

Teaching Qualification Assessment Manual

based on

Revised Competence Requirements

full-time and part-time 2023-2024

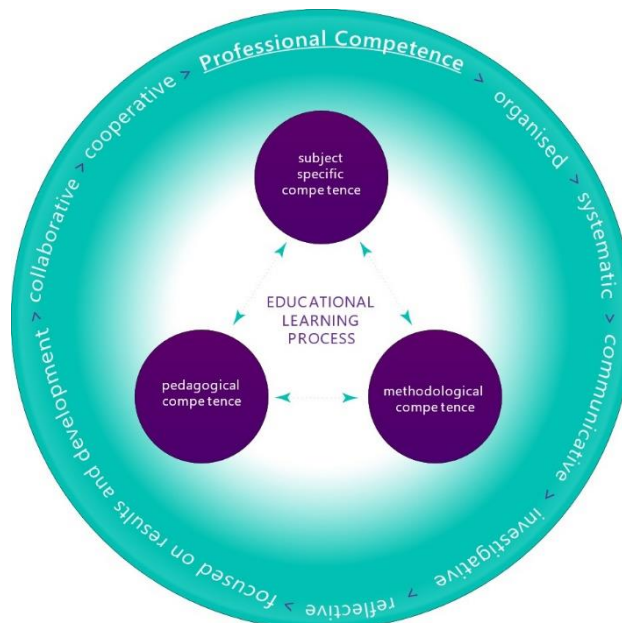
ATTENTION! This manual is intended for students completing their **Bachelor Teaching Qualification Assessment** according to the **Revised Competence Requirements** (linked to the Learning Outcomes). Students completing the assessment this way have the following codes in their exam programme:

OARIN-H3TQASS-22

OARIN2-HTQASS-22 (second degree)

OARIN3-HTQASS-22 (double degree)

Students completing the assessment based on the (old) **SBL Teaching Competencies** should use the *Teaching Qualification Assessment Manual based on SBL Teaching Competencies 2023-2024*.



Revised competence requirements (Onderwijscoöperatie, 2017 [translation])



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1 Introduction

By the end of your studies, you will be ready to start teaching independently: you are a teacher. Of course, you will continue to learn a lot in during your career as a teacher, but at least you are qualified to start. You will demonstrate this during the Teaching Qualification Assessment.

A condition for taking part in the assessment is that you have completed all the compulsory components in your exam programme apart from the assessment and the national knowledge test. This means that on the overview of the examination programme, only the credits of the assessment and the national knowledge test, if any, are missing. So, you must have obtained at least 235 ECs¹. In addition, your portfolio must be considered sufficiently complete by your PD tutor to be allowed to participate in the assessment. To this end, your PD tutor uploads the status form² in OnStage after you have submitted the final version of your portfolio (with all accompanying evidence and film fragments).

During the assessment, you show that you are an all-round teacher, that you can design and implement education, then evaluate and adjust. You can substantiate your actions, including links to relevant theory. You also show that you operate adequately in your contact with learners and can cooperate productively with colleagues and the school context. You show an inquisitive and critical attitude, innovative capacity, ability to adapt and creativity³. In the assessment, you can show what you can do and what you have learned during the study programme and what you are good at.

Do not forget to register for the assessment in Osiris and via OnStage. Pay close attention to the deadlines! See: <https://husite.nl/teacher-education/teacher-qualification-assessment/>

We wish you good luck!

Note: For the Leraar Opleiding, a separate manual in Dutch is available.

¹ Appendix 1: Entry requirements for the Teaching Qualification Assessment

² Appendix 3b: Status Form Teaching Qualification Assessment

³ Appendix 2: Revised Competence Requirements for the GSE/VE teacher

2 What does the assessment look like?

There are four phases:

1. composing your portfolio
2. registration and submission of your material
3. the assessment itself
4. completion

2.1 Composing your portfolio

For the assessment, you put together an assessment portfolio in which you demonstrate that you meet the competence requirements for teachers. Present your portfolio in the most structured way possible, with clear references and numbering of chapters, paragraphs, evidence and film fragments. Include a reading guide if necessary.

The entire portfolio (including supporting documents and video compilation) should be able to be read/watched in no more than 90 minutes. We assume that the spoken and written language in all parts of the assessment (portfolio, presentation and criterion-oriented interview) is correct. This should meet level C2 of the Common European Framework of Reference for language: coherence, formality, alignment with the goal, sentence structure, etc⁴.

The portfolio that you hand in must consist of:

either

1. **one** main document (file format: .pdf / .doc / .docx)
2. **one** archive file of max. 2000 MB containing all supporting documents (file format: .zip) **Note: Do not use file extensions .rar and .7z.**
3. **one** video file of max. 2000 MB containing a montage of your film fragments. This video file must be viewable directly on all standard players (file format: .mp4 / .avi / .wmv / .mov / .mpg).

or

only **one** main document (no. 1. from the list above) of max. 2000 MB with internal links to supporting documents and film clips in the same document

or

as the main document (no. 1. from the list above) a Word document containing a link to a **digital** portfolio, which is directly accessible through the link with all standard browsers (so without password or similar)⁵

Your Professional Development tutor will do a final check on the scope, completeness and language level and then fill in the status form. Only if the status form has also been

⁴ <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

⁵ Test this and use a computer other than your own!

submitted before the deadline will you be allowed to take part in the assessment (see also section 2.2).

2.1.1 Checklist / content portfolio Teacher Qualification Assessment 2023-2024

This checklist is not meant to be a standard table of contents for your portfolio. You can use it to check if your portfolio is complete. During Professional Development you will be helped to design and compile your portfolio.

