



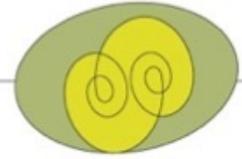
School + Civil Society, 1+1=3

Gera, 6th of October 2022



Let me introduce myself

EtuConsult



Het Meesterwerk



Dutch Coalition for Community Schools

zosja

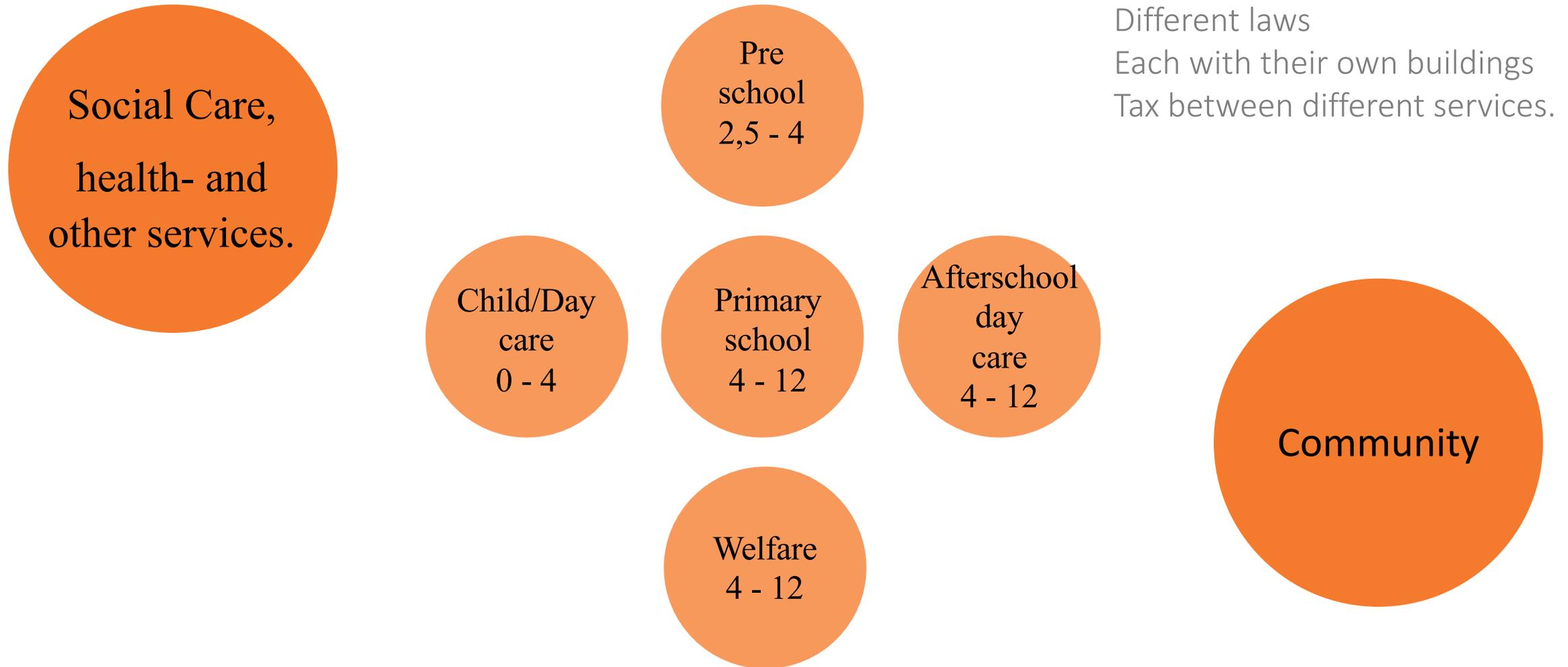


De Landelijke IKC-dag wordt dit jaar samen met onderstaande partners georganiseerd;





The Dutch situation, in general.



