



School plan 2018-2023



September 2018



These are the words and phrases used by our stakeholders when are asked to describe in which areas our school can or should improve

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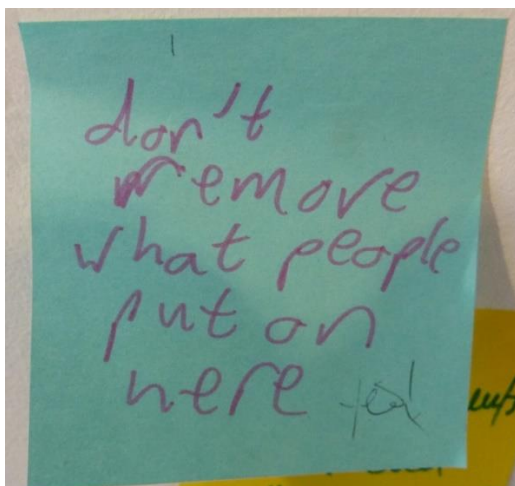
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*"You don't get lucky if you
plan everything."*

Joi Ito, MIT Media Lab

Section 1

Learning for today's world

Every school tells a story

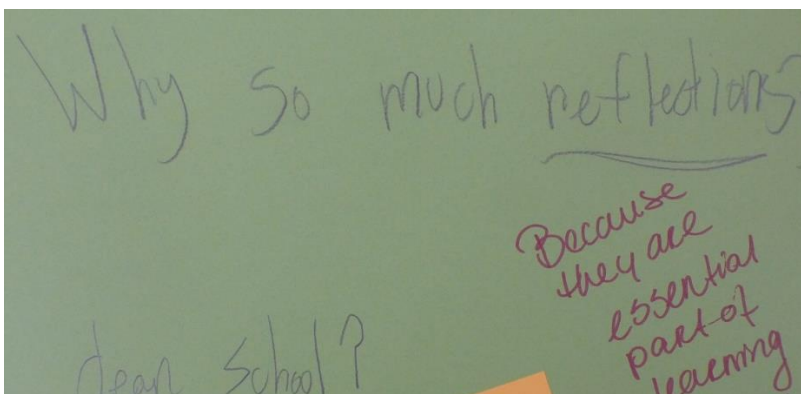
As a school community with 925 students from more than one hundred countries, with a staff of 160 professionals who educate the children and teenagers of 700 families from a vast number of ethnic, religious and socio-economic realities, UWC Maastricht can easily be understood as a scale version of the world. Due to our diverse backgrounds, there is a need to embrace a shared story about who we are and what we try to achieve. It will be difficult, if not impossible, to gather the UWC Maastricht community under a common purpose if this purpose is not articulated in a bold and coherent narrative about why the school exists and how we pursue our mission and ambitions. This school plan is part of that story.

The United World College (UWC) movement is grounded in the conviction that education is our most powerful pathway to change the world. But before we can contribute to a better world, it is crucial to first understand the major developments of our times and the challenges students growing up today will have to solve in their lifetime. This is our purpose in a nutshell: to equip students with the knowledge, skills and dispositions to understand the world we live in and actively contribute to a more peaceful and sustainable society. This, we believe, will enable young people to pursue truly meaningful ambitions, relationships and careers. As parents and staff, we owe this to the young people under our care. As UWC Maastricht, this is why we exist in the first place.

Challenges of our time

The challenges faced by the planet and our human communities are well-known, yet the solutions to these challenges remain contested. Our world is characterized by increased volatility, uncertainty, complexity and ambiguity. The rapid acceleration of technology gives us even less clarity about what the future may hold. Where past generations could aspire to a chosen career and work hard to try and succeed, today's youth don't have the certainty that their preferred careers will even exist by the time they graduate from college. It is more likely that they will have to *create* a job that does not yet exist. We have a duty to support our students in discovering how to live a meaningful life in a century characterized by these unprecedented seismic shifts.

This raises a number of questions. What should our students *know*, *be*, and be able to *do* in order to live a meaningful life? And what is the most powerful and effective way to prepare them for an active role in today's world? And is our school ready for this challenge?



“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela, UWC
(Honorary) President 1995-2013

Learning to know, be, and do

What should our students know, be and be able to do in order to live a meaningful life? To rephrase the question: What **knowledge** should they acquire in order to make sense of the world we live in? What **dispositions** or **qualities of mind** should they develop in order to live a good and balanced life? And what types of **actionable experiences** should they have to develop the skills to make a positive contribution to society?

A number of recent international studies by organizations such as UNESCO, the World Economic Forum, the World Bank, Google and the Boston Consulting Group have reached a remarkably similar set of conclusions (see **Table 1**).

| | |
|--|---|
| Skills 'Social & emotional abilities' | Critical thinking/problem solving Creativity Collaboration Communication and listening well Coaching others |
| Literacies 'Areas of knowledge' | Language literacy Numeracy Scientific literacy Cultural and civic literacy Economic literacy ICT literacy |
| Dispositions 'Qualities of mind' | Empathy Resilience/'grit' (physical, emotional) Curiosity Initiative/leadership Social and cultural awareness |

Table 1: Essential skills, literacies and dispositions

The global learning crisis

There is a growing realization in the field of global education that schools the world over are failing to provide students with the breadth of skills, knowledge and dispositions needed today. Schools continue to rely on traditional teaching methods suitable for a past era, but not for the present reality. Schools are only beginning to realize that skills and dispositions like creativity or empathy have less to do with **what** is being taught and more to do with **how** the students are learning. Yet most curricula still focus almost exclusively on the learning content, thus disconnecting the learning taking place in schools from the needs of young people and the world they live in. Schools are beginning to step up, but in almost all cases these accelerations take place in highly developed countries or in private schools educating a global elite. As a consequence, the difference in achievement and opportunities between children on the far ends of the socio-economic divide is rapidly growing, making the world more unequal than it already is. According to UNESCO and the World Bank, this 'global learning crisis' is therefore both an economic and a moral crisis, and it is not a problem for developing countries only. Although hugely different in scale, some aspects of the global learning crisis can be identified in the Netherlands too.

Education in the Netherlands

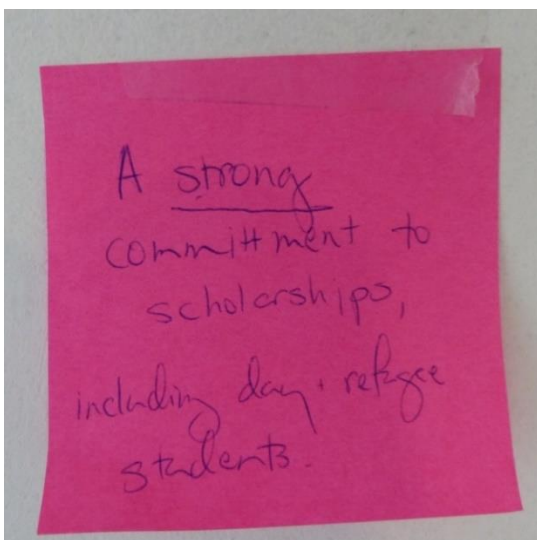
The 2017 annual report from the Dutch Education Inspectorate identified a slow but steady decline in student's academic abilities in the Netherlands over the past twenty years. Attainment results have deteriorated across the subjects and the country has lost its leading international position. The report shows that the moral crisis identified by the World Bank between socio-economic groups is also visible in the Netherlands. Segregation between ethnic and socio-economic groups is larger than in other countries, with fewer opportunities for children from low-income families. Instead of schools being a force to unite people for peace and a sustainable future, the Dutch education system appear to sustain or even deepen the various divides within the country. The chief-inspector concluded her report with a plea for more ambition and innovation, reminding schools and school boards the important role they play in society.

