

We know what works! Much is known about effective interventions, the teacher as the pivot in the classroom and the use of data feedback. Schools are increasingly in evidence-based. A child is much too precious to experiment with. We know which factors influence school development and school renewal and why sometimes it does not work. Sustainable school development is based on educational leadership and boring.

## **Chapter 1**

In Chapter 1. Facets of school development, we will address these issues. This chapter provides a compact overview of research and insights on what works. But with effective interventions from the first chapter and evidence-based practice alone you are not. There's more to sustainable school development. In this book we want to dig deeper and jump further. Keywords which we will explain in the following chapters: school culture, collective ambition, intrinsic motivation, communication between all levels in the school (alignment) and process ownership in the classroom and the student, including in response to appropriate education and basic care.

## **Chapter 2**

Chapter 2. Sustainable school development: securing, intrinsic motivation, identity and core values of the school focus on sustainable educational improvement based on (deep) motivators and intrinsic motivation. Only from a solid foundation and a culture that is based on a collective ambition is sustainable school development possible.

The chapter concludes with a practical and simple method to formulate a "school passport" or "identity". This core document describes what ambitions the team and what promises the school to pupils and parents. This 'school passport' is the foundation for many policy documents such as the school plan. But also with a collective ambition and intrinsic motivation as an engine of sustainable development school, you are not there yet. We want to dig even deeper and even more jump. What does an effective organization of the process of sustainable development school like? On that enter the third and fourth chapters.

### **Chapter 3**

Chapter 3. How to organize your school sustainable development? is about the process of implementation and assurance. It takes time for all teachers have been professionalized in the renewal subject. In effective professional attention is paid to all stages of the innovation process: the pre-stage, during the phase and the post-stage.

### **Chapter 4**

We conclude with Chapter 4. Sustainable school development based on Total Quality Management. In this final chapter we focus on a particular example and relatively new model of sustainable school development. This model is based on Total Quality Management (TQM) and the Baldrige model. This approach has many success in America and also in the Netherlands find the model increasingly imitated. We let Jay **Marino** speaking. **Marino** is managing director of the Dunlap School District schools for primary and secondary education. In the Netherlands the approach to Dunlap School District for more and more schools an inspiring example. The compound (alignment) between all levels of the educational development is a key success factor in this model. A culture of shared leadership and working with professional learning communities in this approach the starting point. The model responds to the educational needs of each child and thus offers an outstanding effective approach for appropriate education.

The chapters of this book contain alongside findings from research and theory, practice, instruments and interviews. In the literature review we have included all of the relevant literature.

### **More information**

Want more information? Please contact:

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