

Staff Professional Statute

2025/2026

Version 1.0



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1. Introduction and purpose

The AICS provides high-quality, accessible, community-based international education to students of all nationalities living in the Netherlands. Rooted in our vision of fostering a vibrant international community *“where learning is at the heart of everything we do,”* we celebrate diversity, inclusivity, and equality. Our school is not only a place for students to thrive, but also a community where staff are valued, supported in their professional growth, and trusted with the autonomy to make meaningful decisions that enrich and enhance student learning and development.

With students from over eighty countries, AICS fosters a safe, inclusive, and high-quality learning environment that nurtures global citizenship. This statute supports our high educational standards, a safe school culture, and clear, professional collaboration. Students are encouraged by teachers to understand their impact, take responsibility, and contribute to fairer, more sustainable communities. Intercultural learning is central to this mission, promoting respect for diverse cultures and perspectives.

This Professional Statute defines the rights and responsibilities of education professionals at AICS, safeguarding the autonomy of teachers and clarifying their independence, responsibilities, and collaborative roles in line with the Wet Beroep Leraar (Teacher Profession Act).

We are united by a shared purpose: to inspire and support our students. With the best of intentions, we work together in a spirit of respect and

collaboration, creating an environment where teachers, staff, and students can thrive.

Aligned with the staff development mission of the Espritscholen, this statute also promotes lifelong learning and fair, sustainable employment practices that empower our community.

Collaborative Development of the Statute

This professional statute was developed through a collaborative process involving school leadership and input from the entire AICS staff. Grounded in the principles of shared responsibility and collective expertise, the drafting process included consultation and iterative feedback to ensure the final document reflects the values, needs, and professional aspirations of the whole school community.

2. Collaborative Distribution of Responsibilities

At the AICS, every staff member is entrusted with responsibilities that contribute to the school's mission and the success of its community. Each staff member also has specific responsibilities connected to their role and aligned to the internal AICS and Esprit policies as well as IB, CIS and Dutch governmental requirements.

School Leadership

The AICS leadership is responsible for leading the day-to-day operations of the school, with a focus on the effective implementation of board policies and strategic priorities. Dedicated to fostering a culture of continuous professional growth, the role supports staff development through guidance, collaboration, and ongoing learning opportunities. A key responsibility is to ensure a safe, inclusive, and supportive pedagogical environment where both students and staff can thrive. The position also involves regularly monitoring and enhancing the quality of teaching and learning, in alignment with the school's educational vision and standards of excellence.

All faculty staff

AICS faculty staff are dedicated to delivering high-quality, internationally minded education that meets the diverse needs of all learners. They actively contribute to the development, implementation, and continual refinement of the curriculum, ensuring it remains innovative, relevant, and engaging. Beyond the classroom, staff play a vital role in driving school-wide improvement initiatives and activities, collaborating across departments to enhance overall educational outcomes. Equally important is their commitment to fostering a safe, inclusive, and supportive learning environment—one where every student feels respected, valued, and empowered to succeed academically, socially, and emotionally.

3. Decision-Making and Participation

Faculty staff actively contribute to decision-making processes, including curriculum and assessment planning. Staff and leadership collaborate on key policies—such as assessment, language, inclusion, and academic integrity—and on important documents like this school statute and the four year school plan.

The Participation Council (PC) is a legally mandated body for all state-subsidised schools in the Netherlands. It brings together representatives of parents, staff, and students, ensuring that the perspectives of both faculty and support staff are included. The PC is composed of members from both campuses and plays an important role in reviewing and advising on school policies as well as broader school matters. While final decision-making authority rests with the leadership team, the PC provides valuable consultation and guidance, helping to shape the school's direction in a collaborative way.

This statute should be read alongside the following AICS policy and strategic documentation, which are developed with the active involvement of AICS staff;

[AICS School Plan 2025-28](#)
[AICS School Guide 2024-25](#)
[AICS Assessment Policy](#)
[AICS School Safety Plan](#)
[AICS Code of Conduct](#)
[Esprit Complaints Procedure](#)

[AICS Language Policy](#)
[AICS Student Support Profile](#)

4. Teaching

‘High quality learning encourages agency, dialogue, and building of concepts through transformative experiences.’

Key Responsibilities of AICS Teachers

At AICS, teachers collaboratively shape the curriculum within the school context, select subject content, develop learning materials, design assessments, and implement diverse pedagogical approaches, while engaging in ongoing professional growth. Recognising that the strength of our staff directly shapes the quality of our school, we prioritise support systems that foster professional development, wellbeing, retention, and a culture of collaboration and inclusion

Our definition of high-quality learning emphasizes agency, dialogue, and concept-building through transformative experiences. Educators are seen as central to student learning and are expected to take initiative in their professional growth. As part of Esprit Schools, AICS fosters innovation, cross-school collaboration, and sustainable employability.

