

To be the future

If it is to be It is up to me

Schoolplan 2018-2022

Part A

- ***SPVOZN MISSION***
- ***KERNWAARDEN***
- ***VISIE***
- ***CENTRALE THEMA'S***



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To be the future

Schoolplan 2018-2022

MISSION – CORE VALUES - VISION – CENTRAL THEMES

Part A – Foundation part – School plan 2018-2022

I. Vision & mission

Developments in Society

Our world is ever-changing. Although we cannot be certain how our future may look, it is clear that established ways of working, living and interacting with others will need to be transformed. Change will be driven by our own personal reinterpretation or adaptation of some new strategy, method or technology. We will become less constrained by forces of standardization, efficiency and cost-benefit reasoning, and instead act more flexibly based on freedom of choice, quality and our own personal values.

Small groups of people will generate innovative ideas and solutions to the complex problems that the world and society faces today. We will take action in the best interests of both 'people and the planet'. The process of change will be dramatic: ideas will spread rapidly via the continuous interaction of large numbers of people. This interaction will be made easier through the intelligent use of modern technologies, including social media. With the increasing volume of information, and our participation within large networks of people, we will need to develop etiquettes for communication.

Advances in new technologies, will make some employees redundant and /or change the nature of their role. New jobs will be created and new competences will be required. With such dramatic change within the world's economy, society may experience more frequent periods of turbulence.

What does this mean for our Students?

We desire to contribute to society by engendering and developing leaders, entrepreneurs, innovators, and co-creators who can persuasively contribute their ideas to larger groups. Therefore, we will contribute meaningfully to shaping our students into '*Socially-Minded Entrepreneurs*': by this we mean 'innovators who will work together', be driven by strong values, and follow a defined set of ethical principles.¹ Our internationally-minded students must be able to perceive the social changes that will come rapidly upon them. They must also be able to utilize media, and other technologies to act as agents for change themselves. Our students' own strengths will need to be maximized in order to ensure for their potential within this ever-changing world.

Where are we now?

Diversity, international-mindedness and inclusivity are our great strengths. As a foundation of schools within the South of the Netherlands, we offer an inspiring innovative education for students from Pre-School to Secondary, within both Dutch and International Schools. Our students explore, and gain respect for, different values and norms, both within communities inside and outside the region. Within this inclusive environment students are given the ideal space to develop their personality, skills and knowledge. We also will work with our parents and other partners within the Brainport region to inspire our students and in particular develop an understanding of new technologies.

Our vision for the future

We aim to mirror the society we envisage for the future.

It is our ambition, from our international and innovative community of schools, to create a growth model which enables students to function as individuals in the community of the future. Our schools

¹ Schatplichtig aan Jan Rotmans: *Verandering van tijdperk. Nederland kantelt (2017)*.

must mirror the dynamic community that we see as it unfolds. We will support students to develop the skills, abilities and mindsets to ensure they can work effectively within groups, and across global networks, focussing on the sharing and creation of knowledge and skills. We will guide and support our students to shape the new society, from a position where students see themselves as change-agents. This is what drives us as the SPVOZN. Our philosophy for our students is: **To be the future.**

II. Core values

We consider our core values as pillars for a successful future and they will not likely change with each new school plan.

Realizing Potential

We stimulate students in discovering their talents and realizing their potential. We take pride in the fact that as publicly funded schools, the education we offer is accessible, and open to children within the general public. For those students who can successfully follow one of our courses, and interact with others within our school community with respect, courtesy and open-mindedness, we offer them the opportunity to be supported and challenged.

We have set for ourselves the following core values: continuous improvement, transparency, safety, respect and intercultural behavior. They represent our beliefs: beliefs that we intend to protect and engender across our entire community.

Continuous Improvement

We are a learning organization. We continually strive to improve and develop. As employees, as students, and as an entire organization, we aim to challenge and support all within our community to develop and realize their potential.

Transparency, Safety and Respect

Our organizational structure ensures for transparency, security and clarity in terms of responsibility. Students, parents and employees feel supported and know whom to contact. Transparency is achieved by working in collaboration with stakeholders in the decisions we make, and by communicating such decisions fully within the community. By working in partnership with others and in teams, we offer our students and employees a safe and secure environment by knowing that our decisions have been informed by the creativity of a large number of people. Our teams also take responsibility for creating a culture based on courtesy, mutual trust and respect. This respect is visible not only when sharing and listening to ideas, but also when expressing and accepting positive and constructive feedback.

Intercultural Behavior

Our schools benefit from great cultural and international diversity. This diversity helps to engender open-mindedness and to communicate in ways that respects alternative, views, opinions and ideas. We aim for all our students and employees to look beyond their own cultural and national borders and with consideration to their future study and/or work, demonstrate intercultural sensitivity.

III. Vision - 21st Century Student Competences

Our Students

Within our ever-changing world, our students will need to develop core competencies, skills and mindsets that will help them to further develop as self-reliant, confident, and resilient citizens of the future. Our young people are expected to love to learn, because they are curious and want to develop. We aim for them to work in partnership with others, not only to provide themselves with greater insight and challenge, but also to help shape the attitudes and behaviours of others in our community.

In helping to shape these '*self-reliant thinkers*' – individuals who will thrive, be happy and be agents for change in our future world, we will aim to ensure they develop **six core competencies and skills.**²

1. Personal Development.
Take the lead in your own personal development.
2. Self-reliance.
Become wise and resilient in an ever-changing world.
3. Creativity.
Create opportunities and work in partnership with others.
4. Communication.
Understand and be understood. Be confident yet respectful.
5. International mindedness.
Become open-minded, thoughtful and reflective.
6. Entrepreneurship.
Take initiative, accept risk and work together in what you create.

Our people

The employees of our schools guide our students – By customizing and personalizing their learning and development, we will guide students to develop this set of competences and skills.

Our employees have the ability to make a difference, to stimulate and to challenge. They challenge and support our students so they can optimally develop: intellectually, socially and emotionally. They re-enforce our students knowledge and help them develop the personal skills, attributes and mindsets to live happily and flexibly in the future. In this way, our community will help our students become more internationally-minded while increasing their prospects as '*socially-minded entrepreneurs*'. In doing so we want to ensure that our students will be best placed to make the most from their studies, and working life, while having a positive impact on society.

Our educational environment

All what we do needs to be ***noticeable, demonstrable or measurable***, leading to added value for one or more of the six core competencies and skills. To develop this knowledge and ability:

- i. We proactively organize ***interactions with students and their parents*** in order to establish and align educational goals and to work in partnership in achieving these goals;

² Please refer to appendix 1 for a detailed explanation to the core competences set and skills.

- ii. We foster and facilitate a ***professional, continuous and lively dialogue among our employees*** to promote innovation and to develop our own competences;
- iii. We will be ***inspired and supported by our partners within*** the Brainport region, in the Netherlands and in the world,
- iv. We structure our education, our support and our research ***from knowledge of, and understanding for, sustainable solutions:*** that which lasts and is good for people and the planet.

Our working processes

We work for the future of our students. We deploy our resources for maximal educational purposes. Working processes are organised in a simple, professional and transparent manner for all three campuses. Our buildings are contemporary, flexible and inspiring as places to study and work. They are connected to their environment, and to communities within their neighborhoods. We have the technological infrastructure and ICT systems which are aligned with our innovative education.

The board, school management and central services support and stimulate the educational process of our students and staff. They actively take care to communicate positively with external stakeholders and members of the public to ensure that they are made aware of our success, and in particular, the individual achievements of our schools in education and innovation.

IV. Central Themes for 2018 - 2022

The following themes deserve special attention across the entire foundation during the upcoming period.

- A Dynamic *Internationally-Minded Education*.
- Developing Leaders: Students and staff.
- Enhancing Learning: incorporating appropriate technologies and school facilities
- Partnerships for Education.

Focusing and working on these four central themes will increase the expertise in our three schools in order to support students' in developing their competences. These themes are not mutually exclusive, and thus content between them will overlap.

The themes are described below:

I. ***A Dynamic Internationally-Minded Education.***

We recognize the need to be in continual dialogue with all stakeholders in our community as a means of building trust, openness, and feelings of belonging and ownership.

We will aim to make the most from the large cultural and/or international diversity across our three campuses. We expect all within our community to become internationally-minded and interculturally competent. As individual schools, we will broaden our understanding in relation to these concepts, and take the next steps in their development.

By creating such open-minded citizens, we will be doing our part to help reduce sources of conflict, and the polarization of society. We believe that in developing such internationally-minded people, we will also ensure that our students will be able to interact with all members of society in a more confident and effortless way.

