

Education as a force to unite



School plan 2024-2027

Final version following consent
From the Participation Council

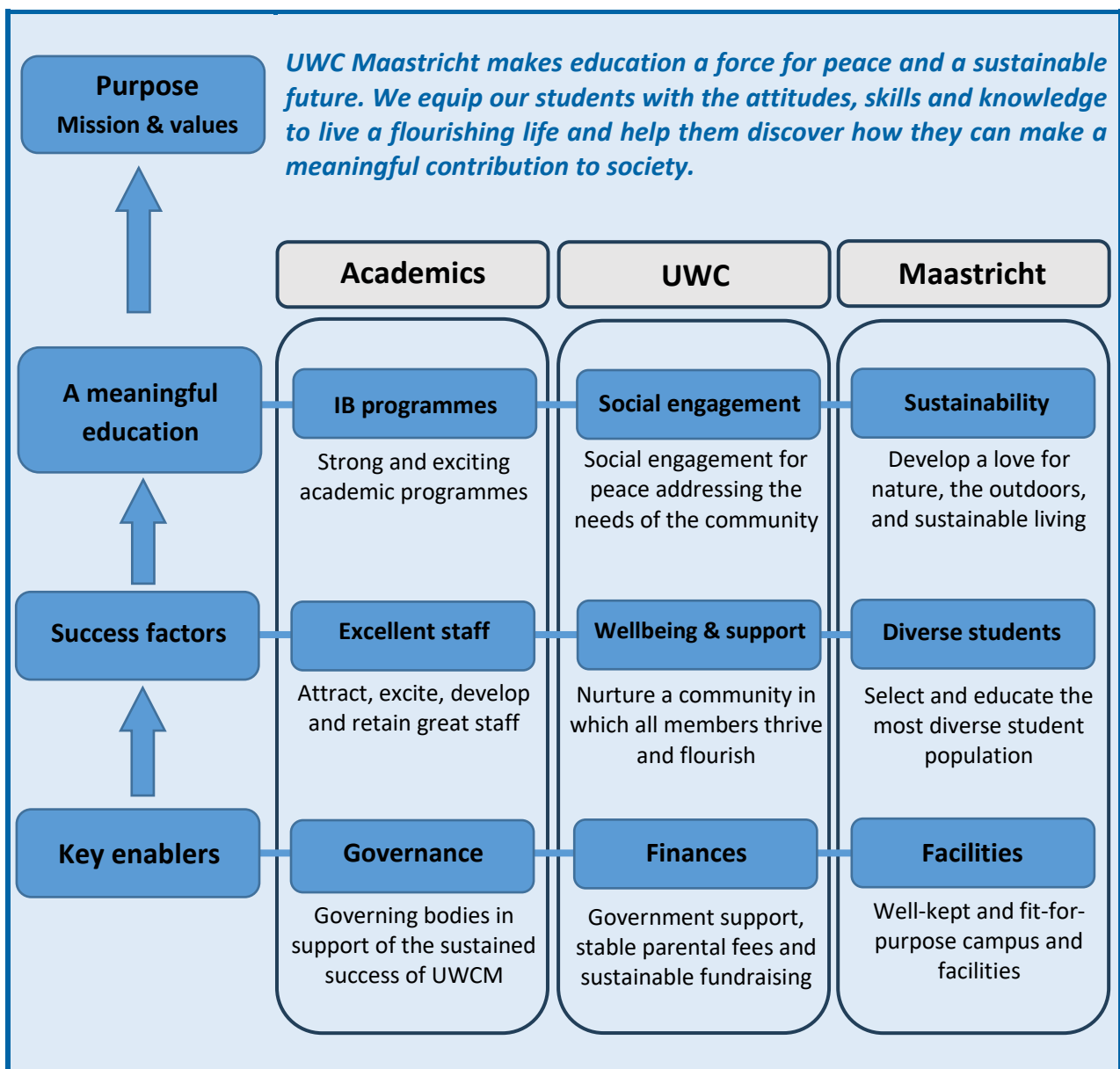
25 June 2024

Introduction

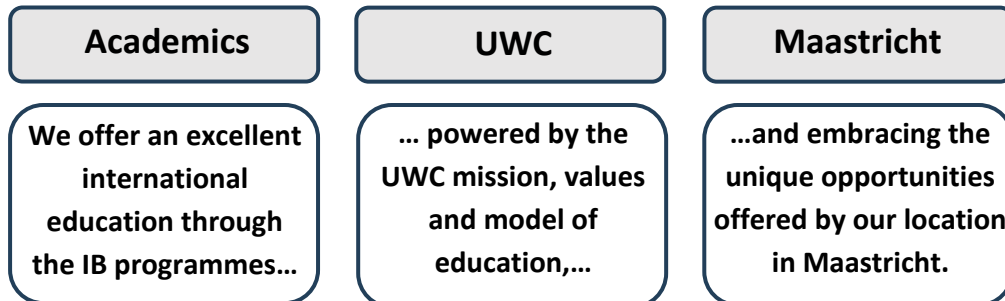
This school plan presents nine key areas for UWC Maastricht’s development in the next four years, chosen after deliberations in the school community and a review of our recent evaluation and accreditation reports. It should be read as a consensus agenda: the school’s Leadership Team, Board and Participation Council collectively agree that these nine priorities form the cornerstone of our development in the next four years. Together, we believe these priorities push our educational programmes and supporting structures to the next level.

School plan map

The map below shows how UWC Maastricht accomplishes its mission to make education a force for peace and a sustainable future. We offer a meaningful education consisting of three elements: IB programmes, social engagement and sustainability. To do this, we need excellent staff, thorough wellbeing and support structures, and a diverse student body. This is enabled by supportive governance, sustainable finances and well-kept facilities.



The school plan map also identifies the three elements that together create the unique context in which UWC Maastricht operates, the three columns of our school:



Top priorities for each column

For each column, we have identified the three priorities for development. Progress in these areas will be a priority for the leadership team. They will also be a matter of ongoing discussion in Board meetings and form the basis for upcoming policy proposals shared with the Participation Council.

