



In varietate unitas!

Strategic policy plan

January 2024 to January 2028



Stichting Haagsche Schoolvereniging
Dutch and International Primary Education

Adopted by the Executive Director with the consent of the RvT and GMR dated 12-12-2023



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1. Introduction - *In Varietate Unitas!*

At Stichting Haagsche Schoolvereeniging (Stichting HSV), we embody an important mission. We believe in doing everything we can to promote global citizenship and develop skills that will be essential to our pupils for lifelong learning in a constantly changing world.

We aim to instil competences that will enable our students to contribute positively to future society anywhere in the world. But what does that future society look like?

We see around us that developments are happening ever faster and social demands are constantly changing. The flexibility to adapt positively to change and uncertainty is therefore indispensable for both our pupils and our staff. We do not do this in isolation, but through interconnectedness.

At a time when more and more emphasis seems to be placed on differences and distinctions, we will be focusing in the coming years on what unites us. As an organisation, we are firmly convinced that this gives us the best opportunities to grow and prosper as a foundation despite, or perhaps because of, the challenges that come our way. Through connection, the whole becomes more beautiful and colourful than the sum of its parts, and all involved can flourish.

This does not mean that we are not mindful of or do not value the differences between our schools and the individual needs of our pupils and staff. On the contrary, **in varietate unitas!** (Ernesto Teodoro Moneta, 1833-1918). Connection creates unity without uniformity and diversity with inclusion.

We are united by our shared mission, our core values, a passion for education and the desire to work together more, but we also have different areas of expertise and specialism, and a rich variety of cultures within our organisation. By adding all this together, we can provide the best education.





2. Mission and Core Values

Stichting HSV has three schools and three departments offering different types of education: regular primary education, special primary education, bilingual primary education, international primary education (including international special education) and primary education for children with dyslexia or dyscalculia. All schools are located in The Hague in small, convenient locations. Employing over 220 staff who provide education to around 1,300 pupils with a wide variety of nationalities, our relatively small organisation offers a wide variety of types of education. Each school has its own identity, but we stand together in our shared mission and core values.

Mission

It is our mission to promote global citizenship and provide our students with skills they need for lifelong learning in an ever-changing world. *Global citizenship, lifelong learning!*

Core values

All schools have their own (educational) identity. They fulfil this in compliance with the shared core values at foundation level:

Respect

In our diverse organisation, we strive to work well together while respecting everyone's different cultures, norms and values.

Connection

A sense of belonging within our own schools and connectedness with the other schools within Stichting Haagse Schoolvereeniging through our shared mission and core values.

Responsibility

Ownership, a proactive attitude and problem solving are aspects of our shared responsibility.

Safety

Ensuring an environment in which everyone feels safe.





3. Review of Strategic Policy Plan 2018-2023

The strategic policy plan 2018-2023 set goals in the areas of Educational Quality, Personnel, Finance and Communication. The review in February 2023 found that of the 33 goals 15 were achieved, 16 were partially achieved and 3 were not achieved. The non-achievement or partial achievement of targets was partly caused by the period when schools were partially or fully closed due to Covid-19. The outcome of this evaluation was carefully considered when setting ambitions for the coming years.

Each goal is listed below, according to the previous categories for the different policy areas.

Educational quality

Achieved

- Our education focuses on children's social-emotional and cognitive development. The International Primary Curriculum plays a key role in achieving these goals, alongside the core curricula for language and maths. Our aim is for children to achieve their full potential in various areas.
- Lighthouse (international special education) students are integrated into the regular International Department at the new VHS location wherever possible.
- A learning environment where students feel safe and secure and see themselves as part of a global society.
- Promoting 21st century skills.
- Expanding bilingual education.
- A comprehensive programme of cultural education.

Partially achieved

- Provision of a challenging learning environment, where new skills are acquired via a "Growth Mindset".
- Conversations take place with staff and students facilitating involvement in their own development and acquisition of skills.
- Internal transfer of HSV students to Het Open Venster (HOV).
- Improvements to meet the special educational needs of pupils.
- The use of technology within education to follow new developments, such as coding, programming, VR (virtual reality) and AI (artificial intelligence).
- Promotion of knowledge of and respect for different cultures, values, religions and beliefs.
- Provision of an overview of educational results and processes, school climate and safety, quality assurance and the realisation of our ambitions in school plans and annual reports. In this way, we want to realise a culture of continuous improvement. Results already achieved are the starting point for future quality.
- We encourage active involvement of students and parents.



Not achieved

- The addition of two international groups to IVIO using expertise from our International Department and Lighthouse.
- Utilisation of the expertise of HOV, Lighthouse and IVIO in all schools and departments.

Staff

Achieved

- If additional subsidies are granted from the government for salaries and for reducing the workload, the relevant funds will be spent on these objectives. Measures that can reduce the workload will be taken after consultation with the staff, including those that have no financial impact.
- Our ambition is that HSV is seen as a fine place to work both internally and externally.
- Staff involvement in setting priorities and contributing constructively to the HSV Foundation.
- Staff development focuses on both individual and team development and there is room for ownership. When national registration of professional development is required by law, we will implement it and ensure that our international staff also meet the requirements.

Partially achieved

- We mitigate the impact of the regional and international teacher shortage by promoting jobs at HSV.
- We are exploring what more we can do to support beginning teachers and teachers new to the country.
- We encourage a culture where expertise, talents, qualities and responsibilities are shared.

Not achieved

- A common conceptual framework around pupil support; teachers will be asked what pupil support means at HSV.

