



**Dutch coalition for community schools**  
[www.bredeschool.nl](http://www.bredeschool.nl)



## ***Collaboration. Search, utilize and intensify***

### **Dutch community schools**

Seminar on 'Community schools',  
Brussels, 23-24 May 2013





**Dutch coalition for community schools**  
[www.bredeschool.nl](http://www.bredeschool.nl)



**Job van Velsen, Almere, projectmanager Dutch coalition for community schools.**  
*The Netherlands*



**Dutch coalition for community schools**  
[www.bredeschool.nl](http://www.bredeschool.nl)



## ***The Dutch Coalition for Community schools***

The Dutch Coalition for Community schools is financed by the Dutch Ministry of Education and the Ministry of Social Affairs and Employment. The goal is to advise and support community schools, municipalities and other organizations in building and developing the brede schools or so called community schools.

- Connect people, organizations, services.
- Stimulate and help, show the good practices.
- Publicize models, examples, news, researches and interesting knowledge.
- Organize conferences and seminars.
- Advise the ministry.
- Mediate and solve problems.
- Support pilots.





Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



*Here we go!*

**Let me introduce myself**

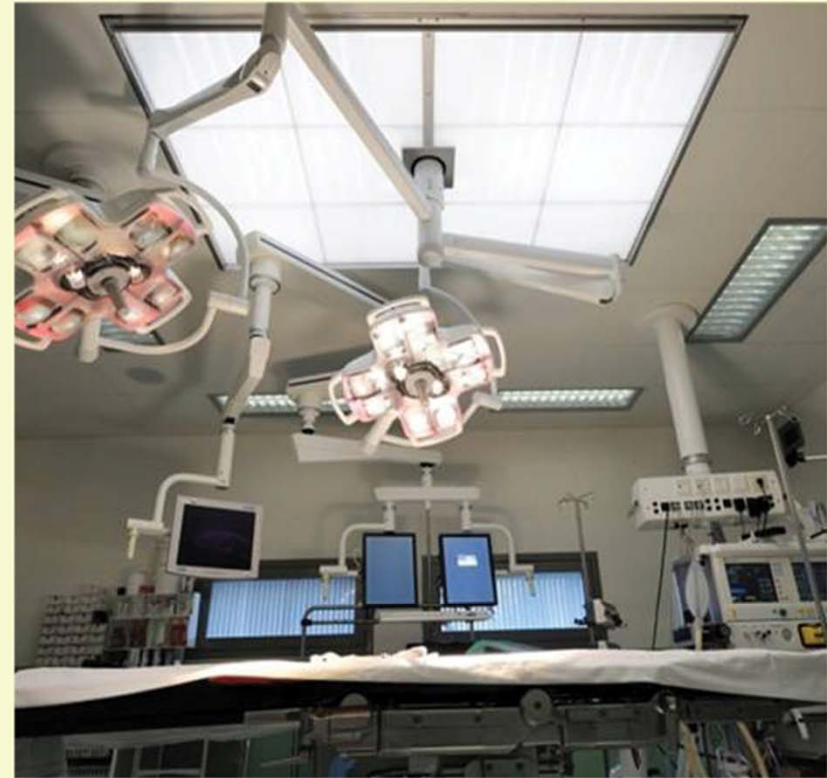




Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



## Then and now





Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)