Academics

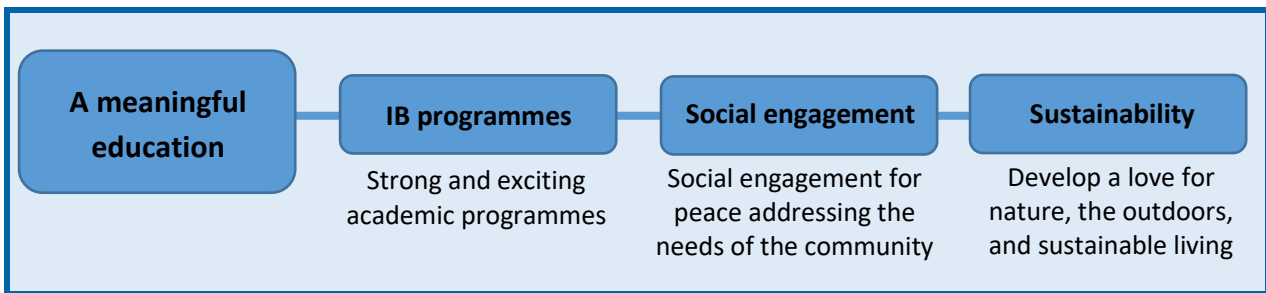
- We implement the IB five-year recommendations for DP and MYP and fully develop the PYP and CP, with the ambition to be a leading IB continuum school in the Netherlands and within UWC. We nurture a love of reading, scholarly research, and intellectual curiosity.
- We create a culture of learning and accountability for all staff. This includes an improved performance cycle linked to personal development. We develop clear career and promotion paths for our staff and we proactively welcome trainees and interns into our community.
- We build and maintain a skilled and involved school Board, to support the Head of College in executing the school strategy.

UWC

- We focus and strengthen our social and community engagement programmes, based on an assessment of the needs of our community.
- We create a proactive wellbeing programme for all students and staff, by nurturing, among other things, mental fitness and a healthy work-life balance.
- We increase our financial support for students in need, striving for 75% financial aid for our residential students. We also strengthen our Promise Programme for Day students, thus adding more socio-economic diversity to our student body.

Maastricht

- We grow our outdoor learning programme, impacting all our students from Kindergarten to Year 13 with a love for nature and sustainable living.
- We progress from a very diverse to an increasingly inclusive community, in which all members belong and are invited to contribute and flourish.
- We strengthen our connection to Maastricht and the Netherlands, including our understanding of Dutch language and culture.