Finance

Achieved

- The schools are financially sound. They have sufficient financial resilience when risks arise.
- Within our financial means, the condition of school buildings will be improved.
- We are investing in a new digital system for recording student data.

Partially achieved

- Budgets are transparent.
- Criteria are set regarding the amount of money to be held as a buffer. Investment programmes are planned for at least two years ahead.
- We are exploring options for obtaining other funding/resources.
- ICT and digital systems will be adapted to the new regulations around privacy in all schools.

Communications

Achieved

- Improving the efficiency of internal communication, including the provision of documents accessible in both Dutch and English.
- Optimisation of external communication by possibly using an app to contact parents around bills, news and photos from classes, the school calendar, announcements, newsletters, etc.

Partially achieved

- Exploration of marketing opportunities. The focus is our strong reputation, reflecting HSV's core values.





4. Trends and Developments

In 2020, we were surprised by a global crisis, the COVID-19 pandemic. It made it more than clear that sometimes things run differently than planned. Covid presented us with great challenges, but it also showed us how agile and resourceful we can be when necessary.

Today, the effects of the pandemic are still being felt, but this is not the only challenge we face. Climate-related crises, extreme digitalisation of societies, new forms of political unrest at home and abroad, polarisation and military conflicts are creating a future that looks different from what we had planned and expected. Changes can reach further and happen faster than we can imagine, and when changes increase exponentially, our organisation's ability to respond to them must also increase. We need to be flexible. We need to ask ourselves the right questions. What are the fundamental goals of education today? What are the skills and knowledge that matter most? In what kind of learning environments will 21st-century learners flourish?

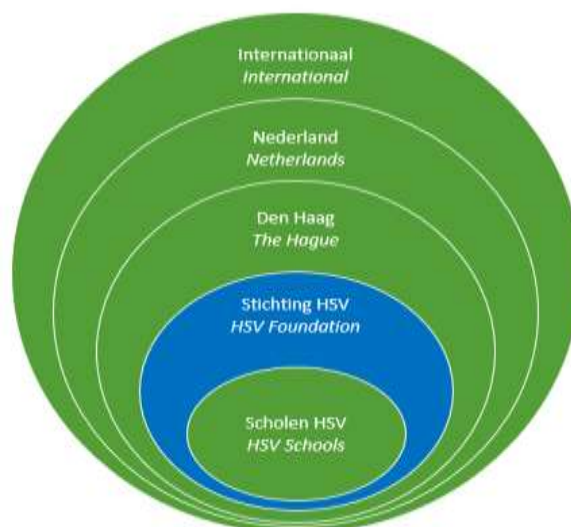
Flexible and resourceful management of change and uncertainties can go hand in hand with innovation in education. If we anticipate changes in the world around us, we can also help shape them.

HSV Foundation in its environment

HSV Foundation and its schools do not stand alone. We function in a regional, national and global environment with which we must connect and empathise. On the one hand, because we are obliged to do so by law. On the other hand, and crucially for us, because we want to align our education with the world around us. After all, it is impossible to promote global citizenship without properly considering what is happening in the world around us.

External developments

Globally various developments are taking place that we, at the HSV foundation, are affected by to a greater or lesser extent. The text boxes on this page and the next show which developments at international, national and regional level, are significant for us. These trends have been duly considered in determining our strategic objectives for the coming years.



International

- Think green - Climate change
- Mind the gap - Equity & inclusion
- Cutting edge - Global market
- Our world in data - Digitalisation
- Is this for real? - Knowledge democracies
- Connecting the dots – Complexity

OECD - Trends Shaping Education 2022

Netherlands

- Every pupil leaves education literate and numerate.
- Each student knows himself or herself and has learned to make independent choices.
- Every student succeeds in further education and in the labour market.
- Every pupil is given equal opportunities and an appropriate offer.

Inspectorate - The State of Education 2022

Netherlands

1. The shortage of suitable teaching staff at all levels of the educational organisation; from support staff to administrators.
2. Education reflects the increasing divisions in society, highlighting the differences between young and old, native and immigrant, practical and academic, rich and poor ("haves and have nots").
3. Equal opportunities in education is under pressure. The negative side effects of early selection seem hard to overcome and "shadow education" (e.g. tutoring or Cito training) is growing.
4. The labour market is changing and becoming more flexible. Think of automation, working from home, network organisations and a different interpretation of labour relations.
5. Technological developments are growing exponentially. Students must learn to hold their own in a rapidly changing high-tech society.
6. An increasing focus on curriculum innovation. Science shows that education should be more about self-actualisation and person formation. At the same time, educational performance in the basic subjects of reading, maths and language is under pressure.
7. Digitisation of education and the changing learning environment is forcing educational institutions to think about designing learning processes in the physical and digital learning environment.
8. Changes in educational funding. Public money is still the main source of revenue with pupil numbers determining the level of contribution, but this share is losing importance compared to revenue from grants and the private sector.
9. Despite an increase in the recruitment of professionals from outside education, in reality many entrants transitioning from other careers quit early in the training programme or soon after.
10. A growing discomfort over the lack of direction. The current education system has some fundamental bottlenecks such as inequality, workload and staff shortages, that call for an integrated approach.

Jester Strategy - Education Trends Top 10, 2021-2022 edition

The Hague

- Sufficient, competent and skilled teaching professionals.
- Optimal learning and development environment that challenges students in different areas.
- The right support and appropriate place for all children and young people.
- Education that contributes to the broad welfare of Hague residents.

Hague Educational Agenda 2022-2026





5. Your Roots are the Foundation of your Future

In these turbulent times, many organisations are looking for a foothold. Reaching back to your roots can then be as valuable as looking ahead to the future, because *in your origins lies your edge*.

