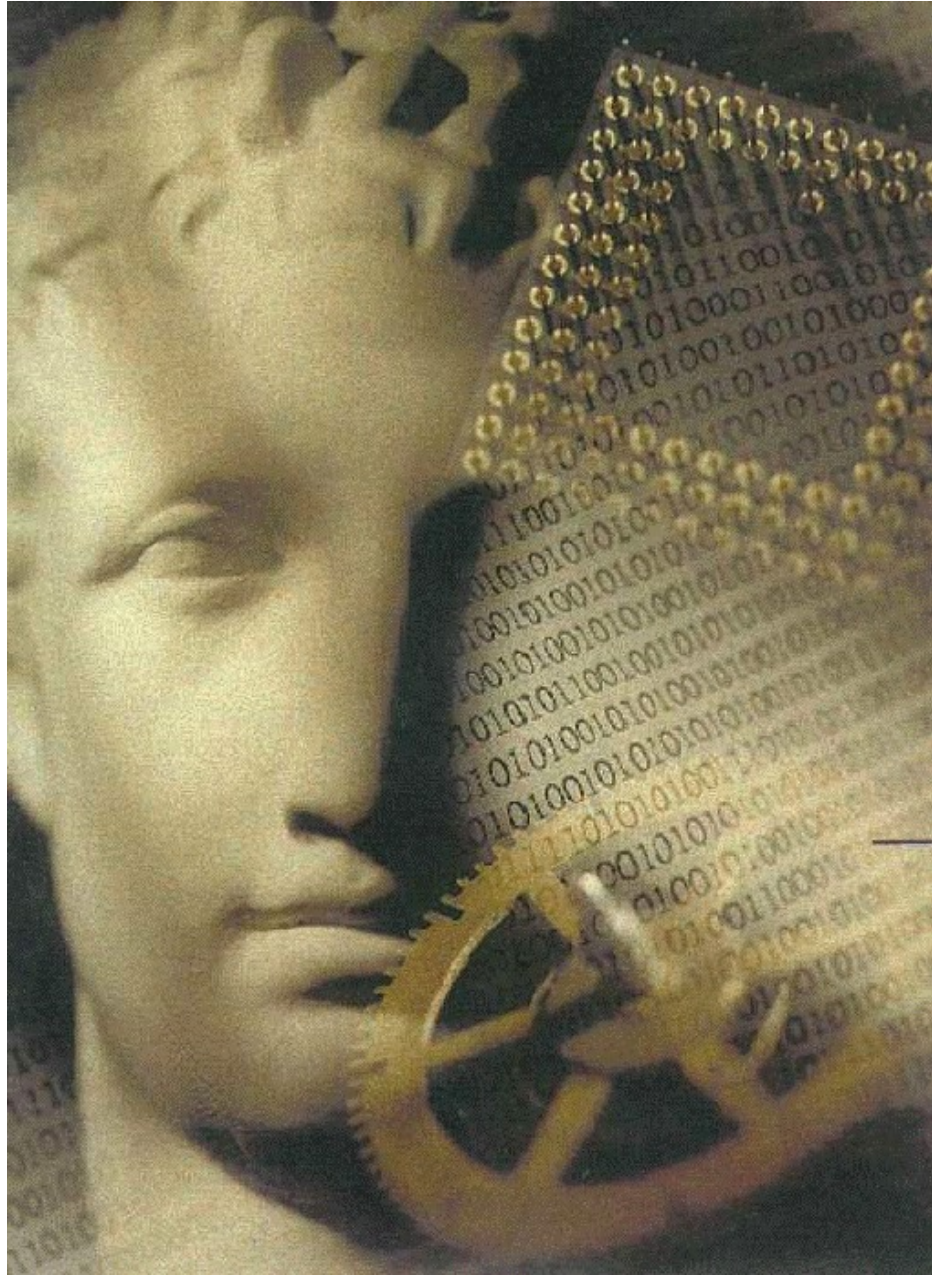
Pupils build up their knowledge, generate their skills and evolve their attitudes largely by themselves. This process can be stimulated and spurred or curbed and blocked, by others. Successful learning demands two sided motivation: on the part of the pupil and on the part of the teacher: Good teaching will give pupils evidence of succeeding in their work, faith in the own abilities, and the heart to take responsibility for their own learning and their own lives.



