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

Some time ago I read a column that highlighted the contribution of caretakers and teachers on the development of the brain of children and the youth. We are the ones that transfer knowledge and experience to them. This makes it important for all adult figures that are part of the lives of the children and youth to collaborate with each other. This is also part of the perspective of The Bridge Amsterdam-Southeast. The parents/caretakers and teachers of our pupils give us important insights that are needed to guide our students properly as they know the students really well. Social relationships are at the core of Bridge HDT.

Within the tutoring sessions we also pay a lot of attention to social relationships. The pupils form a duo when they are with their tutor. They also work independently on their assignments. During the school year, there are also six lessons about social-emotional learning, called ‘check-in lessons’. During our first ‘check-in lesson’, we paid extra attention to teamwork. The second ‘check-in lesson’ was about emotions. This was a couple of weeks ago. With these lessons we try give the children the skills and knowledge that are necessary to understand themselves better and to have healthy relationships with others.

The Bridge Amsterdam-Southeast works with a triangle relationship between the parents/caretakers-pupil-tutor. The tutors are in contact with the parents/caretakers of their pupils 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. We also organise an “walk-in-lesson” in which parents can get a look behind the scenes and participate in half of a lesson. The first open lessons occurred at the end of September/beginning of October. I would like to thank all the parents for their presence!

Besides the relationship with the parents and schools, The Bridge also maintains a relationship with Saga Education, the organisation that develops and executes HDT projects in The U.S. On November 18, Chris Depuis, the COO of Saga Education visited us. He observed our execution of the HDT-project and gave us tips and feedback that enables us to improve the manner in which we guide our pupils.

All in all, we stand stronger together than alone!

In behalf of the whole team,

Alexandra Nacev, Site Director
The Bridge Amsterdam-Southeast

The Bridge HDT-team Amsterdam-Southeast with the COO of Saga Education: Chris Dupuis
Miss Mirella went on a “house/party-visit”

The tutors from Bridge HDT strive to do at least three house visits a year at the homes of their students. This only happens if both the student and parent agree. This party was a fun exception.

“Miss, I have got something for you!” This is what one of my pupils told me at the end of the tutoring session. This was in the first weeks of my career as a tutor at The Bridge. Believe it or not, what I received in this early stage of my career was a huge compliment. I got an invitation to the tenth birthday party of my pupil! So special, so much fun!

When the day arrived, I was in a good mood but also a bit nervous when I got on the train. I met my colleague in Amsterdam, which would accompany me to the party. We could already hear the fun music from the outside when we arrived. We could not contain our hips!

When we got inside, we were warmly welcomed by the birthday boy, his parents and other family members. What a warm reception! We enjoyed the food and the fun that everybody was having! When the time arrived to go home, I thanked my pupil and told him that I really enjoyed the experience. He responded by saying: “Thanks to you too miss Mirella, I also had a lot of fun!”

Do you know what I got from this experience? My contact with the parents of this pupil has become more personal because we met each other face-to-face. This is how the parents, the pupil and me form a beautiful triangle, in which we can guide the pupil to become the best version of him/herself.

This Growie was drawn by Jahir from elementary school ‘De Achtsprong’

Frequently Asked Questions:

1. Why are parents engaged 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 pupils, but to also build a relationship with the parents. This shows that the tutors really care about their pupils. 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 pupils 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.