



Gwendoline van Putten School Plan 2022 –2026

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Introduction

The Gwendoline van Putten School is an accredited non-profit learning institution, recognized by the Caribbean Examinations Council (CXC), since the implementation of the Caribbean educational system in 2015. The Gwendoline van Putten School is the only secondary school on St. Eustatius (affectionately called Statia) and has approximately 250 students. Currently the school offers three Caribbean Examinations Council (CXC) programs: Caribbean Certificate of Secondary Level Competence (CCSLC), Caribbean Secondary Education Certificate (CSEC), and Caribbean Vocational Qualification (CVQ) and the Praktijkonderwijs (PrO, the practical stream) from the Dutch system. The school caters to both compulsory and adult education.

The education system that we offer is unique as it is a combination of the best of both the Caribbean and Dutch education systems. This enables us to meet the needs of our student population, which is diverse and multi-cultural. The language of instruction is English, and our educational approach is dedicated to the regional needs and demands of the Caribbean. To meet this need, all students are therefor exposed to the foreign languages of Spanish and Dutch.

It is our mission to offer students the opportunity to develop their talents, skills, and knowledge in a safe environment. This enables them to become responsible and productive citizens. In short, the quality of education at the GvP School allows students to be successful within and beyond the community of St. Eustatius. We promote an atmosphere of mutual collaboration between and respect among all our staff and stakeholders that includes students, parents, other schools, job training facilities, government, companies, and the community at large.

Together with our Management Team, Teachers, Support Staff and School Board, the GvP School's Directorate is dedicated to continuing working hard in full support of our students' education and wellbeing. We are excited to be starting new educational initiatives, catering to the strengths of each student. It is the school's mission to offer students a challenging curriculum and an inspiring learning environment. This will enable them to develop their talents, build their self-esteem and find their sense of self. We hope that students enjoy being at school, that they feel safe and respected. Additionally, our educational approach allows students to get activity involved in their education. They have various opportunities to do this in the classroom via projects and assignments and outside of the classroom through the Student Council, House Competitions and other extracurricular activities. As all this is important for students to be able to learn, to grow and to succeed.

This school plan 2022-2026 outlines the vision of the GvP School, how we intend to realize our ambitions, and the type of effort and investment that will be required from us. It includes our targets and interventions taken as part of the school's development plan, our National Program of Education (NPE) school program, and the (intended) Third Educational Agenda Caribbean (St. Eustatius). These plans were created by the directorate and management team with the input of teachers and support staff, students and their parents, and established by the school board.

On behalf of our management team, I would like to thank all those who contributed to making this important school document possible.

Fleur Lagcher
Principal Gwendoline van Putten School

I. Foundation to promoting secondary education on St. Eustatius

The competent authority of the Gwendoline van Putten School is the Foundation to promoting secondary education on St. Eustatius (hereafter: the GvP School Board). Since school year 2022-2023, the GvP School Board consists of the following 5 individuals: Mr. Charles Lindo (President), Mrs. Camelia Berkel-Dembrook (Vice President), Mrs. Candidia Woodley (Treasurer), Mrs. Clarsina Rivers-Berkel (Secretary), and Mrs. Christina Woodley – Charles (Board Member). In 2016 the functions of the executive and supervisory board were separated. Mrs. Camelia Berkel-Dembrook and Mrs. Candidia Woodley are mandated to be the executive board. Mr. Charles Lindo, Mrs. Clarsina Rivers-Berkel, and Mrs. Christina Woodley – Charles together form the supervisory board. The GvP School Board firmly acknowledges its full responsibility for the quality of education, in any event the compliance with all applicable legislation and regulations, and the execution of the system of quality assurance.

The GvP School's ambition, mission, and vision

On May 12th, 2021, the school board and the management team in a joint meeting, expressed the following ambition:

“In 2030 the GvP School will be a successful school with successful students in a student-centered school climate, that is safe and inspiring; a school that unlocks the motivation and desire of students to learn, providing a variety of opportunities for student success: academically, physically, technologically, vocationally and socially.”

For the upcoming years, the school board and management team will be working on jointly achieving this ambition, each from their own roles and responsibilities. It's our mission to be a school where **respect** for each other and everyone's belief is part of the preparations for a successful future on Statia, the Caribbean and the world. We want to offer **challenging education** in which students can **develop** their **talents optimally** by learning to operate in a **safe** and **inspiring learning environment** inside and outside the school.

The 4 educational pillars of the GvP's mission are:

- a **challenging** curriculum;
- education that is **inspiring** students;
- **tailor made** education - **catering to the strengths of each student**; and
- enhancing students' **sense of self** and **community spirit** through **extra-curricular activities**.

II. The GvP School’s education structure and program

Current structure and program

Since 2015 onward the Gwendoline van Putten School has gradually moved from a Dutch to a Caribbean educational structure: the system of the Caribbean Examinations Council (CXC). This educational structure originates from England and was amended to the Caribbean way of teaching and culture.

We currently offer three CXC programs: the Caribbean Certificate of Secondary Level Competence (CCSLC), the Caribbean Secondary Education Certificate (CSEC), and the Caribbean Vocational Qualification (CVQ). In addition to the CXC programs, the GvP School offers Praktijkonderwijs (PrO), the practical stream.

Table 1: Educational Programs offered at GVP School

Further studies in the Caribbean region, USA, Canada, Netherlands etc.			
Form 5:		CVQ 5	CSEC 5
Form 4:	PrO 4	CVQ 4	CSEC 4
Form 3:	PrO 3	CCSLC 3	
Form 2:	PrO 2	CCSLC 2	
Form 1:	PrO 1	CCSLC 1	

Every year students from group 8 will transfer to Form 1 at the GvP School. After consultation with the group 8 teacher, the primary school’s Care Team and the GvP School’s Placement Committee, the students are placed in the program that best fits their educational level and needs. This placement procedure is performed with the utmost care and in the best interest of the student. The programs in Form 1 are the Praktijkonderwijs (PrO), Practical Stream and the Caribbean Certificate of Secondary Level Competence (CCSLC).

PrO

PrO (praktijkonderwijs, practical stream) is secondary education, intended for students who have difficulty with traditional ways of learning. In PrO, students don’t only learn through books and online, but mainly by doing it; thus, in practice. The theory is brought to life and intensified by means of practical subjects and internships. Tailor-made and personalized learning are key in PrO: every student works according to a personal development plan (ontwikkelingsperspectief plan - OPP). The OPP reflects the student’s personal abilities, needs, and wishes. PrO aims to prepare students for further (vocational) education or the labor market. In doing so, learning, working, self-reliance, citizenship, and leisure are important themes. Within these themes, PrO students learn to function as well and as independent as possible, in the school and in society.

In the first 2 Forms, the PrO program focuses on basic skills, a broad, general educational basis and orientation on the various sectors of the labor market. From 3rd Form, the PrO program is more occupational oriented. Students can choose their occupational sector (such as automotive, hospitality, or welding) and will start taking on job placements. The internship (stage) is an important part of the PrO student's learning process. A good internship often is the foundation for a regular job. After 4 or 5 years of PrO, students either start with a job in the work force or further their education in the CVQ program or at New Challenges Foundation (NCF).

CCSLC

The Caribbean Certificate of Secondary Level Competence (CCSLC) forms the foundation of CXC's secondary education. It helps students to develop skills, competencies and attitudes in a variety of areas. These include:

- learning skills: oral and written communication, mathematical literacy, problem solving, critical thinking, and scientific literacy;
- working skills: informed decision-making, working in groups, managing diversity and change, handling conflicts; and
- social skills: development of positive self-image, respect for the environment and diversity and management of emotions.

