



STRATEGIC PLAN 2025-2029

# GOOD EDUCATION, *AND MORE*

Engaged and ambitious

# Contents

[Foreword](#) →

[Summary](#) →

[Het Rijnlands 2024](#) →

[Contact](#) →

[1. Introduction](#) →

[Steadfast](#)

[How did the strategic plan come about?](#)

[2. Our mission in the region and in the world](#) →

[Ideologically-neutral educators](#)

[The importance of independent thinking and acting is greater than ever](#)

[Contributing to an increasingly international society](#)

[Mission](#)

[Vision on education](#)

[Core values](#)

[3. Evaluation of the past period](#) →

[Were the promises adequately fulfilled?](#)

[Many strategic assignments completed or under development](#)

[4. Developments in our surroundings](#) →

[Sustainability](#)

[Digitalisation & artificial intelligence](#)

[Well-being of students](#)

[Inclusion](#)

[Increasing accountability and regional cooperation](#)

[Internationalisation](#)

[Scarcity on the labour market](#)

[5. Ambitions for the coming period](#) →

[Good education, and more](#)

[Quality and innovation go hand in hand](#)

[Working at Het Rijnlands is stimulating, meaningful and fosters growth](#)

[A safe and respectful school with modern facilities](#)

[6. Engaged and ambitious on the path to 2029](#) →

# Foreword

**Education is about passion, drive and the will to make a difference for young people every day. Our colleagues come to school every day with the aim of contributing to the development of our students.**

**That is quite a responsibility. Parents entrust their children to us and older students consciously choose to go to school with us. Our staff are fully committed to our objectives every day: ‘Good education, *and more*’.**

For ‘Good education, *and more*’, sitting still is not an option. What do recent social developments mean for our education? How do we guarantee quality and at the same time ensure innovation? How do we tackle the challenges of staff shortages? And how do we remain real professionals ourselves?

Many questions, with many possible answers. This strategic plan does not claim to offer perfect solutions, as doing so could create a false sense of controllability, which we aim to avoid. Instead, our goal is to provide clear direction, highlighting areas where change or innovation is necessary.

In this strategic plan we describe the strategy for the coming years on the basis of four ambitions. For each ambition we have formulated a limited number of goals and the most important actions. Our focus is on clarity and compactness. Naturally, we will further elaborate on the goals and actions. More than ever, schools and staff departments are working together on this. We learn from and with one another and thus strengthen each school individually.

Our school group is colourful, with a rich palette of schools, school types, languages and cultures. Each school has its own identity and unique colour. This means that each school will translate this strategic plan into the context of its own school community.

We wish everyone considerable success and enjoyment in further developing this strategic plan. Together we will advance our education by being engaged and ambitious!

*Executive Board  
Stichting Het Rijnlands Lyceum*

# Summary

**The world around us is changing rapidly. Themes such as basic skills, the well-being of students, sustainability and scarcity on the labour market require our attention.**

These developments not only affect education itself, but also the way in which we position ourselves and function as an organisation. They challenge us to look ahead, respond to new needs and opportunities while remaining true to our mission, core values and vision on education.

The ambitions have been translated into goals and actions, the progress of which is regularly evaluated. We encourage collaboration within and between schools, and with external partners, in order to realise our ambitions.

## In the coming years we will focus on the following four ambitions:



1

**Good education, and more**

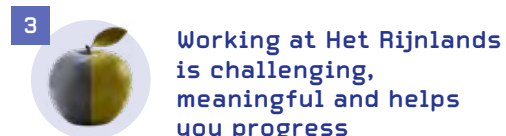
In its education, Het Rijnlands combines knowledge and skills with global citizenship, sustainability and inclusion. In addition to our Dutch education, we also cherish our leading position in international and European education. The schools of Het Rijnlands, together with the schools in the region, are committed to offering all students a suitable place.



2

**Quality and innovation go hand in hand**

Het Rijnlands is dedicated to delivering high-quality education and fostering continuous innovation. Quality assurance is being enhanced through a foundation-wide approach and ongoing professional development. We focus on strengthening core skills, ensuring schools are committed to promoting equality of opportunity. Additionally, digitisation is leveraged to enrich the learning experience.



3

**Working at Het Rijnlands is challenging, meaningful and helps you progress**

Het Rijnlands aims to be an attractive employer for current and future staff, pays attention to sustainable employability and works to strengthen the professional culture. Important actions are strategic personnel planning, intensive guidance of new staff and attention to vitality and professional development.



