

Strategic plan 2012 - 2016

Challenges in Education

RIJNLANDS LYCEUM FOUNDATION

Strategic plan 2012 - 2016

Challenges in Education

Introduction

This document is the Strategic Plan of Rijnlands Lyceum Foundation for the period 2012-2016. The document is entitled 'Challenges in Education' ('Uitdagingen in het Onderwijs' in Dutch) with the double meaning of challenges for the schools and challenges for the students. The plan succeeds the strategic plan for 2008-2012: 'Focus 2012' and it tries to set objectives for the next four years. For the foundation as such it is difficult to formulate clear and measurable objectives with the exception of those objectives that result from national guidelines. The reason for this is that the schools are not identical and that they are at different stages of development. This document describes the strategy and determines the direction and it is up to the schools to elaborate this in their own school plans for which the present document serves as a broad framework and a guideline.

The plan was discussed on several occasions with members of the supervisory board, the principals and directors, participation councils and the management of Rijnlands Education Worldwide. This process took about six months. During these discussions, input was provided by many, comments were given, resulting in modifications where necessary. With respect to the 'HR policy', detailed consultations took place with the Joint Participation Councils for Secondary and Primary Education and, with respect to ICT policy, a study group from the various schools held frequent discussions with the aid of external support. In the field of education, a number of meetings were held with representatives from the Joint Participation Council (Secondary Education), particularly with respect to quality, outcome-oriented teaching, the profiles of the schools, digitisation and internationalisation. The plan thus appears to have become a hands-on document that can actually be used by the schools as a stepping-stone for the coming four years and that can count on sufficient support. In the field of the digitisation of education, the Joint Participation Councils have indicated that they will recommend the cooperation between the schools and the clustering of innovative strength.

This strategic plan has naturally also been drafted following external developments and on the basis of external input. Reference should in particular be made to the covenant between the Secondary Education Council and the Ministry of Education, Culture and Science (December 2011) and the covenant between the Primary Education Council and the Ministry of Education, Culture and Science (January 2012), which contain national objectives for 2015, and to the memorandum of the European Platform *Internationalisation in Secondary Education: necessity or choice?* (November 2011).

We hope that all those involved at Rijnlands will be see what the organisation as a whole is focusing on in the next few years and will feel inspired by it

Dr Maarten Knoester

Executive Director

Table of contents

Introduction	page 1
1. Mission, Vission, Core values	page 3
2. Strategic goals 2012 – 2016	page 5
2.1 Education policy	page 6
2.2 Human Resources	page 12
2.3 ICT policy	page 17
2.4 Financial policy	page 21
2.5 Accommodation policy	page 22
2.6 Communication policy	page 23
3. Strategy creation by the school	page 24
4. Risk management	page 25

1. Mission

Rijnlands Lyceum foundation offers

- education quality that is 'more than good';
- education that challenges students up to their maximum level;
- an educational environment focused on development with extra support and care where necessary;
- energising education that challenges the student, arouses the curiosity and stimulates research;
- education with an international outlook;
- an innovative learning environment;
- education directed towards the cultural, societal and social development of the students;
- secondary education focused on the connection with primary education and a strong orientation towards the transfer to further education.
- primary education focused on the transfer to secondary education and achieving the maximum potential in the creative, physical, cognitive and social-emotional field.
- a positive atmosphere with mutual respect between students, staff and parents;
- a safe learning environment;
- a school climate where there are clear agreements and where norms and values apply that are also consistently adhered to;

Vision

The future of students is partly determined by their schooling, in the field of both secondary and primary education. That carries considerable responsibility for management, principals, directors and staff. Rijnlands Lyceum Foundation stands for quality and has already been able to substantiate this for more than 75 years. The Eerste Nederlandse Montessorischool even has a history that goes back more than 95 years. Age and tradition are, however, no guarantee for lasting quality and the preservation of quality benefits from a constant desire to produce improvement and innovation. Rijnlands Lyceum Foundation is a dynamic organisation that is rooted in society and is aware that a changing world demands a progressive approach to education.

This is partly reflected in the international dimension of our education. International and intercultural projects, bilingual education at the Rijnlands secondary schools in Wassenaar, Oegstgeest and Sassenheim, reinforced language learning and early foreign language education at the Eerste Nederlandse Montessorischool form the core of our international orientation in secondary and primary education. For international students, we offer international education programmes at the International School of The Hague, Rijnlands Lyceum Oegstgeest International School and the European School of The Hague *Rijnlands Lyceum*.

Students from the schools of Rijnlands Lyceum Foundation are encouraged to achieve the highest possible level. We see students thrive when they are sufficiently challenged. We therefore offer a wide range of education that arouses the curiosity and invites investigation and deepening.

As well as for a diploma, the school also educates for life. We assist our students with their development into adulthood and help them to assume their social and societal responsibilities. A respectful relationship between students, staff and parents is our point of departure. Therefore, within the schools there are clear agreements which are consistently observed. In addition, we promote an open attitude towards different ideologies, philosophies and cultures.

That is why we believe it is important that students and staff express themselves and exchange thoughts with one another. Development takes place by trial and error; this includes making mistakes. The influence of the school on students is enormous. Our staff recognise that. It gives them the opportunity to fulfil their personal ambition: to really contribute to the development of young people.

The school also has a role in the field of cultural and social education. We believe that all subjects are important and consider extracurricular activities and field trips to be indispensable to school life.

Rijnlands Lyceum Foundation is committed to quality, both within the education itself and in all facilitating activities, including the use of ICT in education, for example. However, the organisation's employees, teaching and support staff, are the most important for the quality. These employees are committed people and work in a professional manner. The Stichting is successful in attracting motivated and high-quality staff with a passion and enthusiasm for education.

In addition, it is vitally important to monitor the quality of the whole, the sum of the individual efforts. In order to assure the quality of our schools right across the board, use is made at each school of a quality assurance system with result and quality indicators. This structured approach to quality control contributes to the further professionalisation of the schools.

