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Type III School Pilot Project: Dossier of Conformity of the International School of The Hague (NL)

Board of Governors of the European Schools

Meeting in Brussels on 2 and 3 December 2009

Ministerie van Onderwijs, Cultuur en Wetenschap

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Datum June 2009
Betreft Dossier of Conformity Project ISH The Hague

Dear Renée ,

As part of the Type III schools pilot project, in its meeting of January 2009 the Board of Governors approved the General Interest File of the International School of The Hague (secondary years 6 and 7)[1] and considered that it met the requirements of the first stage of the accreditation procedure.

In accordance with the regulation concerned the Dutch delegation is very pleased to present to the Board of Inspectors - in order to seek its opinion - the Dossier of Conformity being the second step of the accreditation procedure.

We very much hope that the Board of Inspectors can give a positive judgment on this document. The Dutch delegation is at the Board's disposal to provide any further information inspectors might want to have.

Yours sincerely,

On behalf of the State Secretary for Education, Culture and Science,
Sharon A.M. Dijksma,

Chair Dutch delegation,

Johan Mastik

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[1] **General Interest File for European Schooling in The Hague – 511-D-2008-en-3**

Schola Europaea

EUROPEAN SCHOOLING

AT THE

INTERNATIONAL SCHOOL of THE HAGUE
(Netherlands)

Dossier of Conformity

The International School
of The Hague

DEVELOPMENT OF EUROPEAN SCHOOLING

AT THE

INTERNATIONAL SCHOOL of THE HAGUE

Dossier of Conformity

Introduction

Background

The environment

Current organisation of the International School of The Hague

Introduction

In January 2009, the 'General Interest File' concerning the *Development of European Schooling at the International School of The Hague (Type III),* was submitted to the Board of Governors of the European Schools. The Board considered that it matched the requirements of the first stage of the accreditation procedure.

Further to this decision, and as the second stage in the process, the *Rijnlands Lyceum Foundation* in agreement with the Dutch Ministry of Education and the Municipality of The Hague now submits the Dossier of Conformity to the Board of Governors. This Dossier is submitted so that the International School of The Hague can be authorised, as early as September 2010, to open a European Department, initially for the last two years of the secondary level.

The project is funded by the *Stichting Het Rijnlands Lyceum* and is subsidized by the Dutch Ministry of Education and the Municipality of The Hague.

If the project is successful it is expected to lead to the establishment of a European Middle and Primary school as part of the International School of The Hague. The School, the city and the Ministry of Education are all fully committed to this.

Background

The Hague as the City of Justice and Peace has a long involvement and prominent place in International and European developments. As the seat of the Dutch government, The Hague is not only the location for all embassies but also for International and European organisations, the most important being the European Patent Office, with more than 3000 employees, and Eurojust and Europol. The last years have shown a constant growth of the mobile international community in The Hague, and two studies predicted a further increase of demand for instruction in other languages than Dutch. To add the European dimension in education to the existing offer of international schools in the region was the logical next step in order to increase options for parents and students.

The development of European schooling at the International School of The Hague is consistent with the school mission statement (see below).

The environment

The new school building of the ISH is located in the south west of the city of The Hague, a few hundred meters from the beaches, in a green and safe neighbourhood. The city centre can be reached by tram in 20 minutes, and school buses connect ISH to the headquarters of e.g. EPO. The immediate surrounding includes football fields, tennis courts and even a golf course in a pleasant residential area.

Current organisation of the International School of The Hague

The school is funded publicly with additional funds raised through school fees. This model is unique for Europe: based on the International Education Act (IGVO laws 2000/2007), the Dutch government provides financial support equal to that of regular state-funded Dutch schools with an additional 1000 euro extra support for international education. Together with the school fees (an amount equal to that of the government subsidy) this allows very favourable student-teacher ratios at affordable costs, leading to differentiated, high quality education.

Currently, the school`s language of instruction is English, offering Dutch, French, German and Spanish as both mother tongues and second/foreign languages within the regular timetable.

In addition, instruction in further mother tongues is organised on an individual basis by the school.

Including the Primary school, the number of students at ISH is now above 1150.

