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|  | **Schola Europaea** / Office of the Secretary General  General Secretariat |

Ref.: 2019-01-D-63-en-4

Original: EN

Internal Structures

**Board of Governors**

**Meeting on 9 to 12 April 2019 – Athens**

# Introduction

In April 2018, the Board of Governors partly agreed on an amendment of the document on ‘Internal Structures’ and mandated the ‘Educational Adviser Working Group’ to provide a more coherent proposal concerning the ‘Internal Structures’ by April 2019.

Internal Structures are used by the schools to grant décharge to teachers who have taken up certain functions of coordination and in a sense middle management tasks to ensure the smooth running of the school in support of the Deputy Directors and the Director. Many new tasks and areas of work have also arrived to the desk of the senior management over even the last five years. The increases in the tasks and responsibilities on the schools over this time warrants an increase in the internal structures to meet the increased needs for coordination in the schools.

The Educational Adviser Working Group discussed the current document on ‘Internal Structures’ (2011-01-D-33-en-9 Annex I)[[1]](#footnote-1) in meetings on 10 December 2018 and 18 January 2019 and agreed that a review of the ‘Internal Structures’ should:

* address the main changes in tasks and workload since the last revision of the ‘Internal Structures’ in 2011,
* refer again to the task of ‘timetabling’,
* include a review of the allocation of décharge between the nursery/primary cycle and the secondary cycle and
* establish a distinction between a fixed number of hours/periods of décharge independently from the number of pupils and a variable number of hours/periods of décharge depending on the number of pupils.

# Main changes since 2011

**The main changes since 2011 concern in particular**

* the workload linked to the new evaluation requirements for locally recruited teachers,
* the increased workload linked to recruitment of locally recruited teachers,
* the increased need for induction of new teachers,
* the efforts to achieve more harmonization between the sections,
* the increased workload linked with the new Continuous professional development (Subject referent)
* the system of ‘work experience’ and
* the increased importance of counselling.

**a) Evaluation of locally recruited teachers**

As of the 2016/17 school year the schools have to apply the new Service Regulations for Locally Recruited Teachers which foresee clear rules with respect to the evaluation of locally recruited teachers.

The management of the school has to ensure an evaluation at the end of the probationary period at the end of the first year of contract, a second evaluation before offering a permanent contract (currently at the end of the fourth year) and subsequent evaluations every four years.

A standard evaluation takes 3 periods at an absolute minimum and even in the smallest schools the evaluation obligation can concern 10-12 colleagues in a school year. That translates to 1 full working week engaged solely in this task. In the larger schools the numbers can increase substantially.

**b) Recruitment of new locally recruited teachers**

As the numbers of locally recruited teachers has increased in the schools so has the work of the Director and Deputy Directors in being involved in the recruitment process. In the case of secondments the schools are rarely involved at any point in the recruitment process as the colleague is appointed by the delegation. Schools now have to arrange multiple selection processes in the beginning of the school year. This can involve sifting through hundreds of applications during the shortlisting process, right through to and including the interview and appointment process.

Another change as a direct result of the increase in locally recruited teachers the turnover of staff is significantly higher than it was when >70% of the staff was seconded. This results in having to run recruitment processes throughout the year where locally recruited teachers leave and move to another school and also involves having to replace a locally recruited teacher for a particular position in consecutive years. With the seconded model the turnover is normally nine years for each post, with the locally recruited teachers’ model that can be one or two years.

In most schools, subject coordinators, cycle coordinators and subject referents required to assist and spend significant amounts of time being involved in this process. It is very difficult to quantify in terms of hours but certainly when collated together and divided into each school week it would amount to a number of hours each week even in the smaller schools.

**c) Induction of new teachers**

The illustrated higher turnover of teaching staff has increased the need for a more professional induction program in the schools. This role has also been taken up by the management and the coordinators who in most schools deliver a program of induction to the school, curriculum and general teaching standards every year. Historically this role was smaller and had a much greater support from the national delegations as the majority of the newly appointed staff were seconded.

**d) Harmonization**

Harmonization of teaching has increased not only in the secondary where it has become compulsory but right across the school in an effort to follow the advice of the Inspectors decisions and ensure an inclusive and equitable learning experience for all students regardless of the section attended. In the secondary, where increased workload as a result of the harmonization of teaching programs and the harmonized exams has been extreme. Colleagues are required to ensure a harmonized program or exam for up to 270 students in a year group across 8-9 languages. This process is replicated across a myriad of subjects and more and more schools are reporting difficulties in finding colleagues who are willing to take up the coordination role with the responsibility and with little and in many cases o no décharge available.

