



The world is here



## ***School Plan 2025 - 2028 Secondary***



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# Foreword

# 1

At the International School of Almere, we thrive on diversity. Our community is a vibrant tapestry of unique heritages and cultures, where students are encouraged to celebrate their individuality while exploring the universal truths, values, and feelings that unite us all. By recognizing the world in every person, we also discover the world within ourselves, which is essential for success in an intercultural society.

Our school serves as a shared hub for students aged 4-18, fostering an environment where learning, care, patience, and kindness are paramount. This unique setting, with one campus for both primary and secondary education, promotes acceptance and solidarity among our students. We are committed to providing each student with the space to shape their own future, develop holistically, and achieve personal academic excellence.

The motivation behind developing our five-year school plan is to ensure that we continue to uphold and enhance these values. This plan will guide us in systematically improving our educational offerings, facilities, and support systems, ensuring that we meet the evolving needs of our diverse student body. With a broad and rich outlook on the world, we invite our students to uncover greater possibilities and adopt problem-solving strategies that contribute to a confident and strong sense of self. As we embark on our five-year plan, we remain dedicated to nurturing these values and continuing to provide an inclusive, supportive, and enriching educational experience for all our students.

Riëtte Pienaar  
Acting Head of School

# Introduction 2

## What is the purpose of the school plan?

The School Plan for the International School Almere outlines the key objectives, strategies, and vision for the school's development over the coming years. This document serves as a roadmap for continuous improvement, ensuring that the school maintains high standards of education while fostering a nurturing, inclusive, and global learning environment. The purpose of a school plan is to guide decision-making, track progress, and align the efforts of staff, students, and the wider community towards common educational goals. It reflects the school's commitment to excellence and adaptability in meeting the needs of its diverse student body.

## How was the school plan constructed?

The formulation of the School Plan was a collaborative process that involved gathering input from all key stakeholders, ensuring that the plan reflects a holistic and inclusive perspective. Input was collected through a variety of methods to ensure broad representation and accurate insights.

Surveys were conducted among students, parents, staff, and the school leadership team, allowing each group to share their views on various aspects of the school's performance, such as academic quality, student well-being, extracurricular activities, and facilities. These surveys provided valuable qualitative and quantitative data on the community's needs, strengths, and areas for improvement.

In addition, statistical data analysis was used to examine school performance trends, including student academic outcomes, attendance rates, and satisfaction levels. This objective data helped identify patterns and areas, requiring specific attention in the new plan.

This process encouraged open dialogue and creative problem-solving, making sure the perspectives of all voices, from teachers to students, were integrated. By combining these methods, the school was able to ensure that the final School Plan is both data-driven and community-informed, setting a strong foundation for future growth and success.

# Purpose and direction 3

## Our School story

The International School Almere thrives on diversity. We encourage students to celebrate their unique heritage and culture while exploring the universal truths, values and feelings that make us all human. By seeing the world in every person, we also find the world within ourselves. This is the key to success in an intercultural society.

The International School Almere is a shared hub for students, ages 4-18, to learn together in the same environment, look after one another, and practice patience and kindness. This unique setting, one campus for primary and secondary education, promotes acceptance and solidarity. The International School Almere is committed to providing each student with the space to shape their own future, develop holistically and discover personal academic excellence.

With a wide and rich outlook on the world, we invite our students to uncover greater possibilities and adopt problem-solving strategies which contribute to a confident and strong sense of self.

## Our educational vision

At the International School Almere, we provide future-oriented, high-quality international education. We offer education in a continuous learning line for international students aged 4-18. Our education is inclusive and accessible to students with different learning styles and abilities.

The education we provide consists of three programmes that are seamlessly connected and used all over the world. This continuity allows our students to develop as smoothly as possible at our school, and in the event that they move to another country.

# Changes at ISAlmere

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## Introduction of Programmes

The International School Almere has experienced significant growth and development since first obtaining authorization to offer the prestigious International Baccalaureate (IB) Diploma Programme (DP) in 2010. This milestone allowed the school to provide students with a globally recognized curriculum aimed at preparing them for higher education and international careers. In 2014, the school expanded its IB offerings by securing authorization for the Middle Years Programme (MYP), strengthening its educational continuum for students aged 11 to 16. Most recently, in 2024, the school achieved candidacy for the IB Career-related Programme (CP), with the aim of launching it in 2025. This addition will provide students with a new pathway that combines academic study with practical, career-focused learning, further enhancing the school's commitment to offering diverse educational opportunities for its students.

Currently the school has candidacy status for the Career-related Programme. The goal is to receive authorization to offer the CP from 2025-2026.

## Introduction of Subjects

In the coming years, our school plans to explore the possibility of expanding the range of Arts subjects offered in the Diploma Programme. We are particularly interested in launching a music programme, contingent upon the interests and enthusiasm of our students. This initiative aims to provide a broader and more diverse curriculum, catering to the varied artistic passions of our student body. We believe that by offering more choices, we can better support our students' creative development and academic growth.

## Growth of our school

### ISAlmere student numbers from 2011 - 2024



## **New building**

In September 2023, the International School Almere reached another important milestone by moving into a brand-new building, marking the beginning of an exciting new chapter. This move not only provided enhanced facilities and modern learning spaces for students and staff, but also initiated the journey of two schools under one roof. Sharing the campus with the International Primary School, this collaboration fosters a stronger sense of community and offers a seamless transition for students as they progress from primary to secondary education within a unified international environment. This development underscores the school's commitment to providing an innovative and cohesive learning experience.

## **Growth goals for the upcoming years**

The school aims to reach a total of 450 students by 2029. These numbers will be spread out over the Middle Years Programme, the Diploma Programme and Career-related Programme.

# Organizational leadership 5

## Het Baken

Het Baken is an organization responsible for overseeing five schools, including the International School Almere. As one of these schools, the International School Almere benefits from the broader vision and support provided by Het Baken, which ensures quality education and a shared commitment to student development across all its institutions.

Vibrant, colorful, and diverse—that is Almere. Het Baken reflects this society. Every student has their own story, which makes it impossible to offer education in a one-size-fits-all format. Tailored education is required. We make learning personal.

As in any society, within the ‘micro-community’ of Het Baken, there are shared norms, values, and standards of behavior. Our school culture is based on respect and compassion. We care for one another, learn from and with each other, give each other space, and hold each other accountable. Het Baken aims to be a shining example in raising awareness for the next generation.

A student brings the world into the school, and the school brings the world into the student’s life. Our education is successful when we guide this interaction in a safe and inspiring way, ultimately preparing young people to not only find their place in society but also to contribute to it.

For more information about Het Baken, please click [here](#)



