

Knowledge-based schools are the pillars of a high skills society

The education policy of the Norwegian Association of Graduate Teachers as adopted by the National Conference 2023.

1. The subjects are the cornerstones of schools

Academic robustness is a prerequisite for developing comprehension and achieving in-depth learning and must therefore be key from the first day of school. Clear academic and methodical progression ensures better learning, a better learning environment and a lower dropout rate.

It is the Association's opinion that:

1.1 The various stages and types of school, from primary school via secondary school to adult education, must be given space to develop their individual character through customised targets and work methods.

1.2 In general, collective time in schools should be spent on academic development and professional collaboration as determined by subject teachers. Collegiate cooperation between subject teachers will boost school standards and should be easily achievable through digital technology across schools and types of schools.

1.3 Syllabuses and assessment systems must clearly define the expected progression and academic levels through specific learning targets. To ensure that all pupils learn what they need to learn, the potential for flexible and differentiated progression should be exploited.

1.4 If all pupils are to benefit from attending upper secondary school, the different education programmes will need to introduce differentiated admission criteria and minimum grade requirements. The latter is particularly important for admission to programmes that qualify pupils to apply for higher education (general studies programmes). Pupils without the appropriate academic qualifications must be offered access to an adapted study programme or an additional preparatory year.

1.5 In upper secondary school, both vocational and general studies programmes will contribute more to a varied education provision if allowed to develop their own distinctive character. The 'Lektor 2' scheme, whereby representatives of the employment market assist with drawing up targeted teaching plans for the curriculum, should be extended to include subjects other than STEM subjects.

1.6 Pupils on general studies programmes must be better prepared for further studies. Framework conditions such as funding from the school owner, access to qualified teachers, the pupils' academic level on admission to the programme, and contact with academia must be improved.

1.7 For vocational subjects to be attractive, society must provide enough course places as well as skilled teaching staff with teacher certification as well as work experience from the discipline they teach. Learners on work placements must be followed up by a specialised teacher who works closely with the employer.

1.8 There should be more opportunities to opt for a vocational pathway to higher education for learners who hold a trade certificate and wish to continue their education within their field.

2. Time for teaching

Educating pupils is the core mission of any school. Providing a good standard of education is becoming increasingly time-consuming thanks to bureaucracy, new assessment methods, heterogeneous learner groups and teaching aids of inconsistent quality. To ensure that sufficient time is allocated, the concept of teaching must be clearly defined, and pupils must be offered the number of lessons they are entitled to in the academic year.

It is the Association's opinion that:

2.1 The concept of education should be defined by the Norwegian Education Act rather than by the school owner, to ensure that education cannot be replaced by extra-curricular activities.

2.2 Teaching entails teacher instruction and collaboration with students when this

- is based on the syllabus for the subject
- is part of the educators' teaching plan
- involves preparatory work and/or follow-up
- forms the basis for pupil assessment in the subject

2.3 School leaders should ensure that all members of the teaching staff have sufficient time allocated to teaching, preparatory and follow-up work, and academic monitoring of each pupil. Guidance teachers must be allowed to manage their own time in order to follow up pupils.

2.4 Schools must be held accountable for ensuring that pupils receive the number of lessons they are entitled to in each subject per year. All lessons should be taught by qualified teaching staff. This provision must be documented, and the expected number of lessons lost to exams etc. must be factored in during planning.

2.5 School leaders should never replace lessons set aside for academic study with activities and projects that subject teachers are unable to fit into their teaching plan as per the curriculum.

2.6 Government authorities should liaise with the teaching profession to develop digital tools, including with artificial intelligence, that can support their teaching and assessment work. The objective must be to raise teaching standards.

Eliminating time stealers and bureaucracy

Teachers should spend the bulk of their working hours on teaching-related tasks. Many of the reporting and documentation requirements in schools are unnecessary. The use of digital tools should ease the daily workload.

It is the Association's opinion that:

2.7 As a general rule, oral feedback to pupils should suffice. Written feedback must be each educator's individual choice.

2.8 Whenever a new reporting requirement or task is introduced, the associated time allocation for teachers must be assessed, and consideration must be given to what other tasks should be reduced. Written reports should be drawn up by administrative personnel.

2.9 Teachers should not normally carry out the duties of other categories of staff, e.g. school nurses, school counsellors, minorities advisors, cleaners, janitors, IT staff or administrative staff.