**e) Continuous professional development – Subject referent**

The role of subject referent is a new one. This role was separated from the role from subject coordinator as it was seen that this role was already overloaded and so would not allow the work required from the subject referent to be delivered. It depends on the subject and the number of teachers who taught the subject in the school. The Director remains the sole judge as to whether or not to appoint a referent subject. This role is to ensure the harmonized roll out of the introduction of new syllabi. In March 2017 the Budgetary Committee had agreed on a rolling program that foresees the introduction of an updated syllabus in each subject area every 10 years (pedagogical decision with financial impact). The coordination of the introduction of the syllabus in each school is normally the role of the subject referent.

Syllabus-related **tasks** of the Subject Referent:

* to train/coach/accompany his/her (new) colleagues;
* to signal/gather good practice, difficulties, training needs of teachers/staff for implementation of the syllabus;
* to contribute to a SWOT-analysis (Strengths, Weaknesses, Opportunities, Threats) of implementation of the syllabus;
* to coordinate harmonised planning in the subject/area;
* to serve as a link:
  + internal; management-teachers-cycles, subject coordinator, …
  + external; network with other ES, Inspectors;
* to inform the management and colleagues.

Obviously, in the first 2 - 3 years following the introduction of the new program the workload here is not only vitally important to the successful implementation of the curriculum but is substantial in its time requirement even in school with only 3 or 4 sections. The time required would conservatively be 2 - 3 periods each week in the first 2- 3 years and afterwards could be reduced to 1 in the following 3 years and finally to none (or few) in the last 4 years as the work would be minor by that time.

**f) System of ‘work experience’**

Most schools have introduced a system of ‘work experience’ for the S5 and/or S6 groups in the secondary over the last 3-5 years. While the classroom based work in this area is usually carried out by the colleagues involved in the careers guidance the organization and administration of this has fallen to the management and the coordinators within the schools. In the smaller examples this involves arranging the work placement administration, insurance and general paperwork for anywhere from 60 students in the smaller schools to 250 students per year group in the larger schools. This experience has been hailed as hugely successful by teachers, students, Inspectors and parents but has all be organized up to now without any increase in the times allocation granted to the schools.

**g) Counselling**

Counselling and coping with and providing support for child and adolescent mental health has become more and more a part of the work in schools. While arrangements have always been in place for working with psychologist and medical personnel this area has grown hugely over the last number of years. Both, the administration of this area and the informal support offered by coordinators and advisors is a key component in the academic attainment and academic success of students.

# Mandatory décharge for mandatory functions

The current calculation method is to allocate 1 hour of Internal Structures for the nursery and primary schools per 65 pupils and 1 period of Internal Structures for 40 pupils in the secondary cycle.

This amount should cover subject coordination, tasks assigned to subject referents and any other needs the school has for coordination including supplementing the mandatory décharge shown above.

Moreover, secondary schools which have over 1.000 pupils are entitled to six additional periods of Internal Structures.

**In addition to the current rules** the new proposal on ‘Internal Structures’ foresees an additional 30% décharge in both cycles justified by the main changes since 2011 described above in the chapter 1.

The new calculation method would be to allocate 1 hour of Internal Structures for the nursery and primary schools per 50 pupils and 1 period of Internal Structures for 30 pupils in the secondary cycle.

# Budgetary Implications

The new approach would lead to an increase of the ‘Internal Structures’ in all schools.

The details of the budgetary implications of this increase for a **whole school year** are illustrated in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Costs Increase** | **Total (Current)** | **Total (New)** | **Difference** |
| Alicante | € 54,793.82 | € 71,231.97 | € 16,438.15 |
| Bergen | € 28,525.31 | € 37,082.91 | € 8,557.59 |
| Bruxelles\_I | € 180,449.12 | € 234,583.86 | € 54,134.74 |
| Bruxelles\_I\_Berkendael | € 15,594.00 | € 20,272.20 | € 4,678.20 |
| Bruxelles\_II | € 162,473.93 | € 211,216.11 | € 48,742.18 |
| Bruxelles\_III | € 162,880.32 | € 211,744.41 | € 48,864.10 |
| Bruxelles\_IV | € 146,906.06 | € 190,977.88 | € 44,071.82 |
| Frankfurt | € 75,978.50 | € 98,772.05 | € 22,793.55 |
| Karlsruhe | € 43,756.42 | € 56,883.34 | € 13,126.93 |
| Luxembourg\_I | € 163,649.60 | € 212,744.48 | € 49,094.88 |
| Luxembourg\_II | € 131,864.22 | € 171,423.49 | € 39,559.27 |
| Mol | € 37,837.92 | € 49,189.30 | € 11,351.38 |
| Munich | € 121,127.68 | € 157,465.99 | € 36,338.30 |
| Varese | € 70,844.90 | € 92,098.37 | € 21,253.47 |
|  |  |  |  |
| **Total** | **€ 1,396,681.81** | **€ 1,815,686.35** | **€ 419,004.54** |

# Opinion of the Joint Board of Inspectors and the Joint Teaching Committee

- The **Joint Board of Inspectors** gives a favorable opinion on the proposals to strengthen the Internal Structures within the European Schools.

