



EUROPEAN SCHOOL Brussels III

Annual Pedagogical School Plan 2023-2024

Presented to the School's Administrative Board on [26/09/2023](#)

I. MISSION OF THE SCHOOL

1.1 Mission and values of the European Schools

The European Schools are official educational establishments set up jointly by the European Union and the governments of the EU Member States. They have the legal status of a public establishment in each of these States. The vocation of the European Schools is to provide multilingual and multicultural education for children in nursery, primary and secondary education. They are intended primarily for the children of the staff of the European institutions.

"Raised in contact with one another, freed from their earliest years from divisive prejudices, introduced to the beauty and values of different cultures, they will grow up to become aware of their solidarity. While keeping the love and pride of their homeland, they will become, in spirit, Europeans, well prepared to complete and consolidate the work undertaken by their fathers for the advent of a united and prosperous Europe".

"Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe."

(Marcel Decombis, Head of European School, Luxembourg between 1953 and 1960)

(Marcel Decombis, Director of the Luxembourg School from 1953 to 1960)

1.2 Mission of the European School Brussels III

To provide pupils with a general education of quality that prepares them for higher education and their lives as adults and responsible European citizens and to create an open, respectful and multicultural educational community. Our major values are: promotion of European values active and committed participation of all members of the school community in the common project, joint promotion of the cultural mix of the school and the cultural identity of each individual, promotion of the 8 key competences for lifelong learning.

II. INTRODUCTION

Since its opening in 1999, the European School of Brussels III (Ixelles) has been committed to providing a high level, multilingual and multicultural education. Every day, pupils of different nationalities, divided into seven language sections (German, English, French, Spanish, Greek, Greek, Dutch and Czech), including SK SWALS, meet, discover and share their knowledge in an environment of respect, solidarity, tolerance and dialogue. The European School of Brussels III aims to offer high quality education to all enrolled students. To achieve this goal, both short and long- term objectives are necessary for the whole school community.

2024 is a special year for the school since it celebrates its 25th anniversary. EEB III has developed into a vibrant school community that provides a holistic education to its pupils while working hand in hand with different stakeholders.

As a school, we subscribe to the recommendations and reflections issued by the Council of the European Union Recommendation¹ where the improvement of the 8 key competences (in the table below) is a central aspect in the pedagogy of our school.

	Literacy Strengthening literacy as a basis for further learning and communication in different societal and cultural contexts
	Languages Enhancing the ability to use a variety of languages to be active and better cope with the challenges of today's multilingual and diverse societies
	Science, technology, engineering and mathematics (STEM) Focusing on improving acquisition of these competences to nurture scientific understanding
	Digital Strengthening the confident and critical use of digital technology, including coding and programming, safety and citizenship related aspects
	Personal, social and learning Improving the skills necessary to participate in an active social life
	Civic Stressing the importance of democratic participation, European values, sustainable development and media literacy
	Entrepreneurship Enhancing entrepreneurial attitudes to unlock personal potential creativity and self-initiative
	Cultural awareness and expression Increasing intercultural skills and the ability to express ideas in a variety of ways and contexts

The European School Brussels III celebrated 24 years since it opened its doors to welcome students. The student population has grown over the years, giving it its diversity and exclusivity.

The school benefits from:

1. a dynamic school community made up of creative and committed students,
2. highly motivated and professional teachers,
3. Interested, engaged, and cooperative parents who have a vested interest in representing their children's educational interests and an active APEEE who collaborates as a cooperative stakeholder, and
4. dedicated and effective support, administrative and technical staff.
5. An active multi-disciplinary team that works well within the school and has strong ties with outside agencies
6. An evident and present European environment based on the Union's values and principles.

¹ Council Recommendation of 22 May 2018 on key competences for lifelong learning. Weblink: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN)

These facts make the school lively, active and energetic, and a high-performing school. We have excellent European baccalaureate results with high success rates, and a myriad of activities and school projects that support teaching and learning in the classroom.

While celebrating our strengths and achievements, we are also very aware of the challenges we face as a school community. However, our attitude as a school community has been to navigate through such experiences and learn from them in order to strengthen our mission and service.

When formulating the 2023-2024 Annual Pedagogical School Plan the main challenges were considered:

- a) Facing a constant increase in the number of students, especially in Secondary level, which has an impact on the safety of students and school staff as well as on the quality of our teaching.
- b) Ensuring effective management of our human resources (recruitment, evaluation and training) in a competitive environment exacerbated by the risks associated with difficulties in finding the appropriately available and qualified human resources in teaching.
- c) To guarantee the harmonisation and differentiation of teaching and learning in the 7 language sections and all subjects taught to ensure quality multilingual education from kindergarten up to baccalaureate.
- d) Continued focusing on the well-being of our school community in terms of staff, pupils and also parents.