Our core values are derived from the above mission and vision:

Core values

The Stichting and the schools operate on the basis of the following common core values:

- Openness, tolerance and respect
- Respect for different ideologies, philosophies and cultures
- Ambition
- Innovation, an entrepreneurial attitude and market focus
- International orientation
- Professionalism
- Development orientation (aiming to be a learning organisation)
- Accountability at all levels
- Social commitment
- Caring

2. Strategic goals 2012-2016

The core of the strategy for the coming years:

Educational quality, outcome-oriented learning, deepening of the curriculum, internationalisation and further digitisation are and remain policy spearheads. In addition, the schools also particularly want to offer the maximum to the growing number of students that require extra care and support ('Passend Onderwijs'). All this requires a lot from the schools, especially from the teachers and support staff who are responsible for its form and content. The coming four years will also be dominated by the start and growth of the European School and the cooperation between the three primary schools in The Hague. The context within which our ambitions have to be realised reveals non-indexed government funding and, in secondary education, growing problems on the labour market. These ambitions require a clear and enhanced education policy and a human resources, financial, ICT, accommodation and communication policy that contributes to its realisation.

This objective does not stand on its own but also includes the elaboration of national objectives agreed between the joint executive boards, united in the Secondary Education Council and the Primary Education Council and the Ministry of Education, Culture and Science. Key elements of this are an 'ambitious academic culture' and a 'learning culture' that not only revolves around the learning of students, but also around the professional growth of teachers and the development of the organisation. These are the spearheads of policy in both covenants:

- Students perform well in the core subjects and are broadly educated;
- Schools work systematically on maximising student achievements. This means that they (the schools) are 'outcome oriented';
- Teachers identify differences between students, not just the average students but also cognitively weaker and stronger students and effectively deal with them;
- There is an ambitious learning culture at schools with excellence stimulated and highly gifted students supported;
- There is a learning culture at schools, which not only revolved around the learning of students, but also the learning of teachers and school management. Good human resource management policy is a prerequisite.

The indicators and targets for 2015 for primary and secondary schools are included in appendix 1 and 2 of this strategic plan (only in the Dutch original version).

What do the Rijnlands schools stand for?

2.1 Education policy:

Education quality

Good education quality is vitally important for a school. After all, the school owes both its existence and its social appreciation to this. It touches the heart of the school. Moreover, as a core value, Rijnlands has chosen to offer education that is 'more than good'. But what does that mean in practice?

Quality, measured in 'educational outcomes', is assessed in the Netherlands by the Inspectorate and in a certain sense leads to an objective benchmark of schools in the Netherlands on this point. The Inspectorate measures the performance in the junior section, in the senior section, the average figure for the national examinations and the average difference between the figure for the school examinations and that for the national examinations. These four indicators are considered by the Inspectorate as a balanced score card, such that the performance must not only be good for each element, but must also be in balance. For the school it offers insight into the relationship with other schools, but also into the measures that might be required to maintain a proper balance. Besides the performance of the education process, the Inspectorate also assesses the quality assurance and compliance with legislation and regulations and determines the inspection arrangements (regular or intensified) on the basis of the various criteria. For an educational foundation that aims to provide education which is 'more than good', a 'regular arrangement' from the Inspectorate is self-evident. Besides the assessment by the Inspectorate, in the field of primary education we also have an accreditation by the Dutch Montessori Association (every five years) for the Eerste Nederlandse Montessori School and the accreditation of the International Primary Curriculum (every three years) for the ISH Primary. For the European School, the three-year accreditation by the Board of Governors of the European Schools is important. In the secondary education field, the bilingual schools have national accreditation and the IB MYP and IB DP schools have IB accreditation and accreditation by the Council of International Schools (CIS).

The more than average quality we wish to offer will have to be clear from at least average achievements, above average satisfied parents, students and staff and good accreditations. More than average quality will in our view especially also have to be demonstrated by the extent to which the school is able to maximally challenge and motivate the students by offering them interesting profiles and choices, as well as freedom of choice; all this surrounded by a solid structure of supervision and care and a good atmosphere. The Rijnlands schools also want to be schools with a local, social function, accessible and non-exclusive. The concept of 'more than average quality' thus acquires a much broader meaning than merely quantitative and outcome-oriented.

That does not alter the fact that the attention for outcome-oriented learning will be continued unabated. The schools thus align themselves with the relevant national policy and operate with a quality assurance system focused on this. In addition, the performance of students is continually evaluated and provided with analyses. If necessary, measures (possibly also in the field of student care) are then taken to improve learning outcomes and the effects of this are again also systematically measured. The measurement of parent, student and employee satisfaction (at least in the form of a Risk Inventory & Evaluation) per school is also part of the structured quality assurance. An important element of outcome-oriented teaching and learning and the total quality assurance is the appraisal cycle (performance and assessment reviews). The professionalism of the teachers is a decisive factor for outcome-oriented learning. In view of the increasing heterogeneity in the classroom, it is essential that teachers are able to handle differences in the classroom, so they can provide the best education for both average achievers, weaker students and outstanding students. Information about parent and student satisfaction also forms part of *Windows for Accountability* ("Vensters voor Verantwoording"), currently only secondary education, which contributes to horizontal accountability at both the foundation and school level.

The emphasis on outcome-oriented learning is also the result of social pressure on education, partly from politicians and the Ministry of Education. The performance of Dutch students in the field of mathematics and language dropped in comparison with other countries and this was perceptible in the increasing mismatches between primary and secondary education and between secondary education, upper secondary vocational education and higher education. Nationally, a decline in interest in science subjects was observed, which is damaging in the long term for a country that relies on its innovative strength. With various incentives the Dutch government is committed to improving the performance of students in the field of literacy and numeracy. However, the Dutch government goes further in its desire to improve the performance of Dutch students in a broader sense and to deal with the culture of unmotivated students that is believed to characterise Dutch education. One of the measures concerns a tightening of the examination requirements. With effect from the 2011/2012 school year, all students must score an average of satisfactory for the national examination (CE) subjects. In addition, from 2012/2013 students in higher level general secondary education and pre-university education may score a maximum of no more than one five as the final mark (the average of the school examinations and national examinations) for the core subjects Dutch, English, and mathematics. As a result of this, the schools will be more than ever aware of their own role and contribution and will increasingly set themselves the goal: to stimulate students to achieve a higher performance, to offer maximum support, to be meticulous with admissions and advancement and to ensure a good supply of information to parents about the development of the student.

Nevertheless, the schools also experience a dilemma with respect to the above. More than anyone else, they are concerned that both the school and the education are being narrowed down to the core subjects. After all, the same government also requires commitment from the school on social themes: (global) citizenship, democracy, environmental awareness, respect and tolerance. In addition, the Rijnlands schools want to be schools that also focus on students' broad cultural and sporting development. The schools regard it as their mission to keep looking for a balance between 'high marks', a 'good rate of advancement', 'high success rates' and 'maximum development'.

