



Driestar
Christian University
for Teacher Education

Course catalogue

2023-2024

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Introduction

This course catalogue gives you a deeper insight in our institute and our course programmes.

It makes the programmes of the institute transparent for all students who would like to have a period of study abroad and therefore this course catalogue benefits all students, not only those from Europe.

We hope this guide will also be of benefit to students and faculty members from other continents and anyone who would like to be informed about our institute.

In this catalogue you will find more information about:

1. Driestar Christian University, our institute;
2. The study programmes;
3. Practical information.

Driestar Christian University

Management team and International Office

Lydia Bor (International Office)

Annelies Kraaiveld (manager)

Arjan van Tol (manager)

Klaas Tippe (manager)

Part 1: Information on the institution

1. Name and address of Driestar Christian University

Driestar Christian University (Driestar educatief), for Teacher Education
Burg. Jamessingel 2
2803 PD GOUDA, The Netherlands

Postal address:
PO Box 368
2800 AJ GOUDA, The Netherlands

Telephone number: +31 182 54 03 33

E-mail: info@driestar-educatief.nl / internationaloffice@driestar-educatief.nl

2. Academic calendar

The academic year of Driestar Christian University begins the beginning of September. The academic year generally has four periods. Each period consists of at least six weeks of teaching (lectures), followed by two weeks of work placement and one week of examination. Hereby we present an overview of the academic year (Coming soon). A more detailed programme can be provided by the International Office.

Period	Month	Week	Activity
Introduction weeks	September	Week 36	Introduction
Period 1		Week 37 - Week 1	Lectures
		Week 38 - Week 2	Lectures
		Week 39 - Week 3	Lectures
	October	Week 40 - Week 4	Lectures
		Week 41 - Week 5	Lectures
Autumn HOLIDAYS (week 42)			
		Week 43 - Week 6	Lectures
	November	Week 44	Examination
		Week 45	Teaching practice
		Week 46	Teaching practice
		Week 47	No lectures
Period 2		Week 48 - Week 1	Lectures
	December	Week 49 - Week 2	Lectures
		Week 50 - Week 3	Lectures
		Week 51 - Week 4	Lectures
Christmas HOLIDAYS (week 52 and 1)			
	January	Week 2 - Week 5	Lectures
		Week 3 - Week 6	Lectures
		Week 4	Examination
	February	Week 5	Teaching practice
		Week 6	Teaching practice
Period 3		Week 7 - Week 1	Lectures
HOLIDAYS (Week 8)			
		Week 9 - Week 2	Lectures
	March	Week 10 - Week 3	Lectures
		Week 11 - Week 4	Lectures
		Week 12 - Week 5	Lectures
		Week 13 - Week 6	Lectures
	April	Week 14	Examination
		Week 15	Teaching practice
		Week 16	Teaching practice
Period 4		Week 17 - Week 1	Lectures
HOLIDAYS (Week 18)			
	May	Week 19 - Week 2	Lectures
		Week 20 - Week 3	Lectures
		Week 21 - Week 4	Lectures
	June	Week 22	Teaching practice
		Week 23	Teaching practice
		Week 24	Teaching practice
		Week 25 - Week 5	Lectures
		Week 26 - Week 6	Lectures
	July	Week 27	Examination

3. Academic authorities

Executive board

Mr J. Kloosterman and Mr R.W. Zoutendijk for the executive of Driestar Christian University, which consists of Driestar Christian University (university and Driestar Onderwijsadvies (educational advice centre)).

Lecturers

For issues about content, design or assessment of modules, the student should contact his/her lecturer.

Student guidance counsellor

Each student is assigned a student guidance counsellor, who can help with issues regarding the student's progress and/or work placement.

Coordinator of studies

For questions regarding grades, changing study programme or terminating the study, students should contact Mr Den Besten, coordinator of studies for both the full time and part time programmes.

Minor lecturers or Strand 1 lecturers

For issues concerning academic minors and specialization, students should contact the so-called Strand 1 lecturers and/or minor lecturers. The names and contact details of these lecturers can be found in the relevant information guide.

Graduation coordinator

For questions regarding graduation, students should contact Mr J.P. Proos.

Examination board

For issues, requests or complaints concerning examination or certification, students can contact the examination board. Students can address their letters to Ms M.W. van Bommel. Requests should be made at least five working days prior to a board meeting.

Examination appeals board

For any questions regarding lodging an appeal against, for instance, a binding recommendation regarding the next step in a person's education, students can contact Ms M.W. van Bommel. If a student lodges an appeal with the Examination appeals board, letters should be addressed to Ms H.B. Verkade, LL.M., room 1.5.

Student matters

Any questions about student matters can be sent to studentinfo@driestar-educatief.nl. Alternatively you can speak to the unit for student matters on the first floor (room 1.08).

For questions about your timetable, please contact Mr Linge (room 1.08).

Management BEd in Primary Education

For any issues that cannot be resolved by any of the contacts above, students can contact Mr. Arjan van Tol, manager Year 1 and 2, or Ms A. Kraaiveld, manager Year 3 and 4.

4. General description of the institution

Driestar Christian University, for Teacher Education is a centre of knowledge for Christian education. In 1944 we started a small Reformed teacher training college. Since then we have grown into a University of Professional education that specialises in the training of both primary and secondary teachers. In 2005 this institution merged with an educational support centre.

'Talent in development.' That is the motto by which we, as Driestar Christian University, make ourselves known. It is with zeal that we shape education and continue to develop it. Identity, pedagogy and education are closely intertwined in it. Driestar University is a part of Driestar Christian University.

Driestar Christian University is an institution with three departments and has 275 staff members. Our ambition is to offer programmes that are up-to-date and in touch with teaching practice. All our programmes have been ranked between first and fifth on the national rating lists for teacher training programmes. Special educational needs is one of our areas of expertise. We are closely involved with several primary schools and nurture a close relationship with practitioners in the field, and because of this involvement we know what matters to teachers in their classrooms.

At our university we train teachers for Protestant Christian and Reformed education. At Driestar Christian University we work from the point of view of our identity on the development of young people. We teach them to gain insight into themselves and into their functioning amidst school, church, family and society. We focus on questions regarding being a Christian teacher in today's society and on creating a learning environment in which the children's unique talents are given justice. At the same time we concentrate on skills such as studying, communicating, reflecting, interaction with children and giving instructions.

We consider the connection between education and philosophy of life of great importance. In addition, the atmosphere, the smaller size of the university and the comprehensive supervision of students are conducive to the high quality of our education.

Providing good education for children and young adults alike has always been our ambition. Education permeated with a biblical identity. Education that really touches them and gives them something of lasting value. For children and students in the Netherlands, but also for those around the world.

University for Teacher Education

Driestar Christian University, is a small-scale university with around 1,500 students. Our ambition is to offer programmes that are up-to-date and in touch with current teaching practice. Our programmes have all been ranked between first and fifth on the national rating lists for teacher training programmes. We offer several programmes.

Bachelor's programmes

- Bachelor of Education in primary education (children aged 4 to 12).
- Bachelor of Education in secondary education for the following subjects:
Dutch, English, German, Economics, History and Mathematics.
- Bachelor of Educational Theory (Pedagogics).

Master's programmes

- Master in Learning and Innovation.
- Master in Special Educational Needs.
- Master in Instructional Leadership.

We encourage our students to consider who they are - the way they function in school, in church, in their families and in society. We focus on personal development and professional skills. We work and teach in small groups; the personal attention we give our students and the atmosphere of approachability at our university are some of the things we are proudest of.

Our university for teacher training ranks high on the list of colleges and universities in the Netherlands.

Our special fields of research is Christian teaching.

Mission

Driestar Christian University is an educational institution with a mission.

We as Driestar Christian University inspire, educate and support (student) teachers and schools providing education based on Reformed Christian principles.

Our ideal school:

- provides Christian education.
- is the ideal workplace for the Christian teacher.
- is where pupils can learn in an inspiring environment
- is a school where children with special needs receive special care and attention.
- has excellent leadership and is managed well.
- views parents as (one of) the most important partner(s) in education and supports parents in raising their families.

5. Study programmes

Driestar Christian University provides a primary teacher training programme (daily, part-time and a work-study programme), teacher training programmes for secondary education: German, Economics, English, History, Dutch and Maths, a HBO (Higher Professional Education) degree programme in Educational Studies and a master's degree programme called *Leren en Innoveren*, 'Learning and Innovating'. Hereby the total list of programmes which gives an overview of all the modules we offer in our institute (primary teacher training):

1. Strand 1: personal development

Code	Name module	ECTS	Period	Teacher
Year 1				
VR1TH01	Module <i>Spiegelbeeld</i> ('Mirror Image')	4	2	J.P. Proos
VR1TH02	Module <i>Ontmoeting</i> ('Familiarisation')	4	3,4	E. Mackay
Year 2				
N1TH64	Module <i>Terra incognita</i>	4	4	J. Veldman
N1TH63	Module <i>Intercultureel</i> ('Intercultural')	5	1	G. Schotanus
Year 3				
N1TH65	Module <i>Zoeken naar zeker weten</i> ('Searching for certainty')	1,5	1	E. Mackay A Vijfhuizen
N1TH67	Module <i>Clair et obscur</i>	1,5	3	E. Mackay A Vijfhuizen
N1TH69	Module <i>Een mondiale kerk</i> ('A global church')	1,5	4	A Vijfhuizen
	Specialisations	8,5		
	<ol style="list-style-type: none"> 1. Nature and technology - modules: <i>Het boek der natuur</i> ('The book of nature'); <i>Charles Darwin: schepping of evolutie</i> ('Charles Darwin: creation or evolution'); <i>Bouwen aan de "Toren van Babel"</i> ('Building the "Tower of Babel"') 2. Visual art - modules: <i>Beeldende kunst</i> ('Visual art'); <i>Helden en antihelden</i> ('Heroes and antiheroes'); <i>Broeders in de kunst</i> ('Brothers in art') 3. Music - modules: <i>Musica Poetica</i>; <i>Van Mozart tot Mahler</i> ('From Mozart to Mahler'); <i>Klank en kleur. Muziek van de 20^e eeuw</i> ('Sound and colour. Music in the 20th century') 4. Philosophy - modules: <i>De rede van het hart</i> ('The reasoning of the heart'); <i>Stadia op de levensweg</i> ('Stages on life's way'); <i>L. Wittgenstein en E. Levinas</i> ('L. Wittgenstein and E. Levinas') 5. Social sciences - modules: <i>Familieportret in de 16e/17e eeuw</i> ('Family portrait in the 16th/17th century'); <i>Van tuchthuis naar psychotherapie</i> ('From house of correction to psychotherapy'); <i>Grenzeloze generatie</i> ('Boundless generation') 6. Literature - modules: <i>Gods evenbeeld</i> ('God's image'); <i>The waste land</i>; <i>Beslagen Spiegel</i> ('Steamed up mirror') 			
Year 4				
N1TH70	Module <i>Shadowlands</i>	1,5	1	E. Mackay
	Elective module	2	1,2	
	Thesis	3,5	1,2,3,4	

2. Strand 2: professional development

<u>Code</u>	<u>Name module</u>	<u>ECTS</u>	<u>Period</u>	<u>Teacher</u>
Year 1				
VR2LO01	'Learning environment and organisation' module	4	2	A.van Vreeswijk
VR2ON01	'Carrying out research' module	0	3	A.Kraaiveld
VR2OU01	'Development and uniqueness' module	4	3	A.van Vreeswijk
VR2RG01	'Relationship and authority' module	5	1	A.van Vreeswijk
VR2VR01	'Responsibility and relationship' module	3	4	A.van Vreeswijk
VR2SV01	'Writing, speaking skills and traffic'	1		
VR0ST01	year 1 work placement	10		
Year 2				
N2ON61	'Carrying out research' module	0		
N2AL68	'Responsibility and relationship 2' module	3,5	4	A.van Vreeswijk
N2AL67	'Development and uniqueness 2' module	3,5	3	A.van Vreeswijk
N2AL66	'Learning environment and organisation 2' module	3,5	2	A.van Vreeswijk
N2AL65	'Relationship and authority 2' module	3,5	1	A.van Vreeswijk
VR2SV02	'Writing' module	1	2,3	J.C. den Nederlanden- van der Steeg
NSST62	Work placement	10		
Year 3				
NSST63:	year 3 work placement	9		
Year 4				
Minor	Physical Education minor	30		
Minor	Exemplary Education minor	30		
Minor	Care minor	30		
Minor	Young Management minor	30		
Minor	Dutch minor	30		
Minor	Numeracy minor	30		
Minor	Developmental Education minor	30		
Minor	minor 'Christian education: crossing the borders'	30		
NSST64	final block placement	23		

