

International Education

MAGAZINE

From Primary Schools to
Webster University. Are you
ready to meet Leiden's
international educators?

The Oak Tree of
Leiden's International
Schools: 30 years of
Elckerlyc International

Discover how your
students can become real
scientists!

Myth Buster Game:
What's true about
international education?



Websites that
make your
lessons more
fun & effective
TODAY!



LEIDEN
EDUCATION
FIELDLAB

International Education Magazine

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With LEF and Love for Education

By Sanne van der Linden
Projectleader Leiden Education Fieldlab

When we started het LEF 6 years ago, we were thinking about a name that fits our collaboration from pre-school to University, Gemeente Leiden, musea and library and even Microsoft. A name that shows our curiosity in each other. Our passion for education. Our energy to explore new initiatives and the guts to work across the boundaries of every organisation.

Because we believe that if we collaborate with each other, we can help each other in achieving the goals we set ourselves, so we can create good education for the children, and teachers in Leiden. And we can make teachers happy to work in Leiden.

“And now I know for sure why we chose to set our standards high and chose an international name.”

So what name suits this endeavor?

We had a big discussion about having a Dutch or a more international name. And now I know for sure why we chose to set our standards high and chose an international name. For this moment. I'm so thankful for the research Farah has been doing and the connections she has made with so many people who take steps every day in international education. As the community of LEF we want to take this knowledge one step further by sharing, exploring and stimulate new collaborations with international en national schools here in Leiden. We already learned so much about international education, and shared a lot of knowledge during the first conference of international education here at LEF. This magazine is a way of sharing the knowledge Farah has discovered during her research, school visits and conversations with all different initiatives of international education.

So enjoy, explore and let's exchange knowledge. And who knows this will be the kick-off of new collaborations!

Sanne van der Linden

Welcome

Dear Friend in Education,

In her essay 'The Crisis in Education', philosopher Hannah Arendt states that giving life to a child, does not mean the child is ready for 'the world'. Schools are shielded worlds. There is an urgent need for educational adaptation in order to prepare our pupils and students for the 'real world'. This includes teaching 21st century skills. So how do we achieve that? And what can we learn from our international colleagues in achieving that?

Thank you for your teaching our children and diligently guiding them towards the real world. This magazine, which was co-created by you, hopefully will serve as a support in your work. We hope to bring an overview of international education in the region. We have focused on Primary level education, as a start of our explorative research, but are very happy to see that the topic of International Education attracts people from Universities, museums and Dutch Primary and Secondary and Higher education.

Our responsibility as co-inhabitants of this world, is to keep searching for the best ways to shape our education to prepare our young inhabitants for their future, including the teaching of different skill sets based on emotional intelligence and technology, as Unesco* highlights in Blue Dot Magazine. Many experts* warn that shying away from forming a shared vision on 21st century education will cause a lack of understanding and preparedness of the current world in our society, increasing opportunity gaps in our modern society. In fact, the Dutch Council of Education pleads for a more uniform strategy regarding internationalization, in order to provide pupils with the right skills to be able to partake healthily in the current globalized job market and society (Onderwijsraad, 2016). Within Leiden Kennisstad, we have the structure to do this and work together, within and across borders.

Thank you so much for being here.
Let's read, let's connect and let's go!

Farah Nikjuluu

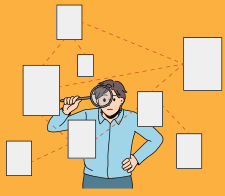
*Arendt, Hannah (1954). The Crisis in Education.

*Elffers, Louise (2022). Onderwijs maakt het verschil: Kansengelijkheid in het Nederlandse onderwijs. Walburg Pers, Zutphen.

*Unesco, United Nations Educational, Scientific and Cultural Organisation and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development. Blue Dot Magazine, Issue 6, 2017.

*Onderwijsraad (2016). Internationaliseren met ambitie, Den Haag

Research International Education in Leiden



Fall 2022

Mapping opportunities and challenges of organisations within Leiden region who deal with international primary education and extensive literature search



1 year of networking, interviews and field research at 15+ organizations within and outside the region.



Fall 2023

- Conference
- Overview of International Primary Education Leiden Region
- International Online magazine
- Leiden International Network of Educators

The characteristics of international education

The characteristics below depict what makes international education in this region like no other place. To celebrate the richness of knowledge, and the possibility to exchange this, LEF hosted its first International Education Conference on november 1st 2023. It was a great success! These tiles below, tie in with in with the key findings of our research... Discover more on the next pages!

Global
Citizenship as a
Basis



Visible Learning
Practices



School-Family-
Community
Partnership



Strong Growth
Mindset



Local involvement



Leiden Kennisstad
offers unique
collaboration



What is LEF's definition of 'international education?'

International education is defined as:

'Education that relates to more than one country'.

Our exploration focused on the following:



Why are we exploring international primary education in the Leiden region?

1 There is a growing need for valuable international knowledge on (global) citizenship and 21st century skills, due to migration and internationalisation.

2 For sharing intercultural didactics and teaching methods in multilingual & newcomer education.

3 It stimulates cross-sectoral collaboration within the Leiden City of Knowledge Programme

How do we categorise international (primary) education?

