



Professional capacity on diversity



Co-funded by the
Erasmus+ Programme
of the European Union

School community relationships and parental involvement in Rotterdam

Report of the NAOS study visit | April 2017

Darius Buinauskas (PPMI)

Hanna Siarova (PPMI)

With the cooperation of:

Filip Gospodnevič

Pelo Flaris

Alla Jurevichiene

Marija Lukovič

Youri Seidler

Sabine Severiens

Afke Weltevrede

Vilnius, June 2017

Contents

1.	Introduction.....	3
1.1.	NAOS: background and goals	3
1.2.	The study visit: content and procedure	5
1.3.	Participants in the Rotterdam study visit.....	6
1.4.	Content of this report.....	7
2	. Context	8
2.1.	Rotterdam	8
2.2.	Rotterdam Children Zone	8
2.3.	Dutch education system.....	11
3	School visits	14
3.1.	School visit 1.....	14
3.2	School visit 2.....	22
4.	Summary and remarkable observations	32
	References.....	34
	Appendix.....	35
	Questionnaire 1. Parental involvement	35
	Questionnaire 2. Community- School relationships.....	36

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Introduction

1.1. NAOS: background and goals

Countries face challenges in catering for the diverse needs of migrant students and narrowing the gaps in education outcomes between native students and immigrant students. (Inter)national evidence (OECD 2010 Reviews of Migrant Education) suggest that strategies to raise education outcomes for migrant students need to focus on school level and system level, such as:

- preparing school leaders and teachers to meet the needs of diverse student groups;
- increasing student opportunity to learn language (mother tongue as well as language of instruction) in regular school lessons;
- encouraging schools to build capacity in the area of dealing with diversity;
- making collaboration between school and community more effective.

The central topic in NAOS is professional capacity concerning dealing with diversity related to migration (in all its different forms). Professional capacity includes innovative forms of cooperation between educational professionals and other professionals dealing with children. Bender Sebring, Allensworth, Bryk, Easton and Luppescu (2006) who view professional capacity as one of the fundamentals of school improvement define it as follows:

“Professional capacity encompasses the quality of the faculty and staff recruited and maintained in a school, their base beliefs and values about responsibility for change, the quality of ongoing professional development focused on local improvement efforts, and the capacity of a staff to work together as a cohesive professional community focused on the core problems of improving teaching and learning.” (p. 12).

The objective of NAOS is to strengthen professional capacity in the partner countries and their respective schools. With the ultimate goal to increase educational attainment and reduce drop out and unemployment among groups of migrant children. NAOS is a star that refers to the fundament of a Greek building. By choosing this name, we emphasize the idea that professional capacity is the fundament of good quality education.

The OECD country reviews in “Closing the gap for immigrant students” (2010) shows that developing policies and curricular adaptations at the national level is not enough for closing the achievement gap between native and immigrant students. It also needs institutional changes, made within every school, including changes in school leadership, teaching methodologies and school-home co-operation. NAOS wants to take a deeper look at what kind of institutional changes inside schools are needed by looking at the professional capacity in schools.

NAOS is complementary to the SIRIUS policy network carried out from 2012 - 2014. SIRIUS has promoted and enhanced knowledge transfer among stakeholders in order to improve the education of children and youngsters from migrant background. One of the focal points in SIRIUS was professional capacity. The difference between the SIRIUS activities in this area and the NAOS

activities concern the specific focus on pre- and in-service modules for professional development as well as the inclusion of schools in the network.

The current project partners (see below) have been chosen on the basis of complex migration histories (Netherlands and Belgium), language instruction (Estonia and Lithuania), a variety of strategies for building professional capacity (Norway and Lithuania), economic crisis in combination with educational issues (Portugal and Greece) and new EU-countries facing future immigrants and educational challenges (Croatia and Cyprus). All partners in the NAOS network are centres of expertise which will yield critical, theoretical and empirical contributions to the development of knowledge and practice on professional capacity. In each of the countries, the centre of expertise will connect to a set of schools and support the NAOS activities.

The NAOS partners:

Name of the Organisation
Risbo B.V.
Forum za slobodu odgoja
UNIVERSIDADE DO PORTO
Public Policy and Management Institute
Tartu Rahvusvaheline Kool Tartu International School MTÜ
PAIDAGOGIKO INSTITOUTO KYPROU - CYPRUS PEDAGOGICAL INSTITUTE
University of Patras
UNIVERSITEIT ANTWERPEN
Algemeen Pedagogisch Studiecentrum
HOGSKOLEN I OSTFOLD

1.2. The study visit: content and procedure

A review of the literature (Severiens, Wolff & Van Herpen, 2014) shows that strengthening professional capacity with the aim to stimulate school success among diverse groups of migrant students asks for expertise in five content areas.

1. Urban teachers (or teachers in classrooms with diverse student populations) should first of all know about language development in classes of pupils whose first language is not the language of instruction.
2. These teachers should be competent in using pedagogic and didactic resources that support the learning of all their pupils. Diverse classes need different didactic resources and different types of instruction than homogeneous classrooms. If schools and teachers are committed to encouraging the talents of all their pupils they should have knowledge of the use of teaching materials, methods and types of instruction designed for diverse classes.
3. Urban teachers should know about social psychology issues such as stereotyping, teacher expectations and ethnic-identity development issues.
4. Urban teachers that succeed in engaging the parents of their diverse pupils as well as
5. Cooperate with community organisations on a basis of equality will further support school achievement in their urban schools.

The review by Severiens et al (2013) concludes that if schools are committed to increasing achievement among migrant groups, and closing the achievement gap, they should facilitate high levels of professional capacity in these areas of expertise.

NAOS organized ten study visits in a period of three years. The general aim of these study visits was to collect and exchange good practices between schools. These good practices concerned one of the areas of expertise as described above. In this way, each area of expertise was the topic of two separate study visits.

Each of the ten partners was asked to choose an area of expertise and indicate two schools with a good practice in this area. During the kick-off meeting the distribution of areas of expertise was made as follows:

Organizing Partner	Visiting partner 1 (writers)	Visiting partner 2	Theme
Belgium	Netherlands	Greece	School-community relationships/parent participation
Greece	Croatia	Norway	Social psychology
Norway	Netherlands	Cyprus	Language/pedagogy/social psychology
Croatia	Portugal	Lithuania	School - community relationships
Cyprus	Belgium	Netherlands	social psychology/School - community relationships
Estonia	Greece	Belgium	Pedagogy
Lithuania	Cyprus	Estonia	Language/pedagogy
Portugal	Estonia	Netherlands	School-community relationships/pedagogy

Netherlands	Lithuania	Croatia	School-community relationships/parent participation
Netherlands	Norway	Portugal	Pedagogy

Some partners indicated that whereas the distinction in the five areas of expertise could be made on a conceptual level, in practice many schools combine different areas and conduct activities in several areas at the same time. For example, oftentimes parent participation and school-community relationships are combined, but other combinations are also possible. In the schedule above it becomes clear how the areas of expertise are combined in each of the study visits.

Procedure

The focus during the study visits is on the good practice itself, but especially on the in-service training or professional development activity that supported the development of the good practice. Two general questions guide the study visit:

1. What does the good practice entail?
2. How were the teachers prepared for this good practice?

In the first session of the study visit, these general questions are translated to more detailed questions that refer to the specific area(s) of expertise and are relevant given the context of the study visit. In general, a distinction is made between questions regarding the context, the goals of the good practice, the activities, the results and the professional development activities.

This more specific set of questions guides the school visits as well as the reflection during the final session of the study visit. In the annex of the report the questions that were used in the Study visit in Rotterdam are phrased.

All participants take turns taking notes (observations and notes of interviews), which are shared with the partner responsible for writing the report. The writing partner analyses the notes and writes the report according to the general questions and the basic categories (context, goals, activities, results and professional development).

1.3. Participants in the Rotterdam study visit

The study visit started with a presentation by the leading project organisation (Risbo B.V.) in the Erasmus University of Rotterdam. The introduction covered educational system of the Netherlands, diversity context of Rotterdam and specific details on focus schools. The hosting partner organized and participated in both school visits. The visiting partners were Lithuania and Croatia. In total, a group of eight participants took part in the study visit, among which were teachers, school principals, educational consultants and researchers, all with expertise in the area of education and migration.



Participants of the study visit: Feyenoord, Rotterdam.

1.4. Content of this report

This report will describe the last (10th) NAOS study visit that took place on 4th and 5th of April 2017. Both the introduction as well the school visits will be described in separate chapters. The report will end with some general reflective notes.

