



**European Schools**

Office of the Secretary-General

Pedagogical Development Unit

**Ref.: 2015-09-D-23-en-2**

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**Joint report of the Czech Presidency of the Boards of Inspectors (Nursery/Primary and Secondary) and the Joint Teaching Committee for the 2014-2015 school year**

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**BOARD OF GOVERNORS OF THE EUROPEAN SCHOOLS**

**Meeting on 1, 2, and 3 December 2015 – OSGES Brussels**

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## **1. Introduction**

The basic objectives of the European Schools, as they were expressed by Jean Monnet in the second half of the last century, remain fundamental and relevant today. They therefore need to be effectively implemented through the educational process. As we look ahead to the future, we should focus on the holistic development of young people and prepare a new generation for life-long learning. In our view, it is extremely important that the specific abilities and needs of each individual pupil be taken into account to develop her or his knowledge and skills towards a potential career.

In terms of the preparation of the European people mentioned by Jean Monnet, it is important to emphasise the key role played by teachers in the education process. Our perception of the teacher's role is quite different from what it was in the past. Nowadays the teacher is moving away from being a builder of knowledge and more and more towards becoming a mediator in the construction of knowledge, a facilitator and even a social adviser, promoting inclusion, fostering and developing social skills and creating a nurturing environment that will encourage pupils to learn and live together, to respect one another and to become responsible citizens of Europe and the world.

To fulfil these ideas we need a complex, coherent and quality curriculum, carefully prepared instruments for ongoing assessment and fully qualified and motivated teachers who are willing to cooperate and share their experiences.

The main aim of the Czech Presidency was to contribute to the development of European School system following the ideas mentioned above.

### **1. The Czech Presidency's Pedagogical Priorities**

#### **1.1. Accredited European Schools**

- New schools opening in September 2014 in Copenhagen, Brindisi and Culham
- Several new projects in the pipeline

#### **1.2. Professional development and evaluation of teachers**

- New teaching standards will be implemented
- New evaluation tools will be piloted in some schools
- Reform of the in-service training system in progress

#### **1.3. Statutes of the locally recruited teachers**

- Finalisation of the statutes and their subsequent approval

#### **1.4. Systematic and continuous provision of high-quality teaching and learning**

- Revision, adaptation and harmonisation of the syllabuses
- Proper implementation of the curricula and syllabuses in accordance with teaching standards
- Finalisation of the system of assessment tools and its consistent application across all the teaching cycles
- Internal and external evaluation of schools

- Implementation of the Early Education Curriculum

### 1.5. Effective running of the Working Groups

- Professional management, interconnection and transparency

### 1.6. Reorganisation of the secondary cycle – follow-up call for tenders

### 1.7. Implementation of decisions related to the reform of the European Baccalaureate

- Discussions concerning dematerialisation should be relaunched
- The WG Assessment will introduce a new marking scheme proposal

## 2. Board of Inspectors for the Nursery and Primary Cycles

### 2.1. New Inspectors

**Bulgaria:** Ms Reny RANGELOVA

**Croatia:** Ms Jasna ANIČIĆ

**Denmark:** Ms Yvonne GAMMELGAARD

**Germany:** Ms Birgit SCHUMACHER

**Luxembourg:** Ms Arlette LOMMEL

**Malta:** Mr. Anthony GRECH

### 2.2. Syllabuses

<b>Syllabuses approved by the Joint Teaching Committee, February 2015</b>		
1.	Physical education syllabus – Primary cycle	2015-01-D-39-en-2
2.	Romanian Language I Syllabus - Primary cycle - Years P3 and P4	2015-01-D-45-ro-2
<b>Syllabuses undergoing revision</b>		
Nursery – Lithuanian L1		
Primary – Discovery of the World, European Hours, Music, Non-confessional Ethics		
Primary – Guideline for the ICT		

### 2.3. Working groups

#### **Early Education Curriculum**

The working group in charge of the Early Education Curriculum analysed the findings of the follow-up inspection visits carried out in spring 2014. As a consequence, the document entitled *Implementing and developing the Early Education Curriculum: a two-year plan* (Ref.: 2014-09-D-59-en-4) has been approved.

The document entitled *Guidelines for an “Internal School Document for Implementation of the Early Education Curriculum”* (Ref.: 2014-09-D-60-en-1) has also been developed as a methodical aid for schools.

Following the two-year plan, the working group edited the core curriculum and the annexes in three working languages and completed the active links of the website by including the relevant documents, templates and pictures.

Another of the working group’s tasks was to deal with the issue of multilingualism in Early Education in the European Schools and to initiate surveys and preparation of the Content and language integrated learning project.

The working group also started to update the documents entitled *“Description of the duties of Nursery teachers and Assistants”* (Ref.: 96-D-31-en) and *“Service Regulations for the Administrative and Ancillary Staff (AAS) of the European Schools approved by the Board of Governors at its meeting in Lisbon on 17-18 April 2007”* (Ref.: 2007-D-153-en-6).

### **Assessment**

The 2014/15 school year was the first year in which the new Assessment concept and tools for the Primary cycle of the European Schools were implemented. All nursery and primary cycle deputy directors received initial information on the implementation of the assessment tools in their meeting in November 2014.

The new School Report and assessment criteria have been translated into all the official languages. The inspectors concerned began to update syllabuses to comply with the new assessment system.

In cooperation with the ICT Unit, the School Report has been integrated into the School Management System and has been used for the first time at the end of the first term of the school year.

Over the following three years, the implementation of the new assessment tools will be monitored and analysed following the plan described in the document (Ref.: 2015-01-D-46-en-1). The first survey of teachers’ and parents’ opinions has been launched and analysed.

The assessment working group also worked on the revision of the document entitled *“Guidelines for nursery/primary/secondary transition”* (Ref.: 2007-D-4210-en-3) and initiated the update of the previous document, *Guideline for primary education*.

### **Intermath**

According to plan, in 2014/15 the working group completed the revision of the Intermath Pupils Books for the second year of Primary (*P2 Star: Numbers and Calculation* and *P2 Sun: Data-handling, Measurement, Shape and space, Problem solving*). Since the beginning of the 2015/16 school year these books have been available (in print and digital form) in all languages used by the European Schools. The teachers’ handbook for the second year has also been updated. A digital version will be made available in English, French and German. Work on pupil books for the third year (P3) has begun.

There is a growing need to supplement the content of the Mathematics syllabus and Intermath books with digital material. Therefore, in the spring of 2015, in cooperation with

an external software designer, a pilot project with web-based material related to Intermath in a limited number of languages has been implemented in P1 in the Bergen, Brussels II and Luxemburg II European Schools. The results have been positive and a decision was made to continue developing this project. Preparations have begun for the introduction of web-based material in P1 in all European Schools, in all language sections, from September 2015 onwards. In the meantime further developments continue to be made for P2 and later years.

The annual meeting for Mathematics Coordinators was held in September 2014 and will be organised again for September 2015.

### **Working groups for revision and creation of syllabuses**

In compliance with the document entitled “*Structure for all syllabuses of the European School*” (Ref.: 2011-09-D-47-en-5), nursery and primary school inspectors started to revise the structure of the syllabuses, in particular learning objectives and criteria, as well as descriptors for their achievement.

The new common Physical Education syllabus has been approved. Work on the European Hours, Ethics, Discovery of the World and Music syllabuses is in progress.

The process of creating addenda to existing syllabuses which do not fully correspond with the document mentioned above has started and the addenda for L2, Mathematics, Discovery of the World, Music syllabuses and some L1 syllabuses have already been produced.

The “*Guidelines for Primary Education*” (Ref.: 2006-D-105-en-7) is currently being debated and revised in order to ensure a holistic approach to the pupil, coherency of the curriculum and harmonisation of teaching and learning across the system of the European Schools.

Cooperation between the working groups in charge of the syllabuses is essential.

## **3. Board of Inspectors for the Secondary Cycle**

### **3.1. New Inspectors**

**Croatia:** Ms Jasna ANIČIĆ

**Latvia:** Ms Olita ARKLE

**The Netherlands:** Mr. Alex COENEN

**Spain:** Ms Concepción VIDORRETA GARCÍA

### **3.2. Syllabuses**

<b>Syllabus approved by the Board of Governors, December 2014</b>		
1.	Pilot Careers Guidance syllabus for the first cycle (years 2 and 3) of the Secondary	2014-09-D-54-en-3

<b>Syllabus approved by the Joint Teaching Committee, October 2014</b>		
2.	Eurosport Handbook	2014-09-D-49-en-2
<b>Syllabuses approved by the Joint Teaching Committee, February 2015</b>		
1.	Danish Language 1 syllabus for the secondary cycle Main course (S1-S7) and Advanced course (S6-S7)	2015-01-D-36-da-2
2.	Spanish Language I syllabus – Secondary cycle	2014-06-D-31-es-2
3.	Geography Syllabus for the secondary cycle (S4-S5)	2015-01-D-38-en-2
4.	Syllabus for all LII Languages – Main course	2015-01-D-33-en/de/fr-2
<b>Syllabuses approved by written procedure</b>		
1.	<b>ICTC Syllabus – S1 - S3 – S4 - S5</b>	2014-01-D-49-en-5
<b>Syllabuses which are under revision</b>		
German L1, Romanian L1, all L4 courses, Hungary L1, Lithuanian L1 – advanced version, Italian L1 – advanced version, Ancient Greek (2 and 4 periods), Philosophy (2 and 4 periods), History (S4 – S5), Biology, Chemistry, Integrated Science and many others.		

### 3.3. Working groups

#### Organisation of Studies

The Board of Governors (BoG) analysed the proposal of the Organisation of Studies working group and decided to adopt the proposals pertaining to S1 – S3 in December 2013, to take effect on 1 September 2014.

The new organisation of the secondary cycle of the European Schools started on 1 September 2014 in S1 – S3 with significant features:

- **S1** – introduction L3
- **S2** – offering a 2-period of Latin
- **S3** – teaching of Human Science in L2, continuation of the 2-period of Latin option and a new optional 2-period of ICT.

As regards the proposals pertaining to S4 – S7, the working group supported by the Board of Inspectors Secondary (BIS) and the Joint Teaching Committee (JTC) made a request for an external evaluation to be conducted by a university centre or a network of university

centres. In the end, the contract was awarded to the Institute of Education, University of London. The external evaluators analysed the current educational system and summarised their outcomes in three reports (the Inception Report, Interim Report and Final Report).

During the last meeting of the Organisation of Studies working group, two important issues were discussed: Language2 /Host Country Language and SWALS. The essential conclusions and recommendations of the working group are: to address pupils' individual language needs, to receive tuition in L1, to introduce a language proficiency level certification system for pupils, to develop a new overall language policy, to follow a new direction for the personalised curriculum and to grant more autonomy to schools concerning language policy etc.

As regards the next stage of the work, the working group will discuss the recommendations made by the external evaluators and the initial results will be reported at the BoG meeting in December 2015.

### **Secondary Assessment– New Marking Scale**

The working group, in cooperation with the European Baccalaureate Unit, proposed a new marking scale for the European School system in the *“Proposal for a new marking scale of the European School System”* (Ref.:2015-01-D-23-en-2) which will be introduced progressively during the 2020 Baccalaureate sessions. Assessment and evaluation must be coherent with teaching practice. All syllabuses need to be revised in this area (see in part 4.1) in order to follow the same competency-based approach. At the same time, we will have to establish clear assessment criteria for each cycle and attainment descriptors for different levels of competency attainment for pupils.

The main features of the new marking scale are as follows:

- 5 positive descriptors and 2 negative ones
- marks based on a decimal scale to facilitate operations and allow finer ranking
- formative and summative assessment
- criteria, a clear description of the learning objectives and competency attainment
- inspired by the European Credit Transfer System framework.

