

International School Eindhoven

School Development Plan 2022-2026

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1. Introduction

We are pleased to present to you the International School Eindhoven development plan for 2022-2026. In the autumn and winter of 2021, the Board of SILFO organised the articulation of a new strategic vision. This document is the foundation of this new school development plan. As a SILFO school, we believe that excellent education needs ‘four C’s’, as in:

- 1 Care: attention and care for each other and our society;
- 2 Connection: collaboration and actively seeking connections and creating networks;
- 3 Creativity: using all our creativity and inspiration with the aim of providing the best education with as many opportunities as possible;
- 4 Celebration: celebrating successes and learning from mistakes: we are all long-life learners.

This is our passionate *dream* for the future. We are not there yet, but we are deeply committed to getting there. While advancing towards this vision, it is our *promise* to teach for, and conduct ourselves according to the following guiding statement, i.e. to provide:

A caring and challenging learning environment which fosters international mindedness. We educate and inspire our students to become creative, resilient and responsible citizens who will thrive and be happy within an ever-changing world.

The ISE’s *purpose* is to be More than a School. This school development plan conveys how we intend to do this.

1.1 Explanation school development plan 2022-2026

In this school development plan for 2022-2026 the longer-term aims of the school are described. Since the last ISE Whole School Development Plan 2018-2022 publication much has changed, e.g. the school has grown in size and operated without a school Director 2019-2021. A new school Director was appointed in August 2021.

It is also essential that we communicate with all stakeholders about our longer term aims for the future and our concrete aims for the coming school year.

The documents, which underpin this development plan, are, amongst others:

- The SILFO strategic vision 2022-2026;
- The ISE Whole school Development Plan 2018-2022;
- The CIS preparatory report.

This development plan focuses on the school years 2022-2026, with an emphasis on the school year 2022-2023.

In each chapter of the plan, we write about each topic using the following two headings:

- Description and evaluation of the school years 2018-2022;
- Plan for 2022-2026.

1.2 The policy cycle

The cycle of planning and control for SILFO Schools runs per calendar year. The natural cycle for a school is not the calendar year, it is the school year. That could mean that we write two development plans per year, one for the school and one for the Board. We choose not to do that. What follows is therefore one school development plan for the school year 2022-2026. The activity plan for the school year 2022-2023 is based on that and much of what will be written for that is also valid for the latter half of 2023.

1.3 Objectives and readership

The objectives of this school development plan are as follows:

- To translate the school plan 2018-2022 into longer term aims for the school in 2022-2026 and into concrete objectives and actions for school year 2022-2023;
- To evaluate the progress of the school in 2018-2022.

The intended readers of this development plan are the staff of the ISE and the board of governors of SILFO. Additional target audiences are the participation council and external stakeholders such as the Inspectors of Education, CIS and IB.

1.4 Organisation and content

The plan consists of five chapters:

- Chapter 1: Introduction.
- Chapter 2: Education whole school
- Chapter 3: Education primary department
- Chapter 4: Education secondary department
- Chapter 5: Supporting processes
- Appendix: List of abbreviations

1.5 Specific circumstances which influence the school development plan 2022-2026

In this paragraph we describe specific circumstances in the development of the school that influence the content of this development plan.

Growth of the school:

The growth of the school over the years has had a great influence, increasing the complexity of the organisation, educational alignment and communication. The challenge for the coming years is to maintain and improve the quality of education and at the same time to foster cohesion in the context of growth and expansion. Practically, this means that we plan to extend the current campus facilities to accommodate more students and that we continue to investigate the possibilities of extra temporary accommodation on campus **and various options for an extra location.**

External evaluations:

We recently completed the pre-evaluation for CIS. In March, we will conduct the CIS community survey. The current timeline for the CIS evaluation is:

June 2022: submit part 1 and domain A of part 2 of the self-study report to CIS;

December 2022: complete and submit the self-evaluation report to CIS;

February 2023: host the evaluation team.

The last IB (MYP-DP) evaluations took place in 2015 and 2016. We will participate in a CIS synchronised accreditation visit. So next school year will be a year of self-evaluation and development of long-term plans. In this process, we intend to actively involve all stakeholders.

Teaching staff:

In the school year 2020-2021 mobility was relatively high. Compared to previous school years, many (new) teachers left and joined the school, also due to the many (Corona related) subsidies that were made available. The current expectation is that, despite the growth of the school, there will be less mobility amongst teachers in the coming school year. It remains a challenge to create a sense of unity amongst teaching staff, spread across three departments. Recruitment of qualified and competent teachers for international education also remains a challenge.

Support staff:

The number of support staff grew considerably in the school year 2020-2021, also due to the many (Corona related) subsidies that were made available. The current expectation is that mobility will be low and that the growth of support staff will be in line with the growth of the school. With respect to the Learning Support Team, we intend to extend our services and expertise for, initially 5-10 primary students with more extensive learning support needs. The ultimate aim is to facilitate this on-campus, but we will start with an extra educational needs unit off-campus. The Monseigneur Bekkers Stichting (MBS) and the Aloysius Foundation are our partners. In the course of 2021-2022, we are recruiting a Leader of Administration. We will evaluate this new addition to the support staff team next school year.

School leadership:

A new director was appointed as of the beginning of the school year 2021-2022. Via the process of writing this school development plan, we are in the process of seeking to find a productive means of working together as Management and Leadership Teams, and to clarify our roles and responsibilities. In the school year 2022-2023 the focus will be twofold: firstly, implementing an annual Activity Plan based on the school development plan 2022-2026 in a professional manner (plan, do, check, act) and secondly, leading the learning and the teaching via the implementation of a whole school staff development system.

Results:

The exam results in 2021 for the Diploma Programme (DP) were excellent, just like in 2020. The results of both the Middle Years Programme (MYP) personal and interdisciplinary projects and of the primary school internal and standardised assessments were in line with our expectations. The CITO end-of-year results in Group 8 of the Bilingual Primary Department are constant and above the national average. Over the last six years, and also this school year, an average of around 75% of our Group 8 Bilingual students moved on to general secondary (HAVO) and pre-university (VWO) education.

The challenge for the coming school years is twofold: firstly, to maintain an overall high level of results and secondly, to create a nuanced whole school system for consistent communication of high quality learning expectations and results.

Organisation:

Our school organisation has had to keep up with growth ever since the international secondary school, international primary school and the bilingual primary school joined on campus in 2013. During the first half of the school year 2021-2022 we created a whole school administration team space, began the search for a Leader of Administration, and we started the implementation of a whole school staff development system (Dialog).

We are currently preparing for an official administrative merger by January 2023 with the three primary schools of the NUT Foundation Geldrop. We hope this will enhance primary school knowledge sharing and career perspectives within SILFO. Additionally, and with the support of Brainport Eindhoven, we are setting up a Silfo Transition Desk (STD). This is a small team of people who support (potential) parents with their questions about the programmes of all our schools. At the moment even people working within the Silfo schools themselves don't always know about what their colleagues are working on with their students. The STD will help to identify areas where we can work together more effectively and to position our programmes to the world around us more consistently.

All the initiatives mentioned above are part of our preparations for the school year 2022-2023 and hope for a smooth transition at the start of the new school year.

Marketing and communication:

The image of our school is one of an established but somewhat elitist school. This is due to the school fees we need to ask from the parents of our students. The school fees are necessary to pay for the education that we offer. Our unique selling points are the one campus/ one international 3-18 environment and our safe, caring and effective education.

The pandemic has slowed down the mobility of internationally mobile parents with primary school children in particular. We expect to grow with around 50 students every school year to around 1500 students by 2025, despite local competition, a long-term trend towards more local expatriate families and thanks to the expected increase of expatriate families in the Brainport region. Our aim for the next few years is twofold: firstly, to organise a SILFO Transition Desk to help students and their parents in making an informed choice between the Dutch, bilingual and international programmes within SILFO, and secondly, to be even more accessible for internationally mobile families, especially for those parents with children who have particular learning needs. Our motto will remain to be 'more than a school', developing talent and providing a 'SILFO home' away from home with education for cognitive and moral independence. The following dispositions will also remain leading in everything we do: educating and challenging our students to become caring, open-minded, creative, resilient, responsible and happy people.

Buildings:

The ISE is situated on a beautiful campus with excellent facilities but it is, due to a necessary renewal of its ICT contract and continuous growth, lacking an up-to-date ICT network and lacking enough space to cater for its growing student population. It is not yet clear when exactly the ICT contract renewal will take effect or when exactly the extension will be completely finished. The optimistic scenario for the ICT contract renewal is July 2022; the less optimistic scenario is September 2022.

The optimistic scenario for the extension is Spring 2024; the less optimistic scenario is Autumn 2024. To bridge the lack of space for the coming two/ two and a half years, we will create extra lunchtime and classroom space. This involves both internal renovations and reorganisation of space.

Finances:

The school has been structurally (financially) healthy until the beginning of the school year 2022-2023. At the beginning of the school year 2022-2023 the number of expected students (and thus income) is about the same as estimated beforehand. However, the salaries of primary school staff in the Netherlands will rise considerably if the Dutch government follows through on its promise to bridge the salary gap between staff working in Dutch primary and Dutch secondary education. Thus, we need to take the financial consequences of this possible decision into account if we don't want to close the book year 2022 with a substantial loss. This means we need to raise the school fee by 250 Euro for all primary school students as of 1 September 2022.

The school fees cover the following most important aspects:

- 1 Classes of maximum 22 (primary) and 24 (secondary)*
 - 2 Cover teachers and class assistants
 - 3 A broad range of programmes
 - 4 An extensive internal student support staff team
 - 5 A well-staffed library
- *in exceptional circumstances 24 (primary) and 26 (secondary)
After consultation with the teacher(s) and with support in place

The above-mentioned aspects are vital to maintaining the quality of the education we offer. It remains essential that we monitor our finances accurately and communicate transparently about our financial system and status. Both our internal administration and the SILFO financial administration play a crucial role in this.

1.6 Overview of programmes and subjects

The International Primary Department

Students are eligible for the International Primary Department if their parents are living and working in the Netherlands for a limited number of years. Students are placed in the International Primary Department when they will stay in the Netherlands for a limited period. The study programme for the International Department is divided into seven age groups.

Literacy

The school follows the New Development Matters in the Early Years Foundation Stage curriculum (for 3-5 year olds) and the Renewed Primary Framework for Literacy from the UK for children in groups 2 to 7. Students also take part in Dutch as a Foreign Language (DFL) lessons.

Mathematics

Mathematical skills and understanding in the foundation stage are developed through practical activities in sorting, data collecting, measuring, time, space, shape and number. This reflects the Early Years Foundation Stage (EYFS) curriculum. For groups 2 to 7 the school follows the Primary Framework for Mathematics from the UK which promotes an emphasis on mental calculations and interactive work. Mathematics teaching promotes an understanding of the number system. Students are taught a range of computational skills and a variety of strategies to solve problems and to investigate



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different methods to identify what works best for them. They also have the opportunity to

acquire a range of practical skills in measuring, weighing, using money, constructing graphs and telling the time.

International Curriculum

Themes are used to teach integrated subjects from Groups FD-7. The Subjects covered under this curriculum include History, Geography, Science, Art, Music, and Design Technology. Each unit is approximately 9 weeks long. Teachers are given the flexibility to spend additional time on subjects based on the units and learning objectives. In the lower school, subjects are experienced by the students in an integrated manner and units are flexible in length.

The learning objectives cover knowledge (facts and information), skills (practical abilities), and understanding (deeper awareness of key concepts). These three areas are developed throughout the year groups.

Curriculum Developments

We are currently trialling a project based learning approach throughout the school. Global Mission is our homegrown framework for teaching students within an authentic, real world context combining elements of both project-based learning and design thinking instruction. Instruction is focused around finding a solution from the United Nations Sustainable Development Goals through which Geography, History, Art, Design Technology, Science and Music are incorporated. Providing the perfect opportunity for students to develop their competencies, reflect upon their learning journey and share it with their community. Students work through a process where they are able to connect their learning and take knowledge, skills and understanding with them to the next step of their journey.

The Bilingual Primary Department

Students are placed in the Bilingual Primary Department when they will be in the Netherlands long term. The Bilingual Primary Department consists of eight age groups.

In the Bilingual Primary Department teaching methods are used which fulfil the attainment targets. We use a theme based approach by using Alles in 1 for the groups 4-8. In group 3, "Veilig de Wereld in" is used, and groups 1 and 2 are working with "Kleuterplein". In 2018-2019 we started the pilot in group 7 and 8 together with group 7 of the international department for our enquiry based approach, which is called our Global Missions project. The project has been evaluated and in 2019/20 was expanded to the groups 2. In the 2020-2021 school year, we tested this way of working in almost all other groups. This trial phase will be continued in 2022-2023.

In the 2020-2021 school year, we switched to the new Getal en Ruimte Junior method for maths education.

The Bilingual primary department provides bilingual education in all groups. 30% of the student's lesson time is through the medium of English. During the English lessons, students learn grammar, spelling, reading and speaking. These lessons are taught by the EFL teachers (English as Foreign Language specialty teachers). Gym lessons are taught in English and each class has a number of lessons taught in English by the class teacher.

In all areas of the ISE, we continuously work to improve quality, through:

- selecting methods that meet the core learning objectives
- the use of professional personnel
- the use of quality assurance instruments (e.g. quality indicators and externally assessed criteria)

Physical, social and emotional education

Strong emphasis is given in all year groups in both departments to the development of an effective physical and emotional environment including an essential focus on personal, social and emotional education. Children's individual needs are provided for by class teachers with the support of the Educational Needs team (EN).

Language Acquisition

Each year a number of students enter the ISE speaking no Dutch or English. There is a language support process in place to help these students develop proficiency in Dutch or English. English as Additional Language (EAL) support staff and The Dutch as an Additional language teacher (DAL) work with students who are new to the target language in small groups. A variety of strategies are utilised to prepare these students for the mainstream lessons to enable them to fully access the curriculum.

Dutch lessons are given within the International Primary Department, and English lessons are given within the Bilingual Primary Department for all students. Within the International Department, the Dutch as a Foreign Language lessons (DFL) include both language learning and cultural awareness. Participating in DFL lessons enables students to feel welcome in the Netherlands and assists them in their integration into the Dutch community.

The Bilingual Primary Department takes part in Tweektalig Primair Onderwijs (TPO), a national bilingual project, providing instruction in English for 30% of the time. Our students have shown strong language learning through this program and the department has led the country with exemplary results.

The importance of students' home languages is highly valued. Throughout the school strategies are employed to foster using the home language in the classroom as a tool to acquire the target language. We also offer home language classes which are taught by home language tutors after school. We are continually striving to extend the language provision at the ISE to facilitate continued learning in students' home languages.

At the moment we have tutors for Turkish, Spanish, French, Italian and Chinese home language lessons.

The International Secondary Department

Students are eligible for the International Secondary Department if their parents are living and working in the Netherlands for a limited number of years. Students are placed in the International Secondary Department when they will stay in the Netherlands for a limited period. The study programme for the International Secondary Department is divided into two International

Baccalaureate (IB) programmes, the Middle Years Programme (MYP) and the Diploma Programme (DP).

The IB Middle Years Programme (IB MYP)

The IB Middle Years Programme provides a thorough study of various disciplines. It offers students a balanced curriculum with equal importance placed on all subject areas; it also accentuates the interrelatedness of them.

The MYP Programme:

- addresses holistically students' intellectual, social, emotional and physical well-being
- provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- ensures breadth and depth of understanding through study in eight subject groups
- requires the study of at least two languages (language of instruction, additional language of choice) to support students in understanding their own cultures and those of others
- empowers students to participate in service within the community
- helps to prepare students for further education, the workplace and a lifetime of learning

The MYP consists of eight subject groups: language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education, and design. Student support is supported by a minimum of 50 hours of instruction per subject group in each academic year.

Approaches to Learning (ATL)

A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. The MYP skills are categorised into five clusters:

- communication
- social
- self-management
- research
- thinking

Students need to develop these skills in order to become responsible for their own learning.

Service as Action (community service)

Action (learning by doing and experiencing) and Service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment. Service as Action is an integral part of the programme

The Personal Project

The Personal Project provides MP5 students with the opportunity to demonstrate what they have learned in the MYP. All students must complete the Personal Project. Each student develops a Personal Project independently, producing a truly personal and creative piece of work that stands as a summative review of their ability to conduct independent work.

