



Education Inspectorate  
*Ministry of Education, Culture and Science*

**BASIC QUALITY STANDARDS IN  
PRIMARY AND SECONDARY  
EDUCATION IN THE DUTCH  
CARIBBEAN**

Utrecht, March 2011



# INHOUD

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## Introduction

### **Freedom of Education**

“Freedom of Education” is an important principle in Dutch educational legislation. This constitutionally secured right entitles everyone to found a school that meets their religious, ideological or educational convictions. Where possible, parents can also decide which school their children will attend: a publicly-run or privately-run school. Both receive state funding.

All schools must comply with the education acts that will apply to the Dutch Caribbean islands: for primary education this will be the Primary Education Act (WPO BES), for secondary education the Secondary Education Act (WVO BES), for secondary vocational education the Adult and Vocational Education Act (WEB BES) and for the former Mandatory Social Training Act (SVP) the act for Social Opportunity Projects for the Young (SKJ). These acts state, for example, that teaching must comply with attainment targets and the amount of teaching time that must be given. The acts do not state how the school must teach; a school can decide this for itself and does so in its own way.

The government does, however, impose conditions on teaching. After all, our education is funded by tax payers' money. For this reason, schools must comply with acts and regulations known as *Statutory Regulations*. Compliance with these regulations is a prerequisite for government funding. Within these acts and regulations schools may decide for themselves how they choose to teach or shape their care. They may also choose which subjects they consider important for their pupils and which methods and materials to use.

The same constitutional law also lays down that teaching needs to be inspected. The inspection of teaching has two important tasks, 1) compliance with the previously mentioned *Statutory Regulations* and 2) the quality of teaching. To a large extent the quality of teaching is secured by the statutory regulations, but also by the extent to which schools shape freedom of education. To evaluate this, the inspectorate has defined characteristics to which the quality of teaching must comply as a minimum, Basic Quality Standards. These Basic Quality Standards are based on the Education Inspections Act, which also applies to the Dutch Caribbean (WOT BES). They may also correspond to the statutory regulations from sectoral legislation.

There is a difference between complying with statutory regulations and complying with Basic Quality Standards.

*Statutory Regulations* are objective criteria that apply equally to all schools in the sector and have been decreed by law. Inspections are conducted by the inspectorate and compliance with statutory regulations is judged by the Minister of Education. Institutions are legally bound by the statutory regulations; where there is non-compliance the Minister of Education can impose penalties. Examples of statutory regulations are: the necessary qualification of teachers and the teaching time to be given each year.

*Basic Quality Standards* are not performance requirements that can be set for schools in advance and their content is not determined by statutory legislation, but rather by the inspectorate in a policy ruling to be determined by the inspections framework. Schools are not legally bound by these terms; if Basic Quality Standards are not met, it does not lead to penalties. If the inspectorate considers Basic Quality

Standards unmet, a (negative) inspection report is published, with the possibility that further measures can be taken with the consent of the proper authorities.

Because education in the Dutch Caribbean must first undergo a period of adjustment to the new situation, inspections in the first years will focus on quality improvement. This is based on the school's improvement plan, which forms the inspectorate's guideline for monitoring progress and will be reported on in terms of satisfactory and unsatisfactory progression. The inspectorate's basic assumption is that all schools will meet the basic quality standards as described in this document by 01 August 2016.

For the reasons mentioned above, it is indicated next to each Basic Quality Standard in this publication, whether it is also a statutory regulation. These standards are colored red. In addition, the date is indicated from which the basic quality standards will apply and therefore be included in inspections.

Stated below, by sector and Basic Quality Standard is the date by which they should be realized. In principle, there are three dates on which Basic Quality Standards will come into effect:

1. *Immediately, as of 10 October 2010.* This concerns the Basic Quality Standards that are universal and not directly linked to new or old legislation.
2. *1 August 2011,* because they are linked to statutory regulations that also come into effect on this date.
3. *No later than 1 August 2016.* This relates to many Basic Quality Standards that fall under the improvement program or for which conditions for realization are not (entirely) present. Schools on the Dutch Caribbean islands will be given a maximum of five years time and support to meet these requirements.

Finally, an overview will be given of the statutory regulations from sectoral legislation that have a higher implementation priority for schools and which therefore have the same high priority for inspection.

