



Ref.: 2020-06-D-24-en-1

Orig.: FR



Addendum to the Decisions of the Joint Teaching Committee of 13 and 14 February 2020

Approved by written procedure 2020/36 on 4 June 2020

III.D. PEDAGOGICAL RULES/STANDARDS

4. Harmonisation of pedagogical planning in the European Schools – Introduction of the eight key competences (2020-01-D-60-fr-1)

+ Annex: Introduction of the eight key competences into the pedagogical planning templates of the European Schools (2020-01-D-61-fr-1)

B. SCHUMACHER

[...]

Addendum to the decision of the Joint Teaching Committee of 13 and 14 February 2020, approved by means of the written procedure 2020/36:

By means of the written procedure 2020/36 initiated on 26 May 2020 and ended on 4 June 2020, the Joint Teaching Committee approved the Request for a change to the decision taken by the Joint Teaching Committee at its meeting of 13 and 14 February 2020, associated with implementation of the eight key competences in the pedagogical planning templates of the European Schools doc. Ref.: 2020-01-D-61-en-2:

The sub-working group of the Pedagogical Reform Task Force, in charge of the new pedagogical planning templates in the European Schools, met on 28 April 2020.

- On the one hand, in view of the recent events related to COVID-19 and its consequences for the current workload of schools and teachers, as well as the uncertainty of the evolving situation,
- On the other, in view of the good practices already implemented by many teachers with regard to implementation of the eight key competences,
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the sub-working group proposed, in agreement with the Spanish Presidency of the JTC 2019-2020, to review the timetable and measures for implementing the decision taken by the JTC last February¹.

It is therefore approved:

- 1) that the transitional period be extended by one year and that the decision's entry into force be postponed until the 2021-2022 school year.
- 2) that the 2020-2021 school year be considered a 'pilot' year for schools and teachers.
- 3) that it be re-emphasised that the eight key competences should not be included in the individual planning for each lesson and each week.
- 4) that this is by no means an additional bureaucratic task but a pedagogical one.

In practice:

Schools and teachers are invited to take advantage of this pilot year:

- To reflect at both subject and section level. This is also an approach to what teachers know about the eight key competences. (Definition, sharing of knowledge and good practices, etc.). The teachers' representatives argued that there is a general need for a basic understanding of the concept of the eight key competences, hence, the sub-working group recommends that schools should initiate training measures.

¹ The JTC approved the new proposition of the sub-working group by means of the written procedure 2020/36 on 4 June 2020.

- To use the table in Annex 1 to document 2020-01-D-61 as a basis for reflection for the whole year.
- To organise training at institutional and/or peer-to-peer times and/or at the initiative of Inspectors.
- To devote time to implementation of the eight key competences during the 'pedagogical days' organised by the School. In this context, it is essential to be able to institutionalise times devoted to this implementation and to reflection, whilst taking account of the Schools' autonomy.
- To report, via the subject referent, any difficulties encountered with the Inspectors responsible for the subjects.

The Pedagogical Reform Task Force's sub-working group, which is in charge of the new templates for pedagogical planning in the European Schools, will produce, in time for the beginning of the 2020-2021 school year in September 2020, a good practices guide, to assist the schools and the teachers with implementation of this pilot phase.