

Teachers' School Book



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Preface

The **Teachers' School Book** is meant for all teachers and others involved in the Sacred Heart School. It will explain our approach by introducing you to the school organisation and walking you through a day at Sacred Heart.

Mission Statement

- The mission of the Sacred Heart School is to empower each child intellectually, emotionally, socially, culturally, physically, and religiously in an environment conducive to self-motivated learning.
- The child will develop to his/her fullest potential as a contributing member of the community.
- Each child will be treated with dignity, respect, and appreciation of his/her individual contributions.



Everyone will identify with the ethos of the SHS as a unique organization;
dedication and teamwork is a hallmark of SHS.

1 School Organization

1.1 Introduction

The Central Government started implementing a new educational system called Foundation Based Education (FBE) as of 2002. Although FBE has only been implemented in the first 4 years, all teachers are involved in the reform process.

The Sacred Heart School (SHS) is in the process of becoming a developmental school, meaning that we provide child-centered learning that takes the development of the individual child as a starting point. Some of the characteristics of FBE are:

- Observation and documentation of acquired skills (student tracking system);
- Uninterrupted learning;
- Individual pace;
- Learning in dialogue (social learning);
- FBE grouping: 5 up and including 7 year-olds combined in one classroom (cycle 1);
- Working in themes (projects);
- Holistic approach (cross-curriculum connections);
- Integrated curriculum (webbing).

1.2 School Development Plan

The SHS has a yearly School Development Plan that describes which innovative objectives we want to achieve in that school year. Development is described for the areas of management, teacher competencies, materials, etc.

1.3 Staff Requirements

1.3.1 Introduction and Expectations

- Initiation talks take place in the week before school starts. Teachers are briefed on the school's expectations. Teachers are to adhere to every aspect of their contract and job description.
- Each teacher is provided with a syllabus and its breakdown per school term.
- Teachers receive a daily plan book to prepare lessons with objectives, to be available for inspection at any time.
- All student books must be available for inspection at any time.
- Frequent evaluation of the program is written down in the daily planbook.
- Classroom observations/monitoring take place randomly.

- All new teachers will be assigned guides (mentor teachers) for the first two months to help the new teachers acclimatize to the school environment.
- Teachers have to oversee the opening and closing prayers within the classroom. They are also encouraged to motivate students on morals and values.
- There is teaching assistance in cycle 1.
- Teachers are given an information booklet at the beginning of the schoolyear.

1.3.2 Code of Conduct

Teachers are provided with:

- the school rules;
- code of conduct for students, teachers and auxiliary staff;
- a school guide.

1.3.3 Socials

Teachers are encouraged to participate in extra-curricular activities, on and off campus, with colleagues.



Teachers are also asked to contribute towards the social fund, which provides for occasional celebrations and gatherings.

Taking turns, teachers provide a snack for meetings.

Lunch on teachers' day

1.3.4 School Routine

- Teachers are required to be in school at the latest by 7:15 AM.
- Teachers are required to stay until 2 PM for planning and preparation purposes.
- They are responsible for:

- a) Follow-up unruly behavior of students (classroom discipline);
- b) Participating in Monday morning assembly;
- c) Accompanying students to the library bi-monthly;
- d) Every Wednesday/Thursday religious lessons by Living Water Community;
- e) Police officers are to visit grades 5 and 6 weekly;
- f) Once a week gym and music are taught by a subject teacher in each class: teachers also have to provide these lessons within their own class;
- g) Computer classes are provided for cycle 1, grades 3 and 4.

1.3.5 Required Daily Activities

- The school bell rings twice in the morning. The first bell is for the students to line up quietly. The second bell is for them to go into the class. The same procedure is followed when leaving the school grounds. The teacher leads the students out to the steps.
- Between 7:15 and 7:30 AM the students can make their juice/snack order by the designated teachers.
- The students are required to come with their gym clothes, short pants and a white T-shirt. Teacher has to accompany the students to the gym.
- In the teacher's room is a mailbox for all teachers and a notice board. There is also an announcement book that is circled around whenever there is news.
- Teachers are not to leave their classrooms unattended.
- When ill, the teacher is required to notify the principal by 7 AM. On the second day of sickness a letter from the doctor is required.
- An auxiliary staff member functions as a cleaner and caretaker.
- Homework is given to reinforce what is being taught in school. How often it is given, depends on the teacher.
- Every last week of the month staff-meeting will be held.
- Teachers are assigned playground duty.

1.3.6 Weekly Planning of Activities

- Teachers are required to show all daily planning in their teacher's plan book.
- Teachers should reflect daily on the effect of their lessons and thoughts for future development.

- Anecdotal notes are documented based on classroom observations, for example "Johnny teased Bobby" or "Sarah read one chapter today". These can be recorded in a teacher's plan book.
- Principal is informed monthly of planning and students' progress.
- Principal's observations (plan book, classroom) are discussed with classroom teacher in the yearly appraisal talk.
- Each year the whole school emerges in Project Week using the integrated curriculum based upon a theme, for example "Our Future".
- Innovations Coordinator meets weekly with the cycle 1 team. The purpose of team meetings is for web planning, classroom concerns and reflection.
- Within the planning, the teacher indicates the role of the assistant and the task/group with which the assistant is working.

