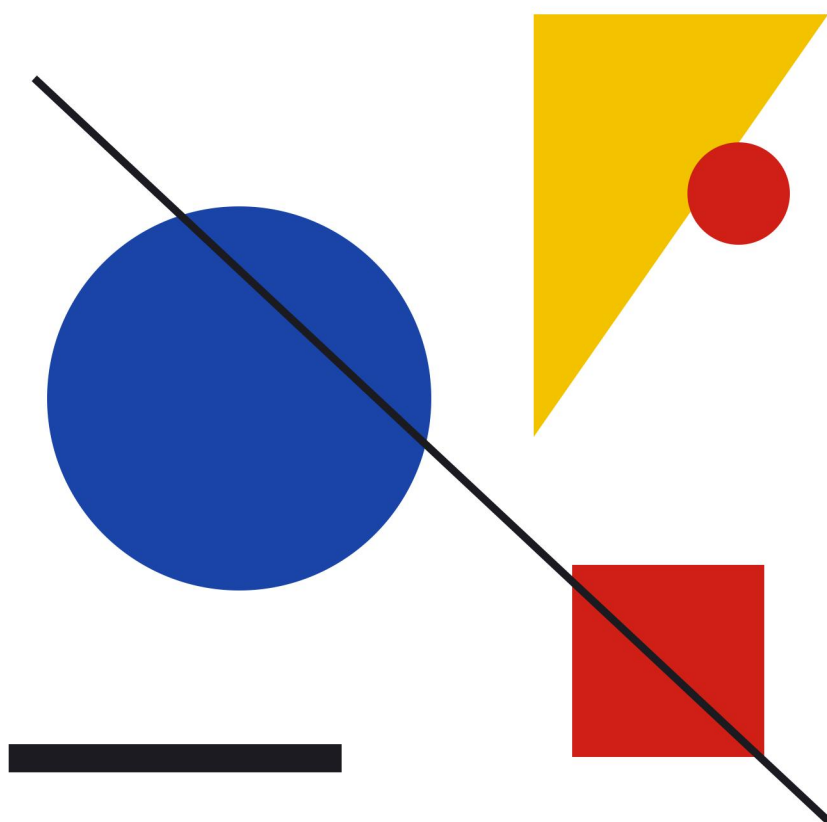


WHAT WE OFFER

Build Better Education

2026
2027



build better education

EDUCATION CONSULTANCY

buildbettereducation.com · valentina@buildbettereducation.com

INTRODUCTION

Working on durable improvement, together.

Good education doesn't come from one-off interventions or a single study day. It comes from small, daily decisions grounded in what works, shared development, and durable anchoring in everyday practice.

Teachers and school leaders face constant questions about teaching, curriculum, assessment and support. How do you make the insights from research genuinely visible in lessons? And how do you build a school where learning is central, for students and staff alike?

Everything we do is evidence-informed: grounded in the science of learning and in implementation science, and tested against the realities of school life. We don't believe in quick fixes. Most change stalls in the gap between a good idea and everyday practice, so we work both sides of that gap at once, building programmes that move both people and systems.

Every theme in this brochure follows the same structure, so you can easily explore what fits your school, your team or your own development question.



Bespoke, from start to finish.

Every trajectory is different. We shape the work around your school, and we keep one principle constant: we build the capacity inside your school, so you never stay dependent on us.

■ Always bespoke

We start from your context, your goals and what already works. Never off the shelf, always tailored to where your school is now.

● Online or in person

Whatever fits your school, your calendar and your budget. We work on-site and remotely, across the Netherlands and internationally.

▲ Short or long-term

From a single keynote or workshop to a multi-year, whole-school trajectory, and everything in between.

● Building capacity, not dependency

We develop internal expertise, co-create practical tools and hand over ownership, so the change keeps running long after we've gone.

◆ In English, Dutch or Spanish

Keynotes, training, trajectories and advice, in the language that suits your team.

● Start with a conversation

Tell us what you're working on and we'll suggest the right starting point, no obligation. We reply within two working days.

AT A GLANCE

Our offering.

Five high-impact themes and four ways to work together. Each theme is described in full on the pages that follow.



01

From assessment to action, designed into the curriculum

→ p. 5

Formative action is a pedagogical process, not a test or an instrument: you gather information about where students stand, interpret it, and use it to make a better-informed decision about the next learning step.



02

Instructional Coaching

→ p. 6

Lasting change happens teacher by teacher, and study days rarely deliver it.



03

Implementation that makes change stick

→ p. 7

We don't deliver a one-off training day; we build the capacity inside your school to carry the change yourselves.



04

AI in line with your goals, by design

→ p. 8

AI is not good or bad in itself; what matters is whether it serves your learning goals.