## Dutch International Schools (DIS)

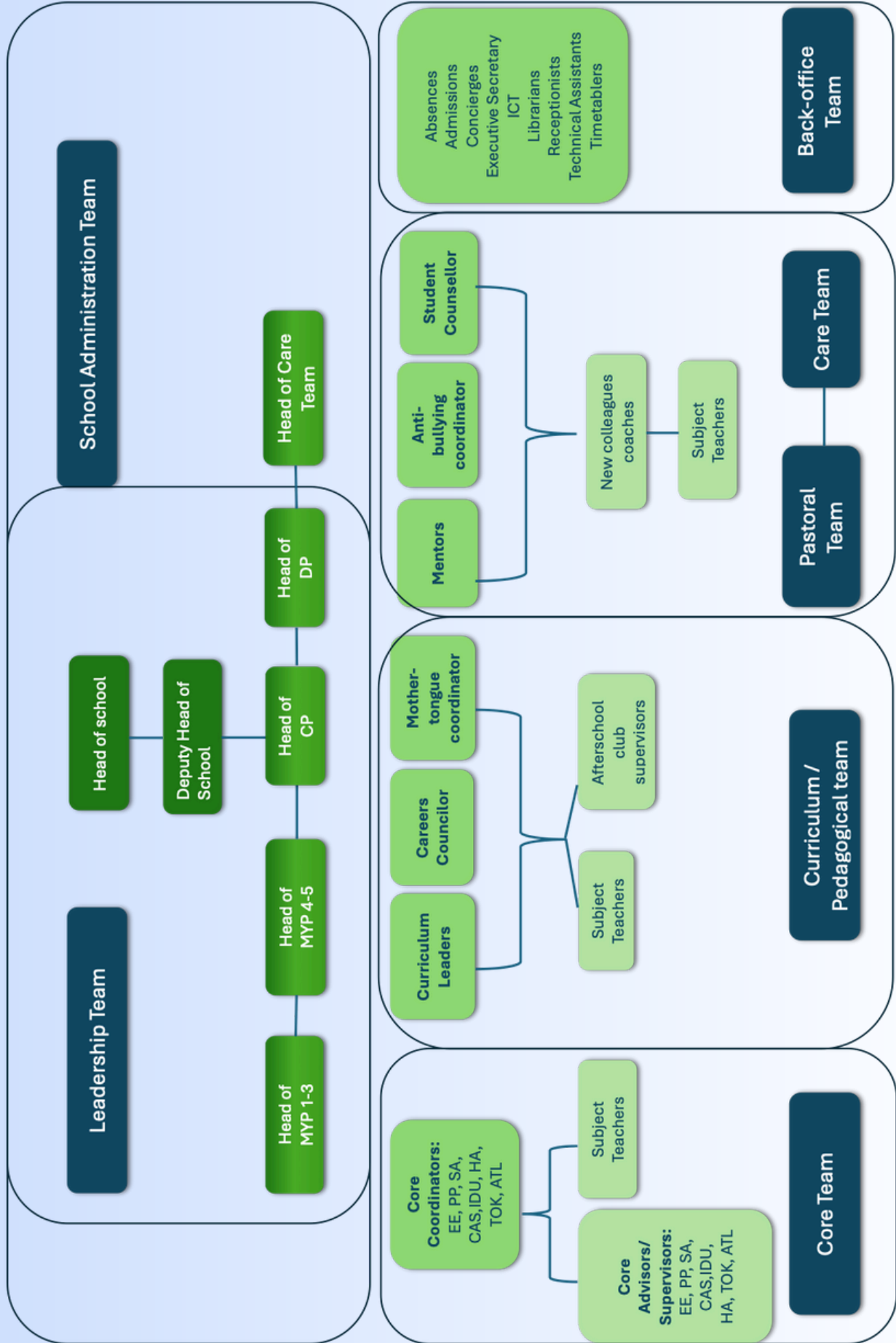
DIS currently consists of more than 20 primary schools, the Dutch International Primary Schools (DIPS) and nearly 20 secondary schools, the Dutch International Secondary Schools (DISS). DIS aim to meet the needs of the Dutch and international business communities and their employees by providing fitting education for children with a foreign nationality during their stay in the Netherlands, or Dutch student from families who return to the Netherlands after living abroad. DIS deliver recognized international curricula, enabling students to seamlessly continue their education anywhere in the world.

Not only our students, but also our staff come from all over the world. We work together with the idea that although we are all equal, we do not all have to be the same. Home languages, cultures and beliefs are celebrated in our schools. We are grounded in our own culture, yet curious about others.

If you would like to learn more about DIS, please click [here](#).



# Organizational Chart



## Finance

The International School Almere operates within the organizational structure of Het Baken, with its financial management handled in close collaboration with the broader organization. The school receives government subsidies for each enrolled student, which allows it to fall under the IGVO (International Secondary Education) regulation. This regulation imposes specific requirements regarding student admissions to ensure accessibility and compliance with national standards. In addition to government funding, the school also receives contributions from parents, which help enhance the educational experience. The amount of this parental contribution is determined in consultation with the School Participation Council (DR), ensuring that all decisions are made transparently and with input from the school community. The school does not provide sponsorship to students and currently has no intention of offering sponsorship in the future.

For more information about the specific requirements, please click [here](#).



## ICT

For admissions purposes, the International School Almere utilizes OpenApply, a platform developed by the Faria group. Moving forward, the school plans to work more closely with Faria to further streamline the application process, making it more efficient and user-friendly for prospective families and school administrators alike. All students automatically receive an Office 365 account, which facilitates communication and access to digital tools.

The main platform students use for their academic management is ManageBac, also from the Faria group. Additionally, Zermelo and SOMtoday are primarily used by students for timetable updates. To support students academically across various subjects, the school integrates other educational platforms, including Education Perfect, Kognity, and InThinking. In collaboration with the ICT department, SharePoint has been developed to help students navigate all these platforms seamlessly, ensuring easy access and an organized digital learning environment.

# Educational models 6

## The International Baccalaureate

Our educational framework at the International School Almere is built on the International Baccalaureate (IB) philosophy, which emphasizes holistic education, critical thinking, and global citizenship. Through the IB programmes, we aim to develop students who are inquisitive, knowledgeable, and compassionate, equipping them with the skills needed to succeed in an interconnected world. The IB's rigorous academic standards, combined with a focus on personal development, ensure that our students are well-prepared for both higher education and meaningful contributions to society.

## The 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 organization works with schools, governments and international organizations 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 people, with their differences, can also be right.



## The IB learner profile

The IB Learner Profile is central to the culture and values of the International School Almere. It shapes not only our academic programmes but also the way we engage with the world around us. The ten attributes of the Learner Profile—such as being open-minded, reflective, principled, communicators, thinkers, knowledgeable, caring and risk-takers—serve as a foundation for personal growth and character development. By embracing these qualities, students become more effective learners and responsible global citizens, prepared to contribute positively to their communities and beyond. The Learner Profile is woven into all aspects of school life, guiding both teaching and learning.

## Our focus for the upcoming years

In collaboration with the International Primary School, we will focus on finding more explicit ways to embed the IB Learner Profile within our school community, involving both staff and students. This is one of the key collaborative projects we will undertake with the primary school, aiming to create a consistent and unified approach to fostering the IB attributes across all age groups. The curricular foundation of an IB education, captured in the Approaches to Learning (ATL) and the Approaches to Teaching (ATT) has been developed and refined over the past five years, and this framework will act as a springboard to further integrate and emphasize the IB Learner Profile. By strengthening the presence of the Learner Profile in daily school life, we ensure that these values become an integral part of our students' development from primary through secondary education.



# Curriculum

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## **Middle Years Programme (MYP)**

The Middle Years Programme (MYP) is a comprehensive educational framework designed by the International Baccalaureate (IB) for students aged 11 to 16. It emphasizes intellectual challenge, encouraging students to make practical connections between their studies and the real world. The MYP promotes holistic learning by focusing on interdisciplinary study, personal development, and global mindedness. Through eight subject groups, students develop essential skills, such as critical thinking, communication, and research, while also engaging in community service and personal projects. The MYP prepares students for further education, including the IB Diploma Programme or Career-related Programme, and equips them with the tools to become active, responsible global citizens.

### **Our focus in the Middle Years Programme.**

#### **Teaching and learning in context**

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world. Using global contexts, the MYP students develop an understanding of their common humanity and shared guardianship of the planet.

#### **To enhance teaching for conceptual understanding**

Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.

## Utilizing Approaches to Learning (ATL) and Approaches to Teaching (ATT) for an inquiry-based classroom

As a unifying thread throughout all MYP subject groups, ATL's provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. The ATL's therefore form the basis of an inquiry-based classroom, as they focus on developing and applying social, thinking, research, communication and self-management skills.



## **The Middle Years Programme offers the following subject groups:**

1. Language and Literature (English and Dutch)
2. Language Acquisition (English, Dutch, Spanish and French)
3. Mathematics
4. Arts (Theatre, Visual Arts and Music)
5. Sciences (Integrated Sciences, Physics, Chemistry and Biology)
6. Physical and Health Education
7. Individuals and Societies
8. Product Design

In MYP1: Students choose between French and Spanish

In MYP4: Students choose one of the three Arts subjects (Music, Visual Arts or Theatre).

In MYP5: Students choose two of the three Science subjects (Biology, Chemistry, Physics).

In MYP4 and MYP5: Students may choose Design Technology as an additional subject.

## Overview of total amount of lesson hours (60 minutes) per subject: MYP1-3

Subject Areas	MYP1	MYP2	MYP3
Language and Literature			
Dutch	2	2	2
English	2	2	2
Language acquisition			
Spanish	2	2	2
French	2	2	2
Dutch	2	2	2
English	3	3	3
Mathematics	2	2	2
Arts			
Visual Arts	1	1	2
Theatre	1	1	2
Music	1	1	2
Design Technology	2	2	2
Integrated Sciences	3	3	3
Physical and Health Education	2	2	2
Individuals and Societies	2	2	2
Mentor	2	2	2
Core hour (Service as Action)	0,5	0,5	0,5

## Overview of total amount of lesson hours (60 minutes) per subject: MYP4-5

Subject Areas	MYP4	MYP5
Language and Literature		
Dutch	2	2
English	2	3
Language acquisition		
Spanish	2	2
French	2	2
Dutch	2	2
English	2	2
Mathematics	2	2
Arts		
Visual Arts	2	2
Theatre	2	2
Music	2	2
Design Technology	2	2
Sciences	3	3
Biology	1	2
Chemistry	1	2
Physics	1	2

Physical and Health Education	2	2
Individuals and Societies	3	3
Mentor	2	2
Core hour (Service as Action, Personal Project)	0,5	1

# The Role of the Library

## MYP1-3

### **Promote Inquiry-Based Learning:**

Ensure the library supports the development of essential skills for inquiry-based learning, such as research techniques, critical thinking, and information literacy.

