

# Educational Master Primary Education

Draft assessment new programme (TNO)

## Foreword

Erasmus University Rotterdam (EUR) is proud to present the design of a new Educational Master Primary Education (EMPO). The EMPO will focus on the societal challenge of providing quality education in the urban context. In this perspective, the Master's programme has an agenda-setting objective: to train excellent teachers for the urban context. This context is a unique and challenging setting in which specific skills are clearly needed.

The programme focuses specifically on professional competence in primary education in the urban context and has pedagogy as its foundation. The urban context requires more than anywhere else from a teacher to have pedagogical expertise, skills in the area of creating quality relationships with pupils, and to be able to design inclusive and challenging learning environments. We see the EMPO as a societal engaged learning community in which teachers and students collaborate. This is also the reason why we choose a location in Rotterdam South, right in the context for which we train teachers. The profile of the EMPO is thus distinctive from the profiles of other teacher training courses in primary education.

The present design of the new course was the result of a collaboration between the Erasmus School of Social and Behavioural Sciences (EUR-ESSB) and the Netherlands Institute for Education and Educational Affairs (NIVOZ). The EUR is situated in the dynamic urban context. Creating a positive societal impact is at the core of the EUR/ESSB strategy. The envisaged EMPO will implement the EUR/ESSB strategy by training teachers specifically for the urban context and by the accompanying scientific knowledge sharing and development in the EMPO research programme. NIVOZ is a not-for-profit organisation that aims to strengthen teachers, school leaders and professionals in carrying out their pedagogical tasks. NIVOZ does this based on the conviction that education plays an essential role in the development of a person towards someone who is able to both function in as well as contribute to society. In the EMPO programme, the expertise of both organisations has been optimally utilised.

The programme has been designed in consultation with the professional field by a team of educational scientists, pedagogues and teacher educators. This team of prospective EMPO educators endorses the application and expresses confidence in the common goal of training excellent academic teachers. The EMPO-trained teachers will have an added value for the quality of urban education in general, and for Rotterdam children in particular.

Prof.dr. Victor Bekkers

Dean Erasmus School of Social and Behavioural Sciences

# Contents

0. Background.....	4
0.1 Rationale.....	4
0.2 Positioning EMPO in the EUR and NIVOZ.....	4
0.3 Cooperation partners .....	5
0.4 EMPO Pilot .....	6
Standard 1 - Intended learning outcomes.....	7
1.1 Image of the profession .....	7
1.2 Intended Learning Outcomes .....	8
1.3 Scientific level of the EMPO.....	10
1.4 Alignment with the professional field .....	10
Standard 2: Learning environment .....	12
2.1 Four guiding principles.....	12
2.2 The Programme .....	12
2.3 Students .....	16
2.4 Staff .....	17
Standard 3 Assessment .....	18
3.1 Vision on assessment.....	18
3.2 Assessment programme.....	18
3.3 Graduation.....	19
3.4 Quality control and assurance of assessment.....	20

## 0. Background

### 0.1 Rationale

With this application, the Erasmus University Rotterdam/Erasmus School of Social and Behavioural Sciences (hereafter: EUR/ESSB) in cooperation with the Netherlands Institute for Education and Parenting (hereafter: NIVOZ) aims to start a Master Teacher Training Programme for primary education. The intended Educational Master Primary Education (hereafter: EMPO) focuses on the societal challenge of providing quality education in the urban context. The study programme has an agenda-setting and awareness creating objective in training and retaining qualitatively good teachers for the big city.

The EMPO trains teachers for primary education who have an academic background. EMPO provides an answer to three concrete needs in the professional field: (1) the need for teachers who are capable of fulfilling a specific pedagogical task in schools that are characterised by the dynamics of a superdiverse city such as Rotterdam; (2) the need for diversified teams of teachers who complement each other in terms of knowledge and skills needed for good education in a changing, complex educational practice; (3) the need for more teachers in primary education because of the growing shortage of teachers. At the moment, there is no academic master's programme that trains competent and qualified teachers for primary education. The EMPO programme offers a route to becoming a teacher for a new target group.

The urban context is a unique and challenging setting in which specific skills are clearly required. It is a superdiverse context in which the traditional majority has become a minority: pupils differ from each other and from the teacher in various dimensions of diversity. In terms of, for example, ethnic/cultural background, religious background, and socio-economic background. Many pupils speak a language other than the school language at home, and many parents do not speak the school language, or are not proficient. These dimensions of diversity, and the interaction between them, take on meaning in the classroom and in the school, in addition to the larger societal context of growing polarisation and inequality<sup>1</sup>. The EMPO aims to train teachers who can build a quality pedagogical relationship in this superdiverse context, which would fulfil the first two needs above.

With the support of, among others, the primary schools in Rotterdam, the EMPO wants to contribute to the specific need for teachers who can make a difference in primary education in a superdiverse urban educational context. Based on various policy memoranda, an academic Master's degree is a much needed additional form of education to meet this need. One of the points in the Action Plan on the Shortage of Teachers in Major Cities (2020)<sup>2</sup>, for example, is that the educational level of teachers must be substantially increased, preferably to Master's level. This proposal is also made in the Action Plan for Primary Education 2020-2022<sup>3</sup>. In it, VSNU-ICL proposes to offer two-year educational master's programmes in primary education, comparable to the two-year educational master's programmes in secondary education. The initiative for a new route to the teaching profession in primary education that the EMPO represents, also ties in well with agreements between the VSNU, the VH and OCW that have been laid down in the recent Administrative Agreement on the Flexibility of Teacher Education<sup>4</sup>.

### 0.2 Positioning EMPO in the EUR and NIVOZ

The EMPO will be part of the Erasmus School of Social and Behavioural Sciences (ESSB), one of the seven faculties of the EUR. The ESSB offers five Bachelor's programmes. Besides Pedagogical and Educational Sciences, these are Psychology, Public Administration, Sociology and - through the Erasmus University College - Liberal Arts & Sciences. Additionally, the ESSB offers five initial master's programmes: Psychology,

---

<sup>1</sup> <https://gelijkekansenvooreendiversejeugd.nl/programmas-ouders/sociale-cohesie-in-de-klas/>

<sup>2</sup> Actieplan lerarentekort grote steden. Op weg naar meer structurele oplossingen voor het lerarentekort. Voorstellen van de G5-schoolbesturen voor de middellange en lange termijn: Actielijnen Oplossingsrichtingen Maatregelen. <https://www.samenslimmerpo.nl/files/2020-07/lerarentekort-actieplan-definitief-mei-2020.pdf>

<sup>3</sup> <https://www.vsnu.nl/2014/actieplan-2018-2022.html>

<sup>4</sup> <https://www.vsnu.nl/2014/actieplan-2018-2022.html>

Pedagogy & Education, Sociology, Public Administration and International Public Management and Public Policy, and one post-initial master's: Urban Management & Development.

The EUR is situated in the dynamic urban context and emphatically carries out a corresponding societal task. Creating a positive societal impact is at the core of the EUR/ESSB strategy. The theme "Vital Cities and Citizens" is part of this strategy. EUR/ESSB helps to build vital cities in which citizens can achieve their life goals through good education, useful work and participation in public life. Thus, the EMPO generates societal impact in this area and gives substance to the EUR/ESSB strategy. The training of teachers specifically for the urban context, and the accompanying scientific knowledge sharing and development in the EMPO research programme, translate to a quality boost for urban education.