05

Self-regulation, deliberately built

→ p. 9

Self-regulation doesn't appear on its own; it is taught and carefully built.



From assessment to action, designed into the curriculum

Formative action is a pedagogical process, not a test or an instrument: you gather information about where students stand, interpret it, and use it to make a better-informed decision about the next learning step. That works when you collect small, readable pieces of evidence rather than a whole practice exam, and when you genuinely change something on the basis of what you see and then check whether that step helped. Students carry part of that work themselves, and the whole thing is anchored in the curriculum through backward design and constructive alignment.

CORE IDEAS

■ **Constructive alignment**

Goals, learning activities and assessment form one coherent whole. The alignment between the three is what gives formative action its power.

■ **Responsive Loops Formative Action**

A structured way for teachers to gain a picture of understanding during the lesson and base their pedagogical decisions on it. Short-cycle, in the lesson, without administration.

■ **Developing a sense of quality**

Helping students recognise what good work looks like, so they can compare their own work against it, a precondition for independent learning.

■ **Transformative feedback**

Feedback that doesn't just correct, but shifts the student's thinking.

■ **Growing independence**

The aim is students who need us less. As they move further through the learning process, the formative activity shifts from teacher-led to student-led, so they take over more of the work themselves.

■ **No marking**

Formative action improves pedagogical decisions in the lesson itself; it isn't about piles of marking, filling in forms or collecting evidence.



Instructional Coaching

Lasting change happens teacher by teacher, and study days rarely deliver it. We work in high-frequency, short cycles: a classroom visit of five to ten minutes that gathers objective information about the lesson, followed by a conversation of no more than thirty minutes in which we question the mental models underneath the practice and rehearse the new habit on the spot. Individual development stays tied to where the school as a whole wants to go. This can run entirely online too, with video recordings of the lesson and online coaching conversations. This can run entirely online too, with video recordings of the lesson and online coaching conversations.

CORE IDEAS

■ Habits and mental models together

We work on what teachers do in the moment and on the thinking underneath it. Change one without the other and it doesn't hold.

■ High-frequency, short cycles

Small, regular cycles beat occasional big interventions, because habits change through repetition.

■ Grounded in what actually happened

A short classroom visit gathers objective information about the lesson, so the conversation is about practice rather than impressions.

■ Practised in the session itself

The new habit is rehearsed there and then, in a conversation of no more than thirty minutes, instead of left to chance afterwards.

■ Leaders create a coaching culture

Leaders build a safe learning environment where observing and coaching on classroom practice is normal, so teaching keeps improving together.

■ Tied to the school's vision

Individual development connects to where the school as a whole wants to go, so coaching is never a private project.



Implementation that makes change stick

We don't deliver a one-off training day; we build the capacity inside your school to carry the change yourselves. Grounded in implementation science and the four phases of explore, prepare, deliver and sustain, we work with you on a durable plan and approach, so the innovation ends up in policy, culture and daily routines. An interactive website keeps the work alive between sessions and makes progress visible.

CORE IDEAS

■ **Grounded in implementation science**

Built on the EEF's guidance and proven change methodology (Kotter, Heath & Heath), not on wishful thinking.

■ **Four phases: explore, prepare, deliver, sustain**

A clear, staged process, so change is designed step by step and nothing is left to chance.

■ **A plan that holds**

From explore to sustain, so embedding is designed in from the start, not hoped for at the end.

■ **Internal capacity, not dependency**

We develop champions and co-create tools inside the school, so the change stays when we leave.

■ **Learning communities & phased scaling**

Teachers learn together and spread what works one careful step at a time, and we help you stop what doesn't (de-implementation).

■ **An interactive website**

Keeps the work alive between sessions and makes progress visible to everyone involved.



AI in line with your goals, by design

AI is not good or bad in itself; what matters is whether it serves your learning goals. Learning means a lasting change in long-term memory, and that takes cognitive effort, so the real question is which knowledge and skills students have to build independently and where AI genuinely adds something. We work backwards from the goals, using constructive alignment, so using AI becomes a deliberate design choice rather than an afterthought.

CORE IDEAS

■ **Goals decide, not the tool**

AI is only useful when it fits what students are meant to learn. The learning goals lead, the technology follows.

■ **Learning is a change in long-term memory**

And that takes cognitive effort. Where AI does the thinking for students, real learning stalls.

■ **Backward design**

We start from the end goal and reason back to what students must be able to do on their own.

■ **Constructive alignment**

Goals, activities and assessment are aligned, so using AI becomes a deliberate design choice, not an afterthought.

■ **Two considered routes**

Either students master the core first and AI deepens it, or using AI well is itself a learning goal.

