



EUCIM - TE European Core Curriculum for Mainstreamed Second Language Teacher Education

Teacher Education Needs Analysis - the Netherlands –

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Introduction

This report aims to provide the EUCIM-TE partners and Teacher Education Partnerships (TEPs) with a common frame of reference as well as methods for the identification of (new) requirements for teacher training at a national and European level within the framework of the EUCIM-TE project (www.eucim-te.nl). The focus is on qualification needs for teacher trainers and teachers in mainstream (second) language education. These include two main areas: (1) necessary knowledge and (2) didactic skills required for mainstream language education.

This need analysis gives a description of the current situation in terms of the language diversity in the Dutch population as well as the educational system in general and teacher training in particular. Furthermore, recent developments in teacher training are summarized.

1 Statistical data

1.1 Population

The Netherlands has a population of 16.4 million (January 2008), living in an area of approximately 41,526 km² (33,900 km² excluding rivers, lakes and canals). The population density is 483 people per km² (2006). The greatest concentration of the population is in the west of the country. Of the 443 municipalities, 25 have a population of 100,000 or more (2007).



Figure 1: Map of the Netherlands

On January, 1, 2008 there were 3,2 million people in the Netherlands with an ethnic minority background, almost 20% of the total population (see Table 1).

Number of persons		Population proportion	Increase since January 1, 2000	Proportion second generation	
	x 1 000	per 1 000	x 1 000	%	
Total	16 405,4	1 000	541,4	3	
Turks	372,7	22,7	63,8	21	47,8
Moroccans	335,1	20,4	72,9	28	44,8
Surinam	335,8	20,5	33,3	11	50,1
Antillians/Arubans	131,8	8,0	24,6	23	40,1
Other non-western e.g.	590,2	36,0	162,3	38	33,7
China	47,1	2,9	17,3	58	31,2
Iraq	45,5	2,8	12,0	36	21,6
Afghanistan	37,4	2,3	15,9	74	17,2
Iran	29,8	1,8	6,9	30	19,4
Total non-western	1 765,7	107,6	356,9	25	42,4
Total western	1 449,7	88,4	83,2	6	58,5
Autochtonous	13 190,0	804,0	101,3	1	

Table 1: Statistics ethnic minority groups in the Netherlands (January 1, 2008)

Of the non-western minority groups, the Turks constitute the largest group, numbering over 370 thousand people, followed by the Surinam and Moroccan groups, each numbering over 335 thousand people. The Antillean/Aruban groups number over 132 thousand people. Of these four "classical" minority groups, at the moment 40-50% belongs to the second generation. For the other non-western minority groups, the number of people belonging to a second generation is substantially lower, For the Afghans and Iraqis, for example, the proportion of second generation is 20%.

1.2 Education

In the 2007/2008 school year, some 3.7 million people were enrolled in government-funded education. The education was provided by approximately 8,300 schools. An overview of the pertinent figures is given in Table 2 (cf. Ministry of Education 2008, Eurydice 2008). Note that the numbers for primary education include pupils in special secondary education (approximately 29,300 children). Moreover, note that the numbers for vocational education do not include numbers in adult education.

2007	Number of education participants (x 1000)	Average size of education establishment (N participants)	Number of institutions	Number of staff (in FTEs x 1,000)
Primary schools (incl. special secondary education)	1,663.5	221	7,537	132.0
Secondary schools	941.9	1,406	645	85.8
Vocational education	506.1	7,997	60	38.4
Higher professional education	373.5	8,918	41	25.3*
Research universities	211.4	17,231	12	36.6*
Total	3,696.5		8,295	

Table 2: Number of students, schools and staff (October 1, 2007; * in 2006)

1.3 Languages

The inhabitants of the Netherlands speak Dutch, a Germanic language. The European Charter for Regional or Minority Languages entered into force in the Netherlands on 1 March 1998. This meant that Lower Saxon and Limburgian were recognized as regional languages alongside Frisian. Like Dutch, all three of these are Germanic languages. Yiddish and Romani were recognized as non-territorial languages. Part III of the Charter is applicable only to Frisian since it includes provisions for the protection and promotion of regional or minority languages in education. Schools in the province of Friesland teach in both Dutch and Frisian, unless they have been exempted from teaching in Frisian by the provincial executive at the school's request. Frisian or another living local dialect may be used as the language of instruction at educational establishments in areas where they are spoken alongside Dutch.

2. Survey of the educational system

An overview of the organisation of the educational system in the Netherlands is given in Figure 1 (Eurydice 2007).

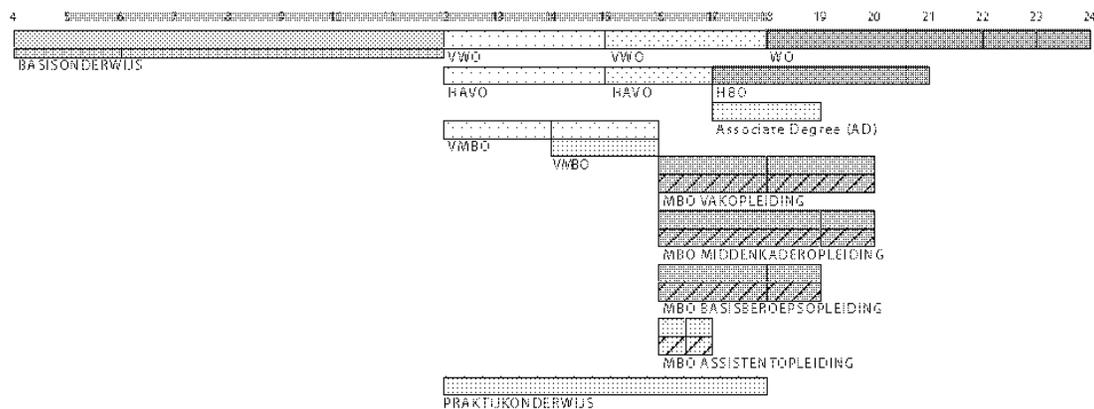


Figure 1: Organisation of the education system in the Netherlands (source: Eurydice 2007)

2.1 Educational sectors

Primary education

There is limited formal educational provision in the Netherlands for children under the age of four. Early childhood education is geared to children aged 2 to 5 who are at risk of educational disadvantage. Most children start primary school (*basisonderwijs*) at the age of four, although they are not required by law to attend school until the age of five. After eight years of primary schooling, children in the Netherlands leave primary school at the age of about 12. For pupils who require specialized care and support, there is special primary education.

Special primary and secondary education

In addition to mainstream primary schools (*basisonderwijs*) and secondary schools (*voortgezet onderwijs*), there are special schools (*speciaal onderwijs*) for children with learning and behavioural difficulties who – temporarily at least – require special educational treatment. There are also separate schools for children with disabilities of such a nature that they cannot be adequately catered for in mainstream schools. Pupils who are unable to obtain

a preparatory vocational secondary education (VMBO) qualification, even with long-term extra help, can receive practical training.

Secondary education

After primary schooling, children choose between three types of secondary education (*voortgezet onderwijs*):

- pre-university education (VWO, Voorbereidend Wetenschappelijk Onderwijs) for six years;
- senior general secondary education (HAVO, Hoger Algemeen Voortgezet Onderwijs) for five years;
- preparatory vocational education (VMBO, Voorbereidend Middelbaar Beroepsonderwijs) for four years. This type of secondary education has four learning pathways (*leerwegen*): basic vocational programme, middle-management vocational programme, combined programme, and a theoretical programme.

Most secondary schools are combined schools offering several types of secondary education so that pupils can transfer easily from one type to another. After completing preparatory vocational education (VMBO) at the age of around 16, pupils can proceed with secondary vocational education (MBO). Pupils who have successfully completed the theoretical programme within preparatory vocational secondary education (VMBO) can also go on to senior general secondary education (HAVO).

Supplementary vocational education

According to the Compulsory Education Act, pupils must attend training until the age of 18 if they do not have a 'starting qualification' (HAVO-, VWO certificate or an MBO-level 2 certificate). Most of these pupils attend supplementary vocational education at a regional training centre (ROCs, *Regionale Opleidingscentra*). These training centres also provide adult vocational training. This type of secondary vocational education has two learning pathways (*leerwegen*):

- a vocational training programme (BOL, *beroepsopleidende leerweg*): a combination of learning and an apprenticeship (5 days per week at school and periods of practical working experience at a company);
- a vocational tutoring programme (BBL, *beroepsbegeleidende leerweg*): a combination of learning and working (each week 1 day at school and 4 days working at a company).

