

# **EUROPEAN SCHOOL**

## **Brussels III**

### **Multi-Annual Pedagogical School Plan**

**2025 – 2029 (incl. school year 2029/30)**

**Presented to the School Administrative Board on 24 September 2025**

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## I. MULTI-ANNUAL AND ANNUAL SCHOOL PLANNING IN THE EUROPEAN SCHOOLS

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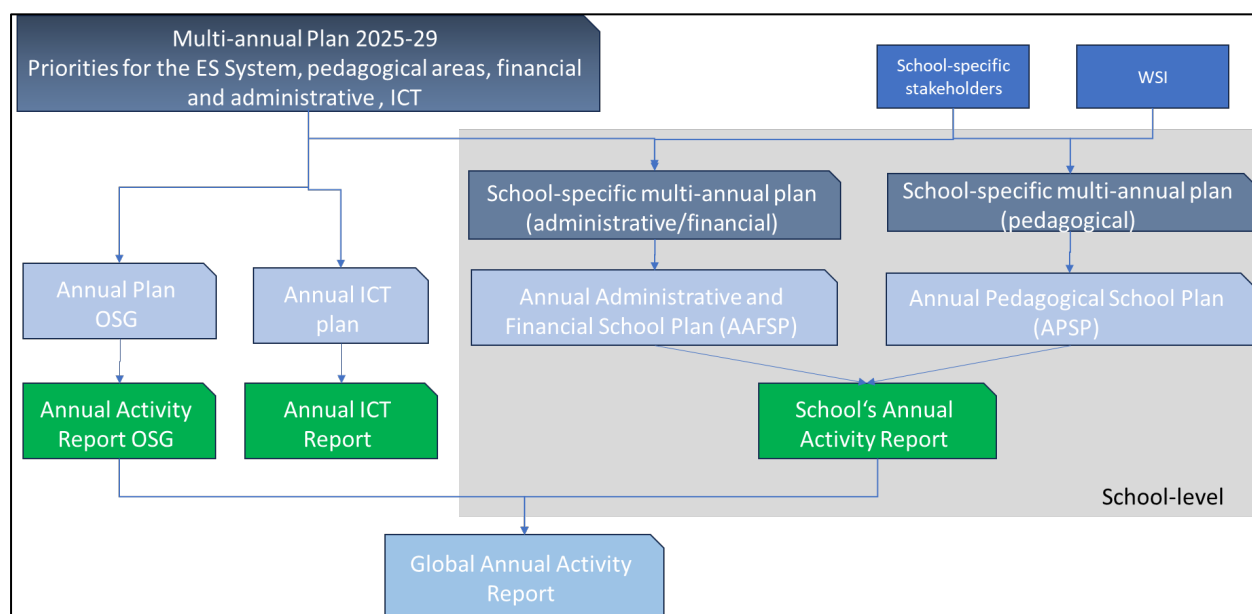
The Schools have two Multi-Annual School Plans: one focusing on **Pedagogy**, following a school-year cycle, and another on **Administration** – encompassing HR, Finance, ICT and general administration. General direction for the focus of the priorities of both plans is given from the **Multi-Annual Plan 2025-29 of the European Schools** (MAP ES), approved by the Board of Governors in April 2025 (Ref.: 2025-01-D-46-en-4 Multi-Annual Plan 2025-2029, available on the website of Office of the Secretary-General). Besides developments at system-level the Schools consider many other sources such as the outcome of the Whole School Inspection, stakeholder consultations and local necessities when preparing their Multi-Annual School Plans.

The Multi-Annual School Plans are translated each year into Annual Plans, divided again into a Pedagogical Annual School Plan and an Administrative Annual School Plan. The Annual Plans are action oriented, specifying key activities, expected outcome(s) and assigning concrete responsibilities.

Progress and implementation are monitored through the Annual Activity Report of the School. All Schools will contribute to and need to implement an important number of priorities of the MAP ES 2025-29. The concrete priorities are determined on an annual basis and agreed upon as common priorities in the Annual Plans.

The Multi-Annual Plans shall be reviewed after 3 years to confirm the priorities' relevance and potentially adjust or add certain/new priorities.

The diagram below illustrates the structure of Multi-Annual and Annual Plans and their evaluation in the Annual Activity Reports in the ES system:



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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.

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 Recommendation<sup>1</sup> where the improvement of the 8 key competences (in the table below) 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

The European School Brussels III celebrated 25 years since it opened its doors to welcome students. The student population has grown over the years, giving it its diversity and exclusivity.