The early 20th century was a time when people began to think differently about education and the role of the teacher. Discipline was no longer the most important thing; pleasure in learning had to be given more attention. Jan Ligthart, teacher and educational innovator, led the way. The Haagsche Schoolvereeniging was founded in the spirit of Jan Ligthart, by prominent residents of The Hague in 1901.

Rommert Casimir, professor of pedagogy at Leiden University, summarised the main ideas of Ligthart's pedagogical thinking in 1947. Somewhat paraphrased, this summary reads as follows:

- Pedagogy demands that educators educate themselves. Raising children must start with the adults who must learn from their mistakes.
- Set the child free. Not let them do what they want, but give the child, within frameworks organised by the educator, the opportunity for physical activity, play, independent investigation, asking questions, and for testing whether something is possible. Let children fulfil tasks in their own way.
- Establish this within a framework of community rules that the child and educators must abide by. There must be authority and order, and precise rules which are consistently enforced.
- Every child, every pupil is an *individual* with his or her own disposition and needs. Whilst complying with the general rules, each should have the freedom to be himself or herself.
- Addressed to the educator: Love and care!



"All parenting is a matter of love, patience and wisdom. And the latter two grow where the former reigns."

Jan Ligthart (1859-1916)



For Ligthart, the art of teaching lay in arousing the pupils' interest. And this makes demands on both teacher and subject matter. Today, it is no different.

This strategic plan aims to move with the times while remaining true to our origins. With this in mind, we will work together in the coming years towards an educational organisation in which:

- the child is always central.
- employees of all ages enjoy their work.
- internal and external cooperation is actively sought and taken for granted.
- we use a contemporary curriculum to challenge students to be the best version of themselves.
- frameworks are clear and steering information is of high quality.
- we function as a unit.

How we intend to achieve this is described in sections 6 to 10.





6. Themes and Red Thread

In the coming years, we will focus on four main themes:

- Collaboration
- Job satisfaction
- Insight and foresight
- Contemporary curriculum

For each main theme, three or four sub-themes have been chosen to focus on (see overview next page). In the following pages we describe the four main themes including sub-themes, and explain their importance. In addition, strategic ambitions have been formulated for all themes.

In the school plan and underlying annual plans, the schools translate their strategic ambitions into school-specific goals and concrete results. The director, in consultation with the policy staff, does the same for the policy areas Human Resources, Information & Communication Technology, Finance and Housing. Multi-year policy plans and underlying annual plans translate the strategic ambitions into goals and concrete results per policy area.

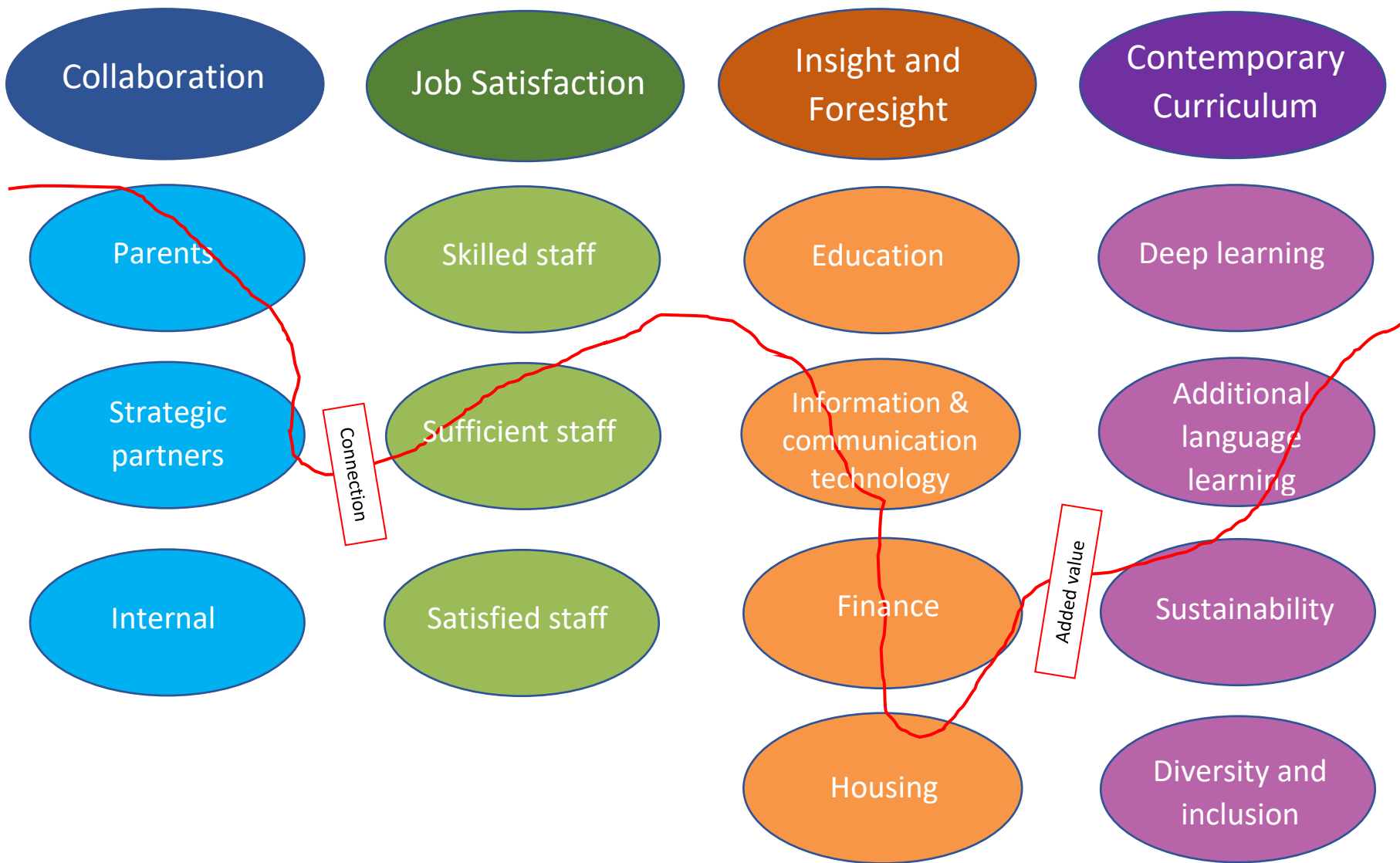
In annual reports at board and school level, we report on how we are progressing and what we have achieved. The financial investment needed to realise our ambitions can be found in the multi-year budget 2024 to 2028, which is updated every year.

