

# International School Twente Primary School Guide



International School  
**Twente**



Dear Parents Guardians,

Before you lies the 2022-2023 edition of our annual school guide. For the parents of our youngest children or new parents, the school guide is a valuable source of information that we hope you will read with interest.

All school matters directly related to the groups and current affairs will appear in our newsletters.

In this guide you can read:

- how we have organized our education;
- the care of children;
- what is expected of parents and what parents can expect from the school.

If you have a wish regarding this school guide or a suggestion for improvement, please email to: [zoe.price@istwente.org](mailto:zoe.price@istwente.org)

### **Address**

#### **Primary Campus**

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# Mission and Vision

## Mission

Our Mission is to provide excellent international primary and secondary education to students from diverse backgrounds.

## Vision

IST's Vision is constructed around the pillars ***Global Citizens, Inquisitive Learners*** and ***Community School***:

- We offer our students essential stepping stones to learn to become a successful and happy global citizen.
- We aim to develop inquisitive minds that have a love for learning and therefore excel in personal and academic growth.
- We cultivate a school community to provide our students with an inclusive and caring environment within which they can build strong friendships that will last throughout their international lifetime.



# Introduction and Welcome to International School Twente

International School Twente (IST) first opened its doors in 2008 and is a member of the Dutch International Schools (DIS). We cater to the needs of the International Community in the Twente Region and beyond. Until recently the IST Primary curriculum was based on the National Curriculum for England (NCE) alongside being an accredited International Primary Curriculum school (IPC) in 2016 as one of 17 accredited schools worldwide. Now we are looking to develop our curriculum as a candidate school to deliver the IB Primary Years Programme (PYP). IST Secondary has been authorised by Cambridge and International Baccalaureate (IB).

We have students and highly qualified staff from many nations around the world. Children attending International School Twente are educated in a truly international learning environment. We are a growing school and have smaller class sizes in comparison to Dutch schools in the Netherlands, allowing for more individual attention for your child.

Our school features unique educational elements that will truly help your child to develop a love for learning and to reach their full potential. It will shape your child into a skilled, multicultural and global-minded individual. We focus on competency-learning and character development. IST provides a quality international education that prepares students for our ever-changing world. Our aim is that students who graduate from IST are prepared to be leaders and make a positive impact on the world around them.

The International School Twente provides the best possible international education for students from all around the world and we encourage you to explore our website ([www.ISTwente.org](http://www.ISTwente.org)) to help you understand why this is the case.

Thank you,

Primary Principal: Zoë Borgers Price

# 1. Organisation

IST is governed by two local school boards, Stichting Consent-Enschede for the primary school and Stichting Het Stedelijk Lyceum for the secondary school. The Boards work in close partnership with regard to their responsibility for IST.

IST receives funding from the Dutch government and is accountable for the quality of its education to the Inspectorate of the Ministry of Education, Culture and Science (OCW).

# 2. Primary Education

IST primary school welcomes students from 4 to 11 years of age. As the students come from all over the world and from many different educational systems, class sizes are generally smaller compared to the Dutch Schools to allow teachers to provide for a wide range of individual needs within the classroom.

## 2.1 Curriculum

The curriculum of both the primary school and secondary school are based on the standards of the National Curriculum for England. The National Curriculum for England ensures that key objectives for English and Mathematics are taught and provides IST teachers with a clear scope and sequence. On entry, students in Reception and upwards are assessed for reading, writing, spelling and mathematics.

International School Twente (Primary) is a candidate school\* for the PYP. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

\* Only schools authorised by the IB Organisation can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP)\*\*, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>.

\*\*The IST secondary location is fully authorised to provide the Diploma Programme.

## 2.2 PYP

The Primary Years Programme is one of 4 programmes which form the International Baccalaureate, an international curriculum which was founded in 1968; The Primary Years Programme (ages 3-11), the Middle Years Programme (ages 11-16) and, respectively, the Diploma and Careers Programmes (ages 16-19).

The PYP is the foundation for the MYP and DP, helping to emplace the skills, attitudes, concepts, knowledge and actions that not only empower students for success in these programmes, but the larger world.

The PYP offers a student-centred, internationally-minded approach to education. Responding to challenges and opportunities facing students in our rapidly changing world, it reflects the best of educational research, experience and leadership from IB World Schools around the globe.