# 1 Basic Quality Standards in Primary and Secondary Education

## 1.1 What Are Basic Quality Standards?

The term basic quality standards includes the degree to which schools meet the minimum quality requirements stated for 1) the curriculum, 2) teaching time, 3) teaching methods, 4) the school climate, 5) pupil care and 6) pupil performance. According to scientific research<sup>1</sup>, these six areas are closely connected to achieving good pupil performance and therefore count as basic quality standards for education. They can also be found in the Inspectorate of Education's assessment frameworks and apply to all schools for primary, secondary and vocational education. They will play an important role in the inspection of teaching at schools in the Dutch Caribbean.

These standards will be explained one by one for each educational sector. The conditions under which they can be monitored, secured and improved are also important for their realization and include: educational leadership, board governance and a quality assurance system.

## 1.2 Curriculum

### 1.2.1 Primary Education

For the curriculum in *primary education* the question is whether education and teaching materials are based on modern educational principles and subject-specific teaching methods, both in terms of the content and structure of the teaching and educational area. Legislation requires that the curriculum meets the attainment targets that will apply to schools in the Dutch Caribbean. It is also important that provision is sufficiently geared to pupils with language and learning problems, and is offered up to and including the level of grade 8. These standards<sup>2</sup> apply, above all, to the core competencies for numeracy/mathematics and language.

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1 Barber, M. & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. New York: McKinsey & Company. Creemers, B.P.M. & Kyriakides, L. (2008). *The dynamics of educational effectiveness; a contribution to policy, practice and theory in contemporary schools*. London: Routledge. Janssens, F.J.G., Vosse, A. & Reezigt, G. (2006). *Wetenschappelijke onderbouwing van het waarderingskader PKO: een evidence-based benadering*. Utrecht: Inspectie van het Onderwijs. Janssens, F.J.G. (2006). *De onderwijsinspectie komt op bezoek*. Alphen a/d Rijn: Kluwer. Scheerens, J., Seidel, T., Witziers, B., Hendriks, M., & Doornekamp, G. (2006). *Positioning and validating the supervision framework*. Enschede: Universiteit Twente.

2 Standards in red are secured in sectoral legislation and therefore also have the status of statutory requirements.

Basic Quality Standard	Explanation	Starting Date
<i>The school includes all attainments targets as objectives to be achieved in the teaching of (Dutch) language and numeracy/ mathematics.</i>	An inventory must drawn up of how far the current curriculum in schools for primary education corresponds to the attainment targets. Compliance is only feasible when the available provision corresponds sufficiently to the attainment targets.	No later than 2016. Begin with language and numeracy teaching as quickly as possible.
<i>The teaching matter for (Dutch) language, numeracy and mathematics is offered to a sufficient number of pupils up to and including the level of grade 8.</i>	This means that the teaching matter for grade 8 is offered to at least 90 percent of pupils (with the exception of pupils with advice for learning support and practical training).	01 August 2011
<i>Schools with a substantial number of pupils with a delay in language development offer teaching for (Dutch) language that suits the educational needs of these pupils.</i>	The school establishes provision for pupils with a delay in language development aimed at increasing vocabulary, and/or second language or foreign language provision that meets the individual linguistic needs of these pupils.	01 August 2011

### 1.2.2

#### *Secondary Education*

Also for the curriculum in *secondary education* the question is whether the education and teaching materials are based on modern educational principles and subject-specific teaching methods in terms of both the content and structure of the teaching and educational area. Legislation requires that the curriculum for the junior years meets the attainment targets that will apply to the Dutch Caribbean. For senior years it is essential to cover the examination syllabus. It is also important that provision is sufficiently geared to pupils with language and learning problems. These standards apply particularly to exam subjects.

Basic Quality Standard	Explanation	Starting Date
<i>The teaching matter offered in junior grades meets the statutory requirements.</i>	An inventory must be drawn up of the extent to which the current curriculum in schools for secondary education corresponds to the attainment targets. Compliance is only feasible when the available provision corresponds sufficiently to the attainment targets.	01 August 2011 starting with the 1st grade.
<i>The teaching matter offered in senior grades covers the examination syllabus.</i>	Although a transition period applies for exams, the current system of exams will continue. In addition, the current syllabus for senior years must satisfy the current examination syllabus.	10 October 2010
<i>Schools with a substantial percentage of pupils with weak language skills offer teaching for all subjects that meets the linguistic educational needs of these pupils.</i>	The school establishes provision for pupils with a delay in language development aimed at increasing vocabulary, and/or second language or foreign language provision that meets the individual linguistic needs of these pupils.	01 August 2011

### 1.3 Teaching Time

Firstly, teaching time looks at whether the school complies with the legally prescribed teaching hours. Secondly, it looks at the relationship between planned and actual teaching time, the core subjects and other learning and educational areas from the curriculum, and whether teaching time is sufficiently geared to the educational needs of the pupils.

