



Schola Europaea / Büro des Generalsekretärs

Referat Pädagogische Entwicklung

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Gemeinsamer Bericht des kroatischen Vorsitzes des Inspektionsausschusses und des Gemischten Pädagogischen Ausschusses – Schuljahr 2021-2022

Durch den Oberster Rat der Europäischen Schulen auf seiner online
Sitzung vom 6., 7. und 8. Dezember 2022 in Brüssel (Hybrid) genehmigt

Einführung

Während des kroatischen Vorsitzes und der Herausforderung der Corona-Pandemie im Schuljahr 2021-2022 kehrten die Schüler endlich in die Klassenzimmer zurück und das Abschlussverfahren konnte mehr oder weniger problemlos sowohl im schriftlichen als auch im mündlichen Teil durchgeführt werden.

Treffen aller Verwaltungsorgane wurden langsam in hybride Veranstaltungen umgewandelt und mehr und mehr Kontakte und Zusammenarbeiten konnten persönlich stattfinden.

Während des vergangenen Jahrs fanden einige Änderungen in der Verwaltung der Europäischen Schulen statt. Der neue Generalsekretär Herr Andreas Beckmann und der neue Vize-Generalsekretär Mr. Manuel Bordoy Verchili wurden gewählt.

Die kroatische Delegation möchte sich bei allen für die Unterstützung während ihres Vorsitzes bedanken, von allen Einheiten des Büros des Generalsekretärs hin zu den Mit-Inspektoren.

Wir konnten uns jederzeit auf Ihre Hilfe und Beratung bei der Erfüllung unserer Aufgaben verlassen, was wir sehr wertschätzen.

Die kroatische Delegation besteht aus Frau Katarina Grgec, Vorsitzende des Obersten Rates, Frau Nataša Lovrić, Vorsitz der Delegation, Herr Darko Tot, Inspektor für die Sekundarstufe, Herr Alen Hutinović, Inspektor für die Vorschule und Primarstufe und Frau Tea Bajan, Vorsitzende des Haushaltsausschusses. Während dieses Jahres gab es Personaländerungen in der kroatischen Delegation und Herr Darko Tot und Herr Alen Hutinović verließen die Delegation. An ihrer Statt wurden Frau Katarina Grgec (Inspektorin für Vorschule und Primarstufe) und Nataša Lovrić (Inspektorin für die Sekundarstufe) ernannt.

Außerdem hatte die kroatische Delegation die Ehre, dass Frau Vanda Mikšić, Professorin der Universität Zadar, den Vorsitz des Abiturs 2022 übernahm. Wir sind uns sicher, dass sie mit ihrer Kenntnis und umfangreichen Erfahrung zu einer erfolgreichen Durchführung des Europäischen Abiturs in diesem Schuljahr beitrug.

Im vorliegenden Bericht haben wir einen Überblick aller Maßnahmen angefertigt, von den Prioritäten der Präsidentschaft bis hin zur Arbeit in den Ausschüssen und den Arbeitsgruppen.

Wir hoffen, dass dieser Bericht die weitere Arbeit der Europäischen Schulen fördern wird.

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1. Prioritäten des kroatischen Vorsitzes

Die Prioritäten des kroatischen Vorsitzes der Europäischen Schulen 2021-2022 basierte auf den Prioritäten des vorherigen französischen Vorsitzes mit dem Ziel der Weiterführung der wichtigen, in den Europäischen Schulen laufenden Prozesse.

Die Prioritäten des kroatischen Vorsitzes wurden in Prioritäten in Bezug auf die verwaltungstechnischen und finanziellen Strukturen der Europäischen Schulen und Prioritäten im pädagogischen Bereich eingeteilt.

1.1. Prioritäten in Bezug auf die verwaltungstechnischen und finanziellen Strukturen der Europäischen Schulen

Unter den Prioritäten zur verwaltungstechnischen und finanziellen Struktur der Europäischen Schulen befanden sich 10 Punkte, von denen 4 der Vorschläge (zweiter mehrjähriger Plan der Europäischen Schulen, Überprüfung der Finanzverordnung, Evaluierungsverfahren für Mitglieder des mittleren Managements und harmonisiertes Verfahren für die Erstattung von Ausgaben nationaler Bezüge des Personals, das zur Europäischen Schule München abgeordnet wurde) durch den OR im Dezember 2021 oder im April 2022 genehmigt wurden, für die keine Nachverfolgung notwendig ist.

Die Analyse der Überprüfung der Kostenteilungs-Vereinbarung wurde im OR im Dezember 2021 besprochen und die endgültigen Vorschläge werden im OR im Dezember 2022 erwartet.

Überprüfung der ersten Vorschläge für Unterlagen des "Attraktivitätspakets" für Mitglieder des Lehrpersonals wurden durch den OR im April 2022 genehmigt, zusätzliche Vorschläge müssen jedoch dem OR im Dezember 2022 oder spätestens April 2023 vorgelegt werden.

Überprüfung "Single Spine" der AAS-Regulierungen - Fünf der sieben Vorschläge wurden durch den OR im April 2022 genehmigt. Zusätzliche Vorschläge der Berücksichtigung der Seniorität und der Neubewertung der Funktion der wissenschaftlichen Laborassistenten müssen dem OR im Dezember 2022 oder spätestens im April 2023 vorgelegt werden.

Vereinfachungen – Der OR setzte im April 2021 eine neue AG zur Ausarbeitung von "Vereinfachungen" ein, die für mehr Effizienz und Synergien sorgen sollten. Der OR (April 2022) entschied sich für die Verlängerung des Mandats in den Bereichen Buchhaltung, Personal und Digitalisierung sowie für die Weiterverfolgung und Umsetzung des Unterlagen-Managements. Die AG gibt den Bericht an HA und den OR im Okt/Dez 2022 weiter.

Die allgemeinen Regeln der Europäischen Schulen benötigen angesichts der jüngsten Gesetze und der Rechtsprechung der Beschwerdekammer eine Aktualisierung. Im Dezember 2021 genehmigte der OR die Änderung der Artikel 49, 55, 60, die Diskussion von Artikel 30 wurde jedoch vertagt. Artikel 30.3.f wurde aktualisiert (diskutiert im GPA 2.22, OR 4.22) - bezüglich den Konsequenzen der Umsetzung des neuen Markierungssystems (Beschluss des OR 2018). Der Rest der vorgeschlagenen Änderungen an Artikel 30 und 62 wurden nicht angenommen und werden weiter diskutiert.

Überprüfung der internen Strukturen - "Interne Strukturen" schließen die Länge der Dienstbefreiungen für Schulen für Mitglieder des Lehrpersonals mit bestimmten Aufträgen aus. Die Vorschläge wurden durch den OR im April 2022 angenommen und eine AG wurde eingesetzt, um in unmittelbarer Zukunft konkrete Vorschläge über den Bedarf der Bearbeitung interner Strukturen allgemein und/oder der Schaffung spezifischer interner Strukturen auszuarbeiten.

1.2. Prioritäten im pädagogischen Bereich

Unter den Prioritäten im pädagogischen Bereich wurden 6 Punkte durch den OR im Dezember 2021 bzw. April 2022 angenommen und es ist keine Weiterverfolgung notwendig. Diese Elemente sind die Leitlinien zum Wohlbefinden der Schüler, die Task Force „Vorbereitung auf das Schuljahr 2021/22“, die Task Force „Vorbereitung der Europäischen Abiturprüfung 2022“, Überprüfung des Angebots Pädagogischer Unterstützungsmaßnahmen -- Verfahrensdokument, Bewertung des Aktionsplans für pädagogische Unterstützung und integrative Bildung, Überprüfung/Aufbau der Rolle und Aufgaben der Schulpsychologen und Rolle und Aufgaben der Inspektoren.

Überprüfung der Richtlinien für den Fernunterricht - Die Richtlinien wurden vom OR im Dezember 2021 angenommen. Die kontinuierliche Überprüfung wird durch die AG IT PEDA durchgeführt und wird voraussichtlich im Oktober 2022 abgeschlossen.

PISA für Schulen - Der OR genehmigte das Projekt bei seinem Treffen im April 2021. Berichte der Schulen und Gruppenberichte zwischen Juli und September 2022, Vorstellung von Ergebnissen (IAS, GPA) und Dezember (OR) und Weiterverfolgung mit Unter-AG und den Inspektoren ab Oktober 2022.

Weiterverfolgung des Abiturs-Berichts des IAS - Weiterverfolgung der Umsetzung der Empfehlungen (Aktualisierung der vorhandenen Verfahren, Schaffung neuer Verfahren, Fomalisierung bestehender Praktiken im Bereich der Prüfungen für das EA), Empfehlungen mit der Frist 31.7.2022 werden fristgerecht für eine Überprüfung präsentiert und die Arbeit an den restlichen Empfehlungen wird fortgesetzt.

Umsetzung der mehrjährigen pädagogischen Prioritäten - Der OR genehmigte den mehrjährigen Plan für die pädagogischen Prioritäten im April 2021. Ein Überwachungs- und Koordinierungssystem muss eingesetzt werden und vorläufige Lehrplan-Vorschläge werden für Oktober und Dezember 2022 erwartet.

Harmonisierte Planung - Überwachung des Abschlusses der erste Pilotphase (Umsetzung von 8 Schlüsselkompetenzen der pädagogischen Planung, Inkrafttreten im September 2022) und Harmonisierung der pädagogischen Planung zwischen den Zyklen N/P und S; Implementierung der zweiten Pilotphase bis Februar 2022. Umsetzung schreitet wie geplant voran und endgültige Entscheidung wird am 2.2023 erwartet.

Erziehung zur nachhaltigen Entwicklung. Das Ziel, Vorschläge im Bereich der Stärkung der zivilen Kompetenzen und der Europäischen Dimension zu entwickeln, Planung einer Veranstaltung, die nachhaltige Entwicklung zeigt, Ausarbeitung einer Charta für die nachhaltige Entwicklung zur Einbeziehung der neuen Schulen, Entwicklung des Schulungsangebots für Lehrpersonal, Analyse der konkreten Auswirkungen des Budgets der ES auf die Bildung für nachhaltige Entwicklung (ESD) und die Verknüpfung mit dem mehrjährigen Plan, ein Bewertungsverfahren der Lehrpläne im Hinblick auf ESD und die Schlüsselkompetenzen sollten durchgeführt werden. Anhaltende Entwicklung der Zusammenarbeit mit dem Gemeinsamen Pädagogischen Ausschuss und der EPA.

Sprachenrichtlinie der Europäischen Schulen - Anerkennung der unterschiedlichen Sprachfähigkeiten der Schüler und Bildung von Gruppen je nach Fähigkeiten. Die vergrößerte AG Ped Reform diskutierte die Situation des Sprachunterrichts (L2) und die der SWALS. Die Arbeit wird weitergeführt, indem die Sprachenrichtlinien während des nächsten Schuljahrs angepasst werden (nach Bedarf). Der Vorschlag ist ebenfalls, eine Analyse durchzuführen und

ein Dokument mit bewährten Praktiken in den Schulen zu veröffentlichen, um den Schulen bei der Harmonisierung von Verfahren zu helfen. Der Stand der Dinge wird während des nächsten irischen Vorsitzes während des Übergabetreffens berichtet.