Teachers come from more than 25 countries, with all languages taught by native speakers.

1 Aim, objectives and principles

The Mission Statement and School philosophy of ISH

The Philosophy of the International School of The Hague

The International School of The Hague aims to provide high quality primary and secondary education for students of all nationalities. The school encourages and supports its students in all areas of their work and development. The ISH is a caring and friendly environment in which young people can discover their full potential in a truly international context.

'Learning is at the heart of the International School of The Hague'

Mission Statement

We seek to:

- develop our students' full potential
- be a community school based on honesty, fairness and respect

- foster global awareness and an understanding of international interdependence
- prepare students to be lifelong learners
- promote a healthy and well-balanced lifestyle
- make an active contribution to global, international and local communities

We believe that this is best achieved by:

- pursuing academic success
- developing physical and creative ability
- using international curricula
- working in partnership with our students and their families
- valuing the language and culture of The Netherlands as a rich learning resource
- fostering and encouraging international–mindedness
- responding sensitively to the full range of students educational needs
- recognising the importance of Mother Tongue languages and supporting their development.
- encouraging students to take part in a range of activities outside the formal curriculum
- interacting with global, international and local communities through the exchange of resources and knowledge

1.1 The school fully endorses all principles of European schooling. The mission of the International School of The Hague clearly aims to develop simultaneously in students of all nationalities identity and authentic citizenship. The future European component enriches the current learning situation at the ISH and broadens what the school is striving for already and has been successfully performing over nearly 20 years on a daily basis. We see Jean Monnet's dictum put in practice here: By educating students in permanent contact with one another, by teaching them on the basis of common syllabi, by giving them a command of several European languages. Prejudice does not exist in our experience as students grow up together, learn together and solve the same problems together. Being different in values and culture is normal at our school, and this forms a good basis for European schooling. In our Primary and Middle school, Community and Service programmes make students aware of the need for solidarity and of their shared future. This helps to prepare them for an adult life where they will be fully aware of the responsibilities which will be theirs in the pursuit of construction of a united Europe in a globalised world.

1.2 Such a vision is reflected in precise objectives, conforming to those which the European Schools have assigned themselves:

- To give students confidence in their own cultural identity, the bedrock for their development as European citizens.
- To provide a broad education of high quality up to university entrance level, with the European Baccalaureate

- To develop high standards in the mother tongue and in foreign languages.
- To develop mathematical and scientific skills throughout the whole period of schooling;
- To encourage a European and global perspective overall and in all subjects.
- To get students to appreciate all that is best in Europe's common cultural heritage and civilisation, in a specific way according to the stages of schooling and cooperatively across all the language sections.
- To encourage pupils' creativity in the arts.
- To develop physical skills and instil in pupils an appreciation of the need for healthy living.
- To help students gradually develop a career/university plan and with that in mind, to encourage relevant choices of subjects and options amongst those on the curriculum of the International School of The Hague.
- To provide citizenship education, to develop critical faculties and a sense of responsibility, to instil a spirit of tolerance, communication and concern for others within the school community.
- To foster pupils' personal, social and academic development and to help each one of them to move on successfully to the next stage of education.

These objectives form the basis for the school organisation which will be designed to reflect and to be consistent with the general **principles** constituting the specificity of European schooling.

- In 2010, the school will open a European Department, with English, Dutch and Spanish as language sections.
- Specific arrangements will be made for students without a language section corresponding to their mother tongue. The school will strive to organise tuition in their language. Additional tuition in the language of the section in which they are enrolled will also be provided to bring them up to the required standard.
- The assessment arrangements will follow the existing European school patterns for Years 6 and 7.
- Study of a first foreign language (L2 or 'vehicular' language: English, French or German) will be compulsory.
- Language courses will be taught to mixed groups of students of different nationalities by native speakers.
- Art and physical education lessons will seek to increase cultural interaction, using Dutch/English as languages of instruction.
- History and Geography will be offered in the 'vehicular' languages (English, French and German), as will further possible options like Economics, based on demand.

1.3 Training for teachers before the start in 2010 will ensure that not only the subject matters but the overall European objectives are understood and put into daily practice.

