



**Amsterdam International
Community School**

Prinses Irenestraat 59
1077 WV Amsterdam
The Netherlands
+31(0)20 577 12 40
info@aics.espritscholen.nl
www.aics.espritscholen.nl

School Plan

2016-2020



School Plan 2016-2020

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School Plan 2016-2020

1. Introduction

The document that you have in front of you is the School Plan 2016-2020. In this plan, you will find an outline of our vision for the development of our school over the next four years. It includes also a detailed description for 2016.

Developing educational activities is AICS's priority. Education is the subject of a great deal of debate in our society, and particularly how it has to meet the needs of today's world. What is the right balance between knowledge and skills? What is the best way to deploy information technology? What will our students need when they are adults? Parents have strong opinions about this, but there is also the opinion of students to take account of, and those of the school itself. On the basis of our mission and vision, we will create an educational environment which fosters the development of its members, provides them with opportunities and in which learning becomes second nature. We will teach students how to work together, as well as how to understand society and play an active role in it. We will foster their development by providing the necessary knowledge and skills, teaching and coaching, and creating an active and safe learning environment. We stimulate, activate, support and differentiate.

The high quality of our education means that our students will have good prospects for the rest of their educational and professional careers. Teachers are the most important factor in this process. We invest a great deal of time and effort into our recruitment and selection process. All teachers, including starting teachers and new teachers at the AICS, undergo their own development process and a great deal of time is devoted to skills and training. Additionally, we strive to facilitate staff in order to maintain a good balance between leading for learning, teaching and specific tasks. Our focus on providing professional support has allowed us to become a school where students are happy to go to school and which provides first-rate education.

According to us, first-rate education has 'learning at the heart of everything we do'. This experience is not without obligations at the AICS. It is an open-ended process, yet underpinned by our core values: diversity, inquiry, integrity and community. In combination with acquiring the most optimal cognitive levels and credentials, our students are expected to develop as learners and as people who know about and can act on these values.

Another important development is the construction of a new, permanent, school building. A building that will support our values and where learning can take place in all its various forms and compositions. A building that is inviting, not only for students and staff, but also for parents, the local community, the artistic and cultural institutions of the city and the business community. A building that is attractive, light and welcoming. And a building that is sustainable, because we are all aware of the importance of the future. The board of Esprit and the leadership of the AICS have invested a lot of time in creating options for a new building. The city of Amsterdam is responsible for the housing of our school and plays an active role to support us in this process.

Because of the enormous demand for education from expats in our community, in consultation with the local authority we have decided to make a start on AICS Satellite in 2016. This will start off with a small location close to AICS, which we can then expand further in the years to come.

All Esprit schools have now incorporated internationalisation into their development plans. We support this process wholeheartedly. We think it is very important that more students should learn about the international world in which we live: Learn to understand the international context, learn to handle diversity and learn the languages that they will need to understand one another.

This are some key points from our school plan. They will be further described in this document and set out in detail in the action plan. A plan can help the further development of the school, but no more than that. It is the people who will implement this plan that will make all the difference and it is from its people that our school derives its outstanding quality. Besides our school plan and our activity plan you can find more information about the governance structure of Esprit schools, protocols and regulations on the Esprit and AICS website.

2. Curriculum

We understand an effective curriculum to include all recorded, guided and independent learning, and to be underpinned by a shared value system, diversity and balance. The primary years demand a curriculum that focuses on the key concepts that continue up into the IB MYP and beyond into the IB DP (a backward designed seamless concept based curriculum from IB DP 2 to Group 0). For example, language teaching at the AICS includes using the Common European Framework of Reference for Languages (CEFR) and aims at enabling every student to study a language at the right level, regardless of the age or year level.

Furthermore, the learning to learn attitudes and skills need to be made visible in order to support the self-esteem to learn. Combined and individually differentiated concepts and skills result in a learning status called 'flow'. The vision and challenge for AICS is to create a learning environment and curriculum that enables every child to reach flow every day.

The AICS is seeking to develop a culture of authentic, independent inquiry which needs to be captured in its curriculum expression both vertically and horizontally. For the whole school, three learning lenses have been generated, which are:

- 1) Concepts;
- 2) Creativity;
- 3) Compassion.

This triad has been derived from the fusion of the:

- Esprit mission;
- AICS mission and vision;
- IBO mission.

The missions of these programmes are communicated through the IBO Learner Profile and in the primary school these are merged with the IPC Learner Goals.

2.1 Curriculum documentation, articulation, access and review directives

Esprit Mission: To develop world citizenship opportunities, entrepreneurial behaviour, talent, performance and professionalism.

This is the learning described in the AICS mission and vision:

AICS Vision: To be a community where learning is at the heart of everything we do.

AICS Mission: To facilitate high-quality, accessible, community-based international learning for students of all nationalities living in The Netherlands.

This is how the learning is to take place:

Contents: This document consists of a number of directives to ensure that the curriculum for every subject in every department (primary, MYP and DP) is comprehensively documented, articulated, accessible and reviewed within and among departments and subject areas.

This is how the learning is to be documented:

AICS Aim: It is the aim of the AICS to ensure accountability, consistency and continuity of curriculum and of our students' construction of understanding to cause learning.

This is how the learning is to be structured:

Esprit Aim: Overall, as an Esprit school, our students need clear learning outcomes in order to perform to the best of their ability, and professional teachers whose dedication ensures the development of effective and mindful methodologies and assessments to help them.