EEBIII had a whole school inspection in November 2018. The mid-term report was presented in February 2021 and the school received feedback. EEB III will have another whole school inspection in May 2024. The Annual Pedagogical School Plan will also give an overview of what was implemented up to the mid-term point, with regard to these recommendations.

The purpose of this Annual Pedagogical Plan is to outline the key goals we will be working on over the next school year (from 2023-2024). Some objectives are common to all the European Schools and will be dealt with in Part I, while others are specific to the school, as explained in Part II.

Part I focuses on:

1. Implementation of the educational vision:
 - Embed Key Competence (KC) in the pedagogical planning of teachers; and
 - PISA for schools
2. Educational Support and Inclusive Education:
 - Implementation of the remaining recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education

Part II focuses on:

1. Well-Being in a European and Global Environment
2. Sustainable Education

The Multi-Annual Plan and the Annual Pedagogical Plan are developed on:

1. Plans provided for all schools by the Office of the Secretary-General.
2. Analysis and reflection of the management team.
3. Consultation with the main stakeholders (staff representatives, parents' representatives, and student representatives).
4. The recommendations of the Whole School Inspection Report of November 2018.

III. UPDATE ON THE RECOMMENDATIONS OF THE WHOLE SCHOOL INSPECTION

III. FOLLOW- UP ON THE IMPLEMENTATION OF ESTABLISHMENT INSPECTION RECOMMENDATIONS (WSI)

Follow-up of the Whole School Inspection (WSI)

Developments since the WSI visit in European School of Brussels III Date: 12th to 16th November 2018

Inspectors: Mrs. A. Coenen, Mrs B. Schumacher, Mrs M. Kalogridou, Mrs K. Mehine and Mr. J. Fitzgerald Directors' representative: Mr. S. Sharron

I. Recommendation from the WSI report The level of variation in teaching and learning methods in secondary should be examined by the school management in order <i>to identify and promote best practice.</i>		
A. Activities planned by the school to make progress in the areas of recommendations (Filled in by the school after receiving the report on the WSI).	B. School's self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made). (Filled in by the school two years after the inspection).	C. Comments and feedback concerning column B. (Filled in by the inspection team as a respond to the self-evaluation results).
1. Peer- mentoring programme: training organised by the school mgt for a small group of teachers who will become teacher leaders. These teacher leaders will initiate a peer mentoring programme whereby staff on a voluntary basis visit each other's classes, provide constructive feedback and reflect on the style of teaching and learning.	1. Peer-mentoring programme: ➤ Peer mentoring has been developed in our school mainly through the Sharing Friends programme. A secondary cycle teacher has been appointed to coordinate and organize peer-mentoring activities. She works with teachers and provides training and guidance about peer mentoring. The Sharing Friends programme has been set up whereby teachers visit each other classrooms to observe lessons, discuss and give feedback to each other. This programme is organised in the form of the Open Week concept whereby teachers visit each other classrooms, observe the teaching and learning and then discuss observations and reflections acting as critical friends to each other. The Open-Door	

	<p>Week also takes place in the Nursery and Primary so as to exchange good practice and learn from each other.</p> <ul style="list-style-type: none">• Other activities related to peer mentoring is the buddy system that has been set up which caters for new secondary cycle colleagues. They are followed and mentored by experienced teachers both in the practical day to day issues, but more importantly in pedagogical issues. The buddy system for new colleagues focuses on mentoring based on curriculum implementation, methodology and also assessment.• In the nursery/primary cycle, the level coordinator supports new teachers in major teaching and learning issues.• In the N/P, for DDM lessons there is a common scheme of work and time plan. This works towards common lesson preparation and evaluation.• In the nursery/primary cycle, we have regular, ongoing section meetings and level meetings which are held to exchange good practice, to plan, to harmonise and to mentor. During the pandemic, the school also developed online meetings with the Deputy Director, Nursery and Primary Cycle (DDNP). These meetings are organized whenever the school switches to an online mode of teaching and learning and gives the space to colleagues to exchange good practice and also to mentor each other. The DDNP meets teachers of a different level group each day. The colleagues discuss what is being done during that particular week. This again works towards the exchange of good practice, support for teachers and also peer mentoring.• Regular monitoring and updating of online teaching and learning programme. Peers identified to support teachers who struggle with technical competences. Extensive training and workshops on Teams have been organised since the start of the pandemic. New pupils also given support in this area.• A mentoring system is in place in the N/P for new colleagues. This• is provided either by the section representative or the level	
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	<p>coordinator. In the secondary cycle, the subject coordinators also mentor new teachers.</p>	
<p>2. Good practice will be promoted by regular questionnaires and feedback as to staff needs.</p>	<p>Promotion of Good Practice Secondary Cycle</p> <ul style="list-style-type: none"> • Harmonization of Teachers' forward planning is online and accessible to all teachers. This allows exchange of good practice, as well as, improving harmonized practices, while allowing space and flexibility to teachers' professionalism. • Moderation meetings are held after exams to moderate, evaluate and identify good practice during exams. • A statistics coordinator in the secondary cycle regularly, under the direction of the management team carries out data analysis (grades, exam results, staff absenteeism, etc). This data provides feedback on a number of issues and is then used for a number of reasons, including extracting good practice, as well as, indicating areas where there is a lack of harmonisation. The DD for the Secondary cycle receives regular reports and then takes the necessary action to address any issues that need tackling. The school is planning to put in place a similar discharge in the nursery/primary cycle. • A coordinator has been assigned to organise opportunities for the exchange of good practices amongst staff. • The management's open communication with staff, students and parents has created a channel whereby feedback is given about all decisions taken in the school. This feedback ensures that the management is well-informed of different perspectives and thus decisions are generally grounded and based on the needs of the school. • Monthly subject meetings are held for all subjects that ensures the exchange of good practices. • Weekly meeting between the Deputy Director, Secondary Cycle • and the staff representatives to gather feedback about the staff needs. 	

