

KATHOLIEKE HOGESCHOOL KEMPEN

Teacher Education
Departments
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Bachelor of Nursery – Primary - Secondary Education

WELCOME

Teaching: something for you?

Do you like working with children or youngsters? Do you like working in a team? Perhaps you don't just want to teach them but also want to accompany them in their growth towards critical adults, towards open-minded world citizens?

Do you? Then you perfectly meet the basic conditions to become a motivated and interesting teacher and teacher education studies suit you perfectly.

Are you enthusiastic and creative? Do you have a large social and cultural interest and do you want to understand the world of pupils? Then you will realize how interesting it is to go on discovery and to scout new horizons together with them.

The Teacher Education departments of the Katholieke Hogeschool Kempen at Turnhout and Vorselaar guarantee a sound and dynamic training, in which students are accompanied intensively both during their study and during their class practice. Here you are at the right place to become a nursery, primary or secondary school teacher.

This brochure helps you to choose the training of your choice. Do you have any questions? Do not hesitate to contact us via email or on our open door and info days.

You are welcome!

Paul Meerbergen
Head of Department Turnhout

John Maes
Head of Department Vorselaar

Jan Uyttendaele
International Co-ordinator Turnhout

Rita Van Elsen
International Co-ordinator Vorselaar

➤ Training offer:

■ The two teacher training departments offer the following programmes:

- Bachelor of nursery education **
- Bachelor of primary education
- Bachelor of secondary education:
 - - General subjects
 - - Arts *
 - - Business & Office Management *
 - - Physical Education *
- Short-track training for bachelor in education: primary school

■ * only in Turnhout

■ ** only in Vorselaar

■ Our campuses

Our campus in Vorselaar can be considered a real educational centre. It offers all levels of education, ranging from nursery and primary over secondary to higher education, all centralised on one vast domain. Students at our campus have an extensive accommodation at their disposal: large, tidy class and subject rooms, an auditorium, study space, a catechetical information centre, ICT and copying facilities, a restaurant, a cafeteria. To put it in a nutshell, our students are offered all facilities to easily combine working, learning and living at our campus.

Our campus is easily accessible by public transport, by car, by bike and on foot too. Furthermore, our students are offered plenty of parking space where they can leave their car for free. Students not willing to commute every day can stay in our brand new dorm, which is equipped with all necessary student facilities. In the town of Vorselaar, you will find additional student rooms, a sports centre and many cosy drinking and eating houses, all perfectly student-friendly.

■ Quality

The intention of our programme is to train independent and motivated teachers who dispose of all basic competences that are needed to guide pre-schoolers, children and youngsters through their maturity process. During their study and work placement, students are entitled to thorough help of their coaches. Thanks to our high-quality training offer, we can train excellent teachers, which is our main concern. Competency is central in our training. Read about its meaning in the following pages.

■ Teacher's profile

Your job is to guide and stimulate the (personal) development of young children and pupils. Consequently, you require a keen interest in their development and you are eager to find out which incentives, activities and materials have a stimulating effect on them.

You will take an active part in bringing up young children or pupils. Doing so, you should be able to empathize with the pupils' perception of their environment, understand their emotions and problems. Your job is to guide the (personal) development of young children. Consequently, you require a keen interest in their development and you are eager to find out their way of learning.

Thorough background knowledge is an absolute must. After all, your pupils and students will bombard you with thousands of questions they all like to get an answer to. Relying on this knowledge, you will know where to find these answers and how to paraphrase them into child language.

Organisational talents are essential as well. Furthermore, you should be able to draw up well-considered and varied schemes to arrange the lessons you intend to teach over a particular period of time. In your job, you will often have to perform administrative tasks. Thanks to your training, carrying them out should not present any problems.

Other skills you should possess are self-criticism, creativeness and ingenuity. In this way, you will have to continuously reflect upon your approach and search for ways to improve it.

Moreover, you should keep close track of recent developments and you should not be afraid of trying out new ideas.

Being a teacher, you will act as an intermediary between the parents, children or pupils and other educators. That is why you should carefully pay attention to their questions and problems. Furthermore, you should also be able to fluently communicate with them, knowing how to give advice and information. Should a conflict arise, you will be the one to mediate...