2. Context

2.1. Rotterdam

Rotterdam is one of the most diverse cities in Europe with 170 nationalities residing in the area. Around 50% of 624 000 inhabitants of Rotterdam are minorities. Largest ethnic groups in the city are Surinamese, Turkish, Moroccan, Dutch Caribbean, Cape Verdean and Indonesian. This super-diversity is very unevenly distributed among city neighbourhoods with major differences dividing South (Rotterdam-Zuid) and North (Rotterdam-Noord).

On average, there are much lower socio-economic conditions in the southern part of the city. Therefore, a joint initiative 'The National Programme South Rotterdam' (NPRZ) by the Dutch government and the municipality of Rotterdam, involving local schools, hospitals, social housing bodies and the business community was launched to address the issues related to housing, employment and education in seven poorer neighbourhoods in the South of Rotterdam. This programme will run until 2030. The programme aims to bring the people living in the South Rotterdam including those furthest from the labour market into employment by helping to enable their talents, boost economy, and improve physical infrastructure as well as housing.

Rotterdam South is the super-diverse part of Rotterdam, home to a large number of ethnic groups. For many years Rotterdam Zuid has been seen as a neglected area, home to a large number of people of low socioeconomic status but during last few years, increased efforts (artistic & civil) have significantly lifted the reputation of the district. Rotterdam Children Zone is one of these commendable efforts, with emphasis on improving education within seven neighbourhoods in the South; both schools of the study visit are involved in the Rotterdam Children Zone programme.

2.2. Rotterdam Children Zone

Rotterdam Children Zone programme was inspired by Geoffrey Canada's Harlem Children Zone as it was a relevant project to pursue considering similarities between deprived neighbourhoods of Rotterdam and Harlem in New York City. Seven neighbourhoods in Rotterdam South (Oud-Charlois, Tarwewijk, Carnisse, Hillesluis, Bloemhof, Afrikaanderwijk, Feijenoord) take part in the initiative that aims to tackle poverty, unemployment and low educational attainment. The programme includes all children age groups: families with children from age 0-18 are welcome to take part in the process.

In Rotterdam Children Zone, schools, government, consultancy agencies, kindergartens, housing organisations, businesses and other partners (kindergarten associations or sports clubs etc.) work closely. The school is the core of the area. The school is expected to hire the most qualified teachers and principals with the help of school boards. The municipality and other authorities offer opportunities for longer learning times.

The municipality, together with healthcare institutions, provides an integral neighbourhood team supporting learners and their families. Municipalities ensure quality outdoor spaces. Meetings with the school principals and staff revealed that both schools of the study visit in Rotterdam follow the 'Triangle' approach to connect the social environments of the children (home, school and neighbourhood) with school being the central element.

In total, 32 primary and 25 secondary schools are participating in the programme and are connected to the district team through a contact person. Overall, 15 district teams provide assistance with the home environment of the students and coordinate targeted preventive interventions with children at risk. One of the tools that is expected to help in this regard is digital student portfolios. The programme also benefits from the close cooperation between participating schools, lots of extra-curricular activities involving parents, as well as around six to ten hours of extra lessons. School teams are meant to get in touch with higher education students, who in turn serve as mentors for young children. Therefore, the stakeholders agree that the Rotterdam Children's Zone is a significant development that helps a child from all walks of life to grow optimally.

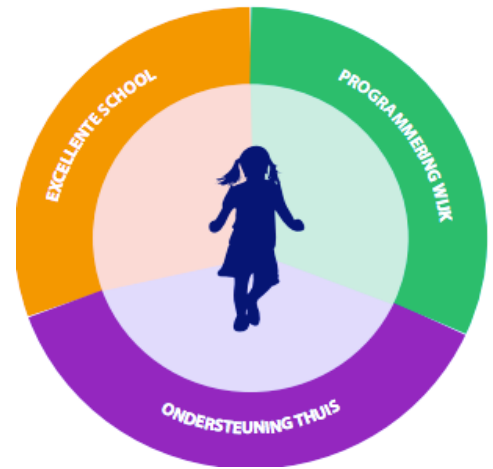


Figure 1. The logic of Rotterdam Children Zone. Focus on all three areas of the child: home, neighbourhood and school.

The triangle approach used in Rotterdam Children Zone is closely related to Iliass El Hadioui's understanding of school cultures in urban educational contexts as he explains the influence of street culture to schools. This theoretical approach embraces several triangles of pedagogical and linguistic spheres and match or mismatch between parental, school and street codes. In case children are surrounded by parental, peer group, school/educational codes and language, there is a match of pedagogy. If street codes take over impacts of school and family, a clash of codes appear and street codes can become school codes. This mismatch can then produces several serious issues:

- Nuisance in the everyday educational setting
- A pedagogic incapacity of a segment of the teachers in dealing with street codes
- The normalisation of street codes within the physical space of schools
- A serious demotivation problem among students
- Relative high levels of 'drop outs'
- The fundamental problem of 'social bulimia' (Young, 1999; 2003) and 'cultural and economic bulimia' (El Hadioui, *forthcoming*)

There key reasons can make these issues more difficult: individualisation, 'Superdiversity' - Cultural and linguistic heterogeneity (the absence of an established majority group) (Vertovec, 2007) as well as virtualisation (internet, social media). Children in the urban areas are very much susceptible to street influences, therefore teachers and other educational staff have to put additional effort to stay in line with transformation of harmful behaviour while also being creative to include youth codes and interests in this process (El Hadioui, 2014).

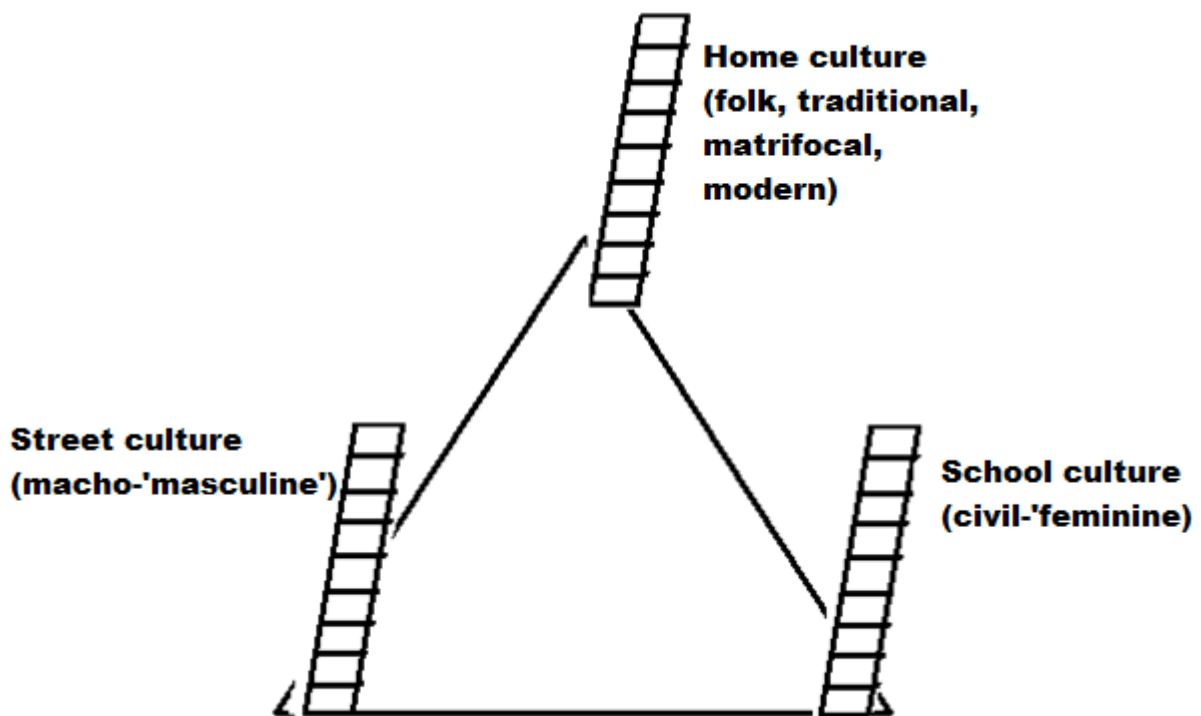


Figure 2. Mismatch of school, street and home ladders.