Pupils need time to familiarize themselves with the curriculum and gain experience with it. Learning time creates an important link between the curriculum and the results pupils achieve. When evaluating the quality of teaching, attention will be paid to three elements of time.

Firstly, the teaching time recorded in the school syllabus will be assessed. Is it sufficient for pupils to familiarize themselves with the curriculum?

Secondly, teaching time will be looked at to see if pupils actually receive that amount of teaching time. How much of the planned time is realized and what is subtracted due to lesson cancellation or poor classroom management, for example. Does the school plan the available time efficiently? What measures does it take to prevent lesson cancellation and what is its policy on truancy?

The third element is the extent to which the school considers differences in the way and the speed that pupils familiarize themselves with the curriculum. Certain groups of pupils, because of their capabilities or limitations, benefit from specific gearing of teaching and learning time to their educational needs.

Basic Quality Standard	Explanation	Starting Date
<p><i>The planned teaching time in <u>primary education</u> satisfies the statutory regulations.</i></p>	<p><b>Number of Hours Covering 8 Grades: 7,520 Hours</b></p> <p>According to law, under certain conditions, schools may choose to make school times equal, so that all grades receive the same number of teaching hours in the same academic year.</p> <p>If a school so chooses to do this, it must timetable all pupils to receive at least 940 hours of teaching per academic year; over the course of eight years this is 8 x 940 hours = 7,520 hours.</p> <p>If a school chooses for a different number of hours in junior and senior grades, pupils in the first four grades must receive at least 3,520 hours (an average of 880 each academic year) and at least 3,760 hours in the last four grades (an average of 940 hours each academic year). The remaining 240 hours can be accommodated by the school, either in grades 1-4, or grades 5-8, or partly in grades 1-4 and partly in grades 5-8.</p> <p><b>Number of Days Each Week</b></p> <p>In principle, teaching is given to grades 3-8 five days a week. This does not apply to grades 1 and 2, where pupils can have a timetable based on four or even fewer school days.</p> <p>Schools may timetable a four-day week for grades 3-8 a maximum of seven times per year.</p> <p>In principle, schools may not timetable a three day week or shorter for grades 3-8. However, in some cases schools consider it necessary for school development to plan a two-day study meeting with the team, as an exception. Provided this is recorded in the year planning, approved by the Participation Council (MR) and communicated to the parents, this is permitted, on the condition that no more than seven four-day weeks occur.</p> <p>One exception to the rule that teaching must be given at least five days a week for grades 3-8 and that those grades can have a maximum of seven four-day weeks, is weeks in which a national holiday falls or it is a regional tradition to be given a day off, such as Queen's Day or another national holiday. On such occasions a three-day school week or even shorter can arise, for example, if schools start their Easter holiday on Good Friday, or are closed on the Thursday of Ascension Day and the following Friday.</p>	<p>01 August 2011</p>
<p><i>The planned teaching time in <u>secondary education</u> satisfies the statutory regulations.</i></p>	<p><b>Number of Hours per Year</b></p> <p>1,040 real hours per school year in junior grades, 1,000 real hours in senior grades and 700 in the examination year. In vocational training (PRO) 1,000 hours each year.</p>	<p>01 August 2011</p>

## 1.4 School Climate

School climate addresses the challenging nature of teaching, safety at school and respectful contact between teachers and pupils. Parents/guardians often attach great importance to atmosphere, safety and the enforcement of clear rules when choosing a school. One important aspect is how employees and pupils treat one another and how involved employees are in the ups and downs of the pupils. Parents/guardians and pupils must be able to assume that pupils will be fairly and justly treated. Therefore the school's policy against bullying and discrimination, the rules in place and how they are enforced will also be assessed.