The core (mandatory) subjects of the CCSLC curriculum are English, Integrated Science, Mathematics, Modern Languages (Spanish and Dutch at the GvP School) and Social Studies. This curriculum provides the student with the competencies that will serve as a foundation for more advanced secondary education, the world of work and life as a citizen of the region. The CCSLC caters to both the theoretically strong and the vocationally strong students to be. Since school year 2021-2022, the GvP School assigns mixed groups of CCSLC students to shared classrooms (heterogeneous classes). When students of varying achievement work together and help each other reach educational goals positive interdependence develops.

In general students take 3 years to complete the CCSLC certification. The program has a modular approach. This means that students who work at a higher pace can finish the required modules for their subjects more rapidly and can even finish the whole CCSLC program in less than 3 years. The student must complete the various school-based assessments (SBA's). The SBA is a set of assessment tasks, assignments, and/or projects to be carried out by the student and assessed by the teacher. The SBA score contributes to the candidate's overall examination grade.

After doing the CCSLC exit exams, and depending on the students' interest and grades, they will proceed to either the Caribbean Vocational Qualification (CVQ) program, or the Caribbean Secondary Education Certificate (CSEC) program. However, there's no clear separation or bulkhead between these two streams. CVQ students are allowed (and encouraged) to choose CSEC subjects and CSEC students are allowed (and encouraged) to choose CVQ subjects.

After the CCSLC program, students can stream into the first two CVQ-levels (CVQ 1 and CVQ 2). The Caribbean Vocational Qualification (CVQ) program is a vocational program that we offer at our secondary school, based on practical and competency-based education and competency-based examinations. The CVQ is an award that represents the achievement of a set of competencies which define core work practices of an occupational area. CVQ students are

expected to demonstrate their competence in attaining the occupational standards of their CVQ, organized in units of study. Students are assessed and judged on each unit and a judgment is made as to whether the student is 'competent' or 'not yet competent'.

CVQ

The CVQ system also focuses on socialization for citizenship, for example: behaviors necessary to ensure teamwork and cooperation, effective interpersonal skills, proper work ethic, and occupational health and safety. CVQ's are available in several industry sectors and occupational areas. In schoolyear 2022-2023 the GvP School offers the following 5 CVQ's:

- Food Preparation & Cookery
- General Construction
- Early Childhood Development
- Youth Work Development; and
- Welding

In addition to the chosen CVQ, English, Dutch, Math, Social Studies and Electronic Document Preparation and Management (EDPM) are mandatory subjects. CVQ students are encouraged to take CSEC subjects as electives. Students usually take two years to finalize their CVQ 2. With the CVQ 2 certificate, students have several options to further their (vocational) education or to enter the labor market.

CSEC

The Caribbean Secondary Education Certificate (CSEC) is general secondary education, following the CCSLC program. The CSEC program includes at least 5 subjects, of which English and Math are mandatory. At the GvP School, the subjects Dutch, Social Studies and Electronic Document Preparation and Management (EDPM) are also compulsory for CSEC students.

CSEC students choose at least 1 elective. They can choose from two profiles, namely:

- The Alpha profile, which contains the subjects: Caribbean history, principles of business, general economics, Spanish, math, social studies, and physical education; and
- The Beta profile, which contains the subjects: biology, chemistry, physics, math, social studies, and physical education.

CSEC students are encouraged to take CVQ subjects as electives as well.

The average duration of CSEC is 2 years. The duration of stay depends on the students' performance. Academically strong students, able to finish the required modules for their subjects more rapidly, can complete their program in less than 2 years. Students must complete the various school-based

assessments (SBA's). The SBA is a set of assessment tasks, assignments and/or projects conducted in the school and carried out by the students. The teacher assesses the students and awards scores; this is moderated by CXC. The SBA score contributes to the student's overall examination grade. The percentage contributed by the SBA varies according to the subject. With a CSEC certificate, students have several options to further their education, such as proceeding with CAPE or getting an associate or bachelor's degree in the Caribbean region or the America's, proceeding with MBO or HBO in the Netherlands, or entering the labor market.

Education time

Seeing the importance of mastering the basic skills, all students at the GvP School, from form 1 up until form 5, have a minimum of 5 lesson hours per week in the subjects Math, English, and Dutch. Additionally, CCSLC students (forms 1 – 3) have 4 hours per week in the subjects Social Studies and (Integrated) Science and 3 in Spanish. The GvP School commits itself to offering the students a wide range of subjects that contribute to the students' cognitive, social emotional and creative development. All students in the 3 lower forms have a combined total of 7 hours in ICT, Physical Education, Arts, Music and Practical subjects (Technology, Welding, Hospitality, etc.).¹ In close collaboration with the government, students have 1 hour per week Strong Roots. This program addresses what students need to know, and be able to do, in order to achieve health literacy, providing students with knowledge and essential skills required for adopting and maintaining healthy behaviors.

In accordance with CXC standards, CSEC subjects in forms 4 and 5 are scheduled for 5 lesson hours per week. For certain subjects (for example POB and Economics) this might be less. Students choose a minimum of 2 electives, in addition to the mandatory subjects (Dutch, Social Studies and EDPM). CSEC students are encouraged to take CVQ subjects as electives as well. CVQ students spend 9 lesson hours on their CVQ in form 4 and 6 hours in form 5. In addition to the CVQ, the mandatory subjects (English, Dutch, Math, Social Studies and EDPM) are scheduled for a combined total of 17 hours. CVQ students are encouraged to take CSEC subjects as electives.

All students in 4th and 5th form have 1 hour of LOB (career orientation and guidance), Art and Music each, and 2 hours of Physical Education. Last but not least, each class, from form 1 up until form 5, has 1 hour of Homeroom with their mentor. Homeroom is a combination of study skills, social skills, care and mentorship.

¹ Unfortunately, the consultations with *Stichting Leerorkest* have not resulted in proper arrangements for Music per school year 2022-2023. The GvP School is currently looking into alternative ways to start with the lessons, in collaboration with local foundations and/or per recruitment of a music teacher.

Table 2: Time allocated to educational programs at the GvP School

Form	Program	Min. lesson hours per week	Min. clock hours per week	Av. hours per school day	Min. education days	Total hours per year	Totals per program	Minimum required by law	Surplus
1	PrO	37	27.75	5.55	185	1026.75		1000	26.75
2	PrO	37	27.75	5.55	185	1026.75		1000	26.75
2	PrO	40	30	6	185	1110		1000	110
3	PrO	40	30	6	185	1110	4273.5	1000	110
1	CCSLC	38	28.5	5.7	185	1054.5			
2	CCSLC	38	28.5	5.7	185	1054.5			
3	CCLSC	38	28.5	5.7	185	1054.5	3163.5		
4	CSEC	38	28.5	5.7	185	1054.5	4218	3700	518
4	CVQ	35	26.25	5.25	185	971.25	4134.75	3700	434.75
5	CSEC	38	28.5	5.7	160	912	5130	4700	430
5	CVQ	32	24	4.8	185	888	5022.75	4700	322.75

In the PrO-program, in addition to the core subjects English, Dutch, and Arithmetic, a lot of emphasis is placed on the practical subjects. In the first two years those are General Construction, Technique and Hospitality. In the second two years that is Welding, Hospitality and Automotive. Like their peers, students in PrO have 1 hour of Strong Roots / LOB, Art and Music each, and 2 hours of Physical Education.