4

**A safe and respectful school with modern facilities**

Het Rijnlands is committed to a safe school environment with modern facilities and a strengthened IT infrastructure. The focus is on well-being, resilience, strengthened mentorship and a future-oriented learning and working environment.



# Het Rijnlands 2024

## Schools

### Rijnlands Lyceum Oegstgeest

#### Secondary education

- havo, vwo (atheneum and gymnasium)
- bilingual education
- IB international school

### Rijnlands Lyceum Sassenheim

#### Secondary education

- mavo, havo, vwo
- bilingual education

### Rijnlands Lyceum Wassenaar

#### Secondary education

- havo, vwo (atheneum and gymnasium)
- bilingual education
- IB international school

### Eerste Nederlandse

### Montessorischool (ENMS)

#### Primary education

Montessori education

### International School of The Hague

#### Primary education

International Primary Curriculum (IPC)

### International School of The Hague

#### Secondary education

International Baccalaureate (IB)

- Middle Years Programme (MYP)
- Diploma Programme (DP)
- Career Programme (CP)

### European School The Hague

#### Primary education

Curriculum European Schools

### European School The Hague

#### Secondary education

European Baccalaureate (EB)

### School for Young Talent

#### Secondary Education

havo, vwo with preparatory programme for higher professional education in music, dance or visual arts

## Students



**7.500**  
total number  
of students

1.800  
Primary education

5.700  
Secondary education



**92%**  
average  
pass rate

mavo: 95%  
havo: 87%  
vwo: 90%  
IB CP: 100%  
IB DP: 95%  
EB: 100%

## Staff



**1.200**  
total number  
of employees

940  
FTE

70% female  
30% male



**45,9**  
age

average age  
of staff

**5,2 %**  
absenteeism

## Sustainability



**27,5 kg**  
residual waste

On average per student



**550.000 m<sup>3</sup>**  
gas consumption

**2,5 million kWh**  
electricity  
consumption



**6 million sheets**  
paper consumption

That is equivalent to  
10 trees per month



# 1. Introduction

**The strategic plan serves as a guiding framework for our school group: it defines our ‘dot on the horizon’ and how we work toward it. A good strategic plan helps us to reflect and exchange ideas. The plan reflects our ambitions, inspires and helps us to make proactive choices. We set goals for the coming four years and outline how we want to achieve these goals.**

Stichting Het Rijnlands Lyceum is a diverse and multifaceted school group. A defining characteristic of our Stichting is its international education offering: nearly 60% of the 7,500 students follow a non-Dutch curriculum.

The Stichting includes:

- a Montessori primary school
- a Dutch secondary school
- two secondary schools with a Dutch and an international department
- four schools that have a completely non-Dutch curriculum (primary and secondary education; international and European)

Finally, the School for Young Talent (part of the University of the Arts) is also affiliated with our Stichting as a secondary school.



### **Steadfast**

We remain steadfast, in line with the previous plan 'Together for good education, and more...!'. There is no reason to radically change our mission or pledges, but they must evolve with the times. After all, the world is no longer the same. Consider, for example, the impact of rapid digitalisation and AI, the increasing pressure on quality assurance and the well-being of students and staff.

### **How did the strategic plan come about?**

This strategic plan has been drawn up in close collaboration by the school leaders, the central services office and the board of the Stichting, with the interim involvement of the Supervisory Board and the joint participation councils. In addition, discussions were held at the schools about the developments and goals.

When drawing up the strategic plan, a lot of attention was paid to the considerable diversity of schools within our Stichting. In the process, we continually asked ourselves whether the goals were feasible and the actions were practical for all schools.



## 2. Our mission in the region and in the world

The founders of Het Rijnlands Lyceum had a clear and ambitious vision of what they wanted to achieve with the new school. They envisioned an educational institution that did more than just impart knowledge; a place where students would not only gain knowledge, but also grow personally.