### **BAC Written and Oral Exams**

The working group monitors the evaluation/quality assurance of the European Baccalaureate (BAC) examinations, ensuring equal treatment for students, harmonisation within and across sections and subjects, the value of the European Baccalaureate certificate and the high quality of BAC written and oral examination papers. The document entitled *“Evaluation of written and oral Baccalaureate exams 2014”* (Ref.: 2014-10-D-6-en-2) was presented during preparatory meetings. This working group also prepared a very important document – *The European Baccalaureate: Preparation, organisation and assessment. Information For Secondary Cycle Inspectors “Baccalaureate written and oral examinations” Working Group* – to give new Europeans Schools inspectors an overview of the tasks in relation to the European Baccalaureate examinations (Ref.:2014-09-D-55-en-1). The working group prepared the procedure for the 2015 Baccalaureate session and then worked on the proposed revision of the Baccalaureate oral examinations.



## **Eurosport – Physical Education**

The working group introduced the *EUROSPORT Handbook* (Ref.:2014-09-D-49-en-2), supported local organisers of EUROSPORT at the European School Luxembourg I. The working group subsequently evaluated the event and addressed potential options for participation of the accredited schools in EUROSPORT, prepared a feedback sheet for the students and began revising the Physical Education syllabus, which will be presented in February 2016.

## **Career Guidance**

There were three main objectives for the Career Guidance working group during the 2014/15 school year. The new “*Syllabus for Careers Guidance – Secondary cycle*” (Ref.: 2014-01-D-36-en-2) was approved in February 2014 and entered into force on 1 September 2014 for cycles 2 and 3.

The “*Pilot programme for Careers Guidance for cycle 1 (years 2 and 3) in the Secondary cycle*” (Ref.: 2014-09-D-54-en-3) was approved in December 2014 and entered into force on 1 September 2015. The syllabus will be implemented in all European Schools and will be assessed after a period of three years.

The last issue concerns the Work Experience programme, which already exists in some European Schools, but not in all, moreover, its organisational arrangements often differ from one school to another. In terms of the harmonisation of the above-mentioned programme, the Career Guidance working group has prepared a general instruction manual for schools and teachers, which will be presented during the JTC meeting in October 2015.

## **4. Issues common to the Boards**

### **4.1. Quality Assurance and Development**

The most important tasks for the 2014/15 school year were to coordinate the revision and creation of the syllabuses, to set out a new concept of continuous professional development of the teachers and to prepare a proposal for more effective running of the working groups. The outcomes are described in Sections 4.2, 4.3 and 4.4.

### **4.2. Structure and procedure for the production, management and publication of the syllabuses**

The process of coordination of the creation of the syllabuses for all cycles and harmonisation of their structure and contents had already started in previous years and continued successfully in the 2014/15 school year. Its main focus is on the competency-based nature of the syllabuses and links between the learning objectives of the syllabuses and the pupil assessment system. Assessment criteria for the learning objectives and their descriptors must be included in all syllabuses.

The principles mentioned above are clearly described in the documents entitled “*Structure for all syllabuses in the system of the European Schools*” (Ref.: 2011-09-D-47-en-5) and “*Procedure for the production, management and publication of the syllabuses of the European Schools*” (Ref.: 2014-01-D-41-en-5).

The process of adaptation of current syllabuses has begun. The syllabuses for all cycles up to secondary year 7, including assessment criteria and subject-related attainment descriptors, must be ready by February 2018.

### **4.3. Professional development and evaluation of teachers**

The working group has focused on the following task: standardization of processes of (self-) evaluation of the teachers via a Toolkit linked to the Teaching Standards of the European Schools and a ten-year implementation cycle for syllabuses/innovations, including systematic and regular Pedagogical Development.

The implementation cycle has been discussed in the Joint Board of Inspectors (JBI) and the JTC. The main issues were the following: a new concept of the Continuous Pedagogical Development, a simulation of the concept for the next ten years and the role and tasks of an Internal Subject Facilitator in each school to facilitate the internal professional development. The presentation of this new concept was well received by all the stakeholders.

The Toolkit for (self-) evaluation was piloted by teachers, (deputy-) directors and inspectors between September-December 2014 during the Statutory Evaluations. At the beginning of 2015 a digital survey was carried out amongst the different groups of users to gather experiences, remarks and suggestions. With this input the Toolkit has been revised. An updated version will be presented during the meetings in October 2015.

### **4.4 Effective running of the working groups**

On the basis of the *IAS Report Final Consultancy Report (2014)* and the “*Guidelines for organisation of the Working Groups coordinated by the Pedagogical Development Unit* (Ref.: 2014-01-D-40-en-2), the Quality Assurance working group is in favour of a project based approach for running the working groups to support their interconnection, transparency and effectiveness. The pilot proposals of this project based approach for some tasks such as Career Guidance and revision of the “*Guidelines for Primary Education*” (Ref.: 2006-D-105-en-7) will be presented in the meeting of the JBI and JTC in October 2015.

There is urgent need in future to coordinate not only the scope but also the content of the work of the working groups and to ensure mutual cooperation.

### **4.5 Whole School Inspections**

Whole school inspections (WSI) were carried out in European School, Luxembourg II and European School, Frankfurt. Four reports from Follow up inspections were presented during the 2014/15 school year – from the European School, Brussels II, European School, Karlsruhe, European School, Mol and European School, Munich. These WSI were realised to provide coherency between the internal and external evaluations.

A survey was carried out of primary and secondary inspectors, who had been members of the WSI’s teams during the previous four years, concerning the methodological aspects of the WSI procedure. A report was drafted on the basis of this survey and the experience of the working group. The common framework of the WSI was changed to reflect these outcomes, and the general criteria and indicators have also been updated. These two proposals will be presented during the meetings in October 2015.

## **4.6 Educational Support**

During the second school year of implementation of the new Educational Support Policy there was a main focus on consolidation and harmonisation of the new processes, optimal use of human and material resources and harmonised use of documentation across the European Schools system.

The Educational Support Policy working group and the educational support inspectors proceeded in accordance with the *“Multi-annual plan 2014-2017 for the implementation of the Educational Support Policy in the European Schools”* (Ref.: 2014-09-D-9-en-4). Some of the tasks set out in the document have been already completed, such as the issue of coordination of educational support, modification of the individual learning plan and a template for requests for special arrangements for European Baccalaureate written and oral exams.

A training course for educational support coordinators, in which the deputy directors for both cycles also participated, was organised in April 2015. The main focus was to share experiences and good practices on developing school guidelines to implement the Policy. The second important topic was dyslexia as the most commonly diagnosed condition (“How dyslexia can be treated in teaching and learning in different subjects?”).

Support inspectors started working on the structure of the new statistical report which will include information not only about Intensive support A, but about all levels of support. Together with the members of the ICT unit, they considered a combination of the data available in the SMS system with other data collection methods.

Work on other tasks of the multi-annual plan, such as a review of the support assistant job description, harmonisation of the work of the school psychologists and analysis of educational support based on existing WSI reports etc. is in progress.

The most important task in the future will be a complex internal and external evaluation of the implementation of the Educational Support Policy. Discussions about possible processes and evaluation tools have started within the Educational Support Policy working group. A complex evaluation is planned for the 2016/17 school year.

## **4.7 Statutes of locally recruited teachers**

The BoG has discussed the proposal for the new statutes of the locally recruited teachers for many years, latest during the Belgian Presidency. There is a need to get Belgian opinion on the matter because it is the country which is mostly concerned. Unfortunately, the Belgian opinion was not received during the Czech Presidency.

The members of the JBI were informed about the situation concerning Cost Sharing in February meeting. As, for various reasons, there are not enough seconded teachers in the system, many posts, especially in newly established schools, must be filled by locally recruited teachers. As it is not easy to find qualified teachers for one-year contracts, a proposal has been discussed to extend contracts for locally recruited teachers to three-years.

The negotiation with the Belgium delegation is in progress. After finding a consensus, the issue will be presented again in the Joint Board of Inspectors, the Joint Teaching Committee, the Budgetary Committee and the Board of Governors.

## 5. European Bacculaureate

The BAC regulatory framework has been revised in line with analyses of recommendations made by the Bacculaureate Chairmanship over the past 6 years and their subsequent implementation. The European Bacculaureate Regulations and the Arrangements for Implementation were modified. Other regulatory documents, which have an impact on the BAC, were integrated in a comprehensive document containing all the regulations.

Several important documents were developed to assure and enhance the quality of the BAC from a pedagogical perspective. We are referring to documents entitled "*Harmonisation in the European bacculaureate cycle*" (Ref.: 2015-01-D-18-en-4) and "*Proposal for the harmonisation of the L1 written examination in the European Bacculaureate*" (Ref.: 2014-06-D-5-en-5).

The first document mentioned above contains a comprehensive description of what should be understood by harmonisation in the BAC cycle in years S6 – S7. The second refers to the BAC L1 examination papers, which must be harmonised to be comprehensive and aims at covering all main areas in the syllabus with implementation planned at the latest during the 2018 Bacculaureate session. Pupils will receive examples of the new form of L1 written examination according to 7 models (see the aforementioned document) at the beginning of the 2016/17 school year.

Information concerning the syllabuses to be revised and the new system of assessment are described in Sections 3.3. and 4.1. The new marking scale of the European Schools will be gradually introduced and will be implemented from the 2020 Bacculaureate session.

Following analyses of problems involving the 2014 Chemistry BAC examination paper, it had been proposed to refer the 2015 Chemistry European Bacculaureate examination paper to a university expert. Recommendations written in the university observation report will be analysed and discussed at the BIS. Depending on the conclusions drawn from this experience, a proposal to extend this practice to a significant number of subjects may be scheduled for the coming European Bacculaureate sessions.

The similar situation occurred in the 2015 BAC 5-period Mathematics examinations. The assessment was moderated by increasing the final mark and candidates were also allowed to take a new examination. It is desirable that the administrative organs of the European Schools adopt effective measures to avoid such problems in the future.

## **6. Decisions by the Board of Governors with implications for teaching**

### **6.1 Pilot programme for Careers Guidance for cycle 1 (years 2 and 3) in the Secondary cycle (2014-09-D-54-en-3)**

The BoG approved the pilot programme for Careers Guidance for cycle 1, which will take effect on 1 September 2015. The pilot project could be implemented by all the schools and would be evaluated after a period of three years.

### **6.2 Proposal to amend the Arrangements for implementation of the Regulations for the European Baccalaureate (applicable for the 2015 Baccalaureate session) (2014-09-D-en-3)**

The BoG examined the document, which incorporated requests for changes made by the JTC through a written procedure 2014/41, and decided to endorse all the proposals for amendments, in order to enable these implementing Arrangements to enter into force during the current Baccalaureate session.

### **6.3 “Updating of the document 2010-D-531-en-5 General Framework for the organisation of in-service training for management staff” (2015-01-D-11-en-3)**

The BoG approved the changes made to the previous mentioned document for organisation of in-service training for management staff with immediate effect.

## **6.4 Amendments to the General Rules of the European Schools**

### **Highly talented pupils in Sports, Art or Music in the European Schools: possible measures (2014-09-D-46-en-7)**

The BoG approved the amendment of Article 30 of the General Rules with immediate effect.