EDUCATIONAL INITIATIVES	DUTCH INTERNATIONAL EDUCATION	INTERNATIONAL SCHOOLS	ENRICHING EQUALITY OF OPPORTUNITIES	IMPORTANT KNOWLEDGE CENTERS
Weekend schools (i.e. Chinese and Pushkin)	Schools with a global perspective such as LeiMundo	International School Leiden (ISL)	Youth and Society Foundation - JES Rijnland	Expertise Center for Newcomer Education Leiden-Katwijk
Tutoring (JES Rijnland, SOL, BuZz, LSM)	Asylum Seekers Center School (AZC)	Theodore International Startup Academy (TISA)	KopKlas Leiden	Council of International Schools (CIS)
Technolab	IPC schools (i.e. Fortgens, De Leidse Houtschool, de Stevenshof).	Elckerlyc International - Leiderdorp	NT2 - Vliegende brigade	BplusC
Verwonder om de Hoek	International Language Classes / Transition Classes (ISKs)			

IB

Officially founded in 1962 in Switzerland, IB changed education by introducing global-minded education with a student centered approach. The International Baccalaureate 'aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect'.



Teacher's efficacy

A shared goal and mindset of school teams dedicated to the success of the students. How should we teach so it impacts the students' learning in the most effective and positive way? International education programmes, social workers and councils help to advise and safeguard this vital form of positive team spirit!

Visible Learning

Visible learning is a commonly used practice to focus on meaningful work in school. It requires tools, such as games, creativity, technology etc. to achieve the learning goals interactively. It also helps children who are new to a certain language. Moreover, interactive learning gives feedback on how students learn best.

Global Citizenship

Global citizenship is in the DNA of international schools and educators. It is not a separate subject, but an overarching theme within the people and the school. Children learn to critically think, discuss and reflect on their role as a citizen and how they should treat others, animals and nature.

Social Emotional Learning (SEL)

Holistically integrated in the curriculum, is Social Emotional Learning. It teaches children how to deal with experiences, emotions, sensations and thoughts, and common problems such as cyber bullying. Sometimes people call this essential life skills,

IPC

Since 2000, The International Primary Curriculum offers schools comprehensive and holistic structured units. IPC Nederland therefore promotes meaningful learning and incorporates global citizenship in every lesson and activity.

Learner Profiles and Learner Goals

In classrooms using an international framework such as IB or IPC, you will find the learner profiles or learner goals. Every pupil knows them by heart, as they are the guiding principles for everyone in the school and promotes character building.

key concepts

School-Family-Community Partnership

You know the saying: it takes a village to raise a child. International schools and educators are highly aware of the partnership it takes to let the child reach its full potential. Navigating through established communities in a new country can be very challenging.

Theme-based Learning

In International Education, all aspects of education are integrative. Therefore, children are taught using themes, not subjects. These themes last a couple of weeks, sometimes months. All subjects are (interactively) taught, using different methods to make subjects interconnect. Children get to be creative, active and playful. They get to discover the joy of learning.

Homework free school

Most regional International Primary Schools are homework free.

International Mindedness

This is a perspective which gives a sense of belonging in a global community, beyond nation-states, race or religion. It focuses on a broader, global sense of connectedness with people.



International Competency

In 2016 the Onderwijsraad has strongly advised our youth to be 'internationally competent' before they leave school. The Onderwijsraad says it is the responsibility of schools to contribute to the pupils' international development. They urge (Dutch) schools to be more active in taking up this responsibility, as a fragmented approach to this leads to unequal opportunities between students of different educational backgrounds (Onderwijsraad, 2016). International competency means to be skilled in orientation, knowledge, communication, reflection and collaboration. This is essential in order to function in today's society. Furthermore, internationally competent students have greater chances at success within the (inter)national job market (Onderwijsraad, 2016).*

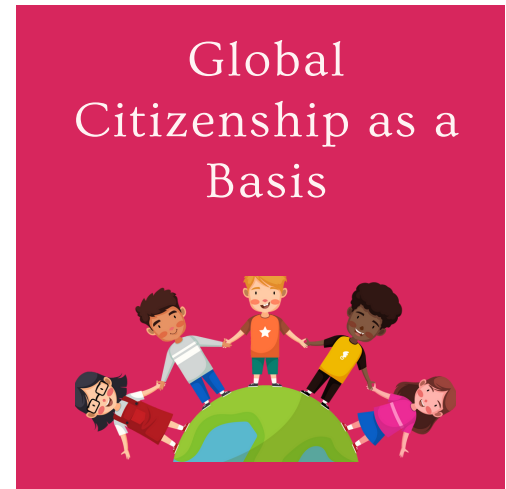
*Onderwijsraad (2016), Internationaliseren met ambitie, Den Haag. See: <https://www.onderwijsraad.nl/publicaties/adviezen/2016/05/31/internationaliseren-met-ambitie#:~:text=Het%20onderwijs%20hoort%20alle%20jongeren,mbo%20is%20een%20inhaalslag%20nodig>.

Key findings research

International education partners in the Leiden Kennisstad region are characterised by:

Global citizenship as a basis: A strong focus on basic academic knowledge and 21st century skills

By using an integrative approach, international primary schools promote deep learning. They teach children to discover their interests, discuss and discover how they enjoy learning, and actively apply the knowledge they acquire. This creates a dynamic relationship between the teacher and the pupil. The nature of International schools means that they often align with United Nations, World Health Organization, or European Union education policy goals. Attention to basic academic knowledge, such as numeracy and literacy, is enriched by 21st-century skills (such as media literacy, critical thinking, leadership, and creativity). Subjects are covered within a theme and all knowledge is integrated. Once a pupil applies the acquired knowledge in their daily life, this is seen as a great success. Global citizenship, shared values and an inclusive international-minded mission is needed.



