

# SCHOOLGUIDE

schoolyear 2023 - 2024



**DE WERELDWIJZER**

basic education for newcomers  
for a good start in Dutch education



## **PREAMBLE**

This is the school guide of the Wereldwijzer.

The school guide is intended for parents and everyone involved with the Wereldwijzer. Each calendar year the school guide is updated for the coming school year. The last updated version of the school guide is on the school website ([www.wereldwijzereindhoven.com](http://www.wereldwijzereindhoven.com))

In this school guide you can find information about what the Wereldwijzer stands for; our target group, vision and method, student care, results achieved and practical matters. This guide will undoubtedly answer many questions. If the information you are looking for cannot be found in the school guide, you can always contact us.

We hope you will enjoy reading the school guide.

We wish you and your child(ren) a pleasant and educational stay at the Wereldwijzer,

Marisca Tjen a Tak, adjunct-directeur  
Silvi Habets, directeur.

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## 1. THE SCHOOL

### 1.1 Details of the school

Name de Wereldwijzer, primary education for newcomers

Address	Pastoriestraat 88	Shakespearelaan 47
Zipcode	5623 AT	5629 MP
Place	Eindhoven	Eindhoven
Phone	040 – 242 78 92	040 – 240 60 16

Management	
Silvi Habets	Director
Marisca Tjen a Tak	Deputy Director

E-mail:	<a href="mailto:wereldwijzer@skpo.nl">wereldwijzer@skpo.nl</a>
Website:	<a href="http://www.wereldwijzereindhoven.com">www.wereldwijzereindhoven.com</a>
Basisschoolapp:	download “Basisschool App” via The App- or Playstore

### 1.2 Origin of the school

From the set of measures at that time belonging to the Education priority area Eindhoven, the Municipality of Eindhoven and the joint school boards of Primary Education gave shape in 1990 to the reception project for newcomers to Eindhoven. As of the academic year 2010-2011 we have a different name: **de Wereldwijzer, primary education for newcomers.**

De Wereldwijzer offers education to pupils aged 4 to 12 years, who come directly from abroad (newcomers). These students are not yet able to follow education at a regular elementary school, because they do not yet understand, speak, read and write the Dutch language.

### 1.3 Situation

The Pastoriestraat, is located in the district Kronehoef, on the ring road near the Technical University and the Woenselse Markt.

The Shakespearelaan is located in the Blixembosch district.

### 1.4 School hours

Monday	08.45 – 14.45 uur
Tuesday	08.45 – 14.45 uur
Wednesday	08.45 – <b>12.45 uur</b>
Thursday	08.45 – 14.45 uur
Friday	08.45 – 14.45 uur

### 1.5 Vacations and days off

Upon registration, you will receive an overview of vacations and days off. This overview is also on the website and can be obtained at school if necessary. Children in the Netherlands are subject to compulsory education. If you need leave for your child, you can fill out a special leave form. This form can be found on the website or can be requested from the teacher.

### 1.6 Staff

#### Management

Silvi Habets

director (Not available on Wednesdays)

Marisca Tjen a Tak

adjunct directeur (Present every day)

The management provides leadership and direction to the team, speaks to parents and represents the school in discussions with the school board and other agencies. Furthermore, she performs activities for which the law and the board make her responsible.

The management and the other staff together are responsible for the quality of the education, the organization, the atmosphere, the supervision of the students and the welfare of everyone present at school.

#### The teachers

The teacher is a teacher, a team member and an interlocutor for parents and external agencies. In addition, the teacher also has an educational task. In some groups the teachers work part-time, so the students have two different teachers.

#### Absence of the teacher

A teacher may perform work outside the classroom at school. At that time, the teaching duties are taken over by another teacher.

In case of absence due to illness or leave, substitution is requested.

If there is no replacement, we will discuss the following:

- merge groups
- deploy a school replacement
- deploying the ambulant people
- in extreme cases, we will ask you to keep your child at home, you will be informed at least one day before that.

#### The internal supervisors (IB-er)

Marisca Tjen a Tak      lower school

Wendy Simons          upper school

The extra care for children is coordinated by the IB-er. In the case of learning or behavioral difficulties in a student, the group teacher will contact the IB-er. Together they discuss the way in which the student will be offered care in the coming period. This is laid down in a plan. The parents are informed about this.

The IB-er also has contacts with secondary schools, the Municipal Health Service (G.G.D.), external service providers, the care platform of IB-ers, Lumens in the neighbourhood and Wij Eindhoven.

### **Teaching support staff**

Consists of an administrative assistant, two facilities managers, a teacher support assistant and a teaching assistant.

### **Internships**

Within the school you may also encounter interns. Every year we offer students the opportunity to learn about their future profession in our school.

### **1.7 School Board**

The school is under the administration of:

Name	Stichting Katholiek en Protestants-Christelijk Onderwijs Eindhoven e.o. (SKPO)
Address	Vonderweg 12
Zipcode	5616 RM
Place	Eindhoven
Phone	040 – 2595320
Website	<a href="http://www.skpo.nl">www.skpo.nl</a>

The schools of the SKPO Eindhoven and surroundings are more than an administrative unit. These schools form a recognizable group for special primary education with clear common goals. As SKPO schools we sail under the same flag and have the same destination. This means that we do everything possible to guide the children at our schools to their future in the best possible way. However, the course that an individual SKPO school sets to achieve this can be different with its own choices and of course its own concretization of identity. For all schools the SKPO vision is guiding. The quality indicators are an important instrument to annually visualize the own performance on this vision.