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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 school benefits from:**

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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.

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 to strengthen our mission and service.

EEBIII had a whole school inspection in April 2024. The school was suggested 3 recommendations in the following areas:

- Pupil Self-Learning
- Harmonisation
- ICT Strategies as one of a number of methodologies used in teaching and learning.

The WSI gave the school 3 recommendations and the school worked on a plan of what steps need to be taken to achieve these recommendations. The school also set the expected results to be achieved by the next WSI after 4 years, and what the performance indicators would be. The above elements now form part of the Multi-Annual School Plan for the School Specific Objectives. The school also added two further objectives related to the needs of the school, Well-Being, and Sustainability.

Following one will find the Multi-Annual Pedagogical Plan for Common Objectives. The template and content of the Common Objectives have been provided to the schools by the OSG. The second part of the document explains the Multi-Annual Plan for the School Specific Objectives (including the recommendations of the WSI).

Part II focuses on:

1. Pupil Self-Learning
2. Harmonisation
3. ICT Strategies as one of a number of methodologies used in teaching and learning.
4. Well-Being
5. Sustainable Education

### III. COMMON MULTI-ANNUAL PRIORITIES

The Schools will play an important role and contribute to the following priorities defined in the MAP ES <sup>2</sup>:

	Description of priority	Status quo (to be adapted by the schools according to the local situation)	Target end of school year 2029/30
<b>Focus Area 2: Visibility of the ES</b>			
1	Foster exchanges and the participation in exchange programs (2.1 MAP ES)	Only some schools within ES system promote Erasmus and other European projects building connections with other schools and professional growth opportunities for staff	Ideally all ES schools have a developed experience in participation to EU funded exchange programs with other schools in Europe. For this, the necessary means (i.e. décharge) need to be provided.
<b>Focus Area 3: Enhancement of pupil and staff well-being</b>			
2	Improve the current system of pupil well-being (3.1 MAP ES)	Current school policies fostering student well-being lack a common approach and there are limited opportunities of ES schools to exchange effective practices in this field	All ES schools have a rich experience in promoting pupils' well-being and share their promising practices.
3	More effective school advisory councils and care team cooperation (3.2 MAP ES)	Insufficient cooperation of school advisory councils and care teams, based on partially clarified roles, functions and key concepts	All schools report a stronger cooperation of advisory councils and care team, with documented more effective practices for the benefit of the pupils
4	Promote staff well-being by increasing recognition and fostering belonging (3.3. MAP ES)	Unharmonised measures at system level aiming at increasing staff well-being; various levels of recognition and feeling of belonging of ES staff. Limited BoG recent decisions in this area.	Each school promotes adequate measures enhancing staff wellbeing, based on system level evidence and needs.
<b>Focus Area 4: Sustainability</b>			
5	Develop a Whole School Approach to sustainability (4.1 MAP ES)	Sustainability initiatives promoted by the European Schools remain limited, with no common approach or established system-wide community of practice to support and coordinate efforts.	An effective sustainability policy is promoted by each ES school, based on a whole school approach developed at system level. Stronger links among ES schools, actively involved in a community of practice dedicated to this field.
<b>Pedagogy</b>			
6	Implement a new cycle of ES curriculum reform – Implement curricular innovations (Area 1, 1.1.2 MAP ES)	A new cycle of ES curriculum reform is needed, continuing the competence-based actions promoted in the previous cycle.	Staff in ES schools are trained, understand the new curricular changes and ensure adequate implementation, based on regular need analysis conducted.

<sup>2</sup> The Schools play a crucial role in nearly all system objectives. The ones outlined in this plan are the ones to which all Schools contribute

7	Promote flexible approaches to address diverse pupil needs – Implement flexibility in the curriculum for pupils with additional needs (Area 2, 2.1.1 MAP ES)	No additional curriculum flexibility to promote pupils with additional needs is possible.	Schools use flexibility measures in several areas of the curriculum: content (subject/areas), assessment modalities, and time to complete studies for pupils who qualify for flexibility.
8	Promote flexible approaches to address diverse pupil needs – Improve the organization of classes including ISA pupils (Area 2, 2.1.2 MAP ES)	Limited flexibility to establish pupil-professional ratio and no flexibility to organise for classes including ISA pupils.	Schools use needs-based assessment to implement flexibility measures to ensure an adequate pupil-professional ratio in classes including ISA pupils. Schools promote collaborative/ multidisciplinary approaches to diversity of learners. Admin Boards monitor the efficiency and effectiveness of flexibility in the organisation of classes
9	Transit from a medical model of identification to a needs-based assessment – Implement personalized support strategies and interventions (Area 2, 2.2.2 MAP ES)	The basis for the ILP is mainly based on the recommendations of external experts through the medical/psychological/ multidisciplinary reports	Schools implement needs-assessment systems based on holistic <sup>3</sup> models to identify individual barriers to learning and design the ILPs. Support staff follow relevant training Schools use tools to effectively monitor the effectiveness of personalised support.

