Hanze

Programme

Qualification awarded
Bachelor of Education

Length of the programme
54 months

ECTS credits
270

Level of qualification
Bachelor

Mode
Full-time

Language
Dutch, with parts in English

School
Well-being, Education & Sport

Locations
Groningen

Teacher Education in Primary Education & Physical Education

Profile of the programme

The educational program Pabo-ALO provides the student the opportunity to obtain two bachelor degrees in 4.5 years. It combines the bachelor teacher in physical education and primary school teacher. After completing the program the student is authorized to teach physical education throughout the broad field of primary education, secondary education and special education. The bachelor in primary school teaching provides the student with the authorization to teach in primary and special (primary) education.
in order to prepare the student in being able to thrive within these different contexts, the internships take place in different educational contexts. The student is able to take on challenges with self confidence and has an integral view on teaching with which he or she is able to combine and complement concepts on cognitive and physical development. The student develops him- or herself as a pioneer in order to contribute to children growing up healthy. With both diplomas, the student is widely deployable.

Learning outcomes

Learning outcomes propaedeutic year:
1. The teacher in training carries out self-conceived educational activities in which he makes positive contact with pupils.
2. The teacher in training selects interventions at group level to promote the learning process of pupils.
3. The teacher in training uses simple didactic rules as described in the national knowledge base when teaching.
4. The teacher in training encourages pupils to take their own initiative, through the chosen educational activities.
5. The teacher in training evaluates the profession and the associated professional attitude and repertoire with the help of students and coaches.
6. The teacher in training develops his investigative attitude by conducting practical research in a group.
7. The teacher in training works together with fellow students and colleagues to improve the learning environment of students.

Learning outcomes bachelor level:
Pedagogical conduct
The education professional creates a safe, stimulating, talent-rich and developmental learning environment in which learners develop to their full potential. The education professional also takes diversity into account. Furthermore, education professionals actively contribute to citizenship education and the development into independent and responsible adults. In addition, the education professional identifies educational and developmental needs and translates these into informed interventions, based on relevant theoretical knowledge and practical experience.
Didactic and subject-didactic conduct
The education professional designs, prepares, implements, evaluates and provides accountability for coherent teaching activities, learning continuity pathways and learning tracks independently, in coordination with colleagues. In doing so, the education professional relates subject-specific learning content of the subject area and various didactic and subject-didactic practices and resources to the learning objective, level and characteristics of learners to achieve and test optimal learning outcomes. To this end, the education professional selects appropriate activating working methods that match the learners' needs and talents. The education professional adjusts their teaching cyclically, with attention to the progress of learners' development. The education professional does this based on data they collect themselves and their own analyses. Together with colleagues, the education professional contributes to didactic and subject-didactic innovations within the school.
Subject-matter expertise
ALO: the education professional has a thorough knowledge of the subject matter as established in the national knowledge base for the ALO (the physical education academy). This allows the education professional to oversee the structure of the education and of learning continuity pathways and apply them effectively in teaching practice. The education professional is able to carefully select, adapt or develop lesson content and learning materials to suit the needs and abilities of learners. In addition, the education professional makes connections between the subject matter and the everyday life of learners using the education professional’s professional expertise, thus contributing to the learners’ overall development. The education professional can furthermore make choices and justify them based on an educational vision and current scientific insights. The education professional ensures that their knowledge and skills as an education professional are always up to date.
Pabo: the educational professional has a thorough knowledge of the subject matter as established in the national knowledge bases for the Pabo (the primary education teacher-training college). This allows the education professional to oversee the structure of the education and of learning continuity pathways and apply them effectively in teaching practice. The education professional is able to carefully select, adapt or develop lesson content and learning materials to suit the needs and abilities of their learners. In addition, the education professional makes connections between the subject matter and the everyday life of learners using their professional expertise, thus contributing to the learners’ overall development. The education professional can furthermore make choices and justify them based on an educational vision and current scientific insights. The education professional ensures that their knowledge and skills as an

