



Laterna Magica Guide



Credits

This guide contains information about Laterna Magica as it is now and its ambitions for the future.

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Foreword

Laterna Magica: new teaching on new land

The story so far

Laterna Magica opened its doors in 2007. This is the story so far.

Then

An integrated centre for children aged from 0 to 13: that was the ambition of Skon (the daycare group now known as Partou) and the proposed new primary school Laterna Magica. The initial discussions about collaboration began while preparations were underway for the new building in IJburg, back in 2005. The plan was for the building to house daycare and a primary school. Laterna Magica decided to apply the concept of Natural Learning and this appealed to Skon. The two organizations saw opportunities for extensive collaboration that would see the integration of schooling and daycare. They envisioned a building without traditional classrooms that would provide inclusive services.

From school, daycare and after-school care to an Integrated Children's Centre (*Integraal Kindcentrum: IKC*)

Laterna Magica Primary School opened in IJburg in September 2007 with the Natural Learning concept. Since then, it has provided inclusive education in heterogeneous units: each child is educated according to its needs. Skon provided after-school care in the building, until the IKC opened in autumn 2011. At this point the daycare and after-school care became part of the IKC. The IKC is one organization with one management team and one mission and vision that guide its staff. However, to begin with, the IKC worked with its existing setup of Partou daycare and STAIJ, an organization that runs several schools in Amsterdam.

Towards a single administrative organization

The management of Partou and the STAIJ school board signed a cooperation agreement that enabled STAIJ to investigate changing the legal basis to allow for a single administrative organization for the daycare and primary schooling at Laterna Magica 0-18.

Now

In 2016 Laterna Magica won first prize in the Municipality of Amsterdam's 'Our New School' competition. Entrants could submit their ideas for a new school. Laterna Magica won with its plan to expand the IKC to 'Laterna Magica 0-18'. The jury comprised experts from the Education Council of the Netherlands, the Dutch Inspectorate of Education, the Council for the Resolution of Disputes in Education and school boards, experts in education law and the teacher of the year (see the [full jury report](#)). Winning the prize does not mean that the idea can be implemented just yet. We can't establish a new secondary school, nor can we establish a combined school that offers primary and secondary teaching. This is due to the funding system and the separate legal structures of primary and secondary schools. To implement the concept of Laterna Magica 0-18, STAIJ sought contact with a secondary board. If all goes well, Laterna Magica 0-18 will become a reality. We will then take the daycare into our own hands.



Future

The integration of daycare with primary and secondary education means that in the future Laterna Magica 0-18 will work on an administrative and practical level as one organization with:

- one management team
- one team
- one mission and vision
- integrated teaching and daycare
- one line of communication with parents
- one child tracking system.

Introduction

Today's Laterna Magica is an innovative campus in IJburg. A school for 0-18-year-olds with a social-constructivist vision of learning and personal development: Natural Learning.

Laterna Magica prepares the children of today and tomorrow for lifelong learning. Our aim is to contribute to the development and growth of people contribute something of value to the world. We are therefore developing a school for children aged 0-18.

This guide explains what Laterna Magica 0-18 will be: a basic facility, a campus, for a broad education and personalized learning. A facility for children and young people aged from 0 to 12 from Amsterdam-Oost. A provision that always takes a tailored approach, a provision that helps children define their own learning pathway, a provision that takes children's natural curiosity as a source of inspiration.

This guide provides information on our daycare and primary and secondary education. The goals that we are working together to achieve, which stem from the Childcare Act and the legislation on primary and secondary education, are integrated and covered in this one guide. For more practical information see the ABC, a supplement to this guide.

We are open from 7:30 am to 6:30 pm 52 weeks per year. We are a learning community without classes, year groups or fixed methods but with a strong set of values. Every child is welcome. We base our work on what a child can do and take a tailored approach. Each child¹ has its own development pathway and portfolio. The supervision and support is personal.

There is no equivalent secondary school in Amsterdam. We are therefore developing our own

to allow us to provide a continuous path with one team and one management team on the existing campus. This will be Laterna Magica 0-18.

We have the will to develop. Laterna Magica 0-18 has been providing quality for years already, despite turbulent growth.² We have found a good balance between what we must do (comply with education law, achieve learning outcomes that are comparable with the national average) and what we want to do (broad development, meaningful learning, personal learning pathways which enable each child to learn, and putting pupils in charge of their own learning).

STAIJ, an organization that runs several schools in Amsterdam, is responsible for the development of this campus of the future.

