

Joint Teacher Committee Meeting – 13.10.22

Introduction of new Irish President

Presentation of new school directors and new inspectors of primary and secondary cycle.

Introduction of the BAC president / chair of the BAC board (used to be European inspector and Vice Chair for BAC); has seen all 13 European schools in the past. Number of accredited schools has increased a lot! >400 BAC students in 2022.

Big priority in 22/23: better integration of the accredit schools in the BAC process

Priority of the Irish presidency: 4 contributions should be given

1. More **“offering” to teachers** as they are the best resource to any school; problem with CPD (?) in the area of being a teacher; links to an external training provided by an external company will be sent to teachers; webinars for all teachers and small group shall be created to get immediate feedback (Interparents strongly supports the initiative; but complain about high teacher turnover, contractual problems, teachers salaries and potential competition with accredited schools...)
2. **Offering to students:** “assistanceship” within the secondary school system; add a new program to make students give back to younger students, become leaders, integrate better into community; a new experience for students in the system; autonomy will be developed; schools should be involved and take on the project; one teacher should be nominated to lead the project and coordinate with the directors/inspectors (challenge to find volunteers within the teachers community; brought forward by head of directors)- Interparents supports: adding links with local communities is important; teachers should be rewarded for this extra work; it should be focused on S5 students; parent rep should be part of the working group
3. Increase **integration of accredited schools into the system**; visibility and access to support and communication should be improved. Road map should be set out for future development – Interparents: need to ensure a common pedagogic rules/goals between all schools
4. Proceed to **simplification of the system**! Example for inspectors: sometimes need for change a given project; allow new suggestions from schools that are not in the regular procedures. Question existing procedures and potentially change them. Presidential priorities should be followed through beyond the single presidencies. (I e digital learning, student well-being; follow up of Croatian priorities from last year)

Communication Secretary General (Andreas Beckmann):

Welcoming new members: Directors from Brussel 1 and 4; Varese deputy director; ISDC (Frankfurt), student reps new (Brussels1, Munich); Investment Bank new colleague; Luxemburg school, CAPEA parents

European Parliament will support the school system as they work on a report this year on the schools. 23rd accredited school has started after the audit.

New project within the board of inspectors for a new school in Innsbruck. Positive feedback from the local, political side

New way on how to calculate the compensation allowance should be found (when teaching in other countries); difference of salaries between secondary and primary cycle. Specifically, after the recent war events in Ukraine and increase of inflation. There is a working group within the board of governors. Cost sharing is discussed within the board. More secondments in member states should be implemented rather hiring than local teachers. Idea of reimbursing member states who cannot afford higher costs was discussed.

Brussels schools: space issue is real; overcrowding of building. Brussel 5 will be opened in 2028.

AB is happy about the Irish presidency priorities in 2023/23 as they fit well with the multi annual plan of the European schools. Answers questions of the parliament about better integration of the accredited schools.

Update on Ukrainian situation:

Agreement of a framework of enrollment for future students in 2023 should be found; fast reactivity from all concerned is necessary. A decision on the framework 23/24 will be decided in December (I.e. ad hoc admissions in single schools).

Current situation of Ukrainian students in traditional schools:

München: 34

Frankfurt: 13

In total: 233 students (143 in secondary)

161: English section; 45 German section, 22 french section

Director representation: happy to continue welcoming new students; majority of Ukrainian students continue following their own program next to the European school program

Support of students “cannot go on forever”; financing and school fees must be discussed for next school years.

Teacher representation: inquiries about language support for new students as integration seems to be a problem

Joint Report of the Croatian Presidency 21/22 (ministry of science and education)

- Follow up of the priorities of French presidency
- “keep it simple”; follow up on Spanish presidency
- Well-being of students and teachers as well as inclusion was high priority
- Administrative/financial structure
 - o 2nd multi annual plan agreed
 - o Cost sharing agreement discussed
 - o Attractiveness package for teachers was discussed
 - o “Single Spine” – only 5 of 7 proposals approved
 - o Simplification to find more efficiencies
 - o Review of internal structures
- Pedagogical area:

- Student well being
- Language policy

Interparents: appreciate the ambition of the Croatian presidency;

But: role of inspectors! Should be strengthen to change/optimize the system

Teachers need to be given more time for additional projects

PISA test for European schools (PTES project) – report took longer than expected (directors have received single reports but will only share it when the group report is ready):

Test on schools (13 European schools) and not on students. Accredited schools did NOT join. 28000 students; 2114 eligible students (S5).