3. Strand 3: school subjects

Code	Name module	ECTS	Period	Teacher
Year 1				
VR3AK01	Module <i>De lage landen</i> ('The low countries')	1,75	1,2	M.H. Paauwe
VR3BO0	Module <i>Volop in beweging</i> ('In full swing')	1,5	1	
VR3BV01	Module <i>Groet de dingen</i> ('Greet the things')	2,5	1	
V3EN01	Module <i>Engels</i> ('English')	0,5		
VR3GD01	Module <i>Gods Woord doorgeven</i> ('Passing on the Word of God')	3	3	E.van Veldhuizen
VR3GS01	Module <i>De lage landen bij de zee</i> ('The low countries by the sea')	1,75	1	
VR3IN01	Module <i>Informatica</i>	1		
VR3MU01	(music) module <i>In de maat</i> ('Step in time')	2	2,3,4	A. Blok
VR3NE01	Module <i>Lezen leren</i> ('Teaching to read')	1,75	2	D.van den Noord J. Melse
VR3NE02	Module <i>Aan de praat</i> ('Speaking')	1,75	4	P. Ploemacher P. Dijkstra
V3NO01	Module <i>Beleef de natuur</i> ('Experience nature')	2	4	S. van Gemeren- Gijsbertsen
VR3RE01	Module <i>Kennismaking met de getallenwereld</i> ('Familiarisation with the world of numbers')	1	1	J. de Jong
VR3RE02	Module <i>Hoofdrekenen en cijferen</i> ('Mental arithmetic and making calculations')	1	2	J. de Jong
VR3RE03	Module <i>Verhoudingen en verbanden</i> ('Proportions and connections')	1,5	3	A.van der Hoek
Year 2				
VN3VT61	Module <i>Uitvinden: leuker dan je denkt</i> ('Inventing: more fun than you think')	3	3	C.A. Duifhuizen , H. Vinke, J.P. de Wilde
VN3AG62	Module <i>Grensverleggend</i> ('Opening up new horizons').	3	3	A.M. Mandemakers en dhr. A. van den Oever
VN3BV62	Module <i>Zeg het met beelden</i> ('Say it with images')	3	3,4	C.A. Duifhuizen
VN3GD62	Module <i>Laat de kinderen tot Mij komen</i> ('Let the children come unto Me').	2	2	E.van de Werfhorst
VN3MU62	Module <i>De toon gezet</i> ('Setting the tone')	2	1,3	
VN3NO62	Module <i>Binnenste buiten en buitenste binnen</i> ('Inside out and outside in').	3	1,2	W. Groen H. Vinke
VN3BO62	Module <i>Loopt 't, lukt 't, leert 't</i> ('Is it moving, are you managing, are they learning')	1,5		
VR3RE04	Module <i>Gebroken getallen</i> ('Fractured numbers')	1	1	A.van der Hoek
VR3RE05	Module <i>Meten</i> ('Measurements')	1	1	N. den Besten
VR3RE06	Module <i>Meetkunde</i> ('Geometry')	1,5	4	N. den Besten
Year 3				
N2AL70A	<i>Spelen doe je samen</i> (T1) 'We play together'	1	1-4	W. de Jong S. van Gemeren- Gijsbertsen
N2AL70B	<i>Spelen doe je samen</i> (T2)	1	1-4	
N2AL70C	<i>Spelen doe je samen</i> (ogo)	4	1-4	
N2AL70D	<i>Spelen doe je samen</i> (ped)	4	1-4	
N2AL70E	<i>Spelen doe je samen</i> (kalender)	0,5	1-4	
N2AL70F	<i>Spelen doe je samen</i> (ond.concept)	2	1-4	
N2AL75	Module <i>De schoolfoto</i> ('The school photo')	4	1-3	A.L. Kraaij
N2OK61	Module <i>Exemplarisch onderwijs</i> ('Exemplary education')	2	1,2	A.L. Kraaij
N2OV61	Module <i>Pedagogische verantwoordelijkheid - jonge kind</i> ('Pedagogical responsibility - young child')	3,5	2,3	M. Biemond

N2OV71	Module <i>Pedagogische verantwoordelijkheid - oudere kind</i> ('Pedagogical responsibility - older child')	3,5	2,3	M. Biemond
N2VS61	Module <i>Gebarentaal</i> ('Sign language')	1		
N2VS63a	Module <i>Schoolkoor – sopraan</i> ('School choir - soprano')	1		
N2VS63b	Module <i>Schoolkoor – alt</i> ('School choir - alto')	1		
N2VS63c	Module <i>Schoolkoor – tenor</i> ('School choir - tenor')	1		
N2VS63d	Module <i>Schoolkoor – bas</i> ('School choir - bass')	1		
N2VS67	Module <i>Tutorschap</i> ('Tutorship')	1		
N2VS69	module <i>Vrije keus</i> ('Free choice')	1		
N2VS72	module <i>Organisatie verkeerseexamen</i> ('Organisation road safety test')	1		
N2VS74	module <i>Oekraïne/Zjtomir</i> ('Ukraine/Zhytomyr',	1	2	C.A.Duifhuizen
N2VS75	Module <i>EHBO</i> ('First Aid')	1		
N2VS78	Module <i>Leren dirigeren (kinderkoor)</i> ('Learning to conduct (children's choir	1		
N2VS80	Module <i>Israël</i> ('Israel',	1	2	A.Proos
N3AK63	Module <i>Op reis naar de ander A</i> ('Travelling to the other A')			
N3AK64	Module <i>Op reis naar de ander B</i> ('Travelling to the other - B')			
N3AK65	Module <i>Op reis naar de buur</i> ('Travelling to the neighbour')			
N3AK71	Specialisation: factual geography (older child)	4,5		M.H. Paauwe
N3BO63A	Specialisation physical education (young child)			
N3BV63	Module <i>Altijd raak! 1</i> ('Always a success! 1')	4,5	1,3	A Revelli
N3BV65	Module <i>Altijd raak! 2</i> ('Always a success! 2')	4,5	1,3	A Ravelli
N3BV64	Module <i>Het atelier 1</i> ('The studio 1')	4,5	1,3	J. Veldman
N3BV66	Module <i>Het atelier 2</i> ('The studio 2')	4,5	1,3	J. Veldman
N3BV71	Module <i>Niet zomaar een plek 1</i> ('Not just any place 1')	4,5	1,3	C.A. Duifhuizen
N3BV73	Module <i>Niet zomaar een plek 2</i> ('Not just any place 2')	4,5	1,3	C.A. Duifhuizen
N3BV72	Module <i>Hortus conclusus 1</i> ('Hortus conclusus 1, enclosed garden')	4,5	1,3	W.P. Verbeek
N3BV74	Module <i>Hortus conclusus 2</i> ('Hortus conclusus 2, enclosed garden')	4,5	1,3	W.P. Verbeek
N3EN61	English			
N3EX61A	Module <i>Portret van Nederland A</i> ('Portrait of the Netherlands A')	4,5	2,4	A Blok
N3EX61B	Module <i>Portret van Nederland B</i> ('Portrait of the Netherlands B')	4,5	2,4	
N3GD64	Module <i>Credo - jonge kind</i> ('Credo - young child')			
N3GD72	Module <i>Credo, oudere kind</i> ('Credo - older child')			
N3GD65	Module <i>Bijbelse kernwoorden, jonge kind</i> ('Biblical key words - young child')	4,5		
N3GD73	Module <i>Bijbelse Kernwoorden, oudere kind</i> ('Biblical key words - older child')	4,5		
N3GS61A	Module <i>Het boek van 'ikke' en opa A</i> ('The book of 'me' and grandfather A')	4,5	1-3	A.M. Mandemakers
N3GS61B	Module <i>Het boek van 'ikke' en opa B</i> ('The book of 'me' and grandfather B')	4,5	1-3	A.M. Mandemakers
N3GS61C	Module <i>Het boek van 'ikke' en opa C</i> ('The book of 'me' and grandfather C')	4,5	1-3	A.M. Mandemakers

N3GS71A	Module <i>Specialisatie zaakvak geschiedenis A - oudere kind</i> ('Specialisation: factual history A - older child')			
N3GS71B	Module <i>Specialisatie zaakvak geschiedenis B - oudere kind</i> ('Specialisation: factual history B - older child')			
N3GS71C	Module <i>Specialisatie zaakvak geschiedenis C - oudere kind</i> ('Specialisation: factual history C - older child')			
N3MU63A	Module <i>Kleuterwijs A</i> ('Pre-schoolwise A')	3		
N3MU63B	Module <i>Kleuterwijs B</i> ('Pre-schoolwise B')	3		
N3MU63C	Module <i>Kleuterwijs C</i> ('Pre-schoolwise C')	3		
N3MU71A	Module <i>Come follow me A</i>	3		
N3MU71B	Module <i>Come follow me B</i>	3		
N3NE63/ NEN371	Module <i>Taalzorgen - jonge kind en oudere kind</i> ('Language worries - young and older child')	3	1-3	J. Melse
N3NE64	Module <i>Stapel van boeken - oudere kind</i> ('Crazy about books - older child')	4,5		
N3NE65	Module <i>Taal onder de loep - jonge kind</i> ('A close look at language - young child')	4,5	3	J. Melse
N3NO63	Module <i>Op ontdekkingstocht</i> ('On a voyage of discovery')	4,5	1-3	S. van Gemeren- Gijsbertsen H.L. de Gier.
N3NO71	Module <i>Erop uit!</i> ('Out and about!')			
N3NO72	Module <i>Ik zou wel eens willen weten</i> ('I would quite like to know')			
N3NO73	Module <i>Ik loop warm voor natuur en techniek</i> ('I feel enthusiasm for nature and technique')			
N3RE63	Module <i>Meten en meetkunde - jonge kind</i> ('Measuring and geometry - young child')			
N3RE64	Module <i>Rekenen - jonge kind</i> ('Numeracy - young child')			
N3RE71	Module <i>Meten en meetkunde - oudere kind</i> ('Measuring and geometry - older child')			
N3RE72	Module <i>Rekenen - oudere kind</i> ('Numeracy - older child')			
N3ZV61	Module <i>Specialisatie zaakvakken geïntegreerd</i> ('Specialisation: factual subjects integrated')			
NSST63	Work placement year 3			
VS3NE01	Module <i>Taalzorgen</i> ('Language worries')			
VS3NE02	Module <i>Taal onder de loep</i> ('A close look at language')			
VS3NE03	Module <i>Stapel van boeken</i> ('Crazy about books')			
VS3RE01	Module <i>Rekenen</i> ('Numeracy')			
	Module <i>Meten en meetkunde</i> ('Measuring and geometry')			
VS3RE02	Review days during final block placement			

6. General admission requirements and general arrangements for the recognition of prior learning

Prior education: The statutory admission requirements for both the primary teacher training programme and the 'second level'¹ secondary teacher training programmes are that the student must have a *havo* (senior general secondary education), *vwo* (university preparatory education) or *mbo* level 4 (senior secondary vocational education) diploma.

Students over the age of 21 who do not have any of these diplomas, can be admitted to the secondary teacher training after successfully completing an admission test. The admission test consists of an intelligence test, a comprehension test of a Dutch text at *havo* final examination level and a test with respect to the subject content, likewise at *havo* final examination level. Students over the age of 21 and without any of the diplomas who wish to do the primary teacher training programme, can also be admitted by successfully completing an admission test, which consists of an intelligence and ability test, a comprehension test of a Dutch text and a numeracy test.

Selection procedure: A further admission requirement for the work-study programmes of the teacher training programme is that the student must have completed the selection procedure successfully. To be admitted to the first year of the part-time primary teacher training programme, the student must be aged 21 or over before 1st September, except for when the student has a recognized diploma for *havo*, *vwo* or a teaching assistant qualification and has an appointment as teaching assistant for a minimum of 2.5 days per week, with at least one day the responsibility for a school class.

7. General application procedure

The student (fulltime) can apply through Studielink, the online national admission system for higher education in the Netherlands, on which the student fills in his/her personal details (name, address, etc.). The application is different from registration. A student is only officially registered once he/she has paid his/her tuition fees. After their application, the student will be invited to an interview, either at his/her school or at Driestar University.

8. ECTS credits

Bachelor/master

In 2002, the Bachelor/Master system was introduced in the higher education sector. Its structure and credit system fits in with international practice. An important underlying principle is that it provides more (international) exchange opportunities for students.

ECTS

ECTS, the European Community Credit Transfer System, is part of the Erasmus Programme. It makes teaching and learning in higher education more transparent across Europe and facilitates the recognition of all studies. The system allows for the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gain degrees. It also aids curriculum design and quality assurance.

¹ There are two levels of teaching qualification for secondary education in the Netherlands. The *tweedegraads*, or 'second level' degree qualifies teachers to teach the named subjects in preparatory secondary vocational education (VMBO) and in the first three years of senior general secondary education (HAVO) or pre-university education (VWO). The *eerstegraads*, or 'first level' degree qualifies teachers to teach the named subjects in all years and all types of secondary education.

Course descriptions contain 'learning outcomes' (i.e. what students are expected to know, understand and be able to do) and workload (i.e. the time students typically need to achieve these outcomes).

Each learning outcome is expressed in terms of credits (ECTS), with a student workload ranging from 1,500 to 1,800 hours for an academic year, and one credit generally corresponds around 28 hours of work.

The basic allocation of academic credits will be 60 ECTS credits per year.

1 ECTS	28 hours of work
60 ECTS (1 year)	1680 hours of work

Credits or a certificate are awarded only when the course has been completed and the student has passed the regular examination or a special adaptation for exchange students. The students participating in the Erasmus programme will receive full credit for all of their academic work when they have successfully completed the programme. These credits can be transferred from one participating institute to another as long as there is bilateral agreement between the institutions involved (transcript of records).

See www.studyinholland.nl/files/documents/education-system for more information about:

- Dutch Higher Education
- Degrees
- Dutch institutions
- Dutch Grading system

Source: Nuffic, [European Commission](#)

Primary teacher training

The first 120 ECTS credits of the programme consist of mandatory courses and concern theoretical and practical knowledge about teaching children aged 4 to 12. Students acquire pedagogical, didactical, organisational and interpersonal competences, which are necessary for teaching all subjects taught in primary schools in the Netherlands and in communicating with colleagues in and outside the school and with parents. The second part of the study, 120 ECTS, consists of elective courses. Students specialize in an age group (age 4-8 or 8-12), as well as in a subject area related to primary school teaching.

Another mandatory element in the teacher training programme is work placement at a (primary) school. Students are qualified to teach all subjects to children aged 4 to 12.

Secondary teacher training

In the secondary teacher training programme, 114 ECTS credits concern pedagogical and didactical knowledge, of which 84 ECTS credits are mandatory. These concern relation and authority, learning environment and organisation, development and uniqueness, and responsibility. Modules include the acquisition of a thorough theoretical foundation as well as practical training sessions.

Work placements in schools for secondary education or senior secondary vocational education are mandatory. Modules primarily focus on teaching 12 to 17-year-olds, though students may choose to do part of their practical assignments focusing on young adults aged 18 to 21.