IB programmes

Objectives

- (1) Grow as a leading IB continuum school within the Netherlands and within the UWC movement
- (2) Develop the IBCP programme as full equivalent to DP programme. Add exciting pathways and improve community perceptions of the CP programme
- (3) Implement recent recommendations IBMYP and DP evaluations

Key Results

- (1) Receive IBPYP authorization (2024) and strong IB evaluation (2027)
- (2) Achieve strong results and 90% pass rate across all programmes
- (3) Exemplary five-year IB evaluations and CIS re-accreditation in 2027

Initiatives

- (1) Focus on IB-related training for Leadership, Primary and Secondary staff
- (2) Identify partner NCS to attract CP students and attract CP-specific donors
- (3) Enable a teaching & learning Task Force to increase effectiveness in pedagogy and approaches to teaching & learning with clear links between the four IB programmes

Social engagement

Objectives

- (1) Place service & community engagement in the heart of student experience
- (2) Focus service & community engagement towards UWC purpose and mission
- (3) Increase our visibility and impact in the Maastricht and Limburg region

Key Results

- (1) Extend elements of service & community engagement to all age groups K-13
- (2) Create a 'less is more' framework with clear focal areas/strands in service & community engagement (decide, and do it well)
- (3) Implement a mechanism to demonstrate our social impact

Initiatives

- (1) Implement a tool to measure service & community engagement impact among students (linked to wellbeing) and in the community
- (2) Articulate coherent links between academic programmes and service & community engagement within academic unit plans ('Think global, act local')
- (3) Connect service & community engagement with Dutch language & culture learning

Sustainability**Objectives**

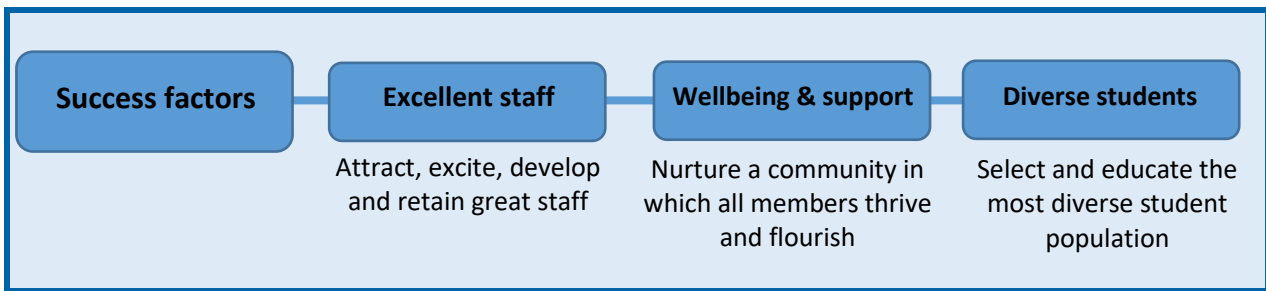
- (1) Place outdoor learning in the heart of the student experience for all age groups K-13.
- (2) Create a balance between:
 - (a) a love and understanding of nature;
 - (b) outdoor pursuit and challenge, and
 - (c) a deep understanding of sustainability
- (3) Form lasting partnerships with external agencies and organizations

Key Results

- (1) Articulate a UWC Maastricht outdoor learning curriculum
- (2) With our students, contribute significantly to the reforestation of the region
- (3) Link outdoor learning with a better understanding of the region and culture of Limburg/the Netherlands
- (4) Triple student participation in IA/Bronze, Silver and Gold Awards
- (5) Triple student involvement in green activities (Eco Team, Eco Schools, Environmental Action Group, campus gardens, etc.)

Initiatives

- (1) Pursue and sustain the reforestation project with CNME/Gemeente
 - (2) Enhance overnight camps and hiking activities in most if not all year groups
 - (3) Consider approaches to 'solitary time' in nature (Hahn's time for reflection, linked to wellbeing)
 - (4) Create a whole-school Pieterpad challenge (walk the entire Pieterpad between KG and Year 13) or equivalent hiking challenge, including adopting and maintaining parts of a nature trail
 - (5) Buy mountain bikes for specific year groups for nature-based PE lessons
 - (6) Attract and train more staff to contribute to outdoor learning programme
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Excellent staff

Objectives

- (1) Become increasingly attractive for qualified and experienced staff from all around the world: UWC Maastricht as 'the place to be' within IB, NL and UWC
- (2) Stimulate and support ongoing individual and collective training in IB Teaching & Learning and the UWC education model: UWC Maastricht as 'the place to grow'
- (3) Lengthen tenure of great staff: UWC Maastricht as 'the place to stay'
- (4) Claim our leading position as a deliberately diverse & inclusive employer in the world of international education