2. Status of the school

The status of the school will be that of a state-funded school with schoolfees paid by parents. This means that it will adhere to the principle of affordable education for all, whatever the type of students. This status enables us to react in a flexible way to the needs of European schooling, befitting the status of a Type III school.

3. Structure and student numbers

3.1 Structure

In order to comply with the regulations of European schooling, ISH will establish three language sections in the pilot phase: Dutch, English and Spanish. Obviously, the three vehicular languages (English, French, German) will be used for Human Sciences.

3.2 Capacity

At the beginning of the new school year in September 2010, the capacity of the European Department of the International School of The Hague will be 75 students, starting at secondary year 6. With this class moving up to year 7, we will add another 75 in 2011.

Sept.	Opening	Total number of classes	Class size maximum	Theoretical total
2010	Year 6	3	25	75
2011	Year 7	3	25	75

4. Admission rules

Admission will be open to all students qualifying under the IGVO laws, with preference for families working for European organisations plus a component of a maximum of 20 Dutch students with an ambition to gain university entrance in Europe.

5. Infrastructure

The International School of The Hague has moved into its new purpose-built premises in 2007. The price-winning three-storey building is laid out around a central "plaza" with state-of-the-art classrooms (all with digital smart boards), four gymnasia, six science labs, specialist rooms for Music and Drama, three computer areas with 90 machines, a canteen and a 320 seat theatre. The school has access to the adjacent sports fields. The school is planning to expand the building when the European schooling project has gained a more permanent status. The city of The Hague has committed itself to this expansion.

6. Administrative organisation

ISH is part of the Stichting Het Rijnlands Lyceum, a well-established foundation providing education, apart from ISH in three other Dutch schools for secondary education, including one with an international stream. All schools offer bi-lingual education (English-Dutch). The foundation also provides education abroad to cater for the needs of Dutch expats in the UK and the Middle-East (Rijnlands Education Worldwide). Overall, the Foundation is catering for the needs of more than 5000 students.

7. Decision-making and advisory bodies; Quality control

7.1 ISH, as part of the official Dutch school system, is subjected to the **regular inspections** of the Dutch inspectorate, the latest successful completion of this process being in July 2007. In addition, the school is **accredited** by the IB organisation, latest program evaluation visit February 2009, and is applying for accredited status at the Council of International Schools (CIS), currently undergoing the mandatory self-study, and expecting the team visit for audit in November 2009. The accreditation process, based on a five-year cycle, is an effective tool for quality control and quality management.

7.2 A post of **Deputy Head European department** charged with responsibility for the European classes, will be created at the beginning of the 2010-2011 school year. The post-holder will perform his/her duties under the administrative authority of the Principal of Secondary accommodating the secondary level European classes.
During the school year 2009/2010, a **project manager with European school experience** will be appointed to oversee the preparations, especially staff training and compliance with European schooling regulations, and develop the new Type III status in close cooperation with the relevant authorities.

7.3 A **European Department advisory committee,** consisting of the Principal of Secondary, the Deputy Head European Department, a teacher representative, a parent representative and a student representative will be

created to act as a reflection and advisory group, in addition to the legal participation as foreseen by Dutch law.

7.4 The legal representation and advice to the school management and the competent authorities takes place via the **Participation council (MR),** to which teachers, parents and students are elected. Regular meetings are held to approve or advice on matters laid down in the law. Their duties will in future also include matters pertaining to European schooling.

7.5 **The Parents' Association** of the International School of The Hague already contributes to the social life of the community and is heard in all major decisions. As all classes and all year levels have parent representatives, the European Department will be reflected within this framework.

7.6 There is a strong system of class representation in form of the ISH **student council** which the European Department students will also be part of.

7.7 The Deputy Head European Department will chair the **regular teacher meetings** concerning European schooling issues. The Dutch teacher contract foresees about two hours of meetings per week, in addition to staff work days and other provisions for staff development.

7.8 Finally, in order to highlight the European Department`s identity and development, and to communicate effectively with all stakeholders, it is planned to create a dedicated space on the **School's website** in November 2009.