- Regular meetings between the Deputy Director and the Student representatives to gather feedback about the students needs and challenges.
- Regular meetings between the Deputy Director and the parents' representatives to gather feedback about the students needs and challenges.
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Nursery/Primary

- All forward planning is placed on SharePoint and teachers have access to each other's forward planning. This allows the exchange of good practice.
- An assessment policy has been drafted, discussed and disseminated, thus harmonising assessment. The assessment policy can be found on the school's website.
- Regular meetings between the Deputy Director, N/P Cycle and the staff representatives to gather feedback about the staff needs.
- Regular meetings between the Deputy Director and the parents' representatives to gather feedback about the students needs and challenges.

Whole School

- During the Covid-19 pandemic, a questionnaire to assess student, staff and parent satisfaction was carried out. An overwhelming majority of stakeholders were content with the way the school was dealing and managing the unprecedented situation.
- The Director meets with staff representatives on a monthly basis. This serves at collecting feedback about the challenges and difficulties that arise, as well as, being a forum to collect ideas and propositions.
- The Director meets with student representatives on a monthly basis. This serves at collecting feedback about the challenges and difficulties that arise, as well as, being a forum to collect ideas and propositions.

	<ul style="list-style-type: none"> • The Director communicates with the President of the Parents' Association on a weekly basis. This serves at collecting feedback about the challenges and difficulties that arise, as well as, being a forum to collect ideas and propositions. • Both cycles organize several meetings during the year, for parents, including topics such as, educational support, data protection, subject choice, transition, work experience, etc. Apart from being informative meetings, they also serve as a place to gather feedback about the needs of the school. 	
<p>3. STEM project – Develop the project in school by creating a fun lab, increased resources for teachers and also ensuring participation from all language sections.</p>	<p>3. STEM Project – This project continues to be given importance in our school. The pandemic has also created an opportunity for the school to develop further its ICT competences and knowledge.</p> <ul style="list-style-type: none"> • The school has worked on, published and disseminated an ICT Charter for pupils. Our next step will be to work on an ICT charter for staff. • Our school already had a strong STEM programme prior to the pandemic, however, online teaching and learning has taken a gigantic leap forward in terms of quality and implementation since the start of the pandemic. We believe that we have taken a challenge and are transforming it into an opportunity. All our teachers are online at moments when the decision is taken to suspend in situ lessons. We have invested in our ICT infrastructure of servers, microphones, speakers, laptops, ipads, smartboards, mobile trolleys with ipads and laptops, etc. We have also organised and are organising different forms of training, especially on Teams. We have also created a buddy system so that more IT competent teachers support those who are still developing their skills. Regular collaboration and consultation with distance learning documents and personnel provided by the OSG so that we develop our own guidelines. 	

- A decharge has been dedicated to having a STEM coordinator in the secondary cycle. The secondary and N/P cycle also have a decharge each for IT coordinators.
- **STEM** activities which have been implemented over the past 2 years include:
- Everything that is used in the STEM Laboratory, such as, software, tools, methodologies are of a professional standard. The equipment used are the actual ones you will find in any university or professional environment involved to technology.
- The learning process is self-managed based on a student's time and needs. Students follow a personalized learning plan based on activity sets. They can follow their plan at their own pace.
- Python for apps and games
- Electronic music composition with online tools
- Deep learning and self-driving cars
- Arduino development if you have your own Arduino
- Raspberry pi development if you have your own Raspberry pi
- CAD and 3D design for 3D printing CNC, etc
- Digital badging system to promote and recognise achievement and commitment. Students who achieve certain targets are awarded with a digital badge in recognition of their achievement.
- EEB II since January 2020 has sent a team of teachers to the BETT conference in London to promote the increase of ICT as a teaching tool.
- Organisation for the EEB III, TEDx
- In the N/P cycle, we have encoding as part of European Hours in P4 and P5. We also have a Logi Group working in the area of IT.

