

FOCUS 2012

Strategic policy plan for the Foundation 'Het Rijlands Lyceum' 2008/2009 - 2011/2012



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Introduction

'Free, not steerless', an originally educational concept, was the motto adopted by the Foundation 'Het Rijnlands Lyceum' on its establishment in 1936. The ideas of the founders re-emerged on several occasions during the drafting of this strategic policy plan for the foundation. Also within an administrative context the above quoted motto turned out to offer a surprisingly topical beacon for us to go by while charting the course for the coming four years on foundation level. We consciously chose the title "Focus 2012" to pick up on the original mission and founding principles of the foundation.

The different schools within the foundation are eagerly awaiting the foundation's new strategic policy plan, as it provides a solid footing for roadmaps for the individual schools. The previous strategic plan dates back to 2002. The past two years saw far-reaching reorientation on an administrative and management level, forced by sweeping financial measures with considerable staffing consequences, as well as by changes in school management at the four schools. Foundation and schools have meanwhile stabilised, and there is sufficient support for the development of a meta-school strategic policy for the coming years, with the objective of empowering the schools to travel one and the same strategic policy path.

This strategic policy plan sets and explains the priorities in the foundation's policy development for the coming years. Its intention is to confirm the commitment of the executive director, principals, supervisory board and other bodies and persons within the foundation to a long-term roadmap. And also to prevent required responses to day-to-day issues from clouding long-term goals. And finally also to offer all schools within the foundation a clear framework within which they can develop and implement their own strategic policy.

These objectives are the reason why this strategic policy plan has initially been drafted by the executive director, principals and supervisory board. Although it is mainly targeted at principals, school management, the common participation council and the central service office, the plan will no doubt also serve as an important advisory document at school and individual staff level. We have decided to publish this strategic policy plan mainly as an internal policy document. This does not mean of course that the reading of this document is not recommend wholeheartedly to all our external stakeholders.

Due to the abovementioned objectives and target group, this strategic policy plan 2008/2009 – 2011/2012 mainly focuses on the exchange of views between executive director and principals. A committee from the supervisory board participated in the conception of the plan by issuing advice to the executive director. After the outlines were sketched during the consultation phase, the Supervisory Board as a whole, principals, deputies and the joint participation council were brought in to finalise this plan.

In order to come to the basic ideas expressed in this present plan, the executive director, principals and a few members of the Supervisory Board were first interviewed by an external consultant. These interviews covered the shared values within the foundation, the results of the previous policy plan and their views on relevant external developments and internal strengths and weaknesses at a meta-school level, which they felt should be considered in the conception of a new strategic plan. Two subsequent rounds of talks between executive director and the principals further fleshed out the strategic priorities as a first step in the setting up of a work agenda. This led to the first draft of the strategic policy plan, and subsequently to this present version after a number of further rounds of talks.

This strategic policy plan is endorsed by:

- Maarten Knoester, Executive Director
- Jan Leuiken, Principal of Rijnlands Lyceum Wassenaar
- John Swieringa, Principal of Rijnlands Lyceum Oegstgeest
- Annechien Verkade, Principal of Rijnlands Lyceum Sassenheim
- Graeme Scott, Principal of the International School The Hague – Primary
- Peter Kotrc, Principal of the International School The Hague – Secondary

and has been approved by the Supervisory Board of the Foundation 'Het Rijnlands Lyceum', and the joint participation council also issued a positive advice on the plan.

Wassenaar, 1 January 2009

Results of the Strategic Plan 2002

In 2002, the Foundation 'Het Rijnlands Lyceum' established a long-term strategic policy plan. This policy plan outlined policy objectives in the areas of education & quality, staffing, organisation and facilities. We will now first review the progress made in those areas.

Education

From an educational point of view one of the key-objectives was the reinforcement of the international dimension, which was further expanded through bilingual education, curriculum development in the middle years programme and the international baccalaureate programme, alongside the launch of the International School of The Hague, which embodies a unique concept for international primary and secondary education. The foundation had set itself the goal to become market leader in the area of international education. This goal was reached with the establishment of the ISH. Apart from the internationalisation objective, the previous policy plan also formulated the objective to boost the use of ICT in education. All schools of the Foundation 'Het Rijnlands Lyceum' have meanwhile been amply equipped with hardware and software. One example is the introduction of so-called "smartboards", which constitute an important teaching aid for teachers.

