

EUROPEAN SCHOOL Brussels III

Annual Pedagogical School Plan 2026-2027

Presented to the School's Administrative Board on 28 September 2026

Contents

I. Mission of the school	2
1. Mission and values of the European Schools	2
2. Mission of the European School Brussels III	2
II. Introduction	2
III. Pedagogical and educational priorities for 2026-2027	5
1. Priorities to Implement Recommendations from the WSI	5
2. Priorities of all Schools and the OSG	13
3. School-Specific Priorities	15

I. MISSION OF THE SCHOOL

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 high-quality, multilingual, multicultural and inclusive education for children in nursery, primary and secondary education. They are intended primarily for the children of the staff of the European institutions. Rooted in European and democratic values, the system fosters citizenship, intercultural understanding and cooperation, equipping pupils with the competencies necessary to thrive academically, socially and personally in a diverse and a rapidly changing globalised world.

"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, Director of the Luxembourg School from 1953 to 1960)

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.

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 27 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.

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.

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)

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.

When formulating the 2026-2027 Annual Pedagogical School Plan the main challenges were considered:

- a) Facing a constant overpopulation situation, 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 April 2024. The school was suggested 3 recommendations in the following areas:

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

A mid-way report meeting was held on the 6 July 2026. The mid-way report was received in the summer 2026 from the inspectors involved and will be presented to the Joint Teaching Committee in October 2026.

The purpose of this Annual Pedagogical Plan is to outline the key goals we will be working on over the next school year (from 2026-2027). 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 1 focuses on Priorities to Implement Recommendations form the WSI

Pupil Self-Learning

Harmonisation

ICT Strategies as one of a number of methodologies used in teaching and learning.

Part 2 focuses on Priorities for all Schools and OSG

Implementation of the new L1 and L1 advanced syllabi (MAP 2025-2029, Pedagogy, area 1, priority 1.1.2)

Developing a Whole-School Approach to Sustainability

Part 3 focuses on School Specific Priorities

Well-Being

III. PEDAGOGICAL AND EDUCATIONAL PRIORITIES FOR SCHOOL YEAR 2026-2027

1. PRIORITIES TO IMPLEMENT RECOMMENDATIONS FROM THE WSI

Priority 1	Pupil Self-Learning	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	☐ Document current practices – Consolidate a school-wide overview of existing self-learning methods, with particular emphasis on portfolios and digital badges, to serve as a shared reference and good-practice exchange tool. ☐ Embed self-assessment routines – Continue integrating structured self-assessment (success criteria, traffic lights, reflection prompts) and revise the whole school homework policy, including guidance on responsible AI use. ☐ Focus on evaluations – Make pupil self-learning a formal focus of teacher evaluation for the 2026–2027 school year. ☐ Strengthen lesson introductions – Systematically share effective strategies for lesson openings that activate prior knowledge and promote learner autonomy. ☐ Portfolio implementation – Organise dedicated Portfolio Weeks in Nursery and Primary to reinforce reflective learning and cross-cycle coherence. ☐ Structured meeting focus – Ensure pupil self-learning remains a standing agenda item in Level Meetings and Monthly Subject Meetings. ☐ Cross-section alignment – Harmonise Learning-to-Learn approaches across language sections, drawing on the Nursery/Primary Portfolio as a unifying tool. ☐ Professional exchange weeks – Organise professional exchange weeks in both cycles to deepen peer observation, collaborative reflection, and shared pedagogical development. ☐ Targeted teacher training – Expand training in self-learning tools, self-evaluation strategies, and Learning-to-Learn methodologies; maintain and broaden peer-observation structures. ☐ Conference participation – Identify relevant conferences on pupil self-learning, nominate staff to attend, and ensure systematic dissemination of insights to colleagues. ☐ Programme development N–P Continue to invest in the Learning-to-Learn programme and look for ways to adapt it to the younger year groups, focusing on planning, checking work and time management; harmonise Learning to Learn across language sections, drawing on the Portfolio (in N and P). ☐ Programme continuity S1–S7 – Continue strengthening the Learning-to-Learn programme in secondary, ensuring progression and coherence across year groups. ☐ Peer mentoring – In Nursery and Primary, develop leadership skills through Student Council and Eco Committee team-building activities, laying foundations for early peer mentoring. In Secondary, continue strengthening the Buddy Programme to promote leadership, mentoring, and pupil autonomy.	

