



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 handle the differences between children, what we expect from parents, and what parents can expect. Children, teachers, teaching staff and parents all learn and work together at De Eglantier. Our children will gain all kinds of personal skills that are important as global citizens.

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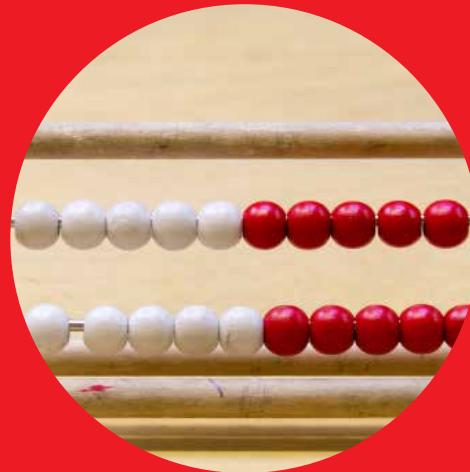
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Each school year, all the parents of IKC De Eglantier receive an annual calendar. In this Calendar, you will find a practical, yearly updated part with information and dates from the IKC. Where it says 'parents', you may also read 'caregiver'. Where 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.
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librijn
openbaar
onderwijs




kinderopvang
morgen




ipc
INTERNATIONAL
PRIMARY
CURRICULUM



IKC De Eglantier
Voorhof



About us

The IKC De Eglantier Voorhof in short

The IKC Eglantier is a cooperation between Stichting Librijn Openbaar Onderwijs (Public Education Foundation) and child-care organisation Kinderopvang Morgen. Librijn is responsible for the public primary schools in Delft and Rijswijk. Kinderopvang Morgen is available for children from 6 weeks to 12 years. IKC De Eglantier has a daycare centre, toddler care (ECEC or Dutch VVE), pre-school care and after school care (also during holidays). Kinderopvang Morgen provides childcare at many locations in Rijswijk, The Hague and Delft.

At IKC De Eglantier, we work based on a jointly supported pedagogical and educational vision executed 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, focusing on 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 2021-2022, 30 per cent 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 coach and 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 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 continuously checking if the quality is still up to standard, keeping the quality up to the standards, and seeing what could improve and retain those improvements. We make use of quality cards and an 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 strategic policy officer of Stichting Librijn and with the Manager primary process of Kinderopvang Morgen. Together they form the steering committee of the IKC. During the steering group meeting, the financial policy and personnel policy of the IKC are discussed.

The head of childcare has the day-to-day management of

the childcare. The head of the location is the first contact person for the employees and parents of childcare, and she organises the organisational management of childcare.

Teachers and pedagogical staff

The teachers, together with the teaching assistants, are in charge of the education of the children. They form the first point of contact for you as parents for educational questions. 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 for 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 childcare and education.

In the IKC, we have the task of education coordinator. The coordinator coordinates the daily business per domain. There is a lower-grade coordinator for the domain 0 to 7 years, and for the domain 7 to 12 years, there is an upper-grade coordinator. 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 dealing 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 the case of incidental cases, the internal counsellor will provide care to children. The location manager, the coordinators and the counsellor form the MT education. The MT education arranges the organisational management of education.



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 district 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 of each other. The children come from both near the IKC and 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.

The building on the Roland Holstlaan (RH-building) houses the domain 0 to 7 years, which includes the lower and middle grades as well as the playgroup, after school care 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 domain 7 to 12 years, which consists of 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 worldview 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 specific 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. 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 individual skills.

Tailored learning, cooperative methods, Targeted work on (individual) learning needs are central to our curriculum. To emphasise global citizenship, we work with the International

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Primary Curriculum (IPC). We teach English to all children, next to the basic subjects such as mathematics and the Dutch 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 mean 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 work together on an integrated curriculum with great attention to continuous development and shared responsibility for learning and educating.

Our educational concept

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 children work on this is determined by the teachers based on the child's educational needs. Children receive instruction that meets their 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. Targeted learning means that we assess what children get out of that which has been taught. Assessment and evaluation are essential because this is how we find out whether children have mastered the subject matter.

