



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

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Decisions of the meeting of the Joint Teaching Committee of 8 and 9 October 2020 (online)

Approved by the French Presidency 2020-2021

III. ITEMS

III.B. REPORTS

4. Report on school failures and repeat rates in the European Schools – 2020 – 2020-09-D-26-en-1 – L. MUNKÁCSY

The JTC approved the report on school failures and repeat rates in the European Schools. Particular attention will need to be paid to failure rates in mathematics and the sciences in the coming years in order to monitor and follow-up on the introduction of the new syllabuses. Prior to its publication, it will be necessary to include in the report the data resulting from the September 2020 extraordinary session of the European Bacculaureate.

III.C. EUROPEAN BACCALAUREATE

4. Arrangements for Implementing the Regulations for the European Bacculaureate (applicable for the year 2021 European Bacculaureate session) – 2015-05-D-12-en-23 – E. RUDOMINO

The JTC analysed document 2015-05-D-12-en-23 'Arrangements for Implementing the Regulations for the European Bacculaureate (applicable for the year 2021 European Bacculaureate session)'. An exchange of views was held on the subject of the potential impact of the COVID-19 pandemic on the 2021 European Bacculaureate session and on the subject of the measures to be taken, in particular in the case of scenario 3, as defined by the 'Preparation of the 2020-2021 school year' Task Force (see document 2020-07-D-9-en-2).

The JTC was of the opinion that a decision on the proposed amendments to the Arrangements for Implementing the Regulations for the European Bacculaureate was premature and that it was advisable to work on more detailed guidance relating to the different possible sub-scenarios, taking account of the Complaints Board's recent decision No 20/56 of 5 October 2020.

In the light of those considerations, the JTC mandated the Office of the Secretary-General to set up a task force, comprising a core group and an advisory group.

The core group will be composed of:

- the Chair of the 2021 European Bacculaureate session,
- the Secretary-General of the European Schools,
- the Deputy Secretary-General of the European Schools,
- the Head of the European Bacculaureate Unit,
- the Chair of the Board of Inspectors (Secondary),
- the Chair of the 'Assessment Secondary' Working Group,
- a representative of the Directors,
- a representative of the Directors of the Accredited European Schools, and
- a representative of the Deputy Directors for the secondary cycle.

The advisory group will be composed of:

- a representative of the secondary cycle teaching staff,
- a representative of the secondary cycle teaching staff of the Accredited European Schools,
- a representative of Interparents,

- a representative of CAPEEA (Coordination of Accredited European Schools Parents' Associations),
- a representative of CoSup (Students' Committee),
- a representative of the students of the Accredited European Schools,
- a representative of the European Commission.

The core group will be expected to provide proposals that will be used as a basis for discussion within the task force between now and the end of October.

The core group will finalise its proposals in the light of this advisory process and will submit its finalised proposals to the Board of Governors at its meeting of 1-3 December 2020 for approval.

III.D. PEDAGOGICAL RULES AND STANDARDS

2. Amendments to the Structure for all syllabuses in the system of the European Schools (2019-09-D-27-en-4) – 2020-09-D-15-en-1 – L. MUNKÁCSY

The JTC approved this proposal for amendments to document 2019-09-D-27 Structure for all syllabuses in the system of the European Schools, with immediate entry into force. The amended version of this document will be published on the website www.eurasc.eu.

6. Digital Competence Framework (2019-09-D-36-en-2 and 2019-09-D-50-en-2) – follow-up on Action 1.1 – 2020-09-D-50-en-1 – U. KAMP

The JTC approved the Digital Competence Framework. Its implementation will be supported and overseen by the 'IT PEDA' WG.

9. Common framework for Whole School Inspections in nursery/primary and secondary cycles – 2019-09-D-24-en-3 – A. COENEN

The JTC approved adaptation of the evaluation and assessment criteria, which would focus on evaluation of teaching and learning for future Whole School Inspections as well as the planning updated due to the pandemic of Covid-19 and contained in Annex 2. Further to the Directors' request in session, in agreement with the Presidency, the calendar would be revised so as to postpone the inspections if necessary.

10. 'Harmonised Planning' Working Group: Introduction of the Eight Key Competences into the pedagogical planning of the European Schools – Postponement of the measures until the 2022-2023 school year – 2020-09-D-43-de-1 – B. SCHUMACHER

The JTC approved postponement of the measures concerning introduction of the eight key competences into the pedagogical planning of the European Schools until the 2022-2023 school year. It emphasised the need for continuation of the work concerning training courses to support teachers in this process. The French Presidency undertakes to monitor implementation of the key competences, following on from what was done by the Spanish Presidency.

11. Planning of the Dominant Language WG

Annex: Guidelines for testing dominant language in N1, N2, on entry to P1, P2-P5
2020-01-D-63-en-2 – D. MUSILOVA

The JTC endorsed the proposal defining guidelines for language tests designed to determine dominant language in N1 and N2 and on entry to P1 and to P2-P5. These guidelines will enable practices to be harmonised and improved. INTERPARENTS' comments will be taken on board for possible future improvements.

III.F. OTHER ITEMS

8. INTERPARENTS – Proposed creation of a task force to develop electronic books to support the syllabuses of the European Schools – 2020-09-D-41-en-1 – INTERPARENTS

The JTC did not endorse the proposal to create a task force to develop electronic books as that falls outside the scope of the Inspectors' role, which is to set harmonised curricula and timetables and to make recommendations for the choice of methods. The development of online professional communities for the sharing and development of good practices and of pedagogical resources amongst teachers is a step in the right direction and it is not desirable to limit teachers' autonomy by imposing textbooks on them.