Absenteeism

To prevent unauthorized absenteeism, and early school leaving, the GvP School closely monitors students' absenteeism. All absenteeism, authorized and unauthorized, is registered in Magister. In this respect, also students' tardiness is registered, and addressed immediately.

Tardiness

Students late for class are expected to report immediately at the school's administration's office to collect a late letter. The student's tardiness is registered in Magister and the student is to report for detention that same school day, from 3 to 4 o' clock. Failing to report for detention means the student's time will be doubled. Students who completely neglect this rule run the risk of being suspended.

Absenteeism

What absenteeism is concerned, the 3-6-9 rule is applied at the GvP School. From 3 lesson hours absenteeism in a month, the student receives a warning from the mentor. From six lesson hours absent in a month, the parents will have to give account of the aforementioned. From nine lesson hours absent in a month the principal and department head will call the parents in for a meeting.

The GvP School works closely with the compulsory education officer in monitoring absenteeism and preventing early school leaving. Every 20 schooldays, students at risk (based upon their absenteeism) are discussed, including possible preventative or remedial actions to be taken. Also requests from parents for leave of absence outside school holidays are assessed and/or granted in close consultation with the compulsory education officer. Students with sixteen lesson hours absent in the same month will be called in together with the parents and the student by the compulsory education officer. A high absenteeism and/or no positive change can lead to sanctions, such as afternoon detention, internal suspension, or an official report to the prosecutor/ judge.

III. Pedagogical climate

The GvP's management team and teachers are responsible to ensure a safe climate for the students and the school is to provide a supportive pedagogical climate. Elements that prove such a climate exists at the school are a safety policy, an anti-bullying protocol, codes of conduct for teachers and students, exemplary behavior from the management team and teachers, guiding students in conflict-resolution by themselves, etc. Although the school's pedagogical vision is clear, and most of these elements exist at the GvP School, both management team and teachers find it difficult to translate it into concrete action on a daily basis. A joint operational concept of shared team values is missing. In that respect it's important to acknowledge that we have many different cultures in the school (and persons with different cultural pedagogical backgrounds), and different perspectives.

The goal is that the GvP School by the end of school year 2022-2023 has implemented its pedagogical vision in the courses of action of the MT, teachers, and support staff, and embedded its (student-centered) school climate.

To implement the pedagogical vision, making it more tangible, the MT will establish a pedagogical policy plan. This policy (document) describes the GvP School's interpretation of the pedagogical vision and the school's plans to strengthen a student-centered school climate. Establishing a pedagogical policy plan is an opportunity for the team to breathe life into the pedagogical vision. Doing this together, in communication and consultation with stakeholders inside and outside the school, to establish broad commitment to and support for the school's pedagogical approach, is important for the GvP School's management team. The MT stresses the importance of shared visions, but especially ownership, as a pre-requisite for commitment to the strategies. Developing ownership starts with information and communication, which is necessary for acceptance, which can lead to shared visions and subsequently ownership.

Figure 1: Flow Chart showing GvP School's strategy to get commitment for the Pedagogical Policy Plan



School culture

To help focusing on the desired school culture and the desired level of service that the GvP School aspires to provide, the management team in August 2021 kicked off their professional culture building program with coach Gilian Martina from Scientia International. This management skills program targeted the following 3 themes: 1) core values and key principles, 2) service quality, and 3) and customer service. Through workshops and coaching sessions, the MT worked to improve their educational leadership and management skills. Ensuring that each member sees to it that the GvP School can consistently offer a challenging education program in which students can deploy their talents by active learning in a safe and inspiring environment inside, as well as outside the school. Everyone needs to work towards the same overarching goal, which will benefit students as well as teachers. Together, the management started developing a Code of Conduct; this will both assist them and the teachers with improving professional behavior.

Per 2022-2023, the culture building program is extended to the entire school's team. It is all about getting everybody on the same page when it comes to culture, service quality and customer service. The program focusses on strengthening the management team's ability to build and internalize the desired GvP School culture and to guide the teachers and support staff through the culture building process.

For the staff, the main objectives of the subprogram are:

1. Strengthening and embedding the core values of the GvP School;
2. Strengthening the team's ability to consistently deliver quality service; and
3. Increasing the team's ability to deliver good customer service through personal attitude and motivation

For the management team, the focus will be on empowering them to model the emotional maturity that it takes to intentionally build and internalize a desired culture. In addition, they will be trained to guide and coach their teams in the process. The main objectives for the management team's subprogram are:

1. Increasing the management team's ability to guide staff through culture building program;
2. Increasing the management team's ability to identify and intercept self-sabotage tendencies through positive intelligence; and
3. Integrating culture into performance management.

Differentiation

For all students to develop their talents optimally, differentiation in the classroom is key. The GvP School applies differentiation by means of giving students extra time and support/guidance, grouping students, and (digital) learning resources.

Extra time and support/guidance

For instruction and differentiation, all GvP teachers are expected to know and apply the mastery learning method (Benjamin Bloom, 1968), the direct instruction model (DIM), and/or pre-teaching. Mastery learning is an effective way to differentiate, and research shows it has a positive effect on students' performance and motivation. Not only for the weaker students but also for the stronger students. Also, it increases the time for students who need it to achieve the minimum goals. The teacher is to guide and support the students in working step-by-step, by means of scaffolding. Direct instruction is an effective working method to differentiate in instruction time. All students benefit from it, but especially students with backlog in education. Pre-teaching works well for the students' confidence and performance. Especially for students with educational backlog, missing essential knowledge to comprehend the classroom instruction, pre-teaching helps.

Grouping students

Grouping allows students to learn from one another's differences and provides a chance to interact with diverse individuals. It also enables advanced students to mentor their peers. Considering the differences between students, a teacher can opt to give instruction and assignments to groups of students which are all at the same performance level (homogeneous groups) or make groups that consist of both stronger and weaker students (heterogeneous groups). Homogeneous and heterogeneous groups both have advantages and disadvantages. Homogeneous groups are beneficial for students with high performance levels, but not for weaker students. Those students benefit more from heterogeneous groups, as they can measure up against the stronger students. When peer-tutoring is used, all students benefit from heterogeneous classes. As heterogeneous classes have the limitation that the weaker students don't get extra time, this will have to be organized additionally.

Cooperative learning is a teaching approach much used by the GvP teachers. Research shows that cooperative learning has a positive effect on the students' performance and stimulates students' cognitive development. As the stronger student can help the weaker student, also by means of scaffolding, the weaker student can complete tasks and assignments he/she would not be able to do without that support. The composition of the group is important for cooperative learning. Heterogeneous groups in the classroom are more beneficial for the weaker students, as they can measure up to the stronger students. For the stronger students, heterogeneous groups can work well for social skills and in-depth comprehension of the subject matter. On the other hand, it may demotivate them if they are not challenged sufficiently.

