

Laterna Magica

New learning on new land

Practical information
and explanations



Colophon

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Complaints policy of

Stichting Samen tussen Amstel en IJ (STAIJ)

[STAIJ \(education\)](#)

[Partou \(childcare\)](#)

Landelijke Klachtencommissie Onderwijs (LKC)

(national board for school complaints)

Postbus 162
3440 AD Woerden

Stichting ‘Samen tussen Amstel en IJ’ (STAIJ)

General director: René Rigter

Cruquiusweg Amsterdam

www.staij.nl

GGD (Public Health Service)

www.ggd.nl

Absence and illness

At some point in time your child will not be able to attend school because it is ill. It is important that you let us know this. Call between 7.30 and 8.30 a.m. to leave a voicemail. We note any absence in our absence register. If you do not notify us of your child's absence, the secretary will contact you as soon as possible. If your child is regularly late, absent or ill, the teacher, coach or a member of the school attendance team at the Municipality of Amsterdam will schedule an appointment with you. To ensure our children's safety, we do not allow the child itself or a brother or sister to inform us of your child's absence.

Active citizenship and social inclusion (pedagogical policy)

Laterna Magica has an active citizenship policy, a bullying protocol and a safety policy. Together they form our pedagogical policy. You can download it from the website.

Activities contribution or voluntary parental contribution

We ask parents for a voluntary contribution (for children over the age of 4). This is used for various activities for the children, such as Sinterklaas and midwinter parties, children's book week, theatre, snacks during events, transport for excursions, admission fees for museums, extra materials for core concepts/

themes, expenses for information for parents, etc. The contribution is collected by 'Vrienden van Laterna Magica' [Friends of Laterna Magica]. For school year 2018-2019 the voluntary contribution is €75 for the first child in a family, €50 for the second and third children, and €25 for the fourth, fifth, etc. You may indicate whether you wish to pay in instalments. The contribution is voluntary, but please note that we cannot fund the above activities without this money. If your child starts at LM later in the year, the contribution will be adjusted accordingly. Collection is arranged by ClubCollect. See also the item on Voluntary parental contribution. You will receive a contract on the contribution (and lunchtime supervision). This can also be found in the download section (under 'information') on the website. Accountability for how the voluntary parental contribution has been spent is set out in the annual report of the 'Vrienden van Laterna Magica' and can be found at Laternaweb.nl.

Core values and conduct

We constantly strive to make Laterna Magica a pleasant place in which to work and learn. If necessary, we discuss children's behaviour with them. If anything does go wrong, we talk to those involved to try to establish the cause. We talk to children and let them discover why they do things. We teach them to think for themselves. Our children work and play

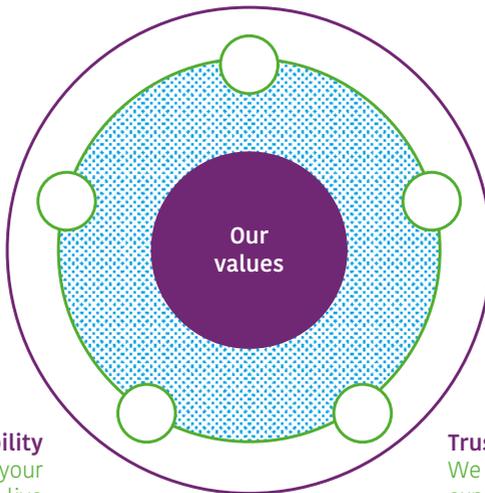
with children of different ages. As the abilities of each individual child is our starting point, there is less negative competition between the children. Each child learns to work from its own strengths. We focus on establishing the cause of negative behaviour and acting upon it. We thus offer children alternatives and prevent future recurrences of the behaviour. We hold children accountable for their behaviour. We reject negative behaviour, but never the person. We reward positive and normal behaviour with compliments and by discussing what constitutes positive behaviour.

Children thus become aware of their own behaviour and its effect on others. We constantly work to create a collaborative culture that is pleasant for all. Instead of writing our rules on the wall, we train children in our community to become sociable and active citizens who feel powerful and responsible for themselves and others. We have drawn up a protocol regarding respecting codes of conduct, a roadmap for coping with excessive behaviour and a bullying protocol (see the website for downloads).

Love

Every child is welcome. Everyone has talents.
Acknowledged inequality

Integrity
Guides our behaviour



Autonomy
Self-direction,
reflection,
self-awareness and
self-confidence

Responsibility
You bear your
responsibility, you live
together, you cut each
other some slack

Trust
We have high
expectations of
everyone

How we supervise our children

How we see our children is as follows: everyone is included; no-one is excluded. The animation about Sil on the Laterna Magica website is a perfect illustration of how you can look at children. At Laterna Magica we don't say that some pupils have special needs: we believe that all children have special needs.

For us, the developmental needs of the child form the basis of the service that we provide. Each of our children therefore has its own development plan. To ensure that we create good development plans we need to track the children in a satisfactory manner. By talking to the child, its parent(s) and those around it, we constantly explore the child's developmental needs. We do this by coming up with a plan together. Children actively contribute and eventually write their own development plan. The key questions are:

Who is this child?

What does this child need?

What do those around the child need to support the child in the best way possible?

Support route

You will find the support route and options below. The route comprises assessment, a fixed cycle and any in-depth exploratory meetings that the child may need.

Portfolio meeting

Every three to four months (every six months for children up to the age of 4) we hold an evaluation meeting with the child and its parents to look at the child's results and if necessary adjust the development route. In the meeting we look back and forward from two perspectives:

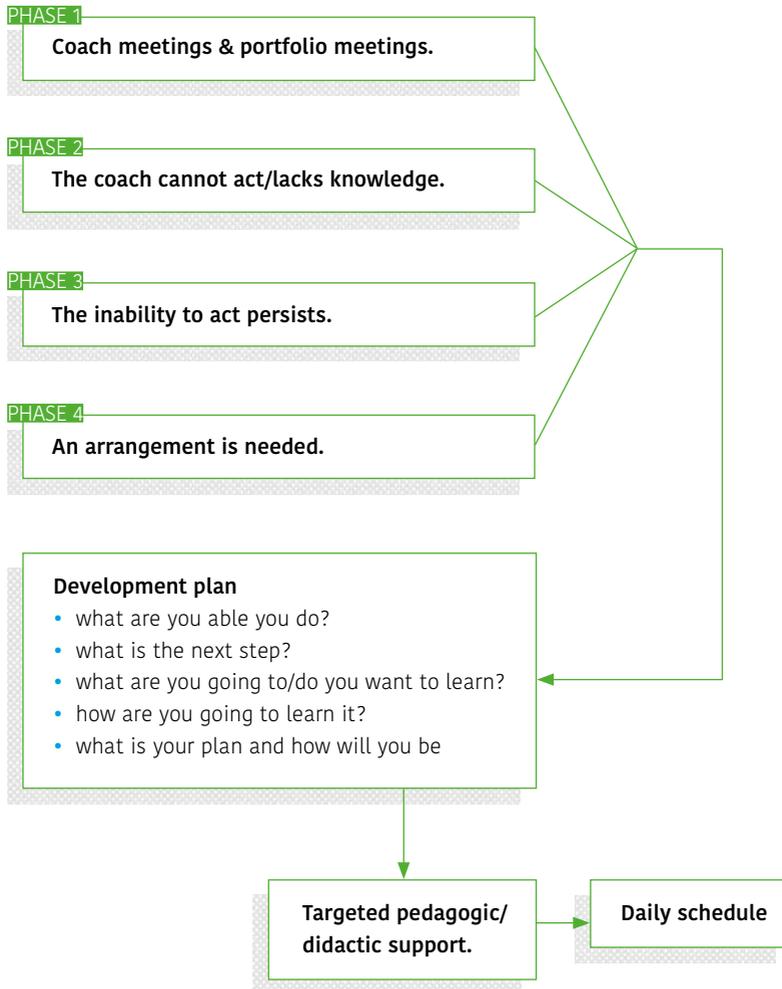
Coach meetings

Each child has a coach meeting at least once every six weeks. The meeting is about its progress in its personal development and learning plan. The child's individual development and progress is the focus. In short, we teach the child to understand itself in these reflective meetings. Our aim is for the child to develop its interests, expand its talents and learn to compensate for its relative weaknesses.

