

**School plan(s)bao
Harbour International
2024-2028**



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1. Introduction

1.1. General

What is a school plan and what is its purpose?

The school plan is an instrument to guide education and work systematically to improve the quality of education and learning outcomes. It brings together the vision, educational approach and ambitions of the school.

- A school must draw up a school plan at least once every four years.
- The school plan states which choices will be made for the coming period. This is worked out within BOOR in four activity matrices (one matrix per school year)
- The school itself determines what the school plan will look like, provided that the legal requirements are met.

Course and promises BOOR

In our Course "[Sta open](#)" we describe what public education in Rotterdam stands for for us. That's what we print our identity and our essential characteristics. In the school plan from every BOOR primary school it becomes clear how the school is working on it realizing the five promises that we do to parents, students and employees.

Working together on educational quality

The quality of our education is a top priority. This means that we continuously strive for continuous improvement through reflection, evaluation and analysis in a cyclical process. Each school formulates its ambition(s) in the school (annual) plan and demonstrably works towards it. It is part of the professional scope of schools, given the specific situation and expectations placed on the school (district, city, population composition, environment, feeding area), to make their own choices in profiling core goals and final objectives. In short: all our schools have a culture of permanent quality development.

BOOR uses a quality manual that describes what we mean by quality. The first part is a general description in which we explain how we view quality. The second part describes and explains the quality instruments and the standards framework within the various sectors. Our quality manual is also dynamic and is continuously updated, improved and adapted to new developments according to our own principles.

Quality assurance and 4D model

It is our legal task ([see WPO article 12](#)) to ensure that students can go through an uninterrupted development process and that education is tailored to the progress in

student development. We do this at BOOR by choose for a cyclical approach to it 4D model: Dates, Indicate, Goals, Do. The 4D model means that we collect, unlock and interpret data about educational results and the educational process. On this basis we determine the goals and actions, which are then carried out. Evaluation takes place based on data, creating a cyclical process. This happens at school, sector and administrative level. To reach consensus collecting of data on educational results, we have made joint agreements within the (S)BAOabout [assessment](#). This document describes fixed agreements, urgent advice and other points of attention when implementing testing at BOOR primary schools. The agreements apply to all of us and the advice and points of attention have been written for support.

1.2. School Specific

Harbour International offers primary education which is designed to shape and develop children for the challenges of the 21st century. Respect and empathy for one another and for other cultures are at the heart of our school. As a school we help by making the school a safe and welcoming place for all.

The school was established in 1988 with 21 pupils and has grown in size and stature to a student body of 300 children, with a yearly average of over 40 different nationalities represented. The children stay on average for a period of 3 years. In our school, approximately 90% of our students are EAL-ers, which means that English is not their home language.

Although all lessons are taught in English, children experience lessons called "All About the Netherlands." In this subject, students are immersed in Dutch culture, customs, celebrations and traditions. This approach aligns with the transient nature of our school community. By focusing on cultural understanding, we ensure that all students, regardless of their background, can fully participate in and appreciate the richness of Dutch life during their time here.

Our school is a member of the IGBO school group in The Netherlands. There are clear guidelines set down by the IGBO group for the admission of pupils to our school which we have to adhere to. Link [here](#).

Admission to the school is based on the following criteria:

- Children who will reside in The Netherlands on a temporary basis while their parent(s) are employed or come to study in the country;
- Dutch children who have had at least two years of international education while their parent(s) have had employment overseas;

- Children of Dutch nationals who are moving to an English speaking country within two years. A contract of employment will be asked for.

This school plan is intended to provide an idea of what our school will face and develop towards in the next four years. In this plan you can read who we are and how we carry out the educational process. The school team has therefore drawn up this school plan together. This school plan is not only 'a piece of paper', but also the course that our school team is going for!

This school plan must be a short, concise and readable document and that is why we limit ourselves in the text to the main points and refer as much as possible to information that is already available in other documents such as the school guide.

Who are we?

Educational policy

Our vision (our ambition for pupils):

To educate our pupils to become caring, happy, confident people who can adapt to our ever changing world successfully, whilst being ethically and purposefully engaged in making a positive impact on their world.

Our mission (how we will achieve it):

To provide high quality, values-led international education, within a safe, stimulating environment where all are supported to achieve their best.