We know where we stand in terms of our ambitions. These ambitions will be shared, and made explicitly visible. We will show our progress in realizing our ambitions by using a diverse set of instruments and methods, to collect relevant data in order to set recommendations for our continued improvement. These methods may include action-research; lesson observation and feedback; Downey Walkthroughs; assessment analysis and evaluation; professional dialogue; images and stories. Our aim in collecting such information, as with all our efforts, is to improve the quality of the learning experience for students.

The new government framework for educational inspection is perfectly aligned with such methods.

Special attention will be given to further strengthen the collaboration within the SPVOZN and other partners, and to determine how best to use the specialist knowledge, talents, and experience across all three campuses.

II. ***Developing leaders: Students and Staff.***

We will act from the principle of '*continuous reflection upon action*' and require all employees and students to evaluate and take responsibility for their own conduct.

Thoughtful, professional planning and problem solving are the basis for maintaining the highest levels of autonomy and trust, and in ensuring that recommendations will lead to action.

We must develop both student and teacher competences including those related to leadership. It is crucial to provide our teachers with the highest quality of professional development opportunities to continuously develop and expand their practice. The Council of International Schools, the International Baccalaureate, Dutch International Schools Association, Trion and other organizations will continue to be used, along with the expertise of our own staff across the Foundation. Our students, via the Student Councils or otherwise, will receive training in problem solving, and be asked to find solutions to ‘authentic problems’ – problems that are of specific interest to our students, and yet are also important to the entire community.

New colleagues will be supported by collaborative processes, while enjoying a high degree of professional autonomy. They will benefit from our participation within wider networks and with other organizations. Respectful, open ‘adult-to-adult’ dialogue between employees, students and parents is crucial for improvement and problem solving.

We ask our employees, students and parents periodically their opinion on our quality. We want to further develop our existing systems with measurable KPI’s (Key Performance Indicators) into QCI’s (Quality Critical indicators). These include (noticeable and demonstrable) stories and professional encounters between employees and with parents, students, companies and institutions. These indicators, like the Council of International Schools Standards for Accreditation, will guide further improvement and development.

iii. Enhancing Learning: incorporating appropriate technologies and school facilities

We work in our schools from principles of contemporary, innovative and effective pedagogy. We strive and assume a leading position in deploying technologies to enhance learning and teaching, and will continue to create and enhance our facilities and buildings in line with the our Guiding Statements. Thus, modern devices, online methods and social media, will be used purposefully to enhance the educational experience for our students.

In particular, as creativity is such a key competency, our buildings, in terms of their design and functionality should engender and facilitate this. We also will aim to create incubators for innovation. We will continuously improve our curriculum and methods, by trailing and employing more comprehensively technologies which drive the co-creativity of our students and staff. Our students and employees will be reminded to use these responsibly, professionally and/or ethically: ensuring for our students wellbeing and in support of our aim to enable each and every student to realize their potential.

Our campus buildings and infrastructure are to support us in realizing our vision as a foundation: new buildings will be designed to maximize flexibility and to encourage the free flow of ideas and to facilitate a diverse range of pedagogies. Thus, classrooms, guidance areas, meeting rooms and creative spaces are to be designed to be changed to suit the educational program and age of students when required. Brainstorming and collaboration of our staff will be used to make recommendations for new structures and to support the facilities teams and associated third party companies in the service of our students and staff.

We will also invite experts and innovators with specialist knowledge to guide changes within the school and to support student learning.

We recognize that in today's ever-changing world, that learning may take place at any time and regardless of the day and location. This means that learning and development may increasingly take place outside the school. In fact, we recognize that our students engagement with activities outside the school are critical for their social, emotional, psychological and physical development. We will of course, also ensure that we have ensure detailed agreements to protect the safety of our students who may be working with companies and institutions which offer their facilities (buildings and technology).

iii. **Partnerships for Education.**

The modern era requires us to learn and develop in partnership. Students, parents, companies, governments, social institutions and employees of SPVOZN work **together** in the development of the above six Core Competences. Our choice for *partnerships for education* requires an open attitude from our students and employees and the will and capacity to design and implement suggestions with all partners. It will of course begin with collaboration in and between our three campuses within the SPVOZN and will be expanded in the period 2018-2022 to our external partners.

We provide students, parents, employees and other partners a role in helping us to shape our curriculum, organization and our plans for the future.

Schools are central to any modern community. We expect our students and employees to facilitate learning in continuous interaction within that society. While it will be our parents who will be at the fore of such interaction we will also work in partnership with other schools, companies, governments and relevant organizations in the Brainport area.

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Schoolplan 2018-2022

INTERMEZZO

Intermezzo - Successful and inspiring use

We have highlighted a number of prerequisites in the meetings and sessions during the developing process of the part-A of the school plan. Maintaining and bringing the 'process Do's' into practice, will together contribute to a successful, lively and inspiring use of the school plan. Please find a summary below.

- I. More room for flexibility and (tolerance for) diversity/'recognised inequality' needs to be built into our mutual human interaction, system of rules and organisation of the three schools: we need to be daring on the road to 'less rules-based'.

The more competent our people are, the less rules and details we require to have.

- II. Re-evaluate the entire process of planning & control & quality management: in such a way that the aspired mix between measurable, noticeable and demonstrable is achieved. This also means that besides the classical evaluation meeting with KPI's etc. that we, following the choice for KKI's, also will work with dialogue sessions, research, formative evaluations, workplace visits, audits, stories/narratives, etc.

A better balance between describing, grading, telling and experiencing, will ensure that we are more equipped to be measurable, noticeable and demonstrable when improving the quality of our education.

- III. This school plan requires to be kept dynamic: by for example great textual descriptions in the end version of this document; short public friendly versions besides the longer version; great metaphors and stories; the organisation of periodical meetings (= also in connection with point ii) in the schools.
This way we will take the time to regularly get into a dialogue with students and parents - determine with the right amount of attention and on meaningful moments where we are on the road of realizing our plan. We measure the impact of everything we aspire: measurable, noticeable and demonstrable.

Organising inspiring and frequent discussions will increase the impact and our ability to use the school plan and adjust where needed.

- IV. (in addition to what is mentioned under ii and iii) Intensifying and securing collaboration with companies and societal institutions (care, other education, government, institutions from culture and sport) from the region/ the brainport sector: for everything what is mentioned in the school plan: this should be compared to for example the tradition of MBO and HBO to work with working field advisory commissions, joint curriculum development and execution, etc. This fits perfectly with the ambition to further develop to a dynamic educational model.

The more intensive external parties/partners of the school are involved with education, will result in a better understanding and influencing among each other and therefore also optimize the fit between external demand and the internal offering.

Finally, this schoolplan should be seen as part of the multiyear strategy for our foundation. The three parts (A, B and C) give direction to our foundation, our schools and the services. The set of KPI's and KQI's enables us to provide insight into the progress made, to discuss and if needed to direct. Our management, accountability and quality cycle is broader and fully connected to the requirements from the actual valuation framework of the inspection.

To be the future

Schoolplan 2018-2022

B- LOCATIES OUDE BOSSCHE BAAN –HENEGOUWENLAAN - ISE

Stedelijk College Eindhoven- Oude Bossche Baan

Wij leren het leven

1. Kern van de locatiestrategie voor het tijdvak 2018-2022

In de onderwijs- en organisatieontwikkeling van de locatie OBB is de doorvertaling naar de werkwijze van de zes leerlingcompetenties het belangrijkste speerpunt. Alles wat er wordt gedaan is primair gericht op de ontwikkeling van de leerlingen op locatie Oude Bossche Baan. Het onderwijs – de les en begeleidingsvormen – wordt herijkt naar deze zes kerncompetenties en vaardigheden. Voor de locatie heeft het onderwijs drie hoofddoelen: socialisatie, persoonsvorming en kwalificatie. De zes competenties en vaardigheden worden gebruikt als vertrekpunt voor het realiseren van deze drie hoofddoelen. Daar waar dat gevraagd is, wordt het onderwijs verder omgevormd naar bijvoorbeeld: meer maatwerk en flexibele ontwikkel- en ondersteuningslijnen; meer open opdrachten; aangepaste vormen van toetsing (pta en pto); wijzigingen in de leeromgeving.

Voorwaardelijk daarbij is dat de *competenties van de medewerkers* op de Oude Bossche Baan in diezelfde lijn door-ontwikkelen. De eerste stap daarin is de doorvertaling van de leerlingcompetenties naar docentcompetenties. Die zijn specifiek in beeld gebracht voor deze locatie. Op basis hiervan zullen wij het scholingsbeleid zo inrichten dat de gewenste slag gemaakt kan worden.

De kernwaarden van de stichting zijn de norm voor wat de locatie van leerlingen en medewerkers verwacht. De specifieke onderwijssoort met de leerlingensamenstelling van de locatie, maakt dat er veel aandacht is voor een *stimulerend sociaal klimaat*.