Personal data:

- Personal information:
 - name, student number, mobile number, subject, type of assessment, Osiris code assessment⁶
 - name of your Professional Development tutor
 - name of your (last internship) school
- Proof of admissibility: a copy of your study progress report (including the Propedeuse and Main Phase) from Osiris which shows that you have completed all compulsory components of the degree (with the exception of the assessment and the LKT & language proficiency test), i.e. you have obtained at least 235 ECs.
- Filled in and signed Statement of Authenticity⁷
- CV which specifies at least your work and education experience

General section (+/- 5 pages – excluding supporting documents)

- Present your views on education and your subject area; your personal experiences are important here.
- Substantiation of and reflection on the choices you made during your degree programme.
- Retrospective: reflect on (the main themes of) your own development and your last internship period (PD 4B). Include:
 - Your completed and signed Internship Evaluation form from your PD4B internship
 - Lesson observation (OTA, *previously HU-DOT*) and development oriented feedback from your last internship (PD 4B) with your personal reflection on this.
 - Look ahead: in what ways would you like to develop further in the future and how do you plan to do so?

Me as a subject expert: (+/- 4 pages – excluding supporting documents)

- Describe how you have developed your **subject expertise** and how this relates to the competence requirements⁸
 - What *knowledge and skills* have you gained?
 - How have you applied and/or will you continue to apply these?
 - What has this brought you (e.g. expansion of your repertoire, awareness of your skills, sharpening of your vision, etc.)?
- Demonstrate your subject expertise by analysing at least **three relevant examples** (for example, using the STARR method):
 - describe your actions in specific situations
 - justify your actions by linking to your own experience, the experience of others and theory

⁶ Appendix 1: Entry requirements

⁷ Appendix 3a: Statement of Authenticity, to be filled in by the student. Downloadable as a word file at <https://husite.nl/teacher-education/teacher-qualification-assessment/>

⁸ Appendix 2: The revised competence requirements for the GSE/VE teacher

- analyse the effect of your actions
 - present feedback and your reflection on this
- Evidence for the examples described⁹ .

Me as a methodology expert: (+/- 4 pages – excluding supporting documents)

- Describe how you have developed your **methodological expertise** and how this relates to the competence requirements
- What *knowledge and skills* you have gained?
 - How have you applied and/or will you continue to apply these?
 - What has this brought you (e.g. expansion of your repertoire, awareness of your skills, sharpening of your vision, etc.)?
- Demonstrate your methodological expertise by analysing at least **three relevant examples** (for example, using the STARR method):
- describe your actions in specific situations
 - justify your actions by linking to your own experience, the experience of others and theory
 - analyse the effect of your actions
 - present feedback and your reflection on this
- Evidence for the examples described.

Me as a pedagogue: (+/- 4 pages – excluding supporting documents)

- Describe how you have developed your **pedagogical expertise** and how this relates to the competence requirements
- What *knowledge and skills* you have gained?
 - How have you applied and/or will you continue to apply these?
 - What has this brought you (e.g. expansion of your repertoire, awareness of your skills, sharpening of your vision, etc.)?
- Demonstrate your **pedagogical expertise** by analysing at least **three relevant examples** (for example, using the STARR method):
- describe your actions in specific situations
 - justify your actions by linking to your own experience, the experience of others and theory
 - analyse the effect of your actions
 - present feedback and your reflection on this
- Evidence for the examples described.

Me as a professional (+/- 4 pages – excluding supporting documents)

- Describe how you have developed as a **professional** and how this relates to the competence requirements
- Analyse at least **three relevant examples** (e.g. using STARR) to demonstrate that you can use your subject, methodological and pedagogical expertise to carry out your work as a teacher and function efficiently and responsibly in the professional educational community that you form together with your colleagues:
- describe your actions in specific situations
 - justify your actions by linking to your own experience, the experience of others and theory

⁹ Appendix 4: Evidence

- analyse the effect of your actions
- present feedback and your reflection on this

Note: In at least one of the examples, you must show how you have worked on **research** and in at least one example, you must show that you have worked systematically on your own **development**. Both may be in the same example.

- Evidence for the examples described.

Video evidence (between 5-10 minutes in total)

- (A compilation of) video fragments from different educational situations where interaction between you and the students is evident.
 - Shows powerful film fragments that are clear, to the point and in which different facets of your teaching come to the fore. In any case, show recordings of different parts of lessons (e.g. the start of a lesson, instruction, educational conversation, activating work forms, supervision of individual or groups of students, conclusion of a lesson).
 - Explain what you can see in the video fragments and what skills you want to illustrate in each (you can do that, for example, by referring from your portfolio to matching video fragments, by adding a short description of the videos to your portfolio, or by adding (short) texts/voice overs to the video while editing).
 - Ensure good image and sound quality (check with a computer other than the one you are using yourself)

Please note:

If you are taking an assessment for two subjects at the same time (bi-certification / double degree), make sure that your portfolio pays sufficient attention to (the subject expertise and didactics of) both subjects.

2.2 Registration and handing in your material

In addition to registering in Osiris, it is also necessary to register for the assessment via OnStage. There are deadlines per assessment period for:

- registration in Osiris (this is possible all year round)
- registration via OnStage (necessary to be able to participate in the assessment in the period concerned)
- handing in your portfolio (including supporting documents and film fragments) and the status form completed and signed by your PD tutor¹⁰
- unsubscribing from the assessment via email to the assessment office if you are unable to participate in an assessment, so that it does not cost you a test opportunity

The exact procedure, instructions and deadlines for registration and submission can be found at <https://husite.nl/teacher-education/teacher-qualification-assessment/>

¹⁰ Appendix 3b: Status Form Teaching Qualification Assessment, to be completed by PD tutor. Downloadable as a word file from <https://husite.nl/teacher-education/teacher-qualification-assessment/>
Teaching Qualification Assessment Manual – Revised Competence Requirements 2023-2024

Note: Make sure you stay up to date. During the school year, there may be changes in procedures, instructions, assessment weeks and associated deadlines, etc. So please check <https://husite.nl/teacher-education/teacher-qualification-assessment/> each time for the most up-to-date information.