What makes Harbour International so special?

- We value our diversity – our many cultures, languages and nationalities (including our host city/country/culture) are celebrated through our curriculum (IPC)
- We utilize children's knowledge and skills from their previous schooling
- We empathize with our transient families
- We have been trained to support children, staff and families in an international setting
- Quality Staff training: in school and external
- We are continually developing and revising our resources used in school
- We differentiate for small groups and individuals
- We plan and provide motivational and practical learning opportunities

EAL Students

In our school, approximately 90% of our students are EAL-ers, which means that English is not their home language. We have a special policy to help them learn English as fast and efficiently as possible.

- Our population changes each year and this affects which children are taken for withdrawal lessons.
- In the last two years we have seen a sizeable increase in the number of real beginner EALers who arrive throughout the school year.
- Total beginners are taken 3 times a week for 45 minute lessons. We focus on understanding and speaking initially, moving on to basic reading and writing skills. Most of these children remain in this stage for a year (see policy for aims and learning).
- After the beginning stage, children move on to the developing stage. These students are taken twice a week to develop their skills further (see policy for goals and learning).

EAL in the classroom/specialist lessons - what do teachers do to support children's understanding of curriculum/how do they make lessons accessible?

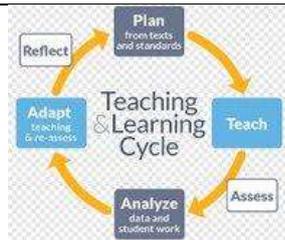
In an International school every teacher must be aware of the challenges students face due to being taught in a language that is not their home language. That is why it is essential that we all work in the same way. This is what we do to support our EAL students:

- All teachers are EAL teachers
- Language buddies
- Google Translate
- Visual support (such as pictures, videos, displays around the classroom, labeling classroom items)
- Using action / body language when speaking to show the meaning of a word
- Placement: EAL students are seated near the teacher and next to a strong language learner / language buddy
- Regular check-ins: Do they know what to do?
- Scaffolding work: Using sentence starters, speaking frames and language/vocabulary cards to aid with writing and speaking
- Send important topic/subject vocabulary home to be translated by the parents
- Usual visual checklists when writing
- Differentiation: in the level of work, in the amount of work, in questioning, amount of instruction
- Translations: Slideshows, worksheets, workbooks, textbooks
- Translanguaging: Using a child's home language alongside English as a processing tool
- Use of stories and drama / roleplay
- Structure: Clear expectations / visual timetable
- Rehearsal: Vocabulary / instructions
- Partner talk to encourage oracy

National testing, teacher observations in all classes, EAL assessments

Testing is not as straight forward as in a regular school. There are children who have just arrived in the Netherlands, children who come from another international school and many of our students have already been in our school for more than a year. We have to take all of this into consideration when choosing our tests and assessments.

- Teaching Learning Cycle
- Progress made = success. We have to look at progress made, not necessarily just at scores which relate to native speakers/monolingual English speakers' levels; multilinguals are different
- Important to have a benchmark, but it's imperative that we view results through an EAL lens.



Complexities of assessment and planning in our EAL context

- Our curriculum (IPC) does take the international nature of our population into consideration, but we need to go further.
- Not possible to have a ready-made curriculum for EAL learners (has to be adapted specifically to our school context and individuals' needs); one does not exist (very complex)
- Our training needs to match the unique nature of our school
- The need to take children's educational strengths in home languages into consideration - embedded translanguaging should take place

Personnel policy

In a Dutch International school we need more teachers because there are max 20 children in a class. It is important to us that our team is made up of different nationalities, just like our students who come from different countries as well.

Besides classroom teachers, we have specialist teachers, EAL and Dutch teachers and support staff.

All staff will be trained in the schemes/subjects we work with. Training can take place with the whole team or with a small part of the team, depending on whether they have worked with it before or not. But it is necessary that we all work in the same way, using a clear structure.

Every teacher must have a DUO recognition. We know that it can take quite a long time before diplomas are recognized by Duo, so we have to start early in the year when advertising for new personnel.

New staff members receive a temporary contract. They are coached and observed by various LC teachers and by BOOR. LC teachers hold positions with more responsibility and hold expertise in a specific area.

We work in school with experts. Their expertise is in Maths, ICT, Literacy, EAL, Dutch, Music, PE, SEN, LS and IPC.