### **6.5 Needs analysis of Educational Support Coordinators (2015-01-D-48-en-3)**

The BoG decided to approve the following proposals, with entry into force as from 1 September 2015:

- Educational Support coordination will be funded from budget line 60110400 as from 1 September 2015
- School management boards will be given the option of evaluating the need to compensate support coordinators for attending class councils and intensive support meetings
- The tasks listed in the “Other tasks carried out” section should not be normally be requested of Educational Support coordinators
- Monitoring of use of this coordination time by schools will be included in the Annual statistical Report produced by the inspectors

### **6.6 Proposal for a new marking scale of the European School system (2015-01-D-23-en-2)**

The BoG decided to approve the proposed new marking scale for the European Schools with a view to its gradual introduction in the 2020 Baccalaureate session, according to the implementation timetable: 2017-2018 S-S5, 2018-2019 S6 and 2019-2020 S7.

#### **6.7 Revision of the GAINAGE criteria Working Group: first report (2014-12-D-5-en-4)**

The BoG approved the revision of the GAINAGE criteria.

#### **6.8 Translation of syllabuses into all the EU's official languages (2015-02-D-43-en-2)**

The BoG decided to mandate a working group to reflect on and draw up a proposal on the need to translate the syllabuses and key documents of the European School system into all languages and to create a glossary of essential terms.

#### **6.9 Follow up of recent reports of the Chairmen of the European Baccalaureate Examining Board 2008-2014 (2015-01-D-34-en-2)**

The BoG decided to give mandate to the Office of the Secretary-General, through its Baccalaureate Unit, to produce a proposal regarding future measures.

#### **6.10 Harmonisation in the Baccalaureate cycle (2015-01-D-18-en-4)**

The BoG approved the document with a view to its application as from the 2016 Baccalaureate session, which implied amendment of Article 26 of the General Rules.

### **7. Selection Committees and Appointments of Directors and Deputy Directors**

#### **European School, Frankfurt**

8 January 2015, Selection Committee for the Director

Mr. Ferdinand **PATSCHEIDER** (Italy) was appointed Director from 1 September 2015

#### **European School, Karlsruhe**

12 January 2015, Selection Committee for the Director

Mr. Daniel **GASSNER** (France) was appointed Director from 1 September 2015

#### **European School, Bergen**

19 May 2015, Selection Committee for the Deputy Director for the Nursery and Primary Cycle

Mrs. Nadia **ROOFTHOFT** (Belgium) was appointed Deputy Director for Nursery and Primary Cycle from 1 September 2015

#### **European School, Alicante**

20 May 2015, Selection Committee for the Deputy Director for the Nursery and Primary Cycle

Mr. Dónal **GREGAN** (Ireland) was appointed Deputy Director for the Nursery and Primary Cycle from 1 September 2015

#### **European School, Karlsruhe**

23 June 2015, Selection Committee for the Deputy Director for the Nursery and Primary Cycle

Mr. Flemming **STIE** (Denmark) was appointed Deputy Director for the Nursery and Primary Cycle from 1 September 2015

## **8. Accredited European Schools**

### **8.1 General Interest files**

#### **General Interest File – Differdange International School (Grand Duchy of Luxembourg) (2015-01-D-74-en-2)**

The BoG approved the general interest file submitted by the Luxembourg authorities, which met the requirements of the first stage of the accreditation and cooperation process, as defined at Mondorf. The Luxembourg authorities were therefore invited to submit a dossier of conformity for nursery, primary and secondary education.

### **8.2 Dossiers of Conformity**

#### **Scuola Europea di Brindisi (Italy) – Dossier of Conformity – Secondary years S6 S7 (2015-01-D-61-en-2)**

The BoG approved the dossier of conformity presented by Italian authorities concerning secondary years 6 and 7 and the introduction of the European Baccalaureate at the Scuola Europea di Brindisi.

#### **Dossier of Conformity – Europa School UK (Years S1-S5) (2015-02-D-8-en-2)**

The BoG approved the dossier of conformity presented by the UK authorities for years S1 – S5 at Europa School UK. It considered that the dossier met the requirements of the second stage of the accreditation and cooperation process.

#### **Dossier of Conformity – Europa School UK (Years S6-S7) (2015-02-D-9-en-2)**

The BoG approved the dossier of conformity presented by the UK authorities for years S6 – S7 at Europa School UK. It considered that the dossier met the requirements of the second stage of the accreditation and cooperation process.

### **8.3 Audits in Accredited European Schools**

#### **School of European education, Heraklion**

Aim of the audit: the renewal of the Accreditation agreement (Nursery, Primary, Secondary years S1-S5) and the renewal of the Additional agreement (Secondary S6-S7 + European Baccalaureate)

Decision of the BoG: The audit report will be presented at the meeting of the JBI in October 2015 and then submitted to the BoG.

#### **Scuola per l'Europa di Parma**

Aim of the audit: Renewal of the Accreditation agreement, Renewal of the Additional Agreement

Decision of the BoG: Accreditation was approved by written procedure in July 2015 on condition that the urgent problem of new premises for the school is resolved.

#### **Ecole Internationale de Manosque**

Aim of the audit: Renewal of the Accreditation agreement as well as the Additional Agreement

Decision of the BoG: Accreditation approved by written procedure in July 2015 for years 1 to 5 and years 6 and 7 of the Secondary cycle.

### **Scuola Europea di Brindisi**

Aim of the audit: Accreditation agreement for the Nursery, Primary and Secondary (S1-S5) cycles

Decision of the BoG: Accreditation was approved by written procedure in July 2015.

### **Europäische Schule RheinMain, Bad Vilbel**

Aim of the audit: Accreditation of Primary and Secondary (years 1-7) cycles and for the organization of the BAC.

Decision of the BoG: Accreditation was approved by written procedure in July 2015.

### **Europen School of Copenhagen**

Aim of the audit: Signature of an Accreditation agreement (Nursery, Primary cycles)

Decision of the BoG: Accreditation was approved by written procedure in July 2015.

### **Europese School Den Haag Rijnlands Lyceum**

Aim of the audit: Accreditation of the Secondary cycle, years S1 to S5

Decision of the BoG: Accreditation was approved by the BOG at the meeting in Prague in April 2015.

### **Ecole européenne de Strasbourg**

Aim of the audit: Renewal of accreditation of the Nursery, Primary and Secondary cycles (years S1-S7).

Decision of the BoG: Accreditation approved by the BoG at the meeting in Prague in April 2015.

### **Europa School UK**

Aim of the audit: Accreditation Agreement covering the Nursery and Primary cycles

Decision of the BoG: Accreditation was approved by the BoG at a meeting on December 2014.

## **8.4 Accredited schools in the European Schools system**

The number of accredited European Schools is growing. In the 2014/15 school year the BoG accredited two new schools, the Scuola Europea di Brindisi and the Europa School UK in Culham. Several European countries intend to establish an accredited European school. The audit reports provide clear evidence that most of the accredited schools are extremely well run.

The accredited schools strive to be true members of the European School system. They use the European School curricula and syllabuses and, as far as possible, follow the European School policies and strategies. The European School system offers representatives from accredited schools the possibility of participating in meetings of the administrative organs, in-service training sessions organised for the school management, coordinators and teachers, as well as various other activities. The accredited schools are provided with important documents and information. In some countries there is a system of mentoring between a type I European School and the accredited school.



Nevertheless, it is the opinion of the Presidency that the system of mentoring and support of the accredited schools should be more systematic.

## **9. Other Czech Priorities**

### **9.1 Cost Sharing**

- Implementation starting from December 2014

### **9.2 Reform of the Financial Regulations**

- Discussions took place and decisions were made during the November Budgetary Committee and the Board of Governors' meeting in December 2014
- Introduction of a new financial accountancy program (SAP), starting from 1 January 2015

### **9.3 The School Situation in Brussels**

- A decision is expected from Belgian to enable the continued use of the Berkendael site and the establishment of European School Brussels V in 2019

## **10. Summary and Recommendations**

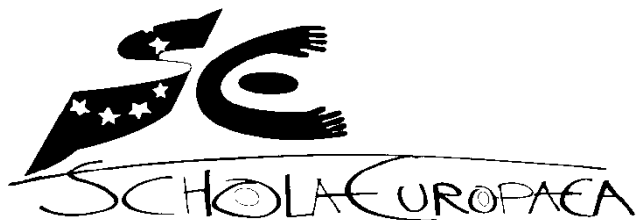
- to continue the proper implementation of the assessment system in the primary cycle and prepare the gradual implementation of a new marking scale for the secondary cycle
- to revise and finalise all the syllabuses by September 2018, and to focus on cross-curricular approaches during this process
- to prepare a proposal for the new organisation of studies S4 -S7
- to adopt the necessary measures to finalise the modification of the framework for the Whole School Inspection
- to finalise tools for the professional development and evaluation of teachers and to reform the concept of in-service training
- to modify the statutes for locally recruited teachers
- to implement a project-based approach to the procedures of the working groups and to assure cooperation among the working groups
- to find a new way to dematerialise the European Baccalaureate, to promote the validity of the European Baccalaureate and to consider those recommendations mentioned in the Chairman's report of the 2015 European Baccalaureate Examining Board
- to improve the system of mentoring and support for accredited schools and to involve them in organised activities as far as possible
- to elaborate common structures for the Presidency Reports

## **11. Conclusions**

The European Schools system made substantial progress in the 2014/15 school year. During this period, the Czech Presidency enjoyed significant support from all stakeholders; the members of the Office of the Secretary General, primary and secondary inspectors, the schools, parents and institutions involved in the system.

We would like to express our sincere thanks for this outstanding cooperation.

The Czech Presidency is over, but the process of ensuring the high quality of the educational system practised by the European schools must continue. We would like to extend our best wishes for every success for this unique educational system during the upcoming school year to our colleagues in the Danish Presidency team.



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

**Ref.: 2014-09-D-33-en-8**

**Orig.: FR**

## **Pedagogical Development and Quality Assurance of the European Schools (2014-2015)**

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**APPROVED BY THE JOINT BOARD OF INSPECTORS ON 7 OCTOBER 2015 IN  
BRUSSELS**

**FOLLOW-UP ON 30 JUNE 2015**

**Joint Board of Inspectors  
Long and Short-Term Planning**

### **OPINION OF THE JOINT BOARD OF INSPECTORS (JBI)**

At its meeting of 8 October 2014, the JBI scrutinised the first version of the document 'Pedagogical Development and Quality Assurance of the European Schools (2014-2015)' including the presidency's priorities for the 2014-2015 school year.

Some additions were made during the meeting.

The JBI approved the first version of the document with the additions and sent it forward to the Joint Teaching Committee for its information.

### **OPINION OF THE JOINT TEACHING COMMITTEE (JTC)**

At its meeting of 9 and 10 October, the JTC took note of the document and of the amendments proposed by the JBI and is sending it forward to the Budgetary Committee and to the Board of Governors for their information. This document takes account of those amendments.

### **OPINION OF THE JOINT BOARD OF INSPECTORS (JBI)**

At its meeting of 11 February 2015, the JBI scrutinised the second version of the document 'Pedagogical Development and Quality Assurance of the European Schools (2014-2015)'.

Some additions were made during the meeting.

The JBI approved the second version of the document with the additions and sent it forward to the Joint Teaching Committee for its information.

### **OPINION OF THE JOINT TEACHING COMMITTEE (JTC)**

At its meeting of 12 and 13 February 2015, the JTC took note of the document and of the amendments proposed by the JBI and is sending it forward to the Budgetary Committee and to the Board of Governors for their information. This document takes account of those amendments.

This version of the document is an update of the document between its presentation to the Board of Governors at its April 2015 meeting and the end of the school year on 30 June 2015.

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## ***Introduction***

The setting of the pedagogical objectives as well as the quality assurance of the type I European Schools are a responsibility of the different Boards of Inspectors:

- Board of Nursery and Primary Inspectors
- Board of Secondary Inspectors
- Joint Board of Inspectors.

