



SCHOOLGIDS
2018 — 2020



Foreword

Presented here is the guide of Integrated Child Centre (IKC) De Eglantier Voorhof. In this guide (part A) you will find a detailed description of the services that the IKC offers you and your child (ren): education and childcare from 0 to 12 years. Together with the Calendar (part B) this contains all the information about the IKC.

In this IKC guide you can discover what principles we stand for and how we work on the optimal development of children. How we deal with the differences between children, what we expect from parents and what parents can expect from us.

Children, teachers, teaching staff and parents all learn and work together on de Eglantier Voorhof. This will allow our children to gain all kinds of personal skills that are important as a global citizen.

WE ENTER THE WORLD!

Each schoolyear all the parents of IKC De Eglantier Voorhof receive an annual calendar. In this calendar you will find a relevant, yearly updated part with information and dates from the IKC. Where it says 'parent', you may also read caregiver.

On behalf of the team at IKC De Eglantier Voorhof, we hope you enjoy reading this IKC guide.

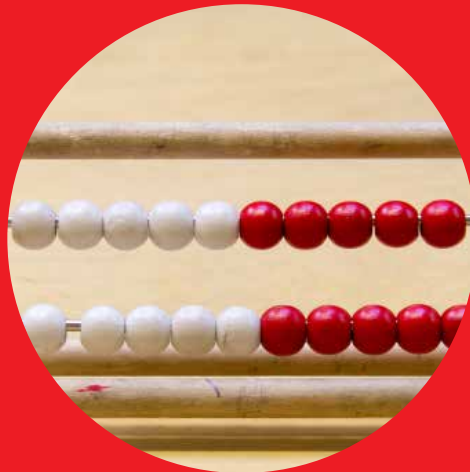
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About this publication

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 Design: Karen Knols, [Studio Lampro](#)
 Layout: Annette Peterse
 Translation: Marlijn van Kempen, Thuis in Engels taalcoaching

Integraal Kindcentrum De Eglantier Voorhof
 Primary – Childcare
 IB-building
 Ina Boudier-Bakkerstraat 2
 2624 NX Delft
 T 015 2564208
 E directie@eglantierdelft.nl
 I www.eglantierdelft.nl
 I www.librijn.nl

Primary School - Playground - Childcare
 RH-building
 Roland Holstlaan 917-919
 2624 KE Delft
 T 015 2564208



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About us

The IKC Eglantier Voorhof in short

The IKC De Eglantier Voorhof is a cooperation between [Stichting Librijn Openbaar Onderwijs](#) (Public Education Foundation) and [Stichting Rijswijkse Kinderopvang](#) (SRK). Librijn is responsible for the public primary schools in Delft and Rijswijk.

Stichting Rijswijkse Kinderopvang (SRK) is available for children from 6 weeks to 12 years. IKC De Eglantier Voorhof has a play-group, a day-care centre, pre-school care and after school care (including holidays). SRK provides childcare in many locations in Rijswijk, The Hague and Delft.

At IKC De Eglantier Voorhof we work on the basis of a jointly supported pedagogical and educational vision that is performed by one team. The IKC Eglantier Voorhof operates as one organization. We do this together for the benefit of all the children. Professionals and parents work together in the IKC to give support tailored to the development of the children. Parents and children are given the opportunity to make their own choices from the services offered at the IKC Eglantier Voorhof. This makes it easier for parents to combine work and care between 7:30 to 18:30.

We strive for optimal upbringing and education for each child. We do this by providing a cohesive curriculum of continuous developmental trajectories for children from 0 to 12 years based

on the International Primary Curriculum (IPC) and Bilingual Primary Education (TPO).

The International Primary Curriculum is an integrated, thematic and creative curriculum for children aged 2 to 12 years which focusses on the creative and social studies subjects. The IPC is compiled with high standards in terms of learning.

Bilingual Primary Education is a pilot project from the Ministry of Education in which we have chosen to participate. In the school year 2016-2017, we started with conducting 30 percent of the teaching time in English in groups 1 and 2. In the schoolyear 2018-2019 groups 1 to 4 will receive bilingual education. In the schoolyear 2019-2020 this will be extended to groups 1-5. The childcare works with Benny's playground, a teaching method that introduces the English language in a playful manner to toddlers.

IKC Team De Eglantier Voorhof

The team of IKC De Eglantier Voorhof consists of group teachers and specialist teachers, an internal guidance counsellor and pedagogical staff. The IKC has student interns on a regular basis. The team is supported by an administrative assistant, concierges and volunteers.

The IKC Eglantier Voorhof is a learning community in which not only the development of children is central, but also the employees. In a learning community we learn together and from each other. The constant development of education and the pedagogical and didactic approach is paramount. All employees of the IKC are involved and motivated professionals who are working to develop themselves. Each year a training plan is created, based on the plans of the IKC and on individual wishes and requirements. The teachers and pedagogical staff keep a record of their qualifications. Teachers are expected to prepare a personal development plan and update it regularly.

Our IKC has an active quality policy. We try to improve quality by always checking if the quality is still up to standard, how to keep the quality up to the standards, to see what could be better and retain those improvements. For this, we make use of quality cards, Working With Quality Primary Education (WMKPO) and Improvement Meter (Verbetermeter) for the childcare.

Managing board

The location director education is in charge of the daily management and are overall responsible for the IKC. The Location Director Education and Cluster Manager Childcare form the Management Team (MT) of IKC De Eglantier Voorhof. The MT consults with the Cluster Director of Stichting Librijn and with the Manager Innovation and Cluster Support of SRK. Together they form the steering committee of the IKC. During the consultations the financial policy and personnel policy of the IKC will be discussed.

The head of childcare has the day-to-day management of the childcare. The head of location is the first contact person for the employees and parents of childcare. Together with the cluster manager for childcare, she organizes the organisational management of childcare

Teachers and pedagogical staff

The teachers take care of the education of the children. They form the first point of contact for you as parents. In addition, there are also teachers with a specific subject specialism. For example, there are specialists for IPC, ICT, language and English. There is also a specialist in physical education. One of the professional specialists in English is also a native speaker. The pedagogical staff are responsible for childcare and are the first point of contact here. The IKC has an IKC staff, who work in education and at the childcare. These persons try to connect the childcare and education.