The hiring policy in the school ensures that everything is done so that parity is achieved and that the number of women accessing higher positions in the school is made possible. In the 2024-2025 school year there is a proportional representation of women in the Leadership Team with 3 members of the 5 members being female.

Quality assurance system

In an International school we work with a different curriculum and different assessments and goals. Together with the Dutch Inspectorate for education, the Dutch International schools (DIPS) have made an agreement to work with standardised international assessments.

In the part of this schoolplan with the title “Educational Policy”, you can read about how we deal with assessments and how we benchmark.

Every year at the end of the academic year, we have a meeting with the executive director and the education quality officer. We then discuss together how we have shaped education, how we approach education for children who score differently than what was expected, and what new goals we are setting for the new year.

Satisfaction inquiry:

Every year we ask the children in the 3 oldest groups to fill in the inquiry about wellbeing and safety. Every other year we ask the parents and staff to fill in the inquiry about wellbeing and the quality of the education.

Safety

Ensuring safety is a top priority, both physically and emotionally. The school implements comprehensive safety measures, including a clear [Safeguarding Policy](#), regular fire drills following the [Fire Safety Policy](#), and a robust [Anti-bullying Policy](#) to create a secure and supportive environment for all students. The staff is trained in [Safe Student Handling](#) and reporting procedures for child abuse or domestic violence to ensure early detection and intervention in case of any safety concerns.

The school aims to foster a nurturing, inclusive environment where students feel safe to express themselves and engage in learning. The school promotes social-emotional learning through our [Building Positive Relationships Toolkit](#) and [Positive Behaviour Policy](#), encouraging respect, empathy, and conflict resolution. Evaluations and feedback from students, parents, and staff allow the school to refine its practices and maintain a high standard of safety and care.

Sponsorship policy

We do not use sponsorship.

Identity Committee

n/a

2. What are our ambitions?

BOOR-wide ambitions

What is written about the ambitions for students in all BOOR schools can't be used for the ambitions in an international school. In our school, children are only temporarily in the Netherlands and we work with an international curriculum. However, just like in all BOOR schools we want to achieve the best for every student in learning, in social skills, in creative thinking, etc.

So we agree with the ambition, but we apply it in a different way.

Ambition Language Education

Our focus has to be EAL with such a high population of students not having English as their home language. This year we have increased the number of EAL teachers from two to four. This will increase the amount of support for students, but will also allow a mixture of both in class support and out of class support. Our main goal is for all classroom teachers to become expert EAL teachers. For this to happen, the EAL team will hold team trainings throughout the year for the whole staff and will also hold extra training and mentoring sessions for new teaching staff in our school.

Ambition Maths

Maths No Problem has grown as a pedagogic model across Harbour and resulted in a transformation in maths teaching in terms of pupil confidence, knowledge and skills. Our ambition is to equip the children with the knowledge, skills and confidence to become creative, confident and dexterous mathematicians, who are able to verbalise their thinking and processes. We have now adopted Maths No Problem in the early years this year to ensure that the children benefit from a consistent approach from the beginning of their learning journey. Teachers benefit from regular training sessions, opportunities to collaborate and develop their knowledge and expertise through team teaching and research. We have developed an assessment rubric that lends itself to deeper thinking and verbal reasoning. This will allow teachers to identify gaps and take immediate action to promote rapid pupil progress.

Ambition Citizenship

With our staff and students coming from over 40 countries on average each year, global citizenship is seen throughout our school on a daily basis. On the curricular side of things, IPC covers this area extensively.

The International Primary Curriculum (IPC) is designed to support the holistic development of students and one of its key focus areas is global citizenship. Here are several ways in which the IPC helps cover the area of global citizenship:

1. Integrated Curriculum Themes:

- The IPC uses thematic units that often have an international dimension. These themes encourage students to explore and understand different cultures, global issues and the interconnectivity of the world. Examples include units on global trade, environmental sustainability and historical events from multiple perspectives.

2. International Mindedness:

- The IPC promotes international mindedness by encouraging students to think beyond their local community and consider the wider world. This is achieved through learning goals that include understanding and respecting different cultures, values and perspectives.