Key Results

- (1) Demonstrate significant growth in open and solicited applications, and high-quality vacancy short lists and appointments
- (2) Create a UWC Maastricht staff development, coaching and training programme (the 'UWCM Staff Academy'?) with clear expectations and offers for all staff
- (3) Demonstrate measurable increase in staff satisfaction and tenure, including D&I

Initiatives

- (1) Pro-actively communicate & brand the UWC Maastricht staff experience (school, city, package, work/life balance)
- (2) Link the performance dialogue to professional development, organizational goals/ambitions and (if applicable) professional coaching
- (3) Create a staff wellbeing programme tackling illness & absenteeism, work/life balance, career perspectives and promotion opportunities
- (4) Review the conditions of service for staff beyond the current CLAs with the aim to be more competitive for international teachers and families
- (5) Identify and implement tools to track staff satisfaction, training and tenure in a comprehensive way (B&T surveys and beyond), including D&I

Wellbeing & support**Objectives**

- (1) Ground the UWC Maastricht curriculum in a comprehensive approach to student wellbeing, safety, and care, and gear our organization towards increased wellbeing for staff
- (2) Nurture the desire and skill to conduct meaningful conversations among all stakeholders in the school (staff, students, parents, alumni...)
- (3) Support all UWC Maastricht community members in feeling 'at home' in the Netherlands and in the Dutch language

Key Results

- (1) Identify Key Performance Indicators of community wellbeing and implement measures to track progress and set targets
- (2) Create a community wellbeing task force, to improve our work/life balance, (digital) off time, Kurt Hahnian 'silence and reflection', and the nurturing of meaningful conversations
- (3) Achieve proficiency in Dutch for all long-term staff and students

Initiatives

- (1) Develop a mental and physical fitness programme, in collaboration with the student support and PE departments, and implement across the school
- (2) Facilitate Dutch language learning for all staff and students (and parents?) and nurture a sense of belonging in the Netherlands
- (3) Offer individual coaching sessions to staff and senior students around wellbeing

Diverse students**Objectives**

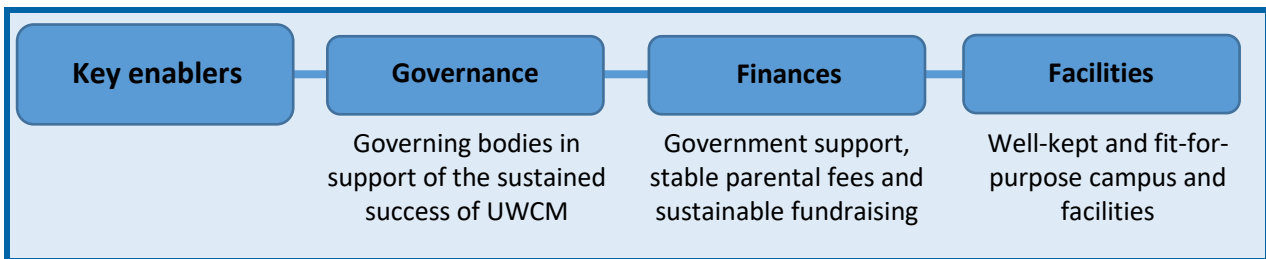
- (1) Strengthen our position as the most 'diversely diverse' UWC within the movement, identifying and catering for new kinds of student diversity
- (2) Maintain a student community of 100+ nationalities but slowly shift the focus from national diversity to other more contemporary kinds of diversity
- (3) Enable educational pathways geared at individual success for students with particular needs, e.g. in the area of learning support/SEN

Key Results

- (1) Re-focus our provision of financial aid to harnessing our uniquely diverse student body of future leaders across the school
- (2) Re-focus the student services department to maximize student diversity, through individual pathways to academic success
- (3) Increase the percentage of day students from groups/communities currently underrepresented at UWC Maastricht (refugees, 'working class expats', etc.)