This is where the learning is described in its components:

Directives:

- #1 Every subject in every department (primary, MYP and DP) needs its nature and aims (learning outcomes) defined. What do AICS teachers want their students to know, do and be like?
- #2 Every subject in every department (primary, MYP and DP) needs to have its methodologies defined. What do AICS teachers do to get their students where they need to be?
- #3 Every subject in every department (primary, MYP and DP) needs to have its assessments defined. What do AICS teachers do to know to what extent their students have performed?
- #4 From 2011, the AICS curriculum for every subject in every department (primary, MYP and DP) has been monitored and evaluated on a five-year curriculum cycle. Each subject in every department (primary, MYP and DP) is reviewed over a three-year cycle (1. identification of 'best practices', 2. curriculum renewal, and 3. curriculum implementation). Years four and five review the articulation of curriculum within and among departments and subject areas. Curriculum review is a recursive process. Fine-tuning can happen when not scheduled in specific stages of the cycle.

2.2 Mission and vision review

In 2013-2014 a committee, consisting of student, parent, (support) teaching staff representatives and management, was composed in order to review the mission and vision of the school in the light of this new School Plan until 2020.

In this committee, all stakeholders were represented. Part of the mandate was to release a survey about the mission and vision among students, parents and staff of the school.

The assignment resulted in a newly formulated mission and vision of the school in the light of the development plans of the school. These plans incorporate the mission and vision of the Esprit schools, the current mission and vision of the AICS and the principles of the IB and primary programmes.

2.3 Curriculum focus

a) Whole intra-school curriculum focus on:

- diversity and balance of key concepts in a continuum across the programmes within and between the primary, MYP and DP;
- diversity and balance of creative, differentiated, inquiry based learning across the programmes in a learner-friendly timetable within and between the primary, MYP and DP;
- diversity and balance of learning about compassion and integrity in trusted relationships, 'through and across diversity', in the programmes within and between the primary, MYP and DP.

b) Whole extra-school curriculum focus on:

- Dutch inspectorate's and IB's requirements regarding congruency of standardised test and examination results with IEPs and non-standardised assessments;
- MYP Next Chapter and five-year evaluation visit (January 2017) requirements and follow-up;
- DP five-year evaluative self-study (January 2017) follow-up.

c) Curriculum focus in

i) primary years on:

- Assessment for understanding (e.g. student portfolio's and assessment profiles);
- Concept based learning (e.g. continuums, implications for pedagogy);
- Inquiry based learning (e.g. learning environment design, schedule design);
- Whole person learning (e.g. positive behaviour strategies)

ii) secondary middle years on:

- Approaches to learning (e.g. peer coaches, student supervision Aula);
- Differentiation (e.g. Aim Higher, Interdisciplinary Hour);
- Community-based learning (Service and Action curriculum, End/Start of year activities);
- Best language learning (e.g. Language Lab).

iii) secondary pre-university years on:

- Inquiry and concept based learning (in unit plans, across subject areas);
- Approaches to teaching and learning (integrated in the DP);
- Whole person learning (e.g. student profile, subject choice offering, timetable);
- Assessment for understanding (e.g. complete and consistent use of Managebac).

2.4 Curriculum Review Cycle AICS

Amsterdam International Community School has a five-year curriculum cycle resulting in continuous review and renewal in all subject and service areas. This cycle ensures that curriculum, service areas, and classroom resources are continually upgraded and connected to “best practices”. Each subject or service area is reviewed over a three year cycle: Year One is the Study Year and stakeholder feedback, current practices and “best practices” are reviewed, Year Two is the Development Year and curriculum revision/renewal is finalized and new/additional classroom resources are identified, and Year Three is the Implementation Year and the new curriculum is implemented and classroom resources are incorporated into the delivery of the program. Years 4 and 5 review the articulation of curriculum across the programmes and across the school. Results of Years 4 and 5 reviews will be considered in the new cycle of Curriculum Review across all subjects.

Year 5: 2015 – 2016 = Vertical Articulation Primary with Secondary

Year 1: 2016 – 2017 = Study Year (Review of current and ‘best’ practices and stakeholder feedback).

Year 2: 2017 – 2018 = Development Year (Finalise curriculum revision/renewal and identify new/additional classroom resources).

Year: 3: 2018 – 2019 = Implementation Year (Implement new curriculum and incorporate classroom resources).

Year 4: 2019 – 2020 = Horizontal Articulation primary, MYP and DP

2.5 Curriculum Meeting Structure

(i) Introduction

This Curriculum Meeting Structure is part of the:

- Curriculum Review Cycle;
- and the AICS Whole School Calendar (WSC) for 2015-2016;

Its aim is to ensure:

- articulation and documentation of the curriculum;
- ‘horizontal curriculum work’ within the disciplines of the Primary and Secondary schools;

- 'vertical curriculum work' among the disciplines of the Primary and Secondary schools;
- the review of current and best practices and stakeholder feedback.