2.3 The assessment itself

During the assessment you will be assigned two assessors. Neither assessor may be your current Professional Development tutor, internship mentor or internship supervisor. Therefore, fill in the correct details when registering via OnStage. The assessors have followed an assessor training and participate in the annual professionalisation days. The assessment is a private matter, apart from the assessors no other people are allowed to attend¹¹.

Prior to the assessment, the assessors have read/viewed all the material you submitted and discussed what they are going to ask you about during the criterion-based interview. During the interview they will discuss the areas of competence about which no or not enough information has been obtained in the material you handed in beforehand, and they can go into more depth. The purpose of the criterion-based interview is to give you the opportunity to showcase your competences even better. It is a frequently used instrument in assessments.

The assessment is done online via MS Teams and takes half a day (morning, afternoon or evening). The programme is as follows:

allocated time	student activity	assessor activity
90 minutes (prior to assessment)	none	reading/viewing the submitted material
30 minutes (prior to assessment)	none	preparing criterion-based interview
15 minutes	making contact, testing equipment, getting to know each other	
45 minutes	criterion-based interview	
45 minutes	none	completing the assessment form
15 minutes	final assessment conversation	
within 1 working day after the assessment	Institute assessor puts the completed assessment form in OnStage	

The exact schedule and instructions for the assessment can be found at <https://husite.nl/teacher-education/teacher-qualification-assessment/>

¹¹ It may happen that, in the context of training or certification of assessors, it is asked whether a listener may be present or whether a recording may be made. This requires the prior written consent of both assessors and the student, but nobody is obliged to give this consent.

2.4 Completion

The final assessment (Sufficient / Not Yet Sufficient) will be communicated to you within one working day after the assessment and explained to you orally as well as in writing¹². You can read how the assessment is arrived at in appendix 5. In the final assessment conversation, you will have the opportunity to give your reaction to the results.

2.5 Credits and diploma

The credits for the Teaching Qualification Assessment will be awarded if you have completed the assessment positively. The internal assessor uploads the completed assessment form in OnStage and enters the assessment result in Osiris.

If you have obtained all the credits of your programme, the diploma application procedure starts, see [Diploma \(EN\) | HU Wegwijs](#).

2.6 Not yet sufficient?

If the assessors have deemed the assessment Not Yet Sufficient, take the following steps:

- Try to find out for yourself why the assessors have drawn the conclusion of Not Yet Sufficient. Remember, a Not Yet Sufficient is also possible if the assessors, in your portfolio and the criterion-based interview, have gained too little insight/information to be able to reach a positive assessment.
- Contact your Professional Development tutor. Try to make a plan together how to work on the advice you have been given.
- When you are ready for a resit, you can re-apply for the next assessment period. To do this, you must start a new assessment file in OnStage and your Professional Development tutor must also fill in and upload a new status form.
- You will have the opportunity to take the Teaching Qualification Assessment twice per academic year at the most (two assessment opportunities). If you have not submitted your portfolio on time or are not present during the assessment (without having signed out before the applicable deadline), this also counts as an assessment opportunity. An NA will then be entered in Osiris.

¹² Appendix 6: Final assessment form Start competent assessment

2.7 Complaints procedure

Above all, the Assessment Bureau tries to prevent complaints. The following measures are examples of this:

- We work exclusively with certified assessors who attend an annual professional development day in order to remain expert in the field of assessments.
- The assessment procedure is clearly described and clear instructions are available for the student/candidate.
- The assessment procedure is regularly evaluated and the results of these evaluations are used to improve the procedure.

Despite these measures, it is possible that you are dissatisfied with the course of the assessment. If you cannot resolve the matter in a discussion with the assessors (after the assessment), you can lodge a complaint and/or an appeal:

If you are unhappy with the way the assessment went, you can submit a complaint within two weeks using the HU's standard complaint form. The Student Information Point (STIP) will ensure that the form is sent to the right place. You will find the form on [Submitting a complaint | HU Wegwijs](#)

If you do not agree with the assessment you received for the assessment, you may lodge an appeal within six weeks with the HU Legal Protection Office. This is a request for a review (after the complaints procedure). More information about the complaints and appeals procedure can be found in the study guide for your programme.

2.8 Afterword

With this manual and the additional information on <https://husite.nl/teacher-education/teacher-qualification-assessment/> we hope to have provided a clear picture of the content and organisation of the Teaching Qualification Assessment module. If you have any questions, you can always contact your Professional Development tutor. Do not hesitate to ask. Better ten questions too many than one too few!

Good luck, and enjoy reflecting on all you have achieved while preparing for the assessment.

Appendix 1: Entry requirements for the Teaching Qualification Assessment – Revised Competence Requirements

Entry requirements for the Teaching Qualification Assessment:

- The 60 EC of the propaedeutic phase have been obtained
- A minimum of 175 credits have been obtained from the main phase (= all parts of the examination programme except for the LKT and language proficiency test)
- Apart from the Teaching Qualification Assessment module and, if applicable, the national knowledge and language proficiency tests, there are no results between brackets or under 'other' in the study progress overview in Osiris. Courses that you have taken outside the fixed examination programme may not be counted.