### **Vision and mission of the SKPO**

The SKPO provides good primary education with the child as its central focus. The SKPO consists of people who are inspired to work from a basic attitude in which the pedagogical, philosophical and social elements are developed in coherence.

The SKPO focuses on the pedagogical element of relationship, competence and autonomy. Education that is shaped in this way is character, takes shape in powerful learning environments and results in pupil-respecting education.

From the outlined coherence of pedagogical and philosophical choices, the SKPO actively shapes its social responsibility within our multicultural society.

### **1.8 What the school offers**

It is important to us that our school is a place where students love to come. A place where they feel safe and secure, so they can be open to what we want to offer them: education and upbringing. Especially through the acquisition of Dutch, the promotion of self-reliance and the guidance of the social-emotional development we want to

achieve that the students can make the step to regular education and get more opportunities to integrate into Dutch society.

At the Wereldwijzer the Dutch as a second language (NT2) is taught, so that the students can then connect to the Dutch education system. In addition to language education, there is teaching time for arithmetic, expressive subjects and physical exercise. The world-orientating subjects are included in the NT2-methods. All subjects have the theme of NT2. So five days a week the pupils are very intensively engaged in acquiring the Dutch language five days a week.

After about 40 to 80 school weeks the pupils manage to find a connection within regular education.

### **1.9 Schoolsize**

The student body varies per and during a school year. Each week, students may enter directly from abroad. At certain times during the school year, students flow out. The inflow and outflow moments determine the number of groups and the composition of the groups.

### **1.10 Students**

The students of the Wereldwijzer come from all neighborhoods of Eindhoven and if there is space, students from regional municipalities can also be placed.



## 2. WHAT OUR SCHOOL STANDS FOR

### 2.1 Mission

Every child, as a newcomer in the Netherlands, is welcome at the Wereldwijzer, regardless of philosophical or social beliefs. Our school offers a safe and respectful environment. An open and friendly learning environment where students feel safe and secure. Children of newcomers can count on quickly acquiring Dutch as a second language. At the same time we work on the development of cultural self-reliance and social integration into Dutch society.

De Wereldwijzer has a pedagogical and social climate that is based on standards and values and in which students can count on tolerance and honesty.

### 2.2 Vision of learning and teaching

De Wereldwijzer, primary education for newcomers, offers education to pupils aged 4 to 12. We offer good education of which Dutch language (as a second language) forms the core. We prepare the pupils in 40 to 80 weeks for a smooth transition to secondary education. Good integration into Dutch society is possible for every student, through our strong focus on Dutch as a second language, self-reliance and socio-cultural support.

De Wereldwijzer has pupils from almost sixty countries of origin. Our students get acquainted with the diversity of backgrounds and cultures of their peers. De Wereldwijzer is truly a 'world school'. This diversity in origin and the shared challenge to acquire the Dutch language leads to a special bond between the students.

The school has high expectations of the students and strives for a learning outcome that matches the age of the student (age-appropriate). But not only good results count, also the learning pleasure of the pupils is important to us. In addition to knowledge development, there is a lot of attention and room for a broad personal development. We focus on communication, cooperation, world citizenship and digital literacy.



### 2.3 Philosophical identity

De Wereldwijzer is part of the Foundation Catholic and Protestant-Christian Education Eindhoven e.o. (SKPO). At SKPO schools, as far as the philosophical element is concerned, the questions of life of pupils and teachers are the starting point. The philosophical inspiration is the Christian faith. From there, attention is also paid to other religious and non-religious ideologies. Here we look for what binds people and not what divides them.

At the school level, we introduce students to Christian festivals such as Christmas and Carnival. The original story of these Christian festivals is explained and discussed. We celebrate Christmas as the feast of peace on earth for all. The Christmas celebration is an evening celebration at school, where all students, parents and teachers are present.

At the Wereldwijzer the thoughts of Christianity form the basis for education and upbringing. The school assumes the equality of all philosophical and social beliefs and also expects everyone within the school to have an open approach to and respect for other cultures, ideas, lifestyles, values and standards. Attention to justice, caring, tolerance, equality, freedom, fairness, etc., is part of the daily actions of the teachers. Teachers have exemplary behavior within the school.

## 2.4 Our core values



### **DOEL GERICHTHEID**

We stellen hoge doelen  
We denken in kansen en mogelijkheden

### **RESPECT**

We kunnen op elkaar vertrouwen  
We beschouwen iedereen als gelijkwaardig

### **COMMUNICATIE**

We luisteren écht naar elkaar  
We geven en ontvangen feedback

## 2.5 Social identity

Attention to active citizenship and social integration is woven into the school climate, into the daily routines of the group and into the actions of the teacher.

### **Active Citizenship**

Active citizenship refers to the willingness and ability to be part of a community and to actively contribute to it. Social integration refers to the participation of citizens (regardless of ethnic or cultural background) in society in the form of social participation, participation in society and its institutions, and familiarity and involvement in expressions of Dutch culture.

### **A special target group**

For our target group, too, we consider special attention to active citizenship and social integration to be important. We pay much attention to this at the school level. In the following way we work on the goals set for the teaching area active citizenship and social integration:

*Education is partly based on the fact that students grow up in a pluralistic society.* De Wereldwijzer is visited annually by students from 50 – 60 countries of origin. The common challenge of learning the Dutch language creates a bond between the students. The exemplary conduct of the teachers with regard to dealing with each other further stimulates positive social behavior of students and parents.

*The education is also aimed at promoting active citizenship and social integration.* The themes and curriculum of the method Wereld vol Woorden (World of Words) focus on active citizenship and social integration. Furthermore, the daily actions and teaching of the teachers are aimed at the development and guidance of students so they can actively participate and integrate into the school and Dutch society.