Expected result(s)	☐ Increased pupil use of self-assessment tools ☐ Improved quality of pupil portfolios ☐ Enhanced teacher competence in self-learning pedagogy ☐ Strengthened peer-support structures ☐ Integration of self-learning in teacher evaluations
Reference documents	☐ Various documents related to pupil self-learning.
Responsibility	☐ Management Team ☐ Pedagogical Team

Priority 2	Harmonisation	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	☐ Common thematic work in Nursery – Continue developing shared pedagogical themes in the Nursery cycle to ensure coherence in early-years learning experiences. ☐ Subject-based planning in Primary – Strengthen harmonised planning in Primary through structured subject-focused Level Meetings. ☐ Cross-section dialogue in Secondary – Maintain systematic discussion and analysis of harmonisation during monthly Secondary meetings to align teaching, assessment, and expectations. ☐ Focused skill alignment in P1–P3 – Prioritise harmonisation of key skills (e.g., reading) in P1–P3 to ensure consistency in curricular content and assessment approaches. ☐ Writing Fest as a harmonisation tool – Use Writing Fest in Nursery and Primary to promote shared expectations in writing development and cross-section alignment. ☐ Primary data analysis – Establish structured data analysis of Primary results to identify trends. ☐ Evidence-based analysis in Secondary – Continue systematic statistical analysis of exam results and grades to inform feedback, highlight inconsistencies, and guide targeted interventions. ☐ Collaborative assessment design – Promote joint development of assessment criteria and marking schemes for standardised examinations, aligned with updated summative assessment guidelines. ☐ Strengthened moderation structures – Enhance the structure and effectiveness of S5/S6 moderation meetings to support comparison, alignment of teaching practices, and consistent standards across sections.	

	☐ Developmentally aligned assessment methods – Continue refining assessment methods to ensure they are developmentally appropriate and harmonised across subjects and levels. ☐ Shared lesson-planning elements – Identify and disseminate common elements of effective lesson planning to support harmonised instructional practice. ☐ Strengthen cross-subject moderation – Further develop common assessment criteria and reinforce moderation structures, particularly in the Secondary cycle. ☐ Structured collaboration time – Expand opportunities for structured collaboration and provide targeted training to deepen harmonisation across subjects and levels. ☐ Development of European Hour projects – Advance both long-term and short-term EH projects (IT, Sustainability, Art/Theatre, Music) as shared cross-section initiatives that promote harmonised pedagogical experiences.
Expected result(s)	☐ Greater consistency in curriculum themes – Nursery and Primary cycles demonstrate increased alignment in thematic planning and pedagogical approaches. ☐ Improved coherence in subject planning – Primary Level Meetings produce harmonised subject plans used consistently across language sections. ☐ Enhanced alignment in assessment practices – Common assessment criteria and marking schemes are applied across sections, particularly in Secondary. ☐ Reduction in cross-section variation in pupil results – Statistical analysis shows reduced discrepancies in exam results and grades across language sections. ☐ Strengthened collaborative structures – Teachers report improved opportunities for structured collaboration, and cross-section projects (e.g., European Hour) show greater coherence. ☐ Greater uniformity of assessment methods - Including examination papers across sections, as well as greater uniformity of examination results.
Reference documents	☐ Various documents related to harmonisation.
Responsibility	☐ Management Team Pedagogical Team

