

Curriculum Vitae

Personal data:

First name Joseph
Surname Bergkamp
Date of birth/ place 13-10-1949 Amsterdam, The Netherlands.

Academic qualifications:

<i>Period</i>	<i>School</i>	<i>Diploma</i>
1962 - 1965	Secondary School, Zevenaar	: Mulo-A + Retail Trade Diploma
1965 - 1969	Training College for Teachers, Maastricht	: Teaching qualification
1969 - 1970	Training College for Teachers, The Hague	: Qualification as head teacher
1976- 1978	Post-Higher Education (OSO), Tilburg	: Expert SEN (with honour)
1995 - 1998	University Greenwich, London	: MA Special Educational Needs
1999 - 2000	University Course, Eindhoven	: First grade Teaching Qualification
2004 – 2005	Fontys, Den Bosch	: Supervision guidance

Professional international excursions:

1995 United Kingdom
1996 Denmark
1997 Belgium and United Kingdom
1999 Morocco
2006 Belgium
2006 Guinea Bissau
2015 Karnataka (India), Maharastra (India)
2016 + 2024 Kerala (India), West-Bengal (India)
2018 Ethiopia, Addis Ababa

Work experience

1970 - 1975 Classroom teacher, primary education :
1975 - 1998 Classroom teacher, deputy director special education (severe behavioural problems)
1998 - 2000 Director special education (severe learning problems)
2000 - 2002 Director special primary education (moderate learning/behavioural problems)
2000 - 2002 Staff member School Board for special education
2002 - 2014 Fontys Hogeschool (University o.appl.sc.): Lecturer, coordinator
2002 – 2014 In collaboration with Roehampton University:

- Dissertation guidance
- APEL (Accreditation Prior Experiential Learning)support
- lecturer module Inclusive Education
- lecturer module Change Agent

Main tasks as lecturer:

Special Educational Needs (SEN) teacher courses:

Opening modules on introduction and general themes, next to modules on comprehensive reading, second language teaching, mathematics, supervision on learning and research guidance/support.

Special Educational needs counseling (SENCO)courses:

several educational management modules

SEN teacher courses:

several modules concerning “specialist on behavior”.

Given modules on masters level:

- Mathematics for primary education
- Comprehensive reading for primary education
- Dutch as a second language (NT2)
- Management: School Organisation
- Management of educational changes
- Action and solution aimed diagnostics (remedial teaching)
- School logistics of special educational needs care (special needs coordination)
- Coping with maladjusted student behaviour
- Psychopathology
- Methodology of educational research (English and Dutch)
- Giftedness in primary and secondary education
- Parents and school
- The care system outside school but around education
- Inclusive education (English and Dutch)

Research:

1998: Coping with (de)motivation and fear of failure concerning students visiting schools for children showing maladjusted behavior (Omgaan met (de)motivatie en faalangst bij ZMOK-leerlingen)

International contacts:

[University of Roehampton Londen](#)

[SNV](#), Foundation of Dutch Volunteers Abroad (Stg. Nederlandse Vrijwilligers in het Buitenland)

[Sabuj Sangha](#) NGO, Calcutta (Kolkata)

[SEDT NGO](#), Kerwadi (India)

[Provincial House Salesians of Don Bosco, Bangalore](#) India

International Experiences:

2006	Transition of denominative education into public education (Guinéa Bissau)
2015	Trainer in India: Motivation & Adaptive Education, Karnataka Kerala, Maharastra
2016	Trainer in India: Sensitisation Special Educational Needs Kerala, Karnataka, Maharastra, West-Bengal
2017	Trainer/guide in West-Bengal: Fruitful schooling (a school garden project in the Sundarbans and on Sagar Island) in cooperation with NGO Sabuj Sangha

Social activities:

2000 - ...	Volunteer aid, caregiving
2015	Yojana Foundation , educational teacher and anganwadi training in India (states of Karnataka, Maharastra, West-Bengal), subject: Motivation
2016 + 2017	Yojana Foundation , post higher education teacher training on special needs care (in Kerala): Sensitization Special Educational Needs and Inclusion
2016 + 2017	Aid Eindhoven Foundation : post higher education teacher training on special needs care (in West Bengal)
2017 - ...	Aid Eindhoven Foundation board member - treasurer
2020 - ...	Zonnebloem charity, volunteer and local board member (coordinator participants-volunteers)

Articles:

- Bergkamp, J (2004) De School een Zorg en de Zorg voor School
In: Zorgkatern CNV Schooljournaal” Zorg Primair”, 27-09-2004 pp. 99-101
- Bergkamp, J en Vonck, W (2005) Professionaliteitsopvatting en inclusief onderwijs,
Uitg. Garant

Bergkamp, J (2007) Slimme studenten blijven relatief dom
 In tijdschrift Talent. - Jrg. 9, 28 augustus 2007, Nr. 5
 Bergkamp, J (2013) Ik hou niet van SWPBS in het basisonderwijs.
 In: Nieuw Meesterschap. - Jrg. 3, nr. 3.p. 48 (maart-april-mei 2013)

Speeches/workshops presented on the subjects of:

- Inclusive education and “fitting education”
- Concepts of professionalism and inclusive education
- Transition of denominative education into public education (Guinéa Bissau, 2006)

Recent repertoire (2014-2017) concerning training, presentations and workshops:

- Orientation on an inclusive society and inclusive education
 (e.g. The Salamanca Statement, ratifications and laws)
 as an introduction (foundation) for further workshops).
- Orientation on awareness of special educational needs and children's rights
 (Children's right – UNESCO)
- Implications of inclusive educations for schools
 (School policy, school management, School Wide Positive Behaviour Support – SWPBS)
 Special schools versus regular schools?
 International experiments on cooperative education
- Implications of inclusive education for classroom teachers
 - Knowledge of hampering learning styles, disorders, behavioural problems and the related plan of action
 - Facilitating the classroom teachers
 - Tools for action
 - Training, experiencing the execution of (individual) plans
- Professionality of classroom teachers in an inclusive educational setting
 - Professional requirements / qualities
 - Knowledge, attitude and skills
- Guidance of students / pupils with special educational needs
 - The central role of the classroom teachers
 - Effective use of peers and peer groups
 - Deploying “Experts”:
 - psychologist and/or psychiatrists
 - remedial teacher
 - mentor
- Parents of children with special educational needs
 - Denial, shame, acknowledgement, acceptance
 - The empowering process of parents
 - Cooperation between schools and parents
 - Parents as volunteers in schools

Workshops to be designed and given are a synthesis of **information** (knowledge), **understanding** (personal concepts) and **skills** (practice, personal and professional experience) in the framework of participation in an **inclusive society** (individual and social emancipation and empowerment).