The programmes at the regional vocational training centres (ROCs) vary in length from one year to a maximum of four years and there are four qualification levels:

- level 1: assistant worker (MBO *assistentopleiding*);
- level 2: basic vocational training (MBO *basisberoepsopleiding*);
- level 3: professional vocational training (MBO *vakopleiding*);
- level 4: middle-management specialized training (MBO *middenkaderopleiding*).

Tertiary education

Higher education in the Netherlands consists of higher professional education (HBO, *Hoger Beroepsonderwijs*) and university education (WO, *Wetenschappelijk Onderwijs*). The pertinent institutions concerned are governed by the same legislation: the Higher Education and Research Act (WHW, *Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*). According to this legislation, higher educational institutions have a large degree of freedom in the way they organize their teaching and other matters to be able to meet changing demands. The institutions are responsible for their own programming and for the quality of the courses they provide. Quality control is carried out by the institutions themselves and by external experts. In 2007 there were 41 institutes of higher professional education with courses yielding some 250 different qualifications for a wide range of positions and occupations in various areas of society.

Programmes of higher professional education are divided into seven sectors:

- Education,
- Engineering & Technology,
- Health care,
- Economics,
- Behaviour & Society,
- Language & Culture,
- Agriculture & the Natural Environment

In order to be able to link up with international developments, the Bachelor's - Master's degree structure was introduced in the 2002/03 academic year. Bachelor's programmes hold 180 ECTS, which amounts to three years of fulltime studies. Master's programmes take 1 (60 ECTS) to 2 years (120 ECTS).

2.2 Educational curriculum

Primary education

The Primary Education Act (*Wet op het Basisonderwijs*) defines a number of subject areas (such as for example Dutch, English, Mathematics and arithmetic, Social and life skills, etc.) that must appear in the curriculum, where possible in an integrated form.

Although these subject areas are compulsory, schools are free to decide how much time they devote to each domain. The prescribed learning areas are further specified in a set of 58 core objectives. Core objectives in the Netherlands are viewed as general guidelines of common educational content. They sketch the outlines of a basic educational programme that schools should offer their pupils. They specify the learning targets schools should strive for and include descriptions of the desired knowledge, insights and skills of pupils leaving school. They provide a framework for the school to promote the development of its pupils and a frame of reference for public accountability. The following areas are covered:

- Dutch language, specified for:
 - o oral education
 - o written education
 - o linguistics, including strategies
- English language
- Frisian language, specified for:
 - o oral education
 - o written education
 - o linguistics, including strategies
- Mathematics and arithmetic, specified for:
 - o mathematical insight and operation
 - o numbers and calculations
 - o measuring and geometry
- Personal and world orientation, specified for:
 - o social studies
 - o nature and technology
 - o space
 - o time
- Education in the arts
- Physical training

The latest version of core objectives for primary education became effective in 2006. For the specification of a core curriculum for teacher training in Europe and in the Netherlands in EUCIM-TE, project these sets of core objective are very relevant. The English translation of the complete text of the 58 core objectives for primary education is given in Appendix I of this study.

Secondary education

All three types of secondary education (VMBO, HAVO, and VWO) distinguish between the lower years and the upper years.

In the lower years (2 years) of secondary education the emphasis is on acquiring and applying knowledge and skills, and delivering an integrated curriculum. Teaching is based on the attainment of targets that specify the knowledge and skills pupils must acquire. In the first two years of secondary school, 1,425 real hours per year must be spent on realizing a set of 58 core objectives. The school itself translates these objectives into subjects, projects, areas of learning, or into competence-based teaching, for example. The latest version of core objectives for lower secondary education became effective in 2006. The following areas are covered:

- Dutch language
- English language
- Mathematics and arithmetic
- Man and nature
- Man and society
- Art and culture
- Physical training and sports
- Frisian language and culture, specified for:
 - o participant in a bilingual culture
 - o pupils for whom Frisian is a second language
 - o pupils who are native speakers of the Frisian language

The core objectives specify broad guidelines for the core content that should be offered. Schools are encouraged to offer this content in broad learning areas, but they are not obliged to do so. Schools have the freedom to determine their own curriculum, within the framework of the core objectives. Scenarios have been formulated to guide schools on how to organise the different learning areas within their curriculum. The English translation of the complete text of the 58 core objectives lower secondary education is given in Appendix I of this study.

Upon completion of the first two years of secondary education, students move on to the upper stage (tweede fase) of secondary education. Here a distinction must be made between VMBO and HAVO/VWO.

At the VMBO, pupils can specialize in a vocational domain at a specific level, or choose a general programme. At this stage, students specialize by choosing:

- a vocational domain: a set of subjects which lay the foundation for further vocational training;
- a specific level within that vocational domain. Each pathway comprises distinctive groups of subjects and vocationally-oriented programmes that are more theoretical or more practical in character. The choice of a pathway has implications for the options open to pupils after they have completed their VMBO;
- a vocationally-oriented programme within the chosen stream: specialised vocational training preparing them for a specific occupation or postponing the choice of a specialization by opting for a general programme.

At the HAVO/VWO, pupils focus on one of four subject clusters (*profielen*), each of which emphasizes a certain field of study. The following subject clusters are offered:

- Science and technology
- Science and health
- Economics and society
- Culture and society

Each subject cluster includes:

- a common component, comprising 40% to 46% of the curriculum
- a specialised component comprising 36% to 38% of the curriculum (consisting of subjects relating to the chosen subject cluster),
- an optional component, comprising 18% to 21% of the curriculum (pupils are free to choose from the subject clusters offered by the school).

Currently (in 2008-2009) the prescribed framework for the subject clusters is undergoing a number of changes. There is a tendency to include fewer compulsory elements, enabling schools to offer optional specialised subjects as part of the four fixed subject cluster.

The new Act of Parliament in which the rules on subject clusters were adapted, came into effect on 1 August 2007. The aim is to enhance the cohesion in and organization of the subject programmes in the final years and to ensure that pupils will no longer be overloaded by too many subjects. Pupils will have more freedom to choose their own subjects, and there will be more scope to deepen or broaden knowledge and develop skills. Several committees have been set up to produce recommendations on further curricular reform in the long term, especially in the science area.

3 Survey of pre- and in-service teacher training

3.1 Pre-service teacher training

Primary education

Students can enter primary teacher training colleges with a pre-university secondary education certificate (VWO), a senior general secondary certificate (HAVO), or secondary vocational certificate (MBO). It takes four years to acquire a mainstream teaching qualification. Primary school teachers study at institutes of higher professional education (HBO). They are trained to teach all curriculum subjects, and in addition to this they study a specialist subject. The initial teacher training programme includes an introduction to educating pupils with special needs. Current government policy is for students in primary teacher training to acquire more knowledge of educating special-needs pupils, but the programme is overcrowded and adding special-needs programmes is not easy.

Secondary education

As for secondary education, there are two types of teaching qualifications:

- Qualification for teaching lower secondary education:
This so called 'second level' teaching qualification (*2e graadsbevoegdheid*) qualifies teachers for the first three years of pre-university secondary education (VWO) and senior general secondary education (HAVO), and all years of secondary vocational education (VMBO/MBO). Courses for this level are provided at institutes of higher professional education (HBO).
- Full qualification:
This 'first level' qualification (*1e graadsbevoegdheid*) qualifies teachers for all levels of secondary education. The first level qualification courses are provided at institutes of professional education (HBO) and at universities. The higher professional education (HBO) courses are available for general subjects, art subjects, technical subjects and agricultural subjects. Students specialise in one subject and the course prepares them to meet the required standards of competence. At university, courses are offered for university graduates with a master's degree. However, students can take a postgraduate teacher training course while they are still undergraduates. Courses are available for all subjects in the secondary education curriculum.

3.2 In-service teacher training

On 30 June 2006, the Minister of OCW (Education, Culture and Science) concluded the 'Agreement on the professionalisation and support of staff in primary and secondary education with educational sector employers' and employees' associations'. As a result of this agreement, as of 1 August 2006, primary and secondary schools receive additional resources for the professionalisation and support of educational staff. The agreement is mainly aimed at

expanding the possibilities for further development for teachers and other educational staff within the school. The agreement contains arrangements about maintaining competency requirements and about training and professionalisation in relation to the Educational Professions Act and the competency dossier. These arrangements have been worked out in more detail in the decentralised collective labour agreements.