Child meeting

The child meeting is held in the unit. All coaches, parents and, if possible, the child itself attend. During the meeting the participants think in more depth about who the child is and what does it and those around it need for it to develop? Parents are invited to these meetings as they are the experts on their child.

Route to personal development plan



Child meeting + / round table discussion

principle, the child meeting+ has the same basic premises as the regular child meeting. The difference is that the SEND practitioner is also present and possibly the director or external experts such as a school nurse, physiotherapist or dyslexia specialist. The aim of the meeting is to share experiences and decide on a suitable approach. Supporting the child becomes a shared responsibility. Everyone is given the opportunity to explain from their field of expertise how things are going and what the child needs. The coach, in consultation with the SEND practitioner, considers the information that comes forward in the meeting when drawing up the child's personal development plan.

Group meeting

Group meetings are held twice a year. They are attended by the director, coaches and the SEND practitioner. The main question in the group meeting is what will help this child to be interested in learning? Which obstacles can we remove? The children from the groups are discussed briefly and those present decide which children need follow-up action. The follow-up could be: a child meeting +, a coach meeting with the child, pedagogical-didactic research, a meeting with the parents, etc.

Diagnostic screening

Laterna Magica has limited resources for diagnostic screening. Laterna Magica chooses screening if the necessary expertise is not in house to create a good development plan. Before we decide to proceed with diagnostic screening, we usually first hold a child meeting+ or group meeting and consider if a hypothesis and joint plan will suffice. The municipality may cover diagnostic screening in full or in part. If we consider such screening to be necessary, we may be able reach an agreement in which Laterna Magica pays for the part that is not covered by the municipality.

Compulsory education

Laterna Magica is obliged to notify the school attendance team at the Municipality of Amsterdam of any irregular absence of children over the age of 5. This can be being late on a structural basis, or frequent absence or illness. The coach will always first try to find a solution in a meeting with the parents before notifying the authorities. This is not the case if children are absent one day before or after a holiday. The authorities must then be informed immediately. The authorities also carry out random checks.

Parent-Child team (Municipal Health Service)

We work with the IJburg Parent-Child team. On 1 January 2015, Amsterdam installed 27 Parent-Child teams. Parents, children and professionals from, for example, schools, can go to the teams with their questions about growing up and parenting. The Amsterdam Parent-Child teams are comprised of various professionals: parent-child advisors, paediatric nurses, paediatricians, child psychologists, etc. In some cases, if a child is often sick or if there are questions about matters such as lice, obesity, hearing, sight, sickness and so on, we arrange for the Parent-Child team to make an appointment with that child. The Parent-Child team screens children at the ages of 5 and 10 years.

Assessment

Twice per year, in January and June, all children between the ages of 6 and 12 take Cito tests in arithmetic, spelling, reading comprehension and technical reading. The five-year-olds take the (M) tests in Arithmetic and Language for pre-schoolers in January. If they score a D or E, they sit the tests they got an E in again in June to see if they have made progress. The 12-year-olds sit the final Cito primary school test in April. You will be informed of your child's progress in the portfolio meetings. If you wish, we can provide a printout of the results.

Dealing with differences and special education needs. Joint solution or diagnosis?

Einstein once said: 'we cannot solve our problems with the same mindset that created them.' In recent years, children seem to be increasingly suffering from problems. More and more children are being given a label: ADD, ADHD, ASS, etc. e.a. The use of such terms comes from a medicalized perspective of development. The emphasis lies on the individual and the approach focuses more on problems than solutions. What is more, the positive aspects of a diagnosis are often ignored. Laterna Magica therefore works to find a joint solution that works for the child. The child's strengths form the basis of our supervision and we involve the child, its parents and those around it in determining what support it needs.

Inclusive education

Laterna Magica believes that every child should be able to attend school in its own neighbourhood and that it is good for all children to learn to deal with differences. We therefore do not, in principle, exclude any child who lives in the area. We call this inclusive education. We take differences as our point of departure. We want to understand the whole child. This helps us provide the right supervision for the child.

Specific support needs

The team sometimes decides, together with parents and the SEND practitioner, that it is best to have a child diagnosed when it starts at the school, and sometimes children already have received a diagnosis before coming to Laterna Magica. We apply the following criteria for admitting children with specific support needs:

- the parents must have specifically chosen our concept of Natural Learning
- children who start school at a later date must be screened before placement
- the child must live in IJburg
- we must meet the parents to explore the options for the child. We then decide together whether placement at the school will succeed.

If we cannot place your child at Laterna Magica, our school board will help you find a school where your child can receive the special education that it needs.

Appropriate education

Laterna Magica is inclusive in its words and deeds, which means that, in principle, we do not refer children to daycare or a school for children with special needs unless they need specialized psychiatric support, or when the safety of a child, of other children or the coach is compromised. Parents are of course free to choose to send their child to such institutions. If they decide to keep their child at Laterna Magica, we may need more resources to provide the child with what it needs. The Appropriate Education Act (Wet passend onderwijs) entered into force in the Netherlands on 1 August 2014. It specifies that all children are entitled to a good education, thus also children who need extra support.

More information can be found on the website of SWV Primair Onderwijs Amsterdam Diemen, an association of school boards that facilitates tailor-made education:
www.swvamsterdamdiemen.nl.



Our children follow workshops instead of regular lessons.

Laterna Magica's working practices

All children are welcome at Laterna Magica. We are inclusive in our practices and have developed a corresponding 'care structure'. Children who demonstrably cannot attend Laterna Magica without extra supervision may qualify for special arrangements. The SEND practitioner supports the whole process around these arrangements, the extra funding, providing extra support and hiring external experts, and ensures that there is a clear explanation of what the additional funding will be used for.

Over the last few years the Laterna Magica team has gained experience in what works for children who need specific or extra support. We now apply this knowledge when deciding how to use the available financial resources. We generally use financial resources that are available for 'care' as follows:

- ① if we need more information we hire an external expert to give the whole unit team a crash course, followed by coaching on-the-job via the jointly prepare-jointly implement-jointly evaluate system. On occasion a specialist will work directly with a child or small group of children within the unit and coach the parents.
- ② if we do not have sufficient time, we increase, temporarily or permanently, the hours of a member of the unit team to allow them to work on a more individual basis with a child or small groups of children.
- ③ we work to increase our unit teams to increase our expertise. In future, each unit team will ideally comprise staff with expertise in teaching (coaches), pedagogy (afternoon coaches) and youth care (inclusion practitioner).

Our working practices, which are based on the personal development plan of each child, remain unchanged. In the portfolio meeting or child meeting + we continue to consider, together with parents, coach, child and any external experts, what constitutes the best supervision of the child at that point. The coach, parents and child continue to be in charge.

Questions

If you have any questions, or worries about your child's development, please contact your child's coach. And if you have questions about our vision on children with special support needs, gifted children, dyslexia or other such terms, ask your child's coach or unit leader.

Laterna Magica policy concerning worthy causes

Laterna Magica wants to work towards a social, beautiful and sustainable world. To this end we have selected two worthy causes to support. One of them is very close to Laterna Magica: IJburg petting zoo, and one is further away: Papuan children go to school.