This may include:

- Integrating library sessions into subject-area units to teach research skills.
- Providing access to a variety of high-quality print and digital resources.
- Collaborating with teachers to design inquiry-driven research projects.

### **Develop a Diverse and Inclusive Collection:**

Curate a library collection that reflects the diverse backgrounds, perspectives, and interests of the school community.

This could involve:

- Regularly reviewing and updating the collection to address gaps and ensure representation.
- Seeking suggestions and recommendations from students, teachers, and the broader community on collection development.
- Promoting awareness and use of the diverse collection through book displays, author visits, and other library programmes.

### **Foster reading for pleasure:**

Implement initiatives to encourage and support recreational reading among students. This might include:

- Organizing book clubs, reading challenges, and author visits.
- Maintaining an up-to-date collection of popular fiction and nonfiction titles.
- Providing comfortable and inviting spaces for students to read independently.
- Promoting reading platforms such as Sora.
- Taking part in reading programmes such as IRIS, including participation in the IRIS Bookbowl.

## **Support the IB Learner Profile:**

Align library resources and programming with the IB Learner Profile, helping students develop the attributes of principles, open-minded, caring, and other key learner characteristics. For example:

- Curating collections and displays that showcase diverse perspectives and global issues.
- Hosting workshops on academic integrity, citation practices, and responsible digital citizenship.
- Collaborating with teachers to integrate the Learner Profile into research assignments and projects.
- Utilization of platforms to support promotion of the IB Learner Profile such as The Day.

## **Integrate Technology for Learning:**

Leverage technology to enhance the library's resources and services, supporting students' and teachers' needs for digital learning. This could involve:

- Providing access to online databases, e-books, and other digital resources.
- Offering training and support for using educational technology tools.

## **Strengthen collaboration with teachers:**

Foster partnerships with classroom teachers to align library resources and instruction with the curriculum. This may include:

- Regularly meeting with teachers to understand their instructional needs and plan collaborative projects.
- Providing professional development opportunities for teachers on effective use of library resources.
- Participating in curriculum review and development processes to ensure the library's alignment.

## **Cultivate a vibrant learning environment:**

Create a library space that inspires curiosity, discovery, and a love of learning. Strategies could include:

- Designing flexible, multifunctional spaces for individual and collaborative work.
- Showcasing student work, displays, and exhibits to celebrate learning.
- Hosting events, workshops, and extracurricular activities that engage the school community.

## **Support the MYP Personal Project:**

Provide extensive resources, guidance, and collaboration to support students in completing their MYP Personal Projects. This could include:

- Curating a collection of exemplar projects and research materials.
- Offering workshops on research methods, academic integrity, and project management.
- Collaborating with teachers to integrate the library's resources and services into the Personal Project process.

## **Promote Interdisciplinary Connections:**

Facilitate the use of the library to foster interdisciplinary learning and make connections across subjects. This may involve:

- Collaborating with teachers to design cross-curricular research projects and units.
- Highlighting library resources that span multiple disciplines.
- Hosting events or displays that showcase interdisciplinary learning.

## **Develop advanced research skills:**

Enhance the library's ability to teach and support advanced research skills required for MYP 4 and 5 students. This could include:

- Providing workshops on literature reviews, data analysis, and citation management.
- Integrating library sessions into preparing MYP5 students for extended essay and DP research skill development.
- Offering individualized research coaching sessions for students working on complex projects.

## **Cultivate digital literacy and citizenship:**

Empower students to become responsible, ethical, and effective users of digital information and technologies. This may involve:

- Delivering workshops on digital research techniques, online safety, and academic integrity.
- Collaborating with the relevant department to ensure appropriate use of digital resources.
- Highlight the library's role in supporting digital learning and collaboration.

## **Strengthen connections to the community:**

Leverage the library's resources and services to build stronger connections with the broader school community. This could include:

- Hosting occasional events in the library that engage families.
- Collaborating with local organizations and libraries or universities to provide enrichment opportunities.
- Promoting the library's role in supporting the school's mission and values.

## **Foster student leadership and agency:**

Provide opportunities for students to take on leadership roles and exercise agency within the library. This may involve:

- Establishing a student library advisory board or volunteer program.
- Empowering students to curate displays, lead book clubs, or facilitate workshops.
- Inviting student input on the development of library policies, collections, and services.

## **Strengthen Professional Collaboration:**

Deepen the library's collaboration with teachers, administrators, and other specialists to enhance the delivery of library services. This could include:

- Regular meetings to align the library's resources and programming with school priorities.
- Joint professional development opportunities to share best practices and innovative approaches.
- Participation in curriculum review, accreditation, and strategic planning processes.

## **Our focus for the upcoming years:**

### **MYP1-3**

#### **Smooth Transition from Primary to MYP:**

To ease the transition for students moving from a non-IB primary system into the MYP, helping them acclimate to the program's expectations and philosophy.

- Establish a transition program that includes workshops, introductory lessons on MYP frameworks, and Q&A sessions for both students and parents. Implement "bridging" units between Y6 and MYP1 that ease students into inquiry-based and interdisciplinary learning.
- Schedule orientation sessions for parents, explaining MYP assessment practices, the IB Learner Profile, and the philosophy behind inquiry-based learning.
- Additionally, work closely with primary teachers to ensure alignment on key skills, such as research and critical thinking, to support a smoother progression.

## **Creating a Clear Academic Structure to Embrace the IB Ethos:**

To define a transparent academic framework that guides students and families through IB expectations and creates a supportive environment for understanding and embracing IB's values and methodologies.

- Actions: Set up clear communication channels with parents regarding MYP assessments, subject expectations, and overall structure, using workshops, newsletters, and family meetings.
- For students, ensure a consistent approach in assessments and feedback across subjects to foster academic clarity and continuity.
- Integrate regular reflection opportunities, helping them relate to the values of the program and develop an understanding of how these relate to their personal growth.

## **Promoting Action-Based Learning Practices Aligned with the IB Learner Profile**

To cultivate action-oriented learning that aligns with the IB Learner Profile and encourages students, teachers, and families to engage meaningfully with the community and apply learning beyond the classroom.

- Integrate service-learning projects within each year, connecting classroom knowledge with community needs and encouraging students to take action based on their learning.
- Encourage family involvement by inviting them to participate in service projects or sharing in student reflections about their experiences, fostering a community of shared values.

## **Strengthening Interdisciplinary Learning and Collaboration:**

To encourage interdisciplinary connections that mirror real-world learning, helping students see how different subjects relate and fostering critical thinking.

- Implement annual cross-curricular projects that link subjects around a central theme.
- Provide teachers time to co-plan interdisciplinary units that reinforce key skills.
- Engage students in project-based learning to build critical thinking and prepare for advanced interdisciplinary work in upper MYP years.

## **MYP4-5**

### **Improvement in MYP eAssessment Results**

To improve the school average for all subjects. Aim to be closer or greater than the world average; all students should achieve a grade higher than “2” for all their subjects.

### **Analyzing academic performance data across curriculum and across year levels**

This data will provide insightful information, which will in turn help to make sound decisions based on knowledge, experience, and good judgement. Additionally, all the online platforms we use can facilitate the efficient collection and analysis of assessment data, allowing teachers to track student performance over time. This data-driven approach enables teachers to identify trends, adjust instruction based on assessment results, and make informed decisions about curriculum adjustments.

### **Implementation of Inquiry-Based Learning Across Subjects**

Provide professional development for teachers to design and implement inquiry-based units that encourage students to ask questions, investigate, and draw conclusions. Develop school-wide strategies to foster student-led inquiry in all subjects, making room for interdisciplinary connections.

### **Making eAssessment materials accessible to teachers and students**

Working together with the IB to ensure that past eAssessment materials, including markschemes are more accessible, which is currently an issue due to software updates.

### **Deepening Integration of the IB Learner Profile**

Creating opportunities within subject units for students to reflect on and demonstrate IB Learner Profile attributes, designing school-wide initiatives, connecting activities to the IB Learner Profile.

## Career-related Programme (CP)

At the time of publication, ISAlmere is a Candidate School for the Career-related Programme (CP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that ISAlmere believes is important for our students.

The IB Career-related Programme (IBCP) is an innovative educational framework designed for students aged 16 to 19 who wish to combine academic learning with practical, career-focused studies. It offers a flexible, tailored pathway that integrates the rigorous IB Diploma Programme courses with career-related studies and real-world experience. The IBCP focuses on developing students' personal and professional skills, such as critical thinking, communication, and time management, while also emphasizing international-mindedness and ethical responsibility. This programme is ideal for students looking to pursue specific career fields or vocational studies, preparing them for both higher education and the workforce.