(ii) Organisational principles

Per term

One: Autumn

Two: Winter

Three: Spring/Summer

WS (whole school) curriculum continuum on Thursday afternoons

- Primary/Secondary Cross Phase Curriculum
- Primary/Secondary Cross Phase Learning environment

PS (primary school) on Wednesday and Thursday afternoons

- Curriculum committee and cooperatives
- Student Forum

SS (secondary school) on Thursday afternoons

- Subject Area (or Area of Interaction)
- Curriculum develop sessions/subjects area teams
- Mentor Meeting

3. Primary and Secondary school development plans

LENSES	CONCEPTS	CREATIVITY	COMPASSION
VALUES	INQUIRY	DIVERSITY	COMMUNITY INTEGRITY
PRIMARY	<p>Concept Based Curriculum</p> <p>Assessment for Understanding (Continuums)</p> <p>Inquiry Based Learning</p>	<p>Assessment for Understanding (Continuums)</p> <p>Inquiry Based Learning</p>	<p>Holistic Learning</p> <p>Approaches to Learning</p>
SECONDARY (MYP)	<p>Concept Based Curriculum</p> <p>Best Language Learning</p>	Differentiation	<p>Community Based Learning</p> <p>Approaches to Learning</p>
SECONDARY (DP)	<p>Concept Based Curriculum</p> <p>Assessment for Understanding (Continuums)</p> <p>Inquiry Based Learning</p>	<p>Assessment for Understanding (Continuums)</p> <p>Inquiry Based Learning</p>	<p>Holistic Learning</p> <p>Approaches to Learning</p>

AICS Development Plan Phase 4: The Conceptual Lens (Macro/Micro)						
January 2016 to July 2020 (L4L: TC)						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
What?	Focus	Who?	When?	How?	Status:	By When?
All staff trained in Concept of Concepts: Staff and Parents	Curriculum & Assessment	L4L	On entry	Wed Workshops	2/3	2017 ongoing
PD in KEY Concepts: Science (Electricity, Atoms, Forces, Materials) Numeracy (Numicom); Social Science (Vulcanism, Plate Tectonics, Migration) Coding (Robotics)	Curriculum & Assessment	L4L Peer Coaches SE DS IT	Monthly	Wed Workshops	2	2018
Development of Units of Inquiry for Concept based Curriculum: <ul style="list-style-type: none"> Inquiry Cycle agreed Conceptual Definition agreement Inquiry Template 	Curriculum & Assessment	L4L Team JdS KC IT	Monthly	Wed Workshops COOP ABC	2 2	2018
Development of HSW Policy Development of Handwriting Policy Development of ICT Policy Curriculum	Curriculum & Assessment	Team	Current	COOP ABC	2/3 3 2 2	2017 2017 2018
PD in Continuums : Staff and Parents <ul style="list-style-type: none"> A2L (2016) 3 Literacy (2016) 3 Science (2017 -18) 3 Numeracy (2017) 3/4 	Curriculum & Assessment	L4L IT	Monthly	Wed Workshops	1 3/4	2017
Development of Concept Portfolios and PD in their use <ul style="list-style-type: none"> Template (2016) Online model (2017) 	Assessment	Team L4L	Current	Wed Workshops COOP ABC	2	2017
Interdisciplinary Units of Inquiry: including ICT and Dutch (e.g. Dual Language Pilot for interested teachers) * Begins in 2017	Curriculum & Assessment	Dutch Team ICT-ELA Committee	Monthly	COOP ABC	1	2018
CPD that motivates , inspires and stimulates a deeper understanding of Key Concepts.(e.g. Earthwatch Projects) <ul style="list-style-type: none"> Presentation to MT (2016) 	Curriculum & assessment	All	Ongoing	Funding	1 3	2018

AICS Development Plan Phase 4: The Conceptual Lens (Macro/Micro)						
January 2016 to July 2020 (L4L: TC)						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
What?	Focus	Who?	When?	How?	Status:	By When?
<ul style="list-style-type: none"> • Presentation to Staff (2016) • Sponsorship e.g. Melting Pot (2017) 						
Creative Pre and Post (Non intrusive) Assessments <ul style="list-style-type: none"> • In alignment with AICS assessment policy • Begin Spring 2016 • Conclude July 2017 • Pilot 2017 - 18 	Assessment	L4L Team	Monthly	COOP ABC	± 2	2018
Further refinement and implementation of distributive leadership within primary school (i.e. Group Coordinators, Area Leaders, etc) - added by LG post Staff council approval - discussed with SC members 1.12.2015 and suggested to be added to each area of primary development plan)	Whole Primary Vision	L4L's/Group Coordinators/Area Leaders/ Teaching Team	Ongoing	Teaching Team/PLT/MT LT	2	ongoing

AICS Development Plan Phase 4: The Synergistic Lens (Creativity)						
January 2016 to July 2020						
Project Goal		Project Staff	Activity Plan	Project Resources	Project Monitoring	Target Date
What?	Focus	Who?	2016	How?	Status?	By When?
IBL (Inquiry-Based Learning) Staff Training Workshops: Introduction to Inquiry. The power of questioning. Planning Inquiry based lessons. Teachers focus request	Curriculum/Assessment/ATL	L4L Open to WS	Current	Wed	2 3	2017 Ongoing
Integration of Performance Arts, PE, PHE into Units of Inquiry. PA: working alongside Cristy to create an integrated PA curriculum where students questions and Inquiry based reflection skills are applied	ATL	L4L CK Peer coaches	Current	COOP	2	2017 2018
Student Empowerment PD for all staff Reggio Emilia training. Learning environment Inset day focus and peer observations of best practice.	Curriculum/Assessment/ATL	INSET CPD Peer coaches	Current	CPD	2 3	2018
Student Designed Playground Development. Interactive outdoor learning Team meeting to create a student lead design for our current and new playground	Curriculum/ATL	L4L Playground committee Student council	Current	Classroom Project Assembly Workshops	2/3 3	2017 2017
WS Inquiry Projects: Creative writing Group EY and DP1. World Lang Extension program Gp 1/CAS in DP.	Curriculum	L4L	Current	Workshops	1	2017
Play Project : Parents and Partou Training of the Partou staff. Social Lunch concept. Playground positive reinforcement. Gym supervision safety	ATL/Curriculum	L4L	Current	Workshops	2 3	2017 Ongoing
Expansion of Magic Roundabout into Options and Personal Projects	Curriculum/ATL	L4L	Current		1 2	2017
Further refinement and implementation of distributive leadership within primary school (i.e. Group Coordinators, Area Leaders, etc) - added by LG post Staff council approval - discussed with SC members 1.12.2015 and suggested to be added to each area of primary development plan)	Whole Primary Vision	L4L's/Group Coordinator s/Area Leaders/Teaching Team	Ongoing	Teaching Team/PLT/M TLT	2	ongoing