2.2.1. Six leading principles

The Rotterdam Children's Zone is not a reproduction of an example and a successful zone can only be shaped by the professionals who work there. In 2011, a Rotterdam team of experts developed the main areas of the Rotterdam Children's Zone following six leading principles:

1. **The child and her/his achievements are central.** The programme follows the logic of the child and the family, not the institutions. This affects the way all the involved organizations operate and the roles they take. Establishing an integral district team around the schools that can help children or families quickly and effectively is a first step. Together with the school, such a team is able to see what is happening in different life environments of the child.
2. **Professionalism. The best teacher for the classroom is the best professional in care and well-being.** That also means that the school gets the most competent principal and the most qualified educational staff. Parties participating in the Rotterdam Children's Zone commit to further professionalizing their staff.
3. **High, well-founded and achievable expectations of the children, as well as the parents and the professionals.** The bar is put high for everybody to be challenged to take one step further. Programme measures to what extent realisation of these expectations has succeeded and investigates what measures contribute most.
4. **Parents as partners.** By far most parents want their child to reach the highest possible level. In the Rotterdam Children's Zone, many people want the best for their children, but do not know exactly how to best help their child. School and district team act as parents' partners in the development of the child.
5. **Inspiring leadership.** The research demonstrates that leadership is of utmost importance, but it requires a different organisational culture in many institutions to make a real effort. This applies both to senior

executives and other professionals. It is about having and holding a clear vision and the art of bringing others closer to it.

6. **Space for innovation and customization.** The Rotterdam Children's Zone is an invitation to teams and individuals to carry out innovations that would help getting closer to the goal. The programme seeks to frame policy, connect what is not yet connected, challenge problems and form innovative approaches.

2.2.2. Neighbourhood teams

Performance of many children at school is negatively affected by circumstances at home. The child might not be learning because she or he has important responsibilities at home or the situation in the household is very stressful; or that no-one has any interest in what he or she teaches at school. Every neighbourhood in the Rotterdam Children's Zone gets a neighbourhood team that at the request of the school will look into what is happening in all the living environments of the child.

Often, families who have been supported with a relatively simple advice on education are already involved. The district team comes to homes of families and refers to specialized assistance if necessary. District teams start in the neighbourhoods around primary schools. Thereafter, effective assistance is also organized around schools for secondary education. The district teams demand a big investment as more families appears with issues than was known to the authorities before.

2.2.3. Pipeline method

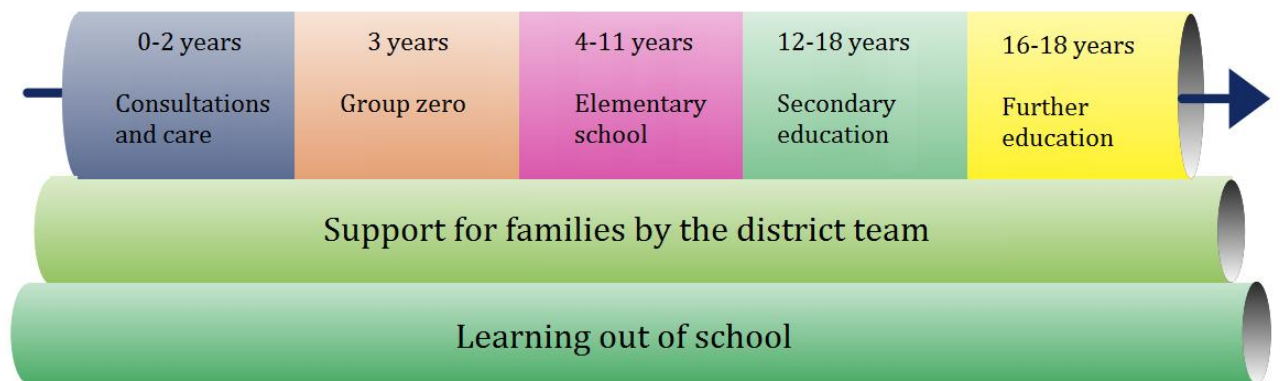


Figure 3. 'Pipeline method' for various education levels and age.

The programme uses a 'Pipeline method' that is designed to follow children and their parents' readiness to help them from the day they are born through childhood, teenage years to maturity. While progressing from one age group to the next, different relevant provisions are established for parents & children in the community.

2.3. Dutch education system

2.3.1. Primary education

Primary education covers the age group of 4-12 and is compulsory for children from the age of 5. It takes 8 years and is taught at schools for primary education (*basisonderwijs*) or special education (*speciaal onderwijs*). The generic name for these types of education is '*primair onderwijs*'. Depending on the individual results and preferences, pupils move on to secondary education (*voortgezet onderwijs*). At the end of the last year choice is made over type of secondary education to be pursued based on school recommendation, pupil's preference and *Citotoets* (or simply *Cito*) national test. They have 2 options to

choose from: general secondary education (*algemeen voortgezet onderwijs*, HAVO or VWO) or preparatory secondary vocational education (*beroepsgericht voortgezet onderwijs*, VMBO). Such approach receive criticism from the experts as 12 years might be too early age for the pupil to decide on the issue that will form the path of their future life.

2.3.2. Secondary education

Secondary education involves children in the age group of 12-16, 17 or 18. General secondary education takes 5 or 6 years and is compulsory for pupils up to the age of 16. Pupils can choose between two types of education, both of which start with a junior stage (*onderbouw*). The junior stage consists of 2 or 3 school years, depending on secondary education type. At the end of the second year, pupils in most school types receive recommendation on which education type would be most suitable for them.

2.3.3. General secondary education (HAVO or VWO)

Within general secondary education (*algemeen voortgezet onderwijs*), there are two types of education: pre-university education (*voorbereidend wetenschappelijk onderwijs*, **VWO**) with a study duration of 6 years at a gymnasium, atheneum or lyceum as well as senior general secondary education (*hoger algemeen voortgezet onderwijs*, **HAVO**) of five years. The study programme in general secondary education has a national examination in seven subjects (VWO) or six subjects (HAVO). After passing the examination the VWO or HAVO diploma is awarded. Both are preceded by a junior stage (*onderbouw*); this either takes two or three years to complete depending on which you are taking.

The junior stage offers a range of subjects that is in principle accessible for everyone while pupils also receive guidance about future studies and careers. In the senior stage (*bovenbouw*) (class 4 and 5 of the HAVO or class 4, 5 and 6 of the VWO), education is given on the basis of subject clusters (*profielen*), a part of which is the choice of the pupil and a part, which is common for everyone. All pupils are required to choose one of the four clusters: 1) culture and society; 2) economics and society; 3) science and health or 4) science and technology. For admission to higher education, all the requirements of the chosen cluster must at least be satisfied.

2.3.4. Preparatory secondary vocational education (VMBO)

Preparatory secondary vocational education (*voorbereidend middelbaar beroepsonderwijs*, VMBO) is vocational and takes four years. As general secondary education, it starts with a junior stage that lasts 2 years and includes a variety of subjects. At the end of the second class, pupils choose a learning track (*leerweg*) and a sector: technology, health, personal care and welfare, economics and agriculture. Within each sector, pupils can choose a learning tracks out of four available: the basic vocational track, advanced vocational track, the combined track and the theoretical track.

The theoretical track allows the path to the HAVO and to the vocational training as well as management training in senior secondary vocational education (MBO). Other tracks do not establish a path to the HAVO but prepare for senior secondary vocational education (MBO). Depending on the track, admission to MBO study programmes at various levels is possible. The study programmes in VMBO conclude with a national examination.

2.3.5. Senior secondary vocational education (MBO)

Senior secondary vocational education (*middelbaar beroepsonderwijs*, MBO) prepares pupils for work or a subsequent study programme. It follows the VMBO and its length depends on chose qualification. MBO can take place at regional training centres (ROCs), agrarian training centres (AOCs) and vocational schools (*vakscholen*). Senior secondary vocational education consists of four training levels: qualification level 1,

assistant training with a study duration of an half to one year; qualification level 2 basic vocational training with study duration of two to three years; qualification level 3 vocational training of two to four years.

The management training at qualification level 4 takes about four years and provides admission to higher professional education (*hoger beroepsonderwijs*, HBO). The specialist training (*specialistenopleiding*) is also at qualification level 4 and lasts one to two years. Before specialist training, pupils follow vocational training or mid-level training. Pupils in the MBO can choose from two learning tracks. The first one is school-based route with fulltime education with at least 20% time in the theoretical part and no more than 60% of time in internship. The second is work-based route (*beroepsbegeleidende leerweg* - BBL), in which at least 60% of students' time is spent as interns. Practical experience forms an important part of the training for both learning tracks.

