



Schola Europaea

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Pedagogical Development Unit

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**Joint Report of the Danish presidency of the Boards of Inspectors and of the Teaching Committee –
2015-2016 school year**

Approved by the Board of Governors on 7, 8 and 9 December 2016 in Brussels

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Introduction

The last school year was marked by the effort to prepare the pedagogical reform. This has taken place in several areas. Firstly inspectors started to elaborate the attainment descriptors for all levels in Primary and Secondary cycles to assure transparency and prepare the reform of the marking scale with the first Baccalaureate in 2020. This work is still ongoing and will increase the transparency of the teaching and learning of the whole school system. Attainment descriptors show to all stakeholders to which degree the learning objectives are to be achieved.

Other important areas of improvements are online correction of the written exams from the exam session of 2017 as well as harmonization in many fields: the written LI exam papers which will be finished by the exam session of 2018 and the harmonization of the languages syllabuses.

But changes have taken place also at other levels. More schools are being accredited by the Board of Governors, and the growing number of schools makes the monitoring process more and more important. Within the OSGES the increasing and greater complexity of the European School system demands structural changes. A big ambition of the Danish Presidency was to strengthen the pedagogical areas of the Central Office. With the approval in the Board of Governors of the post as a new Head of the Pedagogical Unit in the Central Office the pedagogical area has been strongly reinforced.

A list of the Danish priorities for the school year 2015-2016 is to be found below. They deal with problems of different character- some of them being mostly pedagogical, some more administrative and others even had a political impact. In all fields process has been achieved, although several of the priorities can be enhanced in the coming years. It is of course important to underline the fact that the outcomes of the Danish Pedagogical Priorities presented below have been reached by a common effort from Inspectors, members of Working Groups, the Central Office and from other parts of the school system.

Inspectors have been working in many other areas than in the perspective of the pedagogical reform and the working groups have presented documents to be approved in the preparatory meetings.

The Boards of Inspectors' activities in 2015-2016 involved consideration and approval of important documents at their meetings. Those documents seek to improve the quality of the education offered in the European School system. The results of the various activities of the Boards of Inspectors carried out during the 2015-2016 school year and a list of the documents approved and of which several are to become applicable in the next school year can be found in this document. Furthermore Annex 1 containing the document *Pedagogical development and quality assurance of the European Schools – short and long time planning (2015-07-D-8-fr-1)* shows in details the quality assurance work done by inspectors in this school year.

1. The Pedagogical Priorities of the Danish Presidency

Danish Pedagogical Priorities 2015-16 Outcomes – by July 2016

	<i>Priority</i>	<i>Place</i>
1	<p>Continue work on teaching standards and for the evaluation of teachers</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A new document Evaluation of teachers in the European School system, including the update of the report for teachers' evaluations further of the approval of Teaching standards, was adopted by the BoG (2015-09-D-40-fr-3)</i> - <i>A booklet concerning Quality Teaching in the European Schools was adopted (2015-09-D-3-en-1)</i> - <i>A document concerning in-service training for teachers: Planned Framework for and organization of the continuous professional development in the European Schools (2016-01-D-40-en-1)</i> 	WG CPD
2	<p>Continue work for the management and organization of WG</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A new version of the document Pedagogical Development and Quality Assurance of the European Schools (2015-16) (2015-07-D-8-en-5) was approved.</i> - <i>A new version of the document Procedure for the production, management and publication of the syllabuses of the European Schools (2014-01-D-41-en-7) was approved.</i> 	WG QA
3	<p>Establish procedures for implementation of and follow-up of decisions of the Board of Governors</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>The ICT Unit has prepared a new website including publication of documents addressed directly to stakeholders</i> - <i>A revision of the Digest of Decisions has been started</i> - <i>Regular publication of BoG, BC, JTC and BI decisions on the website has been initiated</i> 	OSGES
4	<p>Revisit the procedures for written examinations (preselection), correction, moderation)</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A document concerning On-line correction of the written Baccalaureate examinations taking place from 2017 (2016-01-D-31) was approved in the BoG</i> - <i>A document about the Elaboration of the written examinations of the European Baccalaureate (2015-09-D-21-en-2) was approved (BIS)</i> 	Ass. Sec. WG Inspectors (BIS) BoG
5	<p>Increase contact and enhance quality assurance between the inspectors and locally recruited teachers</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A booklet concerning Quality Teaching in the European Schools (2015-09-D-3-en-1)</i> - <i>A new statute for the locally recruited teachers was adopted by the BoG (2016-01-D-52-en-6)</i> 	OSGES
6	<p>Increase use in the syllabuses of the Lisbon cross-curricular key competences, including pedagogical use of ICT</p> <p><i>Actions taken:</i></p>	Inspectors (BIS)

	<ul style="list-style-type: none"> - <i>The inspectors have been asked to insert the key competences in the elaboration of new and revised syllabuses</i> - <i>A first meeting of the IT-Pedagogical Working Group has been held</i> 	
7	<p>Enhance quality assurance in accredited schools in relation with the Bac (S 6 – S 7)</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>The Whole School Inspection Working Group has decided to include the Head of Bac Unit in the audits of the accredited schools concerning the Baccalaureate</i> 	OSGES
8	<p>Redefine administration of pedagogical areas, including administration of syllabuses and WGs, at the Central Office</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A report made by the Translation Working Group concerning principles for translating important documents and syllabuses was adopted, including the appointment of a new ½ assistant (2016-01-D-53-en-3)</i> - <i>A decision was taken in the BoG to create a new post as Head of Pedagogical development Unit (2016-03-D-16-en-2)</i> 	OSGES
9	<p>Revise all completed syllabuses including attainment descriptors and the assessment criteria</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A decision concerning attainment descriptors in syllabuses for both Primary and Secondary levels was taken</i> - <i>The work to include attainment descriptors started for all syllabuses</i> 	Inspectors (BIS)
10	<p>Discuss the external evaluation group's proposals and approve the decisions on the reorganization of studies.</p> <p><i>Actions taken:</i></p> <ul style="list-style-type: none"> - <i>A decision was taken at the BoG to set up of a the Task Force Working Group concerning the Pedagogical Reform</i> - <i>First part of the mandate of the Task Force: A Language policy is ready for proposal after a meeting with stakeholders</i> 	Task Force Ped. Reform WG, preparatory committees + BoG

2. Board of Inspectors for the Nursery and Primary Cycles

2.1. New Inspectors

Estonia: Ms MEHINE
Finland: Ms HOLAPPA ARJA-SISKO
United Kingdom: M. CAPRON

2.2. Syllabuses

NURSERY AND PRIMARY

Syllabuses approved by the Joint Teaching Committee, October 2015		
1.	Annexes to the Early Education Curriculum Put into force immediately	2011-01-D-15-en-4

Syllabuses approved by the Joint Teaching Committee, February 2016		
1.	Hungarian Language I syllabus – Nursery and Primary cycle (P1-P5) Put into force the 1. of September 2016	2015-11-D-20-hu-2
2.	Polish Language I syllabus – Nursery and Primary cycle (P1 – P5) Put into force the 1. of September 2016	2016-01-D-13-pl-2
3.	Non-Confessional Ethics Syllabus – primary cycle (P1-P5) Put into force the 1. of September 2016	2016-01-D-32-fr-2
4.	Discovery of the World syllabus – primary cycle (P1-P5) Put into force the 1. of September 2016	2015-09-D-30-fr-3

2.3. Working groups

Early Education Curriculum

Status of the work done in 2015-2016:

The document Ref.: 2014-09-D-59-en-1 Implementing and developing the Early Education Curriculum: a two-year plan (approved by the BIP and the

JTC in October 2015) has been followed.

The following tasks have been planned and carried out for the school year 2015/16:

- a) Editing/correction/reorganization of the EEC and the annexes, translation check and revision of EN-FR-DE language versions
- b) Website / additional content (level 2 – active links)
- c) Multilingualism in Early Education in the European Schools/Preparation of the project of the Content and Language Integrated learning in the Nursery Cycle of the European Schools
 - Ø consultations the issue of early language learning with experts
 - Ø analysis of research and literature on early language learning
 - Ø analysis of relevant EU strategical documents
 - Ø consultation with inspectors responsible for LII
 - Ø discussions within the BIP, the JTC and the WG Pedagogical Reform
 - Ø visiting schools and sharing experience
 - Ø cooperation with some European Schools - trials
 - Ø survey in all type I schools related to special conditions of possible introduction of an additional language in the nursery

Implementation of the EEC: meeting/symposium/colloquium in the school year 2016/2017 meeting with the nursery school referents following the new framework of CPD.

Cooperation with the WG Pedagogical Reform-Task force in the area of the project of introduction of an additional language. Proposal in the meetings of the BIP and the JTC in October 2016.

Intermath

Status of the work done in 2015-2016:

In 2015/16 focus was on the development and revision of the Intermath Pupils Books for the third year of Primary (*P3 Star: Numbers and Calculation and P3 Sun: Data-handling, Measurement, Shape and space, Problem solving*). According to plan, these books will be available in all languages of the European Schools in September 2017. Also the accompanying Teachers Handbook will be ready by then.

A major step has been taken regarding the introduction of digital material that complements Intermath. After a successful pilot in the spring of 2015, in September 2015 the software for P1. *Matific*, was launched. Again in all languages of the European Schools. During the schoolyear, in-service trainings were provided in every school. Some associated schools either attended a training in a ES in the neighborhood or invited the Matific project leader of the Working Group to their own school. In September 2016 Matific will be available for P2. In September 2017 books and software for P3 will be released at the same time.

The Working Group has made a proposal for attainment descriptors for Mathematics in Primary for P1 until P5. They will be presented in the Board of Inspectors Primary in October 2016.

The annual meeting for Mathematics Coordinators was held in September

2015 and will be organized again in September 2016.

Music Education

Status of the work done in 2015-2016:

Work on the syllabus started in the school year 2014/15. The teachers' representatives were nominated by the CdP in October 2014 and the WG started its work in December 2014.

Progress in the work in relation to the initial schedule:

Due to unexpected changes in the composition of the working group the work on the syllabus has been delayed.

For the reason of the cross-curricular character of Music and specific conditions in the area of human resources, the WG asks for a prolongation of the mandate until the end of the school year 2016/17 in order to develop the following annexes to the syllabus:

- Glossary of the most frequent musical terms
- Methodical guideline with examples of subject and cross-curricular activities

During this time, the members of the WG will also prepare an initial training according to the document Ref.: 2016-01-D-40-en-1 Planned framework for organization of continuous professional development.

Planning of the follow-up:

Final document/core syllabus in three languages will be transmitted to the Quality Assurance WG in the autumn 2016 and to the BIP and the JTC in February 2017 with entry into force in September 2017:

- Learning objectives – continuum
- Didactic principles
- Content/Activities
- Assessment + attainment descriptors
- Translation (EN-FR-DE)

Annexes (concrete examples, methodical help, glossary, self-evaluation sheets will be developed afterwards).

Training of the teachers will take place in spring or in early autumn 2017.

European Hours

Status of the work done in 2015-2016:

Work on the new syllabus for *European Hours* has continued and significant progress has been made. *European Hours* focuses on the development of European competence that incorporates *Thinking, Feeling and Acting European*. Key factors involved in this are *Knowledge – Attitudes – Skills*. Proposals of the Quality Assurance Working Group have been taken into consideration, in particular specific attainment descriptors have been incorporated.

The working group has now drawn up a final draft to be approved by the Joint Teaching Committee in October 2016.

Common attainment descriptors for L1 in the primary cycle

Status of the work done in 2015-2016:

In L1 syllabuses of the European Schools there are certain common competences which are expected to be attained by pupils in the areas of listening, speaking, reading and writing. In order to assess pupils' achievements in a more harmonised way, three nursery/primary inspectors were nominated by the BIP on its meeting held in October 2015 to make a proposal of the attainment descriptors for all L1 at the end of P5, according to the document Structure for all syllabuses in the system of the European Schools (Ref.: 2011-09-D-47-en-5).

Common attainment descriptors for listening and understanding, speaking, reading and understanding and writing were drafted and presented in the meeting of the BIP in February 2016. All nursery/primary inspectors were asked to give feedback on the draft documents until May 2016. The working group took into account their comments and finalised the document in June 2016. The attainment descriptors have been translated to EN-FR-DE and will be presented in October meeting of the Board of Inspectors Nursery and Primary.

3. Board of Inspectors for the Secondary Cycle

3.1. New Inspectors

Belgium: M. LOUYS
Luxembourg: M. WOLFF
Spain: M. GARRALON BARBA

3.2. Syllabuses

PROGRAMMES MODIFIES APPROUVES LORS DU JTC DES 18-19 FEVRIER 2016		
1.	Danish Language 1 syllabus for the secondary cycle - New model for written exam	2015-01-D-36-da-4
	Latin S2-S7 syllabus New structure for written exam	2014-01-D-35
3.	Eurosport Manual	2014-09-D-49-fr-3 2016-01-D-43-de-2

3.3. Working groups

Pedagogical Reform

For several years now a reform of the secondary cycle has been under way in the European Schools. The Board of Governors decided to seek the opinion of an external institute regarding these reform plans.

The final report of the Institute of Education (University College London) was delivered last summer and formulated recommendations in various areas. The question of the concrete implementation of those recommendations arose. In December 2015, the Board of Governors decided to give a mandate to a small working group, called *Pedagogical Reform Task Force*, composed of three members:

- the Head of the *Pedagogical Development* Unit, Mr Giancarlo MARCHEGGIANO;
- the Head of the *European Baccalaureate* Unit, M. Manuel BORDOY;
- the Chair of the Board of Inspectors (Secondary) for the 2015-16 school year, Mr Lars DAMKJAER.

