

If you have access to DOCEE, please consult the documents there directly if I, or Sophie Olivier, have not downloaded and shared them before.

This year, unlike the previous one, will not focus as much on giving us AES visibility. However, it will continue the impulse given by the Irish Presidency last year.

In order to reduce the number of pages to read, the interventions are often not written. They should be available in the final report sent by the OSG in the next weeks.

Italian Presidency

Presentation of the IP

- short interventions but the comments can be sent to the OSG and the IP. Go to the essential also to keep attention high and go through all the items of the agenda.

2 changes in the order of the agenda

III F 6 —> III B 7

III B 1 —> III B 4

II.1. Communication of the Secretary-General (Oral Presentation by Andreas Beckmann - AB)

AB welcomes everyone. Acknowledges that some documents came in late.

70th Anniversary coming up soon (next week) - looking back and looking forward (future) to continuing the missions from the previous presidencies. Extraordinary BoG will take place. AES Tyrol has opened this year, first audit in a few weeks. Spanish AES in Madrid, will be looked at by the BoG.

II.2. Communication of the Deputy Secretary-General (Oral Presentation by Manuel Bordoy - MB)

MB - does a cordial greeting. (short intervention, spoke in Italian)

III.3. Communication of the Italian Presidency - Priorities of the Presidency 2023-2024 (DOCEE: 2023-09-D-64-en-1 or 2023-05-D-15-en-3)

2 priorities

- 1) importance to promote a reflection about the future of the ES. Report of the EP (European Parliament) highlights the particularity of the ES that represents a model for the education in several languages and cultures, to value and put forward. Involves all delegations in the sharing of PoV about a future vision, and produce a deeper view of the strengths and work on the weaknesses to improve. BoG next week in Lux will be able to design an action plan to benefit a reflection and consultation as big as possible. Also use of online formularies to facilitate things.
- 2) Focus on teachers. Recommendation to underline and improve the professionalism through career opportunities and good practices in pedagogy. Creation of a celebratory event to celebrate these best practices. No intention to destroy everything that was done before, but add to what exists already : like PISA for schools, which provided a lot of data => develop the data and find strengths and weaknesses and give the teacher a help in order to improve the teaching opportunities. ES different

from other national system = adapt and adopt new pedagogical practices => introduce the concept of teacher career (not progression of salary but with the objective to create a map, a structure so that teachers can mark and write their professional developments in the ES). It is important that teachers be motivated and want to improve on the basis of their needs and their motivation. Important to give the feeling and possibility to professionally grow in the ES. Their career in the ES is not flat but allows them to improve and also have the possibility to make choices, also outside of the class.

Organization a teachers' forum in Parma in 2024 => gives the possibility to teachers to present their good practices, with key note speakers. workshops also available, exchanges with Italian teachers.

- ES Parents ask more details about the calendar of the action plan. IP —> cannot give more details as some decisions cannot be anticipated. Keep in consideration the work done by the IP last year, or Croatia before.
- AB agrees, the BoG will decide in a week's time what the calendar will and the composition of the WG for this and work on the action plan. Timing is crucial, provide the first report for the action plan to the EP by April, not possible earlier. External experts, something for decision in the BoG. for teacher's career => also consider the reintegration of teachers in their national systems.
- ES Directors would like to highlight the need for HR to pursue all these projects. They are in favor of good changes for the system. But for every change, there is a cost. —> IP wishes that a teachers' career beginning of an initiative that could be repeated each year, and would like the schools to offer their availability and collaboration.
- The EC would like to avoid the creation of new WGs and recommends to reach out the existing ones. —> IP this initiative is the result of a WG, asks for the WGs that can be constituted the availability of experts.

III.A.1. Eurosport Handbook: Update on the organisation and format of the event Update of the “Common Framework for ‘Events’ organised by the European Schools” (DOCEE : 2023-09-D-41-en-1 or 2019-12-D-36-en-5)

AES schools are warmly welcoming this updated handbook and are looking to take an active role in this organization.

Very limited sport for AES schools (first event in 2032!) - possible economic issues with fundings.

Eurosport Handbook - Update

the AES can participate to the same extent as the T1 schools, entry in force in Sept 2024

Numb max of participants 32

Numb of pupils reduced to 20 (10 boys and 10 girls)

New calendar for the next ten years - alternate between T1 and AES

greater flexibility in event organization - 3 days, opening to all sports in the syllabus, minimum one single gender sport for boys and girls, other sports with mixed teams, one combined discipline.

- ES directors welcome this document, very helpful
- Students - Eurosport is a unifying experience, just disappointed of the reduction of the number of pupils able to participate
- AES directors - thank for these adjustments and be able to participate more.

- AES students thank for the rotation in these events, and appreciate the number of students allowed from the AES.
- Parents - support the students' view about the reduction of number of pupils
- MB - thanks E. Cillien (inspector for Luxembourg Primary) for his intervention. The spirit of Eurosport is still there. Understands why the teams want more students in them but it is a huge weight on the organization.

Opinion in favor

III.A.2. MEC Handbook (DOCEE : 2023-09-D-43-en-1)

MEC hadn't had a handbook so far, unique initiative of the ES. Difficult to find organizers. Document based on the experience gained in the schools, took about 2 years to create it with the WG : define the framework of the event, the responsibility of the players, opportunity for the students to develop other skills. Can be used as a rule, a guidance, consult.

- Parents - welcome the handbook, fully support the MEC as an extracurricular activity. important that is aligned with the framework of the events
- COSEEA want more details on the participation of AES
- MB - wants to organize the event for all schools, have been in contact with some AES who want to do something on their own.
- AES Directors would like to reiterate the interest of AES to participate.