### Our focus in the Career-related Programme:

- Academic Strength - Students engage in at least two IB Diploma Programme courses, providing a strong academic foundation in subjects of their choice.
- Career-Related Learning - Students pursue career-specific courses, allowing them to gain practical skills and knowledge relevant to their intended professional fields.
- Personal and Professional Skills Development - The IBCP emphasizes critical life skills such as communication, critical thinking, time management, and ethical decision-making, preparing students for both higher education and successful careers.



## **The Career-related Programme offers the following:**

### **The following two DP subjects:**

- Business
- Mathematics AI

### **A career study (BTEC) in IT and Business**

An important part of the CP are the career-related studies (CRS). Our school will specialize in the Information Technology (IT) pathway, offering students a unique opportunity to develop technical skills and knowledge. As part of the CRS, students will undertake a BTEC Diploma in IT and Business, which provides industry-relevant training in areas such as website development, coding, and data analytics. This program emphasizes hands-on learning and equips students with the skills to succeed in the ever-evolving IT industry.

### **The following core components are also developed:**

#### **Language development**

The IBCP Language Development course is designed to ensure that students continue to strengthen their language proficiency in a second language, essential for their personal and professional growth in a globalized world. The course is flexible and tailored to the student's current language level, focusing on practical language use in various real-world contexts. It helps students develop communication skills that enhance their cultural understanding and global perspective, supporting both their career-related studies and future international opportunities. This course is an integral part of the IBCP, reinforcing the programme's emphasis on intercultural competence and communication.

#### **Service learning**

The IBCP Service Learning component encourages students to engage in meaningful community service that connects directly to their career-related studies. It allows students to apply their knowledge and skills in real-world situations, fostering social responsibility and a deeper understanding of the needs of others. Through service learning, students develop key personal and professional skills, such as collaboration, problem-solving, and empathy, while making a positive impact on their communities. This experience not only enriches their academic journey but also helps shape them into compassionate, globally minded individuals ready to contribute to society.

## Reflective project

The IBCP Reflective Project is a key component of the Career-related Programme, allowing students to deeply explore an ethical issue related to their career pathway. Through independent research and critical analysis, students examine the issue from multiple perspectives, demonstrating their understanding of ethical principles and how they apply to real-world situations.

The Reflective Project helps develop students' research, writing, and critical thinking skills while encouraging personal reflection on the impact of ethical decisions in their future careers. It serves as a significant opportunity for students to showcase their learning and connect their studies to the world around them.

## Personal and professional skills

The IBCP Personal and Professional Skills (PPS) course is designed to help students develop the essential skills needed for both personal growth and career success. It focuses on areas such as communication, ethical decision-making, intercultural understanding, and critical thinking. Through practical learning experiences and reflective activities, students gain a deeper understanding of how to navigate complex professional environments while maintaining personal integrity and global awareness. The PPS course plays a crucial role in preparing IBCP students to become adaptable, reflective, and responsible individuals in both their personal lives and future careers.

## Overview of total amount of lesson hours (60 minutes) per subject in CP

DP Subjects	CP1	CP2
Mathematics AI SL	3	2
Business	3	2
English A	3	2
Project-time (self-directed study)	1,5	1,5
Career-related study		
Information Technology BTEC	9	9
Business BTEC	3	3
CP Core Components		
Personal and Professional Skills	2	1
Reflective Project	1	1
Service Learning	1	1
Language Development	2	2
Other		
Mentor	2	2

## The role of the Library

### Support Career-focused research and exploration:

Provide resources, guidance, and collaboration to help CP students explore potential career paths, develop career-relevant skills, and complete career-focused research projects. This could include:

- Curating a collection of industry-specific journals, trade publications, magazines and career-focused databases.
- Offering workshops on job search strategies, resume writing, and professional networking.
- Collaborating with career counsellors and industry partners to connect students with relevant resources.

### Integrate Career-Relevant Information Literacy:

Ensure CP students develop the information literacy skills necessary for effective career-focused research and decision-making. This may involve:

- Delivering workshops on evaluating online sources, data analysis, ethical dilemmas and citation practices for career-related projects.
- Collaborating with CP subject teachers to integrate information literacy instruction into the curriculum.
- Providing one-on-one research assistance tailored to students' career exploration and planning needs.

### Promote Work-Integrated Learning and Industry Partnerships:

Leverage the library's role to support work-integrated learning opportunities and strengthen industry partnerships for CP students. This could include:

- Curating resources on apprenticeships, internships, and other workplace-based learning experiences.

## **Develop Digital Fluency for the Workplace:**

Ensure CP students gain the digital skills and competencies necessary for success in their future careers. This may involve:

- Providing training on workplace productivity tools and other career-relevant technologies.
- Highlighting the library's role in supporting the development of digital citizenship and cybersecurity awareness.

## **Cultivate a Community of Lifelong Learners:**

Position the library as a hub for fostering a school-wide culture of continuous learning and professional development, particularly for CP students. This could include:

- Collaborating with the school's career counseling services to provide resources and support for students' ongoing career planning and growth.
- Encouraging CP students to take on leadership roles within the library or serve as mentors for younger students.
- Highlighting library resources that support the development of the IB Learner Profile attributes.

## **Our focus in the upcoming years:**

- July 2025: Start CP with a first cohort of at least 10 students.
- July 2026: Second cohort of CP of at least 10 students.
- July 2027: The first CP cohort all graduate; third cohort of CP of at least 12 students.
- July 2028: Second CP cohort have a 90% success rate in their graduation; fourth CP cohort of at least 15 students.
- July 2029: Third cohort have a 90% success rate in their graduation; add a new career-related studies (CRS) pathway to the CP
- Foster Industry and Community Partnerships.
- Enhance IT Relevant Curriculum Offerings.
- Support Development of Personal and Professional Skills.
- Strengthen Global and Ethical Awareness Components.
- Establish a comprehensive language development plan that enables each student to achieve functional proficiency in a second language relevant to IT.

## The Diploma Programme (DP)

The International Baccalaureate Diploma Programme (IBDP) is a challenging, two-year educational programme for students aged 16 to 19. It offers a balanced curriculum that promotes academic excellence while fostering critical thinking, research skills, and a global perspective. Students take six subjects across various disciplines, including languages, sciences, and the arts, and complete three core components: the Extended Essay, Theory of Knowledge, and Creativity, Activity, Service (CAS). The IBDP is widely recognized by universities worldwide, preparing students for higher education and equipping them with the skills to succeed in a rapidly changing global society.

### Our focus in the Diploma Programme

**Academic Rigor** - Students study six subjects across a broad range of disciplines, ensuring both depth and breadth of knowledge, while developing strong research, analytical, and critical thinking skills.

**Core Components** - The IBDP includes three core elements—Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS)—which promote critical reflection, independent research, and engagement in the community.

**Global Perspective** - The IBDP emphasizes international-mindedness and intercultural understanding, preparing students to navigate and contribute to an interconnected, globalized world.



## The Diploma Programme offers the following subjects:

Group 1: Language and Literature	
English	HL/SL
Dutch	HL/SL
School supported Self-taught Language	SL
Group 2: Language acquisition	
English B	HL/SL
Dutch ab initio	HL/SL
French B	HL/SL
Spanish B	HL/SL
Group 3: Humanities	
History	HL/SL
Global Politics	HL/SL
Economics	HL/SL
Business	HL/SL
Environmental systems and societies	HL/SL
Group 4: Sciences	
Biology	HL/SL
Chemistry	HL/SL
Physics	HL/SL

Product Design	HL/SL
Environmental Systems and Societies	HL/SL
<b>Group 5: Mathematics</b>	
Mathematics Analysis and Approaches	HL/SL
Mathematics Applications and Interpretations	HL/SL
<b>Group 6: Arts</b>	
Visual Arts	HL/SL
Music	HL/SL

## Overview of total amount of lesson hours (60 minutes) per subject in DP1

Group 1: Language and Literature	HL	SL
English	3	2
Dutch	N/A	2
School supported Self-taught Language	N/A	1
Group 2: Language acquisition		
English B	3	2
Dutch ab initio	NA	2
French B	3	3
Spanish B	3	2
Group 3: Humanities		
History	4	3
Global Politics	4	3
Economics	4	3
Business	4	3
Environmental systems and societies	3	2
Group 4: Sciences		
Biology	4	3
Chemistry	4	3
Physics	4	3

Product Design	4	3
Environmental Systems and Societies	3	2
<b>Group 5: Mathematics</b>		
Mathematics Analysis and Approaches	4	3
Mathematics Applications and Interpretations	4	3
<b>Group 6: Arts</b>		
Visual Arts	4	3
Music	4	3
<b>Other</b>		
Mentor	2	
TOK	2	
Core hour (CAS, Extended Essay)	1	

## Overview of total amount of lesson hours (60 minutes) per subject in DP2

Group 1: Lanugage and Literature	HL	SL
English	4	2
Dutch	N/A	2
School supported Self-taught Language	N/A	1
Group 2: Lanugage acquisition		
English B	3	2
Dutch ab initio	NA	2
French B	3	2
Spanish B	3	2
Group 3: Humanities		
History	3	2
Global Politics	3	2
Economics	3	2
Business	3	2
Environmental systems and societies	3	2
Group 4: Sciences		
Biology	3	2
Chemistry	3	2
Physics	3	2

Product Design	3	2
Environmental Systems and Societies	3	2
<b>Group 5: Mathematics</b>		
Mathematics Analysis and Approaches	3	2
Mathematics Applications and Interpretations	3	2
<b>Group 6: Arts</b>		
Visual Arts	3	2
Music	3	
<b>Other</b>		
Mentor	2	
TOK	1	
Core hour (CAS, Extended Essay)	1	

## **The role of the Library**

### **Support Academic research and writing:**

Provide exceptional resources, instruction, and support to help DP students excel in their academic research and writing, including the Extended Essay.