The envisaged EMPO is a partnership between EUR/ESSB and NIVOZ. NIVOZ is a (not for profit) foundation that aims to strengthen teachers, school leaders and professionals in carrying out their pedagogical tasks, based on the conviction that education makes an essential contribution to personal development, and to functioning in and contributing to society as a grown up person.

The cooperation between EUR/ESSB and NIVOZ is reflected in the joint design and implementation of the envisaged EMPO. The collaboration is cemented by an agreement signed by both parties. This agreement defines the roles of both parties, as well as the final responsibility of the EUR for the provision of education and the quality of the programme. The added value of the cooperation lies mainly in the combination of expertise that the two parties bring to the table. The EUR brings scientific expertise in the field of urban issues from the disciplines of sociology and pedagogy, which is further developed in a research programme supported and implemented by the professors and associate professors involved. NIVOZ brings expertise in the field of pedagogy and knowledge of teaching practice, school development, and the professionalisation of teachers in primary education. The importance NIVOZ attaches to scientific expertise, and the emphasis on the importance of practice in the research programmes of the EUR professors involved, ensures fruitful cooperation.

### 0.3 Cooperation partners

**Internal cooperation partners.** The EMPO involves various professors and university (head) lecturers from the EUR/ESSB. From NIVOZ, teachers and researchers are involved who are experts in the field of pedagogical practice, practical research and school development (see appendix 4: CVs of trainers).

The daily management of the programme is in the hands of a management team, consisting of a director EMPO on behalf of the EUR/ESSB and a delegate from NIVOZ. A steering committee with representation from EUR/ESSB (the vice-dean for education) and NIVOZ (director of NIVOZ) advises the EMPO executive committee. Consensus is sought in the management of the programme, with EUR/ESSB bearing final responsibility for the programme and being the only body authorised to award diplomas.

**External cooperation partners.** The external partners are mainly situated in the Rotterdam educational field. Firstly, there is cooperation with the large Rotterdam school boards: BOOR, SIPOR, PCBO, Kind en Onderwijs, and RVKO. In the lead-up to the current application, there were frequent consultations about the view of the profession, the final attainment levels, and joint training; after all, the students of the EMPO will be trained for a substantial part in practice (see also the following chapters). Secondly, two municipal partners are involved. Our contribution to the quantitative and qualitative shortage of teachers was discussed with the Youth and Education Department of Rotterdam, as well as the retention of teachers for the city. The National Programme Rotterdam South (NPRZ) is also a consultation partner. The Education Table of the NPRZ is an important body for the EMPO, given that the context of Rotterdam South is central to the programme. Cooperation with all partners in and around education is crucial for good quality education. Finally, there is cooperation with the Rotterdam Pabo's. In the lead-up to the macro-efficiency application and the current accreditation application, there were many discussions about cooperation in the training schools and in the field of research.

Apart from the Rotterdam consultation partners, the two relevant professional associations (the BAB and Broedplaats010) and the VSNU PO chamber are also important external collaboration partners. We will set up a work field committee in which we will invite the relevant parties to build a lasting cooperative relationship. Section 1.4 describes the process of coordinating the professional field with these cooperation partners in more detail.

#### 0.4 EMPO Pilot

In order to be able to start with a well-prepared programme at the start of the study programme in September 2022, we intend to organise a pilot year in 2021-2022. This means that we will offer a small group of potential EMPO students (maximum 10) the exam components of the first year in advance, where they will join as students.

First of all, this method helps EUR/ESSB in the organisational preparation; for instance, in the field of recruitment and information of students, the set-up of the (electronic) learning environment, and the support by the examination board, education office, study advisors and web team.

On the other hand, the pilot provides the opportunity to carefully organise the practical learning component of the study. During the preparation of this TNO file, there has been frequent contact and agreements were made about the way in which the EMPO and the Rotterdam schools will work together in the professional training of students. A pilot year will make it possible to carefully implement these agreements and learn together with the schools how to best position this new category of teachers.

Of course, a condition for a good execution of the pilot is that participants are well-informed in advance about the EMPO accreditation process and possible outcomes such as absence/deferral of a positive NVAO judgement, and related scenarios. EUR/ESSB and NIVOZ have therefore explicitly committed to this and cooperate closely with the Marketing, Recruitment & Admissions Department of EUR/ESSB to ensure proper information.

## 1. Standard 1 - Intended learning outcomes

*The intended learning outcomes are appropriate to the level and orientation of the programme and are geared to the expectations of the professional field, to the field of study, and to international requirements.*

### 1.1 Image of the profession

The image of the profession, which was formulated in a series of meetings with EUR professors and lecturers, the professors and lecturers affiliated with NIVOZ, teachers from the education sector, and teacher trainers, is a guiding principle in the design of the programme. The image of the profession is an outcome of the 'purpose' question: what is the function of education in the superdiverse urban context and what does this require from teachers? The purpose of education is discussed in terms of the three domains of qualification, socialisation and personalisation (Biesta, 2018)<sup>5</sup>. The answer to these questions, in other words our vision on primary education and teacher training, gives direction to the EMPO curriculum design (Biesta, 2015)<sup>6</sup>. The national competence requirements, which are guiding principles for teacher education as provided for in the Besluit Bekwaamheidseisen Onderwijspersoneel (16 March 2017), form the basis for this. Below, we describe the image of the profession that serves as a starting point for the curriculum.

Teaching is complex. This complexity consists of the unpredictability of human learning and development, and social processes that are experienced in individually different ways. Teaching can be compared to the work of an artist (The Art of Teaching) (Biesta, 2015). In a highly complex environment, action is intuitive, responsive, tactful, and must at the same time be responsible and efficient. Engaged and knowledgeable, a teacher challenges and supports students in carrying out their developmental tasks. In pedagogical terms: the teacher guides them in the process of becoming a person in the perspective of mature and constructive participation in democratic society. Here the teacher shows personal leadership, courage, openness, trust, and determination. The teacher inspires and is a role model. Teachers are also aware of the roles they themselves fulfil, and what roles and responsibilities other disciplines and organisations fulfil.

Superdiversity is specific to the teaching profession in the urban context. Vertovec (2007)<sup>7</sup> introduced the term to describe the new urban situation in which the traditional majority has become a minority, and, at the same time, that large diversity has emerged within the traditional minorities. Thus, superdiversity refers to the interaction between different dimensions of diversity that determine where, how, and with whom people live (Severiens, 2014)<sup>8</sup>. This means that teachers in schools in large cities have classes with children from enormously diverse backgrounds. It also means that living environments at school, at home, and outside differ from each other. Because each living environment has its own often implicit rules of behaviour and codes, superdiversity for pupils means that they have to switch between the different living environments (El Hadioui & Sloomman, 2019)<sup>9</sup>, also described as code-switching or (immediate/direct) turn of meaning (Bornstein, 2019)<sup>10</sup>. From their teachers, this requires an understanding of, and affinity with, the challenges posed by these transitions between living environments. It requires the skill to be able to create a learning environment that balances recognising and making use of differences and similarities (Gay, 2010)<sup>11</sup>, and building bridges for students to support code-switching. It requires an interest in pupils' sources of knowledge, and the ability to use these sources of knowledge (Hogg & Volman, 2020)<sup>12</sup>. This presupposes constructive and equal contact with the primary educators, the pupils' parents, and their immediate environment. It also implies a specific educational offer that is appropriate in terms of content and didactics, as well as a safe, challenging, and supportive learning climate.

