



# **EUROPEAN SCHOOL**

## **EEB III**

### **Multi-Annual Pedagogical School Plan 2022 – 2024 (incl. school year 2024/25)**

**Presented to the School Administrative Board on 26 September 2023**

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## I. CONCEPT OF THE MULTI-ANNUAL PLANS

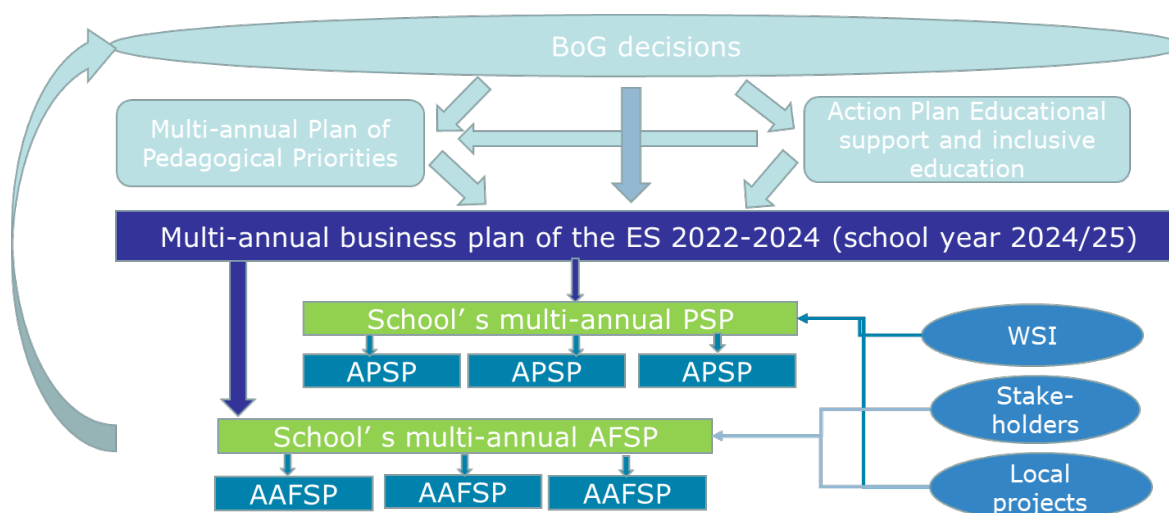
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The basis for the Multi-Annual Plans of the Schools is the Multi-Annual Business Plan of the European Schools (MABP ES) which was approved by the Board of Governors (BoG) in its meeting in April 2022 (Ref.: 2022-01-D-21-en-4 Multi-Annual Business Plan 2022-2024 available on the website of Office of the Secretary-General). The MABP ES defines the priorities and objectives not only in Pedagogy, but also in Human Resources, Finance and Administration, IT and the Accredited European Schools (AES) and covers the years 2022 to 2024, including school year 2024/25.

The MABP ES is not a strategic plan but a road map to implement priorities, objectives, and decisions that the governing bodies and particularly the BoG have already approved. In the area of pedagogy, the priorities have been defined in form of an *Action Plan on Educational Support and Inclusive Education* (approved in 2018) and a *Multi-annual Plan of Pedagogical Priorities* (approved in 2021).

These two documents are the basis for the priorities in these areas.

The following graphic explains the concept of the Multi-/and Annual Plans in the ES system:



Two areas of the MABP ES have an impact on the Multi-Annual Pedagogical School Plan:

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 Action Plan,
  - Implementation of the revised Policy on Educational Support and Inclusive Education; and
  - Implementation of the document on the psychologists' roles, duties and work frame

These two areas are common in all Multi-annual Pedagogical School Plans and are follow-up in a harmonized way.

Besides this the Schools set their own multi-annual priorities which reflect the needs at local level. The following plan is therefore split into these two parts.

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## II. INTRODUCTION

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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.

As a school, we subscribe to the recommendations and reflections issued by the Council of the European Union Recommendation<sup>1</sup> where the improvement of the 8 key competences (in the table below<sup>1</sup>) is a central aspect in the pedagogy of our school.