“By tapping into their natural urge to learn about things they are truly interested in, you keep the pupils motivated. You need to keep children motivated for them to discover the joy of learning. Within the classroom we discover common interests between children. We want our school to be a place where their interests are taken seriously. We support them going into the real world. We offer different tracks, for example in robotics.”

Karina Medvedeva -
Head of School Theodore International
Startup Academy

Our primary goals for "Levensbeschouwendijk Wereldburgerschap" are to:

- a. Instill a deep understanding and appreciation of diverse worldviews, cultures, and belief systems.
- b. Foster critical thinking skills to analyze global issues and develop informed perspectives.
- c. Encourage empathy, tolerance, and respect for individuals regardless of their cultural, religious, or philosophical background.
- d. Equip students with the skills to engage in constructive dialogue and collaborate with peers from different cultural contexts.

Deon du Plessis - Head of School ISL

School-Family-Community Partnership



School-Family-Community partnership

All the schools we visited for this research, highlight the special triangle which forms the partnership between school, family and community. The relationship to them is highly symbiotic: without one, the others cannot function. They prove their investment to nurture this bond, by including the parents in the education, Community is something larger than only Leiden or the region. Because of the international character of the school population, there is a universal connection or interconnectedness. IB and IPC include this principle. Social Emotional Learning is purposely intertwined in the education in the form of themes and visible learning, self-reflection, classroom discussions and guidance of the teacher. Some schools adopt a special programme to highlight certain topics.

“We want to stay connected with the parents and the community. We are not an island. We at ISL involve our parents as we pride ourselves as having a transparent school where we make use of the triangle of trust (School-Student-Parent) at every level of ISL. We provide worthwhile info to our new parents (housing, Tikkie, making an appointment at the gemeente, etcetera.”

Deon du Plessis, Head of School of ISL

“It is not only a question of: 'what can this school offer my children?' It's reciprocal: I always ask about the the time and effort of parents to invest in the school and as a member of our community.

Karina Medvedeva, Directeur TISA

“We are here to provide a soft landing for parents and their children. After the arrival of the family, we have six weeks of bedding in. It is an important process to demystify the move to this country and for the family to build connections. During the bedding in period, there is a “how is it going” meeting.”

Lesley de Quartel - Head of School Elckerlyc International

Together with Biology and Chemistry students I designed an interactive carousel. Children learn how food is farmed, how to prepare food and what happens when food travels through the body. Then they puzzle their ideal farming land, get all their preferences and nutrients, while also measuring their carbon footprint. Then the children go on to learn what acidity does to the body, and how gas is formed during digestion. After that, they get to cook their own delicious chutney in the kitchens of MBO Rijnland.

Biology student Luka
Intern at Technolab

“International Education, such as IB and IPC, base their teaching curricula on Montessori and other methods. Here at Elckerlyc, we base our teaching on visible learning among other theories”

Lesley de Quartel
Head of Elckerlyc International

Visible Learning Practices

The visits to the International educators have shown a strong preference and practice to tap into the natural interests of the child and showcase its learning process along the way. This is called inquiry-based education.

To truly stimulate the natural interests of the child, it is important to international educators to make learning visible. Perhaps you are familiar with John Hattie, who has written and taught many educators on visible learning. It is shown to be a highly effective way to deep learn.

Visible Learning Practices



“Visual theme-based learning helps the newcomer to connect their understanding of the context or concept to the Dutch language. The teacher then uses ‘scaffolding’ to help the child develop ways to understand and use the new words in their daily interactions. Teachers Patrick and assistant Yuliia positively guide the children to improve their abilities to adopt the new language. It helps that Yuliia speaks Ukranian, as there are many Ukrainians in the classroom. Method ‘Wereld vol Woorden’ breaks up the language into smaller, comprehensible pieces. The children also offer each other support, either through conversation, giving examples, playing, drawing or moral support.”

-Farah’s observation at Leimundo’s Internationale Taal Klas

Leiden Kennisstad Provides Unique Conditions for Education to Flourish

Most knowledge institutions within Leiden (including pre-school) have signed a covenant of Leiden Kennisstad. Together they embrace all opportunities to increase the quality of life in general, including education and equality of opportunities. The municipality invests in experts regarding Education and Internationalisation. Leiden is part of the Gelijke Kansen Alliantie (GAK). This is an Alliance for equality of opportunities within education. Schools in the 'periphery' of these arrangements, such as weekend schools, international schools or schools dealing with newcomers and refugees, expressed a deep longing for more interconnectedness, intercultural understanding, a shared sense of responsibility and knowledge exchange with others who are actively in sight.

Leiden Kennisstad
offers unique
collaboration



There are plans to improve this and there is room to grow together as an educational community. LEF's connection with the Council of International Schools (CIS), which has its headquarters in Leiden, had proven very fruitful in terms of knowledge exchange and keeping up with international developments.

"Miss Erika lovingly encourages students to keep on going and to keep believing in their ability to problem solve."

Farah's observation at ISL



A strong growth mindset towards people, cultures and inclusion

Interculturalism and respect for others is part of the DNA of international schools and internationalised schooling. What is very striking about the approach of the Kopklas, Internationale Taalklas, Weekendschool, Leimundo and the International Schools, is the constant encouragement and positive growth mindset that is instilled within the children. Teachers' efficacy lies at the heart of success to reach the ideals of the school. Teachers teach according to the school values, mission and vision, which are often based on clearly set principles, norms and values.



"It might sound silly, but we are amazed by what our pupils can actually do, and how much they can grow. As a team we now truly believe in them, and they believe in themselves."