The schools have realised all goals they had set in the area of the quality of education, teaching activities and available courses (bilingual and international education, focus on sports and culture, focus on transition from secondary to higher education). In the past years, the performance tables compiled by the Inspectorate of Education have provided schools with better insight into their development needs. Schools have subsequently taken action on a range of different focus points.

Human resources

In the area of human resources, the foundation set objectives for the allocation of duties, job differentiation, promotion of expertise, policy for absence through illness, internal mobility, personal development, coaching of new staff and further building of a balanced team of teachers. An important feat from the past few years was the realisation of the staff manual, establishing an equal set of primary and secondary terms of employment for all staff members of the foundation, hence enabling the first steps in making support for staff more professional. Nonetheless, there are still some points that require more work in the coming years, which are amplified by teacher shortage issues, which are increasingly also being felt by the schools of Het Rijnlands Lyceum.

Organisation

The foundation had also set a number of organisational objectives. Issues targeted in those objectives included the 'added value offered by the Foundation', service outsourcing, allocation of resources, adequate buildings management and the start of new building projects, development of middle management in schools, development of PR policy and high-quality ICT infrastructure. It is precisely these organisational issues which have taken on great importance in the past few years, both at organisational and financial levels. The efforts of principals and the board have not only led to the completion of large-scale new building and refurbishment projects, but have also helped lay solid and durable foundations in the area of management, organisation, finance and governance. Rijnlands' school buildings not only have a fresh new look and a new lease of life, they have also revamped their image and regained a positive reputation for good quality.

Operational Management

The policy objectives from 2002 were realised to a significant extent, but still require further work or detailed attention on some points. The organisation as a whole will have to grow further in terms of professionalisation of operational management (including the administrative organisation), in order to safeguard the quality of the education so that the only truly important objective (good education for our students) can be realised.

ICT

An important policy objective from 2007 targeted the setup of a new ICT infrastructure and development of a School Management system. In September 2007, all buildings of the Foundation received new hardware and software from a new supplier. And the management and maintenance of the entire ICT environment at the various schools was outsourced in its entirety. On top of that, the autumn of 2007 saw the start of the development of a School Management system comprising a large number of management applications (student administration, scheduling application, financial administration, staff administration and payroll), which will provide school management and the board with clear management information.

Foundation profile

Both the mission and the vision of the Foundation 'Het Rijnlands Lyceum' and the respective schools have, through the years, been worded and presented in a variety of ways. As part of the realisation of this strategic policy plan, we considered it very important to first analyse the shared core values of the schools and the Foundation, ensuring that the course to our final destination is crystal clear to everyone.

Core values of the Foundation 'Het Rijnlands Lyceum'

Regarding the organisation as a whole (foundation and schools):

- Openness, tolerance and respect.
- Respect for different beliefs, ways of thinking and cultures.
- Ambition.
- Innovative, enterprising and market-driven attitude.
- Professionalism.
- Intention to be a learning organisation.
- Focus on accountability (on all levels).
- Social responsibility.

Regarding the students and the education:

- High-quality education.
- Challenging students to fulfil their maximum potential.
- Education targeting challenges, curiosity and research.
- A development-driven educational climate.
- Clear agreements, standards and values that can be fulfilled consistently.
- A positive atmosphere with mutual respect between students, staff and parents.
- International orientation.
- Targeting cultural and social development of students.
- A school climate where students find a safe learning environment.
- Focus on the transition from primary education, as well as on preparing students for higher education.

Staff members are:

- motivated and proud of the organisation.
- professional and development-oriented.

What are the distinguishing features of the Foundation 'Het Rijnlands Lyceum'?

The Foundation 'Het Rijnlands Lyceum' first stands out for its deep-rooted culture of equal respect for different beliefs, ways of thinking and cultures, and the values represented by the educational adage 'free, not steerless'. This twofold principle is still reflected in our educational approach at the schools, as well as in the way we deal with students, their parents and our community. A second important defining feature of the Foundation is its objective of providing education that is more than just good. Sound education that properly prepares students for higher or vocational education. Schools offer support wherever required, and also an environment that gives students room to excel.

However, the most eye-catching unique selling point of our foundation is its international and intercultural dimension, which is very prominent in all of the foundation's schools. This varies from the International Primary Curriculum, Middle Years and International Baccalaureate programmes to bilingual education, European projects and education abroad. This feature is deep-rooted in our core value "respect for other beliefs and cultures", and which is reflected in the basic attitude of our students and staff members, both internally and externally. Rijnlands Lyceum occupies a unique position in that respect, both in the Netherlands and Europe.