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

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<sup>1</sup> 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)

The European School Brussels III celebrated 23 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.

These facts make the school lively, active and energetic, and a high-performing school. We have excellent European baccalaureate results 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, including the new ones resulting from the impact of COVID-19. 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.

The purpose of this Multi-Annual Pedagogical Plan is to outline the key goals we will be working on over the next three years (from 2022-2024). 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 Action Plan,
  - Implementation of the revised Policy on Educational Support and Inclusive Education; and
  - Implementation of the document on the psychologists' roles, duties and work frame

#### Part II focuses on:

3. Well-being in a European and Global Environment
4. 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.
5. Making reference to certain studies/policy documents that are relevant to the operation of the school and its pedagogical objectives.<sup>2</sup>

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<sup>2</sup> 'The [European Parliament study on "The European Schools system: State of Play, Challenges and Perspectives"](#) and the forthcoming EP Resolution' "The implementation of PWC study on school

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### III. COMMON MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

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#### 1. Implementation of the educational vision as stated in the Multi-annual Plan of Pedagogical Priorities

Further to the mission statement, the BoG specified that schooling in the European Schools should be organised in such a way as to offer:

- *“a broad education for most students up to ISCED-2, the curriculum and assessment being designed to prepare for that level; “*
- *“a generally oriented education after ISCED-2, the curriculum and assessment being designed to prepare for ISCED-5.”*

To reflect the changes in the pedagogical area since the adoption of the above-mentioned mission statement, the BOG when approving the Multi-Annual Plan (MAP) of Pedagogical Priorities in April 2021 amended the statement with the following reference to the Key Competences of Lifelong Learning:

- *“Building on the achievements so far, the European Schools system needs to ensure that during their schooling, pupils acquire a balanced portfolio of competences, including academic knowledge, behavioural, social and general skills, such as collaborative approaches, creativity and creative thinking” (source: 2021-01-D-43, MAP).*

For this reason, the MAP of Pedagogical Priorities focuses on embedding the Key Competences in the curriculum (continuing the ongoing work) and proposing changes in the curriculum. The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

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capacity «and the adopted [‘Council Recommendation on learning for the green transition and sustainable development’](#), adopted on 16 June (still to be published in the Official Journal)

<b>Objective 1: Embed Key Competences (KC) in the pedagogical planning of teachers</b>		
<b>Performance Indicators</b>		
	<b>Status quo</b>	<b>Target school year 2024-25</b>
1	<p>Training measures taken in all the ES and AES</p> <p>Lack of general understanding of the Key Competences.</p> <p>In 2020-2021 7 Video conferences were organized for N/P and Sec Inspectors, Directors, Deputy Directors, Teachers, Central level training events</p>	<p>Shared understanding of the Key Competences and their role in pedagogical planning. The Key Competences are visible in the planning documents as well as in the teaching and learning activities of the school.</p> <p>A variety of learning approaches are promoted to support Key Competences.</p> <p>Each school will have had a series of training events by the end of 2021-2022.</p> <p>Centralized in-service training for subject referents and coordinators.</p> <p>Each new school year: local in-service training. Expected minimum number of trainings: at least one training per cycle per school year.</p> <p>Training for new teachers (as part of the process "Induction of new teachers").</p>
2	<p>Learning Scenarios</p> <p>Sample Learning Scenarios (LS) are available as from 2020-2021</p>	<p>Learning Scenarios developed at school and system level.</p> <p>At least one LS per each subject (or subject area).</p>
3	<p>Harmonization of the pedagogical planning between Nursery/Primary and Secondary cycles (Pilot Phase 02/2022 - 02/2023) - Entry into force 09/2023</p> <p>The requirements of the pedagogical planning in the Nursery, Primary and Secondary cycles are not harmonized.</p>	<p>Harmonization of the pedagogical planning between the Nursery, Primary and Secondary cycles is achieved.</p> <p>Centralized and local in-service training to prepare for September 2023.</p> <p>Training for new teachers each new school year as part of the "Induction of new teachers" process.</p>
4	<p>Amended/renewed documents stipulating the role of the pedagogical planning</p> <p>Article 26 of the "General Rules" mentions the need for forward (pedagogical) planning.</p> <p>Toolkit for evaluation of teachers do not deeply reflect pedagogical planning and the Key Competences in the pedagogical planning process.</p>	<p>Updated and amended Article 26 of the current version of the "General Rules"</p> <p>The toolkit for the evaluation of teachers will be updated regarding the inclusion of the eight key competences in pedagogical planning. Teachers will be evaluated on this criterion from September 2022.</p>
<b>Objective 2: PISA for Schools</b>		
<b>Performance Indicators</b>		
	<b>Status quo</b>	<b>Target school year 2024-25</b>
1	<p>Test performed in the schools</p> <p>Not done before</p>	<p>Performance of tests in spring 2022</p>
2	<p>Development and implementation of action plans resulting from PISA reports</p> <p>Not done before</p>	<p>Implementation of highly important and short-term actions (school year 2022/23)</p> <p>Implementation of highly important and mid-term actions (school year 2023/24)</p>