*Education is also aimed at ensuring that pupils have knowledge of and become acquainted with the different backgrounds and cultures of their peers.*

We realize this in the school by:

- making the pupils and their countries of origin visible
- during the **Wereld vol Woorden** themes, making the connection with pupils between an aspect of Dutch society and experiences in their own country.

### **Social security**

Pupils and their parents come into contact with a Dutch school and Dutch society for the first time. The school takes care to build a good relationship with pupils and parents. This ensures that students and parents quickly feel safe within the school and easily turn to the school with questions about Dutch society.

We find it important to inform each other regularly and well. Parents receive general information about the school through the intake interview, the school guide, newsletters and the general information meeting. Exchanging information regarding individual students can be done in a parent-teacher conference or in an appointment made for that purpose.

In addition, parents are invited to be present at the various celebrations and activities or to help out.

There is a bullying protocol in the school that offers teachers concrete tools with regard to preventing bullying and dealing with conflict situations. The bullying protocol aims to stimulate and further develop the social skills of the students.

Furthermore, an evacuation plan has been drawn up, describing how to act in the event of an emergency.

Accidents requiring external assistance are recorded.

However, creating a safe climate is not just a matter for the school. Practice shows that the climate and atmosphere at home are also important for performance at school. A good cooperation between parents and school is therefore very important.

## **2.6 Pedagogical identity**

It is important to us that our school be a place where students, parents and teachers feel at home.

Mutual respect between teacher and pupils is of great importance.

To ensure that all pupils can develop optimally in a social-emotional respect, we pay attention to this on a regular basis.

We find it important that our pupils have a positive, realistic self-image and feel competent to acquire Dutch as a second language with motivation.

We work on the social-emotional development by stimulating the self-confidence of pupils and teaching them to deal with their emotions and those of others. We guide the students in the development of social skills, by pointing out the importance of good behavior and ways of dealing with others. We also encourage an independent, critical attitude and try to promote cooperation with others.

### 3. TEACHING / HOURS / LEARNING AREAS

To be able to participate in regular education, it is necessary to master the Dutch language. In addition to the acquisition of Dutch as a second language, attention is also paid to the Dutch language within the subject areas of math, active citizenship and social integration, expression and physical education. World orientation is not included in the program as a specific subject, but is dealt with within the subject area of Dutch as a second language.

Within the school, the goal is to provide all students, based on the core objectives for primary education, with the best possible education, within their own possibilities. This means that not all pupils who enter our school receive the same educational offer, but one that matches their capabilities and educational needs. For this we work with a student monitoring system.

For all pupils, at the end of the intake group, an outflow perspective and final goal are formulated. After completing the curriculum components and after each period, we take tests to check whether the curriculum is sufficiently mastered. We keep track of the results pupils achieve on the tests. This gives us an objective picture of the development of each child, of the state of affairs in the group and of the school as a whole.

At the end of each period, the results of students are discussed during parent meetings. Twice a year and upon completion, parents receive a written report.

We shape our education by placing students in a group, where possible, with students of the same level and age category. The teacher can thus offer group instruction, after which small groups or individual students may receive extended instruction or guided practice. Teachers always ensure sufficient (planned) interaction with the students and the interaction between the students themselves is encouraged. It is also possible that a student in a particular subject will work in another group, because the curriculum then better suits his / her development. In addition to the mainly teacher-driven lessons in the areas of NT2, language / reading and arithmetic, the independent work also gets a more important role in our education. We find it important that students feel responsible for their own work, learn to deal with delayed attention, learn to plan and learn to look critically at their own work.

At the World Guide, all students receive a minimum of 940 hours of instruction each school year.

	<b>In- and outflow group young child</b>	<b>Other groups</b>
<b>Dutch as a second language</b> Oral Dutch Vocabulary Initial reading Technical reading Comprehensive listening/reading Spelling Orientation to life and the world	08 hours and 40 minutes	14 hours
<b>Writing</b>	01 hour and 20 minutes	01 hour
<b>Math</b>	01 hour and 30 minutes	04 hours
<b>Expression</b> Drawing Music Crafts Drama	03 hours and 30 minutes	01 hour
<b>Social Empowerment/Citizenship</b>	01 hour and 45 minutes	01 hour and 45 minutes
<b>Physical Education/Exercise</b>	04 hours and 10 minutes	01 hour and 30 minutes
<b>Zelfstandig werken</b>	03 hours and 50 minutes	01 hour and 30 minutes
<b>Break</b>	01 hour and 15 minutes	01 hour and 15 minutes
<b>Total hours per week</b>	<b>26 hours</b>	<b>26 hours</b>

*In the preschool groups, we work with themes that address these learning areas.*

### 3.1 Language

De kern van ons onderwijs bestaat uit het leren van Nederlands als tweede taal (NT2). In onze dagelijkse onderwijspraktijk maken we onderscheid tussen het leren verstaan en spreken van NT2 enerzijds en het leren lezen en schrijven van Nederlandse teksten anderzijds.

## ORAL DUTCH

### The young child

Different aspects of language are worked on around a variety of themes. By means of circle discussions, listening, answering questions, telling stories, reading aloud, practicing with concepts, vocabulary exercises and language games, we work and play with language in a varied way, so that all the conditions necessary to be able to start in group 1, 2 or 3 of the regular elementary school are addressed.

### The older child

In the intake group we work with various aspects of language around themes such as school, living, body, food & drink and clothing. By means of TPR (Total Physical Response), conversations, listening, answering questions, telling stories, reading aloud and practicing with concepts we work with language in a varied way.