During your job, you will be working in a team of many colleagues. Most of the time, you will have to confer with them and make agreements you actually live up to. So, as a team player, you should be fully aware of your responsibility, allowing other people to count on you.

Being able to fluently make contacts with external parties is very important too. After all, teaching is more than just instructing children in a specific school or classroom. Even outside the school, learning takes place: e.g. at the library, at the swimming pool, in museums, at theatres, during excursions to the market or to the woods, during intercultural projects,...

All these possibilities being available, it is your task to choose the most interesting one. That is why you should know how to make the right decision and who to contact in case of problems.

As a full member of the teaching community, you should take an interest into what happens in this world. For instance, you should keep informed about the latest developments and you are to meet social expectations of teachers, schools & nursery schools. All this taken into consideration, you should be able to develop a personal opinion on this matter.

Social involvement is another trump card to possess. As stated before, teaching takes place in a world the school only is a small part of. It is in this environment you are to introduce the children. Consequently, you should know how politics, economy, culture,

sociology & philosophy are interwoven, enabling you to prepare your pupils for the future.

Fortunately, you do not have to be able to master all knowledge and skills discussed above at the beginning of your training. After all, you have got three years - or rather, a whole life - to gradually learn and continuously improve all this together with our help.

A competent teacher (M/F)

- Our intention is to train a teacher who is also able to act as an educator. He thinks and works with great concern, paying attention to the child as an individual and to all children as a group.
- He has a thorough professional knowledge and a broad social and cultural interest.
- He is capable of creating a learning and living environment, in which children feel comfortable, allowing them to fully develop themselves.
- He is skilled in relations and communication; he is open-minded, accessible and prepared to work flexibly in a team.
- He is creative, constructively positive, self-critical and always trying to sort out what is best for everyone.
- He can meet the demands of a quickly evolving society and is able to critically judge these from well-founded values and standards, inspired by a Christian view and respectful of other religions and cultures.
- He is prepared and competent for lifelong learning on the one hand and ready to continuously grow in his function as a teacher on the other.

■ A quality training

- During the training, students gradually acquire knowledge in a supervised learning process, which starts with instructor-based, evolves towards partially-coached and ends with self-reliant learning.
- The learning process constantly links content, subjective experience and practice: what you learn is always tested with what you do, think or know.
- Action and reflection are in continuous interaction: give thought to..., ponder on..., conclude from... and try all over again.
- Acquisition of knowledge is essential. e.g.: professional, didactic and pedagogic knowledge.
- Attention is also paid to a broad social training.
- The teacher's behaviour serves as a model for the children. That is why development of attitude is an essential part of the training. The training itself has a model function. Our motto is: practise what you preach.

This teacher's profile and training concept are the basis of three initial trainings (nursery, primary and secondary education)
Every training has its own specific accents, depending on the age group our future teachers are to instruct.
A more detailed explanation of these accents is to be found on the following pages.

■ Training programme: Bachelor of Nursing Education

■ A renewed training concept

During the academic year 2004 - 2005, the initial nursery school teacher training programme started with a renewed training concept in the first year, focusing on fundamental learning.

- The competencies of a beginning nursery school teacher form an ideal tool to define knowledge, skills and attitudes.
- The concept is divided into several parts, all integrated into a clear and coherent module.
- Different working methods will help you acquire the necessary competencies, taking different learning styles into account.
- You will be offered a maximum chance of self-reliant and self-guided learning.

■ Training scheme

◆ The development line

The table on the following page is in fact the backbone of the entire training programme. Every year, it is filled in depending on the evolution you are experiencing throughout your training:

In the first year, the emphasis is on self-solicitude, this will evolve to solicitude for the task and solicitude for the other in the second and third year of the training.

The first year is your orientation, the second year will deepen and the third year will enlarge your knowledge and competencies.