4. Document review

4.1 Competence requirements for all teachers

Schools are obliged to take competent staff into their employment and subsequently enable them to keep their competences at a high level and to further improve them. Educational staff must not only be qualified, but also competent. Therefore sets of competences and their relevant requirements have been developed for teachers, and are being developed for assisting staff members and school managers. The competence requirements for teachers have been laid down in a law that has been in force since August 2006 through the Professions in Education Act' (BIO Act 2004, Wet BIO: *Beroepen in het onderwijs*).

A teacher's competences comprise four professional roles: the interpersonal role, the pedagogical role, the organizational role and the role of expert in a particular subject and in teaching methods. The teacher fulfils these professional roles in four different types of situations which are characteristic of a teacher's profession: working with students, working with colleagues, the school's working environment, and their own personal professional development.

A cross-tabulation of the four professional roles and the four teaching situations generates a framework for the description of teachers' competences. Defining good, competent teacher's professional competence in each role-situation enables us to describe a teacher's competence in terms of partial competences. In practice, it turns out that seven partial competences are considered enough to cover all essential aspects of a teacher's competence (see Table 3).

Aspects of competences	in relation to students	in relation to colleagues	in relation to working environment	on a personal level
Interpersonal	1 2 3 4	5	6	7
Pedagogical				
Expertise in a subject and in teaching methods				
Organisational				

Table 3: Aspects of teacher competences (SBL 2004)

The seven teacher competences are specified in a similar way, i.e., they all consist of three components (see Table 4 for an example):

- 1 Competence description:
What a teacher must achieve. What a teacher must do to achieve this. What the learner experiences of what the teacher does.
- 2 Competence requirement:
First there is a statement to the effect that teachers recognise their responsibilities (professional attitude) and that they are expected to have sufficient knowledge and skills to fulfil these responsibilities. Secondly, it is stated in general terms what the teachers' repertoire of professional actions should be, and what type of knowledge they should possess. These requirements provide the basis for effective teaching of competences.

3 Indicators:

A number of concrete professional actions are specified that reveal the teacher's competence. The indicators are also helpful in the interpretation of the competence requirement: examples of actions and of what teachers must be able to do with their knowledge. The list of indicators is meant to be an exhaustive list of examples of making the competence requirements more concrete, and to gear them to specific situations in specific schools.

There are three versions of the teacher competence requirements:

- for teachers in primary education;
- for teachers in secondary and vocational education;
- for teachers in pre-higher education, i.e. the last two years of higher general secondary education (HAVO) and the last three years of pre-university education (VWO).

The differences between the three versions are only marginal. Teacher training colleges use these competences as guidelines for their educational programme. In fact, all Dutch teachers are required to have the same basic competences. The three versions are downloadable from www.lerarenweb.nl

1 Interpersonal competence

The primary school teacher must create a pleasant living- and working climate in his/her group. That is the primary school teacher's responsibility, and in order to take this responsibility the primary school teacher must be interpersonally competent.

An interpersonally competent teacher gives proof of good leadership. He/she creates a friendly and cooperative atmosphere and stimulates and achieves open communication. He/she encourages the students' autonomy, and in his/her interaction seeks the right balance between

- guidance and counselling
- steering and following
- confrontation and reconciliation
- corrective measures and stimulation

1 Competence requirement

The primary school teacher endorses his/her interpersonal responsibility.

He/she is aware of his/her own behaviour and its influence on the students.

He/she has sufficient knowledge and skills to handle group processes and communication, in order to achieve a good collaboration with and among the students.

In order to fulfil this requirement the teacher in pre-higher education must act as follows:

- He/she contacts the students, encourages them to contact him/her and makes them feel at ease.
- He/she gives guidance to the students, but also gives them responsibility of their own and encourages them to make their own contribution.
- He/she creates a good atmosphere for collaboration with and among the students.

In order to fulfil this requirement the teacher in pre-higher education must have the following knowledge:

- He/she is well informed about communication processes, manners and conventions in the students' social environment.
- At a practical level he/she is informed about communication theories, group dynamics and intercultural communication. In particular he/she knows about the implications of these on his/her own conduct.

1 Indicators

of interpersonal competence, some examples

- The teacher is aware of what happens in his/her group. He/she listens to the children and responds to them. He/she calls them to account for unwanted behaviour and stimulates desired behaviour. He/she accepts the children as they are.
- In his/her language use, manners and ways of communicating he/she takes into account the convention in the pupils' own social environment.
- He/she can describe and explain the communication patterns and the mutual relations in his/her group. He/she knows how to improve those, if necessary.
- He/she can explain and account for his/her contacts with (culturally heterogeneous) groups and with individual children. When doing this he/she can refer to theoretical and methodological insights.

Table 4: Example of the "Interpersonal Teacher Competence 1 for primary education"

4.2 Powerful Mastership

In 2008 the Ministry of Education specified a quality agenda 2008-2011 for the training of teachers called 'Powerful mastership' (*Krachtig meesterschap*). It appeals to the various educational institutions to reflect on the future organisation of in-school training in which extra opportunities are provided for deployment as well as further training of 'junior teachers' (educational assistants, graduates with associate degrees up to fully qualified teachers). This has resulted in the project 'Working on quality' (*Werken aan kwaliteit*), which, among other things, aims to specify so-called 'knowledge bases' for teacher training. Very detailed descriptions are given of the required knowledge of subject content (*vakinhoudelijke kennis*) and of subject didactics. This knowledge should be mastered by all students in primary teacher training and be at their disposal on completion of their studies.

In the first phase of this project (2008-2009), two knowledge bases regarding primary teacher training (*Voetstuk van de PABO*) were specified very recently (i.e., July 2009). The 'knowledge base for Mathematics and Arithmetic' has been put together in collaboration with the national expertise centre ELWIER (www.elwier.nl). The 'knowledge base for Dutch language' has been constructed in collaboration with the national expertise centre LEONED, (www.leoned.nl). The primary teacher training knowledge base for Dutch language and that for Mathematics and arithmetic can be downloaded (in Dutch) at www.kennisbasispabo.nl. In this review, we will briefly illustrate the 'knowledge base for Dutch language'.

In the knowledge base for Dutch language the following domains are distinguished:

- Oral language proficiency (*mondelinge taalvaardigheid*)
- Vocabulary (*woordenschat*)
- Early literacy (*beginnende geletterdheid*)
- Advanced technical reading (*voortgezet technisch lezen*)
- Comprehensive reading (*begrijpend lezen*)
- Argumentative writing (*stellen*)
- Youth literature (*jeugdliteratuur*)
- Linguistics/grammar (*taalbeschouwing*)
- Spelling (*spelling*)

For each of these core concepts a further specification is given of:

- Subject content:
What should be taught? (*leerinhoud*). For language education the content is formulated from the perspective of the pupil as a user of language as well as from that of the characteristics of the language itself.
- Domain didactics:
How should the content be taught? (*domeindidactiek*). Four aspects are distinguished: teacher competences, educational means, evaluation and testing, and ordering of the content to be taught.
- Foundation:
What and why? The subject content has a scientific as well as a societal base. Teachers need to be familiar with this base to understand the subject content and to be able to teach it effectively.
- Language didactics and language policy:
how and why? (*taaldidactiek en taalbeleid*) Domain didactics also have a scientific base and language policies provide guidelines or restrictions that influence the choice of the didactics to be used.

In the second phase (2009-2011) of the project 'Working on quality' (*Werken aan kwaliteit*), a comparable knowledge base will be constructed for second-level secondary teacher training colleges (*2e graadsopleidingen*).

5 Value attached to second language learning

The debate in the last few decades on diversity in the multilingual classroom reflects an intriguing struggle to eliminate educational differences at the cost of celebrating ethno-cultural differences (see Broeder & Extra 1999 and Broeder 2007).