The PYP centres around the viewpoint that children are agents of their own learning, and partners in the learning process. It leverages people and relationships to build a learning community that inspires students to take responsibility and ownership of their learning. PYP students develop the 10 attributes of the IB learner profile, knowledge, conceptual understandings, and skills to make differences in their communities, their own lives, and on a global scale. A key facet of this framework is the importance of developing student's self-efficacy, so that they are active participants in their own learning, and motivated to take action as a result of their learning.

In the PYP, learning is transdisciplinary, organised under 6 themes, which are global, timeless and relevant. They guide the learning process and are shared throughout the school. The six themes are:

**Who We Are:** An inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

**Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

**How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

**How the World Works:** An inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their



understanding of scientific principles; the impact of scientific and technological advances on society and on the environment

**How We Organise Ourselves:** An inquiry into the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

**Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution

Learning within the themes is kept significant, relevant, challenging and engaging by the use of Seven Key Concepts: Form, Function, Causation, Perspective, Connection, Responsibility and Change. These concepts act as a vehicle to help transfer learning. (Consider the role “form” plays in the way buildings are structured, or the way digits in a number are arranged.) These Key concepts also help teachers plan appropriate learning goals from the curriculum, in order to ensure learning across the 6 units is sufficient and appropriate. Each unit of inquiry lasts approximately 6 weeks, and is further developed by a Central Idea and related concepts to make it appropriate for the age of its learners.

## 2.2.1 Programme of Inquiry for 2022-2023

	Central Idea of the Theme			
	ISTA*	ISTB	ISTC	ISTD
<b>Who We Are</b>	Many individuals shape our community	People Grow and change over time	Mindset influences learning	Healthy relationships are built on understanding the needs of individuals
<b>Where We Are in Place and Time</b>	-	Learning about my previous generations helps me understand the relationship between past and present.	Exploration is a response to human circumstances and challenges	Exploration leads to new understanding and change.
<b>How We Express Ourselves</b>	People express their uniqueness through art	Performance can engage its audience and communicate meaning	People use different forms of expression to convey their uniqueness as human beings	People can create or manipulate media to influence thinking.
<b>How We Organise Ourselves</b>	Rules and routines enhance a classroom community	The journey of food involves many people and processes	Communities settle and develop based on human needs and available resources.	Number systems provide a common language we use to make sense of the world
<b>How the World Works</b>	-	Living things adapt to different patterns that affect their lives	The choices we make about how we use energy affect our world.	Forces act upon people and objects.
<b>Sharing the Planet</b>	It is our responsibility to live in harmony with the environment	All living things are connected and need each other to survive.	How humans use and dispose of materials can have an impact on the natural environment	People can make choices to support sustainability of the Earth's resources.

\*Early Years explores 4 themes per year, due to the role of play and experimentation in the learning of young children.

## 2.3 Music, Physical Education, Dutch and Arts and Culture

IST emphasises the enrichment of students in Music, Physical Education (PE), Dutch and Arts and Culture. All primary students have a minimum of 1 lesson per week of Music, PE, Dutch and Arts and Culture. For the subjects Dutch, Music and PE, students receive the lessons from specialist teachers.

## 3. Primary School Organisation 2022-2023

### 3.1 IST School Hours Primary

Classes at IST are conducted on the following days:

Monday	08:30 - 15:00
Tuesday	08:30 - 15:00
Wednesday	08:30 - 12:30
Thursday	08:30 - 15:00
Friday	08:30 - 12:30

Students attending Reception to Year 2 may be taken directly to their classroom between 08:20 to 08:30 each morning.

Parents are requested to ONLY accompany their child to the class door. Teachers would ask parents not to enter the classroom, as this disrupts the morning welcome routine. Please save comments for the teacher until the end of the day. If necessary, please write any important information in a note for the teacher to be read later when students have settled.

Students attending Years 3 to 6 should be dropped at the gate or front door of school between 08:15 to 08:30 each morning. They are capable of going to their classroom and hanging up their jacket and backpack independently.

Parents are requested to speak with the teacher after school, rather than in the morning when the teacher is welcoming students. If necessary, please write any important information in a note for the teacher to read later.

Parents should wait in the front playground to collect students when school is dismissed each day. Only students enrolled in extra-curricular activities and those attending BSO are allowed to remain after dismissal.