III.B.1. Joint Report of the Irish Presidency of the Boards of Inspectors and of the Joint Teaching Committee - 2022-2023 School year (DOCEE : 2023-09-D-40-en-1)

The AES teachers would like to thank the Irish Presidency for all their work last year, especially regarding the AES. Thank you for giving us more visibility, more opportunities and we look forward to continuing this with the Italian Presidency this year.

Report -

3 guiding principles

Pedagogy - teachers and students at the center

contribution - 2 offerings to the system and the AES

Should we revisit how the ONL works? SWALs - important, people in the EN section who are not native speakers —> environment, authentic opportunity to cultivate an interest, a curiosity for the language - questions about the dominant language, built on the language policy put the Croatian Presidency

Teachers - best resource that a school has, they make the magic happens. worked with 4 higher level education institution - webinars lodged in March with forms. How do we encourage teachers.

equal pay for Primary and Secondary teachers/directors - Oct 22 - request from the directors => external evaluation of the school methodology

decision was made to update the teacher standards during the year

CAAP program - development

adopted - WG was started - IP thanks everyone who participated. CAAP coordinators made it successful, making sure that the students made sure that the CAAP was completed. feedback really positive.

simplification agenda with 6 pillars of action, pursuing and continuing the momentum

many reforms : HR, budget => simpler, look forward in the continuation

AES - close to their hearts, opportunity for the system

- AB - these priorities are not a one shot and this is important for the development, the CAAP program will continue, simplification is an ongoing process
- Parents - especially thankful for the CAAP
- COSUP - heartfelt gratitude, acknowledging the efforts - thank for the CAAP and Writing Fest
- ES teachers - thank for the initiatives and the hard work, especially the focus on the teachers and cultivating the reflective practices. CAAP has proven successful

III.B.2. Report of the Whole School Inspection at the European School, Bergen from 20th to 24th March 2023 (DOCEE : 2023-04-D-3-en-1)

WSI Bergen

Strengths - welcoming school climate
clear that the school wants to achieve by the end of the year.

III.B.3. Report of the Whole School Inspection at the European School, Luxembourg I from 22nd to 26th May 2023 (DOCEE : 2023-06-D-17-en-1)

WSI Lux I

Good school climate, lot of time in school development and professional development, projects like FAMES, MEC, quality of teaching and learning in the Nursery cycle
Recommendations : lessons should be better structured and more engaging for the students

Follow up, system of training, sharing of good practices, we'll see in two years time.

III.B.4. Evaluation of the Whole School Inspection methodology (Oral Presentation by Alex Coenen, Dutch Inspector)

third round of WSIs

1. continue with the WSI with focus on teaching and learning, meeting with pupils, staff, parents and management
2. explain better the methodology of the lesson visits and the status of the school's self evaluation
3. always make recommendations which should be clearer
4. WSI should be a part of the school quality assurance

Feedback

- role of the preWSI self evaluation
- quality of the feedback in reports
- link between inspection activities and report
- training for inspectors and schools

III.B.5. Report on school failures and repeat rates in the European Schools – 2022-2023 (DOCEE : 2023-09-D-14-fr-1)

Rate of failing has failed 2015-2022 but gone up a bit in 2023

Number - 413 in 2015, decline until 120 and now back up since. 162 in 2023

S4 and S5 are particularly represented.

AES directors asks if the AES schools could be included in the statistics which only include the T1 schools

L. Munkácsy - says that there is for now no discussion to include the results of AES in the statistics as they are part of the national quality assurance work

- Parents want to highlight the impact of Covid, modification of methods of learning for the children
- ISTC - all percentages and numbers are nice but have to be analyzed to be relevant to understand the practices in our system
- Students asks for a further analysis in scientific subjects like Maths 4 and Chemistry and Physics
- Deputy Directors - impact of the Ukrainian students in these numbers?

In favor

III.B.6. Report on the decentralised training on the implementation of the Policy on Educational Support and Inclusive Education (DOCEE : 2023-09-D-5-en-1)

Decentralised training on the implementation of the Policy on Educational Support and Inclusive Education —> For Type 1 schools

III.C.1. Report of the Chair of the 2023 European Baccalaureate Examining Board (DOCEE : 2023-09-D-30-en-1)

Assessments and processes - quality is critically important

Bac as a point of reference

EP report - few references of the EB, highlight the issue of pedagogical examinations

AES - also high level of compliance of expectations

focus on QA - view of reputation of the EB in a growing system.

Recommendations - bank of oral questions, role of university observation processes

marking and standardization - weighing on the Prebac.

- MB thanks for the excellent report and the presentation, report based on facts and on a deeper observation - the problems with translation is minimal, anecdotic compared to the number of translations done for the Bac papers

In favor

III.C.2. Draft Report of the 2023 European Baccalaureate Session (DOCEE : 2023-06-D-32-en-1)

2638 candidates, increase of number - 12 failed

evolution in the number of AES students, evolution also in number of schools. 2023 is the last year with less AES than ES, in 2024 14 AES for 12 ES

biggest numbers - FR / EN / DE / IT / NL / ES / EL / PT sections

new section : LT

average mark : 79.45 preliminary - final 77.02

best section : PL - worst FR or NL

333 3rd corrections in 2023
number of special arrangements granted is increasing - 275 in 2023
SWALs perform better in linguistic subjects than in science subjects
report is available online

In favor

III.C.3. Arrangements for Implementing the Regulations for the European Baccalaureate (Applicable for the Year 2024 European Baccalaureate session) (DOCEE : 2015-05-D-12-en-40)

little changes

art 1.3.3. Bac fee - paid by the candidate to the school but for AES, some countries public schools are not allowed to ask for that money - legislation local applies

In favor

**III.C.4. Creation of a seconded post of e-assessment specialist
Towards a further Digitalization of the European Baccalaureate Examinations
(DOCEE : 2023-09-D-19-en-1)**

It makes sense, but we need a tool for ES and AES which we can use on exam mode all year long for formative and summative assessments done in class.

