



Rijksdienst Caribisch Nederland  
OCW

ENGLISH

# WHAT'S NEW ...

IN CARIBBEAN NETHERLANDS EDUCATION



3

December 2014  
Number 3

# CONTENTS

<b>2</b>	Colophon	<b>9</b>	From Nienke to Johannes Nienke Deelstra and Johannes de Vlugt	<b>16</b>	Environmental awareness Programme at Sacred Heart School Sue Hurrell, Saba Conservation Foundation
<b>3</b>	Introduction Hans Kuilder	<b>10</b>	An introduction ... Henry van Amstel	<b>16</b>	In Memoriam Broer Molina
<b>3</b>	Interview with Rosalie-Edelstein Lopes Director of Golden Rock School	<b>11</b>	Eating Shark in Italy Educational trip Hospitality students SGB	<b>18</b>	Interview with the Inspectorate of Education Inspector Jan Willem Maijvis
<b>6</b>	Learning by Playing in Kindergarten Teachers Olive Barry and Maria Jansen	<b>13</b>	Towards a joint Approach for more Successful Studying abroad Conference on Studying abroad	<b>20</b>	New NvT Teaching Modules in the Making Modules reading comprehension and vocabulary
<b>7</b>	Column Johannes Differences?	<b>14</b>	Making Acquaintance with Angela Dekker Coordinator Transition process Instruction language on St. Eustatius	<b>21</b>	A day with ... Maureen Tjin Liep Shie-Blackson
<b>8</b>	Solar-powered boats during the Bonaire Regatta SGB-students in 'Young Solar' competition	<b>15</b>	Mega D Youth Foundation Innovative with Khan Academy Mega D	<b>22</b>	2014 was a great year! Achievements

This magazine is a publication of RCN/OCW

*Editorial team:* Hans Kuilder (editor-in-chief), Elaine Marchena (final) editing, Janita Monna, Rob Helmink

*Column:* Johannes de Vlugt

*Photography:* Rens van der Hammen, Rob Helmink, Adam Watkins, Staysly Goilo

*Design:* I-Design, Ivonne Zegveld

*Printing:* One Media Group

*Do you want to react to the contents of this magazine or do you have suggestions or contributions for a next edition?*

Please send an e-mail to:

[elaine.marchena@rijksdienstcn.com](mailto:elaine.marchena@rijksdienstcn.com)

Copy for the next edition should be sent in before February 6<sup>th</sup> 2015.

# COLOPHON

## IN THE NEXT EDITION OF 'WHAT'S NEW'

- New developments at the Expertise Centre Education Care Sint Eustatius
- Innovations in education
- About compulsory education
- Proceedings of the transition to English as the language of instruction on Sint Eustatius
- And more!



## PREFACE

As is usual at the end of the year, in this December issue of 'What's New' too I would like to take a moment to reflect on the past year. All education professionals on all the three islands worked extremely hard in 2014. And indeed, there is much to look back on with pride. One of the finest performances was realised by The Golden Rock School on St. Eustatius, which was the first primary school in the entire Caribbean Netherlands to achieve basic quality. In this issue of What's New you can read an interview with director Rosalie Edelstein-Lopes.

Much has also happened in the area of Language. As is known, in the current situation Dutch is a stumbling block to pupils on all islands of the Caribbean Netherlands to get the best out of themselves. There are initiatives on each island to improve this situation. The most striking process is the transition to English as the instruction language, which started recently on St. Eustatius. With the appointment of transition coordinator Angela Dekker, who will be introduced to you in this magazine, this process has taken more shape. The schools on Bonaire are looking for possibilities to improve the command of the Dutch language, in cooperation with the Nederlandse Taalunie. For the islands St. Eustatius and Saba NVT (Nederlands als Vreemde Taal; Dutch as foreign language) modules are being produced for reading comprehension and vocabulary.

In the vocational education sector we can be proud of the introduction of some new mbo (intermediate vocational

education) programmes at the Bonaire comprehensive school and the first participation of pupils from the Caribbean Netherlands in the international vocational competition World Skills America, resulting in no less than three medals! The establishment of the Skills Netherlands Caribbean Foundation has made it possible for pupils from the Caribbean Netherlands to participate in these impressive and stimulating events.

The (in-service) training of teachers is progressing steadily and you make good use of the available competency budgets. A great initiative which also took more shape over the past year is the development of a sustainable Caribbean education structure. Under the name Unicarib universities and higher vocational education institutions of the former Netherlands Antilles found each other in a joint venture through which teachers will be trained in the future.

All in all a year to be proud of. I would like to take the opportunity to express my huge appreciation for your efforts over the past year. A more comprehensive overview of education milestones reached over the past year can be found on the last page of this magazine.

*On behalf of the RCN/OCW team I would like to wish you a Merry Christmas and a pleasant and festive New Year celebration!*



The kids of group 3 practice counting under the guidance of teacher Martha, with a game of Ludo

### Interview with Rosalie Edelstein-Lopes

## 'YOU SHOULD BUILD ON THE EXISTING BASIC KNOWLEDGE'

AS IS KNOWN TO MOST PEOPLE, THE GOLDEN ROCK ROMAN CATHOLIC SCHOOL ON SINT EUSTATIUS RECENTLY WAS THE FIRST PRIMARY SCHOOL IN THE CARIBBEAN NETHERLANDS TO ACHIEVE BASIC QUALITY. HOW DID DIRECTOR ROSALIE EDELSTEIN-LOPES AND HER TEAM MANAGE TO REALISE THIS? AN INTERVIEW WITH "TEACHER ROSIE", AS SHE IS CALLED BY THE PUPILS.



Right after an enormous downpour Rosalie tootles into the yard of the Golden Rock Roman Catholic School on her electric scooter. A little while later we are sitting at a table in the classroom of group 2 and she tells with passion about her findings over the past two years as school director of primary school the Golden Rock. Rosalie emphasises that the school has reached this milestone as a team and that everybody on the team has worked very hard to realise this. “However as a school leader it is crucial from day one how you set out to work with your team. At the beginning we were looking for the right approach but from day one we agreed on how we would work with each other. The most important principles in this respect are: transparency, commitment, integrity (so no gossiping) and trust that internal affairs remain within the school, team spirit and effort.”

### Eye opener

In her enthusiasm teacher Rosalie buckled down and came with many new initiatives. “Until one of the teachers said to me: Teacher Rose, you’re going very fast. I am open to all new things but preferably step by step...” This was an eye opener for Rosalie. “From that moment on we started doing everything together. The group plans were discussed in the team meeting. All teachers know what should be in the group plans – also of their colleagues. And I soon noticed that the teachers themselves presented ideas for how we could improve classroom management and make things easier for everybody.” At the Golden Rock School these arrangements on the working practice have all been laid down in the so-called Field Map, which has been developed



**“... NOW THE CHALLENGE WILL BE TO PRESERVE WHAT WE HAVE ACHIEVED AND TO CONTINUE WORKING ON IMPROVEMENTS AND FURTHER FINE-TUNE THE PROCESSES”**

by teachers as well as management. “This is an internal document which aims to further improve the competencies of the team members. The document offers an unambiguous approach to all kinds of matters, ranging from the care problems to how to deal with children showing disturbing behaviour, the contact with parents and much more. When for some reason I’m not there, the teachers should be able to continue independently,” teacher Rosalie says.