2. Vertaling centrale thema's naar speerpunten OBB

- I. Dynamisch onderwijs met focus op *International Mindedness*.
- II. Eigen leiderschap van de leerlingen en medewerkers.
- III. Gerichte inzet technologie, sociale media en 'gebouwde omgeving scholen'.
- IV. Educatief partnerschap

I. Dynamisch onderwijs met focus op International Mindedness.

- a. Binnen de locatie OBB wordt gewerkt in een *contextrijke leeromgeving* waarbij de verbinding tussen binnen en buitenschools leren centraal staat. De locatie is een brug tussen het PO en MBO (*ketenfunctie*) en staat daarom voor een goede doorlopende leerlijn.
- b. In het verlengde daarvan ligt de nadruk op *talentontwikkeling*: ieders talent wordt aangesproken en de school wil leerlingen maximaal uitdagen. De komende jaren gaat de locatie de differentiatie binnen het onderwijs verder vormgeven, middels gepersonaliseerd leren voor alle leerlingen. Daarbij wordt gewerkt vanuit de zes competenties.
- c. *International Mindedness*. Binnen de school volgt de stuurgroep internationalisering de ontwikkelingen op het gebied van internationalisering in het onderwijs, in de regio en internationaal. De stuurgroep zet deze kennis, vaardigheden en inzichten verder uit binnen de school, zodat collega's hun internationale competentie kunnen ontwikkelen, oprispen en/of

kunnen door ontwikkelen. Deze kennis en vaardigheden zijn nodig om de leerlingen beter te kunnen begeleiden bij de internationaliseringsactiviteiten en de ontwikkeling van hun internationale competentie. Uitgangspunten bij onze internationaliseringsactiviteiten zijn:

- Iedere leerling neemt in zijn schoolcarrière op het Stedelijk College Oude Bossche Baan deel aan één of meerdere interculturele activiteiten.
- De activiteit(en) sluiten aan bij- en worden ingepast in het bestaande curriculum door alle leerwegen en leerjaren heen.
- De activiteit(en) sluiten aan bij de leefwereld van de leerlingen en de omgeving van de school.
- De activiteit(en) dragen bij aan de ontwikkeling van het internationaal competent zijn van de leerling.

II. Eigen leiderschap van onze leerlingen en medewerkers.

- a. De locatie draagt bij aan de ontwikkeling van de leerlingen als *doenende denkers* en *denkende doeners*, die graag en goed samenwerken. LOB - Loopbaanoriëntatie en – begeleiding - op locatie OBB draagt ertoe bij dat leerlingen hun kwaliteiten en talenten kunnen inzetten bij het ontwikkelen van de benodigde competenties om als zelfstandige, zelfbewuste en betrokken personen in de samenleving te kunnen functioneren. Dit eigenaarschap ontwikkelen leerlingen:
- met een oriëntatie op de toekomstige opleiding en (loop)baan door middel van reflectie op het eigen handelen en reflectie op ervaringen;
 - met de vaardigheid de eigen loopbaan vorm te geven door op systematische wijze om te gaan met 'loopbaancompetenties';
 - met de kwaliteit om de eigen loopbaanontwikkeling voor zichzelf en anderen zichtbaar te maken door middel van een loopbaandossier.

Wij willen LOB verder uitbouwen de komende jaren door onder meer te werken aan: de verbinding met de leerlingcompetenties en het optimaliseren van de organisatie van LOB.

- b. Het eigen leiderschap van de medewerkers wordt ontwikkeld langs de lijn van de op te stellen medewerkerscompetenties. De locatie zoekt naar vormen voor het regelmatige professionele gesprek over de keuzes die er worden gemaakt in ons onderwijs. Er wordt een mix van meetings, monitorinstrumenten en gespreksvormen ingezet om onze kwaliteit in termen van *meetbaar, merkbaar en aantoonbaar* te bespreken.

III. Gerichte inzet technologie, sociale media en 'gebouwde omgeving scholen'.

- a. De werkpleinen vervullen een spilfunctie om in een rijke leeromgeving aan talenten te kunnen schaven:
- contextrijke opdrachten;
 - gepersonaliseerd leren;
 - inschakeling bedrijfsleven en
 - 20% uitvoering beroepsgerichte uren buiten school (zie ook hierna onder thema IV).
- b. De locatie wil de functionaliteit van het OBB-gebouw doelmatiger benutten. Er is aandacht voor een effectiever ruimtegebruik, samen met een passende roostering en veilige ruimtes met aandacht voor het pedagogisch klimaat waar zicht is op leerlingen. .

IV. Educatief partnerschap

- a. Met ouders wordt een gezamenlijk doel gedeeld: een goede toekomst voor hun kinderen, mede doordat de locatie actief meedoet in de samenleving. Wij vinden dat een hoge betrokkenheid op- en eigen verantwoordelijkheid voor het eigen leerproces leidt tot een duurzaam learendement. De locatie wil ouders op verschillende manieren betrekken middels verschillende projecten.

- b. De samenwerking tussen de SPVOZN-locaties, met Brainport en met andere maatschappelijke instellingen wordt verder uitgebreid. De locatie organiseert leren binnen én buiten de school. De werkpleinen worden onderdeel van de actuele maatschappelijke context.

Stedelijk College Eindhoven – Henegouwenlaan

Altijd in Beweging

1. Kern van de locatiestrategie HNG voor het tijdvak 2018-2022

1.1 – Visie algemeen

Eigentijds onderwijs – voor een nieuwe generatie kinderen.

De nieuwe generatie kinderen is steeds meer visueel ingesteld, denkt digitaal en is internationaal georiënteerd. Ze zijn *open-minded*, nieuwsgierig en staan open voor nieuwe ontwikkelingen. Zowel “denkers” als “doeners” ontwikkelen hun talenten op een nieuwe en eigen manier: Kennis en vaardigheden overdragen en ontwikkelen in verschillende varianten: door de vakinhoudelijk sterke docent, eigentijds lesmateriaal, een mix in leervormen, het samen doen.

Open, met gevoel voor de snel veranderende wereld waarin we leven, gevoel met en voor elkaar.

Onze school staat voor vernieuwing. Voor excellent onderwijs in een internationale toptechnologieregio. Voor kwaliteit en innovatie op alle onderwijsniveaus : pre-wetenschappelijk, internationaal, met een brede basis voor een passende vervolgopleiding. We werken in een dynamische en open cultuur, met aandacht voor ieder kind.

De locatie Henegouwenlaan kenmerkt zich door diversiteit in opleidingen en een sterk kwaliteitsbeleid. De school werkt aan voortdurende verbetering en vernieuwing van het onderwijs, aan verrijkingprogramma's en (internationale) activiteiten die de leerling helpen zich verder te ontplooien, zowel individueel als in de maatschappij.

1.2 - Visie op onderwijs en leren

Het thema ‘eigen leiderschap van onze leerlingen en medewerkers’ heeft de eerstkomende jaren hoogste prioriteit binnen de locatie Henegouwenlaan.

De kern van onze bestaande visie op leren en ontwikkelen past daar ook bij. De bestaande visie uit het vorige schoolplan biedt hiervoor waardevolle pijlers. Om onderwijs op een ontwikkelingsgerichte manier te realiseren, moet het voldoen aan drie basisbehoeften van leerlingen en medewerkers:

- *De behoefte aan autonomie.* Leerlingen én medewerkers hebben behoefte om zelf hun eigen leven vorm te geven. Zij willen vorm geven aan hun eigen ontplooiing. Zij ontwikkelen hun talenten en maken keuzes in hun eigen leerproces. *We laten leerlingen en medewerkers zoveel mogelijk zelf doen wat ze zelf kunnen.*
- *De behoefte aan competentie.* Deze wordt bevorderd doordat leerlingen en medewerkers elkaars zelfvertrouwen versterken en elkaar aanspreken op wat ze kunnen; we dagen leerlingen en medewerkers uit om te excelleren.
- *De behoefte aan relatie.* Deze wordt bevorderd doordat leerlingen en medewerkers gekend en gehoord worden en zich veilig, aanvaard en gerespecteerd weten

Wij willen deze drie pijlers blijvend als vertrekpunt nemen maar vervolgens onze visie op leren herijken aan de nieuwe tijd, zoals ook beschreven in de missie en visie in het A-deel. Daarbij past ook de verdere uitwerking van de zes, voor de locatie Henegouwenlaan gedefinieerde, leerlingcompetenties: persoonlijke ontwikkeling; zelfredzaamheid; creativiteit; communiceren en ondernemendheid die we hieronder kort beschrijven.

1.3– Competentieontwikkeling bij ons op school.

Competentiegericht onderwijs past binnen een onderwijsvisie die zich richt op een duurzame ontwikkeling van de leerling. In een snel veranderende wereld zijn een *growth mindset* en flexibiliteit van essentieel belang. Daarom integreren we competentieontwikkeling in ons onderwijs.