AES should have access to the same thing (expert, tools, etc.)

+ it also should be easy to access special characters (é, ê, ã, ö, å etc) according to the language of the exam.

Finland organizes an online examination. Manpower and resources are limited. Goal is to create a seconded e-assessment expert.

Positive feedback for Viatique.

New tool is being developed, for the creation of online exams, will be used in S5 in some subjects.

Will be limited to a number of schools and number of subjects. L3 and L4 for instance —> Listening comprehension can be implemented. The *Latinum* can also be used.

In the Finland public system, this is done already. A tool is used for formative and summative assessments.

Finnish inspector, highlights that this digitalization impacts other aspects as well. benefit : lower special arrangements. Impacts : reconsider some policies - bring your own device not allowed everywhere - financial impact

COSEEA - problem raised of the equal access to the info (past papers), the material - not all students can afford the acquisition of devices

Generally in favor with points to consider

III.C.5. Quality assurance of the 2023 European Baccalaureate Written and Oral Examinations - Inspectors' Report (Oral Presentation by D. Quigley)

collect info from the inspectors on the QA work in the Bac oral and written.

(see pictures below)



Goals of Quality Assurance

Quality assurance to safeguard

- equity for students
- harmonisation
- value and integrity of the BAC
- support for the exam centres ES + AES

Inspectors guarantee the quality by:

- monitoring of oral proposals
- monitoring the procedure of written exams
- Monitoring the procedure of oral exams

2022-11-D-19-en-4 Quality Assurance of the 2023 EB Written and Oral Examinations- Procedure



Framework for QA

Annex	Name:	Description:	Deadline
Annex 2	Checklist-monitoring of The EB oral exam proposals	By the end of May and prior to the start of the oral examinations, the Inspector responsible for different subject(s) monitor the quality of the oral examination proposals according to the established procedure.	by the end of May
Annex 3	Checklist-written exams	During the written examinations selected inspectors must do the following: • Monitoring the proceedings of at least 2 written examinations. • Reporting about the proceedings	During written exams



Framework for QA

Annex	Name	Description	Link & Password	Deadline
Annex 4	Questionnaire- oral exams	During the oral exams inspectors: • Monitor the arrangements and setting up of the oral exams • Visit the preparation room and check the length of preparation time. • Attend and observe oral exams. • Complete on-line questionnaire for each observation (minimum of 15) • Cover a wide range of subject areas and languages.	See document	During oral exams

- teachers not always following guidelines/instruction
- variations in quality between schools and across sections
- for larger subjects the monitoring model is very challenging with current resources available
- the uploading of proposals on Sharepoint must be addressed - currently is difficult to navigate through the proposals

Orals - in some subjects, all proposals are monitored
the work involved for inspectors and experts varies greatly
number of required amendments 14%
number withdrawn 3%

written examination centers

- 7 schools received a visit during the 2023 written Bac examinations
- 4 incidental visits
- 3 AES in first years of Bac
- 6 inspectors involved
- the president of the Bac also visited 5 schools during the written examinations

improvements :

- full attention is required for the duration of the exam

- during the exam session : a timetable is provided with names of supervisors
- during the exam : supervisors ensure that the candidates remain silent until outside of the room

some candidates were let go to toilet without surveillance

entrance in the exam room, pupils talked, some took the paper and started to read. this must be avoided at all costs

the invigilators were not from the staff of the school

Overall feedback

- effective organisation and good practice
- professional handling of incidents and measurements taken
- good compliance with regulations

oral

- procedures were respected
- equal opportunities to excel for the students

improvements:

- regulations for assessment and marking documents
- distribution of questions asked by internal and external examiners
- proposed marks not always based on both examiners' individual marking but rather an agreement and the same mark is given

issues overall

- monitoring of orals, number of orals monitored per day (100)
- communication with schools - templates, trainings
- comments - comments completed by internal and external teachers - requires QA

solutions - templates, sharing surveys from review, liaise with the Bac unit, proposals in relation to the monitoring of the oral exams - Proposal in February.

WG will - reflect on the Bac 2023 report, update and create procedures and tools, present a proposal for the procedure for Bac 2024 at the Feb meetings

III.D.1. Proposal for Updating the Teaching Standards (2012-09-D-11-en-4 & 2012-09-D-11-en-4-bis) (DOCEE : 2023-09-D-56-en-1)

Update on the Teaching Standards

WG - teachers, school management and inspectors

Objectives - to make the teaching standards more user friendly, to make the teaching standards more ambitious

Draft 5 - delivers well-structured lesson

effective practice - clear learning objectives and success criteria which are appropriately differentiated and shared

highly effective - teachers adapt their approach during the lesson according to emerging needs

Timeline - until Autumn 2025

III.D.2. The European School Curriculum: Structure and Organisation of studies and courses in the European Schools - Update (DOCEE : 2019-04-D-13-en-5)

2 parts

- defines what is the ES curriculum
- describes the structure of studies

p. 14 L1 grouping is not mandatory —> not reduced but can be regrouped. decision is left to the management.

The idea was to give more consistency to these rules, not change things. Changes can happen but in the second phase, there is a WG taking a look at the number of pupils in a classroom with SEN.

Opportunity to change the rules maybe in the future.