This could involve:

- Curating an extensive collection of scholarly databases, journals, and reference materials
- Offering workshops on research methods, academic integrity, citation practices, and academic writing
- Providing one-on-one research consultations and writing support for DP students

### **Promote the IB Learner Profile and Approaches to Learning:**

Align the library's resources and programming to reinforce the development of the IB Learner Profile attributes and Approaches to Learning skills. This may include:

- Curating collections and displays that reflect diverse perspectives and global issues
- Offering workshops on critical thinking, information literacy, and lifelong learning strategies
- Collaborating with teachers to integrate the Learner Profile and Approaches to Learning into DP coursework

### **Develop Advanced Digital Literacy and Citizenship:**

Empower DP students to become sophisticated, ethical, and responsible users of digital information and technologies. This could involve:

- Providing workshops on digital research, and academic integrity in the digital age
- Collaborating with the relevant department to ensure secure and ethical use of online resources
- Highlighting the library's role in supporting collaborative, cloud-based learning

## **Facilitate Personalized Learning Pathways:**

Leverage the library's resources and services to support DP students in pursuing their unique academic and extracurricular interests. This may include:

- Offering personalized research assistance and book recommendations
- Hosting student-led clubs, workshops, or maker activities based on student interests
- Collaborating with counselors to connect DP students with relevant library resources

## **Strengthen Connections to Higher Education and Careers:**

Enhance the library's ability to prepare DP students for the transition to higher education and future careers. This could involve:

- Curating a collection of university and career-focused resources
- Hosting workshops on college applications, scholarship opportunities, and job-seeking skills

## **Cultivate a Culture of Inquiry and Lifelong Learning:**

Position the library as a hub for fostering a school-wide culture of inquiry, critical thinking, and lifelong learning. This may include:

- Hosting author events, or panel discussions on contemporary issues
- Collaborating with the school's IB Coordinator to align the library's initiatives with the IB mission
- Encouraging DP students to take on leadership roles in the library and share their knowledge with the community

## **Our focus in the upcoming years:**

### **Prepare for a smooth transition to DP online examinations.**

Facilitate access to the IB communication, resources, conduct mock online exams to familiarize students and staff with the platform and resolve potential issues.

### **Enhance inquiry-based teaching and deepen commitment to the IB learner profile.**

Further embrace inquiry-based teaching approaches that explicitly connect to the IB learner profile attributes.

### **Integrate AI into teaching and learning, focusing on its ethical and efficient use.**

Facilitate access to information regarding AI, establish guidelines for ethical and effective AI use in the classroom.

### **Explore new opportunities to offer additional subjects.**

Consult regularly with students, parents, and staff to identify possible demands for new subjects. This goal creates a structured approach to expanding subject offerings based on the interests and needs of the school community.

### **Embrace the Careers Programme (CP) as a new education program and create opportunities to link DP and CP.**

Create collaborative opportunities for the DP and CP students and staff.

### **Foster a positive and supportive team culture, prioritizing student and staff well-being.**

Implement regular well-being check-ins for the DP students and staff to monitor and support mental and emotional health.

## Language development

At our school, we are committed to supporting language development on three key levels to foster the holistic growth of our students as global citizens. First, we focus on developing English as an academic language, ensuring that students are equipped with the skills necessary to succeed in an English-speaking academic environment. Second, we emphasize the importance of learning an additional language through our acquisition language programmes, helping students gain intercultural understanding and communication skills. Lastly, we actively support the development of students' home languages, recognizing the value of maintaining their cultural identity and enhancing cognitive development. By nurturing these three levels of language proficiency, we prepare our students to thrive in an interconnected world. Additionally, we offer school-supported self-taught languages for students who wish to study a language not offered in the standard curriculum. For these students, we provide external tutors to guide and support their language learning journey. By nurturing these various levels of language proficiency, we prepare our students to thrive in an interconnected world.



## The Library

### Curate a Diverse Collection of Language Resources:

Develop a robust and diverse collection of print, digital, and multimedia resources that support language learning across all IB programmes. This may include:

- Books, magazines, and newspapers in multiple languages.
- Bilingual dictionaries, thesauruses, and reference materials.

### Promote Multilingual and Intercultural Awareness:

Leverage the library's resources and programming to foster a school-wide culture of multilingualism and intercultural understanding. This could involve:

- Book clubs, and cultural celebrations that highlight diverse languages and perspectives.
- Collaborating with language teachers to integrate library resources into curriculum units and language-focused projects.
- Developing displays and exhibits that showcase the linguistic and cultural diversity within the school community.

### Provide Language-Specific Research Support:

Equip the library staff with the knowledge and skills to assist students in conducting research and completing assignments in multiple languages. This may include:

- Offering workshops on citation practices, academic integrity, and research methods for multilingual sources
- Providing one-on-one research consultations to help students navigate language-specific resources

## **Integrate Language Learning into Library Programming:**

Incorporate language learning and cultural exploration into the library's events, workshops, and extracurricular activities. This could involve:

- Hosting language-focused book clubs, conversation groups, or film screenings
- Collaborating with student language clubs or organizations to co-create library-based initiatives.

## **Support Mother-Tongue and Heritage Language Development:**

Ensure the library's resources and services cater to the needs of students who are developing or maintaining their mother-tongue or heritage languages. This may include:

- Acquiring books, magazines, and digital resources in a wide range of mother-tongue and heritage languages.
- Providing space and resources for mother-tongue or heritage language study groups or reading clubs.
- Collaborating with language teachers and families to identify and address gaps in the library's mother-tongue and heritage language collections.

## **Foster Collaboration with Language Teachers and Specialists:**

- Strengthen partnerships between the library and language teachers, coordinators, and other language specialists to align resources, instruction, and programming. This may include:
- Regular meetings to discuss language-learning needs, share best practices, and plan collaborative initiatives
- Joint professional development opportunities to enhance language-focused library services and support
- Participation in curriculum review, language policy development, and other school-wide language-related processes.

## **Our focus in the upcoming years:**

### **Promote intercultural communication:**

Enable students to use language as a bridge across cultural divides, fostering mutual understanding and respect among diverse cultural backgrounds.

### **Enhance multilingual proficiency:**

Develop skills in speaking, reading, writing, and listening to allow students to learn effectively in multiple languages, including English and Dutch as compulsory subjects, and additional languages like French or Spanish.

### **Value and support home languages:**

Encourage students to maintain and develop their home language, recognizing it as essential for personal growth and further language acquisition. Provide resources and opportunities, such as language clubs, to support students' linguistic identities.

### **Cultivate contextual language skills:**

Help students understand and apply language appropriately in various situations, recognizing and selecting language that suits different social, academic, and cultural contexts.

### **Facilitate a smooth language progression:**

Structure language acquisition levels and phases to allow students to progress through the MYP, with clear criteria for advancement that support skill growth and preparation for DP language courses.

### **Encourage integration with local language and culture:**

Facilitate student integration into the local community by teaching Dutch as an additional language and offering cultural insights that enhance students' connection with the Netherlands.

## **Prepare for lifelong multilingualism:**

Equip students with lifelong learning skills in language, empowering them to appreciate multiple perspectives, use language as a tool for learning, and transition seamlessly into higher-level language studies in the DP.

## **Leverage library resources for language support:**

Collaborate with the library to provide diverse and accessible resources that support language acquisition and development, including multilingual books, digital tools, and research materials. Encourage library involvement in hosting events, such as reading clubs or language-focused workshops, to enhance students' engagement with language.