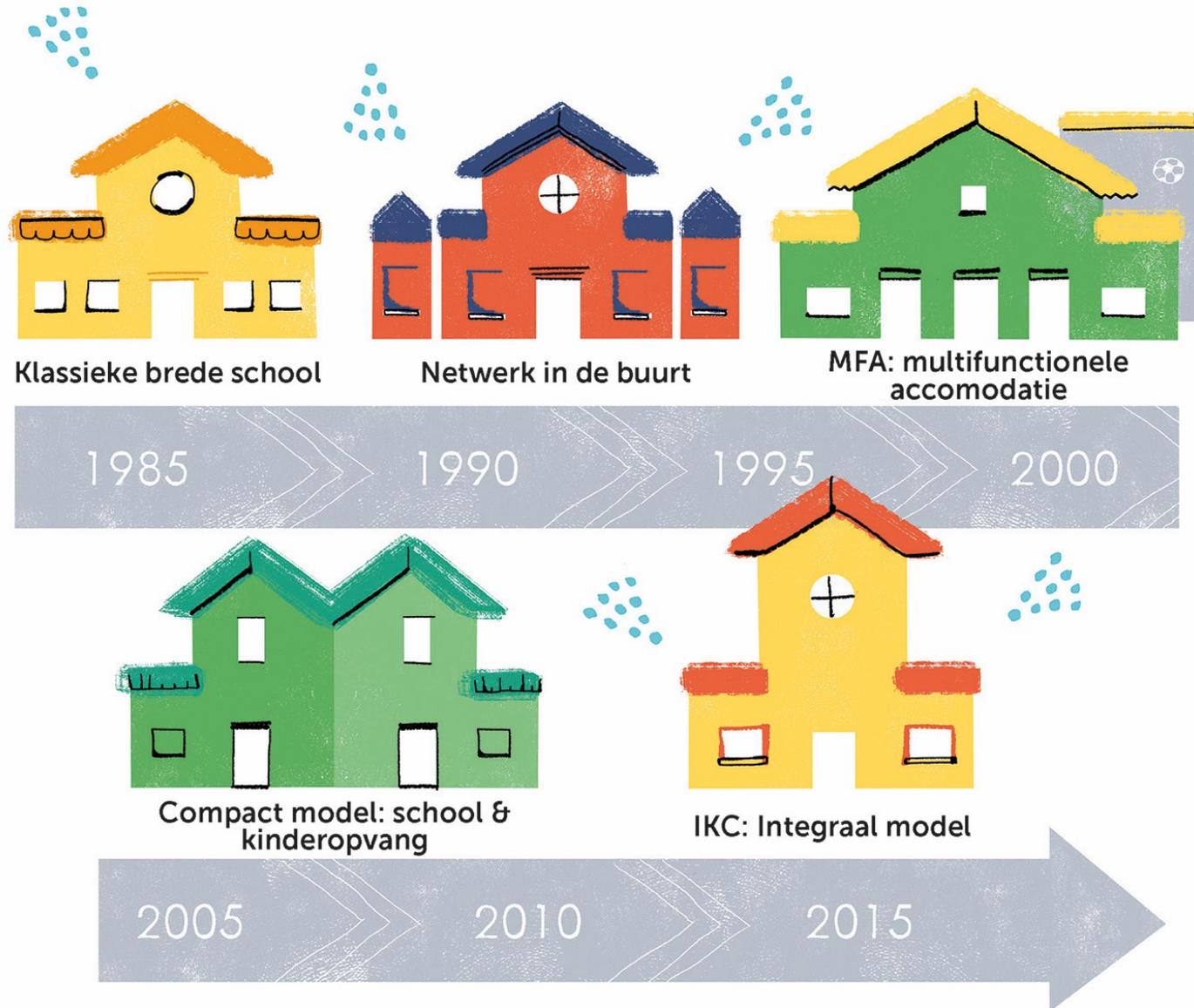
Definition of a *Brede School*

A brede School is a cooperation between one or more primary school(s), Childcare (= preschool/kindergarten, day-care and after school care) and often youth care, (mental) health care and welfare.