Initiatives

- (1) Create a concise UWC Maastricht diversity profile for the UWC NCs, to support them in selecting great students for our DP and CP programmes
- (2) Form close multi-year partnerships with preferred NCs to ensure the most diverse residential student body as possible
- (3) Create a financial aid scheme and hardship fund for day students
- (4) Attract donors for specific groups of students: e.g. refugees, LGBTQI+, CP students (e.g. 'Teenage African leaders with an interest in Sustainable Business')



Governance

Objective

- (1) Ensure the school's governance fully supports the Head of College in the pursuit of the school's mission
- (2) Attract, develop and retain Board members committed to UWC and the continued success of UWC Maastricht
- (3) Operate all UWC entities in the Netherlands through a unified governance structure, as an exemplary model for other UWC schools and in-country NCs

Key Results

- (1) Define and recognize the unique features of UWC Maastricht's governance within the UWC movement and within International School governance
- (2) Define the Board's responsibility regarding Fundraising/Endowment management in relation to the role of the Head of College and the Advancement Office
- (3) Define UWC Maastricht's position with regards to a sustainable governance model for the UWC entities in the Netherlands

Initiatives

- (1) Create a manual for Board operations, aligned with the responsibilities of the ALV and Head of College/Leadership Team
- (2) Create an evaluation/performance review system for Board members
- (3) Develop a long-term strategy for cooperation other UWC entities in the Netherlands

Finances**Objectives**

- (1) Build a fully transparent financial model based on three income streams:
 - (a) Sustained government support;
 - (b) Stable and predictable parental contributions;
 - (c) An ambitious long-term fundraising strategy
- (2) Ensure ongoing financial aid and scholarship support for future students
- (3) Enhance alignment between school finances and educational operations in the Leadership Team

Key Results

- (1) Agree on a formula to determine the ratio between government support versus parental contributions
- (2) Create an endowment fund with 15M target by 2025, and long-term goal of 30M
- (3) Integrate school departments with direct and indirect financial impact

Initiatives

- (1) Launch and pursue endowment fund campaign as collaborative HoC/Board/ALV drive during academic year 2024-2025
- (2) Implement formula for Annual Results allocation to endowment fund
- (3) Merge Finance, Admissions, Facilities and Advancement Offices led by one senior Director of College Operations

Facilities**Objective**

- (1) Ensure our campus facilities remain state-of-the-art, and highly suitable for our mission to educate for Peace and a Sustainable future

Key Results

- (1) Embrace climate neutrality and carbon-offsetting for all school operations
- (2) Create an increasingly green, pleasant and biodiverse campus

Initiatives

- (1) Develop growth scenarios and campus upgrade/extension plans and timelines
 - (2) Create and implement action plans for sustainability in three areas:
 - (a) Buildings and facilities (net-positive, carbon and climate-neutral)
 - (b) Community behaviour (e.g. food, heating, warm water, waste)
 - (c) Student, staff and parental travel, including of NC-selected students
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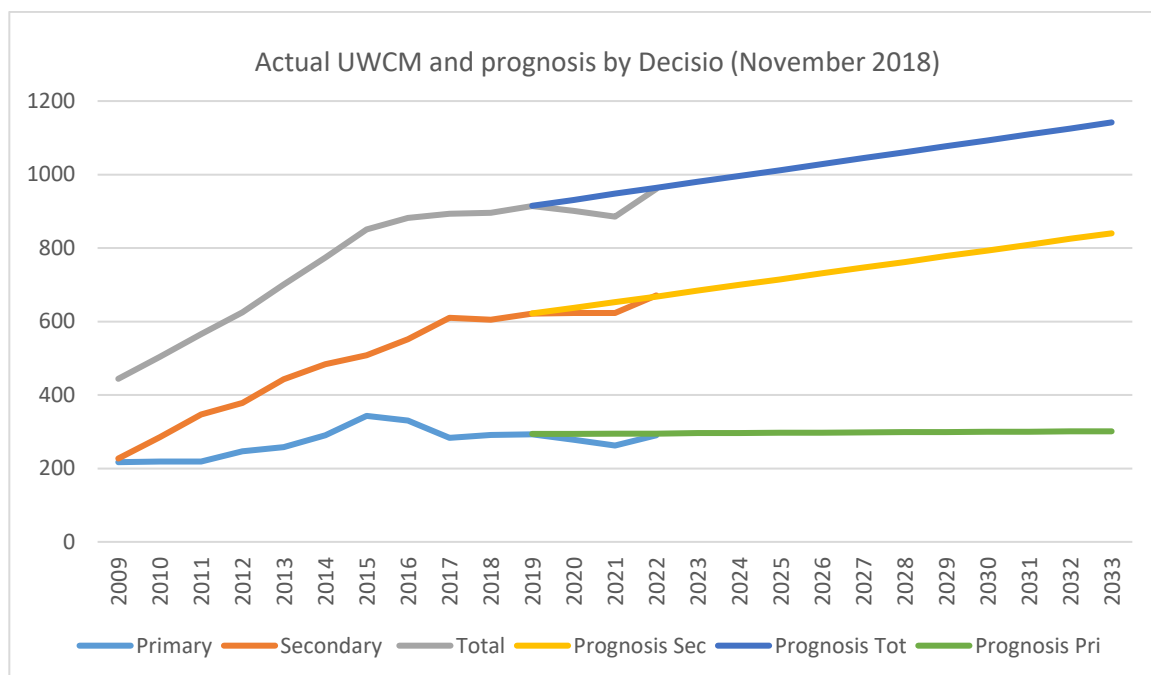
Deep dives for the future

