



2020 ^{GUIDE} — 2022



Foreword

This is the guide of Integrated Child Centre (IKC) De Eglantier. 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. Our children will gain all kinds of personal skills that are important as a global citizen.

WIJ DE WERELD IN!

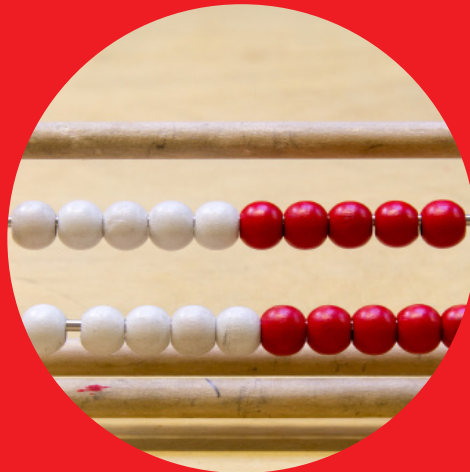
Each schoolyear all the parents of IKC De Eglantier receive an annual calendar. In this calendar you will find a practical, yearly updated part with information and dates from the IKC. Where it says 'parents', you may also read 'caregiver'. Where it says 'teacher', you may also read 'teachers'. On behalf of the team at IKC De Eglantier, we hope you enjoy reading this IKC guide.

About this publication

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About us

The IKC De Eglantier Voorhof in short

The IKC Eglantier is a cooperation between Stichting Librijn Openbaar Onderwijs (Public Education Foundation) and Stichting Rijswijkse Kinderopvang (SRK) (Childcare Foundation) (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 has a day care centre, pre-school care and after school care (including holidays). SRK provides childcare at many locations in Rijswijk, The Hague and Delft.

At IKC De Eglantier, we work on the basis of a jointly supported pedagogical and educational vision that is performed by one team. The IKC Eglantier operates as one organisation. 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. This makes it easier for parents to combine work and care between 7:30 to 18:30.

We strive for optimal development 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 4 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 2020-2021, 30 percent of the teaching time will be in English in grades 1 to 6. In the schoolyear 2021-2022, 30 percent of the teaching time will be in English in grades 1 to 7. The childcare offers children from 0 to 12 years a learning environment with English as a second language. The children from 0 to 4 years are taught with Benny's playground, a teaching method from Early Bird.

Team IKC De Eglantier

The team of IKC De Eglantier consists of class 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, educational assistants, concierges and volunteers.

The IKC Eglantier is a learning community in which not only the development of children is central, but also the development of 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, and Improvement Meter (Verbetermeter) for the childcare.

Managing board

The location director education is in charge of the daily management and is overall responsible for the IKC. The Location Director Education and Cluster Manager Childcare form the Management Team (MT) of IKC De Eglantier. 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, mathematics, language and English. There is also a specialist in physical education. 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 form the connection between 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 grade coordinator and for the domain 7 to 12 years there is an upper grade coordinator. Together with the location manager they form the MT education. The MT education arranges 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 area 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 grades 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 grades 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 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 is a miniature society. 'Together responsible for all children' is the core value from which we work within the IKC. Our goal is to make 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 climate 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.

The vision

Integral child centre De Eglantier 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.

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

WIJ DE WERELD IN!

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 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 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 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 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 are set at around 30 children. Each

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

The lessons

The lessons are given by the class 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 IGDI (Interactive, Differentiated, Direct Instruction) model given by cooperative methods. After the instruction the children work independently in level groups.

By way of the IGDI 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 (sometimes) 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 grades 1, 2 and 3

The curriculum in grade 1 and 2 is not divided into subjects but integrated 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 grades 1 and 2 we follow the KIJK! developmental lines and IPC. The themes match the children's perception of the world so that the motivation and involvement of children increases: they are enthusiastic and “live what they learn.”

The joint instruction is given during circle times. Phonics, 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 grades 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 developmental materials.