1.3.7 Personnel Policy

Teachers participate in weekly training sessions on Wednesday afternoon, and work on their professional development.

There will be a Performance Management Appraisal Portfolio per teacher. The principal uses this to assess teachers once a year.

We believe in open communication to ensure discussions, awareness, and approval of all decisions affecting the school policies.

1.3.8 Student Tracking System

Several instruments will be used for tracking. In-house tracking is done by:

- Cumulative student record cards, to be found in the office;
- Teachers record progress of individual students in every educational area through checklists;
- Special Ed/Remedial progress reports and meetings (weekly feedback);
- Continuous assessment of progress (student portfolio);
- Yearly test at the end of the term; teachers are to prepare an end-of-year test (with assistance, if necessary). The principal will then check the test. The test should cover everything that was presented during that year;
- A progress record of problem students is kept (behavioral chart);
- Checklists for cycle 1 and portfolios are filled out and forwarded.

1.4 Organisation

1.4.1 Team Teaching

Team teaching depends on teacher resources. The time table will maximize resources by scheduling the subject teachers in a way that allows the homeroom teacher to perform other tasks.

1.4.2 Grouping

At present the school consists of multiage groups for the younger students (5-8 year olds), also called cycle 1. Then there are grades 3, 4, 5 and 6. The preparation class for 4-year olds is separate. On average the groups consist of 15 students.

1.4.3 Professional Development

- There are weekly trainings provided by the local trainer for all teachers in cycle 1 (ages 4-8) and cycle 2 (ages 9-12).
- Resource materials are available in the innovations library and in the remedial room at school. The materials consist of videos, tapes, books, and computers.
- Teachers should attempt to obtain membership in professional associations.
- Personal professional development is possible via the computer.
- The Innovations Bureau also organizes workshops by international consultants.



Weekly meetings and training sessions

1.4.5 Parental Involvement

Parents are invited to the SHS:

- in September during an information evening;
- for special school events;
- to assist in subject areas;
- to discuss report cards at report evening;

- when asked by classroom teacher.



Teachers can also visit the home when it is needed. An attempt will be made to reorganize the PTA and organize more activities for parents.

Participation at a parent evening

1.4.7 Community Involvement

The SHS appreciates involvement of community members. We welcome guest speakers, go on field trips and receive visitors from abroad.