These particular features of Dutch education can also be identified in an international innovations survey by the Center for Universal Education at the Brookings Institution. This report identifies 3,000 educational innovations around the world. A mere six are located in the Netherlands. This compares weakly with other highly developed countries such as the United States (618 innovations) and Finland (120), but also with rising economies such as India (320), South Africa (187) and Brazil (130) or even less developed countries such as Kenya (167), Chile (55) and Bangladesh (38). The Brookings report is a solid confirmation of the chief-inspector's advice to step up our educational initiatives and address the challenges of our time.

Stepping up (I)

The few Dutch educational examples identified in the Brookings report are mostly initiated by our fellow Ashoka Changemaker Schools. As part of the wider UWC movement, UWC Maastricht features in this report as a global initiative. We are also recognized by the Harvard Global Education Innovation Initiative as one of ten most successful organizations worldwide bringing 21st century education into practice (Chung, 2018).

UWC Maastricht finds itself in a good position to embrace the challenges of the learning crisis, to the advantage of our students and the world. We will bring to scale the many things we are doing well, and step up in those areas where we ought to do better. The present school plan is our five-year roadmap for this ongoing journey.



"The moral responsibility of the school, and of those who conduct it, is to society. (...) The educational system which does not recognize that this fact entails upon it an ethical responsibility is derelict and a defaulter. It is not doing what it was called into existence to do, and what it pretends to do."

John Dewey,
Moral Principles in Education (1909)

Section 2

Who we are

A global movement

UWC is a global movement that embraces Nelson Mandela's creed that "education is the most powerful weapon which we can use to change the world." To this end, the seventeen UWC schools and colleges bring to each campus a deliberately diverse community of students from around the world. Our schools and colleges deliver a challenging and transformational educational experience to young people, inspiring them to become agents of positive change in line with our nine core values:

United World Colleges Core values

- International and intercultural understanding
- Celebration of difference
- Personal responsibility and integrity
- Mutual responsibility and respect
- Compassion and service
- Respect for the environment
- A sense of idealism
- Personal challenge
- Action and personal example

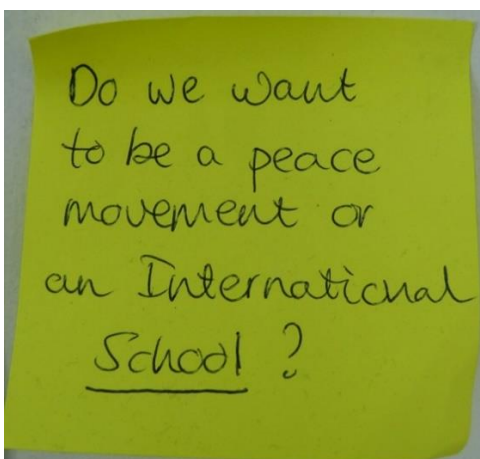
UWC global strategy

In October 2017 the UWC International Board adopted a new strategic plan to inform the work of all UWC constituents, including UWC Maastricht, from 2018 onwards. The overall aim of this strategy is to increase UWC's global impact with a focus on three areas:

Seek We will seek a deliberately diverse group of students for our schools and colleges from across the globe and strive to enable access to a UWC education for these students independent of socio-economic means

Educate We will educate our students based on trust, responsibility and autonomy in order for them to develop agency, experience values and gain the attitudes and competencies to be forces for peace, sustainability and social justice

Inspire We will inspire members of the UWC community to live and act in accordance with the UWC mission and we will inspire our partners and other actors in education to embrace values-based education celebrating diversity and promoting peace, sustainability and social justice



"UWC makes education a force to unite people, nations and cultures for peace and a sustainable future."

UWC Mission Statement

In addition, the UWC Global Strategy crystallises five principles that all stakeholders of the UWC movement, including students, parents and staff, adhere to:

1.

We create deliberately diverse, engaged and motivated communities united around the UWC mission and values, committed to excellence, driven by an ethos of cooperation, transparency and inclusion and willing to engage individually and collectively through action and selfless leadership

We give trust, authentic responsibility and appropriate autonomy to our students, staff, participants and volunteers

2.**3.**

We recognise all UWC models of education and our staff, students' and participants' contribution to the UWC mission, including two year fully residential schools, full schools with residential and day students and UWC short courses

We run UWC schools and colleges as not-for-profit entities and reaffirm the importance of UWC's scholarship programme and our aspiration to strengthen it to the point of ensuring access to UWC for students based on promise and potential, enabled by meeting all demonstrated financial need

4.**5.**

We work together as an ever closer and united movement, built on the UWC mission, values and principles, based on mutual trust and respect, and honouring our commitment to the celebration of diversity – not just in our student, staff and governing bodies, but also in the ways we develop our “UWC-ness”

UWC is unified by one mission, and every school is invited to seek ways in which it can articulate the mission and values into a curriculum that is meaningful in the school's local context. The UWC movement provides the *what* and *why* of a UWC education, but as a school we are responsible for its implementation and execution. It is in the particular *how* that a UWC education becomes, in our context, a UWC Maastricht education. UWC provides the ingredients (mission and values), whilst at UWC Maastricht we create the recipe (the curriculum), build the kitchen (our school and campus) and prepare and enjoy our meal together (learning and teaching).

UWC Maastricht: A concise history

UWC Maastricht was set up at the invitation of the Dutch Department of Education and is the only government-sponsored UWC entity within the movement. In 2005, Minister of Education Loek Hermans invited UWC to consider the establishment of a UWC in the Netherlands, and municipalities were invited to submit proposals for the development of a new UWC concept in their cities. The Maastricht proposal was carried by the municipality, the province, the university and companies such as DSM and Q-Park. For these regional stakeholders, a joint venture with UWC was considered the most viable route towards attractive schooling opportunities for the local expatriate community. It led to a unique model within the UWC movement: the merging of two existing international schools (primary and secondary) embracing the UWC model of education and a residential community largely selected by the UWC national committees.

Supported by two parliamentary motions calling for financial support for this initiative, Minister of Education Marja van Bijsterveldt decided to offer structural funding to UWC Maastricht in December 2007. She did this with the explicit expectation that the school would become a Centre of Expertise in service learning (an *Expertise Centrum voor Maatschappelijke Stages*) and a model for innovation within the Dutch educational landscape.

This illustrates that from the outset, UWC Maastricht was established with a purpose that is both pragmatic and idealistic, grounded in a tradition of educational excellence (provided by the UWC model of education and the IB programmes) and an expectation of innovation in values-based learning and community engagement.

UWC Maastricht was given ‘final status approval’ as the twelfth member of the UWC family of schools and colleges in February 2008. The school moved to its purpose-build campus in Amby in September 2013, with an official opening by the King of the Netherlands and UWC graduate Willem-Alexander.

Our take-off years have been characterized by rapid growth in terms of student numbers and the steady development of a curriculum based on the UWC mission and values. The school has now reached cruising altitude, with our student enrolment at capacity of over 900 students and a dedicated and increasingly stable team of staff.

School identity

The following three principles are essential to the identity of UWC Maastricht. We will seek ways to strengthen these principles and ensure that they are at the forefront of our future planning and development.

One school, one mission

UWC Maastricht is one school with one mission. All members of our community recognize this unity, and we collaborate to develop our school in the pursuit of peace and a sustainable future. We develop whole-school policies and approaches where possible. We align our education across the years from Kindergarten to pre-university graduation to ensure all students regardless of their age and number of years at our school receive a ‘full’ UWC Maastricht education.

Values first

We put our UWC mission and values at the heart of our decision-making. Our education is built around the pursuit of peace and a sustainable future and the nurturing of our values. All elements of our school organization and professional conduct are intentionally designed to support this endeavour. We encourage ongoing dialogue about our mission and values, and we recognize that living the UWC mission can take many shapes and forms.

