

ROADMAP 2025

Together for good education, and more ...!

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STICHTING HET RIJNLANDS LYCEUM ▶

Foreword



Arjan Kastelein MBA
Chairman of the executive board

If you are the parent of an 8th grade student looking for a new school for your child, you would like to know what to expect from the school you choose. That will also be the case if you are new to the Netherlands and are looking for a suitable school for your children. What does the school stand for, and what is it aiming for?

If you are looking for a new job in education, you will want to know in a nutshell what your new employer's mission, vision and core values are. What is the educational DNA and what are the facilities and perspectives within the organisation?

We aim to answer these and other questions in 'Roadmap 2025', a compact version of our Strategic Plan 2025. In this plan, the schools of our Stichting jointly set the course for the coming years.

This publication is produced by all eight schools in our group, each with its own target group and strong identity. All schools aim for: *good education and more...!* We would like to explain what that means. No matter which school you choose, everywhere you will see that that is our greatest ambition.

Together we are committed ***to good education, and more...!***

Arjan Kastelein MBA
Chairman of the executive board

Please send any comments to
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The history of Rijnlands Lyceum

In 1936, a group of professors from Leiden got together with the express desire of establishing an educational facility with a special ideologically neutral signature. This was an alternative to

denominational and public education. The new school's main mission became: to educate independently working and independently thinking students.

Rijnlands Lyceum in Wassenaar was founded by these professors in 1936. The lyceums of the same name in Oegstgeest and Sassenheim were added later on.



Since the 1990s, our schools have gained an international profile. For example, as the first schools in the Netherlands, we already introduced bilingual education (Dutch-English) in those days. In line with this development was the establishment by our Stichting of The International School of The Hague and the European School The Hague. In 2011, we were joined by the Eerste Nederlandse Montessori School (for primary education).

Our Stichting now includes eight schools in the Leiden and The Hague region. These are five secondary schools and three primary schools. With around 7,400 students and over 1,100 staff, we are a medium-sized educational organisation.

Profile, mission and core values

Our profile

In our DNA is the provision of quality education for those who want more than a standard educational offering. A distinguishing characteristic in this regard for all our schools is the international dimension. All our schools are characterised by *international mindedness*.

Our mission

We educate students to become independent thinkers and actors.

Our schools are ideologically neutral in terms of signature and therefore embrace the differences between people. We encourage students to contribute to a better and sustainable world.

Our core values

- Our approach is based on **trust in every human being**, their ability to give direction to their lives and to take responsibility for this.
- Our approach is based on **the will of every human being to learn and develop**, as a result of their curiosity and creativity.
- Our approach is based on **everyone's own identity**, cherishing diversity and ensuring mutual respect.



Our environment

The world does not stand still, and we have to take account of the developments in society in our education:

- **The call for greater sustainability**

Solutions are needed to prevent new generations from experiencing the negative impact of humans on the environment, global population growth, the depletion of resources and the like.

- **The challenge of equal opportunities**

It is clear that wealth is unevenly distributed in our society. Education can contribute to a better balance by giving young people equal opportunities.

- **The trend towards individualism and customisation**

The individual is increasingly the focus of our society and economy, and there is more and more customisation of products and services. Education is also expected to increasingly accommodate individual aspirations, competencies and contexts.

- **International becomes normal**

Many more Dutch schools are now strengthening the international dimension. For us, this means that we must clearly profile our international schools and departments: make clear what we stand for, what we offer, and what sets us apart.

- **Increasing digitisation**

ICT plays a major role in all professions. That is why digital skills are part of the 21st century skills. Online forms of education will have a place in our teaching. ICT also helps with the personalisation of education. At the same time, schools are and will continue to be communities and meeting places.

- **The need for profiling as an employer**

Schools want to be an attractive employer for existing and new teachers and support staff. In times of teacher shortages, 'binding and engaging' them is a challenge. Our Stichting must also provide sufficient development possibilities and opportunities for teachers and support staff.

Our goal is to be a learning community that continues to innovate and where colleagues enjoy working together.

These social trends stimulate us in the development of our education.

Our seven promises

We stand for

Together for good education, and more...!

We continue to provide good education, i.e. education that amply meets the demands of society and of the Education Inspectorate and international standards. 'Amplify' means that we do more than required by statutory regulations.

In addition, we want to do more for students, for example in the form of activities outside the regular curriculum that stimulate their curiosity, and we want to contribute to social developments and issues.

By 'together' we mean that – more than in the past – we as schools want to learn from and inspire one another.



To our students and staff, we make the following promises:

1. Good education and more

We are ambitious in terms of our educational quality and deliver more than just the statutory requirements. We are also ambitious when it comes to our intensive focus on citizenship, philosophy and culture. We take each student seriously as an individual, and do everything we can to provide good education. We focus not only on cognitive results, but also on the development of our students as human beings.

