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## Preface

Training to become a competent teacher involves an inseparable trinity of elements: the students, the partner schools and the Marnix Academy. A competent teacher possesses the seven SBL competencies established by the Foundation for Professional Quality of Teachers [Stichting Beroepskwaliteit Leraren]. The Marnix Academy has added an eighth competence to this list.

### *Update*

In 2016, this competency profile was updated in collaboration with the sector and students. The idea behind this was to bring the competence profile up to date in terms of future-orientated learning, science and technology, global citizenship and social security. A second objective was to make the profile specific.

### *How can this competency profile be used?*

This competency is used like a compass: it directs the development of students, providing them with support in reflecting on actions, and formulating learning objectives. The partner schools and Marnix Academy can use it as a guiding tool.

In addition, this section provides a reference for assessing the level of professional performance of the student and the student's development. It should be remembered that this competence should not be used as a checklist, because students are working on different things at the same point in their courses. This requires a more holistic approach to assessment, where individual competencies should be assessed rather than each individual indicator. Together with his or her mentor, the student can decide which indicators are used during teacher training in the classroom. It is important that students do not simply look at the table from top to bottom, which only covers their school year, but also from side to side, so they can see how they can develop further. In the course, however, students do practice the theory and skills of all indicators (separately and together).

The competencies are described in the following way:

- An introduction where key elements of the competencies are explained
- A table describing the behavioural characteristics of the various school years. These clarify the competence and show how students can demonstrate that they are competent.

The eight competencies are:

- Competence 1: Interpersonally competent
- Competence 2: Pedagogically competent
- Competence 3: Competent in terms of subject matter and teaching methods
- Competence 4: Organisationally competent

- Competence 5: Competent in collaborating in a school team
- Competence 6: Competent in collaborating the school's surroundings.
- Competence 7: Competent in reflection and development.
- Competence 8: Competent in conveying values and being inspirational.

## Competence 1 Interpersonally competent

As a primary school teacher, you are responsible for making sure there is a pleasant environment in your class. A teacher who is interpersonally competent can *communicate* well and possesses *interaction skills*, and uses these in the class. He or she gives leadership in a positive way and creates a friendly and cooperative atmosphere. He or she promotes the independence of pupils. When interacting with them, he or she strives to find the right balance between:

- leading and guiding;
- directing and monitoring;
- confronting and reconciling;
- correcting and encouraging.

You are aware of your own position and behaviour and its impact on children, parents and colleagues. Interpersonal responsibility involves taking into account diversity, where respect for others (and The Other) is essential.

### Communication

Communication is a key concept in the 'interpersonally competent' competence. You communicate with pupils, with a class, with team members, with parents, and with colleagues in and around the school. This communication is characterised by the following:

- It is open (not biased);
- It is respectful (with respect for everybody's uniqueness).
- You are aware that communication is loaded with values.

Your communication technique creates dialogue. Conducting this dialogue is a special way of communicating, centred around sincere interest in others and finding common ground.

### Diversity

You are aware that you have to deal with a lot of differences with those you communicate with. You respect these differences, and make this clear in the way you communicate. This respectful way of dealing with people, especially the pupils in your class, reflects your vision of others in general and young people in particular.

The way you treat others can serve as a model for your pupils. You are aware that on this and other points, you are, or can be, a reference figure for pupils.

Being interpersonally competent is therefore part of the notion of global citizenship: be aware of, have respect for, be willing and able to take responsibility for yourself in relation to The Other, whether close by or far away, in the, past, present and future.

### Interaction skills

Interaction skills are a necessary part of communicating and holding a dialogue. These interaction skills incite language and thinking (higher-order thinking skills) in pupils, and support inquiry-based learning. It concerns the following skills:

- ☑ creating conditions for interaction/encouraging "real" interaction;
- ☑ offering high-level language;
- ☑ creating space for active participation in a conversation;
- ☑ stimulating high-quality content/motivating children to higher-order thinking;
- ☑ giving feedback in interaction with children.

*(Damhuis, de Blauw and Brandenburg, 2004)*

During this interaction, you always know how to effectively use your voice and expression.

### Providing leadership

You are able to alternate between providing leadership to pupils, and providing them with space and guidance. At certain key moments, you assume leadership of the class, and at others you provide space. You do the same when it comes to directing and monitoring, confronting and reconciling, and correcting and encouraging pupils. You are competent if you make the right decisions at the right times.

Related behavioural characteristics				
	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
Communication	You are interested and ask pupils, your mentor, ICO (Education Information Centre), team members and parents questions in a respectful way.	You communicate effectively with pupils, parents and team members. This communication is characterised by openness and respect.	You communicate effectively, openly and respectfully with pupils, parents and team members in both formal and informal situations.	You communicate effectively, openly and respectfully with those involved in education (pupils, parents, team members, internal and external supervisors), in both formal and informal situations.
	You communicate because you are genuinely interested.	You communicate because you are genuinely interested.	You enter dialogue with others in such a way that both your opinion and the opinion of others are clarified.	You make it clear in the dialogue that you are open to the opinions of others.

	When appropriate, you can join in consultations with other teachers, participating with interest and questions.	You can make a positive contribution in consultations between colleagues. You practice meeting techniques and methods with fellow pupils.	You can present information to those involved in education in a meeting, or use another form of oral communication.	You understand meeting techniques, and can lead a conversation or discussion with team members.
Diversity	You are interested in the social environments of your children, and ask the children and their parents about them.	You can identify the socio-cultural context of the pupils in your group.	You practice your language, manners and way of communicating in order to take into consideration the socio-cultural context of your pupils (Intercultural communication).	You practice your language, manners and way of communicating in order to take into consideration the socio-cultural context of your pupils (Intercultural communication).
	You have a positive vision on the differences between people and children, including sexual, ethnic and socio-cultural aspects, which is evident in the way you communicate.	You communicate positively about differences between people and children.	You strive for positive solidarity between pupils, and between you and others.	You can create relationships between people and children from different generations, cultures, subcultures, locations and disciplines.
	You are aware that your actions, whether positive or negative, have an impact on others and the world in general.	You make children aware of the impact their actions have on others and the world in general.	You are critical and reflective about your actions and their impact on others and the world in general. You make informed decisions, and help children do the same.	You address activities with a negative impact on the future of others and the world, and deal with these activities within your sphere of influence. You inspire others to do the same, thus contributing to global citizenship.