The mandate also provides for the possibility of seeking input from experts and other inspectors from the primary cycle. In fact, there is no longer talk of reform of the secondary cycle but of pedagogical reform, as it became apparent that the reform would be highly likely to take on a much wider scale than initially foreseen.

Three main tasks were assigned to the Task Force.

The first emerged from the finding that there was no coherent language policy in the European School system, something which was pinpointed by the Report. The current policy has been built up over time since the European Schools first came into being, without the hindsight and vision required for its coherence. That is the subject which the Task Force has addressed so far.

The second task relates to the curriculum and the third to the incorporation of the eight key competences adopted in Lisbon around ten years ago. The current system strongly incorporates the first competences but neglects the last ones. For the latter two tasks, other experts will be invited to guide the Task Force's work.

The Task Force first addressed the question of a coherent language policy and very productive meetings were held with the experts, Profs. HOUSEN and BAETENS BEARDSMORE, who made a particularly valuable and essential contribution to the Task Force's work.

A proposal for a new language policy was worked out and was the theme of a meeting in May with the European Schools' stakeholders. The conclusions of that meeting will subsequently be presented at the preparatory meetings and finally to the Board of Governors.

Assessment Secondary

The working group, in cooperation with the European Baccalaureate Unit, proposed a new marking scale for the European School system in the *Proposal for a new marking scale of the European School System* (Ref.: 2015-01-D-23-en-2) which will be introduced progressively from September 2017 until the 2020 Baccalaureate sessions. Assessment and evaluation must be coherent with teaching practice. At the same time, it will be necessary to establish clear assessment criteria for each cycle and attainment descriptors for different levels of competency attainment for pupils.

According to the new marking scale all subjects should have attainment descriptors. For the Secondary cycle the following plan should be followed:

S 1-5 – February 2017 (approval) – September 2017 (entry into force)

S 6-7 - February 2018 (approval) – September 2018 (entry into force)

This work started in the autumn of 2015 and already in February 2016 some subjects had finished the work.

The working group has started to elaborate a proposal for inspectors' monitoring of the Prébac, which is now being harmonized within all schools. The issue was discussed at the BIS of June 2016 and a proposal will be presented in February 2017.

A document containing harmonized rules concerning the elaboration by inspectors of written Bac papers was developed together with the Bac Unit and presented in the BIS in June 2016. After some modifications proposed by the inspectors, the document was approved to enter into force for the 2018 (2020) European Bacallaureate session.

BAC Written and Oral Exams

The working group monitors the evaluation/quality assurance of the European Bacallaureate (BAC) examinations, ensuring equal treatment for students, harmonization within and across sections and subjects, the value of the European Bacallaureate certificate and the high quality of BAC written and oral examination papers. The document entitled *Evaluation of written and oral Bacallaureate exams 2015* (Ref.: 2015-09-D-19-en-1) was presented during preparatory meetings.

The working group prepared and proposed to the preparatory meeting in October 2015 several important changes of the oral examinations for the exam session of 2016. These concerned especially the oral examinations, and they were approved by the Board of Governors in December 2015. The modifications which took place at the oral examinations of 2016 are the following:

1. Duration of the examination. Each oral examination will last 20 minutes, plus 5 minutes for the marking which will take place immediately after each oral examination.
2. A new procedure for choosing questions. Questions already used will be put back in their envelopes and kept aside until only three envelopes remain. Then all questions will be put together and shuffled so that pupils may pick from the lot. There must always be at least three envelopes to pick from.
3. A new procedure for marking. A criteria-referenced assessment sheet is provided for each subject and each pupil. Examiners mark individually and their marks should not exceed more than two marks. All examiners sign the assessment sheet.

The working group prepared the procedure for the 2016 Bacallaureate session and then worked on the proposed revision of the Bacallaureate oral examinations (*Arrangements for implementing the Regulations for the European Bacallaureate*). Quality assurance of the written and oral exams this year implied a part from monitoring the oral exam questions, the check-list for the written exams and the questionnaire for the oral exams also a final report of the vice-president of the whole examination session at the exam center.

Careers Guidance

There were two main objectives for the Careers Guidance working group during the 2015/16 school year.

The first one was a follow-up on the Careers Guidance working group's mandate from the JTC meeting in October 2014 to produce a document on Work Experience.

The 'Work experience in the European Schools' programme (2004-D-432-en-1) is already used in some of the European Schools but not in all of them. In addition, the organisational arrangements often differ from school to school.

The need therefore emerged, in order to generalise and harmonise this programme, to produce a document providing details of the reality and practicalities of work experience schemes and giving advice and general instructions to the schools and to the teachers who will put it into practice.

The document on Work Experience was presented and approved at the JTC meeting in February 2016 (2016-02-D-6-en-1).

Also in February 2016 a request for a mandate (2016-01-D-39-fr-1) for the Careers Guidance Working Group was made to produce a booklet grouping and explaining all the school and careers guidance activities in the European Schools. Since the early 1990s, a specific *School and Careers Guidance* programme has been in place in the European Schools. Its' putting into place materialised in successive documents, which have accumulated.

The idea was to group all those documents together in a single document – a booklet – which would contain both the official texts and their principles and recommendations for application. The request was approved and the working group will produce this document during the school year 2016-17.

Students mobility program

The Working Group Students mobility program presented for discussion a new document in February 2016 concerning the exchange of students within the European Schools. In October this year the document will be presented for opinion in the BIS and in the JTC, for approval of the BoG with the request of an immediate implementation.

The most important points of the document are:

1. European schools - both, official and accredited - offer the possibility of hosting other students as well as supporting their students to visit other schools. Both can take place as real exchanges (visit and return visit) or as one way visits. They are summarised in *Student mobility program*, which identify specific lengths and times of the program.
2. Also national schools and even schools outside the EU can participate.
3. A structured selection process will identify the successful applicants. Once a pupil's candidature is selected for participation, the sending and hosting school as well as the sending and receiving family agree on all aspects of the mobility.
4. It is the responsibility of the student to catch up if the program in the schools involved is not alike (to ensure the re-integration).
5. All parts of the selection process, the preparation, the visit itself as well as the follow-up are supported with specific and harmonized forms and

guidelines. This will make it much easier for all schools involved to take part.

Harmonisation Working Group for languages

In September 2015 a harmonised L II syllabus for all L II languages entered into force. Together with the syllabus there were sample papers for written and oral exams. Attainment descriptors for L II will be presented to the Joint Teaching Committee in October 2016 and will enter into force in September 2017.

A new harmonised syllabus for all L II advanced languages will be presented in original versions in EN, DE and FR at the Joint Teaching Committee in February 2017 for approval and will enter into force in September 2017.

During the school year 2015-16 the WG worked on a harmonised syllabus for all L IV languages. This syllabus will be presented in the three original versions in September 2016 with entry into force in September 2017.

Revision of Mathematics and Sciences Syllabuses

The final report of the team of the Experts at the Institute of Education, London recommended to revise urgently the sciences syllabuses up to level S5 as several of the syllabuses have not been revised for many years. All new syllabuses in mathematics and scientific subjects should be more precise in defining and sequencing the knowledge, skills and attitudes (competences) that the pupils need to learn.

It was proposed at the BIS of October 2015 to set up a working group in order to assure a more regular approach to syllabuses development and revision. Although elaborating is the work of the inspectors it was recognized that there was an urgent need of a quick revision of these syllabuses and it was decided to outsource the work to external experts. In the working group *Revision of Mathematics and Sciences Syllabuses* all scientific inspectors are present together with representatives of the OSGES. The final proposals of the new syllabuses will undergo normal procedures of approval at the BIS and JTC.

4. Issues common to the Boards

Assessment Policy

Status of the work done in 2015-2016:

- Implementation of the Assessment Policy in the European Schools, Ref.: 2011-01-D-61-en-3 – exchange of joint work, mutual information, transition N/P/S
- Revision and update document – Ref.: 2011-09-D-47-en-3 New structure for all syllabuses (updated document will be presented in the meeting of the JBI in October 2016)
- Revision and update document Transition N/P/S: Framework for school-specific guidelines for transition nursery/primary/secondary 2015-09-D-41

Objectives of the European Schools: document Ref.:2015-09-D-31-en-1 Education in the European Schools - Project for the Nursery and Primary Cycles. The Objectives of the European Schools published on the www.eurasc.eu will be updated according to the actual European Schools´ and EU strategies. Relevant

methodological part will be created as well. The task should be carried out in cooperation of the nursery/primary and secondary inspectors responsible for assessment and in cooperation with the OSG and with the Pedagogical Reform WG. (The draft proposal will be presented in the meeting of the JBI in October 2016).

Progress in the work in relation to the initial schedule:

The tasks scheduled for the school year 2015/16 were accomplished. The Assessment Policy WG will continue at work on Objectives of the ES and relevant methodology also in the school year 2016/17.

Planning of the follow-up:

In the school years 2016/17 the work will include mostly:

- Implementation of the Assessment Policy in the European Schools, Ref.: 2011-01-D-61-en-3 – exchange of joint work, mutual information on implementation of new assessment tools, transition and continuity of assessment tools in N/P/S
- Objectives of the European Schools and relevant methodology.

Quality Assurance and Development

The Quality Assurance WG met twice during this school year.

At its September meeting, the WG learned of the Danish priorities and set its own. In particular, harmonisation of the syllabuses and a project-based approach for the operation of WGs. The WG took the view, moreover, that a separate mandate ought to be given for revision of the document *Transition in the nursery, primary and secondary cycles* and wished to have a discussion around the audit reports on accredited schools. The latter will continue in 2016/2017.

The document on the procedures for syllabuses was amended by the Quality Assurance WG and approved at the JBI's October 2015 meeting.

At its May meeting, the WG decided to review the procedure for induction of new Inspectors. The procedures for syllabuses and working groups will, for their part, be discussed again at the meeting scheduled in September, with the possibility of change, in view of the difficulties currently being experienced by the Inspectors.

In the document *Structure and procedure for the production, management and publication of the syllabuses – 2014-01-D-41-en-6*, the following amendments were made to the procedures:

When a syllabus is designed and written, if it includes specific rules for the organisation of examinations and/or results in a change at the level of the Arrangements for implementing the Regulations for the European Baccalaureate, the General Rules or any other Rules or Regulations covered, the Working Group will take care to ensure that those changes are clearly highlighted in the syllabus and at the time of its presentation to the different Committees. In order to avoid any contradiction between two rules, those highlighted changes will also need to be accompanied by a document proposing amendment of the Rules or Regulations concerned with a view to their approval.

In correlation with what was added in point I. of the procedure for the Design and Writing of syllabuses, the following was added to Annex 2 to the document

on 'Checking of Quality Assurance before approval of a Syllabus/Curriculum in the European Schools' (2013-01-D-52):

<p>The Syllabus/Curriculum proposes changes at the level of the Rules and Regulations in force (Bac. Implementing Regulations, General Rules or any other Rules or Regulations covered).</p> <p>The Working Group accompanied those changes with a document proposing amendment of the Rules and Regulations concerned with a view to their approval.</p>	<p>Comments</p>
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Complementary course syllabuses have existed for many years. However, they do not follow the documents in force concerning the design and writing of syllabuses, including: '*Structure for all syllabuses in the system of the European Schools*' (2011-09-D-47); '*Checking of Quality Assurance before approval of a Syllabus/Curriculum in the European Schools*' (2013-01-D-52); '*Competence-based syllabuses, including assessment criteria and attainment descriptors*' (2015-01-D-62), the latter being related to the new marking scale in the secondary cycle.

It was for that reason that at its meeting of 16 February 2016, the Board of Inspectors (Secondary) decided no longer to approve syllabuses for new or existing complementary courses – as far as new courses are concerned: for the sake of rationalisation, with a view to the Pedagogical Reform – and – as far as existing courses are concerned, in so far as the new syllabuses do not follow the structure approved for all syllabuses in the European School system.

The BIS also took the decision to harmonise the procedures with respect to syllabuses. Consequently, and if necessary, each subject Inspector will be responsible for bringing the existing complementary course syllabus into line with the standards in force according to the new decisions on the structure of syllabuses, assessment criteria and attainment descriptors, and for quality assurance checking. If responsibility for a subject cannot be taken on by an Inspector, the subject would have to be removed from the list of complementary courses to be offered and consequently, could no longer be taught in European or Accredited Schools as from year S6 classes in the 2017-2018 school year.

Professional development and evaluation of teachers

The working group Continuous Pedagogical Development has focused on the following task: standardization of processes of (self-) evaluation of the teachers and a ten-year implementation cycle for syllabuses/innovations, including systematic and regular professionalization.

In the February 2016 meetings a *Booklet* was approved for *Quality teaching in the European Schools*. It introduces a harmonized approach to the evaluation of

our teachers. In the Booklet the previously adopted documents: Teaching Standards, the piloted Toolkit for (self-) evaluation and Evaluation of teachers in the European school system are integrated in one handy document. The meetings expressed a favorable opinion and, from September 2016 onwards, the Booklet will serve as the basis for the evaluations of all teachers in the European Schools.

