

the vision



Foundation Catholic Education

Strategic Plan

2021 - 2025

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SKOS Core Values, Vision, and Mission

*The main goal of the Foundation for Catholic Education is:
To have the interest of education and upbringing at heart in accordance with the Roman Catholic faith.*



Catholic Identity

Our Catholic identity is the essence why we exist and depicts our unique approach of embodying education with our faith. It gives us the opportunity to continue and contribute to the church's mission in proclaiming the Good News of Jesus Christ. Christ is the center of all we do. We promote the human dignity and the common good.

Secondly, it offers our students an educational foundation for life to the fullest, meaning, the full development of the person-intellectually, physically, socially, emotionally and of course, spiritually. Through our Catholic identity, we provide an environment in which students are enabled to build and deepen their relationship with God; to foster an academic culture aimed at the pursuit of truth; and to actively promote growth in virtue.

Vision

Our Roman Catholic schools are committed to quality education to meet the needs of the modern child.

Staff members of the Foundation Catholic Education are dedicated to the development of each individual student's potential. Our schools aim to educate intellectually, spiritually, socially, emotionally, and physically.

With Experiential Education, the student will be taught both the cognitive and the affective skills needed to become effective world citizens. The child will learn to discover knowledge for him/herself, to solve problems, to be a critical reader and thinker, to develop a healthy curiosity and to be open minded.

The child will be encouraged to give witness to his/her faith by his/her own way of life.

Our aim is to form pupils with a social conscience, a desire for racial justice,

compassion for those who suffer, and zeal for common goal.
The school assumes this responsibility in cooperation with the child's primary educators, the parents, the community, and the parish.

Mission Statement Catholic Schools

The Mission of the Catholic School is; Commitment to strive and motivate each child to achieve according to his/her ability, by creating a loving Christ-like, mutually respectful and privileged environment, where learning can be enjoyable, meaningful and a challenging experience

Values

The Foundation's three core values are:

Patience:

Achieving success, while having an understanding for individualized growth and development

Involvement:

Promoting inclusiveness of all stakeholders, while keeping abreast of all developments, giving guidance and support on all levels

Cooperation:

Working together, schools, parish, community, both locally and globally to achieve the organizational goals on all levels.

These values are linked to Positive Behaviour Support and are used to guide the board's activities and interactions with the schools and third parties.

To view a more detailed description of the Catholic Identity, click on the following link on our website; St. Martin of Tours Parish/Foundation Catholic Education St. Maarten Pastoral Plan 2021-2025



Strategic Planning 2021 - 2025

Introduction

This strategic plan will span the period of 2021-2025 and will detail the Foundation Catholic Education Board's (SKOS) strategic direction for education and leadership of its seven schools. This document is focused on giving a brief view of the Foundation's vision for education regarding fostering lifelong learning for all stakeholders. This is visible via the existing models of education beginning at Early Childhood Education until Pre-University education. (International Baccalaureate-Diploma Program/ Career Certificate)

The strategic policy of the past years will be continued, while underscoring specific focal points for the next period of four years.

The Foundation is constantly evolving, in direct relation to the global and local demands of society and the world at large. The Foundation is highlighting six areas for development over the next four years. These areas are further described using the terms commitments.

The 6 commitments reflect the most important components of the vision and direction of SKOS schools and are broad in scope thus giving schools the opportunity to develop their school model towards the exceptional institutions that facilitates teacher- and student self-direct project-based learning.



Review 2016-2020



The last four years have shown developments in the following areas

Infra-Structural Developments

The administration of the School Board was relocated to 3 separate locations. The Superintendents and the Religion Coordinator were housed in schools, while the rest of the administration was situated at Brouwers Road. This set up allowed for better parking when visiting this establishment, but most importantly, it gave those situated in school a closer working relationship and a more informed overview of what is living on school level.

The Sr. Marie Laurence School which had been largely destroyed by Hurricane Irma and consequent looting of the facility was relocated between Sr. Magda Primary School and St. Dominic Primary School. The School Board also proceeded to design Architectural drawings to ensure stronger constructed community minded schools, more resistant to hurricane disasters as well as more supportive to educational innovations. Our educational vision is linked to each school building. The future involves a partnership between Sister Marie Laurence School and the Community Council of Middle Region, among others. The school board secured approval for the reconstruction of the Sr. Marie Laurence School.

Developments regarding Technology (IT and ICT)

A complete Information Technology Department was instituted. This brought a greater level of organization and handling of IT situations for the schools. The mounting IT problems were being tackled in a more systematic way. An IT Policy was developed.