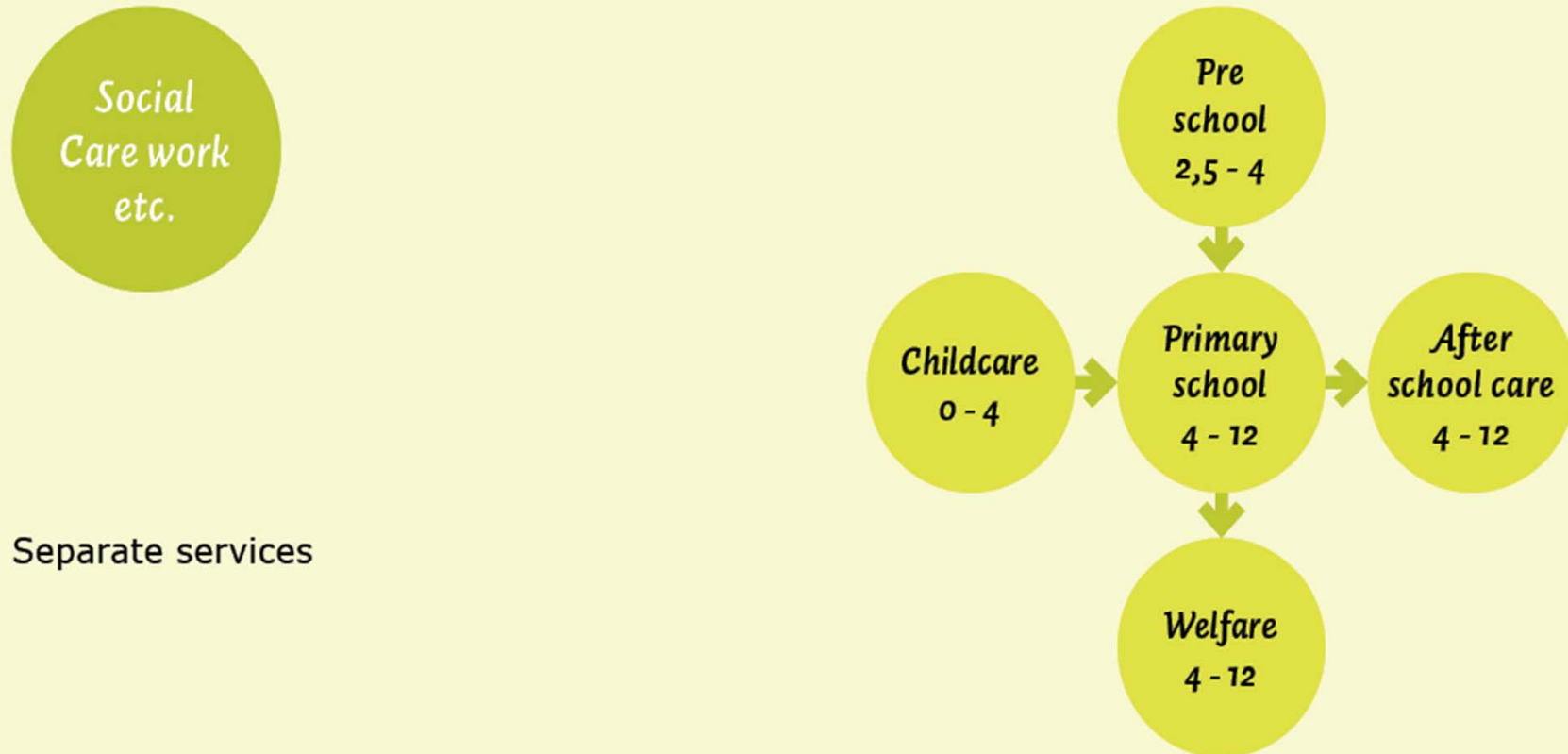


## Then and now





## The traditional system in The Netherlands



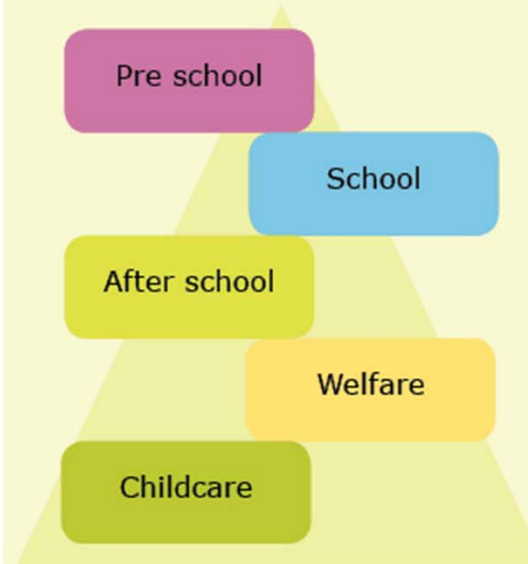


## Three models of “Brede Schools”

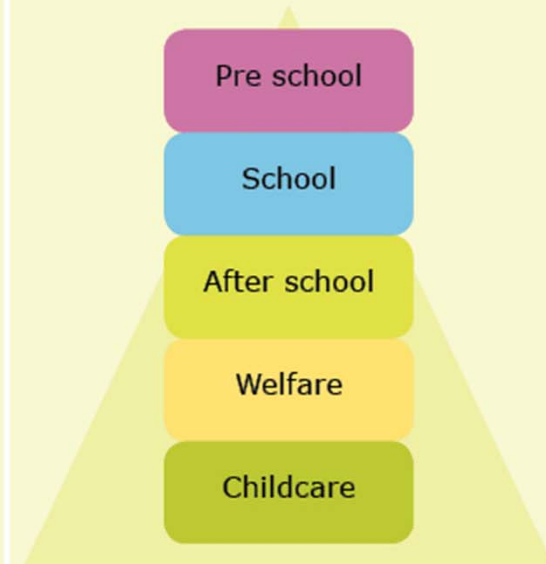
### 1. Network



### 2. MFA



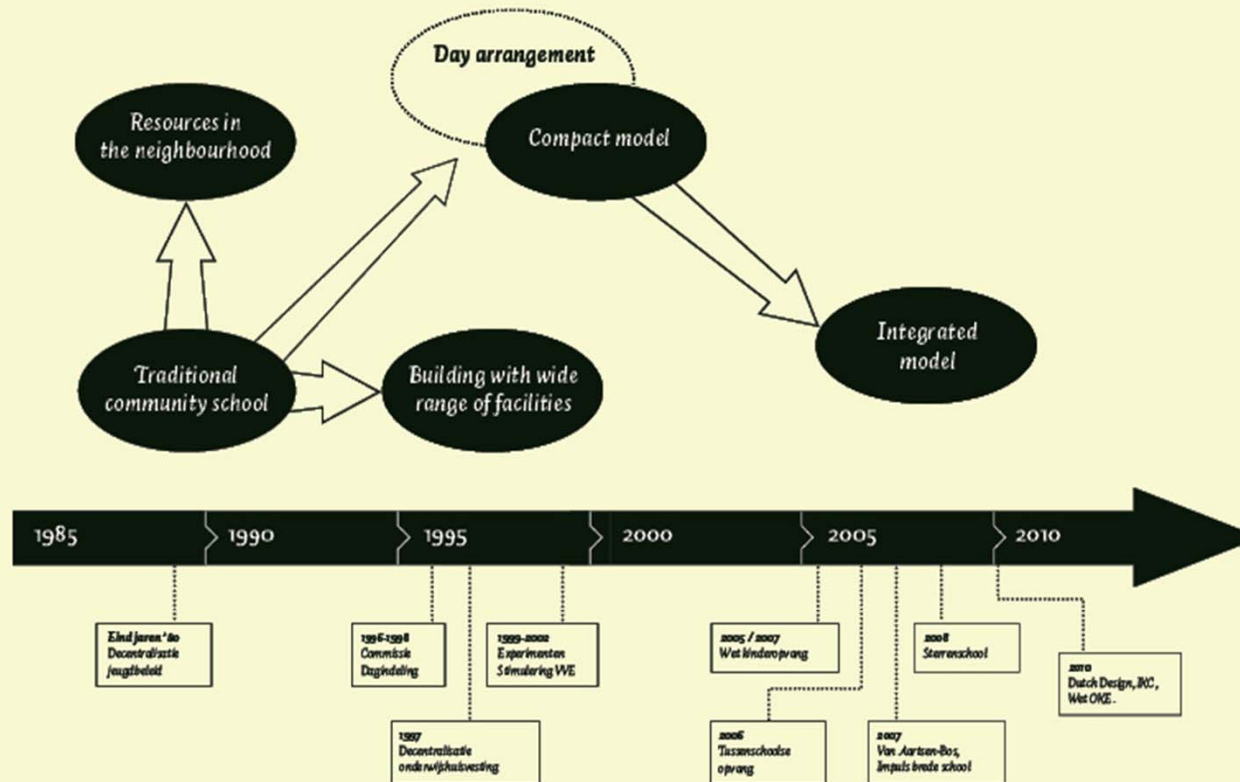
### 3. Integration of services





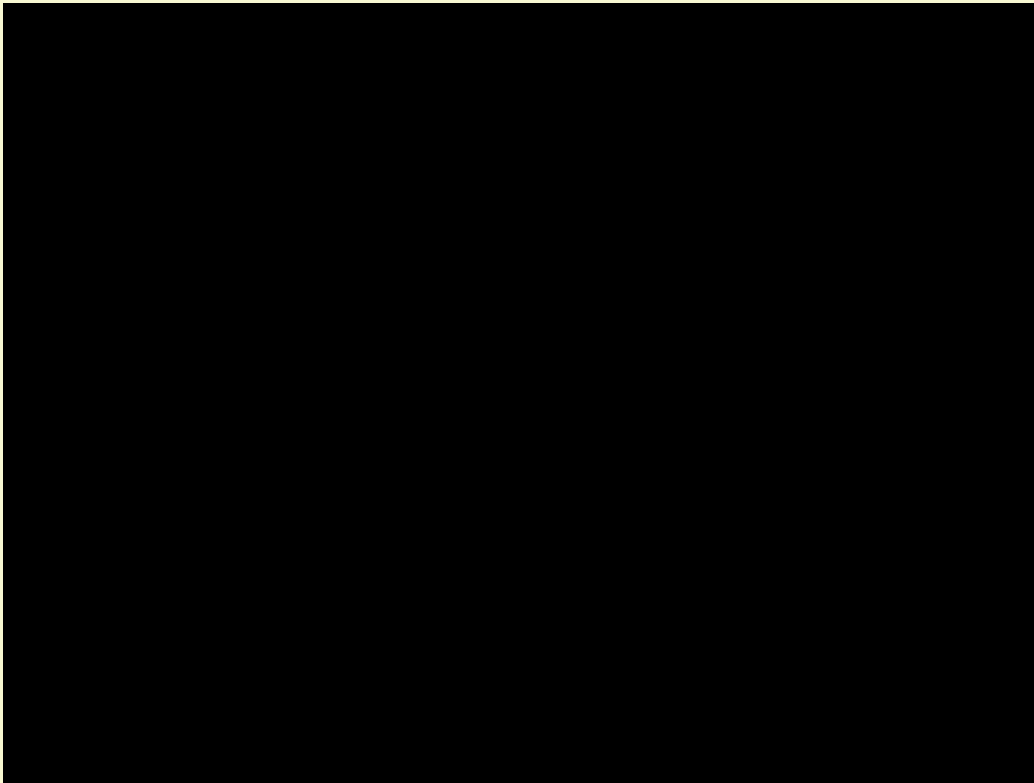


## Evolution scheme





## What is an (integral) Kindcentrum?



### Other descriptions / synonyms:

- School of stars
- Etutorium
- Steve Jobschool
- IKC, Integrated Child (Kind) Center.