Teacher Rosalie greatly values a good team. “Transparency means that the things which I read myself, I also make available to the rest of the team. I don’t expect everybody to read everything. However, I do want the team members to realise that they have all the information at their disposal and that they should first look for answers themselves before they ask a question. Furthermore I encourage everybody to work on their skills. During performance interviews teachers regularly suggest training courses or studies they would like to take. So I am very happy with the competency budgets of the Ministry of Education, Culture and Science.”

Gymn instruction Group 4 and 5 by gymn teacher Henk Ijzer



Photography:  
Rob Helmink



also makes remarks about the behaviour. If a sticker has been attached this means that the pupil had a good day. If not, the parent can read in that notebook what is going on with the child. The idea is that the parent enters a reaction in the notebook. Teacher Irene, who just enters the classroom, tells with enthusiasm about another instrument for parent involvement: the Reward Chart, with which the school encourages parents to do homework assignments together with their child.

## “YOU SHOULD BUILD ON THE EXISTING BASIC KNOWLEDGE”

Teacher Rosalie monitors the communication skills of the teachers during the meetings with parents. This is how she noticed that the team would benefit from a course in communication skills. The school is also looking into how the contact moments with the parents can be extended. The fact that the school has achieved basic quality does not mean that they ‘are done’ according to teacher Rosalie. “We currently have a grip on both the individual and group plans. But now the challenge will be to preserve what we have achieved and to continue working on improvements and further fine-tune the processes. My rule of thumb in this regard is: you should build on the existing basic knowledge. We have a good team, which has a good understanding of what works and what doesn’t. So we will continue to use our existing knowledge and experience as a basis in order to be able to offer the pupils of the Golden Rock Roman Catholic School even better education.” ■

At the Golden Rock School team building not only occurs during joint group activities: “At the beginning of the week there is a joint opening, for celebration is a Roman Catholic tradition,” Rosalie tells. “We have the daily rule that the person who arrives at school first will make coffee for the others and Wednesday is the ‘eating day’ on which we eat together. And when things go well, we celebrate consciously. For instance, recently after the good news from the Inspectorate, we had a Piña Colada together and the cutting of the cake on the occasion of ‘Teachers’ Day’ happens in the presence of the entire team and the board members.

The school places high demands on the appointment of new teachers. “During the selection of new people I look for team players who are willing to work hard but also to share their knowledge and experience and to add something to the team. In addition, it is important that everyone is open to reforms and can handle feedback on their performance. For this is something which I monitor per teacher and discuss during the performance interviews.”

### Partnership

Parent contact is another thing in which the school is intensely engaged. “We work from a holistic viewpoint, which means that we strive for partnership with the parents and want to make them co-responsible for the learning and development process of their child. One of the instruments which the school uses for this in the junior classes is the Week Task. This is a notebook in which the teacher enters on three days of the week what the pupil has learned but

Left picture: Teacher Olga with Group 2

Right picture: Teacher Jolanda with her class







# ‘LEARNING BY PLAYING IN KINDERGARTEN’

Group 2 teacher Maria Jansen with her pupils in the arts and crafts section

FOR YEARS KINDERGARTEN TEACHERS HAVE BEEN STRUGGLING WITH THE QUESTION: HOW CAN I REALISE THAT INFANT BOYS PARTICIPATE QUIETLY DURING CLASS ACTIVITIES AND ARE ABLE TO CONCENTRATE? CONTRARY TO GIRLS, WHO CAN SIT STILL AND LISTEN MORE EASILY, THE TEACHERS OFTEN HAVE THEIR HANDS FULL WITH THE OVERLY ENERGETIC INFANT BOYS. THE INTRODUCTION OF THE NEW PEDAGOGICAL ‘ACTION-ORIENTED APPROACH’ IS CHANGING THAT SITUATION ON SABA. DIRECTOR JET VAN HEIJNSBERGEN OF THE EXPERTISE CENTRE EC2 ON SABA TELLS ABOUT THIS APPROACH.

In the classroom of group 1 teacher Olive Barry there is a small shop. The cabinets contain all kinds of stuff which can be bought, there is a cash register and you can pay with coins. “The children love it,” ‘teacher Olive’ tells. “They can’t wait for us to play shop again. It’s about something which every child has experienced and now they can buy and sell stuff themselves.” “This is a good example of the action-oriented approach,” Jet says. “Offering the children a game is not enough. This shop game meets four conditions for a high-quality game: A good atmosphere is created, the children are offered a rich playing environment, an adult is present who supports the game and the children are encouraged to show their own initiative. By a rich playing environment we mean an environment in which children can decide for themselves how they want to play with the materials, in which they can touch and/or use materials, from which they can learn something and in which they can lose themselves.”

## Well-being and involvement

The starting point of the action-oriented approach is that children learn best when they feel comfortable (a situation of well-being) and are involved. During the trainings

when teachers and parents learn how to handle children in accordance with this system, the participants also learn to recognize well-being and involvement: a child who feels comfortable is open and receptive, exudes calm, can enjoy things, has a positive self-image and a good sense of the person who he/she is. Children who feel involved are energetic and creative, persevere and can concentrate well. They have an eye for detail, they can express themselves well and come into their own. They try new things in their game and learn by discovering.

## Recognize, measure and influence

“This approach offers us an appropriate way to handle the kindergarten groups 1 and 2 which until now were excluded from receiving proper education,” Jet tells. “Where pre-school care already used the High/Scope methodology<sup>\*1</sup>, there was no specific system for these two kindergarten groups until now. The Action-Oriented Approach benefits the development phase of young children and makes

<sup>\*1</sup>. The High/Scope methodology was introduced in pre-school care on Saba a few years ago. In the European Netherlands it is also known as Kaleidoscope.





# DIFFERENCES?

## COLUMN

JOHANNES DE VLUGHT

My friends and family in the European Netherlands frequently ask me whether education in the Caribbean Netherlands differs from what I am used to in Amsterdam. The way in which they ask it indicates that they expect me to admit this wholeheartedly. Of course there are some obvious differences. The air conditioners in each classroom, the fact that all children here wear a school uniform and the English language teaching methods, to name a few.