■ Training programme: Nursery School – first year

Courses (modules)	Cr	Teaching activities	Cr
General skills			
Cultural and social education	3	<i>Cultural Education</i>	1
		<i>Social Education</i>	1
		<i>Philosophy</i>	1
Over-all skills			
Communication Skills	5	<i>Interpersonal Skills</i>	2
		<i>Speech skills</i>	1
		<i>Writing Skills</i>	1
		<i>Information and communication technology</i>	1
Specific training			
WWW ... Orientation	4		
Look at who I am!	9		
Look at what I can do!	6		
Look at me! I'm discovering...!	9		
Specific skills			
Expressive skills	5		
Dramatic and motion skills / expression	3	<i>Motion skills</i>	2
		<i>Dramatic skills</i>	1
Musical skills	4		
Teaching Practice skills			
Practice support	3		
Work placement	6		
Education Portfolio	3		
Total	60		

■ Training programme: Nursery School – second year

Courses (modules)	Cr	Teaching activities	Cr
General skills			
Cultural and social education	3		
Over-all skills			
Educational sciences	4		
Communication and interpersonal Skills	3		
Specific training			
Religious education	3		
Educational sciences	8		
Dutch	6		
Mathematical Initiation	3		
Environmental exploration	5	Health education	
		Home economics	
Motion Education	5		
Musical Education	5		
Expressive Education	5		
Work placement			
Work Placement	10		
Total	60		

■ Training programme: Nursery School – third year

Courses (modules)	Cr	Teaching activities	Cr
General skills			
Creative and socio-cultural education	3		
Educational Training	4		
Communication and interpersonal Skills	3		
Final project	6		
Specific training			
Religion	3		
Educational sciences	6		
Cultural Diversity	7		
Special Care	7		
World Orientation	3		
Work placement			
Work placement	18		
Total	60		

■ Training programme: Bachelor of Primary Education

The teacher training programme consists of a number of courses in which theory and practice are closely interwoven.

The programme is divided into two parts:

- a **general curriculum**, which emphasises skills and knowledge important to all teachers;
- a **specific curriculum**, in which emphasis is laid on skills and knowledge which are specific to primary school teachers.

■ Training courses

In the tables on the next pages, you will find an outline of the course units and the credits per course.

Training in higher education comprises 60 credits a year.

One credit equals 25 to 30 hours of workload.

The credits are divided over the different courses. They give an indication of the total time (time of study, tasks, contact hours, ...) students are supposed to spend on the course.

In every table, the contact hours are expressed on a yearly basis. One instruction week has 20 to 24 contact hours.

■ Training programme: Primary School - first year

Courses	First year Credits, contact hours per week and hours per year	
	C	H/year
GENERAL CURRICULUM		
RELIGIOUS EDUCATION	3	22
EDUCATIONAL SCIENCES	5	55
COMMUNICATIVE & INTERPERSONAL SKILLS	3	33
CREATIVE & SOCIOCULTURAL ACTIVITIES	3	2 w
WORK PLACEMENT	6	4 w
SUBTOTAL	20	110h/year & 6 w
SPECIFIC CURRICULUM		
PERSPECTIVES ON RELIGION AND MEANING	3	22
EDUCATIONAL SCIENCES	4	44
DUTCH	7	55
MATHEMATICS	5	55
FRENCH	3	22
ENVIRONMENTAL STUDIES	9	88
MUSIC AND ART	9	88
<ul style="list-style-type: none"> • physical training • musical training • art training 		
SUBTOTAL	40	374 h/year
TOTAL	60	484h/year & 6 w

■ Training programme: Primary School - second year

Courses	Second year Credits, contact hours per week and hours per year	
	C	H/year
GENERAL CURRICULUM		
EDUCATIONAL SCIENCES	4	40
COMMUNICATIVE&INTERPERSONAL SKILLS	3	30
CREATIVE & SOCIOCULTURAL ACTIVITIES	3	2 w
SUBTOTAL	10	70 h/year & 2 w
SPECIFIC CURRICULUM		
PERSPECTIVES ON RELIGION&MEANING	3	20
EDUCATIONAL SCIENCES	5	50
DUTCH	8	50
MATHEMATICS	6	40
FRENCH	3	20
ENVIRONMENTAL STUDIES	8	80
MUSIC AND ART	7	80
<ul style="list-style-type: none"> • physical training • musical training • art training 		
WORK PLACEMENT	10	6 w
SUBTOTAL	50	340 h/year & 6 w
TOTAL	60	410 h/year & 8 w