Laterna Magica 0-18 will be a small-scale learning community for children of all ages and levels. Our ambition is to connect where there are disconnects in the present education system. With this new primary-secondary facility, we will create individual continuous development pathways for our children. We will thus provide an alternative for the growing population of secondary-school pupils in Amsterdam-Oost: a primary and secondary Natural Learning facility. We will improve children's prospects by providing a good combination of theory and practice, starting their learning earlier and selecting focus subjects and levels later, in a learning environment full of real experiences and new media.

The time is ripe. The children are ready and so are the coaches.³

On behalf of the Laterna Magica team,
Annette van Valkengoed

¹ For ease of reading, we use 'child' and 'children' regardless the age of the toddler, schoolchild, pupil or young person. 'He' should also be taken to mean 'she'.

² Education Inspectorate report (2014): *Rapport van bevindingen stelselonderzoek 2013-2014 Laterna Magica, onderzoeksnummer 273944 d.d. 16 september 2014.*

³ We use the word coach for all teachers and pedagogical staff. Our coaches are generally graduates of a university of applied sciences or research university. A coach at Laterna Magica can assume different roles: coach, supervisor, instructor, trainer, subject expert and director.

Educational concept and quality

Natural Learning: inspired by curiosity

2.1 Laterna Magica 0-18: strength in connection

In this chapter we discuss our mission, vision, educational concept and focus on quality.

Today's Laterna Magica is an innovative IKC in IJburg. A basic facility for 0-18-year-olds, a facility with a social-constructivist vision on learning and development: Natural Learning. This means learning without classes, year groups or methods, but with a strong set of values. Every child is welcome. We base our work on what a child can do. Our approach is a tailored one. Every child has its own development pathway and portfolio. The supervision and support is personal.

For younger children play is learning and learning is play. For older children this also applies to

exploring, making and trying: learning through practice as a social and creative being 'in and on the world'. This is why we summarize our concept as: Natural Learning.

Our mission: we tap into children's curiosity as the source for learning and development. Our children continue to learn and can invent the future

Our values

We are guided by the following values in all we do:



Each young person who leaves Laterna Magica 0-18 has experienced a loving learning community in which the staff recognized who they were. They have learned self-direction and take responsibility for their personal development, for others and for their environment.

Develop and expand on your talents, build on your interests and compensate for your weaker points

We see our campus as a miniature society: we all belong and differences are a rich source of inspiration for our actions. The campus is a place offering free space, space to meet others and find out who and what you are as well as what you want to become. With a wide range of teaching and training, in real-life education, we let our children take control of their own development. A place with continuous development pathways and individual learning pathways. Here children meet the world and together they make the world.

All professionals at Laterna Magica 0-18 learn and develop and ask themselves for each child: who are you and what do you need to develop?

Laterna Magica 0-18 aims to create the optimum development opportunities for every child. We take a systematic approach when applying our concept. Our ambition is to create five connections where there are now often disconnections. These disconnections mean that children today are often not given the chance to develop to the full.

We want to restore the following connections:

1. Between the various subject areas, through a unified approach to stimulating and pursuing a broad qualification, socialization and personal development;
2. Between formal, in-school learning and informal learning, by developing a cross-disciplinary curriculum connected to the world around them.
3. Between daycare and primary and secondary education, by providing a continuous pathway and not grouping pupils into level-based groups but instead by taking the natural uninterrupted growth of children as our basis;
4. Between training and professionalization, by focusing on workplace learning and team learning;
5. Between children who differ greatly from one another and their social environment, by rejecting selection and aiming for a tailored educational approach and social inclusion.

2.2 Our vision of learning

Our social-constructivist teaching concept is called Natural Learning.

Developing self-direction

We give children ownership of their own learning process and plan this together. Not just because this motivates them, but because the development of communicative self-direction is an important goal of our teaching. Communicative self-direction in which you learn to take charge of yourself while staying in touch with those around you. This is important for your personal development, your ability to live with others and your future career. Children learn to reflect and think critically and are thus given plenty of opportunity to make choices, while receiving good supervision in making these choices. The world is changing fast. There is no longer much point in only learning facts. It is more useful to teach children to deal with uncertainty, to study sources and to decide whether these are of value. Learning how to make agile use of this knowledge and skills and being constantly able to develop. Multimedia constitute an important tool for practising these skills.