Still the similarities are what catches the eye first. Here too the children do not always listen right away and sometimes they are busier with each other than with their school work. And here too people are working hard to further improve the quality of education. And successfully so. During a meeting at one of the schools TPR (Total Physical Response) came up for discussion. This was new to me. I was explained that it is a methodology which calls on several senses simultaneously while learning so that the curriculum is literally incorporated. This concept appealed to me. Especially because it clearly reflects how I experienced my first days in the Caribbean Netherlands. From the mosquito bites, the heat and the cows which suddenly appear in front of the car to snorkeling with turtles and the warm welcome – and everything in between.

After the first Total Physical Response I primarily see the enthusiasm and the involvement in the way education on Saba and Statia is taking shape. And then it is not about differences or similarities but about children. ■



Group 1 teacher Olive Barry with two pupils in the shop

them learn in a way which suits them best according to research.”

### “... THE OVERLY ACTIVE INFANT BOYS GENERALLY ALSO PARTICIPATE WELL IN CLASSROOM ACTIVITIES!”

Under the responsibility of educationalist Els Menu, the Centrum Ervaringsgericht Onderwijs (Centre for Experience-Oriented Education) of the Catholic University of Leuven, EC2 organised training courses for the teachers of groups 1 and 2, the special education teacher, the care coordinator and the classroom assistants on Saba in September. The objective of the training course was to train the participants in recognising, measuring and influencing the children’s well-being and involvement. According to Jet the shop of teacher Olive is a good example but you can also clearly see that teacher Maria is arranging the classroom differently. “She now has created corners for the various activities, the children can choose their activities by means of a choice board. The thing which both teachers also do differently now is that they sit and talk in a circle with the children after the activities, in accordance with the plan-do-review set-up of the system. And yes, the overly active infant boys generally also participate well in classroom activities!” ■



# SOLAR-POWERED BOATS DURING THE BONAIRE REGATTA

WITH FOUR SMALL SOLAR-POWERED BOATS OF ABOUT 1 BY 4.5 METRES, THE INSTRUCTION ROOM OF THE MBO PROGRAMME OF THE SCHOLENGEMEENSCHAP BONAIRE (SGB), WHICH IS SIMILAR TO A BRITISH COMPREHENSIVE SCHOOL, IS QUITE PACKED. THE BOATS, WHICH ARE DRIVEN BY SOLAR POWER, WERE BUILT HERE BY PUPILS AND STUDENTS OF THE VMBO (LOW LEVEL VOCATIONAL EDUCATION) PROGRAMME, THE MBO PROGRAMME AND THE TMA JOB PROGRAMME OF THE PUBLIC ENTITY BONAIRE. EARLY OCTOBER THE BOATS PARTICIPATED IN THE REGATTA, SEAWATER IS STILL IN THEM. HEIN VAN SENTEN, TEAM LEADER MBO ENGINEERING AND MEDIA, COORDINATED THE CONSTRUCTION TOGETHER WITH HIS COLLEAGUE MARTIJN BAPTISTE.



Brandon with the solar boat, just before its launch at the Kas di Regatta

With the Young Solar Challenge Bonaire experienced a first. Because for the first time solar-powered boats participated in the Regatta. The idea was initiated by Richard Duijn, the managing director of Global Solar Investments and of Risun Solar Caribbean. Richard's business partner is president of the Dong Solar Challenge, the bi-annual world championship for solar-powered boats, which is held in the Netherlands. Teams of mbos, higher vocational education programmes and universities from fourteen countries participate in these races. This competition organizes the Young Solar, aimed at innovation, sustainability and engineering, especially for youngsters from secondary schools.

## The fastest

When Mr. Duijn unfolded his plans for a Young Solar Challenge at the SGB, Hein van Senten immediately thought: "We're going to do this!" So four DIY kits, which were shipped from the Netherlands to Bonaire, had to be assembled in barely four weeks in order to be ready in time for the Regatta.

Brandon de Palm (20), Sander Anthony (16) and Robertico Felida (17), first-year students in carpentry, mbo level 3,

together assembled one of the boats. "We didn't have any instruction drawings, only an instruction film," the boys tell. Neither of them had built a boat before but they did not think it was difficult. "Well, I had trouble working with polyester", Sander says. That polyester formed the outer layer of the boat, the rest of which was made of wood. "The boys of electro installed the solar panels and the batteries," Van Senten adds, "and they saw to it that the electro motor, which hangs off the back of the boat, was connected." According to Van Senten the boys hardly noticed that they were going through a learning process. "They primarily wanted their boat to be the fastest. But along the way they learned a lot of course."

## Wega limpi

The 'Wega limpi' (clean match), as Brandon, Sander and Robertico called their solar-powered boat, was launched 8 October after it had been checked first whether the boat met the safety requirements. When the other three boats were approved as well the races could begin. "The first day was about speed and skill, that didn't go so well," Brandon tells. Van Senten adds: "After that we had to work on it quite a bit to adjust things for the second day of racing." Then it was about 'stamina': which boat sails longest on one battery charged by solar panels. After two days the 'Wega limpi' headed the rankings, together with the boat of the students of the job programme.

The boys may therefore represent Bonaire next year at the Solar Challenge in the Netherlands. There also are plans to participate in the Sami Sail in April on Curaçao. "And of course next year again in the Bonaire Regatta," Van Senten says. "The pupils now have the assignment to improve the boats." He is enthusiastic about project-based education. "With these kinds of projects you win the boys over. They see what their work is needed for." ■



# FROM NIENKE TO JOHANNES



“... I WILL MISS THE WARM, HUMAN CONTACTS”

NIENKE DEELSTRA

“... A GOOD BEGINNING!”

JOHANNES DE VLUGT

**Nienke Deelstra:** late August she left the Caribbean Netherlands again, for the familiar surroundings of Friesland, where she was born and raised. The question whether she looks back on the past three year with contentment, she answers with: “Absolutely!” The schools on St. Eustatius and Saba may be proud: a solid foundation was laid for the road to qualitatively good education. According to the departing school coach it now comes down to securing this foundation and expanding it to reach the dot on the horizon: basic quality, for all schools. “A lot of steps still need to be taken but it is essential in this process to have confidence in your own ability and to actually do things. Of course it is important to check whether you are on the right track. However, education staff are able to do more than they themselves realise. And I was moved by the enormous motivation education teams show while doing their work in order to achieve what is best for the child.”

According to Nienke the schools had an awful lot to deal with after 10/10/2010: “they not only had to deal with a completely new education system but also with new laws and regulations. On top of that schools have to function under difficult circumstances: they are small schools in small communities with a large turnover of teaching staff.” Her departure to the Netherlands does not mean a permanent goodbye from the education sector in the Caribbean Netherlands. In her new position she is a policy adviser for the PO Council and in the background she will remain involved in the education on St. Eustatius and Saba.

What she will miss the most: “I will miss the warm, human contacts. I always felt welcome in St. Eustatius and Saba, ever since day one and the people I worked with have meanwhile become very dear to me. But I am very confident that my successor Johannes will be the right person in helping the schools pursue this challenging but rewarding path.”

