



# *Identity- document*



**greijdanus**  
*Schitteren in Zijn licht*

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This Identity Document is a formal document of the School Board of Greijdanus. The first version dates from 2011 and was approved under the Articles of Association by the Board of Identity of the School Foundation on 23 November 2011. In November 2014, the document was modified based on environmental changes and a desire to deepen the identity of the organisation, including, amongst other things, changes in the texts regarding appointment policy and the expectations we have of staff in the implementation of their roles as Greijdanus employees. The Board of Identity approved this new version on 19 November 2014. The Parent-Teachers Association and the Board of Supervisors also support these changes. This document will be in effect from 1 February 2015.

## Preamble

This document is about our ideological identity. The organisation literature talks a great deal about identity, which primarily relates to 'corporate identity' and concerns image more than anything else. The choice for 'ideological identity' embeds this term in the context of our core values. It is about who we are as a school and what guides our actions. The answer to these questions is explained in this Identity Document and is summarised in the school's motto: 'Sparkling in His light'.

Ideological identity is a continuously developing theme. It also contains various components which individually and collectively give colour to identity. At our school a great deal has already been written about ideological identity. In practical terms it is also given shape in a wide range of ways. In the educational vision, in our personnel policy plan 'Profession and Passion', in statutes for students and staff, in collaboration with Reformed primary education and, of course, in our daily school practice.

We want to be a Reformed school. We set out in this document how we want to achieve that. We do this in a society that is changing drastically and quickly. A society in which 'following Christ' is no longer a given. Within this we therefore want to justify ourselves to society through our 'Reformed identity' and our social contribution. More than before, the school gives substantive frameworks, sets limits and formulates the meaning we wish to have. In this way, we indicate what can and cannot be expected of the school and the employees.

We've expanded ecclesiastically. As a school, we are clearer on the content. How we have to deal with this will also require the necessary attention in the coming years. It is therefore important for us to connect with the history in which this school has developed as a Reformed school. We also realise that a Reformed school is no longer taken for granted in this society. We justify our existence only through following Christ and serving society.

# Identity of the Greijdanus College

We have an almighty God and Father. He cares for us and he is merciful. He came to us in His Son Jesus Christ and brought salvation for His children. He rejuvenates us through the Holy Spirit. That is a wonderful fact in an imperfect world of brokenness. We learn to know Him through His Word in the bible. It is with this wealth that we wish to live and with which we want to teach students to live.

As a Reformed Secondary School our right to exist lies in our reformed identity. This means that all people at our school wish to base themselves on, be inspired by, turn towards and draw upon what the God of the Bible wants with us, from the covenant relationship that He has entered into with us.

For the realisation of the statutory basis of the school, we embrace wholeheartedly a tradition in which it is confessed that the three Reformed standards provide a reliable summary of the content of the Christian faith.

From this confession, we wish today, thankfully and living through grace, to preserve balance in the following points:

1. We live and grow in Christ and towards Christ (Ephesians 4): together we believe in Jesus Christ, who was crucified and rose again and is therefore our living Lord. God has the initiative, as is clear in God's covenant with us. (Hebrews 12:2 'Let us fix our eyes on Jesus, the author and perfecter of faith').
2. Serious and joyful: we do not easily overcome the power of evil, but we rejoice in our salvation. Holiness of life remains a gift and a task.
3. Respect for the traditional and the contemporary: we are relaxed when dealing with our own tradition. We build upon it with critical respect, we look up to Christ and live today in the light of God's kingdom.
4. Already and not yet: God's Spirit works here and now, but there is still guilt and brokenness, and we live and work in the hope of a new world that is complete and will come.

5. Image of God and sinner: we are created in God's image and are therefore precious. At the same time, we are sinners in need of salvation and are allowed to receive this in Christ. We are a new creation through faith in Christ. Through the Holy Spirit, we are renewed in God's image and we can shine in His light.
6. Truth and perception: a sound doctrine requires deep perception. In a living relationship with God, we strive for a healthy integration of 'understanding and knowledge' on the one hand and 'feeling and experience' on the other. We listen to God's Word as truth that can be celebrated and experienced in our life.

We are a Reformed school. This means that everyone is focussed on learning, growth and development, in which there is regard for 'man as a whole'. Our school is therefore a learning and way of life community. We welcome parents and students who wish to share our ideological identity. Staff commit to the basis and the school's Identity Document. Thus they contribute to the school's mission as teachers, role models and confidants.

As a Reformed school, we are open for and to our surroundings. We contribute to social objectives both close to home and further afield. God's creation is a great miracle that demands to be managed and used (with reverence and care). Students discover what 'is for sale in society', learn to evaluate this and also to contribute to this society. They experience the diversity of people and ideas in society and learn how to deal with it.