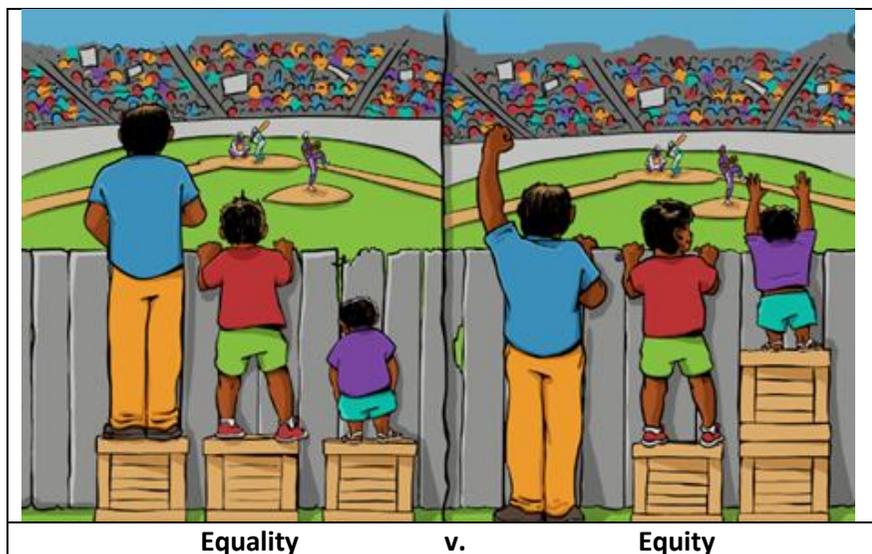
Digital learning resources

ICT learning resources offer new opportunities for our teachers to differentiate, especially educational software. ICT programs can register, monitor, analyze and provide feedback on the students' progress. Teachers can use this data as guideline to adapt their instruction, projects, assignments and feedback accordingly. The GvP Teachers can also use digital personalized learning programs, such as Numo and IXL. These programs allow students to receive instant feedback on their performance or adapted instruction about the subject matter. Additionally, students can make test questions adapted to their individual level via these programs. We encourage our teachers to address the work the students did independently in the classroom (using the data from the ICT application), to provide guidance and feedback.

Virtual and Augmented Reality

Augmented Reality (AR) and Virtual Reality (VR) will also provide opportunities to establish new learning environments. AR can enrich or enlarge the reality with virtual elements. With VR the student can experience a totally new virtual reality. In 2022-2023, the GvP School will conduct research how to implement e-sports and/or VR-AR into the curriculum per school year 2023-2024.

Promoting equity



Equity in education means that personal or socio-economic circumstances are not obstacles to achieving educational potential (fairness) and that all individuals reach at least a basic minimum level of skills (inclusion). To prevent student failure and promote completion the CSEC or CVQ program, the GvP School focuses on the following targets:

1. Preventing unnecessary grade repetition / stay back
2. Avoiding early tracking (streaming) and deferring student selection to the upper forms
3. Offering equivalent pathways for the upper forms to ensure completion

Preventing unnecessary stay back

Students staying back is costly and ineffective in raising educational outcomes. To recognize and address (potential) backlog at an early stage, the GvP School closely monitors the students' progress. To this end, student performance meetings are held at the end of each period (4 times per school year). In the promotion meeting held at the end of the school year it is determined who will advance to the next form. The leading qualitative consideration is the chances of success the student will have in the next form. The decision is not only based on the student's cognitive results but also on a student's attitude, insight, and skills such as critical thinking, problem solving, innovation, communication, and independence. These aspects have been proven to have a predictive value for the rest of the student's educational career.

Class 3B

In school year 2022-2023 and 2023-2024 the GvP School provides a small group of 3rd form students with behavioral issues a program designed to prevent them from unnecessary stay back. The students in class 3B have an extra year (a second 3rd year) to complete their CCSLC program, through focusing on specific core subjects in the one year, and the other core subjects in the other. At the same time, the students start with their CVQ program of choice. If all goes well, the students complete their CVQ program in 2024-2025, which is the nominal study duration of five years.

Language Class

For new Spanish-speaking students, the GvP School started the Language Class in 2022-2023. For these students in 2nd and 3rd form, it's important to master English as soon as possible. The language barrier is currently hampering them in becoming competent in the other subjects. Students in the Language Class get 10 hours of English as a Second Language per week, and less hours than usual in the other core subjects. For the subjects Spanish, Arts, Physical Education, and Music, the students join their classmates in their regular classes. The structures of these classes is depicted in Table 3.

Table 3: Structure of the 3B and Language Class

Class 3B			Language Class	
Subject:	2022/2023	2023/2024	Subject:	2022/2023
CVQ:	8	8		per January
Welding			English	10
Cookery & Food Prep			Math	5
General Construction			Social Studies	4
English	6		Dutch	4
Math	5		Spanish	3
Social Studies	5		Intg. Science	2
Dutch		5	ICT	2
Spanish		5	Arts	2
Intg. Science		6	PE	2
ICT	2	2	LOB	1
Homerroom	2	2	Music	1
Arts	1	1	Homerroom	2
PE	2	2		
LOB	1	1		
Music	1	1		
ECE	4	4		
Total hours p.w.	37	37	Total hours p.w.	38

Avoiding early streaming and deferring student selection to the upper forms

Research tells us that early student selection has a negative impact on students assigned to lower streams and exacerbates inequities, without raising average performance. It is also recommended that student selection should be deferred to the upper forms in secondary (vocational) education, while reinforcing comprehensive schooling. Coming from the Dutch educational system, GvP students have been selected and placed from the first form, in either the academic (A) stream or the vocational (V) stream. To lessen the negative effects of early streaming the GvP School is committed to limit the duration of grouping by performance level.

Since school year 2021-2022, Form 1 students of different performance levels are placed together in heterogeneous classes: 1L, 1M and 1V. In 2022-2023 this was continued to Form 2 (2L, 2M and 2V) and applied to the new Form 1 students (1H and 1Pi). The objective is to extend the heterogeneous classes step-by-step from Form 1 up until Form 3 (the CCSLC years). This ensures that student selection is deferred to the 4th and 5th form.

Table 4: Heterogeneous classroom projection 2020-2027

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	4A, 4VA, 4VB	5A, 5V				
2A, 2B, 2C	3A, V3A, V3B	4A, 4VA, 4VB	5A, V5A, 4VB			
1A, 1B, 1C	2A, 2B, 2C	3A, 3B, V3A, V3B	4A, 4VA, 4VB	5A, V5A, 4VB		
	1L, 1M, 1V	2L, 2M, 2V	3L, 3M, 3V	4A, 4VA, 4VB	5A, V5A, 4VB	
		1H, 1Pi, 1S	2H, 2P, 2S	3H, 3Pi, 3S	4A, 4VA, 4VB	5A, V5A, 4VB

Class 1S

In school year 2021-2022 the parents/guardians of 12 group 8 students (from different primary schools) stated their intend to enroll their children in the CCSLC program at the SDA Academy (to be started per school year 2022-2023). These parents prefer a more protected and small-scale educational environment (than the GvP School) for their children. However, in July 2022 it became clear that the SDA School Board was not granted approval from the ministry of Education, Culture and Science to start with the SDA Academy in the school year 2022-2023. The 12 students had to be registered at GvP School and were placed together in class 1S. Class 1S receives education in collaboration with the SDA School Board in a classroom at the Newton’s Pasture SDA Church, from teachers appointed by the SDA School Board.

During the school year 2022-2023 the ministry of Education, Culture and Science and the Inspectorate of Education informed the GvP School that, based upon the applicable law, the collaboration between the GvP School Board and the SDA School Board is not allowed. The GvP School Board and the SDA School Board therefor terminate this collaboration per the end of school year 2022-2023. Per the school year 2023-2024 all students registered at GvP School will receive their education at the GvP School and by the GvP School’s teachers.