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

The basic skills in grade 3 to 8

A lot of time and attention is given to the basic skills of language, technical reading, reading comprehension, spelling and mathematics. 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 grades 1 and 2 we start with the development of the basic skills in a playful manner. 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. [On the next page you will find a list of the methods used at our school.](#)

Vak	Methodes
Taal	Beginnende geletterdheid (groep 1 en 2)
	Lijn 3 (groep 3)
	Taal op maat (groep 4 t/m 8) door middel van tablets (Snappet)
(Begrijpend) Lezen	Lijn 3 (groep 3)
	Estafette (groep 4 t/m 8))
	Nieuwsbegrip (groep 4 t/m 8)
Rekenen	Rekenrijk (groep 1 t/m 8) door middel van tablets (Snappet)
Schrijven	Schrijfdans (groep 2)
	Klinkers (groep 3)
	Pennenstreken (groep 4 t/m 6)
Engels	I-pockets (groep 3 t/m 4)
	Happy serie (groep 4 t/m 8)
	Newswise (groep 7 en 8)
Wereldoriëntatie	IEYC (groep 1 en 2)
	IPC (groep 3 t/m 8)
Topografie	De junior Bosatlas (groep 6 t/m 8)
Verkeer	Verkeerslessen plein en buurt (groep 1 t/m 8)
	Rondje verkeer (groep 1 t/m 3)
	Op voeten en fietsen (3VO) (groep 4 en 5)
	Jeugdverkeerskrant (3VO) (groep 6 t/m 8)
Sociaal-emotionele ontwikkeling	IPC persoonlijke doelen (groep 1 t/m 8)
	Kijk! Observatiemiddel (groep 1 en 2)
	Kijk! Op Sociale Competenties (groep 3 t/m 8)
Bewegingsonderwijs	Verschillende methodes worden gebruikt als bronnenmateriaal (groep 1 en 2)
	Planning naar aanleiding van de visie van de HALO (Haagse Academie voor Lichamelijke Opvoeding) (groep 3 t/m 8)
Dansen	Verschillende dansmethodes worden gebruikt als bronnenmateriaal (groep 1 t/m 8)
Overig	Schooltuinen (groep 2, 4, 6 en 8)
	EHBO (groep 8)

The International Primary Curriculum (IPC)

In addition to the learning methods for basic skills, we work with the International Primary Curriculum (IPC). The IPC is a thematic and creative curriculum for children aged 4 to 12 years focused on the creative and social studies subjects. The IPC consists of so-called units offered per two schyears. The learning objectives of the IPC have been formulated for different age groups. These are called mileposts. We work with a milepost grade 1 and 2 (IEYC), milepost grade 3 and 4 (MP1), grade 5 and 6 (MP2) and grade 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-spe-

cific 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 organised per theme or guest lecturers are invited or workshops are offered.

Personal goals: personal goals are related to the individual 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 much attention is given to the English language. That is why we have employed specialist teachers and (near) native speakers at the IKC. The children in the primary grades playfully learn the basics of a (for most) second language. In the middle and upper grades 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 (VVT0). From school year 2015-2016 we as a school participate in the pilot project Bilingual Primary Education (TPO). It started in August 2015 in grades 1 and It will be extended one grade 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 grades 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, Early bird. In June 2014, we were the first school in Delft who received the Early Bird certificate. In spring 2021 the whole IKC staff is planned to go on a study trip to Stockholm to advance the English skills in combination with the English IPC lessons. The childcare also offers a rich learning environment with English as a second language to all children from 0 to 12 years. For the children from 0 to 4 years we make use of the method Benny's playground from Early Bird.

Expression and physical education

Within the IKC we see exercise as part of learning. In grades 1 and 2 physical education is given by the class 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 grades 3 to 8 PE lessons and dance lessons are provided

by a specialist teacher of physical education. 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)

At IKC De Eglantier we believe that ICT is not a profession or a goal in itself, but that it is used as a means to an end. 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. In each class we make use a touch screen, computers, laptops, Chromebooks, and (Snappet) tablets for math and language lessons. When working on IPC goals your child learns how to search and process information on a computer or tablet. Children learn to work with word processors and programs for presentations. 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 In English once every two weeks from a music teacher in grades 1 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 grades 2 and 4. The children of grade 8 help the grade 2 children with gardening. Grade 6 goes to the Kids Gardens Delft, location Zonnebloem in Tanthof.

Learning doesn't only take place inside the school. 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 grade. The class shall, jointly with the class teacher, practise texts, songs and dances. Parents are welcome to attend the evening performance.

In grades 3 to 8, children go to the School Library every week. Here they may weekly choose a new reading book and/or informative 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?