In favor

III.D.3. Revision of the Language Policy of the European Schools (2019-01-D-35): proposal to change the regulations related to the organization of the teaching of the Other National Language (DOCEE : 2023-03-D-37-en-1)

current rules stipulate that pupil can learn ONL - Finnish as ONL in Swedish section and vice versa - Irish and Maltese are offered in the English section

modification of the rules - p. 3 of the document => ONL offered in any section

Can raise the problem of HR or rooms or timetables

EuroCom - feels the challenge of recruiting skilled teachers and raises again the problem of the timetables

In favor but the EC expresses reserves

III.D.4. Revision of the Language Policy of the European Schools (2019-01-D-35): proposal to change the regulations related to the organisation of the teaching for Students Without a Language Section (DOCEE : 2023-09-D-18-en-1)

L2 for SWALs pupils - situation and languages to offer these pupils.

Harmonized TT for Primary schools (see official documents)

P1-P2 L1 is 8h and 6h45 for P3-P5 for SWALs —> same amount as their L2

but their L2 is the language of the section

No two languages can be studied at the same level (L1, L2, 3, 4, 5)

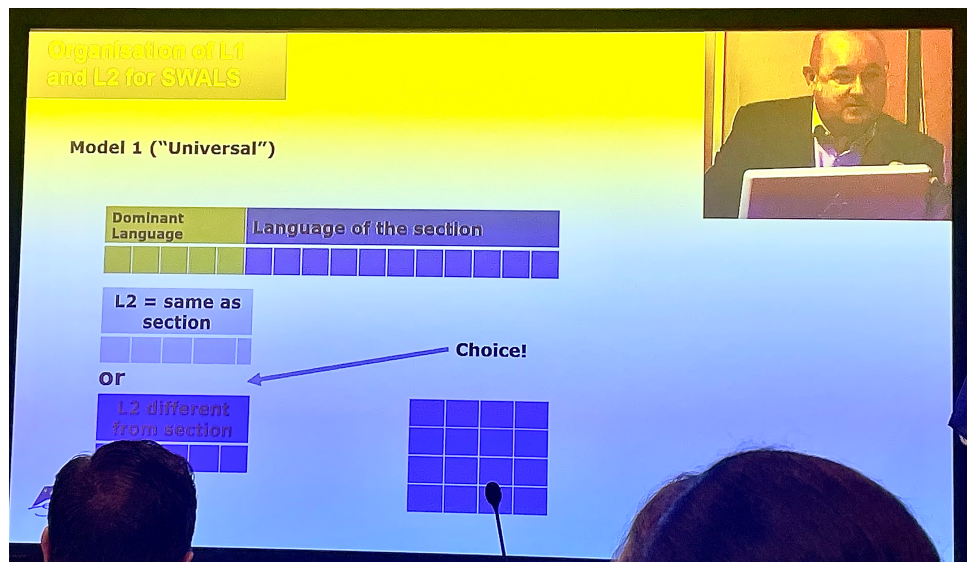
SWALs must take the language 2 of the section

As of now, they are sometimes in the L1 class of the language, sometimes of the L2 => also rapid growth of the linguistic competence of the section. Ans comes a moment when they find the L2 too easy for them

Proposal - 5,5 h of L1 of the section in partial immersion, transferrable skills in the L2 : heavy differentiation, rest of the subjects is in the language of the section (L2)

Model 2 - Full immersion - L1 full time with the section and L2 / L1 SWALs at the same time + rest of the subjects in the language section

Problem - when the L2 is not DE/EN/FR - but a host country L2 => they have to take a different language 2



We have to give a choice to the SWALS pupils, compelled to take the L2 of the section.

We would still have the partial immersion, the differentiation, the content and language integrated learning

Proposal

All SWALS pupils should be given a **choice of L2**:

Therefore, SWALS pupils would be able to choose as their L2:

Either the language of the section they join, i.e., English, French, German, or the HCL when this is offered as L2 by the school.

Or a different L2 from the language of the section they join: English, French, German, or the HCL when this is offered as L2 by the school.

SWALS pupils will be allowed to change L2 under the same provisions as the rest of pupils.

Proposal : put everything on equal footing and let the student/family choose.

- Directors - concerns about TTs, language skills, hesitations about impacts on the subjects of the language section, some students would have three languages in Primary
- Parents - this does not reflect the questions/issues addressed in the Pedagogical meeting. What kind of support would be available for these pupils. Is this a real choice or equity? No opportunity to progress in the L1 and L2.
- DDS - express strong reservations about this proposal before we can see any clearer impacts and implications
- Austrian inspector - for all L2 taught, we have a new curriculum, comprehensive one, this has to be translated taught (ES, IT or any other)
- EC - recognizes that the fact it is complex, differences between SWALS enrolled in L2 host and traditional L2 - differences also between Primary and Secondary. Situation should be harmonized to a certain extent. Proposal for them not mature enough, needs further consideration.

- ES teachers have strong reservations about this. these decisions should be taken with the student's best interest in mind.

Not in favor, will be reworked in the WG

III.D.5. Update of the Language Policy of the European Schools: clarifying the rules of forming groups in Music, Art, Physical Education and ICT in s1 - s3 and clarifying the introduction of a HCL as L2 (DOCEE : 2019-01-D-35-en-5)

First change regarding ONL

Clarification in Secondary about the organisation about groups in PE, Art, Music and to some extent ICT.

Annex at the end, host country language as L2, timeline to apply

Directors support the document

In favor

III.D.6. Update of the document Assessment tools for the Primary Cycle of the European Schools and update of the Calendar of the planned activities:

- Annexes:

- Assessment tools for the Primary cycle of the European Schools (2013-09-D-38-en-10)

- Proposal to amend the Articles 55 and 56 of the General Rules of the ES (2014-03-D-14) (DOCEE : 2023-09-D-62-en-1)

regarding the 1st report: the AES teachers reckon that more guidance is needed on the content of the individual meeting with student, like should it be formal or informal ?