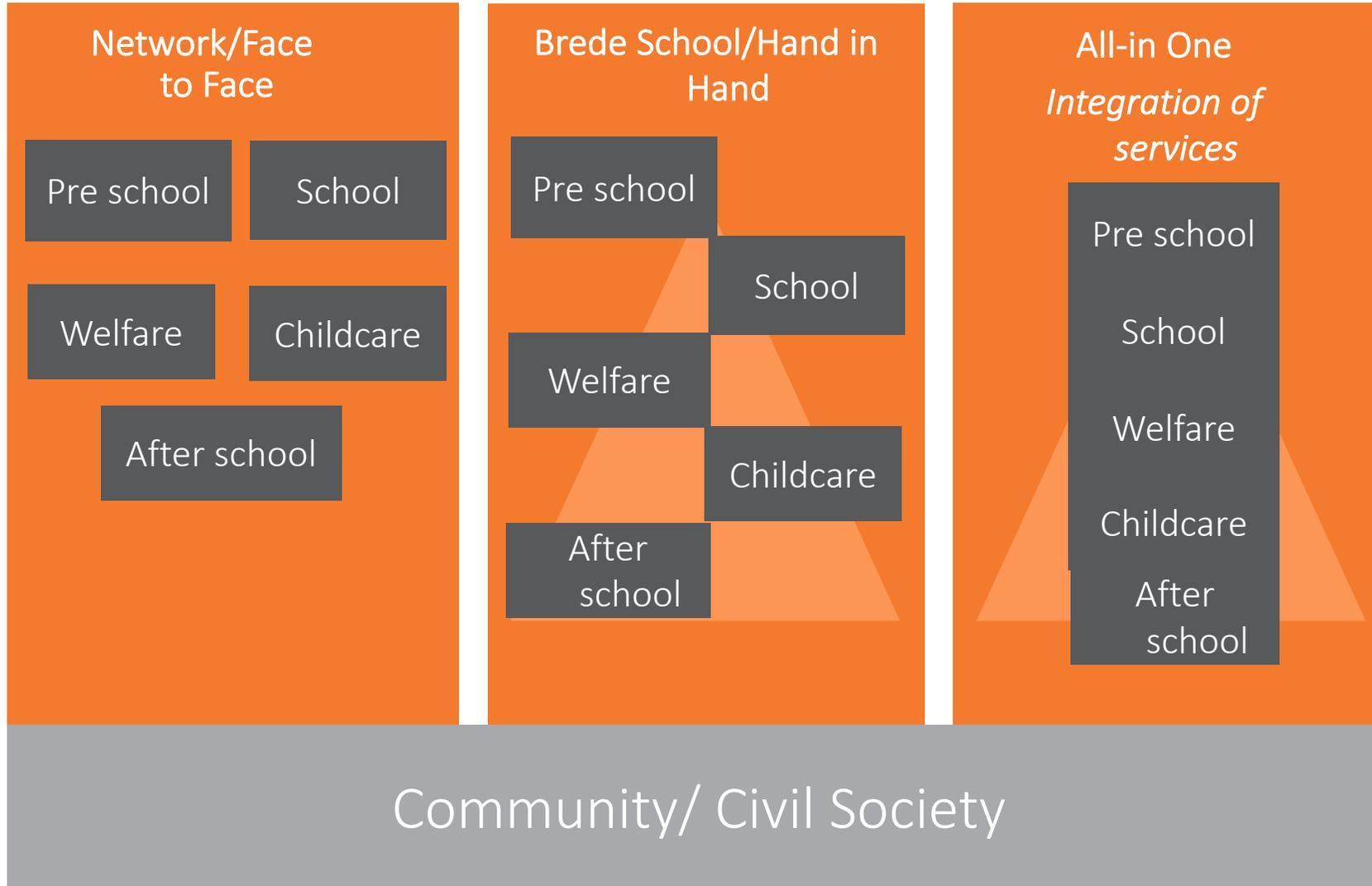
Always in a strong relationship with the community, the neighbourhood or the so called Civil Society.