We grow and adapt

We recognize that we live in an increasingly complex and ‘messy’ world and that the purpose of school’s within society is constantly changing. We aim to be a deliberately developmental and adaptive organization and expect our community members to embrace growth and innovation. We stay abreast with developments in education and research, and work with partner organizations to make evidence-based decisions when embracing change. We believe every member of our community is a change leader, and we nurture a culture of initiative, creative collaboration and the tinkering of ideas.

Section 3

What we do

Three vision statements

As the school's Leadership Team prepared to write this school plan, it was decided to adapt the UWC Global strategy themes *Seek*, *Educate* and *Inspire*, and develop them into three vision statements about what UWC Maastricht wants to be. Our three areas are *Seek & support*, *Educate (for peace & sustainability)* and *Inspire & be inspired*.

Seek & support

How do we bring together our deliberately diverse community, and how do we support our community members whilst they are here?

Educate (for peace & sustainability)

How do we best educate for peace and a sustainable future in all parts of our curriculum? How do we combine this with the pragmatic educational needs of our students and parents?

Inspire & be inspired

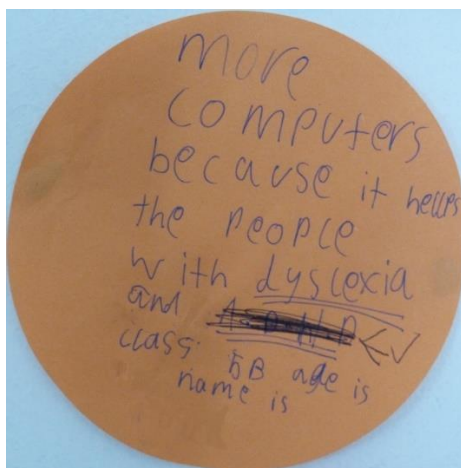
How do we increase our impact by inspiring others to engage with our UWC mission?
How are we inspired by others to ensure we increase our impact?

The below vision statements do not necessarily reflect UWC Maastricht today, but instead describe our aspired situation. Developing such a vision is an important precondition, as they help us prioritize and create the circumstances in which our mission and values can be realized.

Seek and support

Seek and support students – We seek a deliberately diverse group of students from across the globe, selected through our partners in the UWC movement and from the local international community. We strive to enable access to a UWC Maastricht education for students from diverse backgrounds independent of socio-economic means. We are an inclusive and caring community for all students enrolled at the school. We place student support and pastoral care at the heart of our community to ensure the wellness of our students and their access to the UWC Maastricht curriculum.

Seek and support staff – We seek a deliberately diverse group of staff members, representing different backgrounds and educational traditions. We unite our staff body under the UWC mission and work as a team to deliver our curriculum. We provide a professional and adaptive working environment, allowing employees to continue to grow and develop as teaching and non-teaching educators. We collaborate with purpose and joy as members of the school community and enablers of the UWC Maastricht learning experience.



“Freedom as I understand it is to use values that are most inspiring to us to create the circumstances in which they can be realized.”

Raoul Martinez, Creating Freedom

Educate (for peace & sustainability)

Knowing about peace and sustainability – We offer a wide variety of educational programmes that steer our students towards issues of peace and sustainability. At a level appropriate for their age, they learn to understand the challenges of our time and discuss ways in which these can be addressed. We value the importance of academic knowledge, because we cannot contribute to a better world without a solid understanding of the complexities of society and the planet.

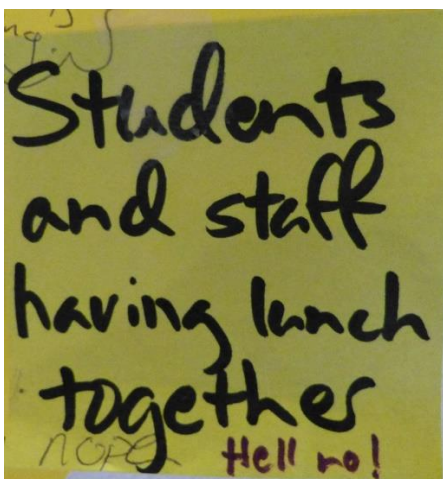
‘Doing’ peace and sustainability – Our students are encouraged to take initiative and actively work towards a peaceful and sustainable world. Our programmes nurture empathy and collaboration. Students are challenged to find creative solutions to complex problems and make change happen. When a student leaves UWC Maastricht, they remain ambassadors of the UWC mission and values. They are aware of their privileged position in society and are committed to making a positive contribution towards the greater good.

Being a peaceful and sustainability community – We turn our principles into practice. We are a peaceful community that celebrates collaboration and team spirit. We are not afraid of conflict as a mechanism for positive change, but always seek ways to navigate through conflicts in non-violent and restorative ways. We are a sustainable and eco-friendly school and campus, and take active steps to become a carbon neutral community.

Inspire & be inspired

Inspire – We inspire each other to make the most of our time at UWC Maastricht. We motivate each other to take initiative and support and affirm each other in our ideas and actions. We listen to and learn from each other, and we know that everyone has something to contribute. We check our actions against our mission and values in every aspect of what we do. We inspire others to make education a force for peace and a sustainable future. We demonstrate what it means to be a deliberately diverse community, and we advocate our belief that human differences are worthy of celebration. We engage with the world of education in the Netherlands and partners in global education worldwide and inspire others to embrace our mission and values.

Be inspired – We create an environment where we can inspire each other. Our school culture values collaboration over competition. We believe ideas and initiatives become stronger and more meaningful if they are shaped through team work and shared conversations. We realize UWC Maastricht is not a solitary community, but that there are many other like-minded organizations and schools that we can learn from. We actively seek to be inspired by the ideas and practice of others through collaborations, shared projects and partnerships. We invite outside experts and consultants to share their practice and we consider how best to implement those practises within our community.



“The virtue and the strength of UWC is that it provides small but powerful cells of innovation, catalysts for change, breaking barriers of habits and opening broader vistas of experience for both students and staff.”

**Nelson Mandela, UWC (Honorary)
President 1995-2013**

Whole-school curriculum alignment

UWC Maastricht currently offers various educational programmes in the different sections of the school: A school-designed inquiry-based Kindergarten and Primary curriculum and two IB programmes, the Middle Years Programme (IBMYP) and Diploma Programme (IBDP). We are also planning to adopt the IB Career-related Programme (IBCP). Particularly when adopting externally designed and assessed programmes, it becomes important to articulate how UWC Maastricht tailor-makes these programmes to suit our own educational mission and values. It is equally important to develop a coherent understanding of what makes the UWC Maastricht curriculum. This provides clarity on what the key ingredients are of a UWC Maastricht education and how this translates into the programmes adopted or designed in each section of the school.

A whole-school understanding of curriculum allows us to align our educational offerings across the years from Kindergarten to pre-university graduation. It will provide clarity about what a UWC Maastricht education entails to current and prospective students, parents and staff. It will also allow us to ensure that all students enrolled at UWC Maastricht, regardless of their age and the number of years they will stay at our school, receive a 'full' UWC Maastricht education. This can be achieved by dividing the school in a number of multi-year *clusters* (upper primary, lower secondary etc.). In each cluster, the curriculum model will inform the development of intentional educational programmes that nurture the essential literacies, skills and dispositions at a level appropriate for the students' age and abilities.