The Pedagogical Development Unit of the Office of the Secretary-General supports and coordinates the (preparatory) activities of the Boards of Inspectors.

The purpose of the present document is to provide each new school year a transparent view of:

- The pedagogical needs as they were identified by the Boards of Inspectors, Joint Teaching Committee or Board of Governors
- The activities that are planned to satisfy these needs
- The results expected and actually achieved
- The plan of activities
- The results at the end of the school year.

In order to achieve the different goals within the organisational and budgetary resources, long-term and short-term planning is developed. At the beginning of each school year the Joint Board of Inspectors will decide on the prior needs to be tackled, the activities to be organised and the responsibilities to be taken on during the coming school year.

Projects that have come to an end (after 2 or 3 years maximum) will be replaced by new priorities. Also long-term issues can be resolved or be integrated into a smaller or larger target. According to the needs (and resources) the presidency can submit new priorities to the Joint Board of Inspectors.

## ***Priorities of the presidency 2014-2015***

In the light of the actual growth of the type I European Schools - by population as well as acceding member states - the need to keep an overall view of our responsibilities and tasks is clearly felt by the inspectors.

With the help of the Pedagogical Development Unit we want to invest in coherence, transparency and continuity.

The priorities of the 2014-2015 presidency are as follows:

- Pedagogical development and evaluation of teachers: the new teaching standards will be implemented, as will the new assessment instruments. Work on reform of the system of in-service training provision for teachers will continue.
- Systematic delivery and continuity of provision of high-quality education.
  - Harmonisation and alignment of the L2-L4 syllabuses in line with the Common European Framework.
  - Revision, adaptation and harmonisation of syllabuses and implementation of each of them in line with the teaching standards.
  - Finalisation of the assessment instruments system and its harmonisation across the three study cycles.
  - Internal and external evaluation of the schools.
- Efficiency in management of the pedagogical working groups.
  - Synergy between the working groups and the clarity of their mandates.

The Boards of Inspectors provide pedagogical legitimacy for the European School system. Very often inspectors combine their work for the European Schools with other national duties. We want to pay tribute to their passion and sustainable efforts by making their work behind the scenes more visible.

# I. Working Groups

The Working Groups are divided into several categories:

## ***1. Long-term planning***

The Boards of Inspectors take initiatives to respond to ongoing/recurrent pedagogical needs. The subsequent educational challenges are monitored in the long term by structural groups.

## ***2. Reference groups***

Some issues need to be debated and followed up with different partners of the ES (e.g. parents, students). The Boards do not just give a specific mandate but also specify the group's composition.

## ***3. Short-term planning***

The Boards of Inspectors take initiatives to tackle issues that need a clear, concrete answer in the short term (max. 2-3 years).

## ***4. Syllabuses***

The Boards of Inspectors are responsible for the development, approval and implementation of the syllabuses. The syllabuses are at the heart of the quality of education. They are revised regularly according to new educational objectives. A time frame of 1-2-3 years on average is foreseen depending on the newness of the syllabus to be developed or revised.

### ***4.1 Syllabuses' revision***

### ***4.2 Approved syllabuses implementation follow-up 2014-2015***

### ***4.3 Languages***

To support the implementation of any new syllabus this WG deals with the development of guidelines, commentaries, additional teaching and learning material.

### ***4.4 Other syllabuses for which a revision is planned in 2014-2015***

### ***4.5 Chronology of outdated syllabuses (before 2004) and not yet under revision (Proposal of the presidency 2014-2015: revision to be started if not started yet)***

## ***5. Other WGs – Coordinators' meetings***

## ***6. Working Groups' reports received at the OSG***

## 1. Long-term planning

Purpose	Name	Code
<p><b>Pedagogical Objectives European Schools</b></p> <p>To prepare the implementation of the methodology to determine the pedagogical objectives of the European Schools and to ensure the system's pedagogical development.</p> <p>The Boards of Inspectors will adopt the methodology, with the aim of:</p> <ul style="list-style-type: none"> <li>- defining the general pedagogical objectives as part of type I schools' autonomy;</li> <li>- evaluating their implementation;</li> <li>- ensuring the system's pedagogical development.</li> <li>-</li> </ul> <p>- Harmonisation of the philosophy of the syllabuses (sub-group)</p> <p><i>Reference document: 2011-09-D-54-en-4; 2014-01-D-41-en-5</i>  <i>Latest follow-up report: 2012-08-D-19-en-6 ; 2013-01-D-53-en-2 ; 2013-08-D-12-en-6; 2014-01-D-40-en-2; 2014-01-D-41-en-2; 2014-09-D-29-en-1; 2014-09-D-33-en-7 ; PPP JBI 02/2015</i>  <i>Mandate from BoG 2012-04-D-9-en-3 (No 2012/16 21/05/2012)</i></p>	<p>ASSURQUAL Quality Assurance</p>	<p>0064</p>
<p><b>Quality Assurance</b></p> <p>To prepare implementation of Article 17 of the Convention, which concerns the Inspectors of the European Schools, the functions of the Board of Inspectors:</p> <ul style="list-style-type: none"> <li>- to assure quality by setting up team and group inspections to supplement the work of individual inspectors and, by using the evaluation produced, to improve the quality of teaching and the standards of pupils' attainment,</li> <li>- to ensure effective coordination and supervision of studies in all areas of the curriculum by providing appropriate specialist advice</li> <li>- to use the inspectors' knowledge of the schools gained through inspection to spread good practice and promote harmonisation between sections and also inside of them.</li> <li>- to organise joint visits, team or group visits to inspect the teaching of a given subject or aspects of the work of the school (Article 18 of the Convention)</li> <li>- to make sure that inspection serves the purpose of promoting the self-evaluation of teachers and schools' (Article 18 of the Convention).</li> </ul> <p><i>Reference document: 2010-D-139-en-6</i>  <i>Memorandum 2012-07-M-2; 2014-09-M-1-(2)</i>  <i>Priority BIP &amp; BIS 2011-2012</i></p>	<p>WSICAD Whole School Inspection</p>	<p>0048</p>



Purpose	Name	Code
<p><b>Audit of Accredited Schools (Sub-Group of WSI WG)</b></p> <p>To monitor the creation of a template for the audit of the Accredited European Schools on the basis of the criteria and the template used for Whole School Inspections</p> <p><i>Reference document: 2012-09-D-30-en-2</i>  <i>Latest follow-up report</i>  <i>Mandate from JBI</i></p>	<p>AUDAES</p> <p><i>Audit of the Accredited European Schools</i></p>	<p>0073</p>
<p><b>Quality Assurance BAC</b></p> <p>To monitor the internal evaluation/quality assurance of the BAC exams ensuring:</p> <ul style="list-style-type: none"> <li>- equity for students</li> <li>- harmonisation within and across sections and subjects</li> <li>- the value of the European Baccalaureate certificate by accompanying the ‘examination centres’</li> <li>- QA BAC written exams papers (sub-group)</li> </ul> <p><i>Reference document: 2011-01-D-48-en-1</i>  <i>Latest follow-up report: 2013-01-D-41-en-1; 2014-01-D-2-en-1 ; 2015-01-D-8-en-2 ; 2015-01-D-12-en-1; 2015-01-D-2-en-2 ; 2014-10-D-3-en-1</i>  <i>2015-01-D-12-en-1</i>  <i>Mandate from BIS date</i></p>	<p>CORBACEC</p> <p>BAC written and orals exams</p>	<p>0052</p>
<p><b>Careers Guidance</b></p> <p>To monitor :</p> <ul style="list-style-type: none"> <li>- policy and recommendations for implementation of careers guidance</li> <li>- training for careers guidance teachers</li> <li>- processing of higher education applications</li> <li>- *Pilot project: introduction of the first cycle in the new careers guidance syllabus</li> </ul> <p><i>Reference document: 2011-09-D-36-en-4; 2014-01-D-36-en-3</i>  <i>Latest follow-up report 2014-09-D-65-fr-1; 2014-09-D-54-en-1</i>  <i>Mandate from BoG: *Oxford, April 2012</i></p>	<p>ORPROF</p> <p>Careers guidance</p>	<p>0050</p>
<p><b>ICT</b></p> <p>To monitor :</p> <ul style="list-style-type: none"> <li>- the use of ICT in nursery and primary cycles</li> </ul> <p><i>Reference documents: 2010-D-218-en-1; 2012-01-D-43-en-1</i>  <i>Latest follow-up report</i>  <i>Priority of BIP2011-2012</i></p>	<p>ICTP</p> <p>ICT nursery and primary</p>	<p>0015</p>

Purpose	Name	Code
<p><b>Eurosport</b></p> <p>To prepare and evaluate EUROSPOORT</p> <p>Revision of the Eurosport Handbook</p> <p><i>Reference documents: 2007-D-1610-en-3 (Eurosport Handbook) 2014-01-D-38-en-2; 2014-09-D-49-en-4 (Eurosport Handbook) Priority BIS</i></p>	<p>EDPHYSS</p> <p>Physical education (Eurosport)</p>	<p>0034</p>
<p><b>Secondary Cycle – Group of experts in charge of the technological tool for mathematics S4-S7</b></p> <p>The group of experts is charged with the task of regularly reconsidering the choice of technological tool used, in the light of future technological developments and according to what is available commercially on the market.</p> <p>Preparation and organisation of the permanent decentralised in-service training in mathematics</p> <p>A proposal for the use of the calculator to be widened to other scientific subjects and economics</p> <p><i>Reference document: 2010-D-441-en-5; 2011-01-D-30-en-2; 2010-D-571-en-2; 2010-D-242-en-3 ; 2010-M-44 ; 2012-01-D-29-en-3 Latest follow-up report: 2010-11-M-2, 2011-05-M-2 ; 2012-05-M-3 ; 2012-07-M-4 ; 2012-11-M-1-clarification ; 2013-06-M1 ; 2013-06-M-6 ; 2014-06-M-2; 2015-06-M-6 Mandate BoG</i></p>	<p>OUTTECH</p> <p>Technological tool</p>	<p>0062</p>
<p><b>Secondary Cycle – Group of experts in charge of the didactical tool for Human Sciences in S3</b></p> <p>The group of experts is charged with the task of regularly revising the didactical tool, which is printed every second year.</p> <p><i>Reference document: 2010-D-461-en-3 Latest follow-up report: Mandate from BoG March 2010</i></p>	<p>OUTDIDASH</p> <p>Human Sciences didactical tool</p>	<p>0072</p>
<p><b>Secondary Cycle – European School Science Symposium</b></p> <ul style="list-style-type: none"> <li>• to guide the ES in charge of the ESSS in its organisational work (annual event)</li> <li>• to inform the ES about the ESSS</li> <li>• to oversee the Symposium’s continuity and proper conduct in accordance with the rules established</li> <li>• to adapt, if necessary, the rules for the ESSS</li> </ul> <p><i>Reference document: 2013-05-D-29-fr-1 Latest follow-up report: Mandate from BIS June 2013</i></p>	<p>ESSS</p>	<p>0076</p>

Purpose	Name	Code
<p><b>Secondary cycle – Organisation of the MEC</b></p> <p><b>1/Temporary WG – Future MECP</b></p> <ul style="list-style-type: none"> <li>• <u>The role</u> of the Future MECP WG is</li> <li>• definition of the organisational framework</li> <li>• frequency of the event</li> <li>• period of organisation</li> <li>• proposal for the standing WG’s composition</li> <li>• etc.</li> <li>• <u>Definition of the composition and of the mandate of a standing WG, the MECP WG, to facilitate the considerable work to be done by the school organising this event.</u></li> </ul> <p><b>2/MECP WG</b></p> <ul style="list-style-type: none"> <li>• The MECP WG should be responsible, inter alia, for:</li> <li>• regularly informing the schools about the MECP</li> <li>• ensuring the continuity and proper conduct of the MECP in accordance with the rules established</li> <li>• adapting, if necessary, the rules for the MECP</li> <li>• guiding the schools in charge of the MECP in their organisational work.</li> </ul> <p>Reference document: 2014-09-D-50-fr-1  Latest follow-up report:  Mandate from BIS 10-2014</p>	MEC	0116