Agile knowledge and skills: skills that you can use in very different contexts in life

Exploratory learning

In a Natural Learning environment it is essential that children are given the space and time to play and explore. They work together on complex big 'questions', 'jobs' and 'achievements'. Achievements are realistic assignments that invite children to discover and explore. They teach them new knowledge, experiences and practices. The more realistic the job or assignment, the greater the

motivation and value for other contexts. Children choose topics and develop research plans that they carry out and report on.⁴

We have access to plenty of technology such as 3D printers and various electronics. Children make creative use of these tools. The distance between an idea and a product is small. Children are researchers, designers, makers and inventors. They learn independent creative thinking, to find their own solutions and to believe in their own possibilities. The ultimate outcome is happy children who develop into creative self-directive people who set themselves goals and try to achieve them. What is more, people who take responsibility for themselves, their environment and their role in the world.

⁴ Exploratory learning gives children the opportunity to delve deeper and acquire meaningful insights into the world. This is only possible if they possess sufficient basic knowledge (such as vocabulary). This superficial learning is aided most by teaching forms such as instruction, dialogue, supervised practice and independent and cooperative processing. We take proper account of this in our teaching. See for instance [this video](#) by John Hattie.

The world is changing fast. We teach children to deal with uncertainty

Learning in a learning community

Our children work in different groups within their heterogenous unit of about 100 children (except for the 0-3 years unit). They work and learn together in a learning community, as do the coaches.

Happy people who set themselves goals

In Laterna Magica the coaches teach, develop, design, supervise, coach and investigate together. They apply a high level of pedagogical tact, teaching skills and subject knowledge and keep each other on their toes by seeing each other at work and constantly reflecting. They learn from the children and from each other. We will go into this in more detail in the chapter on our organizational structure and staffing policy. Laterna Magica mainly takes a social-constructivist approach but is not rigid

about this. Our approach always depends on the type of knowledge that is our focus at that time. The table below shows how curriculum, teaching, learning psychology and team roles are linked at Laterna Magica.

Tailored approach is the norm

The motif of Laterna Magica 0-18 is to increase every child’s development opportunities. We combat segregation in society with our decompartmentalized approach, our continuous learning pathway from 0 to 12 and our reliance on one vision and one team. A tailored approach is the norm for us. We reduce learning and developmental delays and increase the opportunities for children who are ahead in their development. Each child therefore has its own development plan with a continuous personal development pathway without the barriers of year groups or comparisons with the average. Each personal programme has compulsory elements and elements that the child chooses. Each personal programme focuses on ‘the whole child’. We link the possibilities of a broad education in the family, school and the outside and virtual worlds. The interdisciplinary team in all our units is made up of experts. Our results show that we succeed in all aspects of our programme for 0-12 years. We will extend this to 0-18 years.⁵

Type of knowledge	Theory of learning	Activity	Time/path	Role of team
Insights	Social-constructivist theory	Playing, discovering, exploring, experiencing, reflecting, analyzing	Structured into a mental model, one insight at a time	Supervisor, coach, guide
Facts	Cognitive theory	Studying, inquiring, reasoning, trying to remember, but always in a meaningful context	Not relevant, at every moment, everywhere	Supervisor, interpreter, instructor
Skills	Behaviourist theory	Doing, imitating, applying, training	Intensive, concentrated in time	Trainer, feedback provider

Different kinds of knowledge request a different approach (Ros, 2005).

⁵ Report on findings of Laterna Magica school inspection, Dutch Inspectorate of Education September 2014.

2.3 Our teaching concept

Point of departure for our teaching are the core attainment targets of primary and secondary education, but rather than striving to achieve these by teaching separate subjects, we take them to be a coherent whole.

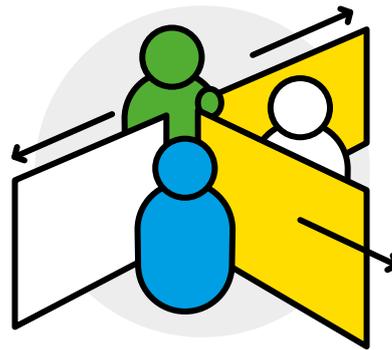
Learning to foster peace, democracy, sustainability and human rights

Core concepts

We create this coherent whole not just in real-life assignments (achievements) and research questions, but also by basing our work on core concepts.⁶ These are overarching, coherent knowledge concepts that hinge on developing an understanding of the world. This framework, covering all the attainment targets, has been already been tested by a few innovative primary and secondary schools.

For children who need this, we offer the basic subjects of Dutch, arithmetic/maths and English. In the upper years, the requirements for the school-leaving exams also determine what the children learn. Alongside the traditional cognitive learning outcomes, metacognitive goals such as creativity, collaboration, critical thinking and IT literacy take centre stage – skills that you only develop in collaboration with others. Collaborative learning contributes to socialization and has been proven to be more effective.⁷

In our new basic facility, five innovations come together that we link systematically. Below we describe these with the aid of the five links that we want to restore, so that each child can develop in full along a personal learning pathway.