Basic Quality Standard	Explanation	Starting Date
<p><i>The school is aware of how pupils' and staff perceive safety and social safety incidents that occur at the school.</i></p>	<p>The school is aware of how social safety is perceived by systematically charting the pupils' and staff perceptions of safety at least once every two years. This can be done, for example, using an anonymous questionnaire, participation in group evaluations, panel discussions with representative groups and making it a standard point on the agenda for staff appraisals.</p> <p>Moreover, the school is aware of how incidents are perceived by registering all school related incidents that in any way affect the psychological or physical safety of pupils and staff (or a discussed selection of school related incidents) on an annual basis.</p> <p>It is important for schools to analyze their data with the aim of evaluating and improving safety policies.</p> <p>One essential condition is that the school uses a safety policy and has a safety plan.</p>	<p>01 August 2011</p>
<p><i>School staff ensure that pupils treat one another and all others with respect.</i></p>	<p>Parent/guardian, staff and pupil surveys demonstrate that outside the classroom (arriving at and leaving school, during breaks and at after-school activities) pupils and staff treat one another properly. This is proven by approaching one another with respect <i>and</i> demonstrating mutual involvement.</p> <p>This is also evidenced by the lack of negative personal comments, the prevention of bullying, combating discrimination and an adequate response if these offences do occur. This is a universal requirement and not related to transition.</p>	<p>10 October 2010</p>
<p><i>Mentors in secondary education stimulate the well-being and motivation of pupils.</i></p>	<p>The way mentors carry out this task is essential to the guidance of pupils. The mentor therefore follows all pupils and not just a proportion that needs additional guidance.</p> <p>Guidance is managed so that pupils can work at their own level and speed and are motivated to participate in learning. Where necessary, mentors hold their colleagues to account.</p> <p>This is a universal requirement and not related to transition.</p>	<p>10 October 2010</p>

## 1.5 Teaching Methods

Teaching methods concerns the quality of lessons, in particular for the core subjects. The structure of lessons, attention to pupil independence, the language of instruction and the extent to which the teacher involves the pupils in the lessons are also looked into.

The teacher is essential to the quality of education. Good teachers know how to keep their pupils involved in lessons with engaging teaching that offers clarity and structure, is simultaneously varied and challenging, and as such has positive effects on the educational performance of the pupils. A good relationship between the teacher and the pupils is also important. An environment in which pupils feel safe and confident is conducive to them taking responsibility for further independent development.

Basic Quality Standard	Explanation	Starting Date
<i>Teachers give clear instruction on lesson content.</i>	<p>Instruction is clear and concise. Teachers activate existing knowledge, look back on previous lessons, explain in logical steps, use suitable examples and visualize sufficiently. Teachers regularly summarize instruction and give pupils the opportunity to ask questions.</p> <p>This is a universal requirement and not related to transition.</p>	10 October 2010
<i>Teachers create a task-oriented working environment.</i>	<p>To achieve a task-oriented working environment teachers ensure a good structure to teaching activities, orderly development of the teaching process, appropriate class management, and make it clear to the pupils which learning approach (listening, active) is expected of them in different teaching situations. This facilitates a calm and orderly atmosphere where pupils can listen well and concentrate on their work.</p> <p>This is a universal requirement and not related to transition.</p>	10 October 2010
<i>Pupils are actively engaged in teaching activities.</i>	<p>The employed teaching method (lesson content, instruction, teaching materials, methods) is sufficiently engaging for the pupil population, creating an environment where pupils concentrate on the lesson, working on tasks or asking and answering questions. There is functional interaction between the teacher and pupils and among the pupils. At least 75 percent of pupils participating in the lesson can be applied as a norm.</p> <p>Classroom management must make it possible for all pupils to continue working and not to have to wait. In addition, there must be agreements about walking round, pupils talking to one another and the general noise level. Here too, at least 75 percent of pupils participating in the lesson can be applied as a norm.</p> <p>Furthermore, pupils "piggybacking" on the efforts of others must be avoided. Individual planning or task division can give an indication of this.</p> <p>This is a universal requirement and not related to transition.</p>	10 October 2010

## 1.6 Pupil Care and Guidance

Pupil Care and Guidance means planned help for pupils who require special attention, identifying and evaluating learning and development problems. The school systematically guides pupils through their school career and when choosing subsequent education and ensures guidance of pupils with specific educational needs.