3. Personal Goals:

- The IPC framework includes personal goals that foster attributes essential for global citizenship, such as respect, adaptability and cooperation. These goals help students develop the skills and attitudes necessary to engage positively with people from diverse backgrounds.

4. Collaboration and Communication:

- The IPC emphasizes collaborative learning and effective communication, both critical components of global citizenship. Students often work in groups, engage in discussions, present their findings and learn how to communicate and collaborate with others, including those from different cultural backgrounds.

5. Critical Thinking and Problem Solving:

- The curriculum encourages critical thinking and problem-solving skills by asking sustainable students to investigate global challenges and consider solutions. This approach helps students become informed and proactive global citizens.

6. Language and Literature:

- Language arts in the IPC often include literature from around the world, providing students with a broader perspective and understanding of different cultures and societies through storytelling and narratives.

By embedding these elements into its curriculum, the IPC helps students develop the knowledge, skills, and attitudes necessary to become active, informed and responsible global citizens.

This year we will look at the requirements for citizenship for leerplichtige anderstalige nieuwkomers (LAN) students; Compulsory education for children who are new to the Netherlands and don't speak Dutch. Our goal is to see if we can align our IPC learning targets with the targets for LAN students. LAN goals are [here](#).

Ambitions for the young learner (Age 4 to 7 year olds)

In our school the goals for the early years students are different from those in Dutch schools. Children learn reading, writing and maths at a very young age. Of course, there is also room for playtime.

1 High expectations

Teachers challenge students to extend and improve their work on a daily basis. Teachers and staff encourage children to “have a go” and try something new, saying that mistakes are part of the learning process.

Teachers include parents in their children's learning by sharing work on Seesaw, Home Language Reading mornings, student led conferences and parent/teacher conferences.

2 Treating Students Differently and Uniquely

Learning Support collects data and the data is shared and discussed with classroom teachers. This data contributes to decisions about who receives additional Learning Support and flags up students who might be having difficulty with self-confidence and/or emotional issues.

3 Room for difference

Teachers organize various “play stations” for the children to include: building blocks/lego, painting and drawing, pretend play and dress up, trains and transportation and a reading corner. Children have a choice with respect to which area they want to play in. Children are actively encouraged to work together, compromise and share while playing together.

4 New methods being introduced

Early years teachers are being trained in Maths No Problem Early Years and Sounds-Write phonics programme. In addition to this, group 2 and 3 teachers are being trained to use a new writing programme, Talk for Writing.

Ambition on digital literacy (Technology)

Our ambition with digital literacy is to continue to consolidate the learning, but to start to look at Artificial Intelligence and how that is to be introduced into the digital literacy curriculum.

At Harbour International children are taught in digital literacy from group 1 onwards.

The goals of our technology lessons are:

- to introduce students to a variety of tech whether it be hardware or software
- to model and encourage students to be safe and responsible in their use of technology
- to develop basic computer skills such as block coding, word processing, using spreadsheets, making presentations
- to use other common tech tools such as photo editing software, movie making software, CAD software, music and art software

What are the skills they learn:

- Coding - sequencing, loops, conditional statements, functions, events
- Word processing - formatting text, paragraphs, lists, tables
- Spreadsheets - organising information, filtering
- Presentations - adding pictures, formatting text, using a theme, embedding links
- Other tools - creating an e-book, stop-motion animation, 3D design, recreating art using different tools, creating music
- Digital safety - how to protect yourself online, what to share, the dangers of cyberbullying, the importance of privacy

Ambitions in other areas of the school

- to continue to develop and support a positive school culture within the staff
- to continue to provide specialist lessons in PE, Technology and Music while providing our students with many various opportunities to attend workshops/ trips outside of the classroom
- to continue to implement the 3-tier system of support and further develop effective interventions for the children in Learning Support

