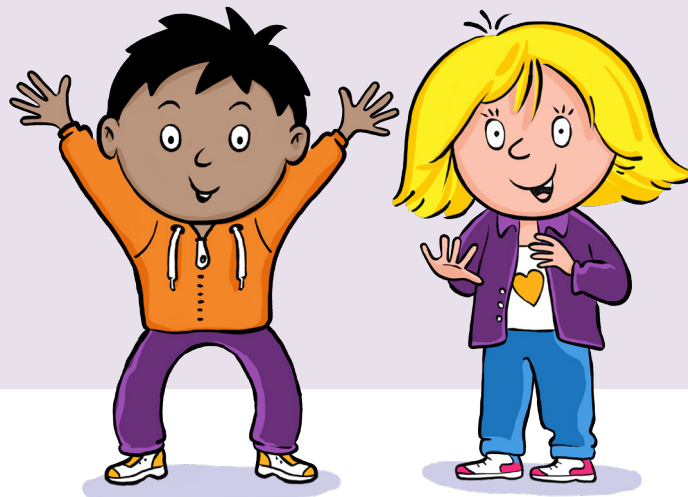


Course Plan 2020 - 2024

TOGETHER we are SALTO

"Hi! We're Sam & Sally"

"We go to a SALTO primary school where they've thought very carefully about how we can do things even better. They wrote it all down in a Course Plan."



Course Plan 2020 - 2024

TOGETHER we are SALTO

The 2020 – 2024 Course Plan is a logical continuation of the 2016-2020 strategic policy framework. Our mission, vision and core values still stand. Nevertheless, we believe it is important to reflect every four years, critically, and across the entire breadth of our field of work. What did we achieve, which path has been so successful that we surely need to continue on it, and where do we need to adjust or sharpen things in the light of social, economic and educational developments or new insights?

This Course Plan didn't happen overnight. It is the result of extensive consultation with all our stakeholders, who together make up SALTO and parties with whom we work closely. This broad cooperation is typical for our organisation.

Our supervisors, participation bodies, directors, employees, parents, children, cooperation partners and external advisors have all made valuable contributions. Contributions that have led to a coherent whole that indicates who we are, what we stand for and what we are going to do in the coming policy period.

This course plan is a guideline, a guiding principle that offers plenty of room for the work at SALTO schools. It outlines our DNA, who we are and what we – all of us - consider to be important. This document contains five key points and is considered the most important tool for schools to use as a starting point and as a basis for drawing up school plans.

We would like to thank everyone for their important contribution to the 2020 - 2024 Course Plan!

#SALTOTOGETHER

SALTO DNA

Who are we? What is our identity? What makes the SALTO DNA so special? The answer to these questions can be found in our mission, vision and the description of our core values and key points.

We are aware of our origins at SALTO. We are mindful of our identity, our past, our being, our position in the world and our responsibility in that world. SALTO is an innovative organisation that dares to think in possibilities and proactively seeks the connection with the environment. An environment that positions itself and is also developing into the Brainport region, a region in which innovation and internationalisation are key concepts. Particularly in this region, we are aware of the continuous changes and speed of social and economic developments.

Where the environment is in motion, you have to want to be constantly in motion too. It takes courage to think big and take small steps. SALTO has the courage, wants to lead the way, has to the urge to initiate innovations and does not want to wait and see. Our course is clear. We know which direction we want to take; we understand our social responsibility and we take it seriously. In the meantime, we remain critical, certainly of ourselves. We know that we are pursuing an ambitious course, but we also keep an eye on our vulnerability. Our course has been set; a flexible attitude is needed to adjust that course if necessary. We are not always in control of the speed at which we sail. Our social environment and the changes in it, influence our daily lives and actions. We realise this, but in anticipating this, we need our strengths and our roles as our starting points.

SALTO explicitly cherishes its own, jointly formulated principles and identity. Within the larger whole of a collective identity, we leave room for our schools to shape their own identity; appropriate for the school, the people who build that school and the neighbourhood in which the school is located. A decent educational and pedagogical basis is always the starting point. At SALTO, a well-founded learning and development climate is built on a solid basic quality that is never in question, regardless of the identity or specific form of education chosen.

Our mission

Every child has talents! We help children discover and develop these talents. Our competent teachers teach and support the children so that they can use their talents with confidence, courage, discipline and hard work. We do this in a safe learning environment, with appropriate didactics and attention to a healthy lifestyle. Together with the parents, we feel responsible for the development of the children. In short: **the basics for learning for life! #SALTO**

Our vision and core values

Our vision is as follows:

SALTO: Samen Actief Leren Talenten Ontwikkelen

We organise our education on the basis of our core values:

- Accessibility
- Talent
- Future-oriented

Our core values are explained below.