## 2. Educational Support and Inclusive Education

As a follow-up of the report on 'Inclusive Education in the European Schools' the ES developed an action plan to implement the educational support policy and to address the recommendations made. In its meeting in April 2019 the BoG approved the 'Action Plan on Educational Support and Inclusive Education' and its timeline (doc. 2018-12-D-34-en-5). Since then, the ES have worked and fully implemented all short-term actions and currently address the mid-term and long-term recommendations. It is the ES' aim to finalize the implementation in the next three years.

Linked to the implementation of the Action Plan, two parallel actions have been launched and are being implemented: the revision of the Policy on Educational Support and Inclusive Education and the corresponding Procedural Document, and the establishment of the psychologists' roles, duties, and the work frame.

The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

<b>Objective 3: Implementation of the Action Plan on Educational Support and Inclusive Education</b>		
<b>Performance Indicators</b>		
	<b>Status quo</b>	<b>Target school year 2024-25</b>
1	Implementation of remaining mid- and long-term actions	All short-term actions have been addressed and are implemented where applicable on school level  All mid-term actions are addressed and approved on system level and (where applicable) implemented on school level  All long-term actions are addressed on system level
2	External Evaluation of the Implementation of the Action Plan	The External Evaluation of the implementation of the Action Plan was/is being developed (between February 2021 and February 2022). The final report will be presented to the BoG in April 2022  Analysis of the findings and recommendations of the report of the External evaluation. If necessary, define and develop further actions
<b>Objective 4: Implementation of the revised Policy on Educational Support and Inclusive Education</b>		
<b>Performance Indicators</b>		
	<b>Status quo</b>	<b>Target school year 2024-25</b>
1	Implementation of the Policy and Procedural document	The revision of the Policy was approved by the BoG in April 2021 and the Procedural Document is expected to be approved by the Joint Teaching Committee in February 2022.  All Schools get specific, decentralized training/guidance on the revised Policy and the correspondent Procedural document until July 2023.  All Schools are familiar with and put in place the Policy and Procedural document.
<b>Objective 5: Implementation of the document on the psychologists' roles, duties and work frame</b>		
<b>Performance Indicators</b>		
	<b>Status quo</b>	<b>Target school year 2024-25</b>
1	Implementation of the principles defined in the document on the psychologists' role, duties, and work frame.	The document on the psychologists' role, duties, and work frame is expected to be approved by the Board of Governors in 2022.  All Schools have access to psychology services The number of psychologists per school approaches the ratio of pupils per school psychologist defined in the document



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## IV. SCHOOL SPECIFIC MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

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### 3. Well-Being in a European and Global Environment

Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves and safe is a common desire. In recent years, we have started to speak about well-being much more. In schools, the philosophy of education goes beyond success in examinations and high-quality teaching. A holistic education gives importance to the well-being of pupils and staff in a school. If a person feels content, self-confident, fulfilled, and respected, then they will most probably do better educationally or professionally. Our well-being has become a priority we need to give more focus to.