Class sizes in all classes are set at around 30 children. Each class will consist of no more than 32 children, although some-

times an exception is made, and the number of children may exceed the limit. The school works with heterogeneous and homogeneous age groups. All two grades have two homogeneous classes and a heterogeneous class (for example, grade 3, grade 4 and grade 3/4).

The lessons in grades 1, 2 and 3

The curriculum in grades 1, 2 and 3 is not divided into subjects but integrated into a theme. Thematic work gives cohesion to all activities, allowing each child to develop at their level. The teacher and teaching assistant guide and stimulate the learning process of each child. In grades 1 and 2, we follow the KIJK! developmental lines and IPC. The IPC themes fit in with the child's world of experience, in which the child's enjoyment of play and involvement is central. Without involvement, no play, without play, no learning. Children learn by doing and experiencing.

The joint instruction is given during circle times. This includes preparatory reading, language and arithmetic. The learning goals that are worked on during the circle activities are also reflected in a challenging curriculum. Young children need a rich, playful environment that stimulates their curiosity and challenges them with rich play materials. The teacher creates a rich learning environment by furnishing the corners of the classroom with playing, learning and development materials.

The teacher connects with the child's play and observes where opportunities lie to help the child develop further. The teacher does this by actively playing along with the same materials and mirroring play. If necessary, the teacher adds something to enrich the game. The teacher joins in the amazement and the pleasure of playing.

In addition, there is plenty of room for playing together, moving and dancing during gym classes and when playing outside.



The lessons in groups 3 to 8

The lessons are given by the grade teachers, teaching assistants and the subject teachers. The lessons usually consist of instruction and assignments that are done individually or in small groups. According to the IGDI-model (Interactive, Differentiated, Direct Instruction), instruction is given purposefully with cooperative forms of work. After the instruction, the children work independently in level groups.

Using the IGDI-model, the instruction is offered in phases. The new subject matter or strategy is repeated and differentiated by the teacher. The lessons aim to enable all children to achieve their goals so that each child receives instruction according to their own learning needs.

Part of the instruction is cooperative learning. Cooperative learning is also called collaborative learning. Learning through working together is stimulated by cooperative working methods, in which children work in pairs or groups. For example, the children discuss the subject matter together, explain and inform each other or complement each other. They search for a solution together and help each other.

In our lessons, we strive to ensure that all children benefit from group instruction. During independent work, the differences between the children are taken into account. We work in three different level groups within the class, with a so-called basic group, extended instruction group and an enrichment group. For example, during a reading lesson, the advanced readers receive enrichment material, and the reluctant readers receive extended instruction. For the children in the enrichment group, this means (sometimes) shorter instruction and targeted instruction on enrichment and depth material appropriate to the subject. For the reluctant readers, this means more instruction time by extending the instruction time for these children. Their learning needs are taken into account. During independent work and learning, the starting point is that children achieve their own learning goals independently of the teacher. Children develop skills to work indi-

vidually or collaboratively. In this way, children learn, for example, to plan their work and to make independent choices in their approach to work. The teacher’s role in this is supervisory.

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 essential to us. Using corresponding method-based tests, we follow the children’s progress in these areas, and we evaluate our teaching, the methods and the tools we use.

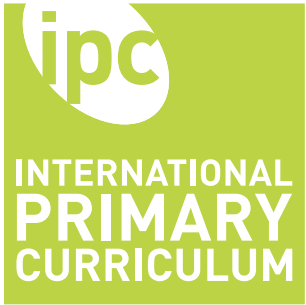
In grades 1 and 2, we start with developing the basic skills in a playful manner. Children differ in the rate at which they develop because of their aptitude, motivation, and background. Both the teacher and the methods we use help to adapt to the differences between children.

On the next page you will find a list of the methods used at our school.