Students acquire pedagogical, didactical, organisational, interpersonal and reflective competences. There are 30 elective ECTS credits. Students choose a minor of 30 ECTS credits on special (educational) needs, exemplary teaching or school leadership. In this minor they study, acquire theoretical knowledge and carry out an extensive empirical study related to everyday school practice.

126 ECTS credits of the programme deal with history knowledge. Key subjects are ancient history, mediaeval history, early and late modern history, historiography, Christian view on history, apologetics and methodology. Students write a final thesis on a topic related to history or education, or a cross-section of these areas.

Students acquire interpersonal, pedagogical, didactical and subject knowledge and methodological, organisational competences, as well as competences for working together with colleagues, collaboration within the working environment and competences for reflection and development.

9. Required workload to achieve expected learning outcomes

In 2002, the Bachelor/Master system was introduced in the higher education sector. Its structure and credit system fits in with international practice. An important underlying thought is that it provides more (international) exchange opportunities for students. Within the Bachelor/Master structure there are two important issues for students:

1. The study load is 60 ECTS per year. 1 ECTS equals 28 hours of study. In total the student needs to complete 240 ECTS during the course. This generally takes a student four years. Depending on the student's prior education, shorter programmes are possible. The primary teacher training course can be followed either full-time (during the day), part-time (evenings) or as a work-study programme.
2. By completing the programme the students may call themselves Bachelor of Education (B.Ed.). A bachelor's degree provides access to a master's degree programme in *hogere beroepsopleiding* (higher professional education) or *wetenschappelijk onderwijs* (research-oriented higher education). However, this is not to say that the student will naturally be admitted to a master's degree programme (which generally takes a year for *academic bachelors*). To be admitted to a master's degree programme in *wetenschappelijk onderwijs*, students are usually required to do an additional year of study.

Student guidance counselling

During their personal and professional development the student receives guidance from a student guidance counsellor, who keeps a record of the study and work placement results and usually visits the student during his/her work placement. Each term has two hours scheduled for peer review, in which the student reflects on his/her learning processes within a fixed group of fellow students and their student guidance counsellor. The student is expected to actively participate in these reviews. Except for special circumstances (at the discretion of the lecturer), students will not be awarded any credits for their work placement if they do not attend. At the end of the year an additional meeting is arranged to make up for any review hours lost.

The student guidance counsellor forms part of a guidance team which, with a view to student's progress, discusses all issues with regard to the study and work experience results of the students in their teams. Each guidance team is led by a guidance team coordinator. The student guidance counsellor acts as the contact for the student.

Part 2: Information on the programmes

1. Specific admission requirements and prior arrangements

The admission requirements for the different programmes vary and depend on the programme you would like to follow. Since we are a fairly small institute there are many possibilities, as we offer tailor-made programmes which we can set up based on the different courses.

Taking part in the Erasmus exchange programme: It is possible to study at Driestar Christian University for three to five months as a guest student. However, your university must have a bilateral agreement with our institute. The European Commission provides mobility grants, which are allocated by the home university. The European Commission has provided a number of conditions which must be fulfilled to be eligible for an Erasmus grant.

These are:

- students must be citizens of the EU member states, or one of the new candidate member states;
- students shall not be required to pay tuition fees at the host institution;
- the national grant or loan to which a student may be entitled for study at his/her institution should not be discontinued or reduced during the period the student receives an Erasmus grant;
- a study period abroad should not last less than three months or more than one year;
- students without a propaedeutic certificate are not eligible for receiving Erasmus grants;
- a student may only receive an Erasmus grant for a single study period abroad, which should fall within a single academic year.

For more information, please contact the Erasmus coordinator at your own university.

Taking part in a full-time programme: please contact the international office, who will refer you to the right contact person.

Taking part in an international programme: the admission criteria can be found under the different international programmes.

A. Curriculum of the BEd in Primary Education

The curriculum for the BEd in Primary Education programme is structured around so-called educational strands. Each strand is based around a facet of the student's development. It concerns the personal development (strand 1), the professional development (strand 2) and the development with regard to subject matter content (strand 3). In addition, there is a *research strand* and in the final year students choose a *minor* programme.

1. Strand 1: personal development

The first approach of the personal and professional development of students takes place from a cultural-historical perspective, where personal development occupies centre stage. From a personal and philosophical principle the aim is for students to gain insight into the thinking of society, how that is evident in the thinking/actions of people, and what influence it has on themselves and on their future pupils. People and events from previous centuries, which are of significance from cultural perspective and with relation to the history of the field, are therefore a central part in this strand, in that they hold up a mirror to students to which they can regulate their own standing in these times. This way we aim for students to establish their knowledge of the different traditions of upbringing and education and philosophy of life and faith, and to find nourishment in it for their own development. This personal development is an important part of the student's future task as a teacher and as someone who purveys culture as well as passing it on.

The development of students takes place by encountering others and the world around us, the manifestations of the culture and its history. The student becomes acquainted with developments in modern society and relates them to events from the past.

In the first strand students gain insight into the norms and values that people follow, in the concepts of the different communities in the Netherlands and in the principles of the different religions. The student's personal development is aimed at 'being able to enter into conversation' with people with different views. It is directed at many aspects of our culture, such as political and religious movements, approach to literature and art, and appreciation of the use and application of science and technology.

In the graduation year the first strand is concluded with a final project.

2. Strand 2: professional development

The focus in the first two years of the programme is on seven pedagogical themes (relationship, authority, learning environment, organisation, development, uniqueness and responsibility). These themes are viewed through four lenses:

- historicity (what do historical educationalists teach us?)
- identity (what do the Bible and the Three Forms of Unity² say?)
- teacher (which tasks do I have as a teacher?)
- pupil (what does the pupil think, feel, want and do?)

Each theme is introduced theoretically on the basis of various subjects, after which the students process the subject matter in so-called pedagogic-didactic workshops and teaching-methodology workshops. The workshops are intensive, near-practice learning environments with a great emphasis on an active learning attitude. Students use this practise to develop the competency for actual

² The Three Forms of Unity is a collective name for the Belgic Confession, the Canons of Dort, and the Heidelberg Catechism, which reflect the doctrinal concerns of Continental Calvinism and are accepted as official statements of doctrine by many of the Reformed churches.

teaching practice, but also learn to think about the way they act and the reasons for doing so. Students draw from pedagogical sources among other things. Wherever possible the pedagogic-didactic workshops are directly related to the pedagogical themes. The teaching-methodology workshops relate to the pedagogical practice situations and the exercises from the pedagogic-didactic workshops. Several subjects are used to illustrate the actual educational practice. The teaching-methodology workshops are also intensive, near-practice learning environments, which make the students well-equipped to enter into teaching practice.

2.1. Work placement

The primary teacher training course is a practice oriented course. Continuously alternating between theory and practice helps students to develop themselves into qualified teachers within four years (generally). Students are challenged in many different ways to learn and gain insight into their own development.

During the first two years of the programme the student familiarises him/herself with the lower, intermediate and upper years of primary school. In the third and fourth year the student further specialises in the year groups that are part of the age-specialisation which the student has chosen. That means that from the third year the student chooses 'the younger child' (year groups 1-4) or 'the older child' (year groups 5-8). This specialisation comprises age specific teaching, the child's development and special care for children within the named age categories. In the fourth year, on review days during the final block placement, the programme focuses on the school organisation, the connections within as well as outside of the school. Work placement forms a very substantial part of the entire programme for future teachers. It is important to integrate knowledge, skills and attitude, so that, through gaining the required competencies by means of satisfactorily completing the different stages, the students can develop into newly qualified teachers. Guidance plays an essential role in this and is a combined effort of tutor, field educator and student guidance counsellor, with the student at the centre making his/her own contribution.

3. Strand 3: school subjects

The third strand involves teaching the school subjects. These include art, Dutch, English, geography, handwriting, history, music, numeracy/maths, physical education, religious education, science. ICT and media and presentation and speech therapy also have a place in this strand. It ties in closely with the second strand by providing the school subjects in teaching methodology workshops. In strand 3 the students are familiarised with the subject-specific contents, subject concepts and teaching-methodology, so that they can use this knowledge in educational practice.

3.1. Subject description of art

The subject art includes drawing, crafts and textile crafts. It revolves around development by means of images. The subjects studied within the subject art seek to open up the cognizable reality - culture and nature - of seeing and experiencing from the expressive aesthetics dimension. This is achieved by using visual expressive means in creating and viewing images. The students learn to create an education arrangement with which they can involve children by words and actions in an inspiring way in a fully expressive aesthetic design process, directed by a powerful visual learning environment. The students make use of key concepts and use contemporary teaching methodology as a foundation. In addition, the students demonstrate a collection of expressive aesthetic material which shows that they open themselves up to an actual meeting with the expressive aesthetic reality in its visual expressive phenomena. In creating and viewing visual art, they show that they engage in dialogue with this reality and develop an affectionate engagement with it. The students are taught to accomplish a visual education arrangement adequately, purposefully and practically and to review it with the children.

3.2. Subject description of Dutch

Conversation has an important place in the development of both students and pupils: it means introducing meanings and linking them to concepts.

The four areas of this subject (speaking, listening, reading and writing (composition)) are all considered equally important. Language awareness also receives the necessary attention. Knowledge of and insight into (the connection between) these areas is vital for the students, at their own level as well as at primary education level. Skills such as storytelling, reading aloud, interactive language teaching, diagnostic teaching, developing lessons, oral and written presentation are taught and practised. The students gain competencies in subject content and teaching methodology and learn what the primary objectives and the intermediate objectives mean. They are able to design a powerful language learning environment in their class and lessons. They also take into account the individual abilities of children and help them to complete their tasks successfully. In addition, the students gain organisational competencies: they learn to take care of all aspects of class management for the benefit of their class. Furthermore, students learn to work together with colleagues: they learn to ensure that their work and that of their colleagues at school are harmonized together. They must be able to communicate and work together with their colleagues competently.

3.3. Subject description of English

In the subject English the students learn to design a powerful language learning environment in their class and lessons, in which they pay attention to the development of the receptive and productive vocabulary, taking into account individual abilities. The students' competencies in pronunciation, sentence structure, spelling and vocabulary of English enable them to provide educational learning situations about the subjects named in the key objectives³. They are taught to use English as the language of instruction as much as possible. The students learn to encourage the language development of children in English by using a variety of effective teaching methods. They also learn how to let children experience that, with a limited vocabulary, they are able to understand simple listening texts and reading texts in daily life.

3.4. Subject description of geography

In geography the focus is on the world around us, close by and far away. The primary objective of geography in teacher education is to teach students how they can urge and guide children in value creation by means of the geographical way of thinking. It is of vital importance that the students know this objective and accomplish this in their teaching. The students use the well-known geographical approaches: observation and description, clarification, recognition, application and appreciation.

3.5. Subject description of handwriting

Primary school teachers are key 'purveyors of the handwriting culture' in view of their profession and of the children. In the educational world they are the only ones who teach the children to write whilst also correcting and stimulating their handwriting development. The students gain knowledge of teaching methodology and subject content to guide pupils in all the primary school year groups in a pedagogic and interpersonally reliable way in their development of legible and fluent handwriting, taking into consideration and responding to the individual abilities. They also learn to give shape to their organisation adequately. The students learn a handwriting style for paper as well as on the

³ The key objectives are objectives for primary education, formulated by the government in the Netherlands, and indicate what primary schools must teach children within the subject areas of Dutch, English, numeracy and maths, self and world orientation, artistic orientation and physical education.

board. They are taught a correct sitting/writing posture, pen grip, positioning and movement of the paper and use a functional layout on the board. The students learn to develop and deliver meaningful and attractive activities (from early learners to Year 8 level) which encourage handwriting development. They can also support and guide pupils in their handwriting development. They make use of existing teaching methods and adapt them to the specific situation in the class. The students learn to create a learning environment which supports pupils in the initial learning of handwriting. They also learn to develop a support programme for children with social-emotional problems, which supports pupils and guides them in their (motor) development and behavioural regulation. Through this subject the students are able to hold a positive dialogue about writing conditions and the quality of writing products, encouraging the child's thinking by means of several supplementary questions, taking into consideration the learning style, self image and self confidence of the child. The students also learn to register the sensorimotor development of children, to observe any pupils falling behind and to respond to it. In addition, students are taught how they can clear view of the pupil's handwriting ability with the help of observation and registration instruments, and, in case of handwriting difficulties, decide whether adjustments or extra help are adequate or whether the child needs to be referred to specialist help.

3.6. Subject description of history

History education has the development of the students' historic awareness in view. It searches for significance, deeper penetration into the reality and discovering the connection in it. It particularly concerns approaching the spiritual reality of things. Acquiring knowledge is important, because it provides the possibility for development. The aim of the course programme is for students to become personally connected with what they observe and discover in the culture and the history of its development. That way they learn to know and appreciate the actual meaning of it. In the search for the various layers of meaning of the reality, everyday experiences and historical events are at the heart of our history education.

3.7. Subject description of ICT and media

The intention of ICT and media is not a target in itself, but means to play an important role in other subjects to help and/or improve the obtainment of targets. The focus is on the following areas: ICT as subject, ICT as a learning aid, ICT as a teaching aid. By way of a media production, students learn to make the distinction between image and authenticity. They learn to set up a protocol for correct usage of ICT and media. They also learn to assess software packages and teach lessons with the help of several software packages. They learn to make use of ICT in lesson preparation and create lesson plans by using an interactive whiteboard, and learn to use a pupil tracking system to analyse test data and plan further action.