In the IKC we have the task of education coordinator. The coordinator coordinates the daily business per domain. For the domain 0 to 7 years there is a lower group coordinator and for the domain 7 to 12 years there is a upper group coordinator. Together with the location manager they form the MT education. The MT education arrange the organizational management of education.

Within the IKC we have the task of internal counsellor (IB). The internal counsellor coordinates the care in the IKC. The internal counsellor advises teachers and pedagogical staff on how to deal with children who need extra care, both in terms of learning and behaviour. Furthermore, the internal counsellor maintains contact with external care institutions and is present when necessary at parent-teacher talks. In case of incidental cases, the internal counsellor will provide care to children.



Our buildings

Most important is that our IKC is a safe environment for children, parents, teachers, educational staff and local residents. Our IKC is located in the Voorhof West. The areas around the buildings consist of varied green and green playgrounds. The IKC is housed in two buildings at five minutes walking distance. The children come from both near the IKC and from other districts of Delft and surrounding municipalities. Parents make a conscious choice for our IKC and our vision on bilingual education at an early age, the IPC and the attention to learning.

In the building on the Roland Holstlaan (RH-building) the lower and middle groups are housed, as well as the playgroup and childcare for ages 0 to 7 years. The number of children ranges from 140 to 160. The building on the Ina Boudier-Bakkerstraat (IB Building) houses the middle and upper groups and after-school care for the ages of 7 to 12 years. The number of children in this building is around 200. The total number of children in the IKC is about 360 children.

What do we stand for as IKC?

Identity

The educational identity of IKC De Eglantier Voorhof is based on public education. The culture and beliefs of every child have a place at the IKC. By acquainting the children with the life and culture of others, they learn to discover the value of diversity.

IKC De Eglantier Voorhof is a miniature society. 'Together responsible for all children' is the core value from which we work within the IKC. Our goal is that children feel safe. We strive for the best conditions by creating a structured, quiet and instructive environment.

The mission

We want to guide children within a safe pedagogical climate. We create this by offering core values, or personal goals. These are made visible in a symbol: the Eglantier rose. The personal goals relate to individual qualities and competencies that are important for children in the 21st century. We believe that children, as a citizen of the world in the 21st century, need certain skills, such as the ability to work together, to solve problems independently, ICT skills, show creativity, think critically, have social and cultural skills, and to be able to communicate in multiple languages. Our curriculum is focused on the realisation of this. In total there are eight different personal goals; research, adaptability, resilience, communication, morality, cooperation, respect and caring.

WE ENTER THE WORLD!

De visie

Integral child centre De Eglantier Voorhof is the place for education, childcare, education and development of children from 0 to 12 years. We guide the children in a safe educational environment in becoming global citizens, by offering skills. We enter the World!

Tailored learning, cooperative methods, purposeful learning and focus on (individual) learning needs are central to our curriculum.

To emphasize the global citizenship, we work with the International Primary Curriculum (IPC) and we teach English to all children, next to the basic subjects such as mathematics and language. To teach the children to become owners of their own education, every child develops a portfolio in cooperation with teachers and parent(s).

The children in the Eglantier Voorhof are diverse in nationality. The international background and the relatively green location of our buildings means that culture and nature are two pillars on which the IKC De Eglantier Voorhof builds: before, during and after school. This is evident from the annual theatrical shows, green schoolyards, school gardens, the greenhouse, and a wide range of after school activities.

At IKC De Eglantier Voorhof we are working on an integrated curriculum with great attention to continuous development and shared responsibility for learning and educating.

What does our educational concept look like?

The government has established key objectives for all subjects and frameworks for literacy and numeracy. These indicate what children should master by the end of primary school. The education at IKC De Eglantier Voorhof aims to ensure that all children achieve the core objectives. The way our kids work on this, is determined by the teachers based on the child's educational needs. Children receive instruction that fits their own level. Teachers instruct, support, monitor and guide children in the progress of their development.

Our curriculum focuses on learning that is designed to help children learn and to enjoy what they learn. Purposeful learning means that we assess what children get out of that which has been taught. Assessment and evaluation are important because in this manner we discover whether the children actually learned something.

Class sizes in all classes is around 30 children. Each group will

consist of no more than 32 children, although sometimes an exception is made and the number of children may exceed the 32 limit. The whole school is working in heterogeneous and homogeneous age groups. All two years have two homogeneous groups and a heterogeneous group (for example: group 3, group 4 and group 3/4).

The lessons

The lessons are given by the group teachers and the specialist teachers. The lessons usually consist of instruction and assignments which are made individually or in small groups. The instructions are targeted according to the IGD (Interactive, Differentiated, Direct Instruction) model given by cooperative methods. After the instruction the children work independently in level groups.

By way of the IGD model the instructions are offered in steps. The new material or strategy is repeated and differentiated by the teacher. The lessons are aimed at ensuring that all children can achieve these goals. Therefore each child receives instruction tailored to his or her own learning needs.

Cooperative learning is an important part of the instructions. Cooperative learning is also called collaborative learning. Working together is encouraged by cooperative methods in which children work in pairs or groups. For example, the children discuss the subject matter, they give each other explanations and information or complement each other. They work together to find a solution and help each other.

In our classes, we strive to ensure that all children benefit from group instruction. We take into account the differences between children when working independently. There are three different level groups working in the classroom, consisting of a so-called basic group, an extended instruction group and a



enrichment group. During a reading lesson for example, good readers get enrichment material and poor readers extended instruction. For the children in the enrichment group this (some-times) means a short instruction and instruction targeted on enrichment and enhancement of knowledge fitting to the subject. This means for the less competent readers that the instruction time is increased. All learning needs are taken into account. The premise for working independently is that children may achieve the learning objectives without the help of the teacher. Children use a day planner that allows them to work independently or in collaborative form. The role of the teacher is as a guide. In this way, children learn to plan their work and to make independent choices in their work approach.