2.10 Equipment and IT systems must be designed and operated to ensure that teaching staff can work effectively with their core tasks. The employer's various systems must communicate with one another to ensure that teachers have sufficient time for their subjects and their pupils.

3. A democratic and transparent school

The Norwegian Association of Graduate Teachers seeks greater transparency within and relating to schools. School staff have considerable freedom to express their views on school matters.

It is the Association's opinion that:

3.1 Teachers should demonstrate the most important ideals of our democracy and must be free to present different perspectives on history, societal issues and academic debates, as long as they believe this promotes the educational objective. Being exposed to such perspectives should not be objectively interpreted as offensive.

3.2 In order to safeguard the freedom of expression, schools must allow scope for misunderstandings and for being misunderstood. If pupils are offended by something a teacher has said, the management must facilitate conflict resolution at the lowest possible level.

3.3 School owners and leaders should encourage employees to take part in public debate. School staff are free to talk about school policies and non-confidential school matters provided they never purport to represent the employer. The employer cannot generally require employees to seek their approval before making a public statement.

3.4 Graduate teachers have a professional duty to provide their own academic assessments and give the public factual information about everyday school matters. This duty does not conflict with the employee's duty of loyalty.

3.5 The general public should have access to information about day-to-day operations, plans, the teaching staff's qualifications, performance results and external relations at every school. Information about the teaching staff's academic background and area(s) of specialisation should also be disclosed.

3.6 The privacy and personal integrity of both employees and pupils must be protected.

4. Qualified teachers for all

Graduate teachers play a pivotal role in the pupils' learning process. Highly qualified teachers will boost pupil performance and encourage social mobility among pupils.

Pupils deserve teachers who have studied the subjects they teach in depth. This is why the titles 'graduate teacher' and 'master of teaching' must be protected. Norwegian schools should introduce teacher competency criteria for all school stages and subjects.

The use of digital tools in schools requires competent teachers who are qualified to assess and determine how the tools can best be used in line with the school's objective.

It is the Association's opinion that:

4.1 All pupils must have the right to be taught by qualified teachers. The employer's right under the Education Act to make temporary appointments must be abolished.

4.2 The titles 'graduate teacher' and 'master of teaching' must be protected, and the introduction of a certification system should be considered.

4.3 Norway needs to commit to a long-term plan for raising the level of qualifications required to teach in schools.

4.4 The required qualifications should match the level at which a subject is taught. In primary and lower secondary schools, all teaching staff should, as a minimum, have completed a 1-year in-depth module (60 ECTS credits) in the subjects they teach.

4.5 In upper secondary schools, the current requirement for 60 ECTS credits should be applied to all teachers.

4.6 If teachers are assigned to teaching subjects they have not studied in depth, they should be entitled to attend the necessary continuing education programme within a year. It should be a long-term goal that all educators who teach programme subjects, and eventually all upper secondary school teachers, should have at least 90 ECTS credits in the subject they teach. Continuing education and subject teacher education programmes must be developed accordingly.

4.7 As a rule, graduate teachers should be assigned the subject(s) they specialised in. Relevant academic competence in the subject they teach is preferable. The teachers' areas of specialisation should match the subjects they teach.

4.8 The principal's assessment of what constitutes a relevant teaching qualification must be safeguarded by national guidelines.

4.9 Teachers should decide on behalf of their pupils whether digital tools should be used in their respective subjects.

Continuing education and supplementary training

Pupils and society at large need teachers with up-to-date knowledge and skills. Public sector school owners are obliged to map and plan the need for professional development. Teachers have the same need for regular professional updating as other professions for which this is a statutory requirement. Relevant continuing education and supplementary training programmes at an academically satisfactory level must be offered to all school staff.

It is the Association's opinion that:

4.10 Teachers should have a statutory right to attend annual supplementary training courses of relevance to their professional development.

4.11 Teachers should have a statutory right to access relevant continuing education programmes every five years.

4.12 Employees must be given paid leave of absence that matches the workload of their chosen continuing education programme.

4.13 A national inspectorate should ensure compliance with the Education Act and identify which school owners offer access to professional supplementary training and continuing education programmes.

4.14 Continuing education programmes must maintain a high academic standard and it must be possible to combine them with teaching work.

4.15 Supplementary training programmes must meet the various professional needs of teachers who work in primary and secondary schools.

4.16 Supplementary professional training programmes and continuing education programmes should include instruction in how digital tools, including artificial intelligence, can be used to support learning.