The IB Diploma Programme (IB DP)

The final two years of the ISE Secondary School for students are based on the Diploma Programme (DP) of the International Baccalaureate Organisation. Classes are referred to as DP1 (first year of studies) and DP2 (second and final year of studies).

Description and aims

Developed by the International Baccalaureate for students in the final two years of school, the IB diploma programme is a demanding pre-university course of studies, leading to examinations. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil requirements of various national education systems, the diploma model is based on the pattern of no single country but incorporates the best elements of many. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of fostering international understanding, cross-cultural awareness and responsible citizenship.

DP curriculum

Students normally select a combination of six subjects, three at higher level (HL) and three at standard level (SL), with a minimum of one subject from each subject group.

Subjects offered at the ISE Secondary School

Group 1 Studies in Language and Literature

These courses focus on the use and study of language and are designed for students who have experience of using the language of the course in an academic context. A student's language profile needs to reflect such proficiency.

Offered at the ISE Secondary School: English and Dutch. Other mother tongue languages are offered via the IB's School Supported Self-Taught Literature course

Group 2 Language Acquisition

These courses focus on language acquisition and are designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully either as beginners or with some previous learning of the language of study. Language B offered at the ISE Secondary School: Dutch, French, Spanish and English Language Acquisition. Ab initio offered at the ISE Secondary School: Spanish.

Group 3 Individuals and Societies

Offered at the ISE Secondary School: History, Geography, Economics, Environmental Systems and Societies and Business and Management.

Group 4 Sciences

Offered at the ISE Secondary School: Biology (HL), Chemistry (HL, SL), Physics (HL, SL) and Environmental Systems and Societies (SL), Design Technology (HL, SL).

Group 5 Mathematics

Offered at the ISE Secondary School: Mathematics Approaches and Analysis (HL, SL), Mathematical Applications and Interpretations (HL, SL).

Group 6 The Arts and Electives

Offered at the ISE Secondary School: Visual Arts or one additional subject from Groups 2, 3 or 4.

N.B. All choices are subject to demand, and to certain restrictions created by time-tabling.

Theory of Knowledge (TOK)

TOK is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. A key element in the IB's educational philosophy, TOK seeks to develop a coherent approach to learning which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Activity, Service (CAS)

CAS is a fundamental part of the Diploma. The CAS requirement encourages interest and commitment beyond the classroom, and provides a healthy counterbalance to the academics within a demanding school programme. Our goal of educating the whole person and fostering compassionate future citizens comes alive in an immediate way when students reach beyond themselves and their books.

Students are required to commit themselves to activities and projects throughout the two-year DP course, covering all three of the areas named, and largely in their own time.

The Extended Essay

All diploma candidates are required to undertake original research and write an Extended Essay of 4000 words. This essay offers the opportunity to investigate a topic of special interest and acquaints students with the kind of independent research and writing skills expected at university. The Extended Essay can sometimes be written in another language other than English or Dutch if a supervisor is available at school (for example French, Spanish, Chinese et cetera).

2. Education whole school -summaries

2.1 Programmes and policy: *Minding and mending the gaps*

Horizontal and vertical articulation of our whole school programmes and policies is an important target for the coming years. At the heart of this target are shared, fundamental understandings of key concepts such as 'high quality learning' and 'global citizenship', and a common understanding of ISE educational terminology, including an ISE Teacher profile.

2.2 Library: *Supporting better inquirers, self-directed consumers and creators of information*

The library is at the heart of our school and education in many different ways. This central role plays out in our library ambitions for our curriculums, staffing, community, space and collection.

2.3 Educational Technology: *Enhancing our programmes and Digital Citizenship*

Educational technology offers possibilities to enhance the teaching and learning and the curriculum through new methods and applications. The EdTech Coordinator offers our students and our teachers the potential and the responsibility to develop technological knowledge and skills to safely create worthwhile learning experiences.

2.4 Student Support: *Supporting students to access the curriculum*

The Educational Needs (EN) department caters for a diverse range of student profiles; this is our mission. This mission includes the setting up of an EN unit on campus, extending the range of student profiles we cater for. Supporting our students to access the curriculum is our key priority. This is teamwork across the school and it is achieved through close alignment with the Regional Consortium for Inclusion (in Dutch this is known as the Samenwerkingverband 'SWV').

3. Education primary school - summary

3.1 Curriculum

In primary, we offer a challenging curriculum that encourages our students to become deep thinkers, problem solvers and creative makers through authentic learning experiences. Our instruction celebrates our differences as students and staff, using culturally responsive teaching strategies and universal design for learning to ensure that all our students are successful, responsible, and ready for an ever-changing world. Continuing to develop student agency will be a focus over the next four years where students are encouraged and supported to work with increasing independence and take responsibility for their own learning. Professional development will be centred around promoting a facilitative approach with the pillars of instruction based on Universal Design for Learning to improve practice.

We use an innovative thematic-based approach to teach our foundation subjects; these include Science, Geography, History, Design Technology, Music, Art and Instructional Technology. Our core subjects, Maths and Literacy, are taught using a rigorous curriculum plan which is integrated in the theme where possible. A key focus will be planning and providing opportunities for students to experience the foundation subjects in a more integrated manner using a cross curricular approach.

3.2 Teaching and assessing for learning

We strive to cater for the learning needs of all students, using different disciplines. There are students who have specific needs and would benefit from a small-scale setting. A main priority is to create an inclusive educational needs unit for international students who reveal specific needs within the primary school setting and who are unable to transition into a Dutch Educational needs school immediately due to the Dutch language barrier and/or the family's length of stay.

A key area to consider is to identify how to gather data to gauge students' understanding and development. This will involve developing systematic assessment data which will be rigorously analysed to inform planning, support assessment intervention and progress.

3.3 Partnerships

Communication at the ISE promotes a productive home-school partnership and a positive learning community. The school has also established partnerships and networks with other schools, organisations and companies both locally and outside of the Netherlands to enhance the learning opportunities available to students. The plan over the next four years is to continue to establish links with our local and global community and to tap into the knowledge and the expertise of our parents to enhance student learning. This will promote students' understanding of global citizenship and intercultural learning and enhance the practices and experiences related to these concepts in the classroom.

3.4 Wellbeing

The social development of our students to ensure they thrive and are happy is an important aspect of our school vision. We believe that students who are known and cared for, understood, listened to, and motivated by caring adults develop a better sense of who they are and a better sense of wellbeing. We aim for every member of the school community to feel happy, valued and respected. We are a caring community which promotes mutual trust, respect, honesty and good relationships so that individuals can work together in a



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supportive atmosphere. Policy review and alignment across the school will be the main priority moving forward in terms of student well being.

4. Education secondary school -summary

4.1 Curriculum

The IB MYP curriculum provides a balanced framework of study that is both knowledge and skills based and both broad and balanced. The MYP at the ISE, as per requirement of the IB, offers a broad and balanced choice of subjects in each year of the programme, organised into eight subject groups:

- Language and literature (the student's best language)
- Language acquisition (a second modern language)
- Individual and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The IB MYP curriculum provides objectives in each subject group to include skills, attitudes and knowledge in addition to the understanding of concepts; the aim is to ensure that students are not only knowledgeable about a subject area but also develop a genuine understanding of ideas and an ability to apply these in new contexts, in preparation for further learning.

The final two years of the ISE Secondary department are based on the IB Diploma Programme (DP) of the International Baccalaureate Organisation. Classes are referred to as DP1 (first year of studies) and DP2 (second and final year of studies).

Developed by the International Baccalaureate for students in the final two years of school, the IB Diploma Programme is a demanding pre-university course of studies. It is designed as a comprehensive two-year curriculum that allows students to fulfil requirements of various national education systems. As well as intellectual rigour and high academic standards, a strong emphasis is placed on the ideals of fostering international understanding, cross-cultural awareness and responsible citizenship.

4.2 Teaching and assessing for Learning

The IB curriculum allows teachers to create, adapt and develop units of work that are suitable and relevant to the cohort of students. The units always connect to global contexts and real world settings, allowing the students to develop skills and learn through a relevant experience. The diverse needs of our students are met with the implementation of different strategies within the classroom. Beyond that we have specific teams that allow students to develop their language proficiency and skills alongside the curriculum e.g. our English Language Learners and the Student Support Departments. Our aim is to ensure all students can access the curriculum and benefit from the programmes offered here at ISE. Further development of the teaching and learning will be to revise and develop policies that underpin and will strengthen procedures and strategies to ensure continuity and learning for all.

4.3 Partnerships

The secondary continues to develop partnerships between the ISE and our local community including organisations within the Brainport region. We also currently offer an after school activities programme that allows us to connect with organisations and other schools. Over the next four years

we aim to offer more activities for the ISE students. As part of the IB curriculum's core components we lead and coordinate service learning through the Service as Action Programme at MYP and CAS (creativity, activity and service) at DP. This allows us to connect to local and global communities including the Eindhoven Food Bank and Friends of Mombasa in Kenya. A work experience week is offered to our MP5 students that allow further connections to many of the local companies including, Philips, ASML and Signify. Whilst some of our students venture further afield and work at primary schools, hotels, hospitals and other institutions within Europe and beyond. We continue to connect with the van Abbe, Design Academy and STRP in our local region and our aim in the next 4 years is to further integrate technology into our curriculum to enhance our teaching and learning through a range of experiences.

4.4 Wellbeing

The student support system at the ISE Secondary department is established within the Student Team. Each year group has a Year Tutor who acts as a link between parents, students and are part of the Student team. In case of particular, individual student matters, the year tutor will refer students to the Student Support Team. The Student Support Team provides advice, support and referrals for individual students on matters affecting their academic and/or social, emotional progress. The Secondary Department Student Team and the Curriculum Team work closely together in the planning and organising of the MP5 transition to DP1 programme which starts in February each year.

5. Supporting processes -summaries

5.1 Facility and Operations: Preserving quality while extending our facilities

The planning of space and of the expansion of the campus is a top priority in order to cater for the increase in our student population. In addition, a thorough review needs to be done in order to ensure a safe and smooth traffic flow to and from the campus. Considering the growth rate of our student population, extra temporary accommodation on campus, or a satellite building for the bilingual primary department need to be considered.

5.2 Administration and organisation: Becoming one school, one SILFO

A to be appointed Leader of Administration needs to take the Administration Team through a process of establishing a common purpose and understanding of the team in order to develop a clear mission and vision, functions and tasks of the team and its members. New ways and procedures need to be established to align the various ISE admin systems and to improve the efficiency of information flow between the SILFO Finance and Admin Departments.

5.3 Finances: Creating and communicating healthy finances

Organising regular updates for parents to help them to understand how the foundation is structured, organised and financed and how this benefits the ISE. Anticipating on the harmonisation of remuneration for similar posts in primary and secondary departments.

5.4 Human Resources: Maintaining and improving SILFO employer quality

Improving the span of control within the ISE by establishing staff development support roles and tasks and by organising more international HR expertise available on campus. Introducing a new digital and centralised SILFO staff development system. Streamlining protocols and procedures (e.g. as regards to recruitment) between the SILFO HR staff bureau and the school.

5.5 Marketing and Communications: Strengthening ISE's profile and position

Continue to create genuine, personal links with the local, national and international communities to enhance learning. The newly appointed MarCom Officer needs to create opportunities with the SILFO MarCom staff bureau in order to get as many people as possible to know about how we are 'More than a school'.

5.6: ICT: Improving our network

Lower ICT costs and higher levels of speed, accessibility, reliability and sustainability of our networks.

School Development Plan ISE 2022-2026

2. Education Whole School -Description and evaluation of the school years 2018-2022 & Plan for 2022-2026

Activity/evaluation 2018-2022	Plan 2022-2026
2.1 Programmes and policy: Minding and mending the gaps	
<p>For our primary students we created displays and ‘animal character visuals’ to represent our guiding statements. We are still considering a creative way to do the same for our secondary students. ‘Wolfie’, our school mascot however, represents our guiding statements for all our students at certain occasions (e.g. when we celebrate the start of a term, tournament or an event like the 100th school day.</p> <p>We made our guiding statements visible in all proformas for email bottom messages, agendas, letterhead and website.</p> <p>Our SILFO strategic vision, our guiding statements and our School Development Plan (SDP) are the starting point for our annual School Activity Plan (SAP). They are also embedded in all aspects of our curriculum, e.g. social activities, assemblies, circle time lessons and in the consolidation of approaches to teaching and learning. In addition, they are combined with CIS accreditation recommendations and the new IB standards and practices into one document.</p>	<p>To develop a clear definition of high quality learning.</p> <p>Once a definition of High Quality Learning has been agreed, leaders and staff should use these principles to develop consistency and continuity through phases in areas such as engagement, challenge, assessment and feedback.</p> <p>Further development of an ISE teacher profile/teacher competencies. Implement student competencies in all aspects of teaching and learning</p> <p>Create a process for reviewing the guiding statements and measuring their effectiveness.</p> <p>Develop a clear definition of global citizenship.</p> <p>Leaders should draw together the numerous practices and experiences already available for students into a definition of global citizenship that supports the guiding statements and school vision.</p> <p>To explicitly reference the UN Convention of Rights of the Child in the work of the school.</p>

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We have allocated time for staff to evaluate the previous SDP and to draft this next SDP.

Every three years, a school survey for culture is adopted from the CIS/ISE culture survey. Annually, we use a school survey for all stakeholders. We use the results of the surveys to evaluate and guide the creation of the SAP.

Develop a process to evaluate the measures that are in place to develop global citizenship and intercultural awareness.

The school now needs to work towards as a whole school to agree ways to measure and assess student development as global citizens and inter-cultural learners. Developing processes to demonstrate the impact of global citizenship and intercultural learning will be an important part of the self study.

Document the curriculum across the school to highlight opportunities for vertical and horizontal links via curriculum alignment.

Create a whole school teaching and learning policy - ISE does not currently have a whole teaching and learning policy or definition of high quality learning. Aligning the whole school around a common policy for learning and teaching and a profile for an ISE teacher would be constructive steps forward and provide a forum for the school to combine the strengths of each of the three sections within ISE.

Update and create a whole school language policy - Leaders and staff agree on a whole school languages policy.

Collate and sort policies, align across primary and secondary.

Leaders should consolidate and integrate protocols and procedures across the primary and secondary schools so that there is a single, coherent policy with regard to safeguarding.

Develop a whole school Professional Development policy.

Increase the number of whole school study days to promote cross departmental planning and learning - whole school annual plan for staff PD.

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	<p>Review staff code of conduct.</p> <p>Leaders accept that, although there is a code of conduct for staff which does reference expectations regarding behaviours with other adults, with parents and with children, it is in need of review and this is likely to align with work in the self study.</p>
<p>2.2 Library: Supporting better inquirers, self-directed consumers and creators of information</p>	
<p>Library Curriculum:</p> <ul style="list-style-type: none"> ● June 2020 Primary Research Cycle with mini lessons per year group finished (in collaboration with literacy coordinator) ● June 2021 Library Policy finished ● Nov 2021 Library Curriculum scope and sequence drafted for primary, started working on Secondary school scope and sequence in collaboration with Leader for Learning & ATL coordinator ● Regular Secondary lessons on Academic Integrity, library and research skills, citing and referencing ● Professional development for teachers on Academic Integrity and Citing and referencing ● Secondary library website for students and staff to access resources and other library related information. 	<p>Library Curriculum:</p> <ul style="list-style-type: none"> ● Finalise whole-school Library curriculum scope and sequence as well as the library curriculum by year group (UFD-DP2). ● Embed the library curriculum in all year groups and subjects, and adapt continuously to ensure that it stays tuned with what is taught in the classrooms and reaches the levels of proficiency that we aim for (formulated in the library curriculum scope and sequence). ● Staff development: Academic Integrity, citing and referencing, library skills, information literacy, so that all teachers teach this in class. ● Establish an <i>Honour Code</i> to be signed by ISE students and staff to ensure that all are aware of, and act upon academic integrity agreements in our school. ● Use the library websites effectively as a way to access library resources and information.