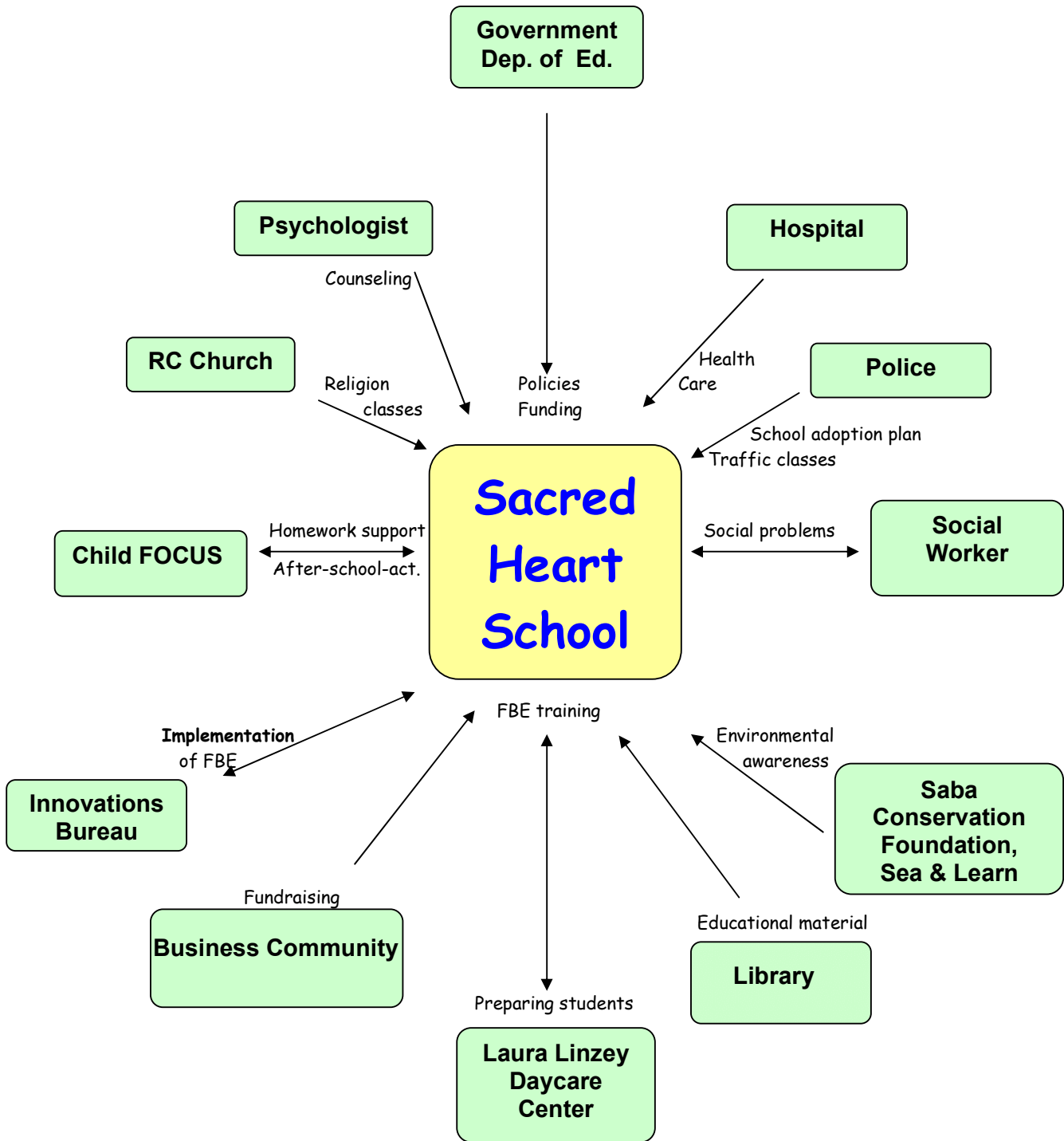


We value contact with the community; in this picture Tr. Diane receives a donation from the Medical School

The SHS is in open contact with many organisations in the community: the Saban community is the environment in which our children learn and about which our children learn. Students go out in the community (field trips and experiences) and community members come in the school as guest lecturers.

Several groups and organisations offer services to the school.

1.4.8 Community Contacts



2. Preparing and Planning of Education

2.1 Introduction

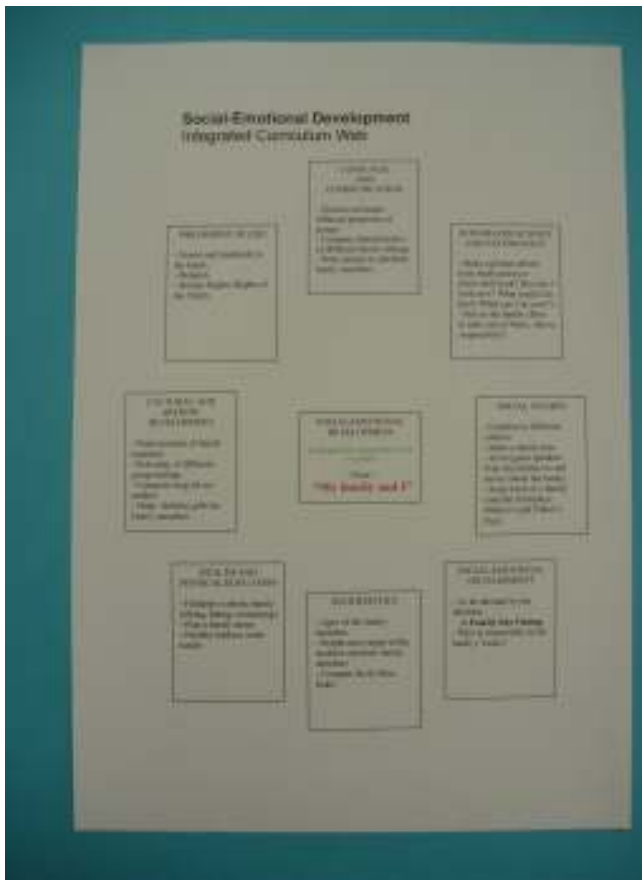
FBE is an education system designed by the Netherlands Antilles. FBE is organized in cycles; cycle 1 incorporates ages 4-8 years and cycle 2 incorporates ages 9-12 years.

For each cycle a Curriculum Framework has been developed. The framework was put together by a team of qualified educators. The use of the Curriculum Framework for preparing and planning all learning activities is mandatory for cycle 1 (since 2002), whereas it is still a guideline for cycle 2.

Because FBE has been introduced partially, momentarily only covering the first four years of education (4-8 year olds), the older students are still taught according to grades. Teachers teaching these grades are operating with a yearly syllabus, not yet with the curriculum framework.

2.2 The Curriculum Framework

- The curriculum framework is a document that organizes content and strategies of the eight educational areas around standards. Standards are broad developmental objectives per subject;
- For each standard, benchmarks (specific learning objectives) have been identified for cycle 1 and 2;



- For each standard the curriculum framework suggests possible themes;
- Themes link the eight different education areas: this is done through a curriculum web, this is an integrated planning form;
- The picture on the left shows you a curriculum web based on a standard from the educational area Social-Emotional Development: according to this standard each child is equipped and empowered to work in groups, by the end of cycle 1.

