Relation between Administrative Policies and School Policies in

Secondary Education

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Abstract

In secondary educational organisations, the distance between school boards and school leaders has been increased, which could lead to co-operation problems. This could affect the relation between the administrative policy and the school policies within an educational organisation. This study focuses on the question to what extent policies of both management levels are mutually related. This was examined by conducting a qualitative document analysis of administrative and school policies of six secondary educational organisations. The coding program MAXQDA was used to analyse these documents. The analysis showed that three core themes of the administrative policies are organisational fundaments and future planning, educational policy, and personnel policy. These themes were present in all administrative and school policies. The way the content of these themes is described, however, often varied between policies on both levels. It is suggested that future research should focus in more detail on the content of policies, in order to examine the consistency of policies on both levels in an educational organisation.

Key words: secondary education, administrative policies, school policies, school board, school leader

Developments in secondary education

In recent years there have been important developments in secondary education in the Netherlands, such as innovation, scaling-up, and increasing of autonomy (Smit, 2007). From the government's perspective, school boards, and school leaders, scaling-up was seen as an important precondition for more decentralization and increased autonomy of schools and institutions (Scheerens, Hendriks, & Luyten, 2014). There have also been a number of administrative mergers and formations of school clusters (Dijkgraaf & De Jong, 2009; Onderwijsraad, 2005).

Similar developments have occurred in other countries. In England, for example, the rise of academies and free schools since 2010 has led to increased school autonomy for large numbers of state secondary schools (Wilkins, 2015). The English Department for Education (DfE, 2010) argued that across the world, the case for benefits of school autonomy has been established beyond doubt. In England, many schools formed partnerships with other schools, which is comparable to the merging of schools in the Netherlands (Simkins, 2014). This research focuses on the way the developments in Dutch secondary education influences the management of secondary schools.

The *Onderwijsraad* (2005) notes that the distance between boards and directly involved parents, students, and professional practitioners increases when the organisation grows. The board and management have greater policy freedom and decisions are made increasingly supra-school (Smit, 2007).

In response to the increased autonomy of schools and the associated increased competition, secondary schools have increasingly been specialising. They offer, for example, bilingual education, *technasia*, or art, science and sport classes (Waterreus, 2009). Furthermore, increasing demands are placed on educational results, and the rise of ICT and Internet in education implicates different ways of learning. Schools have to adapt to these developments (Krüger & Andersen, 2014).

Good governance and policies

In the last decade, the governance of education organisations has formed an important political topic (VO-raad, 2015a). Governance can be defined as the combined sum of the direction of an organisation, the supervision of it and the accountability for its policy, administration, and supervision (Janssens, 2005). The secondary education sector has a code for good governance, which forms the basis for the realisation of a culture and practice of good governance in secondary schools. Good governance is focused on improving quality of education (VO-raad, 2015a).

Key features of good governance are consistency in policy making and policy implementation in dialogue with the environment, focus on the quality of education and the performance of students, the quality of personnel policy, with attention to the professional space of the staff, and the effective and efficient use of resources (CNV Schoolleiders, n.d.). Policy making is believed to be an essential aspect of good governance.

Bovens (2012) states that the term policy is used for all intentions, choices, and actions of one or more administrative authorities, aimed at the control of particular social development. This research focuses on policies in secondary education.

Hoogerwerf (1993) defines policy as the pursuit of achieving certain goals with certain means in a certain time sequence. These three factors are the foundation of policy. According to Scheerens and Demeuse (2005), goal setting for improvement is a principle relevant for effective school improvement. Steinberg (2013) states that public-sector organisations, such as educational organisations, are commonly understood to have more ambiguous goals than private-sector organisations. They tend to have multiple and potentially conflicting goals. Furthermore, at least some of the goals of such organisations may be vague or intangible.

Another common aspect in policy is the description of the identity of the organisation. Young (2001) argues that clarity and consensus about organisational identity are essential elements in setting successful long-term strategy and making structural choices in non-profit organisations, like educational organisations. Identity is a distinct yet holistic notion that integrates, supports, and drives a number of operative concepts guiding the long-term-direction of an organisation. 'Mission' and 'vision' are operational statements deriving from a deeper notion of identity. According to Sammons, Hillman, and Mortimore (1995), schools are more effective when staff build consensus on the aims and values of the schools.

Policy levels in secondary educational organisations

Within secondary educational organisations, there are policies on two levels: administrative policies and school policies (Visser, 2015). In this study, the group who (co-)direct and/or are directly involved in managing and policy making – administrators, administrative staff members, and school leaders – is called the administrative community. This community is viewed as the connecting link between management and policy, and the educational practices. Their interactions affect whether, how, and to what extent the content focus and goals of management and policy find their way to teams of teachers and educational professionals in the schools (Hooge, Janssen, Van Look, Moolenaar, & Sleegers, 2015).

School boards in secondary education are led by administrators, who are ultimately responsible for the quality of education at their schools and who have a key role in drafting

educational policy (Hooge, et al., 2015; Inspectie van het Onderwijs, 2014). Administrators are responsible for the mission, vision, strategy, and policy of their educational organisation. They constantly identify which developments, demands, and wishes of stakeholders of the organisation are present, and translate these identifications into goals and strategy of the organisation. When determining their strategy and administrative policy for the future, they refer back to the principles and foundations of the organisation (VO-raad, 2015a).

Administrators have to facilitate good governance, which includes providing scrutiny, enabling strategy, and ensuring accountability (Department for Education, 2013). The increased school autonomy coupled with an increased demand for good governance affects administrators directly. In England, for example, local government power has been rolled back to allow schools to be administratively independent. A consequence of this transfer of power is that administrators are tasked with the legal responsibility of holding senior leadership to account for the financial and educational performance of schools. The national government and the school's inspectorate strictly discourage administrators from engaging in the operational function of running the school, now the key delegated role of the school leaders (Wilkins, 2015).

Such developments can also be observed in the Netherlands. Responsibilities of school leaders have been increased. Several tasks of administrators are delegated to the school management and its school leader (Wij-leren, n.d. a). For administrators, the school leader is the link to the school. He directs the personnel in the school in a hierarchic and functional way and is held accountable by the board for the quality of the staff and yields (Inspectie van het Onderwijs, 2014). According to Krüger and Andersen (2014), the school leader has an explicit role in launching and maintaining school and educational development. He has a large degree of independence. As long as performance targets are met, the board remains at a distance (Lubberman & Verbeek, 2014). According to Ten Bruggencate, Luyten, Scheerens, and Sleegers (2012), school leaders play an important role in school effectiveness. It can be concluded that school leaders also play an important role in policy making, particularly on school level.