Interaction skills	<p>You ask open-ended questions.</p> <p>You listen carefully to children's answers, and respond to them.</p>	<p>You ask open-ended questions that encourage children to think and be creative.</p> <p>You are genuinely interested in children's answers, and follow their line of thinking. You can get other children involved at the same time.</p>	<p>You possess interaction skills that motivate children to use language and thought, such as:</p> <ul style="list-style-type: none"> <li>- creating conditions for interaction/encouraging real interaction;</li> <li>- offering high-level language;</li> </ul>	<p>You possess interaction skills that motivate children to use language, thought and inquiry-based learning. Your interaction skills promote children's HOTS (Higher Order Thinking Skills).</p>
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	<p>The quality of the language is good enough for children to learn from it.</p> <p>You practice with the use of voice and expression in communication.</p>	<p>You can 'interpret and repeat' what children say ('revoicing').</p> <p>You use your voice and expression appropriately when communicating.</p>	<ul style="list-style-type: none"> <li>- creating space for active participation in the conversation;</li> <li>- stimulating the quality of what is said/motivating children</li> </ul> <p>to higher order thinking skills (HOTS);</p> <ul style="list-style-type: none"> <li>- giving feedback when interacting with children.</li> </ul>	
<p>Providing leadership</p>	<p>During a lesson activity, you are able to lead a group of children.</p> <p>You practice so that children can follow you.</p> <p>You supervise children during independent work and work in groups.</p>	<p>In a series of lessons, you can provide leadership and keep pupils involved.</p> <p>You are clear and understandable so children can follow you.</p> <p>You supervise children during independent work and work in groups, and promote involvement in these activities.</p>	<p>You can lead a group of children through:</p> <ul style="list-style-type: none"> <li>- leadership and supervision;</li> <li>- directing and monitoring;</li> <li>- confronting and reconciling;</li> <li>- correcting and encouraging.</li> </ul>	<p>You can lead a group of children through:</p> <ul style="list-style-type: none"> <li>- leading and guiding;</li> <li>- directing and monitoring;</li> <li>- confronting and reconciling;</li> <li>- correcting and encouraging, and you can justify your decisions.</li> </ul>



## Competence 2: Pedagogically competent

As a primary school teacher, you promote the social-emotional, worldview and moral *development* of pupils, both individually and in groups. You help them to become independent and responsible people, contributing in this way to the *personal development* of children. As a pedagogically competent teacher, you are aware of your pedagogical goals, and how these relate to your personal *values and standards*.

A teacher who is pedagogically competent is able to meet the basic needs of his or her pupils: *relationship, competence and autonomy*. In addition, you can appreciate the uniqueness of each child. You have a pedagogical attitude that can be seen in your sensitive and responsive behaviour, as well as the high expectations and confidence you place in each pupil. A teacher with pedagogical competence ensures that every child is 'welcome as they are', and can develop as befits the child. Pedagogical competence also means that you can act pedagogically, and ensure *social safety* in the group.

### *Development*

A key concept in pedagogical competence is being able to promote development. You are familiar with the overall progress of development, which includes the social-emotional development, worldview development and moral development of primary school pupils, together with all the issues and dilemmas that may arise. You are able to deal with these issues, and the differences within Inclusive Education.

### *Personal development*

As a primary school teacher, you contribute to the personal development of your pupils. You help pupils to develop into balanced, unique, independent, critical-thinking, responsible and confident people; people who feel connected with themselves and others, and with a sense of responsibility towards both the environment and society in general.

Based on the relationships you develop with your pupils, you can adapt your behaviour to the needs of these pupils and use this to guide them further in developing skills. You encourage pupils to learn from each other, to work together and to appreciate the uniqueness of every person. You use teaching to contribute to the development of citizenship.

### *Values and norms*

You are aware of your own values and norms, and you base your pedagogical goals on them. Your values and pedagogical goals play a guiding role in your teaching and interaction with your pupils. You contribute to the development of children's values. You encourage pupils to explore and question their own values and to discuss them with others.

### *Relationship, competence and autonomy*

Basing his ideas on 'The Self-Determination Theory' by Deci and Ryan (2000), Professor Luc Stevens, the Dutch pedagogue, defined the basic needs of pupils as follows:

- ☑ Relationship: pupils need interaction and the approval of others to develop themselves;
- ☑ Competency: pupils need to experience the 'Yes I can' mentality to develop and improve themselves further;
- ☑ Autonomy: pupils need space to work independently in order to develop and become who they are.

As a teacher, you can help create a positive pedagogical environment by meeting pupils' basic needs. To do so, you are sensitive and responsive in your dealings with children, and you work on developing self-esteem.

*Acting pedagogically*

Pedagogical competence also means that you can provide children with *pedagogical support*, a skill which can be gleaned from various learning and educational theories. Acting pedagogically includes encouraging, promoting, and conducting discussions with children. Other examples include linking bad behaviour with time-outs, delaying attention, rewards and consequences.

You try 'to act well', and 'do good in the eyes of children'. This requires 'pedagogical tact' (Stevens, L. & Bors, G., 2013).

*Social safety*

You ensure social safety in the group. On the one hand, social safety is about promoting good social behaviour in terms of aspects such as citizenship, cultural and sexual diversity, and on the other hand it concerns preventing unsafety, for instance regarding aspects like bullying, child abuse and discrimination. A pedagogically competent teacher takes responsibility for social safety in the group.

Related behavioural characteristics				
	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
<i>Development</i>	You are familiar with children's lines of development. You practice observing and analysing a child's level of development and behaviour.	You are familiar with children's lines of development and you can use observations to objectively describe and interpret a child's level of development, well-being and behaviour.	You are familiar with stimulating and impeding factors in the development of a child. You can identify these factors in all children (social-emotional, worldview and moral), and can draw up an appropriate plan or approach with your mentor.	You can identify stimulating and impeding factors in the development of pupils (social-emotional, worldview and moral), and can draw up an appropriate plan or approach with your mentor/colleagues.

		You practice in recognising differences between children, and identify children with special educational needs.	You recognise that there are differences between children, and adjust your teaching approach accordingly.	Your vision of education assumes differences between children.
<i>Personal development</i>	You engage in conversations with children to discover who they are and who they want to be in relation to others.	In 2-way discussions, you help children to develop into who they are and who they want to be in relation to others.	You create a friendly place where children learn to develop into who they are and who they want to be in relationship with themselves, others and the world in general.	You create a friendly place where children can develop their personal qualities, and where children learn to feel connected to themselves, others and the world in general.
	You practice recognising children's visible and less visible skills.	You identify children's skills, and practice talking to children about their talents.	You stimulate pupils' skills by letting them make choices in what they want to learn, and by getting them to reflect on this.	You create situations where children can explore and develop their talents.
	You keep yourself informed about current events. Where meaningful, you incorporate them into your lessons.  You recognise opportunities to work on active citizenship with children.	You keep yourself informed about current events, and discuss them with children.  You practice encouraging active citizenship.	You show that you are able to react flexibly to the diversity and dynamism of society regarding citizenship.	You help children to explore problems and frictions in society from different perspectives. You encourage children to actively contribute to society.
<i>Values and norms</i>	You recognise how pedagogical objectives are achieved in daily teaching practice.	You can define your pedagogical goals, and what you want to achieve with them.	You can reach your pedagogical goals in teaching and dealings with children.	You let your pedagogical objectives play a guiding role in your teaching and dealings with children.