3.8. Subject description of music

The students learn to teach the subject music with enjoyment and responsibility at primary school. The subject music at the teacher education course serves therefore primarily as an illustration. If possible, the lessons are illustrative for the lessons at primary school. The (musical) competence of each individual also receives attention. The students teach groups of children to sing paying attention to expression, clarity, breath, resonance and articulation. In addition, students teach young and older children to listen with inspiration to music from various cultures and cultural periods and to move to music. The students can also organize groups of children to create and perform instrumental pieces of music, paying attention to sound, style and meaning. The students teach groups of children to create, make and listen to music by means of graphical and traditional notation, and discover how groups of children can express sound, style and meaning aspects of music through movements.

3.9. Subject description of numeracy/maths

The key words within the subject concept of numeracy are: constructive, reflective, narrative and realistic/interactive. This leads to an educational strategy in which the students go through the subject matter by themselves (independently and interactively). It forms a didactic orientation basis from which learning processes can be studied. Numeracy/maths exercises and theoretical reflections within the course programme provide the opportunity to learn theory in a practice-oriented way and to fathom the practice theoretically and develop it in a theory-driven way.

The profile of primary education teachers with regard to the subject numeracy plays an important role during the course. It is meant to illustrate during lectures and practical training, to inspire with a view on the educational practice, to give direction in forming 'didactic contracts' and finally as an instrument to set the standard for assessment.

The subject equips students with knowledge of existing teaching methods and the learning pathways as described in existing primary education methods. They gain insight into the correlation between the different areas of maths, learning pathways and the didactic principles of sound arithmetic/mathematics teaching. Students also obtain numeracy skills of a professional standard for a primary education teacher. In addition, they need to be able to teach the numeracy subject matter in a didactically justified way. Furthermore, as future primary education teachers, students need to experience the human and social relevance of numeracy/maths. This involves attaining an attitude required to approach and analyse the world (and the problems within it) mathematically.

3.10. Subject description of physical education

Physical education in the teacher training programme concentrates on the students gaining knowledge, insight and skills required to let pupils participate in the physical exercise culture. The students learn to efficiently carry out all the organisational aspects around teaching good and active physical education lessons. The students also learn to adapt situations in which pupils are not exercising as well as they could and learn to provide extra help where necessary. The students learn to know the specific principles (education sequence issues, safety, teachable moments, assistance, possibilities for development of existing activities, organizing learning situations) of the various learning pathways distinguished in physical education. The students gain the knowledge and skills to (provide) help in exercise situations based on the exercise themes distinguished for primary education in the various learning pathways. They also learn to translate the pedagogic and educational principles which they learned in the initial training and apply them from a physical education point of view. The students learn to approach the pupils based on a positive attitude towards physical education and also manage to demonstrate this.

3.11. Subject description of religious education

The students learn to provide Bible education and teach the history of the church, taking into account the development and comprehension of children. It is important that the students are aware of their calling and duty to lead the way for the children in living with God, following Bible teaching, and that they can make the right decisions in their teaching on the basis of theological knowledge.

3.12. Subject description of science

The subject science distinguishes three areas of attention: 1) people, plants and animals 2) materials and phenomena 3) technology and environment. The subject is not only about these separate components, but also about the correlation between them and the way they influence each other. It involves observing, researching and experiencing living and non-living nature. By learning to observe and research well, students come to understand how everything is connected, it causes wonder, they gain more understanding, and it creates usable knowledge of the reality. That which students learn about observation and research, they also learn to apply at the primary schools. Students develop their own outlook in this subject, familiarise themselves with the corresponding subject matter and learn to deliver this subject area to primary school children.

3.13. Subject description of presenting and speech therapy

Presentation is about delivering information. A well prepared lesson must also be carried out well. And so, this subject is about the way in which students speak, gesture, look, act, articulate, breathe and stand. It is also about the students speaking in understandable language, managing to captivate children for longer periods of time and responding well to the children's reactions. It is therefore important that the students know how the voice 'works' and how they keep their voice in good condition in a speaking profession. The way they breathe says something about how the students are feeling and what they radiate. The expressive skills support what they say or can replace what is being spoken.

The students know from theory what a good way of presenting involves, and can identify which aspects are important with regard to determining their objectives, preparing a presentation, implementing it and evaluating it. Students also gain knowledge of the technical aspects around the speaking process. The students gain insight into their own way of presenting. They can identify their strengths and weaknesses, formulate development needs and work on them methodically. They can look at their work critically and use evaluation, reflection and feedback from others to further develop. In addition, the students learn to use their voice properly and obtain a clear articulation in combination with sufficient expression. The students learn to give a presentation that is engaging with regard to content and style. They accomplish a good cooperation with the children and become acquainted with communication theories at a practical level.

4. Academic minors

An academic minor is a unit of study of 30 ECTS credits and has a place in the curriculum at the beginning of the fourth year. The minor is aimed at development and innovation. The content and design stimulate an inquisitive attitude of the student. A minor involves lines of research, which are defined in cooperation with schools and are very relevant to the educational practice.

The relation with the educational practice is guaranteed in the minor by workplace learning. Knowledge development takes place in interaction between practical research and theoretical study and is aimed at practical application. The lecturer has the role of bearer of knowledge, but also of coach and supervisor. It is the lecturer who stimulates the independence and inquisitive attitude of the student.

The minor challenges students to increase their conceptual intellect. They develop a great measure of responsibility for their own learning process. They gain insight into further development opportunities, both during and after completion of the minor. The students work on personal and professional development and are aware of what a professional attitude means for them. This becomes evident in their final project.

The following is a brief description of the minors in the teacher training programme.

- The **Physical Education minor** is a programme that trains students to be Physical Education teachers in primary education.
- The **Exemplary Education minor** trains students to be teachers with expertise in the area of 'exemplary teaching'. The minor makes students competent to teach using examples. The students gain experience in creating examples, are made familiar with the theory of 'exemplary education' and can justify the concept within Christian education.
- The **Care minor** provides students with expertise in care with respect to the social-emotional sphere.
- The **Young Management minor** provides the students with a broad view of leadership in education.
- The **Dutch minor** provides the students with a searching attitude in interactive language teaching. Together with colleagues at the training school the student develops and experiments with new forms of interactive language teaching.

- The **Numeracy minor** teaches students to deal with gifted children and children with math learning disabilities (dyscalculia) appropriately. The students learn to develop tools for those children to use and learn to introduce them to the primary school constructively.
- The **Developmental Education minor** trains students to be teachers with specific knowledge on Man and World and Developmental Education. These students have a broad vision on Man and World, know the concept of Developmental Education, know of modern digital educational techniques and know how to form it into a Man and World learning pathway by combining it with the key objectives and the environment.
- The **minor 'Christian education'** is aimed at Christian education worldwide. The minor is divided into two parts: the International Class and the International Experience. In the International Class the student becomes acquainted with different views and cultures. A class of twenty students becomes a learning community, with ten students from Gouda and ten students from countries all over the world. After a period of international familiarisation in the International Class, the student spends a minimum of two months abroad to complete his/her final project (International Experience).

5. Research

The inquisitive attitude of primary education teachers is a basic attitude. Teachers carry out research in their own classroom practice and concentrate on improving that practice. Research on higher professional education courses is aimed at the professional practice. In addition to an inquisitive attitude, teachers are also expected to be familiar with research skills. This line of research therefore teaches students a critical, searching attitude in the use of research (year 1). In addition to a searching attitude, students are also taught research skills (year 2). Students apply the research skills they have gained in the third year and the fourth year (graduation year) of the course.

B. Overview of modules within the teacher training programme

Primary teacher training programme

4. Strand 1: personal development

In strand 1 the programme provides eight general modules which reflect history from ancient times until the present. The modules on the subjects of cultural and social studies and religious education⁴ provide an overview of the cultural-historical meanings of the different eras.

In **year 1** of the programme this strand is about ancient times:

- VR1TH01: module *Spiegelbeeld* ('Mirror Image', 4 ECTS): The image of the 'mirror' is an important tool in this strand and in this module. By looking into the mirror of other people or other cultures or eras, you learn to know yourself from your own standing in the present. Mirroring means reflecting. The student gains knowledge about the metaphor of the mirror, gains basic knowledge of the culture in ancient times (myth, philosophy, faith), and gains knowledge of the images of the Bible and of relevant images of children. The student becomes aware of being a 'mirror' him/herself to their class, emanating the personality and personal development; the children often sense this unerringly.
- VR1TH02: module *Ontmoeting* ('Familiarisation', 4 ECTS): This module has lectures on the subjects cultural and social studies, religious education and philosophy of education. The lectures regarding cultural and social studies are arranged around an introduction and four themes: thinking, politics, art and culture, and church. The subject of religious education goes further into the theme of church, concentrating on the Reformational churches and their relation to each other and to the world. The subject of philosophy of education focuses on the leadership aspect of being a teacher and what it requires. The objectives are about communicating, concern for society, personal ideological identity and society, and norms and values.

In **year 2** the focus is on the middle ages:

- N1TH64: module *Terra incognita* (4 ECTS): This module discusses the teacher as a purveyor of culture, and makes it more tangible. The students familiarise themselves with the topic of 'norms and values'. This module intends to elaborate on the fact that all the subjects of geography, history and art give access to understanding the western culture and contribute to a view on culture, that they connect the past and the present to each other.
- N1TH63: module *Intercultureel* ('Intercultural', 5 ECTS): This module is taught within the context of familiarisation with different cultures in our society. The students broaden their horizon by concentrating on their place in society. Students are encouraged to view other cultures in a positive way, and to learn to appreciate and respect them. To this end this module also aims to increase their understanding of the historical, cultural and anthropological backgrounds of these cultures.

Year 3 concentrates on modern times:

- N1TH65: module *Zoeken naar zeker weten* ('Searching for certainty', 1.5 ECTS): This module looks at how the journey through *terra incognita* continues. This continuing journey is characterized by a search, from the uncertainty of the new to a new certainty. The way this search goes, is one of doubt. Once the solidity of certainties is turned upside down, uncertainty arises: What to do next? How can we find new certainty - a new image of man and of the world?
- N1TH67: module *Clair et obscur* (1.5 ECTS): This module looks at how the search to certainty continues in the 18th and 19th century. The decisive shift to autonomy seems to have been made - in the cultural forefront at least. Europe itself is for the most part still Christian. In

⁴ Occasionally the subjects of philosophy of education and visual arts also play a part in this.

the 18th and 19th century this autonomy increases; the 18th century sees a continuing autonomization of reasoning: the Enlightenment (the 'age of reason') and in the 19th century there is a reaction against the excessive appreciation of reasoning. Attention for feeling, for the non-rational, for the 'dark side of human nature' arises: Romanticism. In opposition to the Enlightenment comes the contrast of the dark of the inner world of feeling: Clair et Obscur.

- N1TH69: module *Een mondiale kerk* ('A global church', 1.5 ECTS): This module broadens the students' horizon by not only focussing in on the past and present of significant Dutch events, but also by looking at the church worldwide in the 20th and 21st century and thinking of the future.

In **year 3** students choose one of the six specializations (8.5 ECTS) of this strand. Within the chosen specialization students study three themed modules and complete a final project.

1. Nature and technology - modules: *Het boek der natuur* ('The book of nature'); *Charles Darwin: schepping of evolutie* ('Charles Darwin: creation or evolution'); *Bouwen aan de "Toren van Babel"* ('Building the "Tower of Babel"')
2. Visual art - modules: *Beeldende kunst* ('Visual art'); *Helden en antihelden* ('Heroes and antiheroes'); *Broeders in de kunst* ('Brothers in art')
3. Music - modules: *Musica Poetica*; *Van Mozart tot Mahler* ('From Mozart to Mahler'); *Klank en kleur. Muziek van de 20^e eeuw* ('Sound and colour. Music in the 20th century')
4. Philosophy - modules: *De rede van het hart* ('The reasoning of the heart'); *Stadia op de levensweg* ('Stages on life's way'); *L. Wittgenstein en E. Levinas* ('L. Wittgenstein and E. Levinas')
5. Social sciences - modules: *Familieportret in de 16e/17e eeuw* ('Family portrait in the 16th/17th century'); *Van tuchthuis naar psychotherapie* ('From house of correction to psychotherapy'); *Grenzeloze generatie* ('Boundless generation')
6. Literature - modules: *Gods evenbeeld* ('God's image'); *The waste land*; *Beslagen Spiegel* ('Steamed up mirror')

In **year 4** the final module about modern times is studied:

- N1TH70: module *Shadowlands* (1.5 ECTS): How should we interpret the 20th/21st century? This is not easy, the students themselves are a part of this. Perhaps it can only be seen from a greater distance. At the same time they *must* be able to determine their place against their own here and now. In that light they must also come to 'self understanding' (which also conveys the entire past). Strand 1 leads to a synthesis in year 4 and concludes with a thesis based on their specialization subject (continued from year 3).

Strand 1 finishes in year 4 with this module, an elective module (2 ECTS) and a thesis (3.5 ECTS).

5. Strand 2: professional development

The professional development strand works with seven pedagogical themes: relationship, authority, learning environment, organisation, development, uniqueness and responsibility. Within each of these themes there is a lot of attention paid to identity and historicity. The themes are discussed in year 1 and come back in year 2 at a more profound level. In addition, skills such as presentation, giving instructions and writing on the board are also included.

- *Relationship*: The pedagogical term 'relationship' is essential for the student. It represents the connection with the Creator, creature and creation. The 'relationship' grows by learning to bear the responsibility for each other, for yourself and for the creation of a serving attitude.
- *Authority*: Authority is inextricably bound up with relationship. The student must be conscious of the 'power relationship' between him/herself and the pupils. The student is

aware of being a role model towards the pupils and is able to establish authority over them in a natural way by means of educational aids.