During the school year 2015-16 a framework for and organization of Continuous Pedagogical Development in the European Schools was completed. The framework describes *who* is responsible for initiating the implementation of *what* kind of innovation, *where* and *for whom*. Especially for the implementation of new and/or updated syllabuses a 10-year-cycle was introduced, including (decentralized, in-service) training of teachers, support of and by internal subject referents and induction of new teachers. The February meetings expressed a favorable opinion regarding piloting this cycle in the school year 2016-2017. The inspectors responsible for the new syllabuses for Discovery of the World in Primary and German L1 in Secondary volunteered.

Effective running of the working groups

As the WG was only able to meet twice this year, the project-based approach was suspended and priority was given to focusing on revision of syllabuses, following the various decisions on the subject, for which relatively strict deadlines had been decided. The proposal for 'Guidelines in the primary cycle' was not presented as a pilot 'project-based approach' proposal in October.

Whole School Inspections

During the 2015/2016 school year, the Joint Board of Inspectors and the Joint Teaching Committee approved, at their October 2015 meetings, document 2010-D-139-en-8 *Common Framework for WSI in nursery/primary and secondary cycles*, which included the changes to the conduct of WSI for the second round, taking account of the schools' self-evaluation and the follow-up results to develop quality assurance based on reliable, objective and fair data. The calendar of team inspection activities post-2015 was appended to that document.

At those same JBI/JTC meetings (October 2015), the reports on the WSI of the Luxembourg II and Frankfurt European Schools and the General Report on all the Team Inspections conducted from 2011 to 2015 were approved. The latter report presented a summary of all the data from the reports on the team inspections of the different schools, summing up the main recommendations and findings.

At their February 2016 meetings, the JBI and JTC approved the follow-up reports on the Brussels I, Culham and Luxembourg I.

During May 2016, the second round of WSI started with an inspection of the European School, Karlsruhe, following the new Regulatory Framework.

The working group decided, in cooperation with the Head of the Baccalaureate Unit, that he should be involved in audits of years S6-S7 of the Accredited Schools relating to the Baccalaureate, in order to ensure close contact between

Accredited Schools and the Baccalaureate, especially the final two years with the Baccalaureate.

Educational Support

Here are the references of the relevant documents:

1. Policy of the Provision of Educational Support in the European Schools (2012-05-D-14-en-8)
 2. Provision of the Educational Support in the European Schools – Procedural document (2012-05-D-15-en-10)
 3. Multi annual plan 2014 – 2017 for the implementation of the Educational support policy in the European schools (2014-09-D-9-en-4).
-
- Ø Harmonisation of implementation of the Educational Support policy in the schools continued with the emphasis on the school internal guidelines and exchange of experience and good practices. Different activities were created to support this.
 - Ø An annual in-service training for all educational support coordinators (ES and accredited schools) was organized on the 12.-13.4.2016. The report is produced about the content and organization of the INSET (there is no reference yet because it will be presented in October 2016).
 - Ø The statistical report about the implementation of the educational support was produced (Statistical report on educational support and on the integration of pupils with special educational needs into the European Schools in the year 2014-2015, 2016-01-D-9-en-4). This report is the first to offer information about all types of Educational Support: General, Moderate, Intensive A and B. The reporting has been changed to follow a school year instead of calendar year in order better to describe the actual situation within a school year. The School Management System and additional electronic questionnaire were used in data collection from the schools; data was compiled by the OSGES and analyzed by the educational support inspectors. The new statistical report has been approved by the JTC in February 2016 and the BOG in April 2016.
 - Ø The report based on a survey about the job description for support coordinators was discussed in the Educational Support Policy Group. Based on this discussion a proposal to change the budgeting in support coordination was presented and approved in BoG 2015.
 - Ø The survey about the use of software in the baccalaureate examinations in all EU-countries was carried out and the report was discussed in the pedagogical meetings in October 2015 (2015-09-D26-en-1). The information provided from EU-countries did not result any changes to the special arrangements in the baccalaureate examination.
 - Ø In order to guarantee the equal and transparent procedure for requesting special arrangements for the European Baccalaureate written and oral examinations for pupils with learning difficulties and disabilities external expertise has been involved and the Request Template was further developed.

- Ø Analysis of the implementation of Educational Support based on existing Whole School Inspection reports was carried out and discussed in the policy group.
- Ø Based on the three years' experience about the implementation of the educational support policy some amendments and clarifications were done to the policy and provision documents.
- Ø The evaluation on implementation of the Educational Support Policy will be carried out in all type I schools in the school year 2016/17. The plan of this evaluation was approved in the Joint Board of Inspectors (2015-09-D-38-en-1).

Service Regulations for Locally Recruited Teachers

After several years of negotiations the Board of Governors adopted in May 2016 the Service Regulations for Locally Recruited Teachers, which will enter into force on 1 September 2016. These Service Regulations foresee a two years contract which can be prolonged once for another two years. After four years a contract for an unlimited period of time is foreseen provided that the evaluation of the teacher is positive. Moreover, the new Service Regulations will establish proper recruitment and appraisal procedures, a staff representation, access to professional development and will entitle locally recruited teachers to the reimbursement of removal costs and the participation in a merit based step system. Finally, the mobility of locally recruited teachers among the schools will be promoted. All these measures aim to recognize the locally recruited teachers to be integral part of the European Schools' teaching staff.

5. European Baccalaureate

Quality assurance of the European Baccalaureate has been strengthened in the school year 2015-16. Various initiatives were taken by the European Baccalaureate Unit in cooperation with the inspectors to a certain number of items related to the European Baccalaureate organization. Some of these are already mentioned in the sections concerning the working groups *Bac written and orals* as to new rules for the oral exams for the exam session 2016 and *Assessment Secondary* concerning elaboration of written exam papers. Inspectors' quality assurance of the Prébac has also been discussed within this working group together with the Baccalaureate Unit.

Some other issues where inspectors are involved will be mentioned below:

External auditing of the scientific exam papers were used in the EB session of the written papers for Mathematics 3P, Mathematics 5p (April 2016) and Biology (June 2016). The Board of Inspectors Secondary has agreed that all scientific exam papers will undergo external auditing. A calendar for the external auditing of European Baccalaureate examination papers will be discussed and approved at the Board of Inspectors Secondary. The final decision concerning the exam papers remains the responsibility of the inspectors.

A document concerning Online Correction of the written EB papers was presented by the Baccalaureate Unit and approved by the BoG on recommendation of the JTC. It will enter into force in the EB session 2017.

6. Selection Committees and Appointments of Directors and Deputy Directors

Inspectors from the Nursery, Primary and secondary cycles have participated in the selection committees for the following directors and deputy directors.

European School, Brussels I

16-17 December 2015, Selection Committee for the Deputy Director for the Secondary Cycle.

Mr. Lars ROESEN (Denmark) was appointed as the Deputy Director for the Secondary Cycle from 1 September 2016

European School, Varese

8 January 2016, Selection Committee for the Director.

Mr. Karoly PALA (Hungary) was appointed as Director from 1 September 2016

European School, Luxembourg II

25 May 2016, Selection Committee for the Deputy Director for the Nursery and Primary Cycle.

Mr. Phillippe RICHARD (France) was appointed as Deputy Director for Nursery and Primary Cycle from 1 September 2016

7 June 2016, Selection Committee for the Director.

Mr Per FRITHIOFSON (Sweden) was appointed as Director from 1 September 2016

European School, Mol

27 May 2016, Selection Committee for the Deputy Director for the Secondary Cycle.

Mrs. Tinne VAN OPSTAL (Belgium) was appointed as Deputy Director for the Secondary Cycle from 1 September 2016

2 June 2016, Selection Committee for the Deputy Director for the Nursery and Primary Cycle.

Mrs Myriam LANCELOT (France) was appointed as Deputy Director for the Nursery and Primary Cycle from 1 September 2016

European School, Brussels IV

6 June 2016, Selection Committee for the Deputy Director for the Secondary Cycle.

Mrs. Isabelle VERWILGHEN (Belgium) was appointed as Deputy Director for the Secondary Cycle from 1 September 2016

6.2. Transfers

DDP Brussels IV: Mr Markko MATTUS (ET), former DDP ES, Mol, to replace Ms IVANAUSKIENE

DIR Brussels III: Mr De TOURNEMIRE (FR), former DIR LUX II, to replace Mr PINO

DIR ALICANTE: Mr DA TORRE (PT), former DIR Varese, to replace Mme CARRO

DDP Brussels I – SITE BERKENDAL: Mr LONGO (former DDP Lux II)

7. Accredited European Schools

7.1. General Interest files

General Interest File – Differdange International School (Grand Duchy of Luxembourg) (2015-01-D-74-en-2)

Based on the opinion of the JTC the BoG approved the general interest file submitted by the Luxembourg authorities, which met the requirements of the first stage of the accreditation and cooperation process, as defined at Mondorf. The Luxembourg authorities were therefore invited to submit a dossier of conformity for nursery, primary and secondary education.

Ecole Européenne de Bruxelles-Capitale (2016-02-D-4-en-1).

Based on the opinion of the JTC the BoG approved the general interest file submitted by the Belgian authorities which met the requirements of the first stage of the Accreditation and Cooperation process, as defined at Mondorf. The Belgian authorities were therefore invited to submit a dossier of conformity for the Nursery, Primary and Secondary (S1-S5) cycles.

7.2. Dossiers of Conformity

Scuola Europea di Brindisi (Italy) – Dossier of Conformity – Secondary years S6-S7 (2015-01-D-61-en-2)

Based on the opinion of the Joint Teaching Committee the BoG approved the dossier of conformity presented by the Italian authorities concerning secondary years 6 and 7 and the introduction of the European Baccaalaureate at the Scuola Europea di Brindisi.

An audit of the school was subsequently organized on 22-26.02.2016. The audit report will soon be submitted to the BoG for approval in order to allow the signature of an Additional Agreement and the accreditation of the years S6-S7 at the School.

Dossier of Conformity – Europa School UK (Years S1-S5) (2015-02-D-8-en-2)

Based on the opinion of the JTC the BoG approved the dossier of conformity presented by the UK authorities for years S1 – S5 at Europa School UK. It considered that the dossier met the requirements of the second stage of the accreditation and cooperation process.

An audit needs to be organized (in 2017) in order to allow –if the audit report is approved by the BoG-the signature of an Accreditation Agreement covering the years S1-S5.

Dossier of Conformity – Europa School UK (Years S6-S7) (2015-02-D-9-en-2)

Based on the opinion of the JTC the BoG approved the dossier of conformity presented by the UK authorities for years S6 – S7 at Europa School UK. It considered that the dossier met the requirements of the second stage of the accreditation and cooperation process.

An audit needs to be organized (in 2017) in order to allow –if the audit report is approved by the BoG-the signature of an Additional Agreement covering the years S6-S7.

7.3. Audits in Accredited European Schools

School of European education, Heraklion

Based on the opinion of the JTC the BoG approved the inspectors' audit report (2015-07-D-13-en-2) at their meeting of April 2016.

The Accreditation Agreement –covering the Nursery, Primary and Secondary (S1-S5) cycles – as well as the Additional Agreement –covering the Secondary years S6-S7- were renewed (from 01.09.2016 to 31.08.2018).

Scuola per l'Europa di Parma

Aim of the audit: Renewal of the Accreditation agreement, Renewal of the Additional Agreement

Based on the opinion of the JTC the BoG approved the accreditation by written procedure in July 2015.

The Accreditation Agreement –covering the Nursery, Primary and Secondary (S1-S5) cycles – as well as the Additional Agreement –covering the Secondary years S6-S7- were renewed (from 01.09.2015 to 31.08.2018).

Ecole Internationale de Manosque

Aim of the audit: Renewal of the Accreditation agreement as well as the Additional Agreement.

Based on the opinion of the JTC the BoG approved the inspectors' report (2015-06-D-18-en-2) by written procedure on August 2015.

The Accreditation Agreement –covering the Secondary cycle (S1-S5) – as well as the Additional Agreement – covering the Secondary cycle years S6-S7- were renewed (from 01.09.2015 to 31.08.2018).

Ecole Européenne de Strasbourg

The audit (29/09/2014 to 3/10/2014) aimed at the renewal of both the Accreditation Agreement and the Additional Agreement.

Based on the opinion of the JTC the BoG approved the inspectors' report (2015-01-D-41-en-2) at their meeting of April 2015.

The Accreditation Agreement –covering the Nursery, Primary and Secondary (S1-S5) cycles – as well as the Additional Agreement –covering the Secondary years S6-S7- were renewed (from 01.09.2014 to 31.08.2017).

Europese School Den Haag Rijnlands Lyceum

A first audit took place from 17-21 November 2014 for the renewal of the Accreditation Agreement covering the Secondary cycle, years S1-S5. The inspectors' report was approved by the BoG in Prague in April 2015.

A second audit took place from 16 to 20 November 2015. It aimed at the renewal of the Accreditation Agreement covering the Nursery and Primary cycles. The inspectors' report (2016-02-D-2-en-2) was approved by the BoG on April 2016.

Based on the opinion of the JTC the BoG decided to approve the Accreditation Agreement from 01.09.2016 to 31.08.2019.

Europäische Schule RheinMain Bad Vilbel

An audit was organized from 2-6 March 2015, aiming at the renewal of the Nursery, Primary, and Secondary cycle, years S1-S7 and for the organisation of the BAC. The inspectors' report (2015-06-D-2-en-2) was approved by the BoG on July 2015 (written procedure).

The Accreditation Agreement for these years was extended up to 31.08.2018.