Priority 3	ICT Strategies as one of a number of methodologies used in teaching and learning	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main steps	❑ Strengthen digital leadership – Further develop the role of the Digital Competences Coordinator to guide ICT strategy, support staff, and ensure coherent implementation across cycles. ❑ Promote innovation through external engagement – Increase participation of key staff in ICT-related conferences and ensure systematic sharing of insights to stimulate innovation and cross-section learning. ❑ Assess staff digital competences – Conduct a structured survey of IT skills (Nursery & Primary) to identify competence levels, training needs, and inform a targeted professional development plan. ❑ Enhance Smartboard and IT Lab integration – Expand continuous professional development on Smartboard use and strengthen integration of the IT Lab within existing courses to improve interactive learning. ❑ Peer observation focused on ICT – Implement peer observation cycles centered on ICT integration as part of the Exchange of Good Practice project, promoting reflective practice and shared pedagogical growth. ❑ Promote safe and positive digital citizenship – Deliver sessions on positive internet use and social media awareness to reinforce responsible digital behaviour among pupils. ❑ Integrate ICT into teacher evaluation – Include the use of digital tools and ICT-supported pedagogy as a formal component of teacher evaluation. ❑ Expand AI training – Provide differentiated AI training, including advanced sessions for experienced staff, and encourage wider participation in OSG-proposed online AI courses. ❑ Invest in digital infrastructure – Continue upgrading ICT equipment (e.g., laptops, iPads) to ensure digital equity and support high-quality teaching and learning. ❑ Extend digital self-learning tools – Broaden the use of digital self-learning tools in Secondary (quizzes, auto-correction, interactive exercises) to enhance autonomy and formative assessment. ❑ Provide pupil-centered ICT CPD – Offer targeted professional development on learner-centered digital strategies and ensure equitable access to digital tools for all students.	
Expected result(s)	❑ Improved staff digital competence – Staff demonstrate higher levels of digital proficiency following the IT skills survey and targeted CPD. ❑ Stronger Smartboard and IT Lab integration – Smartboard tools and IT Lab resources are used more consistently and effectively across cycles.	

	☐ Increased use of digital self-learning tools – Secondary pupils regularly engage with digital quizzes, auto-correction tools, and interactive exercises. ☐ Enhanced ICT-focused peer collaboration – Peer observations and Exchange of Good Practice cycles show measurable improvements in ICT-supported pedagogy. ☐ Expanded and differentiated AI competence – More teachers complete AI training, and advanced sessions lead to improved classroom use of AI-supported tools. ☐ Improved digital citizenship among pupils – Pupils demonstrate safer and more responsible online behaviour following digital citizenship sessions.
Reference documents	Various documents related to ICT.
Responsibility	☐ Management Team ☐ Pedagogical Team

Whole School Inspection

Mid-Cycle Review Presentation July 2026: Powerpoint presentation given by the School Management to WSI Inspectors

Recommendation 1: Pupil Self-Learning: Pupils should be empowered more and be given more responsibility for their own learning. This can be done by helping pupils to take control of their own learning and enable them to assess their own work. The formulation of clear learning objectives by teachers will help in this process.

Achievements	Next Steps
➤ Systematic evaluation focus — Self-learning consistently monitored in teacher and inspector evaluations. ➤ Pupil voice structures — Student councils actively promote autonomy in both cycles. ➤ Autonomous project learning — Learning to Learn programme implemented. Also, Springfest enables students to lead complex, real-world roles. ➤ Cross-cycle training — Learning to Learn expertise shared between primary and secondary staff. Also, S4 workshops reinforce key competences for independent learning. ➤ Shared resources — Good-practice hub created to support consistent pedagogy. ➤ International upskilling — Erasmus+ participation enhanced staff competence in autonomy-focused methods. ➤ Peer learning culture — Peer observations and exchanges promote professional growth. ➤ Assessment leadership — Updated coordinator role strengthens portfolio-based learning. ➤ Portfolio implementation — Portfolio weeks prepared to embed reflective learning across sections. ➤ LifeComp development — In-house training strengthened growth mindset and self-management skills. ➤ Buddy support system — S6-S1 buddy programme builds confidence, belonging, and pupil autonomy.	➤ Harmonise Learning to Learn — Strengthen alignment across language sections. ➤ Continue peer observations — Maintain and expand peer observation and practical exchange structures. ➤ Further invest in training — Provide ongoing professional development focused on pupil self-learning and self-evaluation.