AICS Development Plan Phase 4: The Cultural Lens(Compassion) LG January 2016 to July 2020						
Project Goal	Focus	Project Staff	Activity Plan	Project Resources	Project Monitoring	Target Date
What?		Who?	2016	How?	Status?	By When?
Mindfulness Project Training for staff-parent partnership	ATL	L4L /staff led/possible externally led	Monthly	COOP Workshops	1/2 2	2017
PRIDE across whole Primary	ATL/Curriculum /Assessment	L4L /IT/3 x ATL Peer Coaches—teaching team	Monthly	COOP	2/3	2016
A2L Continuum designed around stories and Key Inquiries	ATL/Curriculum /Assessment	L4L /IT/3 x ATL Peer Coaches & teaching team	Monthly	COOP	2/3	2016 2018
PHE Curriculum and PD training	ATL/Curriculum /Assessment	L4L /IT/3 x ATL Peer Coaches	Monthly	COOP/Workshops	1/2	2016 2018
Student Forum as a collaborative support practice	ATL	L4L SST/teaching team	Monthly	COOP Workshops	3/4	2016
Training in use of A2L Continuum	ATL/Curriculum /Assessment	L4L /IT/3 x ATL Peer Coaches	Termly	COOP	2	2017
Primary Assessment Policy	ATL/Curriculum /Assessment	L4L /IT/3 x ATL Peer Coaches/teaching team - connections to Numeracy/Literacy Area Leaders and Teaching Teams	Term	COOP	1	2016 2018
Desk-Less Classroom	ATL	L4L L4L /IT/3 x ATL Peer Coaches	Term	COOP	2/3	2017
Differentiation and Inclusion as Equity (PD and Workshops)	ATL/Curriculum /Assessment	L4L SST Team Peer Coaches External agencies	Term	COOP /Workshops	2/3	2019
Inclusion Handbook for Primary (updating of current SST Handbook – added by LG post Staff council approval)	ATL	L4L SST Team External agencies	Ongoing	PLT/SST	1/2 3	2017
Further refinement and implementation of distributive leadership within primary school (i.e. Group Coordinators,	Whole Primary Vision	L4L's/Group Coordinators/Area Leaders/Teaching Team	Ongoing	Teaching Team/PLT/M TLT	2	ongoing

AICS Development Plan Phase 4: The Cultural Lens(Compassion) LG

January 2016 to July 2020

Project Goal	Focus	Project Staff	Activity Plan	Project Resources	Project Monitoring	Target Date
What?		Who?	2016	How?	Status?	By When?
Area Leaders, etc) - added by LG post Staff council approval - discussed with SC members 1.12.2015 and suggested to be added to each area of primary development plan)						

AICS IBMYP Development Plan 2015-2020

AICS IBMYP Development Plan 2015-2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
Focus	What?	Who?	When?	How?	Status?	By When?
Student Learning and pedagogy	Further development Aim Higher (phase 2)	LfL and Aim Higher team	August 2015	Continue pilot (observation, reflection, team dialogue)	2	July 2016
	Further development Aim Higher (phase 3)	We need to do something with highly gifted children	May 2016	Including enrichment including student to student tutoring, AH hours for all teachers	1	July 2017
	Further development creative and attractive learning environment, including visible Key Curriculum elements	team and student Council	May 2015	Student council meetings	2	July 2016 July 2017
	Implementation of (inclusive) SST	LT, SLC, SST	January 2016	Develop and implement new SST structure	4 3	July 2016 July 2017
	Student led supervision at lunchtimes ('student leadership')	StudentC + student peer coaches	January 2016	Proposal by SC	1	Jan 2017
	Relate School trips and excursions to curriculum	MYP Team SLC, MYP Co	May 2015	Evaluate and review (incl fixed agreements acomp saff?)	2	August 2016
	Relate Beginning and end of school year activities to curriculum / revise carousel	MYP Team, SLCo, MYP Co	January 2015	Evaluate and review	4 3	July 2016 July 2017
	Student centered timetable	MTLT , MYP Team, admin + SC	October 2015	Review, include core hour (instruction)and study (facilitation) periods: e.g. practicums, long-distance learning, projects Review limitations. Revise start./end day. Include new possibilities 'onderwijstijd'/subject	1	June 2016 June 2017 Pilot term 3?

