



## **Strategic staff policy HSV 2021:**

### **1. Introduction:**

The basis for strategic staff policy lies in the strategic policy plan of the HSV. In it, the HSV has laid down the following for a period of five years:

- the mission;
- the core values;
- the context in which the organization operates;
- the vision with the basic principles;
- the goals and activities.

In order to actually fulfill the ambition and the vision, a concrete elaboration will follow in the strategic staff policy. In this, the ambition of the board or the school is translated into:

- strategic staff issues;
- the necessary interventions and measures.

The board determines the frameworks within which agreements can and may be made at school level. The strategic staff policy at school level can then consist of:

- School specific staff issues related to strategic choices that the school has created, identified and substantiated.
- The interventions or measures that the school will take to tackle these issues, with associated deadlines

The Joint Participation Council (GMR) has the right to advise on staff policy and the instruments to be deployed (Art. 11, paragraph f WMS) and the staff section of the GMR has the right to consent to changes in the staff policy (Art. 12 WMS).

### **2. External factors:**

In the elaboration of this strategic staff policy memorandum, external circumstances (funding, legislation, student numbers, collective labor agreement, international and demands from society) and internal circumstances (professionalisation, vitality and sustainability, mobility, link between staff policy and HSV ambitions) were examined. But the strategic staff policy memorandum should not be "over the top": we want to keep the focus on concrete and visible steps: every small practical improvement leads to greater satisfaction.

External factors that have a major influence on HSV's staff policy:

- Pupil prognosis: the prognosis in The Hague looks positive, a growth in the number of pupils is expected.
- Teacher shortage: there are many vacancies in some neighborhoods in The Hague. So far, the HSV has been successful in filling vacancies, but we are seeing some cover problems. The pay gap between PO and VO seems to be closing wholly or partly. However, even if the number of teacher training students increases as a result, this does not mean that a considerable amount of extra teachers will become available soon. The teacher shortage and also COVID means that we have to think about and professionalise in the ways to organise our education. If the need arises, we must be ready with alternatives.
- Simplification of funding: the simplified funding system will come into effect on 1 January 2023 and the HSV will have to deal with a negative redistribution effect.
- Abandonment of temporary subsidies: temporary subsidies such as the emergency plan for teacher shortages and the National Plan for Education (COVID recovery), will be terminated: the reasons why these subsidies were provided will not (completely) have disappeared yet.
  - OCW's decision on bilingual primary education: in 2023, OCW must make a decision about whether schools that were involved in the bilingual education pilot (such as our Dutch department) will be given the opportunity to continue with bilingual primary education.
- Development of integrated child centers: both in The Hague and nationally, there is a policy focus on promoting integrated child centers. The HSV must consider whether it is desirable to explore the possibilities in schools to develop an integrated child center. This will certainly affect staff policy.
- Development of new curriculum legislation: adjustments to the national curriculum, about which a decision has yet to be made, may lead to a need for professionalisation. These adjustments could also lead to the development of a vision on digital working in the classroom and the development of digital skills among staff and students.
- Business climate in The Hague for international companies and government institutions: the Municipality of The Hague is actively promoting a positive business climate in the context of strengthening its international position. There is a need for (international) schools for children of employees of these companies and government institutions, who take this into account when deciding to (temporarily) move to the Netherlands. In this context, a good image of the HSV is important: working for or following education at the HSV offers excellent opportunities to become more known/integrated in the Dutch environment.
- The government makes too few facilities available to properly design inclusive education. The financial risks of the HSV choices for inclusive education, e.g. Lighthouse, Open Venster, student centred group size, subject teachers, teaching assistants must be dealt with.
- The municipality assumes that the planned expansion of the building on Nassaulaan will be used to accommodate 2 groups of international SBO students: the international schools in The Hague also need this. This will also have an effect on staff policy.

### **3. Good staff policy means good education:**

Good staff policy is essential. Good education is achieved with good teachers and good support staff. To facilitate this, you need high-quality management and an expert board office.

The Education Inspectorate states about the HSV that our culture offers broad support for (improvement of) the quality of education. This supports the board's view that the quality of education

is largely determined by the quality of the teachers and that a good quality culture, aimed at mutual learning and continuous improvement, is of the utmost importance.