Recommendation 2: Harmonisation: The school is encouraged to continue with its efforts to harmonise across all levels in the delivery of lessons and in the assessment process.

Achievements	Next Steps
➤ Harmonised teaching practices observed across evaluations ➤ Whole-school thematic approach (plays in seven languages; global voyage theme) ➤ SharePoint for consistency supporting shared planning ➤ Shared forward planning easing new teacher integration ➤ Ongoing professional dialogue across cycles ➤ Structured induction for new teachers ➤ Regular subject/level meetings improving exchange of methods ➤ Cross-section nursery activities with shared thematic work ➤ Aligned mixed-class teaching in European Hours & L2 ➤ Primary reflective logbook strengthening reflective practice ➤ Harmonised assessment with stronger cross-cycle alignment ➤ Enhanced moderation meetings after S5/S6 exams for consistency ➤ Data-driven analysis in secondary (Maths, L1, Biology, Bac, L2 English) ➤ Maths exam harmonisation	➤ Provide additional training for colleagues to strengthen <u>harmonisation</u> across subjects and levels ➤ Continue fostering professional exchange and collaboration among colleagues

Recommendation 3: ICT Strategies: The school is encouraged to promote in a more active way the integration of ICT strategies to facilitate learning and teaching.

Achievements	Next Steps
➤ Stronger student autonomy through digital tools & mobile devices ➤ Enhanced Smartboard use with upgrades, interactive tools & ongoing PD ➤ Richer digital resources: guides, videos, safety materials & digital libraries ➤ Targeted ICT training across cycles + digital induction & GDPR/AI briefings ➤ Digital citizenship sessions on safe internet & social media use ➤ ICT in teacher evaluation integrated into appraisal discussions ➤ ICT infrastructure upgrades: laptops, iPads & improved WiFi ➤ Class Lab Phase 1 with smartboards, flexible stations & recording spaces ➤ IT skills survey informing PD planning for Nursery & Primary ➤ Peer ICT observation through Exchange of Good Practice ➤ Visible digital learning in student portfolios & classroom practice ➤ AI capacity building with 30+ teachers completing 200-hour course ➤ STEM & Erasmus+ participation and digital language learning boosted ➤ Innovation culture	➤ Expand AI training — Provide additional AI-related professional development. ➤ Increase participation in AI courses — Encourage more teachers to complete the OSG-proposed online AI training. ➤ Differentiate AI training — Offer advanced sessions for teachers with existing AI knowledge. ➤ Strengthen Smartboard integration — Continue promoting deeper, more effective classroom use.

What effect did our steps have on teaching and learning in the classroom? Pupil Voice

Nursery/Primary Cycle

- 210 pupils out of 364 P4 and P5 (almost 57%)

Pupil Self-Learning

- Majority motivated / ready to try; smaller group worried or distracted.
- Pupils consistently check they understand the task before starting.
- Strong use of self-assessment tools, portfolios, and teacher dialogue to track progress.
- Time-management varies: some plan, others start at the last moment.
- Pupils learn well alone in calm spaces, in groups, and through peer exchange — flexible profiles.

Harmonisation

- Perception of harmonisation is mixed: mostly "sometimes" across classes.
- Cross-class activities occur sometimes / often, but not systematically.

ICT

- Very high use of tablets, interactive boards, educational software, quizzes, videos, interactive exercises.
- Most pupils clearly understand learning goals when using digital tools.
- Top tools supporting learning: educational software, automatic corrections, quizzes, interactive exercises, videos.