Sophie de Graaf, IB-coordinator
at Startpunt International

Strong Growth Mindset



It is desirable to have children with their own age group, and truly see them for who they are and all that they are. Marlies looks me in the eyes and says she tries to search for answers with her pupils: "Who are you? What do you find important? Why are you here? Are we going to think in terms of possibilities or impossibilities?"

Excerpt from an interview with Marlies Merkesteyjn, KopKlas Leiden.



Local involvement



Seeking active engagement with local community

All international schools and internationalised initiatives place great importance on the Dutch language. They either give Dutch language lessons as part of the integration of children, or schools give Dutch lessons. Beyond the classroom, schools place great importance on local connections. Many have expressed the longing for a 'community' in Leiden.

“Our aim as a Chinese Weekendschool is to increase interaction with the local community. We want people to know that the Chinese community is part of the Leiden community.”

Lu Wang - Farah's Observation at the Chinese Weekendschool

For example Lu Wang, one of the co-founders of the Chinese School in Leiden. Lu experiences discrimination against people, regardless of their nationality. She wants to combat it, by finding ways to engage more. Above that, Lu and her team of volunteering parents want to help their children. Inspired by the Dutch way of living, they want their children to experience success and happiness. Her story shares similarities with other educators we have spoken with.

Many schools have therefore actively sought contact with LEF. Important platforms that stimulate knowledge exchange are not (yet) available in English. By seeking active engagement with each other, it will become more clear where displaying information in the English language can be beneficial. Mostly because the working environment of the parents is often English-speaking. This encourages international students to stay and work here after their studies, and to perhaps start a family, and for families to come over for work. However, some schools struggle with getting enough help in the classroom to deal with children who need a little extra help and attention. Laws and policies for special needs help often don't apply to most international schools. This contradictory situation of economic growth, migration and education needs transdisciplinary attention.

Petra Kennis, NT2 Expertisecentrum Coordinator is currently training teachers from Woutertje Pieterse, a public primary school in Leiden, which is in close proximity to a building which houses a lot of Ukrainian refugees. Because parents would like their children to go to their school, the teachers decided to train themselves to deal with multilingualism in the classroom.

Farah's observation at Leimundo / NT2 Expertisecentrum

Research Conclusions

With this overview, we hope you have gained a bit more insight in what the Leiden region has to offer in terms of International Education. What have we learned from this research, and where are we headed?

What have we learned from this research, and where are we headed?

1 Internationally-minded educators focus on growth in learning in a holistic way, not in testing and dividing.

2 Diversity calls for a variety in teaching methods. The Leiden region is becoming more international by the day. The amalgamation of cultures is even more visible in safe environments like schools.

3 When you offer a variety of frameworks and methods in the classroom it brings an enjoyable and harmonious classroom. It motivates pupils to want to learn and feel comfortable to learn.

LEF is very thankful to everyone who participated in this research. We have heard a lot of stories, seen a lot of eyes, faces, and beautiful personalities. We all have stories to share, many stories await us. So, let us do it, let us keep sharing and improve education. For this, LEF would love to hear from you as an (international) educator what you would like to see or need.

Please reach out through info@hetlef.nl



“Leidens Oak Tree of Primary International Schools” 30 years of Elckerlyc International

Lesley de Quartel, Head of Elckerlyc International, would like to share with you the many changes in the makeup of its school community in the last 30 years. Lesley: “We encourage our pupils to view themselves as global citizens, providing them with an engaging learning environment which allows them to learn from other traditions, cultures, and heritages.”

*“Families now come more often from farther afield like Japan,
India, China and the USA”*

Post Covid changes

In the past, a high percentage of children were native English, with the majority of applications coming from Europe. Over the last years, this has changed dramatically. More recently, we see that the new post Covid trend to work remotely means a marked decrease in applications from Europe. Families now come more often from farther afield like Japan, India, China and the USA where it is clearly more difficult to travel regularly to the Netherlands with a more “hybrid” work pattern.

From Hotel to Housing

Whilst numbers remain as expected at this time of year, the admissions process has changed dramatically.

In the past, families would prepare and plan their move a few years in advance, allowing us to see a year or maybe two years ahead what the school population would look like. Today families plan to arrive within a few months of the first contact but then can face obstacles such as difficulties with VISA’s which delays their arrival.

It is also very common for a family to defer the planned relocation by up to a year.

As housing in the Leiderdorp area remains in short supply, families can find the move challenging and often spend a transition period in a hotel before making a final move to the area. This sometimes leads to a relocation to an area away from Leiden where housing is more available.

In the past, there were options for generous relocation packages which may also have included the payment of school fees for their children. As employers acknowledge less traditional ways of working, they offer more somber packages to employees, meaning families remain in their home countries and the employee travels as necessary.

Both parents employed

We see more frequently that both parents from a family have fulltime jobs. This has lead to an increase in the need for afterschool care and less participation from parents in the daily volunteering opportunities at school. The demand for afterschool care combined with a shortage of personnel, no extended family in the area means parents can face difficulties combining working abroad and raising a family in the Netherlands. This is increasingly a reason to return home where more flexible 'hybrid' working options may be available.

Should I stay or should I go?

Over the past years, there has been an increase in the number of international schools across the Netherlands, affording more choice for parents. There is now a more even geographic spread across the country meaning the concentration of provision is no longer limited to the Randstad.

Staff recruitment and retention is increasingly difficult both at national and international level, this is a growing difficulty for all educational providers. Brexit is clearly a factor is the reduction of UK enquiries and subsequent enrollments.