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<sup>3</sup> Holistic models of identification of pupils' abilities and needs emphasize understanding the child as a whole, considering their physical, intellectual, social, emotional areas. This approach goes beyond traditional academic assessments to encompass a broader range of factors influencing a pupil's learning and development.

#### IV. SCHOOL-SPECIFIC MULTI-ANNUAL PRIORITIES

Priority 3	Pupil Self-Learning
Cycle	Nursery / Primary and Secondary Cycles
Main steps	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to identify what methods of pupil self-learning and self-evaluation is currently being used in our school. The aim of this would be to have a clear starting point on which we can build competences and skills that can be used directly and concretely in the classroom.</li> <li><input type="checkbox"/> Continue to create opportunities for professional dialogue and exchange (cycle, sections, levels).</li> <li><input type="checkbox"/> The identification of these practices can be based on teacher discussions and based on data collected from pupils.</li> <li><input type="checkbox"/> Continue to identify additional methodology for pupil self-learning and self-evaluation and tools that are needed and applicable to our pupils' needs.</li> <li><input type="checkbox"/> Continue to develop a training programme for teachers and other educators focusing on pupil self-evaluation and self-learning and teaching tools.</li> <li><input type="checkbox"/> Focus further on the issue of independent pupil learning during teacher evaluation to monitor implementation and discuss with teacher in feedback session.</li> <li><input type="checkbox"/> Provide continuous professional development on varied methods of lesson introduction and discuss implementation during teacher evaluation.</li> <li><input type="checkbox"/> Training for teachers on the Learning to Learn programme took place. The next step is now to develop a programme that would be suitable for the P5 as the secondary programme is interesting but needs adaptation.</li> <li><input type="checkbox"/> Further develop the Peer Mentoring Programme to strengthen pupil self-awareness, self-perception and leadership skills leading to further autonomy.</li> </ul>
Expected result(s) by 2029/2023	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers able to display their good practice in terms of pupil independent learning with other colleagues following their own professional self-reflection.</li> <li><input type="checkbox"/> Teachers better trained with new ideas of implementing independent learning in their classes.</li> <li><input type="checkbox"/> Pupils participate more in independent learning processes.</li> <li><input type="checkbox"/> Evidence of clear introductions that portray lesson objectives.</li> <li><input type="checkbox"/> Evidence of increased responsibility of pupils taking charge of their own learning.</li> <li><input type="checkbox"/> Evidence of more pupil self-assessment and peer assessment in lessons.</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li><input type="checkbox"/> Classroom observations.</li> <li><input type="checkbox"/> Implementation of a training plan.</li> <li><input type="checkbox"/> Implementation of professional dialogue opportunities among teachers and with management.</li> <li><input type="checkbox"/> Observable pupil feedback on the issue of independent learning.</li> <li><input type="checkbox"/> Continue to build on SharePoint for teachers with examples of good practice.</li> <li><input type="checkbox"/> Monitor digital badges (secondary cycle) given to pupils and staff as this is often related to independent learning that takes place outside the formal class teaching and learning process.</li> <li><input type="checkbox"/> List areas where pupils can become more independent in their learning (projects, portfolio, etc in the Nursery and Primary cycle).</li> </ul>
Reference documents	Various documents related to pupil self-learning
Responsibility	<ul style="list-style-type: none"> <li><input type="checkbox"/> Management Team</li> <li><input type="checkbox"/> Pedagogical Team</li> </ul>