Portfolio requirements

- The portfolio is complete, see Checklist TQA Manual §2.1.1
- The portfolio (including all related images and evidence) can be read/viewed in 90 minutes
- The materials meet the format requirements for handing in, see §2.1 of the Teacher Qualification Assessment Manual:
 - 1 main document, 1 zip file with evidence and 1 video file
 - **OR** 1 main document with embedded links to evidence and video fragments
 - **OR** 1 word document with a link to a directly accessible digital portfolio
- The language used in the portfolio and evidence are at C2 level
- The video evidence is of reasonable image and sound quality

Note:

On the date that you register for the assessment via OnStage, you do not have to meet the above-mentioned entry requirements. However, you do have to meet them on the deadline for submitting your portfolio.

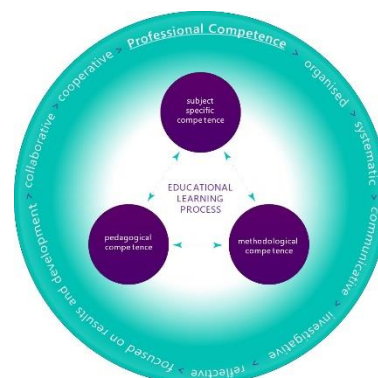
Make sure you register in Osiris for the Osiris code for the Teaching Qualification Assessment that is in your examination programme:

Course Name	EC	Osiris Code	Target Group
Teaching Qualification Assessment Bachelor	4	OARIN-H3TQASS-22	Teacher Education students completing the TQA Bachelor based on the revised competence requirements
Teaching Qualification Assessment Bachelor Second Degree	4	OARIN2-HTQASS-22	Teacher Education students being assessed for a <u>second</u> teaching qualification, after having previously been assessed for another teaching

			qualification at the Archimedes Institute
Teaching Qualification Assessment Bachelor Double Degree	4	OARIN3-HTQASS-22	Teacher Education students being assessed for teaching qualifications in two subjects simultaneously (<u>double degree</u> programme)

Appendix 2a: The revised competence requirements for the GSE/VE teacher

This supporting document accompanies the final teaching qualification assessment form. It contains a complete description of the competence requirements for general secondary school teachers and teachers of (preparatory) vocational training.¹³



COMPETENCE AND QUALIFICATION

Definition

A professional teacher is a teacher who has demonstrated that their subject, methodological and pedagogical knowledge and skills enable them to carry out their work as a teacher and as a participant in the professional educational community that they form with their colleagues in a professionally effective and responsible manner. The requirements for the bachelor's level of qualification apply to secondary education teachers and teachers of (preparatory) vocational education. This means that they have advanced knowledge and skills within their subject area, the subject didactics thereof and pedagogical theories and methodologies relevant to their teaching. Based on this and supported by specialised manuals and teaching methods, they can:

- > Design their own education, attuning it to the level and characteristics of their learners, then implement, evaluate and adjust it.
- > Cooperate with colleagues in - and where relevant also outside - their own institution and coordinate their professional actions with them, where necessary.
- > Contribute to educational developments by consulting sources, inputting information and making critical contributions to form opinions and solve practical problems.
- > Participate in practice-based research for educational developments and make use of new knowledge and insights from research that has been elaborated and tested in practice.
- > Explain and justify their professional actions.
- > Independently further their professional development.

SUBJECT SPECIFIC COMPETENCE

Definition

A teacher who is competent in their subject has mastered the subject knowledge and skills of their teaching. They are "above" the material and are able to compile, select and/or edit the material in such a way that their students can learn it. Based on their subject expertise, the teacher can make connections with everyday life, work and research and contribute to the general development of their learners. They keep their subject knowledge and skills up to date. To be professionally competent, the teacher must know and be able to do at least the following in general terms:

- > The teacher has mastered the subject matter in terms of the knowledge and skills for which they are responsible and knows the theoretical and practical backgrounds of their subject. They are able to assemble, explain and demonstrate the subject matter in a comprehensible and appealing

¹³ <https://zoek.officielebekendmakingen.nl/stb-2017-148.html>

manner. In the context of vocational education, this means that the mastery of the subject matter is also aimed at the professional practice and the connection of theory to (professional) practice.

- > The teacher knows the relationship between their subject matter and the core objectives, attainment targets and final exam programmes. In the context of vocational education, this means that they have up-to-date knowledge of professions in the branch(s) which they train and can make connections between the subject matter and the qualification dossiers of that branch(s).
- > The teacher has an overview of the structure of the curriculum of their subject, the place their subject has in the wider school curriculum and the continuous learning lines. They know how their teaching builds on previous teaching and prepares for further education (e.g. senior secondary vocational education, higher vocational education, other further education) or professional practice. The teacher knows the relationship between the various related subjects, learning areas and teaching programmes. Based on their expertise, they can contribute to the breadth, coherence and topicality of their school's curriculum in collaboration with their colleagues and the school context environment. In the context of vocational education, this also means that they are able to maintain and use contacts with the professional field which they are training.
- > The teacher has gained in-depth theoretical and practical knowledge of the subject matter for the part of the curriculum in which they work, namely one or more of the different learning pathways of VMBO, practical education, the lower levels of HAVO/VWO or the different types and levels of education and vocational training.
- > The teacher knows that learners can perceive, interpret and learn the subject matter in different ways. They can adapt their teaching to the differences between learners. The teacher can make the relevance of the subject matter to their professional practice and further education clear to learners. Based on their subject expertise, they can make connections with daily life, work and research and thus contribute to the general education of their learners.

METHODOLOGICAL COMPETENCE

Definition

A methodologically competent teacher ensures learners can master the subject matter, in consultation with their colleagues and in accordance with the educational policy of their school. They know how to translate the subject matter into curricula or learning trajectories. They do this in a professional, development-oriented manner, in which the following behaviours are recognisable:

- > They establish a clear relationship between the learning objectives, the level and characteristics of their learners, the subject matter and the use of the various methods and resources.
- > In the execution of their teaching, they track the development of their learners; they regularly and adequately test and analyse whether the learning objectives are being realised and how this is happening; based on their analysis, they adjust their didactics, if necessary.
- > Their teaching methods move with the times.