Secondary Cycle

- 436 pupils out of 874 replied to survey (almost 50% of S1, 2 and 3)

Pupil Self-Learning

- 76% understand what they are supposed to learn in a lesson, 21% sometimes and 3% reported that they never understand.
- 56% know how to check if their work is good or needs improvement after they finish this work. 35% stated that sometimes they know, while 8% do not know how.
- 70% feel responsible for their own learning, while 25% reported that they sometimes feel responsible.

Harmonisation

- 45% reported that often their lessons in different classes feel similar enough that they always know what to expect, 38% reporting that sometimes this happens, while 17% reported that this rarely happens.
- 33% often feel tests, quizzes or projects are fair and work in similar ways across subjects, while 45% reported that they experience this sometimes, and 22% rarely feel this.

ICT

- 25% stated that they use tablets, computers or other technology often in class, 39% stated that this is the case sometimes, while 36% stated they rarely make use of devices.
- 77% reported feeling confident using ICT in class, while 17% stated they sometimes feel confident.

What effect did our steps have on teaching and learning in the classroom? Teacher Voice

Nursery and Primary Cycle

Pupil Self-Learning

Teachers across sections describe daily, embedded routines that promote independence: visual cards, step-by-step tasks, class jobs, positive reinforcement, trial-and-error, and open-ended questioning.

A wide toolkit is used — traffic lights, journals, peer feedback, portfolios, gestures — yet frequency varies from daily to weekly.

Harmonisation

Guiding questions, thinking routines, manipulatives, checklists, and trial-and-error are used consistently. This is one of the most aligned areas of practice, showing strong shared pedagogical approaches.

Teachers largely agree the curriculum is aligned across sections. The biggest concern is assessment inconsistency: lack of shared criteria, benchmarks, moderation, and cross-section alignment.

Teachers report limited time or structures to share practices, observe peers, or align expectations. Nursery teachers feel this most strongly due to working alone.

Guiding questions, thinking routines, manipulatives, checklists, and trial-and-error are used consistently. This is one of the most aligned areas of practice, showing strong shared pedagogical approaches.

Teachers use oral assessments, observation, portfolios, progress sheets, reflection sessions, and success criteria reviews.

ICT

Teachers rely heavily on digital quizzes, platforms, collaborative documents, and automatic correction tools. However, many report not enough training.

Secondary Cycle

Pupil Self-Learning

Pupil autonomy is very strong (84%), supported by teachers through positive reinforcement, structured routines, thinking time, and student choice.

Problem-solving skills are actively developed, with widespread use of guiding questions, trial and error, and breaking tasks into steps.

Training gaps are evident: fewer than half of teachers are trained in self-learning tools (52%) or Learning to Learn programmes (46%), showing strong practice but weak formal preparation.

Self-assessment still needs strengthening: only 18% report frequent self-assessment, while 82% say it happens only 'sometimes/rarely'.

Harmonisation

Instructional clarity is a key strength, with nearly all teachers providing clear expectations (88%) and clear task information (87%).

Harmonisation practices vary: teacher talk is reduced regularly but inconsistently, and reflection practices differ in frequency.

Evaluation approaches are diverse, with no single dominant method.

Collaboration is moderate: good practice sharing scores 3.63/5, and 67% agree on shared assessment criteria—indicating solid foundations but room for deeper alignment.

ICT

ICT use is strong and embedded, with 58% using digital tools daily; most-used tools include multimedia presentations, educational software, and online quizzes.

Way Forward

Pupil Self-Learning

Continue to embed regular **self-assessment routines** (e.g. success criteria, traffic lights, reflection prompts).

Continue to invest in **Learning-to-Learn programme** and **looking for ways to adapt this in the younger year groups** focusing on planning, checking work, and time-management.

Further focus on **teacher training** in self-learning tools and Learning to Learn programmes.

Harmonisation

Continue to seek and share common lesson architecture elements of lesson planning.

Further developed common **assessment criteria** and strengthen **moderation** across subjects (the latter is mainly in the secondary cycle).