**Johannes de Vlugt** started as the new school coach PO for St. Eustatius and Saba on 1 September 2014. The position dovetails with his knowledge and experience: “in my previous job as Programme Leader Education Quality at the Amos foundation (editorial note: Amsterdam Ecumenical Schools, with 30 elementary schools in Amsterdam). I also had the supraschool responsibility for the preparation and implementation of the quality management programme. I combined that position with project leadership for the implementation of appropriate education at that same foundation. As it concerned two temporary positions, I was open to a new challenge within a new job. Moreover, I had also just finished the certified coach training. Then this position crossed my path.”

What will be the main focuses for the new school coach PO? “During the past three years the schools have primarily worked on enhancing the primary education process, coached by my predecessor. Now it is time to start working on the preservation of what has been achieved. Therefore the creation and implementation of a quality management programme will be an important part of what I am going to do together with the PO schools. The upcoming transition to English as the language of instruction and the development and implementation of the personnel policy are two other main focuses.”

Johannes regards living and working on a small Caribbean Island as an interesting new experience, which he will share with his girlfriend Margje (until now also active in Primary Education). He still has to get used to the high temperatures and all the new information he has to deal with but he is feeling pretty much at home already: “it is striking that I have not felt ill at ease yet during those first few weeks: so that is a good beginning!” ■



## Henry van Amstel Programme Manager Education Building

HENRY VAN AMSTEL HAS BEEN ACTIVE AS THE PROGRAMME MANAGER EDUCATION BUILDINGS (ONDERWIJSHUISVESTING) SINCE 26 MAY 2014. HE IS THE SUCCESSOR OF FRANS DE WITTE, WHO WENT BACK TO THE NETHERLANDS IN FEBRUARY OF THE SAME YEAR. SO IT IS HIGH TIME FOR 'WHAT'S NEW ...' TO INTRODUCE THIS IMPORTANT MAN BEHIND THE SCENES OF THE EDUCATION BUILDINGS TO YOU.

# AN INTRODUCTION

*Henry enjoys the interplay between formal and informal talks: "the chat afterwards is not only fun but it is very important too, for a good working relationship"*

The implementation of the education building plans, which were drawn up by the Ministry of Education, Culture and Science (Ministerie van Onderwijs, Cultuur en Wetenschap; hereinafter 'OCW') in cooperation with the Public Entities, has been contracted out to the Central Government Real Estate Agency (formerly the Government Buildings Agency). The programme manager, who acts like a linchpin, is responsible for the realisation of these master plans. "It is my job to monitor the unity and consistency in the execution of the various projects," Henry tells. "Furthermore I am the financial contact person for the principals, so for OCW and the Public Entities."

When Henry took over the work from his predecessor Frans de Witte a lot of preparatory work had already been done. "I jumped on a moving train. I notice that a switch is taking place this year in the activities and I expect a large part of the projects will be in the execution phase in 2015." Henry likes this because a large part of his experience lies in the execution of plans. He himself is stationed on Bonaire but he regularly travels to the other two islands. The daily management of the projects is the responsibility of four project managers on Bonaire and St. Eustatius, with whom he works closely.

Henry studied Civil Engineering in the town of Delft, the Netherlands. He started his career with the Nederlandse Spoorwegen (NS; Dutch Railways), at the department which takes care of the construction of the infrastructure. When this unit was privati-

sed over the years, Henry followed. In his last position he was Programme Manager of ProRail projects in the Utrecht region. Examples of projects he coordinated are the track doubling in the town of Houten and the construction of several railway stations. A favourite pastime of Henry is writing articles on railway-related subjects. He is currently working on a triptych about the Vietnam railways in the period before, during and after the Vietnam War.

His position in the Caribbean Netherlands means different work in an entirely different environment: something Henry was ready for. "The construction industry is completely different here: Here you work with other techniques, the climate demands other conditions from the materials and the work requires much more flexibility." He enjoys the interplay between formal and informal talks with the different collaborating partners: "the chat afterwards is not only fun but it is very important too, for a good working relationship." In a nutshell, he experiences the work as very interesting and enjoys living and working on the islands. "You can tell by everything that the islands of the Caribbean Netherlands are in state of flux: as an engineer this is fascinating to experience."

The challenge that Henry is taking up in the next few years he describes as: "implementing the education building programme complying with the requirements, while maintaining a pleasant atmosphere, both with direct colleagues and the principals and other stakeholders." ■



Before the departure at Flamingo Airport, Bonaire.  
Second from left is Ezy Semeleer



# EATING SHARK IN ITALY

IT IS BREAK TIME AT THE SCHOLENGEMEENSCHAP BONAIRE (SGB). IN THE KITCHEN OF THE VMBO HOTEL AND CATERING MANAGEMENT DEPARTMENT AND THE MBO PROGRAMME WE TALK TO MARYLIENNE TRENIDAD. THIS MORNING SHE MADE PUDDING AND SHORT-BREAD BISCUITS AND NOW SHE HAS SOME TIME TO TELL ABOUT THE TRIP SHE MADE TO ITALY LAST SCHOOL YEAR. HER TEACHER EZY SEMELEER JOINS US.

Marylienne is 17 and she wants to become a chef or maybe a hotel manager. And she has wanted this ever since she was a child. "When I used to see my grandmother stirring in pots and pans, I thought: I want to be able to do that too!" So when she chose the subject hotel and catering management once she was in vmbo, this was no surprise. She has a knack for it, this is also the opinion of Ezy Semeleer. Last school year he selected her together with seven fellow pupils and students to go on an educational trip to Italy.

It was the tenth consecutive time that the school organised this trip. Semeleer comments: Sara Matera suggested the idea back then. At the time she was the manager of Divi Flamingo and she had contacts in Italy. The first year we went together with hotel and catering management students from Curaçao and Aruba but for nine years now we have been going with Bonairean students exclusively. In all those years over ninety pupils made the trip."

## Something extra

Pupils in the graduation year of the vmbo as well as students from the mbo can join. Last year students from Forma, the institute for second-chance education on Bonaire, were added to the group. Semeleer tells that the first informative meeting will be held in the autumn. "Then the pupils will get information about the trip, about what they are going to do in Italy, what is expected of them over there, what they need to be able to participate in. It is important for instance that the pupils have a passport. Last year someone had to pull out because he failed to get his documents in order. Furthermore, we of course also consider the school results." Marylienne knew right away: "I want to go!"

An intensive process of fundraising followed. For although the educational trip is supported by the Public Entity Bonaire, the SGB, the school in Italy and some sponsors, this is not enough to secure the budget. In order to raise money the hotel and catering management pupils and students do what they are good at: cooking and catering. Semeleer tells: "We frequently receive requests to cook for large groups of people. Sometimes we do this here at school but also on

location. When for instance the new Island Governor was recently inaugurated, the hotel and catering management pupils and students of the SGB and Forma provided the snacks and drinks during the reception. We are paid for this. Part of the money is added to the funds for Italy."