Legal requirements for school policies

A school policy, in Dutch '*schoolplan*', is a document that describes the policies to improve and monitor the quality of education. The *schoolplan* can be applicable to one or more secondary schools of the same authority. Every school is legally obligated to have a *schoolplan*. It has to include a description of the policy regarding the quality of the education of the school, and has to include at least the educational policy, the personnel policy, and the

policy regarding the monitoring and improving of the quality of education. The educational policy has to include at least the describing of the legal tasks for education and the describing of education formulated by the administrators. The personnel policy contains at least measures with regard to the staff who contribute to the developing and implementation of the educational policy. The policy regarding monitoring and improving of educational quality includes at least the way administrators monitor the quality, the way administrators determine which measures are needed to improve the quality, and measures and instruments to ensure that the staff maintains its competence (Rijksoverheid, 2016).

Relation between administrative and school policies

Visser (2015) states that the legal obligation of a school policy often stands in the way of both mutual coordination between schools and strategic objectives of the board. Having a school policy seems to become a goal itself, an autonomous plan. Boards often lack time and quality to test school policies fully in advance. However, schools need a board to solve problems and therefore co-operation with the board is necessary. The school policy should be in line with the strategic goals of the board.

The *VO-raad* (2015b) states that effective administrators and school leaders are able to create a common vision and direction within the school. According to the study of the *Nederlandse Schoolleiders Academie* (NSA, 2012), a dialogue between school board and school leaders is necessary for leading the educational organisation. This seems not always the case, because of the increase of autonomy of administrators and school leaders and because of the growing distance between them.

Because of the possible lack of co-operation between the board and the school leader(s), it is possible that the policies on both levels are not optimal related. Maguire, Braun, and Ball (2015) state that policy type, power and positionality, space and time constraints, as well as different subjectivities, render policy enactment a more fragile and unstable process than is sometimes documented in policy analysis and implementation studies. This also could lead to divergences in policies.

The co-operation between the administrator and the school leader, and in particular their co-operation in developing policies, has been hardly examined. Therefore, it is relevant to examine whether policies on both levels are related. The research question of this study is: '*To what extent are administrative policies and school policies of educational organisations in secondary education mutually related?*'. To compare policies on both levels, the content of these policies had to be analysed. Starting point for this analysis were the main themes that are present in administrative policies in general, which leads to the following sub-question:

1)'*What are the main themes of the administrative policies in general?'*. In order to analyse in greater detail, three main themes were selected during the analysing process. The content of these themes was analysed in both administrative and school policies, in order to answer the second sub-question: 2) *'How are the three selected themes presented in the administrative policies and the school policies of each educational organisation?'*.

Method

Policy documents

This study is related to a study of Hooge (2016) about the management capacity of seven administrative communities of secondary educational organisations. These organisations are linked, because their administrators form a network. This study focused on policies of six educational organisations of the study of Hooge (2016), because one of the organisations refused to participate in this study. Each organisation consists of one board and a cluster of two to eight secondary schools. To ensure the anonymity of the participating organisations, they are identified by letters of the Greek alphabet. The schools are indicated by the letter of the Greek alphabet of their educational organisation and a digit.

The policy documents were retrieved from the website of *Scholen op de kaart* (https://www.scholenopdekaart.nl). The organisations of which the policies were not available on the Internet were emailed with the request to send their most recent policies.

In total, 34 policy documents have been analysed and compared, including eight documents on the administrative level and 26 documents on the school level. Most documents are multiannual policies, mostly covering four years. However, the administrative policy of Gamma focuses on two years and the school policies of Delta focuses on only one year. Furthermore, in some cases, the periods covered by respectively the administrative policy and the school policies of one organisation are not the same, which could cause problems in comparing the documents of both levels. It is assumed, however, that updated documents do not differ significantly from previous. They are probably a continuation of the previous policy. Therefore, they were used in this study. An overview of the administrative and school policies per educational organisation is shown in Table 1, appendix A.

Instruments

This documentary research was conducted by using the qualitative data analysis software program MAXQDA. In MAXQDA a code system was generated according to the grounded theory method. The basis for this code system had been constructed before the analysis started, but it was enhanced during the analysis process. The code system consisted of three sections: 1) statements from the questionnaire of the study of Hooge (2016), 2) policy

dimensions based on literature concerning policies in general and developments in secondary education, 3) concepts found in the policies during the documents analysis. Each section consisted of a cluster of concepts. The coding function of MAXQDA was used to check whether the concepts of each section were present in the administrative and school policies.

The first section of the coding scheme contained a part of the questionnaire of the study of Hooge (2016). This questionnaire has already been used in the previous study of Hooge (2015) about management capacity in primary education, and was adapted for secondary education. The questions that were used concern the setting of norms for the education yields at the schools, the education processes at the schools. Goal setting is a key aspect of policy making (Hoogerwerf, 1993), and therefore probably one of the main aspects that might be found in all policies. For this study, the statements in the questionnaire were transformed into statements that could be used in the policy analysis. For example, the statement "Our board has norms for the quality of pedagogical didactical processes in our schools" was turned into "The policy contains norms for the quality of pedagogical didactical processes in the schools".

The second section contained policy dimensions based on reflections on literature about policies in general and developments in secondary education. An example of a concept that was included in the code system is: "The policy refers to the *Code van Goed Bestuur*". Also, legal requirements for the *schoolplan* (Rijksoverheid, 2016) were included, such as "The document contains a description of the personnel policy".

The third section contained concepts that were found during the document analysis and were added to the code system. Examples of these concepts are general aspects concerning the use of language, structure, and visual aids in policies. Also, concepts about the content of the policies were included, such as "The document contains a description of ambitions of the organisation".

Design and procedure

The study is designed as an investigation of the extent to which administrative and school policies in secondary education are mutually related. In order to examine this, a qualitative documentary analysis of the policies of six educational organisations was conducted.

The qualitative analysis was conducted according to the grounded theory method of analysis. The policies were analysed by a coding technique that indicated and labelled relevant concepts of the policies. In MAXQDA the 34 policies were uploaded and the basis of the coding scheme was implemented. These codes were based on the questionnaire of the

study of Hooge (2016) and the literature. During the analysing process, in particular in the initial phase, the data was partly explored by open coding: new codes were generated and added to the coding scheme. These new codes were based on the literal content of the policies. First, all administrative policies were coded, followed by the school policies.

Subsequently, the presence of the assigned codes was analysed for each policy. Firstly, the codes of the administrative policies were analysed in order to determine the main themes of these policies. A comparison was made between the administrative policies, in order to determine the codes that were present in the majority of the administrative policies. The three administrative policies of Gamma were viewed as a whole: A particular codes assigned to one of the three administrative policies was counted as presence of that code in Gamma

Secondly, based on the results of this comparison three main themes were selected to analyse in more depth. These themes were selected, because they were present in all administrative policies and therefore, considered as most important sections of the policies. Afterwards, it was checked whether these themes were also present in the school policies.

Thirdly, the three main themes were examined in greater detail by analysing the presence of the sub-elements of each theme in all policies. The presence of these sub-elements was included in tables.

Finally, the results of the analysis of the three themes in respectively the administrative policy and the school policies of the same educational organisation were mutually compared. This comparison was conducted for all organisations, in order to analyse to what extent administrative and school policies are mutually related.