N°	Prioritäten in Bezug auf die verwaltungstechnischen und finanziellen Strukturen der Europäischen Schulen	Hauptziel	Arbeitsgruppe	BGS	Entscheidungsfindung	Stand/Weiterverfolgung
1	2. Mehrjahresplan der Europäischen Schulen	<ul style="list-style-type: none"> • Der erste Mehrjahresplan der ES galt für die Jahre 2019–2021 • Der 2. Mehrjahresplan sollte für die Jahre 2022–2024 gelten. • Der Plan sollte durch den OR im April 2022 angenommen werden. 		Referatsleitung Interne Kontrolle	<ul style="list-style-type: none"> ➤ Direktoren 9.21 ➤ GIA + GPA 10.21 ➤ HA 11.21 ➤ OR 12.21 ➤ HA 3.22 ➤ OR 4.22 	Der Plan wurde im April 2022 durch den OR angenommen – es ist kein besonderes System zur Weiterverfolgung notwendig
2	Überprüfung der Vereinbarung zur Kostenteilung	<ul style="list-style-type: none"> • Die Vereinbarung zur Kostenteilung, angenommen im April 2019 muss bis Ende 2025 überprüft/verlängert werden. • Der OR bat um eine erste Analyse und potenzielle erste Vorschläge zur Verbesserung des Mechanismus bis Dezember 2021. • Inkrafttreten des überarbeiteten Mechanismus ab 2023 	Vergrößerte Präsidenschaft AG 1. Treffen am 14.10	GS/BGS	<ul style="list-style-type: none"> ➤ OR 12.21 ➤ HA 3.22 ➤ OR 4.22 	Analyse wurde erstmals durch den OR im Dezember 2021 besprochen Schlussvorschläge werden für den OR im Dezember 2022 erwartet

3	Überprüfung der Haushaltsordnung	<p>Fortführung der Überprüfung 2019-2020 mit den Hauptbereichen:</p> <ul style="list-style-type: none"> ➤ Behandlung von außerbudgetären Aktivitäten ➤ Verantwortlichkeiten für lokale Buchhaltungsbeauftragte und Delegierte des Zentralen Rechnungsführers ➤ Anschaffungsvorschläge ➤ Behandlung von Schulausflügen als Teil des Budgets 	AG FR	Referatsleitung Interne Kontrolle	<ul style="list-style-type: none"> ➤ HA 11.21 ➤ OR 12.21 	<p>Vorschlag durch den OR im Dezember 2021 angenommen.</p> <p>Keine Weiterverfolgung notwendig.</p>
4	Überprüfung des "Attraktivitätspakets" für Mitglieder des Lehrpersonals	<ul style="list-style-type: none"> • Das "Attraktivitätspaket" wurde durch den OR im April 2019 angenommen • Eine erste Analyse wurde im April 2021 durch den OR geteilt • Vorschläge für die Stärkung der Attraktivität werden für den OR im Dezember 2021 vorgesehen • Endgültige Annahme durch den OR spätestens im April 2022 	Gemeinsame AG + (poss.) Vergrößerte Präsidentschaft AG	SGS + RL HR	<ul style="list-style-type: none"> ➤ HA 11.21 ➤ OR 12.21 ➤ HA 3.22 ➤ OR 4.22 	<p>erste Vorschläge wurden im April 2022 durch den OR angenommen</p> <p>zusätzliche Vorschläge müssen dem OR im Dezember 2022 oder spätestens im April 2023 vorgelegt werden</p>

5	Überprüfung "Single Spine" der AAS-Regulierungen	<ul style="list-style-type: none"> • Die "Single Spine" wurde im April 2019 durch den OR angenommen • Eine Analyse des Gehaltsschemas der AAS-Regulierungen und des Aufstiegssystems ist für 2021 vorgesehen und derzeit im Gange • Mögliche Vorschläge zur Aktualisierung, die im Dezember 2021 für den OR vorgesehen waren • Endgültige Annahme im OR spätestens im April 2022 	AG AAS	RL HR	<ul style="list-style-type: none"> ➤ HA 11.21 ➤ OR 12.21 ➤ HA 3.22 ➤ OR 4.22 	<p>Fünf der sieben Vorschläge wurden durch den OR im April 2022 angenommen</p> <p>Zusätzliche Vorschläge der Berücksichtigung der Seniorität und der Neubewertung der Funktion der wissenschaftlichen Laborassistenten müssen dem OR im Dezember 2022 oder spätestens im April 2023 vorgelegt werden.</p>
6	Vereinfachungen	<ul style="list-style-type: none"> • Der OR setzte im April 2021 eine neue AG ein, um "Vereinfachungen" zu schaffen, die für mehr Effizienz und Synergien sorgen sollen • Priorität des ehemaligen französischen Vorsitzes • Erste Vorschläge und Entwurf des Zwischenberichts für den OR im Dezember 2021 vorgesehen 	AG Vereinfachung	Leitender Koordinator	<ul style="list-style-type: none"> ➤ HA 11.21 ➤ OR 12.21 ➤ HA 3.22 ➤ OR 4.22 	<p>Entscheidung (April 2022) OR:</p> <ol style="list-style-type: none"> 1. Verlängerung des Mandats in den Bereichen Buchhaltung, Personal und Digitalisierung. 2. Weiterverfolgung und Umsetzung der Dokumentenverwaltung Bericht an HA und OR im Okt/Dez 2022

7	Überprüfung der allgemeinen Regeln der ES	<ul style="list-style-type: none"> Die allgemeinen Regeln der Europäischen Schulen benötigen angesichts der jüngsten Gesetze und der Rechtsprechung der Beschwerdekammer eine Aktualisierung Dringende Änderungen können im Dezember 2021 durch den OR bei Bedarf angenommen werden Weniger dringende Änderungen, bei denen eine tiefergehende Analyse vonnöten ist, sollten im April 2022 an den OR weitergeleitet werden 	Keine spezielle AG, sondern Konsultierung der betroffenen spezifischen AGs	SGS	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 ➤ HA 11.21 ➤ OR 12.21 ➤ GIA + GPA 2.22 ➤ HA 3.22 ➤ OR 4.22 	<p>Der OR nahm im Dezember 2021 die Änderungen von Artikel 49, 55, 60 an.</p> <p>Die Diskussion um Artikel 30 wurde vertagt.</p> <p>Artikel 30.3.f wurde aktualisiert (diskutiert im GPA 2.22, OR 4.22) - bezüglich den Konsequenzen der Umsetzung des neuen Markierungssystems (Beschluss des OR 2018).</p> <p>Der Rest der vorgeschlagenen Änderungen an Artikel 30 und 62 wurden nicht angenommen und werden weiter diskutiert.</p>
8	Bewertungsverfahren für Mitglieder des mittleren Managements der Schulen	<ul style="list-style-type: none"> Die neue Struktur für das mittlere Management wurde im April 2019 durch den OR angenommen Die Struktur wurde ab dem 9.20 umgesetzt 	AG Pädagogische Beratung	SGS + RL HR	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 ➤ HA 11.21 ➤ OR 12.21 	<p>Vorschlag wurde durch den OR im Dezember 2021 angenommen</p> <p>keine Weiterverfolgung notwendig</p>

		<ul style="list-style-type: none"> • Das mittlere Management wird im zweiten Halbjahr des Schuljahrs 2021/22 bewertet • Verfahren müssen im Dezember 2021 durch den OR angenommen werden 				
9	Überprüfung der internen Strukturen	<ul style="list-style-type: none"> • "Interne Strukturen" schließen die Länge der Dienstbefreiungen für Schulen für Mitglieder des Lehrpersonals mit bestimmten Aufträgen aus. • Erhöhung 2019 durch den OR angenommen • Überprüfung für 2021 vorgesehen • Potenzielle Vorschläge werden für den OR im April 2022 vorgesehen 	AG Interne Strukturen	SGS + RL PEDA	<ul style="list-style-type: none"> ➤ GIA + GPA 2.22 ➤ HA 3.22 OR 4.22 	<p>Vorschläge wurden im April 2022 durch den OR angenommen</p> <p>Die AG bekam vom OR das Mandat, in unmittelbarer Zukunft konkrete Vorschläge über den Bedarf der Bearbeitung interner Strukturen allgemein und/oder der Schaffung spezifischer interner Strukturen auszuarbeiten.</p>
10	Harmonisiertes Verfahren für die Erstattung nationaler Gehälter des an die Europäische Schule München abgeordneten Personals	<ul style="list-style-type: none"> • In Übereinstimmung mit den Empfehlungen/Bemerkungen des Audits (Audit durch den Europäischen Rechnungshof und der Firma Deloitte) wird es als wichtiges Ziel angesehen, über ein offizielles harmonisiertes Verfahren für die Erstattungen zu verfügen, die die Europäische Schule München aufgrund ihres 	Keine spezifische AG. Derzeit ist die Konsultierung hauptsächlich mit der ESM, der EPA und der deutschen Delegation im Gange, wobei	Zentraler Rechnungsführer	<ul style="list-style-type: none"> ➤ HA 11.21 ➤ OR 12.21 	<p>Vorschlag wurde durch den OR im Dezember 2021 angenommen</p> <p>keine Weiterverfolgung notwendig</p>

		<p>besonderen rechtlichen Status durchführen muss.</p> <ul style="list-style-type: none">• Vorschläge wurden bereits dem HA und dem OR im November/Dezember 2019 sowie März/April 2020 vorgelegt, sie erhielten jedoch keine vollständige Einigung im OR.• Wie bei dem letzten Treffen des OR im April 2022 berichtet, wird weiterhin daran gearbeitet, einen neuen Vorschlag auszuarbeiten, der zu einem vollständigen Konsens führen könnte.	<p>die EUIPO technische Unterstützung leistet.</p>			
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N°	Prioritäten im pädagogischen Bereich	Hauptziel	Arbeitsgruppe	BGS	Entscheidungsfindung	
1	Leitlinien für das Wohlbefinden der Schüler	<ul style="list-style-type: none"> GPA vergaben das Mandat zur Überprüfung der Strategie zum Schutz der Kinder und zur Ausarbeitung eines Rahmen für umfassende Leitlinien für das Wohlbefinden der Schüler. 	AG Schutz der Kinder	SGS + Leitender Koordinator	<ul style="list-style-type: none"> ➤ GIA + GPA 2.22 ➤ HA im 3.22 ➤ OR 4.22 	<p>Der Vorschlag wurde im 4.22 durch den OR angenommen</p> <p>es ist keine besondere Weiterverfolgung auf Ebene des Systems notwendig</p>
2	Task Force "Vorbereitung auf das Schuljahr 2021/22"	<ul style="list-style-type: none"> Die GPA setzte eine Task Force ein, um das Schuljahr 2021/22 vorzubereiten Der Bericht und die Empfehlungen der TF wurden durch die GPA über ein schriftliches Verfahren angenommen Information der OR im August 21 Zusätzlicher Bericht/Dokument vorgesehen für die GPA im Oktober 21 	Taskforce	SGS	<ul style="list-style-type: none"> ➤ OR 8.21 ➤ GIA + GPA 10.21 ➤ HA 11.21 ➤ OR 12.21 	<p>Bericht der Task Force (2021-06-D-39-en-3) SV, GPA</p> <p>Mündliche Informationen über die Aktivitäten der Task Force – GPA 10/21</p> <p>Bericht über die Erhebung zum Schuljahr 2020-2021 2022-01-D-13 – GIA/GPA 2/22 und OR 4/22</p> <p>keine besondere Weiterverfolgung notwendig</p>