Competent:

“Het vermogen om in specifieke situaties die kennis, vaardigheden en attitudes aan te wenden die noodzakelijk zijn om adequaat gedrag te vertonen.” **Bron: SLO**

Er zijn zeer veel competenties die deel uitmaken van ons onderwijs. Uit deze lijst zijn zes kerncompetenties geformuleerd die passen bij ons onderwijsbeleid. Gedurende hun schoolloopbaan bieden wij onze leerlingen de mogelijkheden om onder andere te groeien in deze kerncompetenties.

<p>Kerncompetentie 1 - Persoonlijke ontwikkeling – Personal development <i>“Word regisseur van je eigen ontwikkeling!”</i></p> <p><u>Korte algemene omschrijving:</u> De leerling ontwikkelt zijn/haar talenten, kennis, inzicht en moraal bij ons op school om verder te groeien als kritisch reflecterende burger.</p> <p><u>Locatie specifieke omschrijving:</u> Bij ons werkt de leerling aan zijn/haar eigen ontwikkeling. Dit houdt in dat de leerling bereid is tot leren en leren leren, en om een adequaat niveau van (vakspecifieke) kennis en (digitale) vaardigheden te bereiken. De leerling wordt beter in staat informatie kritisch te beoordelen en ontwikkelt een onderzoekende, doel- en ontwikkelingsgerichte houding. De leerling leert het eigen leren beter plannen en organiseren en is in staat tot reflectie daarop. Ook ontwikkelt de leerling zich op persoonlijk, sociaal en ethisch vlak, waarbij hij/zij beter in staat wordt het belang van wederzijdse afhankelijkheid van mensen in te zien. De leerling wordt zich meer bewust van de eigen bijdrage aan gemeenschap en (natuurlijke) omgeving en probeert hieraan een positieve bijdrage te leveren. De leerling ontdekt en ontwikkelt zelfkennis, identiteit, smaak en eigen visie en kan dit onderbouwen en hierover kritisch reflecteren. Hij/zij is zich bewust van en werkt aan zijn/haar eigen intrinsieke motivatie.</p>	<p>Kerncompetentie 2 - Zelfredzaamheid – Resilient <i>“Word wijs en weerbaar in onze altijd veranderende wereld!”</i></p> <p><u>Korte algemene beschrijving:</u> De leerling ontwikkelt zijn/haar zelfredzaamheid en weerbaarheid bij ons op school om beter om te kunnen gaan met een snel veranderende wereld.</p> <p><u>Locatie specifieke omschrijving:</u> Bij ons wordt de leerling weerbaar en flexibel in een snel veranderende wereld. Hij/zij erkent het belang van een gezonde fysieke en mentale balans. Hij/zij kan hiervoor de juiste vaardigheden toepassen, informatie verzamelen en ondersteuning regelen. De leerling beschikt over kracht, flexibiliteit en standvastigheid om met hindernissen en tegenslagen om te gaan, zowel tijdens de les, op school, thuis als in de maatschappij. De leerling vormt zijn/haar digitale geletterdheid. Hij/zij ontwikkelt vaardigheden en gedragingen die hem/haar in staat stellen effectief gebruik te maken van digitale apparaten en netwerken om beter te kunnen communiceren, samen te werken, argumenten te verantwoorden en te legitimeren. De leerling houdt zich daarbij aan de geldende regels van digitaal mediagebruik.</p>
<p>Kerncompetentie 3 - Creativiteit – Creativity <i>“Creëer de mogelijkheden!”</i></p> <p><u>Korte algemene beschrijving:</u> De leerling ontwikkelt mogelijkheden om kansen te zien en creatief om te gaan met uitdagingen.</p> <p><u>Locatie specifieke omschrijving:</u> Bij ons wordt de leerling uitgedaagd mogelijkheden en kansen te zien zodat ze leren creëren en innoveren. Een nieuwsgierige houding, voorstellingsvermogen, divergent denken, exploreren, verbeeldingsvermogen, lef om te experimenteren, doorzettingsvermogen, betrokkenheid, samenwerken, innoveren en transformeren wordt gestimuleerd. Hij/zij wordt beter in staat om artistieke en/of innovatieve oplossingen te bedenken voor complexe problemen en kan het handelen hierop afstemmen.</p>	<p>Kerncompetentie 4 - Communiceren – Communication <i>“Begrijpen en begrepen worden!”</i></p> <p><u>Korte algemene beschrijving:</u> De leerling ontwikkelt vaardigheden die hem/haar in staat stellen de wereld beter te begrijpen en zijn eigen ideeën effectief over te brengen.</p> <p><u>Locatie specifieke omschrijving:</u> Bij ons leert de leerling op een respectvolle en inhoudelijke manier communiceren. Hij/zij leert informatie uitwisselen, ervaringen en ideeën te delen en de wereld om hem/haar heen te ontdekken. Hij/zij leert beter feedback te geven en te ontvangen, afspraken na te komen, samen te werken, conflicten op te lossen, en de houding en inbreng van anderen te waarderen. Onder deze competentie vallen ook de ontwikkeling van zijn/haar digitale kennis, presentatievaardigheden en het leren begrijpen en effectief gebruiken van digitale media.</p>

Kerncompetentie 5- wereldburgerschap – international mindedness

“Word bewust en behendig, maak de wereld toekomstbestendig!”

Korte algemene beschrijving:

De leerling ontwikkelt een besef dat hij/zij deel uitmaakt van en invloed uitoefent op onze internationale gemeenschap en leert keuzes maken in het belang van een duurzame wereld.

Locatie specifieke omschrijving:

Bij ons ontwikkelt de leerling een internationale oriëntatie, een open houding en nieuwsgierigheid naar de wereld en verschillende culturen. Hij/zij ontwikkelt een dieper begrip van de complexiteit en motieven van menselijk handelen. Dankzij dit begrip zal hij/zij beter in staat worden om taal en cultuur te begrijpen, en groeit de internationale betrokkenheid, het gevoel van wereldburgerschap en de vaardigheid om effectief deel te nemen aan maatschappelijke en interculturele dialogen. De leerling krijgt meer oog voor de wereld, wordt bewuster van sociale ongelijkheid, diversiteit, globalisatie, vrede en conflicten, onderlinge afhankelijkheid en duurzame ontwikkelingen. Hij/zij ontwikkelt empathie en een sterker rechtvaardigheidsgevoel voor sociale ongelijkheid. Ook ontwikkelt hij/zij respect voor diversiteit en een bezorgdheid voor het milieu, nu en in de toekomst, met daarbij de motivatie en wil om er iets aan te verbeteren.

Kerncompetentie 6 - ondernemendheid

“Zie kansen, verhelp problemen, verbeter de wereld door te ondernemen!”

Korte algemene beschrijving:

De leerling ontwikkelt een ondernemende, proactieve houding die nodig is om zaken aan te pakken en te verbeteren in zowel zijn/haar eigen leven als in bredere zin binnen de (internationale) gemeenschap.

Locatie specifieke omschrijving:

Bij ons ontwikkelt de leerling een ondernemende houding. Hij/zij leert kijken naar wat beter kan en hoe dat dan kan. Een waardevolle competentie in zowel het studenten-, werk- als privéleven. Het draait bij ondernemendheid (intrapreneurschap) om kansen zien, kansen grijpen en waarde creëren in zowel zijn/haar eigen leven als in bredere zin binnen de (internationale) gemeenschap. Bij deze competentie hoort oplossingsgericht denken, mogelijkheden zien en benutten, kennis en vaardigheden toepassen en proactief, initiatiefrijk gedrag. De leerling wordt in staat om op een positieve manier nieuwe ideeën of producten te genereren en bestaande aan te passen. De leerling leert eigen initiatief en verantwoordelijkheid nemen, alleen en in samenwerking met anderen.

De komende jaren willen wij als speerpunt aandacht besteden aan de organisatieontwikkeling, waarbij wij op allerlei manieren de leerlingcompetenties willen koppelen aan ons onderwijs aan de diverse doelgroepen. Het woord verbinding speelt hierbij een belangrijke rol. Verbinding tussen teams en secties, maar ook tussen locaties. De teams gaan de hierna in beeld gebrachte speerpunten verder ontwikkelen. De schoolleiding stimuleert, verbindt en faciliteert en stuurt op voortgang en resultaat. De inbreng van alle teamleden is hierbij belangrijk.