- Teachers must ensure that when teaching in themes, the subject areas are well covered, and taught in a logical sequence, for example 1-digit multiplication before 2-digit multiplication.

2.3 Preparing and Planning Learning Activities

- Every Monday the cycle 1 team meets to choose a theme; the theme for our day (week) is **My family and I**.
- Once the theme is chosen, teachers brainstorm on possible learning activities for each educational area, based on the development level of each student.
- Activities conducted during our day in an FBE classroom include: make a family tree, paint portraits of family members and measure height and weight of students and their family members.
- Learning activities are filled in in the curriculum web: themes can last for 1-2 weeks.
- After filling out the web, the teachers decide on the skills to be taught in the coming weeks. The activities are put in a logic sequence. Teachers plan out their week in the plan book.

2.4 Teaching and Learning Materials

- Teachers have access to a wide range of teaching materials in their classroom and supplementary materials in the resource room, and they may use their own personal materials.
- Examples of resources for student and teacher are indicated in the curriculum framework.
- Each child has subject text books and workbooks based on their level and ability.
- Resources cater to FBE strategies, for example: leveled books for guided reading, manipulatives for math, big books for shared reading.
- Teachers need to determine material appropriate for their group level.
- Learning materials should cater to the skills and specific target goals for that week/theme.

3. Organization of the FBE Learning Environment

3.1 Introduction

The organization of the learning environment and classroom management are crucial for optimum learning to take place. The environment needs to be conducive to the principles and goals of FBE and provide children with choice, movement, "hands-on" experiences, non-competitive and cooperative social interaction, enjoyment, flexible grouping, and autonomous learning.

3.2 Organizing the learning Environment at Classroom Level

- Teachers set up their classroom the week prior to the start of the new school year;
- An FBE classroom has a limited number of individual desks so that there is enough space for learning centers, projects, and small-group work. This is where children spend most of their time: in learning centers and in small groups;



- As shown in the floor plan on the left, centers are placed so that the teacher can see the children at the centers. The teacher knows at all times what each student is doing. This is important for safety as well as classroom management.
- Centers should be easily accessible for all students. The flow of activity should be simple. Space needs to be used in an optimum way.
- The centers in our classes vary in the amount of space they take up. Some centers are large enough to allow small groups of children to explore and create. Other centers are sized for just 2 children at most.

3.2.1 Preparing the Learning Centers

- Learning centers are set up by the teacher based on the theme for that week. There are many possible learning centers to choose from (see FBE strategies). One of the centers must be a *teacher center*. At the teacher center ability groups work under the guidance of the teacher.
- When preparing the centers, the teacher decides on 4-6 learning activities that he or she wants to present in each center. This decision is

based on the **theme** for that week, the curriculum web and weekly lesson plans (teacher's plan book);

- Because **themes**, lesson plans and **skills** to be introduced change at least every two weeks, the (materials in the) learning centers have to be changed accordingly. Books, exercises, games and other materials can be found in the resource room, the classroom of a colleague or you may bring it from home;
- Teachers make sure that they don't have to leave the classroom after the day is started. The correct number of materials needs to be ready in the centers on forehand (sufficient copies of worksheets, student workbooks, games, books, paint, paper, etc.);
- All learning centers should be organized and purposeful. Children should know what to expect at each learning center and know which ones are available, or open for center time.

3.2.2 Organizing the Students' Work

- Each student has a personal drawer where he or she keeps his/her class work.
- Progress of each student is followed and recorded on a regular basis. Each student has a portfolio in which samples of work, results of tests and filled in workbook lessons are kept. These portfolios are kept in a special cupboard.

3.3 Managing the Teaching and Learning Process

3.3.1 Using the Whole Group

Whole group activities are helping to create a 'family of learners'. Whole group activities are for sharing and enjoying each other as well as learning together. In the whole group we start off the morning with:

- Prayer and Devotion
- Calendar
- News from home
- Roll call

When working with the whole group it is important that:

- All students are seated comfortably, either on the mat or on a chair;
- All students are facing the teacher;
- All students are attentive.

3.3.2 Using Small Groups

Small groups are cooperative learning groups. Sometimes the groups are teacher - selected based on a shared level of ability. Sometimes the small groups are student-selected.

As said, students may be grouped according to ability (for guided learning activities) based on a shared education need of a few students. When the education need of these students is met, the group is disbanded. Then a new ability group may be formed, based on the shared need of a different group of students.

3.3.3 Using Learning Centers

Learning centers are used by small groups of students. Children are either free to join a particular center or, in some cases, are guided by the teacher. Students of mixed ages work together in dialogue, and learn from each other.

Children rotate around the centers. Center charts helps the teacher to organize and manage the use of learning centers.



At the center chart the student decides which center they would like to go to. Before going to the center they put their name in the daily plan chart. If there are three or more children in a center, the child must choose another one.