Our image of the teaching profession and the development of a vision of the pedagogical task in the urban context requires reflective and learning teachership, both in our own practice and at school level. Korthagen and

---

<sup>5</sup> <https://nivoz.nl/nl/oratie-biesta-april-2018>

<sup>6</sup> Biesta, G. (2015). *Het prachtige risico van onderwijs*. Culemborg: Phronese, Uitgeverij

<sup>7</sup> Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024-1054.

<sup>8</sup> Severiens, S. (2014). *Professionele capaciteit in de superdiverse school*. (Oratiereeks; No. 497). Vossiuspers UvA.

<sup>9</sup> El Hadioui, I. & Sloomman, M. (2019.) *Switchen en klimmen: over switchgedrag en de klim op de schoolladder in een grootstedelijke omgeving*. Amsterdam: Van Gennip.

<sup>10</sup> Bornstein, M. (Ed.). (2019). *Handbook of Parenting*. New York: Routledge.

<sup>11</sup> Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

<sup>12</sup> Hogg L, & Volman M. (2020). A Synthesis of Funds of Identity Research: Purposes, Tools, Pedagogical Approaches, and Outcomes. *Review of Educational Research*, 90(6), 862-895.

Vasalos (2005)<sup>13</sup> argue that structured reflection is important in developing adequate professional behaviour and offer a useful framework for this. Reflective teachers can question their own views and actions critically with regard to their intention and their effectiveness. This requires that situations can be critically examined and analysed, preferably by colleagues, and that the teacher can adjust their intended actions or interventions on the basis of new insights or change their perspective. This requires academic knowledge and instruments to conduct research into one's own practice and school and to analyse the results.

A good interpretation of the image of the profession also requires collegial teaching: teaching is teamwork (Hargreaves & Fullan, 2012)<sup>14</sup>. Good academic teachers can work together in a multidisciplinary team to address specific learning and development problems of pupils. Teachers can respond to unexpected daily occurrences in professional practice because they know which disciplines or scientific knowledge and insights are relevant and helpful in which situations. Good teaching therefore also requires the ability to access knowledge of scientific insights in the area of learning and development, of pupils and of innovation, and school development in general, and in an urban context in particular.

## 1.2 Intended Learning Outcomes

Based on the image of the profession described above, four professional roles have been formulated:

- Pedagogue: Entering into a pedagogical relationship in which the child is considered integrally
- Educationalist & Didactician: Designing and implementing education in the urban context
- Strategic partner: Collaborating with partners inside and outside the school, showing/exercising leadership
- Researcher: researching and reflecting on the pedagogical relationship and urban school development

The first frame of reference for quality concerns the national competence requirements. These competence requirements become visible in the professional roles. The role of pedagogue refers to pedagogical competence, and the role of educationalist and didactician refers to subject-related and didactic competence. With these competencies, teachers demonstrate that they can carry out their work as a teacher and as a member of the multidisciplinary team that they form with colleagues in a professionally efficient and responsible manner.

Additionally, a second frame of reference for quality applies, namely the Dublin descriptors and the Dutch Qualifications Framework (NLQF). EMPO is situated at level 7 of the NLQF framework. This level starts from a complex and uncertain context, and then describes the level of knowledge and skills in terms of applying that knowledge, problem-solving skills, and learning and development skills.

With the pedagogical and didactical role, we address the core of the three national competence requirements. From our image of the profession we add the strategic and investigative role. The inquisitive teacher is a reflective and learning teacher who can apply scientific knowledge, insights and instruments in their own practice and in the school. It is also a teacher who can work together in multidisciplinary teams and can contribute to school development and the building of strategic partnerships. This strategic and investigative role deepens the three competence requirements and also gives substance to the Dublin descriptors of NLQF 7.

In the table below, we give meaning to the roles. The four roles have been incorporated in indicators that refer to both the competence requirements and the Dublin descriptors of NLQF 7. The indicators cannot be read separately from the role, because they need the description to acquire meaning and be placed in the right context. The tables in Appendix 3 show how the indicators relate to the national competence requirements and the NLQF framework.

<b>Roles</b>	<b>Indicators</b>
<b>Pedagogue</b> A teacher has a pedagogical task and is therefore, first and foremost, a pedagogue. As a pedagogue, the teacher is aware of the relational	<i>1.1 Promotes a safe and challenging learning environment</i> Promotes a learning environment that is safe and based on mutual trust and respect, where pupils are seen as a source of knowledge and a subject (rather than object) and are challenged to develop.

<sup>13</sup> Korthagen, F. & Vasalos, A. (2005). Levels in reflection: core reflection as a means to enhance professional growth. *Teachers and Teaching: theory and practice*, 11(1), 47–71.

<sup>14</sup> Hargreaves, A. & Fullan, M. (2012). *Professional Capital. Transforming Teaching in Every School*. Oxon: Taylor & Francis.

<p>character of the profession, of the relative unpredictability of learning and development, and of its social character. This requires pedagogical tact: a sensitive and responsive attitude towards pupils, the ability to act from insight into the various contexts in which the pupil moves, and the backgrounds and motives for behaviour and educational results.</p>	<p><i>1.2 Acts with pedagogic tact</i> Is sensitive and responsive to what pupils need in terms of challenge and support in a pedagogical and didactic sense and is tactful in behaviour towards pupils.</p> <p><i>1.3 Takes the lifestyles of pupils into account in pedagogical action</i> Has knowledge of the relevance of the various living environments (the multidimensionality and interaction of those systems in the superdiverse, urban context), is connected to them (knows the parents and knows the neighbourhood) and can build bridges.</p> <p><i>1.4 Functions as a role model for the pupils</i> Acts as a role model and source of inspiration for pupils, with an eye for their context, and feels responsible for offering a personal and hopeful societal perspective.</p> <p><i>1.5 Bases their actions on a pedagogical purpose</i> Formulates a pedagogical purpose for themselves that is connected to the vision of the school and the superdiverse school environment, this mission serves as a compass when making judgements and comes about through critical insight into the own normative and moral frameworks of the pedagogical mission.</p>
<p><b>Educationalist and didactician</b> A teacher is a didactician and educational designer; the teacher feels responsible for, and can provide, a pedagogically desirable, appropriate and challenging educational offering in terms of content and form, and ensures a high level of effective learning time through classroom management.</p>	<p><i>2.1 Ensures a connection between the needs of the pupil and education</i> Knows how to create a functional relationship between education and the individual needs and interests of pupils in a superdiverse context, depending on the objective and content.</p> <p><i>2.2 Considers methods critically and is able to (re)design</i> Considers existing methods critically on the basis of (scientific) insights and (re)designs learning pathways for the pupils that fit the needs and interests and the characteristics of the current situation.</p> <p><i>2.3 Supervises group dynamics</i> Supervises group dynamics, shows adequate class management, discusses common issues and arrives at solutions supported by pupils.</p> <p><i>2.4 Provides education that is pedagogically desirable, appropriate and challenging</i> Formulates learning objectives based on the needs and interests of pupils, knowledge of the objectives and contents of the core subjects, relevant scientific insights and the pedagogical purpose, designs and supervises learning activities and learning materials, and evaluates the achievement of the learning objectives by means of assessments and feedback. Knows how to link these parts of the curriculum in a functional way.</p>
<p><b>Strategic partner</b> Strategic partnership means working together with colleagues in the design, implementation and evaluation of education on the basis of scientific knowledge and insights and from the shared pedagogical task. It also means cooperating with educational partners: parents and stakeholders in the school's environment. In doing so, the teacher uses a systems perspective; the quality of education and school development is established in the context of the school organisation</p>	<p><i>3.1 Takes responsibility, also for the school</i> Assumes co-responsibility for the school as a (learning) community, for the school mission, the school ethos and for the educational outcomes, adopting a systems perspective.</p> <p><i>3.2 Cooperates constructively with colleagues</i> Works together in the design, implementation and evaluation of education in which scientific knowledge and insights feed the joint educational mission.</p> <p><i>3.3 Demonstrates leadership</i> Demonstrates leadership from a well-founded vision on developments in the school, whether or not with partners of the school, evaluates these and continues to learn, by using a positive-critical basic attitude, open-mindedness (also by thinking outside existing systems) and</p>