Strategic priorities

As stated earlier in the Introduction, strategic priorities are based on the progress made in the previous planning period, and on an analysis of external developments and internal strengths and weaknesses of the foundation. The strategic objectives have been drawn up on a meta-school, foundation level.

When drafting a strategic policy plan, the difficulty does not lie in defining strategic objectives, but rather in setting priorities. We have tried to limit the number of priorities to what seems feasible for the period from 2009 to 2012. However, this was not to go at the expense of our high level of ambition, in line with one of the foundation's core values.

The following paragraphs outline our priorities and include an indication for each priority of the external and/or internal reason behind this prioritisation, as well as further explanation of the objective. The Work Agenda at the end of this policy plan provides a 'SMART'* formulation of the strategic objectives, and also a time plan.

The numbering of the strategic priorities is only intended to provide order in the document, and does not represent any hierarchy. The same goes for the arrangement of the priorities in 11 seemingly separate items; in practice these priorities have natural mutual connections.

1. Realising a culture of professionalism at every level in the organisation.

It is important that all organisations, both public and private, operate in a professional and transparent manner. This applies both at a political and administrative level, and at the level of our parents and students. The foundation has the ambition to be a high-quality and professional organisation, and to further develop itself in that direction. Accountability with respect to our actions (at all levels), and the ability to deal with critical feedback are inextricably bound up with that.

An internal culture of professionalism is further enhanced within the foundation. The concept 'culture of professionalism' is outlined in a professional statute. Reaching an agreement on target results, giving account for these results, evaluation and compliance, (i.e. a quality-driven setup) are part of that.

*Specific, Measurable, Acceptable, Realistic, Time-related.

2. Acting on and complying with structures and procedures for management, supervision and employee participation ('good governance').

The introduction of the Good Education Governance Code for Secondary Education in May 2008 (and forthcoming legislation) has increased the focus on good education governance.

In 2007, a clear two-tier structure* was implemented at the Foundation 'Het Rijnlands Lyceum' as a basis for the decision-making process. Detailed structures were implemented through a new management statute and (joint) participation council statute and regulations. Continued adherence to these new structures, in which the different bodies will continue to work together in a professional fashion, is our challenge for the coming years. The foundation intends to work on the basis of a transparent policy-making cycle at all levels. This means working with a strategic plan with a four-year policy horizon, annual plans derived from long-term policy, management agreements, evaluation of progress, assessment and revision of objectives.

The various bodies within the foundation will comply with the stipulations of the Good Education Governance Code, as well as with the statutes and regulations, on all counts, and will act on the basis of the core values of transparency, tolerance and respect, and our intention to be a learning organisation. The foundation uses a clear policy cycle as a basis for strategic policy-making.

3. Promoting the foundation as a competitive employer.

Current developments in the labour market are posing some serious challenges for education providers, including the schools of the Foundation 'Het Rijnlands Lyceum'.

The foundation could be a relatively strong player in that market thanks to its larger scale, special positioning, current workforce of well-qualified staff, and its good networks with universities and teacher training colleges. A relative weakness in relation to this issue is the existing workload as experienced in educational institutions, and also at the schools of Het Rijnlands Lyceum.

The foundation will focus its efforts on being a competitive employer through spearheads such as allocation of duties for new staff, focus on professional development, opportunities to work abroad, support facilities and other creative solutions. Alongside these focus points, there will also have to be a focus on good labour market communication (image building through advertising etc.) and being a good employer.

4. Further development of staff policy.

One precondition for being a competitive employer (as referred to under point 3) is the development and propagation of good employership, on the basis of the principle that "succeeding externally means starting internally". This means not only trying to present the image of a good employer to prospective new employees, but also being an attractive place to work for current staff. Professional organisations are increasingly investing in their human capital. One of the implications of that development is that there is better career support and counselling for staff (through coaching, social support, and help in case of illness and/or absence). This is possible when organisations have drawn up explicit policy for that, i.e. work on the basis of strategic staff policy.

The ingredients for overall staff policy include: recruitment and acquisition policy, appointments policy, remuneration policy, promotion policy, performance review policy, quality policy, allocation of duties policy, policy for older staff, training policy etc. Uniformisation of a range of staff schemes has advanced in recent years, resulting in a Staff Manual. Further development in strategic staff policy is our challenge for the coming years. An important aspect here is that this policy should dovetail with the core values of the foundation, and that staff members experience these core values in their working environment. Values such as respect, professionalism, personal development drive and commitment suit an organisation that wants to show a caring face to its students and staff members.