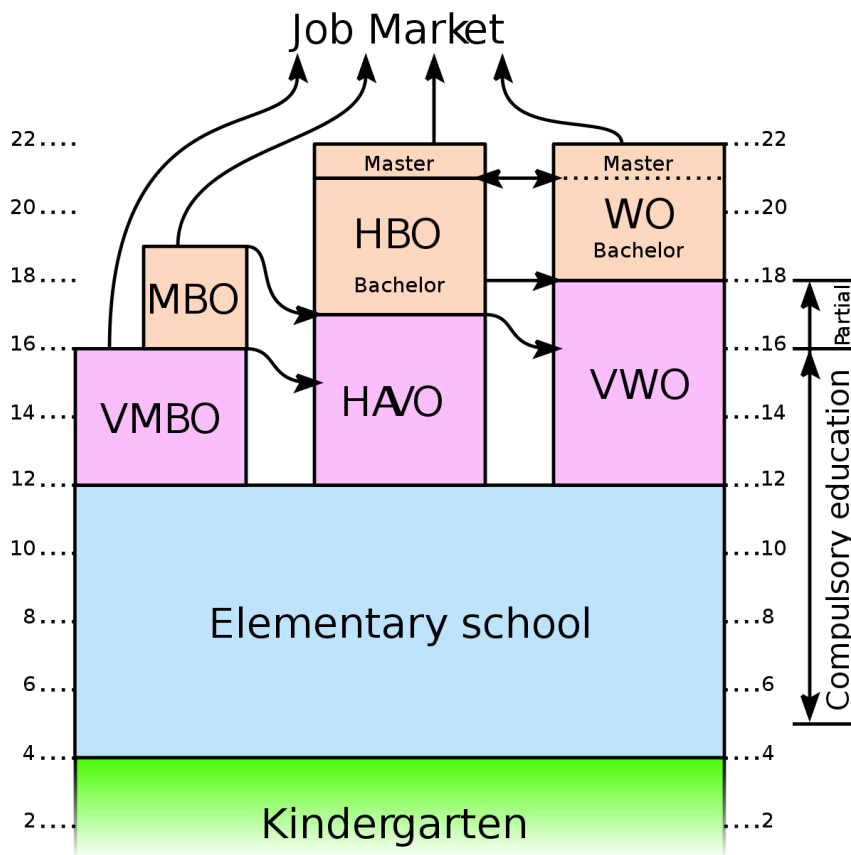


Figure 4. Dutch educational system at a glance

3 School visits

3.1. School visit 1



The neighbourhood of Hillesluis around De Hef school in the Feyenoord district (South Rotterdam)

De Hef is a public secondary school based in Hillesluis neighbourhood of Feyenoord district in South Rotterdam. This part of the city experiences different and complex issues, such as high unemployment rate, difficult background for children development, street culture dominance, high crime rate, poverty and safety issues.



Together with the city council, the administration of De Hef made a map of Rotterdam's education system. This helps students to know their route to employment and future career.

The school is comprised of two departments: first one is the VMBO (vocational secondary school) section, and the other is the ISK Department. The latter is made up of a couple of classes for students who have only recently immigrated to the Netherlands and do not yet speak the language. These students typically spend about 8 weeks in the ISK classroom only learning Dutch before they can progress to the standard

VMBO program. The international transition class involves learning Dutch through subjects for one or two years. Some students have selected De Hef specifically because it provides language preparation.

Students in the ISK classrooms are grouped together regardless of their age, the standard range within a class being from 8 to 14 years of age while classrooms in VMBO section are generally formed according to age (from 12 to 18). VMBO section of the school offers vocational studies in areas of technology, care and welfare as well as commerce and administration.

International transition classroom has 240 students while there are 350 pupils in the vocation education section of the school. The vast majority of all students in this school is of non-Dutch origin and represent more than 40 nationalities (more than 90%). In total, 70 people of various roles are taking care of education matters or related responsibilities in the school. The school has a clear accountability chain between the staff with three team leaders (middle managers) accountable to the principal. Meanwhile, section leaders are responsible against three team leaders.

In 2012 current principal started working in the previous building that she saw as a much neglected school. A year later, in September 2013, the new building was completed and opened by De Hef Student Council. The opening ceremony with the focus on students rather than on officials or administration specifically highlighted that the new building has been designed for the wellbeing of pupils and they are the centre of education approach. De Hef was nominated for the National Education Award and declared the winner in March 2015 with the prize proudly exhibited in school entrance hall.



3.1.1 Goals

De Hef is a famous railroad bridge in Rotterdam, which name means “to elevate”. This concept tells exactly what the school administration is hoping to achieve with their students: to elevate them from a difficult background to a bright future. School management follows the approach that students are safest in school in which they stay until 3-4 PM. Such rules leave them with less time without supervision and helps to avoid negative influence from the street environment, assuming parents work regular hours. It is directly connected to El Hadioui’s philosophy as pupils are expected to be involved in street codes as little as possible.

The school follows the approach that “if you are here, you belong here”. The administration may disapprove the behaviour but not the students themselves, therefore aims to keep all children in the school and expel students only as a last resort. School cannot change what is happening in children’s families but is focusing on the bright future of their students. One of the main goals of the school is to prevent negative incidents. In cases when preventive measures do not help and an issue appears, teachers approach students personally after school. This is particularly important for a number of reasons: 1) it is a much easier way to approach students and solve issue; 2) it does not bother other students and their education process; 3) student is not in the spotlight for doing something unacceptable as the attention for wrongdoing is something that is often sought for in regards to street codes.



Second floor of De Hef school.

Another school goal is to encourage students think in a positive way and ask themselves ‘What factors can make you successful?’ and evaluate areas where they have the best changes and competences to reach success. Therefore, school dedicates additional time in the curriculum to learn about student talents and recommend the best job orientation.

3.1.2 Activities

Every day in school starts with 15 minutes staff briefing by the principal. The briefing seemed to be one of the most important parts of the daily routine. Some teachers reflect that this practice allows for much more involvement and feeling of co-responsibility for the school. This contrasts with the other schools the teachers worked at previously. School also has part time teachers, therefore some of them are starting late and they are briefed later in the day by their colleagues about what they have missed in the morning briefing. The principal noticed that more and more teachers want to be there in the morning even though they begin their work later. Such engagement is very important for the principal as she can see teachers in person and constantly stay in contact.



Teachers' room in De Hef school.

Half an hour before lessons, all children start the day with their mentor discussing various issues in the city, home country, Europe or the world. Also, mentors and pupils discuss why they are in school, whether there is anything making it difficult to focus on learning process, or how can they say no to bad influences. School does not participate in any special programmes for healthy food, smoking, drug abuse, discrimination or radicalisation and cover all these subjects in their own approach. Most importantly, school aims to encourage students not to climb the street ladder but the education ladder, according to the Iliass El Hadioui logic. Students are excited to talk about various things.

Mentors of South

Mentoren of Zuid is the activity implemented by the school, where 200 students from higher professional education act as buddies for the pupils in the school. Mentors are usually above 20 and they help with all kinds of stuff.

The mentor helps with English and other subjects, etc. Sometimes they cook and hang out together. Most importantly, the mentor helps with studying but also to enjoy the school. They understand pupils better than teachers. According to student council observations, those who have mentors get higher grades and become more successful in the school. Not everyone has mentors but if one wants a mentor they can agree on that with the principal. Mentors are divided between the classes and work on a certain schedule.

Student Council

School administration initiated the formation of the student council to better learn what main issues students are facing and what their expectations are. According to the principal, students were her best advisors, helping to shape the school image and approach to the education. The first thing students recommended, was changing the name of the school, which they were not proud of. The student council is a mediator between the administration and pupils as the former discusses various issues with student council, whose members then go to their respective classrooms, discuss and come back with the response to the administration.

When a student applies to the student council, there is an election in the classroom. Future members can also be recommended by the teacher of the class. The election process in every class empowers students to express their worries and needs as well as teach how to live in democracy by delegating their expectations to a representative. Students are really confident about their power in the school. When joining the student council, students were expecting to give all students a voice and wished to tell school management what their respective classes wanted. During the interviews, students in the council highlighted that they want to have influence on the decisions taken in school. If there is something pupils need for education purposes, students just go to the school management, discuss and organise it. One of the council members is representing school interests in the municipal level council of youth but such engagement has been rare among students.