Link 1: a unified approach to stimulating and pursuing a broad training

Broad training

Broad training is at the heart of the concept of Laterna Magica 0-18. In the personal learning pathways we seek an equilibrium between qualification, socialization and personal development.⁸ The teenage years are the most important years of your life for the development of your identity: you discover who you are and who you can become. At Laterna Magica you work to gain intercultural skills and become a global citizen. You learn how you can help foster peace, democracy, sustainability and human rights (UNESCO goals).⁹ You also earn good qualifications for your further education or profession.

⁶ A good basic publication on core concepts is Ros, A: *Werken met kernconcepten* (2007). Harry Gankema has developed a lot of materials for secondary schools.

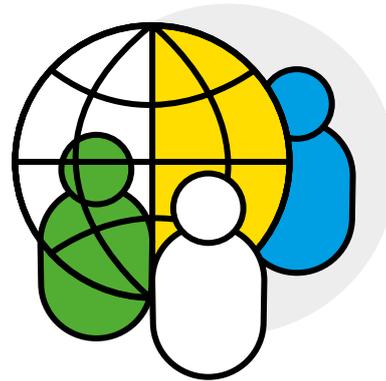
⁷ Convincing and extensive meta-analyses of education research show the strong effect of collaborative learning. These studies include Hattie, John (2012): *Visible Learning for Teachers*. Published in the Netherlands as *Leren zichtbaar maken* by Abimo/Bazalt. Robert J. Marzano carried out the meta-study *Wat werkt op school. Research in actie*, published by Bazalt 2007.

⁸ Biesta, G.J.J. (2012): *Goed onderwijs en de cultuur van het meten*. The Hague, published by Boom Lemma.

⁹ See www.unesco.nl/unesco/english.

The ten core concepts that we use to bring coherence to the subjects and domains:

- 1 **Energy.** Why does something work? (Physics, chemistry, technology);
- 2 **Matter.** What is it made from? (Physics, chemistry, technology);
- 3 **Growth and life.** What is life and how does something develop? (Biology, physics, geography, philosophy);
- 4 **Equilibrium and cycles.** Why do we keep seeing the same pattern? (Biology, physics, chemistry, geography, philosophy);
- 5 **Power and rules.** Who's the boss? (History, state structure, social sciences, economics);
- 6 **Bonding.** Where do I belong? (History, state structure, world orientation, social sciences, economics);
- 7 **Communication.** How do I express myself in my own and other languages? How do I select information and make use of media? (Humans and society, technology, languages and classical languages);
- 8 **Time and space.** How does time arise? How big is the earth? (Geography, physics, astronomy, mathematics, biology, philosophy);
- 9 **Strength and waves.** How strong is something? (Physics, mathematics);
- 10 **Big ideas.** Which ideas change the world? (History, science, religion and philosophy).



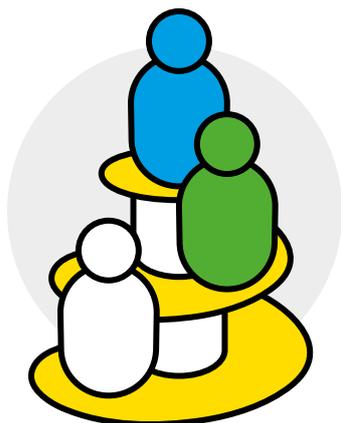
Link 2: linking the curriculum to the world, 52 weeks per year

Meaningful learning connects 'inside' with 'outside'

Alongside a broad and coherent curriculum, Laterna Magica 0-18 provides a rich learning environment. We link school with informal learning. Sport, creative and artistic work, experiences of nature, realistic work experience: these run through our everyday programme. A campus where you do sport, create, work or learn morning, afternoon and evening. Because play and learning are the extension of each other.

Real-life education is meaningful for children. It fuels their motivation

Laterna Magica is the place for this young 'Homo Ludens', a place to play, do sport, dance, act, make music, study and more. A discovery garden where children can play with sand and water, animals to care for, a multi-sensory room to stimulate your senses. The canteen/kitchen is also a restaurant where children can gain work and learning experience. Children learn by contributing to their neighbourhood, by working in a workshop, the library, repair café, theatre, gym or vegetable garden. We thus create a rich learning environment for all ages in which authentic learning tasks are well-organized. Children develop their knowledge and skill in an agile way while working.