Use of the improvement program gives and will give the necessary attention to the continued development of pupil care and guidance at schools in the Dutch Caribbean. Since 2010 all schools have access to an Internal Guidance Officer educated to higher professional level (HBO). Tests are available to track pupil progress. Support is and will be offered when setting up a consortium (Samenwerkingsverband) or an Expertise Center for Special Educational Needs (Expertisecentrum Onderwijszorg).

Individual attention for pupils is of increasing importance. Schools are expected to gear teaching to the developmental progress and capacities of pupils. To achieve this, a comprehensive selection of activities and facilities is needed: a coherent system for pupil care and guidance. For good pupil care and guidance of the school career the progress and development of pupils must be systematically followed. A comprehensive system of tools and procedures is needed to follow pupil performance and development.

In addition to this general guidance of all pupils, those with specific educational needs require extra attention. Using data from the pupil monitoring system, potential (learning) problems can be identified early and anticipated. The school bases guidance of these pupils on the issues they have and ensures effective additional guidance.

Basic Quality Standard	Explanation	Starting Date
<i>The school uses a coherent system of standardized instruments and procedures to track the performance and development of pupils.</i>	<p>The learning and development progress of pupils is appraised using an appropriate toolkit for the characteristics of the pupil population.</p> <p>This involves standardized, validated and reliable tests at least for the core subjects, supported by structured observations and method-linked tests. Agreements are made at team level about the use of these instruments and interpretation of the data obtained.</p> <p>Both in primary and secondary education a start has been made with the development and use of a system of instruments and procedures. This system requires continued development and training. In addition it is important that schools have access to a school administration system.</p> <p>None of this alters the fact that schools can track pupil progress with the instruments that have already been adopted.</p>	01 August 2011
<i>Pupils that appear to need it, receive additional care. The school takes a</i>	Teachers and/or officials involved formulate an action plan based on analysis. Teaching activities and pupil files evidence consistent implementation	01 August 11

<i>planned approach to care.</i>	<p>of the action plan.</p> <p>The action plan steers the team members, both in terms of planning and execution.</p> <p>With the arrival of Internal Guidance Officers and Care Coordinators the conditions are created for early identification, diagnosis and remedial action of pupils with learning and behavioral problems.</p> <p>Planned implementation of care means that the school draws up an action plan based on the analysis of learning and behavioral problems. Teaching activities and pupil files evidence consistent implementation of the action plan. The above requires further training, but it may be expected that an action plan is set in motion for pupils already identified as needing additional care.</p>	
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## 1.7 Pupil Performance

In order to verify pupil performance levels the school needs instruments to establish that level: test and exam results, pupil in, through and out flow data, the number of pupils repeating a year, and the number of referrals to further education. For secondary education exam results are particularly important for evaluating the level of pupil performance, while for primary education interim results will also be reviewed.

One important question is, of course, the level of pupil performance that can be expected from schools in the Dutch Caribbean. Just as in the European Netherlands, performance should be at the level that can be expected for the characteristics of the pupil population. There are currently insufficient long-term data available to establish this level. The Inspectorate of Education will be asked to propose an acceptable norm within a reasonable time, in consultation with the educational field in the Dutch Caribbean.

### *Primary Education*

<b>Basic Quality Standard</b>	<b>Explanation</b>	<b>Starting Date</b>
<i>The pupils' results at the end of primary school are at least at the level that can be expected for the characteristics of the pupil population.</i>	<p>There are currently insufficient data available concerning performance at schools in the Dutch Caribbean to establish a norm that corresponds to "the level that can be expected for the characteristics of the pupil population".</p> <p>A norm must be developed, responsibility for which falls to the Inspectorate of Education.</p>	No later than 01 August 2016
<i>The pupils' results for (Dutch) language and numeracy/mathematics during the school period are at least at the level that can be expected for the</i>	<p>There are currently insufficient data available concerning performance at schools in the Dutch Caribbean to establish a norm that corresponds to "the level that can be expected for the characteristics of the pupil population".</p> <p>A norm must be developed, responsibility for which falls to the Inspectorate of Education.</p>	No later than 01 August 2016

<i>characteristics of the pupil population.</i>		
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*Secondary Education*