As for the conflicts in school, students try to sort all of such situations amongst themselves through the Student council. In case of a fight students go to the chair of the class and try to find a solution. The chair of the class goes to the principal and they talk about the conflict; after that the chair goes back to the class to discuss these issues. School administration is very strict in cases of recurring bullying and fighting.



Student council has two internal levels: activities they do inside school and outside of school, sometimes involving external community, for instance organising a football tournament between school and local businesses. In addition to that, school council has a large level of autonomy in organising some events, such as a school field trip. Student council also organises various initiatives reacting to national or global events, such as terrorist attacks in Brussels. When there was an attack in Brussels they wrote different things in the yard, to reflect on the crisis and call for peace.

Parental involvement

De Hef school had a parents' council but it was particularly difficult to attract parent members to take part as only five parents joined this body. At this moment the school is focusing on meeting between parents, students and mentors that are organised three times a year. As it was introduced, for older students such parental involvement was slightly awkward in the beginning but it rapidly turned out to be an ordinary part of the education process.

Night School

There are in general 6 times per year when parents come to school. Two of these meetings are called "Night school", that is an important event for bonding between teachers and students. The evening at first was thought to be a meeting of teachers of how to make school better but then it was decided to include students and parents. From 5PM to 10PM there are workshops, presentations, all participants eat together as parents prepare the dinner of the traditional cuisine from their home country. If parents have question, they are answered, opinions on different issues and areas are exchanged. New students from the 1st grade show parents around the school for the first time.

Triangle meetings

Triangle meetings are also organised in school canteen where everybody discusses their achievements and issues in an open space. Student makes a presentation using a PowerPoint tool and they present their grades and their activities in school with the mentor and parents. The child is taking the lead during the whole presentation and the most important part at the table while mentor is just listening. Principal noted that in the beginning teachers had to improve as listeners and stop themselves from interrupting. Teachers help to go deeper in the issues experienced in the school and it is done together with both pupil and parents: in this triangle everyone has their role.

After the presentation there is time to exchange questions between parents and mentors. Both pupils and parents noticed benefits of this approach: students are happy that their parents come to hear good things they did in school while parents feel more confident after participating in these meetings. Sometimes, language may be a barrier and administration asks for students help in translating. Student council is very active in this regard.



Hall and school canteen in De Hef where events take place

There used to be a meeting with parents, which was very loosely attended by parents. However, with the current conversation format parents are much more willing to come and cooperate. In case parents often miss meetings, care teacher goes to the house and with some pressure the school manages to engage all parents. The school also integrates parents with the example of their children. With the triangle parents are not afraid to ask questions as there is only their child and a teacher participating.

Cooperation with external community

Students work in a local restaurant and on Wednesdays it is open for the community. Closer contact with outer community helps to fight with sometimes negative opinion about students of the school from the city residents as it might lead to a cautious approach which might lead to less opportunities for internships or other activities.

Students are required to work as interns in third and fourth grades for various organisations and companies. To ease the process De Hef school has established cooperation with a number of companies where students work once a week. Companies also an office for their representation inside the school that is open two times a week. Students can use this opportunity to choose internship places and seek for future employment possibilities. In case students are struggling to find internships themselves, school provides support and helps to find a suitable place to get work experience.

The school does not let children out of the building during breaks: there have been some unpleasant experience with local community being unhappy while pupils themselves are exposed to bad influence in the streets. As a result, having in mind companies' involvement in school activities. The approach seems to be slightly directed one way: community can come to the school but students basically do not go out to the community.

3.1.3 Results

Success factors

School staff including teachers and administration has outlined several factors that support reaching goals and allows to prevent or deal with arising issues. First, every student is familiar with the school rules and the consequences of breaking them. There is also constant dialogue between teachers, administration and students which leads to most issues being discussed in their primary stage; therefore, problems are not neglected but being solved before they become very severe.

The school is also very diverse, which means that there are no single minority in school as number of different ethnicities and backgrounds is very high. Such environment helps to avoid bullying based on racial, religious or similar reasons. Contrary, students have underlined that they like the diversity in the school as they can see and appreciate so many different cultures. In addition, the school functions as a safe place for pupils where they are protected from possible bad external influence and threats.

A particularly high parental involvement (nearly 100% according to the administration) in school activities and children educational process has been highlighted as one of the key factors for success. In comparison, five years ago there were not many parents involved. As it became of the key goals for the principal, parents are now involved four times a year and all parents participate in at least some of these events. Parents have been excited to attend those events as school aims to emphasises positive sides and achievements of pupils rather than downsides; such approach has also contributed to a very high involvement ratio. Moreover, students generally feel good about parents knowing what is happening in school as well as their personal achievements and difficulties.

Student participation in development and problem-solving processes contribute to the growth of the school and success of all students. The buddy programme brings additional benefits for pupils as they have a more mature yet young person around who encourages reaching goals and can become a role model. De Hef School also has an educational expert with a particular role to work with the special needs of the students, who is often called a success teacher (or care teacher).

Barriers and issues

Despite reaching good results in many areas, De Hef school also has its difficulties and shortcomings. Due to the structure of the school, it is difficult for teachers to teach in three levels, which is not beneficial for students as they need personalised curricula. The school could improve further as there still are students who does not reach required achievements level or has space to improve as students still fail.

Administration has noticed the political context in the community that has been getting worse during previous couple of years. Students have been moving out of De Hef to a more closed Islamic school in the neighbourhood as they are influenced by parents or religious leaders. As a result, school management started allowing more religion inside school to prevent students from radicalization and keep them in De Hef.

In general, language was named as the biggest issue for parent participation in the school as well as new pupils' integration in the school. In the language segment of the school, teaching staff has very different approaches to help: if there is a Turkish pupil, he would help another Turkish speaking student etc.

3.1.4 Professional development

Professionalisation of teaching staff is a particularly important aspect of school approach to education in addition to Rotterdam Children's Zone goals. School follows various methods to improve competences of their staff such as peer learning, professional learning community (parents, pupils and teachers) and take part in transformative pedagogy research programme by Iliass El Hadioui, MSc.

There is an induction period for new teachers, during which they have a coach teacher. Usually they meet once a week, and the coach explains about the processes in the school, approaches, and work with parents, etc.

Teacher learning communities are not limited to the teachers. Sometimes, they also work with researchers and external experts, participate in action research projects. At the moment of study visit there was an expert on differentiation working with school staff. Teachers are also actively participating in research themselves.

It is a dynamic school – administration invites everyone who can help to improve the school, focusing on what they want to know at that moment. They search for someone who knows the subject well. Teachers themselves can identify their needs well and communicate this to administration.

The school administration and teachers share the same vision, act upon the schools principles. At the same time, there are teachers who are resistant to change in the beginning, and they need more time to learn the approach and participate in peer learning.

The Dutch system also has a special award for school professionals – different levels of teachers. This award has been practiced for around 10 years now. When teachers apply to other levels, principals from other schools come to evaluate they capacity and expertise.

There is a 600 Euro budget for all teachers to allocate as they wish for their development annually. The professional development opportunities of the school teachers can be summarised in the figure below.



3.2 School visit 2

The second study visit took place on the 5th of April, 2017. The group visited Heldringschool in Rotterdam, which is located a short walk away from De Hef school. It is a primary school of an equally super-diverse environment, with 90-95% of children coming from the minority background. Current school principal has been leading the school for the past 10 years with many of 14 teachers in the school also working in the Heldringschool for long period.

As it is a special primary school for pupils with extra learning challenges they receive additional support and care. On average, the IQ of pupils varies from 60 to 80 points. There are also children with behavioural problems of different types, such as autism, ADHD, etc. In addition to that, parent education background is often also quite low, which makes it even more difficult to solve education or child-behaviour related issues. Also, the poverty rate in the school community and other communities, where children are coming from, is high. As it is a special needs school, children come there from around a dozen districts of Rotterdam.

If kids have a low IQ but no behavioural issues, they have to stay in the regular school. Dutch educational system tries to keep children in the regular school in majority of cases but as the number of children in the classroom is growing, it makes it very difficult for the teachers to pay sufficient attention to each pupil. In cases when a pupil is diagnosed with special needs and does not receive enough educational support and care in a regular school, they transfer this child to the Heldringschool. Also, after finishing this school children go to schools like De Hef or secondary schools for children with special needs.



Study visit group at the entrance of Heldringschool

The education law in the Netherlands underlines the importance to keep all students in regular school. This act of inclusive education aims to dissolve all special needs schools. Contrary to these plans, principal and teachers of the school are convinced that there is always a need for special education schools. They are very critical about this legislation as they have observed damage already done to children before they come to special needs school.