2. Vertaling centrale thema's A-deel naar locatie speerpunten HNG

- I. Dynamisch onderwijs met focus op *International Mindedness*.
- II. Eigen leiderschap van onze leerlingen en medewerkers.
- III. Gerichte inzet technologie, sociale media en 'gebouwde omgeving scholen'.
- IV. Educatief partnerschap

I. Dynamisch onderwijs (met focus op International Mindedness).

- a. Vanuit de herijking van de visie op leren willen wij werken aan onderwijs, dat verbonden is met de zes leerlingcompetenties. Om dynamisch onderwijs te kunnen geven, zullen wij hechtere verbindingen leggen tussen de bestaande teams, de werkgroepen én de secties: vanuit een idee van samen leren en ontwikkelen.
- b. Naar leerlingen toe zullen wij, vanuit de te ontwikkelen nieuwe visie op onderwijs, ook op zoek gaan naar de optimale balans tussen het ondersteunen van de leerling in zijn leertraject én, aan de andere kant, het laten van ruimte aan de leerling zelf om daarin zijn eigen weg te zoeken. Meer specifiek willen wij daarbij het goede evenwicht vinden tussen ondersteunen/begeleiden en beoordelen en meten van voortgang in cognitieve en sociaal emotionele vaardigheden.

- c. We gaan een impuls geven aan het TTO onderwijs, mede ook vanuit datgene wat de landelijke regiegroep TTO 2.0 ons kan aanreiken.
- d. We profileren alle afdelingen binnen de school scherper dan nu het geval is. Dat doen we door de vertaling van de leerlingcompetenties naar ons dagelijks onderwijs.
- e. Over de gehele linie zullen wij *international mindedness* een duidelijke plaats geven in de dagelijkse lespraktijk. Wij voeden onze leerlingen op tot wereldburgers en zetten onze eigen interculturele gemeenschap binnen school nog duidelijker in om intercultureel gedrag bij te brengen. We zullen ook onze visie op interculturele activiteiten en uitwisselingen duidelijker opstellen. Daarbij richten we ons zowel op interculturele activiteiten in Nederland als in andere landen.
- f. We willen kunst en cultuur in onze school een duidelijker plek geven, zowel in onze eigen ruimtes, als in de manier waarop we de school in de regio een eigen gezicht geven.
- g. Tenslotte willen wij onderzoeken hoe wij op de beste manier invulling kunnen geven aan nieuwe landelijk gecreëerde mogelijkheden om voor leerlingen diversiteit te organiseren in het afnemen van examens op verschillende niveaus.

II. Eigen leiderschap van onze leerlingen en medewerkers.

- a. Leerlingen. De zes leerlingcompetenties moeten voor leerlingen en ouders herkenbaar terug komen. Leerlingen en ouders zullen geïnformeerd worden over de zes competenties. Vervolgens zullen wij deze vertalen naar onze pedagogiek, didactiek, de wijze van bijbrengen van studievaardigheden en onze onderwijsinhoud. Dan ligt er de basis om met leerlingen systematisch, zoveel mogelijk op maat en gestructureerd te gaan werken aan de ontwikkeling van elk van de zes competenties. Daarbij zal gewerkt worden aan de ontwikkeling van een plusdocument, waarin de ontwikkeling van de leerlingcompetenties in beeld is gebracht. Aan het einde is er dan een concreet zicht op onder meer vragen als: *Wat heb ik geleerd/ Wat kan ik?* Daarbij is de ruimte voor leerlingen om zelf de passende leerweg te kiezen een belangrijk uitgangspunt. Als school begeleiden we hen in dit keuzeprocess. Flankerend hieraan nemen we onze verantwoordelijkheid in het begrenzen van de ervaren werkdruk van leerlingen en medewerkers.
- b. Medewerkers. We zullen onze onderwijsdoelen herijken in lijn met de zes leerlingcompetenties. Dat betekent dat we aandacht moeten hebben voor: doel/nut/samenhang van een les, activerende werkvormen, inhoudelijke feedback, omgaan met verschillen (bijvoorbeeld in relatie met hoogbegaafdheid).

Deze vier didactische competenties blijven het uitgangspunt. We zullen daarnaast in beeld brengen wat onze medewerkers moeten kennen en kunnen om te werken in lijn met de zes leerlingcompetenties. Daarbij houden wij de werkdrukbeleving goed in het oog. We zetten een traject in gang voor de opstelling van docentcompetenties om dit concreter in beeld te krijgen.

Wij weten nu al dat twee zaken essentieel zijn voor het werken in de locatie Henegouwenlaan:

- *Inhoudelijke feedback geven naar leerlingen en naar elkaar.* Wij spreken met leerlingen over hun vorderingen in de vakken en op de zes competenties. Wij zullen daarnaast de leerlingebesprekingen optimaliseren. Naar medewerkers toe is de gesprekkencyclus belangrijk. Scholing wordt ingezet, om professioneel feedback te geven en te ontvangen.
- *Grotere resultaatsturing.* Frequent monitoring en onderzoek van leeropbrengsten en (kwalitatief) gebruikte methodieken. Het levendig houden van het professionele gesprek over de opbrengsten en een bezinning op verantwoordelijkheden en rollen voor iedereen in de organisatie. Mogelijk kunnen we hierbij ook de leerlingen(-raad) een nader te bepalen rol geven.

III. Gerichte inzet technologie, sociale media en 'gebouwde omgeving scholen'.

- a. Onze onderwijsdoelen zijn leidend. De inzet van nieuwe technologische en devices is belangrijk als middel voor het bereiken van onze onderwijsdoelen: ook om leren binnen en buiten school maximaal met elkaar te verbinden. De door onze pedaccers opgestelde adviezen hiervoor zullen we moeten omzetten in een aantal keuzes en besluiten. Uitgangspunt daarbij is dat de vakdocent in de lead is qua gebruik naar leerlingen maar op organisatieniveau moeten we keuzes maken en kaders stellen vanuit de (financiële) mogelijkheden die we kunnen creëren. Bij de inzet van devices zullen we gebruik maken van inzichten uit de huidige literatuur en de ervaringen tot nu toe van leerlingen en docenten. We zullen op zoek gaan naar de optimale combinatie van het gebruik van devices en boeken/schrift. Hiermee willen we zowel het leren op basis van beeld(-en) als het onderzoekend leren stimuleren.
- b. We betrekken onderzoek naar de effecten van het (veelvuldig) gebruik van mobiele telefoon en sociale media in onze onderwijsvisie. Daarbij betrekken wij ook de goede ervaringen die we inmiddels hebben opgedaan in bijvoorbeeld de mediatheek en de sciencefloor: waar leerlingen deels in 'vrijere' situaties werken dan in de klas.
- c. Vanuit de locatie Henegouwenlaan werken we in een aantal stappen toe naar onderwijs vanuit een nieuw gebouw. Die eindsituatie wordt vooraf gegaan door *onderwijs in een tijdelijke situatie* (naar de nieuwbouw) toe. Voor zowel de huidige fase, als de tussenfase als het eindperspectief geldt dat we de fysieke inrichting moeten plooiën naar de keuzes die we maken in onze onderwijsvisie. Redenerend vanuit de opgestelde missie en visie past daarbij maximale flexibele inrichting als eindmodel in het nieuwe gebouw: zodat we wendbaar zijn voor de keuzes in organisatie, onderwijs- en onderzoekvormen, die we pas in de (onzekere) toekomst zullen maken.
- d. Hierbinnen creëren we ook ruimte voor een zogenaamd 'servicecentrum' in de school, waar voor leerlingen, medewerkers en gasten een aantal functies bij elkaar gegroepeerd zouden kunnen worden.

IV. Educatief partnerschap

- a. Continue bezinning op participatie in netwerken. We nemen deel aan tal van netwerken en vinden dat vitaal voor onze externe verankering. Denk aan WON, TTO Netwerk, Orion, On Stage: we willen scherp evalueren en heroverwegen waaruit de meerwaarde bestaat en van daaruit gemaakte keuzes bevestigen of andere keuzes maken.
- b. Vanuit het idee van de doorgaande leerlijn zullen we de contacten met de basisscholen vasthouden en op zoek gaan naar concrete verbeteringen in de overdracht, zodat leerlingen en medewerkers daar van profiteren. Ook het zicht op de vervolgroutes naar MBO, HBO en WO – in binnen- en buitenland - zullen we waar mogelijk verder optimaliseren: onder meer door een sterke positionering van het decanaat als tweede lijn.
- c. Ons handelen vertrekt vanuit een bewust gebruik van de pedagogische driehoek ouders, school, leerlingen. Wij schakelen ouders en leerlingen nog sterker in bij ons primaire proces; we gaan verder aan het werk met de *resonansgroepen* van ouders en de leerlingenraad als klankbord voor de schoolleiding.
- d. Voor alle leerlingen streven we naar een passend arrangement, thuisnabij. We concretiseren onze visie op passend onderwijs en vertalen deze naar onze organisatie-inrichting. Daarbij spreken we duidelijk af wat onze eigen mogelijkheden zijn en waar we externen inzetten.
- e. De samenwerking met TRION zetten we door. Door veel met TRION stagiaires te werken, bereiden wij hen goed voor op wat gevraagd wordt binnen onze school. Ook de bestaande collega's verwerven hierdoor extra ontwikkelkansen. Wel moeten we de balans goed bewaken

qua inzet van het aantal stagiaires tegelijk: we moeten dit als school wel adequaat kunnen *managen*. Na evaluatie zullen we de organisatie van TRION in onze school optimaliseren.