As a school, over the years, a number of initiatives and projects have been implemented in the area of well-being. The next step is to have a clear policy framework encompassing key areas that are intricately linked to well-being. The Well-Being Strategy for EEB III will be an over-arching strategy that will include a number of policy or procedural documents that focus on a particular issue that contributes to well-being.

Another important dimension for us as a school is the European Dimension. Part of our development and focus on well-being also necessitates an understanding and practice, both visible and intrinsic of what it means to be European, in terms of values, customs, and principles.

Priority 6: Well-Being in a European and Global Environment			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Continue to promote positive behaviour in our school so as to continue strengthening a serene environment conducive to teaching and learning. This is done through a variety of measures and initiatives. However, our focus in the next 3 years, will be to address any cases of bullying in our school and in line with the EEB III Anti-Bullying Policy work towards addressing any arising case with the aim of eradicating the bullying behaviour. We will also continue to develop our policy, preventive and interventive measures with regard to behaviour and our management of disciplinary issues.	<p>While the reality is that the percentage of disciplinary issues and bullying incidents in a school of 3317 pupils, which is densely populated, is low, one case is one case too many.</p> <p>The school implements the Kiva programme fully in the nursery and primary cycle and Kiva is now also implemented in the first cycle of the secondary cycle. The school has invested in the training of the Kiva method.</p> <p>The school has a whole school Anti-Bullying Policy. The school has a Good Behaviour Policy for the Nursery/Primary Cycle and is working on the Secondary cycle document.</p>	<ul style="list-style-type: none"> <li>• Have a whole school prevention and intervention programme from M1 to S7</li> <li>• Training of further staff members in the Kiva method.</li> <li>• Review of Anti-Bullying Policy and its implementation</li> <li>• Review of Good Behaviour Policy and its implementation</li> <li>• Register a decrease in the number of cases of victims of bullying in relation to the student population.</li> <li>• Register a decrease in the number of disciplinary cases in relation to the student population.</li> <li>• Continue to develop the cohort of trained teachers in addressing bullying issues.</li> </ul>



2	<p>The mental health of pupils and staff is an important aspect for schools to monitor, focus on, and address. The promotion, prevention and intervention of mental health issues are a priority in our school so that teaching and learning can take place without any major obstacles.</p>	<p>A number of prevention programmes to address different issues related to Mental Health are in place (eg Axado, SOS Suicide, etc). Individual intervention is also provided by our school psychologists who work with pupils, staff, and also parents to address emerging issues and challenges.</p> <p>The school also has in place a psychosocial prevention plan which is reviewed each year. As a school, we are also committed to policy development and have worked actively and productively in the following areas:</p> <ul style="list-style-type: none"> <li>• Educational Support Guidelines</li> <li>• Good Behaviour Policy for the Nursery and Primary Cycle</li> <li>• Anti-Bullying Policy</li> </ul> <p>As a school, we also give great importance to parental involvement, role and responsibility in the area of mental health. A number of preventive and interventive measures are put in place each year.</p>	<ul style="list-style-type: none"> <li>• Staff survey on well-being, actions taken and repeat survey to monitor development.</li> <li>• Organise pupil survey on well-being and map out actions depending on data collected.</li> <li>• Continue to work towards increasing psychological services in our school, as well as, reach out to national services for support and input.</li> </ul> <p>Ensure that over a 3-year period, 6 awareness-raising sessions for parents are organized on important issues related to mental health (issues will be selected following analysis of data and experience in our school)</p>
3	<p>As a school we are committed to developing our policies and procedures that provide us with a framework structure of operation that allow us space to develop services to the needs of the individual.</p>	<p>So far, we have worked actively and productively in the following areas:</p> <ul style="list-style-type: none"> <li>• EEB III Educational Support Guidelines</li> <li>• EEB III Good Behaviour Policy for the Nursery and Primary Cycle</li> <li>• A working group is currently drafting the EEB III Good Behaviour Policy for the Secondary Cycle</li> <li>• EEB III Anti-Bullying Policy</li> </ul>	<p>With regard to policy development, in the next three years, we aim to develop:</p> <ul style="list-style-type: none"> <li>• Good Behaviour Policy for the Secondary Cycle (including a review of the Living Together document and the Mobile Device Policy)</li> <li>• Anti-Harassment Policy for Staff</li> <li>• Child Protection Policy</li> </ul>
4	<p>As a European School we are proud and committed to our European identity, while</p>	<p>EEB III organizes a plethora of activities and projects to teach, promote and focus on European principles and</p>	<ul style="list-style-type: none"> <li>• Ensure that our European Heritage is ever present visibly in our school, and also engrained in our projects and programmes.</li> </ul>