The foundation is continuing to work on its staff policy, with the first step being to further boost the development of professional staff administration, realisation of qualitative and quantitative staffing plans, implementation of the job mix ('LeerKracht' [Teacher] Action Plan) and the establishment of a long-term, strategic and integrated staff policy.

5. A professional service office.

Having a professional service office at our disposal represents important added value for the foundation. And at the same time, we have to face up to the fact that the quality of the services and administrative organisation requires further improvement. The relatively limited scale of the foundation and the size of the central service office remain issues that we have to address. On certain points (contract management, purchases and buildings management) we can still achieve gains on the basis of our scale and improve efficiency.

The Central Service Office provides 'tailored' management information and services to the executive director, schools and overseas branches. Principals, school management, individual staff members and external parties experience the office as a professional and customer-driven organisation.

6. Further development of external and internal communication.

In order to provide good horizontal accountability, the foundation and the schools want to communicate adequately and professionally both at a social administrative level and at an individual parent/student level. And adequate internal communication can also play an important role within the foundation (support, openness) in the contacts between the different bodies and people. Externally, professional PR and marketing offer opportunities to uphold and further strengthen the positive image of the schools.

The foundation will partially deploy its internal and external communication to ensure good horizontal accountability towards all stakeholders of the foundation and the schools. PR and marketing policy will be formulated and implemented (with clear boundaries between foundation and school responsibilities), aimed at reinforcing the foundation's and the schools' good reputation. Apart from that, the binding core values will be brought to the attention of all parties concerned within the foundation, and compliance with these core values will be ensured.

*Statutory division of authority among two bodies: a professional executive director (or board) and a supervisory board.

7. Upholding financial stability on the basis of long-term financial planning.

(Financial) risk control is an increasingly important requirement for education institutions. The foundation's finances are in good shape, but further clarity on targets is still required for (long-term) management and deployment of resources to bolster the foundation's "resistance" and financing of investments. There will also be further work on a budgeting system that will enable schools to keep their spending and necessary investments for the future under control. A precondition for this system is improvement of the administrative organisation (with digital invoice processing, putting large purchase orders out to tender on a European scale and drawing up long-term facilities planning).

Defined financial ratios (liquidity, solvency) are attained at foundation level, and a long-term financial policy is drawn up. Foundation and schools are working with a budgeting system on the basis of 'dual' standardisation (where not only the results are evaluated, but also the standards underlying the budgeting system) for optimum financial planning, and with investment budgets and planning to create a long-term perspective. Clear reports of operating results provide all parties involved with the best possible insight into monthly spending. Contract management, digitalisation of invoice processing, European tenders for major purchase contracts and long-term facilities planning are the basis for that.

8. Education: vision and teaching scope

The world around us is in a constant state of flux. We are preparing our students for life in this ever-changing world. Modern education anticipates those social and technological changes, and our facilities and educational tools have to be tailored to that. Any decisions in that respect will be made by the individual schools of the foundation. But the schools of the foundation will, on the other hand, also want to have distinguishing, common principles for learning and education at foundation level, which are recognisable as such for the outside world (primary schools, parents, Inspectorate). The word "Rijnlands" has to invoke these principles! Such principles are not dogmatic, but do offer a framework, and enable schools to draw inspiration and learn from each other. These basic principles will also be the basis for joint decisions on long-term investments in technology and facilities.

The market of supply (other schools) and demand (student potential) will also change. And this brings both opportunities and risks for the foundation. Legislation passed in The Hague will be less stringent, and schools will become more enterprising in their educational provision. The foundation's schools will have to continue to position themselves prominently in relation to similar schools in The Hague, Leiden and the Duin- en Bollenstreek area. Where international education is concerned, the foundation will also have to be prepared for competition from other international schools, such as the British School and the American School. The foundation's educational activities are currently well distributed regionally, and even internationally (both within and outside the Netherlands), but a reorientation of our educational provision is still called for.

We will work on the development of joint educational principles, which will be distinguishing and will offer a framework for further expansion of the schools' own visions and policies, while also forming a basis for possible joint investments of the schools.

The foundation will explore opportunities and threats in terms of existing and possible teaching activities of the foundation, as well possible partnerships that we could enter into to extend our educational provision. Aforementioned reorientation covers regular Dutch education (Primary/Secondary, various secondary education levels), international education in the Netherlands (IGBO (Internationally-Oriented Primary Education)/IGVO (Internationally-Oriented Primary Education)/MYP (Middle Years Programme)/IB (International Baccalaureate/ EB (European Baccalaureate)) and education abroad. This exploration will lead to clear choices.