Assessment policy revised a few years ago. Aims - align the assessment tools for primary and nursery / adapt mid-term and end of term assessment / improve assessment scales

Regarding our intervention - answer from Mrs. Musilová - webinar, in-trainings with guidance and info about the organization and the conduct of the meetings.
meetings recommended but not mandatory

In favor with a meeting with Deputy Directors

III.D.7. Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements (DOCEE : 2022-12-D-19-en-2)

The AES teachers have few comments/questions:

- *Why the document does not explain the basis/reasons for such a change which does not seem to be beneficial for the pupils?*
- *We notice that pupils in S4 are more stressed with the B-tests organized on teaching hours than pupils in S5 who have a clear exam week. As the classes are still running, it is harder to stagger and plan the revision.*
- *In theory, it is nice to say to teachers to spread the B-test throughout the term, but you don't usually test something before you finish to work on a teaching unit which*

often comes around midterm and the end of the term. So, in practice it is quite complicated, and pupils will end up with 2 heavy weeks of tests and classes.

- The idea of alternative task has been introduced for the Covid online period but has been only used in two schools. Using those way of evaluation during the B-tests seems a bit scary in term of harmonisation of the level of difficulty across schools. Those ideas listed "look nice" but it would be useful to make sure teachers are guided enough and that there is some form of harmonization to insure the same level of challenge across teachers and schools. Especially in S6 where the results are so important for university selection.
- Exams situation, management of time is something which needs to be practiced. It sounds a bit dangerous to limit those practice times, especially for pupils with special needs.
- The grade gained at the B2 in S6 is very important for applying to university. Pupils deserved to practice this examination with the B1 exams.

In the actual state, the AES teachers are opposing this proposal; we believe that, if the ES system wants to change the assessment system, there is possibility but not like that. It could make the system be more inclusive (= more ways to assess), which would be good.

But at this stage, this document changing one element, the B1 mode of evaluation, without considering the impact on the B2 examinations feels like a something that had not been carefully thought trough.

It should be a more ambitious process with a whole revision of our assessment system, not small unclear fixes.

Intentions de ce document - deux idées derrière ce document - réunir toutes les règles concernant les évaluations des années 4, 5 et 6 + permettre plus de temps pour l'enseignement - présenté à plusieurs reprises. Début des discussions en mai 2022.

Max Wolff - document pour simplification et qui englobe tous les document pour les évaluations des années du secondaire

S4 - déjà nouveau changement depuis sept 2023

pour préciser davantage les termes spécifiques des activités spécifiques des évaluations volonté d'approche cohérente et graduelle

Harmonisation recommandée en S4

S4	S5		S6	
Semester 1 + 2	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
B-tests (written)	B-tests Compulsory subjects L1/L2/L3/Mathematics(6p/4p)/ Biology/Chemistry/Physics/ History/Geography	Harmonised examinations Compulsory subjects L1/L2/L3/Mathematics(6p/4p)/ Biology/Chemistry/Physics/ History/Geography	B-tests L1(L1adv.)/L2(L2adv.)/ Mathematics(5p/3p)/ All 4p Options	Harmonised examinations L1(L1adv.)/L2(L2adv.)/ Mathematics(5p/3p)/ All 4p Options
Alternative summative assessment tasks	B-tests or Alternative tasks Ancient Greek/Art/Economics/ ICT/L4/Latin/Music/ONL	B-tests or Alternative tasks Ancient Greek/Art/Economics/ ICT/L4/Latin/Music/ONL	B-tests or Alternative tasks Other subjects	B-tests or Alternative tasks Other subjects
Across the semester	Across the semester	End of semester (5-10 days) Across the semester	Across the semester	End of semester (Maximum 10 days) Across the semester
Harmonisation recommended	Harmonisation recommended	Harmonisation compulsory (Examinations)	Harmonisation recommended	Harmonisation compulsory (Examinations)

S5 - différences entre premier et second semestre (harmonisation obligatoire au second semestre)

S6 - même schéma

Junior Laureate Baccalaureate

Réponses de M. Wolff

S4 - longueur de tests B - 45 min minimum - adaptations à mettre en place

organisation au niveau des écoles => laisser la flexibilité aux écoles, notamment en termes de contraintes en RH et locaux

Compétence développée au long du curriculum, donc on peut l'évaluer en fin d'année

Guidance sera fournie pour la formation

3 tests B par semaine maintenu.

Attention : un test B n'est pas un examen - processus d'enseignement et d'apprentissage, approche continue de l'évaluation, comme l'enseignement

Pour le test B1 en S6 - préparation bien faite quand il y a un processus d'apprentissage et d'enseignement : au cours des 4 dernières d'enseignements dans les EE, il y a des examens, c'est plus que dans beaucoup d'écoles.

Evaluations alternatives —> voir documents des programmes

WG va continuer à mettre des annexes pour mieux définir les choses et revenir en février avec un document plus finalisé.

Positive opinion

III.D.8. Guidelines on how to write accessible written assessments (DOCEE : 2022-09-D-12-en-2)

AES teachers think this is a useful document and will make sure this document is shared with their welfare team and teachers.

Universal Arrangements - at disposal of all pupils during examinations, tests and other forms of assessments to allow them to fulfill their potential

Addressed to all teachers, inspectors

Accessibility vs Reasonable Accommodation

in written assessments - facilitating the message without affecting the demand

not - simplifying the language or tailoring exams for students with learning disabilities

layout - readability : font, sizes, space of text, aligned left text, high contrast of text

colours - on screen can be different from printing —> colour should then be avoided, also for color blind student —> graph lines with different thicknesses, different types of lines

presentation of text

Instructions - clear and unambiguous

use of short texts should be preferred, use short sentences.

command words - avoid two in the same question, maybe one under the other, emphasize key part of the text.

