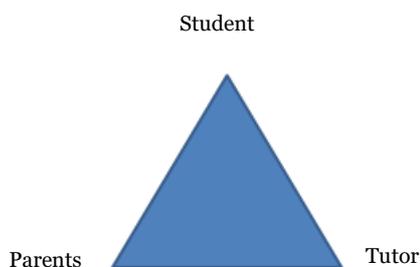


We Stand Strong Together

Dear pupils, parents/caretakers, teachers and all interested parties,

As parents/care takers and teachers we contribute to the development of the brain of children and the youth. We are the ones that transfer knowledge and experience onto them. This makes it important for all adult figures that are part of the lives of children and youth, to collaborate with each other. This is also part of the perspective of The Bridge HDT Amsterdam PO. The parents/caretakers and teachers of our students give us important insights that are needed to guide our properly as they know the students really well.



The Bridge HDT Amsterdam PO works with a triangle relationship between the parents/caretakers-student-tutor. The tutors are in contact with the parents/caretakers of their students on a weekly basis, which enables a bond between the tutor and the parent. The tutor updates the parent on the specific math subject they are working on and the effort/behaviour of the child.

During normal circumstances we also organise a 'walk-in-lesson' in which parents can get a look behind the scenes. With the current COVID-measures unfortunately it wasn't possible to organize this in person. But we came up with an online version: the digital parent 'walk-in lesson'! In November all the tutors made arrangements for parents/caretakers to participate and I would like to thank everyone for their online attendance!

We are in close contact with the classroom teachers of our students. Yearly there are three teacher meetings. The first takes place at the beginning of the year, before we start the tutoring sessions, so we have some information about our students beforehand. The other two teacher meetings are in the middle of the school year and at the end. During these two meetings we give a summary to the teacher about how every student is doing during the tutoring. In between the teacher meetings there is also more brief contact with the teachers about further questions, for example about the mathematics methods at school.

Besides the relationship with the parents and schools, The Bridge also maintains a relationship with SAGA Education, the organisation that develops and executes High Dosage Tutoring projects in The US. Normally we would have an annual visit from Chris Dupuis, COO of SAGA Education, but instead we had multiple Skype sessions with him. He gave us some tips and tricks and answered our questions to help us guide our students in the best way possible.

Behind the scenes of the Bridge HDT Amsterdam PO we also work together as a team. Every Tuesday afternoon we sit together to discuss the upcoming curriculum lessons and word problems. Guided by myself we investigate which common problems students will face while working on certain topics and what is the best way to explain it to them. Furthermore, the different Site Directors from the different sites have a (bi)weekly meeting with the Program Manager and also exchange experiences with each other to learn from one another.

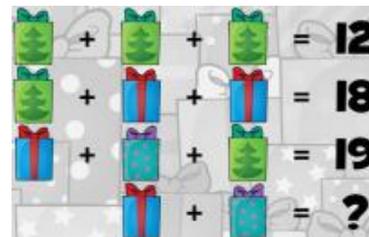
All in all, we stand stronger together than alone!

On behalf of the whole team,

*Alexandra Nacev, Site Director
The Bridge HDT Amsterdam PO*

Issue 2 || December 2020

Brain Game



Online tutoring with Miss Fatima



Our second check-in lesson about emotions: Miss Astra investigates together with a student what you look like when you experience a certain emotion.



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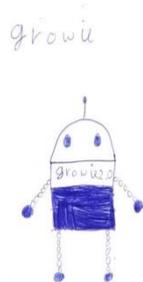
Corona proof digital walk-in lesson

At the beginning of November, the parents/caretakers of our students had the opportunity to participate online in one of our tutoring sessions. The parents, the student and the tutor talk about their experience.

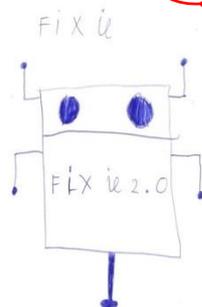
Parents: "Our communication contact the tutor 'miss Joosje' is totally superb. Her calling us 'weekly' every Monday afternoon was really for us parents satisfying, she's constantly giving us updates on what they're doing and what has Kevin done for the whole week. She's so polite, and often asks us for some tips on how we can maybe work together to make Kevin's daily tasks easier. We were very happy just to see how and what's Kevin doing during his extra math class. We heard that HDT is only allowing parents to have the video call experience for only 2 times per school year, hopefully it'll change and make it at least monthly or even once in 2 months. Because us parents don't often get a chance to even see how and what our kids are doing at school."

Student: "I really liked it! We also talked about the word problem at home."

Miss Joosje: "During the digital walk-in lesson the parents got a very realistic image of what a Bridge HDT session looks like. We were working on a very difficult word problem that the student didn't immediately understand. Through looking at a different example, using the BOU-check and to have Kevin do most of the thinking, we eventually arrived at the right answer. Step by step, at the pace of the student and by not giving up, we did it!"



A drawing of Growie and Fixie by one of our students from Basisschool De Achtsprong



I have a lot of people that support me!

My parents/caretakers are also called when I'm doing well!

Positive feedback gives me more confidence!

My parents/caretaker are consistently updated about my developments!

I can show at home what I have learned during Bridge HDT!

My tutor knows what my hobbies and interests are!

Frequently Asked Questions:

1. Why are parents involved in the HDT-project?

The most important reason is that we believe that parents/caretakers are the ones that know their child best. A good collaboration with the parents/caretakers enables us to extract the best from every pupil, not only in the area of math, but also when it comes to their motivation, work ethic and self-confidence.

2. Why does Bridge HDT include weekly contact with the parents?

It is important for us to not only build a relationship with the students, but to also build a relationship with the parents. This shows that the tutors really care about their students. The weekly contact provides the tutors with the opportunity to update the parents/caretakers on the positive developments of the child. The tutors do not only call when they have bad news for the parents/caretakers. In general, the parents/caretakers appreciate the updates from the tutors. They also generally like that they are also able to provide the tutors with updates and tips that could improve the tutor lessons.

3. What can I as a parent/caretaker do to support my child with math?

The students will not receive homework from their tutor, as they are already receiving 4 extra hours of math on a weekly basis. The parents/caretakers could however ask questions about the tutor lessons, motivate them for example to calculate a problem. They can also hang a poster with the multiplication tables in a visible place in their house (for example bedroom). Furthermore, they can also let them exercise math throughout their daily activities. These are a few examples of ways in which this can be done: letting them pay while grocery shopping; asking them what time it is; cooking together and letting them practice with quantities that are needed for the recipes.



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