- f. Onderzoek in de school : dit vormt een belangrijk speerpunt in onze verbinding met hogescholen en universiteiten. Naast eigen onderzoek maken we ook gebruik van nieuwe inzichten uit externe studies. We zorgen voor ruimte en aandacht voor de International Academic Skills. De vraag moet worden beantwoord hoe we de verbinding concretiseren tussen wetenschap en onze dagelijkse schoolpraktijk.

International School Eindhoven - ISE

1. Key aspects ISE strategy for the period 2018-2022

The ISE provides a caring and challenging learning environment which fosters international mindedness. We educate and inspire our students to become creative, resilient and responsible citizens who will thrive and be happy within an ever-changing world.

This Four-Year Strategic Plan, will therefore aim to help students develop their capacity for co-creativity, authentic problem solving and for communicating their ideas and designs with confidence. We will also ensure students understand when and how to utilise technologies appropriately. We will also help them to develop in the six core competencies.

There are three key strategic directions embedded within our *Guiding Statements*, which will be central to our success going forward as a school, and which will therefore guide key decision-making and actions. These statements are:

- Our internationally-minded community are committed to being responsible citizens;
- Our learning environment ensures that students are KNOWLEDGEABLE, cared for and sufficiently challenged; and
- The ISE Community prepares students for an ever-changing world by developing their capacity for creativity.

2. Translating key aspects from Section A into ISE priorities

- A dynamic internationally-minded education.
- Developing leaders; students and employees.
- Enhancing learning; incorporating appropriate technologies, and school facilities.
- Partnerships for education

I. A dynamic internationally-minded education

- a. The curriculum promotes the development of team work, leadership skills, digital citizenship:
 - Engendering and valuing creativity: across the curriculum students will be expected to work in partnership to brainstorm, design, make and reflect on their work within teams. From the art room to the science laboratory students will be challenged to work together using a variety of tools and technologies from animation software to sensors.
 - Developing authentic problem-solving skills, which provide opportunities to learn, how to motivate, listen, share ideas and work effectively within teams;
 - Ensuring the IB Learner Profile becomes well established across the school;
 - Providing opportunities for students to become confident communicators by presenting, discussing, debating and showcasing their work.

- b. The curriculum promotes the development of global citizenship and intercultural awareness.
 - The Primary and Secondary curriculum ensures students are aware of, and more resilient to, the effects of the changing nature of social media, pluralism and other political effects.
 - To create and continue to engender an approach to communication and interaction based on trust, courtesy, problem-solving and collaboration.
- c. The school environment is characterised by openness, fairness, trust, and mutual respect to support students' learning and well-being, and to engender students' sense of agency and belonging. To achieve this we will:
 - Promote the concepts of Growth-Mindset and Mindfulness.
 - Enhance students' sense of privacy, and ensure for the protection of their school related data
 - Use *adult to adult* conversations as a means to communicate.
 - Ensure that the student council uses effective strategies for collaborative problem solving so that their ideas will be more readily accepted by stakeholders, resulting in a greater sense that they can make a difference.

II. Developing leaders: Students and employees

The curriculum supports students' academic, social, physical and emotional needs and fosters the development of skills, attributes and abilities relevant to their development. Students are challenged via the use of differentiated strategies within the classroom, through a range of specialist afterschool activities, trips and school visits; providing appropriate levels of support and/or adapting the curriculum as needed.

- a. The school will actively develop teachers' competencies, in line with the needs of 21st century learners. In particular we will:
 - Promote the use of theme-based models of teaching across the school which will focus on collaborative design and making processes.
- b. The school will use an effective means of monitoring and evaluating the implementation of its Guiding Statements. In particular we will:
 - Create standard questionnaires to monitor and evaluate our success in relation to our implementation of the Guiding Statements.
 - Use these annual surveys to evaluate and guide the creation of development plans.

III. Enhancing learning: Incorporating and using appropriate technologies, and school facilities

- a. Our faculty are provided with professional development opportunities that relate to school priorities, their professional needs, and which contribute most to students' learning. We will for example:
 - Provide further opportunities for staff to develop and become more innovative to support the development of student competencies.
 - Staff training related to technology, design and making, film and collaboration;
- b. Our premises are suitable for our vision to prepare students for an ever-changing world. And which engender co-creativity and collaborative problem solving.

IV. Partnerships for education

- a. The ISE has strong relationships within the Brainport, and acts in a manner consistent with Brainport Philosophy. We will continue to develop these partnerships by:
 - Building a strong partnership with our closest neighbours (i.e. Group of 4: ISE, Fruit Garden, Bioart, and Kinderstad).
 - Sharing our expertise in bilingual education by creating a partnership with other schools and thereby providing more international families with a bilingual primary education.
 - Working within the SPVOZN to provide further creative opportunities for students (co-creativity, collaborative problem solving in fields such as film, robotics, design/technology).
 - Working more closely with PSV to provide additional opportunities for stakeholders, and to advance the agenda of the Brainport.
- b. Communications between the school and parents, guardians and others are informative, timely and appropriate.
 - To review and create more effective channels for communication and to continue to establish and develop appropriate norms for communication and interaction.
- c. The ISE has established partnerships and networks with other schools locally and globally to enrich learning opportunities for students:
 - To promote and develop sports related competitions for students across international schools within the region.
 - To continue to work with our colleagues in other Dutch International Schools.
 - Along with the SPVOZN, to continue to provide opportunities for internships for teachers; and work experience and other curriculum related opportunities for students.
 - To create at least one strong link with an international partner school.

The ISE is committed to achieving the above aims and ultimately ensure that all students can be successful in realising their potential.

To be the future

Schoolplan 2018-2022

C- Services

The next step for services within the time period 2018-2022

The services of SPVOZN support location management and the Executive Board in achieving the four key objectives of this school plan.

- I. *A dynamic internationally-minded education*
- II. *Developing leaders; students and staff.*
- III. *Enhancing learning; incorporating appropriate technologies, and school facilities.*
- IV. *Partnerships for education*

These are the following functional areas within the services of the SPVOZN:

1. HR.
2. Quality Development.
3. PR, Communication and Marketing.
4. Housing and facilities.
5. ICT and education.
6. Board Secretariat and student administration.
7. Control.
8. Finance.

The nature of the contribution to the central themes of the school plan differs by domain. For some services it is obvious that their priorities are formulated within the framework of the central themes. Other services have a more generic task and formulate their priorities in a more general sense.

For all services, this school plan marks the next step in the continued development and professionalization of their own work.

That fits the human and organizational orientation and their own leadership to demonstrate performance: serve the agendas of the foundation and the three locations and also take initiative adding agenda items: from their own expertise, or being challenged by external developments. The services work closely together, serve to support the requests of the locations and translate external requirements within the organisation.

This will happen through the intention to reduce the administrative burden and to be constantly focused on simplifying the systems that schools and the foundation work.

The services do so from a professional attitude that is based on the following key questions: What is needed and what could be better? *(If necessary, we'll do it, if not, we can make it, and, if necessary, how can it be better?)*

Next, for each of the services, short and elaborated in keywords, which contribution they will make to this school plan.

1. HR

During the next four years the HR department will focus on three core objectives which fit within the choices for the new school plan.

1. Personal leadership and professional culture
2. sustainable employability
3. E-HRM (digitization of the HR processes)

These tharger themes can be specifically made within the framework of the four central themes.

I. A dynamic internationally-minded education.

- a. Professionalise and make available relevant HR characteristics and key data at all levels (in cooperation with Control, finance and quality development)
- b. Connect the six student competences with the teacher competencies.

II. Developing leaders; students and staff.

- a. *Develop Review cycle 3.0: Continue to develop personal leadership; supporting the transition for more ownership and responsibility amongst employees (in cooperation with quality development)*
- b. Sustainable employability (SE): Together create vision for SE and develop policy.
- c. Professional culture: Integrate personal leadership in the competences for all employees, work on the concept of 'strong leaders' (define the concept and connect activities), stimulate a culture of openness and feedback, support in obtaining an overview to obtain a clear picture of the talents within the organisation.

III. Enhancing learning; incorporating appropriate technologies, and school facilities.

- a. Labour market communication: Develop a plan for this based upon the mission, vision, core values and central themes (In cooperation with PR, Communication en Marketing).
- b. Further development of E-HRM: digitization of the HR processes.