Link 3: the natural uninterrupted growth of children as our basis

Groups and postponing ‘determination’

We make a point of providing an uninterrupted route through daycare, primary and secondary education, because we do not accept the weakness inherent in stark transitions.¹⁰ Laterna Magica 0-18 is organized in heterogeneous groups but also takes account of the characteristics of the age group and the need for small-scale learning. We group children according to the learning task, interests and themes, complexity of tasks and difficulty level. We organize our teaching and development programme into units – mini-schools – of 100 pupils (and 50 for the 0-3 group). The age ranges are roughly 0-3, 3-7, 7-10, 10-14 and 14-12 years. Starting earlier and selecting later greatly increases children’s opportunities to develop their talents according to their ability. Comparative international research has shown this.¹¹

Learning to make connections, gain insight and explain phenomena in nature and society

Uninterrupted growth through personal learning pathways

At Laterna Magica 0-18 each child can, together with its parents and coach, develop its own broad learning pathway. Every child receives personalized support. Each child has its own development plan and personal learning pathway.

We start earlier and select later

Our facility is accessible to all children at their own level. They become familiar with such themes as technology, healthy food preparation, ‘big ideas’ and classical languages, and do so in real-life assignments. Our children do placements or follow workshops with younger or older pupils if this corresponds with their learning questions. Alternatively, the children themselves can give a workshop and thus collect evidence of what they have learned. Children monitor their own progress in a digital portfolio and plan their learning pathway together with their coach. They can call upon experts to help.

In their digital portfolio children monitor their own progress and plan their personal learning pathway together with their coach

All children, from the age of 0, have a portfolio. For the young children the coach keeps the portfolio up to date, in consultation with the child’s parents. As the children become older they become increasingly responsible for their own portfolio. They are supervised in this. The personal learning pathway of the older children is supported

¹⁰ In our plan we build upon the advice of the Educational Council of the Netherlands: *Een onderwijsstelsel met veerkracht*, December 2014 and *Een eigentijds curriculum*, May 2014.

¹¹ See also the interview with leading academic John Hattie, *Luister naar je leerlingen*, Trouw newspaper, 12 November 2015.

by modern media. We will take advantage of the opportunities of e-learning. In future we can envision children watching instructional videos by coaches (for instance on spelling) and coming to Laterna Magica to work together on assignments/ achievements. In future older children will follow massive open online courses (MOOCs). Educational games and learning how to program will make them more motivated to learn. Multimedia equipment and iPads are part of our learning environment and support the children's personal learning pathways. The coaches use Learning Analytics to make analyses, provide tailored education and coach and support children.¹²

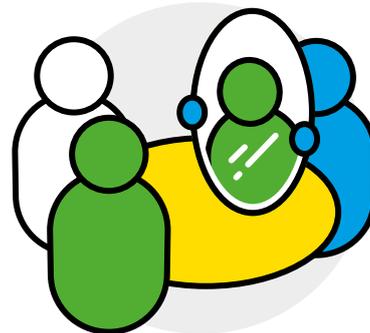
We create a strong link between daycare and primary and secondary education

Tailored and generally accepted diploma

In Laterna Magica each child has its own continuous development pathway from 0 to 12 years. We start at a young age by supervising children in play in a rich learning environment. We ensure that the supervision is of a high emotional and educational standard. Until children reach the age of 14, we provide a 'basic training', a broad range of options in which children learn together in a heterogenous group. Many long-term studies have shown that this early start and delayed selection increases the chance of boys and late developers entering higher education. Only at the start of the 14-18-year unit do we establish, together with the child and based on the portfolio, which regular school-leaving exam the child wants to focus on. From that point children spend some of their time on the specific preparation for the central final exam. IT also helps personalize this part of the learning pathway, with the amount of practice and in-depth material tailored to the needs of the child. The secondary school diploma (vwo, havo, vmbo) from Laterna Magica is thus comparable with those of other schools in the country and its value is clear for parents and further education.

A generally accepted but tailored diploma

Even then we continue to offer the Laterna Magica part (Assessment and School-Leaving Programme) in the most meaningful and coherent manner possible. Qualification, socialization and personal development are in balance in the Laterna Magica final exam. All children are given the opportunity to complete exam subjects at a higher or lower level alongside this, according to their interests and talents. Only if the Assessment and School-Leaving Programme and/or preparation for the central final exam so requires, are children grouped according to final-exam level rather than interest.

