

# Roadmap 2023



**Education with  
conviction**

# Roadmap 2023: Reading guide



## Roadmap 2023: Reading Guide

### The process

Under the motto, 'Development is a shared journey', the Ons Middelbaar Onderwijs association launched a process at the end of 2015 to create a new strategic policy document: 'Roadmap 2023'. For this purpose, discussions have been entered into with various stakeholders within the Association about the direction of our education, student development, and the significance thereof for the teacher, the school and the Association.

This led to some very interesting open discussions and lively debates. The results of these debates were used as input to sketch the outlines of Roadmap 2023. This outline policy document was then discussed with school heads, the Supervisory Board, and the consultative bodies. We then invited our partners and contacts in the education and training chain, municipalities, partnerships, Advisory Councils and experts to respond to the text.

### Inspiring and providing direction

We would like to say something about the design and style of 'Roadmap 2023'. The term 'Strategy' actually says it all: This strategic document has been drafted to give direction to the ambitions and the activities of the Association, and to inspire and challenge. The editors opted for a narrative style, with the metaphor of a roadmap. Roadmap 2023 concerns a continuous development that befits the diversity of the schools, starting from shared goals and, in particular, shared values. Students embark on an educational journey from different starting positions. It's not about goals that can be ticked off a list, as it were. In the last paragraph, sticking to our metaphor, we will arrive at our destination.

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In the various sections, students, parents, teachers, teaching support staff and school heads are addressed directly. This was done to stress the fact that this education policy directly concerns every member of the school community. Everyone plays their own part in the community, but we can only form a school community together.

Roadmap 2023 is therefore not a strategic plan in the classic sense. No SMART Goals have been outlined, and neither does it contain a SWOT analysis. In line with the Association's management philosophy, the schools are given space to give substance to the ambitions set out in Roadmap 2023 in their own way. Although the Roadmap provides direction, schools can work out the 'what', 'how' and 'when' in their school plan, which best fits their own vision, ambitions and development.

### Route Planner

We also created a so-called 'Route Planner' ('Koerswijzer') to accompany Roadmap 2023. Our 'Route Planner' offers schools, the Executive Board and the OMO Office a framework for translating the ambitions set out in Roadmap 2023 into their own school plans, the policy agenda of the Association, and the office plan. The 'destinations' and ambitions set out in Roadmap 2023 are represented through seven signposts. The central questions help in the dialogue and translation of the ambitions. The Route Planner will also act as an assessment framework for evaluating the school plans.



# Roadmap 2023



**Education with  
conviction**

## Education with conviction

**To develop yourself, you need the help of others. You will make it farther in life if you learn from and with each other, and if you give each other space to live well together. This is the central theme of the Roadmap.**

**Learning from and with each other**



The ambition of the school and parents is the education of a young person through the positive development of their talents. This is made possible by providing good education, appropriate to the specific school. Society is changing. As a result, teachers need specific knowledge and skills to enable students to qualify at a level befitting their talents through good education. This involves learning with one's head, heart and hands, which transcends the boundaries of traditional areas of knowledge. Every talent deserves to flourish in a social context.

**Learning to understand each other**

Collaboration, critical thinking, and problem solving are examples of skills that are necessary. Good education promotes self-development in an environment where people care for each other. It is important to learn to understand and utilise different opinions and cultures. The Ons Middelbaar Onderwijs association gives substance to this by teaching the student based on its four core values: good education/person/life/conduct.

**Core values: good education,  
good person, good life and  
good conduct**

This document is aimed at all those directly involved: students, parents and all the staff at the schools. After all, we are on a shared journey, and our compass is guiding us all in the same direction: educating the student and developing their talent by continuously learning from and with each other.



## The student

Our student: that's you. You're growing up and actively discovering yourself. You do a lot of this at school, where you spend time together with your fellow students.

A school is a safe and well-defined meeting place for doers and thinkers – a living and learning community where you can feel at home. Together with others you develop a team and contribute to the development of your school.

You matter, as a unique person, and you are allowed to be yourself. You're invited to develop your own special talents, using your head, heart and hands. We will help you to find your own way, while caring for others. Going to school means developing as a person. And of course, you also want to get a diploma that matches your talents, to allow you to get ahead in the world of work or in further studies.

**You matter, as a  
unique person**

### **For your development as a student, good education means:**

- **Learning from and together with others.**  
Stimulating your ability to learn interactively.
- **Being challenged to think critically and creatively.**  
Appreciating critical and creative thinking.
- **Being encouraged not to just accept things, but to investigate them yourself.**  
Encouraging an inquisitive mindset.
- **Learning to live and work together with others.**  
Promoting collaboration.
- **Acquiring knowledge aimed at good conduct, making things, and improving your communication and analysis skills.**  
Making codified knowledge about thinking and acting accessible.