3. Activity matrix per school year

School Year 2024-2025					
Language education					
Annual Goal	Desired result	Activities (in time)	Evaluation and monitoring	Responsible and involved parties	Budget
Ensure all lessons across the curriculum are language lessons and cater for our population (differentiation regarding levels of English) -all teachers are EAL teachers	All children are able to access lesson content across the curriculum.	Planning meetings with EAL dept. and class teachers. Staff training (for new teaching staff) – Key EAL theories & how they inform our class practice and Translanguaging (September/October 24) Good practices team meetings to share best practice.	Observations and team teaching opportunities throughout the school year.	Class teachers and EAL coordinators	
Embed translanguaging	Children use their home languages as a tool to		Good practices team meetings to share best practice.	Class teachers and EAL coordinators	

throughout the curriculum	facilitate their learning where appropriate.	Group planning shared and discussed with EAL in-class support teacher for max. effectiveness.	EAL teachers	
Additional in-class EAL support implemented groups 2-8	EALers receive extra support for regular class work where necessary.	Increase number of EAL teachers from 2 part time teachers to 4 part time teachers.	EAL coordinators & library coordinator	7000 euros
Extend multilingual library section	Children develop their home languages to aid language acquisition.	Books of different languages represented in the school population acquired.	Curriculum Lead + Head of School	
Pilot new phonics Program – Sounds-Write	All teachers will be trained up and using a phonics programme based on research and has proven results. This will provide consistency throughout the school.	11 teachers trained up this year in 4 full day trainings within school. 3 teachers training online.	Head of School	2500 euros
		Purchase decodable books that support the learning of phonics	Head of school	1300 euros
		Purchase online access to OxfordOwl for access to 550 ORT books	Curriculum Lead+ Writing Lead + Head of School	5400 euros
Pilot new writing programme Talk for Writing (T4W)	All teachers are trained up in a programme based on research and has proven results. This will provide	2 online training sessions and 1 whole study day planned for this school year Teacher manuals purchased		1000 euros

<p>Maths no problem curriculum to be rolled out across the whole school with a skills progression</p> <p>Maths journal rubric to improve verbal reasoning skills</p>	<p>developing a deep mathematical knowledge</p> <p>Maths journals are of a consistent high standard across the school</p> <p>Teachers know what next steps are for each student and are able to make accurate assessment judgments</p>	<p>Math lead to induct the new teachers and provide model lessons and support throughout the year with termly check ins (December, April and June)</p> <p>September Maths No Problem curriculum to be introduced to improve assessment (formative and summative) with training provided by Maths lead (review in Feb and May)</p> <p>October Whole school staff meeting on journaling and verbal reasoning/talk (a follow up to happen in February)</p> <p>November Workbooks to be purchased for EY</p> <p>Math lead to work with Milepost 2 teachers to further develop journaling</p>		<p>Head of school</p> <p>700 euros</p>
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<p>Teachers to develop a deeper knowledge and understanding on how to deliver the program</p>	<p>Teacher knowledge, confidence and skills to be developed in their delivery of the program and to provide leadership opportunities</p>	<p>Ongoing meetings throughout the year with a focus on developing verbal reasoning skills</p> <p>Throughout the year Stronger members of staff to be mentored by Maths lead in order to build knowledge and skills capacity across the team</p>			
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Citizenship

Annual Goal	Desired result	Activities (in time)	Evaluation and monitoring	Responsible and involved parties	Budget
The development and implementation of IPC needs to be a main focus.	More consistency in IPC lessons throughout the school. Year focus is to assess the IPC goals and topics that are being covered to show progression throughout the school.	September Group 0 and 1 using IPC. Ensuring that this is supported and monitored effectively.		Pastoral care lead and team	

<p>Assessing the current use of IPC and evaluating if the units teach citizenship thoroughly and in context.</p> <p>Identify what areas we need to focus on from the IPC findings, then embed citizenship throughout the school.</p> <p>Developing a clear framework of cultural events, traditions and celebrating these.</p> <p>Cultural awareness throughout the school for children and parents.</p>	<p>Understanding of the importance of citizenship and the importance of its purpose in our school community and for the children.</p> <p>Children are aware of the importance of citizenship and what it means to be a global citizen.</p> <p>Awareness is key for the children to understand the diversity around them.</p>	<p>September/October LC position opened up to staff</p> <p>November/December Tracking system for assessment introduced. Reassessing how IPC is going and any areas that need improvement.</p> <p>Throughout the rest of the year: Developing a short-term/long-term plan for citizenship.</p> <p>IPC and Citizenship focused staff meetings.</p> <p>Parents are involved more by having them in for Entry or Exit points of units.</p> <p>Ensure that children are understanding and learning the importance of citizenship but also</p>	<p>IPC lead and Curriculum lead</p>	
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<p>Ensure that the policy is coherent and has concrete goals that reflect and make our values clear.</p> <p>Clarify the Dutch government's requirements for citizenship in schools and then implement what fits into our school.</p> <p>IPC: Increase consistency / quality of lessons in IPC.</p>	<p>That our curriculum covers most /all of which the Dutch government expects for Dutch primary schools</p>	<p>the diversity within the school and society.</p> <p>LC (extra responsibility) IPC lead position advertised to staff</p> <p>New IPC lead attend training on how to lead a team with IPC</p>	<p>Staff meetings with IPC focus held throughout the year.</p>	<p>IPC lead and Head of school</p>	<p>700 euros</p>
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The 2nd (2025 – 2026) and 3rd year (2026 -2027) of this four year plan are not compulsory to fill in.