Red thread: Connection & Added value

Running directly through all the themes is the red thread of *Connection* and *Added value*. This thread acts as a moral compass and is conditional for everything we (want to) do. Only by continually asking ourselves the question "*Does what I do, or want to do, contribute to (a sense of) connection and does it add value?*" will we create a culture in which connection is central and our energy is focused on what matters.



Main and sub-themes strategic plan





7. Theme 1: Collaboration

Working together in diverse partnerships to align people and resources and mobilise collective intelligence is key to addressing our biggest dilemmas. Many challenges related to the learning and well-being of our students extend beyond the walls of the school. Colleagues, parents and the wider community are key partners in meeting these challenges and achieving the best education possible.

As mentioned, the HSV Foundation and its schools do not stand alone. We act in a broader context and liaise with all kinds of stakeholders, both internal and external. The form and intensity of contact varies, but the common denominator in all partnerships is the child.

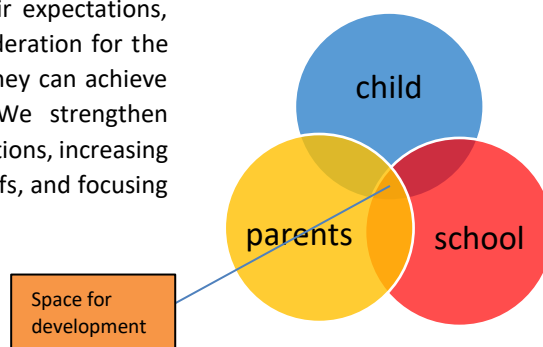
The international nature of our organisation means that cooperation does not always come naturally, due to different views and/or expectations resulting from cultural differences. By focusing on what unites us rather than what sets us apart, we can bridge the differences and really come together.

Parents

That parents and school can mean a lot to each other when it comes to children's formation and development is obvious. Research shows that good partnerships between parents and school contribute to better educational outcomes, reduce problem behaviour in the classroom and have a positive impact on pupils' well-being.

The term partnership indicates the reciprocal nature of the relationship. It involves not only a consideration of the school by parents, but also a consideration of the home situation by the school. The child is central to this. We agree on mutual principles and expectations in consultation with parents.

When the school, the parents and the child share their expectations, experiences and knowledge in an equal way with consideration for the other, space for development is created and together they can achieve more for the child than by working in isolation. We strengthen communication with parents by clarifying mutual expectations, increasing understanding of staff members' own practices and beliefs, and focusing on communication skills.



Strategic partners

Our schools are located in various districts in The Hague. Good cooperation with the local community and within the municipality is important, as is establishing partnerships outside the region. This gives access to new knowledge and helps us realise initiatives and ideas.

For example, we cooperate at neighbourhood level with childcare organisations and neighbouring primary schools. Within the Haaglanden region, we cooperate with other primary education boards, secondary education, youth care and the SWV partnership. At national level, we are part of the Associated Committee on Quality of the PO Council and the Dutch International Primary Schools (DIPS) network.

Internal

Stichting HSV is an organisation consisting of very diverse schools that have been added to the foundation over the years. This has the advantage that a wide range of knowledge and expertise is available, and the disadvantage that cooperation between schools is not (yet) always obvious. If, as a foundation, we want to continue to offer the best education for all our children now and in the future, it is important to invest in organisation-wide cooperation.

No school can solve major educational issues alone. Whether it is the teacher shortage, sustainability, appropriate education or the changing student population; working together is necessary and matters.

To cooperate, schools must be willing to give up some of their autonomy in the confidence that they will get more in return, and that requires connection. The big task in the coming years will therefore be to create the right conditions for more connection between (employees of) different schools. Think of expertise exchange through itinerant coaching, peer review or internal training courses, joint activities such as get-togethers and an open, transparent way of communicating and doing things.

Ambitions Collaboration

1. We will draw up a basic document in consultation with parents (MR) at all schools that includes mutual principles, expectations and needs in communication between parents and school.
2. We work on increasing staff members' understanding of their own patterns and beliefs and on learning skills and background regarding communication with parents with the aim of strengthening them.
3. Existing partnerships are strengthened and we continue to look for new strategic partners who can help us achieve the best education.
4. We make agreements at the organisational level on how to strengthen the connection between (employees of) schools.