	You recognise activities that boost children's performance.	You practice encouraging pupils' performance.	You contribute to the development of pupils' values and, and you encourage pupils to becoming consciously aware of their behaviour, where this is tailored to their particular phase in life.	You use meaningful contexts to contribute to the development of pupils' values, and you encourage pupils to becoming consciously and critically aware of their behaviour.
	You can have a conversation with children about issues on which you disagree. You give children space to express these views.	In 2-way discussions, you encourage children to examine and articulate their views. You show you have respect for other opinions.	You use 2-way discussions to help children positively and critically explore their and others' views of the world.	You enter dialogue with children in such a way that both their and others' views of the world are clarified.
<i>Relationship, competence and autonomy (basic needs)</i>	You have the sensitivity to perceive and interpret the verbal and nonverbal signals sent out by children.	You are sensitive and responsive to the basic needs of children.	You stimulate the self-image of a child, and teach a child to reflect on his or her behaviour and adjust it accordingly.	You stimulate the self-image of a child, and teach a child to reflect on his or her behaviour and adjust it accordingly.
	You recognise the signs which indicate the basic needs of children: 1. safety, appreciation and acceptance (relationship). 2. belief and pleasure in their own ability (competence). 3. independence; able to accomplish other tasks without help (autonomy).	You can prepare interaction, instruction and classroom management in such a way that: 1. children feel safe and accepted (relationship). 2. the self-confidence of children increases (competence). 3. the independence and self-responsibility (autonomy) of children is promoted.	You consider the basic needs (relationship, competence and autonomy) of individual children, thus accepting the uniqueness of each child.	You consider the basic needs (relationship, competence and autonomy) of individual children, thus accepting the uniqueness of each child.
	You help children work together.	You teach children to learn together.	You teach children to learn together, and give them space to accept self-responsibility.	You teach children to learn together, and give them space to accept self-responsibility. You contribute to children's capacity for self-regulation.

<i>Acting pedagogically</i>	You do your best to empathise with children, using this to determine your actions. You approach children positively.	You address children with high expectations, and approach them positively. You understand that children's behaviour is never a direct attack on you, and react accordingly.	You acknowledge that children are people, and try to support them in difficult situations by choosing how to intervene carefully. You continually ask yourself what a child's behaviour means, and what the child needs.	You try to do the right thing at the right time, even in the eyes of the pupil. You reflect here by always asking yourself: did I do the right thing?
	You practice in providing pedagogical support. You use the skills acquired in this way to encourage positive behaviour in children.	You are aware how to encourage positive behaviour, and you practice in recognising the intention to behave badly.	You can encourage positive behaviour, and prevent disruptive behaviour.	You can encourage positive behaviour, and prevent disruptive behaviour. You make children share responsibility for creating a positive social and learning atmosphere in the group.
	As teacher, you can justify your pedagogical and didactic actions with a number of sources. You reflect on your actions.	You can justify your pedagogical and didactic actions with inspirational and scientific sources.	Your actions are consciously based on your pedagogical and didactic vision. You examine the benefits of strengthening your pedagogical and didactic actions using new didactic and pedagogical principles from literature and practice.	You are aware of the latest pedagogical and didactic knowledge, apply this in your teaching, and evaluate the results. You also use successful experiences to inspire and enthuse colleagues
<i>Social safety</i>	You form a picture of the social safety in a group.	You can map out the social safety of a group.	You show that you feels responsible for social safety in the group.	As a teacher, you realise that you are responsible for social safety in the group. You can act appropriately and ask for help when needed.

	You get children to experience that they are 'living together' in the group; that means there is room for differences between the children.	You get children to experience that they are 'living together' in the group; that means there is room for differences between the children. You try to promote connections between children.	You promote connections between yourself and pupils, as well as between pupils. You teach children that diversity is one of the positive aspects of our world.	You promote connections between yourself and pupils, as well as between pupils, and you know how to deal with diversity in the group.
	You help children to resolve conflicts.	You help children to resolve conflicts.	With children, you discuss the fact that conflicts are part of life, and support them in independently and jointly solving them.	You use conflicts as a teaching opportunity, and feel responsible for independently and jointly solving them.

### Competence 3: Competent in terms of subject matter and teaching methods

A teacher who is competent in terms of subject matter and teaching methods possesses knowledge and skills about the subject matter, and how pupils can make it their own. In this process, you take into account individual differences. This competence is composed of a *subject-content* component and a *general and subject-specific teaching* component.

#### **Subject content**

A teacher who is competent in terms of subject matter possesses knowledge and skills about the contents of the curriculum for each subject, and the outlines of attainment targets in primary education. You can supervise the development of individual pupils, because you know about learning and development lines in the various subjects. This enables you to choose the appropriate learning tasks for your group, and take into account individual differences among children.

You keep your knowledge up to date by keeping yourself aware of social and cultural developments in society. You are interested in sustainable development, global citizenship, science and technology, and what is happening in the world. You can convert this knowledge into appropriate lesson activities and educational design.

#### **Teaching methods**

Besides knowledge of the subject matter, it is also important to have knowledge about teaching methods: how can you organise teaching so that children achieve objectives and are motivated to learn? Within teaching methods, we distinguish between subject-specific teaching methods (teaching methods tailored to a single subject), and general teaching methods (applicable to all subjects). When designing education, you must take into account both types of teaching.

#### General teaching methods

When planning lessons, you aim to incorporate a number of elements:

##### *Designing a powerful learning environment*

A powerful or rich learning environment is a key concept when it comes to being competent in terms of subject matter and teaching methods. A lesson plan should contain as many of the six characteristics of a powerful learning environment as possible (van der Maas, 2010).

That means choosing meaningful, activating teaching methods and materials when planning lessons. You organise a variety of activities so you can meet children's various needs. Your teaching provides space for children's individual wishes, needs, choices and solution strategies, where you develop children's autonomy, curiosity and skills. Your lessons provide space to plan and explore things together with your pupils. You reflect on the learning process together with children.

Your lessons are targeted, where pupils receive feedback on the achievement of objectives and the process. The objectives are focussed on higher-order thinking (Bloom's taxonomy). You regularly get children to work together to promote the development of collaborative skills, academic performance and the learning climate.

#### *Future-orientated learning, skills for the 21st century:*

You bear in mind changes in society when designing a powerful learning environment. Technology is developing rapidly, the amount of information available is growing exponentially, and it is available anytime, anywhere. In education, we must prepare pupils for these changes, so they can critically and actively participate in society in the future. This sometimes requires teaching and the teacher to look at certain aspects in more detail. This is called future-orientated education: education that looks at skills which will be especially important in contemporary and future society: critical thinking, creative thinking, problem solving, computational thinking, information literacy, ICT skills, media literacy, communication, collaboration, social cultural skills and autonomy (Kennisnet & University of Twente, 2016).

You stay up to date with research, development and new learning tools, and apply new insights. You always analyse your own teaching, and incorporate improvements. In this, you apply innovative forms of education: inquiry-based learning and problem-solving learning, thematic and project education, the storyline approach to education, and problem-based education. You examine the benefits of tablets in education.

#### *Coordination with educational needs:*

You teach in such a way that all children learn as efficiently as possible. Pupils' educational needs are very diverse, as they differ in areas such as skills, personality, level of development, educational needs, attention span, and self-interest. You try to take into account all the individual differences between children.

#### *Supervising learning*

You encourage pupils when they are doing their learning tasks, so they can experience success. In addition to achieving the learning objectives, the purpose of supervising children's learning is to develop metacognitive skills. These skills include increasing autonomy, using different learning strategies, planning and organising learning, stimulating higher order thinking, and critical thinking. As a teacher, you use the purpose of the lesson and the initial situation of your class to determine which metacognitive skills you promote in the lesson, the amount of teaching help or autonomous work required, and the amount of space for personal learning questions.

#### Subject-specific teaching methods

As a teacher who is competent in terms of subject matter and teaching methods, you determine which subject-specific teaching methods benefit the quality of your lessons when planning them. You apply the subject-specific teaching methods correctly when planning and giving lessons.