Avoid : double negatives, passive voices, idiomatic expressions and jargon, ellipsis, also ramping complex questions —> getting progressively more difficult, break down complex questions and no cascade questions.

use of images - avoid 3d graph (perspective), unclear diagrams, avoid use of photographs (only high quality photographs), avoid irrelevant information in graphs.

Directors support this, but a little reservation - ask for suitable time for implementation, teacher training, evaluation.

Decision

III.D.9. Gifted pupils in the European Schools (DOCEE : 2023-01-D-29-en-3)

Revision of the FR versions, original is in EN

—> identifying and responding to the needs of gifted and talented pupils

How are gifted pupils visible in the regulations?

policy and procedural document/statistical report/school specific guidelines/projects carried out at school level

areas for reflection:

- definition
- the challenge of twice exceptional learners (2e)

Methods to assess giftedness

Strategies to respond to the specific needs of gifted pupils : quantitative, qualitative, compacting, flexible grouping, acceleration, enrichment activities

Social and emotional needs

Underrepresentation of certain groups in pupil population

7 + 3 steps

Develop policy, accessible learning environments and differentiation, screening process, involvement of the support teams, learning plan, access to enrichment programs, professional development for staff, monitoring and assessments, parental and community involvement, etc.

2023-2024 : raising awareness, training key people in the school, creation of a professional community group

2024-2025 - schools develop their own policy / plan

Decision

III.D.10. Towards a Work Experience and CAAP Framework (DOCEE : 2023-05-D-18-en-3)

AES teachers agree with this change suggesting WEP week for S6 and CAAP for S4&S5. The S6s would benefit more from visiting the working life than the S5s. They are a little bit older and might already know better which occupations they are interested in, and choose a WEP place with this in mind. S4s would easily have time to do these sorts of extracurricular activities.

Logistically, we wonder about the organization of such a project: who will be in charge of this? A coordinator (décharge, etc.)? Guidance group in a school? Orientation cell?

Are there AES teachers in the WG? Possible to participate?

creation of a WG - students are well engaged in this area traditionally

CAAP - launched by the Irish Presidency last year, both initiatives complement the curriculums of ES, and integrate more into the lives of these schools.

Idea is that the students should follow one of them. possibility of a certification, put in their portfolio for university, set up a WG with the composition made on page 3.

EC - does not want the creation of WG

MB - when creating a WG, already taking in consideration the expertise of other WGs.

—> will make an effort to include us

In favor

III.D.11: Revision of the “Regulations relating to reimbursement of expenses in the event of travel on official business by members of the Board of Governors, members of the Preparatory Committees, members of the Complaints Board, representatives of the Parents’ Associations and other persons invited to the European Schools (Baccalaureate examiners, experts, etc.)” ref. 2014-04-D-15 (DOCEE : 2023-09-D-48-en-1)

After the inflation rate update by Eurostat, all these stakeholders will see the reimbursement reevaluated, increase the daily allowance to 206 euros.

Spanish inspector - work conditions, when visiting a school, sometimes inspectors not recognized, maybe inspectors could receive an ID card for them

In favor

III.D.12. Induction of New Teachers Working Group - Outcomes and Follow-up

Approved in Oct 2022, met several times, core and enlarged group. (Personal note, the WG does not include AES teachers —> induction of newcomers to be done internally?)

Developing videos to welcome the new teachers explaining details of the schools, several contents, can serve as training. Online courses as well are being developed.

Giving the teachers keys to excel in the school and the system.

Reflect on assessment and certification of the ES.

Indexation of the courses ?

two handbooks - will be a bit modified to increase the attractiveness and quality of the information, prepare a draft to welcome new teachers.

Final product shall be an electronic free book.

MB - really good example of teamwork for simplification, to make it readable. this is the second year the guide is released

added the curriculum and the structure of studies in the ES main features (comprehensive, multilingual, competence- based, value-oriented, ...)

Career’ advice program : objectives, choices

harmonised pedagogical planning with the embedding of the 8 KCs

assessment in Secondary cycle

Other new elements - presentation of Alumni Europae, pedagogical approach of the ES (active learning, integrated teaching and learning), large scale events, ESTER (European School TERminology database)

III.E.1. Dossier of Conformity S6-S7 – Accredited European School Lille (France) (DOCEE : 2023-08-D-9-fr-1)

2018 - dossier de conformité, beaucoup de changements depuis. Plusieurs audits, tous favorables. 611 élèves fréquentent l'école euro de Lille, répartition équilibrée. deux sections : FR et EN. L'an prochain, première classe de S6.

p. 7 - contenu pédagogique, deux enseignements doivent être ajoutés ICT 2p et Sport 2p

in favor

III.E.2. AES Working Group – Quality Assurance and Compliance (DOCEE : 2023-09-D-12-en-1)

In the JTC February 2020, the following document :

-2020-01-D-45-en-1 : Rotation of European baccalaureate written subjects' proposals among the schools,

has been agreed upon. It stressed the fact that the BAC office recommended Inspectors to put into place a rotation system for all subjects.

Inspectors did not comply to this recommendation. As a result, every year teachers have to produce often some full Bac proposals, sometimes 2 or 3.

It leads equally in ES and AES school to a huge frustration resulting to a poorer quality of BAC proposals, leading Inspectors to ask for more proposal. It is a vicious circle.

We are wondering when the BAC office will sit with Inspectors to agree on a coherent approach; teachers would be ready to invest more on the quality of those BAC proposal if they had to do them every two or three years. Instead, it seems that the "stick" is the solution raised by the OSG.