The schools will naturally also continue to concentrate on the atmosphere in the school and ensure that there is a respectful, warm and safe learning environment with a good mentoring and counselling system. Furthermore, the school also has its responsibility and 'duty of care' for students with physical disabilities, or behavioural and learning problems, and pursues an active policy to provide every child with the education that is suited to them: 'passend onderwijs'. In some cases this takes place in close cooperation with counterpart institutions in regional partnerships. The schools therefore intend to have a professional support structure that can respond to changing needs and that, within the school, can supply the expertise to support teachers. The teacher is after all the person who must come to terms with dealing with this particular category of student, a group that has become ever larger in recent years, for which the schools, regardless of their educational and moral responsibility, also have a legal responsibility.

The stimulation of expertise in the above-mentioned fields is a prerequisite for realising the intended objectives. The educational grant for teachers ('lerarenbeurs') is an invaluable tool in this respect.

Educational vision

Research shows that the development stages of children vary widely. The differences are between boys and girls and between boys and girls themselves. 'Brain-friendly learning' has become an educational mainstay of the teaching of the ISH Primary and formed the basis for Montessori education. In secondary education, the Rijnlands core value of 'a development-oriented educational environment' fits in seamlessly.

Such a climate implies a vision of education that takes account of the differences between children and of a curriculum that focuses on talent development: the idea that everyone has potential in various fields, and of developing this potential further, under the motto 'use it, or lose it!'. How do you tap that potential? How do we 'challenge students up to their maximum level' and how do we realise the core value of 'education directed towards challenge, curiosity and research'? And although this point appears to make the task of the school to also attain what we have mentioned under 'education quality' even heavier, especially with regard to 'outcomes', we should perhaps draw the conclusion that this is possibly one of the answers to this question.

Curriculum

The Rijnlands schools have always been characterised by their enterprising attitude. Which foundation was not afraid to start teaching abroad more than 25 years ago, to be the first to start with the International Baccalaureate, to be the front runner with bilingual education, the first school to establish international primary and secondary education, to be the first Dutch foundation with a European school within the national system and, last but not least, to also follow the path of primary education as a secondary education foundation? The same enterprising attitude has resulted in numerous optional subjects and profiling possibilities for students: bilingual education, IB, ELOS, emphasis on science subjects, sport, art and culture, whether or not in the form of special foundation classes, personal study programmes or 'studios'. In addition, the schools are characterised by rich extracurricular programmes in the field of drama, public speaking and music, sometimes partly funded with parental contributions. Even more specifically, the cooperation that has already existed since 2005 with the School for Young Talent of the Royal Conservatory in The Hague should also be mentioned.

With all these choices, the schools are also sometimes faced with the decision, on the grounds of efficiency, what they should and should not offer, and what they should and should not continue with. After all, all the extra activities have staffing, and therefore financial, consequences.

The varied choices have always had a dual purpose: 1) they appeal to the different learning needs of children and provide a challenge, even for the outstanding students; 2) schools create a distinct profile in comparison with other schools. The distinct profile of the three Rijnlands secondary schools is of course the international dimension that has taken shape in bilingual education, IB MYP, IB DP education and education abroad over a period of more than 25 years. New elements (science subjects, Universum, sport, culture, ELOS and pre-university) have gradually been added to the profile and give the schools extra colour and provide additional opportunities for students. At the national level, it can be observed that schools sometimes unite around these themes, jointly agree on descriptors and provide mutual accreditation, such as is also the case with bilingual education and ELOS. In addition, there are schools that want to make education attractive (more challenging, more interactive, more expressive) and want to enrich it by means of intensive support with digital tools. For Rijnlands, internationalisation, partly in the form of bilingual and international education and mother tongue education for students abroad, is a core value. That is where the strength of the schools and their recognisability lies. Rijnlands is market leader in this and has a unique selling point. All the same, in the coming years there will obviously be space, and it perhaps may even be necessary, to reinforce or to shift emphases. The starting point in this respect will be to make it possible for students to develop their talents and challenge to excel. It is an appeal to the student's own interests with the aim of making learning attractive. As a result of all this, the performance will ultimately automatically improve, but not only of those students who excel, but also of those other students who find inspiration in that. For bilingual education, it is even an accreditation requirement for the school to demonstrate that the education has a positive effect on the other achievements of the students. At Rijnlands talent development is part of the school culture, a culture that encourages students to make the most of their abilities.

It is up to the schools themselves to examine whether a deepening, or rather a broadening of the current profiling choice is desirable. Such optional programmes for students, in addition to the bilingual education and internationalisation offering, are wholeheartedly encouraged by the foundation.

The primary education provided by the foundation is in a sense within the same tradition as that of the secondary education offered by Rijnlands. The Montessori education directed towards self-development and the 'brain-friendly' IPC curriculum of the ISH are in keeping with the core values of Rijnlands. The curriculum of the European School will also fit in with this. The education offered by the three primary schools can be enriched by means of cooperation in the field of language and culture and the exchange of educational vision and education programmes. For the ENMS there are specific opportunities for early foreign language education and, in the longer term, even bilingual education. For the ISH Primary and the ESH Primary, the cooperation with the ENMS provides opportunities for intercultural projects as well as opportunities for digital collaboration. For all three primary schools, it is also important to recognise that, in addition to children who need extra learning support, there are also children who may have additional learning needs and who could be given greater challenges. Ideally, cooperation should also be sought here between primary and secondary education in order to facilitate a continuous personal study programme.

Internationalisation

Internationalisation in education is regarded as the answer by the educational system to rapidly emerging globalisation. It prepares students for life, learning and working in a global environment. The point of departure here is that globalisation leads to an increase in the quality of their education. Internationalisation can be divided into activities such as mobility of students and staff (often based on a school partnership), or a foreign social traineeship experience; education in modern foreign languages (early foreign language teaching in primary education) and enhanced language teaching in secondary education and finally by means of a solid anchoring of the international dimension in the curriculum by means of European and international orientation (EIO), bilingual education and ELOS.

The international dimension has long characterised Rijnlands and is what makes it distinct from the other schools in the area. The Rijnlands schools would be able to distinguish themselves even more if bilingual education were to become part of a broader internationalisation policy. Every student, including those in non-bilingual education and thus also those in lower secondary professional education and higher level general secondary education should be able to experience that international dimension. This would be good for the strengthening of higher level general secondary education. The ambition to be an ELOS school can also help the school to give real meaning to the internationalisation. This does not alter the fact that the road of internationalisation does not always have to be followed in the traditional manner (i.e. physical exchange, or a trip to Rome). The Model United Nations conferences are a good example of this. But there are also opportunities for digital exchange. This mainly involves finding similar schools abroad with which to collaborate on content. For the coming years it is important to acquaint the entire school community (including students in lower secondary professional education, higher level general secondary education and non-bilingual education) with the international dimension, for example in the context of language development or (world) citizenship.