The main goal of the Brede school is to improve and enrich the development and learning possibilities of children and create also possibilities for parents and other citizens by community-based activities and services and all kind of participation.

Models of the Dutch 'Brede' school'

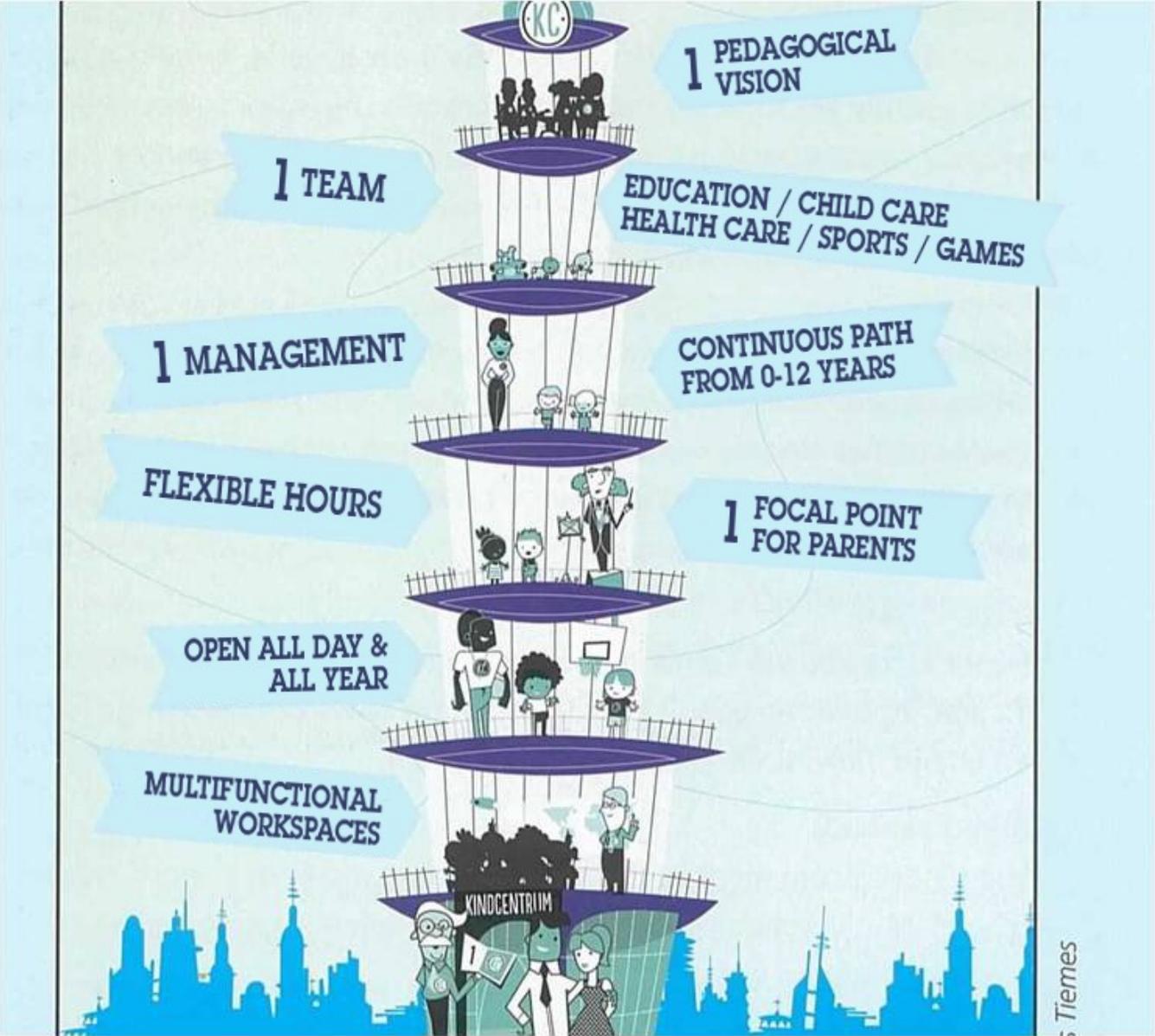


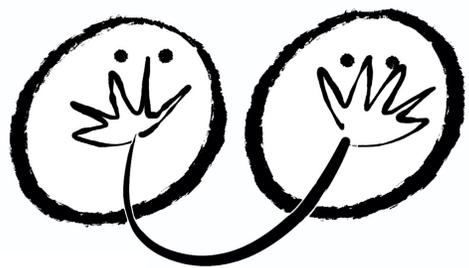
General models of collaboration



Stand alone
Face to face
Hand in hand
All-in- One

Continued development of the Brede School; The Integral Child centre



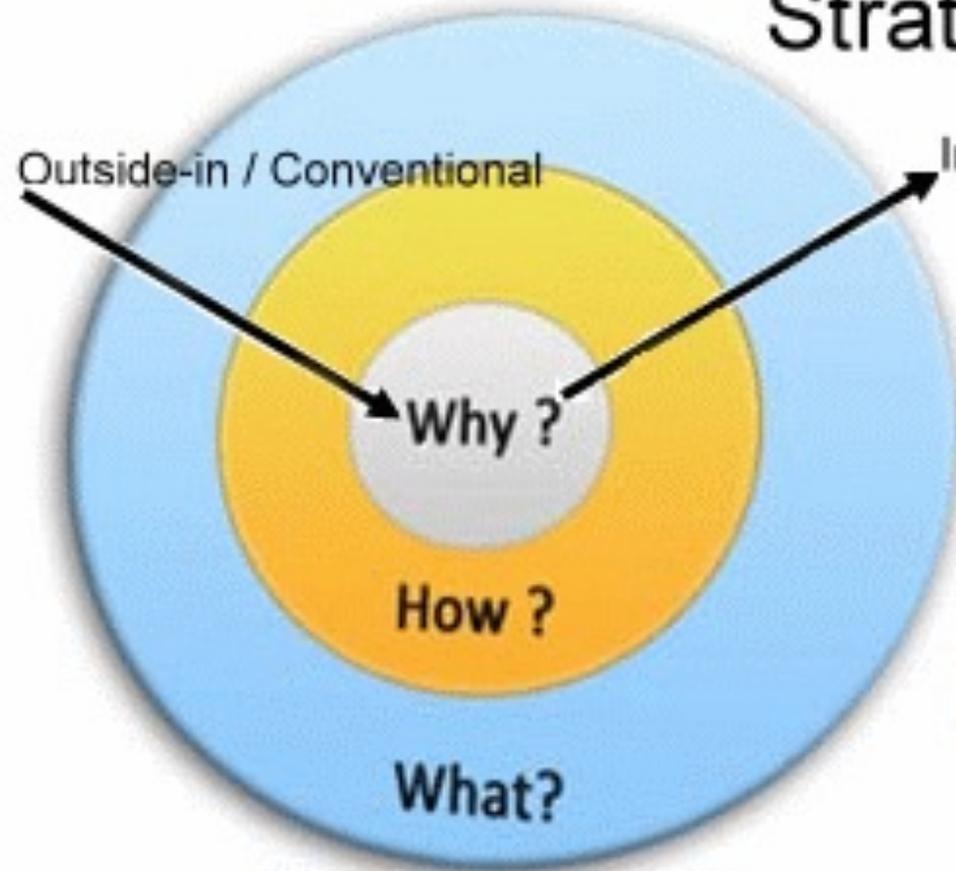


It all starts with Why!