The lessons in groups 1, 2 and 3

The curriculum in group 1 is not divided into subjects but inte-grated in a theme. Thematic work gives cohesion to all activities, wherein each child can develop at their own level. The teachers guide and stimulate the learning process of each child. In groups 1 and 2 we follow the KIJK! developmental lines and IPC. The themes fit the world experience of the child so that the motiva-tion and involvement of children increases: they are enthusiastic and “live what they learn.”

The joint instruction is given during circle times. Preparatory reading, literacy and numeracy are offered among other things. The goals from all the lessons during circle time will return when working independently and during play and work lessons. In groups 1, 2 and 3 we work with a planning board. This is a board where the children can independently choose what activities they want to do. The children are stimulated every time to develop themselves by offering challenging materials and a wide range of activities in the zone of proximal development of the child. The teacher creates a stimulating learning environment by setting up the corners of the classroom with playing, learning and develop-mental materials.

There is also plenty of opportunity for playing together, movement and dance during the exercise classes and playing outside.

The basic skills in group 3 to 8

A lot of time and attention is given to the skills of language, technical reading, reading comprehension, spelling and arith-metic. Education in basic skills is important to us. By means of corresponding method-based tests, we follow the progress of the children in these areas and we evaluate our teaching, the methods and tools we use.

In groups 1 and 2 we start playfully with the development of the basic skills. Children differ in the rate at which they develop, for example because of their aptitude, motivation and background. Both the teacher and the methods we use help to adapt to the differences between children. Below is a list of the methods used at our school.

Subject	Methods
Language	Early literacy (group 1 and 2))
	Lijn 3 (group 3)
	Taal op maat (group 4 t/m 8)
(Comprehensive) Reading	Lijn 3 (group 3)
	Nieuwsbegrip (group 4 t/m 8)
	Estafette (group 4 t/m 8)
Mathematics	Rekenrijk (group 1 t/m 8)
Writing/Script	Schrijfdans (group 2)
	Klinkers (group 3)
	Pennenstreken (group 2 t/m 6)
English	I-pockets (group 3 t/m 4)
	Happy serie (group 4 t/m 8)
IPC	IPC Early Years (group 1 en 2)
	IPC (group 3 t/m 8)
Topography	De junior Bosatlas (group 6 t/m 8)
Traffic	Traffic lessons on school square and in neighbourhood (group 1 t/m 8)
	Rondje verkeer (group 1 t/m 3)
	Op voeten en fietsen (3VO) (group 4 en 5)
	Jeugdverkeerskrant (3VO) (group 6 t/m 8)
Social and emotional development	IPC personal goals (group 1 t/m 8)
	Kijk! Observatiemiddel (group 1 en 2)
	Kijk! Op Sociale Competenties (group 3 t/m 8)
Physical education	Planning taken from diverse methods (group 1 en 2)
	Planning following the vision of the HALO (Hague Academy of Physical Education) (group 3 t/m 8)
Dancing	Various dance methods are used as source material (group 1 t/m 8)
Other	School gardens (group 2, 4, 6 en 8)
	First Aid EHBO (group 8)

The International Primary Curriculum (IPC)

The IPC is a thematic and creative curriculum for children aged 2 to 12 years focused on the creative and social studies subjects. The IPC consists of so-called units offered per two years. The learning objectives of the IPC have been formulated for different age groups. These are called mileposts. We work with a milepost group 1 and 2 (ey), milepost group 3 and 4 (MP1), group 5 and 6 (MP2) and group 7 and 8 (MP3). For every milepost, special units have been designed to suit the development and perception of the child in this period. The choice of units is determined in part by the legal requirements imposed on our education. Netherlands Studies has been added so that the total supply meets the key objectives set out in the Law on Primary Education.



A unit consists of a central theme and has some learning objectives. In the learning objectives is described what children need to know, what they should be able to do, and what they must understand. We pay attention to questions that children have themselves and encourage them to find and formulate their own answers.

In the curriculum the following learning objectives are included:

- The subject-specific objectives: the professional goals relate to the knowledge, skills and understanding. There are subject-specific targets for nature and technology, ICT, history, geography, music, physical education, the arts, and humanities and society.

- The IPC learning objectives for children are based on developing knowledge, skills and understanding. Because knowledge, skills and understanding are three completely different development aspects, learning will also differ. The IPC activities are designed in such a way that attention is paid to the different talents and skills of children. These goals are offered in different ways. For example, an educational trip is organized per theme or guest lecturers are invited or workshops are offered.
- Personal goals: personal goals are related to the individual

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qualities and characteristics that are important for children in the 21st century. The personal goals help develop those qualities, so that children are able to deal with change in their lives. There are personal goals for research, adaptability, resilience, communication, morality, cooperation, respect and caring. We encourage the children to form and express their own opinions and to have respect for others. Through the personal goals children explore their own identity and that of others.

- The international goals: IPC is unique in that it defines learning objectives that help children to make connections between the lessons learned in the classroom and the relationship with other countries. There is also an international holiday we focus on every year. On this day we celebrate as a school this

holiday, for example Chinese New Year and Saint Patrick's Day.

The above objects and the associated activities will also meet the core objectives of active citizenship education. Active citizenship is a thread that runs through our curriculum. This is done by the IPC themes, and the offer of knowledge of the democratic system and political decision-making and knowledge needed to be able to actively participate in society.

English

In IKC De Eglantier Voorhof much attention is given to the English language. That is why we have employed specialist teachers and a native speaker at the IKC. The children in the primary grades playfully learn the basics of a (for most) second language. In the middle and upper groups the basic knowledge is further expanded and deepened. We want children to function in an international society. Mutual understanding and cultural diversity are central in this society. In addition, we want them to be able to express themselves. By offering English from the start, the children learn this language in a playful and natural way.