In addition, it is of course quite evident that there are also many opportunities within the foundation for international cooperation. Examples include the cooperation between the three primary schools, but also the cooperation with the REW partner schools outside the Netherlands and obviously with secondary education of the European School of The Hague *Rijnlands Lyceum*, the start of which is envisaged in 2014.

By the term ‘internationalisation’ and ‘international’ we of course also mean within Rijnlands the international programmes with the descriptors of the IPC, IB MYP and IB DP as a guideline for the curriculum of the two international schools, and the European Baccalaureate curriculum as a guideline for the European School. Besides our establishments in Oegstgeest, The Hague (ISH) and The Hague (ESH), we do not anticipate any new developments in the planning period to 2016. However, we will keep our finger on the pulse with respect to the Valkenburg location to the west of Oegstgeest and to the north of Wassenaar and aim for possible involvement in international primary education for the period 2016-2020.

The interaction between the international and European education within the foundation and regular Dutch education, including bilingual education, also offers opportunities. How do we transfer the achievements of one educational system to the other? We often report, both internally and externally, the fact that there are aspects of international education that could enrich Dutch education. A subject like ‘theory of knowledge’ is such an example. Furthermore, international programmes such as the IB offer worldwide quality standards and testing instruments, which it would be good to become acquainted with, especially since structured quality assurance in Dutch mainstream education is a relatively new concept. But also the other way round, there is something for international education to learn from the achievements of Dutch education. Teacher training courses in the various countries also introduce different dimensions to the profession of teacher and the education profession itself. We would like to reciprocally tap into and open up this wealth of experiences and visions. There is no other foundation in the Netherlands where this opportunity for cross pollination could take place on this scale. Forms of teacher exchanges between the international schools and Dutch schools, with the possibility of looking behind the scenes and attending classes, could be very enriching.

Finally, and not in the least, ‘international’ in the Rijnlands context also means ‘Rijnlands Education Worldwide’, our establishments abroad are intended especially for the provision of Dutch language and culture for the children of Dutch expatriates. This is an activity that has already been successfully performed by Rijnlands for the past 25 years and currently has 550 students. Despite this, the Stichting must still also reflect on the long-term perspective. Can Rijnlands accommodate further growth? Can Rijnlands also bear the risks that accompany growth and do the schools in the Netherlands get enough out of the relationship with the schools abroad? In other words, where is the added value and how can we make better use of this?

Digitisation

In the ICT chapter further on in this strategic plan, we will explicitly address the ICT mission and vision and a number of infrastructural aspects. However, we would not do justice to the chapter on education if we did not specifically mention the digital component. After all, education in the Netherlands is on the eve of an educational revolution of which we cannot foresee the consequences. One thing is certain: more and more tools and digital learning resources will become available that will affect the organisation of education. For example, ‘Active learning’ becomes possible because students can interactively work together by means of their devices. Completely different learning concepts will be introduced. Everything points towards revolutionary changes. At the moment, there is still considerable dependence upon publishers for the development of content. So-called ‘open learning materials’ (‘VO Content’) are also only in their infancy. Nevertheless, teachers will increasingly want to make use of digital material to support lessons and the demand for mobile devices (laptops, netbooks, tablets) will increase rapidly. Schools will have to become wireless in order to keep pace with this development. The schools of Rijnlands Lyceum Foundation set themselves the goal of actively following this development, giving teachers the opportunity to experiment and stimulating the exchange of ideas between schools. For this digitisation, the schools are free to especially also deploy the electronic learning environment as a medium with which students obtain and bring their information in a structured manner.

However, even in the field of electronic learning environments we may again already soon find that these are replaced by large, powerful open source environments. It is for schools to make choices that are suited to both the school and the phase in which it finds itself.

2.2 Human Resources

Introduction

When the goals in the 'Focus 2012' strategic policy plan were established, it was agreed that the strategic personnel plan for the subsequent years would be drawn up in the course of the 2009-2012 planning period. The aim was to establish a multi-year and integrated personnel policy with guiding principles for the coming four years.

In the spring of 2011, a draft memorandum was prepared, which was discussed with the principals, the personnel section of the Joint Participation Council and the Strategy Committee of the Supervisory Board. It emerged from these discussions that it was necessary to make clear choices and set priorities which, on the one hand, reflect the overall personnel responsibility of the principals of the schools and, on the other hand, provide a shared framework of guidelines within which schools can choose their own emphases.

In this policy plan the spearheads for Stichting Het Rijnlands Lyceum in the coming years are described concisely. The plan was written for the benefit of both the teaching staff (OP) and the educational support staff (OOP).

The realisation of the topics will be regularly evaluated and, if necessary, the policy will be adjusted. In the case of major changes, consultation will obviously take place with the Supervisory Board, the Joint Participation Council and other stakeholders.

Strategic plans will preferably include measurable goals and a timeframe within which these goals will be achieved. However, this strategic personnel policy seeks rather to specify a direction, to be a guide for the schools, and a mechanism for the elaboration of this within the schools themselves, as part of a School Plan or an individual Personnel Plan.

Spearheads of HR policy

in order of strategic priority:

1. *Bond:*

The schools of the 'Stichting Het Rijnlands Lyceum' have a good reputation in the labour market. It is a strong 'brand'. People also want to be connected with 'Rijnlands', whether this concerns the schools in Wassenaar, Oegstgeest or Sassenheim or the ISH in The Hague. This is the result of a long tradition of quality and the positioning as schools with a special international dimension. The activities abroad, provided by REW, enhance this image. Rijnlands is a highly distinctive profile. Once staff have committed themselves to the organisation, the schools also want an enduring 'bond' with them. This bond can be realised by, for example:

- a) Appreciation. This can take place in several ways: informally, but also formally during job performance and appraisal interviews, or by assigning specific tasks, providing an allowance or gratuity, or by allowing someone to follow a training course or to participate in a seminar or conference.
- b) A pleasant working environment. This is an atmosphere in which there is an eye for colleagues and concern for their well-being. It is also an atmosphere that ensues from a professional workplace demeanour for one another, where: 'a promise is a promise' and where people can call one another to account for the agreements made. Good work discussions at section or department level and enabling staff to assert their influence increases their 'decision latitude' and makes a positive contribution. Apart from this, it also involves good everyday working conditions, a space where you can work quietly and a PC that works.
- c) A good school organisation. Matters must be well organised in the school (timetable, administration, internal communication, regular consultation, clear decision-making and unambiguous guidelines) and within the Foundation (HR services). In addition, there must be a certain degree of flexibility and creativity within the possibilities of the organisation.
- d) By offering career prospects (deploying a mix of positions) and opportunities for development.
- e) Space for new developments. The organisation must be dynamic and innovative and staff need to feel involved. The school must be a working community where there is room for everyone's talent. Younger teachers must be able to develop to their full potential and must experience room for new initiatives.
- f) Maintaining the existing core values and typical Rijnlands characteristics and holding one another accountable for these core values. Respect for one another, pupils, students and parents.
- g) By looking for opportunities in the area of attractive secondary conditions of employment (to be investigated by the HR department).
- h) By also being an attractive employer for part-time staff.