Teachers play a critical role in fostering a safe, inclusive, and supportive learning environment. Beyond delivering academic content, they actively contribute to students’ social, emotional, and moral development by modeling respectful behavior, encouraging empathy, and creating a classroom culture where every student feels valued, heard, and empowered to grow. This, in line with our community safety agreements. The community safety agreement allows for a flexible case by case approach. It is viewed as a duty of care within the AICS community and is integral to what we do and how we go about things.

All staff are accountable to IB standards, delivering an education that prepares students to navigate global complexities and act responsibly. This includes encouraging critical thinking across disciplines and cultures.

AICS staff embody the IB Learner Profile and are committed to excellence in classroom management, lesson structure, knowledge transfer, feedback, differentiation, and pedagogy.

These principles, currently supported by the Digitale Observatie Tool (DOT) observation tool, inform a concept-based, inquiry-led IB curriculum driven by teacher/student conversations and interactions.

Learning Materials

At AICS, faculty staff primarily develop their own instructional materials, using standard resources only when necessary to enhance learning. This approach allows for tailored, differentiated instruction that meets the diverse needs of students. The school supports this by allocating dedicated time for material development and by managing workloads to maintain balance.

Learning materials are regularly reviewed with input from students and staff. They are concept-based and focused on inquiry and staff ensure they remain innovative, relevant, and effective, meeting the needs of the learning community.

Student Evaluation

Teachers use diverse assessment methods to provide constructive feedback and forward-looking guidance. Assessment is an ongoing process that informs teaching and learning by addressing varied student needs and promoting progress. Teachers use a variety of assessment methods, with a strong focus on the formative process, to provide constructive feedback and guidance that supports ongoing learning. Formative assessment is central to teaching and learning. Effective formative and summative assessment actively engages learners in developing knowledge, skills, understandings, and key learning dispositions. While assessment approaches vary across the four IB programmes, the underlying philosophy remains consistent and aligned with IB principles.

Pedagogical and Didactic Approaches:

- **Student progress at AICS:** progress is monitored using tracking systems such as iSAMS, CAT4, and ManageBac. These tools provide data to guide teaching, identify individual learning needs, and enable timely interventions in collaboration with students, parents, mentors,

and teachers. Progress tracking plays a key role in promotion decisions and in guiding students' future learning pathways.

- **Assessment** -at the AICS, assessment in the Primary Years Programme (PYP) aims to inform teaching and learning. There is a shared understanding of what and how to assess, and how data is used. Formative assessment is ongoing, with teachers continuously monitoring and documenting student learning. This effective assessment culture is supported by collaboration and a common language. In secondary school, formative and summative assessments focus on students' knowledge, skills, and conceptual understanding to support their growth.
- **The AICS Secondary Curriculum:** AICS, an IB World School, offers the five-year Middle Years Programme (MYP) in Secondary School. After earning the MYP certificate, students may choose the two-year Diploma Programme (DP) or Careers-related Programme (CP). These programmes aim to develop active, internationally minded learners committed to a better, more peaceful world.
- **Language-Friendly Teaching:** Language is key to identity, communication, learning, and social growth. AICS values authentic language use to foster clear communication and mutual understanding, recognizing the influence of cultural and linguistic backgrounds. We distinguish language development, acquisition, and literacy, celebrate multilingualism, and view language diversity as vital to personal and community growth.
- **All teachers are language teachers:** All AICS teachers support students in overcoming language and literacy barriers through differentiation. The school promotes multilingualism among staff, recognizing that all teachers play a role in facilitating communication.
- **Student Support:** AICS is committed to inclusivity, supporting a diverse, globally mobile community. The school welcomes varied learning backgrounds and uses a strengths-based approach within a caring environment. Recognising individual learning paces, differentiated support is provided in class by teachers, assistants, and

mentors. When needed, the student support team collaborates with the student, the family, staff, and external partners to tailor assistance.

- **Transparency and confidentiality:** Data from systems such as iSAMS, CAT4, and ManageBac is managed under GDPR and AICS's policy, maintaining transparency and confidentiality

Continuous Development

Continuous professional development is central to AICS, reflecting its commitment to lifelong learning as emphasized by the IB philosophy, Espritscholen HR policy, and the school's vision.

Teaching practices are regularly reviewed and supported by leadership. Senior(LC/LD) teachers are role models and are actively involved in supporting colleagues new to the profession. AICS teachers bring subject expertise, strong pedagogy, and dedication to growth, fostering meaningful, caring, and engaging relationships with students.