3	Task Force "Vorbereitung der Abitur-Sitzung 2022"	<ul style="list-style-type: none"> • Mögliches Mandat von der GPA zur Schaffung einer ähnlichen TF zur TF 2021 • Mögliche Vorschläge für den OR im 12/21 	tbd	SGS + RL BAC	<ul style="list-style-type: none"> ➤ GPA 10/21 ➤ OR 12.21 	<p>Vorschläge der Task Force wurden im OR im 12/21 und im 4/22 angenommen</p> <p>keine besondere Weiterverfolgung notwendig</p>
4	Überprüfung der Richtlinien für den Fernunterricht	<ul style="list-style-type: none"> • Die Richtlinien wurden vom OR im Dezember 2021 angenommen. • Die ersten Änderungen wurden durch den OR im 4/21 angenommen • Eine Analyse und Überprüfung ist für Herbst 21 vorgesehen • Eine Umfrage wird im November 21 begonnen, um Feedback von den Schulen bezüglich der Umsetzung der Richtlinien zu sammeln 	AG IT PEDA	RL PEDA	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 OR 4.22 	<p>Kontinuierliche Überprüfung der AG IT PEDA</p> <p>Erwartetes Ergebnis für Oktober 22</p>
5	Bereitstellung von pädagogischer Unterstützung an den Europäischen Schulen - Verfahrensdokument	<ul style="list-style-type: none"> • Das Verfahrensdokument über die Bereitstellung von pädagogischer Unterstützung an den Europäischen Schulen wurde überarbeitet und eine neue Version wurde im April 2021 durch den OR angenommen 	AG Konzept für pädagogische Unterstützungsmaßnah men	SGS + Koordinator/in für Unterstützung	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 ➤ HA 11.21 ➤ OR 12.21 <ul style="list-style-type: none"> ➤ GIA + GPA 2.22 ➤ HA 3.22 OR 4.22 	<p>Der Vorschlag wurde im Februar 22 durch die GPA angenommen</p> <p>keine Weiterverfolgung notwendig</p>

		<ul style="list-style-type: none">• Als nächster Schritt muss das "Verfahrensdokument" angesichts des überarbeiteten "Richtliniendokuments" überprüft werden• Eine endgültige Annahme durch den OR ist für April 22 vorgesehen				
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6	Bewertung des Aktionsplans Pädagogische Unterstützung und Integrative Bildung	<ul style="list-style-type: none"> • Der Aktionsplan wurde durch den OR im April 2019 angenommen • Die Umsetzung des Aktionsplans unterliegt einer externen Bewertung durch die Europäische Agentur für sonderpädagogische Förderung und inklusive Bildung • Der Bericht wird dem OR voraussichtlich im April 22 vorgelegt 	AG Konzept für pädagogische Unterstützungsmaßnahmen	SGS + Koordinator/in für Unterstützung	<ul style="list-style-type: none"> ➤ GIA + GPA 2.22 ➤ HA 3.22 OR 4.22 	Der Bewertungsbericht wurde dem OR im April 22 vorgelegt keine Weiterverfolgung notwendig
7	Überprüfung/Festlegung der Rollen und Aufgaben von Schulpsychologen	<ul style="list-style-type: none"> • Ausarbeitung einer Jobbeschreibung für Schulpsychologen • Festlegung des Arbeitsrahmens für die Schulpsychologen der Europäischen Schulen • Dem Obersten Rat konkrete Vorschläge für den OR im Dezember 21 vorlegen 	AG Konzept für pädagogische Unterstützungsmaßnahmen	SGS + Zentrale Unterstützungscoordination	<ul style="list-style-type: none"> ➤ GIA+GPA 10/21 ➤ HA 11/2021 ➤ OR 12/2021 ➤ GIA + GPA 02/2022 ➤ HA 03/2022 OR 4/2022 	Der Vorschläge wurde im April 22 durch den OR angenommen keine Weiterverfolgung notwendig

8	Rollen und Aufgaben von Inspektoren	<ul style="list-style-type: none"> • Der OR vergab das Mandat der Ausarbeitung eines umfangreichen Dokuments über die Rollen und Aufgaben von Inspektoren im April 2020 • Das endgültige Dokument wird dem OR im Dezember 2021 vorgelegt 	AG Rollen und Aufgaben	HA PED A + SGS	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 ➤ HA 11.21 ➤ OR 12.21 	der Vorschlag wurde im Dezember 21 durch den OR angenommen
9	PISA für Schulen	<ul style="list-style-type: none"> • Der OR nahm das Projekt bei seinem Treffen im April 2021 an • Die wichtigsten Aufgaben/Ziele im Laufe des Schuljahrs 2021/2022 sind folgende: <ul style="list-style-type: none"> ➤ Einschätzung der Leistung der Schüler im Bereich Lesen, Mathematik und Wissenschaft und des pädagogischen Mehrwerts der Schulen ➤ Hintergrundinformationen über das Klima in den Schulen, Motivation und Engagement der Schüler ➤ Organisation der Prüfungen im März 2022 ➤ Nachbereitungsaktivitäten zur Verbesserung der Lernergebnisse und zur Förderung der pädagogischen Entwicklung ➤ Empfehlungen basierend auf den Schulberichten 	Sub-AG der AG PED A Reform	Leitender Koordinator + RL PED A		Schul- und Gruppenberichte zwischen Juli-Sept 2022 - Vorstellung der Ergebnisse im Okt (IAS, GPA) und Dez (OR) - Weiterverfolgung mit Sub-AG und Inspektoren (siehe Aktivitäten zur Nachbereitung) vom Oktober 2022

10	Weiterverfolgung des IAS Abitur-Berichts	<ul style="list-style-type: none"> • Weiterverfolgung der Umsetzung der Empfehlungen (Aktualisierung der vorhandenen Verfahren, Schaffung neuer Verfahren, Formalisierung existierender Praktiken im Bereich der Prüfungen zum Europäischen Abitur) • 2 Empfehlungen, die bis zum 31.7.2022 abgeschlossen werden müssen 	Keine spezifische AG	RL BAC + Referatsleiter IKT	<ul style="list-style-type: none"> ➤ IAS + GPA 10.21 ➤ OR 12.21 ➤ IAS + GPA 2.22 ➤ OR 4.22 	<ul style="list-style-type: none"> ➤ Empfehlungen mit Frist bis zum 31.7.2022 wird fristgerecht zur Überprüfung vorgelegt. ➤ Arbeit an den restlichen Empfehlungen geht weiter.
11	Implementierung der mehrjährigen pädagogischen Prioritäten	<ul style="list-style-type: none"> • Der OR nahm den mehrjährigen Plan für die pädagogischen Prioritäten im April 2021 an • Ein Überwachungs- und Koordinierungssystem muss eingesetzt werden • Ein jährlicher Fortschrittsbericht muss dem OR im April 22 vorgelegt werden 	AG PEDDA Reform + AG Qualitätssicherung	RL PEDDA	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 ➤ GIA + GPA 2.22 ➤ OR 4.22 	<p>Fortschrittsbericht GIA/GPA im September 21 (2021-09-D-2) und Februar 22 (2022-01-D-62-en-1), und vor dem OR im April 22 (2022-01-D-62-en-2)</p> <p>Zielübersicht des MAP vor dem OR im April 2022 (Anhang zum Bericht)</p> <p>Weiterverfolgung: Vorläufige Vorschläge für Lehrpläne für Oktober und Dezember 22 erwartet</p>
12	Harmonisierte Planung	<ul style="list-style-type: none"> • Überwachung des Abschlusses der ersten Pilotphase (Umsetzung der 8 Schlüsselkompetenzen in der 	AG Harmo Planning	RL PEDDA	GPA 2.22	Dokument über die zweite Pilotphase gebilligt durch GIA/GPA 02/22 (2022-01-D-50)

		<p>pädagogischen Planung, Inkrafttreten im September 2022)</p> <ul style="list-style-type: none"> • Harmonisierung der pädagogischen Planung zwischen den Stufen Kindergarten/Primar und Sekundar; Umsetzung der zweiten Pilotphase im Februar 2022 				<p>Umsetzung schreitet wie geplant voran. Endgültige Entscheidung im Februar 23 erwartet</p>
13	Bildung für nachhaltige Entwicklung	<ul style="list-style-type: none"> • Aktionspunkte angenommen durch GPA und anhaltender Prozess (doc 2021-01-D-75-en-3) <p>Bedarf der finanziellen Bewertung:</p> <ul style="list-style-type: none"> • Vorhandene Programme – Das Programm Eco Schools, Vorschlag von CoSup über finanzielle Unterstützung für die ESD-Aktivitäten (2020-09-D-44) <p>Ziel:</p> <ul style="list-style-type: none"> • Entwicklung von Vorschlägen über die Stärkung der bürgerschaftlichen Kompetenzen und der europäischen Dimension. • Planung einer Veranstaltung, die nachhaltige Entwicklung zeigt. • Die Ausarbeitung einer Charta für nachhaltige Entwicklung für die Einbeziehung der neuen Schulen. • Weiterentwicklung des Schulungsangebots für Lehrkräfte. 	AG ESD	RL PEDDA	<ul style="list-style-type: none"> ➤ GIA + GPA 10.21 ➤ GIA + GPA 2.22 OR 4.22 	<p>Stand der Dinge und Handlungsvorschläge + Vorschlag zur Erweiterung der AG – angenommen durch GPA Oktober 21 (PPT + 2021-09-D-69)</p> <p>Klimaakademie an den Europäischen Schulen (2022-01-D-16) GIA/GPA Februar 22 und Genehmigung durch OR im April 22</p> <p>Stetige Entwicklung der Zusammenarbeit mit dem gemeinsamen pädagogischen Ausschuss</p>