Areas: steady increase of the number of AES, governance, cost neutrality, visibility and participation, QA, compliance, continuous professional development.

Many AES - hybrid as they are with the national systems.

QA

Shared responsibility between national delegations and the ES

revised framework for audits decided by the BoG in 2019 with so far two rounds carried out under the new rules including the audit toolkits

AES steering committee ensures quality and harmonized approach with respect to audits

Option 1 : enhancing the current audits by adding some points from WSI

(4 year cycle - see report of Sept 2023 - meeting)

To discuss : when would accreditation be signed? what are the human and financial resources implications of these changes (including inspectors, experts, AES team's workload)?

Option 2 - compliance audit and WSI

two activities - compliance audit + WSI-like in the traditional ES

the accreditation is linked to the outcome of the audit only.

To discuss: What are the human and financial resources implications of these changes (including inspectors, experts, AES and PEDAs team's workload)?

Tendency to go to option 2 in the previous meetings.

Option 3 - keep current system while embracing follow-up

To discuss : human and financial resources implication of these changes? Additional workload steering committee? When would accreditation agreement be signed? Where would the experts/inspectors be used? Same or different teams in the two stages of the process?

Compliance

- whom to address in case of non-compliance?
- deadline to react for the AES
- time between general interest file and dossier of conformity
- update of the dossier of conformity
- duties of the AES linked to the BAC cycle

Small change in Art. 23 —> responsibility of the national delegation in case of non-compliance, 1 month period to react and repair, up to twelve months.

Change in Art. 8 - Dossier of Conformity, general interest file

AIREB breaches - not providing BAC proposals

In favor - not clear on which Option 2 but document non finalized

III.F.1. Draft Framework for the Enrolment of Ukrainian Pupils in the European Schools in the 2024-2025 School Year (DOCEE : 2023-07-D-8-en-2)

AES teachers regret that the OSG refuses to make accommodation for those pupils, especially at the BAC level. Minor accommodation has been asked for with a negative response from the BAC office.

They think that it is disgraceful the way those pupils are treated.

AES are mostly the ones welcoming Ukrainian pupils and there is not flexibility on adapting to the needs of those pupils.

Conditions of enrolment - no charge in T1 schools

OSG will provide guidance for the Bac procedures

in favor

III.F.2. Creation of a Slovenian Language Section at the European School Brussels I (DOCEE : 2023-09-D-46-en-1)

Creation in Brussels I

In favor

III.F.3. - Proposal for a Revised Admission Policy of the ES Munich as of the 2024/25 school year

- Report on the Situation of the Dutch Language Section at the ES Munich (DOCEE: 2023-09-D-44-en-1 or 2023-09-D-45-en-1)

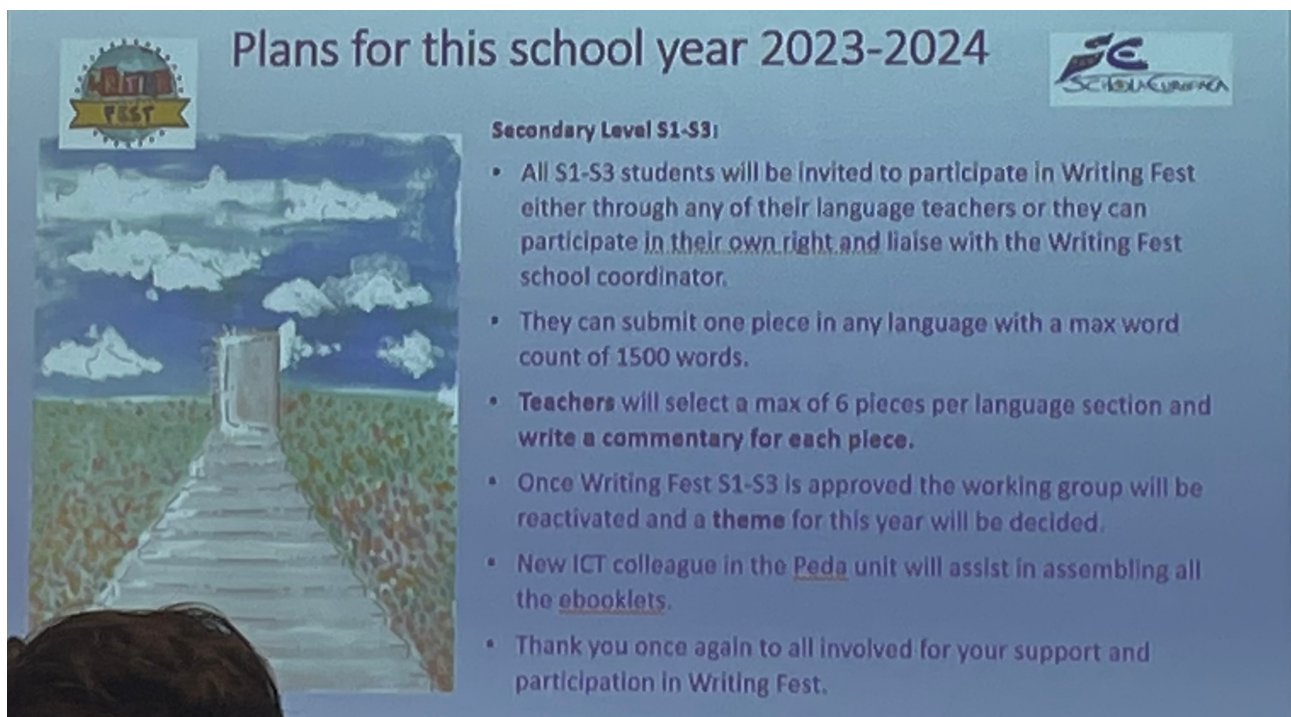
BoG had to accept, due to overcrowd, to amend the policy of admission of Cat I pupils, lower extent Cat II and III. => second site was open then closed

WG was created, and worked on several scenarios.