“For families to relocate and feel happy and safe here, the Netherlands must not see them as a threat to their jobs, to their way of life, or even to their security.”

Unrest all over the world has also affected whether families apply to Elckerlyc International School or apply directly to our Elckerlyc Montessori school.

Families applying to international schools in the Netherlands seek out and celebrate diversity for both themselves and their children. The growing impact of migration makes us more aware of human diversity and reveals that not all members of society welcome other cultures, languages and ethnicities. For families to relocate and feel happy and safe here, the Netherlands must not see them as a threat to their jobs, to their way of life, or even to their security. Sadly, there is an increasing fear of people who are perceived as different, which may be a reason in the future to not relocate to the Leiden region of the Netherlands.

In the past, families might take a few years in an international class to decide whether they would stay in the Netherlands on a more permanent basis. There is an increase in families arriving here and deciding immediately to enroll in Dutch education based on the fact they already know they will never return home.

A home away from home

International education was seen in the past as education only for the 'privileged'. With continued subsidy from the government, Dutch International Primary Schools (DIPS) are able to maintain a fee structure that is affordable for a wider group of people, adding to the diversity of their population. Regular feedback from parents highlights the importance of the community and family atmosphere we create at Elckerlyc – they feel we are an international community that makes them feel at home with teachers that make their children curious about the world – we strive to continue this for many years to come. |

T R U E

?

F A L S E

Which common ideas about international education are based on myths or truths?

Play the mythbustergame and find out!

TRUE OR FALSE?

All International Primary Schools in the Leiden region teach Dutch language and engage in local traditions.

TRUE OR FALSE?

Smaller classes are the only way to increase effectiveness of teaching

“

TRUE OR FALSE?

Foreign national schools, such as the American School or the British school, carry the same curricula as international schools.

“

TRUE OR FALSE?

Dutch public schools do not have any connection to international education.

“

TRUE OR FALSE?

International schools are only for people from other countries, not for Dutch citizens.

“

TRUE OR FALSE?

Anyone with an innovative idea to better education in this region can apply for subsidy at the Municipality.

“

TRUE OR FALSE?

International schools are so expensive, they only exist for the elite.

”

”

“
TRUE OR FALSE?
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“
TRUE OR FALSE?
International schools
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not for Dutch citizens.”

Some might think this is completely true and in some cases, there are 'elitist' school bubbles, because i.e. of increasing divides in wealth globally. (Bunnell and Gartner-McTaggart, 2022)*.

However, LEF's research has found that international education can be highly accessible, as international education frameworks are implemented in more public than private schools in the area. In Leiden and Voorschoten, we have the Leidse Houtschool and Fortgensschool which carry Dutch IPC. Startpunt International and Springbok in The Hague have implemented Dutch IB at their public school as means to increase equality of opportunity. Only 1% of pupils speaks Dutch as their native language. Their learning abilities have drastically increased since the implementation of IB. Please also consider Dutch children who have to prepare to travel abroad because of the work of their parents and therefore get transferred from international to international school. After that, they can return 'home' to The Netherlands, but feel more at home at an international school.

The myth that international schools are only for people from other countries, is therefore also BUSTED!

All international English-speaking schools are highly engaged in learning about local traditions, such as 3 oktober. Also, all schools teach Dutch. At TISA it's even 50/50. In some cases, such as at International School Leiden, the Dutch teacher comes from another Dutch school to spend a few hours. Elckerlyc International shares its building with Elckerlyc Montessori. "For the children, it's the best way to integrate", their teachers keep telling LEF. It comes as no surprise that both ISL and Elckerlyc are part of DIPS: Dutch International Primary Schools. Many International educators are very eager to get in touch with fellow educators, Dutch or International. So please don't feel shy to reach out!

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”

Foreign national schools, such as the American School or the British school, carry the same curricula as international schools.



Foreign national schools most often adhere to their national curriculum. So for example: the British School teaches according to the English National Curriculum. The American School uses the US Curriculum. International Schools often use an international teaching framework such as IPC or IB.

Olivia Roth, Director of Higher Education Services & Student Well-being of The Council of International Schools, explains in a meeting with LEF that sometimes schools have a hybrid system. So a foreign national school can have a national programme but can offer Cambridge English as an addition. Same happens at some Dutch public schools, where the school follows the National curriculum, but also implements IB English. Some schools implement more systems than two!

This myth is therefore BUSTED!

International frameworks use a combination of methods of instruction. These methods help to guide the pupil in understanding a learning roadmap, getting comfortable in their learning process and knowing how to reach their end goal. Many may assume that international schools or schools with smaller classes benefit from more one-on-one time in the classroom, increasing learning gains. Already in the 1980s, Bloom* proved that by focusing on a combination of methods of instruction, you can attain the same level of learning as in a one-on-one setting (Bloom in Kirschner et. al, 2018*). This is also something which makes international learning frameworks highly beneficial to bigger classrooms, in both private, semi-private or public school settings.

“
TRUE OR FALSE?
”

Smaller classes are the only way to increase effectiveness of teaching.



*Bloom, B. S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. Educational Researcher, 13, 4-16.
*Kirschner, Paul A., Luce Claessens & Steven Raaijmakers (2018), On the shoulders of giants: Inspiring insights from cognitive psychology for teachers.

“ TRUE OR FALSE? ”

Dutch public schools do not have any connection to international education.