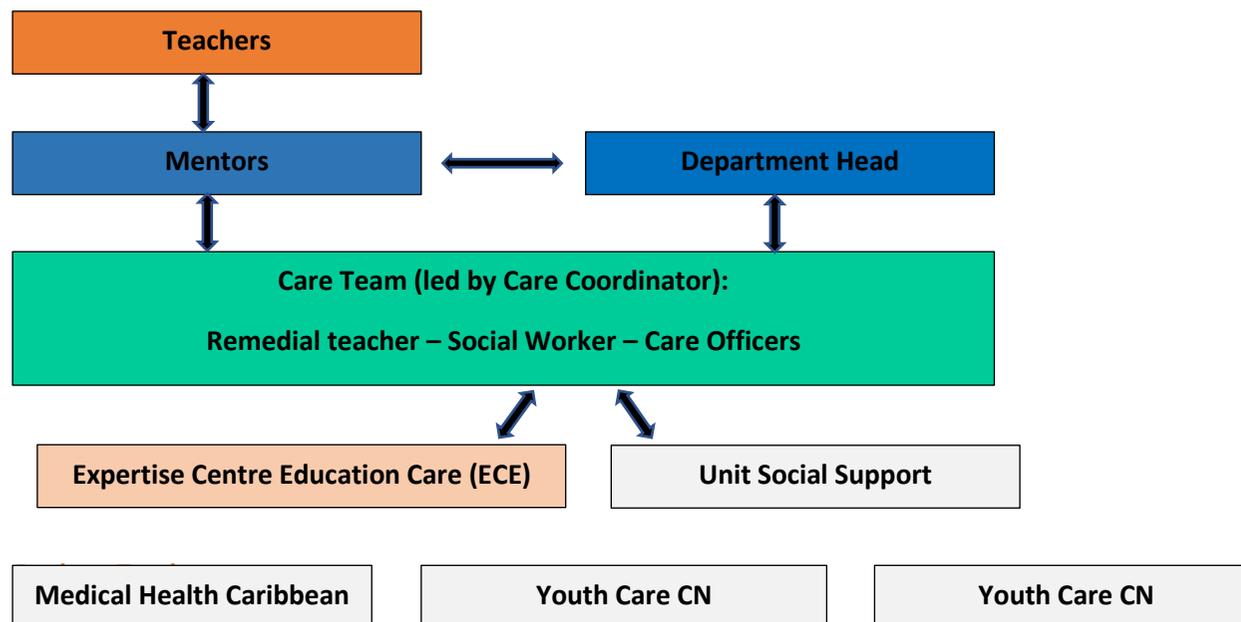
Offering equivalent pathways for the upper forms to ensure completion

To make the upper forms of secondary education more relevant for students and ensure completion, the GvP School commits itself to making the academic and vocational streams equivalent by improving the quality of vocational education and allowing optimal transition between CSEC and CVQ. There is no longer a clear separation or bulkhead between these two streams. CVQ students are allowed (and encouraged) to choose CSEC subjects and CSEC students are allowed (and encouraged) to choose CVQ subjects.

Student Care

The GvP School’s team is dedicated to working in full support of our students, their education, and their well-being. We wish to offer students an environment that enables them to develop all of their talents, to build their self-esteem, to find their sense of self. We hope that they enjoy being at school, that they feel safe, respected and part of the GvP School community. An important educational pillar of our mission is that we cater to the strengths of each student. Some students have special educational needs. For example, they may have reading difficulties, educational backlog, attention deficit problems, or social or emotional issues. The school has a system of student evaluation put in place to identify learning, social-emotional and /or behavioral issues at an early stage and to intervene adequately. To address these special needs as best as we can, we have a team of trained personnel and teachers (care team) ensuring that our students receive the extra care and support they may need in the classroom. The school can also call on specialized institutions such as the Expertise Centre Education Care St. Eustatius (ECE) for assessment and support.

Figure 2: Student’s Behavior Support System



The care team is responsible for the students’ care files, the systemic assessment and analysis of students’ tests results, organizing team discussions on students’ results, organizing guidance and support for students with behavioral and/or social-emotional problems, and liaising with (the experts of) ECE.

Each care officer is assigned several classes, for which they provide the teachers guidance, in identifying special educational needs and supporting the students in the classrooms with appropriate teaching strategies. In some cases, they provide (individual) guidance to students. The care coordinator is responsible for coordinating and implementing the school's student care policy, guiding and professionalization of the teachers, and supporting management in developing the school's student care policy.

The remedial teacher mostly works with students with specific learning needs, to support their learning process. She identifies the best learning strategy and with the help from others (such as occupational therapists or psychologists) determines how the student can be best assisted. The school's social worker works with students who are having difficulties with issues such as peer pressure, self-esteem, family issues, anger, drugs and/or alcohol abuse, etc. She teaches students how to overcome any hurdles blocking the realization of their full potential. In short, she deals with the social-emotional development of our teenagers.

Students who are regularly dismissed from classes for extreme behavior are being counseled by the schools' care team. This is done in close collaboration with other stakeholders, such as ECE, New Challenges Foundation (NCF), and the Unit Social Support. All assist in curving student behavior in a holistic manner. Parents are informed by the student's mentor (or department head) about the misbehavior and are called in to discuss and address the issues.

With the help of ECE, the Back on Track system was established within the school. This system supports students running the risk of becoming dropouts, due to behavioral issues. Early recognition and aiding at the early stage of any social-emotional situation, helps preventing situations from escalating. The program can last up to 10 weeks, depending on the specific situation.

ART

Another system that we have in place deals with students who quarrel, fight, instigate or use offensive language towards others. In Aggression Replacement Training (ART) students are assisted in identifying and controlling their aggressive behavior. They learn this by identifying what triggers them, calming down routines and replacing the aggression with a social skill. ART is provided yearly, for a period of 10 weeks, by trained facilitators (including our social worker). After this intervention training most students develop a positive attitude towards problem solving.

Safety

In 2020 the GvP School's safety policy 2020-2022 was established. The safety policy describes in detail what we do to create, maintain, and improve a safe climate at the GvP School. A written safety policy is mandatory for every school. It is not solely about having a safety policy, but even more about implementing the safety policies daily, to set clear standards, to agree on behavioral guidelines and to enforce its application. The safety policy emphasizes our fundamental goal: to create a safe and stimulating environment based on mutual respect and trust to offer everyone the opportunity to fully exploit their potential and thrive.

The Gwendoline van Putten school's goal is to provide education that empowers students to make healthy personal and educational choices. For these goals to be reached, we established school rules that provide a safe and secure environment for both teachers and students. School rules also help to teach and enforce discipline, accountability, and responsibility. School rules and regulations provide us with the daily guidelines by which Teachers, Students, Support Staff and all other stakeholders involved must operate and behave. Breaching school rules and regulations has a negative impact on school safety and the educational atmosphere of the school. Therefore, disobeying the school rules will be met with the appropriate measures.

All stakeholders inside and outside the GvP School should be aware of the importance of our safety policy. A safe environment for students and staff results in a pleasant atmosphere at school. Issues such as inappropriate behavior, intimidation, aggression, violence and bullying should be prevented and are actively opposed. The GvP's school guide and website provide students, parents/guardians and the community at large with all the information concerning the rules, regulations and procedures that are relevant to them: tardiness, absenteeism, dress code, bullying, fighting, littering, cell phones, weapons, etc.

The school's principal is responsible for school policy and strives for optimal working conditions for her students and staff. The policy is aimed at ensuring the safety and health and promoting their well-being. Absence due to illness is prevented as much as possible, by signaling psychological or physical problems that might occur ahead of time and accommodating to the individuals needs to stimulate their well-being.