In addition to these nine priorities, we have also identified three important areas for development, that will require more data gathering and deep diving before future directions can be made. These three ‘deep dives’ are:

1. Managing our growth
2. Sustainable operations
3. Fundraising

1. Managing our growth

Based on the 2018 growth prognosis, made by the data analysis institute *Decisio*, organic growth at UWC Maastricht may result in a secondary school of 840 students in 2033. The current projection suggests the Primary school will stable with a student population of 302 students. This will result in a school community of 1142 students in 2033.



UWCM growth actuals and prognosis

Our current growth creates ongoing challenges with regards to our organizational structures (e.g. timetabling) and facilities (e.g. class rooms, office spaces, places for rest and leisure). Given the relatively slow speed of facility extension and upgrading, the school would benefit from a long-term strategy towards growth and campus extension, in close alignment with the Gemeente Maastricht.

Managing our growth		
Immediate actions (Years 1-2)	Follow up choices (Years 3-5)	Preferred situation (Years 5-10)
<p>Update student prognosis and campus 'faseringsplan'</p> <p>Execute Secondary 'optopping'</p> <p>Decide on existing campus efficiency plans: (1) Bike shed under cage (2) Roof over patio in Secondary (3) Build pavilion between Primary and Secondary</p> <p>Define HR and timetable needs based on new projection</p>	<p>Execute existing campus efficiency plans</p> <p>Decide on future Primary school location*</p> <p>Use scenario to prepare school organization for 2033 (HR, timetables, etc.)*</p> <p>Einstein Telescope decision?</p>	<p>New Primary school*</p> <p>Secondary grows into current Primary building*</p> <p>New growth scenarios? Einstein sub-campus?</p>

* The above table is based on the assumption that we, indeed, decide to manage our natural growth based on the student prognosis. Alternatively, we could decide to limit our capacity, and design ways of becoming a more selective school of, say, 1.000 students. This too will have implications. What would, for instance, be the consequences for UWC Maastricht once a second International (IB) school opens in our region? The various scenarios for growth merit further data gathering and analysis.

2. Sustainable operations

Given our unique purpose-build campus and friendly regulatory context for *verduurzaming*, UWC Maastricht can take giant steps towards sustainable facilities and college operations. We aim for energy-neutrality for our facilities by 2030 and whole school climate-positive operations by 2050. This will be the result of a combined effort to reduce our energy consumption, electrify our transport to and from school and off-set the carbon emissions we cannot avoid without damaging our purpose and mission, including our mission to bring together a (nationally) diverse student and staff population.

Sustainable operations		
Immediate actions (Years 1-2)	Follow up choices (Years 3-5)	Preferred situation (Years 5-10)
<ul style="list-style-type: none"> Commission Hysopt digital twin plan (see here) Implement CO2 emissions tracking, set targets Commission full sustainability survey re. <ol style="list-style-type: none"> (1) buildings and facilities (2) community behaviour (3) travel incl. residential students Apply for subsidies e.g. 'Verduurzaming maatschappelijk vastgoed' Start reforestation project first 5 hectares: Approx. 25,000 trees 	<ul style="list-style-type: none"> Implement & monitor Hysopt digital twin Based no CO2 tracking and sustainability survey, agree on reduction plans: <ol style="list-style-type: none"> (1) Plant-based Mensa (2) Transport electrification (3) Off-setting scheme Implement measures following subsidy allocation Continue reforestation 6-15 hectares 	<ul style="list-style-type: none"> Hysopt by 2030: Buildings energy-zero Continue sustainability tracking and reduction: <ol style="list-style-type: none"> (4) CO2-efficient NC offers Continue reforestation 16-25 hectares

3. Fundraising

Among the UWC schools and college, UWC Maastricht is built on a unique financial model with three main sources of income: (1) generous governmental support; (2) parental contributions; and (3) fundraising. In addition, the Gemeente Maastricht financially supports the school when building extensions are deemed necessary.