If we take Leiden as an example, 1 in 8 inhabitants is international. Since 2022, we have two new international schools, and one school for newcomers (AZC-school). We also have special Language classes (ISK's) in Leiden to help international children adapt to the Dutch language. But also Dutch schools in general experience a need teachers and children for international skills and understanding.

Dutch schools are searching for ways to include Global Citizenship in their curriculums, because of recent educational requirements. Another concern is how to increase 'kansengelijkheid' or equality of opportunity. International education can be a way to create unity, respect and equality. How do we know this? In the Haagse Schilderswijk, two schools that have traditioned from Dutch education to Dutch-speaking IB, have seen the difference. As Rebecka Wester-Buter, former head of school of Springbok, told LEF in an interview: "Children who start from a disadvantaged position in society, are now at a level playing field with others from elite schools in terms of knowledge. There are systemic societal problems which are not easily fixed, but education and equality of opportunities which arise through IB, definitely helps the learner, the generation of the future." Sophie de Graaf, coordinator at Dutch IB World School Startpunt International, sees that children with mild learning or social disabilities are able to participate more easily in the lessons.

This myth is therefore BUSTED.

People from all over the world live in this beautiful region. So there must be good and new ideas to make our education even better. The Municipality of Leiden and LEF encourage anyone with an innovative idea for education to apply for a subsidy. You'll have to team up with at least one other educational organisation to make the application happen. If you would like more information, please go to the link below or send a message to Jessica Hilhorst, Policy maker for Innovation and Education at Gemeente Leiden.

j.hilhorst@leiden.nl

“ TRUE OR FALSE? ”

Anyone with an innovative idea to improve education in this region can apply for subsidy at the Municipality.



Websites that help make your lessons more fun and effective - today!

Need some time to check assignments? Would you like some tools to help you manage your classroom? Check out these websites.



A Celebrity in the Classroom

Have 5-10 spare minutes before the break? Miss Erika from International School Leiden uses Storyline to get children to listen to the most wonderful animated stories. Beautifully designed and subtitled - children absolutely love this and improve their literary skills.

Storylineonline.net

Sketchy Lessons

Want to amp up your Dutch Lessons like Marlies from KopKlas Leiden? Let your pupils and students enjoy Klokhuis. Since 1988 children between 7 and 12 (and adults) enjoy the reports and hilarious sketches, surrounding different interesting topics.

Tip: use Dutch subtitling.

Hetklokhuis.nl

Now, teach me a lesson

If you are looking to go digital in your lesson room every once in a while, consider lessonup. It's an online teaching platform which offers highly interactive and adaptable lesson plans.

lessonup.com

Let's go viral

Free, award-winning community based platform for educators. Find curated lesson plans for any topic you need. From Preschool to higher education. Includes a Newcomer Immigrant helpdesk

Sharemylesson.com

Financial Spelling Bee

No need to be shy when it comes to money. With really fun games and didactic materials, you'll teach your students to become (more) financially literate.

digifinedu.eu

Hold my Rubik's Cube!

Guided interactive problem solving. 15-minute challenges for math and computer science. Great for STEM-learning.

brilliant.org

Take a look in my classroom



International classrooms focus on evidence-based and social-emotional learning, visible learning practices, theme-based learning and different teaching methods. These help children to recognise and attain attributes of a responsible (global) citizen. In our research, we saw how it helps children to reflect on their personalities and those of others. They learn to collaborate and build self-confidence.

Let's take a look at some features you'll most likely see in international classrooms.

Themes take weeks or months to complete and connect all subjects holistically. Children are exposed to their collective learning progress with works of art and projects on the walls and cupboards. If they have any questions, they will write it on a separate 'Wonder Wall'.



Children are surrounded with learner profiles or learner goals. The teachers make sure the children have enough time to reflect on their personality and their responsibility towards others and their environment. These help build their character and also accept and respect that everyone is different. They are able to name and describe attributes and learn to understand neurodiversity.

Little, cosy, reading nooks and relaxation areas, encourage children to take a break from stimuli if they need to.

Positive and safe learning environment encourages all staff, teachers and peers to make the learner capable of assessing their own resilience and self-management. The teaching methods and methods of assessment are based on extensive research.



Open Hearts, Open Science



Educators are always on the lookout for ways to let their pupils experience parts of the real world. Open science invites schools to participate in doing research. Your students get to be scientists.

Karlijn Hermans, Open Science Coordinator, and Margaret Gold, Citizen Science Coordinator, tell us more about how schools like yours get to engage in Citizen Science, and what that means.

How does Leiden University engage in open science?

Open Science is a movement. Scientists within the movement share steps, tools and methods, data-collection and results. This creates opportunities for anyone to participate in research. The Citizen Science Lab invites children to take part in research. They call the project: Lil' Scientist.

Margaret: "In collaboration with IMC Weekendschool and Linguists, we have developed a study where children are able to participate. They had to gather data by asking people on the streets how they were greeted formally and informally when they grew up. They ask people to explain how they are greeted nowadays, formally and informally. This results in a map of how language travels, intermixes, changes. The exciting part is that children become the scientists."

The module is tried and tested, and is available to schools through the Citizen Science Lab.

Ways for your school to engage

Ask a scientist

Do you or your students have questions about education you would like a scientist to answer? Go to kennisrotonde.nl and send in the question. There is also an overview of answered questions.

Citizen Science ideas or projects

Check out the Citizen Science websites about the projects they have done and the possibilities to engage. You can also find Margaret's email on: www.universiteitleiden.nl/en/citizensciencelab/

What's the Point of Open Science?

