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Leiden
The Netherlands

In de klas met kompas: student agency als leidinggevend principe in het voortgezet onderwijs

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Citation

Schoots-Snijder, A. J. M. (2026, March 10). *In de klas met kompas: student agency als leidinggevend principe in het voortgezet onderwijs*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/4296996>

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Curriculum Vitae

Anja Schoots werd geboren op 28 mei 1969 in Amsterdam. Zij voltooide in 1987 haar middelbare schoolopleiding aan het Mr. Johan Enschede te Haarlem. Hoewel zij als jong meisje er al van droomde juf te worden, vond zij pas na een loopbaan in de marketingcommunicatie- en ICT-branche haar weg naar het onderwijs. Vanaf 2006 werkte zij als docent in het speciaal basisonderwijs, waarna zij, in het kader van passend onderwijs, de stap zette naar het regulier onderwijs. In 2015 begon zij in het voortgezet onderwijs, eerst als docent Nederlands, later als hoofd onderwijskwaliteit en -innovatie en momenteel als conrector onderwijs. Daarnaast is zij *auctor*, met als doel onderzoekend werken in de VO-context te bevorderen.

Parallel aan haar onderwijsloopbaan behaalde zij haar Pabo-diploma bij InHolland (2007), de tweedegraads bevoegdheid Nederlands bij Windesheim (2017) en de eerstegraads bevoegdheid Nederlands bij de Hogeschool Utrecht (2021). Ook rondde zij de master *Special Educational Needs* cum laude af bij Windesheim (2019) en behaalde zij tegelijkertijd de master *Leren & Innoveren* bij InHolland. In 2022 rondde zij succesvol de opleiding *Vakbekwaam Schoolleider* af, met als afstudeeronderwerp ‘de professionele leergemeenschap’.

Tijdens haar PhD-traject aan de Universiteit Leiden (2020-2025) volgde zij diverse trainingen aan het Dual PhD centre (Datamanagement, Planning and Managing your PhD project, Impact and Valorisation of PhD Research, Scientific Integrity, Research Design, Academic Argumentation, and writing, How to write a PhD research proposal, Personal effectiveness for PhD’s, Introduction to SPSS) en bij ICO, het Interuniversity Centre for Educational Science (Introductory Course, ICO Teacher and Teacher Education, ICO Qualitative Research, Ico Innovative assessment research and implications for practice, Ico Learning and instructions basics and beyond, Ico Spring Course).

Haar promotieonderzoek richtte zich op *student agency* in de context van het voortgezet onderwijs met aandacht voor een samenhangend curriculum dat de ontwikkeling ervan bevordert en het onderzoeken hoe *student agency*

samenhangt met leerprestaties, welzijn en spanning, opdat leerlingen passende ondersteuning in hun ontwikkeling kunnen krijgen. Zij presenteerde haar onderzoek op diverse (inter)nationale conferenties en publiceerde hierover in verschillende vakbladen. Daarnaast is zij betrokken bij de STAN, het Student and Teacher Agency Network.

Sinds haar entree in het onderwijs richt zij zich op onderzoekend werken aan onderwijsverbetering, met een speciale aandacht voor inclusiviteit en het realiseren van potentieel bij alle leerlingen. Als corrector zet zij in op de kracht van teams door ruimte te creëren voor onderzoekend samenwerken. De actieve inbreng van leerlingen als participant en mede-initiatiefnemer beschouwt zij als essentieel voor een positief leerklimaat en een goede voorbereiding op de maatschappij.

Publicaties

Artikelen in peer-reviewed tijdschriften

- Schoots-Snijder, A. J. M., Tigelaar, E. H., & Admiraal, W. F. (2023). Leerlingperceptie van agency in het VO: een exploratief onderzoek naar het ontwerp en de kwaliteit van de Student Agency Scale (SAS). *Pedagogische studiën*, 100(4), 448-485. <https://doi.org/10.59302/ps.v100i4.18353>
- Schoots-Snijder, A. J. M., Tigelaar, E. H., & Admiraal, W. F. (2025). Curriculum guidelines for the development of student agency in secondary education: A systematic review. *Curriculum Journal (London, England)*. <https://doi.org/10.1002/curj.318>

Presentaties op onderwijsconferenties

- Schoots-Snijder, A.J.M., Tigelaar, E.H., & Admiraal, W.F. (juli 2021). *Student Agency in het voortgezet onderwijs*. Papersymposium bij de Onderwijs Research Dagen (ORD). [online conferentie].
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Dankwoord

Ik ben veel dank verschuldigd aan de mensen en gebeurtenissen die een voedingsbodem bleken voor de ontwikkeling van mijn eigen *agency* in het voltooien van deze dissertatie.

