

## Programme

### Qualification awarded

Bachelor of Education

### Length of the programme

48 months

### ECTS credits

240

### Level of qualification

Bachelor

### Mode

Full-time

### Language

Dutch, with parts in English

### School

School of Sport Studies

### Locations

Groningen

## Teacher Education in Physical Education & Primary Education

### Profile of the programme

The ALO-Pabo teacher training programme, which takes 4.5 years, qualifies graduates to teach PE in secondary and primary education. This dual Bachelor's programme combines the PE teacher training programme for secondary education (ALO) and that for primary education (Pabo). Upon completing this dual Bachelor's, graduates are qualified to teach PE throughout the entire educational field (primary education, secondary education, special education and secondary vocational education). Graduates with the Bachelor's degree for primary education (Pabo) are qualified to teach PE in regular and special primary education. During the degree programme, students do work placements in different educational contexts. In addition, students develop the self-confidence to take on challenges, and an integral view (particularly on cognitive and physical development) that is visible in their skills, knowledge and attitude, and students develop as a pioneer in order to contribute to children growing up healthy. Upon attaining both degree certificates, students will be widely deployable.

### Learning outcomes

The ALO final-year programme within the ALO-Pabo dual Bachelor's comprises Professionalism, Impact and PI and assesses the following learning outcomes:

Students:

1. methodically and purposefully design exercise activities appropriate for the target group based on their own vision and school policy, accounting for the professional, educational and subject-didactic choices they have made on the basis of practical theory;
2. organise exercise activities in a positive and stimulating fashion and in a safe learning environment, allowing all participants to develop their talents;
3. choose appropriate interventions to facilitate the participants' (motor, social-emotional and cognitive) development;
4. plan and organise the activities in such a way that they contribute to participants' self-management;
5. record and evaluate the learning progress of participants using an appropriate evaluation tool;
6. account for the added value of their profession and their performance based on relevant national and international literature and personal considerations;
7. independently carry out applied research to improve their own professionalism in a way that is relevant to the professional practice and appropriate to the context;
8. communicate about their applied research in a logical and systematic manner;
9. work together with colleagues to improve their own performance as well as the performance of others;
10. develop their professional attitude and repertoire of actions by reflecting on developments within the field and conducting a personal analysis of their skills.

## Programme

### Teacher Education in Physical Education & Primary Education

credits

|   |    |
|---|----|
| Year 1 Teacher Education in Physical Education and Primary Teacher Education    | 60 |
| □ Orientation training and profession   | 30 |
| ▫ ALVP20WPL1 - Internship 1: Analyzing the work field                           | 5  |
| ▫ ALVP20KI1 - Body of knowledge 1   | 5  |
| ▫ ALVP20SP1 - Sports practice 1   | 5  |
| ▫ ALVP20DIDBO - Didactic and methodical acting in primary school                | 5  |
| ▫ ALVP20PROJ - Event moving learning in primary education                       | 5  |
| ▫ ALVP20REK1 - Calculate 1: Whole numbers                                       | 5  |
| □ The child in development  | 30 |
| ▫ ALVP21WPL2 - Internship 2: children and learning (primary school)             | 10 |
| ▫ ALVP20KI2 - Body of Knowledge 2   | 5  |
| ▫ ALVP20SP2 - Sports practice 2   | 5  |
| ▫ ALVP20TAAL1 - Dutch language education  | 5  |
| ▫ ALVP20PI1 - Professional identity   | 5  |
| Year 2 Teacher Education in Physical Education and Primary Teacher Education    | 60 |
| □ Behavior and perception of children   | 30 |
| ▫ ALVH21WPL3 - Internship 3: Behavior and perception of primary school children | 5  |
| ▫ ALVH21KI3 - Body of Knowledge 3   | 5  |
| ▫ ALVH21SP3 - Sports practice 3   | 5  |
| ▫ ALVH21TAAL2 - Language 2  | 5  |
| ▫ ALVH21NT1 - Nature and Technology 1   | 5  |
| ▫ ALVH21CMS1 - Man and Society 1  | 5  |
| □ Development of a healthy lifestyle  | 30 |
| ▫ ALVH21WPL4 - Internship 4: series of lessons in secondary education           | 10 |

|  |    |
|--|----|
| ▫ ALVH21KI4 - Body of Knowledge 4  | 5  |
| ▫ ALVH21SP4 - Sports practice 4  | 5  |
| ▫ ALVH21TAAL3 - Language 3   | 5  |
| ▫ ALVH21REK2 - Calculation 2   | 5  |
| Year 3 Teacher Education in Physical Education and Primary Teacher Education         | 60 |
| ▫ Rich learning environment  | 30 |
| ▫ ALVH23WPL5 - Internship 5  | 10 |
| ▫ ALVH23IWP - IWP / research   | 5  |
| ▫ ALVH22KC1 - Arts and Culture 1   | 5  |
| ▫ ALVH22TAAL4 - Language 4   | 4  |
| ▫ PBVH3NTLK - National Exam Dutch Language   | 1  |
| ▫ ALVH22NT2 - Nature and Technology 2  | 5  |
| ▫ Talent oriented education  | 30 |
| ▫ ALVH22WPL6 - Internship 6  | 5  |
| ▫ ALVH22KI5 - Body of Knowledge 5  | 5  |
| ▫ ALVH22IVH - Interaction Skills   | 5  |
| ▫ ALVH22REK3 - Measurement, geometry and relationships                               | 4  |
| ▫ PBVH3RWLK - National Exam Mathematics  | 1  |
| ▫ ALVH22SP5 - Sports practice 5  | 5  |
| ▫ ALVH22ZORG1 - Care1  | 5  |
| Year 4 Teacher Education in Physical Education and Primary Teacher Education         | 60 |
| ▫ Impact in practice   | 55 |
| ▫ ALVH23VAK - The sports teacher demonstrates craftsmanship in professional practice | 25 |
| ▫ ALVH23IMP - The (sports) teacher realizes impact in the professional practice      | 15 |
| ▫ ALVH23ZORG2 - Care2  | 5  |
| ▫ ALVH23MSKC1 - Man and Society and Arts and Culture 1                               | 5  |
| ▫ ALVH23PI2 - Professional identity 2  | 5  |
| ▫ Elective   | 5  |
| <i>electives</i>   |    |

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