5.1 Additional languages

In 1967, a number of Spanish parents (migrant workers) took the initiative to organise Spanish lessons for their children who were growing up in the Netherlands. These initiatives were taken over by the Dutch Ministry of Education in the early seventies. In the 1974 law, the deficiencies of children with low socio-economic status (SES-children) in all primary schools were tackled by the Ministry of Education. Primary schools with many low-SES children received additional funding to organise what was called 'Education in own language and culture' (*onderwijs in eigen taal en cultuur - OETC*), later on (in 1991) renamed 'Own language education' (*eigen taal onderwijs - ET*). Note that the C of culture was dropped. For large groups of minority children at primary schools, 'own language education' (*eigen taal onderwijs*) was introduced as a subject and/or medium of instruction. The extra instruction had been granted to the following target groups: children who have at least one parent of Moluccan or Mediterranean origin (the latter originating from one of the eight Mediterranean countries with which bilateral labour contracts were concluded in the past) and children of at least one parent with a recognized refugee status. The list has been utilised in multiple policy decisions. Firstly, it was meant to be exhaustive in terms of source countries and/or target groups. Secondly, it was meant as a temporary facility, with a focus on first/second generation children of minority groups. Finally, the list took a deficit perspective by excluding higher SES groups like the Chinese, and by excluding Antillean and Surinamese children, who are more or less fluent speakers of Dutch as a result of the colonial status of Dutch in the respective source countries. Chinese children were explicitly excluded from community language education in Chinese, because of the government's view that it has not been demonstrated that the Chinese community in the Netherlands has an SES comparable to that of the Mediterranean target groups (Dutch Home Office 1983).

In the 1990s, the educational policy in the Netherlands can be characterized in terms of a growing tendency towards decentralisation. Consequently, the responsibilities and tasks of the Ministry of Education, of municipalities and schools were being redistributed in an attempt to find a new balance. A new law in 1998 speaks of 'Education in Allochtonous Living Languages' (*Onderwijs in Allochtone Levende Talen, OALT*) to refer to community language education at primary schools. The new law aimed at combining the deficit perspective and the cultural perspective, while allowing for the auxiliary goals of 'allochtonous language education' for younger children (grades 1-4) at curricular hours and the intrinsic goals for older children (grades 5-8) to be filled in only at extra-curricular hours.

In the view of the Ministry, municipalities should be responsible for public information about goals and facilities, for needs-assessment, for a selective distribution of the local budget across local priority (community) languages and across local schools, for inter-school cooperation on 'allochtonous language education' for smaller language groups, and for the role of 'allochtonous groups' (both parents and organisations) as actors rather than just target groups for the implementation of a municipal educational policy.

Finally, at the end of the millennium there seemed to arise in the Netherlands a general acknowledgement of Dutch society being permanently multilingual and the development towards a general valuing of individual plurilingualism. Several language surveys (by Broeder & Extra 1998, Extra et al. 2002) brought to the surface the vitality of 'the other languages of the Netherlands'. For example, it turned out that more than 144 languages could be distinguished and that some 30% of the primary/secondary school children used another language at home, instead of or in addition to Dutch. The 10 most frequently used additional languages in the Netherlands for primary and secondary education are given in Table 5.

Language	Number of speakers
Turkish	8,686
Arabic	6,755
Berber	6,302
English	5,153
Hind(ustani)	5,037
Papiamentu	1,572
France	1,534
German	1,449
Sranan Tongo	1,426
Spanish	1,270

Table 5: Languages most frequently used at home in addition to Dutch (date: 1997-2000) Representative sample of almost 140,000 pupils of primary and secondary schools in the Netherlands.

Notwithstanding the perspective shift to an educational policy that values a multilingual society and invests in the benefits of it, much in the 1998 law remained unclear and uncertain, especially with respect to the newly assigned roles of the Ministry, the municipalities, and the schools in the implementation of 'Education in Allochtonous Living Languages' (*Onderwijs in Allochtone Levende Talen, OALT*). While the roles of the local municipalities and the schools were spelled out in great and complex detail, the responsibilities of the Ministry remained vague and non-committal. Moreover, serious concerns were expressed about the extra-curricular status of the intrinsic goals of 'allochtonous language education', about the restrictive municipal budgets that were made available, and about the local expertise and commitment available for implementing the 1998 law. In 2004, the Dutch government abolished 'Education in Allochtonous Living Languages' (*Onderwijs in Allochtone Levende Talen, OALT*) in primary and secondary education.

5.2 Modern foreign languages

In 2004 the Dutch government decided that priority should be given to those 'modern foreign languages' (*moderne vreemde talen*) that act as 'neighbouring languages' (*buurtalen*) for the Netherlands, i.e., in order of priority: English, German and French. Early bilingual education (English-Dutch in particular) is promoted. In addition, secondary education can incorporate 'new school languages' (*nieuwe schooltalen*), languages that can be taught inside the curriculum as modern foreign languages, open to all pupils (also non-native speakers): Arabic, Italian, Russian, Spanish and Turkish. With the authorisation of the Dutch Ministry of Education, other allochtonous migrant languages, such as Portuguese, New Greek, Chinese, Papiamentu can be taught as modern foreign languages as well, inside the core curriculum.

After 2004, there has been a bottom-up development of groups of parents and migrant organisations starting their own language classes outside the formal education system. The Turkish, Polish and Spanish language groups in particular are in the forefront of this development. It is a reasonable conjecture that after the crystallisation of this 'non-formal' community language education initiated by the language groups themselves, it will not be long before the formal education authorities will incorporate this initiative.

5.3 Core objectives in the curriculum

The core objectives for primary and (lower) secondary education (see appendices I and II) describe the desired results of a learning process rather than the way in which these are to be achieved. Schools themselves choose their own pedagogical approach and select or develop their teaching and learning materials.

In the preamble that accompanies the core objectives, it is stated that teachers are encouraged to address and stimulate children's natural curiosity and their need for development and communication. The preamble further stresses the necessity for the broad development of children, and for a coherent educational programme in which the different

learning areas are closely linked to each other. For the language subjects (Dutch, English, and Frisian)) specifically the core objectives are accompanied by a “characteristics” section. (See Appendices I and II).

Dutch language

In primary education, the core objectives for Dutch focus on oral and written language use, and on linguistics, including strategies. In lower secondary education the core objectives for Dutch emphasize the communicative function of language and strategic skills, as well as cultural and literacy aspects. Educational differences between Dutch as a second language and Dutch as a primary language are noted (for example, different starting situation, didactics, vocabulary needs, etc.). However, the same core objectives and the same educational programme apply to all pupils. Many native Dutch-speaking children growing up in disadvantaged situations will benefit from the didactic insights gained from teaching ethnic pupils. One of these insights is that language plays a crucial role during the acquisition of knowledge and skills in the 'other subjects'.

English and other languages

In primary education, the core objectives for English focus on communication skills. It is compulsory to learn English in primary education. In practice, English is taught to pupils when they reach the age of ten. Schools can arrange to teach English at an earlier age.

For lower secondary education, the communicative function of language is also emphasized. Reference is made to the Common European Framework of Language (see Broeder & Martyniuk). No core objectives have been formulated for other modern foreign languages – in particular for German French– which, like English, are compulsory. However, schools can use the core objectives for English as a guideline for education in other modern foreign languages, by substituting the word 'English', wherever it occurs, with the name of the other modern foreign language concerned.

6 Overview of the current main challenges in (teacher) education

Some issues surfacing in current discourse surrounding multilingual education in the Netherlands, are the following:

- the level of professional qualifications of teachers
- workload of the teachers
- what should be the role of the teacher?
- attractiveness of the teaching profession
- difficulties encountered in a transition to other educational sectors
- whether the multilingual richness of the plurilingual individual should be integrated (or not) into teaching Dutch as a second language.

This list will be expanded on the basis of the teacher and expert surveys that are currently being carried out (Broeder & Stokmans 2009). In addition, focus groups are informed and consulted during the different stages of the project. These focus groups are brought into action for two main purposes: discussing relevant papers and formulating challenges to be met.

7 Good practices

In the third quarter of 2009, a survey has been sent out by the Dutch EUCIM-team (www.eucim-te.nl) to bring to the surface instances of good practice. At the EUCIM Seminar in Braga, Portugal (September 2009), findings of the teacher monitoring activities will be presented (Broeder & Stokmans 2009).

8 Conclusions: requirements for the European core curriculum

In our opinion an important condition to be met to increase the probability of the European core curriculum being adopted in the Dutch educational system is that the European curriculum should meet the requirements specified above. These requirements can be summarized in the three components:

- competence description,
- competence requirements,
- and indicators specifying each of the seven aspects of teacher competences.

However, in order to be effective in terms of improving the competence level of the pupils, one should realise that skills are learned in a specific social context. This social context includes at least two factors. Firstly, the language context at home holding language use and acceptance of school language in off school situations (see Stokmans & Broeder, to appear). And secondly the language context in the classroom, holding the pupils attitudes toward school language and acceptance of school language by the pupils (see Stokmans, 1999, 2003). In other words aspects related to the plurilingual learner in the multilingual classroom.