and the school culture and in the broader societal urban context.	<p>integrating knowledge, ways of thinking or methods from various scientific disciplines.</p> <p><i>3.4 Works together with parents and other partners</i> Cooperates with partners (parents and professionals) in order to create an effective educational environment and/or to achieve an appropriate approach to support needs.</p>
<p><b>Researcher</b> Good teaching means reflective and learning teachership. One's own views and actions can be questioned critically regarding their intention, approach and effectiveness. This requires that situations can be critically examined and analysed, preferably by colleagues, and that the teacher can act on the basis of new insights or adjust interventions or change perspectives. To this end, the teacher has scientific instruments at his disposal for research into his own practice, as well as scientific knowledge about relevant issues for his own practice and that of the school, and is able to make this knowledge available in the school.</p>	<p><i>4.1 Reflects and learns on the basis of scientific insights</i> Has an open, inquiring attitude, continuously reflects critically on the intention and the result of action, by testing i) scientific theory, ii) results of practical research, ii) the own pedagogical purpose and that of colleagues, and adjusts action on the basis of this reflection.</p> <p><i>4.2 Research and innovation</i> Critically applies relevant scientific theories and methods for practical research in their own group and school and adequately uses and discloses existing and new data and insights for the optimisation of educational processes, innovation and school development, taking into account the super-diverse environment of the school.</p>

### 1.3 Scientific level of the EMPO

The scientific Master's level of the EMPO is expressed in several ways. Firstly, EMPO graduates can make a direct connection between scientific sources and the dilemmas that arise in their practice and adapt their judgements and actions accordingly.

Secondly, they can develop a scientifically grounded vision of complex current issues and act accordingly. An example of a topical issue is the superdiversity of backgrounds and associated multilingualism of students, in relation to school policies that are usually explicitly monolingual (Van Avermaet, 2015)<sup>15</sup>. Students analyse this issue and substantiate their views from different scientific insights from research on multilingualism and inclusiveness. The EMPO graduates can then translate this vision, in consultation with the school team, into a vision that is meaningful for practice. In other words, they can translate their scientifically grounded vision to the context of the school and their own actions.

Thirdly, EMPO graduates can carry out scientific practice-oriented research, report on this in a clear manner, and think through and communicate the implications. In the research strand, they learn about design-oriented research, case study research, and quantitative methods for analysing school data. Applying these methods of 'teacher research' in answering relevant research questions contributes to improving the quality of education in the classroom, and at the school.

### 1.4 Alignment with the professional field

Alignment with the professional field has taken place in a variety of ways. Prior to the present Assessment New Education Programme file, and the CDHO macro-objective study, numerous meetings took place with administrators, school leaders, and teachers from the large educational boards in Rotterdam. It emerged that there is a strong need for pedagogically strong teachers who are specifically trained for the urban context.

From this starting point, the basis for the four roles we distinguish was laid during an important meeting with the Rotterdam school umbrella organisations in the spring of 2020. In this meeting, the positioning of the Master-

<sup>15</sup> Van Avermaet, P. (2015). Waarom zijn we bang voor meertaligheid. *Levende Talen Magazine*, 7, 6-11.

trained academic teacher and the (desired) consequences for the traditional job structure of a primary school were also discussed. The round-table discussion showed the willingness of the large boards to contribute to the good positioning of these new teachers.

In the spring of 2020, it was also decided, in various discussions with the municipality of Rotterdam and the three Rotterdam teacher training colleges (“Pabo’s”), to opt for a Master's degree of 120 EC, instead of a bachelor's degree of 180 EC.

A work field committee has been set up in which the most important parties have a seat in order to continue the good coordination with the Rotterdam professional field. In addition to the school boards, the professional association of academic teachers in PO (the BAB) and Broedplaats010 will also sit on this committee.

## 2. Standard 2: Learning environment

*The programme, the educational environment, and the quality of the teaching staff make it possible for incoming students to achieve the intended learning outcomes.*

### 2.1 Four guiding principles

The EMPO is a two-year full-time study programme at Master's level. The intended learning outcomes, that is the four professional roles and corresponding indicators, have been translated into the programme, whereby a number of design and didactic principles apply.

**The first principle** is the complexity of teaching in the superdiverse urban context. This complexity has been dealt with, on the one hand, by defining four major educational issues and by designing the curriculum around these issues. On the other hand, by integrating the four basic components in the curriculum: content, practice, research and pedagogical action.

**The second principle** is that the teacher is, first and foremost, a pedagogue. This starting point is translated into a deliberate sequence of components in the programme. The programme starts with pedagogical content and with developing a personal pedagogical purpose. Therefore, before learning to teach, students immerse themselves in the environments of children in the specific urban context. They investigate how to build a pedagogical relationship. Only then do they study the content related to general didactics and the domains of primary education. Because pedagogy is a science of action, this principle also means that the actions of the teacher in the complex practice and the judgements that this requires, have primacy. Students therefore learn during a substantial part of the study programme in practice with pupils and colleagues. It also means that room is made for frequent reflection on these actions on the basis of relevant scientific theories and state-of-the-art research.

**The third principle** relates to the development of the person as a teacher. Teachers include their personalities in their professional role, and we create space in the study programme to reflect on this. This means that we have an eye for the frame of reference and the professional identity that students have developed in their earlier education and work experiences. In the programme, this is translated into a 'pedagogical action' strand that runs through the entire curriculum and continues after graduation in the form of coaching.