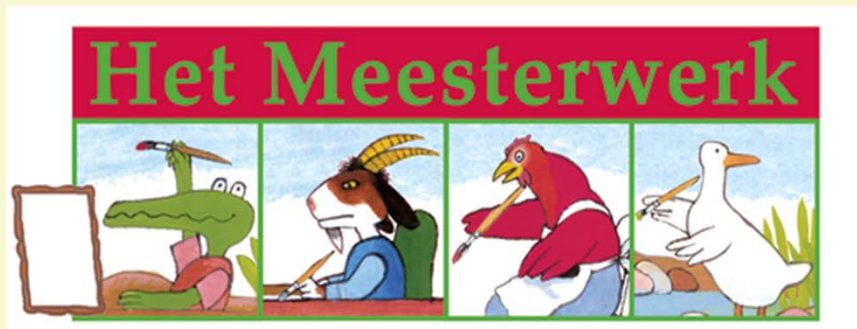


## Why?

- More efficient. Natural organisation.
- Monitoring development and tracing and eliminating (language) deficiency
- More practical. For clients, staff and stakeholders.
- Stimulating a modern, transparent school-structure
- Stronger than separated.  $1 + 1 = 3$ .
- Richer. Connection. Enrichment and expansion.
- Contemporary. Welcoming and meeting the world.
- One pedagogical structure
- Career in education and identity development
- Transmitting values and developing personal and social skills.
- Providing safety and solidarity for all children.



## *Het Meesterwerk (The Masterpiece), a model and example*



- One new organization.  
Integrated services.
- One vision.
- One 'captain'.
- One servicedesk.
- One team.
- One PTA, parents' association.
- Open from 7 PM till 7 AM.
- It takes a village to raise a child.  
Cooperation with the surrounding area.
- Integration of different cultures.
- 1+1=3
- Activities, for and with children,  
parents, seniors, citizens etc.
- Conditions, gained by science,  
research and practical experience.