Life is a great journey of discovery for children

Day care (0-4 years)

Our day care is a place where children from six weeks to four years come to play, learn, develop, and meet with full attention for each child. Children learn English in a playful manner. The day care is small scale and offers the youngest children a safe and warm environment with loving care and attention from our pedagogical staff. The vertical group offers place to 16 children in the age of six weeks to four years. The day care employs Benny's playground from Early Bird. The children are taught English in a playful manner. Opening hours are from 7.30-18.30.

Toddler care (2-4 years)

It is important for children to start learning and discovering at a young age. Our toddler care is a great place for this. Using the method Speelplezier (Playfun) makes learning even more fun and educational.. By playing together in an inviting environment, children learn language, social, and cognitive skills. We work with two certified pedagogical employees. Toddler care is available on schooldays (8.15-12.15) for children aged two to four. There are two groups and your child will attend twice a week. With an indication from the Child centre (Consultatiebureau JGZ) this may be extended to four times a week. This will always be on set days.

In de school holidays there will be a program filled with adventure. Make discoveries in the greenhouse, grow your own tomatoes or arts and crafts with natural materials. Being active, making music, dancing or face painting with as finale a performance on stage.

After school care (4-12 years)

The after school care is open after school hours to 18.30. It is also open all day in the school holidays and when there is an extra free day. During school holidays there are fun activities for the children. Child care in the school holidays is also possible without a BSO-contract.

For the after school care there are three packages: BSO total, BSO plus, BSO standard. BSO total is the most extensive package and BSO standard is the care package for schooldays only (after school hours). BSO total and BSO plus are including care during school free days (set days).

Before school care

Early risers can use the before school care on school days. From 7.30 am a healthy breakfast is ready and waiting. After breakfast there is time to play a game, read a book, or socialize with other children and the staff. The children will start the school in a relaxed manner. The before school care is located at Roland Holststraat 919. We will bring the children from there to their class at the Roland Holsstraat, the Ina Boudier-Bakkerstraat or the gym room.

Learning trajectories

The learning trajectories at the day care are guaranteed by working with the same child monitoring system as in education. This allows us to track the overall 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 education and development of a child are important tasks of the teacher and pedagogical staff. 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 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. For the children aged 0 to 6 years, observations are registered twice a year. The observing happens on a daily basis and all these observations together form the basis for the registration. The child care will invite you once a year to discuss the development of your child during a talk with the pedagogical staff. This talk will be with your child’s mentor and we will attempt to plan on it on the same evening as the parent-teacher meeting.

Reporting and contact with parents

Twice a year you will receive an invitation to discuss your child’s development with the class teacher starting in grade 1. The first meeting is an introductory meeting, in which we will discuss your child’s talents and well-being. In the second meeting the progress will be discussed as recorded in the report.

When children go from the toddler or day care to the primary school, there will be a transfer meeting. This means that the observations of the pre-school period are handed over to the grade 1 teacher, with the parents’ consent.

The children from grades 3 to 8 are given a report card to

take home twice a year. Following the first report you will be invited to discuss the overall development of your child with the class 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. The second report card will be given to the children at the end of the schoolyear.

If necessary, the class teacher will contact parents for a meeting during the schoolyear. When parents themselves identify problems, we urge them to contact the class teacher(s) to discuss this.

The school is obliged to 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 grade 8 - Route 8

At IKC De Eglantier 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

On average, the children have achieved the following score on the final test Route 8:
2016-2017: 217.2 (average Havo advice)
2017-2018: 208.1 (average Mavo – Havo advice)
2018-2019: 207.4 (average Mavo – Havo advice)
2019-2020: due to COVID no test administered.

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,

Schooltype	2019 2020	2018 2019	2017 2018	2016 2017
VMBO BB	8%	5%	13%	15%
VMBO Kader	7%	21%	9%	5%
VMBO theoretisch	27%	23%	17%	10%
VMBO theoretisch/HAVO	8%	5%	7%	13%
HAVO	7%	19%	15%	8%
HAVO/VWO	17%	7%	4%	13%
VWO	14%	9%	28%	33%
Overig	12%	11%	7%	3%
Totaal	100%	100%	100%	100%

De leerlingen worden gedurende het 1e jaar in het voortgezet onderwijs nog gevolgd.

the class teacher in consultation with the internal counsellor and the managers will give a preliminary indication for secondary education at the end of grade 7. The class teacher(s) of grade 8, again in consultation with the internal counsellor and management will give a final recommendation. At the grade 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 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 coach. 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 grade and school level, for all the schools within the foundation. We work with a cycle of tailored learning and grade plans. Three times per school year the class 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 grade overviews, the children are placed in level groups and group plans are made.