<p>II. Recommendation from the WSI report <i>Management and coordinators should identify best practice in differentiated learning and ensure that this is shared and implemented more widely throughout the school.</i></p>		
<p>A. Activities planned by the school to make progress in the areas of recommendations (Filled in by the school after receiving the report on the WSI).</p>	<p>B. School's self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made) (Filled in by the school two years after the inspection).</p>	<p>C. Comments and feedback concerning column B. (Filled in by the inspection team as a respond to the self-evaluation results).</p>
<p>1. Exchange of good practice: On the basis of the programme, staff training on differentiated learning and different pedagogical approaches will be organised. The school would like to share the best practice of colleagues. When this is not possible, external workshops will be organised during the school year for teachers, in particular during the pedagogical days and pré-rentree.</p>	<p>1. Exchange of Good Practice in the area of differentiation</p> <ul style="list-style-type: none"> • Differentiation is the first step of the Educational Support Programme at EEB III. A re-structuring of the Educational Support Team has taken place in both cycles, with an increase in coordination hours due to the increase in students requiring educational support, a <i>decharge</i> for special arrangements and a special focus on differentiation. • The school has also updated its Educational Support Guidelines, which includes the concept of differentiation. These guidelines have been disseminated and are on the school's website. • Establishment of Differentiation Coordinators in the Secondary cycle • The organisation of workshops on differentiation for teaching staff with a focus on the exchange of good practice and the sharing of pedagogical approaches that are successful with students with individual needs. • The Learning to Learn programme for all stakeholders aims at introducing new methodologies in the classroom for students with different learning patterns. • The setting up of a <i>decharge</i> for Well-Being in the Nursery/Primary cycle and putting in place additional psychological support for staff and students. 	

	<ul style="list-style-type: none"> • Creation of two specialised rooms for educational support, one in secondary and other in nursery/primary that can house multiple teaching sessions using specialised soundproof furniture. These rooms are also used for differentiated practice. • Investment in ICT tools for classrooms in the form of Ipad Trolleys and Laptop Trolleys so that a teacher can plan lessons with different levels of competence and achievement. 	
<p>2. Primary school will use the assessment coordinators to follow up on the implementation while in secondary subject coordinators will be asked to do this.</p>	<p>2. Follow up of Differentiation in the Nursery/Primary and Secondary Cycles</p> <ul style="list-style-type: none"> • Teachers share common templates for Assessment and Portfolio. • We have an Assessment and Portfolio Coordinator in the Nursery/Primary who works on harmonisation of assessment. Focus has been given to the structure of the portfolio as a form of assessment. • The Assessment Policy for the Nursery and Primary has been drafted, discussed and disseminated (found on the school's website). • In the secondary cycle, teachers have a common template for Forward Planning and this is uploaded on SharePoint and is accessible to all teachers. • Subject coordinators in the secondary cycle organise monthly meetings to discuss important pedagogical issues such as assessment. 	
<p>3. Open door weeks in both primary and secondary to ensure that observation of good practice will gradually become the norm at school.</p>	<p>3. Open Door Weeks in both cycles</p> <ul style="list-style-type: none"> • Development of a teacher's working room in the secondary cycle and a co-working room in the nursery/primary cycle. This allows teachers to work together and exchange teaching material. 	

	<ul style="list-style-type: none"> • The Sharing Friends programme has been set up whereby teachers visit each other classrooms to observe lessons, discuss and give feedback to each other. Sharing Friends programme: “portes ouvertes aux autres profs”. A particular objective is set for each visit and teachers are critical friends to each other. • Open Doors Week in the Nursery and Primary cycle allows pupils and teachers to observe each other and learning about good practices in the classrooms of our school. • The pandemic has also provided an opportunity for open door practice. So far, the Deputy Directors have been invited to visit teachers’ classrooms online to observe how teaching and learning has been transformed into an online version. This has served to inform the school management of the good practice and thus enables the school management to also make recommendations to other teachers of ideas and concepts they have observed in classrooms. The Assistant Deputy Director in the N/P also supported and guided support teachers during • online teaching and learning. This helped in the exchange of good practice. 	
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III. Recommendation from the WSI report To enhance the European dimension in daily school life the European dimension should be included in teachers planning, lesson delivery and classroom displays.		
A. Activities planned by the school to make progress in the areas of recommendations (Filled in by the school after receiving the report on the WSI).	B. School’s self-evaluation: activities taken and outcomes of actions (critical judgement about the progress made) (Filled in by the school two years after the inspection).	C. Comments and feedback concerning column B. (Filled in by the inspection team as a respond to the self-evaluation results).
1. Review of material purchased for the European dimension: Contact the office at the Commission regarding didactic material.	1. Review of material purchased for the European dimension: Contact the office at the Commission regarding didactic material. <ul style="list-style-type: none"> • As a school, we have contacted the European School of Administration and are exploring possible collaborative projects. Our teachers have already attended a webinar on Teams training 	