**Dutch coalition for community schools**  
[www.bredeschool.nl](http://www.bredeschool.nl)



## **1. Vision. No expansion without connection. (Jeannette Doornenbal)**

### **The core of the “brede school”/community school:**

Children, adults, the neighbourhood, the world, the market and the community are brought together under professional guidance as relations. They get involved, learn together, from each other and cooperate to create the Future.

Children learn practice and theory in and with the world, not limited by place or time, together with the parents.



Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



## 2. Quality of management and organisation



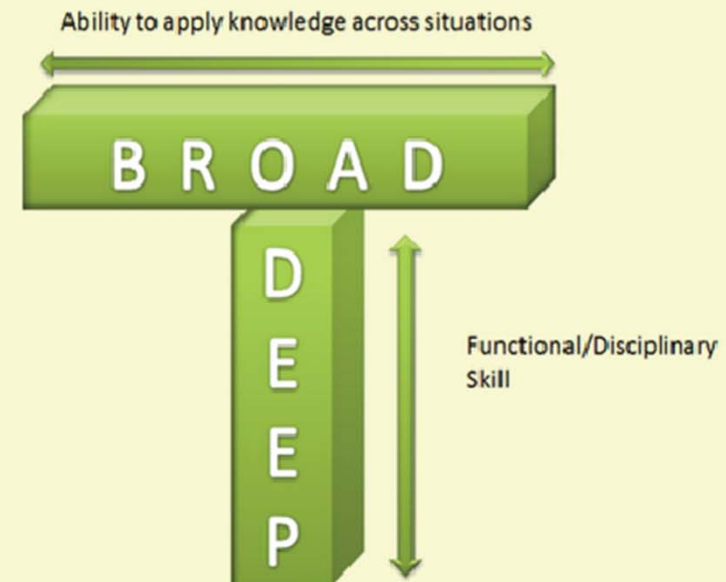
- Long term Vision
- Coordinating
- Daring
- Entrepreneurship
- Responsibility
- Professionality
- Freedom and creativity
- Respect
- Time
- Working systematically
- Monitoring targets/goals
  
- Pride, inspiration.
- Love, stimulating.



### 3. Cooperating professionals.

T shaped model. ( Weggeman 2007)

Respect, openness, integrity and professionalism. Relations!





Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



**4. Balance and variety of programme and methods. Supply as a result of demand, need and necessity. During and after school hours. Communication tools, 21<sup>st</sup> century skills**