## 2. Reference groups

Purpose	Name	Code
<p><b>Educational Support</b></p> <p>To monitor Educational support</p> <ul style="list-style-type: none"> <li>- Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-7</li> <li>- Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-9</li> <li>- Compiling of the Annual Statistical report on Educational Support in the ES</li> </ul> <p><b>Temporary sub-group:</b> Description of support coordinators' current conditions (new mandate) 2015-01-D-48-fr-1</p> <p>Follow-up on introduction of the new ES policy: 2015-01-D-47-fr-1</p> <p><i>Reference document:</i> 2012-05-D-14-en-7; 2012-05-D-15-en-9 <i>Latest follow-up report:</i> 2014-01-D-17-en-3 ; 2014-09-D-9-en-2; 2014-09-D-56-en-1; 2014-09-D-12-en-2; 2014-12-D-8-en-2 <i>Mandate from BoG:</i> 2011</p>	<p>EDUCSUP Educational Support Policy Group</p>	<p>0079</p>
<p><b>Secondary cycle - Organisation of studies</b></p> <p>A proposal of a new organisation of studies in the secondary cycle to submit to the BoG by December 2013.</p> <p>Expected results: The proposal will</p> <ul style="list-style-type: none"> <li>o improve the flexibility and the efficiency of the organisation of the secondary cycle</li> <li>o improve the financial aspects (e.g. cost sharing debate)</li> <li>o study continuation of sections in secondary</li> </ul> <p>Some mandates from the 'Languages' Working Group are still part of the new WG's set of mandates:</p> <ol style="list-style-type: none"> <li>1) the introduction of L3 from S1.</li> <li>2) pupils would be obliged to continue studying two foreign languages up to the Baccaalaureate or language competence certifications could be required on entering S6</li> <li>3) the proposals from the 'Classics' Working Group would be taken on board</li> <li>4) the situation of SWALS should be evaluated</li> <li>5) the cross-curricular project should be included in the Baccaalaureate curriculum - need to define evaluation and embedment.</li> </ol>	<p>ORGETU</p>	<p>0068</p>

<p><b>Temporary sub-groups:</b></p> <ul style="list-style-type: none"> <li>• S4-S5 organisation <b>ORGETUS4S5 CODE 0078</b>– work completed</li> <li>• Religion/Ethics <b>ORGETURM CODE 0077</b> – work completed</li> </ul> <p><i>Reference documents:</i>  <i>Latest follow-up report: 2013-01-D-56-en-2; 2014-01-D-58-en-2; 2014-01-D-55-en-4</i>  <i>MANDATE from BoG 2012-04-D-9-en-3 (WP No 2012/16 21/05/2012)</i></p> <p><b>Sub-Group:</b>  <b>Secondary cycle – cross-curriculum project BACEUR CODE 0001</b>  A proposal for a cross-curriculum project for all the ES</p> <p>Expected results:</p> <ul style="list-style-type: none"> <li>o the project provides an opportunity to assess 5 of the 8 Key competences :  Digital competence / Learning to learn / Social and civic competence  Sense of initiative and entrepreneurship / Cultural awareness and expression</li> <li>o the project has been successfully tested in pilot schools</li> </ul> <p>Timing  2010-2011  2011-2012  2012-2013</p> <p><i>Reference document: 2011-05-D-33-en-7</i>  <i>Latest follow-up report: 2013-01-D-45-en-1</i>  <i>Mandate from BoG</i></p> <p><b>New Sub-Group: Integration of SWALS</b>  Press ahead with further study of Brussels I’s approach with respect to their policy on grouping pupils by language course, by profiles, in compliance with the rules governing the minimum and maximum sizes of groups, in order to determine whether it would be desirable to widen this practice to the system as a whole.</p>		
<p><b>New mandate given by the Board of Governors at its December 2013 meeting:</b></p> <p>Supervision of the preparatory work for the external evaluation of the proposal of the ‘Organisation of studies’ WG for S4-S7 – Short term</p> <p><b>Work completed</b></p> <p><i>Latest follow-up report: 2014-02-D-33-en-4</i></p>	ORGETEVALEXT	0084
<p><b>New mandate given by the Board of Governors at its April 2014 meeting – Follow-up on the external evaluation reports</b></p> <p>Working Group charged with following up on the inception and interim reports received from the external evaluators selected and, in particular, with confirming that the reports submitted by the evaluators fulfil the conditions indicated in the specifications.</p> <p><i>Latest follow-up report: 2014-10-D-33-en-1; 2015-01-D-10-en-3</i></p>	ORGRAP	0097

<p><b>Revision of the Gaignage criteria</b></p> <p>Revision of the Gaignage criteria to adapt them to the current reality of the European School system:</p> <p><i>Reference documents:</i>  <i>Latest follow-up report: 2014-12-D-5-en-1</i>  <i>Mandate from BoG: 04-2014</i></p>	<p><b>REVCG</b></p>	<p><b>0099</b></p>
<p><b>Guidelines on organising student exchanges in the European Schools</b></p> <p>Revision and updating of the document 'Guidelines on organising student exchanges in the European Schools' 1999-D-216</p> <p>the Working Group's work should also focus on the following issues:</p> <ul style="list-style-type: none"> <li>• the possibility of exchanges with accredited schools, from both the pedagogical and organisational viewpoint,</li> <li>• what is practised in Europe outside the European Schools system,</li> <li>• definition of the participation of category III students and SWALS in exchanges between schools,</li> <li>• a degree of flexibility in exchange time.</li> </ul> <p>Timeframe : entry into force scheduled for September 2016</p> <p><i>Reference documents: 1999-D-216 ; 2007-D-3910 ; 2014-03-D-9-en-1</i>  <i>Latest follow-up report:</i>  <i>Mandate from JTC 02-2014, 2014-01-D-27-en-2</i></p>	<p>ECHELEE</p>	

### 3. Short-term planning

#### Projects

Purpose	Timing	Name	Code
<p><b>‘ASSESSMENT POLICY’ JOINT WORKING GROUP (Primary and Secondary)</b></p> <ul style="list-style-type: none"> <li>- Adoption of a common assessment policy in the European Schools (2011-01-D-61-en-3)</li> <li>- Exchange of joint work</li> <li>- Transition</li> <li>- Updating of the document ‘New structure for all syllabuses in the system of the European Schools’ 2011-09-D-47-en-4</li> </ul>		ASSPOL Assessment Policy	0046
<p><b>Primary cycle – Assessment Sub-Group</b></p> <p>A proposal to adapt/change the current system of assessment concept and tools, including the school report</p> <p>Expected results:</p> <ul style="list-style-type: none"> <li>o Guidelines for the use of new assessment tools</li> <li>o Evaluation of implementation of the new assessment system</li> </ul> <p><i>Reference document: 2011-01-D-61-en-3; 2013-09-D-38-en-5 ; 2014-06-M-5 Latest follow-up Report: JTC February 2012 – 2013-01-D-71-en-; 2014-09-D-58-en-1; 2015-01-D-46-en-2</i></p> <p><i>Priority BIP 2011-2012</i></p>	<p>2010-2011 2011-2012 2012-2013 2013-2014</p> <p>2014-2015 2015-2016</p>	ASSPRIM	0063
<p><b>Assessment Secondary – Sub-Group</b></p> <p>Expected results:</p> <p>Proposal concerning the marking/grading system in the secondary cycle:</p> <ul style="list-style-type: none"> <li>- A proposed new marking scale with general assessment criteria in the three versions: French, English and German.</li> </ul> <p><u>Subject:</u> Competences-based assessment, including new marking scale, harmonisation of assessment, basic testing skills, assessment in WSI reports</p>		ASSSEC Assessment Secondary	0059
<p>Harmonisation L1’ Sub-Group</p> <p>‘Syllabus Key Competences’ Sub-Group</p> <p>New mandate: Definition Examination Sub-Group</p> <ul style="list-style-type: none"> <li>- More in-depth reflection on the need for two marks (A mark and B mark) and, in any event, on the method to be used for award of those marks, also in the light of the recently approved assessment policy;</li> <li>- Production of a clear and concise document on what is officially foreseen in the European Schools with respect to examinations and marking in the</li> </ul>			

<p>secondary cycle;</p> <p>- Production of an unequivocal definition of the French nouns: <i>test, évaluation, composition, épreuve</i> and <i>examen</i> and of the nouns used in the English text: <i>test, examination, assessment</i>;</p> <p>- Production of an amended version of the General Rules, in which use of the above-mentioned terms is consistent.</p> <p><i>Reference documents: 2013-01-D-51-fr-1; 2015-01-D-62-fr-2; 2014-06-D-5-fr-5; 2015-01-D-23-fr-2</i></p> <p><i>Latest follow-up report: 2013-01-D-51-fr-2; 2015-01-D-23-en-1 ; 2015-01-D-20-fr-1 ; 2015-01-D-62-en-1</i></p> <p><i>Mandate from BoG 2011; mandate from BIS 06-2014 (2014-05-D-12-fr-1)</i></p>			
<p><b>Primary Cycle – Intermath</b></p> <p>Intermath pupils’ workbooks and teachers’ handbook updated in line with new mathematics syllabus</p> <p>- prepare the annual Coordinators’ meeting</p> <p><i>Reference document: Intermath books</i></p> <p><i>Latest follow-up report: Evaluation Mathematics Coordinators’ Meeting (May 2013): Intermath News Letter (February 2013)</i></p>	<p>9/2014: P1 9/2015: P2 9/2017: P3 9/2018: P4 9/2019: P5</p>	<p>INTERM</p>	<p>0008</p>
<p><b>Continuous Professional Development of pedagogical staff</b></p> <p>Proposal for a continuous professional development policy in the ES</p> <p>New proposal for revision of the ‘Structure of in-service training in the nursery, primary and secondary cycles’ documents (planned for 2013-2014)</p> <p>A proposal for teaching standards has been made.</p> <p>Assessment tools – pilot from 09-2014 until 06-2015, entry into force as from 09-2015.</p> <p>Expected results:</p> <ul style="list-style-type: none"> <li>○ the proposal is in line with the founding principles of the ES and the EU policy on education;</li> <li>○ the proposal is in line with the Quality Assurance and Development framework in the ES</li> <li>○ the proposal is in line with the Whole School Inspection framework</li> <li>○ the proposal is in line with the Assessment policy for pupils</li> </ul> <p><i>Reference document: WP 2013/2 – 2012-09-D-11-en-3</i></p> <p><i>Latest follow-up report: 2012-01-D-37-fr-2; 2014-01-D-44-en-2</i></p> <p><i>Priority BIP &amp; BIS 2011-2012</i></p> <p><i>Mandate JTC: Assessment tools 2013-01-D-55-en-2; 2014-01-D-45-en-1; 2014-01-D-44-en-1 (INSET)</i></p>	<p>2011-2012 2012-2013 2013-2014</p>	<p>ASSTEAC</p>	<p>0056</p>
<p><b>Education for Sustainable Development</b></p> <p><b>Mandate given to a core WG – end of the work 2015</b></p> <p>1) System level</p> <p>The general objectives of the ES as they are published on the website</p>		<p>EDD</p>	<p>0108</p>