- The **Joint Teaching Committee** givesa favourable opinion on the proposal, which had been also reflected in the revised document on ‘Internal Structures’. The members of the JTC highly appreciated the proposal as an exercise to appreciate the extra work done by teachers with either minimal or no décharge, as well as to increase the overall attractiveness of the system of the ES. However, it was requested to put more emphasis on Continuous Professional Development in the document.

The EC also considered the proposed increase of the Internal Structures as too much of budgetary impact, therefore requested the WG to revisit their proposal.

Bearing in mind the comments of the JTC, the WG would prepare a finalised version of the proposals outlined in the two documents, ‘Middle Management and Educational advisers’ team’ and ‘Internal structures’. The finalised versions would be presented to the Budgetary Committee and to the Board of Governors for approval in April 2019.

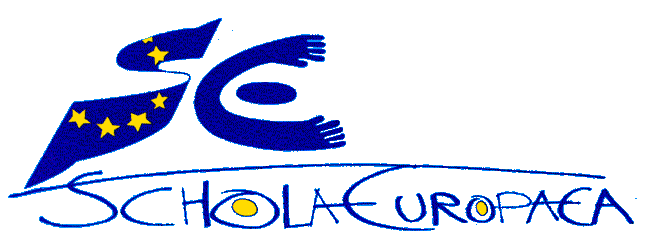
# Opinion of the Budgetary Committee

# The Budgetary Committee expressed a favourable opinion on the ‘Educational Advisers’ Working Group’s proposals, with France entering a reservation, and invited the Board of Governors to approve them, with a view to their entry into force on 1 September 2019.

# Proposal

The Board of Governors is invited to approve the proposal, which is also to be found in the revised document on the ‘Internal Structures’ (see Annex 1), with entry into force on 1 September 2019.

**Annex 1**

**European Schools**

Office of the Secretary-General

Pedagogical Development Unit

**Ref.: ANNEX I TO DOCUMENT 2011-01-D-33-en-9[[2]](#footnote-2)**

**Orig.: EN**

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Internal structures in the nursery, primary and secondary cycles

**Document approved by the Board of Governors at its meeting of 12, 13 and 14 April 2011**

**Amended by:**   
Decision of the Board of Governors at its meeting of 5, 6 and 7 December 2017 in Brussels[[3]](#footnote-3)

Decision of the Board of Governors at its meeting of 17, 18 and 19 April 2018 in Tallinn[[4]](#footnote-4)

Cancels and replaces document 2011-01-D-33-en-9-ANNEX I

**Proposals:**

**Amended by Decision of the Board of Governors at its meeting of 9, 10, 11 and 12 April 2019 in Athens. Once approved a new reference number will be given to the updated version. This version will cancel and replaces document 2011-01-D-33-en-9-ANNEX I.**

**Entry into force: 1 September 2019**

# Background

At its meeting of 12-14 April 2011, the Board of Governors approved the Annex to document 2011-01-D-33-en-6 concerning the Internal Structures of the European Schools.

According to the reform principles, the schools should set up a clear and transparent administrative and pedagogical management organization in which the tasks and the responsibilities of everyone are clearly communicated to the whole school community.

This decision repeals and replaces the earlier decisions of the Board of Governors concerning Internal Structures and timetable reductions.

At its meeting of 17-19 April 2018, the Board of Governors approved the revised Annex to document 2011-01-D-33-en-9 concerning the Internal Structures of the European Schools.

1. **Internal Structures**

The schools may appoint coordinators in the priority areas within the total amount of Internal Structures resources. Each task should have a clear job description, including the responsibilities of the nominated coordinator.

The distribution of timetable reductions shall be effected in a transparent way.

The director of the school shall present the use of the Internal Structures resources annually to the Administrative Board, in September/October.

A locally recruited teacher can be appointed to the task, but the total amount of hours or periods of the Internal Structures should not exceed the given framework.

The statutory timetable reductions for **Teaching Staff Committee** representatives, as well as the specific reductions for European School system level tasks (see Point 2 below) are not included in the total amount of the Internal Structures resources of a School.

**1.1. Internal Structures calculation method**

The calculation method is to allocate 1 hour of Internal Structures for the nursery and primary schools per **50** pupils. This amount **should cover** includes cycle coordination, timetabling, subject coordination, **tasks assigned to subject referents** **and any other needs the school has for coordination.**

The proposed calculation method for the secondary cycle is to allocate 1 period of Internal Structures for **30** pupils in the secondary cycle. This amount **should cover** includes cycle coordination, timetabling, subject coordination, **tasks assigned to subject referents** **and any other needs the school has for coordination.**

Those secondary schools which have over 1000 pupils should be entitled to six additional periods of Internal Structures.