4.17 Within the framework of the working hours agreement, subject teachers have an independent professional responsibility to demand access to the necessary supplementary training and continuing education and to keep up-to-date with developments in their own discipline.

Career pathways

In a good school, teachers will be allowed to develop as educators throughout their careers. The qualifications of teaching staff add value to all education provided in schools. As a place of work, schools must offer academic career pathways, not only administrative ones.

It is the Association's opinion that:

4.18 Schools should develop a comprehensive system of academic career pathways that will not lead them away from the classroom. Working conditions and salary scales must enable recruitment and retention of the best classroom teachers.

4.19 An overarching national framework of specialist scholastic functions or roles should be established, and expectations must match the allocated time resources. The employer must ensure that specialists have an opportunity to help raise the levels of competence among colleagues on top of their ordinary classroom work.

4.20 A greater number of combined posts must be introduced that span the school sectors and the higher education sector. The introduction of a doctorate in teaching will increase performance levels in schools, raise the status of the teaching profession and generate high-quality classroom research.

4.21 Schools should be an attractive workplace for teachers with a PhD. This will give schools access to more graduate teachers with specialist expertise and will generate more research on the practical aspects of teaching.

5. Higher education

High standards are essential throughout the higher education sector. Higher education in Norway must maintain a high international standard. Teaching excellence must be better recognised in academia.

It is the Association's opinion that:

5.1 The academic content of higher education programmes should maintain a high international standard. All institutions must be transparent about quality standards and nonconformance, and relevant information should be easily accessible for pupils and the general public.

5.2 Cooperation between higher education institutions and general studies programmes at upper secondary level must be boosted through the formation and development of robust frameworks. Quality assurance work in higher education should be linked to the quality assurance of the general studies programmes.

5.3 Excellence in teaching must be rewarded through mechanisms such as accreditation schemes to recognise high competence levels and career opportunities such as job sharing.

5.4 Practice placements on higher education courses must have a clearly defined learning outcome.

5.5 Universities, university colleges and upper secondary schools should prioritise collaborative efforts to develop suitable forms of assessment in schools. This is particularly important when the use of artificial intelligence requires new awareness of what education can and should be.

Teacher education programmes

The role of schools as pillars of society and the impact that graduate teachers have on school standards make it important to continue raising the quality of teacher education programmes.

It is the Association's opinion that:

5.6 All teacher education programmes must be evidence-based, with an emphasis on school subjects, and provide real opportunities for in-depth academic study. The education provided in school subjects should be closely aligned with the academic disciplines taught at universities.

5.7 All teacher education programmes should have a high admission threshold. For the subjects that applicants wish to study and teach, a moderately high level of proficiency should be expected as a minimum.

5.8 The financial incentives made available to education programmes for subject teachers must match those that are made available to master of teaching programmes, and all teacher education programmes should be regularly assessed as part of a national quality assurance system.

5.9 Pupils benefit from the fact that teacher education programmes have now been elevated to the master's degree level. To highlight the differences in academic profile and the subject-specific specialisation between the various teacher education programmes, masters of teaching should be referred to as primary and lower secondary teachers while the titles 'graduate teacher' and 'graduate teacher with supplementary training', should be used about graduates who have completed a programme of education that involved in-depth subject-focused study modules as well as supplementary practical teacher training. A separate title should be found for teachers with a PhD.

Practical teacher training

A master of science or arts degree combined with practical teacher training (postgraduate certificate in education) is the most common pathway to a career in schools for academics and other professionals with or without workplace experience, and the practical teacher training course should therefore receive greater national attention.

It is the Association's opinion that:

5.10 The practical teacher training course should receive greater national attention. The quality of practical teacher training courses offered by universities and university colleges must be monitored as part of a national quality assurance system.

5.11 Close liaison between teacher educators and practising teachers is key to raising the quality of the courses. Teacher educators should regularly teach in a school at the level for which they train their students.

5.12 Practice supervisors should have at least five years' experience of teaching as well as a master's degree in the relevant subject.

5.13 Participation in the academic community at the placement school should be a mandatory part of practice placements for all student teachers, e.g. to gain experience of school-home collaboration and working with other professions.

5.14 All teacher education programmes must include guidance on how to use digital tools for learning support in a way that is suited to the learners' academic and cognitive maturity and the nature of each subject. Student teachers should learn how to handle and critically assess such tools.