		<ul style="list-style-type: none"> • Analyse der konkreten Auswirkungen des Budgets der ES auf ESD. • Die Verbindung mit dem mehrjährigen Plan, ein Bewertungsprozess der Lehrpläne in Bezug auf ES und die Schlüsselkompetenzen sollte durchgeführt werden. <p>Um einige der Prioritäten zu erfüllen ist eine Erweiterung der AG notwendig. Die Anfrage erfolgt im GPA im Oktober</p>				Zusammenarbeit mit der EPA zur Entwicklung von Lehre/Lernen/Lehrkraft
14	Sprachenrichtlinie der Europäischen Schulen	<ul style="list-style-type: none"> • Die "Sprachenrichtlinie der Europäischen Schulen" wurde im April 2019 durch den OR angenommen • Anerkennung unterschiedlicher Sprachkenntnisse der Schüler und Bildung von Gruppen nach Fähigkeiten der Schüler • Bericht und Vorschläge für die Änderungen 	AG Ped Reform		➤ GIA + GPA 2.22 OR 4.22	<p>Die vergrößerte AG Ped Reform diskutierte die Situation des Sprachunterrichts (L2) und die der SWALS.</p> <p>Die Sprachenrichtlinie wird weiterhin (nach Bedarf) im nächsten Schuljahr angepasst</p>

2. Inspektionsausschüsse (Kindergarten und Primarbereich) – Inspektionsausschüsse (Sekundarstufe) – Gemischter Inspektionsausschuss – Gemischten Pädagogischen Ausschuss – Schuljahr 2021-2022

Während des Schuljahrs 2021-2022 trafen die unterschiedlichen Ausschüsse im pädagogischen Bereich im Einklang mit den Prioritäten des Vorsitzes und der Ausschüsse viele Entscheidungen. Diese Entscheidungen sind auf der Website der Europäischen Schulen veröffentlicht:

■ Entscheidungen des Treffens des Inspektionsausschusses (Kindergarten und Primarbereich), 5. Oktober 2021 - [2021-11-D-20-de-1](#)

■ Entscheidungen des Treffens des Inspektionsausschusses (Sekundarstufe), 4.–5. Oktober 2021 - [2021-10-D-4-de-1](#)

■ Entscheidungen des Treffens des gemischten Inspektionsausschusses, 5.–6. Oktober 2021 - [2021-10-D-16-de-1](#)

■ Entscheidungen des Treffens des Gemischten Pädagogischen Ausschusses, 7.–8. Oktober 2021 - [2021-10-D-3-de-1](#)

■ Entscheidungen des Treffens des Inspektionsausschusses (Sekundarstufe), 7.–8. Februar 2022 - [2022-01-D-76-de-1](#)

■ Entscheidungen des Treffens des gemischten Inspektionsausschusses, 8.–9. Februar 2022 - [2022-02-D-9-de-1](#)

■ Entscheidungen des Treffens des Gemischten Pädagogischen Ausschusses, 10.-11. Februar 2022 - [2022-02-D-14-de-2](#)

■ Entscheidungen des Treffens des Inspektionsausschusses (Sekundarstufe), 13. Juni 2022 - [2022-06-D-2-de-1](#)

Im Anhang des vorliegenden Dokuments finden Sie das Dokument "Pädagogische Entwicklung und Qualitätssicherung" - 2021-07-D-31-en-6-Weiterverfolgung am 30. Juni, in dem das Erreichte und die anhaltende Arbeit des Inspektionsausschusses (Kindergarten und Primarbereich) und des Inspektionsausschusses (Sekundarstufe) im Schuljahr 2021-2022 zusammengefasst wird.

Alle Dokumente und Punkte, die in den pädagogischen Treffen im Oktober 2021, Februar 2022 und Juni 2022 durch die IAP, IAS, GIA und GPA angenommen wurden, sind unter Kapitel V des vorliegenden Dokuments aufgeführt.

Eine Übersicht der verschiedenen Pläne für Aktivitäten wie GSI, Fortbildungen, Bewertung von abgeordneten Lehrkräften und vor Ort rekrutierten Lehrkräften wird ebenfalls genannt.

Dieses Dokument wird der Präsentation des OR beigefügt, sobald es durch das GIA im Oktober angenommen wird

Schlussfolgerung

Mit diesem Bericht sowie den Prioritäten des kroatischen Vorsitzes möchten wir die Kontinuität mit unseren Vorgängern, der französischen Delegation, sicherstellen, die uns eine große Hilfe waren, als wir den Vorsitz übernahmen.

Wir wünschen der irischen Delegation, die den Vorsitz übernommen hat, viel Erfolg bei der Erfüllung ihrer Aufgaben sowie der Umsetzung der ambitionierten und erstrebenswerten Prioritäten, die sie sich gesetzt hat.

Anhang zum Dokument 2022-09-D-77



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2021-07-D-31-en-6

Orig.: FR

Pedagogical Development and Quality Assurance of the European Schools (2021-2022)

Approved by the Joint Board of Inspectors at its hybrid meeting on 11 and 12 October 2022

Follow-up on 30 June 2022

Long and Short-Term Planning

FOR THE BOARD OF GOVERNORS' INFORMATION

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Introduction

Because of the Covid-19 pandemic, the planning of the Inspectors' activities has proved more complex than for a normal year. The pandemic's unpredictable development and the uncertainty associated with travel restrictions and other health measures taken by national authorities have made it impossible for some Inspectors to plan their activities in advance. Consequently, this document gives only a patchy view of the activities to come.

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 2021-2022

See document 2021-09-D-37

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 wish to pay tribute to their passion and sustainable efforts by making their work behind the scenes more visible.

I. 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, thus with a mandate for an unlimited period.

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), thus with a mandate for a limited period.

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 2021-2022

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 2021-2022

4.5 Chronology of outdated syllabuses (before 2011) and not yet under revision (Proposal of the presidency 2021-2022: revision to be started if not started yet)

5. Other WGs – Coordinators' meetings

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

1. Long-term planning

Purpose	Name	Code
<p><i>Pedagogical Objectives of the European Schools</i> <i>Quality Assurance</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. - Harmonisation of syllabuses <p>2015-2016: Continue work on the management and organisation of the WGs (project-based work)</p> <p><i>Reference documents: 2011-09-D-54-en-4; 2014-01-D-40-fr-2; 2014-01-D-41-en-10, 2014-01-D-41-fr-14 ; 2018-01-D-18-en-6 ; 2019-09-D-27-en-2 ; 2019-09-D-28-en-2; 2020-01-D-41-en-1, , 2019-09-D-27-en-5</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; 2014-09-D-29-en-1; 2014-09-D-33-en-7 ; PPP JBI 02/2015; 2015-07-D-8-fr-6; 2016-09-D-39-fr-5, 2017-09-D-50 ; 2018-09-D-33 ; PPT 02-2019; 2019-09-D-11, 2020-09-D-14, 2020-08-D-1; 2021-01-D-67; 2021-07-D-31</i></p> <p><i>Mandate from BoG: 2012-04-D-9-en-3 (No 2012/16 21/05/2012)</i></p>	<p>ASSURQUAL</p> <p>Quality Assurance</p> <p>Mr OTTOSSON</p>	<p>0064</p>
<p><i>Whole School Inspection (WSI) Framework</i> <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 	<p>WSICAD</p> <p>Whole School Inspection</p> <p>Mr COENEN</p>	<p>0048</p>

Purpose	Name	Code
<ul style="list-style-type: none"> - 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 documents : 2010-D-139-en-8 ; 2019-09-D-24-en-2 Memorandum 2012-07-M-2; 2014-09-M-1-(2)</i> Priority BIP & BIS 2011-2012</p>		
<p>Quality Assurance European Baccalaureate Corr Bac Evaluation of written and oral exams:</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; 2015-01-D-12-en-1; 2020-01-D-2-en-1; 2020-01-D-3-en-1; 2020-01-D-4-en-1; 2020-01-D-39-en-1; 2021-11-D-47; 2022-01-D-34</i> <i>Mandate from BIS: date</i></p>	<p>CORBACECOR BAC written and oral exams Mr DAMKJAER</p>	<p>0071</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 documents : 2011-09-D-36-en-4 ; 2014-01-D-36-en-3 ; 2017-09-D-27-en-6 ; 2018-07-M-3 ; 2019-04-M-2, 2020-06-M-3, 2020-02-D-12</i> <i>Latest follow-up report: 2014-09-D-65-fr-1; 2014-09-D-54-en-1; 2016-02-D-6-fr-2; 2016-01-D-39-fr-1 (request for a mandate), 2018-01-D-46; 2020-01-D-29-en-1</i></p>	<p>ORPROF Careers Guidance Mr DAMKJAER</p>	<p>0050</p>

Purpose	Name	Code
<p><i>Mandate from BoG: *Oxford, April 2012;</i></p> <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, 2017-09-D-31</i></p> <p><i>Priority BIS</i></p>	<p>EDPHYSS</p> <p>Physical education (Eurosport)</p> <p>Mr SPITERI</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 documents : 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; 2020-01-D-76</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-M-1 ; 2013-06-M-6 ; 2014-06-M-2; 2015-06-M-6; 2016-06-M-1; 2017-04-M-1 ; 2018-05-M-5; 2019-05-M-9; 2020-04-M-5, 2020-04-M-7; 2021-04-M-6; 2021-05-LD-23; 2021-11-D-45;2021-12-M-1 ; 2021-09-D-51 ; 2021-10-LD-28; 2021-09-D-49; 2021-10-M-1</i></p> <p><i>Mandate from BoG</i></p>	<p>OUTTECH</p> <p>Technological tool</p> <p>Mr YILMAZ</p> <p>Ms LACZYNSKA</p>	<p>0062</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 documents: 2013-05-D-29-fr-1; Handbook ESSS 2019-01-D-52</i></p> <p><i>Latest follow-up report:/ -</i></p> <p><i>Mandate from BIS: June 2013</i></p>	<p>ESSS</p> <p>Mr WOLFF</p>	<p>0076</p>

Purpose	Name	Code
<p><i>Secondary cycle – Organisation of the Model European Council/Parliament MECP</i></p> <p>1/Temporary WG – Future MECP</p> <p>The role of the future MECP WG is</p> <ul style="list-style-type: none"> • <u>definition of the organisational framework:</u> • frequency of the event • period of organisation • proposal for the standing WG's composition • etc. • 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. <p>2/MECP WG</p> <p>The MECP WG should be responsible, inter alia, for:</p> <ul style="list-style-type: none"> • 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>Reference document: 2014-09-D-50-fr-1 Latest follow-up report: / Mandate from BIS: 10-2014</p>	<p>MEC/P</p> <p>Ms KERTÉSZ</p>	<p>0116</p>
<p><i>Primary and Secondary cycles – Organisation 'Arts Festival' – FAMES</i></p> <p>Expected results:</p> <ul style="list-style-type: none"> • Enhancement of music and art activities throughout the year in all schools with lots of activities and a grand final performance. • To create a piece of music that can be the signature tune for this recurrent festival and a logo as a symbol. • A standing WG is to be created, which takes care of the continuous organisation of FAMES: <ul style="list-style-type: none"> - 1-2 inspectors: Music/Art - 2 teachers from the organising ES for the current year, - 1 teacher from the organising ES for the previous school year - 1 teacher from the organising ES for the following school year - 1 director, 1 parent, 1 pupil from the organising ES for the current year. - Representation from the Accredited Schools is also foreseen. 	<p>ARTSFEST</p> <p>Ms. MUSILOVA</p> <p>Ms STANONIK</p> <p>Mr. COENEN</p> <p>Ms RODOSTHENOUS</p>	<p>0197</p>