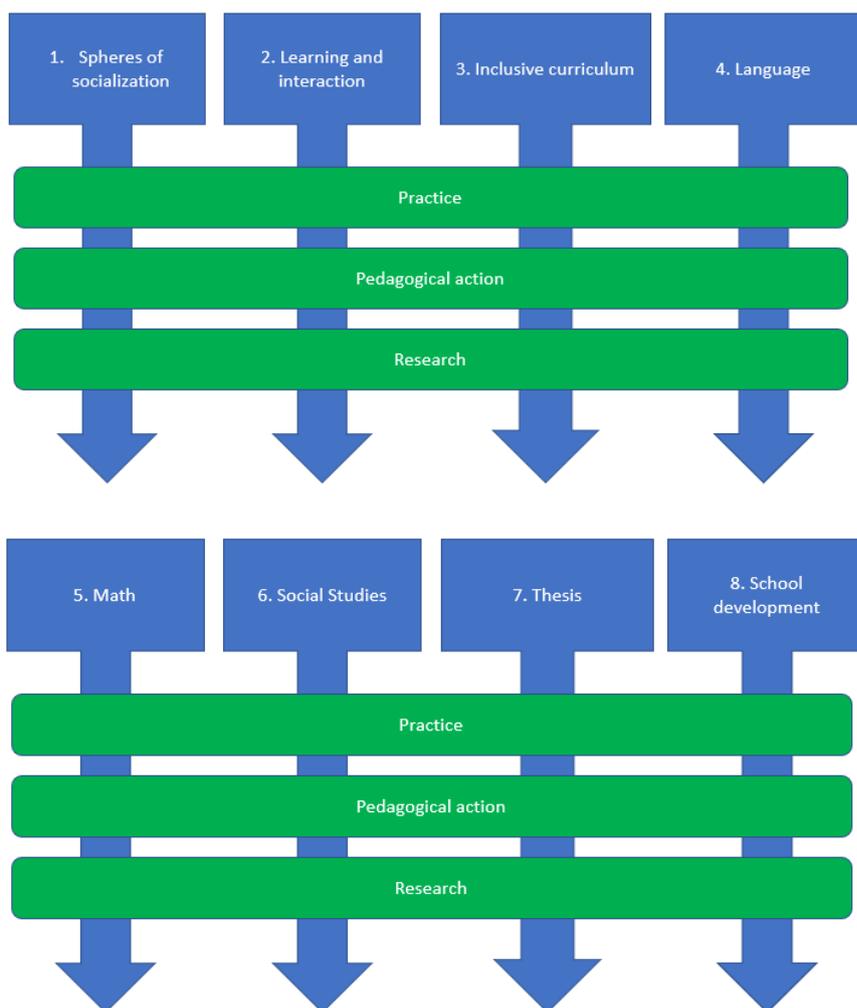
**The fourth principle** is congruent training. What is special about teacher training is that the educators teach about teaching. Exemplary behaviour is therefore of great importance: 'Teaching teachers: How I teach IS the message' (Russell, 1997)<sup>16</sup>. Congruent teacher education means that the professional image we have in mind and the corresponding pedagogical and didactic approach that we want to promote in future teachers is consistent with the pedagogical and didactic approach adopted by teacher educators.

### 2.2 The Programme

The EMPO programme is divided into four periods per year. Each period covers one module that consists of a content part, a practical part, a research part and a pedagogical action part. The pedagogical action part will include a series of master classes on relevant topics. These parts are conceptually distinguishable but are offered integrated. This means that the practice part, the research part, and the pedagogical action part relate to the specific content dealt with in the module. Learning in practice covers 40% of the programme. The programme works with programmatic assessment: each period assesses the components in a different way, and the assessments together form the student's portfolio (see also standard 3). The figure below shows the basic structure of the programme.

---

<sup>16</sup> Russell (1997). Teaching teachers: How I teach IS the message. In: Loughran, J.J. & Russell, T. L. (Eds.). *Teaching about teaching. Purpose, passion and pedagogy in teacher education* (pp. 32-47). London: Routledge Falmer.



We first describe the content of the modules, and then the practice, research and pedagogical action strands<sup>17</sup>.

### *Content*

The four major educational issues and three core domains of primary education (Language, Mathematics and Social Studies) are addressed in different modules and in a series of master classes. From the educational principle of complexity, we design linkages where relevant. The modules on educational issues refer as much as possible to the domains, and within the framework of these three domains, the major educational issues recur where relevant.

**The four major issues.** The first major issue concerns the connection between the various spheres of socialization: how do children grow up in the different spheres of the family, the school, and the neighbourhood? What does it mean that children make transitions between their spheres environments that sometimes fit well, but sometimes do not? The second major educational issue zooms in on processes that concern the individual pupil: how do children learn and develop in an urban context characterised by diversity and inequality? The third major issue concerns the purpose of education: what do we educate pupils for? Here, we also ask the follow-up question: how do we do that? The fourth major issue concerns the quality of education: what is quality of education and how do you improve the quality of education?

The four issues are dealt with in four different modules, namely the first, second, third and eighth. The reason for this structure stems from the second principle: the pedagogy is central. We start with an integral focus on the child and the pedagogical relationship, followed by didactics and content domains in which students become

<sup>17</sup> Appendix 1 contains the descriptions of all programme components (in the Dutch version).

responsible for teaching a whole class. At the end of the programme, we support students in broadening their view and looking at the school and education as a whole. We aim to train academic teachers who can teach well and contribute to the quality of education in a broader sense.

Module 1 deals with the first major issue concerning the diverse spheres of children. The pedagogical and sociological mechanisms that are important in these spheres are interwoven with the growing inequality of opportunity in the urban environment. Students reflect on what it means for pupils that access to educationally important capital resources such as the school language and social codes are not equally distributed in society.

Module 2 deals with the second major educational issue and looks at the (social) psychological development of children. Psychological and pedagogical theories that have meaning on a micro level are discussed, such as learning and development theories, motivation, theories on interaction and group dynamics, stereotypes, and implicit bias.

The third major issue on the purpose of education will be addressed in the pedagogical action strand. In the master classes in this strand, we invite experts in the field who will discuss the purpose of education and the underlying views on learning and development, and the consequences for the design of educational systems. The small reflection groups in the pedagogical action strand will provide further depth and initiate reflection on one's own position in the 'purpose' question. Module 3 starts from the 'purpose' question and continues to the 'how' question. In this module, students learn about different meanings of the concept of curriculum and inclusive educational models and didactics and instruction. In the practice and pedagogical action strand, they apply content in Module 3 to design and provide educational activities and to supervise group dynamics.

Finally, Module 8 addresses the fourth major issue on school development: what is quality of education and how do you improve education? In this module, students learn the scientific insights on school development and educational innovation and theories of change. They will also participate in an innovation project in the practice strand.

**The domains.** The EMPO programme covers three core domains of primary education: Language, Mathematics, and Social Studies in three modules. In the three 'domain' modules, students learn the subject contents and subject didactics, and they learn to understand the core objectives and reference levels in these domains, as laid down in Dutch law<sup>18</sup>. Additionally, students develop design skills in the field of language and mathematics. In the Social Studies module students learn to design in an integrated way. They do this in a team context, and they also learn, at a meta-level, to organise the process required to unlock other domains and translate it into designing lessons and lesson series.