Exercise workshops and PE

For the exercise workshops children from the age of six need a separate PE kit. This can be a leotard or shorts and a T-shirt. Please ensure that your child always brings a clean sports kit to Laterna Magica. Children must wear gym shoes and socks to prevent verrucae and foot injuries. The gym shoes must have white soles. Children who forget their PE kit will not be allowed to take part in the workshop for reasons of hygiene. It is dangerous to wear jewellery during PE workshops so children must take it off during PE. We advise leaving all jewellery at home.

Medical or dental appointments

Your child may need to visit the doctor, dentist or other specialist during classroom time. Please schedule these visits where possible outside classroom time. You thus show your child that you consider school important. If such appointments can't be arranged outside school hours, please inform us beforehand.

Fire drills

We hold a fire drill for the whole of Laterna Magica once a year. After all, the building must be evacuated as fast as possible in an emergency.

Research and clubs

Many children like to make their own decisions. Some children want to learn how they can work in a responsible way after making their own decisions. They want to learn to be able to make responsible decisions, thus learn how to articulate their development and indicate what they need to develop further. These children have an internal structure and like to explore things for themselves. They are very suited to learning through research.

Research questions

Research questions are related to geography, nature, science, technology, art, culture and history. A group of children could, for instance, research how stars emit light. Other children may want to know what is in the ground or how it is that the earth turns. Children investigate their research question from top to bottom. They then present the results.

Achievement

An achievement is a big or small, open and difficult assignment. The child makes real use of the results.

Clubs

Other children like to follow a pre-defined path. These children are suited to our clubs. Here they receive daily instruction and have time to practise what they learn in a fixed teaching programme. They can attend clubs in the basic skills of reading, writing, arithmetic and spelling.

Coach

Each child has a personal coach who regularly discusses its development, what it has learned, its behaviour, its motivation and its work ethic with it.

The coach and child also discuss which goals the child will work on and whether it has achieved these. The coach discusses the child's development with the child every three months. The coach and child monitor the child's development together.

Daily routine

The general outline of the daily routine in the units is identical. Naturally there will be some differences in the order and content of the 'blocks'. Laternaweb (heading: units) sets out the the exact daily routine and workshops/range per unit. There are fixed blocks that use rooms outside the unit itself. They include exercise, music, dance, drama, cooking, technology in the outdoor workshop or play/work in the garden and park. It isn't always possible to follow a strict routine in unit 0, given the young age of the children: many children sleep in the early afternoon, for instance.

A day in the life of Laterna Magica

Dancing, reading aloud, writing, arithmetic, reading... Playing chess, building, singing... Making films, experimenting, discussing, doing woodwork... A day at Laterna Magica is very varied. For the children the activities are like play,

because every child is curious by nature and seeks answers to its own questions.

But of course each day has its own rhythm, rituals and routines.

Laterna Magica is structured in such a way that children are challenged and invited to learn and develop in a manner that suits them. A day therefore consists of exertion and rest. We call this Natural Learning.

An example of a daily routine

Time	Activity
07.30	Children from unit 0 start to arrive
08.15	Children of three and over arrive
08.30 - 09.15	Reading activities in group
09.15 - 10.00	Language clubs (and outdoor exercise for the youngest children)
10.00 - 11.30	Workshops in exercise, dance and music + work on research/achievements + coach meetings
11.30 - 12.15	Arithmetic workshops
12.15 - 13.00	Lunch and exercise
13.00 - 14.15	Cookery workshops, projects, outdoor workshop, work in the garden + research/achievements + coach meetings
14.15 - 14.30	Group evaluation/reflection
14.30 - 15.30	Healthy snack and planning the rest of the afternoon with afternoon coach
15.30 - 16.30	Workshops and play + research/achievements
16.30 - 17.30	Workshops and play + research/achievements
17.30 - 18.30	Quiet activities/tidying up

Indoor and outdoor exercise

Adjoining our building is a gym. Our exercise experts organize our exercise workshops here. We also can exercise outside: in the discovery garden, the Theo van Gogh Park and the adventure playground. Children go to the discovery garden, the park and the adventure playground with their coaches.

Music, dance, drama

At the integrated children's centre we organize many expressive activities, such as ballet, dance, music and movement theatre. We have our own fully equipped theatre.

Discovery garden, vegetable garden and animals

Children can play with materials such as sand and water as well as with nature-discovery boxes in our discovery garden. They can also care for animals or work in the vegetable garden.

Technology; outdoor workshop in the discovery garden

Children can work in our outdoor workshop in the discovery garden. Here they can work with technology or 'make' things.

Cookery in our kitchen

Our cook works with children in the kitchen every day. They make lunch for the three-year olds, take-away meals for parents and other healthy dishes.

Project office

Children can do a placement at our project office or work on projects that are initiated or supported by the office. This could mean a charity shop, a children's art library, a theatre production office, excursions, working as a caretaker or in catering.

Learning from each other

Natural Learning works on the assumption that children learn the most from each other. Professionals ensure that there is sufficient interaction between the children, creating the conditions that allow children to exchange ideas, present themselves to each other and play and explore together. Our professionals observe and consider what is occupying the children rather than wondering how to keep them occupied. They assume that there will be diversity, significant mutual differences. The main challenge is to introduce something to the children's activities at the right point so that they acquire new knowledge and try out skills.



*Children can care
for animals or work
in the vegetable
garden in our
discovery garden.*

First day at Laterna Magica

The first days at Laterna Magica are always exciting. Children and adults alike must get used to the new situation. What do you do in the unit? What's the daily routine? Who are the coaches and other children? The first days ensure that the child feels emotionally secure and wants to further explore its new surroundings.

Becoming acquainted

We invite parents and child to an introductory meeting to give us the chance to get to know each other.

Buddy

New children are assigned a buddy who initiates them in the 'secrets' of Laterna Magica and makes sure that they soon feel at home. If new parents wish, we can assign them a buddy too.

0-3-year-olds

Here we discuss the daily routine and the child's individual needs. We decide how to help the child settle in. The coaches ensure that they always devote extra time and attention to new children and their parents. A child can have three settling-in mornings in its new group. We discuss with the child and the parents what exactly is needed.

4 years and over

We greet the parents and child at the unit door on the first settling-in day. We show the child where to hang its coat

and bag and accompany it to the right group. You are welcome to stay for the first half hour to explore the surroundings together with your child. If you are anxious about how your child is doing, you are welcome to phone halfway through the first morning. If you don't hear from us, you can assume all is going well. The two mornings after are introductory sessions too. If you like you can give your child fruit and a drink to take with it these first few days.

The transition from lower-school to upper-school unit

The transition from unit 0 to lower-school unit or from lower-school to upper-school unit is a natural one. It is a logical step in a child's development. We follow the child's development rather than its age. If a child is ready to move to the next unit in its development, we ensure that it can play/work there a couple of times. This helps it settle in. In the portfolio meetings with parents, child and coach we discuss when the child will move to the next unit.

Lost property

We keep all lost property in a chest of drawers at the entrance to the unit. If your child loses something see if you can find it here. The chest of drawers is cleared out before every holiday and the clothes put on display. The clothing that remains is then taken to the charity shop (on the 2nd floor).

Information for parents

Laterna Magica has various sources of information for parents. You will find information about Natural Learning, the calendar and how we do things on the www.laternamagica.info website. We also have a site for parents of children at Laterna Magica www.laternaweb.nl (with accompanying app). Here you will find the contact details of other parents and can communicate with each other. The team regularly posts news from the units on this site. Every child has a portfolio folder. Every child works with a personal development plan, which the parents, child and coach (teacher) sign. We write a new plan every three months and discuss this with you. We hold regular information mornings for prospective parents.