Subject	Method
Dutch Language	Werkmap fonemisch bewustzijn (grade 1 and 2)
	Lijn 3 (grade 3)
	Taal op maat (grade 4 to 8) through use of tablets (Snappet)
	Spelling op maat (grade 4 to 8) through use of tablets (Snappet)
(Comprehensive) reading	Werkmap begrijpend luisteren en woordenschat
	Lijn 3 (grade 3)
	Estafette (grade 4 to 8)
	Nieuwsbegrip (grade 4 to 8)
Mathematics	Rekenrijk (grade 1 to 8). Through use of tablets (Snappet) (grade 5 to 8)
Handwriting	Schrijfdans (grade 2)
	Klinkers (grade 3 to 5)
	Pennenstreken (grade 6)
English	I-pockets (grade 3 to 4)
	Global English (grade 4 to 8)
	Newswise (grade 7 en 8)
World orientation	IPC Early Years (grade 1 and 2)
	IPC (grade 3 to 8)
Topography	De junior Bosatlas (groep 6 t/m 8)
Traffic	Verkeerslessen speelplein en buurt (grade 1 to 8)
	Rondje verkeer (grade 1 to 3)
	Op voeten en fietsen (3VO) (grade 4 and 5)
	Jeugdverkeerskrant (3VO) (grade 6 to 8)
Social-emotional development monitoring	IPC persoonlijke doelen (grade 1 to 8)
	Kijk! Observatiemiddel (grade 1 and 2)
	Kijk! Op Sociale Competenties (grade 3 to 8)
Physical education	Diverse methods are used as source material (grade 1 and 2)
	Planning according to the vision of the HALO (The Hague Academy Physical Education) (grade 3 to 8)
Dance	Diverse dance methods are used as source material (grade 1 to 8)
Other	Schooltuinen (grade 2, 4, 6 and 8)
	EHBO (grade 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 creative and social studies subjects. The IPC consists of so-called units offered per two school years. The learning objectives of the IPC have been formulated for different age groups. These are called mileposts. We work with milepost grades 1 and 2 (IEYC), milepost grades 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 entire curriculum meets the key objectives set out in the Law on Primary Education.

A unit consists of a central theme and has some learning objectives. The learning objectives describe 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 answers.

In the curriculum the following learning objectives are included:

- The subject-specific objectives: the professional goals related to 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 so that attention is paid to the diverse talents and skills of children. These goals are offered in different ways. For example, an educational trip is organised per theme, guest lecturers are invited, or workshops are offered.

- Personal goals: personal goals are related to the individual qualities and characteristics essential for children in the 21st century. Personal goals help develop those qualities so that children can 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 personal goals, children explore their own identity and that of others.

- The international goals: IPC is unique. It defines learning objectives that help children 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. 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 central thread that runs through our curriculum. This is done by offering knowledge about the democratic rule of law and political decision-making in the IPC themes. We offer knowledge that is necessary for active participation in society.

English

In IKC De Eglantier, much attention is paid to the English language. Therefore, we have chosen to employ (near) native teachers to our IKC. In a playful manner, the children learn the basics of the English language. In middle and upper school, these basics are further expanded and deepened. We want our children to function in international society. Understanding each other and other cultures is central to this. In addition, we want them to be able to make themselves understood. By offering English from the start, the children learn this language playfully and naturally.

The Ministry of Education supports the further development of early foreign language teaching (vvto). From the 2015-2016 school year, we have been participating in the pilot project Bilingual Primary Education (TPO). A start was made in August 2015 in group 1, and this will be extended by one grade each school year. Through this pilot, it is legally permissible to teach lessons and activities in English up to a minimum of 30 and a maximum of 50 per cent of teaching time. We also participate in the national TPO network. Within this network, schools work together to achieve the aims of the project and exchange knowledge and experience. From the start of the pilot, we have sought contact with secondary education in Delft to ensure a continuous line so that children can move on to secondary education in a better manner.

An early start means taking into account how children learn a language. Learning the English language is integrated into our educational concept. In the higher groups, the IPC themes, physical education, music and other subjects strengthen the relationship between learning and using a language. There are plenty



of opportunities in and outside school to use English. We strive for high quality in our English education, and therefore we have joined the national knowledge centre for early foreign language education in English, Early Bird.

In June 2014, we were the first primary school in Delft to receive the Early Bird certificate. In spring 2022, a study trip to Stockholm is planned for the whole IKC team to promote English skills in the English-language IPC lessons. In childcare, too, we offer children from 0 to 12 years this instructive environment with English as a second language. For the children from 0 to 4, we work with 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 shown 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 judo workshop.

