

GRADUALLY WORK WITH CONTINUOUS IMPROVEMENT



SUSTAINABLE SCHOOL DEVELOPMENT / LEARNING ORGANIZATION

Mieke Alkemade was until recently director of Pantha Rhei, part of Foundation Fedra, a large primary school in Beverwijk with about 750 students. She works for over 5 years with the concept of continuous improvement and ownership at all levels.

Continuous improvement

I opted for the concept of continuous improvement, because I think it is important that everyone takes responsibility for us in school for learning. Student learning, but also learning from the staff. In this way we have our development-oriented education can greatly improve and secure. Working in themes and learn to do research has greatly improved in recent years by the students. In basic skills such as literacy and numeracy, we see the same growth.

small steps

The concept lends itself very well to start small. I started small, in one group of 6. Easy by the results of the technical reading tackle. This worked very well and the results improved. When Group 6 to Group 7 was about, I asked the teacher to further expand the approach, not only on the results of technical reading, but also the development of class rules, express a mission, expectations, set goals with the group, working with portfolios. The enthusiasm of the students and teacher made other teachers of the groups 7 curious and together we put the next step to the seven other groups also work with this concept.

I put continuous small steps, himself joined in, trying to make people curious and stimulate chance to go to work and try. Experimentation is important, but in a learning context. Experiments should be evaluated by teachers, pupils and appropriate management. Ultimately form the experimental basis for new policies. This is an important recommendation, always keep trying cycle plans, ensure follow (PDSA). The enthusiasm to enter into business can constitute a trap. It may be too fast, resulting in a good locking is omitted.

Pet-free school

Ownership in my team is now clearly visible through the meeting-free school. We have no more meetings, but working with learning groups. Teachers who wish to discuss issues, to cooperate choose to developing, implementing and securing new policy here itself by drawing in a learning group. The meeting-free school is new this school year and appears to be a success. Teachers feel ownership of the development of the school. They consciously choose to participate in a particular school development. And teachers trust colleagues and develop their expertise to policy where they do not want to work on it yourself.



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Mieke Alkemade

In consultation with the students

The students take the concept seriously. For example, we discuss the earnings in the pupil with the students on group and individual level and then also with parents and pupils. It is nice to see what it brings about. Children have a clear image of themselves and are well able to translate that into a work plan and goals. Parents are enthusiastic and surprised and sometimes critical. When parents see what working with the portfolios does in the development of students they are quick. Our results since we operate grown with this concept.

Our approach means that teachers must dare to let go and become curious about their students. How they think, what are they, what do they want? You have to dare to be vulnerable yourself as a teacher. If you go in consultation with children and want to determine together how they want to get better, that also means that students may say something about your behavior. That's pretty scary, very interesting!

Read the full interview with [Mieke Alkemade](#) .