866 students test in L1

977 in L2

All students come from one single school type (as opposed to general Pisa study from all school types). Big difference in tests performed in 2 languages (and different from Math/science language) vs 80% in regular schools are tested in home-language Disadvantage? European system seems to score quite high; also, regardless of the languages (L1 and L2) there are similar results in Math.

Working group will deliver an analysis of the report including readers guide, group report, study report (also on social situation in schools, well-being),

Presentation of the results for the board of governors is prepared -> recommendations based on the analysis of the results of the report

Phase 2: pedagogical follow up to start soon

SWALS (students without language section)

Secretary General wants to continue the initiative and add the accredited schools.

Repeat rates / Failures of students:

2022: no change of number of students repeating

Earlier numbers were worst in terms of students leaving the system because of failure

S4-S6 are the more difficult years when students fail.

Primary failure is exceptional and should be so.

Chemistry and Math 4 see the highest level of failure

Statistical analysis of the final S7 marks in the 21/22 year:

Based on NMS (new marking system); first year group since S5 under observation with the new marking system

Performed on 13 schools; not accredited; only look at final marks not BAC exams.

Conclusions are difficult to draw on as teaching as well as exams were heavily affected by Covid and results will be different going forward

Even distribution between very positive grades down to 5-6 points. No change compared to former grade system (3% - 10pts; 27% - 9/10pts)

Failure marks in S7 have not changed in %tage.

The aim was increased harmonization between sections and subjects. The aim was NOT to increase the Top 25% of grades among students.

Report of Whole School Inspections in 21/22:

Inspection done every 4 years

3rd round of inspections is running currently (Brussels II, Mo, Luxemburg Mamer)

Focusing on teaching and learning; more meetings with pupils and teachers

5 members of Inspection (2 primary, 2 secondary, 1 director)

Brussels II: 3550 pupils; 96% category 1

Overall positive result; but more focus of teaching and fulfilment of teaching standards; engaged, independent learners should be more encouraged

Not enough space!

General impressions: strengths of all schools

- European dimension
- Educational support
- Language education

Weaknesses:

- More attention to the teaching/learning strategies (working more in groups, inquiry based learning)
- More interaction between WSI (whole school inspection) recommendations and the objectives in the pedagogical school plans?
- Should teachers be more supported?

Munich, Bergen, Luxemburg will be the next inspections; Rhein-Main in November 23

Report of the Chair of the 2022 European Baccalaureate Examining Board

(Vanda Miksic – Croatia)

One-year observation period

Several meetings during the year to define the BAC sessions and the contingency plans for oral exams.

Harmonization and more dialogue should happen between stakeholders

Teaching and assessment processes should reflect the syllabi and the competence-based learning principles

Stability and motivation of teachers important

Initial training for new coming teachers; interactive workshops should be increased

Implementation of received information should be checked regularly

Make teachers the real drivers of changes

Survey of awareness of the system changes

Support professional development for teachers

Recurring discrepancy between formative and summative marks (more teacher training necessary)

More pedagogical supervisory!

PRE BAC examinations:

- Good rehearsal

- Cross curricular project should be started to integrate the 8 key competences
- The process should be more harmonized

University Observations:

- All results analyzed in detail and positively marked
- Seven subjects

Written examinations in June

- Professional, well organized
- However, EB rules should be applied more than national rules
- Competence based learning should include the S6 content in the final examinations!

Assessment process:

- Organized timetable necessary
- Large pool of external examiner is necessary (30 last-minute drop outs!); create attractive work conditions
- External and internal correctors should be trained with harmonized evaluation instructions
- Digitalization could be evaluated easier by another teacher from the European school

Corrective actions during correction

- Chemistry, economics, biology were changed
- Many complaints: paper not in line with the syllabus, language issues, complexity, Math 3P, 5P, Philosophy, Spanish L4 difficult
- Follow up: detect more sensitive subjectifs in the future

3rd corrections:

- 1,5%
- 84% of internal teachers gave a higher mark
- Is 2 mark discrepancy acceptable
- Higher training necessary!