■ Training programme: Primary School - third year

Courses	Third year	
	Credits, contact hours per week and hours per year	
	C	H/year
GENERAL CURRICULUM		
EDUCATIONAL SCIENCES	4	40
COMMUNICATION&INTERPERSONAL SKILLS	3	30
CREATIVE & SOCIOCULTURAL ACTIVITIES	3	2w
FINAL PAPER	6	2w
SUBTOTAL	15	45 h/year & 4 w
SPECIFIC CURRICULUM		
FIRST YEAR OF PRIMARY SCHOOL	3	20
SPECIAL CARE AND ASSESSMENT	6	50
ORIENTATION ON THE WORLD	6	50
FIELD TRIPS	6	40
MUSICAL EDUCATION	3	20
DIFFERENT APPROACHES OF TEACHING	3	80
WORK PLACEMENT	18	11w
SUBTOTAL	45	
TOTAL	60	

■ **Training programme: Bachelor of Secondary Education**

The teacher training programme consists of a number of courses in which theory and practice are closely interwoven.

The programme is divided into two parts:

- a **general curriculum**, which emphasises skills and knowledge important to all teachers;
- a **specific curriculum**, in which emphasis is laid on skills and knowledge which are specific to secondary school teachers.

Choosing subjects

In the current teacher training programme, students get quite a lot of freedom concerning the choice of their subjects, i.e. the subjects they will teach in secondary education. But they have to observe the rules of the game.

First requirement: a total weight of three points, no more or less.

General Subjects

The subjects of the table below have a 1 point weight. You have to take three subjects together. All vertical and diagonal combinations are accepted. Subjects that are on the same horizontal line cannot be combined. Possible clusters are for example: Dutch-Economics-Biology, Biology-Geography-Religion, French-English-Economics. Combinations that are not allowed, for instance: Dutch-French-English, Mathematics-Biology-History.

Dutch*	Mathematics*	French*
Economics	Religion	
Biology	History	Computer Sciences
PGS	English	Physics
TE	Geography	
Possibility: a fourth teaching subject as an in-depth study as from the second year: German or Chemistry		

PGS: Project General Subjects , a form of project work that is taught in the vocational training and it integrates different subjects: Dutch, mathematics, geography, history, biology,...)

TE : technical education

From the second year on you will study one of your subjects in depth. The number of credits and the hours for that subject will increase. In principle you can choose this in-depth study in function of your interest or your strong points. When you choose a subject with an asterisk in your package, you are however obliged to study that subject in depth.

You can also opt for an additional subject - German or Chemistry - as a study in depth. You can read about the possibilities in the respective tables. Chemistry, however, can only be attended by students who attend Biology as well as Physics.

* Only in Turnhout:

Arts, Business & Office Management, Physical Education

For basic clusters with Arts, Business and Office Management and Physical Education, you have to follow an other reasoning. The subjects Arts, Physical Education and Business and Office Management have a 2 points weight, so you have to combine them with just one subject. For each basic cluster, the possible second subjects are shown below.

<u>Physical Education</u> ** Sciences	Recreation Sports	Biology	Religion	History	Computer
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<u>Arts</u> ** History*	Biology	Computer Sciences	English	Religion
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<u>Business and Office Management</u> ** History	Biology	English	Physics	Religion
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The subjects marked with two asterisks have to be studied in-depth from the second year on.

Training courses

In the tables on the next pages, you will find an outline of the course units and the credits per course.

Training in higher education comprises 60 credits a year.

One credit equals 25 to 30 hours of workload.

The credits are divided over the different courses. They give an indication of the total time (time of study, tasks, contact hours, ...) students are supposed to spend on the course.

In every table, the contact hours are expressed on a yearly basis. One instruction week counts 20 to 24 contact hours.

■ Training programme: Secondary School - first year

Training Courses	First year Credits, contact hours per week and hours per year	
	C	H/year
GENERAL CURRICULUM		
RELIGION	3	22
EDUCATIONAL SCIENCES	5	55
COMMUNICATIVE & SPEECH TRAINING	3	33
CREATIVE & SOCIOCULTURAL ACTIVITIES	3	2 w
WORK PLACEMENT	6	4 w
SUBTOTAL	20	110 h/year & 6 w
SPECIALIST CURRICULUM		
EDUCATIONAL SCIENCES	4	33
COMMUNICATIVE & INTERPERSONAL TRAINING	3	33
SUBJECT 1	8	64
TEACHING METHODOLOGY 1	3	24
SUBJECT 2	8	64
TEACHING METHODOLOGY 2	3	24
SUBJECT 3	8	64
TEACHING METHODOLOGY 3	3	24
SUBTOTAL	40	330 h/year
GRAND TOTAL	60	440 h/year & 6 w