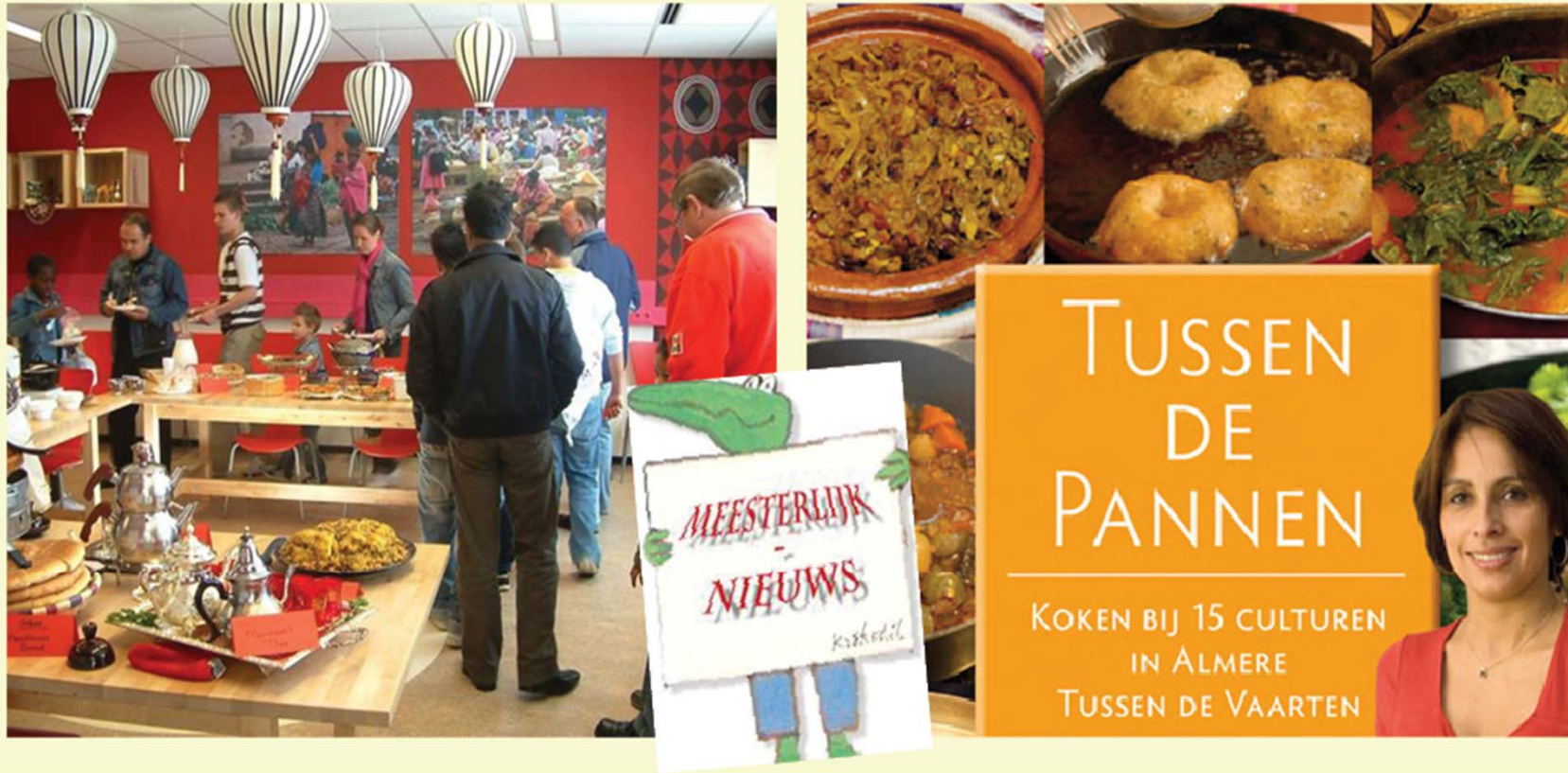




Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



## 5. We welcome and meet the world. Together with the parents.





## 6. Balance in timeschedule and TSO (Time before and after school)



	7.30 uur	8.30 uur	12.00 uur	12.30 uur	14.00 uur	18.30 uur
maandag	VSO	Onderwijs	Pauze	Onderwijs	BSO	
dinsdag	VSO	Onderwijs	Pauze	Onderwijs	BSO	
woensdag	VSO	Onderwijs	Pauze	Onderwijs	BSO	
donderdag	VSO	Onderwijs	Pauze	Onderwijs	BSO	
vrijdag	VSO	Onderwijs	Pauze	Onderwijs	BSO	





## 7. Rooms and interior, management and exploitation.

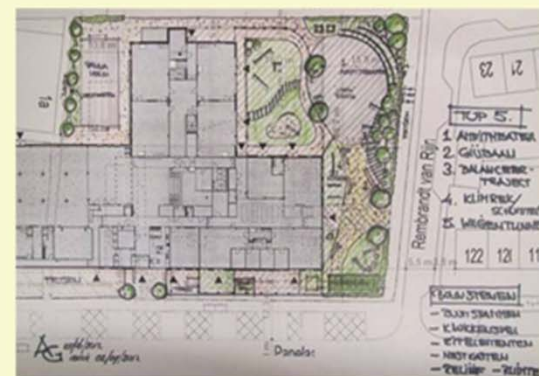




Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



## 8. Outside





## Making good use of experience

### Pilots.

- Start groups/Young Children?
- Flexible teaching hours
- City community school day arrangements?
- Experiment integrated day arrangements
  
- In future: Pilot programme on regulation-free zones?
  
- Ambassadors
  
- Website.





## Trends

- 1800 primary community schools (30% of all schools).
- 400 secondary community schools (35% of all schools).
- Functions and profiles.
- Leadership.
- School hours discussion. Open 52 weeks a year?
- Teacher training college.
- Cooperation between schools and childcare.
- Research of effects.
- Buildings for 1 to 16-year-old children.
- ICT.





Dutch coalition for community schools  
[www.bredeschool.nl](http://www.bredeschool.nl)



## A short story





**Dutch coalition for community schools**  
[www.bredeschool.nl](http://www.bredeschool.nl)



***The world of the Future is the creation of our Children***







## Discussion bullets

- What is the difference between working at a community school and a ordinary primary school?
- Working at a community school needs another kind of leadership.
- Community schools are meaningful for all children.