Validity and reliability

This research had an inductive focus, for two reasons. Firstly, the construction of codes was partly based on the literal content of the policies. Secondly, the selection of the policy themes that this research focused on was made during the data collection process and was based on results of the analysis of the administrative policies. This ensured that the qualitative analysis stayed close to reality, which supported the internal validity of this research. The validity has also been supported through the use of triangulation, because the construction of the coding scheme was based on three different sources: the questionnaire of the study of Hooge (2016), literature, and policy contents. The majority of the codes that were generated during the analysing process was based on literal texts and synonyms found in the policies. This objective way of generating codes contributes to the reliability of this research.

Results

Main themes administrative policies

By analysing the presence of codes assigned to the administrative policies, the general main themes of these policies were examined. In the following, an overview is given of policy areas present in the majority of the administrative policies.

Firstly, the analysis showed that each administrative policy contains text fragments concerning the fundaments of the organisation and its (global) planning for the future. As shown in Table 2, the terms that are used to formulate these aspects, however, vary per document. The only common term that is used in all policies is 'ambition'.

Table 2

Presence of terms concerning organisational fundaments and future planning in administrative policies

	Alfa	Bèta	Gamma	Delta	Epsilon	Thèta
Mission		x	x		x	x
Vision		x		x	x	
(core) Value(s)	x	x		x	x	x
Ambition(s)	x	x	x	x	x	x
Intention(s)	x				x	
Dream(s)		x				

Secondly, the analysis showed that each administrative policy contains sections related to specific sub-policies. The presence of these sub-policies in each administrative policy is shown in Table 3. All policies contain sub-policies concerning the education provided by the organisation, the personnel of the organisation, and the management of the organisation.

Table 3

Presence of sub-policies in administrative policies

	Alfa	Bèta	Gamma	Delta	Epsilon	Thèta
Educational policy	x	x	x	x	x	x
Personnel policy	x	x	x	x	x	x
Quality control policy	x	x	x		x	x
ICT policy	x		x	x	x	x
Management policy	x	x	x	x	x	x
Marketing policy	x		x		x	x
Financial policy	x	x	x		x	

Thirdly, all administrative policies contain information about the location of the schools of the organisation and analyses of developments in society and their influences on education.

Finally, in most administrative policies attention was paid to administrative relations and co-operation between the school board and the schools. Alfa, Bèta, Epsilon, and Gamma referred specifically to the code for good governance of the *VO-raad*.

Analysis three main themes

Based on the results of the general analysis of the main themes of administrative policies, the following three main themes were selected to analyse in greater detail: organisational fundaments, educational policy, and personnel policy. These themes are present in each administrative policies and seem to form the core of the administrative policies. In order to examine to what extent the administrative and school policies of an organisation are mutually related, the presence and content of these themes have been analysed for policies on both levels of each organisation. In the following, an overview of the presence of these themes for each organisation is given.

Alfa

Organisational fundaments and future planning. In both administrative and school policy of organisation Alfa, text fragments concerning the fundaments and the global future planning of the organisation are present. The terms that are used for formulating these aspects, however, differ between the policies. The only term that is present in both policies is 'intentions'. An overview of the terms used in these policies is presented in Table 4 in Appendix C.

Educational sub-policy. The policies of Alfa and A1 both contain elements of an educational sub-policy. In the school policy, however, an entire section is devoted to describe this sub-policy and in the administrative policy only some elements of the educational policy are present in the text. All elements that are present in the administrative policy, except the description of the number of students, are also described in the school policy. In the school policy, however, more specific elements of this sub-policy are described. An overview of elements of this sub-policy that were found in both policies is presented in Table 5 in Appendix C.

Personnel policy. The administrative and school policy both contain elements of a personnel policy, but in the school policy an entire section is devoted to this sub-policy and the administrative policy only contains elements of this sub-policy. The administrative policy is more specific about the developments regarding the number of employees in the organisation. The school policy focuses more on the development and schooling of teachers. The elements of this sub-policy that are present in both policies are summarised in Table 6 in Appendix C.

Bèta

　　　Organisational fundaments and future planning. Both administrative policy and school policies contain text fragments concerning the fundaments and the global future planning of the organisation. The administrative policy title even is "Strategically long-term vision", which implicates that the policy can be regarded as vision. Terms that are used for formulating these fundamental aspects, however, differ between policies. In the administrative policy and most school policies the term 'mission' is used to formulate the organisational fundaments. All policies contain a 'vision' to describe their future plans. Some school policies, however, contain more specific visions concerning organisational elements, while the rest of the policies only contain a general vision. In the administrative policy the dream of the organisation is described. This term was not found in the school policies. An overview of the presence of terms concerning this policy theme is shown in Table 7 in Appendix D.

　　　Educational policy. The policies of Bèta and its schools contain specific sections concerning the educational sub-policy. The way these sub-policies are described, however, differs per policy. The administrative policy and three of six school policies contain specific goals regarding the education provided by the organisation. All policies, except one school policy, pay attention to children with special needs in the schools. In most school policies this aspect is described more specific than in the administrative policy. In the administrative policy text fragments concerning student's results are present. Comparable fragments are found in only three school policies. The presence of elements of the educational sub-policy in the policies on both levels is summarised in Table 8 in Appendix D.

　　　Personnel policy. All policies contain elements of the personnel sub-policy. Five school policies contain separate sections about this sub-theme. A common element is the focus on developing and schooling of teachers. In most school policies this has been described more specific than in the administrative policy. Most school policies contain texts about the function mix of teachers, which was not found in the administrative policy. In the administrative policy and in most school policies, the norms for the quality of teachers are described. An overview of the presence of elements of the personnel sub-policy in the policies is presented in Table 9 in Appendix D.

Gamma

　　　Organisational fundaments and future planning. Text fragments concerning the fundaments and the global future planning of the organisation are presented in both administrative policy and school policies. A common term in the policies for formulating the organisational fundaments is 'mission'. The term 'vision' for describing the future plans of

the organisation was found in all school policies, but not in the administrative policy. In the administrative policies the term 'ambitions' was used to describe the future plans of Gamma. An overview of the presence of terms concerning this policy theme is shown in Table 10 in Appendix E.

Educational policy. The policies of Gamma and its schools all include an educational sub-policy. In all school policies specific sections are written to describe elements of this sub-policy. Such separated sections were not found in the administrative policy. Within this sub-policy, specific goals concerning the education provided by the schools are presented in all policies. Each policy also includes elements about education and assistance of children with special needs. Furthermore, the school policies contain more specific elements of the educational sub-policy than the administrative policy. The elements of this sub-policy that are present in the administrative and school policies are summarised in Table 11 in Appendix E.

Personnel policy. All policies of both levels of the organisation contain a separate section on personnel policy. Within this sub-policy of the administrative policy and the majority of the school policies specific goals are set. Furthermore, each policy contains elements about the learning organisation and the schooling of teachers. Another common component is the setting of norms concerning the quality of teachers. The elements concerning this sub-policy that are found in both administrative and school policies are summarised in Table 12 in Appendix E.