The educational trip is not part of the training but it is 'something extra', as Semeleer puts it. The pupils therefore do not head for Europe until after their finals. Usually somewhere around mid-June. They then stay in Carpi, the Emilia Romagna region, not far from Bologna, for three weeks. "We are welcomed by the Nazareno School, where education is completely focused on cooking and pastry. We also stay in the building of the school, boys and girls separately, of course." Semeleer laughs.

Left picture: A flower from watermelon

Right picture: Marylienne at work in the kitchen





### Hygiene in the kitchen

The weeks in Carpi are intensive. The pupils are in the kitchen daily, in the morning and in the afternoon. "We worked harder over there than on Bonaire," according to Marylienne. "But I like buckling down." The students get to know new dishes and other techniques and are made more aware of rules regarding hygiene in the kitchen. "The thing which I thought was most unusual to cook?" She thinks about it for a moment: "Shark. I had never eaten that before. In Italy it was prepared in a very special way. Very tasty! Just like the fish in a salt crust, by the way. And pasta and pizza we had to make fresh every day. You can also eat pizza on Bonaire but you cannot compare it with the real Italian pizza," Marylienne says. "Further, we learned new ways of cutting food and we were given demonstrations of how you can serve nicely decorated dishes." She takes out her phone and shows us a picture of an incredible flower made of watermelon.

the kitchen behind dirty. They also closely watch the hygiene of the pupils themselves. If you have dirty shoes, you will not be allowed to enter the kitchen; if you have dirty fingernails, you will have to wash them first. These are the rules and you must strictly stick to them." For Marylienne such a different approach was very educational. "I would like to expand my knowledge, learn more about the hotel and catering industry. When I go to work somewhere later on, I will be better prepared."

### Excursions

During the three weeks in Italy there also was time for recreation. The weekends were reserved for excursions. To the amusement park in Rimini for instance and to Bologna. "These excursions are all arranged by the Nazareno School," Semeleer says. "It is fantastic, everything they organise for us and many of the excursions are also educational. For instance, we get a tour of a castle where we are told everything about Parmesan cheese. We go to a wine tasting and learn how Balsamico vinegar is made. Did you know that good Balsamico first has to lie for at least 25 years? And that you pay between EUR 80 and EUR 120 for a small bottle? In order to thank the Italians for their hospitality, we cook for them once each year. Antillean food of course."

According to Ezy Semeleer the educational trip to Italy is a valuable complement to their training. And Bonaire has many culinary talents. "Bonaire regularly wins medals at culinary championships in the region. A chef, who was trained on Bonaire and who has also been to Italy, recently won gold on Barbados."

Marylienne would simply love to go again this year but unfortunately this is not possible. However, the Pasta con salsa Alfredo, which she learned to prepare in Italy, is often on the menu at her house nowadays. ■

## THE STUDENTS GET TO KNOW NEW DISHES AND OTHER TECHNIQUES AND ARE MADE MORE AWARE OF RULES REGARDING HYGIENE IN THE KITCHEN

When it comes to hygiene in the kitchen, they are very precise in Italy, Semeleer says. "At our school when the children have cooked in the morning they say: Sir, we will clean the kitchen after the break. There it really is not allowed to leave

Left picture: In Italy you may never leave the kitchen behind dirty

Right picture: New ways to prepare fish





THE FIGURES DO NOT LIE: TOO MANY STUDENTS FROM THE FORMER NETHERLANDS ANTILLES DO NOT FINISH THEIR EDUCATION ABROAD. THE CONFERENCE 'STUDYING ABROAD' ON 1 AND 2 SEPTEMBER ON BONAIRE TOOK NOTICE OF THIS PROBLEM, THE KEY QUESTION BEING: 'WHAT MEASURES AND PROVISIONS ARE REQUIRED TO ENSURE THAT MORE STUDENTS FROM THE FORMER NETHERLANDS ANTILLES FINISH THEIR EDUCATION ABROAD SUCCESSFULLY?'

Participating representatives of institutions from Curaçao, Aruba, St. Maarten and the islands of the Caribbean Netherlands



## TOWARD A JOINT APPROACH FOR MORE SUCCESSFUL STUDYING ABROAD

Attendees of the conference did not only include study counsellors but also representatives of DUO (Dienst Uitvoering Onderwijs), Studiefinanciering and various education-related organisations which are responsible, in the Netherlands and on the islands, for preparing and guiding students who go to study outside their island. Under the direction of moderator Inge Berben (director of Fundashon FORMA for adult education and adult training) those present exchanged their knowledge and experience and together they developed a package of measures to improve the following aspects regarding studying abroad:

- the preparation of future students on their own island;
- the assistance and guidance of students in the Netherlands and in the region;
- the establishment of a central database containing information on certified training institutes in the region.

### Best practices

By means of presentations, the representatives of agencies from Curaçao, Aruba, Sint Maarten and the islands of the Caribbean Netherlands explained how they prepare departing pupils and how they assist and guide students abroad. The presentations showed that currently the islands handle these aspects after their own fashion but that they run into the same problems. The attendees

agreed that an integral approach is required, in which the best practices and experiences of the various islands can be combined.

It was an intense programme, in which the attendees worked on the elaborations of various questions in groups. The exercises and energizers of Carla Martina, of the student guidance service Experensia, were very helpful in getting everybody focused again.

It was decided that a 'Studying Abroad' central platform should be established with participants from every island. The objective of this platform is to identify, initiate and coordinate actions in order to create a blueprint for a central preparatory and guidance programme. This will subsequently enable each island to choose their own design for the preparatory and guidance programmes, based on their own vision and responsibility. The platform will meet before the end of this calendar year to formulate clear objectives and to determine the activities which are needed to realise them. The Education, Culture and Science (Onderwijs, Cultuur en Wetenschap) department within the Rijksdienst Caribisch Nederland organization, which is also the initiator of this conference, has meanwhile organised the first meeting.



### Students in the region

Experiences of the islands clearly show that students who go to pursue their studies in the region in general have better study results and they appear to experience fewer problems adapting to the life and culture abroad as well as fewer language-related problems which usually stand in the way of successful years of study. An inventory of training institutions in the region has proved that there is a wide range of certified studies in the Caribbean region, which meet the needs of the islands. On top of that, it became clear that cooperation agreements with some relatively expensive institutes may make it possible to pay college fees entirely or partly from study financing.