No child is allowed to leave the playground without their parent/s consent. Children are not allowed to either go home on their own, or with another family, unless this had been agreed between the school and their parents.

## 3.2 Primary School Holidays 2022-2023

HOLIDAY	DATE
First Day of Primary	29 August 2022
Autumn break	17 October - 23 October 2022
Winter Break	26 December 2022 - 8 January 2023
Spring Break	27 February - 5 March 2023
Easter Weekend	Good Friday 7 April - 10 April 2023
May Break	24 April - 7 May 2023
Ascension	18 May - 21 May 2020
Whitsun (Pentecost)	29 May
Last Day of School	Thursday, 20 July School Finishes at 12:30
Summer Break	24 July - 3 September 2023

### 3.2.2 Professional development days (No school)

Wednesday, 28 September 2022
Monday, 14 November 2022
Friday, 23 December 2022
Friday, 27 January 2023
Thursday, 16 March 2023
Friday, 21 July 2023

## 4. Extra-curricular Activities

International School Twente primary offers various before and after-school activities, which may differ per term and per school year. Several examples of these activities are:

- Early Bird (from 7:45 to 8:20)
- Arts and Crafts activities
- Dutch language lessons
- Fencing lessons
- Book Club
- Dance lessons
- Arts Around the World lessons
- Yoga lessons
- Swimming lessons

## 5. School policies and procedures

### 5.1 IST Student Attendance and Late Policy

#### 5.1.1 Short absence due to illness or appointment

For short-term absences from school due to illness, doctor's appointments or for other reasons, please phone the school before 09:00 to notify the office of the child(ren)'s absence, or email the school office and the class teacher.

**Primary Campus**

Telephone: +31 (0)53 206 80 35

Email: [front.desk@istwente.org](mailto:front.desk@istwente.org)

### 5.1.2 Requests for Leave of Absence

To ensure continuous, full educational opportunities for all students of IST, it is strongly recommended that parents organise holiday travel within the scheduled holiday periods for the school. In the event that parents must schedule holiday travel outside of these scheduled periods for personal or work reasons, the school requests that parents, wherever possible:

1. Formally request Leave of Absence from the Principal for the period that your child(ren) will be absent who will inform you if the leave has been approved;
2. notify the respective teacher(s) of the intended dates for the child(ren)'s absence at least 10 days in advance to allow teachers sufficient time to prepare homework, which the child(ren) will be expected to complete while absent from school in order to keep up with their studies;
3. ensure that the child(ren) completes all homework assignments while away and submits these to the respective teacher(s) on the morning of their return to school;

Students will be recorded as absent for those days when they are not in attendance at school, outside of the scheduled holidays. If leave has not been sought and received from the Head of School, in advance of the absence, students will be marked as absent without leave.

Students who are absent to celebrate religious holidays will be marked as excused from school after requesting Leave of Absence. In this instance, no homework will be assigned. Parents should notify the front office and the child(ren)'s teacher(s) at the beginning of term of any expected absences due to religious celebrations.

## 5.2 Student care and counselling

A student support structure that includes explicit procedures and policies (to support, for example, students with high ability, dyslexia, and emotional and behavioural difficulties) is used in the primary.

IST supports differentiated education. The students come from a wide variety of backgrounds and previous education, cultures, traditions and religions. It is our aim (teachers and students) to share and learn about these from each other. We reflect not only upon our differences but also on our similarities.

IST aims at supporting not only the student's cognitive development but also their personal development. International understanding and information about the host country's language and culture are delivered through clearly defined learning goals.

Teachers are aware that in order to meet a student's needs fully, individual teaching, and student's interests should be addressed. This is achieved by having small classes, activities that are geared to match the individual needs of the students, assessing and reviewing previous knowledge before new learning takes place, and allowing students to work at their own speed to access the learning goals of each subject at their own level. Students are also encouraged to challenge themselves and to become independent learners.

## 5.3 Student support policy

Student support means that the school adapts the teaching as far as possible to meet the needs of each student, allowing the students the opportunity to develop at their own level. Teachers systematically observe and record the progress of students in order to highlight the needs of each student and adjust the curriculum as necessary. Therefore, our student support system not only assists students who fall behind in one or more of the developmental areas, but also pays specific attention to the more able students. The school not only focuses on adapting the curriculum, but also takes into account matters like the student's home situation, self-esteem, motivation and attitude to work, learning style, motor control skills and social-emotional development.