<b>Basic Quality Standard pre-vocational secondary education (vmbo), senior general secondary education (havo) and pre-university education (vwo)</b>	<b>Explanation</b>	<b>Starting Date</b>
<i>Pupils in the junior grades achieve the level of education that can be expected.</i>	There are currently insufficient data available concerning performance at schools in the Dutch Caribbean to establish a norm that corresponds to "the level that can be expected for the characteristics of the pupil population".  A norm must be developed, responsibility for which falls to the Inspectorate of Education.	No later than 01 August 2016
<i>Pupils run up limited delay in the senior grades of their subscribed course.</i>	There are currently insufficient data available concerning performance at schools in the Dutch Caribbean to establish a norm.  A norm must be developed, responsibility for which falls to the Inspectorate of Education.	No later than 01 August 2016
<i>Pupils following the course (vmbo, havo or vwo) achieve the results for their national examinations that can be expected.</i>	There are currently insufficient data available concerning the examination achievements of schools in the Dutch Caribbean to establish a norm that corresponds to what can be expected of the pupils.  A norm must be developed, responsibility for which falls to the Inspectorate of Education.	No later than 01 August 2016
<i>The discrepancy between course results for school exams and national exams (vmbo, havo or vwo) is of an acceptable level.</i>	A course has a "large discrepancy" if the school exam result is more than half a point higher than the national exam result and a "very large discrepancy" if the school exam result is more than 1.0 point higher than the national exam result.	10 October 2010
<b>Practical Training</b> <i>The basis for practical training is the success rate of pupils with special educational requirements. The question here is to what extent pupils with specific</i>	The school is expected to follow and evaluate the development of pupils.  When introducing practical training and guidance from the European Netherlands criteria for this must be developed, together with the introduction of the checking system for course completion.	No later than 01 August 2016

<p><i>learning disadvantages and/or higher than average care requirements are in a position to continue developing after the second year of their course, in view of the course completion profile established by the school.</i></p> <p><i>Practical training concerns the extent to which the school gives shape and content to an individual learning pathway and the guidance of its pupils. The intention is to link the individual learning pathway with the individual course completion profile.</i></p>		
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## **2 Securing Basic Quality Standards**

### **2.1 Quality Assurance**

A good school systematically monitors the quality of education, taking measures to maintain, and where necessary, make improvements. Quality assurance does not form part of the basic quality standards, but is definitely an important prerequisite to achieving and maintaining them. Where schools do not (yet) meet the basic quality standards, the Inspectorate of Education includes quality assurance in its assessment. If, after all, the basic quality standards are not met, when the necessary conditions to do so are in place, the question is whether the school itself has done everything it can to realize the standards. The school's quality assurance system is an important indication of this.

The school's ideas on what constitutes qualitatively good education are central to quality assurance. The school also takes into consideration the characteristics of the pupils and the wishes and expectations that, for example, parents/guardians have for the quality of education. The school translates its ideas on good education into concrete objectives, in particular for pupil performance and teaching methods. The school uses these objectives to put its own stamp on ideas of good education.

The school systematically verifies whether these objectives are actually achieved. Systematically means regular evaluation of the quality of education using procedures, tools and tests. The school develops objectives for further educational improvement based on systematic evaluation. It is therefore important that the school also verifies how far personal and material resources enable improvement in education. All of this produces a long-term path for improvement, with concrete activities and measures for the short term. Monitoring quality includes verifying if improvement activities are effective. The school communicates about this openly.

In summary: good quality assurance is not guesswork, but is approached systematically. This is evidenced by ordered evaluation and improvement activities, clear leadership from the management team, and measures to secure quality. In short: an environment in which continuous efforts to improve quality are considered an essential and natural aspect of the work.

### **2.2 Educational Leadership**

The teacher is essential to the quality of education, but the school management team is also an important factor for promoting quality, as evidenced by scientific research.

Educational leadership creates support for quality assurance across the ranks. It is essential to have sufficient opportunity for consultation focused on quality improvement, offering room for reflection on content and organizational matters and taking the various tasks and responsibilities into consideration.

The school management team clearly records the aim, responsibilities and desired effect of the various activities and by doing so ensures sufficient facilities for implementation.

In addition, the school management team regularly monitors progress, where necessary makes adjustments, and is accountable to the proper authorities for their approach to the quality policy.

With staff dedicated to the development of the school (quality development) the school management team takes individual training wishes and integral staff policy into consideration. The school management team regularly informs staff members on how things are going, takes their ideas and suggestions seriously and regularly demonstrates appreciation for staff members that do their work well.

