

Strategic roadmap for school years 2023-2027

Learning and living together

Building a bright future together on a healthy planet



Foreword

Eyes shining with pride when things become clear, exciting debates, challenges that are full of fun, works of art in buildings, singing when the construction of a new school starts, raising a glass together in January. These are some of the wonderful moments of learning together, working together and celebrating together in our schools.

All our colleagues in primary and secondary education come to school every day to make a difference for children. We see more than children; we see young people, entrusted to us by their parents, who want to work to achieve a bright future. We let ourselves be guided by the knowledge and skills that the children need now as well as later. And by asking questions such as: how do we work and live with people we don't actually know very well? How can we help others be willing and able to build the world of tomorrow? How can we help young people become happy in a rapidly changing environment? This roadmap: Learning and Living Together, shows us the way to shape education for the next four years.

We are going to change our approach to education, and now is the time. Our challenges are manifold. How do we solve the staff shortage? How do we ensure that learning becomes more closely linked to societal challenges and children become more motivated? How do we make more use of modern teaching tools?

We change and adapt by working together and through trial and error. That's a good thing too, because then we are evolving. We have some great examples within SCOL that we can draw on. We have each other to ask questions and test our ideas. We accept our own responsibilities and are accountable for them.

With this new roadmap, we as SCOL will live out our core values: trust, responsibility, admiration and solidarity. Values provide guidance when facing dilemmas and answers to questions. We rely on our colleagues who offer children prospects for growth, for learning and for life every single day. It befits our identity that we work to create a better world, based on curiosity about the lives of others and always working together. That's why SCOL invests in meeting and getting to know each other, in researching together and learning from each other, in order to make choices that contribute to a bright future for children. In this way, we can empower each other and give everyone some perspective.

This roadmap describes the successes we want to achieve for the period 2023-2027, at both foundation and school level. The roadmap describes the community we aspire to be as SCOL. It allows us to be accountable for what we do. However we choose to colour the roadmap in our schools, our values are recognisable in every workplace and do justice to the purpose of education: meaningful learning and living together.

This roadmap was developed in dialogue with children, parents, colleagues and educational experts. Let it inspire you to do the right thing.

SCOL Administration, Harry van Alphen and Reinier van de Wal

1. Reviewing the past and looking ahead with colleagues in the schools

Together with colleagues from our schools, we looked back on the past four years and ahead: what do we believe is important in education and in our work as teachers? Looking back, we have worked incredibly hard to provide equal opportunities for children. Additionally, it is clear that the schools are doing a good job of promoting their own profile and together provide a broad and diverse range of teaching in the Leiden region. Much work has also been done on the through-flow from primary to secondary education.

At the same time, colleagues recognise that we must continue to work on equal opportunities and a smooth transition from primary to secondary education in the years to come. World citizenship, media literacy and sustainability/environment are also topics that need to be addressed. Colleagues understand that teaching children involves more than just the cognitive aspect. They want to prepare children more broadly for the society of the future.

When asked "What do you see happening in the classroom in four years' time?", colleagues answered "more 'demand-driven' teaching". Learning is more focused on the overall development of children, on developing their personal qualities. For example, children can take classes of their own choice in different subject areas, not only in the field of creativity, but also culture, technology and sports at school and elsewhere. In this way we offer a rich learning environment that invites children to develop in all areas. Subject teachers, parents and internal and external specialists work together to achieve this.

Colleagues also see more mutual cooperation and use being made of each others' expertise. They teach cross-group lessons, work in a cross-curricular way and facilitate learning outside the classroom. In this way, we continue to work on the appeal of the teaching profession and ensuring staffing levels (both teaching and support staff) are sufficient.

2. Dutch society in 2022

The Netherlands is one of the richest countries in the EU and we are relatively highly educated. The Dutch are generally happy and enjoy living in the Netherlands. Yet many Dutch people are not coping. A large group of people are struggling to make ends meet. Women and people from multicultural backgrounds lag noticeably behind in income after completing their education. Fifteen per cent of people lack literacy, numeracy or the digital skills to enable them to participate in society. A quarter of children are at risk of becoming semiliterate.

There is a large, and growing, gap between the 'haves' and have-nots', and also between the 'cans' and the 'can-nots'. This is linked to financial resources, education, acquaintances, familiarity with social customs, language and numeracy, for instance. The gap is also growing between those who can keep up with the digital age and those who cannot. The fragmentation of groups of people in society fosters inequalities of opportunity. It undermines solidarity, creates social bubbles, fuels social unrest and costs society a great deal of money.