IV. Partnerships for education

- a. Integrate educational partnerships into teacher competences.
Expand relevant partnerships in the HR field.

2. Quality Development

The overarching assignment for this service for the period 2018-2022 consists of developing and delivering evaluations and reports, the set of key quality indicators (KQI's) and key performance indicators (KPI's) on the central themes of the school plan and the core objectives of the three locations.

A more specific description within each of the four central themes is given below.

I. A dynamic internationally-minded education.

- a. Process focussed on supporting how to evaluate and in transitioning of the structure to to an approach with KQI's. It involves supporting of employees in processes in which measurable, noticeable and demonstrable quality data is collected, analysed and valued.
- b. Improving data awareness (as part of the quality philosophy); focussed on measurable, noticeable and demonstrable quality awareness, for example enhancing the expert role of the employees or support of the processes such as data analytics and review meetings (focus on dialogue).

- c. Working on data collection (partly also together with control), for example the quality examples of the schools in daily life, recognising '*good and new practices*' and collecting these (according the quality concept *exnovation*): *show and tell what we do!*

II. Developing leaders; students and staff.

- a. Adapting the methodology: for example developing of a conversation guidance document (in relation and collaboration with HR department).
- b. (from the mission and vision, and working with KQI's and KPI's) Working on quality improvements on all levels, with the mantra *quality is something we do together*. This also means working to strengthen the alignment of the quality development with the new valuation framework inspection; Hereby watching for excessive control and data driven approaches, and working more towards a positive effect on maintaining the certification and judgements from the educational inspection.

III. Enhancing learning; incorporating appropriate technologies, and school facilities.

- a. Actively seeking contact with services such as FZ, HR, facilities and control.
- b. Adapting the methodology of quality development; for example using the school plan, satisfaction evaluations and polls, or the GDPR legislation.
- c. Developing a more planned approach in quality management, for example with the support of the PDCA/Quality Calendar..

IV. Partnerships for education

- a. Supporting forms of collaboration such as 'working group Orion quality care employees': observation list adjusted for differentiation with diverse teaching and learning strategies.
- b. Trion: quality development, accreditation process guidance, development of quality methodology.
- c. Contact with other services and suppliers on the themes from the school plan.

3. PR, Communication and Marketing

The choices in the school plan lead the the following core objectives for PR Communication and Marketing:

1. Enforcing the online communication as a result of the *changing world*.
2. Creating more dynamics in our news communication.
3. Aligning our external communication continuously to the societal developments.
4. Enforcing English communication.
5. More explicitly and contemporarily illustrate what you are doing, in other words, exporting the *Look and Feel of your school to the target audience*. This also applies in daily teaching: illustrate dynamic education. This point holds an important relation with quality development.
6. Realising savvy marketing in the direction of (parents of) groep 7-8 students in an early as possible phase.

These points all apply to supporting the four central themes. More details will be provided on certain parts.

I. A dynamic internationally-minded education.

- a. This theme should consistently and recognisably be the key message across all communication efforts.
- b. Increasing external visibility and internal the '*good & new practices*' (applying the concept *exnovation*; together with the development of quality): increasing the visibility of our daily activities.

II. Developing leaders; students and staff.

- a. Students and teacher are the basis and starting point of any message through communication/PR activities and efforts.

III. Enhancing learning; incorporating appropriate technologies, and school facilities.

- a. The offline world is rapidly being overtaken by the online world. It is essential to anticipate on the digital and online environment (taking the GDPR into consideration).
- b. Interactive web-environments, social platforms and other technology are increasingly more supportive to our user groups.

IV. Partnerships for education

- a. Actively promote engagement and collaboration with professional educational institutions and companies.

4. Housing and facilities

In dialogue with the locations, the following core objectives will be implemented during the upcoming four years:

1. For the next step for the three locations in terms of the accommodation, they should be aligned with the new form of education. Future proof/sustainable thinking is required when thinking about the accommodation for the three locations. Each location has its own focus area:
 - ✓ Realisation of new accommodation at the Henegouwenlaan.
 - ✓ Determining the growth trajectory ISE (on campus and/or with satellite locations).
 - ✓ Increasing functionality accommodation Oude Bossche Baan.
2. Professionalising and making the management of investment goods more sustainable: e.g. safety, certification, MOP.
3. Ownership of purchase processes and contract management.
4. Assessing the to be developed (custom) hospitality-concept.

5. ICT

There is no specific service within SPVOZN for ICT. However, the key objectives within the school plan 2018-2022 requires us to make it more explicit how focus ICT activities can support the four central themes. The focus has been summarised in the four core objectives for education and ICT:

1. The further development of digital savviness in the “DNA” of teacher and students.
2. Professionalising the deployment and use of *Bring Your Own Device (BYOD)*.
3. Further development of ICT services.
4. Professionalising ICT-infrastructure and services.

6. Board Secretariat and Student Administration

For this section, the main objective is process optimization: making the next quality transition.

The following core objectives for 2018-2022 are:

1. Further refinement of the annual planning (overarching).
2. Establishing a new system called RIO (Registratie Instellingen Onderwijs - Registration Education); a new structure of governance: This is executed in accordance and collaboration with Finance and Control.
3. Improving the processes and the quality of work, at least aimed at:
 - ✓ information and communication;
 - ✓ processing student applications;
 - ✓ automating and the control of automating (in collaboration with control).
4. Professionalising management and archiving, post and documents.
5. Digitalisation of employee information (in collaboration with HR).
6. Professionalising calendar management: expanding the use within the organisation.
7. Modernising the use of student information aligned with the choices we will make within our education.

7. Control

With the recent redesign of the control function, the aim is to stimulate this area within SPVOZN.

Including this in the school plan, this leads to the following set of core objectives:

1. Execution of business case calculations from proposals from the locations and/or the board for specific components within the four central school plan themes.
2. Further development of budget management policy: creating more and better insight into datasets for the board and school management. (in this way supporting the movement towards greater transparency and leadership)
3. Preparation of a more professional budget at foundation and school level
4. To achieve a consistent improvement of the reporting cycle and the associated tooling (in collaboration with the other services).
5. The development of a dashboard with the vital KQI's and KPI's, which are linked to the choices in this school plan (at least, in close cooperation with Quality Development).
6. Further develop the role of the controller into a business partner for the board, location management and other staff services.
7. Monitoring, signaling and informing about the proper use of privacy regulations (also from the AVG) in our schools.

8. Provide data to increase data awareness (correct, dosed and targeted use) in the schools. To also contribute to strengthening our own leadership of employees, managers and students.

8. Finance

For the service Finance, the following core objectives apply for 2018-2022:

1. Develop and implement the framework for the foundation-wide purchasing policy.
2. Further development of the obligation administration.
3. Realise the translation of the new requirements of the privacy legislation (AVG) into the financial process.
4. Further develop the effectiveness of the system AFAS (In cooperation with FR and control): this mainly concerns the analysis tool. The instrument from the supplier Driessen, specifically developed for education is (integrated in AFAS) taken on and implemented. Then professionalise this analysis tool together with, at least, Control, HR and Quality Development.
5. Design and implement measures to increase the security by direct cash flow.
6. Intensify targeted support for, and communication with, the location directors.
7. Evaluate what we do in the area of risk management and working towards a re-evaluation of the policy; while making sure to make it a self-contained and extensive system. It is more about stimulating behaviour in which risk awareness is present in an appropriate way than about the design of extensive systems. The latter of which we do not want in the schools of SPVOZN.

To be the future

Schoolplan 2018-2022

Appendix

Appendix 1 – Explanation student core competencies and skills

Competent: *"The ability to use the knowledge, skills and attitudes necessary in specific situations to demonstrate adequate behaviour."*

There are many competences which are part of our education. The below competences have been chosen and per location specifically described to fit with their education. During the students educational career they will be given the opportunity to continue to grow in these student competences.