Information and communication technology (ICT)

At IKC De Eglantier, we believe that ICT is not a subject or a goal in itself but 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 and learning through discovery. ICT is used for instruction and training but also as an adaptive learning tool. In each class, we 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 the information on a computer or tablet. Children learn to work with word processors and programs for presentations.

Creative development

Creatively expressing oneself is a part of our education. This will be fully integrated into the IPC. In addition, an extra Art-week will be planned per IPC theme with the focus on a specific 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 a vital role in our curriculum. Nature education activities usually take place outside. We have a school garden next to the building at the IB location used by grades 2 and 4. The children of grade 8 help the grade 2 children with gardening. Grade 6 visits the gardens at the Kids Gardens Delft, location Zonnebloem in Tanthof.

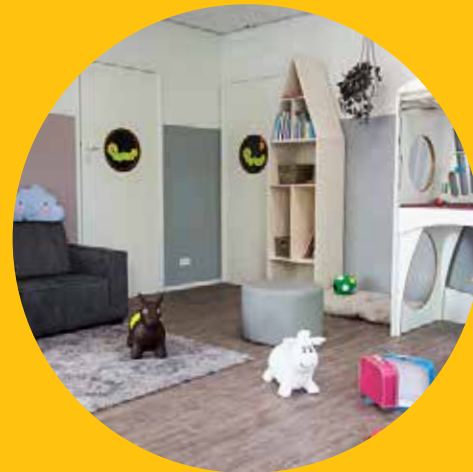
Learning doesn't only take place inside the school. The children make regular cultural excursions. Our school also has good external contacts with the library and several cultural institutions in the area.

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. Grade 7 and 8 will perform in English.



Parents are welcome to attend the evening performance.

In grades 3 to 8, children go to the School Library every week. They may weekly choose a new Dutch and/or English reading book and/or informative book. They are assisted by volunteers, reading coaches or the reading coach from DOK. 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)

Within the daycare centre, we focus on the various basic pedagogical goals central to Kinderopvang Morgen. Providing emotional and physical safety for children, promoting personal and social competence and passing on norms and values are central educational goals. These factors play a role in providing quality childcare and are a stepping stone for us to quality improvements.

Our daycare 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 playfully learn English. The daycare 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 provides a place for 16 children between the age of six weeks to four years. The daycare employs Benny's playground from Early Bird. The children are playfully taught English. Opening hours are from 7.30-18.30.

The opening hours of the daycare are from 7.30-18.30. This applies throughout the year, except for public holidays.

Toddler care (2-4 years)

Children need to start learning and discovering at a young age. Our toddler care is a great place for this. Since August 2020, we work within the IKC with the method Vve Speelplezier (CECE Playfun), which makes learning even more fun and educational. By playing together in an inviting environment, children learn language, social, and cognitive skills. This takes place under the guidance of playful, inspiring, sensitive, qualified pedagogical employees. The main goal of Vve Speelplezier is to increase children's chances of a successful school career.

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. There is a group for Mondays and Thursdays and a group for Tuesdays and Fridays. With an indication from the Child centre (Consultatiebureau JGZ), this may be extended to four times a week, on Mondays, Tuesdays, Thursdays and Fridays. This will always be on set days.

After school care (4-12 years)

After school care is a place for school children that is open after school until 18.30 hours, during school holidays and if there is no school on an (extra) day, we are open all day. During holidays your child can come and play all day long because BSO de Eglantier is open every day (excluding weekends). Your child can also come and play on study days and free afternoons. You can also request childcare without a BSO contract for holidays, study days and free afternoons.

After school care is a development plan for children who come to play with us after school hours. Within after-school care, we focus on social and emotional development. After-school care is also a place of discovery. There is plenty of room to discover talents. After-school activities are offered, and the children have the space to explore. There are two different groups for the BSO within our IKC. There is a group for children in the age category 4 to 7 years. This BSO group is located on the Ronald Holstlaan. The second group is located on Ina Boudier-Bakker Street. The age category for this BSO group is 7 to 12 years. The BSO is open from 15.00-18.30 hrs.