- **Learning to think about issues and problems ordinary life.**  
Thinking based on real-world assignments.
- **There are many ways to learn something, and you should choose the way that works best for you.**  
Facilitating different learning pathways if that makes learning more effective.
- **Learning to think about who you are, what you're doing, and what you want to achieve.**  
Learning to reflect.
- **Learning to appreciate your own ambition and talents and finding ways to develop these.**  
Developing your own personal, professional identity.
- **Learning how to manage people, including yourself. Learning to interact with others and yourself in a positive manner by making use of your individual capacities. You'll also learn to deal with disappointments.**  
Support with self-regulation.
- **Working on fascinating projects inside and outside the school.**  
Enriching this learning through multidisciplinary projects.
- **Becoming media savvy. That is, learning how to use digital technologies wisely and responsibly. You also learn to deal with the negative aspects of social media.**  
Stimulating digital literacy by using digital technology, computational thinking, robotics, information skills, and media literacy.
- **Becoming aware of how people interact. Gaining an understanding of the relationships between countries and cultures across the globe.**  
Developing social and global awareness.

You're not alone on this journey. Living and learning become more meaningful if done together with others. It's OK to make mistakes and learn from them. You can be proud of what you and your fellow students accomplish.

**Managing people, including yourself**

Everyone is welcome at our school. You will learn to become a good person at school. We are all different, and yet equally important. That's why we are respectful to each other. Students should be given space for their own beliefs. Don't do something to someone else that you wouldn't want done to you. You will learn about what drives people: religions, worldviews, cultures, and values rooted in our Catholic tradition. You will thus gain a better understanding of the many different ways people choose to live their lives, and what good citizenship means. Students are encouraged to think critically about these matters.



**Give people space**

A good education is needed to become a world citizen, makes you resilient, and enables you to find your own way in an increasingly complex world.

**Good education makes you resilient**

## Parents/caregivers

As a parent/caregiver, you want to give your child opportunities for the future. Every team in every school is committed to supporting the education of your child. Together, we will challenge your child to develop their talents and ambitions. To do so, we will utilise their natural curiosity, creativity, and imagination. Every student is provided with a solid foundation of knowledge. We will challenge your child to establish links across different areas of learning to gain more insight into all kinds of issues. This will allow your child to orientate themselves in our modern knowledge and production oriented society, where digital technology transcends all boundaries. We are committed to providing education centring around both thought and action.

**Your support and participation are very important**

Your participation in the school community is appreciated and given form in consultation.

## Theachers

You act as a role model for your students. You are always learning, because you work with students and colleagues on daily basis. This attitude, along with continuous professionalisation, allows you to deal creatively with today and tomorrow's educational challenges. You are given the necessary space to do so. Accountability is part and parcel of this. You're allowed to make mistakes, and learn from them. You can learn by excelling at what you do. You can be proud of what you have achieved together with students and fellow staff.

**Continue learning and improving**

Good teaching should be appealing and student-oriented. However, there is no ready-made recipe for good teaching. Your expertise and inquisitive mindset will go a long way in guiding you as you seek to improve your teaching, as will an entrepreneurial spirit and design skills.

**Ask yourself and others  
critical questions**

You're not alone on this journey. Good education, which fits within the school concept, is something you develop together with your colleagues. Together with your colleagues, you will design and evaluate the curriculum, and work on what needs to be improved. All teachers are equal while each adding their own personal qualities to the mix. It is exactly this combination of different qualities that makes a team or department strong. Challenges are best met together. Exchanging views and information with colleagues makes you stronger.



**Education is created together**

Open your classroom doors. Share knowledge in your department or team, and outside the walls of the school. Feedback and reflection help you gain insight into your own professional identity. Thus, you will remain crucial for good education.

**Share your knowledge**

## Education support staff

Together with your colleagues, you form the backbone of the school. A school is a home to everyone who lives and works there. It will remain a pleasant and well organised place to live, as long as its administration is in order, its buildings are well-maintained, and its policies are well prepared.

Your work is appreciated. You are indispensable when it comes to the school as an organisation, as a living and learning environment. You, too, are an example that others can emulate. You are continuously developing yourself, you are given and take responsibility, and are accountable.

**Make school a safehome**

## The school head

You are more than the helmsman or woman: you are a moral figurehead. You set an example by doing what you ask of others. For example, you show others what cooperation and professionalism means. You exchange knowledge and experiences inside and outside the school.

As the person in charge, you are the school's guide. Developing education requires vision, and the ability to make choices. You inspire your colleagues. You assess whether you have achieved what you would like to achieve, in the context of a broad quality ethos. You render account for this and attach consequences accordingly.



Having an eye for employee opportunities is an art. You encourage them to develop and use their expertise. In the context of servant leadership, you ensure your colleagues are properly equipped. In addition, you encourage them to investigate their own actions and come up with their own proposals. That is, you are an inspirer. You are able to inspire colleagues to innovate. With them, you create a culture of growing mastery.