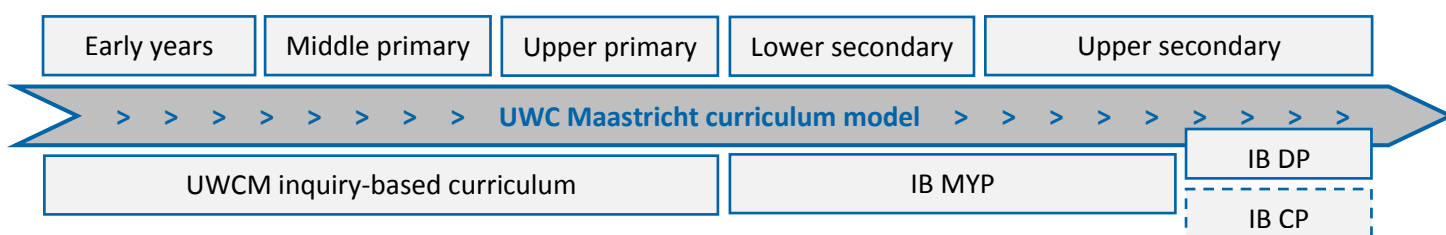


Figure 1: School clusters and programmes unified by the school curriculum model

Figure 1 above displays which transitions our students go through as they progress in the school. It thus shows where we must be intentional about how we support students as they transition from one programme into the next (highlighted in red in Figure 2 below). Examples of this are the transition from Year 6 into MYP1 or the transition from MYP5 into the IBDP or, in future, into the IBCP. The CIS accreditation process suggests that we develop a more coherent 'vertical articulation' – in other words: that we become more intentional about these key transitions in the school continuum and bridge the gaps when and where needed.

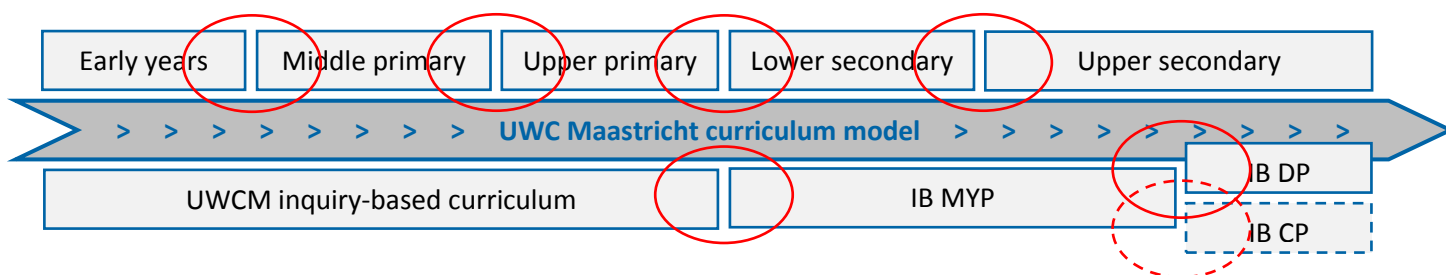


Figure 2: Key transition areas

Curriculum model

By a 'full' UWC Maastricht education we understand an educational experience that nurtures and develops all the essential literacies, skills and dispositions identified on page 5. Students engage with the world (e.g. teachers, society and subject content) and each other through meaningful experiences. Such engaged learning fosters the knowledge relevant in our world today, develops the breadth of skills needed for twenty-first century living and strengthens the crucial dispositions to enable them to make a meaningful contribution to society. This process can best be captured in the below curriculum model.

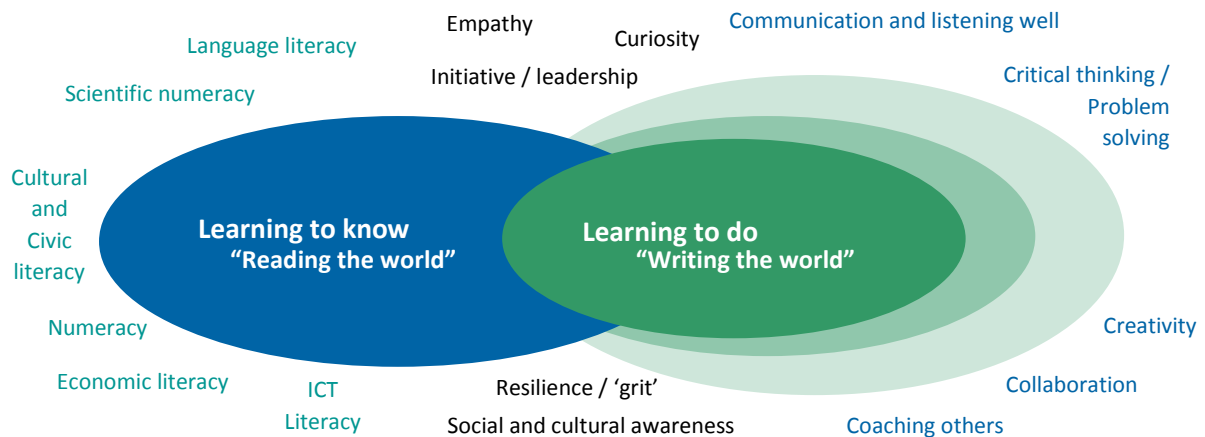


Figure 3: The UWC Maastricht curriculum model

Such a curriculum can best be understood as a butterfly with two wings. In order for our students to fly successfully and sustainably we need to grow and strengthen both wings. In each identified cluster of the school, our curriculum consists of both programmes where students learn to understand the world we live in (the knowing programme) and learn to act in the world we live in (the doing programme). As a consequence, they develop the dispositions needed to become autonomous human beings equipped to make a meaningful contribution to society. The two butterfly wings enable our student to reach the sky. In the doing programme, students gain the cognitive knowledge to read the world we live in. At a level appropriate for their age, they learn to understand the challenges of our time and discuss ways in which these problems can be addressed. But knowledge is not enough. In order to make a difference, it is important to also learn how to act. Being able to "read the world" is key for meaningful living, but developing the skills and dispositions that allow our students to "write and rewrite the world" is even greater. This is the purpose of the various parts of the doing programme, the butterfly's second wing.

Both wings of the butterfly model are equally essential in our educational pursuit. Although they sometimes compete for time, they do not compete in educational value. Just as a butterfly with one wing will not be able to fly, students will not be able to contribute to a better and more peaceful world and prepare themselves for the workplace without a full immersion in both dimensions of learning. Only if we simultaneously learn how to know and how to act can we truly read and write our world.

An intentional curriculum maps how and in which ways the various literacies, skills and dispositions are developed, how progress is mapped and assessed and how students learn and develop from reflecting on their learning. This will be part of our endeavour in the years ahead.

Section 4

How we improve

Stepping up (II)

To guide and support our strategic development in the next four to five years, we adopt a framework developed by the Center for Universal Education at the Brookings Institution (Winthrop *et al.* 2017). This framework is based on a close analysis of educational innovations worldwide. It provides a horizon for meaningful improvement and illustrates the practical steps that we can take in order to transform how and what our students learn. During the school plan years, we will survey on which step we are currently positioned, and then identify the ways in which we can move to the next step.

What follows are four models identifying the core elements of education: learning and teaching, recognition of learning, people and places, technology and data. To suit our purposes, these models are slightly modified from Winthrop *et al.* (2017). In short, these models illuminate how we are able to make all elements of our education increasingly authentic, diverse and student-driven.