There is also a handy parent app (Konnnect) with which the pedagogical staff can keep you informed of developments at BSO throughout the day.

Pre-school care (4-12 years)

Children of working parents can attend pre-school care on school days. From 7.30 am a cosy and healthy breakfast is waiting for them. There is plenty of time to chat during breakfast, and after breakfast, there is time to play or read a book before the pedagogical staff member takes the children to school. The pre-school care centre is at the Roland Holstlaan location.

Continuous learning trajectories

The continuous learning line at the childcare centre is guaranteed, among other things, by working with a pupil monitoring system. In this way, we follow the overall development of the children in a continuous learning trajectory. This enables us to identify any developmental or learning delays and leaps forward at an early stage, which is a great way to guarantee the children's development.

The IPC themes serve as a basis for thematic work at the childcare centre. Here, the themes from education are continued and enriched at childcare. Learning is accomplished through play. Playful learning is the line that is continued from childcare and pre-school to education.

During after-school care, there is also structural attention for the English language. The pedagogical staff speak English and Dutch alternately with the children. During meal times or when explaining activities, the pedagogical staff switch between the Dutch and English languages. Activities are sometimes explained twice, both in English and in Dutch. There is also time for reading English books, and the children sometimes speak English to each other. The pedagogical staff members communicate with the parents in both English and Dutch.

The pedagogical staff members of the playgroup and the day-care centre are trained in using Early Birds. Early Bird is a method for introducing a new language to the very youngest children. Early Bird is a unique programme for creating a good quality basis for developing the English language. This method was introduced at the Nursery in September 2018.

Every child a continuous development

Our educational and childcare facilities within the IKC aim to ensure children go through continuous development. Every child develops at his own pace, one faster than the other. We have our eye on all children, children with a developmental advantage and children with special developmental and learning needs. Some children need more guidance than others. Ultimately, our goal is to let all children achieve the key objectives at their own pace and adapted to the child's learning needs.

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 child's level of development and needs. Following the development is done in the following ways: through the child monitoring system, reporting, CITO, final test and the referral

Child monitoring system

The children in our education are followed through the child administration and the child monitoring system, called Parnasys. In the child monitoring system, we aim to track the child's learning progress during the school career. The child monitoring system includes observations, absences, reports of parent meetings and nationally standardised tests. The child's learning is not only focused on the subject matter, but we also look at the home situation, the self-image of the child, the motivation, the work conduct, the motoric and social-emotional development.

For children aged 0 to 6, development is monitored using the KIJK! observation and registration system. With KIJK! we follow and register the overall development of children. This is done based on development lines. Classroom teachers and pedagogical employees at the daycare centre observe the children, see

how far they have progressed, and respond to this with appropriate activities. In this way, a clear view is obtained of children's development.

For children from 7 to 12 years of age, social-emotional development is observed using Kijk! Op Sociale Competenties. This is the successor to KIJK! the observation and registration system for children from 0 to 6 years of age. Through observations, the teacher and the pedagogical staff at the after-school care centre map out the child's behaviour. These observations can be used as a starting point for discussions about the child's social-emotional development.

If it appears that a child needs extra support, an action plan will be drawn up in consultation with the parents.

For children aged 0 to 6, observations are recorded twice a year. Observations are made daily, and all these observations together form the basis for the registrations.

Reporting and contact with parents

At the childcare centre, you are invited annually to discuss your child's development during a parent meeting with the pedagogical staff member. This meeting is with your child's mentor, and we try to have the meeting on the same evening as the meetings with the group teachers.

From group 1 onwards, you will be invited twice a year to discuss your child's development with the group teacher. The first interview is an introductory interview in September, in which we discuss the well-being and talents of the child. In the second meeting in March, the progress of the child is discussed based on the report.

When children move from the toddler care or the daycare centre to the primary school, a warm transfer takes place. This means that the observations of the pre-school period are transferred to the group teacher of group 1, with the parents' consent.