The following table contains the behavioural characteristics of competence 3 for each school



**Related behaviours**

	<b>Skilled enough for the course</b>	<b>Skilled with teaching tasks</b>	<b>Skilled in the school</b>	<b>Skilled enough to start teaching</b>
<b>Subject matter</b>	You can design education for every subject and training area: you study in depth the subject matter of the courses you teach.	You practice placing your lesson in the curricular strands in relation to the attainment targets. You can make connections with current social topics such as global citizenship, sustainable development, science and technology, and health and movement (Marnix Academy spearheads)	You offer a number of subjects with coherent links. You can incorporate lesson activities within the learning lines. You consciously focus on current social issues.	You offer a number of subjects with coherent links, which are integrated where possible. You examine the learning and development lines in both your class and the classes above and below it in order to strengthen your teaching. You consciously and purposefully focus on current issues as mentioned in the 'Skilled with teaching tasks' phase, and apply suitable principles.
<b>General teaching methods</b>				
<i>Designing a rich and effective learning environment in which you pay attention to future-orientated education</i>	<p>You can plan and give lessons appropriate to the class, where you map out the initial situation, and formulate, communicate and evaluate SMART goals.</p> <p>You practice with the use of at least four of the six characteristics of a rich and effective learning environment (van der Maas, 2010) in your classes.</p> <p>You reflect the interests and way of learning appropriate to the stage of development. For young children, for example, there is a specific focus on game, senses, emotions and movement.</p>	<p>You can plan and give series of lessons. You make a conscious choice about whether you use the method as a tool.</p> <p>When planning your lessons, you deliberately use the characteristics of a rich and effective learning environment. In the lesson activities, you work on 21<sup>st</sup>-century skills with children, such as creative thinking.</p> <p>You stimulate children's motivation by connecting your lesson activities with their experiences and educational needs.</p>	<p>You develop rich, interdisciplinary, educational design, and can put this into practice. In this process, you give proper care to the children who need it.</p> <p>When planning interdisciplinary lessons, you are able to use thematic education, project education and the storyline approach to education. In this process, you work on 21<sup>st</sup>-century skills with children.</p> <p>You practice giving children a say in planning lessons to increase their commitment, motivation and ownership.</p>	<p>You can design and put into practice rich, interdisciplinary, learning units which encourage an inquisitive attitude in children and develop their skills.</p> <p>in addition to substantive goals, you also work in a targeted way on developing children's 21<sup>st</sup>-century skills.</p> <p>You practice with contributing to the school's development.</p> <p>You practice giving children a say in educational design to increase their commitment, motivation and ownership.</p>

	You use a variety of activating teaching practices where you experiment with using ICT in various ways.	You use cooperative teaching practices where you experiment with using ICT in various ways. You are able to use the digital material supplied with the methods in lessons.	You create variation in teaching practices where you expressly work on the skills that are involved in collaboration. You use recognised ICT applications.	You actively investigate and try out innovative methods, ICT and didactic methods which could benefit your teaching. For the past 4 years, you have been practising using ICT devices in your teaching.
	You evaluate which children have achieved the objective of the lesson and which have not. You use evaluation techniques such as observation, asking questions and reviewing tasks.	You can evaluate which children have achieved the objective of the lesson and which what not. You use these results in planning the next tasks and your supervision.	You can give reasoned explanations for the achievement or otherwise of targeted learning and development outcomes, and provide appropriate follow-up.	You systematically use various forms of assessment during and after activities, both with the children and alone. You plan follow-up activities and supervision based on the results of evaluations.
	You can work using methods. You can adapt method lessons in such a way that you teach even more effectively, get children are more involved, and make lessons more meaningful to children.	You can work using methods, and re-plan activities in accordance with vision and educational needs. You can find out what the views on learning are in a method, and from your mentor.	You practice planning lessons in educational design centralised around objectives and learning lines, whether using the method or otherwise. Your educational design is based on your vision of learning.	You show that you can focus on the goals and learning lines in the learning units which you design and teach, where you reflect educational needs. Your future-orientated educational design is based on your vision of learning.
<i>Reflecting educational needs</i>	Together with your mentor, you describe the initial situation of the group and some individual pupils. You keep this in mind in your lesson objectives and lesson planning.  You practice giving extended teaching in language, spelling and reading comprehension.	You describe stimulating and impeding factors at group and individual level, and you can use these factors in formulating educational needs. The child and your mentor are used as a source of information. You practice reflecting different educational needs.	You can follow the cycle of action-orientated teaching, and reflect the individual educational needs of all the pupils in your group. Children, colleagues and parents are used as resources. You can specify your own needs for support, and attach consequences to this.	You can follow the cycle of action-orientated teaching, where you become particularly proficient in reflecting the specific educational needs of individual pupils in your group. You can indicate your own needs for support, and use internal and external support options for your teaching.
	You stimulate children's curiosity and	In the learning process of children, you provide space and stimulate inquiry-based and other questions, as well as interaction and reflection.	You practice with stimulating and anticipating children's inquiry-based and problem-solving questions, and	You practice with stimulating and anticipating children's inquiry-based and problem-solving questions. In this process, you expressly work on children's

	investigative approach.		stimulate curiosity, investigation and reflection.	curious, investigative and reflective attitudes.
	You can recognise the extent of teacher-management and autonomy of children with your mentor.	You practice with consciously accepting differences in the extent of teacher-management and autonomy per lesson or lesson phase.	You consciously accept differences in the extent of teacher-management and autonomy per lesson or lesson phase.	You consciously practice developing metacognitive skills in children: autonomy, planning and organising of learning by pupils.
	You consciously practice instructional and coaching techniques.	You consciously apply instructional and coaching techniques, where you express high expectations.	You apply various instructional and coaching techniques, and examine which work the best.	You apply various instructional and coaching techniques, and examine which work the best for your group. You also express high expectations.
	You practice building interaction and interaction skills	You can build interaction in stages, and use interaction skills.	You practice with the use of talk&think conversations to promote learning.	You use talk&think conversations to promote learning.
	You practice recognising various learning strategies in children.	You recognise various learning strategies in children, and practice with increasing their repertoire of learning strategies.	You consciously practice allowing pupils to practice with a variety of possible learning strategies.	You consciously practice allowing pupils to practice with a variety of possible learning strategies, where you reflect educational needs.
<b>Subject-specific teaching methods</b>	You can correctly apply at least 4 subject-specific teaching methods.	In every lesson, you correctly apply subject-specific teaching methods.	In every lesson, you correctly apply subject-specific teaching methods. In subject-integrated packages, you can combine subject-specific teaching methods.	In every lesson, you correctly apply subject-specific teaching methods. In subject-integrated packages, you can combine subject-specific teaching methods.

## Competence 4 Organisationally competent

As a primary school teacher, you are responsible for all aspects of classroom management in your class. You have a good overview of the tasks that have to be carried out in a certain period. You make sure there is a clear, orderly, task-orientated atmosphere in your classroom and during your lessons, so that pupils are given the perfect opportunity to learn.

You provide structure where there is uncertainty, step in when needed and provide space where possible, so that pupils can increasingly take ownership of their own learning process. Regulation and structure are important conditions for organised situations where pupils' autonomy and ownership are increased, such as collaborative learning and inquiry-based and problem-solving learning.

Creating a powerful learning environment requires you to be organisationally competent. This is in addition to other competences, such as being competent in terms of subject matter and teaching methods. You think things through beforehand, and organise the learning environment in such a way that pupils are challenged to learn autonomously, inquiringly and actively with meaningful materials and challenging methods. In this process, you consciously assess where ICT can be beneficial.