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<p>Library staffing: Initiated creating a whole-school library Aug 2020 with hiring a Whole- School Lead Librarian Aug 2021: Library team starts to reflect the school departments:</p> <ul style="list-style-type: none"> • Lead Librarian 1.0 fte (0.4 fte teaching primary classes, 0.2 teaching secondary classes) • Primary Librarian 1.0 fte (0.6 fte teaching primary classes) • Dutch Librarian (primary school) 0.7 fte (- 0.2 fte Dutch Department) • Library Assistants 1.8 fte (4 people) • Library teacher 0.2 fte (Primary International Department, teaching classes) <p>The <i>librarians</i> teach library classes: primary school classes are weekly, secondary classes twice-yearly introduction classes and further linked with subjects, projects and academic integrity skills. <i>Library assistants</i> are vital for the day-to-day running of the library: assisting users, supporting teachers, cataloguing, weeding, keeping the library in order, etc. The <i>lead librarian</i> works whole-school in a leadership position, working on curriculum, strategies, policies, finances, etc. in collaboration with coordinators and the school leadership.</p>	<p>Library staffing: Formalise the roles and tasks of the library staff, considering that the library is a whole school department:</p> <ul style="list-style-type: none"> • Define the roles/job descriptions for library staff. • Ensure consistency in pay scales for library staff (library is a whole-school department). • Work towards recognition of school library staff as specialists, embedded in ISE/SILFO. • Define professional requirements and assist library staff members to obtain these (study, courses, training).
<p>Library and the community: Parents:</p> <ul style="list-style-type: none"> • Parent library volunteers to assist with book circulation, shelving the returned books and other recurring library tasks. • Guest readers, especially reading in home languages 	<p>Library and the community:</p> <ul style="list-style-type: none"> • Have solid connections with the parent community (opening times of the library, involvement in the library, inclusion, and instruction on library and information skills to support the learning at home). • Establish vibrant networks of librarians DIPS/DISS and SILFO and be a proactive member of these networks.

School Development Plan ISE 2022-2026

<ul style="list-style-type: none"> • Parent workshops about library skills, research skills, and the importance of reading for everybody. <p>Librarians:</p> <ul style="list-style-type: none"> • Network with Eindhoven school librarians • Nov 2021 get involved with Beroepsvereniging Mediathecarissen in the Onderwijs (BMO), work towards legal recognition of the job of school librarian. • Feb 2022 start network of Dutch International School librarians 	<ul style="list-style-type: none"> • Participate in the BMO (secondary school mediathecarissen) as representative of a DISS. • Have solid links with the wider community within Eindhoven and explore what role the ISE library can play in the wider community. <p>• General public:</p> <p>August 2022: ISE library website created for the general public, linked to ISE school website</p>
<p>Library space: Complete refurbishment and doubling of space of the library completed in September 2019, including teaching spaces, study spaces, workspace for library staff, dedicated library sections for Junior, Middle and Senior users.</p>	<p>Library space:</p> <ul style="list-style-type: none"> • Have more classes (primary and secondary) in the library during class time for research and library and information skill instruction and practise. Create spaces to be able to do so without disturbing other users. • More spaces for individual studying. • Improve the presentation and accessibility of the different collections. • Have all library staff working in visible areas, and ensure there is a secluded workspace when needed. • Ensure that the library space is as flexible as possible to adjust to (ad hoc) uses and changing needs, always keeping teaching and learning in mind.
<p>Library collection: Continues being kept current and appropriate, linked to the curriculum and users.</p>	<p>Library collection: Focus on building a solid and relevant Home Languages collection, for UFD-DP2, in collaboration with students, staff, parent community. This to support our bilingual and multilingual learners. Continue with keeping the library collections current and appropriate.</p>

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2.3 Educational technology: Enhancing our programmes and Digital Citizenship	
Whole school alignment is in development (Educational technology coordination prior to 2021).	Technology integration throughout the curriculum: To increase student engagement, facilitate personalised learning and to build essential 21st century skills.
Whole school alignment is in development (Educational technology coordination prior to 2021).	Educational Needs: To enable students to learn in a way that accommodates their individual learning styles and limitations. Giving them greater independence and less anxiety.
Whole school alignment is in development (Educational technology coordination prior to 2021).	Digital Citizenship To ensure students are achieving and understanding digital literacy, along with being safe online, cybersecurity, digital responsibility and digital health and well being,.
Whole school alignment is in development (Educational technology coordination prior to 2021).	Scope and sequence: To ensure students are exposed to all key concepts and ideas at an age appropriate level when teaching with and learning about and through technology
2.4 Student Support	
SDP 2018-2022	
https://docs.google.com/document/d/19t4m7lazknmwHjujDPSstWhBoMXsOoDGwSXtR-PM_9o/edit#	

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Activity/evaluation 2018-2022	Plan 2022-2026
<p>In the SDP the first aim of the EN department was to meet the needs of high performing students</p> <ul style="list-style-type: none"> Identifying pupils with a gifted and talented profile ... <i>is an ongoing aim.</i> Providing POA (Plans of Approach) for gifted and talented students that fall beyond the regular levels of differentiation within the classroom...<i>is an ongoing aim.</i> Include advanced learning policy as a statement in the Educational Needs/ inclusion policy to align with our teaching and learning strategies, e.g. brain training in maths, growth mindset training ... <i>has been implemented and will need to be secured.</i> 	<p>Meeting the needs of high performing students</p> <p>For Primary Department</p> <ul style="list-style-type: none"> Continue to identify pupils with a gifted and talented profile Providing our gifted and talented students, that fall beyond our standard support profile, a plan of approach using a Development Perspective Plans (DPP) as prescribed by law. To fine-tune and secure the advanced learning policy The ENCO's to attend a course on facilitating the gifted and talented
<p>Our second key point was to monitor and categorise the needs of students</p> <ul style="list-style-type: none"> Implement the categorisation of high and low cost students alongside high and low need students. This will be administered in an expenses overview. ...<i>Due to changes in law, this is no longer necessary, however the students continue to be categorised according to the official Dutch care levels/needs.</i> Meet with all EN members regularly to keep a closer tab on overall student support and logistics. We will aim to meet with MRT, EN TA's and Support teachers in the week before Autumn break, Christmas, May Break and summer vacation. ... <i>These evaluation moments</i> 	<p>Monitoring and categorising the needs of students</p> <ul style="list-style-type: none"> Continue to meet bi-weekly with the Primary EN support staff. Continue to finetune the support profile (school ondersteuningsprofiel) Continue to outline how Educational Needs information can be processed effectively into ParnasSys.

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continued and we have met bi-weekly with the whole EN team to discuss EN related topics. The ENCO's meet every week and once a month with MT.

- Continue to finetune the support profile (school ondersteuningsprofiel)... *This is an ongoing process.*
- Compose Development Perspective Plans (DPP) for all (high) EN students... *this is required by law, and therefore implemented*
- Outline how Educational Needs information can be processed effectively into ParnasSys.... *this remains an ongoing aim as administration is also saved in the Google Education Drive*
- Trial PASS (Pupil Attitudes to Self and School) to substitute the paper Emotional Literacy questionnaire in the International Primary Department; in the Bilingual Primary Department the monitoring system SCOL will be structurally administered, including the student SCOL and the Monitorinstrument Sociale Veiligheid (MSV). *...the EL questionnaire has been converted to a Google questionnaire instead, which has been secured.*
- In the Bilingual Primary Department, the groups 1 and 2 aimed to start to work with a new resource, called Kleuterplein and will try to merge this with KIJK!... *Has been implemented & secured.*
- Informing the teachers on the Motor skills development ... *is an ongoing procedure which has been secured by the MRT and ENCOs.*

	<p><i>Compulsory for Primary department :</i></p> <ul style="list-style-type: none"> - Revising EN Code Practice for internal use on a yearly basis. - Revising the Support Profile for external use (publishing this on the website) and aligning this with the Student Support Plan on a yearly basis. - Continue to seek and make partnerships with local (EN) schools. - Meeting the required criteria for writing a DPP as set by Dutch law. - Yearly workshops for staff to be reminded of safeguarding procedures. - facilitate parent workshops on safeguarding. - Develop mindfulness workshops for students, teachers and parents.
	<p><i>Facilitating the Curriculum to the EN students</i></p> <ul style="list-style-type: none"> - Making the curriculum accessible to the needs of our EN students in collaboration with the Leaders for Learning. <p><i>For whole school EN support and Student Support Department Development</i></p> <p>-Integrating the Primary ‘EN team’ and Secondary ‘Student Support team’ to develop as one team with specific expertises and responsibilities.</p> <p>Create opportunities for the Primary and Secondary team coordinators to meet regularly to align, describe and develop</p> <ul style="list-style-type: none"> - collective name - mission-vision, - values, - roles and responsibilities, - areas to collaborate and/or age-specific areas. - terminology - policies are reviewed together



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	<p>-Revision of the anti bullying / safeguarding policy and procedure.</p>
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This policy and implementation will need to have a high priority:

- Review and development of existing procedures into policies
- Implementation in all areas of the communication (students, staff, parents)

-EN unit

Developing further the possibility to cater for students with severe EN needs (learning and/or behavioural challenges) within the international setting.

**3.Education primary school -Description and evaluation of the school years 2018-2022
& Plan for 2022-2026**

3.1 Curriculum

Activity/evaluation 2018-2022	Plan 2022-2026
<p>Primary Yearly Development Plan 2020-2021 Primary yearly development plan 2021-2022</p>	
<p>General Curriculum developments</p>	
	<p>Learning: Create a vision statement for high quality learning that becomes the foundation for all learning enabling teachers to create engaging and suitably challenging learning activities for all students</p> <p>Student Agency: Design learning experiences that ensure students have voice and choice in their learning journey</p> <p>Cultural responsiveness: Ensure our curriculum and teaching practice is culturally responsive and use student (teacher) identity as a learning tool.</p> <p>Deep & Authentic learning: Create lesson plans that use learning processes and protocols to ensure we</p>



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	<p>teach students how to learn, linking these to authentic experiences.</p> <p>Future ready: Through our curriculum planning, ensure students are future ready by linking with the wider community and the use of technologies</p> <p>Student competences: Create opportunities where students can systematically build upon their student competencies allowing them the to celebrate successes</p> <p>Innovation and development Curriculum leaders are given the support and encouragement to develop in their field and to bring new ideas, inspiring teachers to take the next steps and make an impact in the classroom.</p>
<p>Literacy</p>	
	<p>International Primary Department:</p> <p>Literacy: Develop our literacy programme to consider global citizenship and intercultural learning</p> <p>Reading: Develop our reading programme (phonics) to include a wider variety of learning opportunities especially for the upper school making sure to continue to unify our understanding of developmental spelling throughout the year groups.</p> <p>Writing:</p>

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	<p>Create authentic writing opportunities that focus on the creativity within writing</p> <p>Research Skills: Develop curious critical thinkers through the use of research skills</p> <p>Bilingual Primary Department: Ensure an up to date literacy method is being used that has the possibility to be cross curricular. Some teaching books needs adjustments. In 22-23 a new working group (Literacy) will start.</p>
<p>Maths</p>	
	<p>International Primary Department: Differentiate effectively within the classroom. Make maths 'real' and provide real life contexts to apply knowledge which is relevant to our students. Ensure cultural responsiveness is embedded into the maths classroom and that students fully understand maths vocabulary focus on building self-confidence and ownership by strengthening the formative assessment process</p> <p>Bilingual Primary Department Develop useful maths knowledge and skills with a strong focus on building self-confidence and ownership. Differentiation and cooperative working methods are of great importance. Children have an active role in their own learning process.</p>
<p>Physical Health and Mental Wellbeing</p>	

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	<p>International and Bilingual Primary:</p> <p>Outdoor Learning Use outdoor learning to support emotional, behavioural and intellectual development. Give students the opportunity to develop a sense of self, independence, confidence, creativity, decision-making and problem solving by approaching subject matter in a different environment.</p> <p>Physical Health and mental wellbeing Relationships (and Sex) education</p> <p>Create an environment that openly welcomes and is accepting of each individual, celebrating differences. Supporting students to be safe, happy and prepared for life beyond school.</p>
<p>Technology</p>	
	<p>Technology integration throughout the curriculum: To increase student engagement, facilitate personalised learning and to build essential 21st century skills.</p> <p>Educational needs: To enable students to learn in a way that accommodates their individual learning styles and limitations. Giving them greater independence and less anxiety.</p> <p>Digital citizenship:</p>



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	<p>To ensure students are achieving and understanding digital literacy, along with being safe online, cybersecurity, digital responsibility and digital health and well being.</p> <p>Scope and sequence:</p> <p>To ensure students are exposed to all key concepts and ideas at an age appropriate level when teaching with and learning about and through technology.</p>
<p><u>Educational Needs</u></p>	
	<p>Personalised learning</p> <p>Allow the flexibility within our curriculum planning for the adaptation of the curriculum to suit the needs of all our students</p> <p>Use the principles of Universal design for learning to cater for the needs of all students.</p> <p>Executive skills</p> <p>Develop a more holistic approach to teaching our curriculum ensuring that executive skills are also taken into consideration and built upon.</p>
<p><u>Language Acquisition</u></p>	

	<p>Language Acquisition General Ensure students' needs are catered for throughout language lessons including support for their learning. Ensure that the language learning classrooms are culturally responsive.</p> <p>EAL Develop the structure of the support and resources that are available for EAL students.</p> <p>DFL Revisit the aims of the DFL lessons and adjust the program and structure to achieve those aims.</p> <p>DAL Samenwerking bevorderen en ondersteuning geven aan de leerlingen en leerkrachten.</p> <p>TPO Continue to develop the curriculum and structure of the TPO lessons looking at possibilities to expand</p> <p>EFL Implement the themes within the EFL curriculum</p>
<p>Foundation Subjects</p>	

<p>Traffic Ensure that all students throughout the primary school have lessons regarding traffic in the Netherlands and how to be safe.</p>	<p>International and Bilingual Departments: Art & Music Develop the understanding of the curriculum strands to ensure students and teachers have a clear understanding of what they mean and have age appropriate expectations Develop the teaching practice of music and art to ensure all curriculum goals are taught. Develop the scope and sequence of the teaching and learning for both music and art.</p> <p>Science & design technology Develop the scope and sequence of the teaching and learning for both Science and design technology.</p> <p>International and Bilingual Departments: Global Missions Continue to develop authentic learning opportunities that allow students to develop their competencies and take control of their learning journey. Work in collaboration with both International and Bilingual departments across year groups. Develop a system to monitor the progress students make and to record their learning journey.</p>
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3.2 Teaching and assessing for Learning

Activity/evaluation 2018-2022	Plan 2022-2026
<p>Fountas and Pinnell Benchmark Assessment system was implemented department wide: including training for staff on how to administer, interpret and use the results to inform their teaching.</p> <p>The writing moderation criteria was updated and the writing samples are now recorded digitally.</p>	<p>Continue to develop systematic assessment data and use the assessment data to inform planning.</p> <p>Develop effective systems to manage student data to support assessment, intervention and progress.</p> <p>Help students set targets for their own growth and development.</p>
	<p>Use a variety of strategies to ensure teaching and learning is differentiated.</p>
	<p>Continue to develop book club reading intervention to close the gap from distance learning.</p>
	<p>Deep & Authentic learning: Create lesson plans that use learning processes and protocols to ensure we teach students how to learn, linking these to authentic experiences.</p>
	<p>Educational Needs: Align student support team results with teachers. Continue to review and update educational needs policies and align where possible to create whole school documentation</p>



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	<p>Create an overview of support requirements to ensure students with like needs receive the same kind of support.</p> <p>Establish guidelines of support we can (or cannot) offer at the ISE and ensure that this aligns with the admissions policy considering options for students that have educational needs and their next steps in education.</p>
	<p>Inclusion unit</p> <p>Develop an inclusion unit to cater for the international children with special educational needs that can't be catered for in a Dutch special needs school.</p>