5. Professional Development

At Esprit Schools, staff roles and salary levels are defined through a transparent classification system. Recognizing that staff quality determines school quality, robust support for development and retention is essential. At AICS, shared educational values guide educators both in and beyond the classroom. As primary drivers of student learning, staff focus professional development on enhancing teaching and learning and are expected to take an active role in their growth.

Professionalism entails:

- **Accountability:** Taking collective responsibility for student outcomes and their professional duties. By actively contributing to educational development and participating in decisions that affect their work, they help foster a culture of shared ownership and deeper engagement across the school.
- **Continuous learning:** Taking responsibility for ongoing professional development.

- **Collaboration:** Working cooperatively and sharing knowledge with colleagues and stakeholders to support student success.
- **Being organizationally aware:** Fostering collaboration and innovation by engaging with colleagues, promoting a positive school climate, supporting professional growth, and embracing meaningful connections and innovation.
- **Pedagogical, Didactic, and Academic Competence:** Demonstrating pedagogical, didactic, and academic competence to effectively facilitate student learning and foster intellectual growth.

Practical support for professional growth

The quality of a school is defined by the strength of its staff. To support this, the school prioritises structures that promote staff development and retention. Aligned with its vision of high-quality learning, the school's shared beliefs are reflected in staff experiences both inside and outside the classroom.

- The school provides well-resourced materials and dedicated spaces that align with established quality standards to support effective professional development.
- AICS offers new teachers a supportive, dynamic environment that fosters autonomy, risk-taking, and lifelong learning. Induction programmes assist new and less experienced staff in adapting to IB and AICS expectations. Each campus has a defined programme with designated coordinators for new and starter teachers.
- At the AICS, the starter teacher buddy system supports new staff by pairing them with experienced colleagues who provide guidance, practical support, and help with settling into school routines. This system fosters collaboration, confidence, and connection.
- Opportunities for staff to follow one official IB course per year(alternating online and face-to-face official IB workshops). The IB Coordinators offer consultation on learning pathways to follow to develop as an IB teacher.

- Clear process and timeline for requesting professional development in line with the longer term development plan in mind and with reflection on need(s) the professional development will meet, both for staff and the school.
- Where possible whole-school differentiated professional development opportunities are provided in a carousel fashion.
- Opportunities and the expectation to take part in professional learning communities (PLCs)
- Development dialogues are held annually to start the performance cycle. Staff and line managers collaboratively set targets, plan observations, identify professional development needs, and determine necessary support.
- Staff development is supported through Development Dialogues, Learning Walks, and lesson observations. Development Dialogues empower staff to lead reflective conversations with their line managers, using feedback to guide future growth. Learning Walks offer line managers insight into daily classroom practice and help identify and share effective teaching strategies. Lesson observations, supported by a specialised tool (DOT), are followed by reflective discussions to promote professional growth and improve instructional practice.

6. Complaints Procedure

At AICS, questions, concerns, and complaints are addressed promptly, fairly, and transparently. Open communication is encouraged to resolve issues early through constructive dialogue. Complaints are handled with respect and confidentiality, following established procedures. These include clear guidance on raising concerns and access to internal confidential advisors for students and parents, and external advisors for staff, ensuring support and clarity throughout the process. Information about confidential advisors is available on the AICS shared drives and school website.

7. Quality Assurance

In the Netherlands, all schools—including international schools like AICS—are legally required to have a Participation Council (PC) under the *Wet Medezeggenschap voor Scholen* (Law of Participation in Schools). The PC, composed of elected teachers, support staff, parents, and secondary students, collaborates with school leadership on policies and procedures. At AICS, the PC actively supports school improvement by serving as a ‘critical friend’ to the leadership team.

At the AICS, both Primary and Secondary Student Councils promote student voice, action, and agency. They represent the whole student body by sharing ideas and addressing academic, social, and environmental concerns.

As part of its commitment to quality assurance, AICS undergoes regular evaluations by international bodies. The Council of International Schools (CIS) and the International Baccalaureate (IB) conduct a joint accreditation visit every five years.

As a partially state-funded Dutch International School, AICS is also evaluated nationally by the Dutch Inspectorate of Education and is held to the same standards as Dutch national schools.

In addition, each year, Esprit Schools organizes a ‘Collegiaal Waarderend Kwaliteitsonderzoek’ (CWKO) visit, where school leaders from one Esprit school spend a day at another. Using an appreciative inquiry approach, they collaboratively explore a current issue, question, or theme relevant to the host school.

For more detailed information on quality assurance, please refer to the [School Plan, 2025-28](#) (chapter 10, page 64)