2. *Development*

- a) Investigate how to fill hard-to-fill vacancies and, where possible, enabling existing teachers to train for these or take refresher courses or undergo retraining. This makes a contribution towards the long-term personnel planning.
- b) Based on considerations of quality and professionalism, strive towards the further promotion of expertise, both in terms of content (the subject) and the way in which the subject is taught (didactics, remedial teaching use of IT resources).
- c) Based on good employment practices, provide opportunities for personal development, but linked to the organisational goals.
- d) Stimulate competence development for the benefit of international, bilingual and intercultural education and thus give substance to the typical Rijnlands features.
- e) Involvement in university teacher training both as 'training school' and within the 'World Teacher Training Programme' (WTTP).
- f) As a legal requirement competence development will be monitored in a competence development portfolio.

3. *Job performance and appraisal interviews*

In 2010, the job performance and appraisal interviews scheme was established. A start has been made with conducting and recording the interviews. The schools are firmly committed to this important HR instrument. In these interviews, attention is paid to matters such as satisfaction, development needs and opportunities, as well as accountability for previously agreed and actually attained results or the targets to be achieved. The interviews take place:

- a) on the basis of considerations of professionalism and quality (including assessment of results achieved or agreements about the results to be achieved);
- b) based on employment practices: our staff deserve to receive appreciation for the work they have performed and the results they have achieved;
- c) as a means of assessing staff satisfaction. This is a good qualitative addition to the results from the Risk Inventory and Evaluation (RI&E) surveys;

HR is investigating the possibilities of supporting the process administratively, in part by incorporating this in the Personnel Management System (RAET).

4. *Management Development*

Management Development is vitally important for the organisation;

- a) Agreements will be made with the senior management about the direction of the school and the results to be achieved or targets to be reached, for example in the field of quality and professionalism. All of this will require educational leadership. Middle management should therefore be properly equipped for this task.
- b) These are the people who have just been appointed in a management position of department head or deputy principal. HR will make a proposal for a targeted training programme.
- c) Within the framework of career prospects, the school may also opt to equip a few people with managerial skills (e.g. project management) and thus to offer them a set of tools for more difficult coordination jobs or future managerial tasks.

5. *Sick leave*

- a) Prevention of absenteeism. HR will perform an analysis into the various forms of sick leave and the situation at each school. Where possible, proposals will be made to address these various forms.
- b) The overall absenteeism rate at foundation level is favourable in comparison with national averages. In the area of 'short frequent' sick leave, there are possibilities for improvement, however. To this end, HR will offer assistance to the schools concerned.
- c) Evaluation of ArboNed. The agreement with ArboNed comes to an end in 2011. An evaluation will take place into the different forms and aspects of their services and, if necessary, it will be examined whether to change the services that are acquired, or alternatives will be looked into.

6. *Supervision and coaching of new teachers*

- a) the supervision and coaching of new teachers to a desired level of competence and conduct in keeping with the goals and core values and culture of Rijnlands and the school in question.

7. *Educational support staff*

- a) Of the 473 FTEs in the organisation, 115 FTEs are classed as educational support staff. Although the teaching staff are responsible for the core educational processes, modern education cannot exist without professional and well qualified support staff, working both in the school and centrally for the Foundation. The above priorities with respect to bond, development, job performance and appraisal interviews, management development and sick leave are therefore fully applicable to the support staff.
- b) Opportunities for growth from an educational support position to a teaching position (teacher assistant, technical teaching assistant).

Apart from these priorities, HR has the task of properly and regularly providing management information to the principals, if possible accompanied by analyses so that they are able, on the basis of the information, to also make choices and be 'in control'. This must be preceded by a well-organised HRM system, clearly defined processes, knowledge and experience of the system and the processes, so that the necessary information is, or can be made, accessible for the end users in a systematic and user-friendly manner. Instruments such as advice, training, development and coaching are also essential for this.

2.3 ICT policy

An increasing need has arisen within the schools of the Stichting to also develop a strategic vision in the field of ICT in order to formulate future-oriented policy for ICT in relation to education, management and communication and the infrastructure required for this, criteria for the ICT services and expertise of staff. In this field, we have in the first instance examined the context in which the developments that we observe within the world of ICT and education.

Context

Education

Computers, laptops and interactive whiteboards are now an integral part of both education and teaching support processes. The introduction and emergence of ICT applications in education have not yet led to a radical change with respect to the design and organisation of learning, but have supported this up until now. Nevertheless, for various reasons more use of ICT is expected in the coming years, with greater consequences for education than we previously thought. For example, the introduction of 'free school books' acted as the trigger for many schools to think about the use of digital training aids and their development/acquisition. In addition, we now see new technological and social developments (social media), which seem to be expanding enormously, and could impact on the traditional use of desktops and laptops. While we still saw the E-reader as a possible innovation for education a few years ago, it will now probably be the 'tablets' that will fulfil this role. In this respect, it is not so much the availability of the device itself, or the existence of wireless connections, which may impact on education, but rather the availability of content (whether or not provided by publishers). In any case, these educational content and technological developments provide opportunities for education. While some schools choose to be a trendsetter, others await developments in the market and then adapt their policies accordingly.

Management

Apart from the teaching, ICT also makes a significant contribution to the quality of business processes, both in the financial and personnel field. The advent of ERP software has strengthened the thinking in integrated systems. Coupled with internet technologies, efficient working environments emerge for the employees of organisations and institutions and, for customers (i.e. parents and students) of these organisations and institutions, an important source of information and communication.