8. Theme 2: Job Satisfaction

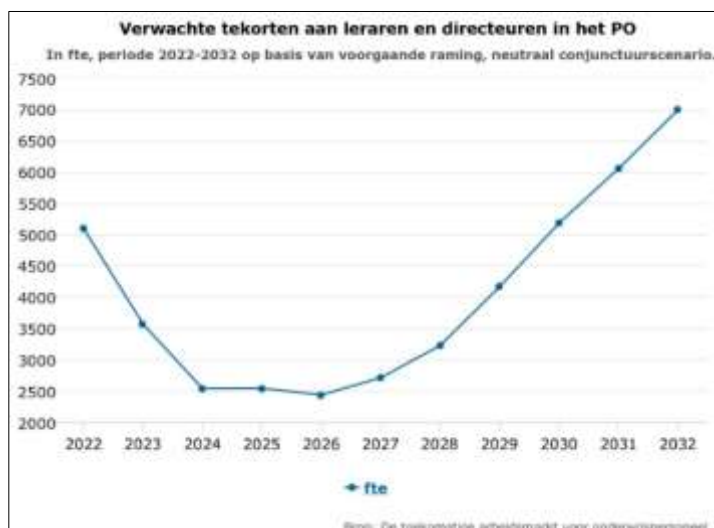
Our staff make the difference when it comes to quality of education, because education is and remains people's work. This requires sufficient staff with the right qualifications. So far, we have been able to retain and attract such staff, but this is not a matter of course. In the national education market, there has been a teacher shortage for several years, especially in the big cities and vulnerable districts. This shortage is expected to increase in the future. There are also shortages in other European countries and the United States due to ageing populations and poor working conditions, amongst other things.

Every year, CentERdata produces estimates for the Dutch education labour market on behalf of the Ministry of Education, Culture and Science. These estimates involve calculations based on expected pupil numbers, data on teachers, expected outflow from teacher training courses and labour market data.

The latest October 2022 measurement shows that the national shortage for primary teachers is 9.5 per cent of the current teacher requirement, or 9,700 full-time jobs. In other words, almost 1 in 10 teachers are missing. The average shortage for school leaders in primary education nationwide is 13.6 per cent of school leader employment. This corresponds to 1,120 FTEs.

The need for teachers in primary education keeps pace with the expected decrease and increase of pupils in primary education. Currently, there is a slight decrease, but from 2025 onwards another increase is expected.

The chart shows the estimated shortfalls in FTEs needed, with the appropriate degree, over and above the current situation. This includes the replacement of the outflow from teaching and any increase in teaching staff due to increasing pupil numbers.



In these times of increasing shortages, being an attractive employer is more important than ever in order to retain current employees and attract new ones. So, there is every reason to ensure that working at the HSV foundation is and remains a pleasure now and in the future. We do this by focusing on competent employees, sufficient employees and satisfied employees.

To make the right decisions, it is essential to have the right personnel data and information (see also Theme 3: Insight and foresight). We expect to meet this requirement with the introduction of Visma Raet, our new personnel administration system. Going live is planned for 1 January 2024, and after that will focus our attention on the ongoing implementation of the new system.

Competent staff

Working in education requires lifelong learning. No matter how much experience you have, as an education professional it is important to keep developing. In a time full of changes and innovations, this is quite a challenge. But if we want staff employability to be durable and be able to work in an enthusiastic and healthy way until their retirement, professionalisation is a must.

Getting serious about upgrading expertise is not only high on the agenda at the HSV foundation. In the coming years, as more expert teachers demonstrably contribute to improving the quality of education, the Education Inspectorate is also paying extra attention to professional development of existing staff. Whether and how (further) training and its promotion will be included in the next government coalition agreement cannot be predicted at this time.

Professionalisation includes all activities aimed at maintaining or increasing professional competence, such as training, studying, coaching and peer review. These activities now often take place at site or school level, with or without guidance from an external expert. We will continue this in the coming years and we will also explicitly focus on professionalisation at foundation level, preferably led by our own team. We will draw up an organisation-wide professionalisation policy and develop a foundation-wide refresher course. Furthermore, we will organise a joint study day for and by employees.

Sufficient staff

We are partly dependent on the PABOs for the influx of qualified staff. Through full-time, part-time and lateral entry routes, it is possible to become a qualified teacher. For teaching support staff, MBO and HBO institutions offer various courses.

Every year, our schools offer internships for both MBO and HBO students. This way, students can gain experience, we get to know each other and we can create opportunities in the form of future employment. Currently, the number of interns from the ITEPS programme (International Teacher Education for Primary Schools) is many times higher than those from regular Dutch pedagogical schools (PABOs).

The ITEPS course does not lead directly to a Dutch qualification, for that students have to follow an additional training path of about a year. We are looking into how we can support trainees who are in the final year of their course to follow this additional path, so that we can retain them for our organisation.

The difference between the number of trainees from the ITEPS programme and the regular Dutch PABO is a consequence of the fact that the Dutch PABOs deploy their trainees through partnerships (Samen Opleiden) in which the small school boards in The Hague play little to no role.

What these “Samen Opleiden” partnerships will look like in the future is still unclear. From the ministry, education regions (formerly RATOs) are being set up to accelerate Training & Professionalisation Together (SO&P) and tackle staff shortages. The existing partnerships will be given a place in these education regions.

In April 2023, in anticipation of the further elaboration and formal decision-making on education regions, the education partners PO, VO and MBO in The Hague area, and the “Alliantie van Lerarenopleidingen” in Zuid-Holland united to form the Haaglanden education region. As the educational region Haaglanden, like 28 other



regions, we have applied for and been granted precursor status. This gives us the opportunity to help steer the processes and criteria to be worked out.

By the end of 2024, there should be a nationwide network of education regions. Funding for SO&P, RAP and possibly some other teacher-related subsidies will go through the education regions from then on. The ministerial decree regulating this will be published in the second half of 2023.