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3.3 Partnerships

Activity/evaluation 2018-2022	Plan 2022-2026
<p>Hosting parent workshops to share our educational vision.</p> <p>Welcoming families to our community effectively.</p> <p>Developing our after school activities programme.</p> <p>Showcasing student learning.</p> <p>Establishing links with our local and global community.</p>	<p>Continue:</p> <ul style="list-style-type: none"> -to host parent workshops to share our educational vision and to welcome families to our community effectively, e.g.; parent workshops to share our educational vision. -to develop our after school activities programme; <p>The aim is to organise a broader after school programme for the whole school with more variety. In the next four years more activities should be applicable for all students of the ISE.</p> <ul style="list-style-type: none"> -to showcase student learning; <p>TRION: The ISE will continue to align and develop programs for interns of primary and secondary. More mentors will be educated to guide and coach interns. Partnerships with international teaching focus should be investigated. A larger amount of staff will get opportunities to develop themselves through this partnership.</p> <ul style="list-style-type: none"> -to establish links with our local and global community. <p>PLG Radical Relations: SILFO</p>

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	<p>What is SILFO's understanding of net-work and authentic learning (student-focused). What do teachers need to make it a part of their curriculum at their specific location (discussion pieces to be used amongst teachers, connections to a network external to school, implementation roadman, toolbox for students).</p>
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3.4 Well-being

Activity/evaluation 2018-2022	Plan 2022-2026
<p>Continued with buddy system: group 7 and 8 students apply for a buddy ship and supervise play during break times on the playgrounds for the group 1-3 students. The group 7&8 students monitor other students' wellbeing. - Is implemented</p>	<p>Provide a learning environment where all students feel safe and cared for. Buddy system needs to be continually evaluated and will be continued.</p>

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<p>To provide opportunities for our students to develop emotional literacy, mindfulness and social skills.</p> <p>Student classes took turns cleaning up the canteen and playground</p> <p>Primary student council created and monitored a system for lending out playground equipment during break times.</p> <p>Primary student council hosted a Caring Wolf Cub Week to teach and recognise caring behaviour throughout the school, with the possibility of also hosting other 'character' weeks in line with our ISE guiding statements.</p> <p>Student Council/Inclusion of student voice in decision making process <i>Student council has been reorganised since 2020. There is a new approach and structure to SC which has been successful. Student council meets once a week under the leadership of a student coordinator. The SC participates in a yearly student leadership workshop which is facilitated by an organisation of global young leaders.</i></p> <p>Composed and kept Child Protection policy up to date -is on ongoing aim and is scheduled for September 2022</p> <p>Developed Healthy schools programme</p>	<p>To continue with providing opportunities for our students to develop emotional literacy, mindfulness and social skills.</p> <p>Primary student council hosted a Caring Wolf Cub Week to teach and recognise caring behaviour throughout the school, with the possibility of also hosting even more 'character' weeks in line with our ISE guiding statements.</p> <p>The student council to be developed further and align initiatives where possible with the primary student council.</p>
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<p>For International Primary only: facilitated up-to-date (digital) emotional screening tool - has been implemented in 2019-2020. For Bilingual Department only: SCOL screening tool has been implemented.</p>	<p>Both tools need to be continually evaluated and will be continued with.</p>
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4. Education secondary school -Description and evaluation of the school years 2018-2022 & Plan for 2022-2026

4.1 Curriculum

Activity/evaluation 2018-2022	Plan 2022-2026
<p><i>C1 The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students. (CORE)</i></p> <p><i>C2 The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.</i></p> <p><i>C3 The curriculum promotes the development of global citizenship and intercultural learning.</i></p> <p><i>C4 The curriculum promotes the development of digital citizenship.</i></p> <p><i>C5 The curriculum offers challenges, supports the students' academic, social, physical and emotional needs. It fosters the development of skills, attributes and abilities relevant to their development.</i></p> <p><i>C6 The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.</i></p> <p><i>C7 The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.</i></p>	

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	<p>Development of MYP and DP curriculum mapping.</p> <ul style="list-style-type: none"> - MYP using BQC feedback et cetera. <p>Embedding the guiding statements within the secondary curriculum.</p> <p>Staff in the secondary school collectively agree on the most appropriate language to represent the guiding statements and integrate them further into students' experience.</p>
<p>Group 1: Studies in Language and Literature</p> <p>C1 Develop the MYP curriculum to focus on thematic units aimed at conceptual understanding, skill development, and student agency. Continue to aim for a balance in language and literature across units and/or the year. <i>There is still a heavy imbalance toward literary texts. However, the department has made progress by an effort to shorten the literary units in order to make room for the transfer of concepts to language texts in the future.</i></p> <p>C2 Collaborate across SL and HL within courses and between Group 1 courses to document a DP curriculum. <i>English A: Language and Literature SL and HL have aligned and documented their syllabi.</i></p>	<p>C1 and 5 Sequence units to target the development expectations. First clarify the development expectations of each year level then align the concepts and global context explorations with these concepts. <i>[High Quality Learning and Curriculum Alignment]</i></p> <p>C2, D3 Horizontally and vertically align the MYP global context explorations and concepts with issues of identity, social justice and advocacy. <i>[Intercultural awareness and Curriculum Alignment]</i></p> <p>C3, D3 Promote intercultural learning by ensuring that an aspect of each student's social and cultural background is represented by multiple stakeholders (character or voice) in their literary and non-literary text choices. <i>[Intercultural awareness]</i></p> <p>C4 Develop responsible citizens that are digitally literate by generalising the</p>

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<p>Align curriculum across the Dutch and English sections of Language & Literature. Continue to have meetings that include both Dutch and English LangLit concerns to foster collaboration and alignment between developmental objective. <i>While irregular, Eli has begun to collaborate with DLI to develop specific units that align with the department vision and IB expectations.</i></p> <p>Develop and document Dutch LangLit curriculum in line with English LangLit curriculum (sharing across the department). <i>While progress has been made via stable staffing, there are opportunities to document the curriculum on MB and GD.</i></p> <p>Develop and document a new curriculum that respects the IB requirements for text selections, learning objectives, and assessment components <i>There is a documented curriculum in all of the years with the exception of MP3. A new curriculum vision has been developed in order to clarify the objectives shared by the staff, school and IB.</i></p> <p>C3 Broaden text choices in order to represent more social and cultural perspectives. <i>Text choices have been broadened to include more socially marginalised groups as well as the social and cultural identities and interrelationships of our students.</i></p> <p>C4</p>	<p>digital portfolios to all grades. <i>[Digital Citizenship Programme]</i></p> <p>C5 Promote social development opportunities through embedding assessed group work into each year level syllabus via yearly low stakes assessments. Use vertically articulated ATLs to target the required skills.</p> <p>C6 Organise formal curriculum evaluation meetings with each collaborative team at the end of each school year. Evaluation meetings will look back on previous curriculum developments during the year and set vision-related goals based on the curriculum development opportunities that come out of the review. Teams present and celebrate best practices. These goals will be followed up in the next end of year review. <i>[Develop process to evaluate the measures that are in place]</i></p> <p>C7, D4 Enact the department vision in a way that empowers students to be critical thinkers who use the skills and conceptual understandings gained from the subject group to advocate for themselves and others. Sequence the units across the year levels to deliberately target this vision. <i>[Mindfulness and Guiding Statements]</i></p>
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Trial the use of digital portfolios to allow students to track their learning from one unit to the next and from year to year.
Done. However, digital portfolios rely on stable internet connection. Furthermore, some students prefer paper.

C5

Update our book selections to represent students' developmental needs and global concerns and order as needed.

Book selections successfully align with development needs.

Transition from single book units to conceptual units that allow for student choice in texts.

While more textual choices have been offered, the units need to move toward conceptual understandings.

Use single-criteria rubrics to place emphasis on competency and promote the process of learning.

Done. This has also clarified learning objectives and streamlined scaffolded assessment.

Offer students more choice in assessment tasks to foster student agency and allow for greater differentiation.

This has largely been successful in MP5. In MP4, some students struggle with the self-management skills required to plan their assessments to meet personal goals. Perhaps, choice could be broadened to ensure that it is development appropriate.

C6

Set up meetings with DLA and ELA colleagues to foster collaboration across the language continuum.

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<p><i>We have created a standardised procedure which streamlines LA to LLi transitions.</i></p> <p>C7 More work is to be done to broaden the types of activities and assessments. <i>This goal is at the formative stage of development.</i></p>	
<p>Group 2: Language acquisition</p> <p>C1 -Streamlining of phases Introduction of phase 5 for Dutch and English language acquisition <i>In 2021 we introduced Dutch phases 5-6 in MP1</i></p> <p>C2 Progress in the revision of unit planners</p>	<p>C1 Dutch LA: Evaluate the decision to offer phases 5-6 in Dutch language acquisition in MP1 in 2021-2022, instead of Dutch Language and Literature and decide if we continue to offer Dutch Language and Literature in the lower school.</p> <p>Invest collaborative time to map out and align the global context, key concepts and related concepts.</p> <p>Finalise the review of the curriculum following the Covid period. Renew material and topics to cater for the needs and interests of students</p> <p>C2 Still need to complete unit planners</p> <p>ELL: Streamline transition into new subject by introducing the subject basics in ELL a month before the actual transition date. Transition dates are during reporting time.</p>

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<p>-Streamline alignment between language and literature and language acquisition through movement of students We have agreed on the steps in the process of transition from Dutch/English language acquisition to Dutch/English language and literature and we have regular meetings in order to discuss the progress of individual students</p> <p>C3 Units that require research into various national and cultural perspectives.</p> <p>Spanish: there are opportunities for intercultural inquiry in our units</p> <p>C4 -Extend the use of technology to implement the requirements for listening tasks Use various digital tools for learning (Google Meet, Parlay, Mentimeter, Kahoot))</p>	<p>DLA: Finalise horizontal and vertical alignment of curriculum including assessments per phase.</p> <p>ELA: Standardise the MYP ELA curriculum so that all teachers can find all relevant information in one place. Focus on one year group per year, with the goal of completing all 5 MYP years over the course of 5 years.</p> <p>French: (MYP) Finish to document the sequences of the curriculum, per year and per phase</p> <p>C3 Review to include new perspectives on relationality (J. Duarte)</p> <p>French: (MYP) - broaden the offer of authentic material from different French-speaking countries (and not only the European ones) DLA: Setting up PILOT to exchange our DLA learners with English learners with other schools.</p> <p>C4 Spanish, DLA & French: Continue exploring the learning value of other digital tools (such as CoSpaces)Unit</p>
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<p>Units that require reflection on the use, role and impact of (digital) technology in daily life and re privacy and surveillance. Units that focus on the use of social media during election times Units that focus on the use of social media for activism Spanish: Units that focus on the use of social media and digital tools</p> <p>C5 -Streamline alignment between language and literature and language acquisition through movement of students We have agreed on the steps in the process of transition from Dutch/English language acquisition to Dutch/English language and literature and we have regular meetings in order to discuss the progress of individual students -Identify individual student needs</p> <p>We support complete beginners who join a language course during the school year.</p> <p>Spanish: it is challenging to support complete beginners who join a language course during the school year.</p> <p>C6 -Organise internal standardisation opportunities Done on PDD days Discuss characteristics of year groups regarding language and cultural profile in order to adjust Review DP exam results</p>	<p>C5 Look into standardised tests within LA courses to determine the phases Ask TA for support in a more structural manner</p> <p>ELL: Continue to align the transition process for students coming from Primary to Secondary.</p> <p>Spanish, DLA & French: Facilitate time to finish developing a learning tool to enable independent learning of complete beginners. Explore different teaching methods to cater for the variety of students' learning styles.</p> <p>C6 ELA: Review the curriculum overview for all year groups at the end of each school year and finetune it according to the students' changing needs. Review and update MYP unit planners twice a year on study days or PDDs (plan moments at the start of the school year based on calendar).</p> <p>French: finish the review of curriculum & explore new material and teaching resources.</p> <p>DLA: document and review curriculum overview per units</p> <p>Continue this collaboration.</p> <p>C7</p>
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<p>-Continue close collaboration between language teachers through common understanding of objectives and sharing good practice. We have done this successfully in department meetings. The fact that some colleagues teach two languages facilitates this. We share experiences from training/workshops.</p> <p>Spanish: Ongoing process when working through a unit, improvements are implemented or recorded in the learning resources and assessments</p> <p>C7 DLA: Organized field trip Tweede Kamer, Deltawerken and Kamp Vught.</p>	<p>Spanish & French: Organise activities like inviting guest speakers from our school community or outside or visiting exhibitions in the Netherlands.</p> <p>DLA: Organise various unit based field trips.</p>
<p>Group 4: Sciences - evaluation 2018/2022</p>	<p>Plan for 2022 - 2026</p>

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<ul style="list-style-type: none">- Integrated sciences in MP1/MP2/MP3 continue to work well, both for students and staff with regards to the cohesiveness of scientific endeavour- MP4/MP5 - as the school grows - it becomes harder to have multiple large classes with all students doing all three sciences, with only a few of them actually interested in pursuing all three sciences.- In MP5, we cater to students who do not intend to follow a science route by offering "Earth and life science". This continues to work well.- DP - offering multiple slots of physics (2), biology (2) and chemistry (2) over the past year, as the school has grown.	<p>Continue with the MP1 to MP3 integrated route. However, with more teachers being assigned to teach groups, greater effort and input will be needed with regards to moderation/standardisation.</p> <ul style="list-style-type: none">- MP3 will be reviewed to look at more concept-based coverage.- Look even more closely at how the IB MYP philosophy can be applied to the younger students ... and then with MP4/MP5, start heading the students towards the realms of content-heavy skills needed for DP.- MP5 will lose a lesson to maths. With 4 lessons only, it is impossible to factor in 3 sciences, so students will be able to choose two out of three sciences. Anyone on a medical track will be supported through the necessary biological knowledge acquisition. We start with MP5 in 2022, and most probably will do the same with MP4 within the next 2 years. We need to find ways to ensure that all criteria are covered with 2 sciences.- Continue on a 4 lesson schedule - with 2 lessons devoted to Earth science and 2 lessons biology.- Should we consider offering this to MP4s already? Dependent on number of classes registered- Keeping a good eye on the tertiary requirements of the students we have moving through our school, and their needs with regards to tertiary education. Try to maintain a level of flexibility in this regard.- We have 2 teachers for every science discipline. Its a popular choice with our current population.- Ideal, where possible, to have DP classes that are split into HL and SL.
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<ul style="list-style-type: none">- Digital equipment, data loggers have been used with good/reasonable success.- VR headsets are being used within the curriculum to ensure that students have experience and knowledge of the working medium of this technology.- Interdisciplinary units are taught with the PHE (nutrition) and Design (electricity) department to promote learning and collaboration across subject disciplines.- The science club provides a structure to allow older students to teach younger students who show an additional interest in the sciences, and later allows the younger students to show their parents what they have learned	<ul style="list-style-type: none">- Students are using their phones more and they use more downloads. Apps to collect data. Keep looking towards ordering new sensors as they become available.- VR apps and tech are improving all the time. More VR sets have been ordered. We are using more apps - chemistry molecule building, skeletal systems etc. App store is making more educational apps available too.- Still maintained, with new units - science and maths (renewable energy sources, and sciences and arts (colours))- Getting back into gear after the 20-22 pandemic.- With some subjects having three or more teachers involved per year group, we need to collaborate together with regards to types of assessments offered and the marking thereof. Students know that their science teacher might not mark their test, this helps them with understanding the need of "emotion-free" task and assessment grading, as per external examiners.- A need for vertical dialogue - to see that all concepts are covered through the MYP curricula and years (a PDD day idea).
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Design Technology

- Subject leader is going on a professional development course IB MYP training.
 - MYP cat. 1 completed by all teachers (MCD,SCH,HPS,DOH). DP CAT. 2 training for MCD)
 - Department members to attend 3d printing convention and workshop.
 - Workshop was attended but it was not very informative or helpful as it was largely focused on industry and not education..
 - Apply for additional machinery (laser cutter, plotter, 3d printer) to modernise the department and curriculum.
 - a laser cutter and 3D printer have been acquired. Ongoing difficulties with running the laser cutter, have reached out to suppliers for assistance. No plotter.
 - Holding meetings and discussions with professionals in the field.
 - due to COVID this was not possible.
 - Inviting professionals into lessons to expose students to more authentic design experiences.
 - This has happened recently in MP3 & 4 (Feb 2022). It could not happen previously due to covid protocols.
 - Reviewing and implementing new safety procedures for the workshop.
 - upgrades have been made. Safety booklet has been created but not implemented.
 - Engaging more with real users in a natural and controlled (classroom) environment.
- All Staff members (including technician) to take part in Professional development for the Laser cutter.
 - Exposing to more authentic design experiences:
 - Inviting professionals into lessons.
 - Allowing for more opportunities for classes to go on field trips.
 - Holding meetings and discussions with professionals in the field
 - Continue to develop units based on BQC feedback and incorporate IB philosophies into lessons.
 - Incorporation of ATL skills into all units & vertically align these
 - incorporation of more “technology” based design:
 - CAD/CAM
 - Coding
 - Adobe suite
 - Develop a “welcome pack/unit” for new students to design who arrive during the year or during the middle of a project.
 - safety booklet to be implemented.
 - upgrade storage for resources & student work as space is becoming limited.
 - develop open space in the design department to add additional storage, working space, and potential exhibition space.
 - Teachers to go on category 2/3 MYP training.
 - Aim to always have 3 teachers to be able to teach DP- 1/2 teachers to go on DP training.
 - Make classrooms more accessible for practical activities (add more bench vices).
 - Evaluate BT04 for increased student capacity - to not rely on BT 06 & 07.
 - Facilities to install table saw properly