### *Order*

You create an orderly atmosphere in the classroom:

- You ensure there are clear rules and routines.
- You stimulate positive behaviour.
- You make agreements with pupils about good behaviour.
- You think about potential causes and consequences of disturbances, and can assess each situation to see what should be done.
- You organise teaching in such a way that pupils can work, play and learn independently in a peaceful environment.

### *Class management*

In order to reflect pupils' educational needs, several important conditions must be met:

- You make sure there is time for effective learning.
- There is time and space to give pupils extra support.
- You make sure that pupils' development and your lessons are properly recorded.
- You create a class plan that provides insight into pupils' educational needs, including objectives and plans for intervention.
- You substantiate your lesson plans in such a way that another teacher can give your lessons (such as when you are away due to illness).
- You create a long-term plan, and spread educational goals over an extended period.

### *Powerful learning environment*

- You challenge pupils to actively learn, and set up the classroom in such a way that pupils are challenged to make progress.
- Your teaching is structured, and you consciously include opportunities for interaction, collaborative learning, and autonomous learning.
- You plan a varied curriculum where there are options to make choices.
- You create space and time for pupils to work on their own inquiry-based or learning questions.
- There is time and space for pupils to reflect on their learning processes.

Related behavioural characteristics				
Order	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
Order	You know the rules and routines of your mentor, and respect them. You are aware that you are a role model.	You are aware of your mentor's rules and routines, and respect them. In consultation with your mentor, you can use different rules in certain classes. You show a good example by using reciprocating language and behaviour.	Within the context of the school, you use rules and routines that fit with your teaching style, and do so in a consistent way.	Together with pupils, you arrange rules, agreements and procedures which are functional for working, collaborating, and learning. You are consistent in following these.
	You point out positive behaviour.  You make agreements with pupils about good behaviour.	You point out positive behaviour in children.  You make arrangements with the pupils about good behaviour, and can reflect on this with pupils.	Together with pupils, you regularly evaluate the progress of classroom and other activities in terms of organisational aspects, thus making pupils partly responsible for the organisation. You are aware of what works well.	You make children partly responsible for the learning environment in the group.
	You can link bad behaviour with consequences.	You think about the possible consequences of disturbances, and can assess each situation to see what should be done.	You use focused activities to create a positive social and learning environment in the class.	You let children organise activities to improve the social and learning environment in the group.
Class management	You plan time to help children with questions during your lesson activities.	You can organise differentiation in your class (reflect different educational needs).	You practice in order to organise your teaching in such a way that you have time and space during the day for pupils who need extra attention or assistance.	You organise your teaching in such a way that you have time and space during the day for pupils who need extra attention or assistance.
	You seek information about the existing class plan, and ask questions about this plan's development.	You can use some lesson activities to link up with the class plan of your mentor.	You can create a class plan or sub-plan in which you map out the educational needs of pupils,	You can create a class plan in which you map out the educational needs of pupils,

		organise working and learning in the class using this class plan or sub-plan, and ensure there is adequate evaluation.	organise working and learning in the class using this class plan, a sub-plan, and individual educational plan, and ensure there is adequate evaluation.
You inquire about existing digital monitoring systems at the school. You inquire about digital opportunities for pupils who need extra support.	You assist in recording development, possibly using a digital pupil monitoring system. You practice with the use of ICT to meet the educational needs of pupils.	You use ICT properly so that development can be recorded. You use ICT to meet the educational needs of pupils (differentiation and collaboration).	You use ICT properly so that development can be recorded. You use ICT to meet the educational needs of pupils (differentiation and collaboration).
When preparing lessons, you can estimate timings well, and respect this schedule (time management).	You ensure effective learning through proper preparation of your material and avoiding waiting time. You attain lesson objectives in the time you plan.	You consciously deploy didactic and pedagogical resources in order to increase effective learning time.  You can create a daily schedule, and formulate your goals for the day.	You consciously deploy didactic and pedagogical resources in order to increase effective learning time.  You have a registration system where you justify your teaching, and where others can follow your planning.
You make sure that you have the necessary materials ready before the start of your training day in school. You can use materials with children in a structured way, and tidy up efficiently.	You are able to organise lesson changes.	You use good preparation so that multiple lesson changes can run smoothly.	You can plan lessons over a longer period.

Powerful learning environment	You can organise a range of options which children can choose from (autonomy).	You can organise teaching in such a way that there is room for children's creativity.	You can organise challenging educational design.	You organise challenging educational situations where children have their own space.
	You can prepare a lesson in which children collaborate.	You can organise learning.	You use multiple methods and routines within collaborative learning.	You deploy cooperative learning as a targeted teaching principle.
	You practice with work and organisational forms that help stimulate the investigative attitude of pupils.	You practice with work and organisational forms that help stimulate the investigative attitude of pupils.	You offer time and space for pupils to work on their own inquiry-based questions in order to promote an inquiring attitude and autonomy.	You offer time and space for pupils to work on their own inquiry-based questions, and organise the supervision of pupils when they are working on these.
	You talk with children, where they discuss their learning process.	You offer time and space for pupils to reflect on their learning process.	You plan space and time to reflect with pupils on their learning process. This goes beyond a single lesson, and deals with long-term lines.	You create space and time to reflect with pupils on their learning process, and use the outcomes to plan lessons to be given in the future.

## Competence 5: Competent in collaborating in a school team

As a primary school teacher who is competent in working with colleagues, you contribute to and are jointly responsible for constructive mutual cooperation with colleagues, and a good school organisation. This means taking *joint responsibility* in the school-wide organisation.

In addition, you contribute to and are jointly responsible for the identity of the school, which means you can contribute to a positive pedagogical, didactic and worldview climate within it. You can also connect your own vision and work concept with the identity of the school, and substantiate your decisions.

As a professional, you are a learner who wants to learn from and with others, and be actively engaged in knowledge. In this way, you contribute to the development of the school and the team, and a *learning organisation*.

### *Sharing responsibility*

In order to work in a school team and take responsibility, it is important that you:

- ☑ are interpersonally competent. In other words, you communicate with colleagues in a pleasant and constructive way, you deploy communication principles for effective communication and collaboration, you respect meeting techniques, and you recognise team roles and patterns of communication. You are able to carry out a dialogue (see competence 1);
- ☑ take responsibility and behave accordingly. For example, you respect agreements and act proactively;
- ☑ reflect on your role in a team, and think about the role you would like to play;
- ☑ learn to fulfil different roles, ranging from a more subordinate role executing instructions, to a role involving more leadership and taking the initiative.

### *School identity*

You are able and willing to enter dialogue with colleagues on how the worldview, pedagogical and educational identity of the school can be developed and given meaning. You can indicate the meaning of the school's identity for the development of its pupils. You can articulate how the school's identity compares to your own vision of teaching.

The school's identity expresses itself in a pedagogical, didactic and ideological climate. The climate is about the atmosphere and context in which pupils learn and develop. In this respect, the school makes choices by formulating principles and defining these in documentation. You possess enough knowledge and skills to make a professional contribution to the climate in the school.

### *Learning organisation*

The school as a learning organisation is characterised by five aspects: personal mastery, shared vision development, team learning, discussing mental images and being aware of the school as an open system (see also Senge 1992, Bosch and Jansen 2004).