As a small school board, it is important to be seen as an equal partner within the region and to ensure a 'level playing field'. Together with the other small school boards in The Hague, we are working hard on this.

Apart from training, we also recruit professionals who have been working in the profession for some time in the Netherlands, or anywhere else in the world. The activities we deploy in this respect currently differ per school both in content and form. To increase our attractiveness as an organisation, we will join forces in the coming years with regard to the recruitment process and harmonise our labour market communication (website, vacancy texts, etc.). In doing so, we will keep an eye on the unique qualities of the individual schools.

Yet with the mounting shortages, we must also be realistic. What if we no longer manage to recruit enough qualified teaching professionals? What are then the choices we can and want to make? We work out scenarios for this together and do not wait until the water is up to our lips.

Satisfied staff

Besides focusing on the recruitment of new staff, we believe it is important to keep our current employees connected to the organisation through good employment practices.

At the HSV foundation, being a good employer means offering professionalisation and career opportunities, creating good working conditions and paying attention to the welfare and well-being of employees at every stage of their career. To this end, we review existing staff regulations and adjust them where necessary and possible. We also focus on vitality.

Vitality, like sustainable employability, is about the extent to which an employee can stay fit and energetic at work now and in the future. This involves motivation, relaxation, sufficient exercise and healthy eating and drinking, alongside recreational activities and a good work-life balance.

Vital employees are better able to respond to adjustments in job responsibilities, changes in career and developments within the organisation.



Ambitions Job satisfaction

1. On 1 January 2024, we will replace our current personnel administration system with Visma Raet's system after which we will focus on implementation.
2. We encourage internal professionalisation of staff at foundation level from trainee to senior staff member. There is an organisation-wide professionalisation policy and in-service training offer. We also organise a joint study day for and by employees.
3. We are exploring how we can support students on the ITEPS course to follow an additional training path to obtain their Dutch qualification.
4. As a foundation, we are closely involved in the Haaglanden Education Region and make use of the opportunities the region offers us in the field of Training & Professionalisation Together.
5. We are joining forces in recruiting new staff and harmonising our labour market communication while remaining mindful of the unique qualities of individual schools.
6. We are working out scenarios for how we can and will act when we are no longer able to recruit enough teaching professionals to fill all vacancies.
7. We are reviewing existing personnel arrangements and adjusting them where necessary and possible, so that we are and remain an attractive employer for employees at every stage of their career.
8. We strengthen the sustainable employability of employees by offering vitality activities.





9. Theme 3: Insight & Foresight

Since the start of digitisation, we in education have been dealing with a rapidly growing amount of data and information¹. It is important to have insight into valuable data and information so that we can make better, faster and informed decisions at board and implementation level. Having high-quality steering information makes the consequences (results) of decisions immediately clear and provides suggestions for decisions in the future.

In the absence of (clear) data and information, people often make decisions based on assumptions and gut feeling. Not always bad, but by making data-driven decisions, reality often does come closer to your forecast. Moreover, understanding data and information creates an opportunity to develop a 'learning capability', creating a continuous process of improvement within the organisation.

The challenge for steering by data and information consists of three factors:

- Gathering (collecting, measuring, storing) data and information.
- Keeping this data and information accessible and insightful.
- Conducting critical, development-oriented conversation about this data and information.

Education

We monitor pupil development carefully. We use a variety of assessments and observe the pupil inside and outside the classroom. In this way, the teacher has a good insight into a child's growth and knows where he/she can use extra help or needs more challenge. At class, school and organisational level, the combined data and information provide insight into the quality of our education.

At our Dutch department schools, we used the old pupil monitoring system by Cito and Zien! by Parnassys until recently. We are replacing both with new systems/programmes as the current versions are going out of business.

In order to maintain a good view of our quality of education, we make or review organisation-wide agreements on gathering data and information about our pupils and our education, on having this data and information accessible and transparent at all levels of the organisation (pupil, group, school and upper school) and on how we conduct development-oriented discussion around this.

¹ Data are physical representations of facts; numbers, graphs, text or images. Information is almost identical to data, only there is one big difference: information has context, it is qualified. Data by itself has no context and therefore no value. Without context, a worksheet full of numbers is simply an accumulation of meaningless numbers.



In order to make sense of the data and information collected, schools formulate targets for the core subjects of language and maths with high expectations.

Information and communication technology (ICT)

ICT management includes various aspects that work together to ensure that technological systems function optimally. This includes functional, application and technical management. By keeping our infrastructure, hardware and software up-to-date, we ensure that our ICT systems continue to operate safely and efficiently and meet the needs of the organisation.

Our current physical server has seen better days. We are therefore switching (possibly in phases) to a cloud-based server. In preparing for this switch, we are investigating what is required in terms of infrastructure and hardware. We are also mapping out whether our current operating system is still the best fit or whether another system might better suit our needs.

Finally, we are drawing up an investment plan for our hardware and looking at whether a different way of purchasing would save costs.

Finance

Primary education receives a single budget from the state for providing good education. Within the legal frameworks, we are free to spend these resources as we see fit on personnel, accommodation and material matters necessary for our education. We also receive subsidies from, among others, the municipality of The Hague and funds from SPPOH (partnership for inclusive education).. Together, we call these public funds.

In addition to these public funds, we have private funds as a foundation. We receive these funds from parents in the form of a voluntary parental contribution at the Dutch schools and compulsory school fees at the International School.

Over the years, there have been increasing demands on school boards to have their finances in order. Rightly so, because having finances in order is a prerequisite for good education and requires solid financial data and information as a basis for a policy-rich (multi-year) budget and as a steering tool for depletion and decisions for the future.