The Ministry of Education is supporting the further development of early language learning (VVTO). From school year 2015-2016 we as a school participate in the pilot project Bilingual Primary Education (TPO). It started in August 2015 in groups 1 and this will be extended one group per schoolyear. This pilot project legally allows us to give lessons and activities in English with a minimum of 30 and maximum of 50 per cent of the teaching time. We also participate in the national network TPO. Within this network, the schools work together to achieve the goals of the project and to exchange knowledge and experiences. The pilot project has given us contact with a secondary school in Delft to ensure a continuous line of education. That will allow the children to function better in secondary education.

An early start means that you take due account of the way



in which children can learn a language. Learning the English language has been integrated into our educational concept. In the upper groups we take at IPC-themes, music or other subjects to strengthen the relationship between language learning and language use. There are plenty of opportunities inside and outside schools to communicate in English.

We strive for a high quality of English teaching which is why we have joined the national knowledge centre for early language learning English, Earlybird. In June 2014, we were the first school in Delft who received the Early Bird certificate. The IKC team is being trained in their English skills. In May 2018, the IKC team went to Cyprus for a training course.

Expression and physical education

Within the IKC we see exercise as part of learning. In groups 1 and 2 physical education is given by the group teacher. This occurs both in the playroom and during outdoor play. These movement lessons are given in the playroom at the RH building. The movement classes include physical exercise lessons, game lessons, dance lessons and lessons with gym equipment.

In groups 3 to 8 PE lessons and dance lessons are provided by a specialist teacher of physical education. Part of the PE

is swimming lessons for groups of 5 to 8. The Municipality of Delft in collaboration with Foundation Librijn offer Swim2Play, so-called wet gym lessons offered to the public education school in Delft.

In addition, throughout the school year external partners are hired for specialist physical education classes, such as a workshop judo.

Information and communication technology (ICT)

On IKC De Eglantier Voorhof we believe that ICT is not a profession or a goal in itself, but that it is used as a means. This means that ICT is fully integrated within the curriculum.

ICT is a tool that can be used both for structured practice as well as for learning through discovery. ICT is used for instruction and practice but also as an adaptive learning tool. We use a touch screen, computers, laptops, Chromebooks, and (Snappet) tablets (for math lessons), in each classroom. When working on IPC goals your child learns how to search and process information on a computer or tablet. We use for example programs like MS Word and MS PowerPoint to achieve this. Children have safe access to the Internet in a protected learning environment with all monitors turned to the class. Teachers supervise during computer use and no filter is used.

Creative development

Expressing oneself in a creative way is a part of our education. This will be fully integrated in the IPC. In addition, an extra Art-week will be planned per IPC-theme with focus on a certain technique such as painting, drawing, photography or ICT skills.

Children are given music lessons once every two weeks from a music teacher in groups 3 to 8. During these lessons the children will listen to classical and world music, learn about instruments, vocals and musical notation.

The natural surroundings of the school play an important role in our curriculum. Nature education activities usually take place outside. We have a school garden next to the building at the IB location, which is used by the groups 2 and 4. The children of group 8 help the group 2 children with gardening. Group 6 gardens at the Kids Gardens Delft, location Zonnebloem in Tanthof.

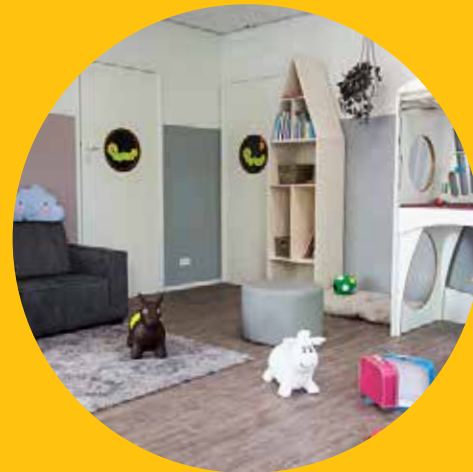
Learning doesn't only take place inside the school. Therefore the children make regular cultural excursions. Our school also has good external contacts with the library and several cultural



institutions in the area.

During one of the IPC themes, a school play will be performed by a group. The class shall, jointly with the group teacher, practise texts, songs and dances. You as a parent are welcome to attend the evening performance.

In groups 3 to 8, children go to the School Library every week. Here they may weekly choose a new reading book and / or information book. They are assisted by volunteer reading coaches. They help the children choose a book at the right level and within the child's interest.



What does our childcare look like?

Our main goal is that children feel safe. By creating a structured, quiet and instructive environment we strive for the best possible conditions. When it comes to childcare you can see this reflected in playful learning and relaxation. We observe the child and his or her needs. The child is given the space to lean, support, grow and rise. The pedagogical staff offer the children a sense of security, attention, freedom and space to develop themselves and their talents.

The day-care, the playgroup and the pre- and after-school care from 0-7 years are all located in the domain 0 to 7 at the RH building. The childcare is a place where children from 0 to 4 years come to learn, play, develop and meet. There is plenty of attention for the development of your child. The day-care offers the little ones a safe and warm environment with loving care and attention. We challenge the kids to explore, so that they learn about the world around them and feel safe in it. In this way they can discover and develop their own talents.

In the playgroup we offer childcare for children aged 2 to 4 years between 8.30 to 11.45. There are two groups, one group on Monday and Thursday, and another group on Tuesday and Friday. Every morning there is a fixed program with varied activities. We aim for a group with up to 16 children. Children should feel comfortable and have fun. Every child has their own way of playing, thinking, feeling and talking. This is taken into account during the daily program.

In the day-care and the playgroup, daily attention is paid to active exercise. A pedagogical employee is specialized in playful movement.

The after-school care is for children from 4 to 12 years from 15.00 to 18.30 on Monday, Tuesday, Thursday and Friday (Wednesday with sufficient request) and in the school holidays and on school-free days from 7.30 to 18.30 hours. There are two groups of out-of-school care (bso) with a maximum of 20 children per

group. Children from the age of 0 to 7 years are located at the RH building and children from the ages of 8 up to 12 years at the IB building.

