

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

Laid down as a regulation by the Norwegian Directorate for Education and Training on 14 December 2007 as delegated in a letter of 26 September 2005 from the Ministry of Education and Research pursuant to the Act of 17 July 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4 first paragraph.

Valid from 01.08.2008

Valid to 31.07.2023



Utdanningsdirektoratet

Purpose

Child care and youth work shall contribute to organising and carrying out pedagogical programmes offered to children and adolescents 0 to 18 years of age. Child care and youth work shall promote fellowship and unity in an environment characterised by play, investigation and learning. The subject shall contribute to developing child and youth workers who act as role models with an awareness of the challenges faced by children and adolescents.

Learning in the subject shall arrange for workers who are able to adapt educational programmes to different age groups, functional levels and circumstances in life. This shall form a good basis for selecting purposeful working methods and stimulate comprehensive activities and an interest for nature and the environment. Furthermore, learning in the subject shall contribute to developing the ability to communicate and interact with children, adolescents and parents and guardians. Learning in the subject shall also contribute to developing multicultural understanding and promote equal opportunity and equality.

Learning in the subject shall arrange for varied work tasks in the different educational programmes offered to children and adolescents. Work can be done in different places, such as daycare institutions, schools, after-school activities and youth clubs, where children and adolescents spend their time.

Training completed and passed in the subject will lead to a Trade Certificate. The professional title is Child Care and Youth Worker.

Structure

Child care and youth work consists of three main subject areas. The main subject areas complement each other, and should be viewed in relation to one another.

Overview of the main subject areas:

Year level	Main subject areas		
Vg3 / In-service training at a training establishment	Health-promoting work	Communication and interaction	Practice of vocation

Main subject areas

The main subject area is concerned with the relationship between physical and mental health and activities for children and adolescents. Furthermore, the subject deals with different teaching activities as a basis for growth and development. The main subject area also covers hygiene, prevention of sickness and first aid. Attitudes toward tobacco, drugs and alcohol are included in the main subject area, and prevention against bullying, discrimination and criminality is also included.

The main subject area is concerned with communication and interaction with children and young people. Furthermore, the subject deals with the development of children and adolescents' self-esteem, identity and social competence. Group processes and handling conflicts are also included.

The main subject area is concerned with the different types of educational activities for children and adolescents. Activities related to fine arts, culture, nature and the environment are included in the main subject area. Preparing safe and healthy food for children and adolescents is also included. Furthermore, relevant legislation regarding the duty of confidentiality, protection of personal information and universal design of products and services is also included. Understanding and ethics at work are also important themes.

Basic skills

Basic skills are integrated into the competence aims for this course in areas where they contribute to the development of and are a part of the basic subject competence. In Child care and youth work, basic skills are understood as follows:

Being able to express oneself orally or in writing in Child and youth work involves receiving and giving oral and written information. It involves communicating with children and adolescents, parents and guardians, and other collaborators. It also means preparing plans, minutes from meetings and documentation.

Being able to read in Child and youth work involves staying updated, and using and imparting information from child and adolescent literature in educational work. It also involves reading and understanding specialist literature and the institute or organisation's plans.

Numeracy in Child and youth work involves calculating and evaluating costs and following a budget. Furthermore, the subject involves counting amounts, measures and weights related to meals and preparing food. It also means being able to use numbers and counting in different educational activities.

Digital literacy in Child and youth work involves gathering and using subject matter. It means using digital tools for documentation and presentations. It also involves instructing children and adolescents in the use of digital tools.

Competence aims

Health-promoting work

The aims of the training are to enable the apprentice to

- plan and execute measures and activities that promote mental and physical health of children and adolescents
- carry out measures that can develop children and adolescents abilities to take responsibility for their own health and safety
- instruct children and adolescents in getting dressed properly for the individual activity, the time of year and weather conditions
- perform first aid related to the practice of the occupation
- recommend measures that promote hygiene, sickness prevention and hinder the transmission of disease
- carry out measures that can contribute to preventing loneliness, bullying and discrimination
- carry out measures that can contribute to preventing criminality
- carry out measures that can contribute to preventing the use of drugs, alcohol and tobacco
- identify signs of a lack of parental care and other worrisome conditions, and alert authorities in line with current rules and legislation for this

Communication and interaction

The aims of the training are to enable the apprentice to

- communicate and interact with children, adolescents, parents and guardians
- give help to children and adolescents in order to deal with and develop self-esteem and identity
- arrange measures that strengthen the ability and willingness of children and adolescents to contribute and take responsibility
- arrange measures that strengthen the ability and willingness of children and adolescents to contribute and take responsibility

- instruct children and adolescents in ethical questions
- use strategies to handle conflicts and guide children and adolescents in handling conflicts
- cooperate with parents, guardians, colleagues and other collaborators in activities and measures for children and adolescents
- implement measures that strengthen social competence in children and adolescents
- discuss and elaborate on the meaning of role models for socialisation processes in children and adolescents

Practice of vocation

The aims of the training are to enable the apprentice to

- plan, carry out, evaluate and document educational activities adapted to age, functional level, cultural roots and circumstances in life
- use observation and motivation as tools in planning and execution of the work
- carry out activities that stimulate child language skills, intellect, emotions and motor development
- arrange for play based on the meaning play has for child learning, development and socialisation
- adapt play, sports and outdoor activities to different seasons, nature and the environment
- carry out activities related to fine arts and culture
- help build social networks for children and adolescents together with parents and guardians
- comply with current rules for the duty of confidentiality and personal information protection
- prepare food and meals for children and adolescents in line with rules and guidelines for this
- carry out activities in line with universal design of products and services
- perform work in line with ergonomic principles and current rules for environment, health and safety
- use digital tools, practice source criticism and respect personal information protection and copyright
- perform work according to current rules, legislation and guidelines for work ethics

Assessment

Vg3 Child and youth work

Provisions for final assessment:

Main subject areas	Provision
Health-promoting work Communication and interaction Practice of vocation	All apprentices shall sit for a Trade Examination, which is normally carried out over a period of five working days.

The provisions for assessment are stipulated in the regulations of the Norwegian Education Act.