	<p>during the pandemic. We will now look into other training opportunities for our staff.</p> <ul style="list-style-type: none"> • The school supports individual initiatives taken by teachers who wish to train in different Member States in areas that are of interest to the school. • Collaboration with the Alliance Francaise and financial support to offer French lessons to teacher. Lessons in German are also offered. • Resources from the School Education Gateway of the European Commission have been shared with all teachers. • Participation in Kiva project (anti-bullying) with other European countries. Lesson plans and resources are shared with teachers who are trained in Kiva. • Teachers use a variety of Apps in their lesson planning. A procedure is in place whereby the teachers check data protection issues before an App is used. Teachers have been encouraged to make use of EU based apps. • Secondary cycle students can opt to sit for external exam certification at school (eg Alliance Francaise examinations). 	
<p>2. Greater emphasis placed on European dimension in extra-curricular activities and school trips.</p>	<p>2. Greater emphasis placed on European dimension in extra- curricular activities and school trips.</p> <ul style="list-style-type: none"> • School trips are organised and linked to European destinations to discover more of our cultural heritage (P5, S3 and S6) • Celebration of National Days of our language sections takes place in the school. • Student exchange programmes in other European schools are organised on an annual basis. • Naming of Buildings Project. The school has started a process of selecting names of important European figures for the school’s buildings. A form has already been sent ot all the school community to gather ideas. A committee made up of stakeholder’s representatives will select the name of each building. 	

	<ul style="list-style-type: none"> • Actively support interschool activities such as FAMES (cancelled due to pandemic but preparation was done), MUN, New York Trip to United Nations Conference, etc. • Support of our participation in two Erasmus projects (Environmental Education and European Platform for Personalized Learning of Languages Action) • Supports <i>Amicale</i> initiatives to ensure that a healthy social cohesion is experienced amongst staff. Again, a whole school approach is adopted here with inviting all staff (teaching, technical, administrative, cleaning, security, etc) to social events 	
<p>3. School art and decoration project: classrooms doors and stairs should reflect European dimension.</p>	<p>3. School art and decoration project: classrooms doors and stairs should reflect European dimension.</p> <ul style="list-style-type: none"> • School art and decoration project linked to European theme (classroom doors, staircases, etc). • A decharge has been allocated in the secondary cycle to focus on the European Dimension. • Evident European physical presence in school. Each classroom in the N/P has two flags: one of the EU and the other of the nationality of the class teacher. Flags are also hanging in key areas of our school • Developing an idea to 'brand' EEB 3 with European signs flags, tie pins, lapel pins, mugs, pens, pencils, etc to promote our school within a European dimension context. • Art project on wall murals in the playground has just been launched and will involve European artist/s who will work with students to produce art work on our cement walls. This project will include a Remembrance Wall for colleagues and students who have passed away. The planning and budgetary proposals have already been presented to management and we are now finalizing the details for the project to start. 	

<p>4. School concert.</p>	<p>4. School concert.</p> <ul style="list-style-type: none"> • A number of different concerts are held each year including: <ul style="list-style-type: none"> ○ Christmas concerts, Proclamation choir and primary choir/orchestra performances are held each year. ○ Class concerts and performances are held in the N/P cycle during the year, for example, the Goodbye to P5 ceremony and the Thank You ceremony at the end of the year. ○ A whole school concert is held annually. This could not take place during the pandemic but was held in 2019. • Such activities have been severely hampered due to the Covid-19 pandemic. However, as a school, we do our best to transform each event into an online event if possible. 	
<p>5. Springfest.</p>	<p>5. Springfest.</p> <ul style="list-style-type: none"> • Organisation of Springfest which brings together all stakeholders; students, colleagues, parents and outside partners takes place each year. The last Springfest held was in 2019 and it is an event that involves hundreds of students, colleagues and parents. • In 2020, we also had a special version of Springfest due to the pandemic situation. Events were filmed and links were sent to the school community to view each event. • Springfest centres around a special theme each year. • A Springfest Committee is set up annually consisting of the main stakeholders to organise the massive annual event. 	
<p>6. Include this in teacher planning.</p>	<p>6. Teacher Planning</p> <p>The European Dimension is included in the school's Annual Pedagogical Plan. In the Pedagogical Day (after the Plan was approved in the Administration Board), the plan was presented to all teaching staff and an overview given. Teaching staff were informed that these were the overall objectives of the school and it was important that their forward planning is done within this framework and that the European Dimension and other objectives are reflected in the teacher's forward planning.</p>	