Technology

In the field of technology, a striking development is 'cloud computing', enabling infrastructure (hardware (servers), networks, data storage) and applications to be acquired virtually as a 'service' via the internet, whatever the location of the user, with payment based on use. The latter aspect is a reason for many companies and organisations to switch to 'cloud computing'. Instead of paying for expensive broadband connections that are available 24 hours a day, 7 days a week, charging is based on the actual usage of the connection or the software application.

Any time, any place, any device

The 'new way of working' has made its entry in the business world with employees working from home more often for various reasons. To facilitate working from home, various devices (desktop, laptop, netbook, tablet) must be used. For educational institutions too it is important to give staff remote access to the school's (business) systems, irrespective of the device and irrespective of time and place. The same applies to students. They will also want to gain access to the applications that are designed for them by means of web applications.

Examples of this include Electronic Learning Environments, or educational software. Parents expect that schools will make it possible for them to follow the progress (and the presence and absence) of their children via the internet. Almost all schools respond to this by providing a portal or intranet.

Mission

With the deployment of ICT, Rijnlands Lyceum Foundation (SRL) aims to make a contribution to education, supporting business processes and communication. ICT supports these three processes with the quality of the education providing both guidance and direction. Students and staff are given the opportunity to make optimum use of internet technology, ICT functionalities and applications in education (at school), in the workplace and at home. ICT also provides support for the management of the organisation, internal and external communication. Students, their parents and staff are provided with sufficient information by means of ICT.

Elaboration of the mission

The supportive role of ICT is realised by means of the implementation, operation and management of a stable, secure, innovative and user-friendly ICT environment. Such an environment consists of the technical infrastructures (networks and hardware), educational applications, electronic learning environments, electronic access possibilities and supporting student tracking systems, scheduling systems, financial and personnel systems.

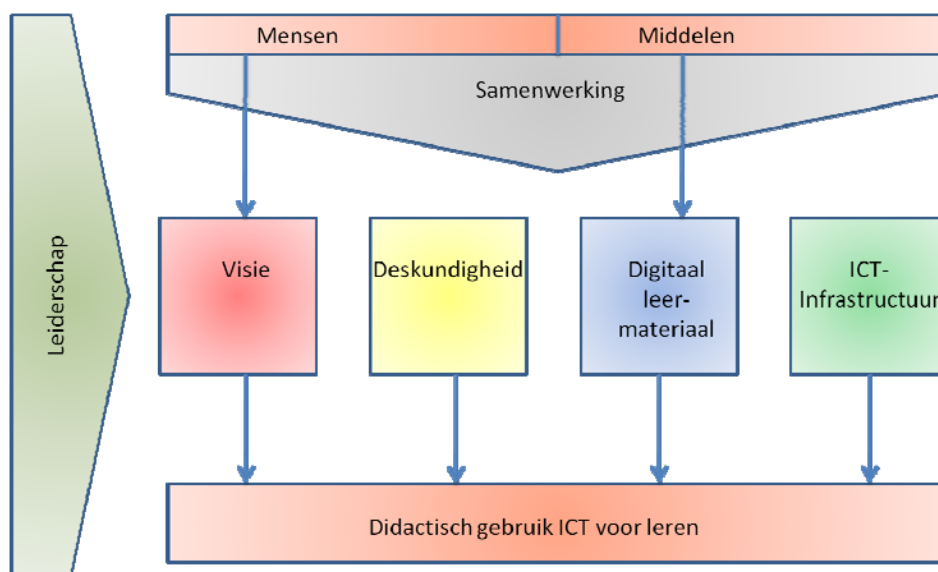
For the optimum deployment of ICT in education, management, communication and information, the expertise of staff and students is important. Indeed, expertise is one of the key success factors.

The ultimate responsibility for ICT, particularly in a technical and financial sense, lies with the foundation.

Obviously the schools are responsible when it comes to the ICT policy in education. As primary stakeholders, they have an important role in the definition of the customer demand and its translation into ICT.

The model below is derived from Kennisnet's 'Four in Balance Monitor 2010'. Each year, the relationship between learning, collaboration, and leadership is identified on the basis of the elements: vision, expertise, digital learning materials and ICT infrastructure. Derived from the Mission, it forms the basis for the further vision for SRL.

Vision of the role of ICT



[people - resources - collaboration - leadership - vision - expertise - digital learning materials - ICT infrastructure - pedagogical use of ICT for teaching/learning]

The above leads to the following vision with respect to the role of ICT within the foundation and the schools:

- ICT supports the learning/teaching
 - The existing student makes use of all kinds of technological possibilities, is active in digital (social) media (communities). The use of ICT is completely self-evident in everyday life. It speaks for itself that education capitalises on these opportunities to transform learning into an even more challenging and more rewarding activity. In this development, Rijnlands opts for education to take the lead in principle with technology following. For the rest, the increasing use of ICT in education also requires increased expertise among the staff (training, coaching and creating content). Within the chosen strategic ICT policy, the schools can give substance to education-related issues in their own manner.
- ICT supports information and communication
 - Parents and students can make use of applications which, for example, inform them about study progress and presence (SOM), partly by means of informative, interactive and user-friendly websites (internet, intranet)
 - Communication can be both generic and focused on target groups (with far-reaching personalisation being required);
 - ICT responds to new wishes, demands and new technologies that can further accelerate and improve communication as well as making it more attractive or easier to use.
- ICT supports the management
 - ICT plays an important role in management in the field of administration, finance, human resources and payroll processing.
 - Within the schools, ICT supports the timetabling and student administration process (including the recording of grades, attendance, relationships with DUO CFI/'Bron'/Inspectorate).
 - Staff have access from home to the applications available to them.
- ICT contributes to the professional quality of the organisation
 - A good ICT infrastructure and the embedding of ICT in education contributes to high-quality education
 - Quality of ICT in the operational management contributes to the continuity, stability, transparency, accountability and reliability of the organisation.
 - An innovative environment is a characteristic of a future-oriented organisation.

Functions and roles

The following functions and roles are identified for ICT:

- Information Manager (IM) for the foundation and the schools;
- ICT coordinator (IC) in the schools in combination with another function (teacher, for example);
- ICT assistant (IA) in the schools; in combination with other activities;
- The teacher that makes use of ICT.

- The Information Manager is responsible for ICT, controls, coordinates and takes care of the process of development, implementation and evaluation of integrated information services, including information security, and takes care of the development, approval and management of service level agreements, arrangements and procedures with third parties (i.e. ICT service providers). He/she is ultimately responsible in emergencies. The Information Manager is responsible for software management (with the exception of the business software that is the responsibility of the ICT supplier). This mainly concerns educational software, in consultation with the local ICT coordinators.
- Each school has an ICT coordinator who mainly focuses on the educational applications of ICT.
- The help desk function at the schools is provided by the ICT assistant (IA) with support from the supplier): the so-called 'zero line support'. This does not include 'system management' because this is covered by the supplier, but the provision of 'first aid', and basic activities in consultation with the supplier.