UWC Maastricht’s fundraising strategy will consist of three core activities: (1) the stewarding of funds received via UWC International; (2) the raising of annual funding target through events and special projects; and (3) The establishment and build-up of the UWC Maastricht endowment fund.

With regards to fundraising and the endowment, the following path is proposed. This development signals a slow transition from annual fundraising to the management and stewarding of a hybrid endowment fund.

Fundraising		
Immediate actions (Years 1-2)	Follow up choices (Years 3-5)	Preferred situation (Years 5-10)
<ul style="list-style-type: none"> Raise ca. 500K annually Establish Endowment Fund and raise 15M target Steward UWC International donor relations (e.g. Davis, EU/Cyprus, Horizon) Rethink parent and alumni engagement for future readiness 	<ul style="list-style-type: none"> Raise ca. 500K annually Grow Endowment through management and overall result allocation to 20M Steward UWC International donor relations Strengthen parent and alumni engagement 	<ul style="list-style-type: none"> Transform Advancement Office from raising Annual Funds to: <ul style="list-style-type: none"> (1) Steward endowment (2) steward UWC International donor relations Grow Endowment through management, overall result allocation to 30M with focus on: <ul style="list-style-type: none"> (1) Stewarding major donations (2) Legacies and inheritance donations

Legal requirements

In order to satisfy the legal requirement of the school plan, please find below short summaries and links to the relevant documents relating to the following topics:

Educational policies (onderwijskundig beleid)

UWC Maastricht admissions and educational policies are guided by the [IGVO-regulations](#) for the secondary school and by the [IGBO-legislation](#) for the Primary school.

As an IB authorized school offering all four IB programmes, we follow the academic policies, procedures and protocols set by the [International Baccalaureate](#). This includes, among many other things, schedules for expected staff training and five-yearly programme evaluations conducted by the IB.

UWC Maastricht is accredited by the [Council of International Schools \(CIS\)](#), a five-yearly holistic self-study and external accreditation process focusing on the following domains: A – Purpose and direction, B – Governance, ownership & leadership, C – Curriculum, D – Teaching & assessment for learning Primary / Year 7-11 / Year 12-13, E – Well-being, F – Staffing, Domain G – Facilities, H – community & partnerships, I – Residential services. CIS also conducts a financial accreditation, based on data provided by the school. UWC Maastricht staff members regularly attend training offered by CIS, for instance with regards to student safeguarding, recruitment for international schools and training on antiracism, diversity & inclusion.

Citizenship education (burgerschapsonderwijs) is not taught in a separate curriculum or through a specific lesson plan or module. The nurturing of global citizenship lies at the heart of the [UWC model of education](#) and is embedded in our classroom conduct and through our social engagement and service programme. The focus is on sustainability and peace: learning to live in peace with others, and sustainably on the planet. UWC Maastricht is a proud and committed member of the global [Eco Schools](#) network, which guides us in implementing approaches to sustainability in all areas of our curriculum and school operations.

Secondary students and primary parents and students are provided with an annually updated student and parent handbook ('schoolgids') with all relevant information for them, including expectations and guidelines. There is also a Residential Handbook for residential students.

Safety (veiligheidsbeleid)

In addition to the accreditation processes carried out by the IB and CIS, which also focus on wellbeing, safeguarding and safety, UWC Maastricht upholds the [UWC Common Standards for Safeguarding](#). Its UWC Maastricht-specific approach is laid out in the school's [Safeguarding policy](#). Concerns and complaints can be raised through the internal and external confidential advisors. Grievances and formal complaints can be lodged and discussed through the [Grievances and Complaints Procedure](#). Individuals employed by or volunteering for UWC Maastricht are expected to abide by the school's Professional Boundaries Policy.

In terms of physical safety, UWC Maastricht follows all guidelines and protocols expected to be followed by Primary and Secondary schools in the Netherlands. We conduct regular RI&E surveys (Risico Inventarisatie & Evaluatie) and regularly update our risk assessments and

safety protocols. The entire school community practices a full campus emergency evacuation drill and the intruder alert protocol at least once every academic year.