<i>Student Competency</i>	<i>Description</i>
<i>Personal Development</i>	<p><i>"Become a director of your own development!"</i></p> <p>The student develops his / her talents, knowledge, insight and morality in our school to continue to grow as a critically reflective citizen.</p> <p>With us, the student works on his / her own development. This means that the student is prepared to learn, learn to learn and to achieve an adequate level of (subject-specific) knowledge and (digital) skills. The student is more able to critically assess information and develop an investigative, goal- and development-oriented attitude. The student learns to better plan and organize their own learning and is capable of reflecting on this.</p> <p>The student also develops on a personal, social and ethical level, whereby he / she is more able to see the importance of mutual dependence on people. The student becomes more aware of their own contribution to community and (natural) environment and tries to make a positive contribution to this. The student discovers and develops self-knowledge, identity, taste and own vision and can substantiate this and reflect critically on this. He / she is aware of and works on his / her own intrinsic motivation.</p> <p>Essential development questions are (Kuijpers, 2005):</p> <ul style="list-style-type: none"> • qualities-reflectio → Who am I, what can I do? • motives-reflection → What do I want, what drives me? • work exploration → What type of work suits me? • career guidance → What do I want to do? • Networks → Who can help me with that? • attitude → What can I do myself? <p><i>Core value: Focus on Development</i></p> <p><i>IB attributes: Thinkers, Reflective, Inquirers, Balanced.</i></p> <p><i>CFEC: Domein EIO-1 / EIO-4</i></p> <p>Kuijpers, M. (2005) <i>Breng beweging in je loopbaan</i>. Den Haag, Nederland: SDU uitgevers bv.</p>

<p>Self Efficacy</p>	<p><i>"Become wise and resilient in our ever-changing world!"</i></p> <p>The student develops his / her self-reliance and resilience in our school to better deal with a rapidly changing world.</p> <p>With us the pupil becomes resilient and flexible in a rapidly changing world. He / she recognizes the importance of a healthy physical and mental balance. He / she can apply the right skills, collect information and arrange support.</p> <p>The student has strength, flexibility and steadiness to deal with obstacles and setbacks, both during class, at school, at home and in society. An important question here is: 'What do you do if you do not know what to do?'</p> <p>The student forms his / her digital literacy. He / she develops skills and behaviors that enable him / her to make effective use of digital devices and networks in order to communicate better, collaborate and justify arguments. The pupil develops widely with skills that are applicable in daily life (Kuijpers, 2005):</p> <ul style="list-style-type: none"> • Practical skills (such as material maintenance, dealing with money, first aid) • Theoretical skills ('learning to learn') • Digital skills (ICT, information selection and staying safe when using social media) • Mental skills (tenacity, perseverance) • Physical skills (self-care, healthy diet, sport) <p><i>Core value:</i> Safety</p> <p><i>IB attributes:</i> Principled, Open minded, Balanced, Reflective</p> <p><i>CFEC:</i> Domein EIO-2</p> <p>Kuijpers, M. (2005) <i>Breng beweging in je loopbaan</i>. Den Haag, Nederland: SDU uitgevers bv.</p>
<p>Creativity</p>	<p><i>"Creating possibilities!"</i></p> <p>The student develops the ability to identify opportunities and to explore challenges creatively.</p> <p>The student is challenged to identify opportunities so that they can learn to be creative and innovative. An inquisitive attitude, imagination, divergent thinking, exploration, imagination, courage to experiment, perseverance, involvement, cooperation, innovation and transformation are encouraged. He / she will be more able to think of solutions for (complex) problems and can adjust the process accordingly. By this competence we mean creating and innovating in all conceivable areas. Where our students think 'out of the box' and dare to make mistakes.</p> <p><i>Core value:</i> Focus on Development</p> <p><i>IB attributes:</i> Risk takers, Thinkers, Inquirers</p> <p><i>CFEC:</i> Domain EIO-4</p> <p>Kuijpers, M. (2005) <i>Breng beweging in je loopbaan</i>. Den Haag, Nederland: SDU uitgevers bv.</p>

<p>Communication</p>	<p><i>"Understand and be understood!"</i></p> <p>The student develops skills that enable him / her to understand the world better and to convey his / her own ideas effectively. The student learns to communicate in a respectful and substantive way.</p> <p>He / she learns to exchange information, to share experiences and ideas and to discover the world around him / her. He / she learns to give and receive feedback, to keep appointments, to work together, to resolve conflicts, and to appreciate the attitude and input of others. In this respect, responding righteously to others, responding respectfully, dealing with criticism, the theoretical knowledge of communication and an eye for the two-sided nature of communication is of great importance. This competence also includes the development of digital knowledge, presentation skills and learning to understand and use digital media effectively.</p> <p><i>Core value: Respect / Transparency</i></p> <p><i>IB attributes: Knowledgeable, Principled, Communicators</i></p> <p><i>CFEC: Domein EIO-2</i></p> <p>Kuijpers, M. (2005) <i>Breng beweging in je loopbaan</i>. Den Haag, Nederland: SDU uitgevers bv.</p>
<p>International Mindedness</p>	<p><i>"Become conscience and agile, make the world future-proof ! "</i></p> <p>The student develops a realization that he / she is part of and influences our international community and he / she learns to make choices in the interest of a sustainable world.</p> <p>International mindedness is an attitude of openness to, and curiosity about, the world and different cultures. It is concerned with developing a deep understanding of the complexity, diversity and motives that underpin human actions and interactions.</p> <p>Thanks to this understanding, he / she will be more able to understand language and culture, develop international involvement, have a sense of global citizenship and the ability to participate effectively in social and intercultural dialogues.</p> <p>The student broadens their view of the world, becomes more aware of social inequality, diversity, globalization, peace and conflict, interdependence and sustainable development. He / she develops empathy and a stronger sense of justice for social inequality. He / she also develops respect for diversity and a concern for the environment, now and in the future, with the motivation and desire to improve it. We emphasize here the importance of openness and curiosity towards others</p>

	<p>and other cultures. Cultural skills, intercultural awareness and behavior. To want to get to know and respect other cultures and to be aware of their own place of work (Kuijpers, 2015).</p> <p><i>Core value: Intercultural behavior / Respect / Safety</i></p> <p><i>IB attributes: Open minded, Reflective, Caring, Principled</i></p> <p><i>CFEC: Domein EIO-1 / EIO-4</i></p> <p>Kuijpers, M. (2005) <i>Breng beweging in je loopbaan</i>. Den Haag, Nederland: SDU uitgevers bv.</p>
<p>Entrepreneurship</p>	<p><i>"See opportunities, solve problems, improve the world by doing business!"</i></p> <p>The student develops an enterprising, proactive attitude that is necessary to tackle and improve matters in both his / her own life as a broader sense within the (international) community.</p> <p>With us, the student develops an entrepreneurial attitude. He / she learns to look at what is better and how that can be done. A valuable competence in both student / student, work and private life. Entrepreneurship is about seeing opportunities, seizing opportunities and creating value in both his / her own life and in a broader sense within the (international) community. This competence includes solution-oriented thinking, seeing and using opportunities, applying knowledge and skills and proactive, initiative-rich behavior. The student is able to generate new ideas, processes and products in a positive way and to adapt existing ones. The pupil learns to take own initiative and responsibility, alone and in cooperation with others. Of importance here, is also being proactive, taking initiative and mobilizing others.</p> <p><i>Core value: Intercultural behavior / Respect / Focus on Development</i></p> <p><i>IB attributes: Open minded, Reflective, Caring, Principled</i></p> <p><i>CFEC: Domein EIO-1 / EIO-4</i></p> <p>Kuijpers, M. (2005) <i>Breng beweging in je loopbaan</i>. Den Haag, Nederland: SDU uitgevers bv.</p>

Appendix 2 - Parable - Wisdom - *If it is to be It's up to me*

Once upon a time... .. there was a king who drew up a plan for his birthday to give the people something special and valuable. While he pondered, the thought of WISDOM came to him - that was valuable, the people could use it so the king decided that it had to be. This decision brought the king a problem; what is wisdom?

The king invited all the scholars of the country and addressed them: "Soon it will be my birthday and I would like to give our people wisdom, but I do not know what that is. You have two months. Collect all the wisdom of our country and bring it here to the palace. "The King withdrew and the scholars went to work. Two months later, they came to the king and said: "Your Majesty, we did it," and the king said: "Let's see." And they took the king through the palace into a large hall which was filled with books - books of wisdom.

When the king read all those books he laughed and said, "So this is all the wisdom of our country?" "Yes, Your Majesty," the scholars responded. And the King said, "But this is too much for the people, so many people can not understand it. We are going to take another step ... take two weeks; read all those books and make a summary and then reduce it to 2 A4 pages. " Two was the favorite number of the king. The king withdrew once again and the scholars went to work. Fortunately they were with many, otherwise they would not have been successful, but two weeks later they came to the king and said, "Your Majesty, we did it," and the king said: "Let's see." And they handed the king two A4 pages.

When the king began to read his face shone and he whispered: "Brilliant, beautiful and oh how nice", but when he finished reading, he pulled a serious face and said: "This is really excellent work, but it has become more complicated, our people may not understand it. We will take one last step ... take two days and talk together to reduce it to a single sentence of ten words, each word to have but two letters. "The king withdrew again and the scholars began discussions.

Fortunately scholars spoke English, otherwise they would have not have been successful. Two days later, they came to the king and said, "Your Majesty, we did it," and the king said: "Let's see." This is what came to be:

IF IT IS TO BE

IT IS UP TO ME

And that's how it is!