<p><a href="http://www.eursc.org">www.eursc.org</a> will be completed by an explicit objective: '(...)</p> <ul style="list-style-type: none"> <li>- to give pupils knowledge concerning the conditions for sustainable development related to ecological, economic and social aspects'</li> </ul> <p>2) System and school level</p> <p>The quality indicators represented in the whole school inspection framework will be completed by a new criterion:</p> <p>3) System and school level</p> <p>The concept of ESD will be – from now on – integrated as much as possible in different ES initiatives and events (like Eurosport, Science Symposium, etc).. School projects with an ESD angle of approach will be encouraged.</p> <p>4) System and teaching and learning level</p> <p>Organisation of a seminar for representatives from the schools (teachers, pupils, heads). The seminar should result in concrete information and guidelines for the implementation of ESD through class teaching and project teaching. Distribution of the information should be organised digitally (EXPO 2015 proposal).</p> <p><i>Reference documents: 2013-01-D-57-en-1</i>  <i>Latest follow-up report:</i>  <i>Priority BIP &amp; BIS 2012-2013</i>  <i>Mandate from JTC 02/2013</i></p>			
<p><i>Early Education Curriculum (Follow-up and Implementation)</i></p> <p><i>Report on follow-up on implementation of the Early Education Curriculum (PPP)</i></p> <ul style="list-style-type: none"> <li>o <i>Recommendations on development of and support for implementation of the Early Education Curriculum at local level</i></li> <li>o <i>Guidelines for the schools concerned regarding the writing of an internal school document with a view to implementation of the Early Education Curriculum</i></li> <li>o <i>Guidelines for the schools concerned regarding <b>planning</b>, teaching and learning in the ES, with examples of good practice</i></li> <li>o <i>Guidelines for <b>creation and use of a children's portfolio</b>, with examples of good practice</i></li> <li>o <i>Editing/correction/reorganisation of the annexes/Checking of the translation</i></li> <li>o <i>Modification of the website – technical aspect – Website as communication tool</i></li> <li>o <i>Introduction of multilingualism at the level of the Early Education Curriculum/L2 in the nursery cycle of the ES</i></li> <li>o <i>Possible amendment of the curriculum – complementary syllabus for L2 / nursery level? Administrative and financial consequences</i></li> <li>o <i>Implementation of the Early Education Curriculum/meetings/symposium</i></li> <li>o <i>Systematic control of implementation of the Early Education Curriculum</i></li> </ul> <p><i>Reference documents: 2011-01-D-15 ; 2011-01-D-14</i>  <i>Latest follow-up report: 2014-09-D-59-en-4; 2014-09-D-60-en-2 ; PPP 10/2014</i>  <i>Priority BIP 2012-2013; 2014-2015</i>  <i>Mandate JTC 10/2011 and BIP 10/2014</i></p>	<p>2011-2012 2012-2013 2013-2014</p> <p>New mandate: 2014-2015 2015-2016</p>	<p>EEC</p>	<p>0013</p>

## 4. Syllabuses

### 4.1 Revision of subject syllabuses – Syllabuses finalised and approved in 2014-2015

CYCLE	NAME	APPROVED	CHAIR	CODE
P	Primary – Physical Education	JTC 02-2015	Ms LACZYNSKA	0087
S	Secondary – Danish L1 (S1-S7) + Advanced (S6-S7)	JTC 02-2015	Mr DAMKJAER	0082
S	Secondary – Spanish L1	JTC 02-2015	Ms VIDORRETA GARCIA Ms GONZALES MEDINA (->January)	0027
S	2-period Geography (S4 and S5)	JTC 02-2015	Ms SOFRONIEVA	0035

### 4.2 New subject syllabuses approved in 2014-2015

CYCLE	NAME	APPROVED	CHAIR	CODE
P	Primary – Physical Education	JTC 02-2015	Ms DROC	0080
S	Careers Guidance Syllabus – pilot project S1-S3	JTC 10-2014/ BoG 12-2014	Mr DAMKJAER	0050
S	New curriculum for all L2 courses – main + advanced	JTC 02-2015 (Main course)	Ms ECKERSTORFER	0058

### 4.3 Revision of subject syllabuses – Revision in progress in 2014-2015

CYCLE	NAME	CHAIR	CODE
N	Nursery – Lithuanian L1	Ms JURAITIENE	0127
P	Primary – Discovery of the World	Mr OTTOSSON/ Ms LACZYNSKA (<-September 2014)	0012
P	Primary – Music	Ms MUSILOVA	0100
P	Primary – Non-confessional Ethics (Priority in 2012-2013)	Ms VERMEIRE	0090
P	Primary – Polish L1	Ms LACZYNSKA	0124
P	Primary – German L I	Ms SCHUMACHER (Ms RUCYS ->January 2015)	0086
P	Primary – European Hours	Mr SCHIMEK	0083
S	New curriculum for all L4 courses	Ms ECKERSTORFER	0092
S	Secondary – 2 and 4-period Philosophy in S6 and S7	Ms VERMEIRE	0061
S	History S4-S5 (2 and 4 periods)	Ms COELHO	0103
S	Secondary – Advanced Lithuanian L1	Ms VALIUSKEVICIENE	0126
S	Biology syllabus	Mr RIES	0038
S	Chemistry syllabus	Mr RIES	0039
S	Physics syllabus	Mr BRZAKALA (-> April)	0044
S	Integrated Science syllabus	Mr RIES	0045
S	Secondary – German L1	Mr WALZ	0021
S	Secondary – Romanian L1 + Bac RO	Ms PETRACHE	0123
S	Secondary – Advanced Finnish L1	Ms HUISMAN	0085
S	Secondary – French L1 from S1 to S7 + Harmonisation L1	Mr WILLE	0125

#### 4.4 Revision of subject syllabuses – No activity in 2014-2015

CYCLE	NAME	CHAIR	CODE
S	Secondary – Non-confessional Ethics S1- S3 (Priority in 2012-2013)	Mr BRZAKALA (-> April)	0112
S	Secondary – Advanced Italian 1 in secondary years 6 and 7	Ms SACCARDO	0111
S	Secondary – Jewish Religion	Ms KALOGRIDOU	
S	Ancient Greek – complementary course	Ms KALOGRIDOU	0109
J	Primary + Secondary – Hungarian L1	Ms MIKINA -Ms NYIRO	

#### 4.5 Follow-up in 2014-2015 on implementation of subject syllabuses adopted in 2013-2014

CYCLE	NAME	APPROVED	CHAIR	CODE	Follow-up
P	Primary – Art Education	JTC in October 2013 for a one-year transitional period in 2013-2014 and full implementation on 1 September 2014	Mr OTTOSSON, Ms DROC	0014	In progress
P	Primary – Romanian L1 P1-P2	JTC 10-2013	Ms DROC	0080	
S	Latin syllabus S2-S7	JTC 02-2014	Mr WILLE	0037	In progress
S	ICT syllabus S1-S3	JTC 02-2014	Mr BRZAKALA (-> April)	0041	
S	Careers Guidance syllabus	JTC 02-2014	Mr DAMKJAER	0050	In progress
S	'New syllabus for all L3s'	JTC 02-2014	Ms ECKERSTORFER Mr SOLER Ms LINDA O'TOOLE	0054	In progress
J	Primary (New) + Secondary– Latvian L1	JTC 02-2014	Ms ARKLE – Mr VENZEGA	---	

#### 4.6 Additional follow-up requested in 2014-2015 on implementation of subject syllabuses adopted

CYCLE	NAME	APPROVED	CHAIR	CODE	Follow-up
P	Primary – French L1	JTC 10-2013	Mr HESS	0060	Completed
P	German – L2	JTC 02-2013	Mr SCHIMEK	0065	Completed
P	English L2	JTC 02-2013	Ms O'SULLIVAN	0010	
P	French L2	JTC 10-2012	Mr HESS/Ms LOMMEL	0011	Completed
P	Common curriculum in L2 (FR-EN-DE)	JTC 10-2012	Mr HESS, Ms O'SULLIVAN, Mr SCHIMEK	0047	2nd in progress
P (Nur)	Early Education Curriculum (new mandate)	JTC 02-2011	Ms MUSILOVA	0013	In progress
S	Secondary years 6-7 history syllabus	JTC 02-2013	Ms COELHO	0036	
S	Secondary years 6-7 PT L1 and Advanced L1	JTC 02-2013	Ms COELHO	0066	Completed
S	IRL – ONL	JTC 02-2013	Ms O'TOOLE	0110	In progress

#### 4.7 WG which oversees implementation of any new common language syllabus

CYCLE	NAME	CHAIR	CODE
S	Dutch Language	Ms van den Bosch/Ms Vermeire	
S	English Language	Ms Hadley	
S	French Language	Mr Willé/Mr Soler (expert)	<b>0028</b>
S	German Language	Ms Eckerstorfer	<b>0022</b>
S	Italian Language	Ms Saccardo	<b>0030</b>
S	Spanish Language	Ms Vidoretta García	<b>0027</b>

#### 4.8 Chronology of outdated syllabuses (before 2004) and not yet under revision (Proposal of the presidency 2014-2015: revision to be started if not started yet)

Approval	Subject	Timing	Remarks	Code
1/2000	Secondary – Advanced French L1 S6-S7		Not yet started in 2013-2014	2000-D-18 26-27/01/2000 <b>Mr WILLE</b>
	Primary - ICT (Guidelines)		Not yet started in 2013-2014	2012-01-D-43-fr-1 <b>Mr OTTOSSON 0015</b> <b>ICTP Reflection Group</b>

#### 5. Other WGs – Coordinators' meetings

CYCLE	TITLE	CHAIR	CODE
S	English L1 Coordinators	Ms Hadley	<b>0023</b>
S	English L2-L4 Coordinators	Ms Hadley	<b>0026</b>
S	Italian L1 Coordinators	Ms Saccardo	<b>0029</b>
S	Music Coordinators	Mr Walz	
S	Art Coordinators	Ms Nilsson	
P	Maths Coordinators	Ms van den Bosch	<b>0016</b>
S	Philosophy Coordinators	Ms Vermeire	<b>0107</b>

## 6. *Working Groups' reports received at the Office of the Secretary-General*

German Foreign Language	(code 22)	18-19/09/2014 25-26/11/2014 02/12/2014 16/03/2015
Quality Assurance	(code 64)	9-10/07/2014 23/09/2014 08/01/2015 28/05/2015
Assessment of Teachers/CPD	(Code 56)	14/01/2015 21/01/2015 20/04/2015 11/05/2015 26/05/2015
Physical Education Primary	(code 86)	18/09/2014 21/11/2014
Student Exchanges	(code 91)	18/06/2014 30/09/2014 09/03/2015 18/05/2015 12/06/2015
Syllabus L2 Secondary	(code 58)	16/09/2014 01/12/2014 16/12/2014 09/01/2015 28/01/2015 17/03/2015
Temporary DE L2 Secondary	(code 58)	20/01/2015
German L1	(Code 86)	01-02/2014
English L1-Adv. L1	(Code 23)	21-22/10/2014
English L2 – L4	(Code 26)	23-24/10/2014
English L3	(Code 58)	23/10/2014
WSI	(Code 48)	23-24/09/2014
Philosophy	(Code 61)	16/09/2014
Discovery of the World	(Code 12)	9-10/12/2014 24-25/02/2015 2-3/06/2015
New Syllabus L4	(Code 92)	28/10/2014 16/12/2014 07/04/2015
Eurosport	(Code 34)	20-22/11/2014 03/12/2014 21/05/2015
Bac written and oral exams	(Code 52)	10-11/09/2014 27/11/2014 30/01/2015
Assessment Secondary	(Code 59)	30/10/2014
Ass. Sec. (Marking/Grading)	(Code 94)	05/12/2014 19/01/2015
Latin	(Code 37)	30/09/2014 15/01/2015 14/04/2015
Educational Supp. Insp. Prep	(Code 05)	13/11/2014

		12-13/05/2015
Geography S4-S5	(Code 35)	06-07/11/2014
Polish L1 Primary	(Code124)	14-15/04/2015
		19-20/05/2015
French L1 (S1-S7) + Harm L1	(Code125)	02/06/2015
Choice Technological Tool	(Code 62)	24/06/2015
French L1 Primary	(Code 60)	5-6/05/2015
Intermath	(Code 08)	23-26/09/2014
		5-7/11/2014
		10-12/12/2014
		28-30/01/2015
		18-20/03/2015
		22-24/04/2015
		10-12/06/2015

## II. Continuous Professional Development

The Boards of Inspectors take a large responsibility in the support of the professional development of the pedagogical staff (with exception of the management staff).