Since the core curriculum focuses on the competences that relate to the interaction with pupils/students, competence aspects 1 to 4 are the most important.

Aspects of competences	with students	with colleagues	with working environment	with him/herself
Interpersonal	1			
Pedagogical	2			
Expertise in a subject and in teaching methods	3	5	6	7
Organizational	4			

Table 6: Aspects of teacher's competences (SBL 2004)

Next to these more general requirements, the knowledge base for Dutch language provides quite detailed information about the requirements set for a European core curriculum in the Dutch educational system. This knowledge base focuses on content and didactics and thus specifies competence aspects 2 and 3 more closely.

Last but not least, it should be realized that the aspects of competences required as well as a more detailed description of competence aspects 2 and 3 are specified (or will be specified in the near future) for each of the three educational levels:

- for teachers in primary education;
- for teachers in secondary and vocational education;
- for teachers in pre-higher education, i.e., the last two years of higher general secondary education (HAVO) and the last three years of pre-university education (VWO).

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Appendix I:

Core objectives primary education 2006

Kerdoelen primair onderwijs 2006

Core objectives primary education 2006

Preamble

Primary education aims to broadly educate children. The education addresses their emotional and intellectual development, the development of their creativity, and their acquisition of social, cultural and physical skills. The core objectives help put all this into practice. The whole of cohesive, and therefore consecutively numbered, core objectives represents the contents of primary education. The core objectives in this list are divided into chapters for Dutch language, English language, Frisian language, mathematics and arithmetic, exploratory social studies, art education and physical education. Core objectives provide guidelines. They indicate the goals each school should at least strive for. Three comments need to be given here, however.

First of all, the objectives describe the desired results of a learning process, not the way in which these are to be achieved. The core objectives do not prescribe any didactics. Considering the nature of primary education, teachers should address and stimulate the children's natural curiosity and their need for development and communication. By offering a structured and interactive educational programme, different forms of exploratory education, and interesting themes and activities, children are stimulated in their development.

Secondly, content and objectives should be closely linked, be connected to everyday life, and presented in coherence with each other. In concrete education, objectives from different chapters are applicable simultaneously. For example, language is important in all subjects; culture does not only apply to the artistic domain; and information technology applies to all areas.

Thirdly, attention should be given to objectives that are important for all learning areas: a good working attitude, use of learning strategies, reflection on one's own actions and learning, expression of one's own thoughts and feelings, respectful listening to and criticising of others' opinions, acquisition and processing of information, development of self-confidence, respectful and responsible dealing with each other, and care and appreciation for the living environment.

Dutch language

Characteristics

Language education is important because the role of language during the acquisition of content and skills in all learning areas – and the transfer among these – is obvious. Education in Dutch as a second language further reinforced this realisation over the past few years. Language education, therefore, is important for the learning successes of children and for the position they will eventually occupy in society.

In addition, language has a social function. Children need to develop their linguistic skills, because they need them now and in the future. This means that education should include communicative situations: lifelike and fascinating readers, discussions about subjects that are interesting to children, and real correspondence with children in other schools.

Language acquisition and education occur in a circular way: content is similar, while complexity and command increases. In other words, Dutch language education aims to turn children into increasingly competent language users in their command of this language, both inside and outside of the school.

These competences can be typified in four key words:

- copy: copy an action as precisely as possible (for example by copying text from the blackboard).
- describe: apply a skill (e.g. report, give information, or ask questions) in their own way and in their own words.
- structure: give structure in their own ways.
- assess: reflect about possibilities, evaluate.

These key words are not easily formulated and included in core objectives, because they often refer to a combination of competences. Written linguistic skills take up an important position. 'Literacy' presumes more than just the technique of reading and writing. It also implies insight into its social function and a positive attitude. This development is started before the child attends primary school, when the child is read to or when stories are exchanged in the family environment, and is continued in school. And although the development of written language skills is focussed on, the development of oral language skills remains important as well. Expansion of the child's vocabulary, attention to language and thinking, application of listening strategies, reading aloud and telling – these are activities that further develop the oral language skills, while also forming preconditions for the written domain.

Linguistics and language use present children with tools to talk and think about language. Traditionally, these mainly concerned grammar and sometimes the consideration of interesting language phenomena. Today, they particularly concern the child's insight into his own strategies of language use and those of others, so that he learns to use them in an increasingly conscious and purposeful manner. In addition to language as a system, reflection on one's own language use is important. Linguistics should not form a separate subject, but should be integrated in (parts of) other domains.

Education in Dutch as a second language is often different in nature from education in Dutch as a primary language: the starting situation of the pupils is different, the didactics differ, the educational programme is sometimes phased differently, and there is more emphasis on the expansion of vocabulary. However, the same objectives and the same educational programme apply to all pupils. Many native-speaking children who grow up in disadvantaged situations will benefit from the didactic insights gained from teaching ethnic pupils. One of these insights is that language plays a crucial role during the acquisition of knowledge and skills in the 'other subjects'.

Core objectives

Oral education

- 1 The pupils learn to acquire information from spoken language. At the same time, they learn to reproduce this information – orally or in writing – in a structured way.
- 2 The pupils learn to express themselves in a meaningful and engaging manner when giving or requesting information, reporting, giving explanations, instructing, and participating in discussions.
- 3 The pupils learn to assess information in discussions and in conversations that are informative or opinion forming in nature and learn to respond with arguments.

Written education

- 4 The pupils learn to retrieve information from informative and instructive texts, including diagrams, tables and digital sources.
- 5 The pupils learn to write meaningful and attractive texts with different functions, including: informative, instructive, convincing, or enjoyable.
- 6 The pupils learn to structure information and opinions when reading educational, study-oriented, and other instructive texts, as well as systematically structured sources, including digital ones.
- 7 The pupils learn to compare and assess information and opinions in different textual forms.

- 8 The pupils learn to structure information and opinions when writing a letter, a report, a form, or a paper. While doing so, they pay attention to syntax, correct spelling, writing legibly, type page, as well as, in some cases, images and colour.
- 9 The pupils derive pleasure from reading and writing of stories, poems and informative texts intended for them.

Linguistics, including strategies

- 10 The pupils learn to recognise, express, use, and assess strategies in the objectives for 'oral language education' and 'written language education'.
- 11 The pupils learn a number of linguistic principles and rules. Within a sentence, they are able to distinguish between subject, verbal predicate, and parts of a predicate. The pupils know the rules for spelling of verbs, the rules for spelling of other words besides verbs, and the rules for the use of punctuation marks.
- 12 The pupils acquire an adequate vocabulary and strategies for the understanding of words as yet unknown to them. 'Vocabulary' includes terms that allow pupils to think and talk about language.

English language

Characteristics

As a result of the increasing internationalisation, a growing mobility, and the ever-expanding possibilities in communication using the new media, command of the English language is increasingly important to everybody. The position of English in primary education is based upon European policy and the principle that a reasonable command of that language is achieved when English education is commenced at an early age. The purpose of English language lessons is to lay a foundation for communication with native English speakers and others who speak English outside of the school. This initial impetus is further developed during the period of basic secondary education. In primary school, education in the English language is linked to the content of other subjects wherever possible. For example to the content of personal and world orientation. This concerns simple, everyday subjects, such as: 'how do you live', 'spare time and hobbies', 'your body', and 'the weather'.

In primary school, English language education particularly concerns oral communication and the reading of simple text forms. Writing is limited to an introduction to the spelling of a number of common English words. In addition, children learn to look up the meanings and spelling of words using a dictionary.

Core objectives

- 13 The pupils learn to acquire information from simple spoken and written English texts.
- 14 The pupils learn to ask and give information in English about simple subjects while developing a confident attitude in expressing themselves in that language.
- 15 The pupils learn the spelling of a number of simple words about everyday subjects.
- 16 The pupils learn to look up the meanings and spelling of English words using a dictionary.

Frisian language

Characteristics

Primary schools in the province of Friesland are obliged to include education in the Frisian language in their educational programme. This is based on Article 4 of the Primary Education Act: 'In schools in the province of Friesland, education is also given in the Frisian language, unless the Provincial Executive has granted exemption from this obligation after a request by the competent authorities'. Education in the Frisian language, like education in the Dutch

language, has a social function. This social function corresponds to the function of education in the Dutch language: the role of language during the acquisition of content and skills in all learning areas and the transfer between language and 'other subjects'. Therefore, in schools where Frisian is taught, this education is connected to the education in Dutch. There is a transfer between them, for example: expansion of the vocabulary, listening and reading strategies, linguistics.