'Since imparting knowledge is always assumed to be at the forefront of Dutch education, the founders felt no need to emphasise this aspect, but rather to focus on the duty of every education system to 'foster the art of independent working and thinking'. In the description of the objective, it is therefore stated that teachers, in providing instructions, 'must particularly strive to develop students into independently thinking and acting individuals and, in doing so, adapt their teaching as much as possible to the needs of society.' (*Rijnlands Lyceum commemorative book 1936 - 1946*)

→ [Mission](#)

→ [Core values](#)

→ [Vision on education](#)





### **Ideologically-neutral educators**

We are ideologically-neutral educators: what distinguishes us is that we were not established on the basis of a religious conviction, but on the basis of the mission to stimulate children to learn to think independently. We encourage them to embrace differences in beliefs and backgrounds and thus contribute to a better society where care for others plays an important role.

### **The importance of independent thinking and acting is greater than ever**

Today, the need for independent thinking and acting is greater than ever as a result of developments in society. These developments require people to be resilient in dealing with setbacks and be resistant to, for example, disinformation. That is why independent thinking and acting is anchored in our curriculum. However, this is not only aimed at the individual. In a society that is becoming increasingly complex and dynamic, qualities such as collaboration, creativity and critical thinking are essential to stay connected. We also value independent thinking and acting so that students can contribute to strengthening the community in their adult lives.

### **Contributing to an increasingly international society**

In addition, we want our education to train citizens who feel responsible for the development towards a sustainable society. This is of paramount importance to the schools of Het Rijnlands, whose founders were already of the opinion that (secondary) education is about more than just preparing for further education, but also about the development of citizenship.

With the international orientation within the Stichting, the founders' original horizon has been broadened to include global citizenship. For us, citizenship goes further than just Dutch society; it is about global citizenship.

## Mission

Our mission reflects the identity of our Stichting: it revolves around our beliefs and values that connect us and that we want to pass on to our students. This mission reads as follows:

**‘We educate students to become independent thinkers and actors. Our schools are particularly neutral in terms of signature and embrace the differences between people. We encourage students to contribute to a better and sustainable world.’**

## Vision on education

Our schools are increasingly working together, despite the major differences in curricula, target groups, languages and cultures. A shared vision of education helps us take further steps in quality assurance and educational innovation.

Our education focuses on the holistic development of students, with particular attention to global citizenship. We take a holistic approach to guiding students within the domains of qualification, socialisation, and personal development. We offer students a broad curriculum, enabling them to acquire a combination of knowledge and skills. We support students in taking responsibility for their own learning process.

We strive to provide a safe environment where students can engage in meaningful learning and are given the space and opportunities to discover how they can use their talents to contribute to a better and sustainable world.

Together, we strive to realize this vision by cultivating a quality-driven culture rooted in appreciation and evidence-informed practices. We place trust in one another to make the right decisions and actively reflect on what is working well and what can be improved. This foundation enables us to learn from one another and collaborate effectively to achieve excellence. We believe it is important to base decisions about educational quality on knowledge gained from research and practical experience, while carefully considering how this aligns with the specific context of the school.

## Core values

Core values are what brings us together within the Stichting. They serve as a guide for our daily actions. We convey these values to one another and to our students, translating them into specific behaviour and rituals within the school and classroom

**Our approach is based on trust in each person, their ability to give direction to their life and to take responsibility in it.**

**Our approach is based on the will of every human being to learn and develop, as a result of their curiosity and creativity.**

**Our approach is based on everyone’s own identity, cherishing diversity and keeping a close eye on mutual respect.**

**Our approach is based on the importance of everyone contributing meaningfully to society.**



## 3. Evaluation of the past period

We started the discussion about the new strategy to be followed with an evaluation of the previous strategic plan ‘Together for good education and more...!’. When this plan was drawn up in 2020, it was noted that the significant growth and considerable diversity within our school group has consequences for the character and distinctiveness of the Stichting.

It was therefore a good time to reformulate the shared mission and core values. In doing so, we clarified what the school group stands for and what values make it meaningful to be part of one educational group. In the strategic plan, we also outlined promises to our students, staff, and parents, and described the strategic tasks required to fulfil those promises.

### **Were the promises adequately fulfilled?**

In preparation for the evaluation, we asked ourselves how students, parents, and staff perceive the promises made in the policy plan in daily practice at school, and how important these various promises are. Therefore, in the summer of 2024, a survey was conducted among (a portion of) students, parents, and staff. This research was carried out by an independent research agency.

Overall, students, parents, and staff gave us a rating of 7, indicating moderate to fair satisfaction with how the six key promises were fulfilled. When examining the average importance that students, parents and staff assign to these promises, it is clear that all are regarded as significant. The average scores are shown in the table below.