The school management team makes problems that can occur during implementation a subject for discussion on time and adequately handles conflicts that arise at school. In addition, the school management team ensures that staff apply their abilities willingly and to the full, want to improve themselves and learn with and from one another. They feel responsible for and involved with all aspects of the school. They are aware of the strong and weaker points of the organization. They give constructive feedback and hold one another to account concerning agreements made.

The professional relationship and development of the staff is a subject for appraisals and assessments. The school management team offers staff the opportunity to follow training, professional advancement, skills training, peer-to-peer coaching, et cetera.

### **2.3 School Board**

Although the school board does not teach, it carries final responsibility for everything that happens at school and for creating a socially strong position for the school. This means that the school board is responsible for the school's policy on strategic quality, policy and finance. The school board should therefore have sufficient access to inspect the potential risks that the school faces in these areas. It must be able to prove that the school meets the statutory regulations.

The board collects data on the quality of teaching, which it analyses and evaluates. It verifies if objectives have been set for the quality of teaching, stimulates and supports realization of those objectives, carries responsibility for regular measurement and evaluation, and – above all – undertakes planned action where necessary.

The board is also or will <sup>3</sup> also become responsible for establishing the following:

1. school plan (every four years) and for sending it to the inspectorate;
2. school prospectus (annually) and its distribution to the parents;
3. annual report;
4. island care plan in the consortium (Samenwerkingsverband);
5. management charter for the direction team;
6. pupil charter;
7. staff policy (formation of various personnel categories, meet the eligibility conditions for managers, teachers, support staff).

Furthermore, the board has statutorily secured tasks relating to the Compulsory Education Act, such as the registration of truancy, reporting fixed-period and permanent exclusion of pupils, and the complaints procedure for parents.

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<sup>3</sup> Dependent on the period in which the legal conditions come into effect in the Dutch Caribbean.

### 3 Statutory Regulations and Compliance

Although not all statutory regulations from sectoral legislation can be directly translated into one of the above basic quality standards, these regulations are no less important. Legislation assumes that schools in the Dutch Caribbean will conform to sectoral legislation within a reasonable period. But just as with the basic quality standards, there are some regulations within sectoral legislation that have a higher compliance priority than others. A higher priority is allocated to the statutory regulations from the following three categories:

1. Regulations that are directly related to the *realization of basic quality standards*. The realization of one goes hand in hand with the other. An example of a regulation that is directly related to good basic quality standards is the legislation concerning the curriculum in primary and secondary education and the examinations in secondary and vocational education. Another example is the regulations concerning pupil care at school and island level. The qualification of teachers is also an important aspect for realizing basic quality standards, as well as achieving sufficient teaching time.
2. Regulations that are related to the *accessibility of education*, such as enrollment and removal from the enrollment list, fixed-term and permanent exclusion, pupil care, parental contribution and free school books for secondary education.
3. Regulations that are directly related to *financing education*. All these regulations naturally have a high priority, because they secure the continuity of schools and the quality of education. They will, however be excluded from this document.

Stated below by sector and category is the date on which these statutory regulations will come into effect. There are initially three dates:

1. Immediately on *10th October 2010*. This relates to regulations that were also stated in the National Statute and which therefore remain in effect in the transition year.
2. As of *1st August 2011* because the legal articles in question from the new sectoral legislation come into effect on that date.
3. At the latest on *1st August 2016* because the legal articles in question from the new sectoral legislation come into effect on that date.

Primary Education	Explanation	Starting Date
<i>Curriculum</i>	Offering the prescribed teaching time.	01 August 2011
	Offering the statutorily prescribed learning and teaching areas.	01 August 2011
	Offering religious education or ideological education.	10 October 2010
	The school is required to employ at least those attainment targets in its educational activities that are equal to the objectives set for the end of primary education.	01 August 2016 at the latest. Start as soon as possible with language and numeracy teaching.
<i>Pupil Care</i>	Consortium (Samenwerkingsverband (SWV)) focused on making agreements between all schools about extending the appropriate care to all pupils on the island.	01 August 2011
	Special Educational Needs Expertise Center (Expertisecentrum onderwijszorg or EOZ) is a service that extends special needs care to all pupils for whom the	01 August 2011

	school, at which the pupil is enrolled, does not have adequate provision. Work with action plans for all care pupils.	01 August 2011
<i>Accessibility</i>	Apply two languages of instruction: Dutch and Papiamentu or English, respectively. Admissions age, admission and permanent exclusion of pupils and duration of stay. No refusal of pupils on the grounds of religious belief or ideology, where insufficient public-authority school availability. Regulations from the Compulsory Education Act as far as these relate to the school board, such as extending exemption and reporting truancy. The voluntary nature of the parental contribution and the use of these resources for school activities.	10 October 2010 01 August 2011 10 October 2010 10 October 2010 01 August 2011
<i>Staff</i>	Qualification and certification requirements of the management direction and other staff.	01 August 2011