## **Foster a respectful language environment:**

Ensure that all teachers act as language facilitators and create a supportive environment where students feel comfortable expressing themselves, exploring, and refining their language skills across subjects.

## **Strengthen collaboration with the Primary School:**

Foster partnerships with the primary school to ensure continuity and alignment in language learning approaches. Host joint events, such as multilingual storytelling sessions, language celebration days, or cross-school reading challenges, to promote a shared enthusiasm for language learning across educational stages.

# Teaching and assessing 8

## Educational quality

At our school, we ensure high-quality education through a variety of carefully implemented strategies. We recruit staff who are experts in their respective fields, bringing a wealth of knowledge and experience to our classrooms. Additionally, we invest in the continuous professional development of our teachers, providing them with opportunities to enhance their skills and stay current with the latest educational practices. We are committed to delivering an education that aligns with the IB philosophy, focusing on inquiry-based learning, critical thinking, and the holistic development of students. Through these efforts, we maintain a dynamic and supportive learning environment that fosters academic excellence and personal growth.



# Teaching

## Approaches to Teaching for an inquiry-based practice guided by the IB learner profile

Our school encourages students to take an active role in their education by exploring questions, problems, and real-world challenges. This approach fosters curiosity and critical thinking, as students are guided to develop their own questions, investigate topics in-depth, and construct meaning through research and collaboration.

Teachers act as experts in their subjects and can facilitate students' learning process by providing support and resources. Inquiry-based learning promotes independence, creativity, and a deeper understanding of concepts, helping students to make meaningful connections between their studies and the world around them. Through this process, students embody the IB learner profile attributes which allows them to progress in their ability to show and live these 10 characteristics of an IB students.

## Approaches to learning for an inquiry-based classroom

To facilitate an inquiry-based classroom, our school will focus on teaching the ATL skills consciously to support this practice. The ATL skills should be used in the classroom as a vehicle for inquiry-based teaching. We have already identified essential skills from each ATL cluster - such as communication, research, social, self-management, and thinking skills - and will continue working to ensure these are taught intentionally across all subjects to support an inquiry-based approach to teaching. By embedding these essential skills into our teaching practices, we aim to equip students with the tools they need for an academic success and lifelong learning, fostering their ability to think critically, collaborate effectively, and manage their own learning in a rapidly changing world.

## Our focus in the upcoming years:

- Embed inquiry-based teaching at the heart of teacher's pedagogy at ISAlmere, through working intentionally with the IB inquiry cycle: Engage & Ask → Investigate & Create → Share & Reflect.
- Integrate the IB learner profile attributes structurally into everyday practices of teachers and students, by teaching, modelling, and reflecting on these as a part of inquiry-based teaching for conceptual understanding.
- Teaching the ten essential ATL skills to foster an inquiry-based approach to teaching, so students can transfer their competence in these skills to other subject and contexts.
- Begin to lay the foundation for a pedagogy based on conceptual understanding, by building a culture of thinking among teachers and students that is focused on investing, monitoring, and reflecting on conceptual understandings.

## Assessing

### Formative assessment

At our school, we utilize formative assessment as a key tool to provide a holistic learning experience for our students. Formative assessment allows teachers to continuously monitor student progress, offering real-time feedback that helps learners improve and refine their understanding. This approach encourages student reflection, self-regulation, and active participation in their learning journey, ensuring that teaching is adaptive and responsive to individual needs. Formative assessment aligns closely with the philosophy of the IB, which emphasizes inquiry-based learning, critical thinking, and personal growth. By focusing on the learning process rather than just outcomes, it fosters deeper understanding and supports the development of lifelong learning skills.

### Summative assessment

Summative assessment in an IB school serves to evaluate students' understanding and mastery of key concepts, skills, and knowledge at the end of a learning unit or course. Examples of summative assessments include written exams, research projects, oral presentations, and extended essays. These assessments provide a comprehensive picture of student achievement by measuring how well learners have met specific objectives. In the IB context, summative assessments also evaluate students' ability to apply critical thinking, problem-solving, and inquiry skills in real-world situations. This aligns with the IB's focus on developing well-rounded, reflective, and internationally-minded learners.

## **Our focus for the upcoming years:**

### **Enhance Alignment with IB Principles:**

- Ensure that all assessments, both formative and summative, are aligned with the IB philosophy by emphasizing critical thinking, inquiry-based learning, and real-world application of knowledge.
- Increase Use of Differentiated Assessment:
- Tailor assessments to accommodate diverse learning styles and abilities, providing varied opportunities for students to demonstrate their understanding and skills, such as through projects, presentations, and creative tasks.

### **Strengthen Feedback Mechanisms:**

- Focus on providing timely, constructive feedback to students, enabling them to reflect on their performance, identify areas for improvement, and take ownership of their learning journey.
- Integrate Technology in Assessment:
- Leverage digital tools to enhance both the assessment process and the analysis of student performance, making it easier to track progress, personalize learning, and offer immediate feedback.

### **Promote Teacher Collaboration in Assessment Design:**

- Encourage teachers to collaborate in developing assessment tasks and rubrics, ensuring consistency and fairness while fostering a shared understanding of assessment goals and standards across subjects.

### **Student-library projects**

#### **Establish a student library team:**

Select students who gain hands-on library experience in areas like collection management, user support, book-shelving and curation of resources as well as small library events.

## **Establish and support library related student-led clubs such as:**

- The school newspaper club
- Dungeons and dragons club
- Book club
- Journalling club
- Planning activities

## **Showcase and Celebrate Student Achievements:**

Create platforms and spaces within the library to highlight and celebrate the diverse range of student projects and accomplishments. This could involve:

- Hosting student exhibitions, presentations, or "Shark Tank"-style events to showcase student work
- Developing physical and digital displays that feature outstanding student projects and research
- Collaborating with the school community to recognize and reward student innovation and excellence.

## **Reporting cycle**

At our school, we publish report cards three times per year as part of the reporting cycle. The primary purpose of these report cards is to provide detailed information about students' academic performance and overall development. In addition to academic progress, the report cards include feedback on students' social growth and engagement with key core components such as Service as Action, CAS (Creativity, Activity, Service), the Personal Project, and the Extended Essay. After the release of report cards 1 and 2, parents are invited to meet with teachers to discuss their child's progress, ensuring open communication and collaborative support for the student's development.

## **Student feedback**

As part of the evaluation cycle, students are given the opportunity to provide valuable feedback for their teachers on various topics. This includes classroom management, the effectiveness of instruction and curriculum, student motivation, and the implementation of International Baccalaureate (IB) specific components. This feedback helps teachers understand their strengths and areas for improvement, ultimately enhancing the overall educational experience.

## **Reflective cycle**

The reflective cycle for staff in the school is designed to foster continuous professional growth and development. It includes three reflective conversations with management throughout the year, where the results of student evaluations are also discussed. Additionally, management conducts lesson visits to observe teaching practices firsthand. Colleagues provide 360-degree feedback, offering a comprehensive view of each staff member's performance. The primary goal of this cycle is to help staff identify their strengths and areas of improvement. By doing so, management and staff can collaboratively plan targeted professional development opportunities that enhance individual capabilities and contribute to the overall success of the school.

## **Our goals for the upcoming years:**

### **Use of technology**

Implement digital tools and platforms to streamline the evaluation process, making it easier to collect, analyze, and share feedback.

### **Peer observations**

Encourage peer observations where teachers can observe each other's classes and provide feedback, fostering a collaborative environment.

### **Feedback loop**

Create a robust feedback loop where staff can discuss the evaluation process itself and suggest improvements, ensuring the system evolves based on their experiences and needs.

# Well-being of staff and students

# 9

## Students

### Student council

To better facilitate the student council in supporting the growth and development of the school, it is essential to provide them with regular opportunities to meet with school leadership and participate in decision-making processes. Offering training sessions on leadership and communication can empower council members to effectively represent their peers. Additionally, creating a structured feedback system where students can share their ideas and concerns with the council ensures that the student voice is heard and valued. Providing resources such as dedicating meeting space and access to school communication channels can further enhance their ability to contribute meaningfully to the school's development.

### Participation council

The two student representatives on the participation council are responsible for voicing the opinions, concerns, and suggestions of the student body. They attend council meetings, collaborate with other members, and contribute to discussions on school policies, programs, and initiatives.

By actively participating in these meetings, they can ensure that the student perspective is considered in decision-making processes. This involvement allows students to have a direct impact on the development of the school, fostering a sense of ownership and engagement in their educational environment. Through their contributions, the school can better address the needs and aspirations of its students, leading to a more inclusive and responsive educational community.