Learning and teaching

| | | | |
|---|---|---|--|
| LEARNING | Students recall facts and basic concepts and explain ideas or concepts | Students apply information in new situations and draw connections among ideas | Students evaluate, design, and create original work and question and criticise existing work |
| | Remember and understand: | Apply and analyse: Remember and understand + | Evaluate and create: Apply and analyse + Remember and understand + |
| LEARNING AND TEACHING – INCREASINGLY STUDENT-CENTRED | | | |
| TEACHING | Lecture-based: Teacher is in charge; students passively receive information | Lecture-based + Interactive: Teacher sometimes engages students in discussion, activities or group work | Lecture-based + Interactive + Playful: Learning is driven by students' inquiry and needs, meaningfully connected to their lives, it fosters experimentation and social interaction. Teachers often act as collaborators and guides |

Recognition of learning

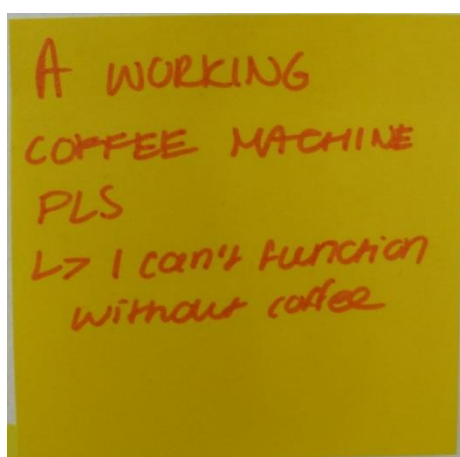
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|---|---|---|--|
| PROGRESSION | Students progress based on time and age in a linear fashion | Students progress based on ability, to a limited extent. They sometimes move between groups of peers with similar ability | Students progress individually as they demonstrate mastery of content. They move fluidly between learning groups and have the option of designing their own assessments and pathways |
| | Pre-determined: | Group-based: Pre-determined + | Individual-based: Group-based + Pre-determined + |
| RECOGNITION OF LEARNING – INCREASINGLY STUDENT-LED | | | |
| VERIFICATION (Assessment) | Education-led: The school mediates the verification process. Society recognises the diplomas and other reports from the school. Assessment primarily validates acquired knowledge | Education-led + Hybrid-led: The school mediates the verification process in collaboration with external agencies. Assessment validates knowledge, skills and conceptual understanding | Education-led + Hybrid-led + Society-led: Society mediates the verification process in authentic, student-led ways. They find ways to directly recognize students' knowledge, skills and dispositions that are of particular relevance to their future ambitions |

People and places

| | | | |
|---|---|---|---|
| PEOPLE | Teachers bear the entire responsibility of teaching | Teachers sometimes team with parents, facilitators, students and others | Learning involves community members, peers, parents, graduates, employers, and others, along with educators |
| | Certified teachers: | Teachers team with others: Certified teachers + | Everyone: Teachers team with others + Certified teachers + |
| PEOPLE AND PLACES – INCREASINGLY DIVERSE | | | |
| PLACES | In school: Learning is formal, organized, and occurs inside a defined space (classroom) and time (school day, period) | In school + Connected to outside school: Learning is primarily organized in a formal setting, but may sometimes occur outside the school building and hours – online or in person | In school + Connected to outside school + In a diversity of contexts: Learning that uses multiple places, including schools, community and workspaces. These spaces are transformed into learning places for optional, authentic learning |

Technology and data

| | | | |
|---|---|---|--|
| TECHNOLOGY | Technology acts as a direct tool substitute with no functional change | Technology acts as a direct tool substitute, with functional improvement | Technology allows for significant task redesign, or allows for the creation of new tasks that were previously inconceivable. Technology is integrated and embedded in learning |
| | Substitution: | Augmentation: Substitution + | Modification & redefinition Augmentation + Substitution + |
| TECHNOLOGY AND DATA – INCREASINGLY LEARNING-ORIENTED | | | |
| USE OF DATA | For compliance: Collection and analysis of data is infrequent. Data is mainly used for routine compliance (e.g. term reports) | For compliance + For programme improvement: Infrequent collection and analysis of data. Data may be used to improve curriculum; limited use of data to improve learning | For compliance + For programme improvement + For transforming learning experiences: Collection and analysis of data in real time; data are used to evolve curriculum, increase transparency and improve learning experiences. Data are less compliance oriented and may be less standardized |



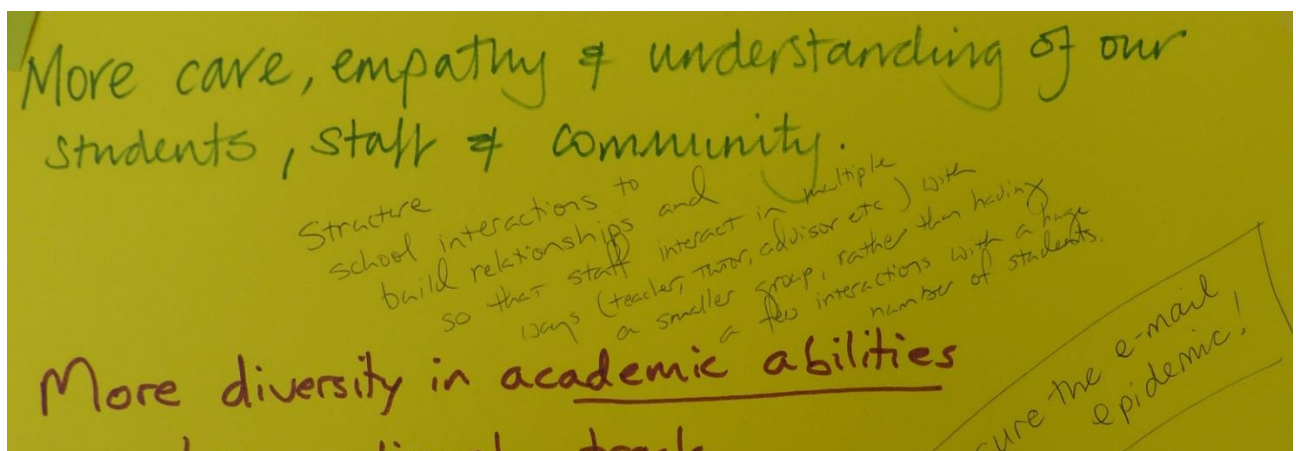
“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”

Martin Luther King Jr.

School culture and organization

To succeed in the four developmental areas described above, we also need to ensure we have a school culture and organization that is suited for these developments. In order to go from strength to strength in the pursuit of the UWC mission, we need to grow and adapt in the type of organization best suited for what we are trying to achieve. The below model illustrates what such a culture and organization looks like. It is loosely adapted from the work of Laloux & Appert (2017), Kegan & Lahey (2017) and Schwartz (2018).

| | | | |
|--|--|--|---|
| CULTURE | The organisation articulates the desired culture. People talk the talk and there is a degree of buy-in. A short-term visitor can identify the articulated culture | People walk the walk in most areas. Symbols and rituals bind the community. Pre-existing negative perceptions are changing for the better. A shared purpose is identified by those who visit for an extended period of time | People practice what they preach. The mission and values are internalised as a way of being. The culture is purpose-driven and collaborative. People talk with each other about their ideals and ambitions, and everyone experiences a high sense of excitement at being part of this organization |
| | Articulated culture: | Practised culture: Articulated culture + | Internalized culture: Practised culture + Articulated culture + |
| CULTURE AND ORGANIZATION – INCREASINGLY GROWTH-ORIENTED | | | |
| ORGANIZATION | Hierarchy-oriented: Responsibilities are formally defined. Performance objectives are handed down the organization and micro-managed by (ad hoc) leadership. People seek ongoing permission before taking initiative. Performance review based on accountability and compliance. Leadership defines the organizational culture | Hierarchy-oriented + Policies and process-oriented: A defined long-term vision and perspective. Coherent policies and processes in place. Solid degree of trust in leadership and stability of the organization. Performance review based on meritocracy and growth. Strategy drives the organizational culture. | Hierarchy-oriented + Policies and process-oriented + Community growth-oriented: Professional community based on shared ideals and high level of engagement through participation and deliberate conversations. Individuals play different roles at different times and feel empowered to take initiative and innovate. Leadership is distributed across flexible teams. The organization is constantly growing and adapting to shifting stakeholders needs. Culture drives the organizational strategy. |



"The whole is greater than the sum of its parts."