**Inspire your colleagues  
to innovate**

## The school

A school is in the middle of a neighbourhood, village or district. The atmosphere at the school fits with its surroundings.

The school maintains ties with its surrounding living and learning environment such as the neighbourhood, primary education, continuing education and businesses, local government, sports and support facilities and cultural institutions.

At the same time, the school is located in the big wide world. This world enters the school visibly via different cultures and is also tangible in relations with schools abroad. Furthermore, as a result of technological developments, education is no longer time and location-specific.

However, the physical school remains the central meeting place. As the mountaineer knows well: you need a well-organised base camp if you want to get to the top.

**The school in the world,  
and the world in the school**

## The region

The school fulfils its social responsibility in its immediate environment. Regional educational strength is increased through cooperation with the various partners from the surrounding region. The regional orientation of the school opens up more opportunities for developing real-world, appealing education and, for example, making youth care more accessible.

We care about all our students and everyone deserves appropriate education. In the event of reduced student numbers, we aim to retain diversity and a wide range available courses. This too requires cooperation with others in the region.

**Together strong in  
the region**

## The OMO association

The school is not the only one who is not alone on this journey. By cooperating with other schools of the Association, schools increase their options. Our strength goes beyond organisational issues: we are an association of values.

- We're travelling in the same direction.
- We share the principles of good education.
- Good education, being a good person, living a good life, and good conduct cannot be considered in isolation.
- Cheerful, enriching, surprising, skilled, in contact with each other, and lastly, responsible and accountable – this is how we meet students, parents, colleagues and the outside world.



- We promote innovation.
- We embrace and make use of diversity.
- We learn from and with each other.
- We train future teachers with training partners.
- We live according to our code of good conduct.

From this value orientation, we are in dialogue with each other, and with others such as knowledge institutes, interest groups, youth organisations and local authorities.

**We are an association of values**

## The schoolbuilding

Each building reflects the school's own interpretation of good education. This is our starting point when refurbishing, renovating or building a school. Thus, views about the school's own form of education are taken as the starting point. Of course, everything we build is also sustainable and environmentally conscious. Above all, schools should be a pleasant living and learning house with excellent and accessible facilities. The school building is an open centre for all kinds of activities in the neighbourhood.

**Contemporary living and learning house**

## Value

Each person that works in one of our schools or our Association has their own sense of dignity, which is equally valid to that of others. You are given the space to develop your own talents. You are the owner of your own development process. We assume that you will want to be responsible, together with others, for our education. You should get what you deserve.

**Developments is valued**

We encourage our employees to develop a broad range of skills through orientation inside and outside the education sector. In dialogue with other teaching establishments, knowledge institutes and the business community, we utilise talented individuals in the labour market.

## Operational management

You can count on the school's finances being in order. We spend our funds smartly, focusing on our students and their education. We account for our decisions and actions and adjust things in a timely manner if necessary. Our business is operated in an extremely efficient manner. A school should do what it is meant to: provide good education for every student. Operational management should make this possible.

**Our administration and finances are in good order**

## The 'destination'



Why 2023? That's the destination of our journey! By the year 2023, we will already have equipped many students in a complex society for further education and success on the labour market. We used Roadmap 2023 to plan our journey to our destination: 2023. The following key points were highlighted:

- We show that 'Good education' based on the ambitions of the schools, stimulated self-development, and living and learning together.
- The intended educational innovation of every school has been demonstrably realised.
- Moral issues, including digital developments (such as 'social media', robotics and 'Big Data') have been given a clear place in our education.
- We further defined the concepts of an inquisitive attitude and design skills, which became the basis for development, while learning from and with other colleagues.
- Talent development is a visible anchor in the policy of the school.
- Our shared values were deepened by entering into a dialogue with each other as an Association.
- The school is recognisable as a safe, structured living and learning community, which is located in the real world.

**We shape our ambitions**



We feel confident about the challenges of the coming years. Society never stops changing, so we will continue having to come up with answers to new questions. 2023 is anything but an end point, but rather a road stop, on our further journey.

**2023 is just another  
road stop on our  
journey**

Roadmap 2023 is accompanied by a Route Planner. This Route Planner will help schools in conducting dialogue and translating the ambitions set out in Roadmap 2023 into concrete plans.

# Route Planner



## Route Planner

This 'Route Planner' offers schools, Executive Board and the OMO Office a framework for translating the ambitions set out in Roadmap 2023 into their own school plans, the policy agenda of the association, and the office plan.

The 'destinations' and ambitions set out in Roadmap 2023 are represented through seven signposts.

The central questions help in the dialogue and translation of the ambitions.