Delta

Organisational fundaments and future planning. Both administrative policy and school policies contain text fragments concerning the fundaments and the future planning of the organisation. The administrative policy subtitle even is "Vision and ambition 2015-2020", which implies that the whole policy can be regarded as a document about the fundaments and the future planning of the organisation. The terms used in the administrative policy, however, differ from the terms used in the school policies. In the administrative policy, the future plans are described with the term 'ambitions'. This term is not used in the school policies. Furthermore, in all school policies the term 'identity' is used to formulate their organisational fundaments. This term was not found in the administrative policy. The presence of the terms concerning the organisational fundaments and future planning are shown in Table 13 in Appendix F.

Educational policy. All policies of Delta and its schools contain elements of an educational policy. The school policies include specific sections for describing this sub-policy, but the administrative policy does not. As mentioned previously, the administrative

policy is called "Vision and ambitions 2015-2020", which indicates that descriptions concerning the educational policy are described as global visions and ambitions. The administrative policy does not include specific goals concerning the education, which confirms the indication. Furthermore, in all school policies the education and assistance of children with special needs is described. This element was not found in the administrative policy. In the administrative policy, norms for educational results and for dealing with diversity among students are present. These elements were not found in all school policies. An overview of elements of this sub-policy found in the policies is presented in Table 14 in Appendix F.

   Personnel policy. All policies contain elements of the personnel sub-policy. In the school policies, this sub-policy is described in a specific section. This is not the case in the administrative policy. A common element found in policies on both levels is the describing of the norms concerning the learning organisation, the development and schooling of teachers. Furthermore, only one school policy includes specific goals concerning this sub-policy. An overview of the presence of elements of this sub-policy in the policies is shown in Table 15 in Appendix F.

Epsilon

   Organisational fundaments and future planning. Both administrative policy and school policies contain text fragments concerning the fundaments and the global future planning of the organisation. The administrative policy title even is "Strategically long-term vision", which implicates that the whole policy can be regarded as a vision. In all policies the terms 'mission' and 'vision' are used to formulate the organisational fundaments and future planning. In the administrative policy, however, more terms are used to describe the future planning of the organisation. The presence of the terms concerning this policy theme is shown in Table 16 in Appendix G.

   Educational policy. All policies of both organisational levels contain elements of an educational policy. The administrative policy includes a separate section concerning this sub-policy. The school policy does not include such a specific section and the description of this policy theme is shorter than in the administrative policy. The administrative policy contains specific goals concerning the education that is provided by the schools, norms for the education and assistance of children with special needs, and norms for student results. These elements were not found in the school policy. Common elements included in both administrative and school policy are norms concerning the pedagogical climate, pedagogic didactical behaviour of the teacher, and dealing with diversity among students. Furthermore,

in both policies the future prospects of students, the management regarding the internationalisation of education, and the strive for excellent education are described. An overview of the elements of this sub-policy found in the policies is shown in Table 17 in Appendix G.

Personnel policy. Both administrative and school policy contain elements of the personnel sub-policy. As in the case of the educational sub-policy, the administrative policy includes a separate section concerning the personnel sub-policy and the school policy does not. The text regarding the personnel sub-policy in the administrative policy is longer than the text regarding this sub-policy in the school policy. Only the administrative policy contains specific goals concerning the personnel policy. Both policies include text fragments regarding the number of employees and the learning organisation. An overview of the presence of the elements of this sub-policy in the administrative and school policy is shown in Table 18 in Appendix G.

Thèta

Organisational fundaments and future planning. All policies contain text fragments concerning the fundaments and the global future planning of the organisation. The administrative policy title even is ''Ambition of Thèta'', which implies that the base of the documents concerns the future plans of the organisation. In the administrative policy and in most school policies the terms 'mission' and 'core values' were used to formulate the organisational fundaments. In the administrative policy the term 'ambition' is used to describe future plans of the organisation. This term was also found in four school policies. In most school policies, however, also the term 'vision' is used to describe the future plans. The presence of terms found in the policies is shown in Table 19 in Appendix H.

Educational policy. The policies of Thèta and its schools all include specific sections regarding the educational sub-policy. In all policies, specific goals concerning the education provided by the schools, norms regarding the pedagogical climate in schools, and norms regarding dealing with diversity among students were found. Elements present in the administrative policy and in most school policies are norms regarding student results and future prospects of students. Elements found in the majority of the school policies but not found in the administrative policy are norms regarding the pedagogic-didactical behaviour of the teacher, policy regarding language and mathematics education, developments concerning the number of students, descriptions concerning the specialising of schools, and policy regarding the admission and removal of students. An overview of the presence of elements regarding this sub-policy found in the policies is shown in Table 20 in Appendix H.

Personnel policy. The policies of Thèta and its schools all include specific sections regarding the personnel sub-policy. In the administrative policy and in most school policies specific goals regarding the personnel policy were found. Furthermore, all policies contain descriptions concerning the strive to be a learning organisation and norms concerning the quality of teachers. An overview of the presence of elements regarding this sub-policy found in the policies is shown in Table 21 in Appendix H.

Discussion

Main themes administrative policies

In order to examine to what extent administrative and school policies are mutual related, the content of both types of policies was analysed. The results of the document analysis of the administrative policies were used to answer the first sub-question of this study: '*What are the main themes in administrative policies in general?*'. The results of this analysis indicate an overlap of policy themes that are included in the administrative policies. This overlap of themes provides insight into the view of school boards about what they consider to be important aspects to give guidance to in their organisation and therefore to include in their administrative policy.

The first main theme that is present in all administrative policies is a description of the organisational fundaments and the global planning for the future. This theme provides insight into aspects that are viewed as important for the organisation, such as providing education for all and preparing students for active participation in society. All administrative policies contain such descriptions, but the way these policy sections are formulated differed per document. The terms 'mission', 'values', and 'ambition' were most commonly used.

Secondly, all administrative policies contained elements or separate sections of sub-policies regarding education, personnel, quality control, ICT, management, marketing, and finances. Each sub-policy was present in the majority of the organisations, which indicates that these sub-policies are general aspects of administrative policies in secondary education. The sub-policies regarding education, personnel, and quality control are also required components of the school policy (Rijksoverheid, 2016). In the administrative policies guidelines are included for controlling these areas.

Thirdly, each administrative policy contain descriptions of the location of the schools of the organisation and analyses of developments in society and their influences on education. This implies that the school boards are aware of their positioning in the city and that they take account of their environment.

Finally, most administrative policies include information about the administrative relations in the organisation and the co-operation between the school board and the schools. This implies that most administrators want to be transparent about the administrative relations and the responsibilities of each actor in the organisation. Most organisations refer specifically to the code for good governance of the *VO-raad*, which indicates that they are focused on improving the quality of education (VO-raad, 2015a). The fact that this code is mentioned in most policies also points out that these policies probably were implemented in dialogue with stakeholders, since that is one of the key features of good governance (CNV Schoolleiders, n.d.).