During the school holidays the days are filled with adventurous activities. Make discoveries in the hobby greenhouse and grow their own tomatoes or tinkering with natural materials. Doing something athletic, musical, dancing and face painting culminating with a performance on stage. For the after-school care, you can choose from three packages; BSO total, BSO plus and BSO standard. BSO total (52 weeks) is the most comprehensive package and BSO standard is the package only for schooldays (after school). BSO total and BSO plus include childcare during school holidays (fixed days).

The pre-school care gives you the opportunity to start your child at school on a regular basis before school time. Your child is welcome from 8.30 am, until 8 am it can use a healthy breakfast with us. There is an opportunity to play a game, drink a cup of tea, read a book or socialize with each other children and the staff. At 8.15 am the children are escorted to their class / building.

Learning trajectories

The learning trajectories: at the day-care this will be guaranteed by working with the same child monitoring system as in education. This allows us to track the broad development of all children in a continuous line and pick up early on any developmental or learning variations.

The IPC themes serve as a basis for working thematically at the day-care. The themes from education are continued and enriched in childcare. Here, learning through play, is the guideline that continues from childcare and playgroup to school.

During the after-school care there is also structural attention for the English language. The pedagogical staff speak English

with the children during snack time. The employees in childcare and toddler care are trained in the Early Bird method. From September 2018, this method will also be actively used at toddler care.



Every child a continuous development

Our educational and childcare facilities within the IKC aim to assure children go through a continuous development. Every child develops at his own pace, one faster than the other. We have an eye for all children, children with a developmental advantage and children with special development and learning needs. Some children need more guidance than others. Ultimately, our goal is to let all children achieve the key objectives in his or her own pace and modified to the learning needs of the child.

Monitoring development

The learning and developing trajectories of a child are an important task of the teacher and teaching assistant. We follow the development of children accurately. Only then can we tailor our lessons and our guidance on the level of development and needs of the child. Following the development is done in the following ways: through the child monitoring system, reporting, CITO, final test and the reference secondary education.

Child monitoring system

The children are monitored with the help of a program called Parnassys. The monitoring system helps us to follow the learning progress of the child during their time in school. The monitoring system includes observations, absences, records of parent meetings and national standardized tests. However, we are not only focused on the curriculum, but we also look at the situation at home, the child's self-esteem, motivation, work behaviour, motor skills, and socio-emotional development.

For children from 6 weeks to 6 years of the childcare and school, development is followed by KIJK! observation and recording system. With KIJK! we monitor and record the overall development of children. This is done through observation of developmental trajectories. Teachers and pedagogical staff observe the children and see how far children are in their development and

respond with appropriate activities. In this way a clear view is obtained on the development of your child (ren).

For children aged 7 to 12 years we monitor the social and emotional development with the use of KIJK! On Social Competencies. This is the successor to KIJK! the observation and recording system for children aged 0 to 6 years. Through observations in the IKC the teacher and the pedagogical staff of the childcare map out the behaviour of the child. These observations can be used as a basis for discussions on the social and emotional development of the child.

Should it turn out that a child needs extra support in this area, an action plan will be drawn up in consultation with the parents.

Reporting

For children aged 0 to 6 years observation are recorded twice a year. Observing takes place daily and together all these observations are the basis for the registrations. At the childcare, you are invited annually to discuss the development of your child during a parent conversation with the pedagogical staff member. This conversation is with the mentor of your child and will take place on the same evening as the conversations with the group teachers, when possible. From group one onward you will be invited to discuss the development of your child with the group teacher twice a year.

The children from groups 3 to 8 are given a report card to take home three times a year. Following the first and second report you will be invited to discuss the report card with the group teacher. In the interview we discuss not only the learning and the skills but also the general well-being of your child. With the report card you will also receive a summary of the CITO test scores . This will also be discussed during the meeting.

If necessary, the group teacher will contact parents for a

meeting. When parents themselves identify problems, we urge them to contact the class teacher(s) to discuss this.

The school is obliged to also inform the parent who is not the caregiver of the child about school progress and general well-being of the child. The condition is that this parent asks for the information and that the interests of the child are not harmed. General school information is provided via newsletters and e-mails.

CITO

We regularly measure the learning outcomes using tests which accompany the methods. Twice a school year we also use an independent test method for vocabulary, spelling, (comprehensive) reading and math. This is to be able to make a comparison with national results in these areas of learning. For this we use the tests of the Central Institute for Test Development (Cito).

Final test group 8 - Route 8

At IKC De Eglantier Voorhof we give advice for the choice of a secondary school based on the information gathered in the child monitoring system and the final test Route 8. Route 8 tests include mandatory subjects such as language and mathematics, and there is also a section on personal performance. Every child does a specific test made possible due to the adaptive nature. The time it takes to complete a test can vary per child.

Learning outcomes

In the 2017-2018 school year, we took this test for the third time. On average, the children have achieved the following score on

this final test:
2016-2017: 217.2 (average Havo advice)

2017-2018:

Schooltype	2017 - 2018	2016 - 2017
VMBO BB	13%	15%
VMBO Kader	9%	5%
VMBO theoretisch	17%	10%
VMBO theoretisch/HAVO	7%	13%
HAVO	15%	8%
HAVO/VWO	4%	13%
VWO	28%	33%
Overig	7%	3%
Totaal	100%	100%

Referral secondary education

When a child departs from our school to secondary school, their file is forwarded to the new school. The pupil file includes the educational report and proof of deregistration.

Following the information from the child monitoring system, the group teacher in consultation with the internal counsellor and the managers will give a preliminary indication for secondary education at the end of group 7. The group teacher(s) of group 8,

again in consultation with the internal counsellor and management will give a final recommendation. At the group 8 information evening, which takes place midyear, you will be informed individually about the available options for choosing the right secondary school for your child.



Eye for children

IKC De Eglantier Voorhof has a care specialist, the internal guidance counsellor, who among other things has the task to coordinate the care for children with special needs. At the childcare, support is given by the pedagogical experts on staff. In the IKC we work according to the 1-care route. With the 1-care route, the education is made to match the educational needs of all children at group and school level, for all the schools within the foundation. We work within a cycle of tailored learning and group plans. Three times per school year the group teacher(s) and care specialists will get together and discuss what factors are stimulating and which are restrictive for the children in their educational needs. This is determined on the basis of observations, results from method-related test and cito-results. On the basis of these group overviews, the children are placed in level groups and group plans are made.