AICS IBMYP Development Plan 2015-2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
Focus	What?	Who?	When?	How?	Status?	By When?
				times/hours, A/B weeks?		
	Implementing SST within teaching staff	LT, SST, SLC	October 2015	Reflect and create new structure	4 2	July 2016 July 2017
	Student centered curriculum (e.g. compulsory subjects/electives, time allocation, learning support needs etc.)	LfL, MYP Co, SLCe, SACo,	October 2015	Discussion in SaCo and Profile meeting	2 1	July 2016 July 2018
	Implementation LA plan	LfL, MYP Co, LA Team	April 2015	Monitoring current phase (including German) further development German in year 2.	2	July 2017
	Implementation Science Plan	MYP co _ Science team	April 2016	Revise and implement differentiation possibilities		August 2017
	Data analysis students' progress in LA learning	LA Team, MYP Co. LA Team		Data (report grades over 4 years) Set clear expectations Monitor progress	1	Jan 2017
	Data analysis other subjects, incl. Service, PP	MYP Co, SaCo Teacher DA		New additional task (30?) to do the research	1	Jan 2017
	Use of secondary play ground	Playground committee		Evaluate/revise	2- 1	Jan 2016 July 2017
	Detention policy (incl. school rules)	SLC + LfL+ admin	April 2015	Evaluate and revise Emphasis on a different rule every week	3	Jan 2016 Jan 2017
	Visibility and experience of learning power					July 2020
Team	Revision of role and responsibilities SaCo Team	LfL+ SaCo	December 2015	Dialogue in SaCo team (review task description) Training ' SaCo skills' , different needs per area	2-3	January 2016 July 2017

AICS IBMYP Development Plan 2015-2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
Focus	What?	Who?	When?	How?	Status?	By When?
	Revision of tasks /responsibilities LA Team	LA team +LA SaCo	December 2015	Dialogue in SaCo team (review task description)	2 4	January 2016
	Intercolleual feedback (incl. intervison and lesson visits (hor. and vert.) phase 1	Staff Peer Coaches	August-July 2015-2016	implementing (6 hours per year allocated in PD)	2 4	July 2016
	Intercolleual feedback and visits (hor and vert) phase 2	Staff Peer Coaches	July 2016	consolidation	1	July 2017
	New Teachers induction programme phase 2	Staff Peer Coaches	March 2015	Add 2d and 3 year of guidance if applicable	3	July 2017
	Create higher level of trust, accountability and ownership	LfL + MT/LT Team	February 2015	Walk the talk Develop relational trust FTE, comp, Magister etc 100% accurate, sick, registration	2 3	December 2016 July 2017
	Mentor coaching (incl. new mentors!)	SLCo L4L	January 2015	Further development mentor (pastoral) programme	2 1	July 2016 July 2017
	Year level meetings Year heads?	SLC L4L	February 2016	Revise Year level meetings: content: teaching and learning rather than in relation to individual. Students	3	Jan 2016
	Effective Professional Development exchange	MYP Team	January 2015	Set up intercolleual teaching and learning	2	January 2017
	Team meetings (SAM /TEAM)	MYP Team	January 2015	Further development effective meeting structure, (find solution for limited meeting time)	2	August 2015
	ATL coordinator (as separate task)		August 2016	-ATL and SLC? Why? ATL are both cognitive and affective	4 2	August 2016 July 2017

AICS IBMYP Development Plan 2015-2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
Focus	What?	Who?	When?	How?	Status?	By When?
	self-steering teams					2020
Communication	Direct (line) communication with parent community via MaBa	LfL, MYP Co	November 2015	Dialogue with parent community, SC departmental communication to parents? Use managbac as a direct communication line to parents.	4 2	July 2016 July 2017
	Year level website or via MaBa	Mentors	January 2016	Review communication line mentor-parents	1	July 2016
	Clear expectations regarding use of Magister, Managebac (incl parents/students)	MYP Team, Admin Team, MaBa Moderator + SST Team	January 2015	Continuous monitoring	2 3	April 2016 July 2017
	Visible and experienced link to community					July 2020
Procedures and Protocols	All student info on Magister	Admin Team, SLCo, LfL, SST	October 2015	Documenting and filing student information	4 4	July 2016
	Return of Magister/MaBa app	ICT Team		Setting up again		July 2016
	Subject Change procedure in place	LA Team, All SACo, MYP Co	Jan 2015	Set up clear procedure	3	December 2015
	All events/field trips in MaBa calendar if possible	MYP Team + MaBa	August 2015	Continuous monitoring	4 2	July 2016 Jan 2017
	All LA phases in MaBa	MYP Co + MaBaModerator	September 2015	Documenting subject choices and phases	3 4	January 2016
	Review promotion criteria	MYP/DP team	November 2015	Evaluation and reflection in light of new curriculum	4 4	May 2016
	Prepare MYP Evaluation Visit	Head of School, LfL, MYP Co + Team	January 2016 (Discuss the timeline)	Self-study, documentation		January 2017