<b>Priority 4</b>	<b>Harmonisation</b>
<b>Cycle</b>	<b>Nursery / Primary and Secondary Cycles</b>
Main steps	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue with professional development and dialogue regarding greater harmonisation in terms of curriculum content.</li> <li><input type="checkbox"/> Continue to create professional dialogue opportunities for colleagues to share good practices on year level, section level, subject level, and also involving peer observation.</li> <li><input type="checkbox"/> Examine and review further harmonisation of assessment practices.</li> <li><input type="checkbox"/> Focus on harmonising pupils' self-assessment and goal establishment.</li> <li><input type="checkbox"/> Monitor and develop a more harmonised approach to the structure of exams in S4, S5 and S6.</li> <li><input type="checkbox"/> Examine and review further moderation of assessment across sections/subjects.</li> <li><input type="checkbox"/> Explore and implement different assessment techniques and approaches which are age appropriate and level specific.</li> <li><input type="checkbox"/> Encourage teachers' co-operation in the setting of assessment criteria to jointly produce a marking scheme for harmonized examinations (in line with the new summative assessment document)</li> <li><input type="checkbox"/> Continue to strengthen the organisation of moderation meetings after exams in S5 and S6 to allow comparing and alignment of teachers practices and ensure better harmonisation.</li> <li><input type="checkbox"/> Continue to carry out regular statistical analysis of data (exam results, grades etc) to provide feedback, exchange good practices and identify areas where there is lack of harmonisation, so that issues can be addressed with an evidence-based approach.</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Achieved academic results should be more evenly distributed and have a similar range across sections.</li> <li><input type="checkbox"/> Greater professional dialogue in level/subject meetings.</li> <li><input type="checkbox"/> Greater uniformity of assessment methods, including of examination papers across sections, as well as greater uniformity of examination results.</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of results and modification of approach if and when necessary.</li> <li><input type="checkbox"/> More evident harmonised practices observed in teacher evaluation process</li> </ul>
Reference documents	Various documents related to harmonisation
Responsibility	<ul style="list-style-type: none"> <li><input type="checkbox"/> Management Team</li> <li><input type="checkbox"/> Pedagogical Team</li> </ul>



<b>Priority 5</b>	<b>ICT Strategies as one of a number of methodologies used in teaching and learning</b>
<b>Cycle</b>	<b>Nursery / Primary and Secondary Cycles</b>
Main steps	<ul style="list-style-type: none"> <li><input type="checkbox"/> Further investment in ICT equipment (e.g., laptops, IPADs)</li> <li><input type="checkbox"/> Investment in WiFi Project to be able to sustain use of more digital devices in the classrooms.</li> <li><input type="checkbox"/> Develop further the role of the Digital Competences Section representative.</li> <li><input type="checkbox"/> Develop continuous professional development of use of Smartboard.</li> <li><input type="checkbox"/> Strengthen attendance of key persons to ICT conferences to encourage innovation in the area and then exchange ideas with and among colleagues.</li> <li><input type="checkbox"/> Peer teacher observation with specific focus on integrating ICT in teaching and learning.</li> <li><input type="checkbox"/> Adopt an approach to learning and development that integrates the areas of science, technology, engineering, and mathematics. Participating students should develop key skills including but not limited to, Problem Solving, Creativity, Critical analysis. It is aimed that this will be done through STEM in the secondary cycle.</li> <li><input type="checkbox"/> Integrate further the use of Smartboards with class subjects, research, and skills development (e.g., music, art, mathematics). The aim is to offer further concrete training to teachers on how such integration could be beneficial.</li> <li><input type="checkbox"/> Create awareness about the proper use of ICT and the internet by discussing real-life examples and sharing various approaches to avoid or minimize dangers.</li> </ul>
Expected result(s)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Greater and more diverse use of the smartboard on a day-to- day basis not just as a projector, where it is clearly seen that the use of the smartboard is integrated in the teaching of the subject and skills development which should lead to improved understanding and an enhanced learning experience.</li> <li><input type="checkbox"/> Greater symbiosis of use of Smartboard and use of Teams.</li> <li><input type="checkbox"/> Increased examples in class of possible personalised learning through ICT, as well as collaborative learning experiences including research skill development.</li> <li><input type="checkbox"/> To have a good balance of digital device use in class together with other methodologies. It is expected that there is more evidence of this during classroom observations.</li> <li><input type="checkbox"/> Continue to develop further projects related to STEM as the main approach to learning and development which focuses on developing skills such as problem solving, creativity, critical analysis, etc.</li> <li><input type="checkbox"/> Further improved awareness of the proper use of ICT.</li> </ul>
Performance indicators	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increase use of electronic devices in particular engaging Smartboard use during lesson time.</li> <li><input type="checkbox"/> Pupil engagement with a varied use of teaching methodologies in class including use of ICT tools is observable during lessons and through other data collection methods.</li> <li><input type="checkbox"/> Evidence of pupils' work related to ICT forming a part of their portfolio (Nursery and Primary Cycle).</li> <li><input type="checkbox"/> Teacher engagement in furthering their development of ICT strategies as part of their package of methodologies used in class.</li> <li><input type="checkbox"/> Continue to develop a number of ICT related projects that promote innovation and creativity.</li> <li><input type="checkbox"/> Observable changes in student behaviour regarding safe internet practices, assessed through surveys or behavioural observations.</li> </ul>
Reference documents	Various documents related to ICT
Responsibility	<ul style="list-style-type: none"> <li><input type="checkbox"/> Management Team</li> <li><input type="checkbox"/> Pedagogical Team</li> </ul>