In addition to the social function, education in the Frisian language has a cultural function as well. Children familiarise themselves with learning to express themselves in the language that is used in the province, the region, the town, the neighbourhood, and the family, in formal and informal situations. While doing so, they participate in the culture of their own region, insofar it coincides with the use of the Frisian language.

In the educational programme, oral linguistic skills take up an important position. These concern subjects that are familiar to the children and relatively simple competences such as describing and structuring. Some reading skills are also pursued. These concern texts that are interesting to the children, whereby reading enjoyment is more important than practice of their understanding of the texts.

Like education in the Dutch language, the acquisition of listening, reading and vocabulary strategies are important. In part, these are transferable from (or to) education in the Dutch language. Apart from this coherence in strategies, linguistics in the broad sense of the term is a domain that forms a rich source of planned and incidental lessons, e.g. the position of the Frisian language in the Netherlands as a whole and in the province of Friesland in particular, and the differences and similarities between the Frisian and Dutch languages in usage, form, vocabulary, etc.

Core objectives

Oral language education

- 17 The pupils develop a positive attitude towards the use of Frisian by themselves and others.
- 18 The pupils learn to acquire information from the spoken Frisian language. These concern texts that give information, enjoyment, opinions or instructions about subjects familiar to them.
- 19 The pupils learn to express themselves in a meaningful and engaging manner in situations from their everyday life, in which they request or give information about a subject with which they are familiar.

Written language education

- 20 The pupils learn to acquire information from popular Frisian texts, such as articles from youth headings, songs, stories, etc.
- 21 The pupils learn to write simple texts in Frisian about everyday subjects, with the purpose of communicating with others about those subjects.

Linguistics, including strategies

- 22 The pupils acquire a vocabulary of frequently used Frisian words and strategies for the understanding of words as yet unknown to them.

Math/Arithmetic

Characteristics

In the course of primary education, the children will gradually acquire – in the context of situations that are meaningful to them – familiarity with numbers, measurements, forms, structures, and the relationships and calculations that apply to these. They will learn to use ‘mathematical language’ and gain ‘mathematical literacy’ and skills in calculus. This mathematical language concerns arithmetical, mathematical and geometrical terms, formal and informal notations, schematic representations, tables and graphs, and exercises for the calculator. ‘Mathematical literacy’ and skills in calculus particularly applies to coherent insight in numbers, insight in measurements and three-dimensional insight, a repertoire of ready knowledge, important reference numbers and measurements, characteristic examples and applications, and practice in arithmetic, measurements and geometry. Geometry concerns three-dimensional orientation, the description of phenomena in reality, and the ability to reason on the basis of images in two and three dimensions. The subjects according to which children develop their ‘mathematical literacy’ have different origins: everyday life, other development areas, and mathematics itself. When selecting and offering the subjects, the children’s levels of knowledge and ability are kept in mind, as well as their other areas of development, their interests, and topicalities, so that children will feel challenged to carry out mathematical activity and be able to do maths at their own level, with satisfaction and pleasure, both independently and as a part of a group.

In short, that they are able to ask mathematical questions and formulate and solve mathematical problems. During the arithmetic or maths lesson, the children learn to solve a problem in a mathematical way and explain to others the solution in mathematical language. They learn to give and receive mathematical criticism with respect for another person’s point of view. Explanations, formulations and notations, as well as the giving and receiving of criticism, are all part of a specifically mathematical method that will teach children to organise and motivate ways of thinking and to avoid mistakes, independently as well as together with others.

Core objectives

Mathematical insight and operation

- 23 The pupils learn to use mathematical language.
- 24 The pupils learn to solve practical and formal arithmetical and mathematical problems and clearly represent argumentation.
- 25 The pupils learn to motivate approaches for solving arithmetical/mathematical problems and learn to assess solutions.

Numbers and calculations

- 26 The pupils learn to understand the general structure and interrelationship of quantities, whole numbers, decimal numbers, percentages, and proportions, and to use these to do arithmetic in practical situations.
- 27 The pupils learn to quickly carry out the basic calculations in their heads using whole numbers, at least to 100, whereby adding and subtracting up to 20 and the multiplication tables are known by heart.
- 28 The pupils learn to count and calculate by estimation.
- 29 The pupils learn clever ways to add, subtract, multiply and divide.
- 30 The pupils learn to add, subtract, multiply and divide on paper, according to more or less contracted standard procedures.
- 31 The pupils learn to use the calculator with insight.

Measuring and geometry

- 32 The pupils learn to solve simple geometrical problems.
- 33 The pupils learn to measure and calculate using units and measurements, such as time, money, length, circumference, surface area, volume, weight, speed, and temperature.

Personal and world orientation

Characteristics

In this learning area, pupils orientate on themselves, on how people relate to each other, how they solve problems, and how they give meaning to their existence. Pupils orientate on their natural environment and the phenomena occurring in it. Pupils also orientate on the world around them – nearby and faraway; then and now – and while doing so make use of cultural heritage. Children are naturally curious. They are always on the lookout to learn about themselves and explore the world.

This development need is a starting point for this learning area. At the same time, society, in which the children are growing up, is making its demands. Children are fulfilling, and will fulfil, tasks and roles, for which education is preparing them. These concern the role of consumer, the role of traffic participant, and the role of citizen in a democratic constitutional state. Knowledge about and insight in important values and standards, and knowing how to act accordingly, are preconditions for coexistence. Respect and tolerance are forms of these.

When learning about the ways in which people organise their environment, economic, political, cultural, technological, and social aspects play an important part. These concern matters that are of importance to the giving of meaning to existence, to sustainable development, to (food) safety and health, and to technological achievements.

Orientation on nature includes ourselves, animals, plants, and natural phenomena. Orientation on the world includes the creation of a world view in terms of space and time. Area by area and using map skills, pupils develop a geographic world view.

They develop a historic world view. This means they have knowledge of historic events in parts of the world and of chronology. Pupils learn to continually update their world view (about themselves and the world) by means of current topics.

Wherever possible, educational content about people, nature and the world are presented in coherence. This promotes the pupils' understanding and contributes to a reduction of the overloadedness of the educational programme. Contents from other learning areas are applied to 'personal and world orientation'. For example the reading and writing of texts (reading comprehension), the measuring and processing of information in tables, timelines, graphs, etc. (maths/arithmetic), and the use of images and expressive material (art education). After all, education is particularly aimed at giving pupils insight into meaning and coherence.

Core objectives

Social studies

- 34 The pupils learn to care for their own physical and psychological health and that of others.
- 35 The pupils learn to behave in a self-sufficient manner – socially, in traffic situations, and as a consumer.
- 36 The pupils learn about the essentials of Dutch and European politics and citizen's duties.
- 37 The pupils learn to behave from a sense of respect for generally accepted standards

- and values
- 38 The pupils learn essentials of religious movements that play an important part in the Dutch pluralistic society, and they learn to respect people's differences of opinion.
- 39 The pupils learn to handle the environment with care.

Nature and technology

- 40 The pupils learn to distinguish and name many common plants and animals in their own environment and the way they function.
- 41 The pupils learn about the makeup of plants, animals and humans and about the form and function of their parts.
- 42 The pupils learn to research materials and physical phenomena, including light, sound, electricity, power, magnetism, and temperature.
- 43 The pupils learn to describe the weather and climates in terms of temperature, precipitation, and wind.
- 44 Concerning products from their own environment, the pupils learn to find connections between form, material use, and the way things work.
- 45 The pupils learn to design, realise and evaluate solutions for technical problems.
- 46 The pupils learn that the position of the earth in relation to the sun causes the differences between seasons and night and day.

Space

- 47 The pupils learn to compare the spatial organisation of their own environment with other environments in the Netherlands and abroad, from the perspectives of landscape, living, working, government, traffic, recreation, welfare, culture, and religion. Attention is at least given to two member states of the European Union and two countries that became a member in 2004, to the United States, and to a country in Asia, one in Africa, and one in South-America.
- 48 Children learn about the measures that are taken/ have been taken in the Netherlands in order to enable living in areas threatened by water.
- 49 The pupils learn about global spatial spread of population densities and religions, about climates, energy sources and natural landscapes such as volcanoes, deserts, tropical rainforests, high mountain ranges, and rivers.
- 50 The pupils learn to handle maps and atlas, command the basic topography of the Netherlands, Europe and the rest of the world, and develop an up-to-date geographic view of the world.