People perceive the streets as being rougher, there is little consideration for each other, there are opposing groups and mistrust. (Source: Sociaal en Cultureel Planbureau.) Tolerance has become an 'empty' concept, veering more towards 'never mind'; it is as if responsibility for each other, which is also part of tolerance, is ebbing away.

Children experience unequal opportunities due to the lack of support from home, or a limited understanding on the part of their teachers as to what they are really capable of. There is therefore also a gap between children who do and do not have the opportunity to show who they are and what they can do. We are all responsible for equal opportunities: parents, teachers and other colleagues, method makers, policy makers, providers of shadow education, school administrations, etc.

3. Our mission, identity and vision

Schools cannot make up for what happens in society. The basis for people's well-being lies at home. Yet education is important for shaping our society. After all: education shapes children and children shape tomorrow's society.

Mission

Our mission is to make tomorrow's world a little better every day. We give all children the opportunity to become who they want to be and to become resilient and happy. We teach children to live together in harmony. We do this by providing a widely varied teaching programme in which every child can discover and develop their talents and where children meet and learn from each other. All SCOL colleagues are role models in this.

Identity

Our core values are trust, responsibility, admiration and solidarity. These values stem from our inter-confessional identity, inspired by the Bible. Even though the Netherlands is no longer a religious country (source: 'Buiten kerk en moskee', SCP, 2022), SCOL upholds its inter-confessional identity, founded on the Protestant Christian - and Roman Catholic traditions. This makes SCOL distinctive in the teaching profession in and around Leiden.

Our core values mean that we care about every student and every colleague. We focus on identity formation: children learn to form their own vision, in dialogue with others. In line with our values, we stand for inclusive education, because recognition of diversity contributes to a peaceful society. Through interfaith encounters, children learn about themselves and others.

Drawing on our inter-confessional identity, we work with stories from the Bible and other traditions. We celebrate religious festivals and other important occasions.

Our core values in everyday school life

- "I am a pupil mediator and I help children resolve arguments together. There is less bullying at school because we also have some children looking out for it." Pupil
- "The IPC is a wonderful way to give children engaging, active and meaningful lessons. They learn to empathise with their classmates' perceptions and those of other people, near and far." Colleague in the primary school sector
- "For children with ADD going into the first year of secondary education there is a separate tour, with lots of structure and fewer stimuli. That was ideal for our son." Parent
- "I grew up in Iran and in my classes I talk a lot about myself and my cultural background to give children a different view of the world." Colleague in the secondary school sector

Vision

We are guided by the principles of educational theorist Gert Biesta. Our task is the qualification, socialisation and forming the identity of the children entrusted to us.

We encourage children to develop, 'teach them how to learn' and make learning fun. We ensure that children can read, write and calculate proficiently and that they continue to develop in these areas in secondary school. We provide education that meets the learning needs of each and every child. Education where we have high expectations for every child. Education in which everyone can participate and develop their potential and talents to the full. Each school can flesh this out in its own way. We offer a well-coordinated transition between primary and secondary education and from secondary education to further education.

We also prepare the ground for the creation of balanced, resilient and responsible global citizens. Children who know who they are or want to be as a person, who show solidarity with each other and contribute positively to a hopeful future. For this reason, we provide rich, diverse learning environments where people meet and respect others, regardless of their background, sexual orientation or culture. We care about the individual person who is the pupil. We believe it is important that children learn to form their own views and test them against others, through dialogue and philosophising. We teach children to be receptive to each other. We teach children to take responsibility, including for their (digital) conduct and for a healthy planet.

All SCOL staff are role models for the children. We convey SCOL's core values as well as our personal values in our words and in our actions. We are committed to the mission set out in this roadmap, adding our personal touches and those of our team. We share the care of the children. We work together with the children, parents, colleagues and partners, both within and outside the school system. And we develop ourselves and our organisations; we aim to get a little better every day. We think and act sustainably in our schools and in our administration. We ensure the continuity of our organisation and the quality of our teaching to allow children to continue to develop.