The underlying *knowledge* and *skills* apply to all teachers, but have a specific meaning in the context of teaching a particular subject or area and within the sector and type of education in which the teacher works.

Methodologically competent, *knowledge*

The teacher can prepare education:

- > The teacher has knowledge of various learning and teaching theories relevant to their teaching practice and can recognise these in their learner's. In the context of vocational education, this includes delving into the theoretical and practical aspects of learning in the workplace.
- > The teacher knows different methods (including methods for vocational education) and criteria with which they can determine the usefulness of the available methods for their students. They know different ways of differentiating within a method and how to do justice to learner differences. They can supplement and enrich a method.
- > The teacher knows how a curriculum is put together and knows the criteria that a good curriculum must meet (among others, in the context of vocational education).
- > The teacher has knowledge of digital learning materials and resources. They know the technical and pedagogical-didactical possibilities and limitations thereof.
- > The teacher knows various didactic teaching and working methods (for vocational education among others) and their psychological background. They know the criteria by which the usefulness of these methods for their learners can be determined.
- > The teacher knows the different purposes of evaluation and testing. The teacher knows the different ways of observing, testing and examining that match these goals. They can develop tests, assess, analyse and interpret test results and assess the quality of tests and examinations. They can collect and analyse useful and reliable progress information and adjust their teaching accordingly.
- > The teacher has gained theoretical and practical in-depth knowledge of the subject didactics for the type of education and the part of the curriculum in which they work. In the context of vocational education, this means that they have studied didactics for vocational education, the design and guidance of learning on the job, and the co-operation with the professional field and with supervisors in the workplace in guiding this learning.

Methodologically competent, *skills*

The teacher can prepare education:

- > Setting goals, selecting and organising learning materials.
- > Developing coherent lessons with appropriate teaching methods, materials and media, geared to the level and characteristics of their learners. In the context of vocational education, this means that they can design education geared towards professional practice.
- > Selecting, creating or compiling appropriate and reliable tests.

The teacher can carry out teaching and organise learning:

- > Achieving adequate classroom management and providing leadership and guidance to groups of students outside of the classroom or lesson context.
- > Making expectations and learning goals clear to learners and motivating learners to achieve them.
- > Explaining the subject matter to their learners in a comprehensible and appealing way, demonstrating how to work with it and, in doing so, exploiting their learners' language skills and development.
- > Making effective use of available digital learning materials and resources.
- > Having the learners process the study material with targeted activities, provide variation and differentiate according to the level and characteristics of the learners regarding instruction and processing and a targeted use of career orientation and guidance.

- > Guiding the learners through the processing of information, ask stimulating questions and giving constructive, targeted feedback on the task and approach.
- > Encouraging cooperation, self-efficacy and independence.

The teacher can evaluate and develop teaching:

- > Monitor progress, test, analyse and assess results.
- > Ask for feedback from learners and use this feedback together with their own analysis of the progress for a targeted continuation of the teaching process.
- > Identify learning problems and, if necessary, find solutions with the help of colleagues or referring to them.
- > Seek advice from colleagues or other experts; know when and how to give advice. (Here, the teacher can use methods for professional consultation and learning such as supervision and intervision).
- > Evaluate, analyse, adjust and develop their didactic approach and actions.
- > Contribute to pedagogical-didactical evaluations in their school and use them in coordination with their colleagues for educational development in their school.
- > Explain and justify the content and didactic approach of their teaching.
- > Reflect critically on their own pedagogic-didactic actions.

PEDAGOGICAL COMPETENCE

Definition

A pedagogically competent teacher can realize a safe, supportive and stimulating learning climate for their learners in a professional, development-oriented manner and in cooperation with their colleagues. They follow the development of their learners in their learning and behaviour and adjust their actions accordingly. They contribute to the social-emotional and moral development of their learners. They can coordinate their pedagogical actions with their colleagues and with others who are responsible for the development of the learner. This statement has a broad meaning and also implies the contribution of the teacher to citizenship education and the development of the student into an independent and responsible adult.

In the context of vocational education, this also involves the guidance of the student in their orientation to professions and the development of their professional identity. Their teaching must also remain contemporary in the pedagogical sense.

The requirements listed below apply to all teachers, but have a specific meaning in the context of teaching a particular subject or learning area and within the sector and type of education in which the teacher works. The order of the requirements does not express an order of precedence or a desired sequence of actions.

Pedagogically competent, *knowledge*

- > They have knowledge of developmental theories and behavioural theory relevant to their educational practice (e.g. elements from social psychology and communication theory) and can apply these to their pedagogical action.
In the context of vocational education, this includes studying the theoretical and practical aspects of learning to function in a profession and developing a professional identity.

- > They have knowledge of agogic and pedagogic theories and methods, which are relevant for their educational practice and can relate these to their pedagogic action.
- > They have knowledge of common developmental and behavioural problems and disorders.
- > They know how to gain insight into the lives of their learners and their socio-cultural background. They know how to take this into account in their teaching.
- > They have studied theoretically and practically the pedagogy of the type of education and the part of the curriculum in which they work.

Pedagogically competent

- > They can guide and supervise group processes.
- > They can inspire confidence in their learners and create a safe pedagogical climate.
- > They can create space for learning, including making mistakes and errors.
- > They can set clear expectations and demands for their learners.
- > They can stimulate the self-confidence of learners, encourage and motivate them (e.g. in the context of career orientation and guidance).
- > They have an eye for the social-emotional and moral development of their learners and do justice to it.
In the context of vocational education, this also involves guiding the learner in the development of their professional identity.
- > They can identify developmental and behavioural problems and disorders and, if necessary, find solutions with the help of colleagues or refer to them.
- > They can explain and justify their teaching and their pedagogical interaction with their learners.
- > They can coordinate their pedagogic actions with others who are involved with the learner from their professional responsibility, such as supervisors of workplace learning and (if the learner is not yet an adult) parents.
- > They are capable of critical reflection on themselves in the pedagogical relationship.