Why should you start a brede school, a community centre, a Childcentre?

Strategic Positioning (Simon Sinek)

www.12manage.com



Outside-in / Conventional

Inside-out / Remarkable

Why ?

How ?

What?

Why = The Purpose

What is your cause? What do you believe?

How = The Process

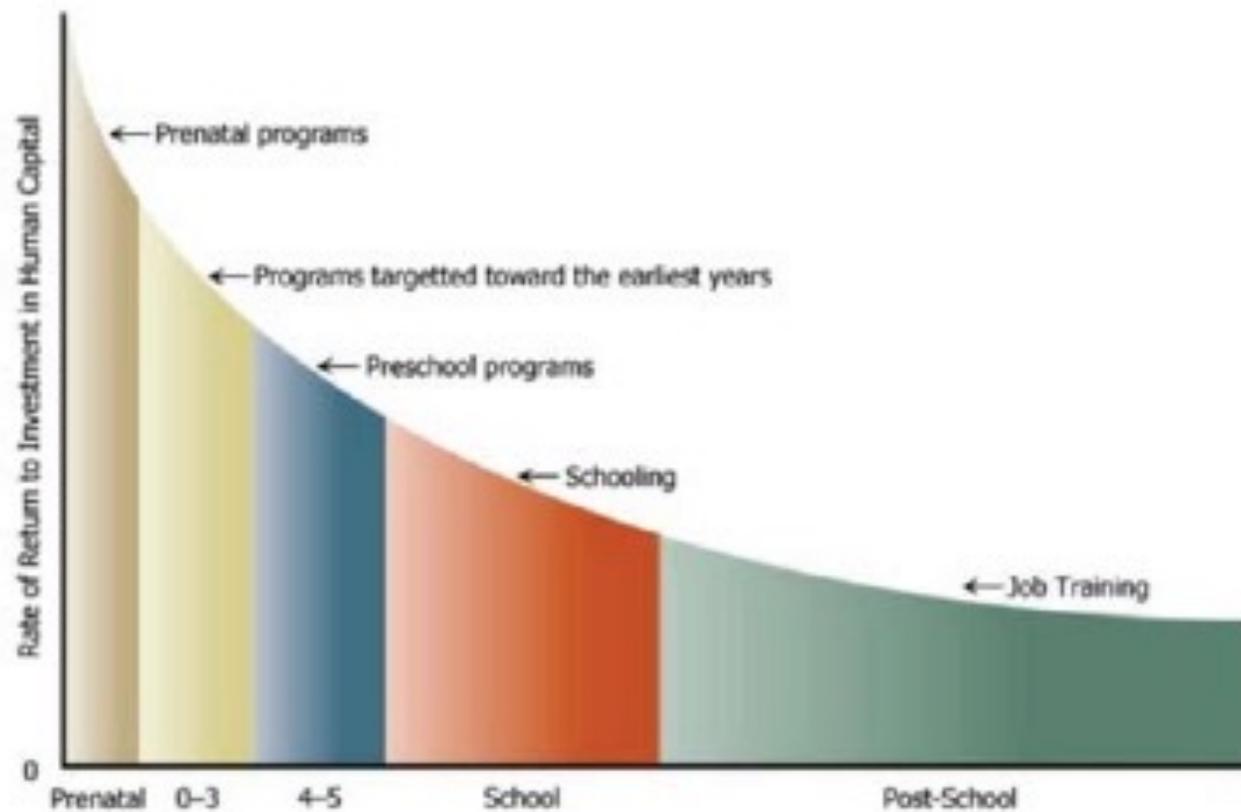
Specific actions taken to realize the Why.

What = The Result

What do you do? The result of Why. Proof.

Early childhood development is a smart investment

The earlier the investment, the greater the return



Source: James Heckman, Nobel laureate in economics



What does it mean, it takes a village?