Twice a year, children in grades 3-8 receive a report card. Following the first report, you will be invited to discuss the entire development with the group teacher. In addition to learning results and skills, the discussion will also focus on your child's well-being. The report includes an overview of the cito test development, which will also be discussed. At the end of the school year, the children receive the second report.

If there is reason to do so, the group teacher will contact the parents in the interim for a discussion. If parents themselves identify problems, it is assumed that they will also contact the group teacher(s).

The education system is obliged to inform the parent who does not care for the child about the child's school progress and general well-being. The condition is that this parent asks for it and does not harm the child's interest. General school information is provided via Schoudercomberichten.



CITO

We regularly measure the learning outcomes using tests that 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 its adaptive nature. The time it takes to complete a test can vary per child.

Schooltype	2020 2021	2019 2020	2018 2019	2017 2018	2016 2017
VMBO BB	7%	8%	5%	13%	15%
VMBO Kader	12%	7%	21%	9%	5%
VMBO theoretisch	20%	27%	23%	17%	10%
VMBO theoretisch/HAVO	2%	8%	5%	7%	13%
HAVO	22%	7%	19%	15%	8%
HAVO/VWO	5%	17%	7%	4%	13%
VWO	17%	14%	9%	28%	33%
Overig	15%	12%	11%	7%	3%
Totaal	100%	100%	100%	100%	100%

De children are still monitored during the first year in secondary school.

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
2020-2021: 209.9 (gemiddeld Mavo-Havo advies)

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 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. Again in consultation with the internal counsellor and management, the class teacher(s) of grade 8 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 can 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 levels 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 restrictive for the children in their educational needs. This is determined based on observations, results from method-related tests and cito-results. Based on 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 con-

cerns 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, such as the education advisory service, samenwerkingsverband PPO Delflanden, the school doctor, speech therapist, or Team Jeugd of Delft Support.

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 the IKC, contact person Team Jeugd, the class teacher, possibly the pedagogical staff (the child's mentor when applicable) and the 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 develop further.

If this support does not provide satisfactory results, then the SOT will examine the possible next steps. All the actions we want to take to give extra care to 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 are essential for every child. The youth 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 regularly come 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 situation 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 where you can find this information and practical tips on parenting. See the website www.jgzzhw.nl.

Social work

School social work and parenting advice aim to identify parenting problems at the earliest possible stage and, if necessary, to address these problems and prevent the escalation of problems and school dropout. If you have concerns about the upbringing or development of your child, you can contact the Team Jeugd of Delft Support. You can do this yourself, but also through the school's internal supervisor.

Every school in Delft has a Team Jeugd contact person assigned.

After your application, you will be assigned a contact, and this is your 'case manager'. They will make an appointment with you. During the first meeting, we will discuss your concerns. After this first meeting, agreements will be made about what help or support you need. This can be anything, depending on your request for help.

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 offer a suitable place of education for children, parents must submit all the relevant information available with the application to the school. After an intake meeting, the school will decide if our school is the right place for this child's education. 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 can 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



external childcare or pre-school 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, 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 finds 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 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. In the school support profile, agreements have been made by all schools affiliated with PPO Delflanden. 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 several 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 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 external counsellor 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 filing a complaint with the complaints committee, assist with the search for specialised assistance, or encourage the person concerned to take action. The external counsellor information can be found in the calendar part B.

Parental Involvement

When parents and IKC work well together, children will feel quickly at home at school and 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 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 regularly. This can promote the development of children. Also, it may be required 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 signs up their child signs an educational partnership in which we share responsibility for the child's development. We expect you to be present at contact evenings, information evenings and 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 your child's development, or just have a pleasant 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 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 an external 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 because of the nature of the complaint or if the handling of the complaint has not been done to satisfaction, 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 director of the school board of Librijn public education.
4. If this does not lead to a satisfactory solution, you submit your complaint to the school's contact person. They can further guide you to the proper authority, for example, the complaints committee or the confidential counsellor.
5. After the complaints committee has handled a complaint, 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 persons mentioned above, 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 Kinderopvang Morgen. You can make your complaint known to the pedagogic employee. If this is not resolved to satisfaction, you can inform the head of the location about your complaint. If your com-

plaint 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 Kinderopvang Morgen and affiliated with the Childcare Disputes Committee. The Childcare Governance Code also applies.