The role of the teacher is also crucial in the deployment of ICT. The success of the effort depends upon the attitude, knowledge and skills of the teacher. In terms of attitude, we expect a professional stance (self-reflection, initiative and leadership) with respect to ICT and education. In addition, the teacher should have sufficient instrumental skills in order to use ICT in education, both in teaching situations and in the educational organisation. Furthermore, the teacher is media and information proficient, can also convey this to the students and can assist students in the judicious use of digital media. The teacher makes use of ICT in appropriate teaching situations/activities. He combines digital learning resources with non-digital materials (Blended Learning), where such a combination is efficient and/or effective. He deploys ICT in

- ***Presentation***

The teacher can integrate digital material in his presentations and instructions and may also use various types of hardware.

- ***Collaboration and communication***

The teacher is familiar with various forms of (a)synchronous, digital means of communication and is able to use these in his teaching. In addition, the teacher can facilitate collaboration between students by making use of ICT and also uses ICT in the communication with colleagues.

- ***Individual working***

The teacher can support students' individual work with ICT.

- ***Supervision and evaluation***

The teacher can use ICT in the supervision and evaluation of students. With the use of ICT, the teacher is thus able to gain insight into the learning process and progress of students.

- ***Tests***

The teacher can develop, compose, conduct and evaluate a straightforward digital test.

Where necessary, the schools invest in the strengthening of the competencies of teachers in order to realise the vision, mission and objectives for ICT in education.

2.4 Financial policy

The financial situation of the foundation as a whole is sound. Solvency, liquidity and financial strength are at an adequate level. For several years an annual addition has been made to the maintenance provision so that large-scale maintenance can be carried out in due course in the future. The foundation has eliminated the financial risk associated with the uncertain financial times in 2011 by opting for 'treasury banking' although this does entail some loss of interest. The financial risks for the coming years lie in the field of staffing levels, movements in salaries and ICT. The risk of increasing staffing levels with an unchanged number of students is always present and requires control by the principal/director and the board of the foundation. In the second place, there is uncertainty as to the effects of the so-called 'function mix' ('functiemix'). Will the rising salary costs still be covered by the government in the future, also after 10 years, and how much certainty is there that the current coverage will also be adequate in the future? The foundation makes forecasts for this and will permanently monitor developments. The consequences of the entitlement to an LD position ('entreerecht') will also have to be taken into consideration. With respect to ICT, it is clear that the ambitions expressed in the previous chapter will also have financial consequences. To a great extent, the hardware that was purchased in 2008 will have to be replaced in 2012 and 2013.

The availability of reliable financial and personnel information, indicators and salary cost forecasts is a precondition for all of this. During the past two years, major investments have been made in the implementation of RAET as HR and payroll system in order to provide this data, but further development is still required. In this respect, especially the Central Services Office is faced with the challenge to not only provide quality, but also to find the right balance between quality and quantity in a staffing sense. How can greater efficiency be achieved by means of further computerisation so that the growth in the total number of students and schools does not necessarily automatically, or to the same extent, lead to a growth in the staff numbers in the Office?

The financial stability of the organisation is also due to the revised policy on school fees, greater insight by the principals into their own management by means of the introduction of digital invoice processing and the amended ICT policy that has led and will have to continue to lead to cost savings despite the greater ambitions. The risks associated with major projects in the field of accommodation and ICT are smaller due to the professional deployment of the Procurement Officer/Facilities Services Manager and the Information Manager. Contract management, procurement, central purchasing of bulk products, planning of major maintenance, new development and renovation, ICT procurement and ICT coordination are thus centrally organised and have already demonstrated their value.

2.5 Accommodation policy

Rijnlands Lyceum Sassenheim underwent an extensive renovation and refurbishment of the auditorium following the opening of the new building in 2007. Rijnlands Lyceum Oegstgeest was forced to make major changes to the central reception area, sports hall and sanitary facilities in 2010 and 2011. In 2011, the school had to erect three prefabricated classrooms at the rear of the school in order to cope with the (temporary) increase in the number of students for a period of five years. As a result of the age of its historical buildings, Rijnlands Lyceum Wassenaar has been faced with permanent major maintenance. The new building, which was completed in 2008, has enriched the school and put an end to the previously appalling accommodation situation. The latter also illustrates that structural compromises in the quality of the buildings eventually means a certain demise. Parents and students expect airy, safe and pleasant educational buildings. Staff also need healthy working conditions and have every right to expect from their employer that everything is done to offer such circumstances with the resources available. For the coming four years, no major accommodation developments are planned for the Rijnlands schools in Sassenheim, Oegstgeest and Wassenaar, other than in connection with projects to remove asbestos, should investigations reveal that this is necessary, and projects within the context of a healthy indoor climate.

The situation is different in The Hague. The International School of The Hague is still growing so that the maximum capacity of the building (in terms of the available classrooms) has been reached. In 2010, it was already decided to erect four prefabricated classrooms and four more were added in 2012. It is expected that an extension will be realised at the rear of the building in 2012 so that the student canteen can be enlarged, the secondary education teachers will have access to a practicable staff room and a further four to six extra classrooms can also be realised. For the further growth to a combined total of 1600 primary- and secondary-level students, a further expansion of the premises is essential. This could be located at the front of the building on the Marathon site. The ambition for the ISH is clear, however: an expansion of the facilities in order to accommodate the growing number of students. If this is not possible, then the school will also have to introduce waiting lists for secondary education. An uncertain factor with respect to the growth is the launch of the European School of The Hague *Rijnlands Lyceum*. We now know that this latest offshoot of the Rijnlands tribe will mainly attract students from the world of European organisations, which currently make limited use of the ISH for the education of their children (± 150 students). Looking at the population of the ISH, it is apparent that this is mainly international, and not predominantly European. Nevertheless, account will have to be taken of a slight reduction in the intake pressure on the ISH.

The European School of The Hague *Rijnlands Lyceum* will be located at Houtrustweg 2 in The Hague. This is a former school building that was opened officially in 1968. The building will have to be adapted and redesigned in accordance with the criteria that apply to primary and secondary education. In addition, the school will have to take account of complex growth factors: the start of three new grades each year with at least three language sections (English, Dutch, Spanish, possibly Italian), thus creating enormous technical accommodation demands on the building and requiring the provision of a multitude of larger and smaller rooms.