Information sessions

New parents are invited to come and find out more about us. The dates for these sessions can be found on the home page: www.laternamagica.info. During these meetings, you will be provided with information about our philosophy. Each unit also holds an annual information session. For more information about the activities that we would like you to join in, please see Laternaweb.nl. We think it is very important that you know what is going on at Laterna Magica so we very much hope you will attend.

Information on infectious diseases

If an infectious disease is doing the rounds at Laterna Magica, we will inform you immediately through Laternaweb.nl or in a letter on the unit door. We can also provide information about the various childhood diseases, the associated risk of infection and whether children can come to school. The Public Health Service (GGD) provides us with this information.

Upper-school unit camp

The children in the upper school and their coaches look forward to camp. They learn camp songs, decide who will sleep where and come up with and organize exciting and fun activities. Then the time comes, and all packed and ready the children are waved off to camp by their parents. We ask for a separate fee for camp. You will receive information about this by email. It amounts to about € 25 a day. We think it is very important that all children go to camp. They enjoy this adventure immensely and learn a great deal too.

Core concept (understanding the world)

What is a core concept?

Laterna Magica groups the understanding of the world that a child needs to develop into a number of core concepts (Gankema) and collections of related insights. We use source books for this.

Working with core concepts is a way of looking at the world that leaves a lot of room for coaches, supervisors and children but also involves working on acquiring specific insights. The core concepts consist of ten associated clusters of insight goals.

Together these goals cover the core goals for world studies and other core goals that focus on insight. Based on these core goals, the coaches and supervisors design a learning environment with all sorts of challenging working practices, activities and learning sources. Working with core concepts integrates communication skills and creative subjects and applies numeracy and language skills. Various types of knowledge are used when working with core goals. Each type requires its own learning approach. The source books that Laterna Magica uses provide suggestions on the organizational structure, learning environment design and working practices as well as instructions for implementation. Several schools successfully work with this approach.

We have defined ten core concepts that our pupils work on. These are divided into two categories: ‘Nature and Technology’ and ‘Humans and Society’

Nature and Technology

- Energy
- Material
- Growth and life
- Time and space
- Force and waves

Humans and Society

- Power and rules
- Bonding
- Equilibrium and cycles
- Communication
- Great thinkers

The core concepts are therefore not arranged along traditional lines but within the problem contexts along which life develops. The Laterna Magica curriculum is thus based more on these problem contexts than on the core goals, which, however, our children also achieve. The core concepts form the basis of the workshops and research questions. Children can also work on research in a field of their own interest. The learning environment is designed in such a way that children

are given the chance to gain these insights. Each unit addresses a specific aspect of a core concept during a particular period. We call this a subtheme of a core concept.

Core concepts timetable

Every unit covers core concepts several times. After all, a child spends three to four years in a unit. The units cover the core concepts extensively in a cyclical process, which is given a completely different shape each year. A core concept may also suddenly become a hot topic. The different units may focus on different aspects.

Complaints, questions and compliments

Where can you find information and what you can do if you have a question, compliment or problem?

Questions about your child

If you have questions about your child's development, ask your child's coach. You can do this during your portfolio meeting or make an appointment between portfolio meetings. To make an appointment come inside with your child in the morning or afternoon. The staff won't have time to discuss the matter then but will be able to make an appointment for you.

Questions on policy

If you have questions about policy in your child's unit, ask your child's coach or the unit leader. If you have questions about Laterna Magica policy, ask your child's unit leader or the director. The director and unit leaders meet weekly to discuss any issues or developments that affect the school.

Each unit team also holds meetings to discuss the content and scheduling of the natural play and learning in the unit.

Questions about leave, reporting sick or registering your child

If you have questions about leave, reporting sick or registering your child for the school, ask one of our secretaries. Someone will be available to answer the phone daily from 9.00 a.m. to 6.30 p.m. Please leave a voicemail if we are unable to answer. Our phone number is 020 - 416 19 11.

If you have a complaint

First contact your child's coach to discuss your complaint. You will receive an invitation for a meeting. If the issue is not resolved, please contact the unit leader and/or director. We will take appropriate action depending on the nature of the complaint and the meeting. Both STAIJ and Partou have an official complaints policy. This can be found on the website under Information>Downloads or you can request a copy from the director. Naturally, we would prefer that you discuss your complaint with us at Laterna Magica first so that we can discuss the matter and try to find a solution together. You do have the right to submit a complaint directly to the complaints committee. If this complaints procedure does not result in a satisfactory solution for you, you can contact the National Complaints Committee.

If something is troubling you

First contact your child's coach to discuss your concerns. You will receive an invitation for a meeting. If the issue is not resolved, please contact the unit leader and/or director. We will take appropriate action depending on the nature of your concern and the meeting. You can also discuss what is troubling you directly with the confidential advisor at Laterna Magica. Their contact details are in the address and telephone numbers section of this guide.

Learning and development pathways

The learning and development pathways describe to what extent a child has acquired various forms of knowledge and skills and to what extent it still needs to acquire them. The pathways also indicate whether a child is a beginner or an expert, what it can still learn and what it is good at. Each child works at its own maximum pace. The knowledge or skills could be reading, writing, spelling, the ability to work with others, perseverance and creativity.

Lunch: 3-8-year unit and 8-12-year units

All children from the 3-8-years and 8-12-year units have lunch in their own unit. We do this because we have chosen an approach that provides continuity in pedagogical strategy and routine. All strenuous and relaxing activities in the day are provided by the child's own unit team. This creates a calm, ordered environment and ensures a continuous pedagogical approach. For more information about food and drink at Laterna Magica, see the timetables for the units in the section on lunchtime supervision or on the website.

Extra staff

Having extra staff on duty during lunch leads to a more relaxed atmosphere. For the children this means more room to eat and move, for the coaches this means more room for coaching. There are professional staff (afternoon coaches who stay on to take care of the long day after 2.30 p.m.) and there are supplies we can use to organize activities. We ask for a contribution to defray some of the extra costs involved. Friends of Laterna Magica Foundation collects the money for these extra activities. For more information see the Voluntary Parental Contribution section.



Our basic premise is that intelligence can develop and is not a fixed trait.

Laterna Magica mission, vision and values

Mission

The intrinsic curiosity of children is a natural resource for learning and development, enabling them to keep on learning and inventing the future.

As young adults, Laterna Magica pupils leave the community after having received loving attention from all the staff. They have learned self-direction and take responsibility for their own development, others and their environment. They have developed confidence in their own abilities and who they are. They work with others to create new knowledge. You are not confronted by the world, but you make the world yourself.

Vision

We bring you to a place where children can reinvent the future every day. A place with space, a peaceful place where you can meet others and be who you are and who you want to become. Every child is welcome. They meet the world here and together they make the world. Children, their parents or guardians, coaches and experts come together here and take responsibility for discovering and developing every grain of talent. Every staff member learns and works towards becoming a better professional.

Natural Learning

The Natural Learning concept is based on social-constructivism. Children learn a lot because they are curious and interested in the world around them or learn to see the advantages of knowledge and skills possessed by others. Their own motivation is the best starting point for acquiring new knowledge and skills. At Laterna Magica children learn at least the same as they would at any other primary school and daycare. We give them room to delve into a topic and improve on their strengths and compensate for their weaknesses. What is unique is the specific attention we pay to children's personal and creative development, which is conspicuous in the safe and relaxed surroundings of Laterna Magica. The point of departure is always a child's abilities. Natural Learning is based on developing individual learning pathways, acquiring 21st-century skills, gaining insight into the world around you and learning as much as possible from real life.