# The Integrated Human Being



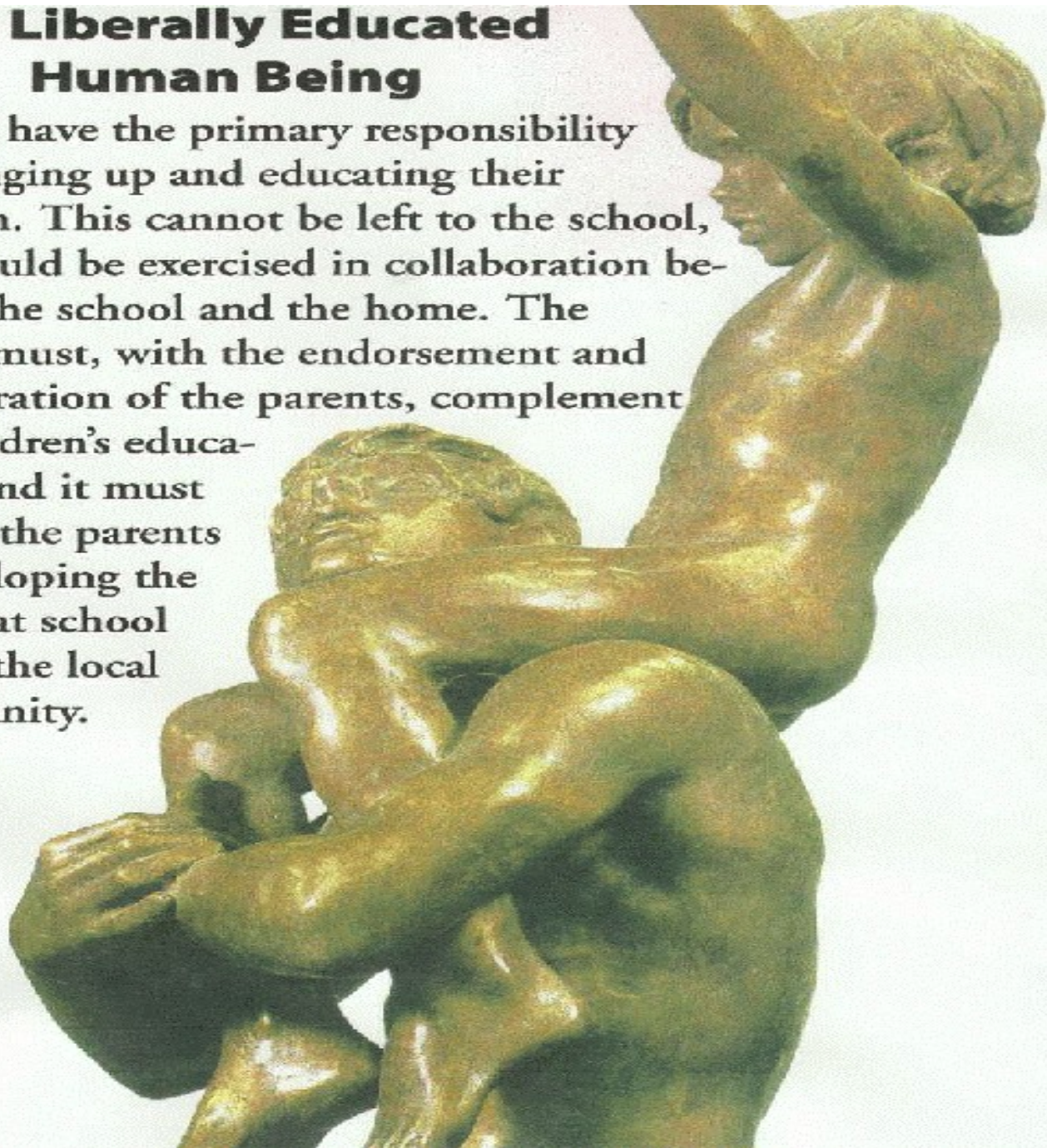
Education shall inspire an integrated development of the skills and qualities that allow one to behave morally, to create and to act, and to work together and in harmony with nature. Education shall contribute to building character which will give the individual the strength to take responsibility for his or her life, to make a commitment to society, and to care for the environment.