After the intake group, the students start in a follow-up group, where work is done across groups. In this way we meet the educational needs of all children. For this we use the method **Wereld vol Woorden**.

The students can also practice the words offered at home by means of a word book and a video with the recorded words. This is given to them by the teacher.

### 3.2 READING

#### The young child

A rich learning environment with written language is created in the young child groups. For example, there is a letter and number corner, a reading corner and there is structural attention for beginning literacy through the method "What do you say?" We make the students, through various activities, aware of the role that written language plays in the surrounding world and let them practice with the Dutch sounds and letters. In this way a good foundation is laid for later reading and spelling education.

#### The older child

In the intake group, students learn to recognize and pronounce Dutch sounds. The student software with **Veilig Leren Lezen** Kim version is used as a supplement to the basic materials.

In the follow-up groups the students work among others with the method **Veilig Leren Lezen** - Kim version and the corresponding student software. When the students have reached the level of the end of group 3, they will continue with the reading method **Leesparade**. There is varied practice with the Dutch sounds and structure words and there is much attention to the reading of change rows and simple books.

For reading comprehensively we use the method **Schooltaal**. Then a start is made with the method **Nieuwsbegrip**.

### 3.3 SPELLING

#### The older child

In the intake group the students learn to write the Dutch sounds. When the students have reached the level of the end of group 3, they will continue working with the method **Spelling in Beeld**.

### 3.4 ORIENTATION TO PEOPLE AND THE WORLD

The designation orientation to man and the world includes the following subjects: history, geography, nature education, traffic, healthy behavior.

In all groups attention is paid to orientation on man and world.

#### The young child

In the young child groups, the emphasis is on the children's immediate environment.



### The older child

In the intake group, too, the emphasis is on the children's immediate environment. In the follow-up groups, attention is paid to orientation to people and the world within the method *Wereld vol Woorden*. After the themes of this method have been completed, we use the methods **Naut**, **Meander** or **Brandaan**.

## 3.5 WRITE

### The young child

In the young child's group, students are offered various materials that promote fine motor skills. A lot of attention is also paid to a good pen grip and writing posture. When students are ready, preparatory writing is practiced. These students create worksheets with motor exercises and writing patterns, which form the basis for writing letters.

### The older child

In the intake group, the developmental level of the individual student is mapped at the outset. Pupils whose fine motor skills are not yet sufficiently developed or who 'draw' the letters, start practicing the writing patterns of the method **Pennenstreken**. Initially, writing is linked to learning to read, so that the pupils encounter the sounds and letters they have learned while writing.

In the follow-up group we continue to work with the method **Pennenstreken**. The writing is then focused on the further development of the methodical writing.

## 3.6 MATH

### The young child

In this group, math activities from the math method **Reken Zeker, counting and ordering**, among others, are offered. In addition, math activities are woven into other lessons. During the daily activities, arithmetic elements such as counting, estimating, comparing, classifying, number recognition, number understanding and the arithmetic concepts are addressed playfully and structurally.

### The older child

In the intake group the Dutch language of calculation is central. In this group we work with the method **Reken Zeker**. Much attention goes to the arithmetic language. With arithmetic we give lessons in class. Subjects are shapes, colors, prepositions, math concepts, writing numbers and then follows a piece of instruction that includes counting, splitting and story sums.

In the following groups the method **Kwint** is used. Depending on the arithmetic level of the student, he can start in Kwint 1 (number area up to 20), Kwint 2 or Kwint 3 (number area up to 100). In total the method covers 6 levels. For all groups the emphasis is on the math language. After completing the workbooks of **Kwint**, mathematical education is given through the method **Reken Zeker**. To offer the



crucial parts 'measurement, time and money' the online exercise program **Rekentuin** is used, which can also be used at home.

### 3.7 EXPRESSION and TECHNOLOGY

Expression and technology activities provide students with opportunities to express themselves other than through language. Expression activities drawing, handicrafts, music, dance, drama, play and movement are linked to themes, seasons or celebrations whenever possible.

### 3.8 SOCIAL COMPETENCE / CITIZENSHIP

Social competence refers to students' participation (regardless of ethnic or cultural background) in Dutch society and familiarity and involvement with Dutch culture. Citizenship refers to the willingness and ability to be part of a community and to make an active contribution to it.

#### **Young child groups and older child intake group**

In these groups, lessons around social competence and citizenship are not explicitly in the program. Attention to social competence and citizenship is woven into the school climate, daily routines in the classroom, school and playground.

In the follow-up groups of the older child, the citizenship component is woven into **Wereld vol Woorden** and **Nieuwsbegrip**.

### 3.9 PHYSICAL EDUCATION

#### **The young child**

In this group, physical education is a daily occurrence. Often the children move outside, with or without play materials. Regularly they play in the playroom and use materials such as balls, hoops, benches and climbing and scrambling equipment. Method used Movement education in the playroom.

#### **The older child**

The upper school groups have weekly gymnastics in a sports hall. The program includes both sports and games. You can think of exercises with the equipment or ball games. Method used: Movement classes in primary education. For safety reasons girls should take off their headscarves during gym class. A special sports headscarf is allowed.

### 3.10 I.C.T.

Each classroom has a digiboard and a separate teacher's laptop. In addition, students have access to laptops. We have several educational software and online programs that support NT2, reading, spelling and math instruction and allow students to practice, playfully or not.

## 4. CARE FOR THE STUDENT

The school closely monitors the development of the children. The group teacher observes and records what your child does. This in order to be able to intervene as quickly as possible if it appears that this is necessary. The teachers are supported in this by the internal supervisor.