Every 15 or 20 minutes a maraca or bell is sounded and the children rotate clockwise from center to center. The teacher keeps track of the centers the children have visited. Therefore the teacher notes down which student visits which center on an activity registration card.

3.4 Classroom Management

In our school, children are always called by name and not by group or ability level. Another basic principle is that during guided reading children are not allowed to interrupt the teacher. This is made clear to each student at the beginning of the school year. If a child needs to go to the bathroom, they may do so during the rotation.

Before each break, the teacher gets the children's attention before starting cleaning up. The clean-up song is sung by all while they are cleaning up. After all the work and materials are put away in the correct place, children take a seat. We pray together, as a family, and then students go to the playground or get their lunch.



Each teacher sets specific classroom rules appropriate to the grade or level at the beginning of the school year *with* the students.

Classroom rules reflect required behavior expected of each student while in the classroom. They are necessary to ensure a peaceful and effective learning environment.

Classroom rules clearly displayed in the class

3.4.1 Providing Feedback on Student Behavior

We find it important that each child learns to take responsibility for his/her own behavior. To help the child in becoming "self regulated", student's behavior is monitored continuously and each student is given regular feedback on how he or she is doing. Tools to help the teacher to do this are the "Behavior Chart" and "Traffic Light".



During the day, the teacher also gives each child the opportunity to adjust his or her behavior, to bring it back to the 'you are doing OK' level. Good behavior is awarded with, for instance, extra play time.

The "Behavior Chart" indicates with "stars" and "smileys" how a child has been doing during each period.



At the start of each day, the name tags of all students are on the green 'light': they are all 'doing OK'. If a student shows disruptive behavior he or she gets a warning. After two warnings, the student's name tag goes from the green to the yellow to the red 'light' - indicating he is doing less OK. This means that the child 'owes' 10 minutes time to the teacher for instance to help cleaning up after school.

The "Traffic Light" is another example of visualizing and keeping track of how students are doing.

4. One Day in a Foundation Based Education Classroom

4.1 Introduction

How does FBE work in practice? To help you understand this better, we will take you through one day at our school. The school day starts at 7:30 in the morning and ends at 12:45 PM. Break is from 9:30 till 10:00 for the younger children. They will be on the playground.

Like in any other school, we want to achieve stable progress in behavior of students which are the result of learning activities: we want our children to learn something. When you go through our "Day in Practice", you will come across strategies such as "whole group", "shared poem", and "learning centers". These strategies are typical FBE ways of organizing and presenting learning activities to our students. We believe that these strategies maximize our students' learning. If you want to know more about these strategies, you will find information in chapter 5.

Teachers plan out their learning activities in the plan book. Our day in practice looks like this.

4.2 Let's start our FBE Day in a Cycle 1 Group

The theme is "My Family and I".

- 7:30
- Students enter the classroom and are welcomed by the teacher. Teacher begins the day with a word of prayer/devotion and sharing news from home;
 - The teacher may then discuss events happening in school today or review work from yesterday;

7:45



The first learning activity is about the calendar. The teacher questions the children on the date, the days of the week. The teacher also goes into numbers using the date. So they talk about Math. This should take about 5 - 10 minutes.

Examples of Questions:

- What day is it today?
- Tomorrow will be.....
- Yesterday was.....
- What month is it now?
- Today is the 23rd, how many tens and ones are in that number?

- 8:00 • Then the whole group comes together on mat area/circle formation on chairs and teacher introduces the theme for the next week or two weeks. This can be done through a big book. For our theme "My Family and I" the teacher uses "We're Going on a Bear Hunt". The big books can be found in the teachers' room or in a colleague's classroom.



Teacher reads the bear hunting story to the children. Teacher asks questions about the story to engage the students' interest. An open discussion can develop discussing the story with the class. "Who were the main characters?" "Who were the family members in the story?" "How many were there?"

- Teacher then focuses on specific skills set for that day, e.g. recognizing capital letters, quotation marks, punctuation. Teacher asks the children to find letters, quotation marks, etc., in the book.

- 8:15 • After reading the big book the teacher formats small groups and explains which learning centers are open for that day. The "Center Chart" is a tool that helps the teacher to organize center work:



Center Chart

- 8:20 • Then the teacher invites a first small group of children to the teacher's desk (the teacher center) to begin a guided reading activity.



Today the teacher uses "the Family Tree", "Toast for Mom", and "This Room is a Mess". These are guided reading leveled books (found in the teachers library) for small group instruction related to "My Family and I".