AICS IBMYP Development Plan 2015-2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
Focus	What?	Who?	When?	How?	Status?	By When?
	SST procedures and admin (incl. IEP) in place	ZoCo, SST	Jan 2016	Clear goal setting, use of Magister, high expectations	2- 4	June 2016
	ICT Expectations clear- for ICT support	ICT team	June 2016	Collaboration ICT + Staff, training, reliable technology	2- 3	June 2016 July 2017
	evaluation	Lfl, Myp co + team	April 2015	Always evaluation of activities etc. fixed agenda point	3	Oct 2015
	Effective and efficient use of (minimum) procedures and protocols					July 2020
Curriculum	evaluate assessment results 2015-2016	MYP Co, Data analyst (new task?), MYP Team, MaBa Co	September 2015	Data analysis, evaluation, reflection	3	October 2015
	analyze and research current curriculum content		September 2015	Data analysis, evaluation, reflection	4-2	September 2016 Jan 2017
	Evaluate student progress (report card)		February 2016	Data analysis, evaluation, reflection	1	January 2018
	Continuum MYP-DP		August 2016	Backward planning	1	August 2017
	Continuum Prim-MYP-DP (incl primary MaBa)		August 2017	Backward planning	1	August 2018
	Set up Best Language Curriculum phase 1	Best Language Coordinator +LTMT	August – Dec 2015: research Dec-July: pilot	Research and set up for pilot	2 4	July 2016
	Best Language curriculum phase 2	Best Language Coordinator	August 2016	Roll out pilot to implement in curriculum	1	July 2017
	Best Language curriculum phase 3	Best Language Coordinator/SaCo	August 2017	Best Language as part of LangLit Curriculum	1	August 2018
	Implementation Service Learning phase 2	Service Coordinators	January 2015	Relate SasA to curriculum, all procedures in place	2	July 2016
	Consolidation phase 3	Service Coordinators			1	July 2017

AICS IBMYP Development Plan 2015-2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
Focus	What?	Who?	When?	How?	Status?	By When?
		Mentors, teachers				
	Development Personal Project	PP coordinator	August 2015	Evaluate and review PP	1	January 2017
	Implementation IDU phase 1	MYP Co, MYP team	August 2015	Training and setting up	4-4	August 2016
	IDU phase 2 Inter disciplinary unit	MYP Co, MYP team		Training, setting up & implementation	2	July 2017
	ATL phase 1 (awareness, understanding, training, implementation) clear overview and plan	MYP Co, MYP Team	May 2015	Training and reflection ATL in context	1	March 2016(?)
	ATL phase 2	MYP Co, MYP Team	May 2016	Training and reflection Clear overview and plan	1	August 2017
	Inquiry based teaching and learning	MYP Team	May 2015	Training	1	August 2018
	Further development Arts & Design programme	Arts & Design Team	Jan 2015	Evaluation and reflection	2	August 2018
	Further development Health education in PHE	PE Team	May 2015	Evaluation, innovation and reflection	1	August 2017
	Further development Maths differentiation	Maths team	January 2015	Training, evaluation and reflection	2	August 2017
	MYP Summative Assessment	MYP Co, SACo	October 2015	Assessment Think Tank Set up policy	2-4	July 2016
	Ongoing reflection on curriculum					July 2020

AICS IBDP Development Plan 2016 – 2020

AICS IBDP Development Plan 2016 - 2020						
Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
	What?	Who?	When?	How?	Status?	By When?
Student Learning	Improve Timetabling, incorporating student needs (Student centred timetable)	MT, DPCo and School Profile Committee	November 2015	School Profile Meetings and Proposal to Team and PC	2	April 2016 July 2020
	Integrate ATL in the Diploma Programme Subjects	DP Team	May 2015	Training and Reflection during DP Team Meetings	1	August 2017
	Develop Inquiry and Concept Based Teaching and Learning	DP Team	May 2015	PD, Training and Implementation of Good Practice	1	August 2018
	Explore Possibilities to use Aim Higher to facilitate DP student learning and studying	DP Team, DP Mentors, SACo	January 2016	Reflection during SACo and Mentor Meetings	1	August 2017
	Consider current School Profile and Subject Choice Offering to reflect students' best interests	MT, DPCo and School Profile Committee	January 2016	School Profile Meetings and Proposal to Team and PC	3 4	April 2016
	Continue to develop variety of student interest, career programme, arts, medicine, sport	MT, DPCo and School Profile Committee		School Profile Meetings and Proposal to Team and PC	1	July 2018
	Implementation of (Inclusive) Student Support with students, teachers and SST	LT, SLC, SST	January 2016	Develop and Implement new SST structure	4 3	July 2016
	Formulate clear goals for Introductory School Trips	DPCo, SLC and Mentors	November 2015	Discuss, evaluate and review	4 4	April 2016
	Incorporate PHE into Diploma Programme More active activity based lessons	MT, DPCo and School Profile Committee	January 2016 (look at incorporating with CAS)	School Profile Meetings and Proposal to Team and PC	1	April 2016 July 2018
		Set up a think tank with DP students also other schools.	MT, DPCo and School Profile Committee			
Team	Intercollegial feedback and visits (horizontal and vertical) Phase 1	Staff Peer Coaches	August 2015	Implementing (6 hours per year allocated in PD)	2-4	July 2016
	Intercollegial feedback and visits (horizontal and vertical) Phase 2	Staff Peer Coaches	July 2016	Consolidation	1	July 2017
	Mentor Coaching	LfL, SLC, Mentors	January 2016	Further Development Mentor	2-1	July 2016 July 2017