We want to work at the HSV to give development opportunities/change of location, to ensure that our staff members are our best representatives, because people are satisfied with the HSV as an employer. For example, the compensation days, the replacement pool at the ID and the personal attention for people (for example via compassionate leave and regular drinks) are now regarded as a plus. Our team approach gives people a voice. We also do a lot to make and keep the HSV attractive for international teachers. Our view on appropriate education means that we work with smaller groups of students and with specialist teachers, so that it is possible to pay more attention to each child. The role of the teachers in the content of the education makes maximum appeal to their professionalism and provides their own space to fill in the lessons in a way that is attuned to the population.

We regularly conduct (external) satisfaction surveys among students, parents and staff. Across the board, the latest report showed that the HSV scores above the national average and also scores higher than in previous polls. The vision of the HSV from the strategic policy plan, elaborated in the school plans, seems to be well received and recognized. Reason for satisfaction, however, based on our motto that you should always keep looking for further improvement opportunities, a number of actions will be picked up from the polls.

Absenteeism interviews show that cases of illness regularly have a personal background. It is sometimes difficult for management to deal with this. We will arrange a meeting with an external coach who supports us in how to approach coaching. We also look at what our external confidential adviser can do in this regard and what insurance options offer to deploy consultants where desired.

Trainees and educational support staff help to reduce the workload. We agreed that we would use the same format as much as possible for personnel interviews throughout the organisation. We digitize the reports and store them in our HSV personnel system. We use an interview cycle in which we pay attention to the competence requirements and the development of the staff.

The professional statute of the HSV stipulates that our teachers are independent and flexible professionals who make their own choices within the framework of school policy and make decisions about the curriculum in their class, so that it matches the students as best as possible. With regard to school policy, staff are given the opportunity to put forward ideas. The school management then draws up the policy in broad terms and the teachers determine the outcome, including the interpretation and implementation of the policy. Discussions about the strategic policy and the educational goals in the school plan and other policy plans are put on the agenda in the staff meetings.

The board is ultimately responsible for the schools of the Haagsche Schoolvereniging and determines the policy frameworks together with the management. The school management is responsible for the organisation and implementation of the educational policy at the schools concerned. The teachers are responsible for the interpretation of educational practice and the development of the students in their class. It is important that a professional dialogue is conducted by the various echelons about educational policy, in which the quality of daily educational practice is central.

The HSV has protocols for privacy, security, COVID19, behaviour, integrity, quality development, smoking, absenteeism, whistleblowers and complaints. A tax advantage regulation is also used which

provides tax benefits for sports subscriptions, commuting, union membership and the purchase of a bicycle.

Each school has a staff handbook and an induction program for new staff.

#### **4. Priority Themes:**

The external factors mentioned above that affect the HSV cannot all be tackled with the same intensity or at the same time. In the assessment that has taken place, the teacher shortage and the business climate for internationals of the municipality of The Hague come out as the factors that initially deserve the most attention. Both cause that the HSV has to adopt a smart recruitment policy and also a policy aimed at keeping staff working for us.

This means that the HSV primarily wants to prioritise:

##### **a) Good recruitment policy.**

The core of the foundation's staff consists of qualified teachers. Together with the management they are essential for the quality of our schools. Women are overrepresented in primary education and the aim is to recruit more men. Efforts are being made to achieve a balanced recruitment of older and younger staff and full-time teachers are additionally supported by more days of leave. Prior to external recruitment, the personal development and mobility wishes of staff are examined. Internal obligations may arise when there is a need to transfer or relocate staff members for medical or other serious reasons.

With external recruitment, it is examined to what extent potential candidates fit within the team and within the culture of the HSV. The way in which education is organised -or in which it is adjusted- is also a guiding factor in determining staffing needs. The recruitment of international teachers requires extra efforts, for example when it comes to assessing competence, giving a trial lesson, applying for a residence permit and transferring to Dutch society.

The HSV uses an organisation of jobs within which job descriptions, competencies and core qualities apply that are linked to the various positions. There are temporary and permanent contracts. Temporary contracts include, for example, a first contract, covering temporary absences (e.g. sick leave) or a contract within the framework of a project. Temporary contracts are always provided with an end date. Permanent contracts are made after demonstrated suitability and after an appraisal interview has been held.

