



EUROPEAN SCHOOL

Bergen

Multi-Annual Pedagogical School Plan

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

Approved in the School Administrative Board on 12th of September, 2025

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

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

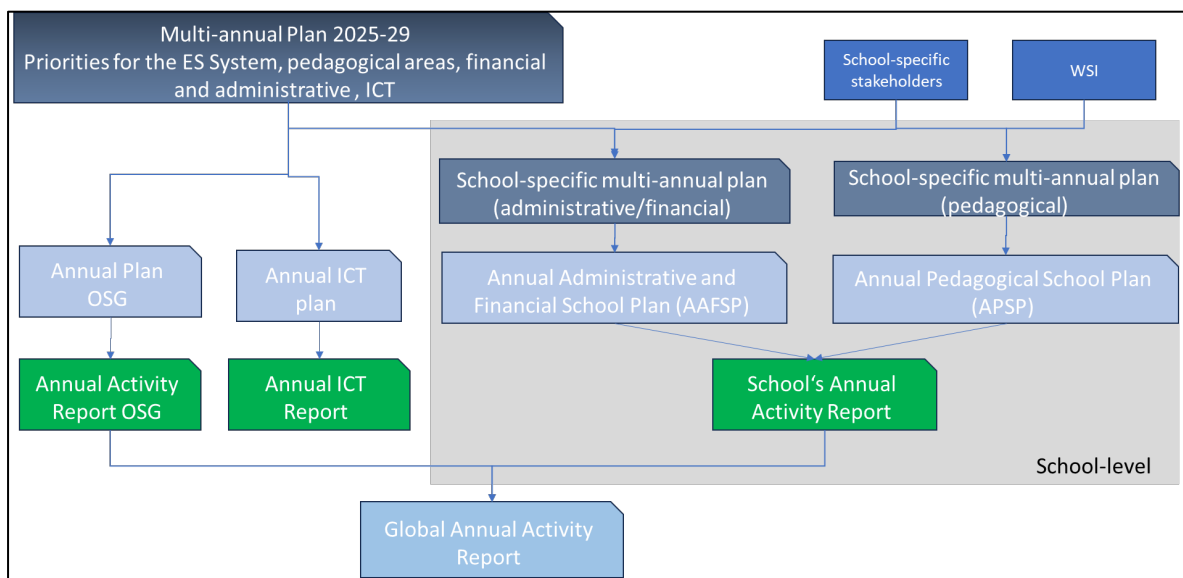
The Multi-Annual School Plans are translated each year into Annual Plans, divided again into a Pedagogical Annual School Plan and an Administrative Annual School Plan. The Annual Plans are action oriented, specifying key activities, expected outcome(s) and assigning concrete responsibilities.

Progress and implementation are monitored through the Annual Activity Report of the School.

All Schools will play an important role and contribute to or need to implement an important number of priorities of the MAP ES. These priorities are determined in Chapter III and will be further detailed on an annual basis in the Annual Plans.

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

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



II. INTRODUCTION

Pedagogical development is a process to every year improve our ways of working – what is good can always be better. We do therefore not set any specific, measurable goals for the 5-year period this MAPSP cover. The specific goals with defined steps will be set in the APSP for each school year.

We have identified 6 areas in which we will focus our development work for the coming 5 school years. They are presented later on in this MAPSP. Some of the areas might fit well into the common priorities for all ES but are still mentioned as specific school priorities in order to show our specific ambitions. In the APSPs we will adapt our actions in these areas to the common priorities for a specific school year.

We are of course ready to adapt our areas of development and ambitions for any changes with impact on the school that might occur during the time for our MAPSP

Our overall goals for the coming 5 school years (2025/2026 – 2029/2030) are to:

- Provide an education that will make the students well prepared for the time after leaving school
- Provide an education and an educational environment that:
 - o is available for all children
 - o caters to the different needs different pupils have
 - o has a positive and encouraging atmosphere with mutual respect between all within the school community
 - o strengthens the pupils' self-esteem, confidence and identity of being part of the European Schools' community
- Raise the pupils' awareness of the need of
 - o environmental sustainability and the value of personal engagement in matters concerning sustainability
 - o critical thinking, especially in the rapidly developing digital world
- Include the work to improve the working environment for our staff in the long term pedagogical objectives since there is a direct correlation between the working environment for staff and the successful outcome for the pupils

1 COMMON MULTI-ANNUAL PRIORITIES

The Schools will play an important role and contribute to the following priorities defined in the MAP ES ¹:

	<u>Description of priority</u>	<u>Status quo (to be adapted by the schools according to the local situation)</u>	<u>Target end of school year 2029/30</u>
Focus Area 2: Visibility of the ES			
1	Foster exchanges and the participation in exchange programs (2.1 MAP ES)	Only some schools within ES system promote Erasmus and other European projects building connections with other schools and professional growth opportunities for staff	Ideally all ES schools have a developed experience in participation to EU funded exchange programs with other schools in Europe. For this, the necessary means (i.e. décharge) need to be provided.
Focus Area 3: Enhancement of pupil and staff well-being			
2	Improve the current system of pupil well-being (3.1 MAP ES)	Current school policies fostering student well-being lack a common approach and there are limited opportunities of ES schools to exchange effective practices in this field	All ES schools have a rich experience in promoting pupils' well-being and share their promising practices.
3	More effective school advisory councils and care team cooperation (3.2 MAP ES)	Insufficient cooperation of school advisory councils and care teams, based on partially clarified roles, functions and key concepts	All schools report a stronger cooperation of advisory councils and care team, with documented more effective practices for the benefit of the pupils
4	Promote staff well-being by increasing recognition and	Unharmonised measures at system level aiming at	Each school promotes adequate measures enhancing

¹ The Schools play a crucial role in nearly all system objectives. The ones outlined in this plan are the ones to which all Schools contribute

	fostering belonging (3.3. MAP ES)	increasing staff well-being; various levels of recognition and feeling of belonging of ES staff. Limited BoG recent decisions in this area.	staff wellbeing, based on system level evidence and needs.
Focus Area 4: Sustainability			
5	Develop a Whole School Approach to sustainability (4.1 MAP ES)	Sustainability initiatives promoted by the European Schools remain limited, with no common approach or established system-wide community of practice to support and coordinate efforts.	An effective sustainability policy is promoted by each ES school, based on a whole school approach developed at system level. Stronger links among ES schools, actively involved in a community of practice dedicated to this field.
Pedagogy			
6	Implement a new cycle of ES curriculum reform – Implement curricular innovations (Area 1, 1.1.2 MAP ES)	A new cycle of ES curriculum reform is needed, continuing the competence-based actions promoted in the previous cycle.	Staff in ES schools are trained, understand the new curricular changes and ensure adequate implementation, based on regular need analysis conducted.
7	Promote flexible approaches to address diverse pupil needs – Implement flexibility in the curriculum for pupils with additional needs (Area 2, 2.1.1 MAP ES)	No additional curriculum flexibility to promote pupils with additional needs is possible.	Schools use flexibility measures in several areas of the curriculum: content (subject/areas), assessment modalities, and time to complete studies for pupils who qualify for flexibility.
8	Promote flexible approaches to address diverse pupil needs – Improve the organization of classes including ISA pupils (Area 2, 2.1.2 MAP ES)	Limited flexibility to establish pupil-professional ratio and no flexibility to organise for classes including ISA pupils.	Schools use needs-based assessment to implement flexibility measures to ensure an adequate pupil-professional ratio in classes including ISA pupils. Schools promote collaborative/

			<p>multidisciplinary approaches to diversity of learners.</p> <p>Admin Boards monitor the efficiency and effectiveness of flexibility in the organisation of classes</p>
9	<p>Transit from a medical model of identification to a needs-based assessment – Implement personalized support strategies and interventions (Area 2, 2.2.2 MAP ES)</p>	<p>The basis for the ILP is mainly based on the recommendations of external experts through the medical/psychological/multidisciplinary reports</p>	<p>Schools implement needs-assessment systems based on holistic² models to identify individual barriers to learning and design the ILPs.</p> <p>Support staff follow relevant training</p> <p>Schools use tools to effectively monitor the effectiveness of personalised support.</p>

² Holistic models of identification of pupils' abilities and needs emphasize understanding the child as a whole, considering their physical, intellectual, social, emotional areas. This approach goes beyond traditional academic assessments to encompass a broader range of factors influencing a pupil's learning and development.

2 SCHOOL-SPECIFIC MULTI-ANNUAL PRIORITIES

Priority Areas

Collaborative Learning

- Encourage an attitude among teachers to regularly reflect on pedagogy
- Develop a collaborative learning structure to facilitate mutual learning among teachers

Digital Literacy

- Develop the pupils' skills to access, manage, understand, integrate, communicate, evaluate and to create information safely and appropriately through digital technologies
- Develop the pupils' capacity to critically analyse content and messages in the digital world
- Develop the teachers' skills in the above mentioned abilities
- Engage parents in our work on digital literacy

Assessments

- Continue to develop our assessment methods to be
 - o fair regardless of teacher and regardless of section
 - o adjusted to pupils' individual needs and capacity
 - o used as a tool for learning
 - o a tool to increase pupils' self-awareness in their process of life-long learning

Social Climate – Identity – Well-being

- European School Bergen shall be a place where everyone feels comfortable, respected, and valued. It shall be a place you feel connected to, feel a sense of belonging to and a place you are happy to go to regardless of your role at school.
- For every year we will define specific objectives for this area for pupils as well as for staff

Sustainability

- For every school year we will set specific objectives in order to make:
 - o our school more sustainable
 - o The members of the school community aware of the need of sustainability
 - o The members of the school community active and engaged to improve a sustainable way of living
 - o stronger the connection with local organisations regarding sustainability

Inclusive Education

- Strengthen the communication and understanding amongst all relevant parties
- Enhance school staff's understanding of various learning profiles
- Liaise with Dutch organisations supporting public schools