Priority 6	Well-Being	
Main Steps	<p>Promotion, Prevention, and Intervention to continue improving positive behaviour in our school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implementation of Kiva Programme to fight bullying</li> <li><input type="checkbox"/> Implementation of policies and procedures related to bullying and good behaviour</li> <li><input type="checkbox"/> Awareness raising sessions with parents on theme of good behaviour and bullying</li> <li><input type="checkbox"/> Continue fine tuning work experience project</li> <li><input type="checkbox"/> Implement Mobile Devices Policy</li> </ul> <p>Promotion, Prevention, and Intervention in Mental Health Issues</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have a reviewed psychosocial risk prevention plan for pupils</li> <li><input type="checkbox"/> Pupil prevention sessions to target mental health including substance abuse, social media and cyberbullying awareness raising</li> <li><input type="checkbox"/> Prevention sessions for parents regarding learning difficulties</li> <li><input type="checkbox"/> Restructuring psychological services to focus on intervention and prevention</li> <li><input type="checkbox"/> Digital badge project to continue to be implemented and strengthened</li> </ul> <p>Whole School Policy Development</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Publish Child Protection Policy</li> <li><input type="checkbox"/> Publish Anti-Substance Abuse Policy</li> <li><input type="checkbox"/> Publish Staff Psychosocial Risks at Work Policy</li> <li><input type="checkbox"/> Publish Mental Health Policy</li> <li><input type="checkbox"/> Review and publish Mobile Devices Policy</li> <li><input type="checkbox"/> Review Good Behaviour Policy</li> <li><input type="checkbox"/> Review Anti-Bullying Policy</li> <li><input type="checkbox"/> Initiate review of policy documents that have been in implementation for a number of years.</li> </ul>	
	Expected result(s)	<ul style="list-style-type: none"> <li>➤ Increased awareness of importance of well-being for our students and staff.</li> <li>➤ 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.</li> <li>➤ A more serene and respectful school community</li> </ul>
	Performance indicators	<ul style="list-style-type: none"> <li>➤ Reduced stress/threats/conflict/bullying.</li> <li>➤ Visibility of the projects in school and in lessons.</li> <li>➤ Analysis of disciplinary cases and individual follow-up actions.</li> <li>➤ 3 meetings will be held during a school year for parents on issues related to aspects of well- being.</li> <li>➤ Continue to maintain good level of staff satisfaction.</li> </ul>
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 and other educators	Director, Deputy Director, Secondary Cycle Assistant Deputy Director, Secondary Cycle Educational Support Coordinator School Psychologists Coordinators ICT staff Teachers and other educators
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<b>Priority 7</b>	<b>Sustainable Education</b>
<b>Cycle</b>	<b>Nursery / Primary and Secondary Cycles</b>
Main steps	<input type="checkbox"/> Re-apply for Eco Label and once achieved continue to implement different projects and tasks to ensure successful re-application. <input type="checkbox"/> 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.). <input type="checkbox"/> Exchange of good practices in terms of teaching resources related to Sustainability. <input type="checkbox"/> Implementation of Sustainability and Active Citizenship course (S6 and S7). <input type="checkbox"/> Publication on website of Sustainability Journal <input type="checkbox"/> Continue with Sustainability Working Group
Expected result(s)	<input type="checkbox"/> Continue to increase awareness of importance of sustainability within our school community. <input type="checkbox"/> Implement concrete actions that work towards sustainability
Performance indicators	<input type="checkbox"/> Following successful acquisition of Eco Label, monitoring programme of actions put in place. Successful re-application of Eco Label <input type="checkbox"/> Sustainability Coordinators continue to work on projects throughout school year. <input type="checkbox"/> Training/awareness raising programme established and completed by end of school year as targeted. <input type="checkbox"/> Series of projects implemented and evaluated. <input type="checkbox"/> Sustainability WG continues to meet working hand in hand with EEB 3 Green (Primary and Secondary committees).
Reference documents	Various documents related to sustainable education.
Responsibility	<input type="checkbox"/> Management Team <input type="checkbox"/> Pedagogical Team