Promise	Satisfaction	Importance
A safe and respectful environment	7.1	9.0
A professional culture (only submitted to staff)	6.7	9.0
Good education and more	7.3	8.7
A modern, challenging learning environment	7.1	8.1
Internationally oriented education	6.8	8.1
Contributing to sustainability and well-being	6.5	8.1

- Dissatisfied (satisfaction score 6.0 or lower)
- Moderately satisfied (satisfaction score between 6.1 and 6.8)
- Fairly satisfied (satisfaction score between 6.9 and 7.3)
- Satisfied (satisfaction score between 7.4 and 7.7)
- Very satisfied (satisfaction score 7.8 or higher)

Source: Duo Educational Research

The research indicates that the content of the promises forms important pillars for our Stichting and should also be reflected in the new policy plan. However, the language used needs updating. It remains important that each school can adapt the content to the needs and ambitions that align with its own context.

### Many strategic assignments completed or under development

In the previous strategic plan, we identified a dozen strategic tasks, grouped into four themes. Many of these have been achieved, and we can be proud of that. Each school has given its own interpretation to the mission, core values, and promises. Substantiating and anchoring 'Good education and more...!' at the level of the Stichting proved to be a challenging task for a school group with such a great diversity in types of education. During the course of the strategic plan period, we have made reasonable progress, but we see it as a task for ourselves to take further steps in the new strategic plan.

Despite the growing labour market shortages in recent years, we have still been relatively successful in filling vacancies. We are pleased that we are seen as an attractive employer, the third strategic theme. Significant progress has been made in terms of collective learning and professional development, and we have now set goals that extend even further.

This also applies to several other aspects of our new strategic personnel policy. These include ambitious plans that have been incorporated into this new strategic plan.

The diversity within our school group is also reflected in the cooperation agreements within the Stichting. This mainly concerns the coordination between schools and the central services office in the areas of service provision and support. Gradually, the services are evolving from many tailor-made solutions per school to more streamlined systems and processes. Management and HR have been qualitatively strengthened, we have developed and implemented an IT vision for the Stichting, and the focus on Education & Quality has been significantly intensified.

The intention in the previous strategic plan was to collaborate on the strategic tasks. To this end, Management Deliberation was established, in which all directors and staff managers actively participate. This collaboration has rapidly taken shape in recent years, with other colleagues becoming increasingly involved. This generates a lot of positive energy. Collaboration means pooling strengths, developing together, and learning from one another.

As a Stichting, we have now entered a new phase, which requires a strategy tailored to the coming years.



# 4. Developments in our surroundings

This chapter describes relevant developments in our environment that we have gathered through discussions with the directors/principals, the Supervisory Board, and the joint participation councils.

## Sustainability

Sustainability is becoming an increasingly urgent issue in education, as the world faces growing challenges related to climate change. These global issues require a generation that is prepared for the complex problems of tomorrow and possesses the knowledge and skills to find sustainable solutions. By integrating sustainability into education, students not only gain insight into the impact of their choices but also learn to take responsibility for their environment. This makes them more resilient and better prepared to play an active role in a rapidly changing world.

## Digitalisation & artificial intelligence

The rapid digital developments, such as virtual reality, big data, and artificial intelligence (AI), are profoundly and rapidly transforming the world. This is increasingly impacting the educational landscape as well. These technologies enrich education and better prepare students for the future, for example, through personalised learning and new experiences. At the same time, they bring challenges, such as a changing pedagogy and the need to develop other skills. Education must focus on critical thinking and the effective application of knowledge and technology in a world where information is always available. For many teachers, this means they must develop not only subject-specific knowledge but also digital literacy.

## Well-being of students

In a world full of stimuli and constant connectivity, many students are under pressure. The flow of information through social media, news, and online content influences their identity, behaviour, and motivation. As a result, some experience more stress and have difficulty dealing with setbacks resiliently. Schools play a crucial role in supporting the well-being of students. By creating a safe and stimulating environment that pays considerable attention to social-emotional skills, students develop more resilience and self-confidence. This not only contributes to their well-being but also to better academic performance and a positive school experience.

## Inclusion

As part of the concept of inclusive education, the government aims to achieve inclusive education by 2035. To make more inclusive education possible, a joint approach is needed within the educational partnerships for inclusive education, where all schools work together to create a comprehensive network that supports inclusion.