Being part of a learning organisation means that you are able and willing to view your working environment as a learning environment. You are also able to investigate this workplace as part of a team, and analyse and improve it using appropriate resources. You learn from and with colleagues.

In and within the team, you have a single shared responsibility for the further development of the school, which you achieve by working with an inquiring attitude and contributing to practice-orientated research.



Related behavioural characteristics				
	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
<b>Sharing responsibility</b>	You communicate openly with team members and management. You can enter a relationship with stakeholders at the school: your mentor and internal training coordinator (ICO) are important in this first year.  You respect agreements.	You communicate openly with mentors, team members, management and fellow pupils.  You respect agreements.	You communicate openly with all your colleagues in the school.	You communicate openly with all your colleagues in the school, and can work with the teaching partner or partners of your class.
			You reflect on your position in the team and your strengths in fulfilling team roles, and you work on areas where you want to improve.	You are aware of your position in a team and your strengths in fulfilling team roles, and you work on areas where you want to improve.
	You offer your assistance with school activities and committees.	You offer your assistance with school activities and committees.	By participating in school projects and activities, you contribute to the school organisation.	By participating in projects and activities, you contribute to the school organisation.
	You ask your mentor and internal training coordinator about the various ways consultations are held in the school.	You are aware of the various ways consultations are held in the school by having been present on one or more occasions.	You can contribute to meetings and other forms of consultation within the school so that the school organisation can run smoothly.	You can contribute to meetings and other forms of consultation within the school, so that the school organisation can run smoothly.
	You ask your mentor questions about pupils in your class with special educational needs.	You have conversations with your mentor and internal supervisor about pupils in your class with special educational needs. You adapt the way you act in accordance with the opinions given during consultations.	Together with your mentor and internal supervisor, you make plans for pupils who have special educational needs.	Together with your teaching partner, you can take responsibility for pupils with special educational needs. As team member, you also help with other pupils in the school who have special educational needs.

<b>Identity</b>	You ask questions about the educational concept at your internship school.	You make sure you are aware of educational concepts at your internship school.	You make sure you are aware of educational concepts at your internship school, and review this against your own evolving vision.	You are aware of educational concepts in your internship school, and review them against your own vision.
	You question team members directly or indirectly about their vision on education, learning, parents, etc., and link this to your own developing vision.	You ask team members directly or indirectly about their vision on education, learning, parents, etc., and link this to your own developing vision.	You can articulate your own vision from multiple perspectives, and link it with the school's vision.	You are able to justify your vision using theoretical concepts and multiple perspectives. You can enter dialogue with teammates about your vision.
	You ask team members about their vision of a good pedagogical, didactic and worldview climate, and you read school documents.	You ask team members about their vision of a good pedagogical, didactic and worldview climate, and you read school documents.	You show that you can bear joint responsibility for a positive pedagogical, didactic and worldview climate.	You show that you can bear responsibility for a positive pedagogical, didactic and worldview climate. In this way, you contribute to the school's identity.

<b>Learning organisation</b>	You tell your mentor about things you learned in the Marnix Academy and recognise in your training class.	You can transfer information to colleagues. You examine what you want to learn from your mentor, and what your mentor might be able to learn from you.	You use research, among other things, to practice contributing to the school's development. You try to motivate fellow teachers by sharing successful experiences in the class.	You use research, among other things, to contribute to the school's development.
				You have a vision of the learning organisation, and use this to contribute to collaboration in the team.
	You ask your mentor questions about how he or she prepares and carries out his or her activities. You make your own choices when	You ask your mentor questions about how he or she prepares and carries out his or her activities, and you can justify the choices you make when	You show that as a professional you are learning, and that you can learn from others. On the other hand, you offer colleagues the possibility of	You learn from and with colleagues, contributing in this way to the school's development.

	preparing and carrying out teaching activities.	preparing and carrying out teaching activities.	learning from you by actively working on developing knowledge. In this way, you contribute to the school's development	You incorporate national and international developments in the team, and can link these to your own teaching
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## Competence 6: Competent in collaborating with the school's surroundings

As a primary education teacher motivated by the interests of the pupils, you ensure there is good collaboration with the people and institutions surrounding the school. To this end, you establish and maintain professional contacts with parents and caregivers. In addition, you maintain contacts with institutions and networks involved in the school. You also work with the surroundings by integrating the surroundings into your teaching, which makes learning activities even more meaningful and challenging.

### *Contacts with parents and caregivers*

You have insight and interest in your pupils' domestic situations. You are familiar with the world of the pupils and their parents or guardians, and with their cultural and ideological backgrounds. You maintain contacts with parents and caregivers in an open and constructive way. You work with parents to promote the development of their children, and see them as a partner in education.

### *Integrating the school's surroundings into your teaching*

The school's surroundings are the children's everyday environment. It is important to integrate the school's surroundings into education, and to teach children both in and about the surroundings. In addition, you keep up to date with developments in society. You assess this in relation to the identity of the school, and use this assessment in the way you teach in practice.

### *Contacts with institutions and networks*

You establish and maintain contacts with institutions and networks which collaborate with the school, such as care institutions dealing with the care of the pupils, and with socio-cultural and worldview institutions in the school's surroundings. The same applies to institutions for pre-school education and secondary education, and with people and institutions related to the school's identity. You are able to represent and justify the vision of the school in these contacts with the surroundings.

Related behavioural characteristics				
	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
<b>Contacts with parents and caregivers</b>	You are able to imagine the world in which the parent lives. You ask parents about the world in which their child lives.	You are able to imagine the world in which the parent lives. You ask parents about the world in which their child lives.	In contacts with parents, you ask them about their experiences with the child at home.  You treat parents respectfully, and view them as an equal partner in education and development.	In contacts with parents, you ask them about their experiences with their child at home, and their vision of what the child needs to develop.  You view and treat parents as partners in the upbringing and development of children.

	You ask your mentor to collaborate with parents	You ask your mentor to collaborate with parents of children with specific educational needs.	You join in conversations between your mentor and the parents of children with specific educational needs. You develop a vision of collaborating with parents.	You collaborate with the parents of children with specific educational needs.  You have a vision on collaborating with parents of children with specific educational needs.
	You enter informal conversations with parents.	You prepare and conduct conversations with parents about their children.	In the presence of your mentor, you organise and conduct a conversation with parents about the	You organise and conduct conversations with parents about the development of their children.
<b>Integrating the school's surroundings into your education</b>	You actively inform yourself so that you are aware of what is happening in the world around the school.	You are aware of what is happening in the world around the school, and you actively work to include this in your lessons.	You integrate relevant current events in society in learning activities and conversations with children.	You are aware of relevant current events. You can translate your vision on this into your educational activities.
	You can involve the school environment in an educational activity.	You can involve the school's surroundings in a series of lessons.	You involve the school's surroundings in your educational design.	When designing and carrying out your educational activities, you take into account the possibilities offered by the
<b>Contacts with institutions and networks</b>	You are aware of the various stakeholders in a school, such as parents, care homes, and healthcare providers.	Together with your mentor, you identify which people and institutions are involved with the school, such as parents, care homes, and healthcare	You are aware of the school's collaboration with healthcare and other institutions, and networks.	You are aware of the school's collaboration with networks and healthcare and other institutions, and you are involved in discussions on this.
			You hold simple conversations with people and institutions in the school's surroundings.	From the position of a teacher, you can conduct conversations with people and institutions in the school's surroundings.