According to the agreed policy, training is provided in different ways to support the quality of teaching and learning.

As far as the planning of in-service training courses are concerned, priority will be given to:

- New syllabuses.
- Syllabuses which have a new pedagogical policy.

## 1. In-service training plan year 2014

### 1.1 Nursery and Primary Cycles: In-service training courses scheduled for 2014

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
25-26 September	DANISH	Ms GAMMELGAARD	LUX II	18	1	Postponed in 2012	2009		<input checked="" type="checkbox"/>
25-27 September	PORTUGUESE L1	Mr GUERREIRO	BXL IV	18	1		2007		<input checked="" type="checkbox"/>
23-24 October	HUNGARIAN	Ms Mikina (new inspector) + Ms NYRÖ (secondary)	BXL I	30	1	Postponed to 2nd half of 2014, in the end JOINT INSET	2010		<input checked="" type="checkbox"/>
	SLOVENE	Ms ZVEGLIC				Paid for by the Ministry	2013		<input checked="" type="checkbox"/>



## 1.2 Secondary Cycle: In-service training courses scheduled for 2014

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
25-26 September	LITHUANIAN (P+S)	Ms JURAITIENE Ms VALIUSKEVICIENE	LUX I	15	2		Joint INSET		<input checked="" type="checkbox"/>
25-27 September	CAREERS GUIDANCE	Mr DAMKJAER	MOL	40	1	+ WG meeting	2012		<input checked="" type="checkbox"/>
25-27 September	PORTUGUESE L1, Adv. L1, L4	Ms COELHO	BXL III	14	1		2011		<input checked="" type="checkbox"/>
20-22 November	PHYSICAL EDUCATION	Ms ECKERSTORFER	LUX II	38	2		2012		<input checked="" type="checkbox"/>
5 December	GREEK L1	Ms KALOGRIDOU	BXL III	All teachers	-	Travel expenses			
7-8 November	DIRECTORS + DEPUTIES	OSGES	MOL	45	2	Specific budget	Annual		<input checked="" type="checkbox"/>

## 2. In-service training plan year 2015

### 2.1 Nursery and Primary Cycles: In-service training courses scheduled for 2015

#### Priority courses:

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
1st half of year	PHYSICAL EDUCATION	Ms LACZYNSKA				New syllabus - postponed			
1st half of year	ART EDUCATION	Ms DROC/Mr OTTOSSON				New syllabus - Decentralised - postponed			

#### Non-priority courses:

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
6-8 July	POLISH	Ms LACZYNSKA	WARSAW	19	1	Partially paid for by the Ministry	2014		<input checked="" type="checkbox"/>
1st half of year	SLOVENE	Ms ZVEGLIC				Paid for by the Ministry	2014		<input checked="" type="checkbox"/>
2nd half of year	GERMAN L1					Postponed until the new syllabus has been approved	2010-2011		
2nd half of year	EUROPEAN HOURS	Mr SCHIMEK	LOCAL			Postponed until the new syllabus has been approved	2005		
2nd half of year	CZECH L1	Ms MUSILOVA				Postponed until early 2016			
2nd half of year	FINNSH 1	Ms HUISMAN				Postponed until early 2016	2012		

## 2.2 Secondary Cycle: In-service training courses scheduled for 2015

### Priority courses:

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
23-24 April	EDUCATIONAL SUPPORT	Ms HUISMAN/Ms MUSILOVA	MOL	28	2	Joint P + S	Annual		<input checked="" type="checkbox"/>
5-6 February	UCAS COORDINATORS	DEPARTEMENT FOR EDUCATION UK	London	15	-	Partially paid for by Ministry	Biennial		<input checked="" type="checkbox"/>
22-23 January	ART EDUCATION	Ms NILSON	Mol	16	3		2014		<input checked="" type="checkbox"/>
30-31 January	SPANISH L1	Ms VIDORRETA GARCÍA	Alicante	50	3	New syllabus	2012		<input checked="" type="checkbox"/>
January - April	MATHS	Mr BRZAKALA	Local	All teachers	2		2013-2014		<input checked="" type="checkbox"/>
5 February	LATIN S1-S3	Mr WILLE	BXL I	45	2	Postponed in 2014/1 day – New syllabus	2009		<input checked="" type="checkbox"/>
26-27 February	POLISH L1	Mr LECZYNSKY	PARIS	All teachers	1		2012		<input checked="" type="checkbox"/>
19-21 March	CZECH L1	Ms DRAPALOVA		6	BXL III		2011		<input checked="" type="checkbox"/>
16 June	FRENCH L3	Mr WILLE	BXL1	3	2	Bac markers	-		<input checked="" type="checkbox"/>
1st half of year	ICT S1-S3	Mr BRZAKALA				New syllabus	2006		
1st half of year	BIOLOGY	Mr RIES	LUX	38	2	New syllabus	2012		
15-17 October	DE L2-L4	Ms ECKERSTORFER	Frankfurt	27	1 + 3 (Bac)		2013		
2nd half of year	CHEMISTRY	Mr COENEN				Postponed in 2014	2010		
24-26 September	GERMAN L1	Mr WALZ		45	2	New syllabus	2013		
2nd half of year	2-P. GEOGRAPHY (S4/S5)	Ms SOFRONIEVA	BXL IV			New syllabus Postponed to March 2016	2008		
26-27 November	IRL ONL	Ms O'TOOLE	BXL III	15	1		2012		
2nd half of year	FINNISH L1+L1A	Ms HUISMAN					2012		

**Non-priority courses:**

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
2nd half of year	ROMANIAN L1	Ms PETRACHE				2016			
2nd half of year	PHYSICS	Mr BRZAKALA (-> April)				Postponed until the new syllabus has been approved			
2nd half of year	LATIN S6-S7	Mr WILLE				1 day			

**Nursery, primary and secondary in-service training courses planned 1st half of 2015 and postponed to 2nd half of 2015 and/or to 2016:**

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous	No	O.
Planned 1st half 2015	PHYSICAL EDUCATION	Ms LACZYNSKA/Mr OTTOSSON				New syllabus			
Planned 1st half 2015	ART EDUCATION	Ms DROC/Mr OTTOSSON				New syllabus - Decentralised			
Planned 1st half	ICT S1-S3	Mr BRZAKALA				New syllabus	2006		
Planned 1st half 2015	BIOLOGY	Mr RIES	LUX	38	2	New syllabus	2012		

### ***3. In-service training reports received at the OSG***

Portuguese L1 primary course – 25-27 September

EN L3 course – 24 October 2014

Eurosport - 20-22 November 2014

Czech L1 secondary course 19 - 21 March 2015

Mathematics Decentralised INSET January-April 2015

### **III. Responsibilities 2014-2015**

The Members of the Board of Inspectors take responsibility for the follow up of different subjects and pedagogical issues. The expertise of each inspector is most welcome in the Board. In some subjects expertise is not always available. Therefore the Boards would like to encourage the delegations to appoint inspectors with diverse areas of expertise.

## 1. *Nursery and Primary Cycles*

Subject/Issues	Inspector/spokesman	Substitute inspector
L1	All national Inspectors	
Early Education Curriculum	Ms Dana MUSILOVA	
COMMON CURRICULUM L2	Mr SCHIMEK Ms O'SULLIVAN	
L2 FR	Mr Pierre HESS Ms LOMMEL Mr Pierre BRZAKALA (secondary)	
L2 EN	Ms Anne O'SULLIVAN Mr David SCOTT	
L2 DE	Mr Franz SCHIMEK Ms Birgit SCHUMACHER	
MATHEMATICS	Ms Linde VAN DEN BOSCH	Ms Urszula LACZYNSKA
DISCOVERY OF THE WORLD	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA
ART	Mr OTTOSSON Ms Gabriela DROC	
MUSIC	Ms Dana MUSILOVA	Ms Ida JURAITIENNE
PHYSICAL EDUCATION	Ms Urszula LACZYNSKA	Mr OTTOSSON
EUROPEAN HOURS	Mr SCHIMEK	Ms Linde VAN DEN BOSCH
NON-CONFESSIONAL ETHICS	Ms Els VERMEIRE	Ms Dana MUSILOVA
ICT (Guidelines)	Mr OTTOSSON	

## 2. Secondary cycle:

LANGUAGES		Main Inspector	Alternate Inspector
<b>BG</b>	Language 1	Ms Zdravka SOFRONIEVA	
<b>CR</b>	Language 1	Ms. Jasna ANIČIĆ	
<b>CS</b>	Language 1	Ms Olga DRAPALOVA	
<b>DA</b>	Language 1	Mr Lars DAMKJAER	
	Foreign Language	Mr Lars DAMKJAER	
<b>DE</b>	Language 1	Mr Stefan WALZ	Ms Karin ECKERSTORFER
	Foreign Language	Ms Karin ECKERSTORFER	Mr Stefan WALZ
<b>EL</b>	Language 1	Ms Margarita KALOGRIDOU	Mr ANASTASIADES (CY)
	Foreign Language	Ms Margarita KALOGRIDOU	Mr ANASTASIADES
<b>EN</b>	Language 1	Ms Moyra HADLEY	
	Foreign Language	Ms Moyra HADLEY	Ms Joan SUTTON
<b>ES</b>	Language 1	Ms VIDORRETA GARCÍA	
	Foreign Language	Ms VIDORRETA GARCÍA	
<b>ET</b>	Language 1	replaced by Ms Maie KITSING	
<b>FI</b>	Language 1	Ms Tuulamarja HUISMAN	
<b>FR</b>	Language 1	Mr Dominique WILLE	
	Foreign Language	Mr Dominique WILLE	
<b>GA</b>	Foreign Language	Ms Linda O'TOOLE	
<b>HU</b>	Language 1	Ms Zsuzsanna NYIRŐ	
<b>IT</b>	Language 1	Ms SACCARDO	
	Foreign Language	Ms SACCARDO	



<b>LANGUAGES</b>		<b>Main Inspector</b>	<b>Alternate Inspector</b>
<b>LT</b>	Language 1	Ms Violeta VALIUŠKEVIČIENĖ	
<b>LV</b>	Language 1	Ms Olita ARKLE	
<b>MT</b>	Language 1	Mr Georges MIFSUD	
	Foreign Language	Mr Georges MIFSUD	
<b>NL</b>	Language 1	Ms Linde van den Bosch	Ms Vermeire
	Foreign Language	Ms Linde van den Bosch	Ms Vermeire
<b>PL</b>	Language 1	Mr Konrad LESZCZYNSKI	
<b>PT</b>	Language 1	Ms Helena Maria COELHO	
	Foreign Language	Ms Helena Maria COELHO	
<b>RO</b>	Language 1	Ms Anca-Denisa PETRACHE	
<b>SK</b>	Language 1	Ms Jana HANDZELOVÁ	
<b>SL</b>	Language 1	Ms Mojca POZNANOVIČ-JEZERSEK	
<b>SV</b>	Language 1	Ms Karin NILSSON	
	Foreign Language	Ms Karin NILSSON	