- The first group discusses the book "The Family Tree". The teacher asks questions based on the book such as "What do you think the book is about?", "Who is in the book?", "What do you think will happen?" Teacher points out any difficult words and explains them;
 - Then the group choral reads (together aloud) "The Family Tree" and afterwards the group works on an extension activity, for example: write a story **using as many phonograms "ed" and "et" words** as possible (for example bed, Fred, red, get, pet, set) all words coming from the story "My Family Tree".
 - Once finished at the teacher center, the students move their name from the center chart and choose another center. The teacher then takes a new group for guided reading;
- 8:35 • The second guided group is working with the story "Toast for Mom". The group discusses the book with the teacher and then choral reads it. The extension activity for this book is to **practice with long and short O words**;
- 8:50 • The last guided group is working on the book "This Room is a Mess". The group discusses the book with the teacher and then choral reads the story. The extension activity is to write about a day at home when they helped a family member. Students practice the use of **long and short vowels** in their story.
- 9:20 • After working in the centers, the teacher invites the group back on the mat and reads a poem in a whole group setting. She does this to introduce other skills like **recognizing homophones**. Our poem of today is titled "Grandma", which is related to our theme **"My Family and I"**. The homophones "see" and "sea" are in the poem. Teacher asks "How are these words similar?", "How are these words different?"
- 9:30 BREAK
- 10:00 After the break a Math activity is planned. The teacher has prepared and set up new centers related to Math. The Math centers for today have manipulatives (games, cards, snap cubes, blocks, etc.) which students can use to reinforce new skills.
- The teacher begins the math lesson as a Whole Group and does Shared Math. Today, the teacher takes 5 students in the front of the classroom and measures them (demonstration). The teacher asks the children for suggestions, shall we use a meter stick, or blocks, or snap cubes. Then the students can take the information they learned in the Whole group and measure their family members at home that night (home work);

- 10:15 • Once the whole group is finished, the teacher refers to the center chart explaining the new centers to the students;
- 10:20 • The teacher then takes a small group for *Guided Math*. While the teacher is with the guided group, the other students work in Math related centers. The students chose the math centers the same way as they do the centers from the morning activities.



Teacher working with a guided group in Math

- The first guided group is introduced to **math vocabulary** such as **height, tall, short**;
- The second guided group is working on using snap cubes **to measure their hands and feet**;
- The last guided group for math is using a meter stick and ruler to **measure objects**.

While the teacher is working with a group at the teacher center, the other students are working in small groups in learning centers. There they work independently (without guidance of the teacher) on learning activities **practicing specific skills** (reinforcement).



Students in Math Centers

- 11:05 • After Math, the teacher gives new assignments for other educational areas. Some students are making a family tree in the social study center, another group works on self-portraits in the art center, in the drama center some students act out the big book story, in the writing center children are writing stories about their families, for Dutch language skills they perform a skit in Dutch.



Self-portrait



Students in a Writing Center practicing letter recognition



Students acting out "Going on a Bear Hunt" in the Drama Center

While all students are in these different learning centers, the teacher could conduct running records (student tracking system), one-on-one testing, student-teacher conferencing, etc.

- 12:15 • At the end of the day the students and the teacher come back together as a whole group. This is a sharing time for the students. The students take turns sitting in the talking chair (the talking chair is where one student sits and, when in the chair, has a turn to talk). The students talk about their day, and have a chance to show any work that they completed in the centers.
- 12:30 • The teacher could read a story aloud; today's story is "Grandpa and Grandma and the Tractor". The teacher asks the students questions about the book to check comprehension.
- 12:45 • The last thing of the day is for the teacher hand out any notices or homework.

5 Types of FBE Strategies and their Definition

When teaching in our school, you have a lot of FBE strategies available that help you achieve developmental goals (which we call "standards") or specific skills. FBE strategies are ways to create a learning context for a wide-range of learning abilities as well as specific educational needs. Strategies help each child to successfully learn at his or her own pace of learning.

In this chapter we explain key FBE strategies. In the "Netherlands Antilles Curriculum Framework", all possible FBE strategies, including learning centers and how to use them, are explained in detail.

5.1 Whole Group Strategies

Whole group strategies are when all students sit on the floor in a group together, close to the teacher. The teacher leads the discussion, but the students are prompted and questioned.

5.1.1 Shared Reading and Shared Poem

Shared reading and shared poem are whole group strategies. The children sit on a carpeted floor area or in a circle in chairs, allowing for intimacy between teacher and the children as well as among the children.

Teaching tools for shared reading or shared poem are big books and poems (for cycle 1) or literature selection (for cycle 2). The big book is read every day to the children for about 15 minutes. Each big book and poem is used for the entire week. Broad-based skills are taught within the book or poem context. We do that by focusing on different aspects of the book or poem during the week. For example, unfamiliar vocabulary, choral reading, discussing pictures, predicting outcome, reviewing, punctuation, numbers, etc.

5.1.2 Read Aloud

This is also a daily event with children. For cycle 1 the teacher mostly uses picture books to read to the children.

5.1.3 Modeled Writing

Another daily, whole group instructional strategy where the teacher focuses on broad-based skills within the context of writing.

5.1.4 Shared Math

Shared Math is similar to shared reading. It is a daily activity, 10-15 minutes, where the teacher explores math broadly with the children. The teacher uses the Mathematic Standards such as "geometry", "operations", "number sense"

throughout the year. The children sit on the floor in a circle, close to the teacher. Children answer questions and show math concepts.