The instruction is tailored to the student. If the pace or manner of learning requires it, the instruction and guidance within the group are adapted to individual students. When a student needs other curriculum than the group, we work across groups. If a student does not master the treated material or parts of it, the material is repeated. When it appears that a student needs more (specific) attention than can be given within the group, an appropriate solution is sought.

Pupils with specific educational needs are discussed with an orthopedagoog. It is discussed what extra care can be given to guide and improve the educational results or social-emotional development. If necessary, this remedial educationalist can provide support in investigating and supervising learning problems.

### 4.1 Care cycle

The curriculum in the groups is divided into 4 periods of 10 weeks. In order to accurately follow the progress of individual students, our school uses a student monitoring system. At the end of the first period, the starting situation of the student is mapped, an outflow perspective is determined and an appropriate learning line chosen. The results of the tests are entered into the student monitoring system. At the end of a period, on the basis of all data, the progress of all students is discussed with the teacher and the internal supervisor. It is determined whether the curriculum can be continued or (in parts) should be adjusted. This is recorded in a group plan. By following the students in this way, the educational program can be better tailored to the individual student.

The learning progress is measured by taking methodological and non-methodological CITO tests.

At the end of each period, during parent meetings the results, learning progress and any concerns of students are discussed.

### 4.2 Support levels

#### Level 1

Systematic teaching through group plans, in which the educational offering is accelerated.

By means of observations, results of method-related tests, results of CITO tests, parent interviews, information from home visits, the students get a place in the group plan. Does this student belong in the basic group, in the plus group, in the extra instruction group or is it a specific student.

The new group action plan is discussed in week 2 of a period between group teacher and the internal supervisor, after the old one has been evaluated.

#### Level 2

Extra care within the group.

Sometimes students do not have enough with the group instruction of the teacher. The teacher identifies whether an individual student and/or the group needs extra care and what care is needed. The necessary extra help is recorded in the group plan.

During the evaluation it is determined whether the extra care has produced sufficient results or whether the care should be continued or whether more specific care is needed. By means of a further analysis it becomes clear which aspects require further investigation at child level and/or group level and/or school level. Depending on the organization, there are 3 possibilities: care in the own group, care in another group or care outside the group.

#### Level 3

Extra care for the specific student.

If after the group plan the extra care needs to be continued, the student becomes a specific student in the next group plan. This clearly describes what will happen in the coming period.

The group teacher discusses the group plan with the IB-er. The parents are informed personally. If necessary, the student is discussed in the consultation with a remedial educationalist. At the end of the plan, the group teacher discusses the results achieved with the IB-er. Subsequently, the parents are informed of the results. If necessary, school and parents sign the plan.

#### Level 4

If the student shows no growth despite specific help, in consultation with the parents specialists from outside the school can be called in for further research.

#### Level 5

If the help offered within the school has had insufficient effect and the student can no longer be brought to sufficient development, an investigation will follow. If the investigation shows that the regular primary education cannot provide in the educational needs of the student, in consultation with the parents contact will be made with a school that can provide in those educational needs.

### 4.3 OTHER CARE

#### **Municipal Health Service (G.G.D.)**

The Youth Health Department (J.G.Z.) of the G.G.D. aims to protect, promote and prevent the physical and psychosocial health of youth. On a regular basis a number of pupils are invited for a health examination. This can be at the invitation of the school doctor or at the request of the school or parent.

#### **Speech Therapy**

If we notice that a student's speech development is not going well, we refer the parents to speech therapy.

### **School social work**

You can apply through your son's/daughter's teacher or you yourself. The school social worker is available on request at the Wereldwijzer.

### **Pedagogical Support Lumens**

The pedagogical support worker tries to help improve the educational situation of children between the ages of 0 and 6. The pedagogical support worker is also present in the Wereldwijzer upon request.

### **Wij Eindhoven Generalist**

Two permanent generalists of Wij Eindhoven are attached to the school.

## 5. TO FURTHER EDUCATION

A school year at the Wereldwijzer, is organized in four periods of 10 weeks. Pupils who go to regular education, flow out as soon as they can find a good connection. The age, the test results and the social-emotional development determine the advice for placement in a particular group. You will be informed of this advice during a parent meeting. Parents then choose a school and ensure that the student is registered there. De Wereldwijzer makes agreements with the secondary school about acquaintance and placement.

### 5.1 Connection to primary education

The final level of the pupil is highly dependent on the background of the pupil:

- the level of education in the country of origin
- The socio-emotional development
- The ability to learn
- The age
- The motivation
- Independence
- The degree of stimulation in the home situation (e.g. home language, reading aloud)

In terms of education and upbringing, we strive for the highest possible level.

A good preparation and connection to the next school is important to us. This means that we as a school will do everything we can to make this as successful as possible. Via parent meetings you will be kept informed of the learning and test results of your child(ren). These results are translated into the possibilities for your child.

We have contact with the secondary schools. During a meeting, a recommendation for group placement is given, student data are discussed and a viewing moment for the student is established. An educational report is sent.

### 5.2 Connection secondary education

The students from about 11 years and 6 months onwards flow out to the First Instruction for Speakers of Other Languages of the Stedelijk College, or to the First Instruction for Speakers of Other Languages of the Pius X College. These schools provide (an additional period of) NT2-education to pupils who need to find a connection in secondary education.

### 5.3 Referral to a special school for primary education

If a pupil shows insufficient progress after several repetitions, adjustments or extra guidance, an investigation can be requested after permission of the parents. This investigation may result in a referral to a school for special basic education.