In terms of school-community relationship, school follows the philosophy of Henk Oosterling. The approach of *Rotterdam Vakmanstad* has a 10-year strategy to bring back an ambitious and sustainable workmanship to Rotterdam. To realise the goal, the initiative works on several levels: school, neighbourhood, market and city. Networking on these scales is interlinked, creating so-called interaction fields. There are four fields of interaction with specific trajectories: the first is the primary education around Physical Integrity, the second is the Neighborhood around Active Citizenship and the third is the Market for Sustainable Craftsmanship. Heldringschool has adapted this programme to fit special needs that are present in the school.



Entrance to the Heldringschool

Children in Heldringschool have 4-5 hours of additional learning time per week for extra lessons and teachers are very happy about extra hours for garden lessons, cooking lessons, philosophy classes, judo lessons, technique classes or art classes. Teachers also have the autonomy to form their classes every year: they highly appreciate such possibility as it sometimes it might be much more difficult to work with specific children for some than the others.

3.2.1 Goals

The administration and teachers have highlighted that one of the key goals for the school now is to further develop 'Heldring got Talent' programme as they see it as something that is even more important than academic achievements. Experts of various areas work with children groups or personally to prepare for the event taking place in the school. Children are free to choose the areas they want to improve and show their skills to other pupils. This is specifically applicable to children with special needs or learning difficulties as they might have yet undiscovered other talents. The implementation of this initiative is included in the school time while the people working with it are mostly not the employees of the school. When pupils take part in these activities, teacher is always there to supervise the behaviour and progress.



Pupils of Heldringschool talk about sports classes during the presentation of the school.

3.2.2 Activities

The school is proud of the various activities they organize for their children, meant to stimulate their creativity as much as their academic learning. The school has also comprehensive approach towards engaging with parents. The most remarkable activities implemented by the school are described below.

Teachers have prepared the welcome sign in the entrance of the school and that encouraged to do the same thing in the other side of the school by parents and children. Also it inspired cooking lessons and other joint activities.

Parent participation in the school

In the beginning, it was quite challenging to get parents participating in school life. However, the school made it as one of its priorities and even organised a specific training on that, involving social worker. Parents are engaged in a variety of different ways: cooking workshops, gardening, going to the library together. School has a special library of games that has been created as a space where teachers could show and explain parents how to play with their children.



A garden of the Heldringschool where parents are engaged in gardening lessons with their children.

Parents are not meeting very frequently: even though once every two weeks parents have a chance to come to school for a coffee, not many are taking this opportunity as it often coincides with their job or other responsibilities. Moreover, the amount of parents showing up is not very high because it is not a neighborhood school and parents come from 11 different districts.

Panel of parents

For a few years the school had world cuisine so parents were happily participating. When they felt that it was not working anymore they changed to panel discussions. Teachers often create topics for the panel discussions. Sometimes topics are chosen by the principal, sometimes by the parents. Overall, 4 panels take place every school year, with 4-5 parents each time. Principal chooses the parents. The principal informs all other parents about the panel conclusions with a small report in the newsletter. In general, parents have highlighted that they have their role and influence to school decisions that they very much appreciate.

Triangle meetings

A few years ago the triangle approach started with a big research. Study included parents, teachers and principals. Right after the study the principal asked five parents to give advice and for more than a year it was working well. Teachers were also participating to get the point of view of parents. The results of this pilot were positive and this initiative was continued.

The goal of the 3.0 programme is to establish good relationship and to know more about their child. Children themselves are pulling their parents into participation; this also helps to boost the participation rate of parents. Some parents have to bring someone that speak better in Dutch.

There is a cycle of meetings: First, parents and teachers (New School Year reception in September): parents ask school staff open questions and can get to know each other. Second and third meetings focus on the report card: pupil is now participating and presents achievements. The next step is meeting between teacher, children and parents where they receive a sort of *menu* for future participation. In this menu it is said that these are the standard meetings but there can also be extra ones. In principle, parents can choose what they want and their child likes.

Parents are happy with the extras, they help them to build connection with teachers and solve some of the issues that arise for the children. The door would open at 8:30 and the classes start at 8:45 so parents have time to go and talk with the teachers. The doorwoman knows all children by name and always helps parents, also it creates welcoming atmosphere. In the first 4 grades teachers also go for home visits; not only this helps to see the situation at home but to bond with the parents.

In October/November there is one morning for the parents so that they could get to know each other. This is also for parents whose children are no longer in the school as well; they can share the knowledge and experience. For a lot of parents it is a very special morning, because parents can speak openly and honestly. Parents claimed that they feel much better after these meetings because they are not feeling alone with their child in the school and it works as an icebreaker.

The end goal of the social worker is to sit next to the parents, not above them and have a good connection with the community so that pupils would be able to reach their potential. Children learn here to have a self-confidence and happiness as they receive more attention. Social worker also makes a list of how parents attend the events and if a parent is not participating, school calls and invites them to take part in the activities. Morning meetings, however, are offered as an additional voluntary opportunity to meet with other parents and school staff.

Teachers are very satisfied with the system of parent participation because they feel that it is easy to communicate in this system.

Collaboration with the community

- In general, it is not easy to cooperate in the community as it is very diverse and there is never enough time. Everybody has the focus on their own school.
- Heldringschool principal meets with 4 other schools every 4-5 weeks and shares experiences on how to solve issues. This conversation is helpful to all according to the principal.
- Regular primary schools often work with different external organisations; as a special school, Hendringschool has to be more selective on types of cooperation they are developing.
- Nevertheless, school has been recently putting much effort to collaborate more with the community in the district, such as sports clubs, care institutions etc.
- It is harder for the school because it is not a neighbourhood school and there is not that many activities with the community. There is a local health care network in which school also participates.

- Football tournament was an idea from a couple of children, also parents were watching it. They also met a player of the football club Feyenoord that gave a speech on the importance to stay in school, do sports, eat healthy.
- School has a teacher who is a specialist in reading and students from other schools come to him to develop their skills.

3.2.3 Results

In terms of environment in the school, it does not experience many issues regarding religion or other types of diversity. In contrast, students embrace it and enjoy many cultural backgrounds in school as it allows them to learn new languages, get to know about other cultures, religions and respect each other.

The new panel system seems to be successful in the eyes of school management as well as parents as in these meetings they feel more empowered and heard. Before, there used to be a parent council but it was too intensive and parents felt disconnected. With the panel system parents rotate and have possibility to set the agenda. In addition to that, in case parents want to discuss something, school always provides opportunities to organise a meeting to talk about these issues or expectations. Parents highlighted that the school always considers their proposals and take most of these suggestions on board.



Schoolyard of the Heldringschool

During the conversation with children, they highlighted that they are happy to be in the Heldringschool. Despite their young age, school took into consideration of what students had offered. According to the

children, school is very different from others: if they have issues, the school helps a lot - they had not received as much help in former schools. Pupils were also satisfied with the size of classes, variety of games available at the *Spielothek* but wanted a bigger yard and a climbing wall.

Interviews with teachers have revealed several qualities of the school that have contributed to the favourable psychological and educational conditions for children. First, staff has stressed that it is a very quiet school with small classes both of which contributed to a more focused environment to learn. The school has very specific but non-confusing rules for children: there is no strict regime but expectations from teachers and other staff leads children to appropriate behaviour. This leads to more confidence for children and better conditions to learn and develop.

The administration and teachers noted that one of the key success factors is to unite parents to learn together with the child, therefore, specific spaces for such activities are beneficial. In addition to that, it is much easier to involve parent into school activities when the focus is on children.

A part of success of working with children with special needs in the Heldringschool is due to a very clear order of study and activities process: everything that happens in the school is predictable for the children. In addition to that, almost every member of the staff has a degree in special needs and in case something goes wrong, teachers always have a protocol to follow: there is always somebody to call; all teachers have access to telephones in classes.

Barriers

- Heldringschools is a Denominational Particular Education ("confessioneel bijzonder onderwijs") of a Protestant faith, therefore a religious background of the school means that school has to step out of the church board or religious foundation when making decisions on certain questions that are connected with a very high diversity in the school.
- Parents sometimes do not know Dutch and have to bring relatives for translation. The diversity in the school is too large for school to provide translation services, therefore school is relying on the students or family language support for the parents.
- Teachers are not very satisfied with the district team that has different disciplines. The selection of these teams depends on where the pupil lives and vary a lot in terms of their preparedness and professionalism.
- Since school is culturally very diverse, sometimes it is very difficult to involve fathers. School staff has noticed a trend for fathers of some cultural backgrounds to be unwilling to participate in school meetings as well as spending time with their children as it is seen as mother's role and responsibility.
- Children cannot integrate if they do not feel neither Dutch, neither Moroccan, etc.
- It is difficult to involve parents in general because children are from all across Rotterdam.