Tallinn European Schooling

An audit took place from 7-11 March 2016 aiming at the renewal of the Accreditation Agreement. The inspectors' report will be submitted for approval to the BoG.

If the BoG approves the audit report, an Accreditation Agreement covering the Nursery, Primary and Secondary (years S1-S5) will be renewed up to 31.08.2019.

Scuola Europea di Brindisi

Aim of the audit: Accreditation agreement for the Nursery, Primary and Secondary (S1-S5) cycles

Based on the opinion of the JTC the BoG decided to approve the accreditation by written procedure in July 2015.

Another audit took place on 22-26/02/2016 in order to allow the signature of an Additional Agreement (years S6-S7 + Bac). The inspectors' report will be presented to the BoG by written procedure.

European School of Copenhagen

Aim of the audit: Signature of an Accreditation agreement (Nursery, Primary cycles)

Based on the opinion of the JTC the BoG approved the accreditation by written procedure in July 2015.

7.4. Accredited schools in the European Schools system

The number of accredited European Schools is growing, and inspectors are involved in each accreditation and audit elaborating reports. In the 2015/16 school year based on the opinion of the Joint Teaching Committee the BoG accredited two new schools, the Differdange International School (Grand Duchy of Luxembourg) and the Ecole Européenne de Bruxelles-Capitale. The audit reports provide clear evidence that most of the accredited schools are extremely well run.

The accredited schools use the European School curricula and syllabuses and, as far as possible, follow the European School policies and strategies. The European School system offers representatives from accredited schools the possibility of participating in meetings of the administrative organs, in-service training sessions organized for the school management, coordinators and teachers, as well as various other activities. In some countries there is a system of mentoring between a type I European School and the accredited school.

Nevertheless, it is the opinion of the Danish Presidency that the system of mentoring and support of the accredited schools should be strengthened especially the last two years before the Baccalaureate.

8. Conclusion

The work to enhance the quality assurance system and the harmonization of the European School system was developed in the Danish Presidency. In these years many modifications are taking place within the EB School system, not only in the fields where inspectors are active. All stakeholders participate in this effort.

One could think that a break of changes as regards for example in the regulations for the European Baccalaureate for some years would be healthy. Nevertheless the effort to maintain the respect of the European Diploma and the quality of the teaching and learning is an ongoing task and remains a fundamental goal.

The Danish Presidency thanks all stakeholders for the work done in this school year and all the help we have received from all parts. We would like to extend our best wishes to our colleagues of the new German Presidency for the coming school year.



Schola Europaea

Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2015-07-D-8-en-7

Orig.: FR

Pedagogical Development and Quality Assurance of the European Schools (2015-2016)

**APPROVED BY THE JOINT BOARD OF INSPECTORS ON 12 OCTOBER 2016 IN
BRUSSELS**

FOLLOW-UP ON 30 JUNE 2016

**Joint Board of Inspectors
Long and Short-Term Planning**

OPINION OF THE JOINT BOARD OF INSPECTORS (JBI)

At its meeting of 7 October 2015, the JBI scrutinised the first version of the document 'Pedagogical Development and Quality Assurance of the European Schools (2015-2016)' including the presidency's priorities for the 2015-2016 school year.

Certain additions were made during the meeting.

The JBI approved the first version of the document with the additions and sent it forward to the Joint Teaching Committee for its information.

OPINION OF THE JOINT TEACHING COMMITTEE (JTC)

At its meeting of 8 and 9 October, the JTC took note of the document and of the amendments proposed by the JBI and sent it forward to the Budgetary Committee and to the Board of Governors for their information. This document takes account of those amendments.

OPINION OF THE JOINT BOARD OF INSPECTORS (JBI)

At its meeting of 17 February 2016, the JBI scrutinised the second version of the document 'Pedagogical Development and Quality Assurance of the European Schools (2015-2016)' including the presidency's priorities for the 2015-2016 school year.

Certain additions were made during the meeting.

The JBI approved the second version of the document with the additions and sent it forward to the Joint Teaching Committee for its information.

OPINION OF THE JOINT TEACHING COMMITTEE (JTC)

At its meeting of 18 and 19 February 2016, the JTC took note of the document and of the amendments proposed by the JBI and sent it forward to the Budgetary Committee and to the Board of Governors for their information. This document takes account of those amendments.

This version of the document is an update of the document between its presentation to the Board of Governors at its April 2016 meeting and the end of the school year on 30 June 2016.

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Introduction

The setting of the pedagogical objectives as well as the quality assurance of the type I European Schools are a responsibility of the different Boards of Inspectors:

- Board of Nursery and Primary Inspectors
- Board of Secondary Inspectors
- Joint Board of Inspectors.

The Pedagogical Development Unit of the Office of the Secretary-General supports and coordinates the (preparatory) activities of the Boards of Inspectors.

The purpose of the present document is to provide each new school year a transparent view of:

- The pedagogical needs as they were identified by the Boards of Inspectors, Joint Teaching Committee or Board of Governors
- The activities that are planned to satisfy these needs
- The results expected and actually achieved
- The plan of activities
- The results at the end of the school year.

In order to achieve the different goals within the organisational and budgetary resources, long-term and short-term planning is developed. At the beginning of each school year the Joint Board of Inspectors will decide on the prior needs to be tackled, the activities to be organised and the responsibilities to be taken on during the coming school year.

Projects that have come to an end (after 2 or 3 years maximum) will be replaced by new priorities. Also long-term issues can be resolved or be integrated into a smaller or larger target. According to the needs (and resources) the presidency can submit new priorities to the Joint Board of Inspectors.

Priorities of the presidency 2015-2016

In the light of the current growth of the type I European Schools - by population as well as acceding member states - the need to keep an overall view of our responsibilities and tasks is clearly felt by the inspectors.

With the help of the Pedagogical Development Unit we wish to invest in coherence, transparency and continuity.

The priorities of the 2015-2016 presidency are as follows:

	<i>Priorities</i>	<i>Where</i>
1	Continue work on teaching standards and on standards for the evaluation of teachers	CPD WG
2	Continue work on the management and organisation of working groups	QA WG
3	Establish procedures for implementation of and follow-up on decisions of the Board of Governors	OSGES
4	Revisit the procedures for written examinations (preparation of examinations (pre-selection), correction, moderation)	Ass. Sec. WG
5	Increase contacts and enhance quality assurance between the Inspectors and locally recruited teachers	OSGES
6	Increase use in the syllabuses of the Lisbon cross-curricular key competences, including pedagogical use of ICT	Inspectors (BIS)
7	Enhance quality assurance in accredited schools in relation with the Bac (S6 - S7)	OSGES

8	Redefine administration of pedagogical areas, including administration of syllabuses and of WGs, at the Central Office	OSGES
9	Revise all completed syllabuses including attainment descriptors and the assessment criteria	Inspectors (BIS)
10	Discuss the external evaluation group's proposals and approve the decisions on the reorganisation of studies	Org. Studies WG, preparatory committees and BoG

The Boards of Inspectors provide pedagogical legitimacy for the European School system. Very often inspectors combine their work for the European Schools with other national duties. We want to pay tribute to their passion and sustainable efforts by making their work behind the scenes more visible.

Working Groups

The Working Groups are divided into several categories:

1. Long-term planning

The Boards of Inspectors take initiatives to respond to ongoing/recurrent pedagogical needs. The subsequent educational challenges are monitored in the long term by structural groups.

2. Reference groups

Some issues need to be debated and followed up with different partners of the ES (e.g. parents, students). The Boards do not just give a specific mandate but also specify the group's composition.

3. Short-term planning

The Boards of Inspectors take initiatives to tackle issues that need a clear, concrete answer in the short term (max. 2-3 years).

4. Syllabuses

The Boards of Inspectors are responsible for the development, approval and implementation of the syllabuses. The syllabuses are at the heart of the quality of education. They are revised regularly according to new educational objectives. A time frame of 1-2-3 years on average is foreseen depending on the newness of the syllabus to be developed or revised.

4.1 Syllabuses' revision

4.2 Approved syllabuses implementation follow-up 2015-2016

4.3 Languages

To support the implementation of any new syllabus this WG deals with the development of guidelines, commentaries, additional teaching and learning material.

4.4 Other syllabuses for which a revision is planned in 2015-2016

4.5 Chronology of outdated syllabuses (before 2005) and not yet under revision (Proposal of the presidency 2015-2016: revision to be started if not started yet)

5. Other WGs – Coordinators' meetings

6. Working Groups' reports received at the OSG

1. Long-term planning

Purpose	Name	Code
<p><i>Pedagogical Objectives European Schools</i></p> <p>To prepare the implementation of the methodology to determine the pedagogical objectives of the European Schools and to ensure the system's pedagogical development.</p> <p>The Boards of Inspectors will adopt the methodology, with the aim of:</p> <ul style="list-style-type: none"> - defining the general pedagogical objectives as part of type I schools' autonomy; - evaluating their implementation; - ensuring the system's pedagogical development. <p>- Harmonisation of syllabuses</p> <p>2015-2016: Continue work on the management and organisation of the WGs (project-based work)</p> <p><i>Reference document: 2011-09-D-54-en-4; 2014-01-D-40-en-2; 2014-01-D-41-en-6</i></p> <p><i>Latest follow-up report: 2012-08-D-19-en-6 ; 2013-01-D-53-en-2 ; 2013-08-D-12-en-6; 2014-01-D-41-en-2; 2014-09-D-29-en-1; 2014-09-D-33-en-7 ; PPP JBI 02/2015; 2015-07-D-8-en-6</i></p> <p><i>Mandate from BoG 2012-04-D-9-en-3 (No 2012/16 21/05/2012)</i></p>	<p>ASSURQUAL Quality Assurance</p>	<p>0064</p>
<p><i>Quality Assurance</i></p> <p>To prepare implementation of Article 17 of the Convention, which concerns the Inspectors of the European Schools, the functions of the Board of Inspectors:</p> <ul style="list-style-type: none"> - to assure quality by setting up team and group inspections to supplement the work of individual inspectors and, by using the evaluation produced, to improve the quality of teaching and the standards of pupils' attainment, - to ensure effective coordination and supervision of studies in all areas of the curriculum by providing appropriate specialist advice - to use the inspectors' knowledge of the schools gained through inspection to spread good practice and promote harmonisation between sections and also inside of them. - to organise joint visits, team or group visits to inspect the teaching of a given subject or aspects of the work of the school (Article 18 of the Convention) - to make sure that inspection serves the purpose of promoting the self-evaluation of teachers and schools' (Article 18 of the Convention). <p><i>Reference document: 2010-D-139-en-8</i></p> <p><i>Memorandum 2012-07-M-2; 2014-09-M-1-(2)</i></p> <p><i>Priority BIP & BIS 2011-2012</i></p>	<p>WSICAD Whole School Inspection</p>	<p>0048</p>

Purpose	Name	Code
<p>Audit of Accredited Schools <i>(Sub-Group of WSI WG)</i></p> <p>To monitor the creation of a template for the audit of the Accredited European Schools on the basis of the criteria and the template used for Whole School Inspections</p> <p><i>Reference document: 2012-09-D-30-en-2</i> <i>Latest follow-up report</i> <i>Mandate from JBI</i></p>	<p>AUDAES</p> <p><i>Audit of the Accredited European Schools</i></p>	<p>0073</p>
<p>Quality Assurance BAC</p> <p>To monitor the internal evaluation/quality assurance of the BAC exams ensuring:</p> <ul style="list-style-type: none"> - equity for students - harmonisation within and across sections and subjects - the value of the European Baccalaureate certificate by accompanying the 'examination centres' - QA BAC written exams papers (sub-group) (2015-2016) <p><i>Reference document: 2011-01-D-48-en-1</i> <i>Latest follow-up report: 2013-01-D-41-en-1; 2014-01-D-2-en-1 ; 2015-01-D-8-en-2 ; 2015-01-D-12-en-1; 2015-01-D-2-en-2 ; 2014-10-D-3-en-1</i> <i>2015-01-D-12-en-1</i> <i>Mandate from BIS date</i></p>	<p>CORBACEC</p> <p>BAC written and orals exams</p>	<p>0052</p>
<p>Careers Guidance</p> <p>To monitor :</p> <ul style="list-style-type: none"> - policy and recommendations for implementation of careers guidance - training for careers guidance teachers - processing of higher education applications - *Pilot project: introduction of the first cycle in the new careers guidance syllabus - 2015-2016: Guidelines (Careers Guidance Policy) - Work Experience (BoG mandate) <p><i>Reference document: 2011-09-D-36-en-4; 2014-01-D-36-en-3</i> <i>Latest follow-up report 2014-09-D-65-fr-1; 2014-09-D-54-en-1</i> <i>2016-02-D-6-en-2; 2016-01-D-39-fr-1 (request for a mandate)</i> <i>Mandate from BoG: *Oxford, April 2012; April 2015 (Work Experience)</i></p>	<p>ORPROF</p> <p>Careers guidance</p>	<p>0050</p>