9. An adequate quality assurance system at each of the schools and the central service office, and a continuous focus on quality improvement.

Our responsibility for good education and efficient management means that we are looking to realise objectives for quality, with corresponding quality indicators to manage the quality of the education at the schools, as well as of the management. These indicators also play an important role in terms of corporate social responsibility. The schools and the central service office consider it their responsibility to maintain a systematic management focus on quality development, and to (continue to) create support for these efforts. This will eventually have to lead to a situation where the brand name 'Rijnlands' actually constitutes a guarantee of high-quality education.

Each of the schools will have of a clear quality assurance system in place that contributes to the development of improved quality awareness at the schools, as well as of quality indicators for internal and external accountability. These indicators have to show that the scores of the Rijnlands schools are better than just good.

10. Expansion of the foundation's international presence.

Increasing international awareness is a social trend that is currently creeping into education. The Foundation 'Het Rijnlands Lyceum' considers internationalisation a core value, and has already assumed an important role at an international level. This leads to new opportunities and issues for the future. One important opportunity is that we can better share benefits and take advantage of successes together. Apart from an "international dimension", the foundation is also looking to strengthen its "European" dimension.

The foundation will further flesh out its (meta-school) internationalisation policy, with a focus on different aspects (expats as a target group in the Netherlands and abroad, IGVO (Internationally-Oriented Secondary Education), IGBO (Internationally-Oriented Primary Education), NTC (Dutch Language and Culture Education), TTO (Bilingual Education), internationalisation/ Europeanisation of regular education). The foundation strives to realise more synergy between the various experiences surrounding internationalisation.

11. Focus on citizenship.

Social orientation is becoming ever more important in education. The foundation wants to contribute to citizenship and civic education in the widest sense of the concept, in line with its core values.

The curricula of the schools cover social values (such as respect and tolerance), social commitment, democratic principles (in a Dutch and European context) and sustainability.

Work Agenda for Strategic Priorities 2008/2009 – 2011/2012

Priority	Intended results before summer 2009	Intended results before summer 2010	Intended results before end of 2012
1. Culture of professionalism.		<ul style="list-style-type: none"> • Themed meeting 'Culture of Professionalism' (executive director/principals). • Definition/implementation 'Professional Statute' for staff. 	<ul style="list-style-type: none"> • Evaluation of the 'Professional Statute'.
2. Governance and staff/student/parent participation.	<ul style="list-style-type: none"> • Good Education Governance Code for Secondary Education, and Guidelines for Remuneration for Executive directors in Secondary Education are observed. • Management agreements (cyclical approach to objectives and realisation through strategic plan, annual plan, accountability on results, evaluation and review): <ul style="list-style-type: none"> - sup. board/executive director - executive director/principals 	<ul style="list-style-type: none"> • Reviews of functioning of governance and staff/student/parent participation, held between: <ul style="list-style-type: none"> - supervisory board/executive director - executive director/principals - executive director/joint participation council • Evaluation of management agreements. 	<ul style="list-style-type: none"> • Second round of reviews.
3. Competitive employership (dealing with impending teacher shortages).	<ul style="list-style-type: none"> • Drawing up a qualitative and quantitative long-term staffing plan for schools (and the central service office). • Policy plan Competitive 	<ul style="list-style-type: none"> • Reassessment of qualitative and quantitative long-term staffing plan. 	<ul style="list-style-type: none"> • Evaluation of the results of the policy plan. • A labour market position that enables us to fill vacancies with well-qualified staff.

Priority	Intended results before summer 2009	Intended results before summer 2010	Intended results before end of 2012
	<p>Employership with elements such as:</p> <ul style="list-style-type: none"> o Policy on the allocation of duties and support for new teachers. o Professional development for teachers o Perpetuation of relations with universities and other institutions of higher education (for recruitment and training of teachers). o Opportunity to work at our schools abroad. o Recruitment abroad o Creative staff deployment <p>Creative supplementary policies</p> <ul style="list-style-type: none"> • Policy plan for labour market communication. 		
4. Strategic Staff Policy.	<ul style="list-style-type: none"> • Further development of basic staff administration. • Quantitative and qualitative personnel plans. • Introduction of new job mix (LeerKracht [Teacher] Action Plan). • Structural introduction of staff reviews in agreement with the collective labour agreement. 	<ul style="list-style-type: none"> • Evaluation and possible adjustment of the Staff Manual. • Setting up integral staff policy. • Care and support structure set up. 	<ul style="list-style-type: none"> • Satisfaction of internal stakeholders regarding quality of basic administration (>70%). • Employees satisfied with staff policy of foundation and schools (>70%).