**AICS IBDP Development Plan
2016 - 2020**

Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
	What?	Who?	When?	How?	Status?	By When?
				(Pastoral) Programme		
	Team Meetings (SAM /TEAM)	DP Team	January 2016	Further development effective meeting structure, (find solution for limited meeting time)	2 4	August 2016
	Increase Levels of Professionalism within Team – Role Models for students – Higher Levels of Trust, Accountability and Ownership	DP Team See MYP	November 2015 (ongoing)	Reflections on Performance Interviews, Magister etc.	2 4	Dec 2016
Communication	Clear expectations regarding use of Magister, Managebac	DP Team, Admin Team, MaBa Moderator See MYP	January 2015	Continuous monitoring	2 4	July 2016
	Improved use of School and Staff Websites to Convey Important Information	Admin, LfL, DP Team and Mentors	January 2016	MTLT Meetings and SAM/Mentor Meetings	1	January 2017
Procedures and Protocols	All Student Info on Magister	Admin Team, SLCo, LfL, SST See MYP	October 2015	Documenting and filing student information	4 4	July 2016
	Review Promotion Criteria	MYP/DP team See MYP	November 2015	Evaluation and reflection	4 4	July 2016
	Prepare DP Self-Study Report	DPCo + Team	October 2015	Self-study, Documentation, Planned Meeting Time	1	April 2016 April 2017
	Review and Strengthen DP Academic Honesty Policy	DPCo + Team	June 2016	Discussion and Meeting Time	1	July 2017
	Formulate DP Statement of Philosophy	DPCo + Team	October 2015	Discussion and Meeting Time	1	April 2016
Curriculum	Evaluate DP Examination Results 2015-2016	DPCo + Team	September 2015	Data analysis, evaluation, reflection	3	October 2015
	Prepare a Statistical Analysis of the last ten years of DP Results showing Trends	Results Committee	September 2015	Data analysis, evaluation, reflection	1	September 2016 Feb 2017
	Evaluate Student Progress (report card) from MYP5 to DP1 and DP1 to DP2 (Completion)	DPCo + Team	February 2016	Data analysis, evaluation, reflection	1	January 2018
	Continuum MYP- DP (including ATL and Inquiry/Concept-Based Teaching and Learning)	MYP/DP Team	August 2016	Backward planning	1	August 2017

**AICS IBDP Development Plan
2016 - 2020**

Project Goal		Project Staff	Project Timing	Project Resources	Project Monitoring	Target Date
	What?	Who?	When?	How?	Status?	By When?
	Continuum Prim-MYP-DP	Primary/MYP/DP Team	August 2017	Backward planning	1	August 2018
	Introduce clear system of Referencing across DP for EE and other IA and EA	Library Teacher, DPCo	April 2016	Consensus amongst DP teachers and training programme for students	1	November 2016 Jan 2017
	Design Unit Plans according to IB guidelines	DP Team	January 2016	Teacher Preparation and Planning Time	1	July 2017
	Review and Strengthen DP Core	DPCo + Team	June 2016	Discussion and Meeting Time	1	July 2017

4. Quality Care Committee

Since the school year 2012-2013, the QCC (Quality Care Committee) has been meeting regularly on Monday afternoons, in cooperation with AICS teachers and staff. The QCC is chaired by Elizabeth Young, DP leader for learning, and further consists of Kees van Ruitenbeek, principal, and Boris Prickarts, headmaster (the two members of the AICS management team).

In 2013, we created a QCC 'Dashboard' 2013-2018, which helped us to outline the focus areas, actions, responsible persons, timelines, resources, expected outcomes and on-going structures involved (i.e. platforms, meetings). In order to give the QCC initiatives strong cohesion and articulation, we cross-reference them to the outcomes of four reports: the IB MYP Evaluation Report (in 2013), the results of two Dutch Inspectorate visits (of the primary school in 2013 and of the secondary school in 2015) and the outcomes of the CIS whole school accreditation visit (in 2015). We also expect to update the Dashboard with the outcomes of the IB MYP and DP Evaluation Reports in 2017.

5. Student Support

At the core of the SST vision is the principle of 'Inclusion' (passend onderwijs), i.e. removing barriers to learning and achieving. Our inclusive school culture starts from the premise that everyone in the school - students, teachers, administrators, support staff and parents – should feel that they belong, realise their potential, and contribute to the life of the school; therefore the whole school shares in the responsibility for inclusion. At the AICS we embrace cultural diversity and provide an innovative, creative and often collaborative learning environment, which is personalised to meet individual needs. We embrace the challenge of serving students with a range of learning differences and needs. We are a community where parents can learn through their children about the importance of belonging, acceptance and citizenship. The SST at the AICS is involved with all students who enroll from Primary through to the Diploma Programme. This is to ensure that all pupils are placed into the right academic environment which suits their academic, social-emotional and behavioral needs. Details about the structure of student support and the student support profile can be found in the student support handbook.

6. All staff

We have developed a general policy, procedure and planning regarding the professional development of all staff at the AICS. It also includes the procedure for AICS teachers to get a promotion in the so-called 'Funktiemix', or Promotion Scheme. It is the aim of the AICS to reward excellence; teachers who contribute actively towards improving the learning at the AICS; teachers who expect the very best of themselves and of their students.

Overall, as an Esprit school, our students need teachers who are talented, result-oriented professionals, cosmopolitan entrepreneurs, who can provide education of the highest quality with learning with their students and colleagues at the heart of what they do. Esprit will outline all job descriptions and remunerations for support staff in order to create clear career paths.

For example we make use of:

- a generous PD budget (an average of 1000 Euro per staff member);
- scholarships for teachers (i.e. national and Amsterdam bursaries);
- InSeT (in-service training) days;
- Centre of Expertise (e.g. IB host school);
- Esprit trainings;
- teacher training opportunities;
- Staff Peer Coaches.

AICS follows the Esprit guidelines of proportional representation in management.