- *Learning environment:* The learning environment contributes to a child's development. An environment which provides the most effective learning opportunities and in which a child can personally develop, is a rich and powerful learning environment.
- *Development:* Within a rich and powerful learning environment, the student will have to take into account the development of each individual child. The student organises the learning environment in such a way that the child can develop in head, heart and hands.
- *Responsibility:* Within the course programme the student becomes more and more equipped to provide children with the opportunity to develop their responsibility with respect to others, the surrounding reality and, above all, God. This is achieved by letting the student experience taking responsibility him/herself, working together and learning together within the curriculum.
- *Uniqueness:* The student learns to see each child as a unique person who has received a unique range of talents and qualities. The students learn to focus on the talents of each child individually to enable the child to follow its own path of development.
- *Organisation:* Considering the themes described above, the educational practice has grown into a complex organisation, distinguished at micro-, meso- and macro-level. The student learns to master this complex organisation and to develop it in such a way that it creates a most effective environment for pupils.

In **year 1** the student is taught the following subjects around named themes:

- VR2LO01: 'Learning environment and organisation' module (4 ECTS)
- VR2ON01: 'Carrying out research' module (0 ECTS): the student learns to take the first steps on the path of practice-oriented research. The focus in this module is on the development of a discerning, inquisitive attitude. The student learns what the characteristics of research are and familiarises him/herself with a number of basic concepts.
- VR2OU01: 'Development and uniqueness' module (4 ECTS)
- VR2RG01: 'Relationship and authority' module (5 ECTS)
- VR2VR01: 'Responsibility and relationship' module (3 ECTS)
- VR2SV01: 'Writing, speaking skills and traffic' module (1 ECTS)

In **year 2** the student is taught the same subjects, but goes into it more deeply:

- N2ON61: 'Carrying out research' module (0 ECTS)
- N2AL68: 'Responsibility and relationship 2' module (3,5 ECTS)
- N2AL67: 'Development and uniqueness 2' module (3,5 ECTS)
- N2AL66: 'Learning environment and organisation 2' module (3,5 ECTS)
- N2AL65: 'Relationship and authority 2' module (3,5 ECTS)
- VR2SV02: 'Writing' module (1 ECTS)

A more elaborate description of these modules can be found in the description of the pedagogic-didactic programme of the secondary teacher training course.

In **year 4** students choose a minor within strand 2. Each minor is worth 30 ECTS.

- The **Physical Education minor** is a programme that prepares students to be Physical Education teachers in primary education.
- The **Exemplary Education minor** trains students as teachers with expertise in the area of 'exemplary teaching'. The minor makes students competent to teach using examples. The students gain experience in creating examples, are made familiar with the theory of 'exemplary education' and can justify the concept within Christian education.
- The **Care minor** provides students with expertise in care with respect to the social-emotional sphere.
- The **Young Management minor** provides the students with a broad view of leadership in education.

- The **Dutch minor** provides the students with a searching attitude in interactive language teaching. Together with colleagues at the training school the student develops and experiments with new forms of interactive language teaching.
- The **Numeracy minor** teaches students to deal with gifted children and children with math learning disabilities (dyscalculia) appropriately. The students learn to develop tools for those children to use and learn to introduce them to the primary school constructively.
- The **Developmental Education minor** equips students to be teachers with specific knowledge on Man and World and Developmental Education. These students have a broad vision on Man and World, know the concept of Developmental Education, know of modern digital educational techniques and know how to form it into a Man and World learning pathway by combining it with the key objectives and the environment.
- The **minor 'Christian education: crossing the borders'** is aimed at Christian education worldwide. The minor is divided into two parts: the International Class and the International Experience. In the International Class the student becomes acquainted with different views and cultures. A class of twenty students becomes a learning community, with ten students from Gouda and ten students from countries all over the world. After a period of international familiarisation in the International Class, the student spends a minimum of two months abroad to complete his/her final project (International Experience).

Work placements

The work placements are also a part of strand 2:

- VR0ST01: year 1 work placement (10 ECTS)
- NSST62: year 2 work placement (10 ECTS)
- NSST63: year 3 work placement (9 ECTS)
- NSST64: final block placement (23 ECTS)

6. Strand 3: school subjects

In **year 1**:

- VR3AK01: module *De lage landen* ('The low countries', 1.75 ECTS). This module involves reflecting on the substance and meaning of geography. The subject 'The Netherlands' is used to teach this module, with a strong focus on the Dutch landscape. A lot of attention is paid to teaching at primary school: what do you provide as a teacher, how do you provide it, which materials can you use, what does the textbook say?
- VR3BO01: module *Volop in beweging* ('In full swing', 1.5 ECTS). Besides learning to organise and teach physical education lessons, students are taught to think about the hows and whys of physical education.
- VR3BV01: module *Groet de dingen* ('Greet the things', 2.5 ECTS). The student is introduced to the subject of art and considers what visual art means and what relation he/she has with it.
- V3EN01: module *Engels* ('English', 0.5 ECTS). The aim of this module is to provide students with the knowledge and skills of English for the lower, intermediate and upper years of primary school.
- VR3GD01: module *Gods Woord doorgeven* ('Passing on the Word of God', 3 ECTS). Bible teaching is an important part of the life of Reformed schools. Being able to tell the stories from the Bible to children is important. It is therefore important to have knowledge of the Salvation History. Being able to understand the Bible also requires knowledge of the Biblical archaeology and geography. The different themes, such as covenant, worship, prophecy, the Gospel, the Kingdom of God, the parables, the miracles, the origins and life of the Christian church worldwide, are all discussed in this module. In the discussion of each of these themes

a connection with the teaching practice of Bible education is made. A lot of attention is paid to the preparation of Bible lessons.

- VR3GS01: module *De lage landen bij de zee* ('The low countries by the sea', 1.75 ECTS). Students learn how the subject of history can be taught at primary schools and, in addition, work on their own subject knowledge.
- VR3IN01: module *Informatica* (1 ECTS). Students learn to explain a subject with the help of an interactive whiteboard.
- VR3MU01: (music) module *In de maat* ('Step in time', 2 ECTS). Students learn to lead singing in groups, to clap the beat and rhythms, sing on their own, recognise the beat by hearing, conduct a three-part rhythm, and play the correct beat and rhythm of a song on an instrument.
- VR3NE01: module *Lezen leren* ('Teaching to read', 1.75 ECTS). This module goes into all aspects of literacy with regard to reading. The child's development is followed throughout his/her years at primary school. The module also looks at the way the primary school responds to the child's development. What are the key objectives? Which learning pathways lead to those objectives? Which role do teaching schemes play? What knowledge and ability should a language teacher have?
- VR3NE02: module *Aan de praat* ('Speaking', 1.75 ECTS). The focus of this module is on the verbal linguistic skills, the vocabulary and children's literature. Although these language activities seem natural, we learned a lot of it in our childhood and are still learning as adults. Unconsciously, we learn while we tell each other stories, voice our opinion, hold a presentation at school or anywhere, teach lessons at primary school, talk about books we read, etc. The same applies to children. Within this module we think of how and in which way this verbal and literary development takes place and think of how best to stimulate it for children at primary school. Students have a file to keep a record of their learning process and the subject content. It contains assignments from lectures, assignments for work placement, and assignments for the module *Lezen voor je leven!* ('Reading for life', children's literature) which are discussed during the lectures.
- V3NO01: module *Beleef de natuur* ('Experience nature', 2 ECTS). This module is a first introduction to the subject area of natural sciences. It includes the different aspects which are brought under the subjects of biology, science and technology. All these subject areas are about discovering the creation (truths), the way it occurs to us and to children in living and lifeless organisms, phenomena and objects. At the centre of this module are flower biology, sound and light, and the human senses.
- VR3RE01: module *Kennismaking met de getallenwereld* ('Familiarisation with the world of numbers', 1 ECTS). This module is about number structures, adding and multiplying, and learning to be specific when teaching numeracy.
- VR3RE02: module *Hoofdrekenen en cijferen* ('Mental arithmetic and making calculations', 1 ECTS). This module is about mental arithmetic, algorithms, the calculator in the primary school and smart counting.
- VR3RE03: module *Verhoudingen en verbanden* ('Proportions and connections', 1.5 ECTS). In this module the focus is on proportions, percentages and connections.

In **year 2**:

- VN3VT61: module *Uitvinden: leuker dan je denkt* ('Inventing: more fun than you think', 3 ECTS). In this module the different aspects of technology are experienced in a practical way. It is greatly focused on the question of how technology can be taught at primary school and in which ways technology can be provided to the different year groups. The student discovers which learning processes play a role when children work with technology. The student also develops as a teacher who knows what subject matter he/she can provide and the best way to do this.

- VN3AG62: module *Grensverleggend* ('Opening up new horizons', 3 ECTS). This module increases the knowledge of Europe and the USA. Students also learn how to teach lessons about a country for year groups 7 and 8.
- VN3BV62: module *Zeg het met beelden* ('Say it with images', 3 ECTS). The leading thread in this module arises from the core of visual arts education, which is found in the visual arts development process. This can be guided by observation (portrait or landscape), the imagination of an idea (ogres, time machine), or a function (bridge, vehicle).
- VN3GD62: module *Laat de kinderen tot Mij komen* ('Let the children come unto Me', 2 ECTS). This module goes into the religious upbringing of children from three religious education movements: (1) Dutch Reformed, (2) Evangelical/Charismatic and (3) modern Christian. In addition, attention is paid to the images of God and man within religious upbringing and how they play a role in the practical aspects of religious education. It also covers the pedagogics and teaching methodology of religious education by means of specific themes (pastoral care for children, teaching Bible-reading lessons, using a flannel board, using children's Bibles and teaching schemes).
- VN3MU62: module *De toon gezet* ('Setting the tone', 2 ECTS). This specialisation module is about music education for young children (year groups 1 to 4 at primary school). The majority of the model is about a teaching methodology. In addition, there is also time available for the personal musical development of students.
- VN3NO62: module *Binnenste buiten en buitenste binnen* ('Inside out and outside in', 3 ECTS). The first part of this module concentrates on the school's local environment and teaching outside. The second part is about the human body in relation to healthy behaviour.
- VN3BO62: module *Loopt 't, lukt 't, leert 't* ('Is it moving, are you managing, are they learning', 1.5 ECTS). This physical education module focuses on the student as teacher. What do you want to achieve in working with young pupils, which of your own qualities do you deploy and from which views with respect to learning, pupils and development do you actually work?
- VR3RE04: module *Gebroken getallen* ('Fractured numbers', 1 ECTS). This numeracy module is about fractions and decimal numbers.
- VR3RE05: module *Meten* ('Measurements', 1 ECTS). In this module the student gains insight into geometry and the teaching methodology.
- VR3RE06: module *Meetkunde* ('Geometry', 1.5 ECTS). This module is also about gaining knowledge in geometry and gaining insight into the teaching methodology.

In **year 3** and **year 4**:

Since each student has his or her own interests and abilities, the student chooses a specialisation in year 3 and 4. From year 3 onwards the student chooses the specialisation of either 'the young child' (age 4-8) or 'the older child' (age 8-12). Within the specialisation of the young child or the older child, the student chooses a factual subject (science, geography or history) or an expressive subject (visual arts, music or physical education) in which he/she wants to specialise.

Year 3

- N2AL70A: *Spelen doe je samen* (T1), 1 ects 'We play together'
- N2AL70B: *Spelen doe je samen* (T2), 1 ects
- N2AL70C: *Spelen doe je samen* (ogo), 4 ects
- N2AL70D: *Spelen doe je samen* (ped), 4 ects
- N2AL70E: *Spelen doe je samen* (kalender), 0,5 ects
- N2AL70F: *Spelen doe je samen* (ond.concept), 2 ects

In these modules the students familiarise themselves with knowledge of different educational concepts and learn to form their own view on them. The modules cover the concepts of developmental education, conventional education and experiential education.

The aim of the programme is twofold:

1. Conceptual level: the student learns that there are different education concepts, summarised in the concepts of developmental education, experiential education, conventional education and exemplary education. The student learns that these concepts are related to the view on the purpose of education, upbringing and development and to a view on the child and the reality. The aim of the module is that the students discover the connection between view and practice and develop a (temporary) view themselves with respect to the different education concepts.
2. Practical level: the student becomes familiar with the educational practices developed from the different views and gains some experience in teaching from a developmental view and an exemplary view on education.

- N2AL75: module *De schoolfoto* ('The school photo', 4 ECTS). In three terms in Year 3 the student describes (with a team) the ideal school in a written report as thorough preparation on writing a letter of application and having a job interview for the final block placement. In addition, this module aims to help the student to deal (even) better with the different abilities of children at school, involve the children (even) more effectively by making use of the theory of multiple intelligences, set up a small project from developmental educational view and know the current trends in education.

In each term the module is partly facilitated by lecturers and partly by students themselves (by means of workshops). Each term is concluded with a progress evaluation about part of the 'school photo'.

- N2OK61: module *Exemplarisch onderwijs* ('Exemplary education', 2 ECTS). The aim of this module is not only to familiarise the student with the concept of exemplary education, but also to teach the student to make him/herself familiar with a way of looking and thinking that harmonizes with exemplary education. The student therefore sets to work with a chosen theme and learns from the experience to apply the principles of exemplary education. The focus is on the exemplary principle.

- N2OV61: module *Pedagogische verantwoordelijkheid - jonge kind* ('Pedagogical responsibility - young child', 3.5 ECTS).

- N2OV71: module *Pedagogische verantwoordelijkheid - oudere kind* ('Pedagogical responsibility - older child', 3.5 ECTS).

Primary schools in 21st century Netherlands have an extensive pedagogical task for the teacher. Many children do not the basic upbringing which they need from in their family. Some children even struggle due to their family situation. A primary education teacher not only needs to take that into consideration, but also respond to it. In addition, many children bring their own (behavioural) problems into school, particularly now the number of children referred to special education is being reduced more and more. It is yet another thing teachers need to be prepared for and they need to know the right ways of dealing with it.

This module goes into these issues in two clusters (spread over the second and third term). Cluster I (6 double lectures) focuses mainly on the problems children bring into school from their family situation, while the focus of cluster II (6 double lectures) is mainly on the specific information regarding the children themselves. N2OV61 deals with the young child, while N2OV71 concentrates on the older child.