Module 4 deals with the central role of Language and Literacy in the primary school curriculum. Reading and writing are complex processes that involve multiple skills. In this module, students gain insight into those processes and skills and how they develop during the different phases of primary education. In particular, the module looks at the influence of linguistic and cultural variation between pupils on reading and writing development in an urban context.

Module 5 on Mathematics and Numeracy in an Urban Context is structured around the central stages of mathematical development. Students will gain an overview and insight into the various learning and instructional theories related to children's mathematical development and will be able to use these to assess existing teaching materials and to design new teaching and learning activities themselves. This module also focuses on the role of linguistic and cultural variation: what does it mean for mathematical learning when a pupil speaks a language other than Dutch at home?

Module 6 on People & the World focuses on the relationships between people and the world, including the content of various subjects and topics such as geography, history, world studies, health and sustainability. In the module, students learn to make an integrated design.

The other two core domains (Artistic Orientation and Physical Education) are dealt with in two specific master classes. In these master classes, an expert is invited to share content and point out the most important sources and developments to students. In addition, the (integrated) design skills acquired in the three modules are practised to promote learning the meta-level skills.

The extensive attention paid to the core domains of Language, Mathematics, and Social Studies, and the focus on the meta-level in the domains of artistic orientation and physical education, ensures that the EMPO produces

---

<sup>18</sup> <https://zoek.officielebekendmakingen.nl/stb-2017-148.html>

proficient teachers who can also master new future domains in collaboration with colleagues, both in terms of subject content and subject didactics.

### *Practice strand*

The structure of the practice strand originates from our professional image and the training principles, it is therefore synchronous with the structure of the content.

In addition to the four guiding principles, the practice strand is based on the principle of increasing complexity and responsibility, which means that we take the students into practice step by step. In this way, we can guide the so-called 'reality shock' in the best possible way (Voss & Kunter, 2019)<sup>19</sup>. Moreover, the relevant design rules from the review study by Nieuwenhuis et al. (2017)<sup>20</sup> were applied to the design of the practice strand. In particular, the design rules on co-creatorship between school and training, understanding of different frames<sup>21</sup>, supported participation, switching learning workplaces, and integration of the learned in practice, have been applied in the design of the practice strand.

In concrete terms, this means that in module 1, the student immerses himself in the world of children and the spheres in which they grow up. At that moment, the student is not yet linked to a class or school. In module 2, the student zooms in on the development and learning of individual children in the group. The practice learning is now linked to one school, but not yet to one class. In module 3, the student starts teaching a group of pupils. In this period, the focus is on the student's actions. In module 4, the focus is also on teaching the group and the view is broadened by paying attention not only to the student's own actions, but also to the learning and development process of the pupils. In year 2, the emphasis during the first half year is on being responsible for the class as a whole (or for a group of students). In module 7, the student completes this part of the practice learning. Here, a study trip is planned, which gives students the space to look at their own classroom and school context from a broader perspective. During the final period, this perspective is further developed by having students participate in an educational innovation project.

During the entire programme, students learn in practice two days a week. We deliberately do not use the term internship but learning in practice instead. The reason is that students do more than just the 'classic' internship. Aside from learning to teach, they also carry out research in which they design and try out lessons in collaboration with colleagues, and they are involved in innovations at the school.

During the training, they get to know at least two different schools in order to learn to think critically about different educational visions and models. As much as possible, they are placed in small groups at practice schools so that they can learn from each other within the school.

During practical learning, students are supervised in a team consisting of a mentor, a school educator, and an institute educator. This team takes the form of a learning community in which all those involved are learners. The institute trainer learns about practice, the mentor and the school trainer gain new insights into theory, the student learns from all role models.

### *Research strand*

The aim of the research strand is to invite students to learn about research that aims to improve teaching practice in the classroom and at the school. In this strand, students therefore learn about academic methods relevant to teacher research, such as narrative research, biographical research, action research, case study research, phenomenological research, design-oriented research, and lesson study (see also Admiraal et al, 2014)<sup>22</sup>. They learn the various steps in the cycle of practice-based academic research: critically questioning theory, practice, and themselves, translating this critical reflection into teaching practice, and designing, trying out, and researching lessons in a collegial context.

In this strand, too, a connection is always made with the content, practice and pedagogical action within the module concerned. For example, in the sixth module, *Man & the World*, an integrated lesson or series of lessons is designed and researched with the aid of design-oriented research.

---

<sup>19</sup> Voss T, & Kunter M. (2019). "Reality Shock" of Beginning Teachers? Changes in Teacher Candidates' Emotional Exhaustion and Constructivist-Oriented Beliefs. *Journal of Teacher Education*. 2020;71(3):292-306.

<sup>20</sup> Nieuwenhuis, L., Hoeve, A., Nijman, D.J., & van Vlokhoven, H. (2017). Pedagogisch-didactische vormgeving van werkplekieren in het initieel beroepsonderwijs: een internationale reviewstudie. Hogeschool Arnhem en Nijmegen. NRO reviewstudie.

<sup>21</sup> See also the strands of pedagogical action and research

<sup>22</sup> Admiraal, W., Smit, B., & Zwart, R. (2014). Models and design principles for teacher research. *IB Journal of Teaching Practice*, 2(1), 1 – 7.

The research strand is concluded with a Master's thesis (see Standard 3).

### *Pedagogical action strand*

Finally, a personal development strand in relation to the pedagogical purpose runs through the curriculum. In this strand, building up practical knowledge and giving meaning to practical experiences is central. By practical knowledge of teachers, we mean the body of knowledge, perspectives, and intuitions that teachers apply in their work (Van Veen & Janssen, 2016)<sup>23</sup>. The pedagogical action strand gives meaning to that experience on the basis of which pedagogical action can be improved (Verloop, van Driel & Meijer, 2001)<sup>24</sup>. The development that the students go through during their study must become visible in their pedagogical action, so in the interaction with pupils, the group, the parents, and the broader environment of the pupils.

This strand has a structure in which the students at first do the pedagogical reflection on their practical knowledge and experiences under supervision of the teacher. Further on in the programme, they will take more responsibility and leadership in this. This way they learn to determine what pedagogical reflection is needed, they learn to use appropriate instruments and concepts, and they also learn to take the lead in collegial professional discussions (for example, guiding an intervision session). Per period the focus is on certain concepts, appropriate to the content of the knowledge modules.

## 2.3 Students

The EMPO's target group includes university bachelor alumni of the social and behavioural science disciplines who want to become primary school teachers and pursue a university master's degree. For this group there is as of yet no suitable Master's programme that also leads to a teaching qualification in primary education. In view of their prior knowledge, social and behavioural science bachelors can be directly admitted to the EMPO. The same applies to students who have completed the EUR pre-Master in Pedagogical Sciences.

The various social and behavioural sciences bachelors and their prior knowledge will, to a greater or lesser extent, align with the EMPO programme. For example, sociology bachelors will have more prior knowledge in module 1 and educational psychology bachelors will have more prior knowledge in module 2. For each module, we make an explanatory note in which the required prior knowledge and corresponding sources are described. Students assess their own prior knowledge at the start of the module and, if necessary, make extra preparations.