Aristotle, Metaphysics

Section 5

What we do to succeed

This section highlights how we plan to develop in a number of key areas of the school. This thematic summary is based on the conversations and information-gathering processes during the spring term of 2018, and incorporates recommendations from our recent CIS accreditation, the UWC global strategy and suggestions from various other audits carried out in the course of the academic year 2017-2018.

Admissions

- We develop clear online and paper-based school documentation for new families and students, including up to date information about (new) subject offerings, special projects and those elements that make UWC Maastricht different from other international schools and UWC schools and colleges.
- We revisit our inclusion policy to enable access to our school for the widest-as-possible variety of students.
- We develop clear policies regarding enrolment, re-enrolment and wait listing, balancing both the needs of existing families, maximizing socio-economic diversity and healthy financial planning.
- We strengthen our collaboration with the Dutch UWC National Committee, ensuring a stable pool of Dutch NC-selected residential students, within agreed financial parameters.
- When and where appropriate and possible, we support families as they transition into and out of our school and the Netherlands. We will engage with families to discover what such support may look like, and develop support structures accordingly.

Advancement

Under Advancement we bring together all school operations and activities that contribute to the development of UWC Maastricht into a more sustainable mission-driven organization, with a key focus on financial sustainability through branding, communications, fundraising and the development of long-term partnerships.

- We bring together branding, communications and fundraising in one Advancement Team, and continue to strengthen this team's activities and engagement with the school and outside community.
- We develop a bold and persuasive narrative about UWC Maastricht and actively engage with outside parties to develop long-term partnerships with major and small donors.
- We build up our fundraising capacity with annual budgeted targets for (A) scholarship provision, (B) school projects and programmes, (C) school improvements in terms of peace and sustainability education, and (D) the steady build-up of a UWC Maastricht endowment fund.
- We develop persuasive special projects and actively seek external funding for these projects. Existing examples of such projects are the Promise Programme and the UWC Parliament of Student Mayors.
- We strengthen our collaboration with UWC International and the UWC schools and colleges through an aligned fundraising strategy and, where possible, movement-wide information sharing.

Alumni

- We continue to engage with our growing alumni network, and build up a dynamic and involved UWC Maastricht alumni community through our alumni platforms, social media, newsletters, events and 'time, talent and treasure' opportunities.
- We develop a culture of giving back among our alumni. This includes a UWC-wide generational commitment: student receiving as much scholarship funding as they need to attend UWC and each student then seeks to 'return' over the course of a lifetime as much as he or she can to support new students.
- We work with our alumni to showcase their stories and as "faces and voices" of UWC Maastricht.

Communications

Communication was identified by all stakeholders as an area in need of improvement, yet there was little consensus on what such improvement may look like: some felt a need for more information and communication, whilst others felt that the school suffered from too much information and that we need to adopt a less-is-more-approach with fewer but better targeted communications.

- We conduct a whole school communications review to identify bottle necks and opportunities in our internal and external communications, and develop a communications strategy in line with the recommendations of this review and our one school, one mission identity.
- We review our current operating systems and platforms for communications to seek greater clarity and coherence, for instance in our ongoing communication with parents.
- We improve our internal communications for it to become more supportive and engaging for those working and learning at UWC Maastricht and for our parent community.

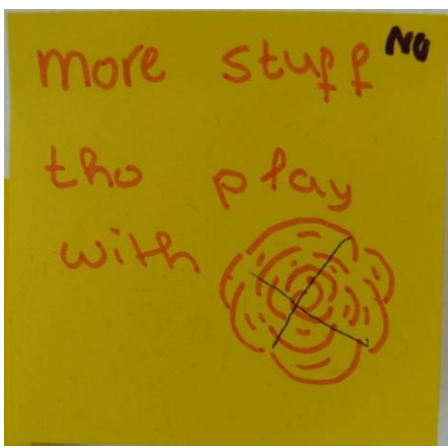
Community engagement and service

UWC Maastricht was founded on the promise to the Dutch government that the school would become a Center of Expertise in service learning and community engagement. It is this element of our mission – to make education *a force* for the common good – that led to the invitation to establish a UWC in the Netherlands and subsequent Ministry of Education funding.

- We will heed the founding promise to become a Center of Expertise in service learning and community engagement, role modelling and advocating the role schools can play in the advancement of society.
- We develop a whole school philosophy on Creativity, Action, Service and community engagement, and develop and (re)design programmes and activities accordingly.
- We seek ways to further integrate the various model of learning (in and outside of the classroom) into intentional and well-articulated programmes, including reflection and innovative forms of assessment in all areas of learning.
- We strengthen our connections with local and national partners to share, learn and contribute to our host city, region and country.
- We establish a social learning think tank/hub, host UWCx projects and/or UWC short courses, and create spaces for innovations in community engagement.

Finance

- We carry out a whole-school financial review (a zero-based budgeting analysis).
- We commit to the highest level of financial accountability for our school Cooperative and other entities/foundations operating under the UWC Maastricht flag.
- We create greater coherence and liaison between the admissions and finance departments.
- We agree on a target for developing the school's reserve funds to ensure long-term financial viability.
- We increase the financial sustainability of our school through fundraising and partnerships with our main regional and national stakeholders.



“How can there be peace without people understanding each other, and how can this be if they don’t know each other?”

Lester B. Pearson,
Nobel Peace Prize Lecture (1957)

Facilities and grounds

- We develop a realistic growth scenario and liaise with our regional partners (municipality, province) to address the space limitations in the school. We explore possibilities for special expansion on campus and/or in the immediate vicinity of our campus.
- We analyse how we can make better and more effective use of our current facilities, including the island grounds. This includes an ongoing commitment to learning through and with nature and outdoor education.
- We commit to making our campus more sustainable, greener and more biodiverse.
- We carry out a substantive carbon emissions analysis, and adopt strategies to become carbon neutral in an achievable but ambitious time frame.
- We create more opportunities for creativity, silence and reflection on our campus.
- We transform our current library facilities into a multimedia resource environment aligned to our educational programmes.
- In line with best practice in school library provision, we maximize the use of the Library to enhance student learning and necessary teacher support in areas such as digital citizenship development, research skills and academic honesty.
- We continue to work with external agencies to strengthen our perimeter security.
- We acquire an easily accessible on-campus defibrillator and ensure training for appropriate use.

Governance

Following recommendations from CIS, we will:

- Consider appropriate training for Board members and collaborative Board-Leadership planning opportunities.
- Create a policy manual for current and prospective board members and ensure it is available for all stakeholders.

Human Resources

We commit to being a trustworthy employer, allowing our employees to work in a happy and healthy work environment. Reliable, transparent and supportive HR policies and practices lie at the heart of our school's development in the next years. We recognize the constraints of being part of the Dutch educational framework (including the primary and secondary CLA's) and of our identity as one school operated by different governing parties. Recognizing these constraints in shaping an autonomous HR practice, we will endeavour to embrace our One school, one mission identity and apply this where and whenever possible in our HR policies and practise. To this end:

- We develop whole school HR policies and practices in the area of recruitment, performance review, professional development, promotion and salary structures. We ensure our HR policies and usage of data are fully compliant with Dutch legislation and best practices.
- We work closely with the Participation Council and consult widely with staff when developing and implementing new policies.
- Following best practice in education, we will conduct regular Employee Satisfaction Surveys to inform us on areas for improvement.
- We ensure our policies and procedures are easily available and understandable for all employees. We are pro-active in providing information to (prospective) staff on legislation and procedures related to working in the Netherlands.
- We recruit with the commitment to create a deliberately diverse staff community.
- Following from our performance review experiment, we will establish a full review cycle for all employees in line with our mission, values and (emerging) organizational culture.
- We create a culture of growth and (professional) development. We align professional development to our mission and values and ensure teachers are up to standard with developments in UWC-related

fields of education: peace education, sustainability education and experiential education. We support – where possible – teachers in obtaining (advanced) teacher qualifications, MA and PhD degrees.