New Digital Media

Laterna Magica is an open organization that takes advantage of the opportunities provided by new media. We bring in the world. We expressly choose to teach children to work with new media and discover new opportunities instead of shielding them or trying to control or filter what they do.

We expect parents to share this vision and be open towards these new possibilities.

iPad roadmap

Practical roadmap for parents whose child will be using an iPad at Laterna Magica. This is a five-step roadmap explaining how your child can work with an iPad at Laterna Magica. For the Laterna Magica vision on the integration of digital learning aids in education, please refer to the documents, video and FAQs under 'Kind & Digitale Media' on www.laternaweb.nl. An iPad is a voluntary purchase. Electronic material is also available at Laterna Magica. The roadmap on Laternaweb contains the agreements that we reach with children on using the iPad in the unit, for example the maximum time screen time.

Results (assessment)

How do we assess children?

Children learn a lot at Laterna Magica. They learn valuable skills and knowledge they can use for the rest of their lives. How do we assess these skills and how do we chart the development of your child? And who monitors us?

Dutch Inspectorate of Education

Laterna Magica is monitored by the Dutch Inspectorate of Education and meets the norms of the Ministry of Education, Culture and Science. The Public Health Service (GGD) ensures

that we adhere to childcare legislation. Monitoring the quality of our children's centre is an important theme that we address systematically. For more information see our policy on quality (website download).

Broad education

Providing children with a broad education is key for us. Our children gain versatile knowledge, which means they learn about various topics and develop key insights about the world, for instance about equilibria and cycles, or energy. Or about the working and effect of power in the world and everyday life. The aim is for children to make versatile use of this knowledge and thus constantly develop. Thus they become creative, self-governing individuals who are able to set themselves goals. People who learn to make the effort to achieve those goals. People who know what their strengths are and how they can compensate for their less strong aspects. We think that our children will end up in jobs that we cannot even conceive of now. What knowledge and skills will they need for these jobs? How do you prepare children for a rapidly changing world? There is no point in just learning facts any more. It is more beneficial to study sources and know their value.

Do children have a report card?

Children don't have a report card at Laterna Magica. Instead the coach has an extended meeting with parents and child every three to four months (and for children up to the age of four once every six months) about the child's progress. A personal development plan is drawn up during the meeting. A development plan for 0-1-year-olds has development pathways such as: 'me and others', 'me and my body' and 'I am and discover'. A five-year-old may decide to take part in the workshop on playing with letters and a seven-year-old may want to learn how to tell the time. The personal development plan is developed by and for the child, its parents and the coach. The child's learning and development pathway (which can be from 7.30 am to 6.30 pm) is continually evaluated and adjusted in the development plan. The portfolio contains the evidence of what the child can already do. It is a source of information about what the child can still learn and the best way of going about this. Numbers on a report card do not provide this information.

What is the portfolio?

A portfolio is a digital or paper file in which children store the work that they are proud of and the work that shows that they have acquired certain knowledge or skills. The portfolio makes the child's development visible. It contains the child's learning and development pathways. The pathways contain examples of starters and experts. They offer the language and the opportunity to describe with the child in a development plan the extent to which that child has mastered various knowledge and skills, or which it still needs to practice, what it still needs to learn and what it is good at. Each child works at its own maximum pace. Examples of knowledge and skills include reading, writing, spelling, the ability to work with others, perseverance and creativity. The learning and development pathways also give the child an idea of what it can learn at Laterna Magica.

Portfolio meeting

During the portfolio meeting we discuss matters such as:

- How has your child grown?
- What can your child do and what does it know that it could not do or did not know before?
- What are joint goals for the coming period?
- What is your child good at? What does your child enjoy doing?
- What is your child less good at and how does it compensate for this?
- How does your child learn best? What works well?
- How can we best support and encourage your child?

Can a pupil repeat a year?

No, children can't repeat a year with us. We work with personal development plans. We do not group children by age. Children follow their own development pathways and do not have to conform to other children when it comes to what they learn. There is therefore no need to repeat a year. A child may stay with us a total of a year longer.

Data on children leaving our school after the final Cito primary school test

	2014	2015	2016	2017	2018
final mark	537,8	540,3	540,2	538,7	538,6
vmbo	3	2	3	3	8
vmbo/havo	3	4	4	9	3
havo	3	6	1	10	11
havo/vwo	1	6	7	18	10
vwo	7	10	10	29	25

Student training

Laterna Magica provides teacher training on site. We provide in-school training and work to provide an academic learning environment. As what is known as an academic primary school, we link teaching innovation with workplace training and practical research. We work together on: Training, Supporting, Developing and Researching. The Education Council of the Netherlands defines in-school training as 'a training programme in which a school takes responsibility for part of teacher training. Students follow all or some of their training at the school. Learning in a school for a teaching qualification is combined with paid or unpaid work at the school.' 'A training school takes on some of the tasks of teacher training and provides students with a professional learning and workplace. A training school is responsible for ensuring that there is expertise at the school that can help design the student's in-school training programme and is able to help assess it.' Laterna Magica offers placements to the following students: university students, students at a university for teacher education (PABO), mature students, students of pedagogy at a university of applied sciences, students of cultural or social work, and students on a university programme in special needs education.

Integrated children's centre: organization

Supervising children is at the heart of our organization. Laterna Magica does this by organizing things not in a hierarchical (top-down) way but in what is known as 'Rijnlands'. This basically means reciprocity based on recognized inequality. We organize our staff around the primary process: supervising children. Team learning and development form the bedrock of our organization.

Unit and group

Laterna Magica is divided into units. Each unit is then divided into four heterogeneous groups. Each child is allocated to a particular group which becomes its 'home group'. This remains the same after half past two and in the vacations. Within their home group they have a permanent coach. If children stay after 2.30 p.m. (long day), they are also allocated a supervisor who takes on the role of coach in the afternoon. The children are assigned to a specific group for the afternoons too. Children of various ages are mixed together in the groups: 0-3, 3-8 and 8-13 years. This enables children to learn from each other. It is also possible for the unit for 0-3-year-olds and the long day groups to be combined with other groups, for example at the start and the end of the day. In such cases we always ensure that familiar faces are close at hand.

The team

Each unit has an interdisciplinary team comprising staff with various positions and roles. They can have one or more roles according to their expertise: coach, afternoon coach, trainer, instructor and director. Together they create a rich learning environment and provide challenging activities between 7.30 a.m. and 6.30 p.m. Each unit is led by a unit leader who monitors the quality and is part of the management team. The management team consists of the unit leaders and the director.

Role and expectations of parents

Parents and guardians are very involved with Laterna Magica and thus important partners. They are entrepreneurial, supportive and creative. Parents make an active and conscious decision to send their child to Laterna Magica. They support our pedagogical, educational and organizational approach.

Parent participation

Parents can volunteer for our Child Centre Board where they can discuss and share their thoughts on Laterna Magica policy. They also regularly give workshops and volunteer to help with activities via the projects office or Later-naweb. They help manage the parental contribution through Friends of Laterna Magica and share their thoughts on how to raise extra funds for special projects.

Each unit has a think tank in which parents contribute to developments in the unit. Laterna Magica also organizes portfolio meetings with parents and children two or three times a year. These meetings discuss the results, the personal development and the behaviour of the child with the parents and the child.

Rights and responsibilities of parents

Van ouders verwachten we dat ze in ieder geval naar de drie-maandelijke portfoliogesprekken komen samen met hun kind. In deze portfoliogesprekken vieren we behaalde doelen en bepalen ouders samen met coach en kind de doelen voor een nieuwe periode.

Parents support and encourage their child

The least we expect from parents is that they attend the portfolio meetings every three months with their child. In these meetings parents, coach and child decide on the goals for the coming period.