■ Training programme: Secondary School – second year

Training Courses	Second year Credits, contact hours per week and hours per year	
	C	H/year
GENERAL CURRICULUM		
EDUCATIONAL SCIENCES	4	40
COMMUNICATIVE & SPEECH SKILLS	3	30
CREATIVE & SOCIO-CULTURAL ACTIVITIES	3	2w
SUBTOTAL	10	70 h/year & 2w
SPECIALIST CURRICULUM		
RELIGION	3	30
EDUCATIONAL SCIENCES	5	40
SUBJECT 1	9	70
SUBJECT 2	9	70
SUBJECT 3	9	70
IN-DEPTH STUDY	5	60
WORK PLACEMENT	10	6 w
SUBTOTAL	50	340 h/year & 6w
GRAND TOTAL	60	410 h/year & 8w

■ Training programme: Secondary School – third year

Training courses	Third year Credits, contact hours per week and hours per year	
	C	H/year
GENERAL CURRICULUM		
EDUCATIONAL SCIENCES	3	15
COMMUNICATIVE & SPEECH TRAINING	3	30
CREATIVE & SOCIO-CULTURAL ACTIVITIES	3	2w
FINAL WORK	6	2w
SUBTOTAL	15	45 h/year & 4w
SPECIALIST CURRICULUM		
RELIGION	3	22.5
EDUCATIONAL SCIENCES	3	30
SUBJECT 1	5	45
SUBJECT 2	5	45
SUBJECT 3	5	45
IN-DEPTH STUDY	6	52.5
WORK PLACEMENT	18	11w
SUBTOTAL	45	240 h/year &11w
GRAND TOTAL	60	285 h/year &15w

Teaching practice

Teaching practice is the most important part of the education. The didactic theory, pedagogy, the subject contents and the skills you learn in the other teaching subjects lead to one final target: to become a teacher. Teaching practice, didactic actions, in short: teaching is the starting point and the final target of the teacher training.

However you are not on your own. In the first year educators and teaching methodologists will introduce you to the subject of didactics. You will watch videotaped practice lessons and analyse these with your colleagues and the teaching methodologist. You will observe experienced teachers in their classroom. Before embarking on your own teaching practice, you should first want to know the what, the how, and also the why. Only when the year progresses a little, you get your maiden flight. In advance you get enough time to prepare these lessons. For each teaching practice in the first year some days are made free, so that you can do some research in the library. During these days you also can consult the teaching methodologists. They will advise and assist you as much as possible. By the way, in the first year we do not overdo it. The number of hours you will have to teach are kept to a minimum: rather some good well-considered lessons than a lot of poor work.

In the second and the third year teaching practice will take more and more time. In the third year you are about half of the year "in the field". You will get more freedom to choose your teaching practice schools, so that you can even go back to your own secondary school as a candidate-teacher. Just the right moment to present your visiting card in that school: not in the least for your future!

Some students want to enlarge their horizon in the third year and exchange a part of their teaching for what we call "alternative teaching practice". There are several possibilities: teaching training in a methodical school (Steiner), help in religious instruction, guided tours in museums or a practice period abroad.

Final paper

The final paper is part of the final examination of the teacher training. At the end of the second year the student chooses a subject he will study under the guidance of a supervisor, one of our lecturers. In his final paper the student proves he can process relevant information, independently study a subject in depth, work methodically. The student has to deal with his subject both in a theoretical and in a practical way. Emphasis is clearly on the latter. He has regular contacts with his supervisor. Assessment is based on the performance or the final product, on the way in which the student handled the subject matter and on the way he can comment on his work.

If you are a student of Physical Education with optional subject Recreation Sports, then you have the opportunity to replace the traditional essay by the organisation of an event.

■ Assessment

The assessment of the subjects is organised after each module. A complete final assessment is given in June and a second one in September.

The evaluation of the practice will be on the basis of continuous assessment. Students won't take any exams, but they'll be judged on their practical evolution during the year. The final assessment will be in June, so no second session will take place.