## Student houses

The introduction of six vertical student houses offers a unique opportunity for students to collaborate and support each other across different age groups. Each student becomes part of a smaller community within the larger school, fostering a sense of belonging and creating an advanced support network. By sharing responsibilities and participating in competitive activities, students can develop teamwork and leadership skills. This structure encourages positive interactions and friendships between students of various year levels, promoting a more inclusive and supportive school environment. The goal is to create a vibrant community where students feel connected and motivated to contribute to each other's growth and success.

## Our focus in the upcoming years:

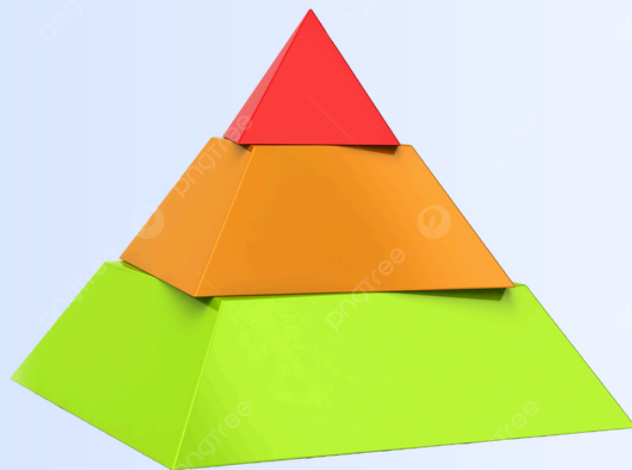
- Enhance student representation
- Strengthen the role of student representatives on the participation council and the student council by providing them with more training and resources, ensuring they can effectively contribute to school development.
- Foster collaboration through student houses
- Develop and expand the vertical student house system to enhance collaboration and support among students, promoting a sense of belonging and community
- Promote a culture of continuous improvement
- Cultivate a school-wide culture that values continuous improvement and professional growth for students, encouraging active participation in evaluation and development processes.

## The Student Support Team

The student support team is made up of the Care Team, the mentors and the Careers counsellor

### The Care Team

The Care Team consists of the Head of Care Team, who also acts as the school psychologist, and the school counsellor.



## **High quality teaching and support/intervention in class**

### **The teachers**

The teachers provide academic and pedagogical support. Where necessary they will escalate a case to the mentor.

### **The Mentors**

The mentors play a crucial role in supporting students' overall development and well-being. They serve as the first point of contact for both parents and teachers, facilitating effective communication and addressing concerns. Mentors closely monitor students' academic performance by tracking grades and attendance, ensuring that any issues are promptly identified and addressed. They also keep a watchful eye on students' social-emotional and physical well-being, providing guidance and support as needed. Where necessary they will escalate a case to the Care Team/Programme Coordinators.

This standard tier of support involves adapted adjustments, differentiation, accommodations, personalized learning, training (working skills etc.), IEP, group plans.

### **Anti-bullying coordinators**

The Anti-bullying coordinators provide support to teachers and mentors and will step in where it is determined that there was an act of bullying.

This support is usually sufficient for 85% of the student population.

## Internal support in school

The Care Team is responsible for providing individualized support to 15% of the student population.

The Head of the Care Team is the School psychologist and the first point of contact for mentors, and has a leading role in coordinating the internal and external care (referrals) for the students and oversees multi-problem support.

The Student counsellor is responsible for supporting students individually in the classroom, one-on-one student counselling and providing a variety of trainings to students such as working skills and performance anxiety.

The Care Team steps in when there is an acute problem or long-term problems where the limits of the standard support have been reached.

## External support

External organizations are involved in providing support to roughly 5% of the student population. This support is primarily provided by the Passend Onderwijs and Mental Health Care (GGZ). The head of the Care Team is responsible for escalating a matter to an external organization. Six-weekly care meetings take place with external specialists (Zorg Adviesteam; ZAT). Following these meetings, support is primarily provided by Passend Onderwijs and Mental Health Care.

## Group Plans and Individual Education Plans (IEP's)

At International School Almere, we implement group plans in every mentor class. A group plan is a preventive tool, that identifies the educational needs of our students, both individually and in groups, and organizes student-oriented interventions and action strategies for teachers. This approach ensures that we work towards set goals, allowing all teachers to follow a unified strategy. This unified approach helps us create a predictable, holistic learning environment that supports both emotional well-being and academic success.

The foundation for the group plans is established in the mentor class. Since students attend different classes for various subjects, teachers need to extract relevant information from the group plans to apply them effectively in their own classes. Occasionally, this means that teachers may receive information about strategies for specific students they do not teach.

This is a considered derogation from privacy laws, but it enables us to provide the necessary care for our students, helping them reach their highest potential. This exception has been discussed with and approved by the Dutch Data Protection Authority (Autoriteit Persoonsgegevens).

## Our focus in the upcoming years:

- After the introduction of the group plans, further professionalize them along with the associated meetings. Emphasize social-emotional learning, increase these development opportunities for students, and raise awareness among teachers.
- Strengthen the bridge between primary and secondary school by aligning programs more closely in terms of academic and social-emotional well-being.
- Implement structural student discussions, whether physically or digitally (as discussed this morning).
- Actively work with the IEP and support teachers in this, through workshops and individual meetings. Set up a flowchart indicating when the IEP is used and who takes on which role.

## The Mentor Program

Our Mentor Program is a robust and comprehensive initiative designed to support students throughout their educational journey at our school. This program covers a wide range of important topics, focusing on both personal development and career-readiness.

One of the key tools we use in our Mentor Program is the Unifrog platform. Unifrog is an all-in-one platform that helps students make informed decisions about their future. It provides resources for exploring career options, finding suitable higher education opportunities, and developing essential skills for the workplace.

Throughout the program, various topics are revisited and expanded upon in an age-appropriate manner, ensuring that students receive relevant and timely guidance at each stage of their development. Our goal is to equip students with the knowledge, skills, and confidence they need to succeed both academically and personally.

MYP1	
September	Positive Group Dynamics
October	Using Systems
November	Introduction to Unifrog: Using Personaliy and Interest Profiles Tactus Addiction Prevention
December	Diversity Study Skills
January	Confidence and self-esteem
February	Emotions
March	Self-care
April	Revision strategies Reflecting on academic progress
May	Relationships and conflict
June	Stereotyping
July	Celebratng the year
MYP2	
September	Respectful behaviour
October	Introduction to Unifrog
November	Responsible decision making - consent Group pressure
December	Challenging stereotypes Peer pressure - social influence
January	Media literacy Online safety
February	Talking about emotions

March	Confidence and self-esteem Body-image, physical and mental well-being
April	Reflecting on academic progress
May	Problem solving
June	Self-reflection
July	Celebrating the year
<b>MYP3</b>	
September	Respectful behaviour
October	Introduction to Unifrog
November	Discrimination and bullying
December	Challenging stereotypes Leadership
January	Coping with stress Confidence and self-esteem
February	Career profiles Good communication
March	Revision strategies Peer pressure and relationships
April	Online safety Reflecting on Academic progress
May	Addictioon prevention
June	Self-reflection
July	Celebrating the year

MYP4	
September	Respectful behaviour
October	Introduction to Unifrog
November	Mental Health Mental and physical changes Sexual health
December	Challenging stereotypes Relationships
January	Personal interests and Career profiles
February	Addition prevention
March	Body image Healthy lifestyle Bullying
April	Online safety
May	Study skills Mental well-being
June	Self-reflection
July	Celebrating the year
MYP5	
September	Setting goals
October	Introduction to Unifrog Future careers
November	Anti-bullying
December	Celebrating diversity
January	Preparing for mock exams
February	Resilience

March	Managing finances
April	Exam preparation
May	Recognizing strengths
June	Addiction prevention
July	Celebrating the year
DP	
September	Growth mindset
October	Introduction to Unifrog Managing stress and anxiety
November	Online profiles Inclusion and Diversity
December	Understanding anxiety
January	Mental health: finding support
February	Living independently Respectful relationships
March	Pregnancy Staying safe
April	Revision techniques Constructive criticism
May	Professional netwrking Writing a CV
June	Self-reflection
July	Celebrating the year

## The University and Careers Councillor

### Supporting Students

The career counsellor plays a pivotal role in guiding students through their educational and career pathways. This involves:

- **Curriculum Support:** Assisting mentors in delivering and teaching the career and university guidance curriculum. This includes supporting the MYP and DP coordinators in advising students on the importance and implications of subject selection prior to the Diploma Programme.
- **Individual Advising:** Providing personalized advice to students in the year before they enter DP courses, addressing individual queries as needed.
- **Regular Counseling:** Offering continuous, individual counselling to assigned students during the two years leading up to graduation. This covers the entire university application process, from subject selection and university shortlisting to personal statement writing and pre-departure preparations.
- **Parental Engagement:** Meeting regularly with parents, both individually and in groups, for DP1 and DP2 students. Hosting information sessions to discuss the university application process and keeping parents informed about various deadlines.
- **Application Support:** Writing references and recommendations for university applications, collaborating with IB coordinators and teachers to analyze student potential, and guiding students through the completion and submission of applications, including essays and transcripts.
- **Pre-Departure Preparation:** Organizing and delivering activities and information sessions to prepare graduating students for their university experience.