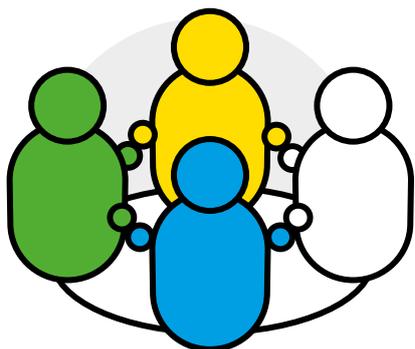


Link 4: between training, workplace learning and team learning

Working and developing together as a professional norm. Our concept requires various roles from the professional, such as the role of a coach who supports learning and selection processes, and the role of expert who teaches and designs research questions and learning environments. These are roles are mainly learned in practice, by constantly developing and working together. And by constantly reflecting on the concepts, your experience of the learning process and your role within it, as well as on children's results.

¹² Esmeijer, J. and Van der Plas, A (2013): *Learning Analytics en Zelfsturend Leren*.

We don't have departments or sector teams. Our unit teams are interdisciplinary. They have trained at universities of applied sciences and research universities and share their experiences. At Laterna Magica 0-18 coaches and experts constantly see each other at work in the unit. For us it is the professional norm to first develop, implement and evaluate and only then to record. Team learning is an essential link between learning as a professional and learning as an organization. You learn this in practice rather than in training. This brings us to the fourth link that we want to restore: between the child's learning and the coach's learning, and between training, workplace learning and team learning. How we do this is described in our staffing policy in Chapter 3.



Link 5: between children who differ greatly from one another and their social environment, by rejecting selection and aiming for a tailored educational approach and social inclusion

Laterna Magica is an inclusive community: everyone belongs, counts and can contribute. We do not exclude anyone and do not allow disconnection. Each child develops according to its own ability and discovers its own talents. Each child is challenged at its own level, according to individual, continuous learning pathways. We are an inclusive learning community where everyone really is noticed, and no one falls by the wayside.

2.4 Ensuring quality

At Laterna Magica we employ a quality cycle that fits with our vision of learning and development. Key to this is working in a cyclical fashion on quality instead of just measuring quality.

In the quality cycle we describe what we want to measure, the moments at which we measure this and the research methods that we employ. We look at the gap between the current situation and our vision and set new goals. What do we want to achieve?

Alongside these goals we develop a research agenda. Which themes will we research to improve and innovate? We like to work together on this with external researchers with practical experience.

Research as basis for improvement

Our main question is whether we achieve our mission to use children's curiosity as the source of a broad training in a personal learning pathway. Our approach to quality is innovative in the way we look at a wide array of results. We analyse three domains: qualification, socialization and personal development. We look at our learning results and learning processes and assess them at three levels:

- individual achievements in the learning process of every child;
- internal goals;
- externally benchmarked results.

Looking at Laterna Magica through the eyes of an outsider



Tri-band assessment

We call the above method of work tri-band assessment. We use a range of learning and research forms. On 'bandwidth 1', the child, we collect the individual results in the child's portfolio. Our coaches hold regular meetings with our children. Here coach and child discuss the child's work based on what the child wants to learn and our learning and development pathways. The child's portfolio thus becomes a system in which the child tracks itself, a system that focuses on results and learning to learn.

Good teaching arises from the coach's personal skills

On 'bandwidth 2', that of the group and unit, we observe groups, compare 'counted portfolios' and hold unit discussions. We analyse the research results from the perspective of our vision. On 'bandwidth 3' we collect standardized national test data. We conduct trend analyses and compare our data with national benchmarks.

Our analyses serve three purposes:

- We increase our staff's personal skills and ownership. Within the quality cycle they constantly evaluate and improve their work thanks to the joint systematic reflection on their own conduct.
- Continuous improvement, development and innovation in our core tasks. Do we do the things that, according to our vision, we think are right? And do we do them well?
- We publicly justify ourselves to all involved with Laterna Magica.

Organizational structure

A professional learning community

3.1 Organizational structure

In this chapter we describe the organizational structure of Laterna Magica and our staffing policy. Laterna Magica 0-18 will be linked to the existing Laterna Magica 0-12.

Stichting Samen tussen Amstel en IJ (STAIJ) is the school board of Laterna Magica. STAIJ wants to offer both primary and secondary education from August 2019. To make this possible, an investigation is being carried out into a merger between IJburg College and STAIJ. In its strategic policy 2015-2019, STAIJ expressed the following ambition:

‘STAIJ will expand at least one school with integrated primary services from 0-12 years to 0-18 years (based on one vision, one continuous pathway, one team and one management). To achieve this, we will enter into partnerships, but our vision will be the guiding principle. Within this framework, STAIJ is working on creating its own academy to train teachers and pedagogical staff to at least HBO [university of applied sciences] level.’¹³

The daycare will also fall under the same school board.¹⁴ A separate foundation will be established for this by no later than February 2019 (until then we will work together with Partou). The income for daycare, primary education and secondary education will continue to be separately accounted for. We are working on clear management rules that place responsibility as low as possible in the organization and provide clear arrangements on transparency and justification.