Finally, the “Studiekeuze 1 2 3” Foundation (independent provider of information on study options within the Netherlands, via the website [studiekeuzeinformatie.nl](http://studiekeuzeinformatie.nl), amongst others) presented a proposal for the expansion of the existing database of training institutes in the European Netherlands by adding information about studies in the Caribbean region. The new “Studying Abroad” platform will elaborate on how the information on study options should become available via websites and how the maintenance of the information should be organised. ■

### Energizer during day 2



## Angela Dekker

### Coordinator of the transition process to English as the language of instruction on St. Eustatius

Angela Dekker is the coordinator of the transition process to English as the language of instruction on St. Eustatius. On behalf of the Ministry of Education, Culture and Science she monitors the progress and coherence of the following subprojects:

- The writing of a plan of approach for the transition process (completed);
- The development of a continuous learning pathway for Dutch as a Foreign Language (Nederlands als Vreemde Taal) and the development and composition of the corresponding teaching materials for the various streams;
- Realisation of an assessment and supplementary training programme for teachers in the English language;
- The development of a curriculum for Primary Education, Secondary Education and intermediate vocational education and the formation of the vocational stream;
- The development of a preparatory programme for departing students.

Angela is proud that she may coordinate this very important process for St. Eustatius: “I have been entrusted to ensure that both the English and the Dutch language get the attention they deserve in education on St. Eustatius. I will perform this task to the best of my ability, with the help of all persons who are involved. Language should no longer be a barrier for pupils to get the best out of themselves.”

MAKING ACQUAINTANCE ...

**Angela Dekker** studied pedagogy at the University of Utrecht, specialising in the fields of juvenile law, research and management. Since 1974 she has held several top positions in the education sector on Curaçao and St. Maarten. She for instance worked as an adviser to the Minister of Education for the Netherlands Antilles and programme manager of the ‘Programme Education and Youth St. Maarten’.

During her career she also acquired comprehensive experience as a teacher, researcher and adviser in the education sector. Since 2012, she has been active as a project adviser to Usona St. Maarten, Saba and St. Eustatius, bearing responsibility for the programmes that are financed with Dutch development funds.



# MEGA D YOUTH FOUNDATION INNOVATIVE WITH KHAN ACADEMY

For more information  
about KhanAcademy  
visit the website:

[www.khanacademy.org/](http://www.khanacademy.org/)

AS IS KNOWN, THE MEGA D YOUTH FOUNDATION (MYF) HAS BEEN PROVIDING AN AFTER-SCHOOL CARE PROGRAMME ON SINT EUSTATIUS FOR SOME FOUR YEARS NOW. AN ONLINE LEARNING PROJECT WILL START THERE SOON, APPLYING THE USE OF SEVERAL IPADS.

The youth members thus are given the opportunity to make themselves familiar with the curriculum, either independently or under supervision, by means of the KhanAcademy; a free online learning platform. This learning method is a supplement to the already existing after-school care programme and provides insight into the level of the youth members. In addition it offers parents, teachers and coaches the opportunity to encourage the youth members and work with them digitally.

The youth members can practice subjects like Mathematics & Economics with this system in a playful way and also acquire new skills, like programming, step by step.

A dry run is already being performed at MYF with a select group of youth members and the results are promising. At each level attention can be maintained longer because the curriculum is offered in a visually attractive way with illustrations, a clear explanation and videos. As result, the youngsters are able to absorb the curriculum easier and faster.

The founder and director Mega D is enthusiastic about this project. "I want to lift our after-school programme to a higher level and be a trendsetter but it should also be an inspiration to people."

Continuation of page 14

Basically Angela will be on St. Eustatius every week. On Tuesdays she holds open office hours and you can visit her at the RCN office in the Mazinga complex for information about the transition proces.

She can also be reached bij e-mail or telephone:

[transition.statia@gmail.com](mailto:transition.statia@gmail.com)

+1721 581 7299

CONTACT ...





# IN MEMORIAM



# ENVIRONMENTAL AWARENESS PROGRAMME AT SACRED HEART SCHOOL

ON A SEPTEMBER MORNING GRADE 5 OF THE SACRED HEART SCHOOL WELCOMES SABA CONSERVATION FOUNDATION EDUCATION OFFICER SUE HURRELL WITH SMILES AND HUGS. THE KIDS COOPERATE TO GET THE LESSON STARTED AS QUICKLY AS POSSIBLE: THEY OBVIOUSLY LOVE IT!

# BROER MOLINA

*On October 3rd the sad news reached us that our ex colleague Broer Molina had passed away; something that filled us with great grief. Broer was a very capable and honorable colleague with a great dedication to education on Bonaire. He was a great mediator between the European and the Caribbean Netherlands. We cherish warm memories of him and will miss him dearly.*

The RN/OCW team





For more information about these foundations visit our websites:

[www.sabapark.org](http://www.sabapark.org)  
[www.seaandlearn.org](http://www.seaandlearn.org)

This lesson is about wildlife and the impact of plastic on our planet. While Sue projects pictures of wildlife, the children answer her questions about wild animals such as gorillas, sea cows, frogs, sharks and Polar bears. They discuss the shark awareness programme that is running on Saba (how dangerous are sharks actually?) and the pupils are shocked about pictures, showing heavily polluted living areas in certain countries. And last but not least they discuss their share in the clean-up activities that take place on the island in September, as the international coastal clean-up month.

### Knowledge build up and activities

Sue Hurrell explains that this lesson is part of the Saba Conservation Foundation environmental awareness programme for children. It is run on a weekly basis during the Science lessons of the Sacred Heart school, for the Grades 2 to 6. "In this programme we combine the build-up of knowledge with activities. The theory lessons, in the classrooms, are planned around a number of themes. Of course we take the age-groups into account in the selection of the topics and the planning of the lessons. In November for instance, the theme for Grade 2 was 'Know your island and how to preserve Saba's nature', in grade 3 we discussed the islands of the Dutch Caribbean, in group 4 we followed the "Environmental Calendar" and focused on 'World Fisheries Day and Shark Awareness' which is on November 21st. With group 5 we covered the 'Why National Parks are Important' and in Grade 6 we dealt with the topic of climate change and its relationship to environmental disasters."

### Learned when young

The Saba Conservation Foundation kids' activities range from participating in a clean-up in the month September, to field trips, snorkelling lessons etc. to educational fun activities. The construction of a plastic bottle boat is an example of a fun activity, in which the pupils learn how they can re-use waste products like plastic bottles. Sue enjoys her teaching task: "I am glad to be able to contribute in this way to the preservation of a major Saban asset: its environment. I believe in making children conscious of the value of preserving their natural surroundings from a young age on: "Learned when young

## SABA CONSERVATION FOUNDATION

is a non-profit nature management organisation based in Saba. Their mission is to commit to the preservation and enhancement of the marine and terrestrial environment on Saba through education, research, monitoring and enforcement.

## SEA & LEARN

is a non-profit foundation that brings together the local community, diverse nature experts and visitors to understand the value of nature, both worldwide and locally on Saba. Sea & Learn's objective is to reinforce the importance of protecting nature and educate the potential safe-keepers in order to sustain the viability of Saba's eco-tourism product and other environments throughout the world. The foundation's sponsors include many local businesses who also actively partake in the activities organised.