Purpose	Name	Code
<p>It will meet 1-2 times a year (depending on the preparation tasks): in January at the organising ES for the current year, in May at the organising ES for the following year</p> <ul style="list-style-type: none"> • A concrete and detailed concept and planning will be developed by the WG. • To create a website – an interactive place onto which all can contribute during the whole school year using Office 365 – which the teacher of the standing WG runs. <p><i>Reference documents : 2017-01-D-54-en -3 ; 2018-05-D-16</i> <i>Latest follow-up report: 2018-05-D-18</i> <i>Mandate from BC: 04/2017</i></p>		
<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> <ul style="list-style-type: none"> - Evaluation and analysis of the pilot phase. - Production of the Memo accompanying the new CPD concept. - Definition of the role and duties of Subject Referent. <p>A proposal for teaching standards has been made. 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 ‘Evaluation of teachers in the European School system’ 2015-09-D-40 – for information <p>Expected results:</p> <ul style="list-style-type: none"> ○ the proposal is in line with the founding principles of the ES and the EU policy on education; ○ the proposal is in line with the Quality Assurance and Development framework in the ES ○ the proposal is in line with the Whole School Inspection framework ○ the proposal is in line with the Assessment Policy for pupils. 	<p>ASSTEAC</p> <p>Ms RUUS/Ms. KAMP Ms ZVEGLIC</p>	<p>0056</p>

Purpose	Name	Code
<p>In October 2018 the JBI approved conversion of the restricted 'Continuous Professional Development' WG into a long-term group. This group would meet twice a year to:</p> <ul style="list-style-type: none"> ○ support the setting up and maintenance of a data centre on professional development; ○ monitor, coordinate, support and sometimes initiate in-service training courses, appearing, in most cases, in the mandate/tasks of other working groups and in the schools' annual and multi-annual plans. <p>The enlarged WG would only be able to be consulted if there was a need to do so, for example, in the event of a change to the framework for professional development</p> <p><i>Reference documents : WP 2013/2 – 2012-09-D-11-en-4; 2015-07-D-11-en-2; 2015-09-D-40-en-7; 2016-01-D-40-fr-6; 2015-09-D-3-en-5; 2018-01-M-4; 2021-05-M-5</i></p> <p><i>Latest follow-up report: 2012-01-D-37-fr-2; 2014-01-D-44-en-2; PPP JBI 02/2019; 2016-01-D-40-fr-2 (CPD); 2015-09-D-3-en-2 (Booklet); 2019-01-D-42, 2020-09-D-19-en-2-3, 2020-09-D-62, 2020-09-D-29-en-3, 2020-09-D-62-en-2</i></p> <p>Priority BIP & BIS 2011-2012, survey CPD, survey Booklet; 2018-09-D-38</p> <p><i>Mandate JTC : Assessment tools 2013-01-D-55-en-2 ; 2014-01-D-44-en-1 (INSET)</i></p>		
<p>Central Planning Committee</p> <p>The Central Planning Committee¹ is established to assist the JBI by developing a calendar and to execute planning procedures for all team activities, setting up a proposal for a forward planning for team activities and composing well-balanced teams. The plan will be based on the calendar of activities and the availability of inspectors.</p> <p>The main tasks of the Central Planning Committee as defined in the document 2020-09-D-35 (Inspectorate of the European Schools) are the following:</p> <ul style="list-style-type: none"> - Develop and execute planning procedures for all team activities. - Set up a forward planning for all team activities. - Compose well-balanced teams. - Distribute tasks proportionally and fairly in a balanced way over the year. <p>These tasks are in addition to the statutory evaluations of seconded staff according to the current rules and timescale. The new planning procedures should take into consideration the workload faced by specific inspectors from the delegations which have the largest number of teachers.</p> <p>In general, the emphasis will be on team rather than individual activities. Tasks would not necessarily be subject- related or linked to a specific language section.</p> <p>The CPC is chaired by the President of the JBI or his/her nominated representative. The CPC consists of at least a member of the Quality Assurance WG, the Head of the Pedagogical Development Unit and a representative of the ES Directors.</p>	<p>CPC Presidency</p>	<p>0276</p>

¹ Roles and Duties of the European School Inspectors (2018-09-D-35-en-7)

Purpose	Name	Code
<p>The CPC will be assisted by a member of staff of the OSG.</p> <p>Reference documents: 2018-09-D-35; 2020-09-D-29; 2021-01-D-86 (Procedures); 2021-04-LD-15-PE 2021-16; 2022-01-D-65; 2022-01-D-81</p> <p>Latest follow-up report: 2021-09-D-9</p> <p>Mandate JTC: February 2021</p>		
<p><i>“Assessment Policy” Joint Working Group (Primary and Secondary)</i></p> <ul style="list-style-type: none"> - Exchange of joint work - Transition (2015-09-D-41-en-2) <p>2015-2016</p> <p>Reference documents : 2011-01-D-61-en-4 ; 2011-01-D-61-en-5</p>	<p>ASSPOL Assessment Policy</p> <p>Ms MUSILOVÁ (P) Mr DAMKJAER (S)</p>	<p>0046</p>
<p><i>Primary cycle – Assessment Sub-Group</i></p> <ul style="list-style-type: none"> ○ Guidelines for the use of new assessment tools ○ Evaluation of implementation of the new assessment system <p>2014-2015 2015-2016 2016-2017</p> <p>Reference documents : 2011-01-D-61-en-3; 2013-09-D-38-en-5; 2014-06-M-5; 2020-09-D-27 (new mandate proposal), 2013-09-D-38-en-7 ; 2011-01-D-61-en-5</p> <p>Latest follow-up report : JTC February 2012 – 2013-01-D-71-en-; 2014-09-D-58- en-1; 2015-01-D-46-en-2, 2013-09-D-38-en-6, 2021-01-D-38</p> <p>Priority BIP 2011-2012</p>	<p>ASSPRIM</p> <p>Ms MUSILOVÁ</p>	<p>0063</p>
<p><i>Assessment Secondary – Sub-Group</i></p> <p>Results expected:</p> <p>With reference to the new marking system in the secondary cycle:</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>Subject: 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 (Work completed)</p>	<p>ASSECC Assessment Secondary</p> <p>Mr DAMKJAER</p>	<p>0059</p>

Purpose	Name	Code
<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 (Work completed)</p> <p>Same process for L1 Advanced – by Bac 2021 at the latest</p> <p>Support from the WG for the Inspectors to achieve that aim.</p> <p>Mandate BIS 06-2017: Updating of the document ‘Harmonised Assessment at the end of S5’ – mainly Chapter I. The entire document, in particular Annexes V (Geography), IX (History) and XIII (Marking scale), will need to have been updated by February 2018 at the latest, with entry into force on 1 September 2018, the date on which the new marking scale enters into force for S1-S5 (Work completed)</p> <p>- Definition Examination</p> <p>Taking over of the mandate, initially given to the ‘Secondary Assessment’ Working Group, and then to the “Analysis of repeat rates” Working Group, on the question of examination terminology and questions relating to ‘Examinations and tests leading to official marks in the secondary cycle’.</p> <p>- 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.</p> <p>Initially, a proposal clearly defining the A mark and governing the organisational arrangements for examinations and B tests in S4 and S6 (template, time allowed, criteria, material aids permitted, etc.), based on the model document already produced for the harmonised examinations and B tests in S5, might be presented to the BIS at its June 2019 meeting for approval, with entry into force as from September 2019. The assistance of the Inspectors responsible for subjects should also be foreseen.</p> <p>- 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 assessment policy in force.</p> <p>- For production of an unequivocal definition of the French nouns: <i>test, évaluation, composition, épreuve</i> and <i>examen</i> [English: test, assessment, examination].</p> <p>- For production of an amended version of the General Rules in which use of the aforementioned terms is consistent.</p> <p>2012-2013 ; 2013-2014 ; 2014-2015 ; 2015-2016 ; 2016-2017 ; 2017-2018 ; 2018-2019 ; 2019-2020 ; 2020-2021 ; 2021-2022</p> <p>Reference documents: 2013-01-D-51-fr-1; 2015-01-D-23-fr-4; 2015-01-D-62-en-2; 2014-06-D-5-en-3; 2018-01-D-19; 2019-01-D-30, 2019-06-D-8; 2020-01-D-40, 2020-05-D-22, 2020-09-D-13, 2020-01-D-40-en-3 ; 2022-01-D-29</p>		

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 documents : 2012-05-D-14-en-7; 2012-05-D-15-en-9 ; 2019-01-D-9</i></p> <p><i>Latest follow-up report: 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;</i></p> <p><i>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, 2017-11-D-24 ; 2018-09-D-28 ; 2018-09-D-53 ; 2018-11-D-32 ; 2018-12-D-34, 2019-06-D-9-en-4, 2019-06-D-10-en-4, 2019-06-D-14-en-4, 2020-01-D-30, 2019-11-D-11, 2020-01-D-17-en-5, 2020-04-D-12-en-5, 2019-12-D-39-en-4, 2020-06-D-12-en-5, 2019-10-D-10-en-6, 2020-11-D-30-en-3, 2021-01-D-29-en-2, 2020-12-D-12-en-2; 2021-05-D-36-en-3; 2021-11-D-31; 2021-01-D-60-en-6</i></p> <p><i>Mandate from BoG: 2011</i></p>	<p>EDUCSUP</p> <p>Educational Support Policy Group</p> <p>Deputy Secretary-General</p>	<p>0079</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; 	<p>TASKFORPED</p> <p>Chair in office of the Board of Inspectors (Secondary)</p>	<p>0163</p>

<p>• 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> <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</p> <p>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 documents: 2015-09-D-52-en 3 ; 2018-01-D-9-fr-3 ; 2019-01-D-19 ; 2019-01-D-62; 2018-01-D-9-en-3 (LP); 2019-05-M-5 ; 2020-01-D-28; 2020-01-D-25, 2020-05-M-1, 2021-01-D-41, 2021-01-D-47</i></p> <p><i>Latest follow-up reports: 2017-03-D-30-en-1; 2017-09-D-28-en-1, 2018-01-D-9 ; 2018-09-D-23 ; 2018-09-D-66 ; 2018-09-D-59 ; 2018-09-D-67 (8 KC) ; 2020-01-D-25; 2021-01-D-41; 2021-01-D-58 (MAP);2021-09-D-2; 2022-01-D-62</i></p> <p><i>Mandate from BoG: December 2015</i></p>		
<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"> •The IT-PED sub-group’s remit is to deal with all subjects with a pedagogical objective. •The IT-ADM sub-group’s remit is to deal with all subjects from the administrative and financial angles. •The common core is represented in the two sub-groups and its function is coordination of the two sub-groups’ activities. <p><i>Remit of the IT PED WG:</i></p> <ul style="list-style-type: none"> - 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), 	<p>IT – PEDA</p> <p>Deputy Secretary-General</p> <p>Hof PDU</p>	<p>0178</p>