For regular schools, this means a tangible shift: fewer students will be referred to specialised education, and more students will remain within regular education. This requires a proactive contribution from schools to provide the right support and guidance so that all students can benefit optimally from education in their own environment. Inclusive education is thus also a shared responsibility, of all schools in the region.

## Increasing accountability and regional cooperation

School groups are increasingly being held accountable, both to the government and to societal partners. Part of this concerns compliance, i.e. complying with legislation and regulations. Historically, this was about resources (funding), but increasingly, it is also about the education itself and the performance delivered. Transparency about results and contributing to societal goals, such as inclusion and equal opportunities, is central to this. Additionally, collaboration in the region is becoming more important; we have had educational partnerships for student care for some time, and education regions are now being added. This regionalisation is accompanied by different funding streams and the redistribution of responsibilities. By pooling resources with other schools and partners, school groups can respond more effectively to regional needs and challenges, such as teacher shortages and inclusive education. This combination of accountability and collaboration requires a strategic and unifying approach.

## Internationalisation

In the Netherlands, the number of foreign knowledge workers continues to rise. We are seeing an increase in the group without 'expat packages' and those who wish to stay longer. This group of 'internationals' is increasingly choosing Dutch schools for their children. For Dutch schools, it is important to be well-prepared for this specific target group of non-Dutch children. At the same time, the demand

from expats (who stay here temporarily, often with 'expat packages') continues to exist, and for this, the so-called internationally oriented (IGVO and IGBO) education has been established. At our European schools, we see that expats often stay in the Netherlands for longer periods. For our IGVO/IGBO schools, it is crucial to strike a balance between the quality and value we offer and the mandatory contributions required from parents.

## Scarcity on the labour market

The growing shortage of teachers and other educational staff is an increasingly concerning trend that is gaining prominence on the agenda. This shortage of qualified staff has several causes, including a rising outflow of both young and experienced teachers, an ageing workforce, and a decrease in the influx of new teachers from training courses. At the same time, the demands on education are growing. This increases the workload on staff, which can pose a risk to both the quality of education and the well-being of both staff and students. These shortages are expected to increase and persist for several decades. There is a growing realisation that we will need to adapt our education system to the structural scarcity on the labour market.



# 5. Ambitions for the coming period

We have evaluated the implementation of the previous strategic plan, described the shared vision for education, and explored relevant developments.

What does this mean for the period 2025-2029? In this chapter, we formulate our ambitions as a response to the changing context and in connection with our mission, core values, and vision. We will then develop these ambitions into concrete goals and actions.

## Our ambitions

- [1. Good education, \*and\* more](#)
- [2. Quality and innovation go hand in hand](#)
- [3. Working at Het Rijnlands is stimulating, meaningful and fosters growth](#)
- [4. A safe and respectful school with modern facilities](#)

### *A few remarks in advance:*

- For each ambition, we outline the goals for the coming four years and the key actions.
- Many goals contribute to multiple ambitions. We have carefully considered which ambition each goal contributes to most.
- We will develop the actions into plans with a clear phased approach.
- For the actions, we will monitor the effect based on quality indicators, including satisfaction surveys, so that we can show measurable, visible, and/or noticeable effects.
- Finally, we aim to provide enthusiastic staff with the opportunity to actively contribute to achieving the goals in the implementation of these actions. In this way, we can enrich the process with their knowledge and motivation.

1



## Ambition

# Good education, *and more*

‘Our education focuses on the holistic development of students, with particular attention to global citizenship.’

We offer our students a broad and comprehensive offering, enabling them to gain a combination of knowledge and skills. We strive for good learning outcomes at all our schools. We have established the standards and goals for this and they are evaluated annually. In addition to our Dutch education, we also have a leading position in international and European education. We naturally tailor our standards and goals to these different target groups. In addition, we pay attention to both students who need extra support and those who need extra challenges.

However, good education goes beyond acquiring knowledge; it is about preparing the future generation for a world that demands engagement and collaboration at the Dutch, European, and global levels.

With ‘and more’, we refer to our responsibility and ambition to invest time, energy, and resources in aspects that enrich students and prepare them for a meaningful future. We consciously go beyond what is asked of us: global citizenship is deeply embedded in our mission. It is an essential part of what we want to impart to our students. By connecting them with other cultures, or as a result of us facilitating that contact, we broaden their world and promote mutual understanding. We believe that the focus on global citizenship is more relevant than ever.