General Data Protection Regulation (AVG) Education

Since 28 May 2018, the AVG is in force, also for schools. This regulation describes how the school should deal with personal data.

The school is obliged to record certain personal data. This obligation stems from the legal requirement to provide education and guidance to our pupils. This data is called personal data and is recorded in the school administration. At our school, the privacy of our pupils and thus the personal information we process is handled with care.

The recording and use of this personal data are limited to information that is strictly necessary for education. The data is securely stored. Access to the data is also limited so that only those staff members who are authorised to do so can access the data.

The school also makes use of digital learning materials. The suppliers of these materials receive a limited amount of student data. The school has made strict agreements with its suppliers regarding the use of personal data to prevent misuse. Pupil information is only shared with other organisations if parents give permission unless such an exchange is required by law. Sometimes the school also processes other personal data, such as a photo for the website or a video recording of a lesson for teacher evaluation. For the processing of this personal data, permission is always requested from the parents.

As a parent, you also have rights. You have the right to inspect your child's personal data. You also have the right to improve, add to or have removed the personal data stored (e.g. if we process your personal data based on consent and you have withdrawn your consent). Finally, you can also object to the further processing of personal data due to special circumstances. You can send your request for inspection, preferably by email, to the school management.

Finally, the AVG requires the school to appoint a Data Protection Officer to monitor compliance with the AVG.

If an irregularity occurs with regard to the processing of personal data, please get in touch with the management. Parents can also submit a complaint to the Data Protection Officer, who can be contacted via email: avg@librijn.nl.

Privacy childcare

As a parent, you share personal data with us. This information is necessary to contact each other, keep you informed, and work well together on the care of your child. Therefore, you can assume that we will store your data securely and only use it when necessary. Your privacy and that of your child and family are important to us. Our childcare is part of Kinderopvang Morgen. That is why the Kinderopvang Morgen privacy regulations apply. You can request this from the manager. Kinderopvang Morgen 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 comprises 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 an advisor.

The OR is responsible for several activities, such as Sinterklaas and sports day. The OR has divided the work into 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 advise on critical issues affecting the school. These are issues that directly concern 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 email at mr@eglantierdelft.nl

The Librijn foundation also has 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 primary responsibility of the parents' committee is to monitor and stimulate the quality of childcare and give solicited and unsolicited advice to the management of the childcare. The parents' committee is being formed. Parents interested in being part of the committee can register via the manager childcare, email: tdequelerij@kinderopvangmorgen.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 materials. We accept donations from companies where they are intended for activities other than regular education and when the company's activities are not in conflict with our goals. The MR monitors the implementation of this policy.

Parents and teachers founded friends of De Eglantier to



support the Eglantier in realising projects that cannot be (fully) realised 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 our 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 childcare before it is born. Use the online registration form on our website, www.eglantierdelft.nl. 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 offer a suitable place of education for children, parents must submit with the application to the school all the relevant information available. After an intake meeting, the school will decide if our school is the right place for education for this particular child. Parents, educational staff of the pre-school and/or child care are the most important resource for the school to obtain this information. Parents of children from external childcare or pre-school 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’, practice 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 children. The class teacher chooses suitable mornings in consultation with the parents. The class teacher will contact the parents. Children whose birthdays are in or just before the summer holidays will not be able to come for practice days. The 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 of a child without a valid reason 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 the reason for the late arrival. 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 absence to the school attendance officer.

Children of 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 in case of 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 celebrate your holiday jointly. 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 religious holiday, 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. Unauthorised 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

Kinderopvang Morgen

Martin Campsplaan 3
Postbus 593
2280 AN Rijswijk
T 070 792 01 00
E info@kinderopvangmorgen.nl
E tdequelerij@kinderopvangmorgen.nl
I www.kinderopvangmorgen.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) (National complaints committee)

Postbus 85191
3508 AD Utrecht
T 030 280 95 90

Beleidsadviseurs Vereniging Openbaar Onderwijs
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

RH-building
Roland Holstlaan 917 - 919
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