



EUROPEAN SCHOOL BERGEN

Multi-annual Pedagogical School Plan

2022 – 2024 (incl. school year 2024/25)

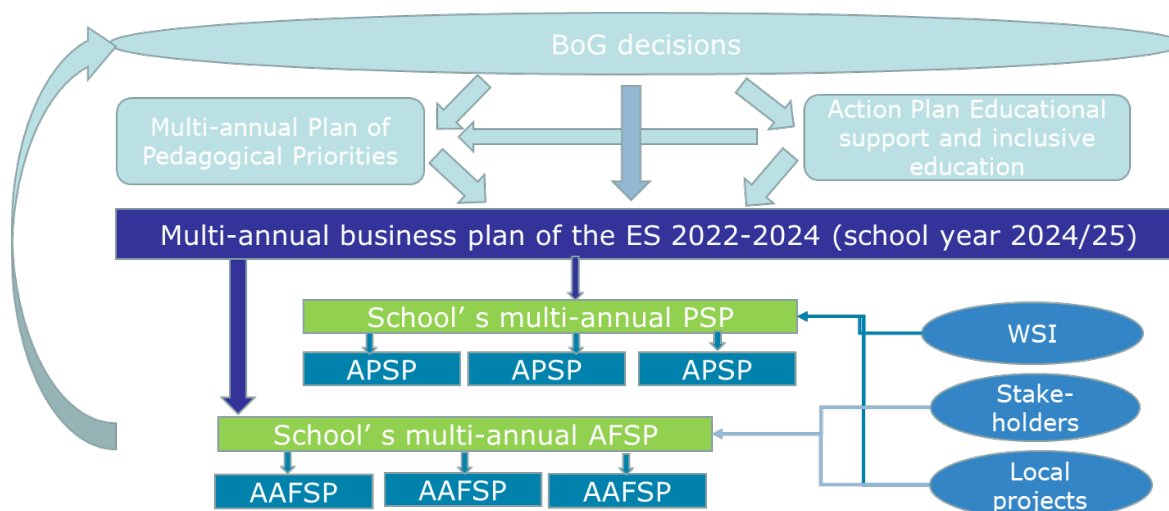
Approved by the School Administrative Board on 13th September 2022

I. CONCEPT OF THE MULTI-ANNUAL PLANS

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

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

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



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

1. Implementation of the educational vision:
 - Embed Key Competence (KC) in the pedagogical planning of teachers; and
 - PISA for schools
2. Educational Support and Inclusive Education:
 - Implementation of the Action Plan,
 - Implementation of the revised Policy on Educational Support and Inclusive Education; and
 - Implementation of the document on the psychologists' roles, duties and work frame

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

Besides this the Schools set their own multi-annual priorities which reflect the needs at local level.

The following plan is therefore split into these two parts.

II. INTRODUCTION

The main areas of the educational part of our school that we will focus on for the coming years are to:

- Provide an education that will make the students well prepared for their time after leaving our school
- Provide an education and an educational environment that:
 - o is available for all children
 - o matches the different needs different students have
 - o has a positive and encouraging atmosphere with mutual respect between all within the school community
 - o strengthens the students' self-esteem and confidence
- Raise the students' awareness of the need of sustainability and the value of personal engagement in matters concerning sustainability

The common objectives for all European Schools in this Multi Annual School Plan for the coming 3 school years covers many of the long-term goals for our school described above

To complement the common objectives we have set 2 additional school specific long-term objectives:

- Sustainability
- Social Climate

III. COMMON MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

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

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

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

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

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

For this reason, the MAP of Pedagogical Priorities focuses on embedding the Key Competences in the curriculum (continuing the ongoing work) and proposing changes in the curriculum.

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

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

2. Educational Support and Inclusive Education

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

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

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

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

IV. SCHOOL SPECIFIC MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

1. Sustainability

The long-term goals for ES Bergen concerning sustainability are to make:

- our school more sustainable
- the students aware of the need of sustainability
- the students active and engaged to improve a sustainable way of living

This work is a process that most certainly will continue also after this 3-year plan. We do therefore not set detailed goals for the 3-year period but we will define detailed goals and steps in each annual pedagogical school plan based on previous work and on discussions with engaged students and staff.

2. Social Climate

The long-term goals for ES Bergen concerning Social Climate are to make our school a place where everyone will feel comfortable, respected and taken in consideration – a place you are happy to go to and be part of regardless of your role at school.

This is of course a process that will not end with this 3-year plan, but for each year we will set specific goals of what to obtain and evaluations will give us an indication if we are going in the right direction and will be discussed with students as well as with staff.