J.W.Th.Schotborghschool, Koraalspecht

November 2020



- Kernpartner**
- Activiteit**
- Wijk**
- Ketenpartner**
- Geen samenwerking**
- Kwetsbaar**



J.W.Th.Schotborghschool

2021-2023





Multi-functional use of buildings and classrooms



Use the environment as a learning space



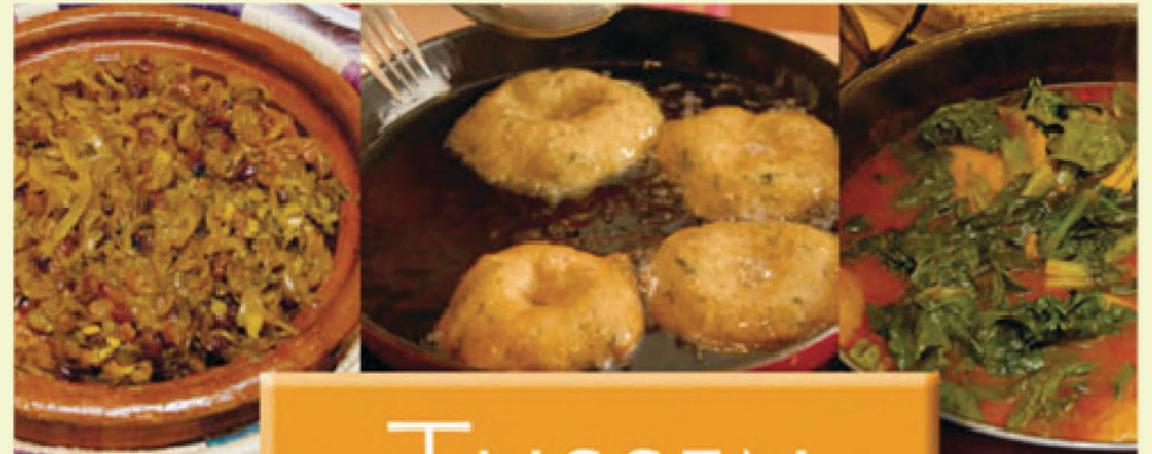
A strong relationship with the community and companies

This classroom is sponsored by:



E3 LOCAL
MARKETING SOLUTIONS

1+1=3



TUSSEN DE PANNEN

KOKEN BIJ 15 CULTUREN
IN ALMERE
TUSSEN DE VAARTEN





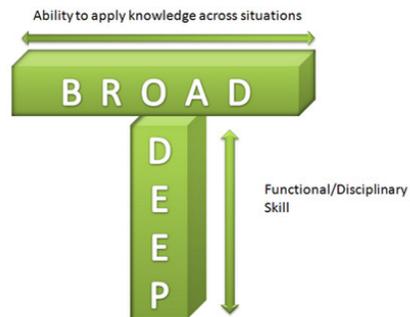
Dutch lessons learned



Quality of professionals; T-Shaped.

Core values;

- Good example.
- Support
- Inspire.
- Flexible
- Creative
- Cooperative



Tshape

Quality of core values and pedagogical approach





Quality of Collaboration and relationship

Quality of learning and development



Quality of programs.

“ If you don't use data, you're part of the problem.”

Quality chart
Community
School &
Integrated
Child Center
For education, childcare and all other
partners of community schools, children
and child centers



Dutch coalition for community schools
www.bredeschool.nl

1. The start situation

Input: what does the target group look like?
The more you know what the target group looks like, the better you can prepare an offer that suits the needs and wishes of the target group. Especially if you also know the goals and possibilities of the partners and staff involved.

Children

- It is known⁵ how many children use the partners at the community school
- To determine the target group we use existing data for example from the school
- The caliber of the students is known
- It is known how many children have a language delay
- It is known which children participate/have participated in an evidence-based early childhood education

Parents

- Background with regards education and country of origin of the parents whose children attend school is known
- It is known which parents are actively involved with the community school partners (codetermination Council or parent-teacher association)
- It is known how many families consist of one parent-family

Neighbourhood

- It is known which partners in the neighbourhood focus on the target group of the community school
- It is known what program is being offered in the neighbourhood to children/adults who are also part of the target group of the community school
- The structure of the neighbourhood is known (for example average education, ethnicity, average income, family structure etc.)