4. Our focus for 2023-2027

The following points will guide us for the next four years; think of them as assignments for the administration and the schools. Not everything has been worked out in every detail, nor is everything fixed, as schools have to make their own choices and decide in which point(s) they aim to excel. This is what, in addition to our identity and values, makes SCOL special. In our roadmap, we call this the 'plus':

1. Providing children with a stronger foundation - in language, numeracy, digital and learning skills
2. Increasing resilience and solidarity among children
3. Increasing professional impact

We are a foundation that includes primary and secondary schools. All the possibilities that are available to offer children more opportunities, to better motivate them or to facilitate the removal of barriers between the different types of schools are within our reach. The ambition to apply these possibilities can be mobilised across all focus areas. That is what makes SCOL unique in this region.

4.1. Providing children with a stronger foundation - in language, numeracy, digital and learning skills

Basic skills such as reading, writing, numeracy and digital skills are a prerequisite for participation and happiness in our society. Everyone should be able to understand what is written in the official letter that arrives on your doormat or in the e-mail you receive. Everyone needs to be numerate in order to handle money. Everyone needs to be able to express their thoughts, feelings and opinions in order to connect with others.

Reading, writing and numeracy

We want all our children to master the Dutch language and be numerate in such a way that they can participate in society. National standards are drawn up for this purpose. So we are going to be focusing more on tailored learning than we have done in recent years. We are going to tailor our language and numeracy teaching more to the actual level of the children. This starts right from the preschoolers. At secondary school too, we take children further in reading, writing and numeracy. Not only in the Dutch and maths classes, but in all subject areas.

The challenge is to get a better idea of what the required - socially determined - final levels comprise. The challenge is also: to understand the children's abilities and actual knowledge. What is the actual level of the children compared to, say, level 2F? Furthermore, in both primary and secondary schools, we are going to invest in parental involvement in learning as this positively affects basic skills.

Digital skill set

We teach children to use important ICT functions so that they can keep up with society and use the technology responsibly. Digital learning tools also help us differentiate and so improve our teaching. Over the next few years, SCOL will be formulating a continuous primary-secondary school learning line in the field of digital literacy. Drawing on our values, we will engage in discussions on how ICT can strengthen the foundation of our teaching. We involve children and colleagues in decisions about ICT and utilise their knowledge and skill. We are in dialogue with colleagues about the possibilities for teachers to use ICT in the classroom and together we are exploring creative applications.

We do not only regard ICT instrumentally, as a learning or communication tool, but also from the perspective of our educational vision and values: how do we utilise what is good about ICT and remain vigilant on its negative effects? How do we interact with one another responsibly in a digital world? We are interested in the digital world of children, we talk to them in a positive and considerate way, and offer different perspectives. We have (ethical) talks with children about this, which span the boundaries of classes and subject areas.

Digital skills at our schools

- "Explain to me how to create an account, how to deal with cookies, how to save my work in a practical way." Pupil
- "Snappet is, on the one hand, a wonderful tool for tailored learning and, on the other, affects cooperation between children and group cohesion. You have to be aware of that." Kennisnet
- "Snappet often crashes and my teacher doesn't know what to do then. I think I know, but I'm not allowed to help." Primary school pupil
- "I want to use games in my classes, but get stuck on procedures around account creation." Secondary school teacher
- "I would like to learn how to type" Primary school pupil

- "Gaming is a way for me to make friends all over the world," Teacher
- "What's fake news?" Pupil
- "Help us to empower children online and teach digital 'decency'." Parent

'Learn to learn'

'Learn to learn' is also a basic skill. We teach children to plan, provide strategies to absorb and process knowledge, and enable children to discover which learning strategies work best for them. 'Learn to learn' is also about fun, motivation and fostering a 'growth mindset'. Conversations about "who you are, what do you want to achieve and what do you need to achieve it?" are part of this.

Reading, writing, numeracy and 'learn to learn' in our schools

- "I have dyslexia, and at my new primary school I get much more explanation and help, which means I can now read much better." Pupil
- "I have a need for linguistic policy at our school." Colleague
- "Many questions about texts are superficial. You have to delve into a text with others and figure it out, which we don't do enough of. Then you can instantly incorporate citizenship. Philosophise with each other." Colleague
- "Teach children how your brain works and that, for example, repetition and pausing help you learn." Parent
- "Tell me how best to help my child with schoolwork". Parent

What will we see in 2027?