One vision, one management team and self-governing unit teams

Management team

It is preferable if one management team is responsible for teaching and learning in the integrated basic provision for 0-18 years. The team of the new facility will fall under the current management. Each new unit will have a leader who joins the existing management team. A single management team is essential if we are to create a continuous pathway, continuous learning pathways and a teaching organization. Staff who fall under a different collective labour agreement (for instance, health care, recreation or sport) are still integral members of their unit team.

¹³ *Koersplan Stichting Samen tussen Amstel en IJ 2015-2019.*

¹⁴ This is not legally possible at present. The steering committee *Kindcentra 2020* argues for an expansion of the legal options in its book *Kindcentra 2020, een realistisch perspectief.* (2015).

General rules

Learning is natural if staff:

- are actively absent (observing, following, consciously giving children space);
- are intentionally present (inspiring, challenging, supporting, explaining);
- follow the child's development together with the child;
- learn together and are responsible together for the whole unit;
- increase the well-being, self-confidence and success experiences of all children;
- are curious and eager to learn;
- reflect on their behaviour alone and with children;
- adjust activities, supervision and approaches to the type of knowledge that the child is acquiring;
- give children direction, space and support while supervising them;
- work with children on self-directed learning competences: taking control, reflection, learning strategies, collaboration and learning to relate to reality;
- challenge children to work and live together.

3.2 Staff

Laterna Magica 0-18 has a carefully considered integral staff policy. Not only do the children have their own development portfolio, the staff do too. Here they add their development points and collect evidence of their own development. This evidence comes from following internal training in Natural Learning, from the workplaces, from unit visits by management, from the Special Educational Needs and Disability practitioner and internal trainer, from feedback from colleagues and from team evaluation meetings. In addition, unit leaders and management pay visits to the units and groups, and these are followed by feedback meetings or team consultation. This is part of our cyclical and research-based approach to quality.

As already mentioned, we think that interdisciplinary work is important and that team learning is an aspect of professional standards. We work with coaches, experts and support staff. We also have child support experts, internal trainers and event directors who establish links with the outside world and help shape real-life learning. We integrate care and support in the units and the organization: this could mean a nurse, an inclusion expert (youth care worker) or a dyslexia expert. We take a support approach here: we arrange for sufficient expertise and support to allow all children to participate, develop and learn. In this approach the emphasis lies on what a child can do rather than on its limitations.

Our team members also have a personal portfolio

For our coaches the emphasis lies on supporting the pupils in their learning questions, goals and processes and encouraging self-direction and reflection.

For our experts the emphasis lies on providing instruction according to the principles of Natural Learning and access to knowledge and sources that will help the child explore its learning questions. This is based on the core concepts and basic subjects. In addition, there may be support staff who help children learn and develop practical skills (IT, using equipment, tools etc.). They also help organize the learning and the learning environment in practical contexts. We aim for the optimal distribution of tasks in each unit. For instance, one unit of about 100 pupils has about five or six FTE of coaches, two FTE of afternoon coaches (eight people) and makes use of experts in dance, music, movement, technology, cookery and projects and specialists in subjects such as classical languages and physics. These experts or specialists work with several units. We aim for an equal number of men and women in the unit teams. One of the coaches is unit leader.

Internal Natural Learning training for coaches

Professionele leergemeenschap/community of learners.

Professional learning community/community of learners. To ensure that the concept of Laterna Magica continues to develop, we must be a fast-learning organization, an organization that adopts new knowledge, insights and competences at a rapid rate and thus improves its 'products and services'.¹⁶ At Laterna Magica 0-18 this is essential in the work, training, workplace, learning and team learning. Designing, carrying out, investigating and reflecting together is the professional norm in our units. Each unit team makes its own decisions within the vision and mission. This ensures that a tailored approach and ownership arise.

Theory and practice, and learning within and outside school are linked

Teacher training and pedagogical training alone are insufficient preparation for work at Laterna Magica. Even an experienced daycare specialist or primary or secondary school teacher rarely has more than three roles in regular Dutch schools. They might be a good subject teacher and educator and a reasonable designer of teaching (in conventional subjects) or care activities. It is essential that we at Laterna Magica 0-18 provide support and professionalization in the form of internal training that helps the coaches that we hire expand their design, exploratory and coaching talents. Our coaches are given plenty of room for the talents that they usually hone outside 'school



and care' (art, music, theatre, nature, trade, sport etc.). The specializations of coaches in a unit team give each team its own individual character.