Appendix 2b: Conversion table Learning Outcomes to Revised Competence Requirements

↓ Learning Outcomes	Subject-specific competence	Methodological competence	Pedagogical competence	Professional competence
Designing MFL-education				
D1 Defines MFL learning objectives and curriculum		X		
D2 Follows a systematic design cycle		X		
Implementation of MFL-education				
I1 Guides the development of students' learning skills		X		
I2 Guides MFL-learning processes		X		
I3 Organises MFL-activities		X		
I4 Contributes to students' personal development and their development as global citizens			X	
I5 Deals with diversity and promotes inclusion			X	
I6 Promotes a safe school environment			X	
Evaluating MFL-education				
E1 Communicatively tests and determines students' learning progress		X		
Masters of the subject				
S1 Language skills	X			
S2 Linguistics	X			
S3 Culture	X			
S4 Literature	X			
Professional attitude and conduct				
P1 Engages in professional development				X
P2 Uses their research capabilities to improve MFL-education				X
P3 Develops their professional identity				X
P4 Communicates professionally				X

Appendix 3a: Statement of Authenticity

An MS Word version of this document can be downloaded from: <https://husite.nl/teacher-education/teacher-qualification-assessment/>

PAY ATTENTION: This form, filled in and signed, has to be part of the portfolio of the student. Without this, the Professional Development tutor will not be able to sign the status form and the student will not be able to participate in the assessment.

Statement

I hereby declare that the material I am presenting in this portfolio is authentic. This means that all texts and evidence in this portfolio were created by me or relate to activities performed by me.

Student name	
Student number	
Date	
Student signature	

If it is established that parts of the portfolio are not authentic (and therefore not created by the student themselves or relate to activities not carried out by the student themselves), this is a case of fraud.

Appendix 3b: Status Form Teaching Qualification Assessment – Revised Competence Requirements 2023-2024

An MS Word version of this document can be downloaded from: <https://husite.nl/teacher-education/teacher-qualification-assessment/>

PAY ATTENTION: The Professional Development tutor uploads this form, after filling it in and signing it, on OnStage. Only once this has been done will a student be able to participate in the assessment.

Note: This form does not check the quality of the content. It is merely to see that all requirements have been met and that the portfolio is complete. The student has the final responsibility for the quality of the contents.

<p>Student name:</p> <p>Student number:</p> <p>Subject(s):</p> <p>Degree format (full-time, part-time, second degree, double degree):</p> <p>Osiris code for Teacher Qualification Assessment module (select the correct code):</p> <p><input type="checkbox"/> OARIN-H3TQASS-22</p> <p><input type="checkbox"/> OARIN2-HTQASS-22 (second degree)</p> <p><input type="checkbox"/> OARIN3-HTQASS-22 (double degree)</p> <p>Date:</p> <p>Professional Development Tutor name:</p> <p>Professional Development Tutor signature:</p>
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1. The student meets the credit and registration requirements to take part in the assessment:

- in Osiris **235EC** have been signed off from the examination programme (60EC from the propedeuse + 175 from the main phase). Namely, all parts of the exam programme, **with the exception of the Teaching Qualification Assessment** and potentially the **LKT and language proficiency test**, have resulted in a sufficient mark and the marks have been uploaded in Osiris. There are no credits in brackets or under 'Other'. Check the TQA manual – New Competency Requirements.
- the student has signed up for the assessment in Osiris as well as OnStage.

2. The student's portfolio includes the following documents:

- a complete (propedeuse and main phase) study progress report (SVO)
- the completed and signed statement of authenticity

- the completed and signed Internship Evaluation form for the student's PD4B internship
- development oriented feedback on a lesson (i.e. feedback from the PD4B lesson observation conducted with the OTA (*previously HU-DOT*)).

3. The student's portfolio meets the requirements (including evidence and video fragments):

- the portfolio is complete, see section 2.1 of the TQA Manual – New Competency Requirements for the checklist
- all of the material (portfolio and video fragments) can be read/watched in a maximum of 90 minutes
- the materials meet the format requirements for handing in, see section 2.1 of the Teaching Qualification Assessment Manual – New Competency Requirements:
 - 1 main document, 1 zip file with evidence and 1 video file
 - OR** 1 main document with embedded links to evidence and video fragments
 - OR** 1 word document with a link to a directly accessible digital portfolio
- the language used in the portfolio and evidence are at C2 level
- the video evidence is of reasonable image and sound quality

4. Particulars:

- special circumstances which are known by the exam board and for which there has been a ruling. The ruling is included in the portfolio.
- other, namely:

Appendix 4: Evidence

For the assessment, you provide all kinds of evidence. The evidence will be weighted according to the following characteristics:

<p>Authenticity</p> <p>Authenticity means that your evidence is authentic (the experiences described and products shown are real and reliable). Evidence written about you by others has a high authentic value, for example, feedback from your coach about a part of a lesson that you have delivered. The authenticity of the document of the feedback giver is increased if it is signed. Your own descriptions and products can also be very authentic, the more concrete the better. Show original documents. If these are too large, make a selection or use colour-coding to mark which parts are relevant.</p>
<p>Current</p> <p>The evidence must show your current level of competence, so it must be recent and dated. Be sure to include evidence relating to at least the last two years. In addition, you can include older evidence, for example to show development and/or to explain how you are still tackling the evidence now or have started tackling it differently.</p>
<p>Relevance</p> <p>The evidence must be relevant to (and therefore related to) the work of an MBO teacher and show the most important elements of the area of competence for which you are using it. In other words: does the evidence really show that you have the competence? The more specific, the more relevant. If a piece of evidence covers more than you want to demonstrate, make a selection and only show what is relevant or use colour-coding to mark which parts are relevant.</p>
<p>Quantity</p> <p>Refers to the number of months/years of experience in a particular field of competence, or the amount of relevant training and other educational experiences. The evidence should show that you have gained sufficiently long and intensive experience and (if possible) demonstrate competence in different contexts.</p>
<p>Quality</p> <p>The evidence links theory and practice, it analyses, it uses developments in the professional field and in education and it reflects adequately on its own actions.</p>
<p>Variation</p> <p>The greater the variation in action and training contexts, the greater the chance that competences have been developed. That is, if you show evidence from different situations typical of you, you are more likely to demonstrate that you have developed in this area of competence. It also helps to show different types of evidence.</p>

Types of evidence, for example:

Reports of work experiences (written out specific examples), Self-evaluation, Reflection reports, Observations or feedback from third parties (supervisor, colleagues, students), Report of assessment or performance review, Lesson plans and teaching materials made by you, Results of a student survey, Film fragments of teaching provided by you, Products or reports of assignments made by you in teacher training, etc.

Note: In addition to documents, you may also show products, video footage, vlogs, websites, electronic learning environments, etc. Your evidence must all be able to be stored in an archive folder or freely accessible online via a link. The total size may not exceed 2000 MB (in one archive folder).

You do not submit film fragments of your own education, but you make them accessible via a link. You must remove them immediately after your assessment. See also §2.1.

You can strengthen the **evidential value** of your material by:

- indicate what exactly you want to prove with this material (make a comparison with the relevant area of competence)
- describe specific situations as concretely as possible
- focus on your own professional conduct and its effect on others
- Give a justification: why did you do it this way? What knowledge and skills did you use?
- make connections with the experiences of others and with theory
- accompany your material with reflection: for example, using Korthagen, ABCDE or STARR
- also reflect the experiences, feedback, and judgements of others (+ your own reflection on them)
- show multiple judgements
- also show a (larger) complex educational activity or professional product, in which several competences are dealt with in an integrated way and/or you have gone through the entire process of education: preparation, execution and evaluation (with theoretical foundation and reflection)
- also show your development, for example by comparing material from one or two years ago with very recent material.

Appendix 5: The evaluation of an assessment

Introduction

During an assessment your development is evaluated in terms of whether you can be considered a competent teacher. To this end, the assessors collect information about your competencies on the basis of the evidence that you present in your portfolio and during your presentation. This evidence is a selection of what you have acquired during your studies and work experience as a prospective teacher (and possibly previous learning or work experience).

You also have the opportunity to provide supplementary information during the criterion-based interview.

The assessors relate the information they were able to compile about you from the assessment, in terms of competency requirements associated with the assessment level (Teacher Qualification Assessment or Master's Assessment). Together they provide you with a holistic evaluation and recommendations on how to further develop yourself as a teacher.

A holistic evaluation

The evaluation you receive during an assessment is a holistic evaluation of your level of competence. This means that your competencies are not assessed separately, but in relation to each other. After all, teachers may or may not be competent in various ways while they do possess underlying knowledge or skills.

This also means that there is not one fixed list of the documentary evidence that you need to show during the assessment. After all, everyone is competent in their own way and will have to demonstrate this in their own unique manner as well. The evidence you present is specific to you and obtained in the particular context in which you functioned as a prospective teacher.

The value attributed to your documents may therefore also differ; a similar piece of evidence may exhibit a higher level of competency for one student than for another. This may depend, for example, on the context in which the evidence was obtained.

Evaluation criteria

The holistic competency level of students is based on a different mix of 'underlying knowledge, skills, vision, behaviour, etc.', so that the final evaluation can be arrived at in different ways for different students. For example, one student may be didactically so strong that this compensates for weaker competencies, while this may not apply for another student.

From the above it follows that there is no fixed list of evaluation criteria by which one can clearly predict what you have to do in order to 'earn' a satisfactory assessment.

Competencies are not an immediate sum of separate and objectively assessable components

and it would therefore not be appropriate to dissect them in components that are scored and weighed separately.

Please note: The paragraph above does not mean that there are no evaluation criteria for an assessment, it suggests that there is not one fixed list with a predetermined number of points to be achieved per component. There are indeed evaluation criteria: the competence requirements for secondary school teachers laid down in the BIO act. Underlying knowledge and skills have been formulated for these competence requirements. These lists can be regarded as examples of competent action. You don't necessarily have to demonstrate all knowledge and skills and perhaps you can prove your competence by reporting other behaviour.

Arriving at the final evaluation

The final evaluation is arrived at during the so-called 'assessment procedure', in which measurement takes place at multiple levels. Several assessors (two assessors) look at different evidence (obtained at different times, in different contexts and with feedback and/or (partial) evaluations by different people).

The assessors associate all the information they receive about you during the assessment to the competency requirements. They then determine the evidential value of what you have shown and weigh the competencies together. Unlike most tests, the weighting occurs afterwards.

To arrive at a careful and reliable evaluation, the assessors make use of the CONQuER method (WACKER method in Dutch): Classifying, Observing, Note-taking, Quantifying, Evaluating and Reporting.

Substantiating the evaluation

The assessors will convey the final evaluation of the assessment to you in both verbal and written form. In doing so, they will substantiate their evaluation on the basis of the competence requirements associated with the relevant assessment level, and they will also provide you with recommendations for further development. Both are recorded in writing on the assessment form; see Appendix 6.