Staff members:

- now that they can ask for support after signaling problems and that necessary action will be taken to tackle any problem;
- must treat students with respect;
- must be treated with respect by students, parents/guardians, the community;
- do not hesitate to openly address and/or discuss undesirable behavior.

Students:

- now that violence and intimidation are out of the question;
- now who they can turn to when problems occur;
- are taken seriously by teachers, support staff and MT;
- know that bullying is not tolerated (zero-tolerance policy).

Parents/guardians:

- can trust that their children enjoy going to school and that they are in a safe environment;
- can contact someone if there are problems and know who they can go to;
- know that signals of bad behavior are being noticed and addressed appropriately.

Parents/guardians delegate part of their responsibility to the school. However, the final responsibility for their children lies with them. Therefore, it is of importance that parents/guardians are informed at the earliest possible stage in any conflict, so they can be actively involved and make a substantial contribution to the resolution of the conflict.

The surrounding neighbors of the GvP School occasionally take issue with students hanging around during and after school hours. For the community it's important to know that students are addressed for their behavior by the school's staff and that appropriate consequences will follow.

The agreements and school rules are set up in such a way that everyone involved can comply without putting in too much effort. The rules are regularly evaluated in the team meetings and MT. In 2021, to enhance the safety at school, the GvP School added security cameras to prevent vandalism and contracted security guards to help preventing and addressing conflicts between students. This resulted in less conflicts, more harmony and a better overall atmosphere in our school.

Per school year 2022-2023 the security measures are consolidated: the school gate is always closed, and all visitors (including parents/guardians) are requested to make an appointment beforehand. Students are requested to wait for their parents picking them up, on the school premises.

The GvP School safety policy 2020-2022 will be evaluated and updated in the beginning of 2023. In March 2023 the GvP School's Emergency Response Officers will be trained.

Citizenship education

It's the GvP School's mission to be a school where respect for each other and everyone's belief is part of the preparations for a successful future on Statia, the Caribbean and the world. In all forms, the subject Social Studies is mandatory. All students write the CCSLC exit-exam in Social Studies, and CSEC students write the CSEC exam. CVQ students have the subject as mandatory and can decide whether to write the CSEC exam.

The CXC curriculum hinges on the realization that teaching and learning are essential instruments for the development of autonomous individuals who will be able to function effectively as productive members of society. In this regard, the curriculum has identified knowledge, skills, attitudes, values and attributes or competencies that students who master the program should have attained. These include:

- a positive image of self, family, community, region and world;
- respect for others irrespective of age, class, creed, gender, ethnicity, physical disabilities or nationality;
- an abhorrence of violence in all its forms and commitment to settle disputes through arbitration and conciliation;
- the capacity to understand that individual freedom is consonant with the acceptance of personal responsibility for one's own actions;
- commitment to ethical and moral societies that recognize equality of opportunity, freedom of expression and association, and the right to fair judicial process.

The inclusion of Social Studies in the curriculum is influenced by the premise that an understanding of self, family, community, region and the world, will foster an appreciation of self and the environment. Learners will be sensitized to the need to respect themselves and others irrespective of ethnicity, status, belief, gender or class. The subject Social Studies aims to equip young adults with the knowledge, skills, attitudes and values that would enable them to develop competencies to negotiate the increasingly complex and dynamic global environment in which they live and work. The approach to the delivery of the subject is interdisciplinary, drawing from a variety of other disciplines including History, Geography, Sociology, Political Science, Anthropology and Economic, and explores the interaction between individuals and their physical and socio-cultural environment. The program seeks to instill tenets of the Ideal Caribbean Person as articulated by the CARICOM Caribbean Education Task Force (CTF) and adopted by the CARICOM Heads of Government at their 18th Summit. Also, in keeping with the UNESCO Pillars of Learning, on completion of this course of study, students will learn to do, learn to be, and learn to transform themselves and society.

On completion of the program, students will have acquired the competencies to deal with issues and challenges faced in their daily lives and are able to function effectively as productive citizens. For those seeking employment immediately on leaving secondary school, the program provides the necessary marketable social skills for effective participation in the world of work. To this end the syllabus contains objectives and content intended to nurture and improve students' social responsibility, personal management skills and foster a positive work ethic. The CXC program for Social Studies is intended to assist students to:

- 1) develop a healthy appreciation for self and the importance of one's mental, spiritual, physical and social well-being;
- 2) provide opportunities for self-analysis and the development of social skills;
- 3) display knowledge, skills, attitudes and values that will enable them to become productive citizens;
- 4) appreciate the importance of living together in harmony;
- 5) develop an appreciation for their environment and contribute towards its sustainability;
- 6) adapt to the changing social, economic, political and technological forces in their country, region and the world;
- 7) appreciate their own cultural heritage and cultivate tolerance for the cultural heritage of others;
- 8) develop civic competence, attitudes, and values to function as productive citizens.

Strong Roots

Together with local government, the GvP School provides the Strong Roots program, focusing on making healthy decisions. The GvP School makes use of the Health Smart Curriculum, which identified the most important healthy behaviors for adolescents to practice by the time they graduate from secondary school. At each grade range the curriculum outlines the concepts students need to know and the skills they need to be able to practice in order to achieve desired Healthy Behavior Outcomes in each of 9 health content areas:

- Mental & Emotional Health
- Personal Health & Wellness
- Safety/Injury Prevention
- Violence Prevention
- Healthy Eating
- Physical Activity
- Alcohol & Other Drugs
- Tobacco
- Sexual Health

Democracy and heritage

With external stakeholders, such as UNICEF and ProDemos, the GvP School's (extra-curricular) activities focus on the Dutch democratic system, and topics such as Statia's history of slavery / heritage. Students can participate in the island's Youth Participation Council, Debate Team, and Emancipation Day Committee. Every year, together with the 4 primary schools, the GvP School celebrates Emancipation Day. Also, all schools together are looking into ways of developing a more Statia relatable curriculum for Social Studies & Citizenship Education.

IV. Quality assurance

To execute its responsibility for good quality education, including the implementation of a quality assurance system, the school board greatly depends on management to provide adequate input. For quality assurance, both documentation and dialogue are important. Students' learning outcomes are to be made available systematically, the quality of the teaching and learning processes are to be evaluated periodically, school policy and protocols are to be established in writing, etc. This information and data creates concrete handholds for the school board, the management team and the teachers to evaluate and discuss where the school stands. Together with the so-called quality calendar, it enables the management team to provide the board with the right data on the various quality domains.

Student performance and well-being

The GvP School aims for students to develop their talents optimally and to be successful, academically, physically, technologically, vocationally and socially. Both our students' learning outcomes and well-being are important criteria for the GvP School Board when assessing the quality and effectiveness of the GvP School's education. This is being monitored through several tools.

School-based assessments

Our mission is to offer our students education that is challenging and that fits their needs. To achieve this, we need to know what our students know, which skills they have and what they are capable of handling. All of CXC subject examinations include a school-based assessment (SBA) component. SBA forms part of continuous (or: formative) assessment. It is a set of assessment tasks/assignments/projects conducted in the school. It is an iterative process in which the student benefits from constructive feedback from the teacher.

Since 2022-2023, we focus even more on the importance of SBA's, seeing that the right execution of SBA's is key in the students' study success. Starting from Form 1, students are trained and supported by the teachers how to properly do their SBA's. By means of the period planners and PTA's, exam students are stimulated by the teachers to finalize their SBA's in the 2nd period of the school year, to leave adequate time in the 3rd and 4th period for repetition before the exams.