**1.2. Educational Support and SWALS coordination**

The number of Educational Support and SWALS coordination hours varies between the schools.

The tasks and the responsibilities of the Educational Support and SWALS coordinators are defined in the documents (2012-05-D-14 Policy and 2012-05-D-15 Procedural document) approved by the Board of Governors or Joint Teaching Committee. The timetable reduction allocation for Educational Support and SWALS coordination shall be part of **the specific budget line foreseen for Educational Support**, so that the schools can allocate these tasks according to local needs.

**2. Specific system level tasks**

**2.1. Intermath**

A teacher dealing with the secretariat and the administration of Intermath can be granted six hours’ release from teaching duties. These costs are defrayed fully by the Intermath Fund.

All the costs related to production, packing and distribution of Intermath work sheets are defrayed by the Intermath Fund**.**

**2.2. EUROBIO and Integrated Sciences worksheets**

The old decisions concerning the coordination of EUROBIO and Integrated Science Worksheets have been cancelled.

**3. Careers Guidance**

The Schools should refer to document 2017-09-D-27, approved by the Board of Governors at its December 2017 meeting modified by decisions taken by the Board of Governors at its April 2018 meeting, and to memo 2018-07-M-3-en-2, which clarifies the decisions of the Board of Governors taken in that connection.

Decisions of the Board of Governors with respect to document 2017-09-D-27 (ref. Decisions: 2017-12-D-17-en-3 and 2018-04-D-11-en-3):

**1-**

To avoid any misunderstandings and confusion, it should be borne in mind that remuneration for activities should be *per class* (see points 3 and 4 of the document).

**2-**

As regards the types of applications and payments for them: the requirements of higher education institutions are evolving in terms of their access conditions. Thus, some now require applications which imply a heavier workload for careers teachers.

Consequently, and in order already to take account of future developments, precise restrictive examples for the types of applications will no longer be quoted, classifying them as follows – see point 7 of the document:

* Those applications which involve no additional workload for staff.
* Shorter applications: those that involve an average extra workload of approximately two periods per application. An annex of the possible tasks is included by way of example.
* Longer applications: those that require a minimum of four periods’ worth of extra work. An annex of possible tasks is included by way of example.

**3-**

In order to implement the Board of Governors’ 1995 decision relating to national external advisers (document 95-D-263), the following should be arranged:

a. The annual provision of careers advice by national external advisers will be organized in the form of visits and/or using digital communication tools (video-conference, chat, etc.).

b. Professionally trained national careers advisers should offer this service to all European Schools.

**4-**

Adaptation and updating of the document dating from 2011 (2011-09-D-36), the reference number of which is now 2017-09-D-27.

**Dossier management’ for applications for admission to higher education institutions as from September 2018**

Students will in future pay a fee set according to the workload involved for the careers teacher in processing each application:

**€260** (4 periods or more of work) or €**130** (2 periods or more of work). A charge should be made for each additional application.

**Payment granted to teachers**:

Timetable reductions (in periods) will be granted to careers teachers involved on a pro rata basis according to the following criteria: preferably, a one-period annual timetable reduction, otherwise one extra hour of annual overtime, for 10 longer applications or 20 shorter applications.

On a pro rata basis, this means, for example: 8 longer applications = 0.8 periods annual timetable reduction or 0.8 hours of annual overtime.

The timetable reduction is granted during the school year corresponding to the student’s year 7.

**4. Language tests in the Brussels European Schools**

The Brussels European Schools should refer to the document 2018-09-D-66 approved by the Budgetary Committee at its November 2018 meeting, with entry into force on 1 January 2019. The Budgetary Committee approved the creation of:

* a coordination function for the organization of language tests in the Brussels European Schools, with the following job description:
  + Coordinate the organization of tests and ensure their validity by following a specific procedure.
  + Collect assessment reports and ensure that they are properly completed, dated and signed.
  + Give reasons for the Management’s decision when the test results lead to determination of a dominant language, which differs, from the parents’ request.
* a timetable reduction of a maximum of 72 hours per school year for the coordination of language tests in the Brussels European Schools.

The creation of a timetable reduction of two periods per week in each Brussels European School is equivalent to the creation of a yearly timetable reduction of a maximum of 72 hours by school in Brussels.

1. See annex of this document. [↑](#footnote-ref-1)
2. This version was adapted, by the General Secretariat, in the light of the various decisions taken by the Board of Governors during the 2017-2018 and 2018-2019 school years. [↑](#footnote-ref-2)
3. Decisions of the BoG: 2017-12-D-17 [↑](#footnote-ref-3)
4. Decisions of the BoG: 2018-04-D-11 [↑](#footnote-ref-4)