- N2VS61: module *Gebarentaal* ('Sign language', 1 ECTS)
- N2VS63a: module *Schoolkoor - sopraan* ('School choir - soprano', 1 ECTS)
- N2VS63b: module *Schoolkoor - alt* ('School choir - alto', 1 ECTS)
- N2VS63c: module *Schoolkoor - tenor* ('School choir - tenor', 1 ECTS)
- N2VS63d: module *Schoolkoor - bas* ('School choir - bass', 1 ECTS)

- N2VS67: module *Tutorschap* ('Tutorship', 1 ECTS)
- N2VS69: module *Vrije keus* ('Free choice', 1 ECTS)
- N2VS72: module *Organisatie verkeersexamen* ('Organisation road safety test', 1 ECTS)
- N2VS74: module *Oekraïne/Zjytomir* ('Ukraine/Zhytomyr', 1 ECTS)
- N2VS75: module *EHBO* ('First Aid', 1 ECTS)
- N2VS78: module *Leren dirigeren (kinderkoor)* ('Learning to conduct (children's choir)', 1 ECTS)
- N2VS80: module *Israël* ('Israel', 1 ECTS)
- N3AK63: module *Op reis naar de ander A* ('Travelling to the other - A')
- N3AK64: module *Op reis naar de ander B* ('Travelling to the other - B')
- N3AK65: module *Op reis naar de buur* ('Travelling to the neighbour')
- N3AK71: specialisation: factual geography (older child)

This specialisation is about different countries in the world which are covered at primary school (Japan, China, Israel), about Latin America, about geophysical phenomena such as plate tectonics and about the geophysical aspects of weather and climate, largely focused on the Dutch weather.

Africa is a continent often reported of in the news in negative terms. We try to work out if there is more to it than apartheid, aids, hunger and refugees.

(4.5 ECTS)

- N3BO63A: specialisation physical education (young child)

The main themes in this specialisation are regularization targets and outdoor play. The most important aim is to work on personal development. By using several sources (literature, students, lecturers, primary school pupils, experts) the student further develops his or her education concept. To guide that development and to make it clearly visible, we work with a document (a 'personal excellence plan') in which the student processes the significant steps in his or her development.

Every year the group for physical education for the young child works on a different project. Previous groups have developed a teaching kit, produced a series of lessons, executed a nature/physical education day with a primary school, etc. A project group is formed and together they decide on the theme/subject of the project. The group then finds a school for which they carry out their project. In the preparation and execution of the project there must be a balance between that which the students want to learn from the project and the school's desires and ideas.

- N3BV63: module *Altijd raak! 1* ('Always a success! 1')
- N3BV65: module *Altijd raak! 2* ('Always a success! 2')

Young children go through an enormous development process. Sometimes this process seems to have come to a standstill, but then progresses again with great leaps. It is the teachers' task to connect in their lessons as much as they can to the different levels of development of the children. We have therefore chosen the following starting point in this handicrafts module: the developing child, with the theme: 'Always a success!'

- Which expressive activities are suitable for young children?
- How do you set up an expressive activity and keep it original?
- What are expressive activities?
- How does the expressive ability develop in young children?
- How do you work in ability groups with young children?

Together we think about these questions and many others. In two themes in this module you work on your own ability. In addition, we explore possibilities of materials, techniques and projects for the young child.

(4.5 ECTS)

- N3BV64: module *Het atelier 1* ('The studio 1')

- N3BV66: module *Het atelier 2* ('The studio 2')
 This module concentrates more on the subject content of art - drawing in particular. Young children get a lot of pleasure from some ways of working with expressive arts, while some other ways are not so suitable for them. Those preferences are connected to the young children's individual characters: playful children, who easily apply themselves to all sorts of experiments; children who do not contemplate very much and therefore do not care much for certain aspects that are required in expressive work; children who get a lot of pleasure from materials and colours but do not have much thought for shapes.
 The question is how we teach drawing to these children with different attitudes. In this module the students set to work very specifically with a number of techniques they will come across when working with young children. The students try the techniques themselves, think of how they can be presented to children and how children can be supported in their work. In addition, we pay attention to the process aspects of Visual Arts. We do that by using a 'sketchbook'. The students work with a sketchbook themselves during the training, and during work placement the students see how they can work with young children using a sketchbook.
 (4.5 ECTS)

- N3BV71: module *Niet zomaar een plek 1* ('Not just any place 1')
- N3BV73: module *Niet zomaar een plek 2* ('Not just any place 2')

Within the theme 'Not just any place' students learn, each at their own level, to work expressively from a broad range of techniques and materials in an interaction between material, shape, meaning, exploring, working method and view. We have categorized the materials you can explore around the words building, moulding and sculpturing.
 Pupils from the upper years at primary school can also find it challenging to master some of the (more difficult) techniques. The materials we use encourage exploration, methods of working and design. The pupils will become more aware of the way they use shapes, images and colours.
 This also applies to the use of expressive means and the effect on the image, the effect of the expressive aspects of it. The expressive aspects may therefore play an important role in the design. The assignments can be more complicated and more 'abstract', possibly related to art (objects). In our lessons in this programme we therefore start in the middle of the town centre of Gouda, where we look for examples in the (cultural) environment which can be connected to the various expressive aspects. During work placement you try to get children interested straightaway and connect them to the cultural environment in which they stand, by way of the layer of meaning as well as the expressive assignments. Furthermore you also need to know how the older child develops expressively. A substantial analysis assignment helps you to understand this.
 The second part of this module mainly focuses on the student's development. Systematically you work up to a big final project, using material not so common at primary schools. Experiencing the process also gives some understanding of how the older child at primary school works.
 (4.5 ECTS)

- N3BV72: module *Hortus conclusus 1* ('Hortus conclusus 1, enclosed garden')
- N3BV74: module *Hortus conclusus 2* ('Hortus conclusus 2, enclosed garden')

In this module we set to work with the subject matter of drawing. Older children set their own standards when working expressively. A child loves drawing, if it feels it is competent enough and can express reality with their hands. The pleasure drawing eventually gives is closely connected to a feeling of competence. Older children therefore ask much more specific questions than younger children, such as the question of how to express space. As a teacher, how do you respond to that and how do you, together with the children, look for manageable

solutions? This is the primary issue in this module. Students will also come across these questions themselves in this module and work with solution strategies.

In this module we look into the so-called 'issue of space' via cultural heritage, followed by the historical development of space in the garden and in the art of painting. We then take up the subject 'garden' and get to work with it expressively.

The 'issue of space' contains three key questions:

- How do you arrange space?
- How can you imply space in a drawing?
- How can the reality inspire you in capturing space?

To gain understanding of how you design, we mirror your way of designing to the advanced designers: the garden architects. We also use art as an eye-opener for the different ways of dealing with issues. In the second part of the module we go further into teaching looking at art in primary education. We discuss three different ways that you can use. We also practice in the museum itself, both with students as well as with children.

From the themes portrait, still life and (cloud) landscape you start your own expressive path. In stage 1 you explore the given reality, in stage 2 you study and experiment with the various materials and techniques, and in stage 3 you explore the possibilities of the elements of the image in relation to the expressiveness of your design. You show how you transform your learning experience into these steps in a personal visual product, consisting of three parts. We conclude this module with a joint presentation.

(4.5 ECTS)

- N3EN61: English

This module teaches students basic knowledge of the subject of English in primary education. In primary education the subject is aimed at the pupils in the highest year groups at primary school. It develops the pupils' basic functional skills to enable them to use the language as a means of communication at a simple level in everyday situations. To achieve this a communicative teaching method is used, aimed at functional language skills suitable for the level of development of the target group of English at primary school. There is great emphasis on receptive skills by means of contextual support (such as gestures, images, inferencing, etc.). Frequent repetition and forms of reproduction within a safe learning environment, such as repeating, singing and reciting, all play an important role in the language development of children.

The need to prepare pupils for a society which is strongly oriented towards multimedia and English requires a teaching approach aimed at processing subject matter independently. An example of this is teaching the children to specifically only take essential information from an abundance of spoken language. It is well-known that the pupils gain a great amount of (authentic) knowledge through confrontation with English outside school. In addition, an important question is how the pupils can consciously learn to make use of that great amount of knowledge and skills in their systematic and intentional learning at school.

This means that the teacher must have the teaching skills with which he/she can translate the pupils' actual experiences (via media, contacts and English speakers) into related learning activities. Teachers need to be able to work with existing teaching materials independently, adapt this material when necessary, supplement it and change it.

(1 ECTS)

- N3EX61A: module *Portret van Nederland A* ('Portrait of the Netherlands A')

N3EX61B: module *Portret van Nederland B* ('Portrait of the Netherlands B')

In this module students learn to broaden the children's view on the world and its culture through the subjects of music, art and handicraft. The students gain insight into the richness of the world and its culture which can be opened up for children with the subjects of art, handicraft and music. The students gain understanding in and explore the possibilities of

providing the expressive subjects in relation to one theme (by having a connection with respect to content, narrative, realistic situation, meaningful assignment). The students learn to work out the principles of developmental education into a theme. They learn to use the circle model of Visual Arts, which is made up of the themes material, shape, meaning, research, working method and consideration, to be able to provide a balanced and meaningful lesson. The students can use the model for sound, shape and meaning and can prepare balanced and meaningful lessons for primary school. They know the teaching methodology and the teaching aids, including ICT, and are able to use this knowledge. They are familiar with the construction of educational content in learning pathways and with the connection between them.

(4.5 ECTS)

- N3GD64: module *Credo - jonge kind* ('Credo - young child')

- N3GD72: module *Credo, oudere kind* ('Credo - older child')

This module is the third subject module in strand 3 for religious education. Credo is Latin for 'I believe'. In Latin creeds many of the sentences begin with *credo*. In this module we concentrate on the Reformed doctrine as defined in the different creeds.

At many schools year groups 7 and 8 learn the Heidelberg Catechism. This understandably assumes thorough foreknowledge of this Catechism. Concepts such as sin, grace, regeneration, faith, repentance, deliverance, sanctification and exaltation you must first understand yourself before being able to explain it to children at their level. But every lesson about the Bible, church and church history assumes knowledge and understanding of the Christian faith. For that is what it is all about in the end. With this module we therefore try to achieve that you fully embrace the doctrine in the lessons mentioned above. Thorough knowledge of the Reformed doctrine helps prevent deviation and provides profoundness.

(1.5 ECTS)

- N3GD65: module *Bijbelse kernwoorden, jonge kind* ('Biblical key words - young child')

- N3GD73: module *Bijbelse Kernwoorden, oudere kind* ('Biblical key words - older child')

This module is the fourth and final subject module of strand 3 for religious education. In this module we concentrate on eight Biblical key words which are also central to the doctrine.

The subject matter is 'packed' in questions, so that student can easily prepare themselves for examination. Beside the questions and information in the module book the students need to study the three Epistles of John in the Bible commentary *Leren en Leven* by themselves. Various tenets and Biblical key words can be found in these epistles. The students also need to study independently *Belijden en Leven*, which describes the Reformed Doctrine.

(1.5 ECTS)

- N3GS61A: module *Het boek van 'ikke' en opa A* ('The book of 'me' and grandfather A')

- N3GS61B: module *Het boek van 'ikke' en opa B* ('The book of 'me' and grandfather B')

- N3GS61C: module *Het boek van 'ikke' en opa C* ('The book of 'me' and grandfather C')

This module pays a lot of attention to the educational practice. In addition, the contents of the lessons are linked to your knowledge of the 20th century. You bring this knowledge up to standard by thoroughly studying your textbook. We use the book written by Geert Mak: *De eeuw van mijn vader* ('My father's century').

(4.5 ECTS)

- N3GS71A: module *Specialisatie zaakvak geschiedenis A - oudere kind* ('Specialisation: factual history A - older child')

- N3GS71B: module *Specialisatie zaakvak geschiedenis B - oudere kind* ('Specialisation: factual history B - older child')

- N3GS71C: module *Specialisatie zaakvak geschiedenis C - oudere kind* ('Specialisation: factual history C - older child')

- N3MU63A: module *Kleuterwijs A* ('Pre-schoolwise A')

- N3MU63B: module *Kleuterwijs B* ('Pre-schoolwise B')
- N3MU63C: module *Kleuterwijs C* ('Pre-schoolwise C')
- N3MU71A: module *Come follow me A*
- N3MU71B: module *Come follow me B*
- N3NE63/ NEN371: module *Taalzorgen - jonge kind en oudere kind* ('Language worries - young and older child')
 This module provides students with the opportunity to become acquainted with the nature and approach to common problems regarding spelling and reading. Students are also set to work themselves, during the seminars/lectures with case studies, as well as during work placement with children with genuine problems. During your work placement you explore how the school caters for children with spelling and reading problems. You also become acquainted with the national protocol for reading problems and dyslexia. Besides the 'common' reading and spelling problems, we also discuss dyslexia.
 (3 ECTS)
- N3NE64: module *Stapel van boeken - oudere kind* ('Crazy about books - older child')
- N3NE65: module *Taal onder de loep - jonge kind* ('A close look at language - young child')
- N3NE73: module *Taal onder de loep - oudere kind* ('A close look at language - older child')
- In this module the students become familiar with a special area of language teaching. Beside vocal communication (speaking, listening and conversation) and reading and writing there is the domain of 'language awareness'. Looking at language, talking about language. Where does language come from? How does it work?
 Many parts of language teaching belong to this area: spelling, grammar, proverbs, plural forms, compositions, metaphorical language, etc.
 The primary focus of this module is language awareness at the students' level. Of course it will also be linked to the primary school.
 (1 ECTS)
- N3NO63: module *Op ontdekkingstocht* ('On a voyage of discovery')
- In this module students experience that you can do little tests, experiments and studies with young children to help them to explore and learn to study the world around them, to reason and to think and act in a problem-solving way.
 (4.5 ECTS)
- N3NO71: module *Erop uit!* ('Out and about!')
- In this module we look into working outdoors with children from the upper years of primary school. The main subject in this module is 'birds'.
 Birds belong to a group of animals which are quite easy to observe and study. They form a rewarding subject to consider with primary school children. There are always birds to be found around the school and particularly the larger species are easy to observe.
 We obviously look into birds themselves as well. There are opportunities to explore the subject of biology through modern media and apply it to the subject of birds. In addition, a bird study or didactic essay will lead to gaining a fair amount of knowledge about one bird or group of birds.
 Examination takes place by way of an open exam and an essay.
 (1.5 ECTS)
- N3NO72: module *Ik zou wel eens willen weten* ('I would quite like to know')
- Central in this module is a theme chosen by the student, in which the themes of 'durability' and 'stewardship' play an important part. Having come to the end of the biology modules, you now have the opportunity to choose your own topic and work it out along a few guidelines indicated in advance. The topic you choose must be just right for you, something you have always wanted to know more about. You already know a little of it, but now you have the opportunity to find out all about it.
 Your lecturer has primarily a coaching role, with each lecture providing opportunities to ask for advice on approach, set-up and completion of your topic.