Time

- 51 The pupils learn to use simple historic sources and learn to handle time indications and arrangements.
- 52 The pupils learn about the characteristic aspects of the following eras: hunters and farmers; Greeks and Romans; monks and knights; cities and states; explorers and reformers; kings and regents; revolutions and periwigs; commoners and steam engines; the World Wars and the Holocaust; television and the computer.
- 53 The pupils learn about important historic persons and events from Dutch history and are able to connect these with examples from world history.

Art education

Characteristics

Art education helps children become acquainted with the artistic and cultural aspects of their world. This domain is especially concerned with those aspects of cultural heritage that people have used during the course of time to give form and meaning to their existence.

Another thing art education is concerned with is the acquisition of some knowledge of the present-day artistic and cultural diversity. This takes place both in school and via regular

interaction with the outside world. Through art education, children learn to open their minds: they observe paintings and sculptures, they listen to music, they enjoy language and movement. Art education also encourages them to appreciate cultural and artistic works of expression in the world around them. Furthermore, they learn to express themselves, using the means linked to the artistic domain: They learn to investigate the expressive possibilities of various materials by means of aspects such as colour, form, space, texture and composition; they make drawings and three-dimensional works; they learn songs and use rhythmic instruments to support their singing; they play and move.

Wherever possible, subjects are used that are linked to those in other learning areas. This way, education becomes more cohesive and therefore more meaningful for pupils. But above all, the authentic contribution made by art education is to stimulate children in their development.

Core objectives

- 54 The pupils learn to use images, language, music, games and movement to express their feelings and experiences and to communicate with.
- 55 The pupils learn to reflect upon their own work and the work of others.
- 56 The pupils acquire knowledge about and learn to appreciate aspects of cultural heritage.

Physical education

Characteristics

Children love to move and move around a lot. Just watch how toddlers behave in the playground during playtime. An important goal of this learning area is to maintain this active lifestyle. To achieve this, children learn to participate in a wide range of exercise activities during physical education lessons, in order to build up a broad 'movement repertoire'. This repertoire includes motor aspects as well as social skills.

During attractive exercise situations, pupils learn about the principal aspects of the most important forms of exercise and sports. These include movements such as balancing, jumping, climbing, swinging, tumbling, running, and moving to music. Also included are sports and games, such as playing tag, goal games, throwing games, juggling, and romping games. From this programme, children will also be able to find their way in the out-of-school exercising and sports culture and the more seasonal activities.

Most exercise and sports activities are participated in as a group, which makes it necessary to learn about the rules that apply, how to abide by them, and who plays which part. In addition, it is necessary to learn to help each other, watch over each other's safety, respect each other's possibilities, and explore one's own possibilities. Exercising is and should be fun. Fun is essential in order to continue to participate in exercising activities.

Core objectives

- 57 The pupils learn to participate in a responsible way in the surrounding exercise culture and learn to experience and perform the main principles of the most important sports and exercise forms.
- 58 In collaboration with others, the pupils learn to participate in exercise activities in a respectful way, agree on regulations thereof, evaluate their own exercise possibilities and take these into account when participating in activities



Appendix II:

Core objectives secondary education 2006

Kerdoelen voortgezet onderwijs 2006

Core objectives lower secondary education 2006

Dutch

The first ten core objectives are particularly aimed at the communicative function of the Dutch language and assign an important role to strategic skills. In addition, attention is given to cultural and literary aspects (core objectives 2 and 8).

Core objectives

1. The pupil learns to express himself comprehensibly, both orally and in writing.
2. The pupil learns to adhere to conventions (spelling, grammar, use of words) and learns to appreciate the significance of these conventions.
3. The pupil learns to use strategies to expand his vocabulary.
4. The pupil learns to use strategies to acquire information from spoken and written texts.
5. The pupil learns to find, arrange and assess information in written and digital sources, for himself and others.
6. The pupil learns to participate in meetings, planning and group discussions.
7. The pupil learns to give oral presentations.
8. The pupil learns to read stories, poems and informative texts that are close to his sphere of interest and that help expand his perception of the environment.
9. The pupil learns to structurally prepare and participate in language activities, such as speaking, listening, writing and reading.
10. The pupil learns to reflect upon the way he carries out his language activities and, based upon these and the reactions by others, learns to draw conclusions in order to carry out new language activities.

English

The eight core objectives for the subject of English language are also particularly aimed at the communicative function. The emphasis lies on English as a world language. Especially the core objectives 11, 14, 15, 16 and 17 tie in with the European Framework of Reference [Council of Europe (1998), *Modern languages; Learning, teaching, assessment. A Common European Framework of Reference* (pp. 131-135) Strassbourg: Council of Europe]. Depending on the pupil population, the school can orientate itself on the result descriptions of the cells in A1, A2 and B1 in the Framework of Reference.

No core objectives have been formulated for other modern foreign languages – in particular the German language and the French language – which, next to the English language, are compulsory for the learning paths on the basis of the new Articles 21 and 22 of the *Inrichtingsbesluit WVO* (the Dutch Secondary Education Organisation of Teaching Decree). However, schools may use the core objectives for English as a guideline for education in other modern foreign languages, by substituting the word 'English', wherever it occurs, for the name of the other modern foreign language concerned.

Core objectives

11. The pupil learns to increasingly familiarise himself with the sound of the English language by listening frequently to spoken and sung texts.
12. The pupil learns to use strategies to expand his English vocabulary.
13. The pupil learns to use strategies to acquire information from spoken and written English texts.
14. The pupil learns to find, arrange and assess information in written and digital sources in English, for himself and others.
15. The pupil learns to give others an impression of his everyday life in colloquial speech.

16. The pupil learns to conduct standard conversations in order to purchase something, seek information, or ask for help.
17. The pupil learns to maintain informal contacts in English by email, letter and chat.
18. The pupil learns about the role of English in different types of international contacts.

Mathematics and arithmetic

There are nine core objectives pertaining to mathematics and arithmetic. To some extent, schools are at liberty to develop these according to their different ideologies and learning styles. These core objectives primarily concern the application of (elementary) arithmetic skills and maths both within and outside of the educational programme, both in the lower school and the senior years of secondary education (including the third year of havo and vwo). Systematic attention in the educational programme for (elementary) arithmetic skills is of importance to realise continuing learning lines from primary education, via secondary education, to intermediate vocational education and higher education.

Core objectives

19. The pupil learns to use appropriate mathematical language to structure his own thoughts and to explain the matter to others, and learns to understand the mathematical language of others.

Core objectives for the lower school in secondary education

20. Independently as well as together with others, the pupil learns to recognise maths in practical situations and use it to solve problems.
21. The pupil learns to set up mathematical argumentation and distinguish it from opinions and allegations, and learns to give and receive criticism while respecting other people's ways of thinking.
22. The pupil learns to understand the structure and coherence of positive and negative numbers, decimal numbers, fractions, percentages and proportions, and learns to use these in meaningful and practical situations.
23. The pupil learns to calculate exactly and by estimation and reason on the basis of insight, accurately, in the correct order of magnitude, and using margins that are appropriate to the particular situation.
24. The pupil learns to measure, learns to understand the structure and coherence of the metric system, and learns to calculate using measures and quantities that are common in relevant applications.
25. The pupil learns to use informal notations, schematic images, tables, diagrams, and formulas in order to get a grip on the relationships between quantities and variables.
26. The pupil learns to work with forms and structures in two as well as three dimensions, learns to create images of these and interpret them, and learns to calculate and reason using their characteristics and measurements.
27. The pupil learns to systematically describe, structure and visualise data, and learns to critically assess data, representations and conclusions.

Man and nature

The next eight core objectives cover a large area regarding content, concerning physical, technological and care-related subjects. These core objectives describe in global terms what is concerned: an investigative attitude towards nature, recognising relationships and interactions, linking of theories and models to practical work and observation, promoting sustainability. The core objectives start with the asking of questions (28, 31) and continue via the approach of key concepts (29, 30) to those in which more specific subjects and skills are addressed (32 t/m 35).