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

tation. 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 organization 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 about raising your child. 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 call.

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 grade 2
- Speech-language research 5-year-olds
- Prevention through vaccination
- Health check grade 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 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 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 essential 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 reporting 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 suspecting domestic violence or child abuse. This reporting procedure for education can be consulted at the school.

Contact safe school

There is a contact person safe school at IKC De Eglantier. 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 trust that the IKC will handle your interests with care. 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 class 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 grade 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).

It may be nice to talk with other parents about school things, things you are confronted with in the development of your child, or just have a nice conversation with each other. Once every other week a parent-room is organised. It provides parents with the opportunity to talk to each other at school.

We organise 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 trust that the school handles your interests with care. However, 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 proce-

dure 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: You submit your complaint to the teacher of the school. If this does not lead to a satisfactory solution, submit your complaint to the location manager of the school. If this does not lead to a satisfactory solution, submit your complaint to the director of the school board of Librijn public education.

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. 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. You can make your complaint known to the pedagogic employee, if this is not resolved 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. Do you have an idea, comment or complaint about childcare? Let us know! Contact the team or the childcare manager. Good to know: our childcare is part of the Rijswijkse Kinderopvang Foundation and affiliated with the Childcare Disputes Committee. The Childcare Governance Code also applies.

Privacy childcare

As a parent, you share personal data with us. This information is necessary to be able to contact each other, to keep you informed and to work well together on the care of your child. You can therefore assume that we will store your data securely and only use it when it is really necessary. Your privacy and that of your child and family are important to us. Our childcare is part of Stichting Rijswijkse Kinderopvang (SRK). That is why the SRK privacy regulations apply. You can request this from the manager. SRK handles the (special) personal data of its complaints and visitors to the websites carefully and complies with the General Data Protection Regulation.

Parents Council (OR)

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 staff 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 organised by the OR and the team. Parents are asked to make a financial contribution, the voluntary parental contribution.

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

If 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) consisting of 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.

If 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

The 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. 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 the manager childcare, check the calendar, part B.

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

Friends of De Eglantier 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, Stichting Vrienden van de Eglantier in Delft.





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 to several open door days a year, where you can get acquainted with the education and childcare IKC De Eglantier. You can find the information on our website .

You may enrol your child for the childcare before it is born. Use the online registration form on our website. Don't wait too long with registering. As soon as a class 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 to make information available from those external sources.

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 visit 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 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 class teacher in consultation with the parents. The class 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 class with another class teacher after the holidays.

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

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 is too high. As compensation, De Eglantier 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, or use Schoudercom.

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 consecu-

tive 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 should have enough time to jointly celebrate your holiday. There is only one exception, which is 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. The form ‘request for exemption from school’ (verzoek om vrijstelling schoolbezoek) 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.

Names and addresses

IKC De Eglantier

Domain 0-7 years

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

Domain 7-12 years

IB-building
Ina Boudier-Bakkerstraat 2
2624 NX 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
Postbus 593
2280 AN Rijswijk
T 070 792 01 00
E info@kinderopvang-plein.nl
E evanwaas@kinderopvang-plein.nl
I www.kinderopvang-plein.nl

Librijn

Librijn openbaar onderwijs
Postbus 121
2600 AC Delft

Visiting address:
Librijn openbaar onderwijs
Gebouw Mercurius
Papsouwselaan 119d
2624 AK Delft
T 015 251 22 80
I www.librijn.nl

Complaints procedure Librijn

Addressed to the chairman of the Internal complaints committee
E klachtencommissie@librijn.nl

Landelijke klachtencommissie onderwijs (LKC)

Postbus 85191
3508 AD Utrecht
T 030 280 95 90

Beleidsadviseurs Vereniging Openbaar Onderwijs (National complaints committee)

T 036 711 61 78

Samenwerkingsverband PPO Delfland

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



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

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