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<ul style="list-style-type: none"> ○ COVID measures prevented this from happening. 	<ul style="list-style-type: none"> ● Develop displays and visuals for classrooms to include IB learner profiles, command terms, ell items, examples of student work, and general inspiration.
<p>TOK</p> <p>We are in the last year of the current curriculum, next year a new curriculum will start. The dept will develop a sequence of teaching during 2020 and 2021. Subject leader to go on a Subject Specific Seminar in March.</p> <p>We have started to implement the new programme. This will need adaptation as a result of experience, training and new insights.</p> <p>We have developed a sequence of teaching and will evaluate this in the coming year(s).</p> <p>The department has collaborated with TOK teachers from other Dutch International Schools, e.g. on essay standardisation.</p> <p>We explored vertical and horizontal alignment; a proposal was not picked up. We run a yearly TOK workshop for DP teachers.</p> <p>Attend national Dutch international schools TOK day.</p> <p>Explore the possibilities for horizontal and vertical curriculum beyond the scope of the programme.</p> <p>Create thorough curriculum planning explicitly linked to the IB: Update of DP curriculum to include links with TOK.</p>	<p>Members of the department to get training.</p> <p>Develop more hands-on activities (on-going).</p> <p>Solidify framework of new programme.</p> <p>Intention to return to having outside activities, guest speakers et cetera..</p> <p>Training - Workshop in Istanbul for new TOK teachers.</p>

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<p>Curriculum alignment: clear progression of skills from MYP into DP.</p>	
<p>Group 5: Mathematics</p> <p>Topic/Standard: Ensure students are knowledgeable and sufficiently challenged.</p> <p>Objective: Differentiate effectively across the secondary year groups.</p> <p>Action Items:</p> <ol style="list-style-type: none"> 1. Identify pupils within the class who need support and extension. Use appropriate resources for support and challenge (Mathletics, online surveys, additional texts, and videos). [C5] 2. Identify and place MP4, MP5, and DP students in appropriate classes based on ability and interest. MP4 and MP5 students will be placed in standard or extended streams. DP students will be placed into courses appropriate for their post-secondary studies. [C5] 3. Provide support and workshops for teachers to enable them to differentiate effectively. [C6] <p>Evaluation of Action Items:</p> <ol style="list-style-type: none"> 1. Students are identified by classroom teachers as needing additional support or extension. This is based on achievement on assessments and interactions in the classroom. Appropriate resources are used to provide additional support (Mathletics, MyiMaths, additional texts, manipulatives, videos, and teaching assistants). 	<p>New Objective: Continue with the previous objective - Differentiate effectively across the secondary year groups.</p> <p>Action Items: Continue with the old items.</p> <ol style="list-style-type: none"> 1. Identify pupils within the class who need support and extension. Use appropriate resources for support and challenge (Mathletics, online surveys, additional texts, and videos). [C5] 2. Identify and place MP4, MP5, and DP students in appropriate classes based on ability and interest. MP4 and MP5 students will be placed in standard or extended streams. DP students will be placed into courses appropriate for their post-secondary studies. [C5] 3. Provide support and workshops for teachers to enable them to differentiate effectively. [C6] <p>New Action Items:</p> <ol style="list-style-type: none"> 4. Annually review the curriculum for alignment to the new MYP and DP Programmes. [C6] 5. MP5 classes will have an additional hour each week starting in the 2022-2023 academic year. Identify areas in the MP5 curriculum that can need more time and attention and expand these units accordingly. [C6]



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| <ol style="list-style-type: none">2. There are two parts to this item.<ol style="list-style-type: none">a. A beginning-of-the-year test was developed for MP4 and MP5 classes for use in SY 2020-2021 to identify which streams to place students. All students in MP4 and MP5 took this test and had a preliminary placement into standard or extended streams. During MP4/5 team discussions it was decided that student assessments should continue to be monitored throughout the year and students moved between the streams as necessary based on evidence from these further assessments. The following year, MP5 students were placed based on evidence from MP4 (new students took a placement test). MP4 students took the placement test. When necessary, students are split into standard and extended groups during math lessons. Standard students are given extra review material on the basic topics while extended students are taught additional material. Whenever possible, a teaching assistant is utilised so that there is an adult to support both groups. When available, an additional room is used to provide extra space for each group to work.b. Preliminary requirements were developed by the department to place students into the four DP courses based on achievement in MP5. Some allowances were made due to the extraordinary conditions the students found themselves in due to the Covid pandemic. Individual needs and overall DP package were also considered.3. Support was provided in the following ways | |
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<ul style="list-style-type: none">a. The ELL department worked with the Math department to create a booklet to help teachers differentiate for ELL students. This has benefitted all students.b. All MYP teachers participated in a Category 2 MYP Mathematics workshop.c. Teaching assistants are utilised for differentiation and support.	
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<p>Physical and Health Education (PHE)</p> <p>C1 - Create understanding for students of why PHE is important for life: Vision <u>Evaluation</u> Over the past years the department created a vision that articulates the values and importance of the subject. The vision is widely used in creating and developing the curriculum, and also plays an important role in the after school programme. The vision is in line with the school's mission and the needs of the enrolled students.</p> <p>C1 & C5 Create assessments that are authentic <u>Evaluation</u> To be further developed in the coming years. Creating and implementing LOOM video analyses as part of assessing goals is a step towards more authentic assessments. Assignments like recorded or verbal reflections, commentating on sports matches, played a part came back, but could be implemented more throughout the curriculum. Completion of the Acro Gymnastics and Football units are examples of successful authentic assessments.</p> <p>C6 - Continue the development of task specific rubrics. <u>Evaluation</u></p>	<p>C1 - Create understanding for students of why PHE is important for life: Vision <u>Objective</u> Visualise the vision in the Swift, continue implementing it in all units. Also, familiarise the students with the morals that define an ISE athlete.</p> <p>C1 & C5 Create assessments that are authentic <u>Objective</u> Aim to link assessments to real life situations. Pick up collaboration with the Primary department to start new projects and therefore create authentic assessments. Potentially use the health units to form the bridge between Primary and Secondary. Involving students in creating a tournament, frisbee or track and field, could contribute to the authenticity of assessments. This could also lead to a higher level of motivation, due to the fact that there's a clear goal behind your practice and training within the lessons. Furthermore, we could use CAS students to make this a well-rounded project.</p> <p>C6 - Continue the development of task specific rubrics. <u>Objective</u></p>
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Ongoing development. Task specific rubrics are in place for the units, but could do with more evaluation throughout the year.

C3 & C6 - Teaching a variety of sports from different cultures/countries.

Evaluation

A variety of sports from different cultures and countries is offered. Feedback from students has been taken into account, through surveys and verbal feedback, while developing (new) units.

C5 -Apply ATL skills collaboration and communication more through classroom sports activities

Evaluation

In order to effectively apply ATL skills throughout the year, the decision has been made to address three ATL skills for MYP students to focus on. Collaboration, communication and organization fulfill a central role in each unit. Introduction of the ATL skills at the start and verbal reminders throughout the unit is being done. This resulted in a more structured and clear ATL skill based programme.

C4 - Use of Ipad and apps can be improved for analyses of data: Heart Rate, Video analysis of motoric skills

Evaluation

Heart rate analysis has been implemented in the MYP5 health unit. This led to an increased Ipad usage linked to heart rate. To

Allow for reflection after each unit, followed by potential written adjustments, saved in a central place.

C3 & C6 - Teaching a variety of sports from different cultures/countries.

Objective:

Keep up with current developments regarding sports and health. Take on feedback from students, review vertical curriculum planning each year using experiences from colleagues and students.

C5 -Apply ATL skills collaboration and communication more through classroom sports activities

Objective

In the future, the aim is to make it more visual during the lessons by using digital tools like I pads and/or QR codes. Also, to re-address the implementation before and during units, six months into the academic year. Observations show that the focus on this needs a boost.

C4 - Use of Ipad and apps can be improved for analyses of data: Heart Rate, Video analysis of motoric skills

Objective

To use more and different applications. Use knowledge of students with regards to devices and newest developments in the digital world, to ensure digital citizenship is promoted and encouraged.

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allow for more in-depth focus on health, the unit needs revision. Video analysis is used more, especially to examine and improve motoric skills. Using this feedback, students have improved their physical development and performance.

C6 -Find resources for criterion A/B/C

Evaluation

Professional development courses have led to more insight and information about subject specific content. information was shared between ISE colleagues and applied in development of the curriculum. In addition, DISS schools were involved in exploration on gaining knowledge about criterion A, B and C by sharing standards and practices, ideas and practical implementation. These factors led to adjustments of the current curriculum.

C4 - BYOD : student bring in their own device to work on their own projects/assignments

Evaluation

Bringing devices to the lesson has proven to work. Because of the current Wifi system, the students experience difficulty working online. Specific instructions to how devices are to be used in the PHE lessons are implemented in the units and the introduction lesson at the start of the year.

Use the school technology expert to explore possibilities within this specific area. Review the MP5 health unit where heart rate was centralized and decide on the content.

C6 -Find resources for criterion A/B/C

Objective

Develop criterion B towards a more efficient and effective strand. Students are allowed to cooperate on a criterion B assignment, which allows room for more cooperative learning. The aim is to adjust the curriculum to a more cooperative based unit, especially within criterion B. This will potentially lead to more time for individual feedback, less focus on individual written work. A Google form can be used as a tool to check the collaboration between groups and, should it be necessary, play a role in grading.

More research needs to go into optimising this particular strand.

C4 - BYOD : student bring in their own device to work on their own projects/assignments

Objective

Once the Wifi has improved, less time has to be spent on connecting and starting the work, more time comes available for practical activities.

C5 - Better connection with CARE and ELL department to support our CARE/ELL students

Objective

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<p>C5 - Better connection with CARE and ELL department to support our CARE/ELL students <u>Evaluation:</u> Ongoing. There are shorter lines between the Students support team, ELL and PHE dept through better communication over the past years. Support for tests and assignments is always a possibility.</p> <p>C5 - Long term Motoric Remedial Teaching to implement <u>Evaluation</u> PHE dept used a valid tool to measure individual motoric skills in the past.</p> <p>C5 - Social and emotional needs to develop through the ATL skills and reflection <u>Evaluation</u> ATL skills are used and offered more effectively throughout all years. The department actively applies them by implementation in the unit outline and verbal introductions at the start of the unit. Reminders throughout can be applied more.</p>	<p>Support ELL students more by inviting colleagues from ELL to one or more meetings. Brainstorm together about the best approach on how to guide them through the PHE lessons. Consider using teaching assistants to support.</p> <p>C5 - Long term Motoric Remedial Teaching to implement <u>Objective</u> Develop a plan in consultation with the SSL department to explore the possibility of offering MRT as part of student support. Explore possibilities within the timetable. Development of physical skills and abilities will be fostered as an extension of the phe lessons. Standardize advice on external help - physiotherapist if needed.</p> <p>C5 - Social and emotional needs to develop through the ATL skills and reflection <u>Objective</u> By visualising the ATL's more during the lessons the objective is to aim for consistent use and map social emotional needs. Formative reflections can play a part in this, in combination with criterion B, where the students describe their collaboration within the group.</p> <p>C4 & C6 - More structured feedback from students about the units and tasks through google forms <u>Objective</u></p>
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<p>C4 & C6 - More structured feedback from students about the units and tasks through google forms <u>Evaluation:</u> Has been done in the past, but could be implemented more. It's proven to provide valuable feedback during the IDU with the Primary department.</p> <p>C6 - When planning new units, first reflect on previous taught lessons and learning <u>Evaluation</u> Has improved over the years. It does require more reflection,, in between units, with the department to improve.</p> <p>C2 - Alignment horizontally within department <u>Evaluation</u> Improved. Proven to be difficult when multiple members of the department teach the same year group in combination with other tasks.</p> <p>C5 & C7 - More structure in Health aspect vertically based on the physical and emotional development <u>Evaluation</u> Looking at the development in the health unit over the past years, there is a clear improvement in vertical implementation of the</p>	<p>During extensive units, where the department chooses to grade many different criteria, the goal is to implement usage of Google Forms during the reflection process. As a result, this feedback can be used to develop the curriculum more in line with the students' changing needs.</p> <p>C6 - When planning new units, first reflect on previous taught lessons and learning <u>Objective</u> Objective to start department meetings to allow for unit reflection. Start working in Managebac more for documenting the process, followed by a short, in person, discussion about this.</p> <p>C2 - Alignment horizontally within department <u>Objective</u> In the future, the number of PHE teachers responsible for one year group will be limited to, ideally, two or three. This will allow for more meeting time to focus on horizontal planning time, discussions, development and therefore alignment. Communication will be more effective</p> <p>C5 & C7 - More structure in Health aspect vertically based on the physical and emotional development <u>Objective</u> Moving forward, in order to prepare the students for a potential sport science DP subject, health in MP5 could focus on all aspects of the health curriculum taught from MP1 - MP4. In addition, the MP5 health unit would include an overall introduction to Sport Science and some of its content.</p>
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health curriculum. Focus lies in different areas across year groups, working towards a 'closure' in MP5. MP5 health however, needs updating.

C1 - Use clear and consistent vocabulary to get alignment throughout the year.

Evaluation

By improving and developing the rubrics, this has improved.

C2 & C5 Teach more concept based and use these concepts over the course of the year.

Evaluation

The written concepts that come back in Managebac have improved. The global context is clearer in the units.

C1 - Use clear and consistent vocabulary to get alignment throughout the year.

Objective

Stay consistent with use of language and keep opening conversations about this in the department. Potentially use moderation time to also address this.

C2 & C5 Teach more concept based and use these concepts over the course of the year.

Objective

Aim to make this more visible in the lessons. Utilize and communicate the concept and learner profiles at the start of the units by introducing or recapitulating these, dependent on the year group. Invite the curriculum team for a brainstorming session and potentially communicate with other (Dutch) International Schools about implementation.

C5 - Add Sport Exercise and Health Science (SEHS) to the DP curriculum.

Objective

Add Sport Exercise and Health Science to the DP curriculum. To broaden the curriculum and allow the students to further develop their academic career, SEHS would be a great opportunity to ensure a new

	<p>and challenging development of their academic, social, physical and emotional needs.</p> <p>C5 - Offer the DP students the opportunity to explore physical activity in an unfamiliar environment.</p> <p><u>Objective</u></p> <p>To explore the wide possibilities that Eindhoven and Brainport hold, the aim is to have students experience sports in a new and challenging environment. By using different locations and contacts in Eindhoven, this could be a great opportunity to enrich the curriculum. Students are to sign up for different sports activities, to their liking, to explore sports beyond the ISE. Using specific expertises within the region, students are exposed to a variety of sports in a specific field. By offering this, the PHE department fosters a development of skills relevant to their lives as athletes.</p>
<p>Group 6: Arts</p> <p>REFLECTION AND EVALUATION</p> <p>Developing a curriculum that is broad and relevant in the modern world.</p> <ul style="list-style-type: none"> - MP1, 2 and 3 experience performing arts - a range of arts disciplines. MP4 and 5 specialise to develop their understanding of a specific discipline. - MP3, 4 and 5 drama lessons have vertical planning in their units. - Music vertical planning has started now that MP4 and MP5 music have been added to curriculum. - VA vertical planning is present but needs refinement. 	<p>Increase arts subject choices at DP, particularly Theatre</p> <ul style="list-style-type: none"> - Continue the conversation about the possibility of and need for a DP Theatre subject - Provide opportunities for DP students to continue enjoying arts even if they have not chosen it for their subjects. <p>Help develop students' lifelong enjoyment of the arts</p> <ul style="list-style-type: none"> - Provide opportunities for students to enjoy arts for pleasure, without stress or pressure of assessment. <p>Align with the new MYP Arts guide starting in 2022</p> <ul style="list-style-type: none"> - Develop expertise and use of ATL skills - Use feedback from the BQC process to develop units further - Vertical and horizontal alignment of skills within the department

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Providing authentic learning experiences that are connected to the students' frame of reference.