5.14 Trials should be run to test the feasibility of a paid rota system that allows employees to attend theory courses at a university or university college, as a replacement for the current practical teacher training system. The objective is to provide better practice placement arrangements and to develop the partnership between the placement schools and the higher education sector.

6. Professional school leadership

Proficient school leaders will have a background in school subjects and pedagogy. They will appoint highly qualified teachers, and base their professional development programmes on the opinions of subject teachers. The effectiveness of any initiative that cannot be directly linked to a subject must be measured and critically evaluated.

It is the Association's opinion that:

6.1 The school leadership is responsible for ensuring that the pupils' learning activities are led by qualified teachers.

6.2 Recruiting, retaining and developing a staff of highly qualified teachers are the school leadership's most important tasks. Advertising vacancies for, or appointing, teachers without a master's degree must be justified based on academic rather than financial grounds.

6.3 The principal and the school's educational leaders will have a background in pedagogy and should generally have experience of teaching at the same type of school. Middle managers will be required to undertake teaching duties.

6.4 The content of inset days should always be discussed with union representatives, and inset days should be spent on the scholastic activities that the teaching staff considers will best boost the pupils' academic development.

6.5 Schools need proficient department heads as well as leaders with HR responsibility. Schools must have access to professional expertise within the field of human resources, and HR policies must be based on a well-working system of collaboration between all parties. All employees must be familiar with these policies.

6.6 A good school environment is best achieved through sound community-building practices linked to subjects and classes. The content of school subjects and related work practices are key to the successful prevention of bullying.

7. Responsible school owners

School owners must ensure that the school has sufficient resources and operates in compliance with laws and regulations. The right to a permanent position, and the preferential right to an extended post must be respected. All teaching in schools must be provided by qualified staff. School owners are responsible for ensuring that all pupils have adequate access to digital learning support.

It is the Association's opinion that:

7.1 To ensure that pupils receive the best possible education, any group size and composition must be determined on the basis of academic and educational assessments combined with requirements relating to health, safety and the

environment. In lower secondary school and on general studies programmes at the upper secondary level, group sizes should never exceed 27 pupils.

7.2 Effective mentoring of newly qualified teachers requires sufficient time and qualified, experienced mentors.

7.3 School owners have a particular responsibility for ensuring that pupils are adequately prepared to proceed to the next level of education.

7.4 Teacher density is key to providing suitably adapted education for all pupils.

7.5 Schools are a universal welfare benefit. Good state-owned schools should form the backbone of a good education system. Private schools and other education establishments are welcome supplements.

7.6 School owners must ensure that each individual pupil has access to the necessary resources such as textbooks, student licences for educational software and artificial intelligence systems.

7.7. School owners must ensure that teachers are qualified to assess the usefulness of artificial intelligence tools, and that time is set aside for this.

7.8 School owners must facilitate excursions and internationalisation.

A safe workplace

Teachers are entitled to a safe working environment just like any other employee. Pupil rights must never have an adverse effect on the health, safety or statutory rights of employees.

It is the Association's opinion that:

7.9 Creating a good psychosocial environment is best achieved through classroom initiatives. A good classroom environment and targeted work in relation to pupil attitudes are key measures to prevent bullying. Efforts to create safe and good learning environments must involve everyone, including pupils with a high learning potential.

7.10 The duty to take action against bullying requires appropriate competence, particularly among school leaders. Staff must receive training in how to identify and handle bullying, discrimination and other infringements.

7.11 There should be better legislative safeguards to protect the rights of teachers in disputes with pupils. Whenever accusations are levied against a teacher, evidence disclosure, counter-argumentation and due process must proceed without undue delay.

7.12 Violence and threats in the school environment are serious workplace problem and better prevention is required. School leaders must give employees the necessary training and maintain up-to-date risk assessment registers and emergency preparedness procedures.

7.13 All accidents and acts of violence must be documented in an incident report. Criminal acts must be reported to the police; the reporting responsibility lies with the school's owners and management.

7.14 To ensure that schools are safe workplaces, it should be easier to expel upper secondary pupils if they display behaviours that are to the detriment of staff and fellow pupils.

8. Well performing schools across the country

All pupils are entitled to a comprehensive education provision at primary and lower secondary level. A comprehensive system of classroom research is required to secure high academic standards in Norwegian schools.