The programme is designed as a connection to these bachelor programmes. However, the intake survey conducted for the macro-efficiency test also showed interest from other EUR bachelor's students (e.g. history and economics). By offering an Educational Minor, interested students from these other disciplines can also enrol. We intend to offer an Educational Minor as of the academic year 2023-2024.

### *Numbers of students and staff appointments*

Based on the intake study carried out within the framework of the CDHO application, we expect an intake of approximately 65 students after four years. The education budget is based on a student intake of 15 students in 2022, 40 in 2023 and 65 in 2024. The budget assumes a graduation rate of 80%.

The calculation of the teaching staff is based on the ESSB teaching staff distribution system in combination with the system used in the NIVOZ Pedagogical Tact programmes. The available staff for the 65-student programme is 0.5 fte Professor, 0.9 fte associate professor, 1.3 fte assistant professor and 3.0 fte academic teachers. Based on our guiding principles, the working groups and meetings will not contain more than 15 students, and the groups in the pedagogical action strand will not be larger than five students.

### *Student guidance*

An important part of the guidance of students takes place in the pedagogical strand. However, if a student needs additional guidance or advice during the study, there is a student advisor.

The ESSB student advisors offer group and individual advice on possible study paths within and outside the programme, partly with an eye on professional opportunities after the Master's degree. Students can also ask them for advice on study skills and study planning and they offer guidance or a referral in case of difficulties

---

<sup>23</sup> Veen, K. van & Janssen, F. (2016) *Praktijkkennis van leraren*. In *Weten wat werkt. Onderwijsonderzoek vertaald voor lerarenopleiders*. (Beijaard, D. Red). Ten Brink Uitgevers.

<sup>24</sup> Verloop, N., Driel, J. & Meijer, P.C. (2001). Teacher knowledge and the knowledge base of teaching. *Journal of Educational Research*, 35, 441-461

during the study. An ESSB student advisor will be appointed who will specifically look into the context of EMPO students.

For other issues that students encounter, there is EUR-student counselling. If there are legal and/or financial problems, there are student counsellors. For those studying with a disability, there are also specific 'SMF' student counsellors. For mental problems, stress and procrastination, there are university psychologists. Career advisors can also help students make choices within their study programme and help them prepare for their future. If a student encounters undesirable behaviour or circumstances, confidential advisors are available.

Students are informed via MyEUR, the university's intranet, about all these forms of student counselling, as well as about activities and workshops that are organised in this context. Think, for example, of training courses for exam anxiety or social anxiety.

## 2.4 Staff

The EMPO staff consists of a balanced combination of expertise that can guarantee both the NLQF 7 level and the competence requirements for primary education.

The professors and university lecturers involved are primarily responsible for the scientific content and quality, and thus the NLQF7 level. They have built up a strong scientific reputation, carry out excellent research in their field, and are experienced in teaching and supervising theses at Master's level. Without exception, the student evaluations of the education provided by the staff members concerned was positive. Almost all professors, associate and assistant professors have obtained their basic teaching qualification (BKO), and a number of them have also obtained their specialist teaching qualification (SKO), as well as the senior qualification examination (SKE). This is in accordance with the EUR's staff policy.

Additionally, the staff consists of a number of lecturers with expertise in the training and professionalisation of (academic) teachers for the practice of urban primary education. Some of these staff have obtained a teaching qualification in primary education and a VELON registration as a teacher trainer<sup>25</sup>.

Schools and the EMPO need each other to provide a quality learning environment and they jointly contribute to the training of high-quality teachers. For this reason, we have set up a Partnership in Collaborative Training, following the national policy in which we lay down our joint responsibility for good education<sup>26,27</sup>. It is also important to note that the programme, by means of a third flow of funds, provides for a continuation of the supervision after graduation. This guidance is considered crucial to retain teachers in the urban context.

We explicitly strive for a diverse population of teachers and students. The Diversity & Inclusion Office of the EUR advises in the recruitment of staff and the recruitment of students, as well as in the design and training of staff in the area of diversity and inclusive education.

Besides professionalisation in the field of diversity, we apply the EUR's professionalisation policy in the field of education. This means that all lecturers obtain a BKO, all associate professors a SKO (and preferably a SKE) and the educational management obtains a course in educational leadership. Specifically, for this programme, we provide a professionalisation programme for the entire staff in the field of programmatic assessment (see standard 3). We also strive to ensure that the majority of the staff who supervise the students in practice will obtain a VELON registration as teacher educators.

---

<sup>25</sup> Appendix 3 contains all the CVs of the EMPO staff involved. (In the Dutch version)

<sup>26</sup> <https://www.platformsamenoopleiden.nl/>

<https://www.poraad.nl/themas/professionaliseren/steunpunt-opleidingsscholen>

<sup>27</sup> In the description of the practice strand in Appendix 2 in the Dutch version, the content of this partnership is further explained.

### 3. Standard 3 Assessment

*The programme has an adequate system of assessment. The assessment is valid, reliable, and sufficiently independent. The requirements are clear to the students. The quality of the tests and examinations is sufficiently guaranteed and meets the legal requirements for soundness. The assessments support the student's own learning process.*

#### 3.1 Vision on assessment

The assessment programme aims to reflect the character of the EMPO. This means that we strive to stimulate and guide students in their development as professional practitioners by means of the way we assess. During the EMPO, students will therefore work on a portfolio, which will contain various and varied data points. Data points are "consciously chosen meaningful activities that can give direction to the learning process and provide insight into the development of the student" (p.160, Baartman et al., 2020)<sup>28</sup>. Guiding the learning process means encouraging the intended learning behaviour and giving meaningful feedback. The feedback is meaningful because it is not given in the form of a grade, but in terms of content and focuses on progress on the roles and indicators as described in the intended learning outcomes. The roles and indicators are based on the knowledge and skills that academic teachers need in authentic professional practice.

At the end of each of the two academic years, a committee of examiners makes intersubjective decisions about the granting of credits to students. These are based on the combination of all data points of that academic year. During the academic year, students receive continuous feedback on the various data points in their portfolio, both in writing and in conversations with their EMPO mentor. In this way, they have a clear picture of their progress on the roles and indicators and the decision at the end of the year will not be a surprise.

In order to ensure equity in decision-making, some data points will be the same for all students (see Mandatory data points in 3.2 Assessment programme). Students will also contribute their own data points that they consider meaningful within their context (see 3.2 Assessment programme). Students are encouraged to show leadership in this and to critically determine for themselves what is appropriate evidence for their progress on the indicators. At any time, students can upload data points to the portfolio. By using a large number of varied, authentic, low-stakes data points, we aim to create a safe learning environment with optimal scope for development, in which reliable and valid decisions are made. This aligns with our guiding principle of congruent training, and students learn about recent scientific insights in the field of (programmatic) assessment through their own assessment programme.

#### 3.2 Assessment programme

**Intended learning outcomes.** The portfolio is built around the intended learning outcomes and aimed at proving the progress in these. The intended learning outcomes, i.e. the four professional roles and the related indicators, are explained and discussed with students at the start of the programme so that they are crystal clear. Additionally, they are given a detailed explanation of the assessment policy and how it differs from what they are probably used to<sup>29</sup>.