<b>Secondary Education</b>	<b>Explanation</b>	<b>Starting Date</b>
<i>Curriculum</i>	Offering all forms of secondary education and departments and learning pathways included within that. Offering the prescribed teaching time. Offering from the statutorily prescribed learning and teaching areas. Offering religious education or ideological education. The school is required to employ at least those attainment targets in its educational activities that are equal to the objectives set for the end of primary education.	01 August 2011 01 August 2011 01 August 2011 10 October 2010 01 August 2011 to begin with first year group
<i>Examinations and Diplomas</i>	All regulations from the National Statute on secondary education until the date from which the Law for Secondary Education BES applies for examinations and diplomas.	10 October 2010
<i>Pupil Care</i>	Consortium (Samenwerkingsverband (SWV)) focused on making agreements between all schools about extending the appropriate care to all pupils on the island. Special Educational Needs Expertise Center (Expertisecentrum onderwijszorg or EOZ) is a service that extends special needs care to all pupils for whom the school, at which the pupil is enrolled, does not have adequate provision. Work with method plans for all care pupils.	01 August 2011 01 August 2011 01 August 2011
<i>Accessibility</i>	Admissions age, admission and permanent exclusion of pupils and duration of stay. No refusal of pupils on the grounds of religious belief or ideology where insufficient public-authority school availability. Regulations from the Compulsory Education Act as far as these relate to the school board, such as extending	01 August 2011 10 October 2010 10 October 2010

	<p>exemption and reporting truancy.</p> <p>The voluntary nature of the parental contribution and the use of these resources for school activities.</p> <p>Free school books.</p>	<p>10 October 2010</p> <p>10 October 2010</p>
<i>Staff</i>	Qualification and certification requirements of the management direction and other staff.	01 August 2011

## 4 Implementation Support

Boards and schools in the Dutch Caribbean will be supported in a variety of ways to achieve basic quality standards and satisfy statutory regulations.

### 4.1 Support from the Improvement Program

Since the start of 2009 schools have received support from the Improvement Program. Broadly speaking this (continued) support focuses on the following:

- Introduction of pupil assessment tests for primary, secondary and vocational education;
- Training teachers to become internal guidance officers and care coordinators;
- Purchase of teaching materials to extend care to pupils with learning problems in the core subjects;
- Supported introduction of Practical Training (ProBes);
- Process guidance when establishing consortia (Samenwerkingsverbanden or SWV) and institutions for Special Educational Needs Expertise Centers (Expertisecentra onderwijszorg or EOZ).

In addition, it has been resolved to support the schools in 2011 (boards and management) by setting up and implementing the school-specific improvement plan. This plan will also focus on strengthening safety, educational expertise and quality assurance.

These activities afford focused investment in the improvement of *the curriculum, pupil care and guidance, the school climate* and of (data concerning) *pupil performance*.

### 4.2 Compliance Assistance

In order to comply with statutory requirements the following means of support are offered:

- *Curriculum Analysis*  
The National Institute for Curriculum Development (SLO) has been asked to analyze the degree to which the current actual and (locally) available curriculum covers the attainment targets for primary education and for the junior grades of secondary education. This analysis will show if the schools in the Dutch Caribbean have sufficient curriculum with which to achieve their attainment target requirements.
- *Training*  
In order to achieve the above-mentioned statutory requirements, training will be offered to boards and schools in attainment target issues, teaching time, accessibility, exams, and qualification and certification requirements.
- *Compliance Assistance*  
The Inspectorate of Education will offer boards and schools information concerning:
  - How inspections work, including the curriculum compliance policy;
  - Examinations, accessibility, and the qualification and certification of staff;
  - Standardization of the returns;
  - Legally required documentation, such as school prospectus, school and pupil care plan, by providing advice on concepts from this document until the statutory requirements to make these documents available to the inspectorate applies (1st August 2011).



## **Colophon**

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