- Administrations and teachers at our primary and secondary schools know what the fundamental and target levels of the reference framework for language and numeracy comprise. Teachers are able to make use of the reference levels in their teaching (e.g. teaching materials, testing and coordination in the teaching-learning situation).
- Teachers have insight into the didactic educational needs of their pupils and are able to tailor their teaching accordingly for groups and individual children.
- Our primary schools achieve results above the national average. If the results do not match this, a school has created a policy to achieve the level. This policy can be seen in the teaching curriculum.
- At least twice a year, the teams discuss this and schools also exchange knowledge and experience among themselves.
- Children possess the study skills needed for their schoolwork and are motivated to learn. To this end, study skills (in secondary education) are frequently part of school career guidance, and colleagues regularly engage with students (and their parents) about who they are and what they need.
- Children in groups 7/8 and in the upper secondary school are systematically familiarised with further education.
- SCOL (administration and schools) has formulated a continuous learning line PO-VO for digital literacy. Digital literacy is part of the schools' curriculum.
- SCOL (administration and the schools) together with their stakeholders formulate a vision on the function and application of ICT in teaching. They have applied their vision to their organisation and lessons.

4.2 Increasing resilience and solidarity among children

In the coming years, we will put a lot of effort into wellbeing, socialisation and identity formation.

Philosophy of world citizenship

School teams will be given the confidence and responsibility to create space - in teaching activities and the curriculum - for contemplative conversations, about current affairs, the meaning of a subject, discussions, collaboration and reflection. We are integrating *philosophical* and *democratic* citizenship learning into our activities, lessons and curriculum. By taking time for the conversation, asking questions, identifying the meaningfulness for an individual child and the group, sharing and weighing views. Our schools are places where people from different backgrounds and cultures meet. Our schools are training grounds for community living, identity development and dialogue.

We care for children communally because together we seek to contribute to their resilience and thus aim to influence learning in a positive way. The responsibility for this lies with the entire school team. And the children themselves. We pay extra attention to those who are vulnerable.

Wellbeing, socialisation and identity formation in our schools

- "I want to talk to teachers about what is happening around us and what they think about it, and not just the stuff in the book." Pupil
- "You have to be able to let go of your curriculum when important things happen in the world or in someone's life. I find that students learn better afterwards." Colleague
- "I often reflect on how I approach things in class and sometimes share that with students. Having that vulnerable setup works really well." Colleague
- "Life is a teaching tool." Parent
- "We want a canteen with healthy food and drinks and movement during classes. That's healthy." Pupil
- "Why not give all children a SCOL museum pass with access to all knowledge and cultural institutions in Leiden?" Head teacher

Responsibility for a healthy planet

Climate change evokes all kinds of emotions and motivations: anger, sadness, combativeness, concern, confusion, impatience, obstruction, action. In our teaching, we identify these emotions and motivations. Drawing on our identity, we offer children options for action and so the prospect of a good future on a healthier planet. As administration and schools, we set an example, by making our buildings more sustainable, for instance. Many colleagues are already looking into how they might engage in climate teaching. In the coming years, 'climate' will become much more visible in our schools. It will not be a subject, but a topic of discussion across all subjects. We share scientific knowledge on climate change, help children form their opinions on the topic and thus promote awareness and behavioural change among children and colleagues.

Learning about, and contributing to a healthy planet in our schools

- "I choose texts on climate change for debating class. That's how the discussion develops." Dutch teacher
- "I take children to a vegetable garden and orchard." Primary school teacher

- "I once took a group of students to a festival that runs circularly; you could, for example, generate energy by cycling." Music teacher
- "Start small, with a specific issue in your lesson. There are lots of teaching materials available: based on science, that can be linked to an individual environment and geared towards cooperation. We are happy to help." Teachers 4 Climate

Equal opportunities and Meeting

SCOL wants to see situations in schools where children from different walks of life meet, regardless of their parents' socio-economic status, gender or sexual orientation, philosophical or cultural background, learning path or physical limitations. The children learn that they are part of a community and how to become more resilient in the dynamics between individual and group.

Research suggests that working in heterogeneous groups is generally beneficial for the development of children, their identity formation, socialisation and mutual trust. Over the coming years, we will for that reason do our utmost to let different children learn from and with each other and differentiate well in classes.

We are going to create more heterogeneous classes and groups. For example, multi-year, broad-based classes for first year pupils at secondary school in which all the educational levels are represented, community schools or extended school days. Here, we will cooperate with the municipality, other authorities and civil society organisations.