## Competence 7 Competent in reflection and development

As a primary education teacher, you are constantly working on your ongoing development and professionalization. You regularly and systematically reflect on your development to become a competent primary school teacher. You also develop your vision on education, where pedagogical, educational, worldview and social aspects can be differentiated. You review your development and vision against relevant current literature on developments in the profession. You have a good idea of your own skills, and your strong and weak points. You work autonomously on your further development. You are able to research and improve teaching practice, where the aim is to design education in such a way that every child can progress.

### *Reflection*

Reflection helps you to learn as much as possible from the experience gained studying and during teaching as a trainee. You can learn from problem situations and situations where certain doubts or uncertainties about what to do have arisen, for which there are no obvious solutions, answers, or alternatives. We call these uncertainty situations. You can also learn from successful experiences by analysing what went right.

Reflection is conceived as a deliberate cognitive and affective process. A situation is analysed, leading to the situation being interpreted or reinterpreted. An investigative attitude helps in this process, since wanting to understand or improve does motivate us when contemplating a situation or uncertainties about what to do. Reflection helps the 'penny drop'. This may be in the form of new knowledge, a different approach to the situation, new actions, or a fresh look at the situation (e.g. new beliefs). Reflection therefore leads to deliberate actions: you become aware of what you are doing, why you are doing it, and the consequences.

Reflection leads to deeper learning, and more complex and integrated knowledge. Reflection leads to autonomy and ownership of your own learning process. Reflection helps you find out who you are, what you stand for, and how you can personalise your teaching.

### **Aspects of reflection**

Three aspects play a role in reflection. The first aspect concerns the process and systematics of reflection. The second aspect concerns the levels of reflection. The third aspect has to do with the object of reflection. The different aspects cannot be separated, and become increasingly entwined during the course.

#### *Aspects of reflection*

##### *1. Process and systematics*

You can analyse the development of your competencies, and use this to work on your ongoing development. You are able to look forward and plan, execute, evaluate and adjust your professionalization, where you ask others for help and feedback regarding your present and prospective development.

During your course, you systematically learn to solve problems which arise in the course or during trainee teaching in school. You become aware of the benefits of reflection, instead of looking for random solutions or simply following somebody else's tips. You learn to analyse a problematic situation retrospectively and unearth its essential aspects,

using this to think up alternatives, eventually choosing and trying out one of these. Various linear reflection models have been developed for this systematic reflection, including Korthagen's spiral model and the STARRTT method. In addition to these linear reflection models, there are reflection models and exercises that are explicitly based on reflection at deeper levels, such as Bateson's logic levels, Korthagen's onion model, and the Marnix reflection model. These also permit a system to be followed.

## 2. *Levels of reflection*

If you find that the alternatives you try out do not work, a problem might seem impossible to resolve. It can help to look at a situation at different levels. Looking at a deeper level can give a new perspective, and this is true for both problematic situations and successful experiences. According to Korthagen, you must have three times as many successful experiences as problematic situations if you want to teach effectively and sustainably. Then you are able to transfer knowledge.

## 3. *Object of reflection*

You initially determine the object of reflection yourself, based on what is meaningful to you. In your reflection, you also establish links with your competencies and indicators from your course. In addition, two types of attitude play role. Reflecting requires an attitude where you assume ownership: you have to be willing to learn and reflect. In addition, an investigative attitude is the basis of reflection and development.

### *Autonomy, ownership*

You are able to work independently and methodically on your professional development to become a teacher, and ask for assistance from experts if necessary.

### *Investigative capacity*

Investigative capacity covers three components:

#### 1. An investigative attitude

You demonstrate a critical, curious, analytical and methodical attitude towards your own actions and those around you.

#### 2. Using research carried out by others

The second component of investigative capacity is the ability to properly search and make use of existing knowledge. This includes finding suitable research and other literature, filtering the right information, assessing the value of any information found, and correctly using it. In addition to findings from research, this information can also be practical knowledge gleaned from professionals in the field.

#### 3. Ability to carry out your own research

The practice-orientated research and other research carried out by teachers is a powerful tool for professionalising and improving teaching practice (Van Veen et al., 2012).

Related behavioural characteristics				
	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
<i>Process and systematics</i>	You can systematically reflect on a significant problematic situation by looking back at it,	You can use a linear reflection model (such as Korthagen's spiral model) to reflect on lesson activities. You can also	You can systematically reflect on your own actions, and the results of these actions.	You have a systematically reflective and investigative attitude about yourself,

	<p>discovering essential aspects in it, thinking about alternatives, and choosing and trying out an alternative the next time the situation arises</p>	<p>reflect on learning goals from your personal development plan (PDP).</p> <p>In a design cycle, you use interim systematic reflection to make the right follow-up steps.</p>	<p>You reflect multiple times about a learning objective in your personal development plan (fitting with the 'skilled in the school' competencies and indicators), contributing in this way to your own development.</p>	<p>your own actions, and the results of these actions.</p>
	<p>In your reflection, you use feedback from others, and can give and take feedback.</p> <p>When reflecting, you can be sensitive to your own perspective. You practice being sensitive to the perspectives of your pupils.</p>	<p>You involve feedback from others in your reflections. You can provide another person with feedback that helps them reflect.</p> <p>When reflecting, you can be sensitive to your own perspective and the perspectives of your pupils.</p>	<p>You involve feedback from others in these reflections. You can articulate the outcomes of these reflections, and use this to develop a new personal development plan.</p> <p>When reflecting, you can be sensitive to your own perspective and those of others involved, such as your</p>	<p>Feedback and dialogue play a role in this systematic reflection, as well as the perspective of others involved, such as your pupils, colleagues, and parents. You actively request this feedback.</p>
<i>Level</i>	<p>You can name and include your personal qualities and pitfalls during reflection.</p>	<p>When reflecting with somebody else on problematic situations and successful experiences, you can involve levels of behaviour, competencies, beliefs, qualities and values,</p>	<p>When reflecting in dialogue with somebody else on problematic situations and successful experiences, you can systematically review levels of surroundings, behaviour, competencies,</p>	<p>When reflecting on problematic situations and successful experiences, you can systematically review (backwards and forwards) levels of surroundings, behaviour, competencies,</p>
		<p>You can articulate what a reflection on a successful experience has achieved in levels of behaviour, competencies, beliefs, qualities and values.</p>	<p>You can articulate the impeding and stimulating beliefs in your reflections.</p>	<p>You can identify patterns that underlie your behaviour (and which act positively or as impediments), and maintain or change these.</p>
				<p>You implicitly show consistency between your reflections at different levels, and between reflection, your vision, competence 8 and</p>