The general exam regulation of the KH Kempen and its specific application in the Teacher Education Department are to be found in the education and exam regulation brochure. It also contains practical information about the exam methods.

■ Practical information

■ Admission requirements

In order to be able to start your training at our campus, you should have a diploma of secondary education.

For students who do not have a diploma of secondary education, there are some additional conditions.

No entrance or selection exams have to be taken.

■ Enrolment

Students can enrol at one of our Teacher Education Departments.

For appointments and additional information, please call or email us:

For Turnhout:

Call +32 14 41 54 68

Fax +32 14 47 90 66

Mail to: hgt@khk.be

For international students: please contact the international coordinator Mr Jan

Uyttendaele on the same telephone or fax number or via email: jan.uyttendaele@khk.be

For Vorselaar:

- call +32 14 50 81 60

- fax +32 14 50 81 61

- mail to kvr@khk.be

For international students: please contact the international coordinator Ms Rita Van Elsen on +32 14 50 81 78 or email: rita.van.elsen@khk.be

Enrolment fee

- When setting the amount of the enrolment fee, the legislator takes three categories of students into account:
- -students on a grant: students who receive a grant or who are entitled to a grant
-near-grant students: students who are not entitled to a grant because the taxable income of their parents is slightly too high to receive a grant
-non-grant students: students who are not entitled to a grant
- The board of directors of the Katholieke Hogeschool Kempen sets the enrolment fees on the basis of the three categories mentioned above.
- International Students coming under Erasmus conditions don't have to pay enrolment fee.

Studying abroad

You can do a part of your studies / practice periods abroad, at one of our partner institutes in most European countries.

On return, our students always tell us about their enriching experience, a broader view on didactic and pedagogic principles, and a more mature view on life. On top of that, many enhance the knowledge of the foreign language or start the study of a new language.

At Turnhout we have a tradition of sending a number of students abroad for a period of three months as a language assistant. These future language teachers will teach English to the French (funny), or French to the English (even more funny) or to pupils of another EU-country. You can even teach Dutch at a school in Northern France! Whatever the language or country, it is an enormously enriching teaching experience which will look great on your CV!

Programmes in English

We welcome our international students in two English programmes:

For Turnhout:

International module: **Flanders' Heritage: knowledge, culture and crafts**

Number of credits: 15

Number of contact hours: 350

The course is partly monitored self-study and partly taught in English. The module can be combined with some courses of French, Dutch, physical education, dance or arts studies.

Contents of the module

- The Flemish pedagogical approach.
- Flemish cultural heritage: historical cities in Flanders (Brussels, Bruges, Antwerp)
- Creative craftsmanship: an introduction in 2-dimensional en 3-dimensional art
- Dutch for beginners.
- On the move (recreation sports)

The Flanders' heritage module can be completed by a placement in an appropriate secondary or primary school.

Costs involved?

No fee is required from Erasmus students but if other international students would like to participate the normal fee per credit is being charged. Accommodation, travelling and living expenses are to be paid by the international student.

How to enrol?

Contact the departmental international coordinator of the Turnhout department, Mr Jan Uyttendaele

For Vorselaar:

The International Class: A three-month international class

In cooperation with Katholieke Hogeschool Brugge-Oostende (KHBO), Europese Hogeschool Brussel (EHSAL) and Karel de Grote-Hogeschool (KdG). The module is organized alternatively in the four University Colleges.

Curriculum:

After a period in which the international students are introduced to the host city and to the Dutch language, courses in English are organized around the following themes:

- Flemish culture and society
- Euro-class: Teaching in Europe
- Communication, Emotion and Expression
- Diversity and Education
- School-based practical experience is part of some modules of the programme

Who is the international Class for?

All student-teachers in the second half of their studies are welcome. Also Flemish students are invited to participate. As the practical training periods aim specifically at either level of education, students from pre-school, primary and secondary teacher training can take part.

What are the costs involved?

Accommodation (which we are most willing to help you find) is to be paid for by the participants themselves, as are travelling expenses. The use of computers and audiovisual media is free of charge for participating students.

How to enrol?

Students of the Socrates partner institutions of our Vorselaar department , interested to participate, are advised to inquire at the international office of their college or university. For registration and enrolment contact Rita Van Elsen. The deadline for enrolment is 15 October.