Continue to seek ways of finding **structured collaboration time**.

ICT

Expand **digital self-learning tools** (quizzes, automatic corrections, interactive exercises).

Provide **targeted CPD** on pupil-centred ICT use and ensure digital equity for all learners.

Follow up report will be presented to JBI and JTC.

2. PRIORITIES OF ALL SCHOOLS AND THE OSG

Priority 4	<u>Implementation of the new L1 and L1 advanced syllabi (MAP 2025-2029, Pedagogy, area 1, priority 1.1.2)</u>
Cycle	Secondary Cycles
Main steps	⇒ Syllabi L1 and L1 advanced published on website ⇒ Guidelines developed for each section ⇒ Workshops organized by inspectors with their language section ⇒ School Management to monitor and coordinate harmonized approaches for L1/L1 advanced implementation in school year 2027-28
Expected result(s)	➤ School Management supporting the harmonized approach across sections ➤ L1 teachers trained to effectively implement the new syllabi ➤ Facilitate exchange between teachers of L1 and schools ➤ Feedback to OSG and inspectorate on effective ways to implement these new syllabi
Reference documents	⇒ Multi-Annual Plan 2025–2029 (MAP 2025-29, Pedagogy, area 1) ⇒ 2025-01-D-61-en-4 Syllabus for all L1 Languages ⇒ Guidelines (to be adopted during Board of Inspectors Secondary, June 2026)
Responsibility	⇒ Inspectors Secondary (development of guidelines and monitoring) ⇒ School Directors, Deputy Directors Secondary ⇒ Pedagogical Development Unit (methodological support and coordination)

Priority 5	<u>Developing a Whole-School Approach to Sustainability</u>
Cycle	Primary and Secondary Cycles
Main steps	⇒ Create or confirm a school team involving school management, educational staff, pupils, parents and if applicable other members of the school community ⇒ Reflect conceptually and operationally on the Whole School Approach, building upon the reference documents (prioritising the European Commission factsheet: The Sustainable School: A Whole School Approach to Sustainability) ⇒ Map existing and planned Learning for Sustainability (LFS) actions across the school community and operations ⇒ Ensure participation in the LFS Online Professional Community of Practice on the CPD platform by nominating a sustainability contact or coordinator (one or many)
Expected result(s)	➤ Outline briefly the results of the work on the WSA school team ➤ List existing and planned whole school approach actions ➤ Active participation to the LFS Online Professional Community of Practice on the CPD platform

Reference documents	⇒ Multi-Annual Plan 2025–2029 (MAP 2025-29, Focus area 4: Sustainability) ⇒ EU Commission fact sheet on the Whole-School Approach to Sustainability ⇒ GreenComp Framework ⇒ Key documents from UNESCO, UNECE, OECD and EU publications
Responsibility	⇒ OSG / Pedagogical Development Unit ⇒ Education for Sustainability Working Group ⇒ School Directors

3. SCHOOL-SPECIFIC PRIORITIES

EEB3 has selected one school specific priority, that of, Well-Being which is closely linked to the OSG Multi-Annual Plan 2025-2029, specifically:

Focus Area 3: Enhancement of pupil and staff wellbeing

- ⇒ Schools should enhance their pupil wellbeing activities and support the system-level initiatives (Focus are 3, 3.1).