- We maximize our pool of teachers involved with the International Baccalaureate, as workshop participants, workshop leaders, examiners, exam setters and curriculum developers.
- We train colleagues to be able to train each other ('teachers teaching teachers') and establish a network of returning external trainers and consultants, thus developing a sustainable process of school-based professional development.
- We ensure staff have access to internal and external trust persons, and that we have a well-trained Prevention Officer.
- We encourage staff to learn Dutch, and liaise with the Dutch language teachers to facilitate this.

Leadership

We need to ensure that our leadership structures are suitable for the ambitions of the school, including the ambitions presented in this school plan. In addition, a shifting understanding of the type of organization we aspire to be leads to a redefinition in leadership roles in the school. To this end:

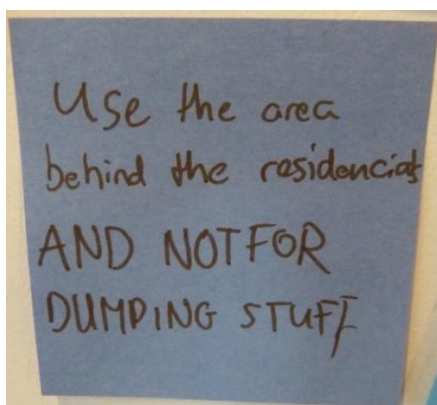
- We review current Leadership and Strategy Team positions and seek ways to align our leadership structures with our mission, values and ambitions for development.
- We review senior and middle leadership roles and responsibilities to make them more purposeful and aligned with our educational goals.
- We seek leadership training and coaching for colleagues in positions of leadership.
- We offer crisis management training for colleagues in positions of leadership and residence mentors.
- We actively participate in the UWC Leadership Development Programme, creating opportunities for senior and middle leaders to engage with colleagues in other UWC schools and colleges.

Outdoor education

- In line with the UWC model of education, we step up our offering of outdoor experiences throughout the school, including overnight excursions.
- We will explore the development of a UWC Maastricht Outdoor Centre in the Heuvelland. This would ideally be a refurbished farm with outdoor education facilities and farmlands for growing crops.
- A UWC Maastricht Outdoor Centre will allow us to organize outdoor experiences for all students on an ongoing, rotating basis and, simultaneously, allow us to offer the facility as a service to other outside groups and schools.

Partnerships

- As part of the UWC movement and as a Dutch Ashoka changemaker school, we recognise our position as an influential and innovative organization in the field of global values-driven education.
- We foster existing partnerships and seek new ones with foundations, charities, universities, NGOs in the pursuit of our UWC mission and values and for the benefit of our students' educational experience.
- We encourage staff, students and alumni to inspire and be inspired by our partner organizations.
- We designate one person in senior leadership as partnership-lead within the school.



"What we need is a pedagogy of curiosity. Not a pedagogy of the answer but of the question."

Paulo Freire

Safeguarding

- We continue to work with partner organisations (e.g. CIS, UWCIO, Augeo) to ensure that our Safeguarding practices are to the highest international standard.
- We ensure our Safeguarding principles and practises are regularly updated and integrated across all other policies (e.g. recruitment).
- We ensure our designated safeguarding specialist will have ongoing, high level training and clear responsibilities. Likewise, we develop and deliver high level safeguarding training for all staff and for all students, and where applicable, wider community members.

Student support and well-being

We care about people. We want our staff, students and the whole community to have access to a healthy, safe, resilient and balanced lifestyle. We realize that the experiences we have at school can have a major impact on the rest of our lives. We want people to take care of themselves and of each other. We will support students as much as we can through our specialised student support teams and we will provide resources and appropriate spaces to equip these teams to deliver a high quality support system. Our ambition is to create a more holistic approach to student support and wellbeing and develop methods to systematically track the wellness of our students. To this end:

- We review and strengthen our pastoral support system, including a clear articulation of the roles of tutors, teachers, Heads of Year, students support staff and counsellors.
- We review and strengthen the delivery of Life Skills within the school, with a whole school continuum with clear roles for teachers, tutors, Residence Mentors, support staff and (external) specialist educators.
- We create additional professional development opportunities for staff to support them to provide access to learning for all students.
- We strengthen our expertise and train teachers in socially emotionally sensitive teaching practises, particular for students from vulnerable backgrounds.
- We build an increasingly strong ELL department, and strengthen teachers' abilities to support ELL students in their classrooms.
- We strengthen our relationships with UWC national committees, allowing us to be more proactive in supporting committees in selecting resilient students and supporting students as they prepare to arrive at UWC Maastricht.
- We recognise that physical activity is vital to a healthy lifestyle and we commit to finding ways of increasing our activity offerings for all our students.

School culture

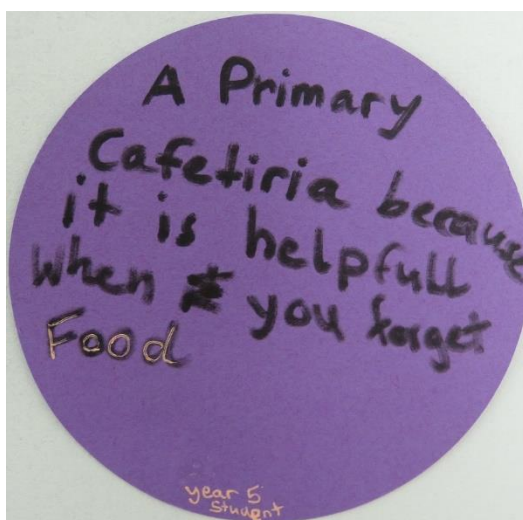
In order to develop and 'step up' in the areas described in Section 4, we need to create and foster a climate of trust, support, courage and a sense of wonder and possibility. To this end:

- We develop ongoing opportunities for community interaction through conversations, dialogue, and debate and community activities.
- We will strengthen or create the avenues for voice and participation for all community members. It is important that everyone in the community feels heard, and that everyone in the community can share ideas openly towards school improvement. We become deliberate about creating opportunities for student agency and staff and parent participation, offering authentic leadership and responsibility to all community members, including our youngest students.
- We work with the Participation Council to develop a new Participation Statute (*medezeggenschaps-statuu*t), to ensure effective participation structures are in place.
- We create and articulate frameworks for conflict management and mediation and educate our community in non-violent communication and restorative justice.
- We create comprehensive School Guides (*schoolgids*) in line with Participatory legislation for the various sections in our school: Primary, MYP, DP (and CP, if adopted).

Teaching and Learning

As part of the progressive school movement, UWC embraces a pedagogy of experience to foster more peaceful and sustainable societies. This means that peace education and sustainability education through a pedagogy of experiential education (or encounter-based learning) lie at the heart of our pursuit, both inside and outside the classroom. To this end:

- We investigate the possibility of a whole school Director of Education to direct all learning and teaching and pedagogical professional development in the school.
- We articulate a whole school pedagogy and a shared understanding on learning and teaching at UWC Maastricht, including approaches to assessment, homework, reporting, parental contacts, feedback, staff-student roles and responsibilities.
- We become increasingly intentional about how all aspects of our education relate to peace and sustainability, and develop pathways to strengthen these features. We will build in-house expertise and capacity in terms of student-driven learning. We identify inconsistencies in our whole school curriculum through more extensive collaboration and team work.
- We design a philosophy on how technology, ICT and library resources serve our pedagogical practices and develop accordingly.
- We will dedicate Professional Development sessions to collaborative planning for curriculum design and pedagogy.
- We will create more out-of-school partnerships, such as with local companies, to enhance project-based and real life learning opportunities and create room in the calendar for in-depth project work to occur.
- Across the school, we organize more trips and experiences that take learning outside of the classroom. All students should have access to trips and experiences and a vertical articulation across subject areas and year levels will be developed to ensure a fairer allocation and opportunity.
- We recognise that learning can and should take place in a variety of ways. We value traditional classroom learning but also believe authentic learning takes places outside of the timetable or when you least expect it.
- We seek ongoing opportunities for students to experience the UWC educational principles of peace, sustainability, internationalism, celebration of difference, integrity, respect, compassion and challenge.
- Whether a student has a UWC Maastricht experience for 2 year or for 14 years, we strive to offer them access to this experiential way of learning to ensure they receive a 'full' UWC Maastricht education.