<b>OTHER SUBJECTS</b>	<b>Main Inspector</b>	<b>Alternate Inspector</b>
<b>BIOLOGY</b>	Mr Edouard RIES	
<b>CHEMISTRY</b>	Mr Edouard RIES	Mr Alex COENEN
<b>ECONOMICS</b>	Ms Zdravka SOFRONIEVA	
<b>ART</b>	Ms Karin NILSSON	
<b>MUSIC</b>	Mr Stefan WALZ	
<b>PHYSICAL EDUCATION</b>	Ms Karin ECKERSTORFER	
<b>GEOGRAPHY</b>	Ms Zdravka SOFRONIEVA	
<b>ANCIENT GREEK</b>	Ms Margarita KALOGRIDOU	Mr ANASTASIADES (CY)
<b>HISTORY</b>	Ms Helena Maria COELHO	
<b>ICT</b>	Mr Pierre BRZAKALA (-> April)	
<b>LATIN</b>	Mr Dominique WILLE	
<b>MATHEMATICS</b>	Mr Pierre BRZAKALA (-> April)	
<b>ETHICS</b>	Mr Pierre BRZAKALA (-> April)	
<b>PHILOSOPHY</b>	Ms Els VERMEIRE	
<b>PHYSICS</b>	Mr Pierre BRZAKALA (-> April)	
<b>HUMAN SCIENCES</b>	Ms Helena Maria COELHO	Mr Konrad LESZCZYNSKI
<b>INTEGRATED SCIENCE</b>	Mr Edouard RIES	
<b>RELIGION</b>	Ms Margarita KALOGRIDOU	

### 3. Areas of expertise

Subject/Topic	PRIMARY CYCLE		SECONDARY CYCLE	
	Inspector/Spokesperson	Alternate Inspector		
EDUCATIONAL SUPPORT	Ms Dana MUSILOVA Ms Tuulamarja HUISMAN	Mr Helder LOPO GUERREIRO Ms Nilsson (SWALS)	Ms Tuulamarja HUISMAN	Ms Karin NILSSON
SCHOOL TRIPS	Mr SCOTT			
CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)	Ms Els VERMEIRE Ms Linde VAN DEN BOSCH			
EVALUATION OF TEACHERS	Ms Els VERMEIRE Ms Linde VAN DEN BOSCH			
INDUCTION OF NEW TEACHERS	Ms Linde VAN DEN BOSCH			
TRANSITION	Ms Dana MUSILOVA		Ms Karin ECKERSTORFER	
DIFFERENTIATION IN PLANNING / TEACHING / LEARNING	Ms DROC	Mr Helder LOPO GUERREIRO		
ASSESSMENT OF PUPILS	Ms Dana MUSILOVA	Ms Anne O'SULLIVAN Ms Linde VAN DEN BOSCH	Mr Lars DAMKJAER Ms Karin ECKERSTORFER Ms Zsuzsana NYIRŐ	
SCHOOLS' SELF-EVALUATION	Mr Georgios SALAMOURAS	Mr Helder LOPO GUERREIRO		

## IV. Inspections

In the European Schools system the inspectorate performs a dual role. On the one hand, the inspectorate takes the lead in setting the curriculum and the pedagogical objectives, as well as in supporting the quality of education.

On the other hand, the inspectorate is responsible for assessment and evaluation of individuals and of the schools as a whole.

### ***1. Statutory individual visits to evaluate pedagogical staff 2014-2015***

Evaluation visits to be conducted between September and December 2014 (2nd year of secondment)	173 seconded teachers – confirmation of the contract
Evaluation visits to be conducted between September 2013 and June 2015 (5th year of secondment)	137 seconded teachers – extension of the contract
TOTAL 2014-2015	310 seconded teachers have to be evaluated

## 2. Whole School Inspections

Long-term calendar





	2011	2012	2013	2014	2015	2016
Alicante			MAY		MAY	
Bergen		NOVEMBER		NOVEMBER		
Brussels I			MAY		MAY	
Brussels II	NOVEMBER		NOVEMBER (not sent)	MARCH (in loco)		NOVEMBER
Brussels III			NOVEMBER		NOVEMBER	
Brussels IV				MARCH		MARCH
Culham		NOVEMBER		NOVEMBER		
Frankfurt					MAY	
Karlsruhe	MAY		MAY			MAY
Luxemburg I			MARCH		MARCH	
Luxemburg II					MARCH	
Mol		MARCH		MARCH		
Munich		MAY		MAY		
Varese				MAY		MAY

	desk research/Follow-up inspection
	Whole school inspection

	Steering Group
	4 or 6 Inspectors (depending on the size of the school)

Total	2 WSI	4 WSI	2 DR/4 WSI	5 DR/2 WSI	4 DR/2 WSI	2 DR/2 WSI
	2017	2018	2019	2020	2021	2022
Alicante		MAY		MAY		
Bergen	NOVEMBER		NOVEMBER			
Brussels I		MAY		MAY		
Brussels II		NOVEMBER				
Brussels III		NOVEMBER		NOVEMBER		
Brussels IV			MARCH		MARCH	
Frankfurt	MAY			MAY		MAY
Karlsruhe		MAY			MAY	
Luxemburg I		MARCH		MARCH		
Luxemburg II	MARCH			MARCH		MARCH
Mol	MARCH		MARCH			
Munich	NOVEMBER		NOVEMBER			
Varese			MAY		MAY	
<b>Total</b>	<b>2 DR /3 WSI</b>	<b>2 DR/4 WSI</b>	<b>3 DR/2 WSI</b>	<b>4 DR/2 WSI</b>	<b>2 DR/ 1 WSI</b>	<b>2 DR</b>

13 DR/16 WSI  
about 6 years

-  desk research/Follow-up inspection
-  Whole school inspection
-  Steering Group
-  4 or 6 Inspectors (depending on the size of the school)

15 DR/12 WSI  
about 6 years

Reports presented at the JBI and JTC meetings of 8, 9 and 10 October 2014

- 2014-09-D-25-en-1 Report on the follow-up inspection at Brussels II (March 2014)
- 2014-09-D-26-en-1 Final report on the inspection at Brussels IV (3-7 March 2014)
- 2014-09-D-27-en-1 Final report on the inspection at Varese (19-23 May 2014)

Reports presented at the JBI and JTC meetings of 11, 13 and 13 February 2015

- 2015-01-D-24-en-1 Report on the follow-up inspection at Munich (December 2014)
- 2015-01-D-25-en-1 Report on the follow-up inspection at Mol (December 2014)

**WSIs conducted during the 2014-2015 school year:**

- 23-27 March 2015, at the European School, Luxembourg II
- 18-22 May 2015, at the European School, Frankfurt.

## V. Results in 2014-2015

Documents approved at the October 2014 pedagogical meetings

1.	Updating of Memorandum 2012-07-M-2 'Organisation of Whole School Inspections' (WSI)	2014-09-M-1-(2)
2.	EUROSPORT Handbook	2014-09-D-49-en-3
3.	Report of the Bulgarian presidency of the Boards of Inspectors and Teaching Committee	2014-09-D-47-bg-2
4.	Report on the Whole School Inspection of the European School, Brussels IV	2014-09-D-26-en-2
5.	Report on the Whole School Inspection of the European School, Varese	2014-09-D-27-en-2
6.	Follow-up report on the Whole School Inspection of the European School, Brussels II	2014-09-D-25-en-2
7.	Report on decentralised training in the new assessment tools system	2014-09-D-58-en-1
8.	Follow-up report on implementation of the Early Education Curriculum	PPT presentation
9.	Report on school failures and repeat rates in the European Schools – 2014	2014-09-D-44-fr-2
10.	Proposal for amendment of the document 'Provision of Educational Support in the European Schools – Procedural document' ->2012-05-D-15-en-9	2014-09-D-56-en-1
11.	Form for requesting special arrangements for the European Baccalaureate	2014-09-D-12-en-2
12.	Pedagogical Development and Quality Assurance of the European Schools (2013-2014) – Follow-up on 30 June 2014	2013-08-D-12-en-6
13.	Pedagogical Development and Quality Assurance of the European Schools (2014-2015) – Short and long-term planning	2014-09-D-33-fr-3
14.	Multi-annual plan 2014-2017 for implementation of the Educational Support Policy in the European Schools	2014-09-D-9-en-2
15.	Implementing and developing the Early Education Curriculum: a two-year plan	2014-09-D-59-en-2
16.	Guidelines for an Internal School Document for Implementation of the Early Education Curriculum	2014-09-D-60-en-1
17.	Request for a mandate for the 'Careers Guidance' Working Group to produce a document on Work Experience	2014-09-D-65-fr-2
18.	Planning of the Inspectors' 2014 activities: activities carried out and/or planned up to 31 August 2014 + forecasts up to 31 December 2014	2014-01-D-42-fr-en-3
19.	Planning and budgeting of the Inspectors' activities – 2013 report	2014-09-D-24-fr-3
20.	Areas of interest and expertise of the nursery/primary and secondary cycle Inspectors	2014-09-D-38-en-fr-1
21.	Proposal for a more project-based approach in the management and monitoring of Working Groups in the European Schools	2014-09-D-29-en-1
22.	Structure of the European Baccalaureate examination question papers for the 2015-2016 Session	2014-10-D-3-en-1



Documents approved at the February 2015 pedagogical meetings

1.	Report on the Follow-up on the Whole School Inspection at the European School, Munich	2015-01-D-24-en-2
2.	Report on the Follow-up on the Whole School Inspection at the European School, Mol	2015-01-D-25-en-2
3.	Plan for follow-up on introduction of the new Assessment System for the Primary Cycle of the European Schools	2015-01-D-46-en-2
4.	Structure for all syllabuses in the system of the European Schools	2011-09-D-47-en-5
5.	Planning of the Inspectors' 2015 activities	2014-09-D-35-fr-en-3
6.	Estimate Budget and Planning of the Inspectors' 2016 activities	2015-01-D-52-fr/en/de-2
7.	Pedagogical Development and Quality Assurance of the European Schools (2014-2015) – Short and long-term planning	2014-09-D-33-fr-5
8.	European Schools' criteria for the assessment of the 2015 Baccalaureate Oral examinations	2015-01-D-2-en-2
9.	Quality Assurance of the 2015 Baccalaureate written examination papers	2015-01-D-8-en-2
10.	Authorised material from the 2015 Baccalaureate written examinations	2015-01-D-9-de-en-fr-2
11.	Quality Assurance of the 2015 Baccalaureate written and oral examinations - Procedure	2015-01-D-12-en-2
12.	Proposal for harmonisation of L1 written examinations	2014-06-D-5-en-4
13.	Physical Education syllabus for the primary cycle	2015-01-D-39-en-2
14.	Romanian P3-P4 syllabus	2015-01-D-45-ro-2
15.	Danish Language 1 syllabus for the secondary cycle - Main course (S1-S7) and Advanced course (S6-S7)	2015-01-D-36-da-2
16.	Spanish Language 1 syllabus for the secondary cycle	2014-06-D-31-es-2
17.	Geography syllabus for the secondary cycle (S4-S5)	2015-01-D-38-en-2
18.	Curriculum for all Languages 2 – Main course	2015-01-D-33-en/de/fr-2
19.	Report on school failures and repeat rates in the European Schools	2014-09-D-44-fr-5
20.	Competence-based syllabuses including assessment criteria and subject-related band descriptors	2015-01-D-62-en-2