The report of the Whole School Inspection Steering Group about the EEB III follow-up report was presented to the Board of Governors in December 2021. The WSI Steering Group report stated:

The follow-up of the whole school inspection (WSI) was carried out according to the document «Common Framework for the Whole School Inspection in nursery, primary and secondary cycles» (ref: 2019-09-D-24-en-4). The cyclical structure of the WSI four-year cycle is illustrated on page 5 of the framework.

The following items are summarizing the WSI steering group analysis:

General comment

The follow-up report lists a large amount of activities undertaken but gives less information on the outcomes of actions.

Recommendation 1

The level of variation in teaching and learning methods in secondary should be examined by the school management in order to identify and promote best practice. The school management has identified three priorities for fulfilling this recommendation in column A. From column B it's clear that many activities have been undertaken to increase the level of variation in teaching and learning methods in secondary. This is also clear from the APSP and the MAPSP. The WSI steering group concludes that the school is moving towards fulfilling the recommendation. However, from the follow-up report it's not clear whether the variety of teaching and learning methods employed by teachers in secondary has actually increased.

Recommendation 2

Management and coordinators should identify best practices in differentiated learning and ensure that this is shared and implemented more widely throughout the school.

The school management has identified three priorities for fulfilling this recommendation in column A. From column B it's clear that the school has taken steps to ensure that differentiated learning is shared and implemented more widely throughout the school. The school should now make it clear whether the actions taken are resulting in the desired outcome.

Recommendation 3

To enhance the European dimension in daily school life the European dimension should be included in teachers' planning, lesson delivery and classroom displays.

The school management has identified six priorities for fulfilling this recommendation. From column B it's clear that a lot has been done in the area of these six priorities to enhance the European dimension in daily school life. We are looking forward to seeing the result at the next WSI.

IV. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2023-24

PART 1 : COMMON PRIORITIES

Priority 1	Implementation of the 8 key competences in pedagogical planning (continued)
Cycle	Nursery, Primary, and Secondary Cycles
Main steps	<ul style="list-style-type: none"> Teachers in groups devise the actual common harmonized pedagogical planning as stipulated by the document 2023-01-D-59) coordinated by the subject referents and coordinators. Besides document 2023-01-D-59, the PDU provides information on its Intranet (https://eursc.sharepoint.com/sites/PedagogicalDevelopment) Teachers use the harmonized common pedagogical planning and can add a space for their personal approach. Teachers demonstrate the link between the planning and its implementation. A logbook is used for the material covered and for personal reflection.
Expected result(s)	<ul style="list-style-type: none"> Pedagogical planning harmonised within the school. The key competences will be reflected in the pedagogical planning. The required minimum planning components appear in the planning documents. The common planning tool will be used and updated at least once each year in the light of the experiences. As from September 2024, this will be part of teachers' evaluation.
Performance indicators (qualitative)	<ul style="list-style-type: none"> Documents or templates describing harmonised planning on school level. Sustained pedagogical reflection of practitioners as regards planning and pedagogical practices aligned with the curriculum and school priorities.
Reference documents	<ul style="list-style-type: none"> Harmonisation of the pedagogical planning of the European Schools in the nursery, primary and secondary cycles (2023-01-D-59-en-2) Key Competences for Lifelong Learning in the European Schools (2018-09-D-69-en-2) Introduction of the 8 key competences into the pedagogical planning templates of the European Schools (2020-01-D-61-en-3) Harmonised planning Working Group: Introduction of the Eight Key Competences into the pedagogical planning of the European Schools – Postponement of the measures until the 2022-2023 school year (2020-09-D-43)
Responsibility	<ul style="list-style-type: none"> Director and Deputy Directors Nursery/Primary and Secondary Cycle Subject Coordinators/Referents Support provided by the Inspectorate Support by the Pedagogical Development Unit (https://eursc.sharepoint.com/sites/PedagogicalDevelopment)