Parents entrust their child to professional class teachers, who are trained to ensure students are working at age-expected levels. Much of the student support can be provided within the class without the help of the student support team. Teachers try to resolve difficulties by giving additional or differentiated instruction and tasks. If the student makes little or no progress, the nature of the difficulty will be analysed in as much detail as possible (with examples of the student's strengths and weaknesses). The class teacher will then develop an Individual Educational Plan (an IEP) for the student, if necessary, with the help of the Special



Educational Needs teacher. The IEP will be used in the classroom by the class teacher and evaluated eight weeks after it has been drawn up. If the IEP's aims have not been met at the end of the eight weeks, a meeting will take place regarding the student's progress together with a group of educational and health experts. Students experiencing difficulty with English will be given extra support in small groups or in individual lessons with the EAL (English as an Additional Language) support teacher.

## 5.4 Assessment

Students are monitored through standardised tests, curriculum based assessments, student files and individual educational plans. Assessment informs learning and teaching, aiding teachers and students to plan next steps for learning. Assessment allows IST to evaluate the effectiveness and depth of its teaching, and to make decisions about how resources and support can best be delivered. Parents play a vital role in supporting ongoing learning, and are included in assessment through reports and parent conversations, held three times per year.

### 5.4.1 Testing

The purpose of IST standardised testing is to obtain an objective assessment of the students' performance, in the same way as this is done for their age groups in the UK. Test results are always confidential and parents may make an appointment to see and discuss the results. The student monitoring system contains standardised tests that are independent of the curriculum. The tests contain various components, including technical reading, comprehension, vocabulary, spelling, Mathematics and a nonverbal assessment. IST conducts criterion-based assessment, based on the National Curriculum for England (NCE). In January and June, IST administers the standardised tests; Progress Tests in English standards (PTEs) and Progress Tests in Maths (PTMs). It is expected that students will score at a similar level to that assessed by their teacher during the year. Due to extenuating circumstances (irrelevant test material, tests too long in duration, disruptive environment), sometimes test results do not reflect international students' actual knowledge or skills. The PTEs and PTMs tests are administered to meet the requirements of the Dutch Ministry of Education, which requires annual external examinations. IST's Assessment Policy is now under review by teachers and will be made available once it has been finalised.

## 5.5 English as an Additional Language (EAL)

The curriculum taught at IST is delivered in English to students of many nationalities, languages and cultures. The school is very proud that students are multilingual learners with important experiences in other languages.

IST provides a full English as an Additional Language (EAL) programme to support English learners and is recognised as an English Language Examination Centre by Anglia Network Europe. The role of the EAL teacher is to aid students in learning English, while supporting the development of their mother tongue and the host language, Dutch. This approach not only values where the students come from, it also accelerates their access to the school curriculum.

Every EAL learner receives a detailed progress report describing their level of attainment and monitoring their progress. Furthermore, the progress reports help teachers and parents understand where an individual's strengths and weaknesses are. Each EAL student is provided with a certificate proving their English level.

In addition, all classroom teachers and assistants are trained in ways to help students participate in the school curriculum. The school offers an environment in which students feel nurtured and comfortable, whilst learning the language and skills they need to access the curriculum and build friendships.

With many languages at our fingertips, by using our Chromebooks we are able to communicate to our students in their own language and make them feel comfortable and welcome to the classroom while supporting them in learning the English language as well. By using the apps on the phones or language apps on Chromebooks, teachers give students instruction of lessons in their own language to ensure understanding of what is being taught.

## 5.6 Dutch

Dutch language and culture is a required subject, and Dutch lessons are considered necessary, to enable students to integrate into Dutch society and become part of the area they live in.

Dutch lessons are conducted by a specialist, native-speaking teacher. Writing Dutch begins in year 5, or when the student's level of Dutch is advanced enough.

Dutch lessons are taught through Arts and Culture lessons which are themed according to the PYP units of Inquiry. If desired, there is a possibility for students to attend additional after-school lessons in Dutch where learning takes place in small groups.

## 5.7 Late Pick-up Policy

To ensure that all children are properly supervised at all times while on school property and that teachers are not required to supervise students outside of regular school hours, parents are expected to be at the school to pick up their child(ren) when school is dismissed for the day. When parents arrive late to pick up the child(ren), a teacher is required to remain on duty to supervise the child(ren), which infringes on the time that teacher has available to prepare work for the next day.