In a world where democracy is increasingly under pressure and where we are becoming more aware of the depletion of our planet, our ambition is to not only educate students but also to shape them into responsible, engaged global citizens. We want to encourage them to actively contribute to a more

sustainable and just world. By thinking critically about the world around them, both near and far, they learn the value of diversity and the importance of working together for the greater good.

A sustainable and just society is also an inclusive society. For us, inclusion is part of Good education, and more. An inclusive society starts with as many people as possible going to school together. The schools of Het Rijnlands, together with schools in the region, are committed to offering all students a suitable place in our schools.

→ [Goals and most important actions](#)



1



# Good education, *and more*

## Goals

### Goal 1

#### Learning outcomes

We have ambitious goals for our learning outcomes, tailored to the needs and capabilities of our student population.

### Goal 3

#### Global citizenship

We have anchored global citizenship in the curriculum at every school; part of this is that students will contribute to a better and sustainable world.

### Goal 2

#### International and European education

We maintain our leading position in international and European education by keeping it accessible and innovating where necessary.

### Goal 4

#### More inclusive education

We contribute to more inclusive education, in collaboration with other schools in the region. In this respect, we focus as much as possible on the qualities and needs of students.

## Most important actions

- **Framework goals** Our framework and measurable goals for learning outcomes are described in a separate document. We evaluate this document annually and then adjust the goals accordingly.
- **Tailored to student population** Schools develop and supplement these goals, tailored to the needs and possibilities of their student population.
- **International and European education** We closely monitor developments in student numbers and target groups for international and European education and adjust our offering where necessary.
- **Global citizenship, sustainability and internationalisation** All schools incorporate global citizenship, sustainability and internationalisation structurally into the curricula.
- **Regular school setting** Each school defines whether and how it can meet the needs of students that until now would lead to referral to special primary education/special education/special secondary education, but can be met in the future in the regular school setting. In other words, every school goes an extra mile.
- **Additional training for more inclusive education** Schools determine what expertise and additional training of staff is required so that more inclusive education becomes feasible.

# 2



## Ambition

# Quality and innovation go hand in hand

**‘We offer high-quality education and continue to innovate our education to respond to the needs of our students and society.’**

Ensuring the quality of education is a cornerstone of our work. A solid approach to quality assurance enables us to provide our students with a stable and consistent learning process, in which they can grow optimally. We will continue to work on this in the coming years. At the same time, we realise that focusing solely on quality assurance carries the risk of our organisation becoming too inwardly focused. We ensure that we always keep the purpose in mind. This means that we strive to continuously develop and innovate our education. Therefore, our ambition is focused on balancing the maintenance of the quality of current education with the stimulation of innovation.

We are looking for new insights and teaching strategies that align with the needs of our students and promote equal opportunities. For us, innovation is primarily about thinking critically and creatively about how we can improve our education. This requires an open and inquisitive attitude and a willingness to change.

In addition, we see digitisation and AI as important means of supports for innovation. The application of digital technology offers opportunities to both enrich the learning experience of students and strengthen the professional development of our staff. At the same time, we remain critical of the impact of technology and ensure that it serves our pedagogical and didactic practices, always in the best interest of the students. That is why we, as a school group, want to take a clear stance with regard to these developments, so that we can act consistently and thoughtfully throughout the Stichting.

2



# Quality and innovation go hand in hand

## Goals

### Goal 1

#### Quality requirements

We meet quality requirements, which means, among other things, that we pay special attention to basic skills, student development and guidance and pedagogical-didactic actions.

### Goal 2

#### Innovation

We improve and renew our education with (digital) innovations that respond to the needs of our students and contribute to equality of opportunity and talent development.

## Most important actions

- **Further development of quality assurance system** We continue to develop the quality assurance system, whereby schools and the Stichting have coordinated quality assurance cycles that are adjusted annually on the basis of evaluation.
- **Quality of reports** We are working to deepen the quality of reports and the interview cycle, so that insight into educational results and quality is increased.
- **Network of quality assurance officers** We ensure an active network of quality assurance officers from the schools and from the central services office with the focus being on joint professional development and knowledge sharing.
- **Peer visits** We introduce structured forms of peer visits between schools.
- **Quality assurance instruments** We deploy a number of instruments to support quality assurance throughout the Stichting, so that clear insight is created and the possibilities for knowledge exchange are increased.
- **Optimal talent development** We make every effort to ensure optimal talent development and equal opportunities, for example with two-year first-year classes, programmes for gifted students or the Career-related Programme.
- **Digitisation** We develop policy in the field of digitisation on the basis of which digital literacy is included in the curriculum by all schools.
- **Training programme for digitisation** We determine desired competence levels of teachers based on the digitisation policy and develop a training programme.
- **Continuous learning paths** We promote continuous learning paths from primary to secondary education, both within the Stichting and with primary schools in our area.