As explained earlier, this concerns providing a substantiation afterwards, which makes it impossible to determine in advance exactly which performance will lead to a certain evaluation. In order to give you an insight into what is expected of you, it is best to look closely at the competency requirements and the behavioural indicators; see Appendix 2.

Appendix 6: Assessment form

Final evaluation of the **Teaching Qualification Assessment – Revised Competence Requirements 2023-2024**

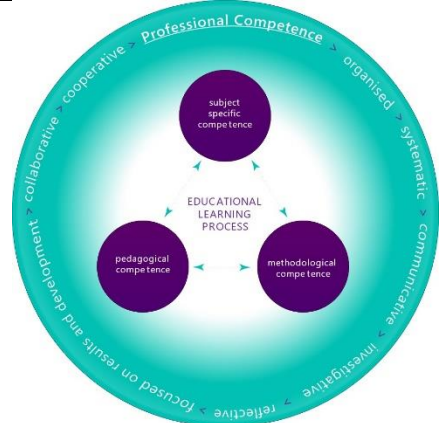
(on the basis of portfolio, video fragments and criterion-oriented interview)

Candidate:

Programme Assessor:

Field Assessor:

Date:

	Sufficient / Not yet sufficient	Any special qualities
		

Advice for further development:

Candidate comments:

Signature of the Programme Assessor:

- The assessors declare that they will delete the portfolio and any other material belonging to the candidate from their personal archives upon completion of the assessment.



Subject specific competence			
<i>Definition</i>	Evidence in portfolio and video clips:	In CGI, we asked about:	Additional evidence in the CGI:
<i>Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords</i>			
<p>A teacher who is competent in their subject has mastered the subject knowledge and skills of their teaching.</p> <ul style="list-style-type: none">• They are "above" the material and are able to compile, select and/or edit the material in such a way that their students can learn it.• The teacher can use their subject expertise to make connections with everyday life, work and research and contribute to the general development of their learners.• They keep their professional knowledge and expertise up to date. <p><i>Note: For a description of the underlying subject knowledge and skills, see the full description of the competence requirements in the assessment manual.</i></p>			
Conclusion on subject specific competence			
<i>Appreciative in nature: statement on the established level of the candidate</i>			

Methodological competence			
<i>Definition</i>	Evidence in portfolio and video clips:	In CGI, we asked about:	Additional evidence in the CGI:
<i>Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords</i>			
<p>A methodologically competent teacher ensures learners can master the subject matter, in consultation with their colleagues and in accordance with the educational policy of their school. They know how to translate the subject matter into curricula or learning trajectories.</p> <p>They do this in a professional, development-oriented manner, in which the following behaviours are recognisable:</p> <ul style="list-style-type: none"> • The teacher establishes a clear relationship between the learning objectives, the level and characteristics of their learners, the subject matter and the use of various methods and resources. • In the execution of their teaching, they track the development of their learners; they regularly and adequately test and analyse whether the learning objectives are being realised and how this is happening; based on their analysis, they adjust their didactics, if necessary. • Their teaching methods move with the times. <p><i>Note: For a description of the underlying subject-related knowledge and skills, see the full description of the competence requirements in the assessment manual.</i></p>			
<p>Conclusion on methodological competence</p> <p style="text-align: center;"><i>Appreciative in nature: statement on the established level of the candidate</i></p>			



Pedagogical competence			
<i>Definition</i>	Evidence in portfolio and video clips:	In CGI, we asked about:	Additional evidence in the CGI:
<i>Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords</i>			
<p>A pedagogically competent teacher can realize a safe, supportive and stimulating learning climate for their learners in a professional, development-oriented manner and in cooperation with their colleagues.</p> <ul style="list-style-type: none"> • They follow the development of their learners in their learning and behaviour and adjust their actions accordingly. • They contribute to the social-emotional and moral development of their learners. • They can coordinate their pedagogical actions with their colleagues and with others who are responsible for the development of the learner. This statement has a broad meaning and also implies the contribution of the teacher to citizenship education and the development of the student into an independent and responsible adult. • In the context of vocational education, this also involves the guidance of the student in their orientation to professions and the development of their professional identity. • Their teaching must also remain contemporary in the pedagogical sense. <p><i>NB: For a description of the underlying pedagogical knowledge and skills, see full description of the competence requirements in the assessment manual.</i></p>			
Conclusion on pedagogical competence			
<i>Appreciative in nature: statement on the established level of the candidate</i>			



Professional competence			
<i>Definition</i>	Evidence in portfolio and video clips:	In CGI, we asked about:	Additional evidence in the CGI:
<i>Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords</i>			
<p>A professionally competent teacher is a teacher who has demonstrated that their subject, methodological and pedagogical knowledge and skills enable them to carry out their work as a teacher and as a participant in the professional educational community that they form with their colleagues in a professionally effective and responsible manner.</p> <p>They have advanced knowledge and skills within their subject area, the subject didactics thereof and pedagogical theories and methodologies relevant to their teaching. Based on this and supported by specialised manuals and teaching methods, they can:</p> <ul style="list-style-type: none"> • Design their own education, attuning it to the level and characteristics of their learners, then implement, evaluate and adjust it. • Cooperate with colleagues in - and where relevant also outside - their own institution and coordinate their professional actions with them, where necessary. • Contribute to educational developments by consulting sources, inputting information and making critical contributions to form opinions and solve practical problems. • Participate in practice-based research for educational developments and make use of new knowledge and insights from research that has been elaborated and tested in practice. • Explain and justify their professional actions. • Independently further their professional development. 			
Conclusion on professional competence			
<i>Appreciative in nature: statement on the established level of the candidate</i>			