



Secondary

**School Plan 2020 - 2024**

## Preface

This is the initial School plan for ISD | Secondary school. It will give direction to the development of the school for the next four years and beyond.

This School Plan was developed within the framework of Lucas Onderwijs. It is also informed by the vision of the Laurentius Board, the municipality of Delft, Delft Technical University, parents, and other stakeholders. This School Plan is approved by the board and aligns with its 'koersdocument', including its policies and standards for quality management. It also complies with the Standards and Practices set by the International Baccalaureate (IB), as well as the standards set by the Dutch Educational Inspectorate.

This School plan should be seen as a dynamic document. As soon as the Participation Council / Medezeggenschapsraad becomes operational, the Leadership Team will seek the input of the council, and review the plan where required.

In the perspective of future planning for development, it is anticipated that this School Plan will ultimately be replaced by a "Whole School Plan" for both the Primary, and the Secondary schools.



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# 1 Context

International School Delft | Secondary is governed by the board of the Stichting Lucas Onderwijs, which is the board for 79 primary and secondary schools in the Haaglanden region. In the provision for international education in Delft, the Stichting Lucas Onderwijs cooperates with the Laurentius Stichting.

International School Delft was launched by the Laurentius Stichting in March 2014 as a small international primary school with less than 10 children. Five years later, in March 2019, the primary school celebrated its fifth birthday with over 170 students.

In early 2019, the Stichting Lucas Onderwijs was granted approval by the Ministry of Education to expand the provisions for international education in Delft into the secondary school years. In doing so, it created a provision for Primary and Secondary education. The Secondary school started in August 2019.

The Primary, Internationaal Georiënteerd Basis Onderwijs (IGBO), school is governed by the Laurentius Stichting, as an affiliate of the Gabriëlschool ([BRIN 12SL](#)). The name is International School Delft | Primary School, or ISD | Primary.

The Secondary, Internationaal Georiënteerd Voortgezet Onderwijs (IGVO), school is governed by the Stichting Lucas Onderwijs, as an affiliate of Stanislascollege Westplantsoen ([BRIN 02DZ.10](#)). The name is International School Delft | Secondary School, or ISD | Secondary.

In this document ISD | Primary, and ISD | Secondary are jointly named ISD.

The two boards share the ambition to further develop their already existing cooperation, namely by jointly developing ISD into an attractive and coherent provision of international education for students from 4-18 years. For pre-school and after school activities, ISD | Primary already cooperates with True Colors, which is affiliated with the Stichting Rijswijkse Kinderopvang (SRK).

## Links

- » *Stichting Lucas Onderwijs*  
[www.lucasonderwijs.nl](http://www.lucasonderwijs.nl)
- » *Laurentius Stichting*  
[www.laurentiusstichting.nl](http://www.laurentiusstichting.nl)
- » *Stanislascollege Westplantsoen*  
[www.stanislascollege.nl/westplantsoen](http://www.stanislascollege.nl/westplantsoen)
- » *True Colors Childcare*  
[www.truecolorschildcare.com](http://www.truecolorschildcare.com)



## 2 General Information

Name of the School

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## 3 School Profile

The International School Delft | Secondary, is an international school which aims to provide education in English, to students aged 11 - 19.

Building on the International Baccalaureate Primary Years Programme (IB PYP) of the Primary school, the Secondary school has started with the International Baccalaureate Middle Years Programme (IB MYP), MYP 1 and MYP 2, in August 2019.

Year by year, the Secondary School will gradually expand its curriculum and, as from August 2023, also offer the International Baccalaureate Diploma Programme (IB DP). Following the Primary as an IB accredited PYP school, the Secondary School has been granted candidate status in the process of pursuing authorization for the IB MYP.

The International School Delft, uniquely located in the historic city of Delft, and with a close connection to the Technical University, will foster innovation, design and technology.





## 4 Mission & Vision

### 4.1 Mission Stichting Lucas Onderwijs

Lucas Onderwijs encourages its schools to offer the best possible education so that every student can develop into a self-aware, responsible and promising citizen. The mission is elaborated in the 'koersdocument', containing five core themes.