Accessibility

SALTO is an inclusive school foundation. This means that we like to think outside the box, and we don't exclude anyone. We see the added value of a diverse and colourful society, in which we deal with each other on the basis of equality. We are also an accessible and involved partner. For the parents of our children, but also for (social) organisations or external knowledge institutes with which we cooperate on the basis of equality.

Talent

Our organisation is supported by passionate teaching professionals. High-quality education is at the heart of our daily activities. We see it as an important task to guide children in the search for their specific talents and to develop these. As a learning organisation, we also support the development of the talents of our ambitious employees.



Future-oriented

Working together with children on their future means above all looking closely at the challenges and opportunities of that future. How can innovation contribute to this, how do we arrive at sustainable solutions to complex issues, how do we ensure that we, as adults, can live and work in a good and pleasant way, now and in the future? SALTO schools are healthy learning and living communities. For children as well as for employees. Where professionals enjoy working, where they are valued, feel responsibility and trust, and where specific attention is paid to career development with a focus on fitness and vitality at all career stages.

Living our core values

Describing and defining core values is relatively simple. But these core values only become true if they are alive in our schools. This is only possible in an appropriate culture. We are therefore committed to a safe working culture in which we interact with each other, the children, parents and stakeholders in a good, respectful and professional way. We have clear expectations of each other and do not hesitate to express these. We are responsible for what happens at the schools, support each other, make use of each other's knowledge and skills, show leadership and are accountable for our actions. An open culture in which there is room for everyone's individuality, trust in each other's professionalism and solidarity. This is the basis for the good education that SALTO stands for.



Accountability

Our professionals are at the helm at SALTO. The board facilitates and establishes frameworks based on trust in those professionals and the team of professionals of a school. Trust requires accountable behaviour of our professionals, however. We expect a proactive attitude, in which each professional contributes to the success of the team and the school in their own way. This means that as a team and as a team member, you recognise where team or work processes are vulnerable, you dare to address these, reflect and then take action together to implement improvements and changes.

KEY POINTS

We have linked our key points to the initial letters of SALTO. They indicate what we want to focus on in the coming years and what that means for our stakeholders. Of course, these key points do not stand alone. They are emphatically interlinked and form a coherent whole that characterises our SALTO DNA.

Our key points:

- **S**ustainability and Salto go hand in hand
- **A**ctive leadership
- **L**earning for life
- **T**eaching and learning in a future-oriented way
- **O**rientation towards an international learning and living community



SUSTAINABILITY AND SALTO GO HAND IN HAND

To ensure liveability for future generations, we are aware of the world we live in. In our school, with other schools and in larger contexts, we look for a responsible balance between people, planet and impact. 'We' is our starting point.

We focus on dialogue and make use of the knowledge and skills of a wide range of partners.

With courage and a strong sense of responsibility, SALTO wants to make appropriate choices to do justice to the sustainable development of the world in which our children live. As far as the choice of our cooperation partners and the way of working together are concerned, this means that we dare to think beyond our own interests. We make choices that are good for the greater good. We realise that there are also limits to our competences and that, together with value-driven partners, we can achieve goals that we cannot achieve on our own.

SALTO is a comprehensive school that is aware of the Global Goals. Good health and well-being play an important role in this. That is why in the coming policy period we will further shape and secure the initiative 'Gezond in Beweging' (Move Healthy). In doing so, we will encourage schools to actively work on the themes of movement and healthy lifestyles, in cooperation with external parties. We also believe that high-quality education within sustainable comprehensive schools and partnerships based on equality in the neighbourhood or city are necessary to achieve our objectives. We expect each school to visibly embrace at least two Global Goals.



ACTIVE LEADERSHIP

Leadership at SALTO goes far beyond the term leadership and touches all layers of our organisation. Children are important guides for us; they lead us in their own way. Our starting point is that we want to use the potential of children. Their happiness is our driving force.

We see our employees, be they directors, construction leaders, teachers or supporters, as leaders who dare to rely on their professionalism and also have the ambition to continue to develop their professionalism. Accountable behaviour, as described earlier in our core values, is the starting point. A professional acts on the basis of ownership and serves as an example -practice what you preach-.

Active leadership means that we rely on our own strengths and talents. Self-reflection and development-oriented action are crucial in this respect. We encourage active leadership among our employees, as they do among their students at child level.

Essential in shaping active leadership is also our relationship with the children's parents. We see and respect that parent as the undisputed expert of the child. That respect is central to the mutual relationship, in which we are clear about mutual expectations and the role that education and parents play in the development of the child.

As a board, we have to set a good example. We stimulate and develop active leadership based on a high degree of trust. Our employees are given the confidence to take responsibility for themselves, to show ownership and to account for their actions. They show proactive behaviour and are constantly on the lookout for changes where they can bring about improvements. They do this together, always on the basis of consultation with each other and others, and a culture in which it is normal to ask for help, give feedback and address each other to bring about improvements.