Signposts	'Destination' and ambitions	Central questions
<b>1</b> Shared vision translated into concrete policies / objectives in open dialogue and with space for own interpretation.	<b>Our core values are: good education, being a good person, living a good life, and good conduct</b> <ul style="list-style-type: none"> <li>• Deepening our shared values by remaining in dialogue with each other</li> <li>• Learning from and with each other</li> <li>• Stepping up talent development of staff</li> <li>• Utilising diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Where is this vision reflected in the school plan / office plan / policy agenda?</li> <li>• How is support and concrete involvement stimulated at all levels?</li> <li>• Has support indeed been created for the policies?</li> </ul>
<b>2</b> Effective leadership within the school	<b>You are more than the helmsman; you are a moral figurehead</b> <ul style="list-style-type: none"> <li>• Encouraging employees to develop and use their expertise</li> <li>• Stimulating result-oriented work, accountability, and attaching consequences to analyses</li> <li>• Inspiring acquisitive learning and working and acting on the basis thereof</li> <li>• Encouraging people to share their knowledge and experiences inside and outside the school</li> </ul>	<ul style="list-style-type: none"> <li>• What shows that the talent and expertise of employees are optimally developed and used?</li> <li>• How is knowledge sharing stimulated and utilised?</li> <li>• In what way does research contribute to the school's development?</li> <li>• In what way can the identity awareness of the school be recognised in the leadership?</li> </ul>

Signposts	'Destination' and ambitions	Central questions
<p><b>3</b></p> <p>Good education within a safe learning and living community</p>	<p><b>To develop yourself, you need the help of others</b></p> <ul style="list-style-type: none"> <li>• Developing talents of the head, heart and hands</li> <li>• Ensuring everyone is allowed to be who they are</li> <li>• Achieving a safe, structured living and learning community, which is located in the real world</li> <li>• Offering 'good education' based on the school's ambitions</li> <li>• Living and learning together with a conscious focus on self-development</li> <li>• Focusing on moral issues (e.g. around communication)</li> <li>• Satisfying the quality requirements for education</li> <li>• Ensuring qualification</li> </ul>	<ul style="list-style-type: none"> <li>• How does the school use pedagogical and didactic methods, its courses and ethics to promote the self-development of students?</li> <li>• How does the school stimulate learning and living together?</li> <li>• Does the education lead to qualification?</li> </ul>
<p><b>4</b></p> <p>HRM policy</p>	<p><b>Every talented student deserves to flourish</b></p> <ul style="list-style-type: none"> <li>• Stimulating an inquisitive attitude and design skills</li> <li>• Contributing to the shared responsibility for education development</li> <li>• Supporting the development of each student's personal professional identity</li> <li>• Making use of talents and expertise</li> </ul>	<ul style="list-style-type: none"> <li>• How has the shared responsibility for the education been facilitated by the organisation and the communication within the school?</li> <li>• How does the HRM policy contribute to the development of the school and the personal professional development of staff?</li> </ul>

Signposts	'Destination' and ambitions	Central questions
<p><b>5</b> A focus on improvement based on collective and individual learning capacity</p>	<p><b>Your expertise and inquisitive mindset will go a long way in guiding you as you seek to improve your teaching</b></p> <ul style="list-style-type: none"> <li>• Assessing whether the school has reached what it set out to achieve</li> <li>• Accountability and attaching of consequences</li> <li>• Innovation of one's own education</li> </ul>	<ul style="list-style-type: none"> <li>• What innovation has the school achieved based on its own pedagogical concept, and how has it done so?</li> <li>• Which pace and milestones have been chosen to do so?</li> <li>• What is the basis for the choices made?</li> <li>• What does the school learn from the evaluations?</li> <li>• How is the implementation going?</li> </ul>
<p><b>6</b> Involvement of and accountability with respect to stakeholders</p>	<p><b>Giving form to parent and student participation in the school community is a shared process. We are connected to our surrounding living and learning environment</b></p> <ul style="list-style-type: none"> <li>• Involving parents in the development of the students</li> <li>• Participation of parents and students in school life</li> <li>• Maintaining contacts with the surrounding living and learning environment and local authorities</li> <li>• Maintaining diversity of the education offered regionally</li> <li>• Creating appropriate education in dialogue with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• How has the partnership with parents been given form?</li> <li>• In what way is the school embedded in the region and active in regional networks?</li> <li>• Does the school contribute to a comprehensive range of education in the region?</li> </ul>
<p><b>7</b> Operational management in order</p>	<p><b>Our business is operated efficiently.</b></p> <ul style="list-style-type: none"> <li>• Spending funds wisely, with a focus on good education for students</li> <li>• Having and keeping the operational management in order</li> </ul>	<ul style="list-style-type: none"> <li>• Have the ambitions of the school been properly translated into a multi-annual perspective, taking into account the school's development in the region and social role?</li> </ul>



vereniging  
ons middelbaar onderwijs



onderwijs met overtuiging

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