Every three to four months (every six months for children up to the age of 4) we hold an evaluation meeting with the child and its parents to look at the child's results and if necessary adjust the development route.

In the meeting we look back and forward from two perspectives:

- a self-tracking system
- b test results from the age of 6

The former relates to the child's growth with regard to itself: its learning style, interests, strengths and how it compensates for any weaknesses. We use concrete examples of the child's work, such as presentations, achievements, research, photos, films, the child's own plans, play, and learning and development pathways. The latter relates to the child's development with regard to its previous results. This also includes analysing the child's Cito results. The timetable for the portfolio meetings is published on LaternaWeb.

There are two options for divorced parents, with option one preferable in nearly all cases as it is in the best interests of the child:

- ① Parents attend all meetings together.
- ② The portfolio meeting is divided into two parts (2 x 15 mins.). The same information is discussed in both meetings.

Any minor transfer discussions will take place when the child or children are collected or delivered by whichever parent's turn it is. Parents remain responsible for conveying the content of these minor discussions to the other parent.

What is most important is that you support your child, compliment it for trying new things, concentrating and persevering, show that you are proud when your

child has learned something new and support and trust in Natural Learning. You can do this by discussing with your child which workshops to choose, what it wants to learn and what choices to make and by regularly looking at your child's portfolio together with your child. In short, encourage your child as much as possible to become the 'owner' of its development.

Privacy and pupil data

In order to protect the privacy of children, their parents and staff, Laterna Magica exercises the greatest possible care. Staff, parents and children are thus expected to comply with the following measures.

How do we deal with information from and about children?

The school collects all the information it needs about the children registered at the school so it can support them in the best possible way as they progress through the school, where necessary providing extra support. This information is stored digitally in the child's file (which contains all the registered information about each individual child). Because we collect this information about children, we are subject to the GDPR (General Data Protection Regulation). This legislation is intended to ensure that data about individuals is used with care (duty of confidentiality) and to prevent misuse of that data. The child's file is only accessible to the supervisors of that child within the school premises.

Laterna Magica regularly holds meetings about the children, for example the Child Meeting and the group meeting. These meetings are necessary to track the progress of each child, identify problems and come to agreements about the supervision. External experts collaborate with us for children who need extra supervision or support. If we want to discuss a child with these external experts, we first request permission from the parents/carers. Laterna Magica houses a large number of disciplines that are closely involved in the development and support of our children. However, this does not mean that our schools have all the data at their disposal. We are referring to:

- medical files, which are managed by the school doctor
- the medical report covering other information, for example reports of tests and meetings, is managed by the Director. Files may only be consulted under supervision. It goes without saying that parents have the right to view their child's file.
- with regard to the retention periods of data, we conform with legislation and data are not stored for longer than is necessary to properly perform the duties we have as an educational institution. Data is destroyed or anonymised once the statutory retention period expires. We anonymise data in order to be able to use it for academic or other research regarding our teaching concept.

- making file data available to third parties only occurs once the parents/legal representatives have given permission.
- Laterna Magica can only request file data for third parties once parental permission has been given.

For more information about the General Data Protection Regulation, please consult www.autoriteitpersoonsgegevens.nl

How do we deal with information from and about parents?

Laterna Magica collects all the information it needs about the parents of the children registered at the school so it can support them in the best possible way as they progress through the school, where necessary providing extra support. This information is stored digitally in the child's file.

How do we deal with information from and about staff?

The parent organizations of Laterna Magica (Partou and STAIJ) collect all the information they need about the staff who work or have worked for us to properly process their appointment details and salary. This information is stored digitally in the personnel file (which contains all the registered information about each member of staff).

How do we deal with social media

We have drawn up a 'code of behaviour for using social media' that has been sent to all members of staff. At Laterna Magica, children are taught how to deal with social media.

How do we deal with photos and videos?

Filming is part of the normal teaching and activities procedures at Laterna Magica. The videos are intended to help improve the quality of staff supervision and instruction and are never used outside Laterna Magica.

Occasionally, photographs or videos are used as information material. If a child can be seen, then these photos or videos may only be used with the express permission of the parent(s)/guardian(s). Parental permission is also required if their child is being filmed for private purposes. This includes parents filming the celebration of a birthday at school. Advance permission must be requested from the Director of Laterna Magica.

Taking photographs of or filming a pupil by a Laterna Magica staff member is always done with the advance permission of the parents/guardians. Permission to do so is expressly requested when the child is registered at the school.

What do we ask of parents

Facilities such as digital cameras, mobile phones and tablets mean that parents

are able to take lots of photos and make lots of films during school meetings. We cannot forbid this. However, we do ask in advance of such events for parents to bear in mind that not all parents or children or the staff appreciate these images appearing on social media. We ask them to only post photos or videos of their own child on social media.

How can I report a privacy or data processing incident?

If you have noticed a privacy-related issue or have a complaint, please contact our Data Protection Officer (FG, *Functionaris Gegevensbescherming* privacy@obslaternamagica.nl). This officer can be approached confidentially; your data will not be shared with third parties without your permission. If you are not able to resolve the issue together, you can lodge a complaint with the inspectorate (the Dutch Data Protection Authority (DPA)).

What are my rights?

You have the right to object to the processing of your data, to revoke previously granted permission, and to view your data, correct them or delete them. In such situations you can also ask Laterna Magica to limit the processing of your personal data or to transfer your data to a third party. Laterna Magica aims for a culture of collaboration and educational partnership. We put a lot of effort into informing parents. Parents actively choose Natural Learning



*We invest in trust.
This is the basis of
our work.*

and subscribe to the basic principles as described on the website. We invest in trust. This is the basis of our work. Please consult our website for information about parental participation or ask one of the unit leaders/the Director about it.

Exchange days / extra days

Parents of long-day children or children in unit 0 can swap days. Parents must make an appointment in advance with the unit team in writing. Swapping a day can be arranged between two weeks before and two months after the day your child will not be there. If parents wish, they can submit a request to take an extra day. If this is an incidental extra day, they can ask the unit coaches directly. If it is a structural extra day, this must be requested via the Laterna Magica administration office.

Inset days and coaching

You will see regular staff inset days on the calendar. There are also two days on which Laterna Magica as a whole is closed. On these days the coaches focus on developing Natural Learning. They are training days to constantly improve Natural Learning. Alongside this, the team members also receive coaching on the job. This means feedback at work from experts who regularly observe them. All Laterna Magica staff are open to this form of support.

Supervision outside Laterna Magica and during excursions (see also the excursion protocol)

The coaches go outside with the children to supervise their play during outdoor activities.

Lunchtime supervision

Almost all the children at Laterna Magica stay at school for lunch. This helps them stick to a routine. We provide professional supervision for these children so that they can relax in a safe and pleasant environment. They bring their own sandwiches, fruit and drink for morning break and lunchtime. We believe that children need a healthy lunch to be able to perform well. We do not permit sweets, cake or soft drinks. Please clearly mark all bags, sandwich boxes and bottles with your child's name.

It costs money to provide high-quality supervision at lunchtime, but we try to keep the costs as low as possible. Fee: We charge € 250 per child per year. This enables us to hire two extra supervisors per unit of 100 children between 11.30 a.m. and 1.30 p.m. The money covers the salary costs of these staff. The Friends of Laterna Magica Foundation collects the money for lunchtime. The bank account number is: NL59 TRIO 0786.8898.45. The agreement can also be found in the download section (under 'information') on the website. You are welcome to col-

lect your child for lunch each day (40 minutes). The exact time depends on your child's unit. Please let the Laterna Magica administration office know your preference before your child joins the school. You can then let us know every year before 1 June what you wish to do the next school year. Ninety-nine percent of our children do stay at Laterna Magica for lunch.