■ **A clear line on assessment**

We decide together where students work independently and where AI genuinely adds something.



Self-regulation, deliberately built

Self-regulation doesn't appear on its own; it is taught and carefully built. This isn't about handing students more freedom or more ownership, it's about them learning to plan, monitor and adjust their own learning. We help schools develop self-regulated learning in a way that respects the science of learning, not by assuming autonomy, but by deliberately using structure, practice and desirable difficulties.

CORE IDEAS

■ **Taught, not assumed**

Self-regulation is built step by step, not expected to appear on its own.

■ **Plan, monitor, reflect**

Students learn to set a goal and pick a strategy, keep an eye on their progress, and evaluate what worked afterwards.

■ **Metacognition at the heart**

Students learn to think about their own thinking: what they do and don't understand, and which strategy fits the task.

■ **We make the thinking visible**

Through modelling and thinking aloud we show the strategies behind good work, then practise them with support.

■ **Structure first, autonomy released gradually**

Checklists, worked examples and prompts scaffold the work; support is faded as competence grows, not assumed from the start.

■ **Reinforces formative action**

Feedback targets the strategy, not just the answer, so students learn to read and steer their own progress.

Built to last, not to impress.

Improvement comes from small, daily decisions grounded in what works. So we work in four phases, the same model we use to embed change durably in schools.

01 Explore

We map your context, ambitions and what's already working, so we build on solid ground, not assumptions.

02 Prepare

Together we design the trajectory, secure buy-in and get the conditions right before anyone steps into a classroom.

03 Deliver

We train, coach and model alongside your team, putting evidence to work in real lessons.

04 Sustain

We hand over the habits, structures and ownership so the change keeps running long after we've gone.

WHAT WE OFFER

Four ways to work together.

■ **Keynotes**

Talks that turn evidence into energy, leaving your team with ideas they can use on Monday morning.

■ **Training**

Hands-on professional development (PD) that changes practice, not just knowledge, with deliberate practice and follow-up built in.

■ **School trajectories**

Longer-term programmes that embed change across a whole school, from first exploration to lasting habit.

■ **Advice**

Strategic advice for leaders and teams, clear, evidence-informed and tailored to where your school is now.

Valentina Devid

Educator · assessment expert · speaker & author



Valentina Devid is an experienced educator, former Head of Department and passionate advocate for innovative teaching. Holding a master's degree in Learning and Innovation, she began her career teaching history and religious education in secondary schools. Over the years her path expanded into various roles across secondary and higher education, including work as an assessment expert in a teacher-training programme at a university of applied sciences.

Her expertise lies in formative action, which she explored in depth during her master's and has since made a central focus of her work. Collaborating with leading educational thinkers such as René Kneyber and Dominique Sluismans, she co-authored the influential book "Formative Action: From Instrument to Design" and co-founded the highly regarded Formative Action School (Toetsrevolutie), supporting schools and teams in embedding formative practice and feedback into daily teaching.

Valentina is a sought-after speaker, known for her engaging keynotes, workshops and professional development across the Netherlands and beyond. She is committed to empowering teachers and school teams to design meaningful, student-centred learning. She also co-hosts the LLEARN podcast with René Kneyber and Flemming van de Graaf, exploring timely issues in assessment, curriculum and educational innovation.

Samuel Derkse

Teacher · learning support · formative action



Samuel Derkse is a teacher of Dutch, a learning-support specialist and a daily practitioner of formative action. He teaches every day, so he knows what survives the moment an idea meets the realities of the classroom. At his school he invests heavily in educational quality, with one clear aim: genuinely improving teaching and learning.

He took an unusual route into education. Before the classroom he managed a rehabilitation clinic and worked as a psychosomatic physiotherapist, where he learned how change really takes hold in people and organisations, and what it takes to make it last. For Samuel, evidence-informed practice means more than applying research by the book. The best decisions bring three things together: expertise, the evidence, and the actual student(s) in front of you. Hold all three, and you make choices that work. Getting that balance right, and translating research into practice without losing what made it matter, is what professional practice is about.

His view of leadership is just as clear: the job is to unlock the capacity already present in your people and your organisation, and to draw it out so it can grow.

BETTER TOGETHER

Who we work with.

Over the years, alone or as a pair, we have collaborated with schools, training organisations and researchers in the Netherlands and abroad. These are some of them.

The Formative Action School

Llearn

EducationScape

PD Academia

Staring College

WalkThrus

Educational Leaders

Evidence Based Education

The CTTL Academy

WHERE WE WORK

Netherlands · United Kingdom · China · Spain · USA · Thailand · Remote



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LET'S BUILD BETTER EDUCATION.

Tell us about your school, your team or your event. We'll reply within two working days with a way forward.

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