



Good conduct

Integrity Code of the Ons Middelbaar Onderwijs association

We employ four basic principles¹ for good conduct:
human dignity, general well-being, solidarity and shared responsibility.

Human dignity: every person counts

The Ons Middelbaar Onderwijs association believes in a society in which every person counts. Every person has a dignity that which must be respected in every respect and by all. Every student and every colleague – every human being – deserves respect. Especially those who may be having a hard time. Every person matters – simply for who they are.

General well-being: no man is an island

People weren't meant to be alone, and are connected in a variety of ways. A community can only flourish if its people can flourish. And together we are responsible for our community. Together we form a safety net, at school and outside of it, in which we help and respect each other. There is a place for everyone in our community. People are also connected to their social environment. We develop this environment sustainably, and share the proceeds honestly.

Solidarity: caring for each other

We care and look out for each other. We do this from our personal commitment to contribute to the general well-being of everyone at school, and everyone involved with the Association. If someone isn't managing, we'll help out. We help each other. Everyone gets their share, without any judgements about their situation.

Shared responsibility: contributing to the group effort

Everyone is good at something. Thus, we all make a unique contribution to society. Together, we are responsible for the Association. We don't do people's work for them, but instead help them improve what they are good at. And if they aren't managing, we offer them help. People flourish when challenged.



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Ons Middelbaar Onderwijs association

vereniging
ons middelbaar onderwijs

onderwijs met overtuiging



Good education, being a good person, living a good life, and good conduct

In the document 'Zingeving en Goed Onderwijs' ('The Search for Meaning and Good Education') the identity of the Ons Middelbaar Onderwijs association is provided with three basic concepts: good education, being a good person, and living a good life. In daily life, people are especially inspired by observed behaviour. After all, behaviour reveals what the true meaning of identity is. In this Integrity Code, therefore, the three basic concepts of the association's strategy document on identity ('Zingeving en Goed Onderwijs') have been complemented with 'good conduct'.

Living together, learning together

Exemplary behaviour is an essential part of primary and secondary education. The transfer of knowledge and skills is never value-free, but reveals an underlying vision, a certain image of man and society, of our world. The OMO Integrity Code identifies how we translate our four basic principles into our daily practice. How we pass them on, and how we apply them. At its heart, the code identifies how we look at ourselves and society and how we behave. We keep each other on our toes and call the other person to account for their behaviour. And if necessary, we intervene.

The Ons Middelbaar Onderwijs association considers the provision of education as a service to society. That is our basic view and our *raison d'être*. We are not there for ourselves, but for our students. Our education is not about protocols, structures and systems, but primarily about people. We provide human scale education for every person – for every whole person. Education is more than just transferring, and learning to reproduce knowledge. School is a place where young people are shown how to live and learn together, with all their talents, and with all their mutual differences. After all, it's better to help each other achieve a mutually satisfying result than fight about the best way to do something. No one is excluded from living and learning together. School is also a place where young people learn to think critically and express their thoughts, and think of new things that could contribute to society. Education cannot create good people; people mostly create themselves. However, education can contribute to the development of a person. Through what we offer in the curriculum and how we conduct ourselves, we place our trust in people and encourage them to contribute to society.

Consulted sources:

- Integrity Code of the Secondary Education Council, June 2015
- Homily of drs. Titus Frankemölle, deacon of diocese of Breda, rector of the Quadrant Scholengroep in Dongen and Oosterhout, and chairman of the Dutch Catholic Schools Council (NKSR), given at the 100-year anniversary celebration of the Ons Middelbaar Onderwijs (OMO) association, on 11 December 2016.
- Address of the education bishop Mgr. Jan Hendriks during the official farewell for Dick Wijte, LL.M., as acting Chairman of the NKSR, April 2016.
- 'Meer liefde! – Katholiek sociaal denken als alternatief voor het neoliberale mensbeeld' ('More love! - Catholic social thought as an alternative to the neoliberal view of humanity'), drs. Thijs Caspers, in Tijdschrift voor Geestelijk Leven ('Magazine for Spiritual Life'), 2014.
- 'Katholiek sociaal denken, een levende traditie' ('Catholic social thought, a living tradition'), website of the Association of Catholic Social Organisations (VKMO).

¹ Our source of inspiration here is Catholic social thought, which came about at the end of the 19th century, in response to existential questions in society. In this doctrine, the individual is not central, but the person as relational being.