*Lucas schools will:*

- 1. contribute to continuous learning for its students;*
- 2. provide for future oriented learning experiences, including setting personal goals and preparing for world citizenship;*
- 3. provide for inclusive education;*
- 4. provide for future oriented policies for development of its staff;*
- 5. make the Lucas core values visible in responsibility and accountability at all levels.*

### 4.2 Mission Statement for International School Delft (Whole School)

Integrating the Secondary School with the Primary School is a key priority for the coming years. This challenging process will be led by our mission, our vision and our guiding statements, for ISD as a whole.

The statements are related to the ambition statement for the school and include the stakeholder's views. They are aligned with the IB mission and the IB learner profile.

Our mission statement is:

*Inspiring learning for a sustainable future*

### 4.3 Vision Statement

Our vision is to be an inclusive community that embraces authentic, inquiry-based learning that creates compassionate, internationally minded individuals, who strive to make a positive and peaceful change in the world.

### 4.4 Guiding Statements

International School Delft develops a community of learners who are well prepared for present and future challenges by:

- embracing diversity and promoting international mindedness;
- becoming self-navigating inquirers eager to embrace complexity and solve problems;
- valuing collaboration and demonstrating care and compassion;
- developing a sense of agency;
- taking responsibility for the world around them;
- engaging in high quality inquiry-based learning.

## 5 Ambitions & Development for Growth

### 5.1 Joint Ambitions with Laurentius Stichting

The board of the Stichting Lucas Onderwijs has signed a covenant with the board of the Laurentius Stichting to confirm their joint commitment to consider ISD as one school, where possible and appropriate. The covenant is attached to this school plan.

In the covenant the Boards expressed their ambition for ISD to become a distinct international school, which provides for and gives back to, the community of Delft. The additional partner in this tripartite cooperation is the childcare provider, True Colors which closely works with ISD Primary and is fully integrated into the primary school facilities. True Colors is committed to using the IB Primary Years Programme for its 3-year olds.

This dynamic partnership provides high quality, continuous education with onsite pre-school care, primary education and a secondary school where students graduate at 18 or 19, ready and fully prepared for the next steps in education or the world of work.

*Supported by this covenant, ISD is committed to one of the core themes of our board to contribute to continuous learning for our students.*

Uniquely located on the campus of Delft TU and set within a rich, historic and cultural city, the opportunities and ambition for the school are boundless.

The partners are committed to working in close cooperation to help forge a new community international school. The school will play a truly unique role in the Netherlands. It aims to develop a future-oriented place of learning where a continuous and inspiring learning environment will flourish from the early years, to primary and secondary, through to the opportunities that Delft TU brings. There is no other model of international education where the school is located on a university campus within the Netherlands.

Successful schools are at the heart of a community and ISD is extremely fortunate to be located in the community of Delft, a centre for technical design and artistic excellence with a diverse, non-elitist, multinational population.

It is the ambition for ISD to reach out to the local and global communities; to learn from and willingly share its educational practices with local schools within their own foundations and further afield at national and international levels.



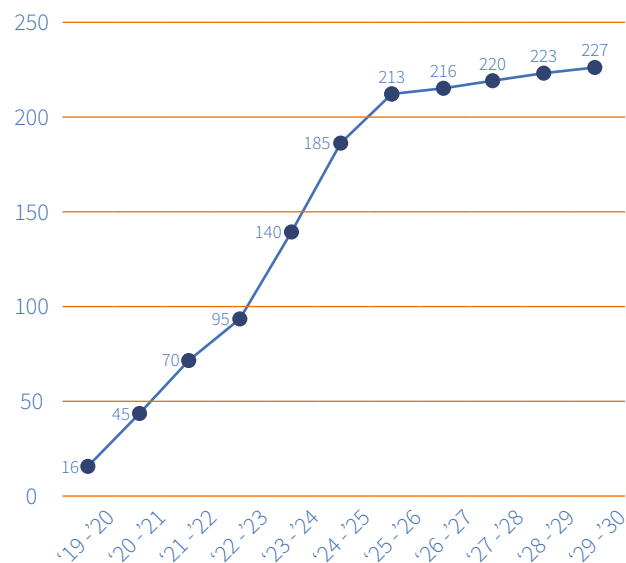
The breadth of services available to the ISD community of Delft will be fully utilized and, in itself, will become a new service to the community, sharing learning spaces and offering staff expertise where possible.