Purpose	Name	Code
<p>Eurosport</p> <p>To prepare and evaluate EUROSPOORT – Meeting with the coordinators</p> <p>Revision of the Eurosport Handbook</p> <p><i>Reference documents: 2007-D-1610-en-3 (Eurosport Handbook) 2014-01-D-38-en-2; 2014-09-D-49-en-4 (Eurosport Handbook); 2016-01-D-43-de-2</i></p> <p><i>Priority BIS</i></p>	<p>EDPHYSS</p> <p>Physical education (Eurosport)</p>	<p>0034</p>
<p>Secondary Cycle – Group of experts in charge of the technological tool for mathematics (S4-S7)</p> <p>The group of experts is charged with the task of regularly reconsidering the choice of technological tool used, in the light of future technological developments and according to what is available commercially on the market.</p> <p>Preparation and organisation of the permanent decentralised in-service training in mathematics</p> <p>A proposal for the use of the calculator to be widened to other scientific subjects and economics</p> <p><i>Reference document: 2010-D-441-en-5; 2011-01-D-30-en-2; 2010-D-571-en-2; 2010-D-242-en-3 ; 2010-M-44 ; 2012-01-D-29-en-3</i></p> <p><i>Latest follow-up report: 2010-11-M-2, 2011-05-M-2 ; 2012-05-M-3 ; 2012-07-M-4 ; 2012-11-M-1-clarification ; 2013-06-M1 ; 2013-06-M-6 ; 2014-06-M-2; 2015-06-M-6; 2016-06-M-1</i></p> <p><i>Mandate BoG</i></p>	<p>OUTTECH</p> <p>Technological tool</p>	<p>0062</p>
<p>Secondary Cycle – Group of experts in charge of the teaching tool for Human Sciences in S3</p> <p>The group of experts is charged with the task of regularly revising the teaching tool, which is printed every other year.</p> <p><i>Reference document: 2010-D-461-en-3</i></p> <p><i>Latest follow-up report:</i></p> <p><i>Mandate from BoG March 2010</i></p>	<p>OUTDIDASH</p> <p>Human Sciences teaching tool</p>	<p>0072</p>
<p>Secondary Cycle – European School Science Symposium</p> <ul style="list-style-type: none"> • to guide the ES in charge of the ESSS in its organisational work (annual event) • to inform the ES about the ESSS • to oversee the Symposium's continuity and proper conduct in accordance with the rules established • to adapt, if necessary, the rules for the ESSS <p><i>Reference document: 2013-05-D-29-fr-1</i></p> <p><i>Latest follow-up report:</i></p> <p><i>Mandate from BIS June 2013</i></p>	<p>ESSS</p>	<p>0076</p>

Purpose	Name	Code
<p>Secondary cycle – Organisation of the Model European Council/Parliament MECP</p> <p>1/Temporary WG – Future MECP</p> <ul style="list-style-type: none"> • <u>The role</u> of the Future MECP WG is • definition of the organisational framework • frequency of the event • period of organisation • proposal for the standing WG’s composition • etc. • <u>Definition of the composition and of the mandate of a standing WG, the MECP WG, to facilitate the considerable work to be done by the school organising this event.</u> <p>2/MECP WG</p> <ul style="list-style-type: none"> • The MECP WG should be responsible, inter alia, for: • regularly informing the schools about the MECP • ensuring the continuity and proper conduct of the MECP in accordance with the rules established • adapting, if necessary, the rules for the MECP • guiding the schools in charge of the MECP in their organisational work. <p><i>Reference document: 2014-09-D-50-fr-1</i> <i>Latest follow-up report:</i> <i>Mandate from BIS 10-2014</i></p>	MEC	0116

2. Reference groups

Purpose	Name	Code
<p>Educational Support</p> <p>To monitor Educational support</p> <ul style="list-style-type: none"> - Policy on the Provision of Educational Support in the European Schools - 2012-05-D-14-en-7 - Provision of Educational Support in the European Schools - Procedural document - 2012-05-D-15-en-9 - Compiling of the Annual Statistical report on Educational Support in the ES - 2015-2016 : Development of the new Statistical Report - Follow-up on introduction of the new ES policy: 2015-01-D-47-fr-1 <p><i>Reference document:</i> 2012-05-D-14-en-7; 2012-05-D-15-en-9 <i>Latest follow-up report:</i> 2014-01-D-17-en-3 ; 2014-09-D-9-en-2; 2014-09-D-56-en-1; 2014-09-D-12-en-2; 2014-12-D-8-en-2; 2015-01-D-48-fr-1; 2015-09-D-38-en-1 ; 2015-09-D-37-en-1; 2016-01-D-24-fr-1; 2016-01-D-9-en-1; 2016-03-D-24 Mandate from BoG 2011</p>	<p>EDUCSUP Educational Support Policy Group</p>	<p>0079</p>
<p>Secondary cycle - Organisation of studies</p> <p>Mandate completed</p> <p><i>Reference documents:</i> <i>Latest follow-up report:</i> 2013-01-D-56-en-2; 2014-01-D-58-en-2; 2014-01-D-55-en-4; 2014-12-D-5-fr-3; 2015-08-D-9-fr-4 MANDATE from BoG 2012-04-D-9-en-3 (WP No 2012/16 21/05/2012)</p>	<p>ORGETU</p>	<p>0068</p>
<p>PEDAGOGICAL REFORM TASK FORCE</p> <p>Subsequent to the external evaluators' report, the work of the 'Organisation of studies' WG has now been taken over by the 'Pedagogical Reform Task Force', having been given a mandate to that effect by the Board of Governors at its December 2015 meeting (2015-09-D-52-en-3):</p> <p>Composition:</p> <ul style="list-style-type: none"> - Chair of the Board of Inspectors (Secondary) - Head of the Pedagogical Development Unit - Head of the Baccalaureate Unit. <p>The task force will incorporate one or more external experts,</p> <ul style="list-style-type: none"> • a language learning expert; • a curriculum revision expert; • an expert from DG Education and Culture from the European Commission, familiar with definition of the eight key competences and one or more internal experts (in particular the Chair of the Board of Inspectors (Nursery and Primary)), as needs require and according to the questions discussed at the different meetings. 	<p>TASKFORPED</p>	<p>0163</p>

<p>The Task Force is charged with moving forward on the points recommended in the report produced by the IoE (external evaluators), whilst also taking account of their organisational consequences. The Task Force will report to the WG composed of representative of all the stakeholders in the system. The question of addition of the Host Country Language to the list of Languages 2 and, more generally, the question of definition of a more coherent and consistent language policy in the European Schools are also included in the field of work of the 'Pedagogical Reform' WG and of the Task Force. Its reflection should not be restricted to the secondary cycle as the nursery and primary cycles might also require some adaptations.</p> <p><i>Reference document: 2015-09-D-52-en-3</i> <i>Latest follow-up report:</i> <i>Mandate from BoG: December 2015</i></p>		
<p>Guidelines on organising student exchanges in the European Schools</p> <p>Revision and updating of the document 'Guidelines on organising student exchanges in the European Schools' 1999-D-216</p> <p>the Working Group's work should also focus on the following issues:</p> <ul style="list-style-type: none"> • the possibility of exchanges with accredited schools, from both the pedagogical and organisational viewpoint, • what is practised in Europe outside the European Schools system, • definition of the participation of category III students and SWALS in exchanges between schools, • a degree of flexibility in exchange time. <p>Timeframe : entry into force scheduled for September 2016</p> <p><i>Reference documents: 1999-D-216 ; 2007-D-3910 ; 2014-03-D-9-en-1</i> <i>Latest follow-up report: 2016-01-D-49-en-1</i> <i>Mandate from JTC 02-2014, 2014-01-D-27-en-2</i></p>	ECHELEE	091
<p>ICT Standing WG – Pedagogical – IT PED</p> <p>Working group charged with indicating the IT strategy for communication, administrative and financial tools.</p> <p>The IT Strategy Group is divided into two subgroups with a common core.</p> <ul style="list-style-type: none"> • <i>The IT-PED sub-group's remit is to deal with all subjects with a pedagogical objective.</i> • <i>The IT-ADM sub-group's remit is to deal with all subjects from the administrative and financial angles.</i> • <i>The common core is represented in the two sub-groups and its function is coordination of the two sub-groups' activities.</i> 	IT - PED	

Remit of the IT PED WG:

- Suggest the actions required to ensure that pupils' digital competence is properly enhanced at all stages of their education,
- Evaluate pilot projects launched in the schools involving pedagogical innovation in IT and deploy them in harmonised fashion in all the schools in the event of success,
- Propose models for IT use for pedagogical purposes, including for children with special educational needs,
- Review the role of IT in the organisation of studies and in syllabuses,
- Define guidelines and objectives for the training of teaching staff in IT,
- Put forward proposals to promote and facilitate the use of distance learning, in accordance with the European Schools' strategy (observance of predefined technical and financial limits),
- Put forward recommendations for the pedagogical use of environments for education and training, including remote ones,
- Ensure two-way communication with the end users of the European Schools' IT-PED system (pedagogical staff),
- Contribute to production of the annual ICT report by providing input in terms of uses of and pedagogical innovations associated with new information and communication technologies,
- Produce the multi-annual plan for IT-PED.

Reference documents: 2014-11-D-13-fr-5

Latest follow-up report:

Mandate from BoG: April 2015

3. Short-term planning

Projects

Purpose	Timing	Name	Code
<p>'ASSESSMENT POLICY' JOINT WORKING GROUP (Primary and Secondary)</p> <ul style="list-style-type: none"> - Exchange of joint work - Transition (2015-09-D-41-en-2) 	2015-2016	ASSPOL Assessment Policy	0046
<p>Primary cycle – Assessment Sub-Group</p> <ul style="list-style-type: none"> o Guidelines for the use of new assessment tools o Evaluation of implementation of the new assessment system <p><i>Reference document: 2011-01-D-61-en-3; 2013-09-D-38-en-5 ; 2014-06-M-5 Latest follow-up Report: JTC February 2012 – 2013-01-D-71-en-; 2014-09-D-58-en-1; 2015-01-D-46-en-2 Priority BIP 2011-2012</i></p>	2014-2015 2015-2016	ASSPRIM	0063
<p>Assessment Secondary – Sub-Group</p> <p>Results expected:</p> <p><u>With reference to the new marking system in the secondary cycle:</u></p> <ul style="list-style-type: none"> - A new marking system, accompanied by attainment descriptors, was approved by the BoG at its April 2015 meeting – Entry into force in September 2020. School year 2018-2019 : 6 first years of secondary School year 2019-2020: secondary S7 (first session of Baccalaureate : 2020) <p><u>Subject:</u> Competence-based assessment including the new marking scale, harmonisation of assessment, attainment descriptors for S1-S5 by September 2017 and for S6-7 by September 2018.</p> <p>Support from the WG for the Inspectors to achieve that aim.</p> <p>With reference to harmonisation of written L1 – Proposal approved at the BoG's April 2015 meeting. New questions for all L1s by the 2018 Bac at the latest. Proposals to be sent to the schools in December 2016 at the latest.</p> <p>Support from the WG for the Inspectors to achieve that aim.</p> <p><i>Reference documents: 2015-01-D-23-fr-4; 2015-01-D-62-en-2; 2014-06-D-5-en-3</i></p>		ASSSEC Assessment Secondary	0059
<p>Analysis of repeat rates</p> <p>Expected results:</p> <ul style="list-style-type: none"> - Analysis of repeat rates and school failures: <p>Analyse the statistics and respond to the questions and requests of the different parties involved.</p>	January 2016 2016-2017	ATAUXRED	0162

Purpose	Timing	Name	Code
<p>- Harmonised Assessment and B tests at the end of year 5:</p> <p>Address the question of the inconsistencies noted in the document 'Harmonised Assessment and B tests at the end of secondary year 5'. <i>Follow-up: 2013-05-D-34-fr-12</i></p> <p>- Definition Examination:</p> <p>Taking over of the mandate, initially given to the 'Secondary Assessment' Working Group, on the question of examination terminology and questions relating to 'Examinations and tests leading to official marks in the secondary cycle'.</p> <ul style="list-style-type: none"> - For more in-depth reflection on the need for double marking (A mark and B mark) and, in any event, on the method to be used to award those marks, also in the light of the recently approved assessment policy. - For production of a clear and concise document on what is officially foreseen in the European Schools for examinations and marks in the secondary cycle. - For production of an unequivocal definition of the French nouns: <i>test, évaluation, composition, épreuve</i> and <i>examen</i> [English: test, assessment, examination]. - For production of an amended version of the General Rules in which use of the aforementioned terms is consistent. <p><i>Reference documents: 2013-09-D-48-fr-2; 2013-05-D-34-fr-9; 2015-07-D-10-fr-1</i> <i>Latest follow-up report: 2013-05-D-34-fr-10</i> <i>Mandate from the JTC 02-2015; 10-2015</i> <i>Mandate from the BIS 06-2014 (2014-05-D-12-fr-1)</i></p>	<p>June and October 2016</p>		
<p>Primary Cycle – Intermath</p> <p>Intermath pupils' workbooks and teachers' handbook updated in line with new mathematics syllabus</p> <ul style="list-style-type: none"> - Preparation of the annual Coordinators' meeting - Implementation of digital Intermath in P1 of the European Schools <p><i>Reference document: Intermath books</i> <i>Latest follow-up report: Evaluation Mathematics Coordinators' Meeting (September 2015); Intermath News Letter (February 2015)</i></p>	<p>9/2014: P1 9/2015: P2 9/2017: P3 9/2018: P4 9/2019: P5</p>	<p>INTERM</p>	<p>0008</p>