Unit and group

Our children's centre is divided into units, mini schools of about 100 children each. These children are then divided into four groups of about 25 pupils each (except for the 0-3-year-old unit and those lower-school units with a group for three-year-olds).

hebben). Each child belongs to a group, which becomes its 'home group'. The group comprises children of different ages. This enables children to learn from each other.

Holidays and national holidays, compulsory teaching hours

The holidays and national holidays for each year are included in the digital calendar on www.laternaweb.nl. Laterna Magica assumes a minimum of 940 hours of teaching in each teaching year for all ages. All ages therefore have the same teaching hours. If staff are absent, we deal with this in the units or with supply staff

as much as possible so that our children don't miss any schooling. We monitor pupil absence and if this is frequent we discuss the matter with the parents and report the absence to the school attendance office at the Municipality of Amsterdam.

Health and safety

Laterna Magica has a safety policy outlining the safety measures we have taken and what we need to do in the coming years. Aspects of the policy include an in-house emergency response team, a confidential advisor, a complaints policy, health and safety, staff sickness and absence, a fire drill, road safety, accident and incident registration, bullying protocol, citizenship and inclusion, behaviour policy and an action plan for any transgressions and who to contact in emergencies. See also the download section on the website.

Laterna Magica has identified various health and safety factors and assessed them using the methods of VeiligheidNL (an organization that aims to reduce the number of accidents in the Netherlands) and the National Centre for Hygiene and Safety. These factors range from healthy, hygienic premises to fire safety and drills. This risk assessment is based on the usual standards and also takes into account the somewhat unpredictable behaviour of children. Each year, the Public Health Service (GGD) determines

whether this assessment has been performed correctly. The risk assessments and a copy of the GGD's inspection report can be viewed at Laterna Magica. The inspection report is also available on our website.

At Laterna Magica we follow the Hygiene Code, which is a legal requirement. This is based on the Hazard Analysis and Critical Control Points (HACCP) system. This system pinpoints critical moments in the food production process and implements preventive measures (for instance, monitoring product temperature and expiry dates).

Illness

If your child falls ill at Laterna Magica, we will contact you to discuss what to do. A sick child will want to be at home, and we are not usually able to provide the extra care and attention it needs. We also contact the parents if a child is obviously not feeling well or seems to have a temperature. If the parents give permission, we may take the child's temperature.

First Aid

If your child has a minor accident at Laterna Magica we treat it ourselves. Staff members with a first-aid certificate are always present. If the accident is more serious we administer first aid and take the child to a doctor or call an ambulance. We call you as soon as possible as well.

Medication

Parents and guardians can ask us to administer certain medications. This can be medication that a doctor or specialist has prescribed or over-the-counter remedies. We can only do so if the remedy is in the original packaging with the original (thus not a copy) leaflet or if the instructions are on the remedy itself or its packaging. We also follow the guidelines of the Individual Healthcare Professions Act (Wet BIG). In principle, we do not give children remedies that reduce fever, such as paracetamol. We only do so if parents bring these remedies themselves, the child has previously been given the remedy and the parents have signed a permission form. We urge parents to let us know if they have given their child paracetamol in the morning. This is because of the risks inherent in a sudden rise in temperature once the paracetamol ceases to be effective.

Safe sleep for babies

Safe sleep in general and for young babies in particular is a focal area at Laterna Magica. Laterna Magica has a protocol on sleep that we follow carefully. This includes prevention advice from the *Stichting Wiegendoed*, the Dutch Foundation for Sudden Infant Death Syndrome. We therefore always place babies to sleep on their backs (so not on their stomachs or sides) and do not swaddle them unless on medical advice, in which case we will need a note from a medical specialist. We address the topic of safe sleeping in detail with parents during our intake meeting.



*Every child is welcome.
We call this inclusive
education.*

Head lice

Head lice spread quickly and easily. To prevent this, it is important to treat your child immediately if it catches them. We also ask you to inform us as soon as possible so that we can warn other parents.

We check the children before and after each holiday. For more details please refer to our head lice protocol.

Nappy changing/potty training

Nappy changing is a time for individual attention for the youngest children. The coach will say what she or he is about to do and let the child help with undressing. In this way we also pay attention to the quality of emotional and educational processing during nappy changing. We ensure that children who are already potty trained are given several opportunities to go to the toilet. Children who are not yet potty trained are familiarized with using the toilet. Every child develops in its own way and in its own time, and this also applies to potty training. A child will become potty trained when it is good and ready. Some children are eager themselves, and others are stimulated by other children. When the non-potty-trained children use the toilet we praise them verbally. We deliberately do not use stickers or pictures as rewards. Children already have enough problems if they are not successful on the toilet or if they have wet themselves. Potty training should be fun and children have the right to be proud when they are

successful. Collaboration with parents is very important. We agree with them when they will start at home and they will bring extra clothing with them so we can continue at Laterna Magica. If it turns out to still be too difficult for the child, we will occasionally stop practising and try again a few weeks or months later.

Bringing and collecting your child

You can bring your child at the start of the morning. If you will not be collecting your child yourself, please inform us in advance. For reasons of safety we will not allow your child/children to leave with other children under the age of 12 unless we have agreed this explicitly with you and you have signed a form giving your child permission to go home alone. If you do not bring your child, for example because it is ill, please let us know by phone. You can collect your child at 2.30 pm (and at lunchtime if you wish). If your child is registered for full days, you can collect it between 5.30 and 6.30 pm. Please respect these times so that we can create a peaceful atmosphere at Laterna Magica and give children the chance to complete their workshops. Door: the parents of children in unit 0 or children who are registered for full days will be sent the code for the door in their welcome mail. This can be used during our opening hours. The doors open for the other children at 8.15 am. You can bring your child in until 8.30 a.m. Please be on time to ensure the day gets off to a good start.

Road safety

We work together with parents to try to make the roads around the school as safe as possible. If you come by car, please drive and park safely. Double parking is not permitted. The road crossing near the front entrance must be kept clear of cars and bikes. Please park your bike in the allocated area behind the gym or in front of the school on the pavement on the park side of the road.

Dual control principle

Laterna Magica implements the dual control principle with the help of its transparent construction (windows between group areas, glass in the doors, etc.) so that we can always observe both children and colleagues. The presence and deployment of trainees/unit leaders also help to guarantee the dual control principle.

Our pedagogical vision also supports each child having the occasional opportunity to work in small groups on an activity supervised by a single coach. Small group work is an ideal way to promote the quality of the interaction among children and between the children and the coach. We have thus chosen to retain the possibility of working with a small group of children at Laterna Magica on an activity supervised by a single coach.

At Unit 0, the following agreements apply:

- If a coach opens the door, an active baby monitor will form a link with unit 1. This ensures a link and check between the two units.

- Every nap room has a baby monitor.
- The nap rooms have glass walls.
- Parents and colleagues are welcome at all times.

The following agreements apply to the groups with three-year-olds:

- Several coaches will be present in the unit throughout the day.
- The rooms have glass walls.
- Parents and colleagues are welcome at all times.

We also ensure that the dual control principle applies during excursions. The coach and the children are visible to third parties at all times. This includes an excursion to the shop. Excursions to more out-of-the-way areas are thus forbidden. The coach is also contactable at all times via mobile phone. Parents may state on the registration form whether or not they give permission for excursions. At least two coaches always accompany the children during more extensive excursions.

Three-hour rule

Laterna Magica complies with the three-hour rule in various ways. We never deviate from the professional-child ratio (BKR – *beroepskracht-kind ratio*) for more than three hours a day.