Partners

- It is known what the main targets are of the partners involved with the community school
- It is known what the partners involved can offer the community school (with regards the organization, contents, preconditions)

Employees

- The level of expertise, tasks and responsibilities of the skills, tasks, and responsibilities of the staff working in the community school are known

Space

- Our building is of good quality and attractive to children and parents
- Our outdoor space is of good quality and pleasant to children and parents
- Our building is properly cleaned and maintained well
- There are plenty of rooms and facilities suitable to carry out our program
- The rooms are pleasant for meetings
- There are written agreements, regarding management and utilization
- There is a key, an evacuation- and safety plan
- Spaces are shared
- The agreements regarding sharing of spaces have been defined

Finances: who is going to pay for it?
A community school is not a temporary project but a structural facility which has consequences for its financing.

Finances

- The flow of funds from different organizations is centralized as much as possible
- Wherever possible we finance the costs together so we gain efficiency
- The financial funding for the community school has been structurally secured for several years

The staff of the community school has a Certificate of Good Behavior

Example
In the neighbourhood where the community school is established, different partners work with children/adults, just as we do. Most of these partners are also partners of the community school. Together, we look at the surroundings of the children/adults, and adjust our offer accordingly. We look at how we can bring our activities together and where there is an overlap. What can be done together, will be done together. We refer to each other and complement each other. This way, we do not only bring our targets together but also our activities.

2. The process

Vision and goals: what do you want to achieve?
The subject here is why a community school. What are the motives? What results do you want to achieve with the children and the parents (the target groups)?

Vision and goals

- There is a defined vision on the community school
- The goals have been set at target group
- The results we want to achieve with our children have been clearly described
- The activities that are going to be carried out have been defined
- Vision and goals are supported by all partners
- Goals, activities proposal, and desired results are consistent
- It has been defined what the target group of the community school is
- It has been defined what goals have to be reached for which part of the target group

Program: what can you offer the children and the parents?
What are the offered facilities and activities offered by the community school or the child center? Is there a consistent program throughout the day and throughout the year? And are the parents and the children well informed?

Program

- There is a complete offer of activities
- Over the year there has been a systematic structure and continuity in the program
- There are clear goals for talent education
- The offer has been put together by the partners within the community school
- The employees think about and discuss what offer is suitable for each individual child
- The community school focuses on the complete development of the children on the basis of emotive, physical and cognitive factors
- Trained professionals carry out the community school activities

Collaboration: how is it?
The essential nature of comp partners (schools, day care cc etc.) work together around the so-called safety net. This requires organization. Is there enough management? Is everyone clear who is in charge?

Cooperation and organization

- In addition to the school, there are parties actively involved at the community school
- There is agreement on shared participation, leadership, coordination, and execution
- Management of the community school
- The organizations involved have established a management team
- The staff of the organizations involved
- There are joint staff activities, team schooling sessions several times a year
- Various administrators give support and commitment related to the community school

There is a clear structure in the range of activities during school hours... get school hours... consolidation. Or if after school hours, there are introductory lessons to focus further on the subject.

There is a continuous pedagogical line from 0 to 12 years

Partners at the community school use evidence-based early childhood education

Partners in the community school hand over information of children (with child follow up system)

The hours to start and finish the afternoon match the school timetable, the afternoon has other activities

The staff encourages and informs the children (after school) program

Parents deal with one 'front office' a person for anything concerning their child

Parents are involved at the development of the program

There is a program for parents that provides education-support or development support for parents

There is an offer for parents-focused activities

$1+1=3$





*The world of the future is
what children create of it*

www.etuconsult.nl

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