The Smart Student Tracking System, an initiative by the Catholic School Board was developed for Catholic Schools.

Development regarding Healthy Lifestyle and environment

Schools embarked on the Water project to reduce the intake of sugar. The awareness for a healthier lifestyle and eating resulted in offering healthier Canteen purchases and meals.



Schools in collaboration with Jennifer Carty of Altus St. Maarten, implemented the sorting of waste using the colored garbage bins.

Developments in Human Resource

School Board saw a rise in approx. 10% staff turnover. During this period there has been a turnover of 5 School Managers and two Location Managers who were fulfilling the leadership role pending the official appointment of School Managers. There has also been a turnover of teaching staff. This



is attributed to the low salaries on St. Maarten, the desire for relocation and differences in educational vision.

Developments around Education

There has been several training and developments on Board and School level during the professional days established in the months October, February and April. There have also been a few workshops by external consultants. Areas of development included: Organization and Leadership, Pedagogical and Social emotional/Coping skills, Didactical and Curriculum Development.

Exchange programs on an international level took place

On a local level the **Tea Lounge on Education has been instituted**. The concept **SKOS' TEA LOUNGE ON EDUCATION** is geared towards developing collaboration within professional learning communities, stimulating purposeful and intentional

leadership, connectedness, fostering a strong sense of team-building through reflecting, engaging, igniting and inspiring peers in becoming the best that they can be.

2.1.6 Review of Policies

Several policies were reviewed and adjusted. The list includes policies on Absenteeism, Care- and Individual Education, No Insufficient Marks, Discipline, Homework, etc.

2.1.7 Disasters and the effect on Education

Hurricane Irma caused the closure of one primary school due to severe structural damage. Relocation of the student population led to a decrease in student registration, and consequently a decrease in subsidy.

The Pandemic Covid 19 also highlighted the inequality within our education and the school population at large. Areas of concern were: a lack or poor internet connection; lack of devices amongst the student population; social isolation and other social emotional challenges experienced by students, parents and teaching staff.

These disasters highlighted areas for growth on staff level and the need for development of coping skills on student and parent level.

Our Commitments 2021-2025:



Commitment 1



Developing high impact (shared) Leadership and fostering a Professional Learning Culture

Priorities:

1.1 To ensure the talent and ability of each staff member is further developed and used for the common good of the organization, within a particular school setting or throughout schools.

This entails developing the competencies of teachers pertaining to pedagogical, instructional, and assessment methods. This can be done in a variety of ways, including in-service training, coaching, collaborative learning teams etc.

1.2 Ensuring that the organizational structure supports Collaboration.

Professional Learning teams, where collaboration is the order of the day, is expected and encouraged. Developing leadership skills in many ways, leading up to support the leader, leading horizontally to support the colleagues, and leading down to include new colleagues in the school.

1.3 Maintain and Attract Sufficient and Consistent Exceptional expertise.

The Foundation seeks to provide opportunities for mobility as a means of growth and development for staff. This may be through programs linked with other agencies and educational instances, whether locally, regionally, or internationally. The Foundation wants to ensure sufficient and consistent expertise for all schools and all levels as the need arises.

Anchor Goal:

School Board and by extension school leadership will have collaboratively and creatively fostered a shared leadership based on autonomy, competency, and relationship among all stakeholders towards excellent educational results and achievements.

Aligned Progress Measures

1.1 School Board and School will have an updated compiled overview of the talent, skills, and qualifications of its human resource intended to inspire further development of the individual and the organization at large (100%).

1.2 There will exist carefully crafted structures within individual schools and between sister schools allowing for designated collaboration time accompanied by the necessary resources (100%).

1.2.1 School Board will continue to expand on Tea Lounge on Education involving all stakeholders towards continuous innovation in education, content creation and media production.

1.3 School Board will review their policies on recruitment and retention of staff with the intention to creatively attract high quality staff (100%).

1.3.1 School Board will expand its networking possibilities, locally, regionally, and globally and be able to quickly source needed staff due to connections with universities, job site recruiters, Job Fairs etc. (100%).

1.3.2 School Board will have inventoried and compiled in house prospective talent for prospective teaching profession (100%).

1.3.2.1 School Board will have collaborated with training institutions to develop staff towards full degree qualification as a means of ensuring qualified teaching staff (100%).