	<p>always celebrating and strengthening our national identity.</p> <p>Fostering the European dimension of our school life, in particular through exchanges between language sections and cross-curricular approaches.</p>	<p>values. Such activities and projects include:</p> <ul style="list-style-type: none"> <li>• School trips linked to the European Dimension.</li> <li>• Europe Week</li> <li>• Springfest</li> <li>• Erasmus projects</li> <li>• Art Projects</li> <li>• Digital Badge awards</li> <li>• TEDx</li> <li>• Language lessons and examinations</li> <li>• European Literature Projects</li> <li>• Student Mobility Programmes</li> <li>• Participation in European projects (eg Eurosport, MEC, ESSS, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• The European Dimension remains a highlighted objective over the 3-year period with the aim of continued repetition, reminder and sharing of European values and principles.</li> </ul>
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#### 4. Sustainable Education

If we want our planet to survive, sustainability needs to be an integral part of our lives, our attitudes and our values. Sustainability aims at creating a harmonious co-existence amongst all creatures and protecting and restoring the environment and the health of our planet. This obviously has great bearing on education. Teaching and learning should equip learners with the knowledge, skills and attitudes to live, work and act in a more environmentally conscious and sustainable manner. To achieve that, sustainability has to be part of curricula, professional development as well as our buildings, infrastructure and operations. Young people in our society are already evident leaders in the protection of the environment. As a school, we want to support our learners which is why sustainability, which is a cross-curricular issue, needs to be one of our main objectives in terms of educational provision.

Priority 7: Sustainability			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Achieve Eco-School label for EEB III	So far, a number of individual initiatives related to sustainability have taken place over the years in terms of projects, training, and infrastructure.	EEB III strives for a more integrated approach and aims to obtain eco-certification such as the Eco-School label <sup>3</sup> , by the end of school year 2024-2025.
2	Awareness-raising and training in the area of sustainability	The school has organized an awareness-raising session on sustainable initiatives	The aim is that by school year 2024-25, the school would have a clear awareness raising and training

<sup>3</sup> <http://www.ecoschools.be/bruxelles/>

		<p>undertaken by the school. The aim of this session was to share with the school community information about projects underway.</p> <p>The school also organized a questionnaire among teachers to assess how the subject of sustainability is addressed in the various subjects taught in the school. It was interesting to note that many teachers include this topic in their subject teaching.</p>	<p>programme for EEB III staff, parents and pupils whereby a training opportunity is offered once a semester on issues related to sustainability.</p>
3.	Implementation of Sustainability Projects	<p>The school has implemented a plethora of projects linked to sustainability including:</p> <ul style="list-style-type: none"> <li>• Solar panels on school roof</li> <li>• Erasmus project linked to the environment</li> <li>• Gardening Project</li> <li>• Save our Soil project</li> <li>• Work with Mobilité Bruxelles</li> <li>• Recycling projects</li> <li>• EEB Green</li> <li>• First electric school bus</li> <li>• Separation of waste projects</li> </ul>	<p>Continue to implement this series of projects as well as relevant new projects related to sustainability in both cycles.</p> <p>Evaluate each project and decide upon continuation, improvement or termination.</p> <p>Select projects for implementation that have the potential to involve the whole school community and allow for classroom and practical learning in different settings and across age groups. Explore waste reduction and energy consumption as topics/project strands which lend themselves well to this approach.</p> <p>Continue Sustainability Working Group meetings through school year to strengthen and monitor actions being taken, as well as, continue to brainstorm ideas for implementation.</p>