5.2 Small Group Strategies

5.2.1 Guided Reading

Guided reading is a small group instructional strategy. Children work in small flexible groups based on the same educational need (ability). Groups are not labeled. Books are chosen on the basis of the information from the assessment tools the teacher uses to continuously monitor each child's progress. Assessment tools include "running records" and "retell".

5.2.2 Literature Circles

This is a small group instructional strategy with mixed ability readers.

5.2.3 Guided Math

Teacher meets with small groups of children based on their needs. The teacher uses a variety of resources to provide the manipulatives (tangrams, geoboards, unifix cubes, pattern blocks, puzzles, math jobs, blocks, legos) and problems appropriate for the children's understanding. First, the teacher



assesses all the children in the class to determine their needs. Then the teacher chooses the appropriate tools to help each child to grow in his or her understanding of math. The teacher assesses frequently in order to help the child move to the next developmental level in math. The groupings are flexible and change often.

5.3 Learning Centers

A learning center is a place where a child or a small group of children go to engage actively in some activity such as retelling a story, reading a Big Book, solving a problem, investigating a topic, listening to a story, or even painting a picture.

Learning centers provide children with opportunities for hands-on learning, cooperative learning, social interaction, real-life problem-solving, autonomous learning, etc. Whereas the teacher facilitates or guides during whole and small group learning activities, at the centers children practice their (new) skills, invent, create and explore.

During our day at school, the teacher had set up the following centers:

5.3.1 Big Book Center



This center contains the Big Books which are used for shared reading during that week, for instance, "We're going on a Bear Hunt". The children can also read other big books related to our theme "My Family and I", for example "I Am Six".

5.3.2 Listening Center



The listening center consists of a tape recorder and head phones so that children may listen to the stories.

Child listening to a recording of "We're Going on a Bear Hunt". They will be able to follow the story in the small book.

5.3.3 Writing Center

In the writing center children create their own stories, books and drawings. This center is supplied with pencils, felt pens, papers, colors, stickers etc.

Based on the theme "My Family and I" children can:

- Draw a picture of their family.
- Children can draw and try to write family members names.
- Children can draw a picture and write a story in their own words about "We're Going on a Bear Hunt".

5.3.4 Drama Center

Acting out stories gives children a chance to express themselves. Children act out the story "We're Going on a Bear Hunt". The necessary items are: clothing, bear mask, a tent, etc.

5.3.5 Math Center



Children work in a group or individually on an independent math activity. The math center offers a variety of manipulatives, such as, memory games, mens erger je niet, bingo, math card games, math puzzles, shopping center, and blocks.

5.3.6 Home Center

The home center is a dramatic play area during center time. It contains a stove, phone, table, dolls etc. Children can pretend that they are the characters in the story. Phrases are repeated from the story.

5.3.7 Social Studies

Children will write about a sad or happy time in their life. They draw face pictures to match feelings expressed in their story. They can also discuss family life. We need: paper, pencil, and colors.

5.3.8 Art Center

In the art center children complete specific projects or create their own. The children can make little puppets of their family, self-portraits, or they draw characters from the story. We need: toilet paper rolls, clay, scissors, glue, pencils, plastic eyes, wool to make hair, tooth picks.

5.4 Projects

A project is an in-depth study of a particular topic that one or more children undertake. Intellectual and social competence is facilitated by interaction with others. Projects in FBE settings (mixed-age groups) are particularly successful.

Projects provide experiential learning for children. Children may work on whole group, small group or individual projects. Through projects, children are involved in the "process of learning". They are learning to read by reading, to write by writing, to problem solve by solving problems, to socialize by working in cooperative groupings, and to enjoy personal well-being through choice.

In the project approach, the student

- Selects the project topic;
- Locates his or her own sources material;
- Presents an end product.

The project lasts over an extended period of time.

The teacher is more an advisor and guide than instructor.

5.5 Experiences

Experiences are usually teacher-initiated. They can be whole group or small group experiences. The focus is on hands-on learning. Examples of "experiences":

- Taking a field trip;
- Having a guest speaker;
- Conducting an experiment;
- Sponsoring an event.

6. Student Care

6.1 Introduction

At Sacred Heart we cater to all students on the island, also those with special needs and abilities. To allow for all children to develop optimally, we offer Special Ed and Remedial classes, as well as guidance to students and teachers.

Our student care starts with general guidelines for interaction in all classrooms:

- Every student is treated with dignity, respect and appreciation of his/her individual contributions;
- Every student deserves and needs positive feedback/comments for a successful school experience;
- Teacher produces an intellectual, emotional, social, physical and religious environment that is conducive to self-motivated learning.

Furthermore, we offer student care services at school and classroom level.

6.2 School Level

6.2.1 The Special Ed/Remedial Department

The SHS has an integrated program for students with special needs and abilities. All information can be found in the SE/RT-curriculum: "Learning in Culture-based Activity". The program is conducted by a qualified SE/RT-teacher, in a special classroom setting with appropriate materials.



