

## The British School in The Netherlands

### A family of schools with common bonds

**BSN schools share the same mission and aims. In summary, our mission is to provide a world-class education for individual students of all nationalities – developing their potential whilst encouraging self-discipline and mutual respect.**

**We recognise that education has many aims. Our priorities for our students are:**

- To nurture creativity and the capacity for independent and critical thought
- That our students should leave us equipped with the confidence, resilience, aptitude and skills they need for life and work
- To help our students to understand how to develop and maintain their own emotional, physical and mental well-being
- To help our adult learners build competence and confidence in their language acquisition and communication

**We want our students to develop towards their full potential:**

Ability comes in many forms and we will support our learners to enjoy success no matter where their talents lie. So, our curriculum, whilst based on the UK national curriculum, will at the same time balance abstract with practical knowledge. We intend to engage our learners with exciting, relevant content as well as opportunities for learning through experience and by doing.

**We support partnerships:**

We recognise that learners have a valuable role to play in contributing to the design of their own learning, and in shaping the way their learning environment operates. We want the education of our students to be a partnership between the school, the learner, parents, and the wider constituency their parents represent. Our school is inclusive with an intent to build tolerance, respect and empathy in our students. In doing this we will take advantage of our location and the wealth of cultures represented by our students.

**We believe in professionalism:**

We want all our members of staff to be creative professionals. We will support them to fulfil that role.

**Common attributes and equality of provision**

Each BSN School has its own identity and values its uniqueness. BSN uses its structure to encourage schools to develop initiatives which can be shared across the family, but always keeping in mind the need for equal high quality provision across all the schools. The sharing of good practice ensures continual development, while the schools gain strength from common attributes and a shared infrastructure.

A Board of Management which includes all the headteachers allows collaborative leadership that goes beyond the individual school to influence the education, achievement and well-being of children and young people in all the schools. It means that the BSN has a team of senior, experienced professionals, working together both strategically and operationally, for the benefit of the whole school, under the direction of the Principal. This structure is also a strategy for systematic improvement. Our intent is to have:

- Agreed learning aims and outcomes for our students
- A sharing of curriculum and assessment structures in the junior schools
- Many shared learning materials
- A single governance structure
- A single funding formula
- One admissions policy and shared admissions procedures
- A common structure for parental representation & involvement
- Common policies on such things as child protection, attendance, drugs and alcohol
- Coordination of SEN support
- Coordination for EAL support
- Agreed student uniform, values & behaviour codes
- Cross- school support for staff professional development
- Some shared school events and traditions, some celebrating the wealth of nationalities represented in the school
- Shared support services (benefiting from our size) including a single finance office, an admissions office, an HR department, a marketing and PR department, an information services team, and a community services team.

### **Distinctions**

There are, of course, some attributes that distinguish our schools. These include such obvious elements as individual school size, the age-range of students and, location. There are also other acknowledged differences e.g. to do with teaching materials, daily schedules, topics studied, some events, dates and activities. These are seen as acceptable and an indication of healthy differences of character consistent with the BSN's aims.

The differences also include some staff job roles or titles. The differences are continually reviewed to ensure that they remain consistent with our aims. Whilst always aiming for the best, BSN schools are not in competition with each other. The members of the family are larger or smaller, older or younger and have different personalities. They are proud of their different name, character and sense of community, but they share the same aims (and support and resources) for each of their individual students, and they cooperate in educating them. Collaboration has the explicit intention of improving the family of schools as a whole.

**Martin Coles, Principal**

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