- As part of the development of a broad curriculum, MYP Music has been added for MP4 and 5 students.
- Interdisciplinary units have been developed for MP2 and MP3.
- We have had sessions with experts outside the school, including a printmaking workshop at a studio, a visiting rap artist and a visit to the Park Theatre.
- We are using different applications of technology to enhance learning experiences in drama and music.
- We recognize that there is room for improvement in the quality and quantity of resources and dedicated specific space for the arts, such as a performance and exhibition space.

Creating art work to reflect on real world settings. Allowing information to be shared and viewed/messages to be gained.

- We refined units to include real world settings, but we have to update regularly to keep up with an ever changing world.
- We have done several arts projects that connect the classroom to the outside world, such as the Inside Out Project.

Showcasing the ARTS through department presentation, whole school presence and events.

- The department has organised and supported showcase events, such as the lunch time podium/school production/vernissage
- Must be said that COVID put a damper on being able to perform live.

Continue to organise and support showcase events with increasing quality and quantity. Provide more opportunities for students to showcase their work.

Now that COVID restrictions have been mostly lifted we feel confident that we will be able to implement the following actions.

- Re-establish our participation as an ARTS department at the winter fair and summer fair.
- Continue with lunchtime podiums, vernissages, musical etc.
- Starting with MP4 Drama, students will perform for an audience outside their own classmates at least once a year.
- Make a year planning for all the upcoming events, so colleagues know in advance what is expected.
- If necessary, ask experts outside school to participate in organisation and execution and/or take up additional workshops to increase our own expertise.

Future performing/exhibition space

In order to ensure the quality and quantity we described above we feel that it is crucial to have performing exhibition space suited to our requirements. We want to take the next steps to ensure this.

- We will be part of the continuing conversation about the new space and use our experience and expertise to inform and influence decision making.
- Ensure alignment with IB standards and practices.
- Meeting the parents and students expectations and wishes.

Continue developing authentic units and tasks to help students and parents see the relevance and value of the arts in the modern world.

We consider ourselves ambassadors of the Arts.

We want to continue growing in this role and keep communicating the importance of the arts for the students not only during their time at school, as well as far beyond their time here.

- We create more assessments that provide a modern frame for classic and diverse forms of art.
- Using a variety of Global Contexts we connect our lessons to a broader picture. We challenge ourselves to use different contexts per unit.
- We want to invite parents to be the audience of assessments that require a bigger audience throughout the school year, so that they can experience firsthand what their children do at Arts lessons.

Building a continuum for Arts across the school.

- Working together with Primary to create a vertical learning experience for music, visual arts and drama.
- Creating an Arts Coordinator Role who takes on the responsibility for whole school arts development.
- Seeking opportunities to let colleagues and students benefit from Arts in their lessons.

Professional development

- Attend professional development to help increase knowledge about diverse cultures and styles and apply this in lessons.

Developing links with external organisations and professionals

- Now Covid regulations have been lifted we want to take students to workshops or on trips to experience authentic art.

Purchase resources to support students to create authentic work

- This is to ensure alignment with the IB standards and practices

Group 3: Individuals and Societies

2018-2022 Plan (summarised)

https://docs.google.com/document/d/1ZeTHvbJIPyay0tGqA-FUkZSz-EgvkI_b_GDi9mhbPLI/edit?usp=sharing

C1: MP1-5 Curriculum review to assess suitability of curriculum to school's guiding statement. DP 1 - 2 Standard and Higher Level History

IB: History Curriculum. MYP 1 -5 Middle Years Curriculum, Individuals and Societies IB: Individuals and Societies Curriculum **(BUS)** Introduction of the Business Management syllabus in the IB Diploma programme at the school - Aug 2017.

The BM syllabus has now been running for 4 year and has had 100% pass rate in DP. HL was introduced for first teaching in 2019 and has been further developed.

(ECO) Both SL and HL are delivered in line with the syllabus and requirements as listed in the guide.

The new syllabus for Economics (first exams 2022) has been introduced and the programme has been adapted.

C2: As outlined on Managebac

(BUS) The IB DP programme is fully documented for the BM syllabus and teacher-designed medium term plans are then created.

These have been used and updated each year.

(ECO) Annual evaluation of results using global data as a reference, also for the other 3 subjects.

Has been executed and shared with management over the years 2018-2020

C1 The documented curriculum is broad, balanced and sequenced in a way to promote students' access and progression. It is guided by the mission of the school and the needs of the enrolled students. (CORE)

- Build an MP1-5 core curriculum that can just be changed as needed
- Continue to work in inter and intra departmental communication as the school grows and year groups have multiple teachers
- Further developing vertical and horizontal alignment within the department as the cohorts and staff grow.

C2 The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically.

- Develop the use of the shared Google drive for planning
- Continue to work on the Building Quality Curriculum (BQC) already started in 2021-22
 - MP1: Ancient Civilisations
 - MP3: IDU (Peoples of the Blues)
 - MP5: History (Russian Revolution)
- Update the unit planners for Eco and BM for the new DP programmes
- Align key skills from MYP1-5 and from MP5-DP

C3 The curriculum promotes the development of global citizenship and intercultural learning

- MP1 Integrated Humanities: Earth and Us - learning about various international communities.

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The scope and sequence of the curriculum is thoroughly documented and articulated horizontally and vertically. This has been partially achieved through the development of BQC units

- *MP1: Ancient Civilisations*
- *MP3: IDU (Peoples of the Blues)*
- *MP5: History (Russian Revolution)*

C3: **(GEO)** IB learner profile - MYP1: In class task to compare examples of neolithic peoples to the IB learner profile
(HIST) MP1-5: Researching characteristics and traits of various cultures and global communities to develop Intercultural learning.
MP3 History: People of the Blues unit - learning about global economic/cultural exchange and oppression.

Started in 2021 and will continue to be taught.

(BUS&ECO) Development of the awareness of students in global changes in markets and economies, through real-world case studies.

This has been done and worked on in the last 4 years. The case studies have been updated to reflect the changing business environment.

In Economics, impact of COVID on the global economy has been extensively discussed.

C4: **(GEO)** Use of Google Drive to share and collaborate on ideas through group tasks

Now have more unified use of the shared drives.

(HIST) MP1-5: Research skills applied to help students analyse digital information and assess validity

Consistently integrated in relevant tasks.

- Geography, History and I&S collaboration with more external organisations such as those related to sustainability
- History: Continue to develop activities both within the subject and through IDU's which will enrich intercultural learning. This is important in history as unfortunately many of the topics are quite sad and dark periods in history. E.g. Japanese history around WW 2 will also include a study of Japanese Culture developed together with students, parents and the Japanese embassy.

C4 The curriculum promotes the development of digital citizenship.

- Build technology enhanced learning into curriculum - develop digital mapping skills (MP5, DP)
- Using digital tools in class, i.e. Google classroom, Office, Nearpod, digital news sites as well as the use of social media and its impact in the context of the subject. Encourage the students to use a variety of these themselves.

C5 The curriculum offers challenges, supports the students' academic, social, physical and emotional needs. It fosters the development of skills, attributes and abilities relevant to their development.

- Work group on enhancing critical thinking skills in MP4-5
- Develop empathy through learning about various cultures and peoples (IAS, HIST)
- Develop social and emotional connection to place by learning about Eindhoven and the Netherlands throughout MP2 GEO - Further develop the local/national tours in Eindhoven related to WW 2 in MP 5 and Arnhem tour in DP 1.

GOAL: Attend training to further the departments' understanding of SEL

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(BUS) Development of the awareness of students in global changes in markets and economies, through real-world case studies.

The case studies have been used regularly and updated to keep students aware of current developments.

(ECO) Data for analysis is collected through the use of shared drives.

Implemented with success.

C5: Criterion B Assessment based lessons and tasks to develop skills and methods specific to the topic. (Examples in History include using Cornell notes to develop research skills.)

(HIST) MP1-5: Students need to formulate arguments, listen to other students and respond appropriately and respectfully through in-class debates. MP4: English - History unit where students use knowledge and skills learned in both subjects to produce a newspaper article

(BUS) The BM course offers students a challenging programme to develop their critical thinking skills in relation to real-world business situations and develop their awareness of complex issues.

This is ongoing and there is a constant review of the best way to develop critical thinking skills for success in DP exams.

C6: Linked to school accreditation processes.

(ECO) Enrol into a development programme for a new curriculum for Economics. (Paul)

Application submitted, but not actively participated

and how to integrate it into the curriculum.

C6 The curriculum is reviewed and evaluated on a systematic and planned basis with the outcomes of such review providing a means of developing the curriculum in line with the students' changing needs.

- The DP curriculum is reviewed regularly by the IB. A new syllabus for BM will be introduced for the first exam in 2024, teaching from 2022. The History syllabus will be revised for first examinations in 2025.
- An ongoing review of MYP IaS, History and Geography is part of the planning for the horizontal and vertical planning.

C7 The school offers a breadth of programmes and activities to complement the formal curriculum in supporting the school's Guiding Statements.

- Model United Nations Club - Lunch club that is open to MP 4-DP 2, (Part of CAS for DP and Service as Action for MP 4/5). Preparing to participate in different MUN conferences; November - MUNISH (International School Hague), January - THIMUN, April - HMUN (Haarlem Stedelijk Gymnasium) MUNISE - One day conference in school. This club has expanded despite Covid restrictions and the idea for the future is that it keeps on expanding, inviting more schools and perhaps making it a two day conference.
- BM and Eco to continue taking students to external organisations to deepen their understanding of practical application of tools and theories in real-world situations. - WTO & ILO in Geneva, DAF, PSV in NL and look to further expand on these.

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C7: Create awareness of the role of international organisations by supporting and facilitating the organisation of visits to Central Banks, ILO and WTO for DP students.

The Geneva trip for Economics has become a regular event

4.2 Teaching & assessing for Learning (Including assessment and data analysis)

Activity/evaluation 2018-2022	Plan 2022-2026
	<p><i>Teaching enables all students to gain access to the curriculum and to have the opportunities for success in their learning, relative to their abilities. There are effective procedures in place, supported by policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.</i></p> <p><i>D1. Teaching is closely aligned with the school's definition of high- quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)</i></p> <p><i>D2. There are effective policies and procedures in place to identify the varied needs and overall well-being of students, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)</i></p>

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D3. Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens. (CORE)

D4. Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

D5. Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

D6. A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of the student learning and support the development of skills and aptitudes for their current and future lives.

D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.

D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.

Group 1: Studies in Language and Literature

The Curriculum and Teaching and learning descriptors in the 2022 plan are quite similar.

D3

Horizontally and vertically align the MYP global context explorations and concepts with issues of identity, social justice and advocacy. *[Intercultural awareness and Curriculum Alignment]*

D3

Promote intercultural learning by ensuring that an aspect of each student's social and cultural background is represented by multiple stakeholders (character or voice) in their literary and non-literary text choices. *[Intercultural awareness]*

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	<p>D4 Enact the department vision in a way that empowers students to be critical thinkers who use the skills and conceptual understandings gained from the subject group to advocate for themselves and others. Sequence the units across the year levels to deliberately target this vision. <i>[Mindfulness and Guiding Statements]</i></p> <p>D6 Develop responsible citizens that are digitally literate by generalising the digital portfolios to all grades. <i>[Digital Citizenship Programme]</i></p> <p>D7 Vary the skills and knowledge required of assessment tasks by integrating more group and oral assessment activities. Track the influence of this on the Diploma internal assessment.</p>
	<p>Review and develop a Teaching and Learning policy (this would space the school as a whole).</p> <p>Further development of the ATL skill mapping.</p> <p>Review and develop the Assessment policy to ensure it is connected to the Academic Integrity policy.</p> <p>Update the language policy according to the new standards and practices</p> <p>Develop and implement a Professional Development policy to align subject groups and department focus.</p>

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	Implementation of two full time educational assistants to add value to teaching and learning across the curriculum (implemented Sept 2021).
<p>PHE</p> <p>Develop clearer guidelines for criterion B: Planning for Performance and Criterion D: Reflection of performance (use of reflection toolkit). This also includes teacher and peer feedback.</p>	BQC
<p>Group 5: Mathematics</p> <p>Topic/Standard: Ensure students are knowledgeable and sufficiently challenged</p> <p>Objective: Develop, share, and implement successful approaches to teaching and learning.</p> <p>Action Items:</p> <ol style="list-style-type: none"> 1. Create regular opportunities for sharing best practices and to support collaborative teaching. [D1] 2. Agreed expectations for assessment, frequency of assessment and how assessment informs teaching and learning. [D7] <p>Evaluation of Action Items:</p> <ol style="list-style-type: none"> 1. Best practices are shared during department and team meetings. This included presentations on OneNote, Desmos, and gamifying review using the Jeopardy format. 2. Year teams meet regularly to set expectations, write assessments, and set the frequency of assessments. 	<p>Action Items:</p> <ol style="list-style-type: none"> 1. Create regular opportunities for sharing best practices and to support collaborative teaching. [D1] 2. Agreed expectations for assessment, frequency of assessment and how assessment informs teaching and learning. [D7] 3. Create one shared digital location to store best practices resources when presented in department meetings. [D6]

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<p>Teams moderate assessments and reflect on student performance to modify expectations, future assessments, and lesson preparation. In DP, the four math courses align as much as possible for the first two quarters to allow for students to move if the teacher, student, and parents agree that this is in the child's best interest. In DP, internal assessments are moderated together on a professional day to ensure consistency and alignment with DP criteria.</p>	
<p>Group 2: Language acquisition:</p> <p>D2 Transition documents ELL-Mainstream</p> <p>D3 Students offer a workshop on intercultural differences to new teachers Students visit a local area to chart the subculture (and how it is affected by globalisation)</p>	<p>D2 ELL: Update standardised tests (entrance tests, ELL DP support)</p> <p>DLA/DLi: Determine clear and realistic knowledge and skills expectations throughout the phases per criteria.</p> <p>D3 ELA: Update the unit on cultural heritage to include more contemporary examples and explore how to improve levels of authenticity regarding the end product.</p> <p>French: renew teaching resources to offer a border cultural diversity of the French-speaking world and to update the topics to follow the evolution of the world issues.</p> <p>DLA: Setting up a platform to exchange knowledge between international</p>

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<p>D5 Evidence of qualifications?</p> <p>D6 Make use of Google Suite for education Activities focused on visual communication Tasks that require learning new tech tools and how to choose a useful tool (to record a podcast, or video, or audio presentation)</p> <p>D7 Separate task sheets complementing the IB rubrics for several assessments</p>	<p>schools in The Netherlands.</p> <p>D4 ELL: All teachers are language teachers project, currently (16.03.2022) working with the IAS dept to develop tools and review how to best help ELL students in the mainstream classroom. Focus is language.</p> <p>Educational assistants? We could make more use of their skills (develop plan/ strategies together)</p> <p>D5 DLA: teaching assistant to assist beginning students</p> <p>D6 ELA: Inserting the reading of a book into each year of the MYP ELA programme. This has already happened in MP3 and MP5, but needs to be expanded to include MP1, MP2, and MP4.</p> <p>French (DP): new material will be used to support weakest students and allow for more differentiation</p> <p>D7 DLA: Uniform assessment format and regular moderation of assessment grading.</p> <p>French: standardise assessment tasks across the units. Develop more</p>
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	<p>explicit and objective exit criteria to determine when students can move to another phase.</p> <p>D8 Make yearly use of the IBO statistics website for more specific data on students' performance in various domains (DP exams)</p> <p>Use standardised tests (entrance tests, DP support).</p>
<p>Group 6: Arts</p> <p>Develop well rounded students through the development of creative pedagogy</p> <ul style="list-style-type: none"> - Exploring a variety of global contexts and issues through the arts - Supporting students to become better learners by focusing on particular IB learner profile traits in MP1: open-mindedness and risk-taking. - Differentiation with ELL students and Care Department students to provide a fitting learning experience. <p>Moderation</p> <ul style="list-style-type: none"> - Before each report card, teachers from the Arts department take the time to standardise the unit grades. - Before starting the school year, teachers will set out the goals for the upcoming units and make adjustments if necessary. They check if the units are up to date as well. 	<p>Moderation</p> <ul style="list-style-type: none"> • Continue to use regular assessment strategies to inform our teaching. • Investigate to find common times to meet and moderate in order to schedule moderation time. <p>Continue developing authentic units and tasks to help students and parents see the relevance and value of the arts in the modern world.</p> <p>Differentiation and inclusion</p> <ul style="list-style-type: none"> - Language support, e.g. using word banks - Allowing students to reflect and express themselves in a variety of methods - Increasing diversity of artistic styles, traditions, genres and practitioners to ensure that students can relate to the curriculum in an authentic way.