UWC Maastricht is also accredited as a [Gezonde School](#) (healthy school) and conducts yearly social safety surveys among students (Year5-13) and two-yearly satisfaction surveys among parents and staff. These are conducted by [B&T](#) consultants.

Care plan (ondersteuningsplan)

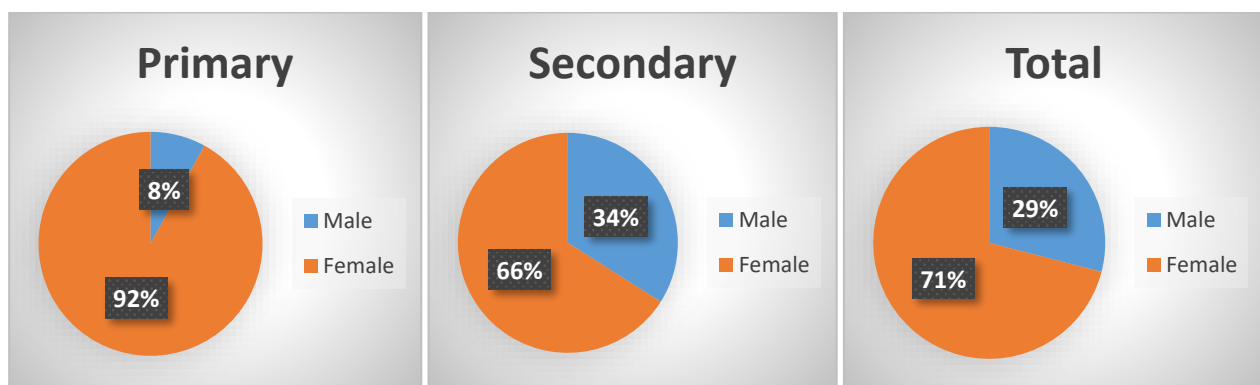
Care and support for students with additional needs is guided by the school’s [Care Plan](#). The school has a significant student services department with professionals to provide individualized support and care, both in Primary and Secondary. When needed, we also work closely with external agencies and care providers, and often liaise with organizations such as [VeiligThuis](#) and the mental health professionals at [Mondriaan](#).

Human Resources (personeelsbeleid)

In order to guarantee the quality of our educational programmes and support to our students, UWC Maastricht has established a large number of staff policies and agreed procedures, available to all Primary and Secondary staff. All staff are expected to familiarize themselves with these policies, and new staff are inducted in these matters during the onboarding days in August of each year. There is a separate Residence Mentor Handbook for the residential part of the school.

The Primary and Secondary schools follow their own respective Collective Labor Agreements and their own Task policies (taakbeleid), which are annually reviewed and updated in consultation with the participation councils. The [Diversity & Inclusion Policy](#) guides, among other things, our approach to diversity and inclusion in the work place.

The male/female staff ratios at UWC Maastricht are as follows:



At the moment of writing (20 March 2024) the school’s Leadership Team is made up of three individual positions, namely the Head of College (male), the Deputy Head of College/Director of Secondary school (female) and the Director of Primary School (female). As of August 2024, the Leadership Team will be 100 percent female.

Quality control (kwaliteitsborging)

The quality of our educational programmes is guaranteed by our five-year evaluation and accreditation processes and by our ongoing feedback and survey cycles. Continuous formative and summative assessment is guided by IB-informed assessment policies. Transition from one year to the next – including the early warnings and parental and student conversations – is guided by the school's [Year level transition criteria](#). This document will be reviewed during the Spring term of 2024.

Summative assessment benchmarking is done through the International Schools Assessments (ISA) in reading/writing, mathematics and science in Primary's Year 4 and 6, and through the IB Diploma examinations in Year 13. We have conducted a number of pilot sessions for the Year 11 MYP e-Assessments, and expect to introduce these in full in May 2025. This process is pending consent from the Participation Council.

Measures for ongoing improvement and quality control are always work in progress. The recent addition of the IB Career-related Programme pathway in [Sustainable Business](#), for instance, resulted among other things from an identified weakness in our academic offering in the senior years 12-13. Likewise, the adoption and authorization process of the [IB Primary Years Programme](#) in the Primary school is intended to smoothen and strengthen a student's academic journey from Primary to Secondary.