### Overseeing the Use of Unifrog

The career counsellor is also responsible for overseeing the use of Unifrog, a comprehensive platform designed to support students in making informed decisions about their future. Unifrog is used in the following ways:

- **Career and University Guidance:** Unifrog provides a wealth of resources, including career profiles, university information, and application guidance, helping students explore their options and make informed decisions.
- **Personalised Support:** The platform allows students to track their progress, set goals, and receive personalised advice based on their interests and academic performance.
- **Application Management:** Unifrog helps streamline the university application process by providing tools for writing personal statements, managing deadlines, and compiling necessary documents such as references and transcripts.
- **Interactive Lessons:** The platform includes a variety of interactive lessons and activities that align with the career and university guidance curriculum, making the learning process engaging and effective.

## Engaging with Universities and Other Institutions

The career counselor also ensures that the school maintains strong relationships with universities and other institutions by:

- Professional Affiliations: Maintaining affiliations with professional organizations such as CIS and IACAC, and attending relevant conferences.
- Representation: Representing the school at various meetings and conferences to build and maintain relationships with university representatives.
- University Visits: Planning and coordinating a calendar of university visits to the school, hosting these visits, and presenting background material to make the school and its students known to university representatives and admissions officers.
- Liaison: Keeping up-to-date with university information, including academic programs, admissions policies, scholarships, and financial procedures, and ensuring this information is communicated effectively to students and parents.

### Our goals for the upcoming years:

#### Enhance Student Support Services:

- Develop and implement a comprehensive career and university guidance curriculum that integrates Unifrog more effectively.
- Increase the frequency and depth of individual counseling sessions to ensure personalized support for every student.

#### Strengthen Parental Engagement:

- Organize more frequent and varied information sessions for parents, including workshops on university applications and financial planning.
- Create a dedicated online portal for parents to access up-to-date information and resources related to the university application process.

#### Expand University Partnerships:

- Establish new affiliations with additional professional organizations and universities to broaden the network of opportunities for students.
- Increase the number of university visits and interactions, ensuring students have access to a diverse range of institutions and programs.

### Leverage Technology for Better Outcomes:

- Fully integrate Unifrog into the school's career guidance processes, ensuring all students and parents are proficient in using the platform.
- Utilize data analytics from Unifrog to track student progress and tailor support services to meet individual needs more effectively.

### Professional Development and Training:

- Invest in continuous professional development for the career counselor and related staff to stay updated with the latest trends and best practices in career counseling and university admissions.
- Attend relevant conferences and workshops to enhance skills and knowledge, ensuring the school remains at the forefront of career guidance.

## Physical environment

To ensure a physically safe environment for our students and staff, the following aspects are focused on:

Regular maintenance and upkeep of all school facilities, including classrooms, playgrounds and sports equipment.

Clear safety policies and procedures for various activities, including emergency procedures for fire drills.

Adequate supervision during school hours, especially during recess and physical activities, to prevent accidents and respond quickly if they occur. Risk assessments are conducted regularly to identify potential hazards and implementing measures to mitigate them.

Implementing physical security measures such as secure entry points, surveillance systems, and controlled access to ensure that only authorized individuals can enter the school premises.

### Our focus in the upcoming years:

- Develop and regularly update emergency response plans for various scenarios such as fires, natural disasters, and lockdown situations.
- Conduct regular drills and training sessions for students and staff to ensure everyone knows how to respond in an emergency.

## Social environment

Ensuring the social safety of students is crucial because it fosters a supportive and inclusive environment where all students feel valued and respected.

Implementing comprehensive anti-bullying policies, providing access to mental health resources, and promoting an inclusive culture help prevent social and emotional challenges that can hinder a student's academic and personal growth. By addressing these aspects, schools can create a positive atmosphere that encourages students to thrive both socially and academically, ultimately contributing to their overall well-being and success.

## **We ensure a safe social environment for students and staff with the following policies and facilities:**

- A code of conduct for students, parents and staff;
- A social safety policy;
- A policy and procedure for child protection;
- An internal trust person for students and parents;
- An external trust person for staff;
- Regulations for reporting wrongdoings;
- A complaints procedure.
- An inclusion policy

## **Our focus in the upcoming years:**

### **Enhance Awareness and Training**

Conduct regular workshops and training sessions for students, parents, and staff to ensure everyone understands the code of conduct, anti-bullying policies, and child protection procedures.

### **Strengthen Support Systems**

Increase the visibility and accessibility of internal and external trust persons, ensuring that students, parents, and staff know how to reach out for support and feel comfortable doing so.

### **Improve Reporting Mechanisms**

Streamline and promote the regulations for reporting wrongdoings and the complaints procedure to ensure that all incidents are reported and addressed promptly and effectively.

### **Foster an Inclusive Culture**

Implement initiatives and programs that actively promote inclusivity and diversity within the school, ensuring that all students feel valued and included.

### **Regular Policy Review and Updates**

Establish a routine for reviewing and updating all safety-related policies and procedures to ensure they remain effective and relevant to the evolving needs of the school community.

# Staff

## issues

# 10

### New staf on-boarding

At our school, we offer a comprehensive onboarding program for new staff, designed to ensure a smooth transition into our educational community. This program consists of two key components: a series of workshops led by expert staff on topics such as implementing ATL skills, inquiry-based teaching, integrating digital platforms, and embedding core components into the curriculum. Additionally, each new staff member receives individual support from two designated coaches who provide personalized guidance. Close collaboration with our HR department also ensures that new staff receive thorough support regarding labor conditions and other administrative matters.

### Our focus in the upcoming years:

#### Expand Workshop Offerings:

Broaden the range of onboarding workshops to include additional topics such as classroom management, student well-being, and intercultural competence, providing new staff with a more holistic understanding of the school's educational approach.

#### Strengthen Ongoing Support and Mentorship:

Extend the duration of individual coaching support beyond the initial onboarding period to ensure continuous guidance throughout the first year, helping new staff to adapt and thrive as they encounter different challenges.

#### Improve Integration with School Culture:

Incorporate structured opportunities for new staff to engage in team-building activities and collaborative projects with existing staff, fostering stronger connections and a deeper sense of belonging within the school community.

## Professional Development

At our school, we ensure that all staff receive comprehensive professional development tailored to their individual personal development plans and aligned with the requirements of the International Baccalaureate (IB). The purpose of professional development is to enhance teachers' skills, foster continuous improvement, and support their growth as reflective practitioners dedicated to providing high-quality education. Our professional development offerings include specialized training in inquiry-based teaching methodologies, workshops on integrating the IB's Approaches to Learning (ATL) skills into the curriculum, and sessions on effectively utilizing digital platforms for enhanced learning experiences. Additionally, staff members have opportunities to attend IB conferences and collaborate in professional learning communities, allowing them to stay current with best practices and innovative strategies.

By prioritizing ongoing professional development, we empower our educators to excel in their roles and contribute to a dynamic and supportive learning environment for our students.

### Our focus in the upcoming years

#### **Personalize Professional Development Plans:**

Tailor professional development opportunities even more closely to the individual needs and goals of each staff member, ensuring that their growth aligns not only with IB requirements but also with their specific areas of interest and expertise.

#### **Increase Collaboration and Sharing of Best Practices:**

Foster a culture of collaboration by creating more opportunities for staff to share their learning and experiences from professional development sessions through workshops, peer coaching, and cross-departmental meetings.

#### **Expand Access to External Training:**

Provide staff with greater access to external IB-certified workshops, conferences, and online training resources, ensuring they remain up-to-date with the latest IB teaching strategies and global best practices in education.

# Practical information

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## Telephone:

036 760 0750

## Address:

Breskensweg 5  
1324 KE Almere

## E-mail

[info.secondary@isalmere.nl](mailto:info.secondary@isalmere.nl)  
[admissions.secondary@isalmere.nl](mailto:admissions.secondary@isalmere.nl)

## Social media:

Facebook  
Instagram  
LinkedIn

# School policies

# 12

Below is a list of policies that can be found on our website.

Click [here](#) to go to our website

All policies are reviewed on a regular basis.

- Student code of conduct
- Student expectations
- Social media policy
- Social safety policy
- Language policy
- Academic integrity policy
- Assessment policy
- Promotion policy
- Inclusion policy
- Safety policy
- Mobile phone policy