Twice each school year, the children are discussed individually by the group teacher and the internal guidance counsellor. Also, there are meetings scheduled between the pedagogi-

cal staff and the internal guidance counsellor to discuss any concerns they might have about the children. Parents are kept informed about school developments by the group teacher(s). If necessary, action plans are created and discussed and signed by parents. When the plan is evaluated, results will be discussed and a new plan prepared when necessary. On occasion, after consultation with parents, external assistance may be requested. External assistance may be requested for example from the education advisory service, the school doctor, speech therapist, social worker and Bureau Youth Care..

School Support Team (SOT)

At the IKC we have the opportunity to apply for support from the School Support Team (SOT)for learning and development areas. The SOT has meetings six times per school year. The SOT consist of the internal guidance counsellor of IKC, a school social worker, the group teacher, possibly the pedagogical staff (the child's mentor when applicable) and location director of the school. We

would also greatly appreciate your presence at the SOT-consultation. The goal of the meeting is to look at what is needed for a child to be able to develop further.

If this support does not provide sufficient results, then the SOT will examine the possible next steps. All the steps we want to take when it comes to extra care for a child are always discussed in close consultation with you as parents. Should specific expertise be needed at the SOT-consultations, an outside organisation may be invited to join the consultations.

Child Health Care (JGZ)

Healthy growth and development is important for every child. The school doctors and youth nurses assist you in keeping track of the growth and development of your child. They guide you through the upbringing of your child. They help you find the answer to your questions. The doctors and nurses also provide the necessary vaccinations. Sometimes, you as a parent may need a helping hand, and the knowledgeable staff are on hand.

Until the age of four, children come regularly with you to the JGZ (the child health centre). When a child starts primary school, the number of visits drop, but the JGZ will continue to monitor the growth and development of your child. They do this to timely detect any health problems so that children can be helped before the problem worsens. JGZ has the following studies:

- Health check group 2
- Speech-language research 5-year-olds
- Prevention through vaccination
- Health check group 7

JGZ has a website, you can find this information and practical tips on parenting. See the website www.jgzzhw.nl.

Social work

School social work and parenting advice is aimed to identify parenting problems at the earliest possible stage and, if necessary, to address these problems, to prevent the escalation of problems and school dropout. The school social worker may, if necessary, set up assistance. This assistance can be divided into: school support, a helping hand for parents and children or referral to specialized care.

The main objective is that children are able to develop healthily and to receive education with minimal obstacles. You can contact the school social worker and educational adviser via the internal supervisor.

Inclusive education

Every child deserves a good education. This should include children who need extra support. To make this happen, schools collaborate with each other. IKC De Eglantier Voorhof falls under the partnership PPO Delflanden. It aims to achieve quality education for each child together with schools and parents.

To be able to offer a suitable place of education for children, parent must submit with the application to the school all the relevant information available. The school will decide after an intake meeting if or our school is the right place education for this particular child. When there is a specific care request for a child at the childcare, a modified initial interview will be held to determine if the childcare is able to provide the necessary care. Parents and pedagogical employees are the most important resource for the school to obtain this information. Parents of children who come from an external childcare or preschool, will be asked whether there is information available.

Primary school De Eglantier Voorhof will make a decision on placement within six weeks. If this decision cannot be taken within six weeks, the school may extend the deadline by four



weeks. Most applications are accepted and the child is placed at our school.

If De Eglantier finds that the base support cannot be offered at our school or find that the child needs extra support, the school ensures that the child can be placed in another school. In that process parents and school work together intensively to achieve a good and proper placement for the child.

The partnership (PPO Delflanden) is a cooperation in which our school collaborates with other schools regarding appropriate education. The partnership is involved in this process if it is found that extra support (arrangement or special place of education) is needed. Foundation Librijn has a duty of care from the moment of registration with De Eglantier in placing your child in the right place of education.

In inclusive education, we work with a number of educational work levels:

- Basic Support: Schools have made agreements with each other about what every primary school needs to provide at a minimum;
- Arrangement: Sometimes a child will need more assistance than the basic support offered by the school. The partnership will be involved in determining what these children need;
- Special place of education: For a number of children basic support is not sufficient. It has been determined that the arrangement cannot be offered at the school where the child is registered and that a special place of education then applies. In those situations, we work together with parents and other schools started to find the right place of education.

Procedure report domestic violence and child abuse

The IKC has a procedure for reporting domestic violence and child abuse. The reporting procedure is a clear roadmap that describes what the employees of the IKC must do when suspec-

ting domestic violence or child abuse. This reporting procedure for education can be consulted at the school. The reporting code for childcare is available on the website of Stichting Rijswijkse Kinderopvang.

Contact safe school

There is a contact person safe school at IKC De Eglantier Voorhof. This person is the contact point and first assistance for (parents of) children who are confronted with bullying, discrimination, sexual harassment or abuse of power. The contact person refers parents and/or child(ren) to the appropriate authorities. In addition, this person has the task of giving information about the procedure to be followed in case of a complaint.

The contact person always keeps the information obtained from parents and children confidential. The contact person can also put you in touch with the (external) confidential counsellor. To get in touch with the contact person safe school, look at the calendar, part B.

Confidential counsellor

You can be confident that the IKC will carefully handle your interests. Nevertheless, it may happen that you are not completely satisfied with the course of events during contacts with the IKC. The confidential will provide a listening ear and will find a solution together with you. The counsellor can mediate between the complainant and the accused, assist with the filing of a complaint with the complaints committee, assist with the search for specialized assistance or encourage the person concerned to take action.