ISD will open its doors to the people who live in and around Delft, as well as serving as a reference school for sharing and facilitating good educational practice. Partnerships with science and humanities-based organizations will be forged with the school to bring learning outside of the classroom and into the real world. The ambition statement in full is attached to this School Plan.



## 5.2 Long Term Planning for Development and Growth

In August 2019, by the start of the first academic year, 15 students were enrolled at ISD | Secondary. The anticipated growth of student numbers over the years to come is as follows:



The school will start offering the IB DP by the 2023/2024 academic year. It is anticipated that, by that time, and in collaboration with Delft TU, the offering of the International Baccalaureate Careers Programme (IB CP), will be considered as well.

## 6 Partners & Stakeholders

### 6.1 Stanislascollege Westplantsoen

As an IGVO school, ISD | Secondary is affiliated with a mother school, Stanislascollege Westplantsoen. Through this affiliation, the ISD will seek inspiration in the Stanislas core values. In particular, the values contained in the '*Ignation Pedagogy*', and will strive to share best practices as well as encourage the integration of our students with Stanislas students.

### 6.2 Municipality of Delft

International School Delft was founded following an initiative of the municipality of Delft, in their cooperation in the Leiden-the Hague-Delft region. The initiative was encouraged by Delft Technical University.

ISD works closely with the municipality in the cities of Delft and the Hague, to create a welcoming and inviting environment for the international mobile community.

As an IGVO school, it is the municipality of Delft that takes responsibility for the accommodation of ISD | Secondary.

#### 6.2.1 Accommodation

As a temporary accommodation, the municipality has made available an existing school building at the Colijnlaan, in proximity of the Stanislascollege Westplantsoen, which allows for joint activities with Stanislas students.

The building has been renovated into an attractive learning environment with all the facilities and resources required for the MYP inquiry based and investigative learning. These updates include a science lab, a design space, drama studio, a media resource centre and a central lounge where students can socialise and work together. This building allows for initial growth and can accommodate up to 150 students.

A permanent building will be constructed in partnership with the municipality on the campus of Delft Technical University and in the immediate proximity of the ISD | Primary school. The permanent building will be designed around the schools' concepts for teaching and learning and will be able to accommodate 440 students. It is aimed to be ready by August 2023.

Both the Primary and the Secondary school will make use of the facilities of Delft University of Technology.

### 6.3 Delft University of Technology (TU)

With the TU campus nearby, ISD works with the university to mutually benefit students from all communities. ISD benefits from close ties with the TU academic teaching staff and access to the world class university facilities, including those for sports.

ISD will use the partnership with Delft University of Technology to motivate, inspire and raise the aspirations of our students. The school will integrate the ‘*design cycle*’, as developed by the university into its teaching and learning strategies.

The ambition for the TU partnership has already resulted in joint projects of ISD as a whole with the ‘*Wetenschapsknooppunt*’ of the TU and the Lucas Academy.

ISD students will also receive information and advice about Higher Education study programmes, as well as about career opportunities from international organizations and local businesses in Delft.

Internships and technical expertise can be shared to enrich the opportunities for all ISD students.

### 6.4 Dutch International Schools

ISD is a member of the Dutch International Schools (DIS), which is a group of primary and secondary schools that provides international education, to serve the international community in The Netherlands.

As a professional network, DIS schools cooperate in areas of quality management and professional development of staff.

The DIS schools originate from a Dutch government initiative and were established to offer state-(co) financed educational provisions to meet the needs of the international community. The state subsidy allows the DIS schools to offer high-quality international education at affordable fees.

### 6.5 Samenwerkingsverband

ISD | Secondary is a registered partner in the ‘*Samenwerkingsverband VO Delfland*’. In consultation with this organization, the school will develop a school support plan. The plan will be aligned with the schools’ inclusion policy and describe the support structure as well as the cooperation with the Samenwerkingsverband.

## 7 School Organisation

The organizational structure of the school aims to facilitate and promote student learning. At ISD, we believe that our students learn best when given a fair degree of independence and agency, in balance with belonging to a relatively small group of teachers and fellow students. Our students will be grouped per grade level. Where appropriate, and numbers permitting, the school will combine grade levels.