Focus on three main themes

This was an explorative research, which means that during the analysing process the focus of the research was determined. This was done by selecting three main themes of the administrative policies, in order to analyse the policy documents in greater detail. The three selected themes were: organisational fundaments and future planning, educational policy, and personnel policy. The selection of these themes was based on the results of the analysis of the main themes of the administrative policies which are mentioned previously. These themes were present in all administrative policies and seemed to form the core of the administrative policies. The educational and personnel policies are also required sections of school policies (Rijksoverheid, 2016), which confirms the importance of these sections.

In order to examine to what extent the policies of different levels within an organisation are mutually related, the presence and content of these three selected themes have been analysed for policies on administrative and school level of each organisation. This leads to the second sub-question of this research: *'How are the three selected themes presented in the administrative policies and the school policies of each educational organisation?'*. In order to answer this question, overall conclusions concerning the presence of these themes in administrative and school policies will be given for each policy theme.

Organisational fundaments and future planning

According to the *VO-raad* (2015a), school boards are responsible for the mission, vision, and strategy of the organisation, which implies that these aspects can be found in the administrative policies. These are aspects regarding the organisational fundaments and future planning. The results of the document analysis showed that these policy themes were present in all administrative and school policies of each educational organisation.

It was remarkable that two administrative policies are named "strategically long-term vision". The title of another administrative policy is "Vision and ambition". This implies that

these policies can be regarded as documents about the organisational fundaments and future planning of the organisation. All other policies contain only text fragments concerning these aspects.

The terms that are used to formulate the organisational fundaments and future planning, however, often differs between policies of an educational organisation. Not only 'mission' and 'vision' were used to describe the organisational fundaments and future planning. The term 'ambition', for example, was also commonly used. According to Young (2001), these descriptions are the operational statements deriving from a deeper notion of identity of the organisation. Young states that clarity and consensus about organisational identity are essential elements in setting successful long-term strategy. The presence of these elements in both administrative and school policies implies that policy makers consider these elements also of great importance. They refer to the organisational principles in order to determine the strategy and policy for the future (VO-raad, 2015a).

Educational policy

The results of the document analysis indicated that the sub-policy regarding the education provided by the schools is present in all administrative and school policies of each educational organisation. Most policy documents contain a specific section describing the educational sub-policy. The way of presenting the content of this sub-policy, however, often differs between policies of an organisation. In most educational organisations, the educational sub-policy of the administrative policy is more global than the school policies. The educational sub-policies of the school policies mostly consist of more specific elements that are described in greater detail. This, however, is not always the case. Some administrative policies contain specific details that are not included in the school policies. The administrative policy of Bèta, for example, contains specific goals concerning the education provided in the schools, but three of the six school policies of that organisation do not contain such goals. In this respect, the documents are not directly related. Also within the administrative policy of Delta, elements are described which are not found in the school policies, such as norms concerning student results and concerning dealing with diversity among students. Lastly, in the administrative policy of Epsilon, specific goals regarding education, norms concerning education and assistance of children with special needs, and norms concerning student results are described. These elements, however, were not found in the school policy of Epsilon. It can be concluded that there is no relation between the policies on both levels on these specific elements.

Personnel policy

The results of the document analysis indicated that the sub-policy regarding the personnel of the organisation is present in all administrative and school policies of each educational organisation. Most policy documents contain a specific section describing the personnel sub-policy. The way this sub-policy is presented in the policies, however, differs between policies within an organisation. The administrative policy of Epsilon, for example, contains specific goals regarding personnel policy, but such goals were not found in the school policies. The question is how the school policies are connected to the administrative policy. It is possible that the school board of this organisation manages in a top-down and centralised way, which causes that the school does not have to formulate its own goals.

Relation administrative policies and school policies

The research question of this research is: '*To what extent are administrative policies and school policies of educational organisations in secondary education mutually related?*'. In answering this question, the focus is on the three selected main themes of the administrative policies in secondary education: organisational fundaments and future planning, educational policy, and personnel policy.

It can be concluded that the administrative policies and school policies within organisations in secondary education are globally related, because all policies of each organisation contain descriptions concerning organisational fundaments and future planning, educational policy, and personnel policy. The presence of the sub-policies in all policies implies that the policies on both levels are globally related with regard to this sub-policy. This global relation is in line with the Dutch legal requirement concerning the content of these sub-policies in *schoolplans*, that states that school policies have to include at least the describing of education formulated by the administrators of their organisation and that the personnel policy has to contain at least measures with regard to the staff who contribute to the developing and implementation of this educational policy (Rijksoverheid, 2016). However, when analysing this relation in more detail, it can be concluded that there are also differences between policies within an organisation.

In formulating the organisational fundaments and future plans, several terms are used. An explanation for this fact could be a lack of clarity about the meaning of terms that are used to formulate the fundaments and planning of the organisation. Some terms have been used for different purposes in different policies. The term 'ambition', for example, was used in some policies to describe the global and idealised vision of the future of the organisation. In other policies, however, this term was used to describe more specific goals for the organisation.

The content of the educational and personnel policies also differs between the administrative and school policies within an organisation. Most administrative policies set out general guidelines, which are elaborated in more detail in the school policies. This, however, is not always the case. Within the administrative policy and school policies of an organisation, the focus is on different elements of the educational and personnel sub-policies. This affects the relation between policies on both levels and confirms statements in the literature that the increased distance between school boards and school leaders could affect policy making negatively.

Implications and future research

The aim of this study was to examine the relation between administrative policies and school policies in secondary education. Until now, little research has been done on this topic. Therefore, the value of this research is the providing of a global overview of themes that are present in policies in Dutch secondary education, and of a global overview of the relation concerning these themes between administrative and school policies. This was examined by analysing the presence of literal text fragments of themes and elements of the main themes in policies on both levels. To examine this relation in greater detail, however, it would be interesting to analyse whether the content of the policies on both levels within an educational organisation is also consistent. The value of the research would increase if a more detailed content analysis of the policies is conducted. When interpreting the contents of specific elements of the policies of an organisation and comparing these contents to each other, the conclusions can be more fundamental. Such research, however, is very time consuming. Therefore, for future research of the consistency of the content of the policies it is advised that this will be conducted for the administrative policy and school policies of just one educational organisation. To examine the content of the policies in a more reliable way, it is necessary that multiple researchers will encode the policies. The interpretations of the texts has to be correct and as objective as possible. When several researchers compare their codes for the content of the policies, they can ensure that they encode the documents the same way, which increases the objectivity of the research.

It would also be interesting to examine who are involved in creating the policies on administrative and school level and to relate this to the extent to which policies on both levels are related to each other. In that case, co-operation between the school board and the school leader and its affection on the creation of policies can be examined.