Everyone has knowledge. Open Science explores the possibilities of how we can attain knowledge and how can we share it. This movement is by nature appreciative of sharing, opening, participating. This can also improve cross-cultural and transdisciplinary collaborations. Open science also allows for surprising new questions to arise.

It's like with the concept of "The Cultural Iceberg". We can see language, clothing, read literature etc. But we cannot see below the surface. Aspects of life that go beyond what the eye can see or we can sense. For example core values, gender, manners or interpretations and body language. Even objects have lots of meaning. The Leiden Platform Things That Talk highlights the stories, deeper meaning, connection we have as humans with objects. Things That Talk is a great example of Open Science. Objects have scientific value, as do stories.



Finding balance between Sensation and Nuance

Margaret: "Since a decade or so, some of the scientific community opened itself up through by offering open access articles, or by sharing the way research is being conducted. The research is paid for by society, but there is not always free accessibility or a transparency to those research papers. It is a whole market chain. So there was an idea for some of science being a common good. 'Knowledge is a Common Good' comes from UNESCO so it has a very high basis that is also related to Human Rights, such as the right to benefit from the outcomes of science and innovation. But access doesn't mean everyone is able to actually read academic papers." Karlijn Hermans: "The Open Access movement presents opportunities to engage, but also challenges and risks. Sometimes the interpretation of data gets sensationalized by people trying to convey data, while the nuanced message gets lost. Not every research topic lends itself for citizen science, because of the nature of the research. Nor is every researcher engaged in citizen science." Open science practices however, are very valuable to research in general.

Margaret and Karlijn agree that there is a big task ahead for science communication. But the Open Science movement is promising, and can lead to more creativity and collaborations. It doesn't hurt to let your student believe that they too can be a scientist, ask questions and to let them explore with their inquisitive minds. |

**things
that talk...**
Exploring humanities
through the life of objects



Webster Leiden Campus

Empowering Global Citizens and Celebrating Cultural Diversity

Always wondered what's behind that beautiful building along the canal? Located in the heart of Leiden, Webster Leiden Campus combines the best of the American educational system with an international perspective. It is the only institute of higher education in the Netherlands offering American accredited degrees (both a BA/BS and an MA/MBA education). Webster's mission is to transform students for global citizenship and individual excellence.

"Students may choose Dutch signature courses that focus on sustainability, such as "Pedal Power" and "Living below Sea Level".

Webster's Global Network

Established in 1983, Webster Leiden Campus is an international branch of Webster University. Webster University was founded in St. Louis Missouri, USA, in 1915 and has grown to become a global network of faculty, staff, students, and alumni. Students can study at campus locations in North America, Europe, Asia, Africa, and online. Webster University stands out as one of the few institutions that has its own network of campuses in cities on four continents and offers a unified academic experience in all locations. Students can study abroad and move freely within the network—the course catalog and the credit system are the same wherever one studies. In Europe, there are Webster campuses in Geneva, Vienna, and Athens.

A Community within Leiden

Classrooms are a melting pot of cultures, with a student population of 300+ representing over 60 nationalities. Class sizes are small and interactive, with a maximum of 25 students per class. Campus Director, Prof. Dr. Jean Paul van Marissing, describes the community as truly global: "When thinking of our students, staff and faculty, there is one element that is more important than anything else... we are a truly global community. Not only do our students come from all over the world but also our faculty and staff were born, studied and started their careers elsewhere. We are proud of our diversity, and we celebrate it as much as we can."

What our students offer

By offering a unique international education experience, Webster Leiden Campus prepares its students to become leaders in their respective fields and responsible global citizens. Graduates from the campus have gone on to make significant contributions in the fields of Psychology, International Relations, and Business, creating positive change globally. Their unique international perspective, honed at Webster Leiden Campus, enables them to think critically, adapt to different contexts, and collaborate effectively across borders.



Tomorrow's Leaders from Leiden

Students are encouraged to participate in activities and seize opportunities for leadership. For example, in May 2023, 28 undergraduate student leaders from throughout the worldwide network came together at Webster Leiden for the Global Student Leadership Summit (GSLs). The GSLs is a high-impact learning experience wherein student leaders collaborate, gain knowledge and skills, and create positive change. The student community also collaborates on a variety of clubs and initiatives including Student Government Association, Model United Nations (MUN), One Billion Rising, The Business Club, and the sustainable initiative Green Web.

Liberal Arts Foundation

The Global Citizenship Program (GCP) is a fundamental part of Webster University's liberal arts curriculum. It aims to address diversity, global engagement, and social responsibility as significant educational and institutional priorities. This program helps students tackle the cultural and economic challenges of today's globalized world. Additionally, Webster students can pursue their degree in various fields such as psychology, international relations, or business management at the Leiden campus. They can also complete a number of additional subject credits as part of the GCP. These courses will help them to develop their knowledge and skills in areas not related to their major. The Webster Leiden Campus academic director, Sheetal Shah, highlights its key advantage, saying that:

“We live in a world where we work with this intersectionality all the time, and a Webster student is prepared for that with discussions in the classroom and the experiential components planned as part of the learning process.” Among GCP courses, students may choose Dutch signature courses that focus on sustainability, such as “Pedal Power” and “Living below Sea Level”. These courses have been designed with a strong experiential component, allowing students to learn about sustainability and Dutch culture in an immersive way.