## 6. THE RESULTS OF NT2 EDUCATION

Every child has the right to a good education. Students and parents should be able to trust that the education in a school is good. The school board is responsible for the quality of education at the schools and must answer to the Education Inspectorate about this. This concerns quality in the broad sense: do all pupils receive sufficient

teaching time of sufficient quality? Do schools comply with laws and regulations? The Education Inspectorate supervises this.

In May 2017, the Education Inspectorate visited our school. The Education Inspectorate has formed an opinion about the quality of education at the Wereldwijzer. Our school has retained its basic rating. This means that the school functions as it should. Of course there are always things that can be improved. We will therefore continue to work on our points of improvement.

We strive to give students optimal opportunities, to get out of it what is in it. We try to achieve this by working with good materials and methods, stimulating the pupils in a positive way, having high expectations of pupils and teachers and following the pupils closely.

### **6.1 Educational Results**

We work with student monitoring systems to closely follow the progress of children. A pupil file is created for each child as soon as they arrive at school. Progress and test results are kept throughout school. The daily work of the pupils is assessed by the teacher during and/or after work. Assessment takes place partly orally, partly in writing. Newcomers are exempted from making a final test (group 8). You will not find the results of this test in this school guide.

### **6.2 The quality of our education made visible**

All SKPO schools annually visualize the quality of education on the basis of 10 quality indicators. With this they render account to the school board. It also enables the school to work on improving the quality of education in a targeted manner.

The 10 quality indicators of the SKPO are :

#### **LEARNING education for the future**

##### **01 The cognitive end results**

Do children learn sufficiently?

LVS ParnasSys/ annual cycle

##### **02 Social and emotional development**

Are children comfortable in their own skin and do they go to secondary school with confidence?

Pupil questionnaire / annual cycle

##### **03 Broad development**

Is there a broad range of subjects at school and is there attention to developing skills?

##### **04 Pupil numbers**

What are our pupil numbers?

##### **05 Social safety perception**

Do our children feel safe at school ?

Standard of the chosen instrument / annual cycle

#### **PERSONAL craftsmanship in motion**

##### **06 Absenteeism**

Are our employees healthy and vital?

Absenteeism data / annual cycle

##### **07 Staff satisfaction**

How satisfied are our staff with the quality of the school ?

Satisfaction questionnaires are completed annually.

**08 Professional development**

Do staff experience sufficient space for professional development and do they take this space ?

Satisfaction questionnaires are completed annually.

**PARTNERSHIP together we can do more**

**09 The satisfaction of parents**

How satisfied are our parents with the quality of the school ?

Satisfaction questionnaires are completed annually.

**10 Involvement of parents**

Do parents feel involved in the school and development of their child ?

Satisfaction questionnaires are filled out annually.

**Ad 01 Cognitive results**

Each school year we account to the school board regarding the cognitive yields, Oral Dutch, Arithmetic, Spelling, Technical Reading, Comprehensive Reading. On the Wereldwijzer there is education for a very diverse target group. Pupils coming directly from abroad can enroll at any time during the school year. There are large differences between students in a group, including age, degree of literacy, number of years of schooling, the quality of education in the country of origin, the background and learning abilities of the students. An outflow perspective is drawn up for each pupil after 10 weeks.

**Re 02 Self-confidence and well-being**

The questionnaires (WMK) used within the SKPO are completed.

Through the school experience survey we know whether enough students are enjoying themselves at school and whether we succeed in creating a safe, pleasant and good learning environment.

**ad 03 Broad development**

In the coming school plan period 2020-2024 we will examine

The range of subjects and the attention to the development of skills. What fits within the NT2 education and can we improve / add ?

**Ad 04 Pupil numbers**

The Wereldwijzer is strongly dependent on the political developments regarding immigration. In recent years, the number of students has increased significantly due to refugees, migrant workers and expats.

**Re 05 Social Safety Perception**

Every year the students in the upper school fill out a student questionnaire.

**Re 06 Absenteeism**

At the Wereldwijzer there is a low absenteeism among the employees.

### **6.3 The school plan**

Like all schools, the Wereldwijzer has a school plan. The school plan describes the policy plans for a period of four years. These plans are adjusted annually where necessary. We now have a school plan 2020 - 2024



## 7. THE PARENTS AND THE SCHOOL

### 7.1 Contacts between parents and school

A good relationship between school and parents is important. We think it is important that parents feel welcome at school and know that, if they need to, they can come to us with questions. In addition, it is necessary to keep each other regularly and well informed. We believe that students feel more at home at school if parents know what happens at school, if they talk about school at home and vice versa. Parents receive general information about the school through the intake interview, the school guide, newsletters, the general information evening and viewing moments. Contact with the teacher can take place before and after school hours, during (un)scheduled parent meetings, around the report card and the home visit. In addition, parents are invited to be present or to help with the various celebrations and activities.

#### **School Guide**

The school guide can be read or downloaded from the website of the Wereldwijzer. A copy is available on request.

#### **Drop-in mornings for parents of current students**

We strive to have drop-in mornings for parents of current students. Twice a year there is a drop-in morning. Parents can visit the class of their child(ren) from 08.45 until 10.15 to see how the lessons are going.

If you have specific questions regarding your son/daughter you can always make an appointment with the teacher.

#### **Parent meetings**

After each period of 10 weeks you will be invited for a parent meeting or a report meeting of about 10 minutes, in which the progress of your child(ren) will be discussed with you. You will receive a written report every 20 weeks. Upon graduation, you will receive an Educational Report (OKR).