<ul style="list-style-type: none"> - 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. <p>Reference documents : 2014-11-D-13-en-5; 2020-01-D-37/en/fr/de; 2020-01-D-14; 2020-01-D-15</p> <p>Latest follow-up report: June 2016; Conclusions meetings 14.06.2016; 25.04.2017; 06.06.2017; 28.11.2017; 18.01.2018; 05.06.2018; 06.09.2018; 08.11.2018; 13.12.2018</p> <p>2018-01-D-22; 2018-09-D-25; 2018-09-D-32; 2018-09-D-37; 2018-12-D-24; 2018-12-D-7; 2019-01-D-28; 2019-09-D-36; 2019-09-D-50; 2020-01-D-36, 2020-03-D-13, 2020-03-D-11, 2020-03-D-21, 2020-03-D-27, 2020-08-D-12, 2020-08-D-10, 2020-08-D-7, 2020-09-D-50, 2020-09-D-69, 2020-09-D-10, 2021-01-D-34, 2021-01-D-18; 2021-09-D-14</p> <p>Mandate from BoG: April 2015</p>		
<p>Harmonisation of Pedagogical Planning</p> <p>Sub-Working Group of Task Force Pedagogical Reform WG (Short-term)</p> <p>In order to propose guidelines or framework for harmonisation of pedagogical planning at all levels of the European Schools, while taking into account the implementation of key competences, it is proposed that the Sub-WG should carry out the following steps:</p> <ul style="list-style-type: none"> - comparative studies of the planning templates in use in the European Schools, but also in other national systems; - selection of best practices combining the administrative and reflective dimensions (pedagogical planning and the identification of subjects seen in front of the professional development service); - development of specifications for educational planning in Nursery, Primary and Secondary; - design of planning templates in accordance with the specifications; - study of the digital solutions available for a better use of these templates; - proposal for revision of documents in force and amendment of the General Regulations (Arts. 26 and 59/61). <p>To avoid losing time within the support of the implementation of 8 Key competences and before proposing guidelines for harmonised planning, the Sub-WG could already make a proposal to introduce the 8 Key competences dimension in the existing forward planning. This proposal could be already presented during the February' meetings in 2020.</p> <p>The sub-working group of the Task-Force Pedagogical Reform 'Harmonised Planning', in charge of new models of pedagogical planning in the European Schools, met on 28 April 2020.</p> <ul style="list-style-type: none"> - On the one hand, in view of the recent events related to COVID-19 and its consequences on the current workload of schools and teachers, as well as the uncertainty of the evolving situation; 	<p>HARMPLAN Ms SCHUMACHER</p>	<p>0246</p>

<p>- On the other hand, in view of the good practices already implemented by many teachers with regard to the implementation of the eight key competences;</p> <p>the sub-working group proposes, 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 at its meeting on 13 and 14 February 2020.</p> <p>It is therefore proposed:</p> <ol style="list-style-type: none"> 1) That the transition time be extended by one year and that the entry into force of the decision be postponed to the school year 2021-2022. 2) That the school year 2020-2021 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 timetable for each lesson and for each week. 4) That this is by no means an additional bureaucratic task, but rather a pedagogical one. <p><i>Reference documents : 2019-09-D-35-en-2; 2020-01-D-61;2021-09-D-6; 2022-01-D-50</i></p> <p><i>Latest follow-up report: 2020-01-D-60, 2020-06-D-33, WP 2020/36, 2020-09-D-43, 2020-11-D-40;2021-09-D-5</i></p> <p><i>Mandate from JTC: October 2019</i></p>		
<p>Child Protection</p> <ul style="list-style-type: none"> - Revision of the 2008 Child Protection Policy - Production of a document concerning the wellbeing of pupils in the ES, to be appended to the Policy. <p><i>Reference documents : 2007-D-441 ; 2021-01-D-80-en-3; 2021-05-D-27-fr-2; 2021-12-D-31; 2022-01-D-6</i></p> <p><i>Latest follow-up report: 2021-06-D-64; 2021-09-D-11</i></p> <p><i>Mandate from JTC: February 2021, WP 2021/23 June 2021</i></p>	<p>OSG-CHILD PROTECTION</p> <p>Deputy SG</p> <p>Mr Pála</p>	<p>OSG 0020</p>

3. Short-term planning

Projects

Purpose	Timing	Name	Code
<p>Secondary cycle – Steering Committee – New Marking Scale (NMS)</p> <p>Results expected:</p> <p>Following the BoG’s April 2017 decision, by means of WP 2017/24, to introduce a new time schedule for entry into force of the new marking scale approved in April 2015, a new WG was set up in order to put in place:</p> <ul style="list-style-type: none"> - additional measures for the introduction of the new marking scale (WG; Training of the teachers) - guidelines for use of the NMS S1-S3 ; S4-S5 ;S6-S7 (2 phases) - updating of the GR – Art. 59-61 linked with the NMS <p>S1-S5 : 2018 S6 : 2019 S7 : 2020 – Bac 2021</p> <p><i>Reference documents: 2017-01-D-84-en-3; WP 2017/24; 2017-05-D-30-en-2, 2017-05-D-29-en-4 ; 2017-05-D-29-en-8, 2019-05-D-29-en-8; 2019-06-D-6, 2019-05-D-29-en-9; 2022-01-D-55 (record sheet)</i></p> <p><i>Latest follow-up report: 2017-05-D-29-en-1, 2020-05-D-14</i></p> <p><i>Mandate from BIS: 02-2017</i></p>	<p>2016-2017</p> <p>2017-2018</p> <p>2018-2019</p> <p>2019-2020</p>	<p>SC IMPL NMS SGA/Mr WOLFF</p>	<p>0204</p>
<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> <ul style="list-style-type: none"> - Harmonised Assessment and B tests at the end of year 5: <p>Address the question of the inconsistencies noted in the document ‘Harmonised Assessment and B tests at the end of secondary year 5’.</p> <p><i>Follow-up: 2013-05-D-34-fr-12</i></p> <p><i>Reference documents: 2013-09-D-48-fr-2; 2013-05-D-34-fr-9; 2015-07-D-10-fr-1; 2016-09-D-40-fr-2</i></p> <p><i>Latest follow-up report: 2013-05-D-34-fr-12; 2019-01-D-60; 2019-09-D-25-en-2; 2020-01-D-27-en-1; 2021-09-D-20</i></p>	<p>January 2016</p> <p>2016-2017</p> <p>June and October 2016</p> <p>2018-2019</p>	<p>ATAUXRED Deputy Secretary-General</p>	<p>0162</p>

Purpose	Timing	Name	Code
<p><i>Mandate from JTC: 02-2015; 10-2015</i> <i>Mandate from BIS: 06-2014 (2014-05-D-12-fr-1)</i></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 - Digital support and updated information on INTERMATH's activities Group (set up in 10-2019) <p>Reference documents: Intermath books; 2019-09-D-59 <i>Latest follow-up report: Evaluation Mathematics Coordinators’ Meeting (September 2015): Intermath News Letter (February 2015)</i></p>	<p>9/2022 : P1 9/2023 : P2 9/2024 : P3 9/2025 : P4 9/2026 : P5</p>	<p>INTERM Ms LACZYNSKA</p>	<p>0008</p>
<p>Education for Sustainable Development Mandate given to a core WG – end of the work 2015</p> <p>1) System level</p> <p>The general objectives of the ES as they are published on the website www.eursec.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>2016-2017</p>	<p>EDD Mr OTTOSSON</p>	<p>0108</p>

Purpose	Timing	Name	Code
<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 document : 2013-01-D-57-en-1; 2021-09-D-69; 2022-01-16</i> <i>Latest follow-up report: 2016-02-D-8-en-1, 2021-01-D-65</i> <i>Priority BIP & BIS 2012-2013</i> <i>Mandate from JTC: 02/2013</i></p>			
<p><i>Early Education Curriculum (Follow-up and Implementation)</i> 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 primary 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 on the basis of the proposed new framework for in-service training ○ Systematic control of implementation of the Early Education Curriculum 	<p>2011-2012</p> <p>2012-2013</p> <p>2013-2014</p> <p>New mandate:</p> <p>2014-2015</p> <p>2015-2016</p>	<p>EEC</p> <p>Ms MUSILOVÁ</p>	<p>0013</p>

Purpose	Timing	Name	Code
<ul style="list-style-type: none"> ○ Meeting of the primary cycle coordinators – Updating of the Portfolio <p>Reference documents : 2011-01-D-15 ; 2011-01-D-14 ; 2022-01-D-42 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; 2020-01-D-63, PPT 10/2020, 2021-01-D-46, 2021-01-D-45, PPT 02/2021 Priority BIP 2012-2013; 2014-2015 Mandate JTC 10/2011 and BIP 10/2014</p>	End 10/2016		
<p><i>Role and Duties of the Inspectors</i></p> <p>As arranging for evaluations of locally recruited teachers to be conducted represents a not inconsiderable workload for the Inspectors, the JBI mandated a new working group to evaluate the kind and amount of Inspectors’ duties. The WG is also requested to explore ideas for possibly providing other Inspectors with support in the process of evaluation of locally recruited teachers. The legal aspect of this possibility will be studied. These proposals will need to be based on the articles of the Convention defining the Statute of the European Schools which concern the Inspectors</p> <p>Adaptation of the mandate: February 2018 (2018-01-D-20)</p> <p><i>Reference documents : 2018-01-D-20, 2018-09-D-35-fr-7, 2020-09-D-35, 2020-09-D-29 ; 2021-09-D-8</i> <i>Latest follow-up report: 10.01.2018, WG JBI 05/2; 2018-09-D-35-en-4, Survey</i> <i>Mandate from JBI: October 2016</i></p>	2016-2017 2017-2018 2018-2019 2019-2020 2021-2022	INSP-WORK Ms HUISMAN	0215
<p><i>Induction of new teachers</i></p> <p>Production a basic framework for the induction of new teachers (Nursery, Primary and Secondary) in the European Schools</p> <p>As the latest document in force dates back to 1998 and in accordance with the evolution of the system a WG needs to be set up in order to revised the document to comply with the ground reality.</p> <p>In order to produce a revised framework, it is proposed that the</p> <p>WG undertake background research into the current practices of national authorities and colleague inspectors who are responsible for the induction of seconded teachers and those of schools who have a local responsibility. The experiences of a representative sample of recently seconded and locally recruited teachers will also be investigated.</p> <p><i>Reference documents : 2018-09-D-36, 2019-09-D-43-en-2</i> <i>Latest follow-up report: 1998-D-6010; PPT 02-2019, 2020-09-D-33</i> <i>Mandate from BoG: November 2018</i></p>	10-2018 10-2019	ACC-ENS Ms GAMMELGAARD	0232