8 Characteristics of the curriculum

8.1 In years 1, 2, 3, 4 and 5, the syllabuses are currently based on the Middle Years Program of the International Baccalaureate. As this is not prescriptive in content, there are already a number of European elements in it, providing a good basis for the actual European schooling for the years 6 and 7, leading to the EB. The expected success of the European Department and the European Baccalaureate is expected to lead to the establishment of a European Middle and Primary school as part of the ISH. The European Baccalaureate as the culmination of European schooling should attract parent interest at a high level, as within a period of two years they will be able to see the results of European education.

Weekly timetable in 2010-2011
Secondary year 6
This timetable is expressed in hours

Compulsory subjects	Number of weekly hours	
Language 1	4	
Mathematics	3 or 5	Student's choice
Language 2	3	
Philosophy	2 or 4	
Natural Science: Biology	2	
Human Science: Geography	2 or 4	Taught in L2
Human Science: History	2 or 4	Taught in L2
Physical Education	2	
Ethics	1	

All students will attend mentor hour 1

Option courses	Number of weekly hours	
Language 3	4	
Language 1 Advanced option	3	
Language 2 Advanced option	3	
Economics and Sociology	4	Depending on demand
Art / Music	2	Depending on demand

8.2 SWALS: *Students Without A Language Section*

In the pilot phase, these students will either have to enrol in one of the three language sections, provided their competence is high enough to follow a literature curriculum in Dutch, English or Spanish. Additional language support will be provided for students who have the potential to grow into this situation within the first year. Otherwise, ISH cannot cater for these needs in the beginning stages of European schooling.

8.3 Learning Support will be organised within the existing framework of the Learning support unit, based on teacher observations, if the normal teaching strategies for differentiation do not lead to the expected academic progress.

8.4 SEN (Special Educational Needs) pupils will be integrated in accordance with the Dutch legislation on the integration of students with disabilities ("Passend onderwijs"), which offers comprehensive guarantees. Following other European examples, under these regulations, and in so far as the

school will be able to cater for the student, a personalised teaching and learning scheme will be devised, setting out the arrangements for schooling and the forms of pedagogical, psychological, educational, social, medical and paramedical provision meeting the student's special needs.

8.5 Assessment of pupils

Assessment will be based on the requirements of the syllabuses and on the official instructions of the European Schools with respect to the acquisition of competences (including cross-curricular competences).
Each semester parents will receive an interim report (November and May) and complete school report (January and June), written in accordance with the Rules of the European Schools.
ISH will keep families informed about the progress of students on a regular basis. Parent/teacher meetings will be organised at the beginning of the year and at the end of each term.
In addition, the school uses additional individual interim reports and, if necessary e-mail at any time to contact families if it is necessary to inform them of academic or behavioural difficulties experienced and to involve them in the process of seeking appropriate solutions to overcome them.
Appropriate means are in place to ensure proper information and communication between staff and families. A bi-weekly newsletter gives an update on all developments and upcoming dates as well as reports of recent events and is accessible on the ISH website.

8.6 Specific actions concerning **careers guidance** is in place from secondary year 6. ISH has two careers` counsellors (together about 1.0 FTE) with experience in advising students on all European universities. In addition, we offer Euroquest, a psychometric careers and abilities test, with external feedback to students and parents, as a basis for meetings on career decisions, and "Mindwise", a test for learning styles.

8.7 School year calendar

The five-day school week will be from Monday to Friday. The school year will be determined by the Dutch government regulations for the area.
Thus, the annual number of school days will be the same as in the other Dutch Schools (approx. 185 days).

8.8 During the 2009-2010 school year the school will produce a **European Department school plan**, which will incorporate European schooling into the whole formed by the International School of The Hague. In this plan:

- The **objectives** and the general **principles** which are the hallmark of the mission and the specificity of European schooling will be set out.
- An operational definition of the objectives specific to the school, which will need to be consistent with the general objectives of the

European Schools, will be given, taking concrete shape in a number of action programmes. Apart from organisation and pedagogical and administrative operation, this plan will involve the development of an extended school philosophy including the European ethos. As practice at ISH, this will involve all stakeholders in the process.

- Performance indicators will be devised, enabling internal and external evaluation to be made of the actions undertaken and of the pertinence of the objectives adopted.