Work Agenda for Strategic Priorities 2008/2009 – 2011/2012

Priority	Intended results before summer 2009	Intended results before summer 2010	Intended results before end of 2012
5. Administrative and staff service.	<ul style="list-style-type: none"> • Services package offered by central service office, after consultation with schools. • Management information for executive director and principals in order. • Service level towards schools, branches abroad and staff members defined. • Administrative organisation (including obligations administration) in order. • Expansion of services package with purchase and facilities management (periodic maintenance). 	<ul style="list-style-type: none"> • Quality assurance system for staff service implemented. • SLAs entered into. 	<ul style="list-style-type: none"> • Positive results in customer satisfaction survey.
6. External and internal communication.	<ul style="list-style-type: none"> • Themed meeting about communication policy (internal/external) • Policy memorandum PR and marketing policy with clear objectives. • Policy memorandum internal communication policy. 	<ul style="list-style-type: none"> • Actions for external and internal communication policy carried out. 	<ul style="list-style-type: none"> • Objectives for external PR and marketing policy realised. • Objectives for internal communication policy realised.

Priority	Intended results before summer 2009	Intended results before summer 2010	Intended results before end of 2012
	<ul style="list-style-type: none"> • Policy memorandum specifying how core values will be emphasised and internalised. 		
7. Financial policy.	<ul style="list-style-type: none"> • Definition of financial ratios (targets) and benchmarks. • Long-term operating and investment budget and planning available. 	<ul style="list-style-type: none"> • Digitalisation of invoices processing, contract management, purchase policy and long-term facility planning (periodic building maintenance) realised. • Financial ratios realised. 	<ul style="list-style-type: none"> • Evaluation of investment budget and planning. • Evaluation of contract management, purchase policy and facility planning (periodic maintenance).
8. Education: vision and teaching scope	<ul style="list-style-type: none"> • Joint principles defined for education. • Research into opportunities and threats in the teaching activities (in its widest sense) within the foundation. • Policy choices on: <ul style="list-style-type: none"> - teaching activities abroad; - capacity of International School The Hague/ Internationally-Oriented Secondary Education; - European Baccalaureate. • Orientation on certain accents within the curriculum (culture, Europe, sports, etc). 	<ul style="list-style-type: none"> • Other policy choices on teaching activities, including: <ul style="list-style-type: none"> - The current distribution of VMBO-t (preparatory vocational education); - Primary Education/ Internationally-Oriented Primary Education; - distinguishing Rijnlands from competitors. Possible policy choices at foundation level regarding certain accents within the curriculum (culture, Europe, sports, etc). 	<ul style="list-style-type: none"> • Evaluation of policy choices.

Work Agenda for Strategic Priorities 2008/2009 – 2011/2012

Priority	Intended results before summer 2009	Intended results before summer 2010	Intended results before end of 2012
9. Quality control.	<ul style="list-style-type: none"> • A set of quality indicators (student/parent/staff satisfaction) drawn up • Quality indicators. • School and central service office select suitable quality control system. 	<ul style="list-style-type: none"> • Minimum availability of 75% agreed. • Zero measurement for quality at each of the schools. • Educational results (cf. Inspectorate's standard) at least at average level per school. • Quality control system implemented at each of the schools. 	<ul style="list-style-type: none"> • 100% availability of agreed quality indicators. • Quality improvement at each of the schools in relation to the zero measurement, wherever relevant. • Educational results (cf. Inspectorate's standard) at least at average level and partly at above-average level per school.
10. International presence.		<ul style="list-style-type: none"> • Policy memorandum 'internationalisation' with concrete objectives regarding Internationally-Oriented Primary and Secondary Education, bilingual education and internationalisation within the regular curriculum. • Research into opportunities for international cooperation on an educational level. 	<ul style="list-style-type: none"> • Policy memorandum 'internationalisation' carried out.

Priority	Intended results before summer 2009	Intended results before summer 2010	Intended results before end of 2012
11. Citizenship.	<ul style="list-style-type: none"> • Development of mission and policy. 	<ul style="list-style-type: none"> • Concrete policy plan with clear goals. 	<ul style="list-style-type: none"> • Evaluation of policy and results.

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