Purpose	Timing	Name	Code
<p><i>Continuous Professional Development of pedagogical staff</i></p> <p>New continuous professional development policy in the European Schools - 2016-01-D-40 – Pilot project from February 2016 to June 2017</p> <p>A proposal for teaching standards has been made.</p> <p>Evaluation of teachers – Entry into force as from 09-2016 of the Booklet ‘Quality Teaching in the European Schools’, which contains the following documents:</p> <ul style="list-style-type: none"> - I. Teaching Standards (formerly 2012-09-D-11). - II. Toolkit for (self-) evaluation (formerly 2015-07-D-11). - III. Use of the Toolkit (formerly 2015-07-D-11). - Annex I Articles 28 and 30 of the Regulations for Members of the Seconded Staff – for information. - Annex II Document « Document ‘Evaluation of teachers in the European School system’ 2015-09-D-40 – for information <p>Expected results:</p> <ul style="list-style-type: none"> o the proposal is in line with the founding principles of the ES and the EU policy on education; o the proposal is in line with the Quality Assurance and Development framework in the ES o the proposal is in line with the Whole School Inspection framework o the proposal is in line with the Assessment Policy for pupils. <p><i>Reference document: WP 2013/2 – 2012-09-D-11-en-3; 2015-07-D-11-en-2; 2015-09-D-40-en-4</i></p> <p><i>Latest follow-up report: 2012-01-D-37-fr-2; 2014-01-D-44-en-2; PPP JBI 02/2015 ; 2016-01-D-40-fr-1 (CPD); 2015-09-D-3-en-2 (Booklet)</i></p> <p><i>Priority BIP & BIS 2011-2012</i></p> <p>Mandate JTC: Assessment tools 2013-01-D-55-en-2; 2014-01-D-44-en-1 (INSET)</p>	<p>2011-2012 2012-2013 2013-2014 2014-2015 2015-2016</p>	<p>ASSTEAC</p>	<p>0056</p>

Purpose	Timing	Name	Code
<p><i>Education for Sustainable Development</i></p> <p><i>Mandate given to a core WG – end of the work 2015</i></p> <p>1) System level</p> <p>The general objectives of the ES as they are published on the website www.eurasc.org will be completed by an explicit objective: '(...)</p> <ul style="list-style-type: none"> - to give pupils knowledge concerning the conditions for sustainable development related to ecological, economic and social aspects' <p>2) System and school level</p> <p>The quality indicators represented in the whole school inspection framework will be completed by a new criterion:</p> <p>3) System and school level</p> <p>The concept of ESD will be – from now on – integrated as much as possible in different ES initiatives and events (like Eurosport, Science Symposium, etc).. School projects with an ESD angle of approach will be encouraged.</p> <p>4) System and teaching and learning level</p> <p>Organisation of a seminar for representatives from the schools (teachers, pupils, heads). The seminar should result in concrete information and guidelines for the implementation of ESD through class teaching and project teaching. Distribution of the information should be organised digitally (EXPO 2015 proposal).</p> <p>In February 2016, the JTC granted a new mandate and the setting up of a WG.</p> <p>Expected results:</p> <ul style="list-style-type: none"> • Identify good examples of education for sustainable development found in the different European Schools. • Seek out and propose possibilities for deploying those examples in the system. • Conduct an in-depth analysis of the existing curricula in order to outline the content of education for sustainable development. • Collect examples of teaching aids for education for sustainable development which might be used in the different curricula. • Propose external instruments, such as projects, a network for support and direct education for sustainable development to a greater extent towards actions geared to a cross-curricular approach. <p><i>Reference documents: 2013-01-D-57</i> <i>Latest follow-up report: 2016-02-D-8-en-1</i> <i>Priority BIP & BIS 2012-2013</i> <i>Mandate from JTC 02/2013</i></p>		EDD	0108

<p><i>Early Education Curriculum (Follow-up and Implementation)</i></p> <p>Report on follow-up on implementation of the Early Education Curriculum (PPP)</p> <ul style="list-style-type: none"> ○ Recommendations on development of and support for implementation of the Early Education Curriculum at local level ○ Modification of the website – technical aspect – Website as communication tool ○ Introduction of multilingualism at the level of the Early Education Curriculum/L2 in the nursery cycle of the ES (consultation of experts, survey of type I schools regarding the special conditions for possible introduction of an additional language in the nursery cycle). ○ Possible amendment of the curriculum – complementary syllabus for L2 /nursery level? Administrative and financial consequences in cooperation with the Pedagogical Reform Task Force. ○ Implementation of the Early Education Curriculum/meetings/symposium on the basis of the proposed new framework for in-service training. ○ Systematic control of implementation of the Early Education Curriculum. <p><i>Reference documents: 2011-01-D-15 ; 2011-01-D-14</i></p> <p><i>Latest follow-up report: 2014-09-D-59-en-4; 2014-09-D-60-en-2 ; PPP 10/2014; 2011-01-D-15-en-4</i></p> <p><i>Priority BIP 2012-2013; 2014-2015</i></p> <p><i>Mandate JTC 10/2011 and BIP 10/2014</i></p>	<p>2011-2012 2012-2013 2013-2014</p> <p>New mandate: 2014-2015 2015-2016</p> <p>End 10/2016</p>	<p>EEC</p>	<p>0013</p>
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4. Syllabuses

4.1 Revision of subject syllabuses – Revision in progress

CYCLE	NAME	CHAIR	CODE	START WORK
N	Nursery – Lithuanian L1	Ms JURAITIENE	0127	1S ¹ /2015
P	Primary – Music Education	Ms MUSILOVÁ	0100	2S/2014
P	Primary – German L I	Ms SCHUMACHER	0086	1S/2014
P	Primary – European Hours	Mr SCHIMEK	0083	2S/2013
S	New curriculum for all L4 courses	Ms ECKERSTORFER	0092	2S/2014
S	New curriculum for all Advanced L2 courses	Ms ECKERSTORFER	0058	1S/2015
S	Secondary – 2 and 4-period Philosophy in S6 and S7	Ms VERMEIRE	0061	2S/2014
S	Secondary – Advanced Lithuanian L1	Ms VALIUSKEVICIENE	0126	1S/2015
S	Secondary – German L1	Mr WALZ	0021	1S/2014
S	Secondary – Romanian L1 + Bac RO	Ms PETRACHE	0123	2S/2014
S	Secondary – Advanced Finnish L1	Ms HUISMAN	0085	1S/2014
S	Secondary – French L1 from S1 to S7 + Harmonisation L1	Mr WILLE	0125	1S/2015
S	Teaching tool Human Sciences S3	Ms COELHO	0072	1S/2015
S	Human Sciences syllabus	Ms COELHO	0136	2S/2015
S	Secondary Greek L1+ Harmonisation L1(*)	Ms KALOGRIDOU	0145	2S/2015
S	History S4-S5 (2 and 4-periods)	Ms COELHO	0103	2S/2015
S	Secondary – English L1+ Advanced L1 + Harmonisation L1(*)	Ms HADLEY	0129	2S/2015

4.2 Revision of subject syllabuses in 2015-2016

CYCLE	NAME	CHAIR	CODE	START WORK
P	Nursery – Primary – Finnish L1	Ms HOLAPPA	0158	1S/2016
P	Primary – English L1	Ms O'SULLIVAN – Ms CAPRON		
P	Primary – Irish ONL	Ms O'SULLIVAN		
P	Primary – Slovene L1	Ms ZVEGLIC		1S/2016
P	Primary – Romanian L1 (P5)	Ms DROC		1S/2016
S	Secondary – Non-confessional Ethics S1-S3 (Priority in 2012-2013)	Ms VERMEIRE	0112	
S	Secondary – Advanced Italian L I in secondary years 6 and 7	Ms SACCARDO	0111	2S/2015
S	Secondary Italian L I S1-S5	Ms SACCARDO	0154	2S/2015
S	Secondary – Jewish religion	(Ms KALOGRIDOU)	Religious Authorities	
S	Ancient Greek – complementary course	Ms KALOGRIDOU	0109	1S/2016
S	Secondary Advanced Greek L1	Ms KALOGRIDOU	0075	2S/2015
S	Secondary – Hungarian L1	Ms NYIRO	0138	2S/2015
S	Secondary – Music Education	Mr WALZ	0033	1S/2016
S	Temp. Sub-Group – EN L4	Ms HADLEY – Ms O'TOOLE	0113	1S/2016
S	Temp. Sub-Group – FR L4	Mr WILLE – Mr SOLER	0114	1S/2016
S	Temp. Sub-Group – DE L4	Ms ECKERSTORFER	0115	1S/2016
S	Temp. Sub-Group – DA L4	Mr DAMKJAER	0118	

¹ 1S = 1st half of year; 2S = 2nd half of year

J	Nursery – Primary – Secondary – Estonian L1	Ms KITSING	0169	1S/2016
J	Primary – Secondary – Bulgarian L1 (P5 – S1)	Ms SOFRONIEVA	0171	1S/2016

CYCLE	NAME	CHAIR	CODE	START WORK	FOLLOW-UP
S	Revision of the secondary cycle syllabuses in line with the new decision of the JTC 02/2015 and the BoG 04/2015 concerning the attainment descriptors, the assessment criteria and the harmonisation of L1 (*) <ul style="list-style-type: none"> - ART S1-S7 - SW L1 + Harmonisation L1 - NL L1 + Harmonisation L1 - FI L1 + Harmonisation L1 - CZ L1 + Harmonisation L1 - IT L1 S6-S7 + Harmonisation L1 - ES L1 + Harmonisation L1 - Geography AD - Economics AD - History S6-S7 AD - ONL AD - LV L1 + Harmonisation L1 - SL L1 + Harmonisation L1 	INSPECTORS			
		Ms NILSSON	0032	2S/2015	In progress
		Ms NILSSON	0139	2S/2015	In progress
		Ms VAN DEN BOSCHE	0142	2S/2015	In progress
		Ms HUISMAN	0146	2S/2015	
		Ms DRAPALOVA	0147	2S/2015	In progress
		Ms SACCARDO	0148	1S/2016	In progress
		Mr GARRALÓN BARBA	0153	2S/2015	In progress
		Ms SOFRONIEVA	0156	1S/2016	
		Ms SOFRONIEVA	0157	1S/2016	
		Ms COELHO	0167	1S/2016	
		Ms O'TOOLE, Ms HUISMAN, Mr MIFSUD	0165	1S/2016	Completed
		Ms VALIUSKEVICIENE	0168	2S/2016	
		Ms POZNANOVIC	0170	1S/2016	
S	Revision of the Science and Mathematics syllabuses Biology/Chemistry/Maths/Physics/Int. Sc.	Mr WOLFF Mr COENEN Mr LOUYS + Experts	0151	2S/2015	In progress
			0155	2S/2015	In progress
S	Revision of the Science and Mathematics syllabuses - AD Biology Chemistry Int. Sc. Mathematics – Physics		0166		
		Mr WOLFF		1S/2016	In progress
		Mr COENEN		1S/2016	
		Mr WOLFF Mr LOUYS		1S/2016 1S/2016	In progress In progress
P	Revision of the primary cycle syllabuses according to the new structure and the new attainment descriptors <ul style="list-style-type: none"> - CZ L1 AD - PHYSICAL EDUCATION - L1 AD - DA L1 + AD 				
		Ms MUSILOVÁ	0149	1S/2016	
		Ms LACZYNSKA	0150	2S/2015	
		Ms SCHUHMACHER, Ms MUSILOVÁ	0152	2S/2015	Completed
		Ms GAMMELGAARD	0159	1S/2016	

4.3 New subject syllabuses adopted in 2015-2016

CYCLE	NAME	APPROVED	CHAIR	CODE
P	Primary – Non-Confessional Ethics	JTC 02-2016	Ms VERMEIRE/ Mr HESS	0090
P	Primary – Polish L1	JTC 02-2016	Ms LACZYNSKA	0124
P	Primary – Discovery of the World	JTC 02-2016	Mr OTTOSSON/ Ms LACZYNSKA	0012
P	Primary - L1 AD	JTC 02-2016	Ms SCHUHMACHER, Ms MUSILOVÁ	0152
P	Primary – Hungarian L1	JTC 02-2016	Ms MIKINA	0138
S	DA L1+Adv. L1+ Harmonisation L1 (AD)	JTC 02-2016	Mr DAMKJAER	0143
S	Latin S7 – Bac examinations	JTC 02-2016	Mr WILLE	0037

4.4 Follow-up in 2015-2016 on implementation of subject syllabuses adopted in 2015-2016

CYCLE	NAME	APPROVED	CHAIR	CODE	Follow-up
P	Primary – Non-Confessional Ethics	JTC 02-2016	Ms VERMEIRE/ Mr HESS	0090	

4.5 Follow-up in 2015-2016 on implementation of subject syllabuses adopted in 2014-2015

CYCLE	NAME	APPROVED	CHAIR	CODE	Follow-up
P	Primary – Physical Education	JTC 02-2015	Ms LACZYNSKA	0087	
P	Primary – Romanian L1 P3-P4	JTC 02-2015	Ms DROC	0080	
S	Secondary – Danish L1 (S1-S7) + Advanced (S6-S7)	JTC 02-2015	Mr DAMKJAER	0082	In progress
S	Secondary – Spanish L1	JTC 02-2015	Ms VIDORRETA GARCIA	0027	In progress
S	2-period Geography (S4-S5)	JTC 02-2015	Ms SOFRONIEVA	0035	In progress
S	Careers Guidance syllabus – pilot project S1-S3	JTC 10-2014/ BoG 12-2014	Mr DAMKJAER	0050	In progress
S	New syllabus for all L2 courses (main course)	JTC 02-2015 (main course)	Ms ECKERSTORFER	0058	In progress