Limitations of the study

Several limitations of this research have to be taken into account. Firstly, the policies were coded by one person, which probably affected the reliability of the research. The coding was based on the interpretations of one encoder and could not be checked by another researcher. Although the codes were assigned on the base of literal text fragments, it may be possible that the researcher assigned the codes in an inconsistent way. This decreases the objectivity of the research.

Secondly, sometimes text fragments assigned to the same code differed significantly in content. This is because during the process, a code was assigned if the text was related to that code. The presence of the name or synonyms of the code was checked, without reading the content in much detail. This resulted in inconsistency of text fragments assigned to a particular code.

Finally, the number of policies was too large to analyse the content of the policies in greater detail. Only the presence of particular elements of themes could be analysed. It would be interesting, however, to analyse if the contents of the themes that are present in the policies are consistent, because it is possible that the policies contain different terms to formulate the same content of the policy. This could not be observed in this research.

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Appendix A

Overview administrative and school policies per educational organisation

Table 1

Educational organisations and their policies

Educational organisation	Name and covered period administrative policy	Name and covered period school policy
Alfa	Strategie 2016-2020	
A1		Schoolplan 2011-2015
A2		Not available
Bèta	Strategische Meerjarenvisie 2012-2016	
B1		Schoolplan 2012-2016
B2		Schoolplan 2012-2016
B3		Schoolplan 2012-2016
B4		Schoolplan 2012-2016
B5		Schoolplan 2014-2019
B6		Schoolplan 2011-2015
Gamma	2-Jarenplan 2016-2018 Strategische uitgangspunten 2016 Ontwikkelplan 2014-2017	
G1		Schoolplan 2011-2015
G2		Schoolplan 2012-2016
G3		Schoolplan 2012-2016
G4		Schoolplan 2012-2016
Delta	Meerjarenbeleidsplan 2015-2020	
D1		Schooljaardocument 2015-2016
D2		Schooljaardocument 2015-2016
D3		Schooljaardocument 2014-2015
D4		Schooljaardocument 2015-2016
D5		Schooljaardocument 2015-2016
D6		Schooljaardocument 2015-2016
Epsilon	Strategische meerjarenvisie 2014-2018	
E1		Schoolplan 2014-2018
E2		Same school plan as for E1
Thèta	Meerjarenplan 2012-2016	
T1		Schoolplan 2012-2016
T2		Schoolplan 2012-2016
T3		Schoolplan 2012-2016
T4		Schoolplan 2012-2016
T5		Schoolplan 2012-2016
T6		Schoolplan 2012-2016
T7		Schoolplan 2012-2016
T8		Schoolplan 2012-2016

Appendix B

Questions that are used from the questionnaire about management capacity of

administrative communities in secondary education.

De volgende vragen gaan over de mate waarin het bestuur doelen stelt.

Onder uw bestuur verstaan we het lid of de leden van het schoolbestuur. Als rector of

medewerker van de bestuursstaf beantwoordt u hier dus vragen over uw schoolbestuurder(s).

9. In hoeverre bent u het eens met de volgende uitspraken over het stellen van normen

voor de onderwijsresultaten op de scholen?

	Helemaal niet mee eens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens
Ons bestuur hanteert normen voor te bereiken resultaten op het gebied van rendementen en examencijfers aan het einde van de middelbare school voor de kernvakken.					
Ons bestuur hanteert normen voor te bereiken resultaten op het gebied van rendementen en examencijfers in jaarlijkse doelen voor onze scholen.					
Ons bestuur hanteert normen voor te bereiken resultaten op het gebied van rendementen en examencijfers in lange termijn doelen voor onze scholen.					
Ons bestuur hanteert normen voor te bereiken resultaten op het gebied van rendementen en examencijfers op tussenmomenten tijdens de middelbare school voor de kernvakken.					

10. In hoeverre bent u het eens met de volgende uitspraken over het stellen van normen

voor de onderwijsprocessen op de scholen?

	Helemaal niet mee eens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens
Ons bestuur hanteert normen voor de kwaliteit van pedagogisch didactische processen op onze scholen.					
Ons bestuur hanteert normen voor de (benutting van de) lestijd op onze scholen.					
Ons bestuur hanteert normen voor de kwaliteit van de kwaliteitszorg op onze scholen.					

Ons bestuur hanteert normen voor de kwaliteit van het pedagogisch klimaat op onze scholen.					
Ons bestuur hanteert normen voor de kwaliteit van onderwijzend personeel op onze scholen.					
Ons bestuur hanteert normen voor de kwaliteit van het onderwijskundige leiderschap op onze scholen.					

11. In hoeverre bent u het eens met de volgende uitspraken over het stellen van brede normen voor de onderwijsopbrengsten op de scholen?

	Helemaal niet mee eens	Enigszins mee oneens	Neutraal	Enigszins mee eens	Helemaal mee eens
Ons bestuur hanteert brede normen voor te bereiken leerlingresultaten bijvoorbeeld wat betreft sociale competenties, burgerschapsvorming, muzische of fysieke vorming.					
Ons bestuur hanteert normen voor het intern rendement van onze scholen, zoals: verwijzing, uitstroom naar vervolgonderwijs en prestaties in relatie tot ontwikkelingsperspectieven.					
Ons bestuur hanteert brede normen voor te bereiken leerlingresultaten op tussenmomenten tijdens de middelbare school bijvoorbeeld wat betreft sociale competenties, burgerschapsvorming, muzische en fysieke vorming.					

Appendix C Results policy analysis Alfa and A-school

Table 4

Organisational fundaments and future planning Alfa and A-school

	Alfa	A1
Mission		x
Vision (general)		x
Students		x
Special needs		
Education		x
Personnel		x
Teacher		x
Parents		
Environment		
Quality control		
Marketing		
ICT		
(core) Values	x	
Ambitions (general)		
Students	x	
Education		
Personnel	x	
Parents	x	
Employer		
Schools	x	
External relations	x	
Marketing	x	
Themes		
Intentions(s)	x	x
Dedication		
Dream(s)		
Identity		
Pillars		

Table 5

Presence elements educational policy in Alfa and A-school

	Alfa	A1
Specific goals	x	x
Special needs		x
Mentor role		x
Law for appropriate education		x
Reference care policy		
Pedagogical climate	x	x
Pedagogic-didactical behaviour teacher	x	x
Innovative education		
Adaptive education		x
Continuous curriculum		x

Coherent educational program		
Assessment and exams		x
Graduation rates		
Student results	x	x
General skills		x
Language and mathematics		x
Beta stimulation		
Sports		x
Art and culture		x
Citizenship		
(social) Internship		x
Excellence		
Internationalisation		
LOB/deanery		x
Future students	x	x
Department specific policies (*vwo*, *havo*, *vmbo*, etc.)		x
Description current amount of students	x	
Prognosis amount of students		
Goals amount of students		x
Description origins of students in the future		
Dealing with diversity among students	x	x
Acceptance, promotion and removal policy		
Specialising of schools	x	x
Use of school hours		