As a foundation, we recently introduced Capisci, a financial planning and control tool for education. In the coming years, we will make more use of Capisci's functionalities so that soon we will not only have financial data and information from the past and present, but it will also be possible to predict and calculate scenarios. Think of questions like:

- What does it mean if the voluntary parental contribution is abolished or limited?
- Looking at natural attrition, can we offer this teacher a permanent contract or is it better to look for a good teacher support person in a lower pay scale?
- What is the impact of the new CBA on our multi-year budget?
- Where are the best areas to make cuts (least impact, most return) when there is a structural deficit?

Housing

Attention to accommodation is important. Sustainable school buildings in which it is healthy and pleasant to learn and work lead to higher learning efficiency and less absenteeism. Yet research by McKinsey from 2020 shows that funding for educational housing is inadequate and that there is substantial underinvestment. Boards spend on average 15% more on housing than what they receive from the state.

Some of the party manifestos currently appearing in the run-up to the Lower House elections address the above problem, but it remains to be seen whether it will have a place in the new coalition agreement. Until then, we will make the best of the current situation.



To help us get as much return as possible from the available resources, we draw up a housing plan (including MYP according to the component method) which gives us more insight into housing data and information and more guidance for decisions on maintenance and sustainability.

The housing portfolio of the HSV foundation consists of six school buildings. As school board, we are the legal owner of five of the six buildings, while the municipality of The Hague has the economic ownership. We are currently the economic and legal owner of the building on the Nassaulaan, but the economic ownership of this building will most likely also be transferred to the municipality. The transfer will involve renovating the old part of the building and replacing the current extension with a new one. All this is planned for 2027 and beyond and requires thorough preparation. We are having a specialised external project office support us in both the preparation and implementation phases.

Ambitions Insight & foresight

1. We are replacing the old Cito pupil monitoring system and Zien! with new systems/programmes at the Dutch department schools.
2. Organisation-wide we make or recalibrate agreements on:
 - a. gathering data and information about our students and our education;
 - b. having this data and information accessible and understandable at all levels of the organisation (pupil, group, school and foundation)
 - c. the way we conduct the critical, development-oriented conversation about this data and information.
3. Our schools formulate targets for the subjects of language and maths based on high expectations.
4. We are switching to a cloud-based server. In preparation for this switch, we are investigating what this requires in terms of infrastructure and hardware. In addition, we are mapping whether our current operating system is still the best fit
5. We are drawing up an investment plan for our hardware and looking at whether a different way of purchasing will save costs.
6. We budget policy-wise and make financial data and information accessible and insightful through the Capisci programme. We do this by looking not only at the present and the past, but also at the future consumption forecasts.
7. We have a housing plan (including MYP according to the component method) in which we outline which steps are necessary and possible to provide adequate housing both today and in the future.
8. We will start the renovation and new construction of our building on Nassaulaan in 2027, after thorough preparation.





10. Theme 4: Contemporary Curriculum

Our education is contemporary and challenging. We prepare our pupils for a highly demanding society by focusing on both a solid knowledge base and the development of various competences that will enable them to develop skills they will need throughout their lives. Our aim is for pupils to learn to think critically and solve problems at their own level so that they can participate and contribute to society in the future.

We focus on both children's cognitive and social-emotional development. To prepare pupils for new and complex situations in an ever-changing global environment, we teach pupils to learn 'deeply'.

The International Primary Curriculum plays a key role in our education, alongside the core curricula for language and maths. Our aim is for children to achieve their best in various areas.

Deep learning

Today's pupils need skills in language, maths and citizenship, but bodies such as the Education Council stress that more is needed. To participate fully in twenty-first-century society, pupils must also master learning skills, be able to cooperate in challenging tasks and possess higher-order thinking skills.

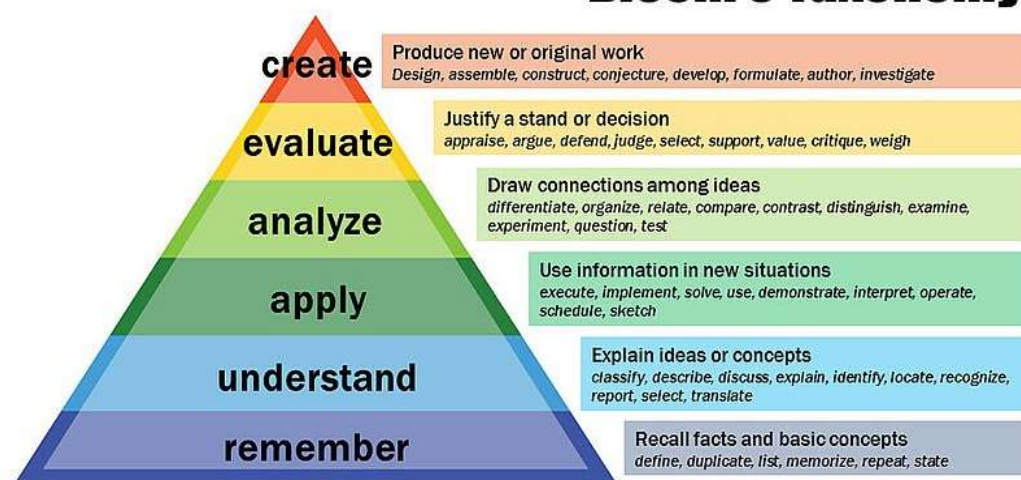
The difference between "lower-order thinking" and "higher-order thinking" is reflected in Bloom's Taxonomy (see infographic next page), which distinguishes six "levels" of skills: remembering, understanding, applying, analysing, evaluating and creating. The levels serve to distinguish the complexity of the level of knowledge being called upon.