				practical situations. You can articulate the outcome of this reflection.
<i>Object</i>	In your reflections, you reflect links with the 'Skilled enough for the course' competences.	In your reflections, you reflect links with the 'Skilled with teaching tasks' competences.	In your reflections, you reflect links with the 'Skilled in the school' competences.	In your reflections, you reflect links with the 'Skilled enough to start teaching' competences.
	You practice articulating what you consider important in education, making use of the literature you read.	You can articulate what you consider important in education, and how you can contribute. In this, you can differentiate between worldview, pedagogical, educational and social aspects.	You can articulate your views on education. In addition, you can indicate your worldview, pedagogical, educational and social identity.	You can articulate your views on education. In addition, you can indicate your worldview, pedagogical, educational and social identity, and the connection between these identities. You can also indicate your view of the place of education in society, and your role in it.
<i>Autonomy</i>	You think about your own development, and you formulate learning goals and learning questions (SMART) in a personal development	You work methodically on your own personal development by writing a personal development plan and linking it to competences.	You take responsibility for your own development by working with a personal development plan.	You take responsibility for your own development by working with a personal development and activity plan.
<i>Investigative capacity</i>	In the event of obstacles or problems, you look for solutions using theory as well as practical and other assistance from experts and fellow students.	In the event of obstacles or problems, you look for solutions using theory as well as practical and other assistance from experts and fellow students.	You can work in practice using an investigative attitude.	You can work in practice using an investigative attitude.
	You are in dialogue with fellow students, teachers, supervisors and practice supervisors on issues that you consider important in this phase of the course, where you use research literature.	You have a reflective and investigative attitude towards the profession, the way you act within it, and the results of acting in this way. You use the scientific and other knowledge of others in this.	You have a systematically reflective and investigative attitude towards the profession, the way you act within it, and the results of acting in this way.	You have a reflective, learning attitude within your profession. You continually use scientific and other knowledge in this.

			In this, you use the scientific and other knowledge of others.	
			You practice with preparing, executing, evaluating and presenting research. In this, you exercise carefully and research systematically.	You are able to prepare, execute, evaluate and present research. In this, you are careful, systematic and transparent in reporting and communicating with the team.

## Competency 8: Competent in conveying values and being inspirational

Who or what inspires you? And how do you inspire children and make them enthusiastic?

How do you want to be remembered by your pupils? What gives you a glint in your eyes? What do you stand for, and what would you like to pass on to children?

How do you show that you are a bold and dedicated teacher?

### *Acting in a way which conveys your values*

Your driving forces, values and beliefs come to the fore in what you do as a teacher, and how you do it. This means that all your actions and choices as a teacher are always loaded with your values. As you develop into a primary school teacher, you become aware of your values, and you become able to convey and justify them using scientific sources. These values relate to your perceptions of what 'acting well' means. For example, your role in relation to your fellow human beings, and about what is worth hoping for or committing to. It is linked with your sense of meaning and worldview vision. Based on these values, you can make the right decisions, and justify them.

You get to know yourself in getting to know others (or, The Other). Who you are, in other words your identity, is largely determined by the family and environment you grew up in, your education, your ethical background, experiences when you were at school, and other important people and events in your life. Pupils, colleagues and experiences in your teacher training will also help you understand who you are.

These experiences influence your driving forces, values and beliefs. While learning to become a primary education teacher, you reflect on your life and career, and the way these have affected your personal and professional identity, including your purpose in life. Dialogue with fellow pupils, colleagues, sources of inspiration and theoretical sources also help you become aware of your personal and professional identity.

You can guide children in this process of identity formation by entering dialogue with them and investigating what 'good behaviour' means.

### *Being inspirational*

You inspire children by carrying out your role as a teacher in an inspirational and passionate way.

You use inspiration sources, and inspire pupils with them. These may be religious or other worldview sources, or sources connected with art (visual, musical or literary) or nature. These could be texts, images, or people. Social movements can also inspire you.

Inspiration literally means 'infiltration'. Who becomes inspired or gets inspired, receives insights from outside himself or herself. You use these insights to form a personal view or vision. Those who inspire make it possible for others to receive insights with a personal touch. The standards and values of the school are taken into account in all this.

You investigate things together with children, and explore reliable sources to marvel at and discover the world together. You believe in your profession, and this is clear for all to see.

You dare to experiment and renew, and show yourself to be a bold teacher.

### Personal mastery

Every person is unique, and so is every teacher. The way in which you work as a primary education teacher is more than the simple sum of knowledge, skills and attitude. You give your own personal touch to the profession, based on your vision and inspiration. You continue to develop as a teacher, reflecting critically on your actions and using your own and others' talents.

As a teacher, it is very important that you are "yourself" and act in a way that reflects who you are. Who you are as a person is thus inextricably linked to who you are as a teacher. Authenticity, in other words being yourself and true to yourself, is therefore an important characteristic of teachers. This requires awareness of who you are as a person (personal identity) and who you are as a teacher (professional identity).

Related behavioural characteristics				
	Skilled enough for the course	Skilled with teaching tasks	Skilled in the school	Skilled enough to start teaching
Conveying values	You can name the values you find important in your life.	You can name the values you find important in education.	You can make links between values which are important to you and your role as teacher. In this role, you can also justify the choices you make in 'doing the right thing'.	As a (prospective) teacher, you can formulate and justify in theory your normative framework and link it to your actions, your vision of education, and your role as a teacher.
	You can have a conversation with children about the meaning of 'doing the right thing'.	You introduce standards and values in conversations and learning activities. You make children aware of their own standards and values.	You can conduct dialogue on moral issues and questions about life.	You guide children in developing their identity.
	You can bring children into contact with sources from worldview traditions.	You can design worldview activities appropriate to the class.	You actively seek out dialogue, where children share what is meaningful and valuable to them.	Together with pupils, you seek sense and meaning in the experiences they acquire.
Being inspirational	You explore what sources of inspiration are for you, and can talk about this with others.	You are aware of what your sources of inspiration are, and can show this in your role as teacher.	You let children, fellow teachers and fellow students inspire you, and you inspire them.	You have an investigative, interested attitude, and you are always looking for sources of inspiration in literature, society, colleagues, children, etc.
	You show you are bold by trying out a variety of work, resources and approaches,	You show you are bold by trying out a variety of innovative activities and resources, which are sometimes	You show you are bold by daring to try out a range of innovative	You try out new insights in your work, and show you are bold.

	and reflecting on your own actions in this process.	beyond your comfort zone. You realise that you can learn a lot from things which are not yet right.	pedagogical and didactic insights.	
	You try to captivate children with (worldview-related) stories, and other sources of inspiration.	You use your own talents and creativity into capturing children's attention. You actively seek out creativity and talents in children.	Together with your pupils, you can marvel at the world around you both near and far away, demonstrating an actively investigate and inquisitive attitude.	Together with your pupils, you can marvel at the world around you both near and far away, demonstrating an actively investigate and inquisitive attitude during dialogues.
	You can articulate why you are excited to work in education.	You can articulate why you are inspired to work in education.	You can articulate why you are enthusiastic to work in the profession, and demonstrate this enthusiasm in the way you act towards pupils and team members.	You can articulate why you are enthusiastic to work in the profession, and demonstrate this enthusiasm in the way you act towards pupils and team members.
Personal mastery	You can name your qualities and abilities.	You can name your qualities and abilities. You try to use these qualities in lessons and in dealing with children.	You consciously try to use your skills as a human being and as a teacher to improve the well-being and learning of children.	You consciously show who you are as a human being and as a teacher (your personal mastery) to improve the well-being and learning of children.
	You reflect on your actions. You work on areas for improvement in your teaching in a targeted way.	You are aware of areas for improvement in your teaching, and work on this in a structured way.	You are critical of your actions. You work consciously and systematically on your teaching.	You are critical of your actions, and reflect consciously to continue developing your personal mastery.