Core objectives

28. The pupil learns to turn questions about physical, technological and care-related subjects into research questions, carry out research about such subjects, and give a presentation of the results.
29. The pupil learns to acquire knowledge about and insight into key concepts in living and non-living nature, and learns to relate these key concepts to situations from everyday life.
30. The pupil learns that humans, animals and plants are interrelated with each other and their environment, and that technological and physical applications may influence both positively and negatively the sustainable quality of the environment.
31. In various ways, for example by carrying out practical work, the pupil learns to acquire knowledge about and insight into processes in living and non-living nature and their relationships with the environment.
32. The pupil learns to work with theories and models by carrying out research into physical and chemical phenomena, such as electricity, sound, light, movement, energy and matter.
33. By carrying out research, the pupil learns to acquire knowledge about technical products and systems that are relevant to him, and learns to assess this knowledge, and design and make a technical product in a structured manner.
34. The pupil learns to understand the essentials about build and function of the human body, link these to the promotion of physical and emotional health, and learns to take his own responsibility in this.
35. The pupil learns about care and learns to care for himself, for others and for his environment, and learns how to positively influence his own safety and that of others in different living situations (living, learning, working, going out, traffic).

Man and society

In the twelve core objectives for the part Man and society, a somewhat similar structure to the core objectives for Man and nature is observed: asking questions and doing research (36, 39), placing phenomena in time and space (37, 38), using sources (40, 41, 42), and the organisation of themes concerning content (42 - 47) from nearby and small-scale to faraway and large-scale. Different core objectives concretise the schools' obligation to teach good citizenship. These especially concern the core objectives 43 and 44, while other core objectives, including 6, 35, 36 and 56, also touch on the subject.

Core objectives

36. The pupil learns to ask meaningful questions about social issues and phenomena, take a substantiated point of view concerning these, defend it, and deal with criticism in a respectful way.
37. The pupil learns to use a framework of ten periods to correctly place events, developments, and persons. The pupil learns about the characteristic aspects of the following eras:
 - era of hunters and farmers (prehistory up to 3000 BC);
 - era of the Greeks and Romans (3000 BC – 500 AD);
 - era of monks and knights (500 – 1000 AD);
 - era of cities and states (1000 – 1500 AD);
 - era of explorers and reformers (1500 – 1600 AD);
 - era of kings and regents (1600 – 1700 AD);
 - era of revolutions and periwigs (1700 – 1800 AD);
 - era of commoners and steam engines (1800 – 1900 AD);
 - era of the World Wars (1900 – 1950 AD); and
 - the television and computer age (1950 AD – today);

The pupil will at least learn to connect events and developments in the twentieth century (including the World Wars and the Holocaust) and present-day developments.

38. The pupil learns to use an up-to-date view of his own environment, the Netherlands, Europe, and the world, in order to correctly place phenomena and developments in their environment.
39. The pupil learns to carry out a simple research into a current social phenomenon and give a presentation of the results of it.
40. The pupil learns to use historic sources to form a picture of an era or find answers to questions and learns to include his own cultural-historic environment in this as well.
41. The pupil learns to use the atlas as a source of information, learns to read and analyse maps in order to orient himself, to form an image of an area, or to find answers to questions.
42. From his own experience and in his own environment, the pupil learns to recognise effects caused by choices made in the area of work and care, living and recreation, consuming and budgeting, traffic and the environment.
43. The pupil learns about agreements, differences and changes in culture and religion in the Netherlands, learns to connect his or her own, as well as someone else's lifestyle with these, and learns that respect for each other's views and lifestyles will enhance society.
44. The pupil learns the essentials of the way the Dutch political system operates as a democracy, and learns how people may be involved in political processes in different ways.
45. The pupil learns to understand the meaning of European collaboration and the European Union to him or herself, to the Netherlands, and to the world.
46. The pupil learns about the distribution of wealth and poverty in the world, to recognise its implication on the population and the environment, and to connect these to (his own) life in the Netherlands.
47. The pupil learns to place current tensions and conflicts in the world against their backgrounds and, while doing so, learns to recognise their effects upon individuals and society (nationally, internationally and on a European scale), the tremendous interdependence that exists in the world, the importance of human rights, and the significance of international collaboration.

Art and culture

The five core objectives for the part of art and culture emphasise the similarities among the different artistic disciplines. The purpose is to broadly orientate on art and culture. These core objectives also indicate a variation in activities: making and presenting own work, experiencing and placing the work of others, reporting activities, and reflecting own and other people's work.

Core objectives

48. By using elementary skills, the pupil learns to research and apply the power of expression of different artistic disciplines, in order to express his own feelings, record experiences, shape his imagination, and realise communication.
49. The pupil learns to present his own artistic work, individually or as a part of a group, to third parties.
50. On the basis of some background knowledge, the pupil learns to look at the visual arts, listen to music, and watch and listen to theatre, dance and film performances.
51. Using visual and auditive means, the pupil learns to report about his participation in artistic activities, as a spectator or participant.
52. The pupil learn to reflect upon his own work and the work of others, including artists, orally or in writing.

Physical education and sports

The six core objectives for the part physical education and sports concern a broad orientation on different types of exercise activities and the exploration and expansion of the pupils' own possibilities (53 – 55). Because sports and exercise require definite collaborative skills, separate core objectives have been included for these (56 and 57). The final core objective (58) emphasises the explicit relationship with health and wellbeing. Physical education, particularly the part comprising practical exercise activities, takes place around the school year and to such extent that the qualitative and variational requirements concerning content, as laid down in these core objectives, are met.

Core objectives

53. In view of out-of-school participation, the pupil learns to familiarise himself in a practical way with many different exercise activities in a varied range of areas, including games, gymnastics, athletics, dancing to music, defence sports, and current developments in exercise culture, and to explore his own possibilities in these.
54. Through challenging exercise situations, the pupil learns to expand his movement repertoire.
55. The pupil learns to apply the main principles of the exercise activities on his own level.
56. During exercise activities, the pupil learns to be sportive, take the possibilities and preferences of others into consideration, and have respect for and care for each other.
57. The pupil learns to fulfil simple regulating tasks that enable individual and collaborative practice of exercise activities.
58. By participating in practical exercise activities, the pupil learns to acquaint himself with and experience the value of exercise for health and wellbeing.

Frisian language and culture

Fryslân is a bilingual province, in which both the Dutch language and the Frisian language take up an important position. Many pupils in Fryslân speak Frisian; most pupils, according to themselves, understand the Frisian language reasonably to quite well. They experience the bilingual culture of their province on a daily basis. Pupils are aware of the bilingual nature of their living environment and also learn about the differences and similarities with situations in the Netherlands and abroad. The language is not a separate phenomenon, but – especially in Fryslân – is directly linked to the culture and history of the province. Pupils gain more insight into the specific characteristics of the Frisian language and culture and its background, so that they become better participants of the Frisian culture.

Based on Article 11e of the Dutch Secondary Education Organisation of Teaching Decree (WVO), core objectives have been formulated for the Frisian language and culture, which, in the province of Fryslân, have the same status as the general core objectives based on Article 11a of the WVO. These distinguish core objectives that are compulsory for all pupils (1 - 3) and core objectives that have been set up differently for pupils who speak Frisian as a second language (4a - 6a) and those who are native speakers of Frisian (4b - 6b).

Participant in a bilingual culture

Core objectives

1. The pupil learns to recognise the significance of the bilingual Frisian culture for everyday life and learns to compare it to situations in the rest of the Netherlands and abroad.
2. From examples, the pupil learns to understand the specific characteristics of the Frisian culture and link these to their historical backgrounds.



3. From examples, the pupil learns to recognise the importance of Frisian cultural expressions (texts, music, drama, film, TV, and radio) and to put the meaning he gives to them into words.

For pupils with Frisian as a second language

Core objectives

- 4a. By means of contexts that are meaningful to him, the pupil learns to build up a Frisian vocabulary by applying different strategies.
- 5a. On the basis of questions about subjects that are within his sphere of interest, the pupil learns to find and organise information from written and digital Frisian sources.
- 6a. The pupil learns to conduct informal conversations in Frisian with peers about subjects from everyday life.

For pupils who are native speakers of the Frisian language

Core objectives

- 4b. The pupil learns to express himself comprehensibly, both orally and in writing, and observe conventions that apply to the Frisian language (spelling, grammar, use of words).
- 5b. The pupil learns to discover the importance of communication according to current Frisian language rules in formal situations (meetings, planning, discussions).
- 6b. The pupil learns to choose and read Frisian stories, poems and informative texts that are close to his sphere of interest and that help expand his perception of the environment.