2. Internationally oriented education

We prepare all of our students, whether they are educated at one of our international schools or at one of our Dutch schools, for world citizenship. With us, they learn how diversity can contribute to the quality of life, living and learning together. We educate them to take a place in society where they can contribute as adults.

3. Sustainability and wellbeing

We instil in students the need to use their talents to promote sustainable livelihoods and wellbeing for everyone. We train them to help solve global issues of sustainability and wealth distribution.

4. A modern, challenging learning environment

We are committed to creating a learning environment that challenges students in terms of their curiosity and entrepreneurial spirit. With the aid of suitable accommodation, state-of-the-art facilities, new teaching methods and modern ICT applications, they can develop their potential and ambitions to the full.

5. A professional culture

We are committed to a professional culture in which it is attractive for colleagues to work and develop. We recognise everyone's role in the organisation, whether as a teacher, support staff, staff executive or manager. In the professional culture, everyone is given space for their own duties, within the context of the totality of the

school and the group of schools. Each keeps up-to-date with their own profession in order to remain a modern professional.

6. A safe and respectful environment

We provide a safe and respectful environment where every child and every member of staff recognise themselves in their own identity. Whatever the origin, skin colour, religious or sexual orientation of students and staff, we encourage them to discover and develop this. And that they respect that of others.

7. Each school in its own way

Each school substantiates our mission and vision in its own way, appropriate to its own target group, educational vision and the learning and working community it wants to be. Our approach is based on trust, strength and space. In this way, we facilitate our staff to the maximum and provide our students with the education that suits them best.

Our working method

Our schools have jointly produced the Roadmap 2025. In the process, we have listened to what students and teachers think is important, and sought the consent of supervisory bodies and participation councils.

The schools translate the shared direction into practice in their own schools and embed it in their own plans and intentions. In this way, we strengthen the educational profile of each school. The schools are given the necessary space, and are accountable for this.

The management of the group of schools gives direction and promotes the collective interests, such as good employment practices, effective ICT facilities and accommodation.

We also encourage schools to learn from one another, inspire one another, and work together to solve problems and improve and innovate education and the facilities.

Our working method and management philosophy are therefore based on the schools' own strengths, as well as on the strength of cooperation between our schools. With this working method, each school succeeds in offering students the very best that is possible, again and again every day: together for good education and more.



Our key points for 2025

We aim to deliver on our promises each year, as schools and as a group of schools. We therefore update our goals and priorities each year.

The following spearheads will be the common thread in the years until 2025:

1. Each of the schools will further substantiate relevant parts of our updated mission and promises. This could be the focus on sustainability or equal opportunities, but also the strengthening of the internationalisation profile or, more generally, an attractive and distinctive profile.
2. We will also scrutinise *good education and more* per school and update this where necessary. This includes, for example, the opportunities of digitisation, the importance of quality assurance, modernisation of facilities and learning and working environments. We believe it is important that our DNA of quality education remains recognisable.
3. In order to provide *good education and more*, it is vitally important that we have properly-functioning staff in every workplace: in the classroom and also where support is concerned. More than ever, this is a challenge and we need to develop and profile ourselves as an attractive employer. We therefore make an extra effort to provide opportunities for continuous professional development, as a school and also collectively as a group of schools.
4. Finally, in order to provide *good education and more*, a good and efficient organisation is needed, in the school and also within the group of schools. In the coming years we will modernise them where desirable, almost certainly in the areas of quality assurance and ICT infrastructure.



Stichting Het Rijnlands Lyceum

Rijnlands Lyceum Wassenaar

Dutch school for HAVO, VWO and bilingual education

International Baccalaureate (IB): Middle Years Programme (IB MYP) and (from 2023) Diploma Programme (IB DP)

Interfaculteit School voor Jong Talent

Dutch school for HAVO-VWO in combination with preliminary education for:

- a (HBO) music or dance course at the Royal Conservatoire
- a (HBO) degree in visual arts and design from the Royal Academy of Art (KABK)

Rijnlands Lyceum Oegstgeest

Dutch school for HAVO, VWO and bilingual education

International Baccalaureate (IB): Middle Years Programme (IB MYP) and Diploma Programme (IB DP)

Rijnlands Lyceum Sassenheim

Dutch school for VMBO-TL, HAVO, VWO and bilingual education

International School of The Hague – Secondary School

International Baccalaureate (IB): Middle Years Programme (IB MYP) and Diploma Programme (IB DP), Career-related Programme (IB CP)

International School of The Hague – Primary School

International school with International Primary Curriculum (IPC)

Eerste Nederlandse Montessori School

Dutch school for primary education

European School The Hague

Rijnlands Lyceum – Secondary School

European secondary education (European Baccalaureate)

European School The Hague

Rijnlands Lyceum – Primary School

European primary education

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