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<p>- While teaching a unit and at the end of the unit ,teachers will communicate and make adjustments if necessary. They also take time for standardisation during some of the assessments and ensure that teachers are making consistent judgments about standards</p> <p>- At the end of the school year teachers reflect on the year behind and assess if any changes need to be made about the lesson plan.</p>	
<p>Group 4: Sciences</p> <ul style="list-style-type: none"> - Subject specialists teach each of the discrete sciences from MP3 onwards, to expose the students to passions, knowledge and interests that come from being qualified in a specific science. Still massive value in having specialist subject teachers - excites the students with regards to developing passions for the specific subject - Support is offered in sciences to students who struggle with terminology that is new to them. Visual material and help from the lab technician is offered in the ELL classroom to younger students. "Sentence starters" are provided as a scaffolding option for students who struggle to write lab reports, in order to help them cover important strands of the assessment criteria. This works well in our ELL and Student support departments. - Assessment criteria are applied identically in the discreet sciences across the board in MP3, MP4 and MP5 - so 	<ul style="list-style-type: none"> - This will be maintained as far as possible. - D4 - a colleague is developing material which will help students with their tasks, by collecting good exemplars of student work to show other students the expectations of the task/level - Teachers are given task allocation hours and are helping in the Student support and ELL departments - giving them time to specifically address issues that are hindering their learning - Explore concepts of differentiation even more - and try to plan to teach all learning styles within one group. - Self-evaluation of lab reports develop skill sets in this regard. Students develop a good understanding of the requirements of each and can apply them to all disciplines.



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<p>that students develop an awareness that all the disciplines have similar threads and requirements.</p>	
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Group 3: Individuals and Societies

(GEO)

- Use a variety of strategies to ensure teaching and learning is differentiated: During assessments students have access to care department and accommodation if required e.g. extra time
- Identified varied needs of students: Creation of seating plans to ensure the teaching environment is inclusive for all.
- Effective procedures in place: Use of timer to push higher achieving students

Evaluation:

These strategies have been largely implemented

(HIST)

- Use of different types of sources (books, documentaries, textbooks, on-line encyclopaedias)
- Differentiation: ATL skills
- Support to LNA and ELL students: Tasks shared with ELL and LNA department beforehand

Evaluation:

These aspects have been worked on e.g. there has been a stronger collaboration with the library and the e-resources that the school has signed up for. There has been a continuous collaboration with the ELL and SS department.

(BUS)

- Use a variety of strategies to ensure teaching and learning is differentiated: During assessments students

D1. Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

- Furthering collaboration with the TOK department specifically for DP subjects. Developing critical thinking skills, conceptual and abstract questioning techniques.
- Integration with CAS projects e.g. Model United Nations debating styles to be used in History debates (Historical Council) and Sustainability group working together with Business Management.
- Applying for further professional training courses ...

D3. Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens. (CORE)

- Continue with the use of real-world cases to contextualise the learning across the IaS curriculum to provide up-to-date learning materials.
- Invite guest speakers and visit external organisations.

D4. Students having difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

- Continuing strategies as outlined in the left column to ensure practices are differentiated and the Student Support department is continually utilised effectively in order to accommodate all students.
- Use modern technology, sources and events to enhance students' learning and understanding of historical subjects while

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<p>have access to care department and accommodation if required e.g. extra time</p> <ul style="list-style-type: none">• Use of a range of teaching strategies and resources to allow all levels to access the curriculum: Use of individual and team projects, a variety of written documents, Powerpoints, TED talks, case studies.• Use of key vocabulary for each unit: Vocabulary lists given to students at the beginning of units. <p>Evaluation <i>These strategies have worked well in the past years and will be continued to be implemented and updated in the coming period.</i></p> <p>(ECO)</p> <ul style="list-style-type: none">• Continue to offer Economics at both Higher level and Standard level: Create a timetable that allows for width of offering and blocking that ensures both HL and SL can be provided in parallel as separate courses. <p>Evaluation: <i>Done and implemented, however, student numbers for Economics SL have been coming down over the past years.</i></p>	<p>encouraging them to engage more deeply with the content.</p> <p>D5. Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.</p> <ul style="list-style-type: none">• Develop and share with students key vocabulary lists across MYP1-5 as well as in DP Business Management for each unit.• In process with the ELL department to develop a guiding resource booklet to accommodate ELL students throughout MYP1-5. <p>D6. A range of appropriate resources, media, and technologies are used meaningfully to enrich the quality of the student learning and support the development of skills and aptitudes for their current and future lives.</p> <ul style="list-style-type: none">• Use of IT, textbooks, social media and library resources to provide students with different perspectives on individuals and societies.• Use of social media and modern sources to develop critical awareness of information and develop digital literacy in students• To invite external experts into school to talk to students regarding areas of expertise. <p>D7. Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated, and used by teachers to improve learning outcomes and pedagogical methods.</p> <p>MP 1 - DP 2 this is regularly worked on and further developed within all the I&S subjects (I&S, Geography, History, Economics and Business & Management). The MYP Guide has criteria which all the teachers use and review making sure that we all have the same understanding.</p>
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	<p>Because the school has grown so has the amount of new teachers in the department. This has had the increased benefit of helping each other develop lessons / materials / assessments as well as having a growing standardisation group.</p> <p>Student teachers (Fontys and Groningen University) are welcomed into the department every year and they observe, co-teach and collaborate with teachers across MP 1 to DP. This challenges and teaches both them and us new (and old) pedagogical skills. The department has gained new colleagues from this collaboration and look forward to continuing with this.</p> <p><i>D8. A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically, across the school to track and evaluate student progress and inform improvement in teaching and learning.</i></p> <ul style="list-style-type: none"> - Develop a consistent system for package recommendations using data from MP5 combined with data from other sources like CEM.
<p>TOK</p> <p>Making use of TOK journals to evaluate student learning processes.</p>	

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4.3 Partnerships

Activity/evaluation 2018-2022	Plan 2022-2026
<p>Extra curricular: At the moment there is a strong focus on Sports and the Arts. The after school sports have a partnership with the ISAA. This is a sports tournament organisation between international schools. Locally there are also partnerships for sports with local clubs and competitions, local schools and professional coaches that come to the ISE to coach the teams or individual students.</p> <p>In our service as action programme we work with many different partners locally and globally to give our students the opportunity to learn outside our curriculum. This programme has been developed a lot.</p> <p>TRION: The ISE is part of a partnership between primary, secondary schools and bachelor and master education for teachers. The vision of this partnership is to train interns together, but to also professionally develop our staff and experts. Part of this partnership are internships that we offer and workshops/projects/conferences/meetings that we can participate or organise between the different partners.</p> <p>Curriculum projects - inclusion</p>	<p>Parents: Continue to host parent workshops to share our educational vision. Welcome families to our community effectively.</p> <p>Extra curricular: Continue to develop our after school activities programme. The aim is to organise a broader after school programme for the whole school with more variety. In the next four years more activities should be applicable for all students of the ISE. The coordination/lead of the service as action and CAS programme will get a different structure in the next 4 years and be able to grow and built more connections with local and global partners:</p> <ul style="list-style-type: none"> ● Blik Op Eindhoven - Hotspots: Gemeente Eindhoven, Summa College, Kwartiermakers, Fontys, van Abbe Museum, Bibliotheek Eindhoven, Ervaring die Staat / The development of "Stadsdeelbibliotheken" to promote literacy, digital literacy and cultural exchange. Aim: improve social cohesion ● Blik Op Eindhoven - E-Mentoren: Gemeente Eindhoven, Fontys (Fontys Pulsed), ISE (Summa and Parmantscholen wil run a parallel pilot. Based on the success of Rotterdam's "mentoren op Zuid" program, Fontys Pulsed students can run short mentorships for ISE

Working with the Design Academy (second year students) to develop materials for the EIC committee and LGBTQ+ inclusive working methods. Working with Dynamo staff on equitable working methods. Working with a committee of Dynamo, Lumens and Cultuur Eindhoven to enhance LGBTQ+ safe space available in Eindhoven.

students to let the latter discover the talents in relation to the Eindhoven region (what needs are there in the area? What kind of future roles/jobs match this need? What kind of educational programmes exists outside of university that match this talent? The mentorships would run a set-time frame with regular meetings, Fontys students would receive training and intervision from Fontys teachers. ISE students would have check-ins with their YT and/or CAS advisor Aimed at MP5 students who might not go to DP and at DP students related to their CAS
Note: still need to write a plan

TRION:

The ISE will continue to align and develop programs for interns of primary and secondary. More mentors will be educated to guide and coach interns. Partnerships with international teaching focus should be investigated. A larger amount of staff will get opportunities to develop themselves through this partnership.

- **Sprong Voorwaarts Implementatielab:** Met een interregionale kennisalliantie: Fontys, TRION opleidingschool SOML

What are the didactics/didactical methods of authentic learning? Can we establish a common method for both secondary and tertiary school education? At which points do they deviate?

- **PLG Radical Relations:** SILFO

What is SILFO's understanding of net-work and authentic learning (student-focused). What do teachers need to make it a part of their curriculum at their specific location (discussion pieces to be used amongst teachers, connections to a network external to school, implementation roadman, toolbox for students)

	<ul style="list-style-type: none">● Brainportregio Research and Development - Challenge-Based Learning: SILFO/TRION, Jan van Brabantcollege, TU/e, Huygenslyceum, Frits Philips, Heerbeek college. <p>The aim is to establish one to three professional learning labs (teacher-focused) addressing particular needs and questions regarding Challenge-Based Learning in secondary schools. TU/e offers its expertise and runs a research project related to these learning labs.</p> <p>Curriculum projects: A school podcast with Rararadio (they are open to working with us) Dynamo can provide space for a student initiative (TEDX or a student club) Further work with the Van Abbe especially anything that engages students with the art</p>

4.4 Wellbeing

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Activity/evaluation 2018-2022	Plan 2022-2026
<p><i>E1 The school environment is characterised by openness, fairness, trust, and mutual respect to support student learning and well-being, listen to their views and develop their leadership qualities.</i></p> <p><i>E2 The school has documented effective written policies to safeguard and promote the welfare of all enrolled students.</i></p> <p><i>E3 The school implements policies and procedures in relation to anti-bullying, child protection, complaints, security, safeguarding, behaviour, discipline, sanctions, rewards and restraint, health education and health records.</i></p>	
<p>Peer to Peer: Focus group created to address strategies to improve positive behaviour. <i>This group no longer meets. This group met as whole school to share and brainstorm ideas to improve student behaviour.</i></p> <p>Review of the concern card to improve communication <i>This has been done. We now have POI cards, point of information cards. The name was changed in order to take away the negative stigma around “concern cards”. In addition there were additional categories added to support teacher feedback.</i></p> <p>Implementation of initiative to embed ATL skills in lessons. <i>This was highlighted by different teams through a focus group. We now have an ATL coordinator who will support this initiative to ensure further implementation. This is led by the secondary curriculum department.</i></p> <p>Creation of opportunities to celebrate diversity such as the LGBTQA+ group and purple Friday.</p>	<ul style="list-style-type: none"> - Peer on peer - safety policy and procedures alignment between the Primary and Secondary department. Name of policy to be decided, also to be decided on including other policies such as Child Protection and design a wider school wide safety policy. - Increase awareness of the school guiding statements in Secondary. - Recover from effects of the 20-22 pandemic. - 2021/22 The EIC (Equity-Inclusion Committee) has been newly formed. The goals and policies will be further developed in this team. - The student council to be developed further and align initiatives where possible with the primary student council. - Decision making workshops with ASML: <i>This has been successful and continues to take place yearly.</i>

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Purple Friday has been successful at ISE. This year it grew bigger as the director led the raising of the LGBTQA+ flag on campus. This was shared on social media.

Support groups for LHBTQA+ students (lower school group + upper school group) are running successfully each week.

“Kika days” where we ask our school community to wear their Kika shirts to support those who are battling with cancer.

In the past, we celebrated Diwali(hindu holiday), this has been

Are there missed moments of celebrating diversity?

-International Women’s Day

-Eid (muslim holiday), & other religious holidays?

-Black history month

-International Day of Persons with Disabilities

-International Day for the Elimination of Racial Discrimination

Implementation of workshops which are geared towards student well-being such as stress, personal skills, sex education, social media education

These have all been implemented and continue to further being developed

Student Council/Inclusion of student voice in decision making process

Student council has been reorganised since 2020. There is a new approach and structure to SC which has been successful.

Student council meets once a week under the leadership of a student coordinator. The SC participates in a yearly student



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<p><i>leadership workshop which is facilitated by an organisation of global young leaders.</i></p>	
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**5.Supporting processes -Description and evaluation of the school years 2018-2022
& Plan for 2022-2026**

Activity/evaluation 2018-2022	Plan 2022-2026
<p>5.1 Facility and Operations</p> <p>The building plans for the extension of our school include a new entrance of the school, representing our identity as an Eindhoven international community school, including our guiding statements.</p> <p>We created a whole school Evacuation policies & practice document and a whole school safeguarding policy.</p> <p>To develop a creative Library space for our whole community.</p> <p>Phase 1 - Complete</p> <p>Phase 2 - research possibilities for the rabbit corridor</p> <p>Things to consider: whole school Technology integration, workspaces for students and staff. Completed; corridors have been renewed.</p> <p>School garden: Seek contact with the consortium to find out possibilities. School garden is in place.</p>	<p>5.1 Facility and Operations Preserving quality while extending our facilities</p> <p>To strategically plan the expansion of the campus to cater for the increase in our student population.</p> <p>Plan constructive solutions for a specific exam hall, a separate auditorium to facilitate student performances and exhibitions and an expansion of the school cafeteria.</p> <p>To ensure our campus facilities are in line with our school vision and create a healthy, learning environment.</p> <p>Create a comprehensive health and safety policy for the campus Formalise the working of the health and safety committee.</p> <p>Provide opportunities for students to participate in a range of progressive and creative outdoor learning experiences across the curriculum.</p> <ul style="list-style-type: none"> ● Examine ways in which outdoor spaces can be enriched