Priority 2	PISA for Schools (phase 2 - continued)
Cycle	Secondary
Main steps	<ul style="list-style-type: none"> • School-level discussions on the School Report • Action plans made locally as needed • Teachers can develop pupils' competences, sub-skills according to the findings of the report
Expected result(s)	<ul style="list-style-type: none"> • Schools will be able to support pupils in competence areas (skill sets) where their performance is lower than the other skills (in the cognitive part of the test) • Schools can tackle some issues which were highlighted in the school reports (in the "Students' Voice" part of the test) and develop plans if needed.
Reference documents	<ul style="list-style-type: none"> • 2022-09-D-58-en-2 PISA-based test for the European Schools 2022 – Results and Follow-up Planning • Decisions of the enlarged meeting of the Board of Governors of the European Schools (2021-04-D-8-en-2) • PISA-based Test for Schools (PBTS) Project (2021-01-D-47-en-3) • N.B., further information will be published on the dedicated Online Professional Community (https://eursc.sharepoint.com/sites/PedagogicalDevelopment)
Responsibility	<ul style="list-style-type: none"> • Director and Deputy Director Secondary • Educational Support Coordinators

Priority 3	Implementation of the remaining recommendations of the Educational Support Evaluation Report and implementation of the Action Plan Educational Support and Inclusive Education
Cycle	Nursery, Primary, and Secondary Cycles
Main steps	<ul style="list-style-type: none"> • Start the implementation of the Training Plan, with concrete focus on: <ul style="list-style-type: none"> a) Training activities according to the schools' specific priorities b) Induction of new staff c) Awareness-raising activities • Accessibility Report: Start the implementation of the accessibility report also in collaboration with the Member States and other relevant stakeholders, namely regarding the barriers identified and measures to address/prevent barriers.
Expected result(s)	<ul style="list-style-type: none"> • Training activities started • Awareness-raising activities started • Schools implement the school-related priorities identified in the accessibility report • Schools submit proposals to authorities/stakeholders to remove barriers that prevent accessibility of users
Reference documents	<ul style="list-style-type: none"> • Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the school year 2021-2022 (2022-12-D-6-en-5) • Annex to the Statistical Report on the Provision of Educational Support and Inclusive Education in the European Schools in the school year 2021- 2022 (2023-03-D-30-en-1) • Update on the Implementation of the Action Plan Educational Support and Inclusive Education (2019-10-D-10-en-8) • Evaluation Report on the Implementation of the Educational Support Policy in the European Schools (2018-09-D-53-en-3)
Responsibility	<ul style="list-style-type: none"> • Directors and Deputy Directors • Educational Support Coordinators

Priority 4	Well-Being in a European and Global Environment (*)	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main Steps	<p>Promotion, Prevention, and Intervention to continue improving positive behaviour in our school</p> <ul style="list-style-type: none"> • Kiva implementation for P1 to P5 (Kick Off, Kiva Lessons, Kiva Survey, etc) <ul style="list-style-type: none"> ➤ Parents meeting re Kiva: What is Kiva? ➤ Kiva team intervention on cases of bullying. ➤ Implementation of Good Behaviour Policy ➤ Continued investment in training of staff with regard to Kiva programme. • Awareness raising session with parents/legal representatives regarding the implementation of good behaviour management. 	<p>Promotion, Prevention and Intervention to continue improving positive behaviour in our school</p> <ul style="list-style-type: none"> ➤ Continued implementation of Kiva. S1 to S3 next school year. ➤ Continued training of Educational Advisors about the Kiva programme, ➤ Expansion of Kiva lessons in the secondary cycle S1, S2 and S3 ➤ Finalising and publishing of Living Together Document. ➤ Review of Mobile Device Policy ➤ Work Experience Project to continue
	<p>Promotion, Prevention and Intervention in Mental Health Issues</p> <ul style="list-style-type: none"> ➤ Update and publishing of psychosocial risk prevention plan ➤ External expert sessions (e.g. Child Focus, etc.) ➤ Evaluate staff survey with regard to well-being at work) ➤ Prevention sessions for parents ➤ Prevention session for parents on learning difficulties ➤ Information session on Educational Support (combined) ➤ Request increase in psychological services 	<p>Promotion, Prevention and Intervention in Mental Health Issues</p> <ul style="list-style-type: none"> ➤ Continued programme with outside agencies (eg Axado, SOS Suicide) ➤ Sessions with pupils regarding anti-substance abuse ➤ Prevention sessions for parents ➤ Request to increase of psychological services ➤ Digital badge award (effect on self-esteem). Wider range this year of badges and will continue next year. ➤ Continue to work on action plan regarding Staff Well-Being.
	<p>Continued focus on the European Dimension</p> <ul style="list-style-type: none"> ➤ Continue the enhancement of European Dimension during lessons ➤ Springfest ➤ Re-start school trips linked to European Dimension ➤ Continued participation in Erasmus Projects ➤ Continued participation in Art Projects 	<p>Continued focus on the European Dimension</p> <ul style="list-style-type: none"> ➤ Continue the enhancement of European Dimension during lessons. This will continue to be done through participation in various projects. ➤ Continue to develop School Radio (podcasts production) ➤ European Dimension projects. ➤ TEDx ➤ Springfest ➤ School art and decoration project (displaying student work)