***We translate the above into 'Sparkling in His light'.***

We are a Reformed Secondary School established under Dutch law. This means that what we do is focussed on and embedded in government legislation.

## Sparkling in His light

Greijdanus is a Reformed Secondary School. We believe in the God of the Bible. We believe that God asks us to make Him mighty and to love Him and those around us.

We believe that we are allowed to and must 'Sparkle in His light'. We are only able to do that if we discover through Christ, the Son of God, who we are and are allowed to be. We are then able to see our failings and our dependency with, on the other side, the unique skills and talents that have been given to us by God.

We see a world that needs His light. Greijdanus therefore also sees 'Sparkling in His light' as a promise and as devotion. In order to symbolise this we use the image of a diamond. The school, the students and the staff reflect the Light. Inspired by His Spirit they make this manifest in all kinds of facets.

Colours manifest themselves by the Light in the diamond. These represent the values of our school: 'growth', 'distinction', 'togetherness', 'serve' and 'responsibility', with 'enjoyment' as a mix of colours. This is how we translate the Light for our school and how we give colour to our education.

The reflection of the Light shows us how beautiful we are already. Through reflection we wish to learn how we can radiate more and more for and thanks to other people, within and outside the school. 'Sparkling in His light' is God's promise to us and our reply to our Father, who watches over us.

## Our identity in more detail

From the 'Sparkling in His light' devotion we work with the image of a diamond in which students, staff and the school reflect this light and allow it to manifest in all kinds of facets.

Colours manifest themselves by the Light in the diamond. These represent the values of our school: 'growth', 'distinction', 'togetherness', 'serve' and 'responsibility', with 'enjoyment' as a mix of colours. With our unique skills and talents we wish to increasingly show His light with, for and thanks to other people. It is in that light that we live and we pray. We want that light to radiate into our stories and celebrations, into lessons, conversations, teaching materials, parent's evenings, prayers, open-days and into our behaviour.

We expect more of this from staff than we do from the students. The role of the staff is 'to lead by example and to lead in witness'. Where possible, we make this appeal to the students. They are given the space to develop in their faith and make choices at school that are appropriate for them. We create an environment that is subservient to that.

At the same time we educate the students so that they can take a mature place in society. Students therefore become familiar with that multi-coloured and multi-faith society, during which they learn to form and spread their own vision in the light of God's Light.



# Identity in education

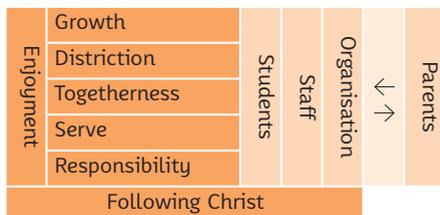
The school is an educational institution, where we work on ‘developing’ knowledge and skills. Our pedagogical and didactical activities and the way in which we deal with each other are coloured by our values.

Everyone at our school is created uniquely by God, in His love, and given many different opportunities. ‘Thanks to Christ you can be there for God and for the people around you; to have and to hold, with all your possibilities and failings and life of brokenness’. In this way everyone contributes from their individual role, position and personality on the basis of reciprocity and equality. We turn differences into added value in the encounter. This is the determining factor for relationships within our school.

However, our school is more than simply an educational establishment. It is a place where people can develop, find meaning, build and maintain relationships, learn to discover and develop their varied talents, etc. The school offers a platform for this. We ensure extra care for vulnerable students and staff, who have difficulty meeting the many demands that society imposes on them.

## Values

We want to be Sparkling in His light. We show this in practical terms with a set of values that give direction to and which are valid for all sections of the organisation: staff, students and (parts within) the organisation itself. Like a diamond that displays the colour of Light. We wish to follow Christ. That is the basis and together with our failings that gives direction and defines us in a life of mercy and forgiveness.





It begins with **following Christ**. We wish to live with the God of the Bible. Christ shows how God loves us and that we may live in faith from grace. By following Christ we show our love for other people. The Ten Commandments provide principles for loving God and those around us.



**'Growth'** Everyone and everything in Greijdanus continuously grows, learns and develops. That is what we are devoted to and what we obey. We create conditions for ourselves and for others in which we can learn and develop in the best way. (Inspired by: Matth. 25).



**'Distinction'** Every person is created uniquely by God. That is why everyone has value and earns respect. Every person experiences his or her own development. In our work we dovetail with the unique personality which is thus 'developing'. That applies to people who have to or want to 'contribute' and to people who have to or want to 'receive'. (Inspired by: 1 Cor. 12/ Rom. 12).