Parental Involvement

When parents and IKC work well together, children will feel quickly at home at school and at the childcare. We therefore encourage educational partnership. Parents, teachers and pedagogical staff are expected to act in the best interests of the child. We feel jointly responsible for the development of children. This requires a good cooperation. To ensure this, we make our IKC as accessible as possible for you. The basis for good communication between the different parties is trust, mutual understanding and respect. Sometimes it is necessary to meet on a regular basis. This can promote the development of children. Also, it may be necessary to practise (extra) curriculum with your child. The group teacher or the pedagogical staff is the first point of contact for children and parents; the location manager education and childcare cluster manager have the final responsibility.

We also expect parents to contribute to the development of the child. Any parent who sign up their child, signs an educational partnership in which we share responsibility for the development of the child. We expect you to be present at contact evenings, information evenings and at the biennial portfolio talks. At the beginning of the new school year, there will be an information meeting. During this evening you will receive information about developments within the school and information about the group your child is in, such as the use of teaching materials and homework. At a general information evening, explanations and information on developments in the IKC are provided. Examples include an information evening about English, IPC or cooperative learning. During the portfolio talks, you will discuss their development with your child (ren).

We organize many activities for the children to help them to acquire knowledge in different ways. For this we often need the help of parents. We hope that you can and want to make time for this. Examples are: art classes, excursions, traffic lessons, sports tournaments and the annual sports day.

Providing information

The IKC believes it is important to inform parents as much as possible about the state of affairs. We do this for example through the IKC guide, which is available on the IKC website. Our guide also has an annual published part B, the calendar. In this calendar you will find a relevant, yearly updated part with information and dates from the IKC. Parents also receive information through the parent-school communication means 'Schoudercom', like the newsletter, practical information about your child's group and payments.

Complaints

According to the legislation, complaints can be submitted about conduct by all persons involved at the IKC. You may be confident that the school carefully handles your interests. Yet it may happen that you are not completely satisfied with the state of affairs during contacts with the IKC. In that case, it is important to notify the right person within the IKC.

The IKC has contact persons, for both the school and the childcare, to whom you can submit your problem independently of management. These contact persons can put you in contact with a confidential counsellor who has been appointed for all the schools of our foundation. In some cases, the counsellor will also help in reporting the case to the police. If this is not possible in view of the nature of the complaint or if the handling has not been satisfactory, the complaints procedure can be invoked. Complaints for which another arrangement and/or procedure is open cannot be dealt with according to this complaints procedure. An important example of this is complaints about decisions taken by and/or on behalf of the competent authority; for this the appeal procedure of the General Administrative Law Act is available.

The complaints procedure states how a complaint can be

submitted to the complaints committee and which procedure is used. The competent authority of Librijn public education does not have its own complaints committee but is a member of the LKC, the National Complaints Committee for public and general education.

The usual procedure for a complaint is the following:

- 1 You submit your complaint to the teacher of the school.
- 2 If this does not lead to a satisfactory solution, submit your complaint to the location manager of the school.
- 3 If this does not lead to a satisfactory solution, submit your complaint to the cluster director of the school.
- 4 If this does not lead to a satisfactory solution, submit your complaint to the school board of Librijn public education.
- 5 If this does not lead to a satisfactory solution, then you submit your complaint to the contact person of the school, he/she can further guide you to the right authority, for example the complaints committee or the confidential counsellor.
- 6 After a complaint has been handled by the complaints committee, she advises Librijn about possible solutions, but the school board is ultimately responsible for the final solution.

If you would like to contact one of the above-mentioned persons, please check the calendar (part B) or the contact section of the IKC guide (part A).

A separate complaints procedure applies to childcare and playgroup. This can be found on the website of the Rijswijkse Kinderopvang Foundation and the leader of the playgroup. You can make your complaint known to the pedagogic employee, if this is not satisfactory you can inform the head of the location about your complaint. If your complaint is not satisfactorily resolved, you can contact an external complaints committee for childcare. To get in touch with the right person, look at the calendar, part B.

Parents Council

The parents council (OR) of the school is made up of parents of school children who are elected from and by the parents. Someone from the school is present at meetings of the OR as advisor.



The OR is responsible for a number of activities, such as Sinterklaas and Sports Day. The OR has placed her work in a number of committees. In addition, the OR promotes the participation of parents by involving them in various events organized by the OR and the team. Parents are asked to make a financial contribution named the voluntary parental contribution.

The IKC policy is primarily the responsibility of management, the IKC staff and the MR. The parent council contributes, and wants to be heard and therefore gives solicited and unsolicited advice to the Board and the MR.

When you would like to attend a meeting, or if you have questions or comments you can contact the OR via email: or@eglantierdelft.nl

Participation council (MR)

The school has a participation council (MR) herein are elected representatives of the parents. The powers of the MR are recorded in the Law on Participation in Education (WMO). The MR provides a structure in which parents and teachers can consent and advice on key issues affecting the school. These are issues

that directly concern the education such as the appointment of teachers, housing and education policies. The MR focuses on policy issues and not individual interests.

When you would like to attend a meeting, or if you have questions or comments you can contact the MR via e-mail: mr@eglantierdelft.nl

Librijn foundation also has a joint participation (GMR). The GMR has the same powers as the MR, but in matters concerning the foundation Librijn as a whole.

If you have questions about education you may turn to the policy advisors of the Public Education Society. To get in touch with the right contact person, please check the calendar, part B.

OR Childcare

The parents committee is composed of parents of the childcare, after-school care and playgroup. They represent the interests of all parents of children in childcare. The main responsibility of the parents committee is to monitor and stimulate the quality of childcare and to give solicited and unsolicited advice to the management of the childcare. The parents committee is being formed. Parents who are interested in being part of the committee, can register via email: jdeman@kinderopvang-plein.nl

Friends of De Eglantier

Our IKC has a clear policy regarding sponsorship. The main point of this policy is that we do not use sponsored teaching materi-

als. We do accept donations from companies, where they are intended for activities other than the regular education and when the company's activities do not conflict with our goals. The MR monitors the implementation of this policy.

Friends of De Eglantier Voorhof was founded by parents and teachers to support the Eglantier in realizing projects that cannot be (fully) realized from the regular budget, but which are considered important for the Culture and Nature Education at the school.