##### **b) Sustainable employability.**

Sustainable employability is a policy that takes the specific circumstances and wishes of employees in the various phases of their lives and careers into account as much as possible. Sustainable employability focuses on young and old. It is important for organisations that all employees remain deployable. Highly deployable employees can respond better to changes in their duties, changes in their career and developments in the organisation.

The benefits of sustainable employability policy are:

- Absenteeism costs are reduced.
- The HSV keeps motivated employees.
- The HSV deploys staff effectively.

- The HSV ensures longer retention of the knowledge and expertise of older employees.
- The HSV also places responsibility for their careers with the employees themselves.

Opportunities to stimulate sustainable employability are:

- teachers make (as part of their personal development plan) a personal commitment plan: how do I want to teach in the coming years or what other tasks/responsibilities do I want to take on;
- visualise the undercurrent: make unwritten rules, opinions/beliefs, fears and concerns explicit and then work on them;
- discuss whether it is desirable to continue teaching for a long time to the same group/at the same location.

c) **Vitality.** Options to stimulate vitality are:

- Keep the 'psychological contract' (the set of mutual expectations surrounding the formal employment relationship) up to date.
- Act life-phase-oriented in the interview cycle: look at the performance of employees through a 'life-phase lens', ensure that you gain insight into opportunities and threats.
- Take tailor-made measures for deployment and the promotion of expertise. What chances does staff get for professional development?
- Vitality is of all ages. Stimulate self-reflection (who am I, what drives me, what can I do, what do I want, what do I have to do).
- A peer consultation group for colleagues in age groups: keep each other vital!
- Emphasize that employees are the director of their own career.

d) **Be an attractive employer.** Good employership can be propagated as follows: • Be clear about expectations: what requirements must a new employee meet to switch from a temporary to a permanent contract.

- Offer security with a minimum contract with which a starting teacher can earn a living.
- Make cover policy on the basis of the historical need for cover, perhaps starting teachers and substitutes can be offered more stability than now. Make a 5-year planning to gain insight into the natural course within the organisation and adjust talent management and internal mobility accordingly.
- Offer guidance to (beginning) teachers and substitutes.
- Provide room for development and experimentation.
- Be careful when making agreements and keep those agreements
- Provide clarity about the employee's commitment and professionalism.
- Start in time thinking about alternative design of education if insufficient qualified teachers can be recruited.
- Mobility also offers opportunities: people who leave the organisation are replaced by new people with fresh new ideas

e) **Stimulate the we-feeling**

A we-feeling is a feeling of togetherness. Does the team have an eye for existing common interests? Is the team willing to go for common goals? Are there shared standards and values within the team? A number of characteristics can be established in a team where the WE-feeling is present: • we work on the basis of shared interests and objectives

- team interests come before individual interests

- team achievements are celebrated together
- the qualities of the various team members are used and appreciated
- there is respect for each other
- team members are familiar with the organisation's goals, vision and mission
- team members feel responsible for team performance
- there are shared norms and values
- there is commitment and involvement from the team members
- diversity and inclusion: do we take account of cultural differences, holidays of other cultures sufficiently, do we treat each other with respect, do we want to prevent discrimination. ● The HSV regularly organises social gatherings for the staff, such as an end-of-year BBQ, kick-off meeting for all staff, New Year's meeting and other drinks. A gift is offered to the staff on International Teacher's Day and Christmas.
- The HSV is proactive in developing teams and facilitates teambuilding.

**f) Working conditions (Arbo-related matters)**

Health, well-being and safety weigh heavily. This means the presence of:

- Safety plan
- Prevention Officer
- emergency response officers
- RI&E reports
- Evaluation of absenteeism protocol
- Evaluation Health and Safety Service
- Lessons learned from the educational approach and from Covid measures

**g) Performance management: cycle of professional development/appraisal interviews**

Continuous feedback is based on trust in employees and their own responsibility. This can ensure more involvement, motivation and employee satisfaction and thus also optimise employability. Feedback should be given regularly and informally between employees and managers. In any case, there is also an interview cycle: appraisal interview in the first year and then every three years, professional development interviews. Fixed templates are used for this.