## REGULAR SEA & LEARN ACTIVITIES INCLUDE:

1

The annual October event: Throughout the entire month of October a variety of naturalists, scientists and academics in fields, ranging from sharks and sea grasses to spiders and orchids provide free casual but informative multi-media presentations. In addition to nightly presentations, everyone on the island is invited to join field/research projects or assist in nature surveys conducted throughout the event. These same experts also work with Saba's school children to ensure the next generation continues to have appreciation for the nature of Saba.

2

The School Year programme delivered by Saba Conservation Foundation for the grades 2 to 6 in Primary education, discussed in this article.

3

The Youth Environmental Leadership programme, in which pupils are trained to become local marine park rangers. This programme includes a dive training for becoming a certified diver. It was this program that motivated the Saban girl Dahlia to study Biology. After her graduation she returned to Saba, where she now works for the Foundation Sea and Learn.

# “WE HAVE EVERY REASON TO BE OPTIMISTIC”

TWICE A YEAR, LIKE CLOCKWORK, THE SCHOOLS IN THE CARIBBEAN NETHERLANDS ARE A LITTLE BIT IN A FRENZY BECAUSE: THE INSPECTORATE IS VISITING AGAIN! REASON FOR THE ‘WHAT’S NEW...’ EDITORIAL TEAM TO TAKE A PEEK BEHIND THE SCENES. HOW DOES ‘THE INSPECTORATE’ EXPERIENCE WORKING IN THE CARIBBEAN NETHERLANDS? WHAT DOES IT DO DIFFERENTLY HERE FROM IN THE NETHERLANDS AND HOW DO THE INSPECTORS EXPERIENCE THE PROGRESS OF THE EDUCATIONAL IMPROVEMENTS ON THESE ISLANDS? A TALK WITH INSPECTOR JAN WILLEM MAIJVIS.

“Yes, by visiting the schools in the Caribbean Netherlands twice a year, we go to these schools more often than the schools in the European Netherlands, which we visit once every four years on average,” Jan Willem Maijvis states. This has got everything to do with the quality improvement process which we are working on in the Caribbean Netherlands together with many people. The objectives have been laid down in the Education Agenda titled ‘Working Together on Quality’. The agreements in this document form the basis of the total improvement process in the Caribbean Netherlands. As is known, the schools in the Caribbean Netherlands are working hard to eliminate the lags in education and development. In addition there is the implementation of a process of structural improvement of education and schools. Whereas the schools in the Netherlands have been working on educational improvements for decades, the schools here have about five years (editorial note: from 2011 till 2016, in accordance with the Education Agenda) to achieve basic quality standards. The Ministry of Education, Culture and Science (Ministerie van Onderwijs, Cultuur en Wetenschap;

hereinafter ‘OCW’) has made available financial means and coaching as well as various facilities for the (in-service) training of teachers.”

## Monitor quality improvements

As education in the Caribbean Netherlands first has to undergo a period of adjustment to the new situation, the emphasis of the supervision lies on monitoring the quality improvements. Jan Willem explains: “This happens on the basis of the improvement plans<sup>\*1</sup> of the schools. The improvement plan per school serves as a guideline for the Inspectorate to be able to monitor the progress. During the meetings in spring, the Inspectorate will discuss the progress made in the implementation of the quality improvement, as described in the school improvement plans. During these visits agreements are made with the schools, where necessary, for additional improvement actions.” The objective of the visits in autumn is to acquire an overview of the education quality: “This is realised by means of document and file research, group observations

\*1. The school improvement plans have been drawn up by the schools themselves, supported by the school coaches. The improvement plans have been drawn up in 2011 and will run till 2016. The schools will annually implement part of the improvement plans by means of so-called annual plans.

Class observation at the Watapana School







*“The objective of the visits in autumn is to acquire an overview of the education quality”*

and meetings with the directors, parents and governors and other parties involved such as coaches, school attendance officers, the Council for Education and Labour Market (Raad voor onderwijs en arbeidsmarkt, ROA) and the local island government. After these visits the Inspectorate will draw up a report per institution, which will be made public on the website of the Inspectorate of Education after a fair hearing.”

### Standards for learning outcomes

Does this mean that the Inspectorate’s approach in the Caribbean Netherlands is different to the one in the European Netherlands? Jan Willem: “As the schools are busy eliminating the lags in education, we regard the learning output in a different way than in the European Netherlands. We measure the progress the schools have made towards the standards of the European Netherlands. As it is, the question remains whether it is realistic to apply the Dutch learning outcome standards to the Caribbean Netherlands. As is known, all islands in the Caribbean Netherlands have to deal with language problems which negatively affect the learning achievements. There are other issues as well, like learning and behavioural problems, part of which originate from problematic family situations on the islands. This is why the schools in the Caribbean Netherlands can achieve basic quality between now and 2016 without strictly having to meet the standards of the European Netherlands for learning outcomes. Actually we want to realise a structural specific standard for the Caribbean Netherlands. However, in order to be able to set that standard, we need to have sufficient reliable data from a series of years in which the schools have been able to realise a stable performance. For instance, the change of instruction language on Sint Eustatius will have its consequences for the future standard. So setting a standard is a process which takes time.”

### Is basic quality in 2016 feasible?

And then the key question: is it feasible for all schools in the Caribbean Netherlands to achieve basic quality by 2016? “That is uncertain”, Jan Willem says. “We can say without a doubt that all institutions have worked very hard in the past few years to improve the quality of education by means of their improvement plans. Important quick-wins have been achieved, like the quality of the curriculum offered and the learning time realised.” According to the Inspectorate the quality of the lessons is also showing a rising trend: the structure of the lessons has improved and that also applies to the pedagogical-didactic activities at most schools.

## WHAT IS BASIC QUALITY?

**Basic quality is the extent to which the schools meet the following six so-called quality domains:**

1. The curriculum offered: to what extent is the curriculum based on modern educational and didactic principles regarding the contents and structuring of the areas of learning and training?
2. Teaching time: does the school observe the statutory teaching time and is there a good division of time for curriculum-related subjects versus the other areas of teaching and training?
3. School climate: this concerns matters like the challenging nature of education, the safety at school and a respectful relation between teachers and pupils.
4. The pedagogical-didactic activities: the quality of the lessons in terms of structure, the independence of pupils, the instruction language and two-way traffic during the lesson.
5. Care and coaching: does the school adopt a sufficiently planned and systematic approach regarding the care for children with special needs?
6. Learning achievements: is there a rising trend in the development of the learning achievements? Currently the school achievement of the schools are not assessed yet in accordance with the standards of the European Netherlands. It has been agreed that the Inspectorate will present a proposal for an acceptable standard for the schools of the Caribbean Netherlands when the schools will have been able to function in a sufficiently stable situation for a couple of years.