For our board, active leadership also means that we strive for loyal employees who enjoy working at SALTO. We like to engage our employees and bind them to our organisation. As a good employer, we find it important that they experience job satisfaction and receive optimal development opportunities. Our personnel policy is a further elaboration of this ambition.



LEARNING FOR LIFE

Our professionals are characterised by a healthy dose of curiosity. They don't just do things for no reason. They ask questions like: why like that? Could it be different, could it be better? How can I use my experiences and knowledge to answer the most essential questions of our education? How can I do research, how do I judge new initiatives, new ideas? But also: how can I reflect on my own behaviour and how can my colleagues help me? A critical and curious attitude suits us, because we want to get a little bit better every day. This attitude ensures that we develop personally and professionally, benefiting our education on the basis of a shared vision. SALTO facilitates this with a qualitative training offer in the SALTO Academy and the establishment of different learning communities.

We stimulate our own, curious and critical attitude among children and employees. In addition to learning fundamental basic skills, we look for room to discover and develop the specific individual potential of a child.

Learning and development is a continuous journey. A journey in which we analyse what is happening around us, and in which we anticipate, always based on our own strength and our own unique competencies. For the rest of our lives!



TEACHING AND LEARNING IN A FUTURE-ORIENTED WAY

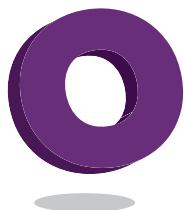
We want to give our student the knowledge, skills and competences they need to participate in society. But there's more. For example, we also offer sufficient room for the discovery and development of creative skills, and we guide our students in the formation of their personalities. We pay attention to treating differences between people with respect, developing an identity and exploring motives and passions.

In our view, contemporary education is necessary to utilise the optimal potential of children. Contemporary education fits in with an up-to-date perspective on learning and development. The primary principle here is that the basic quality of education at every school is in good order. Every development takes place on the basis of this basic condition.

The 'why question' is central to the design of contemporary education. Why do we do what we do, do we achieve what we want to achieve and how do we adapt our education so that every child receives an appropriate educational offer and achieves the maximum educational benefits? In every field of study and interest, with ample attention to each child's individuality and specific talents. If we want to involve children optimally in learning, motivating them and giving them the room to influence their own learning processes, they must have a meaningful, rich and challenging learning environment.

When translating our vision into daily practice, we always keep a close eye on the current, educational, social and labour issues in the world around us and anticipate accordingly. In this context - and looking at the rapidly changing Brainport region in which we work - it is logical that information technology, in the broadest sense of the word, is one of our key areas. Here, too, we have chosen a specific SALTO approach, which means that we allow ourselves a certain amount of room for experimentation, carrying out pilots, seeking active cooperation and looking for new perspectives. We are always focused on the intrinsic involvement of children and have a critical attitude when it comes to aspects such as safety, privacy and quality.

We are proactive in the field of technological change, within the perspective of basic education, of course. We keep a close eye on topics like robotisation, data analytics, big data, gamification, artificial intelligence and other developments. These topics require an open and critical attitude, a great sense of self-awareness and alertness. Creative, ethical and intuitive skills should be developed within this framework. We embrace technology and world citizenship and stimulate a critical attitude.



ORIENTATION TOWARDS AN INTERNATIONAL LEARNING AND LIVING COMMUNITY

Eindhoven is a city in which many different nationalities live and work together. The composition of the population and the economic structures that lead to it, require us to offer a coordinated range of education, in which the English language is an important part, in addition to Dutch. Naturally, we have set integration goals to make families feel at home in our city.

SALTO wants to intensify its internationalisation efforts* and integrate them into its strategy and policies. This is in line with the developments in the Netherlands and the Brainport region in particular.

The Brainport region offers a wide variety of backgrounds, nationalities and lifestyles. We see the effects of globalisation daily in our environment. Our students will work and live together with people of different nationalities and cultures, now and in the future. SALTO prepares the students and ensures that they can function effectively and actively in society. We endorse the advice of the Education Council that internationalisation should be a natural part of education so that every student leaves education 'internationally competent'.

Based on the SALTO core values (Accessibility, Talent and Future-oriented) and considering the developments in both our Eindhoven and global society, SALTO gives internationalisation a prominent place within its policy. We assume that all students - Dutch or foreign - receive the education they need and leave our school internationally competent.

* We distinguish seven domains within internationalisation:

1. Early foreign language education (vvtto)
2. Dutch as a second language education (NT2)
3. Internationally oriented teaching content and world citizenship
4. Cross-border exchange, with students and teachers
5. International policy developments
6. Educational offer for students with special educational needs
7. Educational offer for students staying temporarily in the Netherlands for a long time

SALTO is a foundation for general accessible education with 20 schools for primary education, 2 international locations and 2 schools for special primary education.

SALTO

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