### 7.1 School Climate and Culture

In our work at ISD, we will ensure a safe and positive learning environment, contributing to a feeling of community, emotional safety and care for the well-being of others. In this social environment, we respect the people around us, in such a way that everyone feels confident and safe and encouraged to be themselves. In our international community, we respect another's culture and we celebrate diversity. With staff, students and parents, we form a strong bond to ensure that issues around social safety are resolved respectfully and efficiently.

The IB learner profile, as well as the core of the Ignatian Pedagogy, are leading sources for inspiration to enhance a positive school climate.



To further promote healthy relationships the whole school has started the implementation of the restorative practices. In the '*Rots en Water-programme*' sessions we help students to learn from their mistakes and offer tools for community building and constructive conflict resolution.

At the secondary school, students and staff will jointly develop a Student Charter, which is a set of behavioural guidelines for members of our community, students in particular. An anti-bullying protocol will be another mechanism to prevent harassment and bullying in the school.



### 7.1.1 School Support, Safety and Emergency Plan

The support structure (see also 7.5) will provide for a care team, coordinated by the care coordinator. This person will also perform the duties of the anti-bullying coordinator, as well as the coordinator against domestic violence.

The anti-bullying protocol will, like other protocols, be related to social safety and be integrated in the overall school safety plan. According to the standards as set by the Stichting Lucas Onderwijs, there will also be an emergency plan.

### 7.1.2 Teaching Time

The curriculum and student programme ensure that the compulsory teaching time is achieved. In the absence of a teacher, the lesson will be covered by a colleague. Actual teaching, and lesson times, are communicated in the School Guide.

### 7.2 Leadership Team | Secondary

The Leadership Team of ISD | Secondary includes the Director and the Deputy Head. During the initial years, the Deputy Head will also fulfil the role of MYP programme coordinator. Members of the leadership team provide for pedagogical leadership at the school.

The Director carries the overall responsibility for the school and is responsible to the Regional Director of the Stichting Lucas Onderwijs. The core functions of the Deputy Head/MYP Coordinator are to deputise for the Director and to lead and ensure the effective implementation of the IB MYP curriculum. As such, the MYP coordinator is the head of education. The MYP Coordinator will be accountable to the Director.



## 7.3 Staff

The Leadership, teachers and support staff are employed by the Stichting Lucas Onderwijs. They are well-qualified professionals who are committed to international education and ISD's spirit and ethos. They comply with the ISD staff profile.

### 7.3.1 Teachers

Homeroom teachers will be responsible for the social and pastoral wellness of their class and report to the Deputy Head. Class teachers will be responsible for the delivery of their subjects and be responsible to the MYP coordinator. The learner support teacher will be responsible for the overall learner support to the students.

Classroom and learner support teachers participate in weekly professional development and collaborative planning meetings that supports their growth as educators of diverse learners.



## 7.4 Student Council

The Secondary School will establish a student council. The council will provide a forum to enhance student participation in the life of the school community, as well as provide opportunities for the development of leadership skills.

## 7.5 Parents Association

The school will encourage the establishment of a parent's association. The role of the association is to promote the interests of the students in co-operation with the leadership and staff, to build effective communication between home and school.

## 7.6 Participation Council/ Medezeggenschapsraad

ISD | Secondary will have a Participation Council, which conforms to the Dutch model for schools. Staff, parents and students have an advisory role for areas of the school vision and planning thereof. Meetings of the Council will be attended by the Head, thus representing the school board. Members of the Council will be elected. Elections for the first Participation Council are planned for the second half of the academic year 2019/20.

Where possible and appropriate, the Councils for both the primary, and the secondary school, will align and collaborate to create the best possible learning environment for ISD as a whole.

## 7.7 Leadership Team | Whole School

To enhance the development and integration of the whole school, the leadership teams of both the primary, and the secondary school, are jointly tasked with the integration of the two schools. The alignment includes ensuring a continuous learning experience for the students, the pedagogical climate, policies for admissions and language policies, as well as operational matters.



## 8 Learning & Curriculum

### 8.1 Learning at International School Delft

Learning at the ISD is inquiry based and student focused. This means that students construct their own understanding of global concepts. The curriculum is engaging, relevant, significant and challenging for our students, and is based on thorough and ongoing assessment.