3



## Ambition

# Working at Het Rijnlands is stimulating, meaningful, and fosters growth

**‘Het Rijnlands employs professionals who enjoy their work, find it stimulating and meaningful and are constantly developing.’**

Every day, about 1200 educational professionals at Het Rijnlands contribute to the education to our students. Educational professionals are highly intrinsically motivated to contribute to students’ academic journeys. They are passionate and proud of their work. To support and promote this, we developed and adopted a strategic personnel policy in 2024 that provides direction for a stimulating working environment, both now and in the future.

Schools are being given an ever greater responsibility and therefore more and more is being asked of staff. More inclusive education, increasingly necessary attention to the well-being of students and digitalisation are examples of developments that have a direct impact on working for a school.

To ensure the provision of quality education in the coming years, the continuity of personnel deployment is essential. We must ensure that we can continue to attract and retain qualified and motivated personnel. The increasing shortage of teachers and support staff increases the need for this. That is why we continuously invest in staff and continuously work on a pleasant and healthy working environment.

We promote a positive culture in which everyone feels responsible for an optimal working and learning environment based on their own role. We believe that openness, cooperation and ownership are important values that belong to a professional culture.

During this strategic plan period we will implement the strategic personnel policy.

3



# Working at Het Rijnlands is stimulating, meaningful, and fosters growth

## Goals

### Goal 1

#### Attractive employer

We are an attractive employer for current and future members of staff.

### Goal 3

#### Professional culture

We work on strengthening our professional culture.

### Goal 2

#### Sufficient and well-equipped staff

We ensure there are sufficient and well-equipped staff who enjoy their work now and in the future.

## Most important actions

- **Guidance to new colleagues** We provide intensive and structured guidance to new colleagues, so that ambitions and expectations on both sides are properly aligned.
- **Appealing employer profile** We develop a broadly appealing employer profile, with which we attract proactive and ambitious members of staff.
- **Education regions** We work together with other schools in the newly created education regions on recruitment, matching and joint training for professions in education.
- **Strategic personnel planning** We professionalise our strategic personnel planning, so that schools have greater insight into the required and available capacity and can use this as an effective instrument.
- **Fulfilling critical functions** If necessary, we invest in fulfilling critical functions earlier.
- **Vitality and resilience** We pay attention to the vitality and resilience of staff and are committed to increasing their control over sustainable employability and career development.
- **Professional development programmes** We develop professional development programmes focused on areas we plan to invest in over the coming years. including inclusive education, digitisation and the enhancing of mentorship.
- **Ownership and collaboration** We promote a culture in which all colleagues show ownership and feel responsible for collaboration.
- **Framework for desired behaviour** We develop a framework for desired behaviour in which addressing one another while maintaining the relationship is an important element.
- **Roles, tasks and expectations** We provide clear frameworks and expectations for staff when it comes to roles, tasks and expectations.

4



## Ambition

# A safe and respectful school with modern facilities

**‘We want to be a school where students feel safe and recognised and where they learn in a modern and inspiring environment.’**

An environment in which students and staff feel welcome, valued and at home is important as a safe basis for learning, working and growing. For us, this encompasses both the social aspect and the physical environment, including well-maintained, functional school buildings with inspiring spaces. This includes features like fully equipped technology rooms and inviting playgrounds that promote relaxation and social interaction.

Well-being plays an important role in this ambition, partly due to social developments that put pressure on well-being. In addition to social and physical aspects, the digital world also plays a major role in this, with challenges such as online bullying and the constant availability of technology. A socially safe environment in which respect and trust are central is therefore very important. This means that everyone, regardless of background, feels accepted and respected at school. Fostering a culture that encourages open communication, collaboration and mutual support ensures that both students and staff feel socially safe and connected.