Developing new internal training (teaching and learning for children aged 0-18)

Laterna Magica and STAIJ have broad experience in providing academic training for primary school teachers. In-school training is one of the most important markers.¹⁷ Before we begin supervising the 12 year-olds we will design our own training or learning landscape in which we link practice, science and training. This will aid our coaches, experts and support staff in their development and promote leadership and concept ownership. We will discuss intensive training, research and design with relevant teacher training bodies well in advance. Our training team will consist of qualified internal trainers who will work together with academics. We are considering the possibility of working with teacher placements (internships for teachers).¹⁸

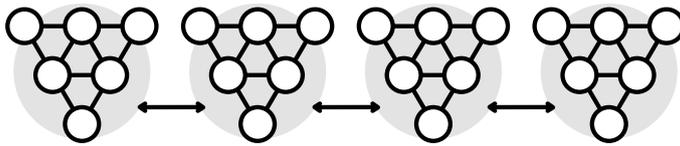
Our coaches specialize, which give each unit team its own character

¹⁶ Hargreaves, D. (2012): 'A self-improving school system in international context.' National College for Teaching and Leadership.

¹⁷ For the STAIJ policy see our website www.lernenmetelkaar.nl. Laterna Magica 0-18 has its own learning landscape for staff.

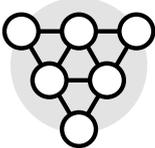
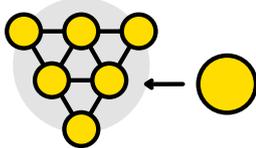
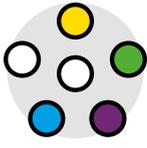
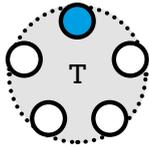
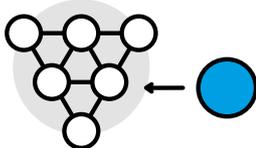
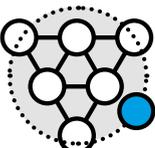
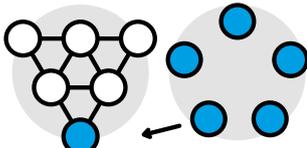
¹⁸ National thinktank on teacher placements.

Internal learning landscape for Laterna Magica staff



Accountable

Present analysis, results and ambitions beyond unit and Laterna Magica

 <p>Coaching on the job Coach each other in joint practice in the unit team</p>	 <p>Peer feedback Critical friend and coaching in unit team</p>	 <p>Crash course Unit team gains new knowledge and skills from expert from within or outside Laterna Magica</p>
 <p>Peer review leadership</p>	 <p>Knowledge-sharing by learning or Natural Learning staff</p>	 <p>Coaching on the job from expert from outside unit team</p>
 <p>Design session with unit team</p>	 <p>Cyclical research Research by unit team into specific issue</p>	 <p>Expert group Experts from different unit teams do peer reviews, exchange knowledge, conduct joint research (expert group in e.g. arithmetic/mathematics, play/research)</p>

Parent involvement

Educational and pedagogical partnership

We involve parents in the development of their child and of Laterna Magica in various ways. They share their thoughts on Laterna Magica policy on the Child Centre Board. They regularly give workshops on a hobby or discipline and can volunteer to help with activities and projects via the events office and Laternaweb. They help manage the parent contribution through Friends

of Laterna Magica and share their thoughts on how to raise extra funds for special projects. Each unit has a thinktank in which parents contribute to developments in the unit. We also hold portfolio meetings two or three times per year. Here the coach discusses knowledge, skills, subjectivation and socialization with parents and child.



Quotes from parents

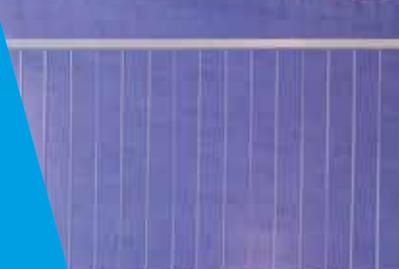
'I have nothing but praise for what you already offer and believe in profound change of the education system. I have two children at the bilingual secondary school and am unimpressed with developments since I was at school.'

'This form of education is very good for children. I can see that from my three (totally different) children. All three flourish in this form of education, Natural Learning.'

'My son (8 years old) noticed the banner (Laterna Magica) on the school the other day, then he said to me: "Papa, I don't want to stop coming here when I'm 12. I want to come here till I go to university."'

'I'm really pleased with how my children are developing, not just cognitively but also in personality and social skills. Go Laterna go!'

'The individual pathway appeals to me and the broad education, work experience, for instance.'





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