Priority 6	Well-Being	
Cycle	Nursery / Primary Cycles	Secondary Cycle
Main Steps	Promotion of Well-Being ❑ Emotion-focused routines – regular check-ins, naming feelings, calm-down strategies. ❑ Positive classroom climate – positive behaviour charters, kindness rules, teambuilding. ❑ Play-based social development – Cooperative games, guided sharing, turn-taking. ❑ Healthy lifestyle habits – Movement breaks, outdoor play, calm corners. ❑ Family engagement – Promotion of issues related to well-being at school especially linked to good behaviour and anti-bullying. ❑ KiVa implementation – Age-appropriate KiVa activities that promote empathy, inclusion, and positive peer interactions from P1 to P5 (including Kiva Kick Off and Kiva Survey). Prevention ❑ Early identification of needs – Observation tools, early referral to the Care Team. ❑ Implementation of psychosocial prevention programme in the cycle. ❑ Staff training – in areas related to well-being. ❑ Setting up of Kiva Ambassadors (P4 Pupils) ❑ KiVa preventive structures – Regular KiVa prevention class	Promotion of Well-Being ❑ Transversal focus on resilience in the context of well-being. ❑ Student voice structures – student committees, student involvement in decision making processes and varied feedback formats. ❑ Healthy school culture – Respect-based culture, inclusive events. ❑ Family engagement – Promotion of issues related to well-being at school especially linked to good behaviour and anti-bullying. ❑ KiVa implementation – Age-appropriate KiVa activities that promote empathy, inclusion, and positive peer interactions from S1 to S3 (including Kiva Kick Off and Kiva Survey). ❑ Continue to build Universite de la Paix programme for S4 and S5 pupils. Prevention ❑ Early identification systems – Monitoring attendance, academic dips, behavioural indicators and involvement of Care Team ❑ Peer support programmes – Mentoring, student mediators. ❑ Implementation of psychosocial prevention programme in the cycle. ❑ Staff training – in areas related to well-being. ❑ KiVa preventive structures –

	lessons, playground supervision strategies, and proactive monitoring of peer dynamics. ❑ Implementation of new Good Behaviour Tools (for pupils, staff and parents, including communication of tools, procedures and follow up) ❑ Information session on Educational Support for parents. Intervention ❑ Targeted support actions – Individualised strategies for pupils with individual needs in accordance with established school policies. ❑ Collaboration with specialists – educators, psychologists, external agencies. ❑ Enhanced family partnership – Regular meetings, shared strategies (concerning Good Behaviour and Anti-Bullying) ❑ KiVa intervention protocol – Formal KiVa team response to suspected or confirmed bullying cases, structured follow-up meetings, and monitoring until resolution.	Regular KiVa (S1 to S3) class lessons and proactive monitoring of peer dynamics. ❑ Information session on Educational Support for parents. Intervention ❑ KiVa intervention team – Structured KiVa investigation, interviews with involved pupils, follow-up meetings, and monitoring until the bullying stops. ❑ Targeted support actions – Individualised strategies for pupils with individual needs in accordance with established school policies. ❑ Collaboration with specialists – Counsellors, psychologists, external agencies. ❑ Enhanced family partnership – Regular meetings, shared strategies. ❑ KiVa intervention protocol – Formal KiVa team response to suspected or confirmed bullying cases, structured follow-up meetings, and monitoring until resolution ❑ Digital Badge implementation to recognize achievements. ❑ Implementation of IVolunteer Programme emphasizing community well-being and not solely personal well-being.
	Whole School Policy Development and Projects ➤ Publish and disseminate the Mental Health Policy ➤ Revise the Good Behaviour Policy in the Secondary Cycle and assess and develop tools for a satisfactory implementation of the GBP in the Nursery and Primary Cycle.	
Expected results	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. ➤ Classrooms demonstrate consistent kindness rules, cooperative behaviour, and	Clear reporting culture for behaviour affecting well-being Respectful and collaborative classroom climate

	positive peer interactions. ➤ KiVa lessons, playground social skills/playing together, and peer-monitoring structures are consistently applied from P1–P5. ➤ Teachers identify concerns earlier and refer pupils to the Care Team in a timely and structured manner.	Consistent implementation and intervention of KiVa and other antibullying initiative Teachers identify concerns earlier and refer pupils to the Care Team in a timely and structured manner.
Reference documents	➤ Related OSG documentation. ➤ School Policies and Procedures.	
Responsibility	➤ Director, Deputy Directors, Assistant Deputy Directors, ➤ Educational Support Coordinators and teams ➤ School Psychologists ➤ Coordinators ➤ Teachers and other educators	