Unit 0

We ensure that there is time to play with the 0-3 year-olds (unit 0) every day at the start of the morning, at the end of the afternoon, and during lunchtime.

In concrete terms, this is between 8 and 9 a.m., between 12 noon and 1.30 p.m. and from 5.30 and 6 p.m. At these moments in time we may not always be in line with the BKR. At all other times we conform completely with the BKR.

Unit 1 t/m 7

Children above the age of three experience a difference between school and vacation weeks. During vacation weeks and on inset days, we aim for a bit more flexibility in numbers of children (aged 3-12) from 8.30-9.30 a.m. (start of the day), from 1-2 p.m. (lunchtime), and from 5-6 p.m. (end of the day). At all other times we conform completely with the BKR. During the school weeks, the various age groups have different agreements. For three-year-olds, we never deviate from the BKR between 8 a.m. and 1 p.m. or between 2 and 4.30 p.m. Between 1 and 2 p.m. and from 4.30-5.30 p.m. we may occasionally deviate slightly. For 4-12 year olds, we only deviate from the BKR between 4.30 and 5 p.m.

Leave requests

We do not authorize leave unless the child's parents can prove that they have a business that must be open in the summer or cannot take holiday during the school holidays (12 weeks per year) and this would mean that the family could not take a holiday. You can obtain a copy of the leave request form together with the official regulations and an

explanation from the office or download it from the website.

Insurance

In general, Laterna Magica cannot be held liable for any damage to children's property. This includes paint spots on clothing or damage to bicycles. We naturally do our utmost to prevent accidents.

Nutrition policy

Children attend Laterna Magica because their parents have consciously chosen Natural Learning. Consciously choosing a sensible diet is a natural extension of this. A sensible range of partly organic food contributes to the healthy physical and mental development of a child.

Together with parents Laterna Magica wants to raise children to be healthy citizens. A healthy and sensible diet is part of this. We opt to some extent for organic products. We base our choices on the advice of the Netherlands Nutrition Centre www.voedingscentrum.nl.

The Netherlands Nutrition Centre provides consumers with scientifically proven independent information about a healthy, safe and more sustainable diet. It promotes healthy and more sustainable nutrition for consumers and encourages businesses to provide more responsible food options. Its basic premise is to 'make the healthy option the easy option'.



A sensible range of partly organic food contributes to the healthy physical and mental development of a child.

Our choices

- fruit: apples, pears, bananas, oranges, mandarins, kiwis, grapes, strawberries, mangos, melon
- vegetables: cucumber, bell peppers, tomatoes (in unit 0 also steamed vegetables: cauliflower, broccoli and carrots)
- organic semi-skimmed milk, green tea, rooibos tea and water
- bread (wholegrain)
- hummus, goat's cheese, dairy spreads, organic cured cheese, eggs, vegetarian paté (from age 3), organic chicken fillet (from age 3)
- peanut butter, fruit jams (brand: Zonnatura), organic honey, apple syrup
- rice waffles, wholegrain Vitalu crackers
- margarine

Nutrilon 3 is not necessary from a nutritional point of view. Nutrilon 2 is suitable up to 12 months. The extra energy in Nutrilon 3 can be gained from the larger quantities of supplementary food that children consume. They do not need to gain it from follow-on formulas. The Netherlands Nutrition Centre advises providing regular semi-skimmed milk from the age of 12 months.

In practice

Fruit, lunch, crackers, drinks for 0-3-year-olds and 3-year-olds

Laterna Magica provides the fruit, lunch and afternoon breaks based on the above list.

Break at 2.30 p.m. for 4-12-year-olds and lunch on long days

Based on the list above, Laterna Magica provides fruit, drink and bread/crackers with a sandwich filling for children who spend all day at Laterna Magica.

Fruit in the morning for 4-12-year-olds

All children are given fruit for a snack during the morning break. They bring this with them. We do not permit sweets, cakes or soft drinks.

Lunch 4-12-year-olds

Children eat their lunch in the IKC, bringing their own sandwiches, fruit and drink with them. We believe that children need a healthy lunch to be able to perform well. We do not permit sweets, cakes or soft drinks. Please clearly mark all bags, sandwich boxes and bottles with your child's name. For more information on food and drink at Laterna Magica, please consult the unit schedules on LaternaWeb.

Birthday treats

Children celebrate their birthdays in their own group and are welcome to bring in a treat. There are any number of fun, nice, tasty and creative treats to choose from. We leave the decision up to you but do expect you to consider the health of our children and staff. We do not permit biscuits, sweets, crisps, ice cream or cake. There are quite simply too many birthdays to make any exceptions here. For fun and healthy treats see: www.gezondtrakteren.nl. If you have

something to celebrate, you can also make use of our treats service. This is an educational and creative opportunity for children to provide a nice service for parents who do not have the time or inspiration themselves to make a birthday treat.

Sweets on special occasions

We think it is important to teach children how eat sweets in moderation, and therefore have a few occasions on which we allow them to eat them. - on 5 December, Sinterklaas, we follow tradition and scatter small biscuits and give the children a few sweets - the mid-winter meal is a celebration with less of a focus on health - staff celebrate their birthdays with cake, and they provide a few sweets - on special occasions - camp: Laterna Magica staff provide a few sweets to make camp even more of a special occasion. Children are not allowed to bring their own sweets to camp with them.

Added value of Laterna Magica

For you and your child there is:

- One contact person and a small number of permanent staff to whom your child can become accustomed. We thus make the supervision more intensive and tailored. One single vision, which means we achieve the best for your child
- Talent development that we really can achieve. We do this by linking all the learning and development areas of the child, providing a continuous pathway that guides its development from the

age of 0 to 12 and providing a continuous daily structure that is adjusted to the child's needs, interests and talents

- Time efficiency, because there are no longer transition moments between organizations. Time is thus used more effectively.

Secondary education

Our ambition for the future is to postpone when we decide which type of secondary school education the child will pursue. During their time at school our children collect their results in a digital or paper portfolio that makes their development tangible. Joint decisions are taken about the most suitable secondary education.

Coach, parents and child together determine which knowledge and skills the child already possesses and which it must work on to be able to prepare for the secondary school of their choice. We use the portfolio to determine whether the child is likely to gain admission to the school type of it's choice. We base our decision on the coach meetings, the child's work, our observations and the child's test results, motivation and independence and work ethic. We inform parents and children in good time about the registration procedure for secondary education at Laterna Magica and about the possibility of leaving the school at the age of 12. Other secondary schools in Amsterdam can be found at: www.onderwijs.amsterdam.nl.

Laterna Magica achievements

November 2008 Laterna Magica won second prize for educational innovation.

2008

June 2010 UVA Science & Technology conducted an audit: Laterna Magica was awarded the mark: 9 out of 10. The mark is for the way in which our children learn by exploring. This includes working with real research questions and achievements. Children learn how to design research, develop good questions and find answers.

2010

December 2010 Laterna Magica wins first prize in the Onderwijsprijs Noord Holland competition, an award for educational innovation.

January 2012 The Laterna Magica IKC was filmed for the television programme *Andere tijden*/APS.

2012

July 2014 The Dutch Inspectorate of Education published a report following a two-day visit. We are proud of the positive assessment. All quality indicators were at least rated satisfactory.

2014

May 2015 The book *Scholen om van te leren* [Inspirational schools] was published by Kennisnet, a Dutch public organization dedicated to IT innovation in primary, secondary and vocational education. Laterna Magica figures as one of four examples of innovative primary schools.

2015

May 2016 The accountability matrix was included in the Dutch Education Council's advice: 'De volle breedte van onderwijskwaliteit' [The full breadth of quality in education].

2016

January The Laterna Magica 0-18 plan won the Amsterdam Education Challenge.



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