Academic Director Dr. Sheetal Shah and Campus Director Prof. Dr. Jean-Paul van Marissing

Campus Mobility

Campus mobility not only applies to students, but also to faculty members. Sheetal Shah, academic director of Webster Leiden Campus, participated in Webster University's Leif J. Sverdrup Global Teaching Fellowship program in Summer 2023 by traveling to Webster Ghana. The program, which supports faculty mobility and reflects Webster's commitment to global citizenship “Given our students, staff, and faculty are from everywhere in the world, we all have a place at Webster.”
- Sheetal Shah

Listen to Dr. Shah's and professor van Marissing's experiences in the Global Citizens podcast of Webster University Leiden developed by adjunct faculty Adam Frick-Verdine.

<https://viewer.mapme.com/websterleiden>



Striving for Excellence

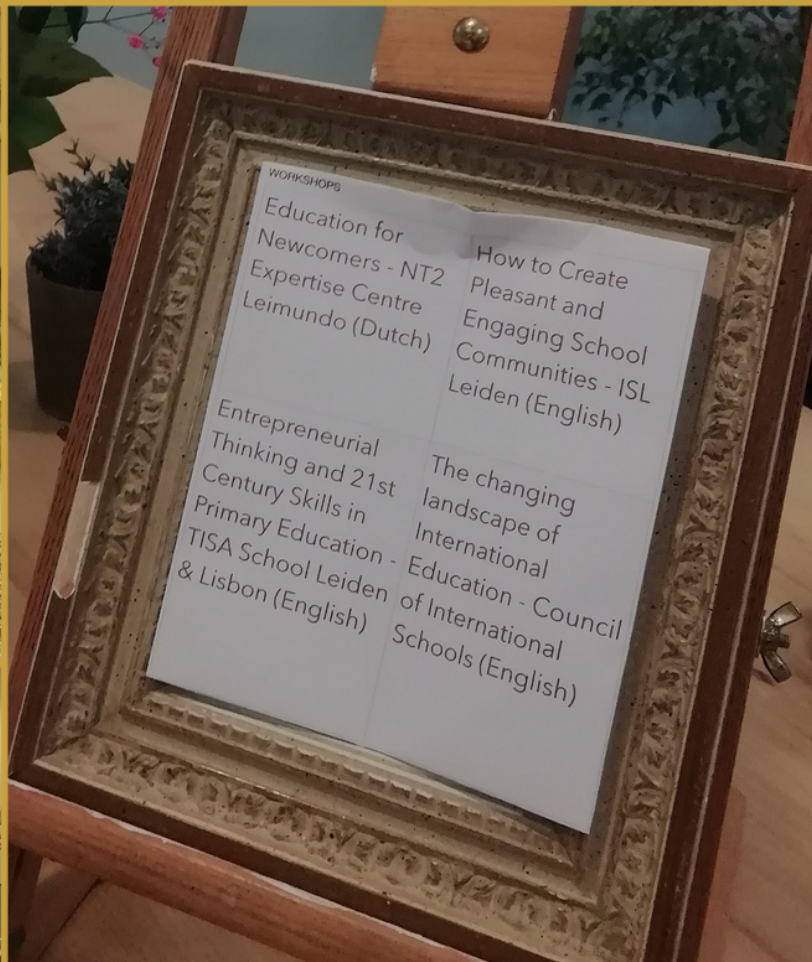
Webster Leiden Campus is constantly striving for excellence. With a mission to provide a high-quality American education within an international context, Webster aims to equip its students with the knowledge, skills, and values to become responsible global citizens. The university is committed to fostering an inclusive and supportive community.

Want to learn more about Webster Leiden Campus? You are welcome to visit us at Boommarkt 1 in Leiden or visit www.webster.nl/. Contact the Admissions Department at admissions@webster.nl.

International Education Conference

November 1st 2023

Recap



WORKSHOP

Educating newcomers
Petra Kennis, Coordinator
Leimundo's centre for NT2 education

FEEDBACK: "VERY IN-DEPTH AND SPECIALIZED WORKSHOP ON HOW TO WELCOME NEWCOMERS IN THE CLASSROOM. I WOULD LIKE TO KEEP LEARNING TOGETHER."

WORKSHOP

How to Create Pleasant and Engaging School Communities
Deon du Plessis, Head of School
International School Leiden

FEEDBACK: "IT HAS BEEN A VERY INTRIGUING OPPORTUNITY TO ASK QUESTIONS AND HEAR ABOUT THE IN-DEPTH PERSPECTIVE OF A HIGHLY EXPERIENCED INTERNATIONAL HEAD OF SCHOOL ON HOW IT TRULY IS TO SET UP A SCHOOL FROM SCRATCH."

FEEDBACK: "OLIVIA'S PRESENTATION ON CIS' OBSERVATIONS ON THE CHANGING LANDSCAPE OF EDUCATION WAS FOLLOWED BY AN ENGAGING DISCUSSION ON THE REAL-LIFE STRUGGLES AND POSSIBILITIES THAT INTERNATIONAL EDUCATION CAN BRING."

WORKSHOP

The Changing Landscape of Education
Olivia Roth, Director of School Evaluation & Development Services at the Council of International Schools (CIS).

FEEDBACK: "EXCITING TO GET TAUGHT BY TISA STUDENTS ALEXANDER, ANNA AND JEGOR ON HOW TO SOLVE SHARED PROBLEMS BY USING THE TRIANGLE OF INTERESTS".

WORKSHOP

Entrepreneurial Thinking and 21st Century Skills in Primary Education
Karina Medvedeva, Head of the Theodore International Startup Academy (TISA) & Dolly Wanjiku (IB).



LEIDEN
EDUCATION
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