4.6 Additional follow-up requested in 2015-2016 on implementation of subject syllabuses adopted

CYCLE	NAME	APPROVED	CHAIR	CODE	Follow-up
P	English L2	JTC 02-2013	Ms O'SULLIVAN	0010	
P	Common curriculum in L2 (FR-EN-DE)	JTC 10-2012	M HESS, Ms O'SULLIVAN, Mr SCHIMEK	0047	2nd In progress
P (Nurs.)	Early Education Curriculum (new mandate) ²	JTC 02-2011	Ms MUSILOVÁ	0013	In progress
P	Primary – Art Education	JTC October 2013	Mr OTTOSSON, Ms DROC	0014	In progress
P	Primary – Romanian L1 P1-P2	JTC 10-2013	Ms DROC	0080	
S	IRL – ONL	JTC 02-2013	Ms O'TOOLE	0110	In progress
S	Latin syllabus S2-S7	JTC 02-2014	Mr WILLE	0037	In progress
S	'New syllabus for all Languages 3' + Temporary Sub-Groups (FR, EN, DE, FI, IT,...)	JTC 02-2014	Ms ECKERSTORFER Mr SOLER Ms LINDA O'TOOLE	0054	In progress
J	Primary (New) + Secondary – Latvian L1	JTC 02-2014	Ms ARKLE	---	

4.7 WG which oversees implementation of any new common language syllabus

CYCLE	NAME	CHAIR	CODE
S	Dutch Language	Ms VAN DEN BOSCH/Ms VERMEIRE	
S	English Language	Ms HADLEY	0024
S	French Language	Mr WILLE/Mr SOLER (expert)	0028
S	German Language	Ms ECKERSTORFER	0022
S	Italian Language	Ms SACCARDO	0030
S	Spanish Language	Mr Javier GARRALÓN BARBA	0027
S	ONL FI/SW	Ms HUISMAN/Ms NILSON/ Ms HOLAPPA	0137

² Documents approved at the BIP/JTC meetings: 2014-09-D-59-en-2; 2014-09-D-60-en-1

4.8 Chronology of outdated syllabuses (before 2005) and not yet under revision (Proposal of the presidency 2015-2016: revision to be started if not started yet)

Approval	Subject	Timing	Remarks	Code
1/2000	Secondary – Advanced French L1 S6-S7		Not yet started	2000-D-18 26-27/01/2000 Mr WILLE
2/2005	Secondary – Advanced German L1 S6-S7			2004-D-8210-de-3 1-2/02/2005 Mr WALZ

5. Other WGs – Coordinators’ meetings

CYCLE	TITLE	CHAIR	CODE
S	English L1 Coordinators	Ms Hadley	0023
S	English L2-L4 Coordinators	Ms Hadley	0026
S	Italian L1 Coordinators	Ms Saccardo	0029
S	Music Coordinators	Mr Walz	0142
S	Art Coordinators	Ms Nilsson	
P	Maths Coordinators	Ms van den Bosch	0016
S	Philosophy Coordinators	Ms Vermeire	0107
S	Coordinators German L2-L4	Ms Eckerstorfer	0140

6. Working Groups' reports received at the Office of the Secretary-General

Standards L3	(Code 54)	02/09/2015 9-10/03/2016
French L1 + Harmonisation L1	(Code 125)	11/09/2015 06/11/2015 22/01/2016
Standards L4	(Code 92)	17-18/09/2015 23/10/2015 02/02/2016 9-10/5/2016 05/07/2016
Temp. Sub-Group DE L4	(Code 115)	13/01/2016 15/03/2016 14/04/2016 13/05/2016
Temp. Sub-Group DE L2	(Code 134)	03/02/2016 14/03/2016 13/04/2016
German L1 (primary)	(Code 86)	14-15/09/2015 14-15/03/2016 9-10/06/2016
Eurosport	(Code 34)	01-02/10/2015
Physical Education (sec.)	(Code 161)	23/02/2016
Standards L2	(Code 58)	22-23/09/2015 14-15/12/2015 12/01/2016 17/03/2016 11-12/05/2016
Temp. Sub-Group FR L2	(Code 132)	02/02/2016
German L2-L4	(Code 22)	21/09/2015 26/02/2016
Intermath	(Code 8)	16/09/2015 20/01/2016 18/03/2016 22/04/2016 03/06/2016
Polish L1 (primary)	(Code 124)	24/09/2015
Steering Committee Syllabuses Science+Maths	(Code 151)	13/11/2015
Steering Group Syllabuses Science+Maths	(Code 155)	16/11/2015 13/01/2016
Student Exchanges	(Code 91)	09/12/2015 10/06/2016
Corr. Bac Assessment written and oral exams	(Code 71)	07-08/01/2016
English L1 + Harmonisation L1	(Code 129)	14/01/2016 28/04/2016 22/06/2016
Analyse Repeat rates	(Code 162)	21/01/2016
ES Science Symposium	(Code 76)	10/12/2015 10/06/2016
Integrated Science AD	(code 173)	26-27/04/2016
Biology AD	(code 172)	07/04/2016
Framework for Inspections WSI	(code 48)	09/03/2016
Assessment secondary	(code 59)	01/03/2016
Czech L1/Harmonisation L1	(code 147)	26/02/2016

Pedagogical Reform Task force	(code 163)	18/04/2016 13/01/2016 08/03/2016 18/03/2016 19/05/2016		
Educational Support	(code 79)	12/01/2016 21/06/2016		
IT-PED WG	(code 178)	14/06/2016		
Quality Assurance	(code 64)	15/09/2015 20/05/2016 16/09/2016		
ONL Attainment Descriptors	(code 165)	15/02/2016		
EEC	(code 13)	19-20/04/2016		
Assessment secondary	(code 59)	28/01/2016 01/03/2016 2-3/05/2016		
Education for Sustainable Development	(code 108)	27/01/2016		
Educational Support MAP (code 96) report			Annual	overall
Music Education Primary (code 100) report			Annual	overall
SEN Statistical Report (code 55) report			Annual	overall
Assessment Policy (code 46) report			Annual	overall
Educational Support Preparation (code 5) report			Annual	overall
Educational Support Multi-Annual Plan (code 96) report			Annual	overall
Common Attainment Descriptors for L1 in the primary cycle (code 152)			Annual overall report	

II. Continuous Professional Development

The Boards of Inspectors take a large responsibility in the support of the professional development of the pedagogical staff (with exception of the management staff).

According to the agreed policy, training is provided in different ways to support the quality of teaching and learning.

As far as the planning of in-service training courses is concerned, priority will be given to:

- New syllabuses.
- Syllabuses which have a new pedagogical policy.

1. In-service training organised in the second half of 2015

1.1 Nursery and primary cycles: In-service training courses scheduled in 2015

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
1st half of year	PHYSICAL EDUCATION	Ms LACZYNSKA/M. OTTOSSON				New syllabus – postponed until 2016	2005		
1st half of year	ART EDUCATION	Ms DROC/Mr OTTOSSON				New syllabus - Decentralised - postponed until 2016	2005		

1.2 Secondary cycle: In-service training courses scheduled in 2015

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
24-26 September	GERMAN L1	Mr WALZ	BXL IV	45	2	New syllabus	2013		R
16-17 October	DIRECTORS + DEPUTIES	OSGES	Varese	45	2	Specific budget	Annual		R
22-23 October	FINNISH L1 + L1A	Ms HUISMAN	BXL II	30	2		2012		R
5-7 November	DE L2-L4	Ms ECKERSTORFER	Frankfurt	27	1 + 3 (Bac)		2013		R
Planned 1st half of year 2015	ICT S1-S3					New syllabus Postponed	2006		
2nd half of year	ICT S4-S5					New syllabus Postponed	2006		

2. *In-service training plan year 2016*

2.1 Nursery and primary cycles: In-service training courses scheduled in 2016

Priority courses:

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
14-15 April	CZECH L1	Ms MUSILOVÁ	LUX II	17	2	Postponed until early 2016	2011		R
9-10 May	FINNISH L1	Ms HOLAPPA	LUX I	20	2	Postponed until early 2016	2012		R

Non-priority courses:

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
4-6 July	POLISH	Ms LACZYNSKA	WARSAW	23	1	Partially paid for by the Ministry	2015		
1st half of year	SLOVENE	Ms ZVEGLIC				Paid for by the Ministry	2015		

2.2 Secondary cycle: In-service training courses scheduled in 2016

Priority courses:

Dates	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
10-11 March	GEOGRAPHY	Ms SOFRONIEVA	BXL IV	55	2	New syllabus Postponed until 2016	2008		R
10-11 March	NL L1-L4	Ms VAN DEN BOSCH	BXL IV	40	2		2012		R
12-13 April	EDUCATIONAL SUPPORT	Ms HUISMAN/ Ms MUSILOVÁ	MOL	28	2	Annual – Joint INSET	2015		R
March-June 2016	GERMAN L1	Mr WALZ	LOCAL	All		Decentralised according to new organisation			R
7-8 September	DIRECTORS + DEPUTIES	OSGES		45	2	Specific budget	Annual		R
15-16 September	IRL ONL	Ms O'TOOLE	LUX	15	1	Postponed from 7-8 April 2016	2012		R
22-24 September	CAREERS GUIDANCE	Mr DAMKJAER	MOL	50	1	Biennial	2014		R
6-7 October	DANISH L1	Mr DAMKJAER	BXL I	16	1				
20-22 October	MUSIC EDUCATION	Mr WALZ	LUX II	37		New syllabus			
18 November	EUROSPORT COORDINATORS	Ms ECKERSTORFER	BXL II	16	1				
29 (BXL IV)-30 November (BXL III) 2016	LANGUAGES 2	Ms ECKERSTORFER/ Ms HADLEY/Mr WILLE/Mr DAMKJAER	Local BXL III and IV	2 x 42		New syllabuses Decentralised Postponed from 21 April (Bxl III) 22 April (Bxl IV)			

2.3 Nursery, primary and secondary cycle courses planned for the first or second half of 2015 or 2016 and postponed until the first or second half of 2016 or 2017:

Planned	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
1st half of 2016	ROMANIAN L1	Ms DROC				New syllabus			
1st half of 2016	SPANISH L1	Ms VIDORRETA					2011		
2nd half of year	GERMAN L1	Ms SCHUMACHER				Postponed until the new syllabus has been approved	2010-2011		
2nd half of year 2015-2016	EUROPEAN HOURS	Mr SCHIMEK	LOCAL			Postponed until the new syllabus has been approved	2005		
2nd half of year 2015-2016	DOW	Mr OTTOSSON				New syllabus	2005		
2nd half of year 2015-2016	PHYSICAL EDUCATION	Ms LACZYNSKA/Mr OTTOSSON				New syllabus. Postponed until 2016	2005		
2nd half of year 2015-2016	ARTS EDUCATION	Ms DROC/Mr OTTOSSON				New syllabus - Decentralised – Postponed until 2016	2005		
2nd half of year 2015-2016	NON-CONFESSIONAL ETHICS	Ms VERMEIRE/ Mr HESS				New syllabus			
September 2015	LITHUANIAN L1 Primary-Secondary	Ms Valiuskeviciene/Ms Juraitiene							
2 nd half of year 2015-2016	ITALIAN L2-L4	Ms SACCARDO							

Planned	Subjects	Inspectors responsible	Places	Number Participants	Number Experts	Remarks	Previous course	No	O.
2nd half of year 2015-2016	MUSIC EDUCATION Primary cycle	Ms MUSILOVÁ				Postponed until the new syllabus has been approved	2005		
2nd half of year 2015-2016	ROMANIAN L1	Ms PETRACHE				New syllabus 2016	2011		
2nd half of year 2015-2016	LATIN S6-S7	Mr WILLE				1 day			
2nd half of year	FI L1	Ms HUISMAN			2				
2nd half of year 2015-2016	SWEDISH L1	Ms NILSON		10		New syllabus			

3. *In-service training reports received at the OSG*

Training Educational Support Coordinators

23-24/04/2015

III. Responsibilities 2015-2016

The Members of the Board of Inspectors take responsibility for the follow up of different subjects and pedagogical issues. The expertise of each inspector is most welcome in the Board. In some subjects expertise is not always available. Therefore the Boards would like to encourage the delegations to appoint inspectors with diverse areas of expertise.