3.2.4 Professional development

The school pays thorough attention to professionalization of its teachers. There is an induction period for the new teachers with the coaching plan. The coach is observing their practice and provides constant feedback. In terms of professional development of the principal, there is a professional learning community including a member of school boards where school principals talk about the issues and look for solutions.

The school visit demonstrated that there is an open collaborative environment between school staff. If somebody is facing challenges, the colleagues are always ready to provide support and share experience.

The school is practicing peer-learning process following Leerkracht methodology (see Box for more details) and acts as a professional learning community. This favourable environment to learn from each other and possibility to always get constructive feedback was named as one of the important success factors for continuous school improvement by interviewed teachers.

LeerKracht is a foundation aimed to improve education through providing opportunities for teachers to learn from each other created in 2012 and now connecting nearly 500 schools in the Netherlands. The teachers focus on teaching, but are also involved into school management and leadership activities. This in turn gives them inspiration and encouragement. A culture of openness, cooperation and constant vision for improvement is essential to a school where teachers want to develop themselves and their capacities and share knowledge and experiences.

LeerKracht foundation offers 2 years training to teacher and 2 years training for principal. Teacher learning teams are supported by their respective school and a school coach from within the LeerKracht organisation. Teachers and the principal of Heldringschool have also received such training before implementing specific activities in the school.

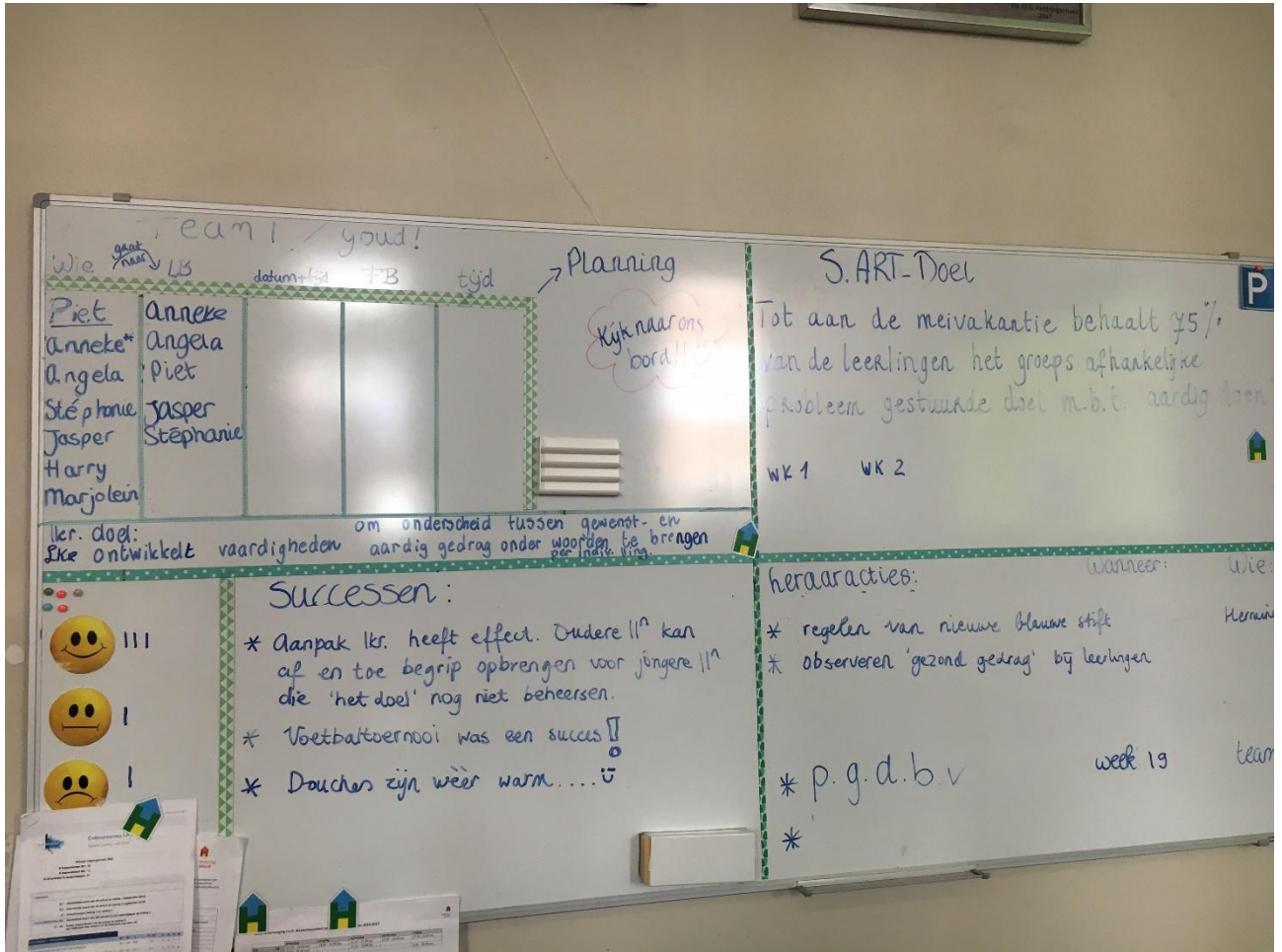
LeerKracht's emphasis is on the power of the teacher. At least once a week teachers meet for 15 minutes asking discussion on how they are feeling at work. Every week there is a new person to lead this exercise. The teacher reflected that once they started sharing their success stories and challenges, it created a favourable environment for collaboration and learning.

Leerkracht is not a training or a project, it is a process. The teachers are given initial guidance, but then decide for themselves their team's direction.

The main tools that are used during this process are:

- The board session. Effective, short workshops, where teachers and school students meet to discuss results, determine goals and agree improvement actions;
- Together lesson design. Translation of the board goals into daily teaching practice. Teachers prepare lessons together, define a class what they want to achieve and innovate as education
- Classroom observation and feedback. Teachers observe each other or prepare a joint lesson design intended to improve learning effects on the pupil. After the lesson the teachers reflect on it.
- The voice of the student is the inspiration for improvement. Students give teachers feedback on teaching and suggestions for improvements.

When principal introduced the board system, she listened to the opinion of teachers. Teachers appreciate this approach – as it is bottom-up. Principal is supervising the process but teachers are in the lead of this. They can set any goals – e.g., one of the goals was “Until the holiday in May, 75% of students will achieve the goal of being gentle/nice to each other”.

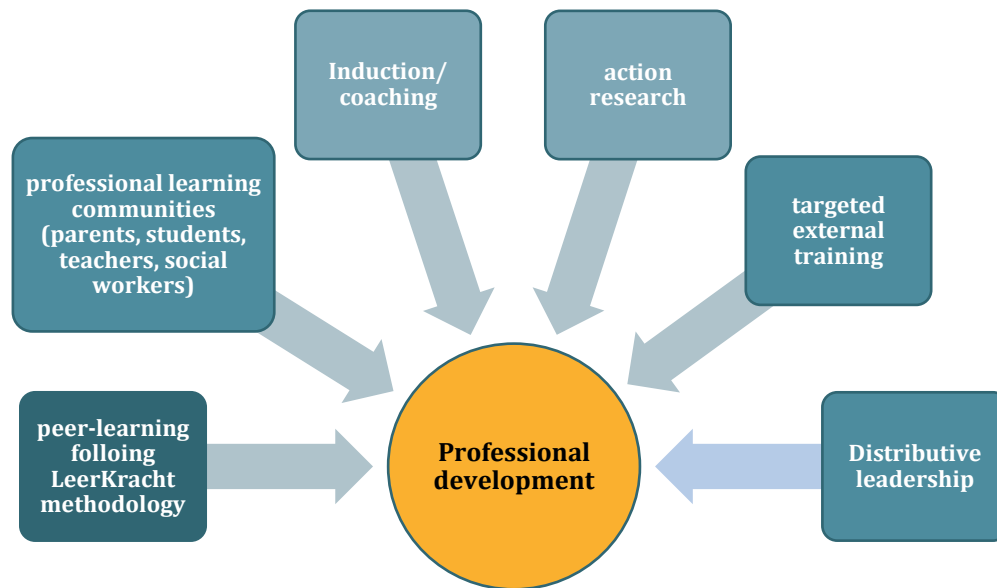


Board of LeerKracht approach in the Heldringschool

Furthermore, all the teachers in the school have a special training in special needs education (MA from Utrecht University, as well as extra courses and workshops). When teachers applied for work in this school they were encouraged and supported to get MA in special needs education; new teachers are also asked to do that. The principal of the school also continued her education and received a MA in educational leadership from Utrecht University (HBO+).