The NL section : the situation was never really sustainable, decreasing numbers of Cat I students.

III.F.4. Proposal to approve the Writing Fest in the secondary cycle until 2025 and to extend it to students in s1 and s2 as well as s3 (DOCEE : 2023-09-D-51-en-1)

The initiative is welcome by AES teachers.



Plans for this school year 2023-2024

Secondary Level S1-S3:

- All S1-S3 students will be invited to participate in Writing Fest either through any of their language teachers or they can participate in their own right and liaise with the Writing Fest school coordinator.
- They can submit one piece in any language with a max word count of 1500 words.
- Teachers will select a max of 6 pieces per language section and write a commentary for each piece.
- Once Writing Fest S1-S3 is approved the working group will be reactivated and a **theme** for this year will be decided.
- New ICT colleague in the Peda unit will assist in assembling all the ebooklets.
- Thank you once again to all involved for your support and participation in Writing Fest.

In favor

III.F.5. TASK FORCE - Cancellation of secondary classes during BAC oral exams – Progress Report

The school year must consist of 180 working days for pupils (181 in leap years). from a formal viewpoint to grant the schools the possibility of suspending lessons in the Sec cycle during the oral days of the Bac

Recommend - place there the work experience for years 5 and 6 + replacement activities
It is very difficult to figure out how many school days there are in the different member states for Sec school pupils

the different sources consulted do not specify between days for lessons, days for exam preparations, examination days.

(see picture)

Some schools do not suspend because of lack of space and teachers, oral only for a few days but in all schools, the curriculum was fully delivered.

some schools organize the CAAP and WEXp week during those oral days

some schools organize revision of s5 and s6 final examinations with pupils in situ or online

some schools organize : sport activities, summer camps, creative courses, cultural visits
—> connected to the curriculum

Not efficient to do the orals outside of school and the students prefer to do the exams in situ

Model 1 - replacement activities are mandatory for all pupils and attendance is imposed (with the consequences of the General Rules)

Model 2 - each school finds a local solution and adapts to its circumstances, finds consensus with all stakeholders —> model 1 can be a local solution
The proposal is brought to the first admin board of the year as part of the school year calendar.

This is still a work in progress. This is a discussion phase, we are just to take note.
AB - whatever is decided, we should make it clear in the GR.

The JTC stops here.

The Written Communications are not discussed.

III.F.6. Information about FAMES (Oral Presentation by D. Musilová)

Fames - would highly appreciated the event happened in March in Lux I with the collaboration of Junglinster and Clervaux.

schools sent a delegation of students to represent the arts and realized amazing exhibitions, music performances.

Next Fames in 2025.

AES students thank for this event and the collaboration and cooperation between AES and ES.

V.1. Follow-up and revision of the Assessment System in the Primary cycle of the European Schools – Update Calendar of the planned activities (DOCEE : 2020-09-D-27-en-7)

V.2. Report on the Writing Fest in the nursery and primary cycles and Update on the plans for the Writing Fest in 2024 (DOCEE : 2023-09-D-50-en-1)

Facing difficulties in collaborating with other schools.

Issues getting information from directions.

Introduction meeting to present the Writing Fest 2024?

V.3. Report on the delivery of CPD for the English (L1) syllabus in the nursery and primary cycles (DOCEE : 2023-09-D-52-en-1)

V.4. Pedagogical Development and Quality Assurance of the European Schools (2022-2023) – Follow-up of the Inspectors' activities and responsibilities on 30 June 2023 (DOCEE : 2022-09-D-40-en-5)

V.5. List of Assistive technology tools – Annex II to the Procedural document (DOCEE: 2023-04-D-18-en-3)

V.6. Access to the European Baccalaureate past examination papers (DOCEE : 2023-09-D-20-en-1)

Does it mean one day if we have time?

Ok, it is maybe not a priority, but at least, it would be good that clear guidelines are given to new AE schools (Direction and Bac coordinators) on how and where to access the past bac examinations.

It has been happening so many time that AES teachers had their first year of S6 and had no idea where to access past bac exams and did not find support from their Direction who themselves, new the system, didn't know how it works for AES. Before a new AES arrives to S6, no Bac coordinator => no access. This should be arranged beforehand as in S6 it is already too late to start training new teachers to the expectations of the Bac.

+ Why it cannot just be a link on the website to a random “drive” if we want to avoid “entrance” to the ES Microsoft environment?

V.7. Withdrawal from the accreditation process: Europa School Templin (DOCEE : 2023-08-D-11-en-1)

V.8. Host Country Language as L2 – AES Tallinn (DOCEE : 2023-05-D-14-en-1)

V.9. Report on the pilot testing of the European Schools’ digital portfolio (DOCEE : 2023-09-D-79-en-1)

Is it something we will need to use in the future? What is the timeline?

Who will cover the cost?

Is it Data protection compliant ?

Will training will be provided?

V.10. Outcome of Written procedure 2023/12 – Draft Decisions and Opinions of the Joint Teaching Committee of 9 and 10 February 2023 – Document: 2023-02-D-24-en-2 (DOCEE : 2023-04-D-7-fr/en/de/-1)

V.11. Outcome of Written procedure 2023/24 – “Syllabus for Polish Language I advanced s6-s7” – Document: 2023-05-D-19-pl-1 (DOCEE : 2023-09-D-24-fr-en-de-1)