9 Staff

The number of **teachers**, full-time or part-time, will be determined according to the number of classes, year groups and language sections, taking into account the time allocation for each subject in the timetable, based on the Dutch Collective Labour Agreement.

Recruitment, will be handled by the ISH, using the expertise of the Dutch European school inspectors if needed.

- Teachers will be native speakers of the language in which they teach.
- Teachers will need to adhere to the Dutch working conditions and their qualifications will therefore be validated by the Dutch government.

Evaluation of teachers' performance will be conducted according to the procedures foreseen in Dutch law and its adaption by the Stichting Het Rijnlands Lyceum, a cycle of goal setting and appraisal interviews, including class room observations.

The HR department of the school, consisting of two employees, will provide the necessary administrative support for the new teachers. The technical, manual and ancillary staff will be those of the host school.
The project manager before the programme starts, and after that the Deputy Head European Department, will be in charge of regular staff development and training.
The ICT staff will be in charge of training teachers in all aspects of documentation, as to be agreed with the European school Board for Type III schools.

The budget provisions will be sufficient to support the needs of the European department.

10 Quality Assurance

As explained above, ISH is subject to Dutch inspection but also involved in cyclical quality processes by the International Baccalaureate and, most prominent, by the Council of International Schools in the form of the Accreditation process.

11 Extra-curricular and out-of-school activities

The International School The Hague currently runs an extensive after school program with Sports teams (football, basketball, hockey, for all ages) and a Music school with a Youth orchestra and individual music tuition. This offer will of course be available for all students.

12 Partnership with the European Schools

The International School of The Hague will work in close partnership with the European Schools, particularly with the European school of Bergen. The relative proximity makes staff exchange, common training and all aspects of cooperation easily possible.

The Dutch inspectorate, represented on the two Boards of Inspectors of the European Schools, will be responsible, in liaison with the General Secretariat of the European Schools, for determining the possible contributions to inspectoral monitoring and evaluation of the European schooling provided at The Hague. The format of these inspections has to be determined for Type III schools in the future.

I. INTRODUCTION

At its January 2009 meeting, the Board of Governors approved, under the Type III schools pilot project, the general interest file submitted by the Netherlands delegation with a view to the introduction of European Schooling in secondary years 6 and 7 at the International School of The Hague. The forward timetable appearing in this file foresaw the start of preparations for implementation of the project in autumn 2009.

The Dossier of Conformity corresponding to the second stage of the accreditation procedure was presented to the Board of Inspectors (Nursery/Primary) and to the Board of Inspectors (Secondary) at their June 2009 meetings, when both expressed a favourable opinion.

At the request of the Netherlands delegation, which feared that the school's opening, scheduled for September 2010, might be jeopardised if preparations started only after the December meeting of the Board of Governors, the Secretary-General, in agreement with the President of the Board of Governors, initiated written procedure 2009/27 on 30 June 2009, which was sent to the heads of delegation on the Board of Governors with a view to approval of the Dossier of Conformity.

The delegations were invited to indicate their approval or otherwise by 17 July 2009.

The Commission and the parents considered that this highly political question of Type III schools should be examined and discussed at a meeting of the Board of Governors, so that each delegation could express its views on the subject.

Further to these comments, the Netherlands delegation sent an email to the Secretary-General on 2 July 2009 informing her that it was requesting that the written procedure be cancelled. On 3 July 2009, the Secretary-General informed the heads of delegation that the procedure was withdrawn and that the Dossier of Conformity would be the subject of a discussion at the next meeting of the Board of Governors on 2 and 3 December 2009.

II. OPINION OF THE BOARDS OF INSPECTORS (NURSERY/PRIMARY AND SECONDARY)

At their meetings of 15, 16 and 17 June 2009, the Boards of Inspectors (Nursery/Primary and Secondary) scrutinised and took note of the Dossier of Conformity concerning the setting up of European Schooling at the International School of The Hague (NL) and expressed a favourable opinion on the document.

They recommend that the Board of Governors should approve the Dossier.

III. PROPOSAL: The Board of Governors is invited to take a position and decide on the Dossier of Conformity of the International School of The Hague (NL).