Marks, Averages

- Preliminary marks are mostly higher than written exam mark
- Need for action?
- Correlation between the result rates per school and the quality of implementation of competence based learning

Transparency of exam procedure

- Students should see more of the written exam paper
- Oral examination: key competences should be introduced in the oral exam; students should be well prepared in S6 and S7

Appeals:

- 18 appeals in Pre-Bacc
- Mostly for procedural irregularity regarding the mark calculation
- Should be brought up to EB unit?
- BACC sessions: 15 appeals; mostly rejected

Final remarks:

- European School system: complex but remarkable, well organized
- More dialogue with national system?

- Recommendation:
 - Mapping of Uni requirements
 - Monitoring pupils post school careers
 - Efficient communication off all the aspects related to the EB Bacc

Comments from teacher body: stability of teachers (contracts) is VITAL for the stability of the BAC

Portugal – as responsible for chemistry and economy session – makes some comments:
Surprise, concern and respect!

- Respect for all those who make the BAC work
- Results of exams were a surprise and a concern! The student's standard should have been higher; the exams were in line with the syllabus (knowledge-based learning) and university observers agreed on the content. Students were not prepared to deal with a complex question
- In Economy: language was not mastered by the students
- Assumption: bad preparation because of pandemic; however, students were surprised by the structure of the exam; why??
- Adjustments were made to the marking scheme
 - However: parents/students made disrespectful comments to the BACC unit

How to help the students for the future BACC exams?

Report on the BACC 22 session:
 (Eva Rudomino)

Describes the process of the admin organization; planning within Covid times
 2420 candidates in exam
 Overall average mark: 77,45%
 14 students failed (in 2017: 45 failed)
 12% with marks between 9-10 pts
 Average final mark per linguistic section (77,45%)
 Only 60% of the candidates (1447) succeeded in all written and oral exams
 Some schools did not have any 3rd corrections to the BACC exams
 200 special agreements in 22
 SWALS student have performed better in all subjects

Plan to increase digitalization of BACC preparation and also examination

Quality assurance of the 2022 European Baccalaureate Written and Oral Examinations - Inspectors' Report

Detailed procedure on how the written and oral exams are monitored

- Proposals correspond to the syllabi in S 6&7 but

Teachers not always following guidelines

Differences in quality between schools and across sections

- Proposal to implement same question matrix
- Time allocation for preparation and examination

- Knowledge and use of regulations in assessment and marking documents
- Better balance in participation between internal and external examiner
- Accredited schools should be better supported

Based on results from 2018-2022, positive overall feedback on organization; professional handling of incidents

Proposal for BAC 23 the final document of findings will be presented in February 2023

Arrangements for Implementing the Regulations for the European Baccalaureate (Applicable for the Year 2023 European Baccalaureate session)

No material changes to the regulation, except increase tasks of the director (Page 15 in the document):

- **The Director can delegate** any European Baccalaureate related issues to the staff members responsible for the Baccalaureate within the school.
 - o Who has legal responsibility if something goes wrong (question from AC teacher association) -> depends on the delegation that the director implements

Difficulties in recruiting external examiners – T. Buchmeister:

Almost impossible to find 2nd correctors in German language

- too much additional workload
- financial compensation insufficient (12,50 EUR per paper)
- dates similar to German national exams

Update of the European Baccalaureate fees (Eva Rudomino)

Fees for external EB experts are at 148 EUR, 12,5 EUR per paper und 170 EUR per night. MUST be adapted for next years!

Savings are realized as 50% of meetings for BAC organization take place online

Proposal of increased fees has been accepted and will be sent to the board of governors.

Proposal for a Junior Laureate Certificate for pupils promoted at the end of s5

Has been favorably discussed by the majority of the room; except for the directors who wanted to make sure that this is a “harmonized approach”; however the goal is to submit a concrete proposal to the board of governors as some of the accredited schools – due to local regulation – have already implemented a sort of S5-leaving certificate.