Table 6

Presence elements personnel policy Alfa and A-school

	Alfa	A1
Starting point personnel policy		
Spearheads		
Specific goals		
Current amount of employees	x	x
Developments relating to amount of employees	x	
Goals amount of employees	x	
Representation of women		
Learning organisation	x	x
Academy		
Conversation cycle		x
Guidance of teachers		
Sick leave		
Workload		
Function mix		

Dialogue culture		
Quality teachers	x	x
Quality educational leadership	x	x
Reference to specific personnel policy	x	

Appendix D Results policy analysis Bèta and B-schools

Table 7

Organisational fundaments and future planning Bèta and B-schools

	Bèta	B1	B2	B3	B4	B5	B6
Mission	x	x	x			x	x
Vision (general)	x	x	x	x	x	x	x
Students						x	x
Special needs		x					
Education		x				x	
Personnel					x		
Teacher							
Parents							
Environment							
Quality control							
Marketing							
ICT							
(core) Values	x	x		x	x		
Ambitions (general)			x	x	x		
Students							
Education							
Personnel							
Parents							
Employer							
Schools							
External relations							
Marketing							
Themes							
Intentions(s)						x	
Dedication					x		
Dream(s)	x						
Identity							
Pillars							

Table 8

Presence elements educational policy Bèta and B-schools

	Bèta	B1	B2	B3	B4	B5	B6
Specific goals	x	x		x			x
Special needs	x	x	x	x	x		x
Mentor role		x	x	x	x	x	
Law for appropriate education		x	x	x	x	x	x
Reference care policy			x			x	
Pedagogical climate			x	x	x		x
Pedagogic-didactical behaviour teacher	x		x				
Innovative education	x		x				
Adaptive education							

	Bèta	B1	B2	B3	B4	B5	B6
Continuous curriculum		x					
Coherent educational program							
Assessment and exams		x					
Graduation rates	x		x		x	x	
Student results					x		
General skills							
Language and mathematics		x		x	x		
Beta stimulation							
Sports					x	x	
Art and culture					x	x	
Citizenship				x	x	x	x
(social) Internship		x		x	x	x	x
Excellence	x	x			x		
Internationalisation		x			x		
LOB/deanery		x		x	x		
Future students			x	x			
Department specific policies (*vwo*, *havo*, *vmbo*, etc.)							
Description current amount of students	x					x	
Prognosis amount of students							
Goals amount of students							
Description origins of students in the future							
Dealing with diversity among students	x		x		x	x	x
Acceptance, promotion and removal policy							
Specialising of schools	x	x	x	x	x		
Use of school hours		x				x	

Table 9

Presence elements personnel policy Bèta and B-schools

	Bèta	B1	B2	B3	B4	B5	B6
Starting point personnel policy			x				
Spearheads	x						
Specific goals	x	x					
Current amount of employees							
Developments relating to amount of employees							

Goals amount of employees	x						
Representation of women							
Learning organisation	x	x	x	x	x	x	x
Academy	x						
Conversation cycle			x	x	x	x	x
Guidance of teachers				x	x	x	
Sick leave							
Workload							x
Function mix		x		x	x	x	x
Dialogue culture							x
Quality teachers	x	x	x		x	x	
Quality educational leadership	x		x	x			
Reference to specific personnel policy	x						

Appendix E Results policy analysis Gamma and G-schools

Table 10

Organisational fundaments and future planning Gamma and G-schools

	Gamma	G1	G2	G3	G4
Mission	x	x	x	x	x
Vision (general)		x	x	x	x
Students					
Special needs			x		
Education		x	x		
Personnel			x		
Teacher					
Parents					
Environment					
Quality control			x		
Marketing					
ICT			`x		
(core) Values		x			x
Ambitions (general)	x	x			x
Students	x				x
Education	x				x
Personnel	x				
Parents					
Employer	x				
Schools	x				
External relations					
Marketing					
Themes					
Intentions(s)			x		
Dedication				x	x
Dream(s)					
Identity					
Pillars					

Table 11

Presence elements educational policy Gamma and G-schools

	Gamma	G1	G2	G3	G4
Specific goals					
Special needs	x	x	x	x	x
Mentor role	x	x	x	x	x
Law for appropriate education		x	x	x	x
Reference care policy	x		x		
Pedagogical climate					
Pedagogic-didactical behaviour teacher		x	x	x	x
Innovative education		x	x		x

Adaptive education					
Continuous curriculum					
Coherent educational program				x	x
Assessment and exams		x	x	x	
Graduation rates			x	x	
Student results		x			
General skills				x	
Language and mathematics					
Beta stimulation			x	x	
Sports		x			
Art and culture		x	x		
Citizenship		x	x	x	
(social) Internship					
Excellence			x		
Internationalisation					
LOB/deanery					
Future students					
Department specific policies (*vwo*, *havo*, *vmbo*, etc.)			x	x	
Description current amount of students		x	x	x	
Prognosis amount of students		x	x		
Goals amount of students		x			
Description origins of students in the future	x		x		
Dealing with diversity among students					
Acceptance, promotion and removal policy	x		x	x	x
Specialising of schools					
Use of school hours	x	x	x		x
Specific goals		x	x		x

Table 12

Presence elements personnel policy Gamma and G-schools

	Gamma	G1	G2	G3	G4
Starting point personnel policy					x
Spearheads					
Specific goals	x	x		x	x
Current amount of employees					
Developments relating to amount of employees	x				

Goals amount of employees					
Representation of women		x			
Learning organisation	x	x	x	x	x
Academy	x				x
Conversation cycle	x		x	x	
Guidance of teachers	x	x		x	
Sick leave				x	
Workload				x	
Function mix				x	
Dialogue culture			x	x	
Quality teachers	x	x	x	x	x
Quality educational leadership	x	x	x		x
Reference to specific personnel policy					

Appendix F Results policy analysis Delta and D-schools

Table 13

Organisational fundaments and future planning Gamma and G-schools

	Delta	D1	D2	D3	D4	D5	D6
Mission		x	x		x	x	x
Vision (general)	x	x	x		x	x	x
Students							
Special needs							
Education							
Personnel							
Teacher							
Parents							
Environment							
Quality control							
Marketing							
ICT							
(core) Values	x						
Ambitions (general)	x						
Students	x						
Education	x						
Personnel	x				x		
Parents							
Employer							
Schools	x						
External relations							
Marketing							
Themes							
Intentions(s)							
Dedication							
Dream(s)							
Identity		x	x	x	x	x	x
Pillars							

Table 14

Presence elements educational policy Delta and D-schools

	Delta	D1	D2	D3	D4	D5	D6
Specific goals		x	x	x	x	x	x
Special needs		x	x		x	x	x
Mentor role			x	x		x	
Law for appropriate education				x	x		x
Reference care policy					x		
Pedagogical climate	x	x	x	x		x	x
Pedagogic-didactical	x	x		x			