#### **Newsletter / World news**

Each month you will receive a newsletter. It contains current information about the school. This newsletter is distributed by mail.

#### **Information meetings**

Annually other kinds of information meetings can be held. During these meetings information is provided on a particular subject, e.g. information on the library, education, information on the E.O.A., etc.

#### **Presence of parents at celebrations and activities**

We enjoy meeting you at celebrations and activities.

#### **Parent help**

For some activities, such as sports and game days, an autumn walk, an excursion, it is nice to have more adults to accompany a group. We can then ask you to help us.

## 7.2 Agreements between parents and school

### Absence of pupils

We notice that sometimes children do not appear at school and we do not know why not. If your son or daughter is sick and cannot come to school, you may report this to your son's/daughter's teacher. You can do this by sending an email or whatsapp message or by calling. When your child starts at the Wereldwijzer, you will receive the phone number of your child's teacher.

If your child is sick, please report before 09.00 hours. If we do not hear from you, we will contact you that same day. If we cannot reach you, we will note this as unauthorized absence.

If your child is absent without permission or is regularly late, we must report this to the truancy officer who will take further action. A fine of tens of euros per day can be the result.

### Traffic Safety

If you bring your child to school by car, please consider the safety of other road users. Please park at a small distance from the school so that you do not obstruct the passage of traffic in front of the school. Please do not park on the sidewalk, as this endangers other road users.

### Regulations on bringing and collecting children

The schoolyard is patrolled from 08.25 onwards. At 08.40 the bell rings and the pupils walk to their classrooms. Classes begin at 08.45. During each break a teacher will be on duty. In case of inclement weather, students are in the classroom with a teacher.

At 2:45 p.m. and at 12:45 p.m. on Wednesdays, school is out. Students who are allowed to go home on their own can go immediately. Teachers will supervise students who are picked up by their parents.

Pupils going home by cab will be picked up by the cab driver from a teacher at an agreed place.

Students who have not yet been picked up will accompany the teacher to class.

If a student has not been picked up after 20 minutes, the teacher will contact the parents and/or the cab company.

### Contact by phone

The school can be reached by phone at 040 - 2427892 (Pastoriestraat) and 040-2406016 (Shakespearelaan). If you want to contact the teacher please call between 15.00 - 16.00 hours or on Wednesday between 13.00 - 14.00 hours.

### Photos on the Internet

The school will be fleshing out the website during the school year. We will place pictures of activities that have taken place on the website. At registration you give permission or not for the posting of photos of your child (ren) in the school, on the website, Instagram and Facebook.

### Compulsory education

In the Netherlands, children from the age of 5 are subject to compulsory education. This means that the child must attend school. Parents cannot decide for themselves when they allow their child to attend school or not. Parents are responsible for school absences. The management is obliged to inform the truancy officer about unauthorized and worrisome absences.

### **Tardiness**

Students who enter or are absent after 8:45 a.m. are registered. This gives us insight into pupils who are regularly late or absent. If this happens too often, we will invite you for a meeting. If there is no improvement, we will report this to the truancy officer, because this is also unauthorized school absenteeism.

### **Leave arrangements**

A request for additional leave can only be made in writing and in advance.

### **Suspension and removal of pupils**

Suspension and expulsion of a student is an exceptional measure. As a school we will do everything possible to ensure that this measure does not have to be applied. We therefore expect full cooperation from the parents. If we must proceed to suspend and/or remove a pupil, the rules pupil, the SKPO regulations apply. This regulation can be obtained from the school or found at [www.skpo.nl](http://www.skpo.nl).

### **Complaints Procedure**

Despite the fact that everyone in the school does his/her utmost to make the organization run so that everyone feels safe, it can happen that someone is not satisfied and wants to express a complaint.

We assume that most complaints about the daily course of events can be settled properly in mutual consultation between parents, students, staff and school management.

- For complaints about pupils you can contact the teacher. If you are not satisfied with that, please come to the management.
- For complaints about teachers, please first contact the teacher concerned. If you are not satisfied with this, please contact the management.
- For complaints about other parents, please first contact the parents concerned. If you are not satisfied with this, please contact the management.
- For complaints regarding school matters, please contact the management.

If parents are unable or unwilling to discuss a serious complaint at school, the SKPO has a national complaints procedure that applies to all schools. These regulations can be obtained from the school or found at [www.skpo.nl](http://www.skpo.nl).

De Wereldwijzer has a confidential advisor who acts as the first point of contact for signals and (alleged) complaints. Marisca Tjen a Tak is the confidential advisor. You can contact her for signals and complaints. She will help you with the further handling of your complaint. The confidential advisor is aware of the complaints procedure and shows the complainant the way. In serious cases, she refers you to the external SKPO confidential advisor.

## 8. THE STUDENT AND SCHOOL

### 8.1 Application / acceptance policy

Students can be registered and placed at any time during the school year.

You can make an appointment with the management or internal supervisor for an information session, or (if you choose our school) an intake interview. After an intake interview, the child is placed in the intake group of the younger or older child, based on age. The registered pupil can enter / start as soon as possible. When the school is full, we maintain a waiting list. Children are admitted in order of registration per age group.

De Wereldwijzer is a facility in the municipality of Eindhoven. Regional municipalities also have the possibility of placing a pupil in the Wereldwijzer, but if there is a waiting list, pupils from the municipality of Eindhoven will be given priority.

Your child is eligible for placement if he or she:

- The age of 4 to 11 years
- comes directly from abroad or has been in the Netherlands for a short time
- speaks little or no Dutch

During the intake interview, you must be able to provide the following information:

- registration in the Basic Registration of Persons (BRP), in the form of a personal list
- Passports or residence documents of the parents and the pupil.