### 8.2 International Baccalaureate Curriculum

The IB MYP programme has been chosen as the framework for the curriculum at ISD Secondary. Starting in the academic year 2022/23, the curriculum will be extended with the International Baccalaureate Diploma Programme (IB DP) and, possibly, the Careers Programme (IB CP).

The International Baccalaureate offers an education for students from age 3 to 19, and is comprised of four programmes that focus on teaching students to think critically and independently and how to inquire with care and logic. The IB prepares students to succeed in a world where fact and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they have left the programmes.

*Through the IB programmes ISD aligns with the core theme of our board to provide for future oriented learning experiences, including setting personal goals and preparing for world citizenship*

IB programmes are based on the value to educate for a better world. IB schools share a common philosophy, a commitment to high quality, challenging, international education, that International School Delft believes is important for our students.

Children from an internationally mobile family, studying the IB, can be confident that their learning can be successfully continued in other IB schools around the world if the family moves to a new location.

[For more information, please visit \[www.ibo.org\]\(http://www.ibo.org\)](http://www.ibo.org)

### 8.3 IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other approaches people, with their differences, can also be right.



## 8.4 IB Learner Profile

Central to the IB programmes is the learner profile. It describes a broad range of human capacities and responsibilities that go beyond academic success. The IB mission statement translates into a set of learning outcomes for the 21<sup>st</sup> century.

## 8.5 IB Middle Years Programme

The IB MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP is academically rigorous.

It emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, which are essential qualities for young people who are becoming global leaders.

An MYP student will work towards acquiring the learner qualities outlined in the IB Learner Profile. The programme is built upon the framework of the MYP programme model. Key in this model are the global contexts, concepts and approaches to learning.

Distinctive features of the MYP are:

- Teaching and learning based on inquiry, action and reflection
- Learning is centred on the understanding of key concepts or big ideas in global contexts. The key concepts, and related concepts, provide breadth and depth within and across the different disciplines, while the global contexts support international mindedness and global awareness.



Approaches to learning (ATL), is a set of skills that are developed across all subjects. The aim is to acquire relevant skills that support learning across the curriculum and for the student to be better able to manage their own learning both independently and with others.

Service as Action is another required component of the MYP.

Students engage in activities that build connections between what they learn in the classroom and the communities outside. The students are guided in their service activities to ensure that the activities are age-appropriate and offer a challenging learning experience.



## 8.6 Language Learning

All staff at ISD are responsible for the language development of our students. Competence in more than one language is central to learning at ISD. Lessons are given in English and, as is common in international schools, for the majority of our pupils, English is not their first or even second language. The support and teaching of English Language Learners (ELL), therefore, has great emphasis at ISD.

At ISD, class sizes are small and teachers have experience of teaching ELL within the main classroom. Keeping students in the main classroom, whenever possible, ensures student do not miss out on curriculum entitlement. Additionally, specialist ELL support outside the classroom is available when deemed appropriate.

Dutch is also taught to enable ISD students to integrate with the local host-country community.

Teaching of Dutch is offered at different levels: Language and Literature Dutch (for native or near native speakers) and Language Acquisition Dutch (for all other students). Home-language learning is strongly encouraged to enable students to maintain their cultural heritage and identity. Maintaining high levels of home language is also a feature of high cognition and is a key determinant in the development of international-mindedness. A home-language library is planned for the school and we encourage families to share and exchange their own resources.

We also strongly encourage families to maintain their home language in order to strengthen students' general language development. The school supports parents' initiatives in organising home language learning and classes after school.

## 8.7 Learning for All & Learner Support

ISD is an inclusive school with the intent to serve the entire international community in Delft. As such, the school aspires to accommodate the diverse needs of all students, by building on the Standards and Practices of the IB, which are supported by the core themes of our board.

*We strive to provide inclusive education.*

ISD is committed to increasing access and engagement in learning for all students, by identifying and removing obstacles for learning. The MYP curriculum offered, is of high quality and is academically rigorous. It is designed for differentiation and allows for a diverse student body to be successful.