**'Togetherness'** We create added value by 'bringing together different people and relationships'. They learn from each other. They contribute towards social aims by using their own strength. (Inspired by: 1 Cor. 12/ Rom. 12).



**'Serve'** We are more than our 'legal positions' of employee, student and employer. We are people who are called at every place to give form to 'love', 'serve', sharing 'God's love'. And this also applies to society and to the Creation. (Inspired by various Scriptures').



**'Responsibility'** We wish to live from an 'Identity' that God has given us. At the same time this means: we live in a context of rules, standards, agreements and orders to which we must conform, which we realise, against which we are judged and against which we have to account for ourselves. This also demands sacrifices. (Inspired by: Matth. 5:37).



**'Enjoyment'** And in addition to all of the above we (are allowed to and perhaps should) enjoy ourselves. Because we have been given so much, because it is 'a sin' if we do things with reluctance and it is so much more enjoyable for everyone if we unconditionally enjoy in advance what we do and how we do things. (Inspired by: Ecclesiastes 9).

In this way we want to sparkle and to have sparkled the Light of the God of the Bible.

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1 "Love your neighbour", "Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves", "And if you greet only your brothers and sisters, what are you doing more than others? Do not even pagans do that?"

## *Bijlage*

# Identity in relation to enrolment of students and appointment of staff

We are a Reformed school. Our raison d'être and legitimacy lie therein. We want to do this with people who are willing and able to contribute to this, which is why we use a number of formal and practical rules in order to achieve our goals to the extent possible. We are also clear to (future) parents, students and employees. This is translated into:

### **Enrolment of students at school**

We want to share what we stand for with parents and students, what they can expect from us and what we therefore also expect from them. Within that context, not every registered student finds his or her 'niche' at Greijdanus. We aim to make this clear in a meeting and we support this with written information in which we make our identity clear<sup>2</sup>. With a signature we confirm on both sides that we know what we expect from each other and what we are both expected to contribute in order to achieve this.

### **School staff appointment policy**

Staff have a special position. In their teachings and life they are pre-eminent bearers of the Greijdanus identity. This identity is described in the statutes, this Identity Document and the effects thereof such as the personnel policy entitled 'Profession and Passion'. Staff commit to it and base their work on it. They are role models, teachers and confidants for students and are able to give shape to the identity in its various forms – professing, proclaiming, pedagogical and educational<sup>3</sup>.

Therefore, not everyone is 'at home' at Greijdanus. We want to get clarification of this in a discussion and support it with written information in which our identity is made clear. With a signature, we confirm on both sides that we know what is expected from each other and what we contribute to this ourselves. This is a recurring topic of discussion and review.

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2. This may mean that we provide parents who have a specific church background with a detailed explanation of points on which we may differ on the basis of the 'reformed teachings'.

3. The description is intended for all staff. The development and impact can vary depending on the position. This will apply more to non-pupil related staff. In some positions, there may be extra emphasis on role model. In other positions, the components of 'teacher' and 'confidant' are less relevant.

With this Identity Document as a normative framework and in addition to the demands of the profession, professionals employed at Greijdanus distinguish themselves as:

**1. Role model:**

- a. You demonstrate in word and deed that you personally commit to the school's Reformed identity as expressed in the Identity Document.
- b. The Greijdanus values guide and inspire you in your dealings with students and colleagues: following Christ, growth, distinction, togetherness, serve, responsibility and enjoyment.
- c. You are an example for others in following Christ. Personally and in the church, you read and think about the gospel and you want to listen dutifully to this. You are a practicing and compassionate member of your church community.

**2. Teacher:**

- a. You are able to articulate, deepen and propagate the Reformed identity of Greijdanus as a 'tour guide'.
- b. You are able to assist the students in shaping their personal identity and faith. This is to ensure that they as Christians assume their responsibility in society and can 'shine in His light' in their daily lives.
- c. As a teacher, you link the content of your profession with the message of God's Word, partly based on the course curriculum of the section.

**3. Confidant:**

- a. You act from the fundamental attitude of 'I see and I hear you'. In this, you follow the example of Christ, which is reflected in serving, being open to others, patience and reliability.
- b. You are willing and able to hold a conversation about growing in faith and can encourage it in others.
- c. Faced with 'life issues' of students, you support them in searching for the path God wants them to take as His children.

There is express room for 'growth' in the application of this framework.

This appendix is an integral part of the Identity Document.



**Zwolle**

038 - 4 698 698  
zwolle@greijdanus.nl

**Hardenberg**

038 - 4 698 500  
hardenberg@greijdanus.nl

**Enschede**

038 - 4 698 530  
enschede@greijdanus.nl

**Meppel**

038 - 4 698 550  
meppel@greijdanus.nl