To ensure fairness for parents and teachers, the school will levy a charge of € 5,- for each 10 minutes that child(ren) have not been picked-up and remain at school, beginning 10 minutes past the scheduled pick-up time. Parents are expected to be available to supervise their child(ren) no later than 10 minutes after class is dismissed to avoid this charge. Students who have not been picked-up 10 minutes after dismissal will be taken into the school to await the arrival of their parents, at which time the Late Pick-up Fee will be levied.

If parents know their arrival will be delayed by more than 10 minutes past dismissal time, please phone the school to notify the respective teacher(s).

The Late Pick-up Fees that are collected will be spent at the discretion of IST teachers for educational supplies.

## 5.8 IST Field Trips and Class Trips

Teachers will ensure that the students will have as many first-hand experiences as possible. In the course of the academic year you may expect your child's class to go on educational trips and excursions. Parents may be asked by the class teacher if they would like to join these trips in a supervisory capacity.

## 5.9 Technology

Students will study various forms of technology through their PYP Transdisciplinary Themes, as well as having regular access to technology in the form of tablet computers (in IST A ), tablet computers and chromebooks (in the B classroom) and 1-to-1 chromebooks (in IST C and D). These chromebooks and tablets are provided by the school to be used during school hours and will not be taken home.

## 5.10 International-mindedness

As an international school with students coming from over 30 different countries and staff from 10 different countries, IST is afforded a global outlook through its community. Teachers endeavour to weave international aspects across the curriculum, and emphasise the many similarities as well as the differences between Dutch culture and the cultures of their students' countries.

Students are encouraged to take another perspective and to put themselves into other student's shoes to better understand and respect their viewpoint.

We welcome parents to share knowledge and expertise of their country's unique identity with our learning community.

## 5.11 Physical Education (PE) & Fitness

Students in IST participate in two 45-minute PE lessons weekly. One of these lessons is offered by a specialist teacher at a nearby gym. Students, accompanied by their teacher, will walk to and from the gymnasium at Mina Krusemanstraat 102. The second PE class is held in the school gym and conducted by the classroom teacher.

Teachers will focus on developing students' fitness levels throughout the year. Students are encouraged to attend an after-school extra-curricular Sports activity to learn a sport, practice new skills and participate in team sports.

## 6. School support profile of IST

On 1 August 2014, the Appropriate Education Act came into effect. All primary schools are then part of a partnership for Appropriate Education. Our school is part of the partnership 2302 ([www.swv2302.nl](http://www.swv2302.nl)).

The schools of this partnership have made agreements about the basic support that is offered in each school (see the document about this on the website [www.swv2302.nl](http://www.swv2302.nl)). In addition to this basic support, additional support can be offered at schools to pupils with special educational needs.

### 6.1 Future ambitions

It is our ambition to be a school that offers a high level of broad support to all children who are registered with us. In the next 4 years we want to develop further with regard to appropriate education.

We always think in opportunities and not in obstacles.

We intend to support children here at school as much as we can instead of referring them.

We have the know-how to make the most of the children's talents.

We do all this in close collaboration with the parents. The parent-pupil-teacher relationship is central to this. We want this relationship to shine.

### 6.2 Registering

When registering children with specific support needs, we expect parents to tell us that this is the case and in which areas. We then investigate whether we can provide the necessary

support. We do this together with the Support Centre for Appropriate Education Enschede (SPOE). You can expect us to indicate within 6 weeks whether we can offer your child appropriate education. If this is not the case, you can expect us to indicate where appropriate education can be provided. In some cases, research needs to be done to determine this. In that case, we expect your cooperation. It is possible that it is not possible to make a suitable offer within 6 weeks. In that case, the investigation period can be extended by a maximum of 4 weeks.

The assessment of whether our school can offer appropriate education to your child is an individual decision. A possible 'label' such as autism or ADHD is not leading, but it is important to clarify what specific educational needs your child has. We also look at the special educational needs of the group your child will be in and at the longer term: can we offer your child appropriate education for several school years? If we are not sure about this, we will make agreements with you about periodic evaluations.

We believe that a child with specific support needs should not compromise the safety of other children and teachers. We also believe that there should be sufficient development. The need for support should not mean that insufficient attention can be paid to other children.