It is the Association's opinion that:

8.1 Norwegian schools need a comprehensive evidence-based system for enabling better classroom research. The proportion of quantitative research contributions must increase. Classroom research findings should be summarised and presented to the field of practice, e.g. through the development and management of education libraries for the school sector.

8.2 Norwegian schools must maintain high academic standards. National tests, school contribution indicators and international comparative studies of school standards are important in the public debate about schools. School performance indicators should include measurements that reflect the impact of the teaching staff's competence.

8.3 Schools should introduce quality assurance and nonconformance systems that record reduced hours, qualified teacher shortages, reliance on unskilled staff, teacher-less lessons, and unsafe working conditions etc.

8.4 The school owner must be particularly alert to securing a good learning environment for pupils and a good working environment for staff when providing distance learning. All distance learning must comply with current laws and regulations, the working hours agreement and the pupils' right to a minimum number of lessons in a subject.

8.5 Artificial intelligence will be playing an increasing part in schools and in society at large. School owners must ensure that all pupils have equal access to digital tools.

8.6 Digital tools, including artificial intelligence, must not be used or implemented in schools in a way that is obstructive to the pupils' development and acquisition of independent cognitive skills.

9. Assessment

Assessment contributes to learning and serves as an indicator of the pupils' knowledge levels. Teaching materials and methods must ensure assessment predictability and objectivity for pupils. Subject teachers should assess whether there is a sound framework and robust basis for formative assessments.

It is important to ensure that subject teachers are well qualified, that they have sufficient hours assigned to assessment work and that they are offered supplementary assessment training. Exams form an important part of the assessment regime.

National authorities and school owners must provide the working hours and payment levels that will allow highly qualified and experienced teachers to accept invitations to serve as examiners.

It is the Association's opinion that:

9.1 Pupils' knowledge and skills in the subjects they study must be assessed by a teacher qualified in those subjects. Pupils' social or emotional skills must never be the subject of assessment. In respect of multidisciplinary themes and the marking of multidisciplinary exams, subject teachers should only assess the pupil's level of competency within their own subject. The assessment system must prevent principals, school owners or government authorities from applying pressure on subject teachers and examiners to allow a pupil to pass.

9.2 For assessments to be made, pupils will have to be present in the classroom and contribute actively to classwork. This also applies at the primary and lower secondary level.

9.3 Marks give pupils an indication about their academic level and progress and constitute a natural part of formative assessments where the teacher considers it appropriate.

9.4 Marks for orderliness and conduct are necessary tools for correcting unacceptable behaviours.

9.5 Teachers' autonomy over the assessment system is essential to ensure a high quality of assessment. For pupils to receive useful feedback and achieve a good learning outcome, teachers must regularly be given an opportunity to develop and improve their own assessment competence.

9.6 National and local guidelines for marking classwork must ensure that teachers' academic evaluations carry significant weight. Such guidelines must specify that only serious errors can lead to grade adjustments upon appeal.

9.7 There is a wide diversity of assessment practices in Norwegian schools, and there is a need develop and raise subject-specific assessment competencies among teaching staff.

9.8 As a minimum requirement, new examiners should as a minimum have taken at least two cohorts through the subject at the relevant type of school.

9.9 Members of specialist committees that set national written examinations should be regularly replaced. In general, no member should serve for more than seven years.

Equal terms of assessment

The examination and assessment systems in Norwegian schools must be reliable and guarantee that pupils are assessed on equal terms, and that all pupils are assessed for their actual knowledge and skills in the subject.

It is the Association's opinion that:

9.10 Examinations should be retained in Norwegian schools. The quality of examinations is secured by employing external examiners. Lower secondary school and general studies programmes should conclude with final national written examinations marked by external examiners. Lower and upper secondary school should conclude with a final oral examination in at least one subject.

9.11 Written final examinations at primary and upper secondary levels must be conducted on equal terms. It has become necessary to introduce stricter and more streamlined checks on what aids are used by pupils to ensure a fair assessment of their competence, particularly since the emergence of artificial intelligence.

9.12 Exams should involve a type of test that allows pupils at all levels to demonstrate their knowledge and skills. A two-part written exam, one part with aids, the other without, is the best way to measure competencies at all levels and should be introduced in all subjects if feasible.

9.13 Both formative assessment and all forms of examination are intended to test the individual pupil's knowledge and skills in the subject. Exam arrangements and exam questions must ensure a genuine test of the pupils' personal knowledge and skills in the subject. Consequently, exams must be organised in a way that precludes the use of artificial intelligence.