7. Library

We will base our activity and services on improving the experience of the user. In doing so, we will be conscious to balance the needs of the various groups (students, teachers, parents and possibly the general public). Our work will be supported by accurate data and an awareness of best practice in our field.

Our focus will be on creating an environment where our staff are able to best serve our users. Our collection will continue to concentrate on the needs of expatriate children and their families.

The nature of the library will be transformed so that we can provide our services and facilities to the general public. This will occur outside of school time and only when a new building has been secured.

The library will consult with distinct user groups when planning for new service development.

The library works with a Library Teacher who liaises between the students, the secondary teaching team and the library team.

The librarian and library staff will become more involved with the International Baccalaureate Organization (IB), attending various professional development courses and participating in library related IB projects. Additionally, other professional development opportunities to further the development of the library service shall be pursued.

The library intends to heighten its efforts to engender a love of reading by creating and participating in whole school activities.

8. ICT

Key ideas: technology is not an academic intervention, i.e. it doesn't teach children. It is a tool that professional teachers can use to improve learning. There is no single correct way to integrate technology. This implies the following:

All Devices

- Replacement of old computers (more than 4 years old)

Student Devices

- Implementing BYOD (Bring Your Own Device) in phases
- Quarterly check-in on all classroom desktops to assess condition of computer and peripherals. (5 days IT staff time)
- Create handbooks for the various BYOD operating systems regarding security settings and wifi.
- Maintain the current ICT Lab to ensure 22 working computers
- Evaluate usage of desktops and thin clients in classrooms and consider alternate uses as labs.
- Research possibility of lab environment fitted with Coop A sized furniture and equipment.
- Analyze and resolve all existing wireless issues to provide reliable and fast wireless through the building.
- Expand use of wireless printing to complement networked printing system in place.
- Analyze and resolve issues with the laptop trolleys to a high degree of reliability; ensure all staff using trolleys and other mobile resources attend dedicated training on proper usage to prevent unnecessary wear and damage to equipment.
 - Evaluate usage and performance of laptop trolleys and determine if they should be repurposed into labs or classrooms.
- Analyze and resolve issues with the thin clients to a high degree of reliability and ease of use for students
 - Analyze and resolve all issues with thin clients that are creating perceived barriers to student use via workshops, written information, and physical presence of staff.
 - Evaluate usage and performance of thin clients in classrooms and determine if they should be repurposed into lab settings
- Purchase mobile devices and peripherals that teachers request and/or fit the curriculum area. Such peripherals could include document scanners, devices to display mobile devices on the whiteboard, specialized equipment for science, art, or music.
 - tablets in all primary group classrooms - phased introduction beginning with Coop C
 - research systems and software that simplify managing mobile devices and apps within our school to be in place for expansion of tablets in classrooms for August 2017.
 - Document Cameras (connect to Smartboard)
- ICT Coding Lounge - learning via gaming, coding, exploration, creation

Staff Personal and Instructional Devices

- Expand the mobile device initiative for staff members.
 - mobile devices for teachers for motivated use as standard procedure; choice of device to remain per staff member.
 - evaluate the fit of the current budget with the free choice model currently in place - perhaps provide a catalog of items to choose from
 - create a policy for replacement for school owned mobile devices.
 - update the loaned device agreement to include participation in mobile device workshop which will provide the basic support to get started using the device at AICS
- Smartboard / Display Screens
 - Replace or address all lingering issues of smartboards installed before 2012 to eliminate ongoing and persistent sound and connectivity issues
 - regular maintenance schedule for cleaning filters of beamers.
 - research actual use of smartboards interactivity and Smart Notebook and research/evaluate replacement with flatscreens and chromecast.
 - research and evaluate alternate software related to the Smartboards - to see if we wish to go forward SmartNotebook update and expense

IT Team of Professionals

- Assess our current inventory systems and consider implementation of formal inventory system with effective labeling, barcoding and tracking of all ICT equipment in the building.
- Assess the IT Office to ensure that equipment is present to meet their needs.

Professional Development

- Professional Development for all levels of proficiency
 - on site inset day in 2016-2017- authentic integration of EdTech and Personal Learning Networks
 - required online or in person coursework to reach basic proficiency
 - expand use of online sharing communities to share, inspire, and inform use of educational technology (EdTech)
- form an EdTech Committee with staff across the school
- Determine and require a standard minimum proficiency from all staff
- Personal Learning Networks - keep current on all educational issues as well as in EdTech
- Induction to include AICS ICT Basics for new staff
- Support development of highly proficient users as peer coaches and instructors

Curriculum & Instruction

- Create Primary integrated Educational Technology Curriculum
- Introduction of Specialist Instruction
- Integration of computer science concepts across the Curriculum
- Authentic integration of educational technology to support development of Higher Order Thinking and Inquiry based learning
- Transparent and simple procedure to sign up for paid websites and share with the staff - clear budget, clear process (green form or other), online catalog of all the whole school sites

9. Facilities

The school's facilities, including the building, follow the requirements of our student's learning needs. In this light, we will make the necessary investments.

In August 2016, we will open up the AICS Satellite School and start with four primary classes. The standards of our education and facilities there will be similar to the AICS. In case of sponsoring we will follow the agreements for primary and secondary schools and the pending guidelines of Esprit.

10. Communication

We aim to evaluate our current communication strategies and initiate improvements. Our communication initiatives include the (further) development of:

- One-stop Portal;
- Managebac Pilot primary curriculum;
- Evaluative research on our communication strategies at all levels.