Purpose	Timing	Name	Code
<p>'Preparation of the 2021-2022 school year' Task Force</p> <p>The JTC mandated the Secretary-General to set up this Task Force.</p> <p>It is composed of a 'core group' and a 'consultative body'. A similar approach had already been adopted for the 'Preparation of the 2021 Bacculaureate session' Task Force.</p> <p>The core group is composed of:</p> <ul style="list-style-type: none"> • the Deputy Secretary-General (Chair), the Head of the Pedagogical Development Unit, the Head of the Bacculaureate Unit and the Educational Support Coordinator (all working at the OSG); • a representative of the Directors; • a representative of the Directors of the Accredited European Schools; • a representative of the Deputy Directors for the nursery and primary cycle and a representative of the Deputy Directors for the secondary cycle; • six Inspectors, of the nursery and primary cycle and of the secondary cycle, representing the French Presidency and the future Croatian and Irish Presidencies (the 'Troika', with effect from 1 August 2021); • an Inspector responsible for Educational Support and Inclusive Education; • two representatives of the ISSC (one for the nursery and primary cycle and one for the secondary cycle). <p>The members of the core group may consult other specialists, such as the schools' psychologists, support coordinators or educational advisers, and invite them to join them.</p> <p>The consultative body is composed of:</p> <ul style="list-style-type: none"> • the Chair of the 2022 European Bacculaureate session; • two representatives of Interparents; • two representatives of CoSup; • two representatives of the European Commission. <p>Experience has shown that the European School system should be prepared to face different scenarios for the coming school year also. However, it is commonly accepted that in all the schools, <i>in situ</i> teaching will be the most likely scenario with effect from the beginning of the 2021-2022 school year. Nevertheless, it will perhaps be necessary to meet the needs of 'vulnerable' pupils and of 'vulnerable' members of the teaching staff.</p> <p><u>Areas needing particular attention:</u></p> <p>Pupils may have suffered the effects of the COVID-19 pandemic to a greater or lesser extent and each pupil's situation must be taken into consideration.</p>	September 2021	Deputy Secretary-General	0277

Purpose	Timing	Name	Code
<p>The psychological and sociological impact of the pandemic, in particular, must not be underestimated.</p> <p>Finally, there are areas and groups that might require particular attention.</p> <p>These include:</p> <ul style="list-style-type: none"> ➤ pupils going into S7; ➤ pupils with special educational needs; ➤ pupils going into S1 or into S2; ➤ new pupils; ➤ pupils who have had to repeat the year. <p><i>Reference document : 2021-05-D-16-en-2 (WP 2021/22)</i> <i>Latest follow-up reports: 2021-06-D-39; 2021-09-D-15; 2022-01-D-13</i> <i>Mandate from JTC: June 2021</i></p>			
<p>Post-BREXIT WG</p> <p>Interim Working Group, whose mission will be to support the Inspectors in charge of the EN language during the Brexit-related transition. In that connection, the newly appointed coordinator at the OSG will form part of this WG.</p>	<p>10/2021 2025</p>	<p>Post-BREX</p> <p>Ms Quigley Ms Coleiro</p>	<p>0280</p>
<p>Writing Fest WG</p> <p>Organisation, in January/February/March 2002, of a Writing Fest for pupils in the nursery/primary cycles across the ES and the AES</p> <p>using L1, ONL or other mother-tongue languages.</p> <p>The organising committee is</p> <ul style="list-style-type: none"> • Dr John Fitzgerald (Inspector for the Nursery and Primary cycles, Ireland). • Nollaig Gavin (Director of Accredited European School in Dunshaughlin). • Brigitta Mikina (Inspector for the Nursery and Primary cycles, Hungary). • Rachel Weller (Primary teacher in Karlsruhe; ISTC representative). • Jacqueline Adshead (Primary teacher in Karlsruhe) • A representative from the 'Lead School'. <p><i>Reference document : 2021-09-D-29-en-3 (Procedures)</i> <i>Latest follow-up report: JTC February 2022-oral</i> <i>Mandate from the JTC: October 2021</i></p>	<p>12/2021-2022</p>	<p>WRITINGFEST</p> <p>Mr Fitzgerald Ms Mikina</p>	<p>0279</p>

Purpose	Timing	Name	Code
<p><i>Guidelines on organising student exchanges in the European Schools</i></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>New mandate: Revision of the actual guidelines – entry into force scheduled September 2023.</p> <p><i>Reference documents : 1999-D-216 ; 2007-D-3910 ; 2014-03-D-9-en-1</i></p> <p><i>Latest follow-up report: 2016-01-D-49-en-1</i></p> <p><i>Mandate from JTC: 02-2014, 2014-01-D-27-en-2 – New mandate: JBI 02-2022</i></p>	<p>2014-2015</p> <p>2015-2016</p> <p>2021-2022</p> <p>2022-2023</p>	<p>ECHELEE Ms BUGIA</p>	<p>091</p>

4. Syllabuses

4.1 Revision of subject syllabuses – Revision in progress

CYCLE	NAME	CHAIR	CODE	START WORK ²
P S	Protestant Religion	Religious authorities	-	2019/10
P S	Islamic Religion	Religious authorities	-	2021/05
P	French L1	Ms Ducatez	0060	2021/06
P	L2 German French English	Mr Schimek	0047	2021/05
S6-S7	Economics	Ms Bugia	0040	2020/10
S6-S7	History (2P and 4P)	Ms Juranova	0036	2021/01

4.2 Revision of subject syllabuses in 2021-2022

CYCLE	NAME	CHAIR	CODE	START WORK
P	Art	Ms Droc	0014	
P	Greek L1	Ms Nika	0074	2021/02
P	Romanian L1 (P1-P2)	Ms Droc	0080	
P	Slovak L1	Ms Doleziova	0194	
P	Italian L1	Mr Rubinacci	0069	2021/09
P	Catholic Religion	Religious Authorities		2021/09
P1-S5	Portuguese L1	Mr Guerreiro/ Ms Bugia	0019	2021/09
P S	Croatian L1	Mr Tot	0271	2020/09
S6-S7	Introduction to Economics – CC	Ms Bugia	0278	2021/09
S6-S7	Portuguese L1	Ms Bugia	0066	2020/11
S6-S7	Portuguese L1 Adv.	Ms Bugia	0066	2020/11
S	Harmonisation L3	Ms Steppan	0054	2021/05
S	Romanian L1	Mr Giurumescu	0123	03/2022

4.3 Subject syllabuses adopted in 2021-2022

CYCLE	NAME	APPROVED	CHAIR	CODE
S	Modification of the sample paper of Written BAC examination as part of History S6/S7– 2013-01-D-35-en-8	BIS – 10-2021	Ms Juranova	0036
S	Attainment Descriptors for Economics in S4-S5 – 2021-09-D-49-en-2	BIS – 10-2021	Ms Bugia	0040
S	Modification of the sample paper of Written BAC examination as part of Lithuanian Language 1 Advanced - 2020-05-D-19-lt-4	BIS – 02-2022	Ms Veniute-Vaicikauskiene	
S	Modification of the sample paper of Written BAC examination as part of History S6/S7– 2013-01-D-35-en-9	BIS – 02-2022	Ms Juranova	0036

² 1S = 1st half of year; 2S = 2nd half of year
2021-07-D-31-en-6

CYCLE	NAME	APPROVED	CHAIR	CODE
S	Art Education – Secondary cycle - 2016-08-D-1-fr-5	BIS – 02-2022	Mr. Coenen	0032
N	Early Education Curriculum - 2022-01-D-42-en-1	JTC – 02-2022	Ms. Musilova	0013
P	Czech Language 1 – Nursery and Primary cycle - 2022-01-D-38-cs-1	JTC – 02-2022	Ms Musilova	0149
P	Dutch Language 1 – Nursery and Primary cycle - 2022-01-D-40-nl-1	JTC – 02-2022	Ms Neutel/Ms Vermeire	0272
P	English Language 1 – Nursery and Primary cycle - 2022-01-D-43-en-1	JTC – 02-2022	Mr Fitzgerald	0009
P	Mathematics – Primary cycle - 2022-01-D-48-en-1	JTC – 02-2022	Ms Laczynska/Mr Rome	0266
J	Finnish ONL - Nursery, Primary and Secondary cycles - 2022-01-D-17-fi-1	JTC – 02-2022	Ms Huisman	0137
J	Swedish ONL - Nursery, Primary and Secondary cycles - 2022-01-D-18-sv-1	JTC – 02-2022	Ms Huisman	0137
S	Biology 2P – S6-S7 - 2022-01-D-37-en-1	JTC – 02-2022	Mr. Wolff	0038
S	Czech Language 1 – Secondary cycle S1-S7 - 2022-01-D-39-cs-1	JTC – 02-2022	Ms Juranova	0147
S	Dutch Language 1 Advanced – S6-S7 - 2022-01-D-41-nl-1	JTC – 02-2022	Ms Vermeire/Ms Neutel	0274
S	Non-denominational Ethics – Secondary cycle S1-S7 - 2022-01-D-44-en-1	JTC – 02-2022	Ms Vermeire	0112
S	Geography 2P – S6-S7 - 2022-01-D-45-en-1	JTC – 02-2022	Ms Iglesias	0267
S	Italian Language 1 – S6-S7 - 2022-01-D-46-it-1	JTC – 02-2022	Ms Saccardo	0148
S	Maltese ONL - Secondary cycle S1-S7 - 2022-01-D-47-en-1	JTC – 02-2022	Ms Coleiro	0270

4.4 WG which oversees implementation of any new common language syllabus

CYCLE	NAME	CHAIR	CODE
S	Dutch Language	Ms NEUTEL/Ms VERMEIRE	
S	English Language	Ms QUIGLEY/Mr O'NEILL (Coord. OSG)	0023/0025
S	French Language	Mr GROSSET-BOURBANGE/Mr WILLE (expert)	0028
S	German Language	Ms STEPPAN/Mr BUCHMAIER	0022
S	Italian Language	Ms SACCARDO	0030
S	Spanish Language	Mr Javier GARRALÓN BARBA	0027
S	ONL FI/SW	Ms HUISMAN/ Ms HOLAPPA	0137
S	ONL IRL	Ms QUIGLEY	0110

4.5 Chronology of outdated syllabuses (before 2013³) and not yet under revision (Proposal of the Presidency 2021-2022: revision to be started if not started)

Approval	Subject	Timing	Remarks	Code
2000/09	ICT	P		0015
2009/01	Bulgarian L1	S4; S5; S6; S7;		
2009/09	Polish L2	S6-S7		
2010/09-(1-5) 2011/9(7)	Art	S6-S7		0032
2011/10	Swedish L1	L 1		
2011/09	Orthodox Religion	P		
2012/09	Protestant Religion	P		
2012/09	Islamic Religion	P+S		
2006/09	Guidelines for Primary Education		2006-D-105-en-7	