**Important aspects which the Inspectorate also takes into account in its assessment of the education quality per school are:**

- Quality care within the school: is there a quality care system and is this applied correctly in order to monitor quality and improve it where needed?
- Educational leadership: the quality of the school leaders, the organisation of the school, the quantity and quality of consultations and the professional attitude and development of staff.
- The quality of management: the managerial actions and the responsibility for policy documents such as the school plan, the annual report, etc.



## WOULD YOU LIKE TO EXAMINE AN INSPECTION REPORT?

They can be downloaded from the website of the Inspectorate: [www.onderwijsinspectie.nl](http://www.onderwijsinspectie.nl)  
You can find them under **Onderwijs/Caribisch Nederland/Rapporten**

*Please note that the reports on this website are in Dutch.*

Meanwhile it has become known that the Golden Rock School on Sint Eustatius is the first elementary school in the Caribbean Netherlands to have achieved basic quality. "A great achievement, which the school may be very proud of," according to Jan Willem. They are the second, after FORMA Bonaire (editorial note: centre for adult education and adult training on Bonaire, which has achieved basic quality for quality care and for their vocational education programmes) to have reached this milestone. Jan Willem: "I expect several other schools to follow soon."

### A journey ahead

When you look at the improvements which the schools still have to realise, then, according to the Inspectorate's theme report (Onderwijsverbetering in Caribisch Nederland; Educational Improvement in the Caribbean Netherlands, March 2014), especially the more complex improvements are more difficult to realise by 2016. The doubt particularly regards two care issues.

#### THE FIRST ONE IS EDUCATION CARE

"The development of education care is lagging. Admittedly it is a very difficult task, especially where language deficiency and development gaps of pupils are concerned. What makes it even more difficult is that there is no special education for pupils with special education needs on these islands because of their small scale. The current lags in language and development of pupils makes it extra hard for schools and education care expertise centres to respond adequately to the special education needs."

#### THE SECOND CARE ISSUE IS QUALITY CARE WITHIN THE INSTITUTIONS.:

"At most schools the development of quality care is at an early stage. This means that an important condition is currently still lacking to realise and ensure further improvements."

**In conclusion:** "We probably still have a journey ahead of us before all schools will have achieved the basic quality level but there is every reason to be optimistic: many driven and committed people are active in the education sector in the Caribbean Netherlands. In combination with the support from the OCW, the important conditions for success exist. It is not an easy process but I am sure that it will be successful!"

# NEW NvT TEACHING MODULES IN THE MAKING

**An NvT (Nederlands als Vreemde Taal; Dutch as foreign language) trial lesson was tested by the Primary Education teachers of the groups 5 on Sint Eustatius and Saba. On the basis of their findings the rest of the materials for group 5 will be adjusted. It concerns the combined NvT module for reading comprehension and vocabulary.**

The teaching packages for the groups 5 and 6, comprising 15 lessons per year, will be completed at the end of 2014. Apart from textbooks and teacher manuals the packages also contain workbooks, texts recorded on CDs, flash cards and educational charts ('praatplaten'). The materials are produced by a development team led by the Nederlandse Taalunie (NTU). At the end of the academic year 2014-2015 the module for groups 7 and 8 will be ready and late 2015 the module for year 1 and year 2 of secondary education. The modules for Sint Eustatius are intended to bridge the period during which the completion of a complete continuous learning pathway for NvT is being awaited. The teaching materials will also be acquired by the schools on Saba.







# A DAY WITH ...

MAUREEN TJIN LIEP SHIE-BLACKSON

## MORNING

### Preparations

Maureen's day as a teacher starts in the morning at seven o'clock at school, where she makes preparations for her lessons behind her computer. The first thing you notice in her classroom is that she has many modern teaching tools at her disposal, such as computers and a smart board which she uses several times during the day.



The lesson starts at half past seven, not surprisingly behind the computer where pupils of groups 4, 5 and 6 are busy playing educational games.

Between the activities we talk about her almost fifteen-year career as a teacher at the Governor de Graaff School, her passion for history and her dedication to her pupils.

IN EVERY EDITION OF "WHAT'S NEW" WE FOLLOW A DUTCH CARIBBEAN EDUCATION PROFESSIONAL DURING ONE DAY. FOR THIS ISSUE OF "WHAT'S NEW..." WE FOLLOWED MAUREEN TJIN LIEP SHIE-BLACKSON FOR A DAY. SHE TAUGHT AT THE GOVERNOR DE GRAAFF SCHOOL IN ST. EUSTATIUS, WHERE SHE ALSO WORKED AS A PEDAGOGICAL ADVISER AND UNTIL RECENTLY AS THE INTERIM PRINCIPAL.

### *'In order to know where you want to go, you should know your history'*

"In order to know where you want to go, you should know your history", Maureen says. She therefore was able to tell that the history of the islands goes as far back as the Native Americans! And since she thinks that history is also an important element of culture, she tries to teach this to her pupils.

At eight o'clock the arithmetic lesson starts; today Maureen uses cards. She clearly provides structure and quiet here. The thing we notice is that she constantly corrects her pupils' sitting posture and how they hold their pen or pencil.

At half past eight, when all cards have been cleared away, the pupils are allowed to start eating their breakfast which they brought with them, after which they have a break of 15 minutes. Maureen explains that she thinks it is important

to observe children well and understand their behaviour; this way she can talk to them about specific behaviour and involve parents in a better way where needed. She also uses pictures which she takes herself in the classroom in order to make pupils understand the way they are acting. "This creates awareness", according to Maureen.



# 2014

## ... A GREAT YEAR!

**6** Successful introduction first basic course Saba Reach Foundation with connection to the mbo

**7** Set up of platform 'Studying abroad' to boost the success of Caribbean Netherlands students abroad

**8** As more and more companies become recognised training companies, the cooperation between ROA (Council for education and labour market) and the trade and industry sector takes more and more shape

**9** Start of the transition to English as the language of instruction on St. Eustatius

**10** San Bernardo School on Bonaire and classroom block Bethel Methodist School on St. Eustatius renovated



During English reading at ten o'clock she takes time to read a little with each pupil and to give tips and compliments, "try reading a little faster", "have you noticed that you are reading better than last year?" Before the second break starts the children do some craftwork until half past eleven.



**AFTERNOON**



After the second break Maureen starts an activity. She lets the children pick a song on YouTube to which they may dance and sing; it is very fun to see how Maureen herself participates! This activity is meant as energizer, which will make it possible for the pupils to concentrate better for the final lesson of the day, which is reading comprehension.

After the lesson, Maureen tells us that she will be leaving the Governor de Graaff School permanently in three weeks, this because she wants to return to her birth country Suriname to be with her family. Despite the fact that she indicates that she is looking forward to this very much, it is obvious that she is sorry to leave. That she will be missed is one thing that is certain!