The school staff also recognises the important role of research in improving teacher professional capacity. Therefore, teachers are often participating in research projects and act as researchers themselves. The research attitude allows for developing the culture of continuous learning – from external sources and from each other. Apart from teaching staff and assistants, the school also employs social workers, who collaborate with teachers, especially in the area of outreach to parents. According to the principal, such an approach helps developing skills and collaborative vision of the teachers.

The professional development opportunities of the school teachers can be summarised in the figure below.



4. Summary and remarkable observations

- Dutch schools are becoming increasingly multicultural. In 2015, 11% of students in primary education were 'allochtone' (at least one parent born outside the Netherlands), while this was 23% of students enrolled in secondary education (CBS, 2015). This diversity is also reflected in the two schools of the study visit in Rotterdam, where children from non-Dutch background represent more than 90% of school population. On the one hand such a concentration allows for more targeted approach towards additional needs of these children, on the other hand, this contributes to the school and community segregation.
- Even though both schools are situated in a rather disadvantaged area of Rotterdam, characterised by high unemployment rate, low educational level of communities, street culture dominance, high crime rate, poverty and safety issues; both schools manage to create a safe and favourable learning environment, built on principles of collaboration and active students' participation.
- Both schools promote a positive attitude towards diversity: they focus not only on promoting academic success of their students, but also cultivating their diverse identities and develop their resilience, enabling them to break out from the vicious circle of disadvantage. The schools aim to create a safe and friendly environment for their children, and help them learn and explore the world.
- There are also a variety of activities that schools promote to create this safe and collaborative environment among pupils: e.g., mentoring activities, parent-child-teacher meetings and activities. Both schools emphasize the importance of collaboration with parents and communities, to help children with the learning process but also appreciate and develop further their diverse cultural identities.
- Current parental involvement is sufficient but activities where parents are taking part in the management and development of the school such as parents' panel could be further enhanced and

paid more attention to. Parents could be more involved in issues that are not related to student achievements.

- Dutch classes for students and parents might be very beneficial for parent participation and study process on the whole. In general, more attention for the parents who do not know the language would be helpful.
- On the other hand, it seemed that the collaboration with communities apart from the focus on academic achievement was not sufficient. There could be more attention paid on development work with communities. At the moment, the schools rather remind 'isolated islands' in this disadvantaged areas, aiming to protect children from bad influence; however, there could be a more active approach towards the creation of 'learning communities' transforming the neighbourhoods as well.
- Schools could boost the participation in joint efforts together with neighbouring schools, Heldringschool and De Hef could partnership to connect young pupils with a big buddy in the vocational school.
- Schools might benefit to have a more structural approach towards the relationship with parents as there is some risk with relying on the informal approach only. A more structured and diversity focused approach to parent participation and school-community relationship might bring even better results.
- Both schools have a clear vision on the type of school they wish to be and put this into practice. The realisation of the school's vision is embedded into everyday school life.
- Both schools promote different approaches to professional development by e.g. peer-learning amongst staff-members but also by creating a climate where informal knowledge exchange is promoted. There is a structure induction period for new teachers, with a clear coaching plan. Also teacher learning communities are not limited to teachers – they often involve experts and researchers on different areas, e.g., differentiation in education, intercultural education. The secondary school de Hef takes part in transformative pedagogy research programme by Iliass El Hadioui, MSc and the primary school follows the learning community approach LeerKracht, aimed at empowering teachers. Besides internal learning, teachers often participate in targeted external training – e.g., on special needs education (in Heldring school).
- Even though the training and learning of teachers does not focus on diversity explicitly, the values and appreciation of diversity are embedded in the vision and teaching process of the schools. Teachers are focusing and sharing knowledge about student-centred approach, individualisation of instruction, conflict prevention, building resilience – the approaches and pedagogies relevant for all children, but crucial for children with disadvantaged and migrant background.
- Furthermore, there are social workers who work alongside regular teachers specifically focus on the development of relationships with parents and help regular teacher to establish professional learning communities in schools.

References

1. Centraal Bureau van Statistiek (CBS) (2015)
<http://statline.cbs.nl/Statweb/publication/?DM=SLNL&PA=80040ned&D1=0&D2=0&D3=0-6&D4=2-4,9&D5=0&D6=0&D7=I&VW=T>
2. City of Rotterdam Regional Steering Committee (2009), "The City of Rotterdam, The Netherlands: Self-Evaluation Report", OECD Reviews of Higher Education in Regional and City Development, IMHE, <http://www.oecd.org/edu/imhe/regionaldevelopment>
3. De Rotterdam Children's Zone. (2012, September 19). Rotterdam Children's Zone. Onze belofte: we stomen je klaar voor een succesvolle toekomst. Retrieved from <http://docplayer.nl/4505412-Onze-belofte-we-stomen-je-klaar-voor-een-succesvolle-toekomst.html>
4. el Hadioui, I. (2011, January). Hoe de straat de school binnendringt: Denken vanuit de pedagogische driehoek van de thuiscultuur, de schoolcultuur en de straatcultuur. APS. Retrieved from https://monicaheikoop.files.wordpress.com/2013/01/el-hadioui-i-2011-hoe-de-straat-de-school-binnendringt-deel2_def.pdf
5. Nuffic. (2011, January). The Dutch education system described. EP-Nuffic. Retrieved from <https://www.nuffic.nl/en/publications/find-a-publication/education-system-the-netherlands.pdf>
6. UNESCO. (n.d.). UNESCO-UNEVOC World TVET Database. Retrieved 3 July 2017, from <http://www.unevoc.unesco.org/go.php?q=World+TVET+Database&ct=NLD>
7. Vertovec, S. (2007, November). Super-diversity and its implications. Ethnic and Racial Studies. Informa UK Limited. <https://doi.org/10.1080/01419870701599465>

Appendix

Questionnaire 1. Parental involvement

	TEACHERS	PRINCIPAL	PARENTS/PUPILS	COMMUNITY ORGANIZATION
CONTEXT	What is the context of your school/classroom?	What is the history of the school concerning (projects in the area of) parental involvement?		What is the context of your organization?
GOALS	What are the goals of the practices focused on parental involvement?	What are the goals of the practices focused on parental involvement?	In what way do you expect your parents to be involved in school?	What are the goals of these practices? (in organization's level)
ACTIVITIES	How do you reach these goals? What are the main activities you organise concerning parental involvement?	How do you reach these goals? What are the main activities?	In what way does the school try to involve your parents?	How do you reach these goals?
RESULTS	Do you feel satisfied with these practices? (teacher's perceptions). Why/Why not?	Do you feel satisfied with these practices?(principal's perceptions) Why/Why not?	Do you feel that you gain benefits from these practices? Why/Why not?	Do you feel that you gain benefits from your involvement in the school? Do you have more contact with parents since you're active in school? Why/Why not?
PROFESSIONAL PREPARATION	How do you get prepared for these practices?	What kind of preparation does the school offer to the teachers?	-	-

Questionnaire 2. Community- School relationships

	TEACHERS	PRINCIPAL	PARENTS/PUPILS	COMMUNITY ORGANIZATION
CONTEXT	What is the context of your school/classroom?	What is the history of the school concerning community involvement?		What is the context of your organization?
GOALS	What are the goals of these practices?	What are the goals of these practices?	What do you expect from these practices?	What are the goals of these practices? (in organization's level)
ACTIVITIES	How do you reach these goals? What are the main activities?	How do you reach these goals? What are the main activities?		How do you reach these goals?
RESULTS	Do you feel satisfied with these practices?(teacher's perceptions). Why/Why not?	Do you feel satisfied with these practices?(principal's perceptions) Why/Why not?	Do you feel that you gain benefits from these practices? Why/Why not?	Do you feel that you gain benefits from your involvement in the school context? Why/Why not?
PROFESSIONAL PREPARATION	How do you get prepared for these practices?	What kind of preparation does the school offer to the teachers?		