Commitment 2

Technologically embedded teaching and learning

Priorities:

2.1 *Technological training and support for ICT integration in teaching and learning; 21st Century Education.*

2.2 *Exploring and Expanding expertise for the consistent use of Fundamental Technological Platforms (Microsoft 360, Teams, Looqin, Sycamore, Smart Student Administration)*

2.3 *Connecting and Collaborating locally, regionally, and globally between all*

stakeholders (students, teachers, leadership, parents, parish and community)

Anchor Goal:

All teaching staff demonstrate ICT designed learning experiences for students and have/give access to information and media literacy.

Aligned Progress Measures

2.1 Every employee continues to undergo annual IT training, prompted by personal, organizational and/or global developments, wishes and/or needs. (80-100%)

2.2 The percentage of schools successfully use ICT platforms and remain IT literate.

2.3 A SKOS ICT policy is developed (100%)

2.4 The SKOS website is fully utilized.

Commitment 3

Enhancing Teaching and Learning through Innovative Infra structural and Facility Planning

Priorities:

3.1 *Exploring architectural plans in support of innovative teaching and learning.*

The Foundation recognizes the need to evolve simultaneously with the changing world and believe that the physical infrastructure should go hand in hand with the developments. Versatile spaces accommodating individualized or collaborative learning and teaching should be visible. Spaces expanding beyond the classroom walls, to the porches, gazebo's, garden spaces making it possible for social and interactive learning environments.

3.2 *Ensuring adequate bandwidth in support of technology use and integration*

by all stakeholders for teaching and learning.

3.3 Ensuring the availability of devices through various means for teachers and students (BYOD, tech spaces, common use of equipment).

3.4 Exploring PYP (Primary years programme) an English lifelong learning program that is a student-centered approach program for students 3 –12 years and that offers inquiry-based, transdisciplinary curriculum.

3.5 Exploring the IB MYP (Middle Years programme) for students 11 through 16 that prepares students for demanding requirements of the IB Diploma programme.

Anchor Goal:

Schools will have revolutionized their school design to support the pedagogical, didactical, and social development of the modern learner.

Aligned Progress Measures

3.1 Architectural Plans/School Design

*The School Board will have constructed the exceptional school based on the vision crafted for Sr. Marie Laurence School.

*The School Board will have constructed a new gym for the St. Dominic High School.

*The School Board will have constructed a new wing of classrooms, multimedia spaces, art space for the St. Dominic High School

*Schools will have explored and designed their spaces to create alternative learning environments (80%)

3.2 Upgrade in sufficient Bandwidth

*The school board will have ensured sufficient bandwidth for tech integration on all schools (100%).

3.3 Technological Devices

*Schools will have acquired sufficient technological devices for individual/group learning (80%).

*Schools will have established BYOD programs in collaboration with parents and community (80%)..

*Schools have invested in updated hardware (80%).

3.4 Extend IB Education to Primary and Middle years.

*The school board will have drafted a plan for IB PYP and IB MYP implementation (100%).

*The school board will have implemented the first year of PYP and MYP (20%).



Commitment 4

Each school has its own identity with room to evolve; steering from the needs of students, parents and Community grounded in the teachings of the Church.

Overview:

At our schools, children can develop as broadly as possible. in terms of basic knowledge and basic skills, but most important holistically.

Priorities:

4.1 Ensure that education is contemporary, with extra attention to language development and the 21st-century skills needed to succeed in society and in the future.

4.2 Schools are encouraged from all sides to broaden their function and provide diligent care also connecting with Before- and After-school Care to guarantee good child care and a holistic development. These approaches in schools are fully implemented and are both academic and interdisciplinary disciplines of ordinary life



UNESCO's Asia and Pacific Regional Bureau for Education

(Habits of Covey, PBS, Pedagogical Tact, Habits of mind and works, BloomTaxonomy etc.)

4.3 Ensure that the school's educational concept, pedagogical and didactical climate, as well as how it wants to organize its education within the framework aims at getting the most out of children.

In doing so, each school adhere to the jointly made SKOS agreements.

Anchor Goal:

Schools will have geared its education towards 21st century learning taking the needs of each student into account in collaboration with all stakeholders.

Aligned Progress measures

4.1 21st Century Learning

*Schools will have cemented Student-Centered learning in all classes for all students (80%-100%)

*Schools will have implemented strategies to develop 21st century skills in all students (80%-100%)

*Schools will have utilized assessment to help students take ownership of their learning by setting personal learning goals (100%)

*Schools will have improved their test/assessment construction methods (80%-100%)

4.2 Care in Schools

*Schools will have implemented much needed structures in support of care towards all student's overall well-being (100%)

4.3 Educational Concept

*Schools will have an Optimized Educational, Pedagogical and Didactical Framework in place and known by all Stakeholders (100%)



UNESCO's Asia and Pacific Regional Bureau for Education

Profile of students leaving Catholic Schools

Students should develop transversal competences: Definition of 'transversal competences' has six domains: 1) critical and innovative thinking, 2) interpersonal skills, 3) intrapersonal skills, 4) global citizenship, 5) media and Information literacy, and 6. organizational skills) and others (Skills according to Unesco).