## 6.3 Specialisations

IST has the following specialisations:

- Experienced Educational Leaders
- Experienced educational counsellors
- Gym teacher
- Educational ICT expertise
- Speech therapy connections
- Dutch lessons for international students
- EAL teacher (English as an Additional Language)
- Collaboration with OBS De Prinseschool
- Music teacher
- Special Educational Needs Coordinator

We have a highly experienced professional team that works well with each other and with our students with great passion, dedication and pleasure.

## 6.4 Current situation

We can currently provide support to:

- Students with dyslexia or dyscalculia
- More gifted students
- Students with speech/language problems (in collaboration with Kentalis)

Students with a mild visual impairment or hearing impairment  
Students with physical problems or a mild motor handicap  
Other development disorders such as ADHD, ADD, Autism depending on the level of support needed.

The individual special needs of a child is assessed to see if and how IST can support that child.

## 6.5 Limitations

For children with externalising behaviour problems, the safety of the other students and staff must be guaranteed.

In the case of students with special educational needs, it must be assessed per situation whether it is feasible for this child to continue education at IST especially if that student is aiming to attend IST Secondary.

Barriers for education at IST can include:

- additional problems (such as behavioural problems)
- lack of cooperation of the parents
- the group composition (group dynamics and student care)
- do the specialisations of the teachers match the needs of the student
- can we serve the student throughout the school career

During the school year it will be examined whether the situation can still be maintained, this also depends on the formation, group sizes and staffing.

## 7. Secondary Education

### 7.1 Transition from the primary to the secondary school

At the end of year 6 students will move to secondary education. To support the transition of the students to the secondary school, IST teachers of both schools meet to discuss the students with regard to any academic, social and/or emotional issues. There are no final exams for the students at IST primary. At the end of year 6 students will visit the secondary campus during the transition day to familiarise themselves with their new school.

## 8. The MR

Every Dutch school in the Netherlands must have an MR (Medezeggenschap Raad) in place. The MR deals with a wide variety of subjects which have been laid down in the Dutch “School Council Regulations” in accordance with the WMS (Law on Participation in Schools)

### 8.1 The MR at IST Primary

Every Dutch school in the Netherlands must have an MR (Medezeggenschap Raad) in place. The MR is a recognised body which is consulted by the principal on matters concerning the management of the school. The current elected members of the ISTwente MR are;

- Laxmi Salgaonkar (Parent representative, Chair)
- Ana Mafalda Pinto Soares Madureira Aly (Parent representative)
- Rob Olde Agterhuis (Teacher representative)
- Jason Wilson (Teacher representative)

#### General Authorities

The general rights of a school’s MR are:

1. Right of Consultation (WMS art.6)
2. Right of Initiative (WMS art. 6 lid 2)
3. Right of Information (WMS art. 8)

#### Special Authorities: Right of Advice and Right of Agreement

According to legislation, the MR holds two types of rights: the Right of Advice (‘adviesrecht’) (such as the recruitment of key members of staff, the teaching schedule, the financial plan and cooperation with other schools.) and Right of Agreement (‘instemmingsrecht’) (including finances and school budget, school plan, safety regulations, MR regulations, Care and special needs plans, and school formation).

#### Contact

If you would like to contact the MR with questions or queries please find us at the following email address; [mr@istwente.org](mailto:mr@istwente.org).



## 9. Teachers, leadership and support staff

Primary Teachers	
Reception, Year 1 (IST A)	Nicole von Hollen and Fadila Spahic
Year 2, 3 (IST B)	Corinne Boswinkel, Rob Olde Agterhuis
Years 4, 5 (IST C)	Jason Wilson, Carina van der Vossen
Years 5, 6 (IST D)	Martin van Hooijdonk
Dutch	Danielle Overweg
Music	Emma Timmermans
English as an Additional Language (EAL)	Robin Holland
Physical Education	Toon Doktor
Primary Leadership	
Principal	Zoë Price
Primary Support staff	
Curriculum Coordinator	Jason Wilson
Learning System Administrator	Fadila Spahic
Special Educational Needs	Leoni Boers
Admissions	Anna Groot
Concierge	Mr. Rawi
IST Senior Management Team	
Secondary Principal	Chris Bonke
Primary Principals	Zoe Price
IST Bestuur	
Bestuur Stedelijk Lyceum	Manon Ketz
Bestuur Consent	Renate Klokman, Marcel Poppink