Would you like to make a contribution, you may do so on account number:
NL92 RABO 0300 5837 45





Application and attendance

Enrolling new children

If you as a parent are interested in childcare and / or education at our IKC, you can request information from the management. If you want to take a look at our schools, you can come at several open days a year, where you can get acquainted with the education and childcare IKC De Eglantier Voorhof. You can find the information on our [website](#).

You may enrol your child for the childcare before it is born. Don't wait too long with registering. As soon as a group has reached the maximum number, all new registrations will be put on the waiting list. This number varies depending on the age of the children at the childcare.

To be able to offer a suitable place of education for children, parent must submit with the application to the school all the relevant information available. The school will decide after an intake meeting if or our school is the right place education for this particular child. Parents, educational staff of the preschool and / or child care are the most important resource for the school to obtain this information. Parents of children who come from an external childcare or preschool, will be asked whether there is information available.

The primary school will decide on placement within six weeks. If this decision cannot be taken within six weeks, this period may be extended by four weeks.

Reception at the IKC

For childcare separate appointments are made for so called 'wenafspraken', days on which your child will to get used to their new surroundings. This will be agreed upon in consultation with parents. The number of parts of the day that a child will visit, depends on the child and their age.

The school advises parents to bring a child for three mornings

to get used to education. The child should then be brought before 8:30 am and be picked up at the end of the morning. Parents are not allowed to stay with their child. Suitable mornings are chosen by the group teacher in consultation with the parents. The group teacher will contact the parents. Children whose birthday are in or just before the summer holidays will not be able to come for 'wenafspraken'. Chances are that the child will start in another group with another group teacher after the holidays.

When a child comes from another school into the groups 2 to 8 during the school year, then the child will be tested and we will contact the previous school to determine which group the child should be placed in. Here we take into account the size of the group and the needs of the new child and the group.

Attendance

Children must receive a minimum of 7,520 hours of teaching time during their primary school career. A school may decide for itself how these hours are divided over the different years. After deduction of school holidays, the total number of hours of education at De Eglantier Voorhof is too high. As compensation, De Eglantier Voorhof has decided to include roster-free days in the annual roster. The childcare will be open on these days.

Call in sick

Should your child not be able to come to the IKC unexpectedly due to illness or family circumstances, please inform us by telephone before 8.30 am.

The school has a duty to report based on the Compulsory Education Act. This means that we must report school absence without a valid reason of a child to the Board of Mayor and Aldermen of the municipality where the child lives or stays. This includes the frequent late arrival of a child.

We are obliged to report immediately when a child has

missed a total of sixteen hours during a period of four consecutive teaching weeks.

If your child is not present at school without notification, we will contact you at around 9 am. The absence of your child is carefully registered with a reason. The teacher will talk to you if your child is regularly late or absent. Agreements are made in this conversation. If the situation does not improve after conversations with the teacher, the location manager invites you for a follow-up conversation. If the situation does not improve after that, the IKC reports this omission to the school attendance officer.

Children with a primary school age are subject to compulsory education, therefore other measures apply when they regularly get to school late or are absent altogether. Children from 4 years old go to primary school. During the first year, your child is not yet obliged to attend school and, in consultation with the teacher, you may occasionally keep your child home for an afternoon if the school is still too tiring. Staying at home for a day without a valid reason is not allowed. From 5 years on, all children are subject to compulsory education and they have to go to school every day.

Leave of absence

Except for illness, it is not allowed to miss school. Extra leave for holidays is therefore not permitted. Children have 13 weeks of vacation. You have enough time to jointly celebrate your holiday. There is only one exception, namely if one the parents cannot leave during school holidays. An employer’s declaration must then be submitted. The management is obliged to follow these rules and, if there is a violation, pass this on to the school attendance officer.

You can apply for a day off for a child, for important circumstances, such as a move, a marriage of a family member or an anniversary. Forms ‘request for exemption from school visits’ can be downloaded from the website. An application form must be

submitted to the location manager at least one month before the desired leave. You will receive a reply to your request within fourteen days.

Extra vacation leave in the first two school weeks after the school holiday is never permitted. Unauthorized absence must be passed on to the school attendance officer.

Namen en adressen

IKC De Eglantier

Primary School - Childcare

IB-building
Ina Boudier-Bakkerstraat 2
2624 NX Delft
T 015 256 42 08

Elementary - Playgroup - Childcare

RH-building
Roland Holstlaan 917-919
2624 KE Delft
T 015 256 42 08

E directie@eglantierdelft.nl
I www.eglantierdelft.nl
NL 16RABO 0301 8075 07

Stichting Rijswijkse Kinderopvang

Martin Campslaan 3
PO Box 593
2280 AN Rijswijk
T 070 792 01 00
E info@kinderopvang-plein.nl
E jdeman@kinderopvang-plein.nl
I www.kinderopvang-plein.nl

Librijn

Librijn public education
PO Box 121
2600 AC Delft

Visiting address:
Librijn openbaar onderwijs
Gebouw Mercurius
Papsouwselaan 119d
2624 AK Delft
T 015 251 22 80
F 015 251 22 99

Complaints procedure Librijn

Att. The chairman of the internal complaints committee
Mr. A. van der Zalm
E klachtencommissie@librijn.nl

National Complaints Committee Education
Landelijke klachtencommissie onderwijs (LKC)

PO Box 85191
3508 AD Utrecht
T 030 280 95 90

Beleidsadviseurs Vereniging Openbaar Onderwijs

T 036 711 61 78

Partnership PPO Delfland

Buitenhofdreef 8
2625 XR Delft
T 015 256 87 10
E helpdesk@ppodelflanden.nl



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IKC De Eglantier Voorhof

IB-building
Ina Boudier-Bakkerstraat 2
2624 NX Delft
(015) 256 42 08

RH-building
Roland Holstlaan 917 - 919
2624 KE Delft
(015) 256 42 08

directie@eglantierdelft.nl
www.eglantierdelft.nl
Librijn De Eglantier
NL16 RABO 0301 8075 07