Meeting at our schools

- "Our school's sports class is a great example of mixed education. Friendships are formed across all school levels in the football class. Cross-pollination occurs." Colleague
- "You could also give world citizenship form in the Netherlands: after all, every culture is represented 'just around the corner'. You don't need an expensive school trip for that." Colleague
- "Education is just about the last place where people from different backgrounds still meet." SCP
- "At Beroepscollege Leystede, children with physical disabilities also attend school. They attend some of the lessons together with children who do not have physical disabilities." Head teacher

Making tough choices

We are aware that the broad focus on well-being, qualification, socialisation and identity formation is a high ambition. It requires us to make tough choices in our curriculum and to think carefully about our target levels at the end of school in which socialisation and identity formation will be given more weight than is currently the case, because children need this and society demands it of us. As SCOL, we encourage conversations about different emphases in our teaching, innovation of curricula and the (difficult) choices involved.

We aim to find a new balance between qualification, socialisation and identity formation. We stand beside every school and colleague who dares to make a change in the current balance.

What will we see in 2027?

- Schools are paying more attention to socialisation and identity formation in their teaching and curricula. Schools are exchanging knowledge and experience on this.

- Our secondary school pupils can identify ways in which they can contribute to a better world for themselves and others, both near and far. Caring for another, the environment and the climate are part of this.
- Schools can demonstrate that their teaching takes into account the differences between children where qualification, socialisation and identity formation are concerned.
- At all our schools, meetings take place between children from families with different levels of education, backgrounds and cultures. As a result, children gain knowledge about and appreciation for others. Each school does this in its own way.
- At our schools, children follow a school career programme that reflects their abilities and talents. School counselling, school choice and transitions within our education system help ensure that all children can equally access the education that matches their abilities.
- Schools have formulated a vision of the philosophy of world citizenship and translated this vision into a curriculum (4 points). They make use of this curriculum in their lessons.
- Schools deliberately allow children to learn in learning environments other than the classroom.
- Our secondary schools have a vision and policy on how their students can learn about national, European and global issues across all subjects. Teams discuss this among themselves, and schools exchange knowledge and experience.
- SCOL has a vision of 10-14 education and how this can be given a place within SCOL.
- SCOL's primary and secondary schools work together to create a continuous learning line from primary to secondary education.

4.3 Increasing professional impact

A future-proof organisation

The impact we have on children's lives is largely linked to the quality culture in our teams and organisations. Meeting competence requirements and a quality assurance system is a matter of course. But there is more: our own leadership, our team spirit and our shared responsibility. As a community of colleagues, we share responsibility for our children. We rise above ourselves and our class or subject area because we function more strongly as a group, thereby positively affecting learning.

As an administration and schools, we aim to be future-proof organisations. This means having our quality, finances and formation in order and making adjustments when necessary. It also means investing in the resilience and career prospects of our colleagues: with a view to everyone's well-being, welfare, job happiness and professional value now and in the future. We give space to creative thinking, seize (unconventional) opportunities, take ownership of our education and of our (own) development. We show courage and give room for unorthodox choices. We grow as individuals and as professionals and fulfil our ambitions at SCOL.

We take the teacher shortage as a given and look for new opportunities. We do this by looking differently at our organisation, schools, classes and lessons. We also see opportunities in other professions, in diversity and facilitate career switches to teaching. We work together to train and professionalise teachers and provide ample scope for career opportunities.

Quality culture

We aim to get a little better every day. We seek, learn, experiment and reflect every day. We share our knowledge and experiences with colleagues, across disciplines and schools as well, so that we enrich our own view and that of colleagues. We nurture and build on what is going well, working from shared values and adjusting what we are not yet satisfied with. We are engaged in an ongoing

appraisal dialogue: why did you choose this? What is good, what could be even better? How did you set about this?

We are always learning, on our own and together. We are interested. We make mistakes and do it better next time. We give each other constructive feedback. We hold each other accountable and are receptive to colleagues. We reflect on our thinking, actions and omissions. We celebrate success together. We seek out colleagues from other schools and externals so that we can learn and collaborate. We are role models for our children. We work with parents: they are a sounding board for us and complement our expertise.

Quality culture at our schools, what do colleagues say?