		<ul style="list-style-type: none"> ➤ Language lessons and exams ➤ Eloquence competition ➤ Continued school art decoration related to European Dimension ➤ Springfest ➤ School trips to be organized focusing on the European Dimension ➤ Student Mobility (Exchange) Programme
	<p>Whole School Policy Development and Projects</p> <ul style="list-style-type: none"> ➤ Retention of Data procedures with regard to Good Behaviour and Anti- Bullying Policies ➤ Continue to work with other schools in Brussels to draft the Child Protection Policy document ➤ Publish Mobile Phone Policy by end of school year 2023-2024 ➤ Work on Anti-Harassment of Staff Policy ➤ 25th Anniversary celebration in line with our school objectives 	
Expected result(s)	<ul style="list-style-type: none"> ➤ Increased awareness of importance of well-being for our students and staff. ➤ Clear understanding that any form of negative behaviour that effects well-being needs to be reported and acted upon if it is related to school issues. ➤ Increased visible presence of European Dimension in our school. ➤ A more serene and respectful school community 	<ul style="list-style-type: none"> ➤ Increased awareness of importance of well-being for our students and staff. ➤ Clear understanding that any form of negative behaviour that effects well-being needs to be reported and acted upon if it is related to school issues. ➤ Increased visible presence of European Dimension in our school. ➤ A more serene and respectful school community
Performance indicators	<ul style="list-style-type: none"> ➤ Reduced stress/threats/conflict/bullying. ➤ Visibility of the projects in school and in lessons. ➤ Analysis of disciplinary cases and individual follow-up actions. ➤ 6 meetings will be held during a school year for parents on issues related to aspects of well- being. ➤ Continue to maintain good level of staff satisfaction. 	<ul style="list-style-type: none"> ➤ Reduced stress/threats/conflict/bullying. ➤ Visibility of the projects in school and in lessons. ➤ Analysis of disciplinary cases and individual follow-up actions. ➤ Aim at awarding 100 students with the Digital Badge. ➤ Aim at 250 pupils participating in the WEX Programme ➤ Further encourage Student Mobility ➤ 6 meetings will be held during a school year for parents on issues related to aspects of well- being. ➤ Continue to maintain good level of staff satisfaction.
Reference documents	Related OSG documentation. School Policies and Procedures.	Related OSG documentation. School Policies and Procedures.
Responsibility	Director, Deputy Director, Nursery and Primary cycle, Assistant Deputy Director, Nursery and Primary Cycle Educational Support Coordinator School Psychologists Coordinators Teachers	Director, Deputy Director, Secondary Cycle Assistant Deputy Director, Secondary Cycle Educational Support Coordinator School Psychologists Coordinators ICT staff Teachers

(* In the next Multi Annual Plan, the content of this objective will be divided.

Priority 5	Sustainable Education
Cycle	Nursery / Primary and Secondary Cycles
Main steps	<ul style="list-style-type: none"> • Move on to application process of Eco-Label application. • Awareness-raising and training in the area of sustainability during school year 2023-24 for pupils, staff and parents. In collaboration with the EEB 3 Sustainability Working Group, organized a number of sessions for different stakeholders on issues related to sustainability (for example, waste reduction, energy consumption, swishing, recycling, etc) • Implementation of Sustainability Projects including EEB Green projects, Erasmus project, theme days (World Wildlife Day, International Day of Forests, etc). Pedagogical Use of Solar Panel data and work on more sustainable energy use and production in general, work on waste reduction (waste separation and recycling etc.). • Exchange of good practices in terms of teaching resources • related to Sustainability
Expected result(s)	<ul style="list-style-type: none"> • Continue to increase awareness of importance of sustainability within our school community. • Implement concrete actions that work towards sustainability
Performance indicators	<ul style="list-style-type: none"> • Successfully apply for the Eco-Label (following the external assessment process we undertook in 2022-2023). • Sustainability Coordinators continue to work on projects throughout school year. • Training/awareness raising programme established and completed by end of school year as targeted. • Series of projects implemented and evaluated. • Sustainability WG meets at least 3 times during the school year to oversee what is being done and come up with feedback and new initiatives. This is done hand in hand with EEB Green and also Pupil Committee from the Primary Cycle.
Reference documents	Various documents related to sustainable education.
Responsibility	<ul style="list-style-type: none"> • Management Team • Pedagogical Team • Pupils and parents working on sustainability issues