There may also be new developments at the Eerste Nederlandse Montessorischool in the coming four-year planning period. The departure of the Sports Academy (the 'HALO') in 2015 creates opportunities to move into the sports hall behind the school and to convert the existing gymnasium into three classrooms, allowing the school to work towards an increase in student numbers and also create slightly more financial flexibility. At the moment, we can do nothing else but ensure that the existing building (1936) remains in perfect condition and improve it where necessary. The sanitary facilities were already tackled in 2011 and the municipality of The Hague has promised to replace all window frames in 2012 and install double glazing. The indoor climate will also be improved. A more detailed investigation into the presence of asbestos, which is usual in buildings of this age, could potentially lead to decontamination activities. These will naturally always be planned in close consultation with the Participation Council and accompanied by maximum safety and care.

In the coming four years, the schools will all implement everything that has been contemplated in the long-term maintenance plans and for which the necessary financial resources have been provided.

2.6 Communication policy

In the field of communication we see a renewal of the schools' websites in the coming years, with due care being that they are user-friendly and provide a wealth of information for parents and at the same time are attractive for both existing and future students. The intranet will make as much use of single sign-ons as possible to increase the ease of use. The introduction of SOM and the associated web portal allows parents to be kept maximally informed about the progress of their children and any non-attendance. The web portal will also serve as an internal information medium for parents and students.

What is more, it offers the staff of the foundation and the schools an intranet facility for document management, for example.

The point of departure for the development of websites is that the Rijnlands schools form a more recognisable whole, without compromising the individual character of the schools. Unifying elements, which leave enough room for the individual schools to express their own identity and distinctiveness, will also be sought.

3. Strategy creation by the schools

Although the schools of Rijnlands Lyceum Foundation are well aware that they are connected by a common history, core values, joint strategy documents from 2002 and 2008, they also have their own individual development and additionally make their own strategic assessments depending upon the stage of development, the local situation and sometimes their financial position too.

The School Plan that is formulated by each individual school for a period of four years is the most important document in which the school asks itself about its current strategic profile (the 'IST') and the desired situation for the organisation (the 'SOLL'). It covers major themes such as quality, vision, offering and positioning, internationalisation, digitisation, personnel policy, financial policy, accommodation, ICT and communication policy. This cannot be seen separately from what is happening nationally and regionally; what is the competition doing? Which trends and developments are taking place? What are our strengths, where do our weaknesses and opportunities lie and which threats do we see (SWOT analysis)? With the desired situation in mind, the school will then produce new strategic choices that must not only be formulated in clear, inspiring and specific terms, but also realistic and possible to substantiate financially. It is a strategy that can count on support from within the organisation. The Executive director and principal/director monitor the School Plan and its realisation linked to the strategy of the foundation and anchor this in the annual management agreements and appraisal cycle. By means of this approach, the schools also comply with the covenant concluded with the Ministry of Education, Culture and Science by performing a baseline measurement that is compared with national benchmarks, by formulating 'ambitious targets', by describing the measures that are planned to achieve these targets and the resources used to do this, partly on the basis of the 'performance box' ('Prestatiebox') and will provide accountability for this both in the mid-term review and in 2015 (Secondary Education Council Covenant section 3.2.3 and primary Education Council Covenant page 12).

4. Risk management

This strategic plan has a high level of ambition. It is good to have such ambitions and to pursue the goals. Without ambition there will be no progress. When setting goals, we assume that the conditions remain constant, but we should also realise that circumstances may change. At the beginning of 2012, the economy in Europe and the Netherlands finds itself in turbulent times. It is impossible to foresee to what extent education will be spared from drastic cuts. Can the government guarantee the outlined perspective of the 'function mix' in the long-term?

Traditionally, the greatest risk for a school lies in the number of students. In recent years, we have seen the ISH and RLO in particular grow, while the RLW and RLS have remained stable. In 2011, RLS was confronted with a decrease for the first time. For the ENMS too, a difference of 20 students makes a big difference to the funding and thus the management. When the margins are narrow, every student counts. There is uncertainty about long-term growth for the ISH primary and secondary. The question for the time being remains what the impact of the new European school will be. We have been able to limit this risk by becoming the licensee of the European school, but fully realise that some of these students could also have gone to the ISH. It is still not easy to predict what this means for our aspirations with respect to the expansion of the ISH building.

As with all organisations, damage to reputation is one of the main threats to the continuity. A 'below standard' assessment by the Inspectorate or the predicate 'weak' or 'very weak' can have serious consequences for the intake and thus for funding and staffing levels. Incidents that affect the school (violence, drugs, integrity, safety) can blemish its name for years. The success of one school can positively reflect on the other. But unfortunately the opposite is also true.

The start of the new European school is not without risks. Its success depends upon sufficient intake, initially only for primary education, but subsequently also for secondary education. These are risks that you try to assess in advance by means of proper research, but there are no guarantees.

With respect to the recruitment of personnel, the risk of rising labour shortages for certain disciplines in secondary education should be mentioned. In international education there is the problem of the amended 30% ruling, making it less attractive for primary schools teachers to work in international primary education in the Netherlands. Since the salaries below the maximum of scale LB are affected by this tax measure, a negative effect can also be expected for new teachers in international secondary education.

Risks in financial terms can be properly covered by means of a good planning and control cycle, with monthly, quarterly, half-yearly and annual reports providing the necessary management information, both in the financial and personnel field. The available expertise with respect to purchasing, European procurement, real estate, maintenance and ICT also guarantee that the organisation is fully in control on these aspects. Long-term maintenance plans and a multi-year ICT plan form the basis for this. The Executive director and controller devote much time to reporting the actual and projected financial situation to the audit committee of the Supervisory Board and the finance committees of the Joint Participation Council for secondary education and the Joint Participation Council for primary education. Maximum transparency is always the adage here.

But where there are risks, there are also opportunities. In the foregoing, we have elaborated upon the opportunities that the organisation sees and the goals that have subsequently been set. A really new activity concerns the digitisation of education. It may represent a risk in financial terms, but in terms of educational innovation and quality improvement it offers tremendous opportunities. It is the responsibility of the management and the principals/directors to find the right balance here. If there is potential for the pooling of resources anywhere within Rijnlands, then it is certainly in this area. This requires a culture where everyone is welcome to

take a look behind the scenes, to learn from each other's experiments, and from each other's mistakes and successes.