The lectures pay attention to the key words 'durability', 'stewardship' and 'ecology', one topic is explored in depth through a guest speaker or a field trip and there is ample scope for coaching and mutual discussion. In the final lecture we present each other with a summary of several expounded topics.

The end result consists of an essay that meets the specified requirements.

- N3NO73: module *Ik loop warm voor natuur en techniek* ('I feel enthusiasm for nature and technique')
- N3RE63: module *Meten en meetkunde - jonge kind* ('Measuring and geometry - young child')

- N3RE64: module *Rekenen - jonge kind* ('Numeracy - young child')
- N3RE71: module *Meten en meetkunde - oudere kind* ('Measuring and geometry - older child')

During this module we will occupy ourselves with measuring and geometry.

Measuring and geometry are rich sources of numeracy/maths education. Many kinds of practical situations are very usable for challenging children to explore and to teach them to view their own world in a mathematical way.

For the organisation of education this means that pupils need to have the opportunity during the measuring and geometry lessons to actively explore themselves. It gives emphasis to the reasoning and formulating of their own attitudes or approaches.

By this we give additional enrichment/substance to the developmental education methodology. Among other things, we will concentrate in this module on the enrichment of the fourth (adding new learning opportunities) and fifth (reflection) 'didactic' impulse of developmental education.

The subject methodology for Realistic Mathematics Education will also be the underlying concept of this module, for a rich research activity provides pupils with the opportunity to investigate problems or solve problems more or less at their own level. The pupils have to work together, strategies are developed, models are drawn, reflection takes place and both horizontal (between pupils) and vertical interaction (between pupils and teacher) are very important.

(2.5 ECTS)

- N3RE72: module *Rekenen - oudere kind* ('Numeracy - older child')

The focus of this module is on the older child. The lectures in this module single out a number of issues concerning numeracy education. The 'Realistic Mathematics Education' approach takes up a prominent place each time and is the basis from which numeracy is taught. The approach has five basic principles. The assignments in this module are also based on these five principles, so that students can become more and more familiar with them. These assignments should particularly be carried out in the educational practice, so that students can apply what they have learned right away. This way it can be fully integrated by the students, through which they will set to work, each at their own level. We will integrate the subject of Technology into the assignments to make the education principle of 'contextualization' emphatically more specific. What do we do with children who need extra care? Each class has children who struggle with numeracy, but there are also children who are not challenged enough by numeracy. This will also be discussed.

- N3ZV61: module *Specialisatie zaakvakken geïntegreerd* ('Specialisation: factual subjects integrated')
- NSST63: Work placement year 3
- VS3NE01: module *Taalzorgen* ('Language worries')
- VS3NE02: module *Taal onder de loep* ('A close look at language')
- VS3NE03: module *Stapel van boeken* ('Crazy about books')
- VS3RE01: module *Rekenen* ('Numeracy')

These lectures single out a number of issues concerning numeracy education. The 'Realistic Mathematics Education' approach takes up a prominent place each time and is the basis from which numeracy is taught. The approach has five basic principles. The assignments in this module are also based on these five principles, so that students can become more and more familiar with them. These assignments should particularly be carried out in the educational practice, so that students can apply what they have learned right away. We will integrate the subject of Technology into the assignments to make the education principle of 'contextualization' emphatically more specific. What do we do with children who need extra care? Each class has children who struggle with numeracy, but there are also children who are not challenged enough by numeracy. This will also be discussed. For students specialising in the young child this module will pay special attention to numeracy with young children, in particular by means of the so-called *Vertaalcirkel*, a 'interpretation circle' which helps children to gain a better understanding of numeracy.

- VS3RE02: module *Meten en meetkunde* ('Measuring and geometry')

Year 4: Review days during final block placement

Part 3: General information

1. Interesting URL/Websites

Institute	URL/Website
Driestar Christian University	www.driestar-educatief.nl
Public transport Train Bus/Metro/Train	www.ns.nl www.9292ov.nl
Nuffic	www.nuffic.nl
City of Gouda	www.gouda.nl
Immigration Service in The Netherlands	www.ind.nl
Department of Foreign Affairs The Hague	www.minbuza.nl
Post	www.post.nl
Study in Holland	www.studyinholland.nl
KNMI (weather)	www.knmi.nl
Dutch news	www.dutchnews.nl
Church	

1. Travelling around in the Netherlands

You don't really need a car to get around in Holland. Holland is a small country and public transport will take you almost anywhere you want to go.

Public transport

Consider buying a rail card (OV-Chipkaart - For more information: www.ov-chipkaart.nl (choose English) (the International Office will provide one); it really is worth the investment. Holland has a dense railway network that offers frequent service and is the quickest way to travel between city centres. For public transport travel information, including detailed travel directions, visit the [9292 door-to-door journey planner](#).

Bikes

The bicycle is the cheapest and easiest way to get around, especially if you live in a city. There are special bicycle paths on almost every road and other road users are used to cyclists.

Travelling abroad

Once you have arrived in Holland, you will discover that many European capitals are within easy reach. Berlin, Brussels and Paris are just a few hours away by train, and a short flight from Amsterdam Airport Schiphol will take you to London, Madrid or Rome.

Source: studyinholland

2. Cost of living

It is good to be aware of the cost of living when you come here to study. Taking into account accommodation, meals, public transport, etc... it probably costs around €800 to €1000 per month.

Housing

Accommodation in the Netherlands is not cheap and is therefore one of the largest cost items for students, costing between €250 and €600 per month. It depends on where you want to live. Accommodation is often more expensive in larger cities than in smaller towns.

Students at Driestar Christian University can choose to rent accommodation located next to the university.

Food

Another reasonably large cost item is food. To give you an idea:

Coffee/tea: around €2

Sandwich: +/- €3

Dinner: +/- €15

Public transport

Public transport in the Netherlands is well organised, but quite expensive. Check the Dutch Railways website (<http://www.ns.nl/en/travellers/home>) to plan journeys and find prices of train tickets.

We are located within walking distance of the NS railway station. At Gouda station (Bus and train station), take the 'Bloemendaal' exit and turn left. Follow the cycle path along Burgemeester Jamessingel until you see our building on your right.

Student discounts

Many restaurants, museums, etc. provide discounts when you show your student card. International student can apply for an International Student Identity Card (ISIC), which gives access to numerous discounts. Check the [ISIC website](#) for more information.

3. Meals

We offer a wide and healthy range of refreshments at our university. The operational management of it, which is non-profit, also involves students. We intend to extend the range more and more. The caterers are thinking of several salads, bread rolls with a choice of many fillings and delicious soups containing fresh ingredients.

4. Medical facilities

Confidential counselling

Driestar University wants to provide its students with a safe learning and working environment. Every student therefore has a right to protection from behaviour that is experienced as undesirable. For that reason there is an opportunity within Driestar University to speak to an internal or external counsellor. The counsellor will listen to your story and discuss how you want to continue and which action you, Driestar University or someone else can undertake to stop the undesirable behaviour, without causing further suffering to yourself. The counsellor can also refer you to other support inside or outside of Driestar University if you wish. The information and details mentioned during the counselling session will always be treated as confidential.

The counsellors also deal with advice on and prevention of undesirable behaviour.

The counsellors are: Ms. E.J. Gardebroek (external), Ms. L.F. van Hartingsveldt (internal) and Mr. d. van den Noort (internal). They are also the appointed counsellors for any issues regarding aggression and sexual intimidation.

Individual counselling

It can happen that a student is going through a difficult time in his or her life due to several factors in (psychological) health, family situation and/or other personal circumstances. Of course the student guidance counsellor would be the first person appointed to support the student in such a situation, but sometimes it is good to receive more intensive support.

It is therefore possible to attend a number of consultations around individual guidance. Ms. M. Biemond and Ms. L.F. van Hartingsveldt can be approached for this. Their methods of working and their approaches are diverse and the student can ask them about it. Both offer short-term support for issues mentioned above to help the student continue or complete their study programme. Note: this is not formal psychological counselling. In case of more serious issues they will refer the student.

5. Facilities for students with special needs

Support for students with disabilities or chronic illnesses

When a student has a physical or psychological disability or chronic illness which limits his or her ability to follow the study programme, we would be as helpful as we can from our side to let the study progress as well as possible. The student's restrictions can lead to problems in participation, which can cause a delay in finishing the programme. In such situations the student can make an appeal for special provisions and regulations and/or the study programme can be adjusted to some extent.

A leaflet is handed out to each first year student at the beginning of the academic year and is also available from Ms. M. Biemond, the contact person for student support for disability or chronic illness. Students can also speak to her to request material provisions (such as the key to the key-operated lift, or a special chair in exams) or non-material provisions (such as an extension to a deadline for assignments, or special arrangements for work placement).

Students who experience problems with their study and/or work placement due to other (short-term) illnesses (such as 'normal' surgery, pneumonia, etc.) can also discuss with Ms. Biemond about the best way to deal with their studies. We point out to students in advance that several adjustments are indeed possible, but that the goals and the substance of the study programme cannot be changed. There are national requirements for newly qualified teachers and each graduate must meet those requirements.

6. Financial support for students

Full-time students, student grant

If you are in full-time higher education in the Netherlands, you may be eligible for a student grant. You must satisfy the following three requirements:

- Age: you must be under the age of 30 when you become entitled to a student grant
- Nationality: you must be a Dutch national or have the same rights. You can check this with the [nationality chart](#).
- Education: you must be in full-time or dual education

Do you fail to meet the nationality requirement, but are you under 30 and do you come from a country in the EU/EEA or Switzerland? Then you can apply for limited funding, namely the loan tuition fees.

Scholarships for international programmes

International students who would like to study at Driestar University may be eligible for scholarships for some of the programmes. Follow the links for more information on possible scholarships.

- [Erasmus](#)
- [Orange Knowledge Programme](#) : for professionals who are nationals of and work and live in an OKP Country
- [StuNed](#): scholarship for Indonesian students.

For more information and scholarships, see www.grantfinder.nl.

7. Student matters

The student support centre's purpose is to help both students and lectures as best as they can. It is responsible for a number of key processes, each of them with one staff member being primarily responsible. The tasks in each process are shared by the person responsible and additional staff.

Ms. K.W. Verwoert is responsible for graduation, deregistration, recruitment and PR. Ms. M.W. van Bommel is responsible for specialisation processes, module books, student progress, start of the academic year and *eduweb*. Mr. E.J. Keuter is responsible for examination and exams (admission and evaluation tests) and student accommodation. Mr. W. Linge is responsible for timetabling, planning and hire. Ms. P. Krijgsman - Nijse is responsible for work placements, and Ms. Snoep for recording test results of the secondary teacher training, and admissions.

8. Learning facilities

Student card

The student card is issued once, at the beginning of the training. The student card provides the use of facilities inside the university and is required for identification in exams. Damaged or lost student cards can be replaced at a charge of €5.

Library

The library contains a large collection of materials which students can use in the preparation of their work placement at primary school. There are teaching materials, teaching kits, dressing up costumes, etc. It also has the most recent teaching schemes for inspection. The library further contains a collection of more than 25,000 books. The collections on religion, children's literature and education are particularly extensive. Students can borrow items by showing their library card. Audio-visual equipment is also available for students to borrow. The library also contains computer workstations and wireless internet.

ICT-facilities

We provide many opportunities for the use of ICT. Within the study programme the student is familiarized with various software packages. Regulations for the use of the network can be found in the university guide.

All registered students have access to the computer network of the university and may use the computer workstations available. On the website of Driestar University (www.driestar-hogeschool.nl) you can log into the digital environment for students, *eduweb*. Students can find module books on *eduweb* and also information about timetables, timetable changes, exams, work placement, the library, and much more. It also regularly shows new messages that are important for students.

At the university students can read their emails in Outlook. When the student is not in the university, he or she can read their emails via *webmail*. *Eduweb* also enables students to see their study results.

Photocopying and printing facilities

Photocopiers and printers are located in several places within the Driestar University building. By using their student card, students can use these, at a cost, for photocopying and printing. For larger photocopying tasks and for colour photocopying, printing posters and photocopying essays with a special finish, students can speak to the Reprographics service.

Musical instruments

After applying for an organ pass, students can play the organ as well as the pianos in the university free of charge.

Procedures and regulations

- The Course and Examination Regulations contain all the information on the study programme. A further explanation of these regulations can be found in the course catalogue and in the module books. Every student is expected to have taken note of these regulations.
- The Student's Charter of the university describes the students' rights and obligations as derived from the Higher Education and Research Act.
- The Complaints Procedure for undesirable behaviour describes how complaints are dealt with within the university with regard to sexual intimidation, aggression, racism and other undesirable behaviour.
- The Code of Conduct for ICT describes the rules and regulations around the use of internet and computers.