Supervisors en collega's

Allereerst ben ik ongelooflijk dankbaar voor de begeleiding door Wilfried Admiraal en Dineke Tigelaar. Ik was enorm onder de indruk van het werk van Wilfried en hoopte vanaf het begin dat hij mijn promotor zou willen worden. Dineke bracht ons in contact en dat was het startschot van een enorm vreugdevol traject. Wilfried, dank voor je ruggensteun bij tegenslagen, je vakkundigheid, je humor en razendsnelle reacties op vragen. Jij hebt een wereld voor me geopend die ik niet kende en die voelde als thuiskomen. Dineke, dank voor je zorgvuldigheid, rust en vertrouwen. Je vormde een brug tussen de eerste vage ideeën over wat ik wilde onderzoeken naar het echte promotietraject.

Veel dank ben ik ook verschuldigd aan alle Iclon collega's. Wat een warm bad is deze omgeving gebleken. Vanaf het eerste, spannende moment dat ik niemand kende, tot aan deze afronding heb ik alleen maar vriendelijkheid en behulpzaamheid ervaren. Wat is het heerlijk om met mensen verdiepende gesprekken te kunnen voeren over het onderwijs, onderzoeksinteresses uit te wisselen en raakvlakken en discrepanties uit te diepen. Speciale dank aan Max en Jeanine waarmee ik de ORD-bijeenkomsten voorbereidde, voorbereidde op het Agency themanummer en samenkwam bij de STAN-bijeenkomsten, het Student & Teacher Agency Network. Ook de samenwerking met Lysanne en Celine was heel waardevol, op het gebied van zelfregulatievaardigheden als brug van VO naar vervolgonderwijs. De vele bijeenkomsten van de onderzoeksgroep waren inspirerend. Ben inspireerde me om in mijn eigen onderwijscontext de vormen van leerlingparticipatie uit te breiden zodat we meer recht doen aan de potentie van leerlingen om bij te dragen aan hun leeromgeving.

Mijn collega's in de VO-scholen waar ik heb gewerkt, zowel op het Ichthus Lyceum als Coornhert Lyceum dank ik voor hun interesse, kritische vragen en behulpzaamheid. In het bijzonder dank ik het team van het Coornhert Lyceum dat in moeilijke tijden achter me stond en dat, net als ik, enorm gepassioneerd is over het bouwen aan mooi en goed onderwijs voor alle leerlingen. Het is uniek om samen te kunnen werken vanuit die gedeelde passie en elkaar in gesprekken uit te dagen en te inspireren. Ook dank ik de leerlingen, degenen die aan het onderzoek hebben meegewerkt en degenen die in leerlingpanels hun stem lieten horen. Zij toonden mij telkens weer hoe zinvol het is om oprecht te luisteren naar wat leerlingen inbrengen. De goede ideeën, het out-of-the-box denken en het willen bijdragen aan een goed verloop op school weerlegt elke oppervlakkige notie dat pubers chaos in hun brein hebben en niet gemotiveerd zouden zijn.

Tot slot wil ik het team van auteurs danken. Tijdens onze interviewsessies en bijeenkomsten vonden we elkaar in het willen bijdragen aan een onderzoekende cultuur in scholen. We werkten aan praktische vormen, waardoor we niet alleen object van onderzoek zijn, maar ook zelf onderzoek doen naar wat werkt in onze eigen context. Hiermee kunnen we de brug slaan tussen onderwijsonderzoek en de praktijk. Onderwijsonderzoek is enorm belangrijk en het zoeken naar manieren om deze te kunnen benutten verbindt ons.

Nabije geliefden

Ik prijs me gelukkig dat ik mensen om me heen heb die ik kan vertrouwen en die mij onvoorwaardelijk en liefdevol steunen. Mijn echtgenoot Johan: zonder jou had ik niet de persoonlijke ontwikkeling kunnen doormaken die ik heb ervaren. De ruimte die je me gaf (weer met die laptop op schoot), de filosofische gesprekken, je liefdevolle zorgzaamheid en humor zijn een blijvende bron van inspiratie. Je stimuleert me steeds om te blijven staan voor wat ik belangrijk vind en helpt me verschillende gezichtspunten in te nemen en daardoor tot meer begrip te komen. Nooit twijfel je eraan of ik het kan en daarmee zijn mijn persoonlijke pijlers van *agency* gesterkt en leidend geweest voor mijn handelen.

Ook mijn dochters en schoonzoon zijn belangrijk geweest in dit proces. Jullie hoorden mijn verhalen aan, stelden vragen vanuit oprechte interesse en deelden jullie eigen ervaringen met het onderwijssysteem. Mijn dochters vormden een belangrijke bron van inspiratie. Zij geven beiden authentiek en bewust vorm aan hun eigen leven en vinden daarmee hun eigen weg. De ervaringen van mijn hoogbegaafde dochter in het onderwijs lieten me zien hoe belangrijk het is om het gesprek aan te gaan met leerlingen: afhaken hoeft geen signaal van demotivatie te zijn, maar kan duiden op teleurstelling over de manier waarop de stof wordt aangeboden. Hierdoor komt het leerproces niet volledig tot zijn recht.

Aan alle mensen die ik niet bij naam genoemd heb, maar die in mijn leven blijvend of als voorbijganger voorbij zijn gekomen: dank. Alle ervaringen, zowel de vreugdevolle als de schurende, hebben me gesterkt en bijgedragen aan mijn ontwikkeling.

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