Students can only be referred to this program if placement is indicated by:

- homeroom teacher's report;
- parents;
- student care meetings (6.2.2)
- TerraNova II results (6.2.4) and
- K-TEA or K-ABC results (psycho-educational tests).

6.2.2 The Student Care Program

The staff discusses more demanding students on a monthly basis, according to the following procedure.

- Each teacher chooses a student that he/she is concerned about and fills out a confidential student care form (i.e. behavior, academic, home situation, etc.);
- The management team chooses 4 students to be discussed;



- The staff has a meeting concerning the student and positive strategies are suggested by the staff;
- The teacher implements the suggested strategies in the classroom;
- The staff reconvenes after a month for a follow-up discussion concerning any changes in the student;
- If the situation hasn't changed, the staff discusses more possible strategies or they recommend external professionals for assistance;
- New students are chosen and discussed.

6.2.3 Social Problems

If there appears to be physical abuse or neglect towards a student, the teacher follows these procedures:

- Discussion with the principal;
- Principal/Teacher contacts the parents for further details;
- Principal reports information to the island doctor and the social worker.

If a student is coming to school without lunch on a continuous basis, the teacher follows these procedures:

- Report to the principal;
- Principal/Teacher speaks with parents;
- School gives food for the day and parents are responsible for payment.

6.2.4 TerraNova

The TerraNova II is a standardized program that measures level of achievement in grade equivalent and level of mastery for Reading, Language and Mathematics. At Sacred Heart all students are evaluated yearly by means of this program, to measure their school success. TerraNova II results are also used to determine possible need for extra support in the Special Ed/Remedial program.

6.2.5 Protocol Unruly Behavior

The SHS has a protocol for situations in which students show unruly behavior. This protocol describes the behavior as well as positive actions for teachers, and consequences for students. The responsible teacher follows up on any incident and reports to the principal in writing.

6.3 Classroom Level

6.3.1 Academic Issues

If a student has academic difficulties in the classroom, the teacher or parent follows these steps:



- Discussion with the principal;
- Teacher fills out referral form;
- Principal asks permission from the parents for testing;
- The child is tested by the test administer with appropriate tests;
- Discussion with the Principal, parents, homeroom teacher and SE/RT teacher;
- Depending on the results, the student will either have remedial attention in the classroom, remedial attention in the resource room or special education attention in the resource room.

6.3.2 Behavior Issues

If a student shows difficult behavior in class, the teacher follows these procedures:

- The teacher resolves it within the classroom with appropriate consequences;
- If the student cannot act accordingly, he/she is discussed with the Special Ed/Remedial Teacher;
- Alternative approach will be suggested at the student care meeting (6.2);
- In case of very disruptive behavior the teacher can take the following actions, after discussion with the principal:
 - Speaks with the student and comes to an appropriate resolution (i.e. contract, owing time);
 - Speaks with the student and the parents and comes to an appropriate resolution (i.e. chores, in-school detention.)

6.3.3 Student Tracking System

The purpose of a tracking system is to keep track of the development of each individual student; to measure educational success. We do that by applying several forms of assessment to a child-centered learning approach.

Applied tracking systems:

- a) **Authentic Assessment:** Concrete examples of what children actually do. Examples: written stories, social studies projects, science projects or math problems.
- b) **Checklists:** A checklist summarizes a child's skills, thus providing a quick way to see where the child is and where he/she is going next in their specific learning process. Checklists reflect development objectives and whether the child masters that objective.
- c) **Anecdotal Records:** Anecdotal records are written notes about a child's strengths, needs, interests, and development in all areas. Social and emotional factors of the child can be placed in anecdotal records.
- d) **Portfolios:** A portfolio is a highly selective collection of each child's strengths in all areas. Examples of work in the portfolio should document the child's successful growth in becoming a better reader, writer, and problem solver.
- e) **Oral Presentations, Drama and Video/CD:** Certain strengths of a child cannot be fully represented on paper. Expression can be assessed using drama in the class room, recording a piece on videotape or CD or simply doing a presentation in front of the class or audience.
- f) **Testing; Written/Oral/Assisted Testing:** Students are tested on an area of development using a product of written form or oral testing to gain insight about a student's knowledge. Some students may need assistance during a test from teacher or another student.
- g) **Running Records:** The teacher sits one-on-one with a student, assesses the child's reading strategies and determines whether the book is appropriate for the child. The teacher then completes the running record and adds it to the child's portfolio.
- h) **Peer Assessment:** Classmates offer each other evaluation and support. Learning how to evaluate the work of others and offering suggestions makes children better critics of their own work as well.
- i) **Student Self-Evaluations:** Students can add to their own portfolio with reflections on their own work as well as making their own future goals.
- j) **Parent Observations and Conferences:** In the first two months of the school year, an open house is held to provide parents with information about school policy, teachers and their own support role. Over the course of the year, there are 3 parent/teacher conferences that allow parents to visit the school and discuss their child's progress within his/her class and school environment.

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