**Mandatory data points: integration.** For each module, at least one data point is included in the portfolio that focuses on the integration of the three strands within the context of the module theme. Students will therefore report in writing and/or orally in an integrated way on the relationship between the content, their research, the practice, and their pedagogical action. The assessment is created according to the four-eyes principle, by the examiner (in principle, this is also the module coordinator) and at least one other EMPO lecturer who contributes to the development and provides feedback on the questions and answer models. Feedback from students is also collected. A variety of assessment formats will be used to ensure variation in data points. After completing the assessment, students will receive feedback from the teacher on the relevant indicators according to concrete criteria, but not a grade.

**Mandatory data points: practice learning.** Students also collect data points in practice as evidence of their development. These data points give the students tools to steer their own learning process during practical learning. Per module period of 10 weeks, students reflect on their development, and in consultation with the

---

<sup>28</sup> Baartman, L., Van Schilt-Mol, T., & Van der Vleuten, C. (2020). Programmatisch toetsen: voorbeelden en ervaringen uit de praktijk. Boom uitgeverij: Amsterdam.

<sup>29</sup> Appendix 3 describes in a matrix how the curriculum components contribute to the intended learning outcomes and shows that all indicators are addressed during the study programme. (in the Dutch version)

mentor and school educator, learning goals are set for the next period. At the end of the module, there is a feedback discussion between the student, mentor, school educator and institute educator in which the student's development is discussed. The report that the student makes of the feedback and these conversations will be included in the portfolio. Feedback is given by means of standard forms. In order to stimulate the integral development of the professional, reflection on, and substantiation of theory, is always linked to practice learning.

**Self-chosen data points.** The portfolio is supplemented with differentiated information: data points chosen by the students themselves, with which they prove that they are on the right track to achieving the intended learning outcomes. This can be, for example, an argument about the content of a module, self-reflections on pedagogical action, reflection on mistakes made, feedback from fellow-students or mentor, lesson preparations, student work, video recordings of their own actions, and so on. Feedback on these data points is given by the teachers, mentor, and/or fellow students. Students are coached in choosing the right (number of) data points.

**Feedback.** Students do not receive grades but feedback on the varied data points in their portfolio, so they always have a clear picture of their progress on the intended learning outcomes. All feedback by teachers is structured according to the intended learning outcomes and explicitly subjective: subjectivity ensures varied feedback and is therefore valuable. This feedback will also focus on the learning process, and not just on the learning outcomes. This means that the portfolio will explicitly contain students' mistakes: mistakes are part of learning, and offer wonderful opportunities for self-reflection. In this way, the EMPO aims to create a safe learning climate through the assessment programme, in which mistakes are clearly allowed. In the area of feedback, leadership is required from the students: students determine, if possible, on which aspects they want feedback, lead the feedback discussions, and report on the feedback themselves in their portfolio. Moreover, students regularly give each other feedback, in order to promote collegial learning. This peer feedback is also part of the portfolio, partly making the portfolios a joint project.

**Remediation.** Within the EMPO, there is no resit for each individual data point, but at the end of each academic year, there is an opportunity to remediate one or more components of that year. The remediation assignments are determined by the examiners of the programme on the basis of the knowledge or skills for which not enough data points of sufficient quality are available yet.

**Assessment system.** Information about the learning objectives and assessments for each module can be found in the module manual on Canvas. The manual also describes the timeframe for feedback and where and when the review will take place. Students' attention is drawn to further information in the ESSB (pre-)master Education and Examination Regulations (OER), as stipulated in the Higher Education Act. The EMPO will be included in the ESSB OER, with separate sections on (the assessment within) the EMPO where necessary<sup>30</sup>. The data points in the portfolio are scanned for plagiarism using the system used for this purpose by EUR/ESSB. Sanctions concerning plagiarism are determined by the board of examiners, based on its role in safeguarding assessment (see section 3.3 for this topic).

### 3.3 Graduation

Students can graduate if they are competent in the four professional roles and the corresponding indicators. This is assessed by means of the data points in their portfolio. After completion of the last module, the last activities in practice, and the Master's thesis, a committee of teachers/examiners decides whether the student is sufficiently competent to start as an academic teacher. This decision is made on whether the student has achieved the intended learning outcomes. For the student, these outcomes are clear in advance and the portfolio is explicitly meant to show that these have been met.

**Learning in practice.** For graduation, the student is required to demonstrate initial competence in practice in the four professional roles and the corresponding indicators.

**Thesis.** In addition to the student's own supervisor, independent feedback is given on both the research proposal and the Master's thesis by a second reader. This is done using the specific criteria on the assessment form. This form is based on the assessment form used in the Master of Educational Sciences, supplemented with criteria specific to academic practical research. In addition to content-related feedback, the thesis is also given a rating that students can use for applications and/or thesis awards, for example. The student will reflect on the similarities and differences between the feedback to complete the thesis process.

---

<sup>30</sup> The draft OER is included in Appendix 7, in a separate document.

### 3.4 Quality control and assurance of assessment

The reliability, validity and independence of the assessment is guaranteed by the number of data points and the four-eyes principle: each decision on credits involves at least two examiners, who form an opinion independently and then check whether this opinion corresponds. In case of doubt or lack of agreement, the assessor's expertise is increased by increasing the number of 'eyes'. For each year of the curriculum (Master 1, Master 2) of 60 credits, it is decided whether these are awarded to students, or what remediation may be required to award the credits. This remediation also applies to students who, due to personal circumstances, did not have the opportunity to collect sufficient data in their portfolio.

On the one hand, the assessment policy is derived from the principles of programmatic assessment and scientific insights on the relationship between assessment and motivation. On the other hand, the assessment policy fits within the EUR/ESSB policy on testing. EMPO staff is familiar with this and has endorsed the assessment policy. Additionally, the staff is being professionalised in the field of the reliability and validity of the EMPO assessment policy; alignment between assessment and learning objectives; the underlying scientific insights on the relationship between assessment, motivation, and performance; giving and receiving feedback (through training courses jointly followed by lecturers and students); calibration sessions around giving substantive feedback on data points in the portfolio; calibration sessions around thesis and practice assessment; calibration sessions for the examiners who decide on the granting of credits at the end of the year.

Complaints, objections, and appeals are handled according to the procedures of the ESSB Examination Board. Additionally, there are ESSB student advisors, student psychologists, confidants, and an ombudsperson available for students with personal circumstances or complaints (see also standard 2- Students).

The internal quality assurance is guaranteed by the already existing Examination Board of the ESSB. This board supervises the quality of the assessment policy, the assessment programme, the practical assessment, and the separate assessments and theses at the required academic (final) level. Assessments, internships and theses, as well as the accompanying assessment forms and procedures, are randomly evaluated. Additionally, the Examination Board decides on the appointment of examiners, and on fraud policy and handling. The Examination Board consists of a chair, vice-chair, four members representing each of the four ESSB disciplines of pedagogical sciences, psychology, public administration and sociology, an assessment expert, and an external member. On the Examination Board, there will also be one delegate from the EMPO.

As the portfolio is a longitudinal form of assessment, one or more EMPO examiners will guarantee the continuity of feedback within the portfolios and form a link between the coordinators of the individual modules.