Exams CXC and CNaVT

Students at the GvP School take the CCSLC exit exam in the 5 core subjects (English, Math, Social Studies, Integrated Science and Spanish), and the CSEC and CVQ exams in their core subjects plus electives. All CCSLC, CSEC and CVQ exams are regulated by the CXC. Since schoolyear 2021-2022, the GvP School students write the exam Certificaat Nederlands als Vreemde Taal (CNaVT) for Dutch as a Foreign Language.

Standardized tests for English and Dutch

Per 2024, the standardized tests for English and Dutch as a foreign language (developed by ICE / De Rolf Groep) will become available for use. This will further improve our ability to analyze our students' results.

GL assessment

In addition to completing the various SBA's, all group 8 primary school students and Form 1 and Form 2 students are doing the Progress Test Math and Progress Test English van het GL assessment program twice per school year (in January and in June). Like the SBA's, the GL assessment tests are formative assessments. It provides a good indication of our students' attainment levels in Math and English, but more importantly they reveal a student's overall ability and potential.

Improving basic skills

Analysis of the test and exam results per subject indicates that the GvP School needs to (further) improve the quality of education, in Math and Dutch in particular. Mastering these basic skills (language and rekenen/math) are vital for our students' educational career and to be successful in civil society. In this respect, the GvP School started per school year 2022-2023 with dedicating 1 Math hour per week specifically for Arithmetic for all classes. Additionally, the GvP School applied for the so-called basic subsidy which is available for schools to support the development of basic skills and thus demonstrable improvement of the results. The GvP School will use the subsidy to make interventions that are evidence informed. Upon the approval of the subsidy (expected in October 2022), the sectors Dutch and Math will set up an activity plan, based upon the evidence informed interventions from the menu. Depending on the analysis and the sectors' advice what is needed and suitable for the GvP School, we will consider activities such as extra instruction and education time (immersion), effective didactics, professionalization of teachers, and effective teaching materials.

Magister

To keep close track of our students, all their results, as well as their behavior and well-being, are registered in Magister. Per lesson, teachers place comments on students' absenteeism, behavior in class, incidents that have happened and so on. This enables us to get a realistic picture of how a student is doing and to recognize possible issues at an early stage. Interventions, by the mentor or the department head, are to be taken as soon as possible. When necessary, for example because of certain behavior, a student will be discussed in the care meeting. At the end of each period (4 times per school year), student performance meetings are held per class, also with the care team, based upon all available relevant information.

Schoolscan (Qschool)

An important tool to monitor the quality of the school is the Qschool instrument. With the help of questionnaires for students, parents, staff, and management the quality perception of each group can be mapped and compared to each other. The results from the September 2021 school scan have provided us with great feedback, especially from the students, to what extent we succeed in realizing our ambitions, for example in (social) safety. This also serves to underpin the interventions taken in the as part of our National Program of Education (NPE) school program.

Student surveys

To refine the results of the school scan, in May 2022 four student surveys were done with all classes:

- Grit & Growth Mindset Vs Fixed Mindset
- School Climate
- School Safety
- Teacher - Student Relationship

These surveys will be done on a yearly basis, to receive feedback from the students on those things that are important to them and the school.

Performance of the organization

Quality management is crucial to develop, assess and improve the organization. Proper monitoring and evaluation provide the school the necessary feedback to ensure a cyclical process of continuous improvement. The GvP School's system of quality assurance safeguards that we systematically keep and improve our standards and identify in a timely manner when we fail them.

Period planners and PTA's

Safeguarding documents are an important tool for keeping the standards. At the beginning of every school year, each sector establishes a period planner (Form 1 - 3) and the PTA (Programma van toetsing en afsluiting, Form 4 -5) per subject. At the end of each period, the state of affairs are discussed in Sector Meetings, and subsequently the MT. Focus is placed on answer questions such as: Where do we stand? Have we reached the objectives for this period for each class? If not, why? What needs to be done to facilitate improvement?

Lesson observations - DOT

Department heads monitor the teachers to ensure they meet the required level of instruction in the classroom. Teachers' lessons are observed twice per school year. For this task, the GvP School uses the Digital Learning Observation (DOT) tool. Lesson observations can be announced or non-announced. After the lesson observation, the observer and the respective teacher discuss the results and feedback provided (including student evaluation). Where necessary, they make agreements to provide the teacher with additional support and/or individual improvement plans are established. Since 2022, extra attention is being given to aspect 5 in the DOT: Differentiation.

Performance evaluation

As part of the performance cycle procedure, management has 2 performance meetings with each staff member per school year. The first meeting, usually in the 1st semester of the school year, is the intake ('startgesprek'), to discuss the annual task, results to be achieved, competences and skills to be developed, future expectations and the role of the manager. The 2nd meeting, in the 2nd semester, is the progress meeting, to review the progress of the agreements made in the intake and to discuss adjustments where necessary. For the assessment of the staff member's performance, both the outcome of the progress meeting and the lesson observations are taken into consideration.

Participation Council

In accordance with the stipulations of Dutch education laws on participation in schools, the GvP School is to have a Participation Council or Medezeggenschapsraad (MR). The members of the MR represent the staff, the parents/guardians and the students. The MR is currently undergoing restructuring. Elections will be held amongst parents and students to determine who will participate in the MR and represent their respective section.

The school board is bound to consultation with the MR according to the following rules:

- The school board informs the MR on the policy plans of the school every six months;
- The MR is the counterpart of the school board/ management; and
- The MR exerts its influence and the school board/ management take decisions after consulting with the MR.

The MR shares its thoughts with the school board/management on the contents and implementation of the school's policies. The topics will vary from school hours and school uniforms to the school's budget, housing, security, and more. The MR together with the school board/management contribute to a pedagogical, inspiring and safe school environment.

Student Council

The GvP School has a Student Council with representatives of each department, to look into and handle students' affairs. For example, the Student Council has been instrumental in changing the dress code for students. The Student Council meets once a month with their supervisor, and in some occasions with the school's principal. The Student Council looks critically at school rules or at any changes that affect students. They organize student related activities, like the Christmas Gala, talent shows, fun time during breaks etc. Management and staff are very proud of the involvement of these students and encourage parents to help promote the importance of students' participation in school.

V. HRM

Formation plan

Every year, the principal prepares the formation plan. Considered are the turnover of our personnel, the development in student numbers, the school (policy) initiatives, the Teachers’ and schools’ professionalization plans, and budgetary restraints.

Since 2022, the GvP School contracted 2 co-teachers, to provide extra teacher attention and support for CCSLC students with behavioral issues (the 3B class). To increase ICT lesson hours, an additional ICT teacher was recruited. Due to the departure of teachers in Science, Mathematics, and Dutch, new Teachers were recruited. To fill-in for the Vice-Principal’s hours in Spanish, and in anticipation of the other Spanish Teacher’s retirement, a Teacher was also recruited. This Teacher also gives instruction in English As A Second Language (ESL) to our Spanish-speaking students in Forms 2 and 3 (the Language Class). Per school year 2022-2023 the GvP School’s formation is 47 FTE.

Table 4: GvP’s Staff Composition

	FTE	FTE total
Teaching staff	28,5 (teachers) + 2 (MT)	30,5
Non-teaching staff	8 (support staff) + 4 (cleaners)	12
Management team	4,5 (excluding 2 for teaching)	4,5
In total		47

Per January 2023 the care coordinator will retire. The position will be filled internally; from among the CARE team. Per the new school year 2022-2023 three teachers will retire: the teacher for Spanish and Dutch, a teacher for Math and a teacher for the Humanities. As the immigration and employment procedure can take up to 3-5 months, the school’s yearly recruitment process starts in January for the next school year.