Developing higher-order thinking, learning and collaboration skills requires students to learn deeply (deep learning): among other things, they need to make connections between learning content, link new ideas to their prior knowledge and link abstract concepts to everyday experiences.

The International Primary Curriculum lends itself ideally to promoting deep learning, but it is not unique to this curriculum.



Bloom's Taxonomy



Deep Learning is an educational concept that focuses on children's own learning questions in relation to their environment. It is meaningful, child-centred education that focuses on children's broad development. Deep Learning creates a learning culture for pupils, teachers and everyone else involved in the school.

Deep Learning was developed by Michael Fullan, Joanne Quinn and Joanne McEachen. They identified from research (2023) six global deep learning skills:



Character

- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action



Citizenship

- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens



Collaboration

- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges



Communication

- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity



Creativity

- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action



Critical Thinking

- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting and taking action on ideas in the real world



Research by TU Eindhoven on promoting deep learning (M. Koopman, 2017) defines three conditions for deep learning:

1. Working and learning based on a theme.
2. Working together on an assignment.
3. Develop higher-order thinking skills as a learning objective: analyse, evaluate and create.

But as a teacher, to really get to the heart of Deep Learning, you must also ensure that:

1. deep learning skills are addressed in context, in a meaningful way, and by linking them to content goals.
2. students are able to apply the deep learning skills they have already mastered in a new context whilst simultaneously gaining new skills.
3. students are motivated to learn, and actively involved in the learning process.

In order to offer our students a deep learning experience, we take the previous six points into account when designing lessons or units of work.

Additional language learning

Additional language learning is the order of the day at all our schools. Whereas previously only the international locations had to deal with additional language learning on a daily basis, at Dutch schools we see a growing group of pupils who have a different home language at intake and are not proficient in Dutch.

Teaching an additional language is an important and beautiful task within our education system. By teaching an additional language, we help our pupils discover new parts of the world, acquire new knowledge, meet new people and seize new opportunities.

Teaching an additional language can also be challenging. It is not easy as a teacher of a full and diverse group to stimulate the interplay of motivation, emotion and cognition required for learning an additional language.

As an organisation, we are fortunate that there is a lot of knowledge and expertise about additional language teaching within our international and bilingual (NL/EN) schools. Unfortunately however, not all pupils and staff are reaping these benefits yet. In the coming period, we will ensure that all employees with teaching or educational support tasks master the basics of teaching an additional language, so that we reach all pupils for whom this is necessary. In addition, we will deploy the expertise of colleagues at bilingual and international school locations to enhance the expertise of colleagues at the other locations.

Sustainability

Sustainability is currently a much-heard term which encompasses everything from environment and climate to thinking about the future and working in a socially responsible way. The World Commission on Environment and Development defines sustainability as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". In short: using the earth in such a way that future generations can also enjoy it.

As educators of the future generation, we want to propagate the importance of sustainability. This involves not only the transfer of knowledge, but also awareness and (exemplary) behaviour. It all starts with a shared vision on sustainability, which we then translate into concrete actions in and around the classroom. Examples include specific lessons or projects on sustainability, but also waste separation, cycling or walking to school and recycling materials.

Diversity & Inclusion

Our ambition is to contribute to equal opportunities, social connectedness and understanding between cultures. We want to ensure that all pupils and staff can develop regardless of cultural or migration background, gender, age, sexual orientation, (work) restrictions or residence status. Not only because everyone deserves equal opportunities, but also because people of all ages feel happier, more involved and more connected when they



are treated equally. We will therefore draw up a joint statement on diversity & inclusion and are committed to ensuring that everyone in and around the school acts in accordance with this statement.

Diversity means variety and is about the mix of differences between people. These may be visible differences such as age, gender, skin colour or physical disability. But there are also invisible differences such as culture, sexual preference, political conviction or personality. When differences between people are allowed and respected, we speak of inclusion. In other words, inclusion says something about how we deal with diversity. Inclusion is about "participating" and "belonging", about "being welcome" and "being accepted", no matter who you are.

We are a diverse organisation, but that does not automatically make us inclusive. Inclusion hinges on people's attitudes. Only if students and colleagues are open to differences and see these differences positively can there be diversity and inclusion, otherwise there is merely diversity.

Ambitions Contemporary curriculum

1. We teach students deep learning to prepare them for new and complex situations in an ever-changing global environment.
2. We ensure that all teaching and support staff have mastered the basics of teaching an additional language.
3. We use the knowledge and expertise on additional language teaching of colleagues in the bilingual and international schools to enhance the expertise of colleagues at other locations.
4. We establish a shared vision for the concept of sustainability and translate that vision into concrete actions in and around the classroom.
5. We draft a joint statement on diversity & inclusion and are committed to ensuring that everyone in and around the school acts in accordance with this statement.





11. Afterword

The present strategic policy plan has come about through the commitment and input of many employees of the HSV foundation and I would like to thank everyone for that.

Discussions during the broad management consultations, with teachers and support staff at the schools, with the various policy officers, the Joint Works Council (GMR) and the Supervisory Board provided a useful exchange of ideas and valuable insight into the opportunities and challenges across the organisation.

Our strategic policy plan 2024-2028 forms the basis for all underlying plans and activities over the next four years. Each school is free to develop school-specific ambitions in addition to those in this plan to do justice to its own context.

I look forward to working together over the next few years to fulfil our ambitions and (further) build the future of our beautiful and diverse foundation.

Ingrid La Haye
Executive director