At ISD, we believe that all teachers are teachers of all students, diverse as they are. We promote a shared responsibility for, and commitment to students with learner support, English language learning and exceptionally able needs. In doing so, all teachers are supported by the specialist learner support teacher.

ISD is part of Samenwerkingsverband VO Delflanden. The school will develop a school support plan in collaboration with different external organisations and with specialist therapists to meet a range of specific needs. These services will usually be at additional costs to parents.



## 8.8 Assessment for Learning

Assessment is integral to all successful teaching and learning. Its main purpose is to support and encourage student learning by providing feedback on the learning process and to enhance and improve the teaching process. Building on our assessment philosophy, policies and procedures at ISD assessment will align with the requirements of the IB programme.

Assessment aims to guide students in essential elements of learning, such as:

- Acquisition of knowledge
- Understanding of concepts
- Mastering and transferring skills
- Developing critical thinking
- Promoting a deep understanding of inquiries made within real world contexts.

Assessment at ISD will be both formative and summative. It requires teachers to assess against objective criteria. The school uses a range of strategies and tools to assess student learning. The school will report to students and their parents on progress, aligned with the IB assessment philosophy, at least three times per academic year.



### 8.8.1 ManageBac

To record student progress the school works with ManageBac, which is an online learning platform for IB schools. ManageBac combines curriculum planning, assessment of student progress, reporting and attendance into one unified system. The system allows students to communicate with their teachers on their progress and vice versa. Papers and student work can be turned in and stored online. As students will have access to their assessment record, ManageBac is a critical tool to maximize the student's responsibility for their own learning, and to encourage them to reflect on their progress. ManageBac also allows for communication with parents on the progress of their child, whilst respecting the General Data Protection Regulations (AVG).



### 8.9 Authorization

To ensure that schools working with IB programmes are held to the same standards for quality, schools can only be authorized after the completion of a rigorous authorization process. The process includes milestones for implementation of the IB Quality Standards and Practices.

For a prospective and authorized IB school, it is essential to comply with these IB Standards and Practices, as it is a set of criteria against which both the school and the IB can evaluate success in the implementation of the IB programme.

Following the application for candidacy, the IB has decided to grant ISD | Secondary candidate status as per August 2019. This allows the school to start with the implementation of the MYP. During the candidate phase, the school will need to take necessary actions in order to fulfill the IB requirements for authorization. By the end of this phase, the school will apply for authorization. Part of this process is the delivery of an action plan (attached) outlining further development of the quality of the education offered.

Once authorised, the school is committed to ongoing development based on the school's action plan and being evaluated every five years, to ensure that the IB Standards and Practices are being maintained.



## 9 Staff Professional Development (PD)

### *Future oriented policies for development of its staff*

At ISD we strongly believe that PD is a key strategy to ensure that teachers continue to develop and to strengthen their practice throughout their career. Therefore, we expect our staff to demonstrate a commitment to personal and professional development. Its framework is, first of all, provided by the Standards and Practices of the IB. Teaching staff, as well as the members of the leadership, are required to participate in subject related IB recognised workshops and/or other PD related opportunities.

We hold weekly sessions for collaborative curriculum planning, which provides for other effective opportunities for PD. These sessions engage our team and focus them on the curriculum and students' learning. Staff members are required to participate in the planning sessions.

Beyond the provisions mentioned, staff will be encouraged to participate in other PD activities, in particular those provided by the Dutch International Schools and the Lucas Academy, according to the needs of the school.

Staff members are expected to develop their individual professional development plan.

### 9.1 Staff Assessment

At ISD, we believe that effective staff development is best supported in a culture that approaches the school as a learning community for both students and staff. The PDCA-cycle (*Plan, Do, Check, Act*) is also a useful model for the development of the learning community, not just in the classroom, but also in the staffroom.

The staff assessment cycle will also be used for staff development and is a guide in the annual staff assessment. This assessment culminates in a meeting of the individual staff member with the Head.

The agenda for the meeting is informed by:

- Reports of, at least two, lesson visits by the MYP coordinator
- Feedback from students, collected in a structured way by the staff member
- The professional development plan.

The aim of the assessment meeting is to provide feedback, discuss progress and agree on new arrangements for further PD during the next assessment cycle.

The board, represented by the Regional Director, conducts the assessment meeting, with the Head.