5.3 Fostering the support of Parents by Parents.

5.4 Financial Support of Families in Need (Thrift Shop, Scholarships, Meal Programs)

5.5. Increase communication through teach based communication portals (Tracking systems, Class dojo...Sycamore)

Commitment 5

Fostering Parental Engagement rooted in Christian Values

Priorities

5.1 Explore Platforms for Parental Engagement

5.2 Organize Parent Educational Programs.

Anchor goal:

Schools will have equipped parents to become an integral part of education.

Alined Progress Measures

5.1 All schools have a Parent Association (100%).

5.2 Parent Programs are part of the school culture (Parenting, Parent Academy, ICT, Budgeting etc., (80%).

5.3 Schools have various possibilities for support based on need (Support groups, Support for boys, Support for extraordinary challenges etc., (80%)

5.4 Families in need are identified and catered to,(80 - 100%)

5.5 All parents have access to communication portals, (100%).

6.3 *Fostering international mindedness through various programs (Exchange Programs)*

6.4 *Increasing the Voice of the students in regards to societal concerns/challenges (Providing recommendations/viable solutions to key organizations, governmental organizations.*

6.5 *Increasing connection and communication between generation Youth and Seniors with the aim to teach and learn as well as to increase the wellbeing of both the elderly and the young persons. Teaching responsibility, Love, Compassion for each other.*

6.6 *Exploring and sensitizing society to the needs and appreciation for all intelligences in students (art, music, drama, hands on (Gardner Intelligences)*

Commitment 6



Work towards Societal Vision, Locally and Internationally reflective of the Catholic Education Philosophy.

Priorities

6.1 *Developing environmentally sustainable practices, recycle, re-use, reduce (Going Green)*

6.2 *Bridging the gap between school and community/society through the provision of real-life experiences. (Field trips, Ateliers, Seminars, Guest Speakers, Community Programs, Science/Business/Agricultural Fairs/ Art Fairs.*

Anchor goal:

Schools have established healthy and environmentally sustainable practices and partnerships that contribute to student's global competency.



UN Sustainable Development Goals unemy.org



Aligned Progress Measures

6.1 Going Green

*Schools will have implemented a decrease of paper use (50%)

*Schools will have experienced a drop in Utilities Charges (20%)

*Schools will have increased their use of recycled material (20%)

*Schools will have reimplemented the sorting system utilizing the bins (100%)

6.2 Realistic Learning

*Schools will have increased real life (learning) experiences inside and outside of the classroom by 50%. (Experts, career fairs, science fairs, business fairs, Hands on experiences etc.)

*Schools will have made connections to real world application of subject areas

6.3 International mindedness

*School will have engaged in exchange programs (intercultural/education) for staff and students. (Yearly)

*Schools will have displayed compassion, empathy, for world disaster, world cause. Hurricanes, floods, earthquakes/eruptions etc. (Based on the need)

6.4 Societal Concerns

*Schools are engaging students to look at societal concerns/challenges and to become collaborative problem solvers. (Yearly)

6.5 Youth and Elderly

*Schools are providing opportunities for the Elderly and the Youth to interact (Art sessions, dance, games, music, storytelling, bible reading) as a means of caring, understanding, respect and value for each other. (Yearly)

6.6 Inclusion

*Schools are educating society for the value of non-academic vocations, promoting value for all talents (Monthly)

*Schools implement and emphasize hands-on learning as part of their curriculum. (Weekly)

*Schools create other levels of education/pathways, (80%)

Quality assurance for school development (Audits, other instruments for monitoring and evaluations)



Quality assurance involves the systematic review of educational programs and processes to maintain and improve their quality, equity, and efficiency.

The quality assurance mechanisms being used are audits, surveys, walk thoughts, appraisals, and reflective dialogue among all stakeholders.

The provision to log into school administrations, view absenteeism and (self) assessment.

Tracking System

SKOS Smart Student Administration was specifically developed with the administrative needs of SKOS in mind. Various stakeholders will fill in the data pertaining to their function which can result in various reports being generated.

Looqin

A system that tracks students' developments that gives insight in children's development individual and class level. Objective of the system is to collect necessary data which will determine instruction.

Complaint Committee will be established this year.