In the context of appropriate education, an elementary school can submit a request for temporary placement to promote the language.

### 8.2 Practical matters

#### Bicycles

Children who come to school by bicycle will place them in the designated area. For safety reasons, we ask the children and you not to cycle in the playground. Bringing bicycles is done at your own risk: the school accepts no liability.

#### Eating at school

All our pupils stay at school for lunch. After eating, there is a 30-minute break and, depending on the weather, the pupils are outside or inside under the supervision of a teacher.

You can bring bread, fruit and something to drink. Candy, chips, cookies and carbonated drinks are not allowed in school.

#### Treats and sweets

On birthdays, a small treat may be handed out. If your child has sweets with them on other days, the teacher will take them.

#### Break

Students have a 15 minute break in the morning and a 30 minute break in the afternoon.

#### Gymnastics

Young pupils have gymnastics in school in the playroom. During movement classes in the playroom, children are dressed in a t-shirt, shorts, and sneakers with a white/light sole that have not been or will not be used outside. For many young children, sneakers with elastic or Velcro are more practical to put on than shoes with laces. The bag of gym clothes is kept at school and given home before a vacation.

The older students also wear appropriate clothing during gym class; a t-shirt, shorts or long pants and sneakers with a white/light sole, which have not been or are not used outside. Students will only bring the bag with gym clothes to school on the day they have gym class.

### **Money / valuables**

It is annoying when students lose money or when valuables get broken.

We ask you not to let your child bring money or valuables to school. We cannot take responsibility for this.

### **Cell phones**

The use of cell phones is not permitted. As soon as the children enter the playground, the cell phone must be switched off. After school hours, outside the gate, the student may return the phone to use. If necessary, your child can be reached at the school phone number.

### **Found objects**

All found objects and items of clothing will be kept. If your child has lost something, they can check with the teacher for these found items.

### **Illness at school**

Your child may fall ill at school. We will then call you and ask you to come pick up your child. Please make sure that someone is ALWAYS available?

### **Accidents**

It may happen at school that minor accidents occur during class or free moments. There are team members with a BHV certificate who can provide first aid. If necessary, we will immediately go to the emergency room of the nearest hospital. Parents will be informed.

### **Medicines**

A teacher is not authorized to provide medical treatment or medication. Should this be necessary for your child, please contact the teacher so that we can make arrangements together.

### **Head lice**

Every person can catch head lice. We ask you to let us know if you have spotted head lice in your son or daughter. We will then issue a general letter so that all parents can be alert and prevent further spreading.

### **Homework**

By homework we mean the work that children have to do / make at home for school. For example, written work and reading. In the upper school the children structurally receive homework to take home. For questions about homework you can always contact the group teacher.

### **Library at school**

Reading aloud and reading are important parts of language education. Reading books at home is beneficial for learning at school. Students can borrow books from the school library every week. They can read the book at home and bring it back the following week.

### **Celebrations and special activities**

During the school year, there are several celebrations and special activities

- Opening of the Month
- Sinterklaas; with a visit from the Saint and his helpers
- Christmas celebration; this celebration is all about peace and tolerance
- Carnival
- King's Day
- Sports Day
- School trip
- Field trips
- Summer evening celebration

### **School Insurance**

The SKPO has taken out insurance for all schools which includes continuous travel insurance, pupil accident insurance and school event insurance. Your child is not insured against third-party liability through school. If something happens at school, we will first claim on your insurance.

## 9. IMPORTANT ADDRESSES:

### **de Wereldwijzer**

Pastoriestraat 88  
5623 AT Eindhoven  
tel.: 040 – 242 78 92  
[wereldwijzer@skpo.nl](mailto:wereldwijzer@skpo.nl)  
[www.wereldwijzereindhoven.nl](http://www.wereldwijzereindhoven.nl)

Shakespearelaan 47  
5629 MP Eindhoven  
Tel.: 040 – 2406016

### **SKPO School Board**

Vonderweg 12  
5616 RM Eindhoven  
tel.: 040 – 259 53 20  
[www.skpo.nl](http://www.skpo.nl)

### **Pius X college**

Tuinstraat 1  
5531 GA Bladel  
tel.: 0497 361 261

### **E.O.A.**

Oude BosscheBaan 20  
5624 AA Eindhoven  
040 – 264 53 64  
[www.stedelijkcollege.nl](http://www.stedelijkcollege.nl)

### **Internal confidant**

Marisca Tjen a Tak  
Tel.: 040-2427892  
[m.tjenatak@skpo.nl](mailto:m.tjenatak@skpo.nl)

### **Education Inspectorate**

Zernickestraat 6  
Postbus 530  
5600 AM Eindhoven  
[www.owinsp.nl](http://www.owinsp.nl)

### **Compulsory Education Officer**

Stadhuisplein 6  
Postbus 2358  
5600 CJ Eindhoven  
tel. 040-2382726  
[leerplicht@eindhoven.nl](mailto:leerplicht@eindhoven.nl)

### **Youth Health Care G.G.D.**

Clausplein 10  
5611 XP Eindhoven  
tel.:088-0031422  
[www.ggdbzo.nl](http://www.ggdbzo.nl)

### **Collaborative**

#### **Adapted Education Eindhoven**

Odysseuslaan 2  
5631 JM Eindhoven  
tel.: 040-2968787

### **External confidant**

Irene Kersten  
Tel. 06-11396901  
[info@irenekersten.nl](mailto:info@irenekersten.nl)