School Year 2027-2028					
Language education					
Annual goal	Desired result	Activities (over time)	Evaluation and monitoring	Those responsible and those involved	Budget
Review assessment and recording procedure for EALers	Assessment procedure streamlined for ease and time of administration. Accessibility to children's EAL records improved.	Adjust digital and paper assessments (Sept-Nov 27)	Trial of new formats Communication with class teachers	EAL coordinators ICT coordinator	

Maths Education

Annual goal	Desired result	Activities (over time)	Evaluation and monitoring	Those responsible and those involved	Budget
<p>Continue to develop children's verbal reasoning skills and maths language acquisition using the MNP scheme of work</p>	<p>All children to be able to explain their mathematical thinking in depth using taught language</p> <p>MNP approach to teaching mathematics to be embedded across other areas of the curriculum to develop the children's critical thinking skills</p>	<p>Teachers to continue to develop their subject and pedagogical knowledge of the approach through refresher training</p> <p>Staff to work collaboratively to adapt the program to better fit the needs of the ever changing demographic</p> <p>More resources to be purchased to ensure that all units can be taught at the same time to better encourage collaboration.</p> <p>Maths leaders across the school to be developed to further build capacity across the school.</p> <p>Math lead to train up a member of staff to follow an intense program to teach the skills required to access the scheme</p>		<p>Maths lead and Head of school</p>	

<p>A provision has been developed to catch new children up quickly in order to access the scheme as quickly as possible</p>	<p>An induction program for new starters to be introduced to teach the children the new concepts, methods and verbal reasoning</p>	<p>Teachers to work collaboratively to create a skills based provision for 4-5 weeks to integrate them back into class quickly</p>			
<h3>Citizenship education</h3>					
<p>Annual goal</p>	<p>Desired result</p>	<p>Activities (over time)</p>	<p>Evaluation and monitoring</p>	<p>Those responsible and those involved</p>	<p>Budget</p>
<p>Citizenship curriculum to be rolled out across the whole school ensuring there is clear progression of teaching areas. Embedding digital citizenship</p>	<p>The curriculum will mean that citizenship is embedded into daily teaching and is taught in context. Awareness of the importance of</p>	<p>External training for teachers to develop citizenship knowledge and practices. After training, teaching of citizenship developed, supported and assessed regularly. Regular evaluation and monitoring on the teaching of IPC and citizenship.</p>			

<p>throughout the school with a clear framework of skills and that it is taught is taught in context.</p> <p>Continue to evaluate and assess IPC and Citizenship ensuring that it is clear they are being taught effectively.</p>	<p>citizenship in supporting our children to become global citizens.</p>	<p>Specific focus on digital citizenship and how to effectively address and teach it in school.</p>			
Digital literacy					
<p>Annual goal</p>	<p>Desired result</p>	<p>Activities (over time)</p>	<p>Evaluation and monitoring</p>	<p>Those responsible and those involved</p>	<p>Budget</p>
<p>All ICT lessons are learned and implemented to use during the regular lessons</p>	<p>All children are digital capable of working in a safe and ethical way</p>	<p>Lessons for all age classes</p>	<p>Twice a year, January and May</p>	<p>ICT coordinator and Head of school</p>	<p>The yearly budget</p>

	with their digital skills				
Young Child					
Annual goal	Desired result	Activities (over time)	Evaluation and monitoring	Those responsible and those involved	Budget
All ambitions that are applicable in International education are included in the curriculum	All ambitions that are applicable in International education are included in the curriculum	It is in the curriculum so included in all the activities	Twice a year	Leadership Team	

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