	Delta	D1	D2	D3	D4	D5	D6
behaviour teacher							
Innovative education				x		x	x
Adaptive education							
Continuous curriculum							
Coherent educational program							
Assessment and exams		x				x	
Graduation rates	x	x		x		x	
Student results		x				x	x
General skills							
Language and mathematics		x	x	x			
Beta stimulation							
Sports							
Art and culture							
Citizenship			x		x		
(social) Internship							x
Excellence							
Internationalisation				x			
LOB/deanery							
Future students	x			x	x	x	
Department specific policies (*vwo*, *havo*, *vmbo*, etc.)							
Description current amount of students		x		x		x	x
Prognosis amount of students		x	x		x	x	x
Goals amount of students					x		x
Description origins of students in the future							
Dealing with diversity among students	x	x	x				
Acceptance, promotion and removal policy							
Specialising of schools		x			x	x	x
Use of school hours		x				x	

Table 15

Presence elements personnel policy Delta and D-schools

	Delta	D1	D2	D3	D4	D5	D6
Starting point personnel policy							
Spearheads							
Specific goals		x					
Current amount of employees							
Developments relating							

to amount of employees							
Goals amount of employees							
Representation of women							
Learning organisation	x	x	x	x	x	x	x
Academy					x		
Conversation cycle			x	x	x		x
Guidance of teachers		x					
Sick leave			x	x			
Workload							
Function mix			x				
Dialogue culture							
Quality teachers	x	x			x		
Quality educational leadership			x		x		
Reference to specific personnel policy							

Appendix G Results policy analysis Epsilon and E-schools

Table 16

Organisational fundaments and future planning Epsilon and E-schools

	Epsilon	E1 and E2
Mission	x	x
Vision (general)	x	x
Students		
Special needs	x	
Education		
Personnel		
Teacher		
Parents		
Environment		
Quality control		
Marketing		
ICT		
(core) Values		
Ambitions (general)		
Students	x	
Education	x	
Personnel	x	
Parents		
Employer		
Schools	x	
External relations		
Marketing		
Themes		
Intentions(s)	x	
Dedication		
Dream(s)		
Identity		
Pillars		x

Table 17

Presence elements educational policy Epsilon and E-schools

	Epsilon	E1 and E2
Specific goals	x	
Special needs	x	
Mentor role	x	
Law for appropriate education	x	
Reference care policy		
Pedagogical climate	x	x
Pedagogic-didactical behaviour teacher	x	x

Innovative education	x	
Adaptive education		
Continuous curriculum		
Coherent educational program		
Assessment and exams		
Graduation rates	x	
Student results		
General skills		
Language and mathematics		x
Beta stimulation		
Sports		x
Art and culture		x
Citizenship		
(social) Internship		
Excellence	x	x
Internationalisation	x	x
LOB/deanery		
Future students	x	x
Department specific policies (*vwo*, *havo*, *vmbo,* etc.)		
Description current amount of students	x	x
Prognosis amount of students	x	
Goals amount of students		
Description origins of students in the future		
Dealing with diversity among students	x	x
Acceptance, promotion and removal policy		
Specialising of schools	x	x
Use of school hours		

Table 18

Presence elements personnel policy Epsilon and E-schools

	Epsilon	E1 and E2
Starting point personnel policy		
Spearheads		x
Specific goals	x	
Current amount of employees	x	x
Developments relating to amount of employees		

Goals amount of employees		
Representation of women		
Learning organisation	x	x
Academy		
Conversation cycle		
Guidance of teachers		
Sick leave		
Workload		
Function mix	x	
Dialogue culture		x
Quality teachers		
Quality educational leadership	x	
Reference to specific personnel policy		

Appendix H Results policy analysis Thèta and T-schools

Table 19

Organisational fundaments and future planning Thèta and T-schools

	Thèta	T1	T2	T3	T4	T5	T6	T7	T8
Mission	x	x	x		x		x		x
Vision (general)		x	x	x	x	x	x		x
Students				x					
Special needs									
Education		x	x	x	x	x			
Personnel		x		x					
Teacher									
Parents									
Environment		x							
Quality control		x							
Marketing									
ICT		x			x				
(core) Values	x	x	x	x			x	x	
Ambitions (general)	x	x	x		x			x	
Students	x								x
Education	x		x	x	x				x
Personnel	x		x	x					x
Parents									x
Employer	x								x
Schools	x								x
External relations									
Marketing									
Themes					x				
Intentions(s)							x		x
Dedication									
Dream(s)							x		
Identity							x		
Pillars									

Table 20

Presence elements educational policy Thèta and T-schools

	Thèta	T1	T2	T3	T4	T5	T6	T7	T8
Specific goals	x	x	x	x	x	x	x	x	x
Special needs		x	x	x	x	x	x	x	x
Mentor role			x	x	x	x	x	x	
Law for appropriate education	x	x	x		x	x		x	x
Reference care policy									
Pedagogical climate		x	x	x	x	x	x	x	x

	Thèta	T1	T2	T3	T4	T5	T6	T7	T8
Pedagogic-didactical behaviour teacher		x	x		x	x		x	x
Innovative education									
Adaptive education									
Continuous curriculum		x			x	x			
Coherent educational program		x	x						
Assessment and exams		x						x	
Graduation rates	x		x	x	x	x	x		x
Student results	x				x	x			
General skills									
Language and mathematics				x		x	x	x	
Beta stimulation							x		
Sports							x		
Art and culture					x				
Citizenship									
(social) Internship						x	x	x	
Excellence									
Internationalisation									
LOB/deanery		x		x		x			
Future students	x	x	x	x	x	x		x	
Department specific policies (*vwo*, *havo*, *vmbo*, etc.)			x						
Description current amount of students		x	x	x	x	x	x	x	x
Prognosis amount of students		x	x	x	x		x	x	x
Goals amount of students			x	x			x		
Description origins of students in the future						x	x	x	x
Dealing with diversity among students	x	x	x	x	x	x	x	x	x
Acceptance, promotion and removal policy		x	x	x	x	x	x		x
Specialising of schools			x	x	x	x	x		
Use of school hours						x			x

Table 21

Presence elements personnel policy Thèta and T-schools

	Thèta	T1	T2	T3	T4	T5	T6	T7	T8
Starting point personnel policy									

Spearheads				x					
Specific goals	x		x	x	x	x	x	x	
Current amount of employees		x			x	x	x	x	
Developments relating to amount of employees	x		x						
Goals amount of employees	x		x						
Representation of women		x		x		x	x		
Learning organisation	x	x	x	x	x	x	x	x	x
Academy	x	x	x	x	x	x		x	x
Conversation cycle	x	x	x	x	x			x	
Guidance of teachers									
Sick leave		x							x
Workload				x			x		x
Function mix	x	x	x						
Dialogue culture						x			
Quality teachers	x	x	x	x	x	x	x	x	x
Quality educational leadership	x			x	x	x	x	x	
Reference to specific personnel policy									