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<p>Whole school collaboration group to collaborate with facilities coordinator about practicalities. Work in progress.</p> <p>Whole school collaboration group to research ,devise a plan and implement. Work in progress.</p> <p>Build a greenhouse. Completed; but needs to be replaced.</p> <p>Research and implement Eco school programme. Completed.</p> <p>Create a work group focusing on adaptation throughout the school. ECO-schools team & sustainability cafe have been set up and working on this.</p> <p>Actively increase awareness throughout the whole campus, not just students. ECO-schools team working on this.</p> <p>Placement of new bins, inside and outside. Completed.</p> <p>Make links with community. ?</p> <p>Create one team: e.g. caretakers, supervisor staff, and cleaners led by one person. Completed; people know how to find and approach each other.</p> <p>One service point - Using topdesk as a tool for integrating all services. E.g. ICT support, booking system, printing. Completed.</p> <p>Develop and shape the working relationship between the ISE and Yask. Completed; good cooperation and nice working atmosphere. Facility managers work together closely.</p> <p>A short/medium term plan is created to determine how many classrooms will be needed and how to create these</p>	<ul style="list-style-type: none"> ● Invest in age appropriate play equipment ● Link outdoor spaces such as the forest to student learning experiences ● In primary, encourage staff to use the outdoor learning resources. ● Eco committee to plan and conduct a variety of activities to develop awareness of sustainability ● Create awareness of nature and processes. ● Encourage staff to use the entire school terrain and environment for educational purposes and as an extension of the classroom. ● Find a permanent, suitable place on campus for the greenhouse to be used with the school garden for growing food, plants and flowers <p>LIBRARY</p> <p>The library is sufficient for the coming years and requires no major changes.</p> <p>TEAM FACILITIES</p> <p>Continue on the current path. Expand professional capabilities with training to maximise efficiency and secure future proofing.</p> <p>Set up recurring team meetings with all facility team members (Caretakers ISE/Yask, ICT, Supervisors, Cleaning, Catering) to maximise communication and create better team awareness.</p> <p>Optimise procedure for new staff members regarding ID card/keys etc. This should be a one stop process.</p>
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<p>classrooms within our current buildings , while planning for the long term needs; a phased approach will be needed.</p> <p>Professional consultant hired to estimate the number of students expected, and the max limit for the campus; Model created used to estimate each year enrolments, and to plan for further building plans.</p> <p>Create a collaboration group that thinks creatively about our campus and the use of space.</p> <p>Research on occupation rate of campus. Work in progress; part of the plans for the new buildings.</p> <p>Investigate effective space designs for school administration aligning to the whole school vision. Completed; school administration has a new working space.</p> <p>Create safety plans and policies. Completed; plans and policies are updated.</p> <p>Place sufficient safety materials. Completed; new materials have been added, existing materials have been checked and where necessary replaced.</p> <p>Research and implement safety service contracts ?</p> <p>Set up regular meetings with trained safety personnel. Completed; regular meetings and training have been and are planned.</p> <p>Increase visibility of safety materials. Completed.</p> <p>5.2 Administration and Organisation</p> <p>Consider ways to improve efficiency of decision making</p>	<p>Create a 'welcome' manual for new staff describing facilities, services and ICT at the ISE.</p> <p>Appoint an application manager for Topdesk at the ISE (and every SILFO school). Maximise efficiency.</p> <p>Optimise communication between Yask and ISE regarding daily operational school matters;</p> <ul style="list-style-type: none"> ● School office <-> reception ● Welcoming visitors and being notified upfront of who is coming. Prepare visitor badge already ● Automate sign in/out process with student/staff card facilitating student and staff registration <p>With the growth of the campus all procedures regarding entrance to the campus need to be reviewed. Train facility staff members to professionally handle verbal or physical aggression.</p> <p>5.2 Administration and Organisation Becoming one school, one SILFO</p>
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<p>Establish regular communication between the Boards and Director to foster transparency. Director meets with the executive board on a weekly basis.</p> <p>The ISE to continue to be represented at the different education committees in the foundation such as 'leermiddelenbeleid', teacher competencies working groups. This happens.</p> <p>Investigate possibilities of whole school roles: library, facilities, technology. Whole school library coordinator is now in place as well as a whole school education technology co-ordinator and a facilities co-ordinator.</p> <p>Regular and transparent communication with the various areas of the foundation such as Marketing & Communication, Finance, HR. Quality Assurance and Facilities to realise our school development plan. The director facilitates this</p> <p>Work closely with the ISE Leadership Teams in order to realise the school development plan. The alignment team went through a rigorous process of establishing a common purpose and understanding of the alignment team. This led to a clear mission and vision.</p> <p>Establish ethos to enable the caretakers of the primary, secondary and consortium to work as one team under the leadership of the facilities coordinator. This has been achieved.</p>	<p>Appoint a Leader of Administration.</p> <p>The ISE Administration Team to go through a process of establishing a common purpose and understanding of the team in order to develop a clear mission and vision, functions and tasks of the team and its members.</p> <p>Establish ways and procedures to align the various ISE systems and to improve efficiency of information flow between the SILFO Finance and Admin Departments of the staff bureau and the ISE Admin Team to foster transparency and accuracy of work flow.</p>
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<p>5.3 Finances Information about school fees and systems of payment clearly communicated to parents <i>This is a work in progress.</i> Direct Debit Procedure for school fee payment System in place to allow direct payment of registration fee via Open Apply <i>This is now in place.</i> Regular budgeting meetings with Finance Controller Regular communication with the ISE community to demonstrate financial transparency <i>Move to the new plan has not been achieved, but should still be a focus.</i> Introduce new finance and HR systems and ensure command words are translated into English. <i>This is a work in progress.</i></p> <p>5.4 Human Resources</p> <p>Primary Focus on building effective teams, including study afternoons just for developing team skills and goals identified by the teams. <i>This has been a huge success. Teams have been strengthened as a result.</i></p> <p>Curriculum leaders, group book study on building up the culture of the primary department. <i>This promoted good discussions and was a positive experience. As a result professional development book study groups have been created throughout primary.</i></p>	<p>5.3 Finances Creating and communicating healthy finances</p> <p>Help parents to understand how the foundation is structured and organised and the benefits to the ISE.</p> <p>Communicate the financial status of the school to the whole community on a yearly basis.</p> <p>Leaders acknowledge the historical discrepancy that exists between remuneration for similar posts in primary and secondary (related to Dutch employment law) and should continue with their commitment to closing and ultimately eliminating that gap in the short term.</p> <p>5.4 Human Resources Maintaining and improving SILFO employer quality</p> <p>Develop a standard procedure for recruitment.</p> <p>Create a recruitment policy that can be referred to by current and future personnel and includes protocols for: advertisements, interviews, responding to applicants and initial appointments.</p> <p>Develop a standard advertisement for vacancies. Review and implement the new SILFO recruitment and</p>
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<p>Create agreements for meetings, including expectations for facilitators and participants, agendas, and meeting protocols Begin a starters club - Teaching assistant focuses solely on students who are new to the target language for a limited period. Meetings aimed at developing leadership skills and skills for conducting effective meetings - Meetings have been transformed - more productive and effective.</p> <p>Host CIS middle leaders training - Move this forward to the new plan.</p> <p>Showcase expertise of Middle leaders through leading department meetings and parent workshops - This has been achieved.</p> <p>Look at the responsibilities of our mentors and develop their roles. Ongoing</p> <p>Update professional development model (ongoing sessions on related topics) to include a mix of theory and practical information to ensure an impact in the classroom. Update practice and broaden staff views through professional book study. Give study afternoons specifically for Teaching Assistants Link with the new review cycle to include competencies Peer observations and feedback Develop understanding of authentic learning and enquiry-</p>	<p>selection process.</p> <p>Implement a more structured review cycle for all staff</p> <p>Adapt the updated SILFO review cycle process to cater for the needs of the ISE staff community.</p> <p>Trial the new dialog review tool.</p> <p>Implement the new dialog review tool.</p> <p>Provide regular and formalised appraisal opportunities for all staff.</p> <p>Develop one whole school lesson observation reflection form.</p> <p>Develop one whole school ISE teacher profile which links with the SILFO teacher competencies.</p> <p>Investigate the possibility with the board of giving the director more autonomy in determining how roles and the associated salary packages are allocated.</p> <p>Use the review cycle to identify areas of development and support staff in individual studies - achieved and is ongoing.</p> <p>Develop protocol for new teacher checklist. Expand new teacher orientation programme aimed at inducting new teachers into the culture, systems, and curriculum of ISE throughout their entire first year of employment: includes new-teacher only study</p>
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<p>based learning and implement in the classroom - <i>an effective study day and study afternoon programme is in place to enhance staff professional development</i></p> <p>Secondary</p> <p>Art and Design technician Education Assistant Student Coordinator lower school Leader for Learning Investigate possibilities for additional LD teachers Teacher Coach New Teacher Coordinator Appoint second new teacher coach Embed new teacher orientation programme aimed at inducting new teachers into the culture, systems, and curriculum of ISE throughout their entire first year of employment: includes new-teacher only study afternoons focused on topics like how to administer assessments, where to find resources, what supports are available in school such as language supports and Educational needs, Set up of weekly focus group to support new teachers Develop open door buddy system</p> <p>We revised our new teacher induction to include the development of intercultural learning and to investigate professional development opportunities for our existing teachers</p> <p>Learning plenaries to share best practice</p>	<p>afternoons focused on topics like how to administer assessments, where to find resources, what supports are available in school such as language supports and Educational needs. <i>The new teacher induction programme has been a positive experience for new members of staff to quickly get adjusted to the workings of the primary department. Will need to explore ways not to make it so overwhelming in the early stages.</i></p> <p>Whole school</p> <p>Update and adjust professional development policy Update job descriptions/task description for roles within the central office staff Investigate possibilities to create whole school coordinating roles such as Librarian, Technology and Facilities Establish ethos to enable the caretakers of the primary, secondary and consortium to work as one team under the leadership of the facilities coordinator.</p> <p>Collaborative groups across primary and secondary subject areas Develop ISE Skills Marketplace to facilitate collaboration across departments Hold whole school study days Share expertise across departments, including through peer observations Create whole school new teacher orientation programme Invite the whole ISE staff to attend professional development sessions and parent workshops</p> <p>Incorporate safeguarding policies in application process</p>
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<p>Learning plenaries on technology</p> <p>IB training after first year of teaching for Middle Year Programme; teachers identified through appraisal cycle</p> <p>IB training Diploma Teachers</p> <p>Focus groups designed in flexible way to develop sharing of best practice</p> <p>5.5 Marketing and Communications</p> <p>Host parent workshops positive behaviour, healthy eating, reading development, writing development, maths development, Internet safety - <i>A variety of parent workshops are planned and delivered on a yearly basis.</i></p> <p>Change timing of parent meetings to fall in between reports so parents have more regular social emotional and academic feedback - <i>This has worked well.</i></p> <p>Participate in the Healthy eating project</p> <p>Appoint a coordinator for the healthy eating project - <i>This is no longer relevant. It has been incorporated into Personal Health and Social Education programmes (PHSE).</i></p>	<p>Investigate possibilities of starting “zij instroom traject”</p> <p>Collaboration with Fontys (Pro education) and Brainport</p> <p>Select and introduce teacher competencies (these are linked to student competencies)</p> <p>Work group to review and update the review cycle process with input from the leadership teams</p> <p>Training for heads of department in difficult conversation.</p> <p>Investigate additional training for those carrying out review cycles.</p> <p>Implement a more structured 3-year review cycle for all staff.</p> <p>5.5 Marketing and Communications: Strengthening ISE’s profile and position</p> <p>Establish links and partnerships within school, and with our local and global community.</p> <p>E.g.: partnering within the year group, partnering classes 2 and 7, parent workshops, using children’s input to inform the programme: change and update activities, developing our cultural celebrations, international fair, winterfair.</p> <p>Create opportunities to promote the school within the wider community as well as networking and establishing links locally.</p> <p>E.g.: Sharing our expertise in bilingual education by creating a partnership with other schools and thereby providing more international families with a bilingual primary education.</p> <p>Continue to build links with other schools, local companies and organisations within the community to enhance student learning and</p>
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<p>Create links for new families with resources such as the ISE Parents committee, the Expat centre, and Easy NL - <i>This has been achieved.</i></p> <p>Continue to develop our cultural celebrations, international fair, winterfair - <i>The PC are active in these areas.</i></p> <p>GM: Exhibition for parents, assemblies, outside speakers GM: partnering within the year group, partnering classes 2 and 7 - <i>Successfully achieved, but need to continue building on this</i></p> <p>Offer foreign language lessons in addition to sports and non-sports activities - <i>French and Spanish foreign language lessons have been included.</i></p> <p>Improve communication with parents about activities (including cancellations, change of location, and student absences) - <i>Communication has improved</i></p> <p>Use children's input to inform the programme: change and update activities - <i>Move forward to new plan</i></p> <p>Sharing our expertise in bilingual education by creating a partnership with other schools and thereby providing more international families with a bilingual primary education.</p> <p>Secondary</p> <p>Continue to host parent workshops on the secondary curriculum and vision.</p> <p>MP5 transition process developed and strengthened through transition parent evening, booklets and interviews.</p>	<p>provide further authentic opportunities to learn about life outside of school. E.g.: Work with closest neighbours: PSV and the possibilities of sharing facilities</p> <p>Continue to explore the possibilities for a school app. Continue to explore the possibilities of a school app or other means of communication</p> <p>Possibility of communicating information in a variety of languages. E.g.: Monthly in Dutch and English.</p> <p>Develop the website further - more dynamic calendar and more examples of learning. Develop school website (add cultural calendar to website)</p> <p>Whole School</p> <p>Offer joint parent workshops for relevant topics and invite parents to attend workshops hosted by the other departments. Align admissions processes, open days, transitions from primary to secondary, ISE newsletter - <i>There is now one admissions policy which was recently created and reviewed.</i></p> <p>Develop and communicate a parents' code of conduct - <i>There is a policy which is yet to be communicated to parents.</i></p> <p>Investigate possibilities of becoming an integrated child centre, including the possibility of secondary being part of this. Make links with local companies, including ASML, Philips, Signify. <i>Parents have given presentations in school about their jobs. This needs to continue.</i></p>
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<p>Parent volunteers in lessons Parents invited for parent teacher meetings Parent workshops Investigate ways to financially support families who pay for MT tutors as part of the SSST programme.</p> <p>Develop a different format of annual open evening and meet and greet with parents. Curriculum workshops hosted for new families. Start of the year open day to meet the year tutors and see the school. Staggered start to allow students and families to settle in to the school. Develop different formats to support students with their transition to the school.</p> <p>Community partnerships consolidated for secondary with external organisations such as Fontys, Trion and Brainport. Continue partnership with Parable for development of software for the sciences. Multilingualism 'lectoraat' to continue research to inform improvements in language education. Develop 'onderwijsingenieurs' initiative further to support coaching in the secondary school. Continue to expand the work experience programme for the students to forge strong links with the local community.</p> <p>Develop a whole school agreement booklet for staff Create a staff portal for easy access to school policies</p>	<p>Work with closest neighbours: PSV and the possibilities of sharing facilities; Fruittuin and Educational visits and the use of facilities during emergencies; and Bioart for educational visits: <i>There is a good partnership with Fruittuin and Bioart. Not much contact with PSV anymore.</i></p> <p>Continue to be open to educational research projects with local institutions. <i>We have links with the TUE and Nijmegen university.</i></p> <p>Expand on the whole school service projects that are currently in place; the Malawi and Kenya projects to continue to be embedded and showcased in our community. <i>Links with Malawi have been maintained.</i></p> <p>Developing the role of the whole school as a centre for learning for community partnerships with external partners such as Fontys, Trion, Impact labs and Brainport. <i>The contact is there particularly with Fontys and Trion as we are a teacher training centre.</i></p> <p>Become more active in hosting DIP and DISS events. <i>DIPS/DISS library conference was held at the campus in May. DIPS upper phase primary (groups 5-8) work group will be hosted at the ISE in 22-23.</i></p> <p>Investigate and prepare to implement becoming an eco school - <i>Achieved and is an ongoing process. There is an ECO work group and an ECO committee.</i></p> <p>In our marketing and communications (MARCOM), in cooperation with colleagues from the SILFO staff bureau, we have been presenting ourselves and our guiding statements to the whole</p>
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<p>and documentation - <i>This is now in place</i></p> <p>Create a new house style - <i>complete</i></p> <p>5.6 ICT</p> <p>The ISE is lacking an up-to-date ICT network.</p>	<p>community. In January 2022 we organised an online Open Day.</p> <p>Review all modes of communication (newsletters - class, school update and events) - There is a system in place for communication. However, a clear MarCom plan needs to be put in place.</p> <p>Align parent information from all departments Continue to explore the possibilities of a school app or other means of communication - <i>Move to the next plan. Has not been achieved.</i></p> <p>Develop school website (add cultural calendar to website) - <i>there is work to be done here.</i></p> <p>5.6 ICT</p> <p>Improving our network</p> <p>It is not yet clear when exactly the ICT contract renewal will take effect. The optimistic scenario for the ICT contract renewal is July 2022; the less optimistic scenario is September 2022.</p> <p>Whole school email protocol.</p> <p>Improve and upgrade the wireless network.</p>
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