- "In our teaching teams, we reflect on a current topic in school, for example project-based education. Everyone with knowledge of the topic is there, including external people, and an external coach supervises the meetings. We put the outcomes to immediate use."
- "My colleagues and I often prepare lessons together and observe each other in class. We feel safe to give and receive feedback. We share what we see and learn from each other every time."
- "When receiving feedback, our first reaction is often to defend ourselves, whereas making mistakes is so important. We tell the pupils that too. We have to give a good example ourselves."
- "There is so much expertise across the foundation, I would love to have a secondary school teacher from within the foundation in (primary) project-based teaching, for example a biology teacher teaching about the skeleton. We do have that knowledge in-house, and I really miss that collaboration with secondary schools."
- "A communal start to the day makes our team stronger and therefore the care of the children better."
- "We need to use teachers' qualities more. For example, of lateral entrants. Make more use of staff diversity." Parent

What will we see in 2027?

- There is ongoing professional development among our colleagues. This ensures that colleagues can move on to other schools, groups and positions. Career paths have been developed for different positions.
- People want to work at SCOL because of its confessional values, culture of quality, professionalisation and career opportunities and educational quality.
- Characteristic of the quality culture at SCOL schools is that we want to get a little better every day. Our teams form professional teaching communities.
- Each school employs lateral entrants and/or hybrid teachers and/or interns and/or guest teachers. Each school provides professional guidance for them and for teachers just starting out.
- Our schools are future-proof organisations that draw on a vision when coping with problems such as: the shortage of teachers and guaranteeing the quality of education; offering all children equal and maximum opportunities; tailored learning and certification, as well as the workload of teachers; and focus on basic skills and broad development. Schools adjust their teaching and organisation to this.
- Happiness at work at our schools is rated satisfactory to good by our employees.

5. Achieving mandates and ambitions

So we will focus on strengthening basic skills in children, on resilience and solidarity among children and on making our professional impact more visible.

We are convinced that this roadmap most closely reflects the current needs of children and our society. How will we ensure that we really do take this road in the coming years? With a focus on targeting and space. As SCOL Board, we give our schools a number of concrete aims for the coming years, as well as offering room for their own interpretation of the roadmap. To this end, we are setting up an organisation of targeting & planning, learning & development and monitoring & transparency. In this, the meeting, the dialogue, at and between all levels is a prerequisite for success. Leaders put this into practice according to the values of SCOL.

All schools have a quality assurance system based on planning, learning and monitoring. Learning takes place, for example, in knowledge platforms, circles, during peer reviews and audits. Monitoring is done by the schools themselves, for example through self-evaluations, yield analyses and performance interviews. The SCOL administration is also close by to monitor, for instance through school visits, explanatory talks, dialogue tables and dashboards on finance/HR/O&K.

At the very least, our schools will show the following in the coming years:

Our social missions:

Children feel safe and seen at school.

Children enjoy teaching of at least adequate quality.

Children are challenged and encouraged to develop to their maximum potential.

Children develop basic skills at or above the weighted national average.

Children, like staff, are digitally literate so they can learn and impart knowledge.

Children learn to learn and live (together) and how to be part of society as citizens.

Children experience the effects of school policies on equal opportunities.

Our shared SCOL practices, ambitions and assignments:

Administration and schools ensure the quality of education and continuity of the organisation.

All schools interpret and give meaning to the confessional values of the organisation.

All schools engage demonstrably in the philosophy of world citizenship.

All schools have their own clear vision of learning and development and put this into practice.

All schools are excellent in at least one field or set an example for other schools.

All schools work on the basis of data, results and working in an action-oriented way and learn from each other.

All schools are run professionally and on a values-driven basis, and they seek constant improvement.

All schools work according to the SCOL quality manual and working agreements on finance, human resources, accommodation and ICT.

This roadmap provides insight into what we aim to achieve. The headroom lies in the expression of the values and translation of the ambitions as set out in this roadmap ('The How'). Staff, buildings, sections, teams and departments: speak up! What drives you? What are you going to do and what are you contributing? What are you going to do over and above the social mandate? For instance, do you want to work more on equal opportunities, wellbeing, tailored education or the philosophy of world citizenship? How are you addressing climate teaching and sustainability? How do you keep your grip? How do you ensure that you and your team and school get a little bit better all the time? How do you contribute to our mission: 'to make tomorrow's world a little better every day'?

The SCOL board and staff are nearby, to support schools with enthusiasm, knowledge and a positive-critical outlook as they make plans, learn from each other and implement and evaluate this roadmap.