9.14 There is a need for more precise national assessment criteria and standards for marking exams and classwork. Exams that are set locally need clear national guidelines.

9.15 Portfolio assessments cannot replace an examination but can be included in the formative assessment if the subject teachers consider this to be appropriate.

10. Adapted education for all

All pupils must have a genuine right to adapted education and instruction by qualified subject teachers. All learners, including those at upper secondary level, must have a right to extra lessons if their progression is slower than normal. When assessing the need for adaptation and support, the best interest of the pupil must be prioritised. Pupils should not be unnecessarily shielded from challenges that may be perceived as difficult or uncomfortable if these can help them to grow and develop.

It is the Association's opinion that:

10.1 Adapted education special needs education must be structured in a way that is actually possible to implement as a part of the everyday teaching work.

10.2 All pupils should be taught by teachers who are formally qualified to teach their subject(s). The opportunity to rely on unskilled teachers in exceptional circumstances must be abandoned.

10.3 School owners' right to disregard expert recommendations to provide special needs education must be restricted.

10.4 Provision of high-quality adapted education for all requires inclusion of differentiated progress descriptions in syllabuses that support the educators' efforts to adapt their teaching to the different learning potentials of pupils. Teachers at all levels must be able to employ organisational differentiation if they believe it will benefit the educational objectives.

10.5 All pupils must have a genuine right to adapted education. Teaching qualification requirements in all subjects will be crucial for whether the school is able to make adaptations to suit all pupils.

10.6 Schools and school owners should be required to ensure that teachers are asked to make only evidence-based adaptations in respect of pupils with various challenges. Any request that a teacher make specific adaptations must be based on clear research.

10.7 Schools should introduce a three-level model of adapted education, supplementary lessons and special needs education. The model must cover the entire education pathway and should provide a safety net for pupils who are unable to keep pace with the progression set out in the curriculum. Professional

development and mentoring of teachers take time and this must be acknowledged when schools allocate their time resources. All pupil assistance must be provided in a language and using terminology that is understandable to parents, guardians and older pupils.

10.8 Pupils who receive special education in the Norwegian language must have a right and duty to document what they have learnt by sitting a standardised Norwegian language test. The phrase 'adequate Norwegian language skills' must be clearly defined by the regulations, and those who provide special education in the Norwegian language must be appropriately qualified.

10.9 Universal rules should be introduced to ensure that pupils who attend mainstream education at upper secondary level have attained the threshold level (B1) in Norwegian, to ensure that they can follow classes and communicate with teachers and fellow pupils.

10.10 Good academic communities need to be of a certain size. When school support services are decentralised, professional networks should be formed at local, regional and national levels.

11. Subject-focused teaching aids and learning materials

High-quality up-to-date teaching aids and learning materials are essential classroom tools. Educators' must have a real influence on the choice and use of digital teaching aids and printed textbooks. Outdated teaching aids and learning materials should never be used.

It is the Association's opinion that:

11.1 School owners must earmark sufficient funds for the purchase of teaching aids and learning materials. Digital teaching aids should only be used when they are considered to be the best option from an academic point of view, never as a means of cost-saving. School owners that fail to allocate sufficient funds for the purchase of teaching aids and learning materials, whether in printed or digital format, are neglecting their responsibilities.

11.2 Subject teachers must have a real influence on the procurement of teaching aids and learning resources in schools. This must not be undermined by instructions to stick to open resources such as NDLA (Norwegian Digital Learning Arena).

11.3 The government must develop quality criteria for teaching aids and learning materials in all subjects. Open access teaching resources must satisfy the same quality criteria as commercial teaching resources.

11.4 Government authorities and school owners must accept responsibility for ensuring that there is a wide range of digital and analogue teaching aids and learning

materials available in Norwegian and that there is a thriving community of developers of such tools.

11.5 School owners who prefer to develop their own teaching aids and materials must allocate sufficient funds for this activity, clarify copyright issues and ensure that the resources meet recognised standards.

11.6 Subject teachers should personally control the development, use and possible sharing of teaching plans. Quality standards must also be assured in cases of organised sharing of teaching aids produced by teachers.

11.7 A shared digital platform for evaluating teaching aids and learning materials, based on quality criteria, may enhance and foster professionalism when subject teachers are to recommend new teaching aids and learning materials for the school.

11.8 If digital tools that involve artificial intelligence are to be used, all pupils and teachers must have equal access to such resources.