Standard annual task

The annual standard on teachers’ working hours is 1659 hours, for teaching, preparatory tasks and activities, professionalization, etc. Based upon the 40 working weeks per school year, this is an average of 41,5 hours per week. With a full time position, GvP School teachers have 28 lesson hours (of 45 minutes) scheduled and 13,5 lesson hours (10 clock hours) per week for other tasks and duties to be fulfilled.

For certain tasks, teachers are awarded lesson hours. For example, department heads are awarded lesson hours to coordinate their department, care officers get lesson hours to fulfill their duties for the care team, and the career guidance counselors get hours to inform and guide students. To support and retain our senior teachers, teachers turned 63 years, are awarded 2 free lesson hours.

Recruitment

The GvP School's human resource policy aims to ensure that the GvP team consist of qualified and suitable educational professionals that – as a team – is capable of executing the school's mission and vision and realize its ambition. In our recruitment, getting the right people requires us to recruit for culture. Cultural fit is the probability that the new teacher or staff member will be able to adapt to our core values, behave according to them and prosper within the new environment. Hiring good cultural matches should lead to higher retention, better employee engagement, and deeper connections with our students and parents.

Of course, the new teachers' qualifications, competencies, and overall experience are checked first. Every new GvP teacher should have at least a bachelor's in education. The GvP School prefers candidates from the region, with in-depth knowledge of the CXC system. We also look for teachers' teaching strategies and attitudes towards the students. What would work well, or even best, for our students? Will they be able to deal with our (heterogeneous) classes? Are they experienced in working in an inclusive education system? Can they address each student's (special) needs in the classroom?

But once the relevant qualifications, competencies and skills are established, we focus on culture as the determining factor. The GvP School needs teachers and staff who align with our core values, the principle that define who we are as a school and shape our day-to-day decisions. Therefore, in the second round of interviews, we try to find the candidates' true values, motivation, and behaviors.

Immediately on arrival, the new teacher is provided with a buddy. This is a colleague teacher that can guide the new teacher in the school's ways and culture, enabling him/her adapt more easily and prosper within the school's and Statia's environment.

Code of Conduct

In 2022 the GvP School's management team, in consultation with the teachers and support staff, started developing a Code of Conduct. At the heart of each teaching profession on the island of St. Eustatius is a commitment to the education, learning, protection, and well-being of learners. The code of conduct is important for the entire GvP School staff, as the school personnel (consisting of management teachers and supportive staff) hold a special position of trust. In their respective roles, school staff members exercise powers that have a significant impact on the lives of their students and consequently there is a community expectation that this power will be properly used.

What teachers know and do has a profound effect on the nature and quality of student learning. Given the profession of teaching is becoming even more complex and important, society and teachers themselves need to ensure that the professional practice of teaching meets the highest possible standards. The purpose of this code is therefore to:

- Uphold RESPECT, INTEGRITY and RESPONSIBILITY as the core values that underpin the teaching profession;
- Guide management, teaching, and support staff in making decisions about professional issues; and
- Inspire, promote, and enhance public confidence in the teaching profession.

The GvP code of professional practice sets out the principles of public service ethics as guideline for the work of the entire GvP management, teaching, and support staff in meeting the educational needs of their students. These ethical principles are each fundamental to good professional practice. They help us decide whether our actions are right or wrong. They tell us what is expected of us and help us think through difficult situations and reach proper conclusions.

Each staff member has an obligation to:

Principle I: Respect the dignity, rights, and opinions of others.

The GvP vision and mission statement expects us to act with courtesy and compassion and advocate for our learners, acknowledging and valuing the learner's diverse backgrounds, abilities, and behaviors. It expects us to foster critical thinking and action valuing the contributions of our educational communities, to influence positive features.

We do this by:

1. Respecting cultural, ethnic, and religious differences by showing tolerance in dealing with the difference of opinions and perspectives of others, promoting an environment that is accepting and tolerant of diversity, free from intimidation, threat, humiliation, and harassment.
2. Actively engaging in processes aimed at building positive work relationships and resolving complaints.
3. Valuing and acknowledging the contributions made by others in meeting school and departmental goals.
4. Treating and addressing students, colleagues and parents in a respectful manner, avoiding coarse, obscene, sexually suggestive, racist, misogynist or discriminatory language on and of the schoolgrounds.
5. Being approachable, courteous, and prompt in dealing with students, families, caretakers, colleagues, and members of the public, irrespective of their position, status or seniority.
6. Presenting ourselves as an appropriate role model to our students while leading by example and take all necessary steps to resolve conflicts ensuring healthy relationships.
7. Clarifying and addressing allegations of bullying and harassment.

Principle II: Fairness and Integrity

Teachers are placed in positions of trust. The trust that is placed in us as managers, teachers and support staff, requires that we conduct ourselves with honesty, fairness, and propriety in our relationships, upholding the dignity and honor of the profession.

We act with fairness and integrity when we:

1. Respect the rights and dignity of our students, colleagues, and parents and seek students and staff views about decisions that affect them.
2. Avoid conflicts between our private interests and professional responsibilities.
3. Identify, declare, and avoid any apparent or actual conflict of interest.
4. Do not take, or seek to take, improper advantage of our position to obtain a benefit for ourselves or any other person.
5. Do not accept any private or additional payment for services that could reasonably be expected to be provided as part of normal employment.
6. Do not accept inappropriate gifts or benefits.
7. Act with probity and impartiality.
8. Are not consuming or possessing illegal drugs and alcohol while responsible for others.
9. Observe procedural fairness in our decision-making processes.
10. Assess and record student performance data according to school's/departmental policies and or procedures.
11. Do not use copyright material for official purposes

Principle III: Accountability

As management, teachers, and support staff we are accountable for the authority we exercise on behalf of the school's management. We are accountable for upholding the law and adhering to the policies of the Ministry of Education (OCW) as they relate to our employment. We are accountable for providing high quality teaching and care through continued professionalization, working with our educational partners in the best interest of learners and upholding our professional standards.

Our accountability entails:

1. Accepting responsibility for and participating in learning to develop, enhance and maintain our own professional knowledge and skills.
2. Knowing our subjects, how to teach them and how our teaching relates to the whole school curriculum and pathways for students.
3. Cooperating with colleagues in the best interest of students.
4. Placing the student's best interest over our personal interest or benefit.
5. Encouraging our students to strive for high standards and to value learning.

6. Providing students with tools and opportunities to learn, recognizing and developing each student's unique potential and addressing each student's educational needs.
7. Assessing students regularly and constructively.
8. Knowing the learning strengths and weaknesses of our students and the factors that influence their learning.
9. Accepting responsibility for student learning outcomes

Performance development

In addition to recruiting teachers and staff that are right for the GvP School, we are focused on continuously developing their professionalism. Analysis of the lesson observations and performance meetings (intake - 'startgesprek' - and progress meeting) and the school's objectives for school development lays the foundations for school-wide training and workshops. Based upon the outcome of the performance meetings, the decision is made whether and which training the teacher or staff member is going to do in the next school year. All staff is encouraged to express personal professionalization goals; those will be reviewed within the framework of the mission, vision and/or improvement objectives of the GvP School. If the teacher's or staff member's wishes align with the school's interest and the school's budget allows for it, the training will be included in school's professionalization plan.