9. International programmes

At Driestar Christian University we currently offer the following international programmes. However, they will be expanded in the future.

- *International Class – Christian Education (bachelor programme)*

This is a programme lasting three months, with the focus on Christian education. Together with Dutch students, you follow the course and discuss Christian education. In addition you gain further knowledge in this course by setting up a research/project which helps you to put into practice what you have learned and to implement it into your own situation.

See for more information: www.driestar-christian-university.com/en/courses/international-class

- *Master Learning and Innovation - Track Christian Education*

An international Master's course in Christian Education which will fully focus on the backgrounds and practices of education inspired and informed by the Christian faith. We perceive a need for knowledge about Christian education worldwide and about how it can be improved. The curriculum of the Master will be developed taking into account the cultural differences of the participants.

See for more information: [www.driestar-christian-university.com/en/courses/master-learning-and-innovation-track-christian-\(1\)](http://www.driestar-christian-university.com/en/courses/master-learning-and-innovation-track-christian-(1))

- *Short Course: Christian Education: a practices approach.*

The short course is part of the Master's programme on Christian education. As a participant of the short course you will join the international learning community of Master's students. The short course is a blended learning programme. The course is taught by expert (guest) lecturers from different nationalities.

See for more information: www.driestar-christian-university.com/en/courses/short-course-christian-education-a-practices-appro

10. Practical information

a. Banks and post offices

There are many banks and post offices in the Netherlands. Banks are usually open from 10:00 – 17:00, but closed on weekends, Christian holidays and national holidays.

There are several banks in the town centre of Gouda:

- ING, Wijdstraat 1, 2801 KA Gouda (www.ing.nl)
- ABN AMRO Bank, Vredebest 1, 2801 AS Gouda (www.abnamro.nl)
- Rabobank Gouwestreek, Nieuwe Markt 73, 2801 GR Gouda (www.rabobank.nl)

There is a post office in Nieuwe Marktpassage 28, Gouda.

b. Telephone and electricity

Telephone: for international calls to the Netherlands, the country code is + 31. We recommend you buy a Dutch SIM card (available at the International Office) which you can put in a simlock free telephone. You can buy airtime in several shops.

The voltage in Holland is 220 volts. You are advised to bring a power converter and an adapter for two-prong, round-prong plugs with side grounding contacts.

c. The weather in the Netherlands

The Netherlands has a sea climate. This means the winters are relatively mild, while the summers are usually not too hot. Springtime can be very nice, but rain showers are not uncommon. Autumn is also a period of much rain. The best advice is: always take a raincoat or an umbrella with you!

Autumn and winter can be cold in the Netherlands, so bring some warm clothes with you when you come.

d. International Office – contact in case of an emergency

The international office at Driestar Christian University is there to help you with the following:

- Information about international opportunities/programmes for students (incoming and outgoing) and staff members;
- Student and lecturer exchange;
- Accommodation for international students;
- Scholarships and grants, etc....
- SIM cards , OV-chipkaart for use on public transport, etc...

The contact person in the International Office is Ms. E.L. (Lydia) Bor (e.l.bor@driestar-educatief.nl)

11. Christian identity of Driestar Christian University

Driestar Christian University is an institute belonging to the Protestant Christian denomination in the Netherlands. The staff of our institute must be a member of one of the Protestant churches. Most of our students come to our institute because of the Christian identity and most of them belong to Protestant churches.

We expect our guests to respect our identity and show a positive attitude towards our Christian beliefs.

Every (standard) week we start the week in the assembly hall with a Bible reading, short address and prayer. On the other days of the week we start the day with Bible reading and prayer in the first lesson/lecture of the day.

Note for the ladies

At our institute we have a dress code. Because of our Christian identity, girls traditionally wear skirts/dresses, which is useful for you to be aware of. However, feel free to wear what you like. At some teaching practice schools, which you will visit during your stay, ladies are obliged to wear skirts/dresses.

12. Churches in Gouda

There are several churches in Gouda which you can attend during your stay. There are also weekly services in English, provided by the International Christian Fellowship.

ICF Gouda: <http://www.icf-gouda.nl/en/>

Address: Oostpoort, Adelpolderweg 21, corner Goverwellesingel.

13. Language courses

We also provide language courses, primarily in English. We can also provide other language courses and classes can be taken within the programmes of English, German and Dutch (primarily customized).

1. *English for (near) beginners*

Is English not your best subject? No problem! This practical course gives you plenty of opportunity to practise. The emphasis is on oral skills, but reading, writing and listening skills are also thoroughly practised. The course concludes with an internal exam, based on the Cambridge Preliminary English Exam. It is mandatory for students who will be teaching at primary schools where English is taught from the early years.

2. *Advanced English*

Driestar University provides the opportunity to take additional English classes, with the ultimate goal to obtain the internationally recognized Cambridge Certificate of English. Students are trained for two different exams: Cambridge First Certificate and Cambridge Advanced. Depending on your ability you complete the course with one of the two exams. Most students need two years to be able to do these Cambridge exams. The course is offered to students for a special price of €100 per year. You can also do the exam for a reduced rate of €100. This is half the usual cost for a Cambridge exam. For more information about the Cambridge exams, see www.cambridgeesol.org or www.britishcouncil.nl.

14. Work placement

The place of work placements in the programme

The primary teacher training course is a practically oriented course. Continuously alternating between theory and practice helps students to develop themselves into qualified teachers within four years (generally). This development does not take place naturally. Students are challenged in many different ways to learn and gain insight into their own development.

During the first two years of the programme the student familiarises him/herself with the lower, intermediate and upper years of primary school. In the third and fourth year the student further specialises in the year groups that are part of the age-specialisation which the student has chosen. That means that from the third year the student chooses 'the younger child' (year groups 1-4) or 'the older child' (year groups 5-8).

Practice

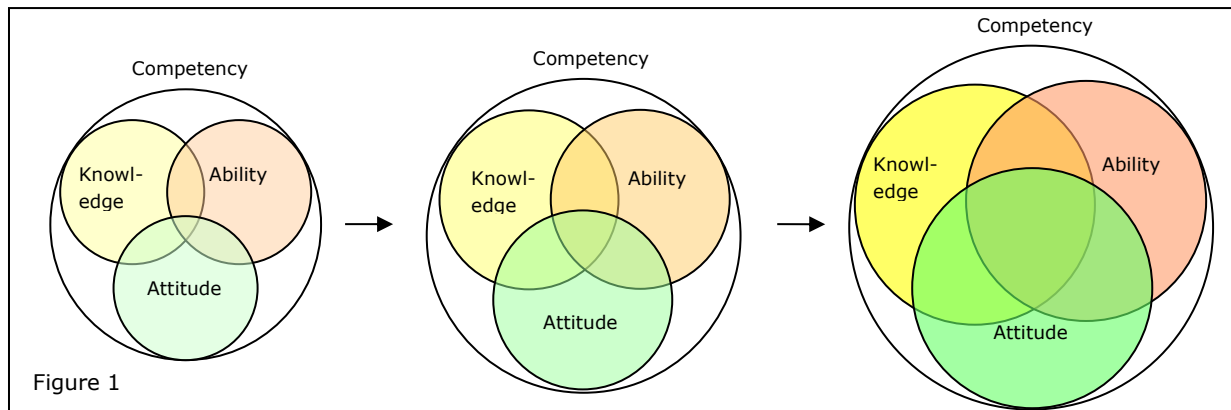
Each academic year is divided into four terms. Each of the terms is subdivided into six weeks of theory (lectures), a week of exams and two weeks of work placement.

In the first two years of study, students are provided with six weeks of theory during each term with which they are equipped to enter the educational practice at primary schools. In *Lerend Onderweg*, the course guide of the primary teacher training programme which describes the competencies students need to focus on each academic year, students learn to formulate learning needs which they can work on in the education practice at primary schools with their own development. By reflecting on the lessons taught, coached by tutors, school educators and student guidance counsellors, the students develop through the different stages into newly qualified teachers.

After a period of work placement, the students take their (new) learning needs back to the university and go on to search for answers to those learning needs to further progress their development.

Development trends

The development students go through during their training is shown in the model below.



We intend to visualise the following with this model:

- The students initially gain knowledge about education and upbringing in general and in particular about the different subjects taught at primary school. They practise skills and develop their own views. This is practised during work placement, although knowledge, skills and attitude are not yet closely connected to each other to begin with.
- The students are expected to be able to show the connection between knowledge and skills aspects more and more, and to substantiate their choices in the preparation and execution of education on the basis of knowledge and personal vision.
- Ultimately it is about integration of thinking, drive and by acting in the person of the teacher (the part of the circles overlapping).

Learning about yourself

Developing into a competent, newly qualified teacher requires more than just acquiring competences. It is also important for the future teacher to gain insight into the underlying beliefs, images, etc. which determine his or her behaviour. In this way students learn about themselves and their actions. This way of learning is called multi-level learning.

To come to this way of learning, it is important for the student to be taught to look at him/herself and at the way he or she acts. The guidance given by the student guidance counsellor during work placement and the process stimulated by keeping a portfolio aims to stimulate this way of reflecting and the development of ownership.

Guidance

Before, during and after their work placement, students receive guidance from the following professionals:

- Tutors**
During work placement the student receives guidance from a tutor. The tutor is the teacher connected to the class in which the student does his or her work placement. The student discusses his/her lessons and the associated learning process with the tutor.
- Student guidance counsellors and school educators**
Students receive guidance from a student guidance counsellor, from the university, who visits the students at their work placement. The counsellor also makes contact with the tutors and discusses the students' development with them. During and after a period of work placement, the student, together with the counsellor, reflects on his or her personal development during

the placement and on the influence of the theory on the placement. A student guidance counsellor can also be a school educator. A school educator is a primary education teacher who (generally) works at the primary school where the student does his or her work placement. The school educator has had two years of training within our university.

Guidance team

The school educators and the student guidance counsellors are part of a guidance team. A guidance team consists of a number of school educators and student guidance counsellors, with the task of giving guidance to a group of students both during work placement and during their study. After each period of work placement the guidance team meet to discuss the students' personal development and the results of their placement. The members of the guidance team are mutually responsible for the guidance of the students.

There is special attention within the guidance team for students who need extra care. The team can advise a student to make use of specific forms of guidance, such as video interaction guidance, training in social skills or individual guidance.

Documents

The work placement routes that the students need to follow in their training are primarily described in the course guide *Lerend onderweg* and in the training plans for work placement. The underlying views on student guidance counselling and the practical implementation of it are described in the hand guide for student guidance counselling.

These documents outline the competences for each year and each term and describe in detail the activities that need to be completed.

15. Sports and leisure facilities

The institute has an activity committee for the purpose of bringing students into contact with each other by means of recreational and/or inspirational meetings. It also contributes to closer solidarity and a better atmosphere at our university. There are several activities and topics: (hymn) singing events, debates on politics, events for reflection and inspiration, meals and drinks (i.e. New-Year's get-together) and sports activities. The activity committee was started by students and is also run and maintained by students. Each term there are two singing events and each year the committee tries to organise at least two inspirational evenings, a meal, an evening with a political theme and a sporting event.

There are also opportunities for leisure in Gouda:

<http://gouda.groenehart.nl/gouda-english>

www.sportpuntgouda.nl/nl/verenigingen

Your fellow students might be able to tell you of many more options. Perhaps you could join them! So there is plenty of opportunity to unwind in and around Driestar Christian University !

16. Student associations

Driestar Christian University has a representative advisory body (RAC), which consists of two parts: one for staff members and one for students. The staff RAC consists of eight people. These are teachers, educational advisors, counsellors and teaching support staff. The RAC for students consists of eight students who represent the primary teacher training and the secondary teacher training programmes.

The students in the RAC discuss comments which they hear from other students about the activities in the teacher training programmes. During the meetings the members discuss the students' interests and try to provide solutions for problems. The student RAC also proposes ideas on issues such as facilities in and around the university, improvement of supervision and guidance in study and work placement, suggestions for the student assessment software and for international relations. The student RAC can also give advice to the management and the executive board and inquire concerning new plans. In addition, the student RAC regularly votes on various subjects in which the students' interests are paramount.

17. Code of Conduct

The Code of Conduct for International Students following education in The Netherlands is intended to ensure that foreign students are informed correctly, in good time and completely with regard to the higher education that they intend to follow in The Netherlands. Our institute does observe the code and is therefore included in the register. By signing the Code of Conduct, our institute commits ourselves to providing reliable and easily accessible information to international students about the study programmes. Specifically, this includes information such as accreditation status, quality and admission requirements, as well as many more important rules and procedures for international students.

- Code of Conduct for international students: www.internationalstudy.nl / www.studyinholland.nl/education-system/high-quality-education/code-of-conduct

Submission of complaints

Should a person be of the opinion that the college does not adhere to the Code of Conduct for International Students in Higher Education in The Netherlands or not do so correctly, a complaint should be drawn in the first instance to the attention of our university. Such complaints should be addressed to:

CvB Driestar educatief
P.O. Box 368
2800 AJ GOUDA, The Netherlands

Should a complaint not be dealt with properly in the opinion of the person concerned or is the institute still negligent in the observance of the code, the notice of complaint can then be sent to the National Commission Code of Conduct. The address of the National Commission is:

National Commission Code of Conduct
Postbus 260
9700 AG Groningen, The Netherlands

Website: www.internationalstudy.nl/landelijke-commissie/een-klacht-indienen/?lang=en

Should the National Commission declare that a complaint is valid it may determine to have the college deleted from the Register of Institutes for Higher Education which records those observing the code. In such a case the foreign students will not be able to obtain a residence permit in order to follow a course at the college.

Information

More information on the Code of Conduct for International Students in Dutch Higher Education is available from the International Office.