Additionally, we invest in modern, safe, and sustainable facilities that align with the latest developments in IT, building infrastructure, and sustainability. This includes energy-efficient equipment, the use of circular materials, enhancing our outdoor spaces with greenery, and utilizing these areas for outdoor learning.

4



# A safe and respectful school with modern facilities

## Goals

### Goal 1

#### Well-being

We are committed to further improving the well-being of students and strengthening the social safety of students and staff.

### Goal 3

#### Digital infrastructure

We harmonise, strengthen and secure our digital infrastructure, so that we can achieve our educational objectives cost-efficiently.

### Goal 2

#### School facilities

We will modernise and make our school facilities more sustainable in the coming years where possible and desirable.

## Most important actions

- **Enhancing mentorship** We enhance mentorship, in part by offering training to mentors and expanding the range of support available to students, aimed at increasing their flexibility and resilience.
- **Climate in the classroom** We discuss the (pedagogical) climate in the classroom and at school with students and staff and develop possible improvement steps together with them.
- **Social safety protocols** We increase awareness of social safety protocols by staff and ensure organisational improvements where necessary.
- **Sustainability of school buildings** We formulate policy regarding the further sustainability of our school buildings, playgrounds and other facilities.
- **IT infrastructure** We modernise and secure the IT infrastructure to make it future-proof and cost-efficient.
- **Information and application landscape** We develop a coherent, secure and future-oriented information and application landscape.



## 6. Engaged and ambitious on the path to 2029

With this strategic plan for 2025–2029, we remain committed to ‘Good education, *and more*’. We focus on the holistic development of students, with particular attention to global citizenship, sustainability and inclusion. Quality and innovation are central, as is the cooperation between our schools and in the region.

The strategic plan for our school group sets out the main lines for the coming years. We elaborate this in school plans for the individual schools and in specific policy plans for the Stichting. We naturally remain alert to new developments and questions that are asked of us and will adjust our plans if necessary.

Together we set course for a future in which we continue to grow and improve, and continue to learn and inspire!



## Contact

### Stichting Het Rijnlands Lyceum

Charlotte van Pallandtlaan 14  
2272 TR Leidschendam-Voorburg  
Tel. 071 - 573 09 10  
[www.rijnlandslyceum.nl](http://www.rijnlandslyceum.nl)

### Rijnlands Lyceum Oegstgeest

Apollolaan 1  
2341 BA Oegstgeest  
Tel. 071 - 519 35 00  
[www.rlo.nl](http://www.rlo.nl)  
[www.isrlo.nl](http://www.isrlo.nl)

### Rijnlands Lyceum Sassenheim

Van Alkemadelaan 2  
2171 DH Sassenheim  
Tel. 025 - 224 30 70  
[www.rijnlands.nl](http://www.rijnlands.nl)

### Rijnlands Lyceum Wassenaar

Backershagenlaan 5  
2243 AB Wassenaar  
Tel. 070 - 511 0400  
[www.rijnlandslyceumwassenaar.nl](http://www.rijnlandslyceumwassenaar.nl)  
[www.internationalschoolwassenaar.nl](http://www.internationalschoolwassenaar.nl)

### Eerste Nederlandse Montessorischool (ENMS)

Laan van Poot 353  
2566 DA Den Haag  
Tel. 070 - 323 13 11  
[www.enms.nl](http://www.enms.nl)

### International School of The Hague Primary

Wijndaelerweg 11  
2554 BZ Den Haag  
Tel. 070 - 338 45 67  
[www.ishthehague.nl](http://www.ishthehague.nl)

### International School of The Hague Secondary

Wijndaelerweg 11  
2554 BZ Den Haag  
Tel. 070 - 328 14 50  
[www.ishthehague.nl](http://www.ishthehague.nl)

### European School The Hague Primary

Houtrustweg 2  
2566 HA Den Haag  
Tel. 070 - 700 16 00  
[www.europeanschoolthehague.nl](http://www.europeanschoolthehague.nl)

### European School The Hague Secondary

Oostduinlaan 50  
2596 JP Den Haag  
Tel. 070 - 700 16 00  
[www.europeanschoolthehague.nl](http://www.europeanschoolthehague.nl)

### School for Young Talent

Spuiplein 150  
2511 DG Den Haag  
Tel. 070 - 315 15 15  
[www.koncon.nl/svjt](http://www.koncon.nl/svjt)