education professional are always up to date.
Investigative conduct
The education professional identifies issues and challenges in their own educational practice with a curious and inquisitive attitude. In doing so, the education professional critically studies what others have already discovered and conducts research when necessary. The education professional deals with specific issues from their own educational practice in a systematic and reproducible way with an appropriate degree of thoroughness. The education professional shares the achieved results of the research with stakeholders and justifies the value of the research for both stakeholders and their own actions.
Professional Identity
The education professional critically reflects on and continuously develops their own professional conduct and quality. Through reflection and interaction with colleagues and the environment, the professional outlines new development steps within their personal development perspective. In this process, the education professional makes their professional identity more explicit by exploring their own vision of education, revealing underlying beliefs, values and norms. These are mirrored against those of others using dilemmas from teaching practice. The education professional takes responsibility within the professional space and substantiates choices based on a well-thought-out vision of education, with attention to the regional, national and international context. In doing so, the education professional communicates and collaborates effectively with learners, colleagues, parents/carers and other stakeholders. Moreover, the education professional acts according to moral and professional ethical standards.

Programme

Teacher Education in Primary Education & Physical Education	**credits**
Year 1 Teacher Education in Primary Education & Physical Education	60
Introduction to the pupil and the teaching profession	*30*
ALVP25OIO1 - Development in education 1	*10*
ALVP25TAAL1 - Didactics and content Dutch language education 1	*5*
ALVP25REW1 - Didactics and content Calculate 1	*5*
ALVP25PD1 - Pedagogy and Didactics 1	*5*
ALVP25SP1 - Didactics and content Sports practice 1	*5*
Instruction and didactics	*30*
ALVP25OIO2 - Development in education 2	*15*
ALVP25TAAL2 - Didactics and content Dutch 2	*5*
ALVP25REW2 - Didactics and content Calculate 2	*5*
ALVP25SP2 - Didactics and content Sports practice 2	*5*
Year 2 Teacher Education in Primary Education & Physical Education	60
Promotion of Physical Activity Behavior	*30*
ALVH26OIO3 - Development in education 3	*15*
ALVH26PD2 - Pedagogy and Didactics 2	*5*
ALVH26SP3 - Didactics and content Sports practice 3	*5*
ALVH26TAAL3 - Didactics and content Dutch 3	*5*
Powerful learning environment	*30*
ALVH26OIO4 - Development in education 4	*15*
ALVH26NT - Nature and Technology	*5*
ALVH26TAAL4 - Didactics and content Dutch 4	*5*
ALVH26REW3 - Measurement, geometry and relationships	*5*
Year 3 Teacher Education in Primary Education & Physical Education	60
Rich learning environment	*29*
ALVH25WPL5 - Internship 5	*10*
ALVH23IWP - IWP / research	*5*
ALVH22KC1 - Arts and Culture 1	*5*
ALVH22TAAL4 - Language 4	*4*
ALVH22NT2 - Nature and Technology 2	*5*
Talent oriented education	*31*
ALVH22WPL6 - Internship 6	*5*
ALVH22KI5 - Body of Knowledge 5	*5*
ALVH22IVH - Interaction Skills	*5*
ALVH24REK3 - Measurement, geometry and relationships	*5*
PBVH3NTLK - National Exam Dutch Language	*1*
ALVH22SP5 - Sports practice 5	*5*
ALVH22ZORG1 - Care1	*5*
Year 4 Teacher Education in Primary Education & Physical Education	60
Impact in practice	*55*

- ALVH24VAK - The sports teacher demonstrates craftmanship in professional practice *30*
- ALVH25WPL7 - Internship 7 *4*
- ALVH24ZORG2 - Care2 *5*
- ALVH24MSKC1 - Man and Society and Arts and Culture 1 (Contextual education) *5*
- PBVH3RWLK - National Exam Mathematics *1*
- ALVH24OND - The (sports) teacher shows practical research ability in the professional practice *10*

Elective *5*

electives

Year 4,5 Teacher Education in Primary Education & Physical Education 30

Graduation phase Teacher Education in Primary Education *30*

- ALVH24LIOPABO - LiO-Pabo internship *20*
- ALVH24MSKC2 - cross-disciplinary education design *5*
- ALVH24IMK - Implementation science *5*

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