"Education is what remains after one has forgotten what one has learned in school."

Albert Einstein

Technology and ICT

- We investigate the appointment of a whole-school tech-leader (a 'Director Technologies for learning') with a brief to optimise opportunities for tech-related teaching and learning.
- We develop a philosophy on how ICT and other technology can serve our mission and values. We establish educational and organizational practices based on this philosophy.
- We develop a whole-school understanding and appreciation of the role of technology in our lives. Following from the understanding that technology functions to serve and not enslave human beings, we pro-actively support our students navigate the risks of addiction and empower them to make autonomous decisions in school and in their private lives.
- We enhance the abilities of staff to use and develop technologies for learning and for effective professional communication.
- We continue to align technology, ICT and learning, particularly in the area of mapping student progress and assessment.
- We ensure all our ICT and data usage through technology complies with privacy regulations.

Section 6

How we wrote this school plan

Accreditation and audits

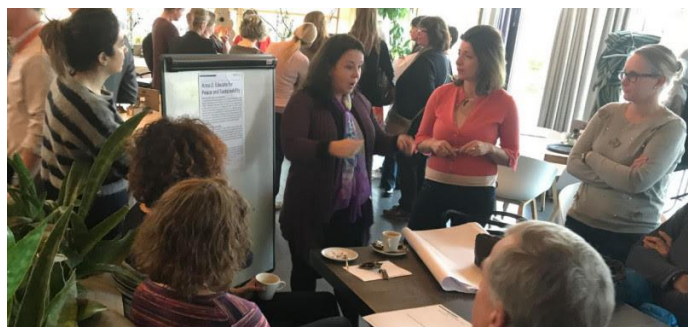
The present school plan is the result of a lengthy process of discussion and consultation. This process started with the completion of our first CIS accreditation in the fall of 2017 and the execution of a number of external and internal audits during the academic year 2017-2018. This includes the school safety audit, the campus grounds audit, the ICT security audit and the library audit. In addition, unaccomplished ambitions and targets from previous strategic plans – usually covering parts of UWC Maastricht's operations – are revisited and incorporated. This includes documents such as the medium term business plan 2016-2020, a planning document for HR improvement and the Advancement Office strategy.



Ideas were gathered on three thematic boards in the school's reception

Community involvement

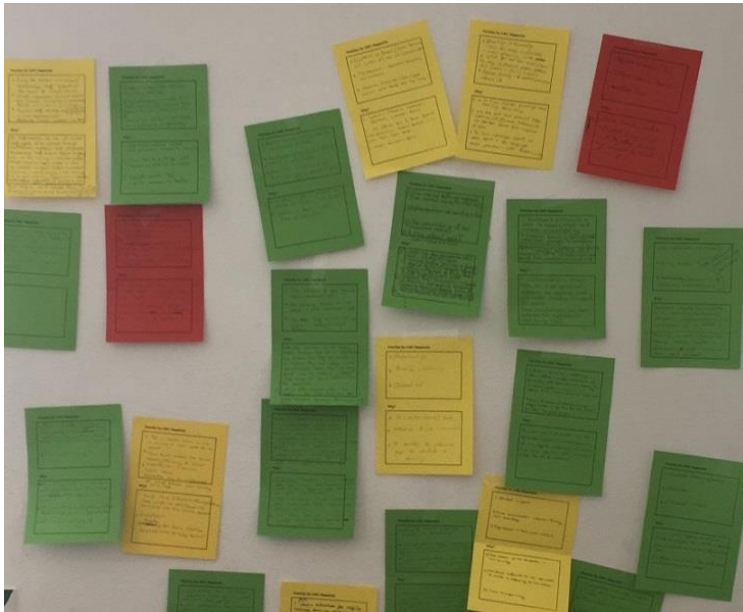
In addition to these external and internal reports, various rounds of consultation were organized to gather ideas from the UWC Maastricht community. Ideas were visualized on the three board in reception throughout March and April, and distant stakeholders were invited to contribute via a special school plan email address. During these months, many students, staff members and parents added their ideas or commented on the ideas of others. Images of these notes have been used as illustrations throughout this school plan. Community members were invited to contribute via regular updates in the Directors Bulletin. A coffee morning was organized by the Parent Support Group, allowing parents and members of the Leadership Team to engage with each other on the themes of Seek & support, *Educate for peace & Sustainability* and *Inspire & be inspired*.



Discussion during the PSG coffee morning in Grand Café Geusseltbad

Prioritizing ideas

During the Professional Development Institute in May, members of staff were invited to discuss the ideas gathered over the course of March and April and prioritize these in the context of the UWC mission and values. This was a valuable process. The first rounds of consultation delivered numerous undigested ideas about what more UWC Maastricht could do and offer. The second consolidating round helped narrow down the enormous pile of ideas into more achievable and focused priorities. It led to an increasingly consensual understanding of where we can take our school over the next four to five years, as summarized in this school plan.



Staff took the community feedback and helped prioritize our ambitions for the next years

Participation Council

The Participation Council has been kept informed about process and progress throughout the 2018 spring term. A concept version of the school plan will be submitted to the Participation Council at the end of May, for full consideration and discussion in June.

From school plan to implementation

Once approved, a shorter version of this school plan is to be made available on the school website and in brochure form. This allows us to disseminate it to our various stakeholders and to (prospective) families and colleagues. This school plan will inform our school strategy, a version that takes the ideas in this school plan with more specific targets and designated lead-persons in the school. This process will be steered by a number of thematic teams (HR, Teaching and Learning, Fundraising, etc.) under the leadership of a Strategy Team member.

The Strategy Team commits to meeting regularly to monitor progress with the delivery of this school plan, and reports to the participation council and school board twice per year. An update will also be provided in our annual School Report to the UWC International Board and in our CIS Interim Report, due in November 2019. The participation council is invited to use its right of information to request updates on aspects of the implementation when and if need be.

Section 7

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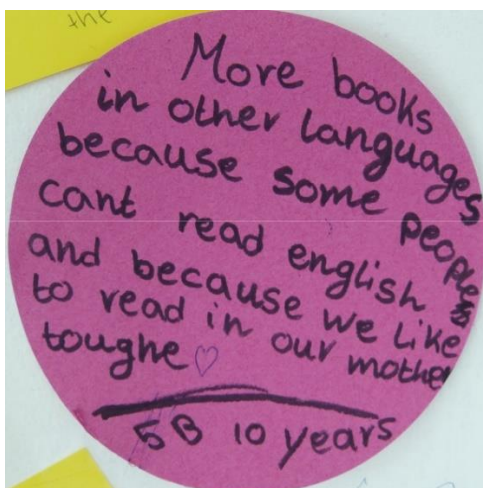
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“The virtue and the strength of UWC is that it provides small but powerful cells of innovation, catalysts for change, breaking barriers of habits and opening broader roads of experience for both students and staff.”

Nelson Mandela

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