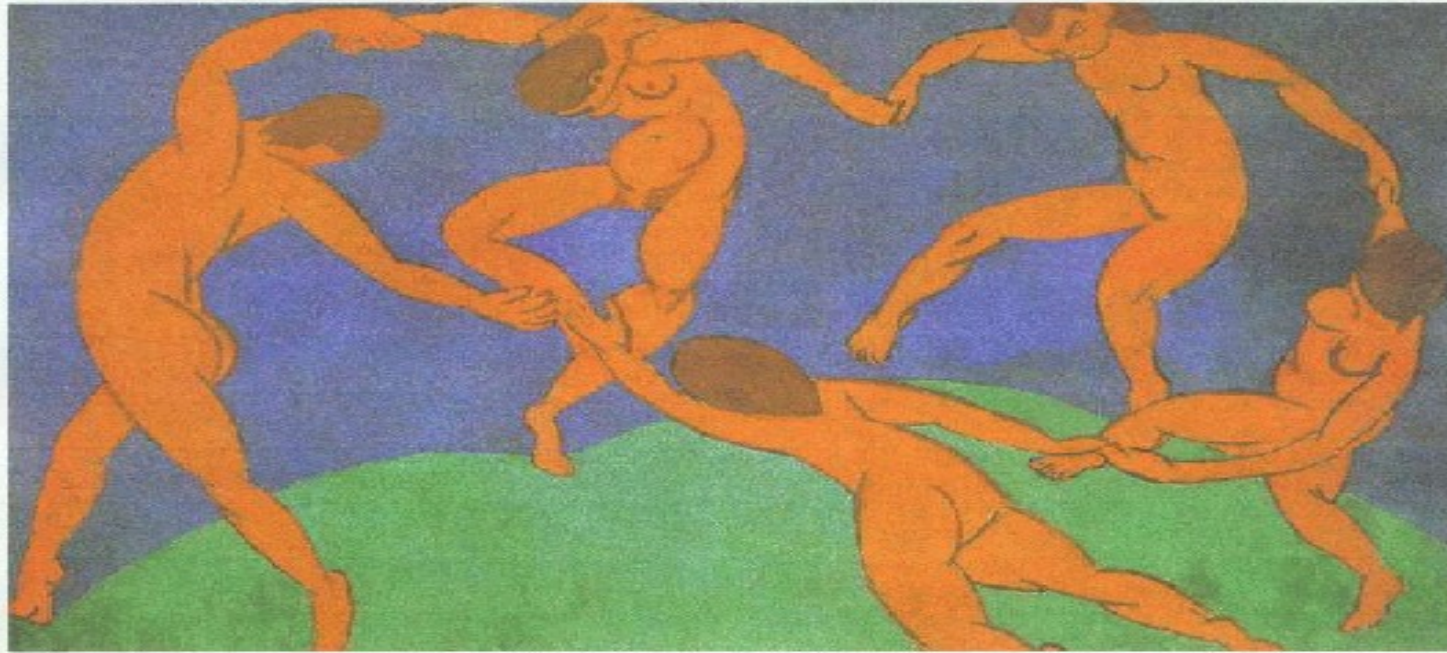
## **The Liberally Educated Human Being**

Parents have the primary responsibility for bringing up and educating their children. This cannot be left to the school, but should be exercised in collaboration between the school and the home. The school must, with the endorsement and collaboration of the parents, complement the children's education - and it must engage the parents in developing the milieu at school and in the local community.





# **The Liberally Educated Human Being**



**Schooling shall provide a multi-faceted and all-round general education with concrete knowledge about the human being, society and nature which can provide a broad outlook and perspective; with know-how and maturity to face life's practical, social and personal challenges; and with qualities and values that facilitate cooperation between people and make it enriching and exciting for them to live together.**