### 9.2 Other Aspects of Staff Development

From the start of the school in 2019, we actively seek proportional representation of women in leadership positions.

## 10 Quality Management

Led by our mission and ambition we find it important to review our programmes and processes in a systematic way, with the objective to improve and innovate teaching and learning. The ultimate goal is quality management and providing the proper support to ensure the best learning outcomes for our students. Quality assurance is important for both ongoing development and accountability.

Therefore, rather than an isolated ticking the boxes activity, we see quality management as integral to the school, to our culture and to our processes. It will only be effective in a culture recognising that the school is a professional learning community where trust, reflection and shared accountability are self-evident.

In translating our principles into actions, we distinguish internal, as well as external mechanisms, for quality assurance. We blend those mechanisms into our integral quality management and assurance system.



### 10.1 Our Internal Mechanisms

We promote the PDCA-cycle (*Plan, Do, Check, Act*) as the common model for development of the learning community, in, and outside the classroom.

Staff meets weekly for collaborative planning to address the requirements of the programme, including the vertical and the horizontal articulation of the curriculum. The meetings encourage reflection and evaluation. The staff is encouraged to visit lessons from colleagues and to share good practice.

The annual staff assessment cycle identifies the areas of professional support for staff members in their development.

At ISD, we believe in the role of networks as a mechanism for quality management. We will seek opportunities for sharing best practices and peer review with the Stanislas schools, as well as with other national and international schools and educational institutes. In particular, through the Dutch International Schools and Universities.

The school organises a self-evaluation on an annual basis and will actively seek input from students, parents and stakeholders through a survey. The self-evaluation culminates in a report, that will be shared with the school community as well as with the board.

The board, represented by the Regional Director, meets annually, with a representation of the staff as well as with the Participation Council.

## 10.2 Our External Mechanisms

### 10.2.1 The International Baccalaureate

As an IB candidate school, ISD benefits from the rigorous IB quality control cycle. During the candidate phase the school is pursuing authorization and works on vital pieces of the programme implementation, which is guided by the Standards and Practices for the IB MYP.

Once authorized, the IB will continue to monitor the development of the school through a five-year cycle. The process in this cycle is again informed by the Standards and Practices for the IB MYP. Under normal circumstances, the cycle culminates in re-accreditation for the IB MYP.

ISD will seek opportunities for external benchmarking of students' learning and assessment by taking part in the MYP external assessment at the end of the final MYP year. This external assessment is a recently developed option offered by the IB.

### 10.2.2 The Dutch Inspectorate

As a state-subsidised Dutch International School, ISD is also accountable to, and inspected by, the Dutch educational inspectorate. The areas of the inspection are the same as those for Dutch national schools and include:

- 11 The educational process
- 12 The school climate
- 13 Learning outcomes
- 14 Quality management and ambition
- 15 Financial management

These areas are elaborated in 19 Standards, all of which are incorporated in the organisation of, as well as the quality assurance mechanisms at ISD.





## 11 Student Admissions

Students may qualify for a place at the International School Delft if:

- the student has a non-Dutch nationality/is a foreign passport holder and one of the parents/legal guardians is employed in The Netherlands; or
- the student has Dutch nationality and has lived and attended school abroad for at least two years because one of the parents/legal guardians was working abroad;
- the student has Dutch nationality and has a parent/legal guardian (with whom the student will be living) who will be posted abroad within two years and for at least two years (this should be supported by a written statement of intent by parent or employer

The school programme should be appropriate for the student's needs and have places available.

## 12 Financial Policies

As for external sponsorships the school adheres to the rules and regulations as specified in the Covenant '*Scholen voor primair en voortgezet onderwijs en sponsoring*'. Sponsoring will not impact the content of the curriculum and students will not be exposed to advertisements that does not correspond to the educational objectives and/or vision of the school.



## 13 Attachments to the School Plan

1. Covenant Stichting Lucas Onderwijs and Laurentius Stichting
2. Ambition Document
3. Admissions Policy
4. Language Policy
5. Assessment policy
6. Policy for Academic Honesty
7. Inclusion Policy
8. Teaching and Learning @ ISD *(as of August 2020)*
9. Staff Profile
10. Action Plan for Implementing the IB MYP  
*(under development)*



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