1. Nursery and Primary Cycles

Subject/Issues	Inspector/spokesman	Substitute inspector
LANGUAGE 1	All national Inspectors	
Early Education Curriculum	Ms Dana MUSILOVÁ	
COMMON CURRICULUM LANGUAGE 2	Mr SCHIMEK Ms O'SULLIVAN	
L2 FR	Mr Pierre HESS Ms LOMMEL (secondary)	
L2 EN	Ms Anne O'SULLIVAN	Mr Nick CAPRON
L2 DE	Mr Franz SCHIMEK	Ms Birgit SCHUMACHER
MATHEMATICS	Ms Linde VAN DEN BOSCH	Ms Urszula LACZYNSKA
DISCOVERY OF THE WORLD	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA
ART	Ms Gabriela DROC	Mr Per-Olov OTTOSSON
MUSIC	Ms Dana MUSILOVÁ	Ms Ida JURAITIENNE
PHYSICAL EDUCATION	Ms Urszula LACZYNSKA	Mr Per-Olov OTTOSSON
EUROPEAN HOURS	Mr SCHIMEK	Ms Linde VAN DEN BOSCH
NON-CONFESSIONAL ETHICS	Ms Els VERMEIRE	Mr Pierre HESS
ICT (Guidelines)	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA

2. Secondary cycle:

LANGUAGES		Main Inspector	Alternate Inspector
BG	Language 1	Ms Zdravka SOFRONIEVA	
CR	Language 1	Ms Jasna ANIČIĆ	
CS	Language 1	Ms Olga DRAPALOVA	
DA	Language 1	Mr Lars DAMKJAER	
	Foreign Language	Mr Lars DAMKJAER	
DE	Language 1	Mr Stefan WALZ	Ms Karin ECKERSTORFER
	Foreign Language	Ms Karin ECKERSTORFER	Mr Stefan WALZ
EL	Language 1	Ms Margarita KALOGRIDOU	Mr ANASTASIADES (CY)
	Foreign Language	Ms Margarita KALOGRIDOU	Mr ANASTASIADES
EN	Language 1	Ms Moyra HADLEY	
	Foreign Language	Ms Moyra HADLEY	Ms Linda O'TOOLE
ES	Language 1	Mr Javier GARRALÓN BARBA	
	Foreign Language	Mr Javier GARRALÓN BARBA	
ET	Language 1	Ms Maie KITSING	
FI	Language 1	Ms Tuulamarja HUISMAN	
FR	Language 1	Mr Dominique WILLE	
	Foreign Language	Mr Dominique WILLE	
GA	Foreign Language	Ms Linda O'TOOLE	
HU	Language 1	Ms Zsuzsanna NYIRŐ	
IT	Language 1	Ms SACCARDO	
	Foreign Language	Ms SACCARDO	

LANGUAGES		Main Inspector	Alternate Inspector
LT	Language 1	Ms Violeta VALIUŠKEVIČIENĖ	
LV	Language 1	Ms Olita ARKLE	
MT	Language 1	Mr Georges MIFSUD	
	Foreign Language	Mr Georges MIFSUD	
NL	Language 1	Ms Linde van den Bosch	Ms Vermeire
	Foreign Language	Ms Linde van den Bosch	Ms Vermeire
PL	Language 1	Mr Konrad LESZCZYNSKI	
PT	Language 1	Ms Helena Maria COELHO	
	Foreign Language	Ms Helena Maria COELHO	
RO	Language 1	Ms Anca-Denisa PETRACHE	
SK	Language 1	Ms Jana HANDZELOVÁ	
SL	Language 1	Ms Mojca POZNANOVIČ-JEZERSEK	
SV	Language 1	Ms Karin NILSSON	
	Foreign Language	Ms Karin NILSSON	

OTHER SUBJECTS	Main Inspector	Alternate Inspector
BIOLOGY	Mr Max WOLFF	Mr Alex COENEN
CHEMISTRY	Mr Alex COENEN	Mr Max WOLFF
ECONOMICS	Ms Zdravka SOFRONIEVA	
ART	Ms Karin NILSSON	
MUSIC	Mr Stefan WALZ	
PHYSICAL EDUCATION	Ms Karin ECKERSTORFER	
GEOGRAPHY	Ms Zdravka SOFRONIEVA	
ANCIENT GREEK	Ms Margarita KALOGRIDOU	Mr ANASTASIADES (CY)
HISTORY	Ms Helena Maria COELHO	
ICT		
LATIN	Mr Dominique WILLE	
MATHEMATICS	Mr Luc LOUYS	
ETHICS	Ms Els VERMEIRE	Ms Violeta VALIUŠKEVIČIENĖ
PHILOSOPHY	Ms Els VERMEIRE	Ms Margarita KALOGRIDOU
PHYSICS	Mr Luc LOUYS	
HUMAN SCIENCES	Ms Helena Maria COELHO	Mr Konrad LESZCZYNSKI
INTEGRATED SCIENCE	Mr Max WOLFF	
RELIGION	Ms Margarita KALOGRIDOU	

3. Areas of expertise

Subject/Topic	PRIMARY CYCLE		SECONDARY CYCLE	
	Inspector/Spokesperson	Alternate Inspector	Inspector/Spokesperson	Alternate Inspector
EDUCATIONAL SUPPORT	Ms Dana MUSILOVÁ	Mr Helder LOPO GUERREIRO Ms Nilsson (SWALS)	Ms Tuulamarja HUISMAN	Ms Karin NILSSON
SCHOOL TRIPS				
CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)	Ms Els VERMEIRE Ms Linde VAN DEN BOSCH			
EVALUATION OF TEACHERS	Ms Els VERMEIRE Ms Linde VAN DEN BOSCH			
INDUCTION OF NEW TEACHERS	Ms Linde VAN DEN BOSCH			
TRANSITION	Ms Dana MUSILOVÁ	Ms Linde VAN DEN BOSCH	Ms Karin ECKERSTORFER	
DIFFERENTIATION IN PLANNING / TEACHING / LEARNING	Ms DROC	Mr Helder LOPO GUERREIRO		
ASSESSMENT OF PUPILS	Ms Dana MUSILOVÁ	Ms Anne O'SULLIVAN Ms Linde VAN DEN BOSCH	Mr Lars DAMKJAER	Ms Karin ECKERSTORFER Ms Zsuzsanna NYIRO Mr Max WOLFF
SCHOOLS' SELF-EVALUATION	Mr Georgios SALAMOURAS	Mr Helder LOPO GUERREIRO		

IV. Inspections

In the European Schools system the inspectorate performs a dual role. On the one hand, the inspectorate takes the lead in setting the curriculum and the pedagogical objectives, as well as in supporting the quality of education.

On the other hand, the inspectorate is responsible for assessment and evaluation of individuals and of the schools as a whole.

1. Statutory individual visits to evaluate pedagogical staff 2015-2016

Evaluation visits to be conducted between September and December 2015 (2nd year of secondment)	147 seconded teachers – confirmation of the contract
Evaluation visits to be conducted between September 2015 and June 2016 (5th year of secondment)	156 seconded teachers – extension of the contract
TOTAL 2015-2016	303 seconded teachers have to be evaluated

2. Whole School Inspections

Long-term calendar

	2011	2012	2013	2014	2015	2016
Alicante			MAY		MAY	
Bergen		NOVEMBER		NOVEMBER		
Brussels I			MAY		MAY	
Brussels II	NOVEMBER		NOVEMBER (not sent)	MARCH (in loco)		NOVEMBER
Brussels III			NOVEMBER		NOVEMBER	
Brussels IV				MARCH		MARCH
Culham		NOVEMBER		NOVEMBER		
Frankfurt					MAY	
Karlsruhe	MAY		MAY			MAY
Luxembourg I			MARCH		MARCH	
Luxembourg II					MARCH	
Mol		MARCH		MARCH		
Munich		MAY		MAY		
Varese				MAY		MAY
Total	2 WSI	4 WSI	2 DR/4 WSI	5 DR/2 WSI	4 DR/2 WSI	2 DR/2 WSI

 Desk research/Follow-up inspection
 Whole school inspection

 Steering Group
 4 or 6 Inspectors (depending on the size of the school)

13 DR/16 WSI
about 6 years

	2017	2018	2019	2020	2021	2022
Alicante		MAY		MAY		
Bergen	NOVEMBER		NOVEMBER			
Brussels I		MAY		MAY		
Brussels II		NOVEMBER				
Brussels III		NOVEMBER		NOVEMBER		
Brussels IV			MARCH		MARCH	
Frankfurt	MAY			MAY		MAY
Karlsruhe		MAY			MAY	
Luxembourg I		MARCH		MARCH		
Luxembourg II	MARCH			MARCH		MARCH
Mol	MARCH		MARCH			
Munich	NOVEMBER		NOVEMBER			
Varese			MAY		MAY	
Total	2 DR /3 WSI	2 DR/4 WSI	3 DR/2 WSI	4 DR/2 WSI	2 DR/ 1 WSI	2 DR

 Desk research/Follow-up inspection
 Whole school inspection

 Steering Group
 4 or 6 Inspectors (depending on the size of the school)

**15 DR/12 WSI
about 6 years**

Reports presented at the JBI and JTC meetings of 7, 8 and 9 October 2015

Report on the WSI at Luxembourg II – 23-27 March 2015

Report on the WSI at Frankfurt – 18-22 May 2015

Overall report on the first round of WSIs in the European Schools (4 years)

Updating of the Common Framework for Whole School Inspection in the nursery, primary and secondary cycles
2010-D-139-en-7

Reports presented at the JBI and JTC meetings of 17, 18 and 19 February 2016:

Report on the follow-up on the Team Inspection of the European School, Brussels I from 13 to 17 May 2013

Report on the follow-up on the Whole School Inspection conducted at the European School, Culham from 12 to 16 November 2012

Report on the follow-up on the Whole School Inspection conducted at the European School, Luxembourg I from 11 to 15 March 2013

WSIs conducted during the 2015-2016 school year:

- 2 and 3 February 2016 = WSI Bergen
- 9 to 13 May 2016 = 2nd WSI Karlsruhe

V. Results in 2015-2016

Documents approved at the October 2015 pedagogical meetings

1	Revision of the Mathematics and Science Syllabuses	2015-09-D-51-en-1
2	Review of the results and Budgeting of the Inspectors' activities – 2014 report	2015-07-D-9-fr-1
3	Report on the Whole School Inspection of the European School, Luxembourg II	2015-04-D-4-en-2
4	Report on the Whole School Inspection of the European School, Frankfurt	2015-06-D-6-en-2
5	Whole School Inspection General Report (syntheses of 14 schools' reports from 2011 to 2015)	2015-09-D-32-en-1
6	Procedure for the production, management and publication of the syllabuses of the European Schools	2014-01-D-41-fr-6
7	Pedagogical Development and Quality Assurance of the European Schools (2014-2015) – short and long-term planning – Follow-up on 30 June 2015	2014-09-D-33-fr-7
8	Transfer application for the post of Director at the European School, Alicante	2015-09-D-46-fr-1
9	Transfer application for the post of Director at the European School, Brussels III	2015-09-D-54-fr-1
10	Proposal and Plan for follow-up visits on implementation of the Educational Support Policy in the 2016-2017 school year	2015-09-D-38-en-1
11	Amendment of the Annexes to the Early Education Curriculum	2011-01-D-15-en-4
12	Report on school failures and repeat rates in the European Schools – 2015	2015-07-D-10-fr-1
13	Common framework for Whole School Inspection in the nursery, primary and secondary cycles	2010-D-139-en-7
14	Proposed amendment of the document 'Provision of Educational Support in the European Schools – Procedural document'	2015-09-D-37-en-1
15	Evaluation of teachers: - Tool Kit	2015-07-D-11-en-1
16	Framework for school-specific guidelines for transition nursery/primary/secondary	2015-09-D-41-en-1
17	Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5	2013-05-D-34-fr-9

Documents approved at the February 2016 pedagogical meetings

1	Hungarian Language 1 syllabus – Nursery and Primary cycle (P1-P5)	2015-11-D-20-hu-2
2	Polish Language 1 syllabus – Nursery and Primary cycle (P1-P5)	2016-01-D-13-pl-2
3	Non-Confessional Ethics syllabus – Nursery and Primary cycle (P1-P5)	2016-01-D-32-fr-2
4	'Discovery of the World' syllabus – Nursery and Primary cycle (P1-P5)	2015-09-D-30-en-3
5	Danish Language 1 syllabus for the secondary cycle Main course (S1-S7) and Advanced course (S6-S7)	2015-01-D-36-da-4
6	Baccalaureate/Latin – New structure of the written examination paper – Complement to the Latin S2-S7 Syllabus (2014-01-D-35)	2016-01-D-19- fr/en/de-2
7	Eurosport Handbook – Amendment of rule 1.1.	2016-01-D-43-de-2
8	Request for a mandate for the 'School and Careers Guidance' Working Group to produce a vademecum grouping and explaining all the school and careers guidance activities in the European Schools	2016-01-D-39-fr-1
9	Follow-up on the 'Careers Guidance' Working Group's mandate to produce a document on Work Experience	2016-02-D-6-fr-2
10	Quality teaching in the European Schools – Booklet	2015-09-D-3-en-2
11	Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5	2013-05-D-34-en-11
12	Introduction of a certificate awarded at the end of the fourth and sixth years of study of Latin: <i>Latinum Europaeum</i> and <i>Latinum Europaeum Superius</i> certificates	2016-01-D-20-fr-2
13	Proposal to set up a Working Group for development of Education for Sustainable Development in the ES	2016-02-D-8-en-1
14	Planning of the Inspectors' activities for 2016	2015-01-D-52-fr/en- 6
15	Pedagogical Development and Quality Assurance of the European Schools (2015- 2016) – Long and short-term planning	2015-07-D-8-fr-5
16	European Schools' Criteria for the Assessment of the 2016 Baccalaureate Oral Exams	2016-01-D-8-en-2
17	Quality Assurance of the 2016 European Baccalaureate written and oral examinations - Procedure	2016-01-D-10-en-2
18	Quality assurance of the 2016 Baccalaureate written examination papers	2015-01-D-8-en-4

19	Regulations for conduct of the <i>Latinvm Evropaevm</i> examination at the end of year 5	2015-04-D-11-fr-4
20	Report on the follow-up on the Whole School Inspection of the European School, Culham	2016-01-D-33-en-2
21	Report on the follow-up on the Team Inspection (Whole School Inspection) of the European School, Brussels I	2016-01-D-34-fr-2
22	Report on the follow-up on the Whole School Inspection of the European School, Luxembourg I	2016-01-D-35-en-2