5. *Other WGs – Coordinators’ meetings*

CYCLE	TITLE	CHAIR	CODE
S	English L1 Coordinators	Ms Quigley	0023
S	English L2-L4 Coordinators	Ms Quigley/Ms Coleiro	0025
S	Italian L1 Coordinators	Ms Saccardo	0029
S	Music Coordinators	Ms Stanonik	0141
S	Art Coordinators	Mt Coenen	0275
P	Maths Coordinators	Ms Laczynska	0016
S	Philosophy Coordinators	Ms Vermeire	0107
S	Coordinators German L2-L4	Ms Steppan	0140
S	Coordinators French L1-L4	Mr Grosset-Bourbange/Ms Vermeire	0180/0240/0181

³ See document 'New concept of Continuous Professional Development – 10-year cycle' 2016-01-D-40
2021-07-D-31-en-6

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

WORKING GROUPS	CODE	DATE OF THE MEETING	REPORT
LONG-TERM PLANNING			
Quality Assurance	0064	07/07/2021 (online) 03/09/2021 (online) 26/11/2021 (online) 21/01/2022 (online) 08/04/2022 (online) 05/05/2022 (in situ) 07/07/2022 (in situ)	Yes Yes Yes Yes Yes Yes Yes
(QA Sub-Group) Harmonisation L1	0227	13/05/2022	No
WSI Framework	0048	05/07/2021 (online) 24/09/2021 (online) 15/06/2022 (in situ)	Yes Yes Yes
Corr BAC Evaluation of the written and oral exams	0071	25/11/2021 (online)	/
Careers Guidance	0050	01/10/2021 (online) 12/05/2022 (in situ)	Yes No
Eurosport	0034	25/11/2021 (online) 09/12/2021 (online) 09/03/2022 (online) 02-03/06/2022 (in situ)	No No No No
(WG of) Experts – Choice of the technological tool	0062	06/09/2021 (online) 02/12/2021 (online) 31/01/2022 (online) 13/05/2022 (online)	Yes Yes Yes Yes
Secondary cycle – ES Science Symposium	0076	27/10/2021 (online) 23/11/2021 (online)	No No
Secondary cycle – Organisation of the Model European Council/Parliament	0016		/
Primary and Secondary cycles – Organisation 'Festival of Arts' – FAMES	0197		/
Evaluation of teachers	0056		/
Continuous Professional Development of pedagogical staff	0056	02/09/2021 (online) 19/10/2021 (online)	Yes Yes
Central Planning Committee	0276	13/07/2022 (online)	Yes
Joint Working Group (primary and secondary) 'Assessment Policy'	0046	19/01/2021 (in situ) 20/01/2022 (in situ) 31/03/2022 (online) 04-05-07/04/2022 (online) 11 & 13/04/2022 (online) 28/04/2022 (in situ) 20/05/2022 (in situ)	No No No No No No No
Primary cycle – Assessment Sub-Group	0063	21/09/2021 (online) 29-30/03/2022 (in situ)	Yes No

WORKING GROUPS	CODE	DATE OF THE MEETING	REPORT
Secondary – Assessment Sub-Group	0059	14/09/2021 (online) 1/10/2021 (online) 8/11/2021 (in situ) 18/01/2022 (in situ) 20/01/2022 (in situ) 25/02/2022 (online) 28/02/2022 (in situ) 24-25/03/2022 (in situ) 29/04/2022 (in situ) 16-18-19/05/2022 (in situ) 05-06/07/2022 (hybrid)	Yes Yes No No No Yes No No Yes Yes Yes
REFERENCE GROUPS			
Educational Support Policy Group	0079	20/01/2022 (online) 23/09/2021 (online) 14/12/2021 (online) 19/05/2022 (online)	Yes Yes Yes Yes
Statistical Report – Educational Support (SEN)	0055	15/01/2022 (online)	Yes
Pedagogical Reform (Enlarged)	0163	13/12/2021 (online) 17/05/2022 (online)	Yes Yes
‘Pedagogical Reform’ Task Force		23/09/2021 (online) 13/10/2021 (online) 29/11/2021 (online) 28/03/2022 (online) 25/04/2022 (online) 12/05/2022 (online) 30/06/2022 (online)	Yes Yes Yes Yes Yes Yes Yes
Task Force – Dominant Language Sub-Group	0255		/
Task Force – sub group PISA		04/07/2022 (online)	Yes
IT-PEDA	0178	21/9/2021 (online) 22/09/2021 (online) 16/11/2021 (online) 17/02/2022 (online) 03/05/2022 (online)	Yes Yes Yes Yes Yes
Harmonisation of Pedagogical Planning	0246	02/07/2021 (online) 24/09/2021 (online) 25/01/2022 (online)	Yes Yes Yes
Child Protection	OSG 0020	23/06/2021 (online) 17/09/2021 (online) 24/11/2021 (online) 15/12/2021 (online) 12/01/2022 (online)	Yes Yes Yes Yes Yes
SHORT-TERM PLANNING			
Secondary cycle – Steering Committee – New Marking Scale (NMS)	0204		/
Analysis of Repeat Rates	0162		/

WORKING GROUPS	CODE	DATE OF THE MEETING	REPORT
Intermath	0008	30/9/-1/10/2021 (online)	Yes
		21/10/2021 (online)	Yes
		22/10/2021 (online)	Yes
		15/16/11/2021 (online)	Yes
		23/11/2021 (online)	Yes
		1-2-3/12/2021 (online)	Yes
		29-30/12/2021	Yes
		26-27-28/01/2022 (in situ)	Yes
		23-25/03/2022 (in situ)	Yes
		03-05/05/2022 (in situ)	Yes
		31/05-01-02/06/2022 (in situ)	Yes
Development of Interactive Pages		21/09/2021 (online)	Yes
		13-14/01/2022 (online)	Yes
		28/02/2022 – 01/03/2022 (online)	Yes
		4 & 6/04/2022 (online)	Yes
		02-03/06/2022 (in situ)	Yes
Digital Support			
Education for Sustainable Development	0108	13/01/2022 (online)	Yes
		02/06/2022 (online)	Yes
Early Education Curriculum	0013	10/11/2021 (online)	/
		29-30/11/2021 (online)	No
		11-12/01/2022 (hybrid)	No
		14/06/2022 (in situ)	No
Role and Duties of Inspectors	0215	31/08/2021 (online)	Yes
		14/09/2021 (online)	Yes
		20-21/09/2021 (online)	?
		29/09/2021 (online)	?
		13/06/2022 – Workshop Inspectors	No
		16/06/2022 (hybrid)	Yes
Sub-group Induction of new Inspectors		16/06/2022 (in situ)	Yes
Induction of New Teachers	0232	31/01/2022 (online)	Yes
		10/05/2022 (in situ)	Yes
		17/06/2022 (in situ)	Yes
'Preparation of the 2021/2022 school year' Task Force	0277	09/09/2021 (online)	Yes
		01/12/2021 (online)	Yes
Writing Fest	0279	21/10/2021 (online)	No
		09/12/2021 (online)	No
		20/01/2022 (online)	No
		16/06/2022 (online)	No
SUBJECT SYLLABUSES – NURSERY/PRIMARY			
English L1 P	0009	13/07/2021 (online)	No
		30/9/2021 (online)	No
		9/11/2021 (online)	No
		14/12/2021 (online)	No
		01/03/2022 (online)	No
		31/05/2022 (online)	No
English L2 P	0010	01/06/2022 (online)	No

WORKING GROUPS	CODE	DATE OF THE MEETING	REPORT
Revision of the CZ L1 syllabus – AD – (P)	0149	25/08/2021 (online) 15/09/2021 (online) 25/09/2021 29/09/2021 (online) ½ 17/11/2021 (in situ)	No No No No No
French L1 (P)	0060	30/06/2021(online) 10/09/2021 (online) 18/10/2021 (online) 13-14/01/2022 (in situ) 14/03/2022 (online) 07-08/04/2022 (in situ) 28-30/06/2022 (in situ)	No No No No No No No
Greek L1 (P)	0074		/
Italian L1 (P)	0069	27/01/2022 (online) 16/02/2022 (online) 02/03/2022 (online) 23/03/2022 (online) 27/04/2022 (online) 07/07/2022 (online)	No No No No No No
L2 (FR-EN-DE) – P	0047		/
Revision Maths P1-P5 syllabus	0266	17/01/2022 T (online) 20/01/2021 (online) 09/09/2021 (online) 17/09/2021 (online) 19/10/2021 (online) 29-30/12/2021 T (online) 5-6-7-10/01/2022 T (online) 18/02/2022 (online) 18/06/2022 (online)	Yes yes Yes Yes Yes Yes Yes Yes Yes
Dutch L1 (P)	0272		/
Romanian L1 (P1-P2)	0080		/
Slovak L1 (P)	0194		/
IRL-ONL	0202	07/01/2022	No
SUBJECT SYLLABUSES – SECONDARY			
Art	0032	17/01/2022 (online)	No
German L1 (Curriculum German L1)	0021	08/07/2021 (online) 03/03/2022 (online)	? No
German L2-L4	0022	20/09/2021 (online) 28/09/2021 (online) 20/10/2021 (online) 23/03/2022 (online) 18/05/2022 (online) 24/06/2022 (online)	Yes No No No No No
Biology – New Bio S6-S7 syllabus	0038	21-22/09/2021 (online) 10/11/2021 (online) 10/12/2021 (online)	No No Yes
Coordinators English L2-L4	0025	17/09/2021 (online) 18/10/2021 (online)	No No
Coordinators English L1 and L1 Adv.	0023	17/09/2021 (online) 17/10/2021 (online)	No No
Croatian L1 (S)	0271	08/07/2021 (online)	No

WORKING GROUPS	CODE	DATE OF THE MEETING	REPORT
Revision of the Economics S4-S7 syllabus – AD	0040		/
French L1	0180	29/03/2022 (online)	No
Geography 2P – Revision syllabus	0267	09/09/2021 (online) 01/10/2021 (online) 21/10/2021 (online) 10-11/01/2022 (online)	No No No No
Syllabus History S6-S7 (2-4 P)	0036/0249	07-08/09/2021 (online) 21/10/2021 (online) 26-27/01/2022 (in situ) 03/03/2022 (online) 31/03/2022 (online) 11-12/05/2022 (in situ)	No No No No No No
Coordinators History S6-S7	0281	06/04/2022 (online)	No
(Syllabus) Hungarian L1 Primary + Secondary)	0138		/
Revision of the IT L1 S6-S7 syllabus + Harmonisation L1	0269	29/07/2021 (online) 01/09/2021 (online) 12/10/2021 (online) 28-29/10/2021 (online)	No No No No
Implementation of the IRL-ONL syllabus	0110	26/08/2021 (online) 12/10/2021 (online)	Yes No
Latin	0037	30/03/2022 (online) 03/05/2022 (in situ)	No No
Latvian L1	0201		/
Standards L3	0054	13-14/09/2021 (online) 27/10/2021 (online) 21/12/2021 (online) 15-16/02/2022 (online) 21/03/2022 (online) 21/04/2022 (online) 20/05/2022 (online) 04/07/2022 (online) 19/07/2022 (hybrid)	Yes Yes Yes Yes Yes Yes Yes Yes Yes
Maths S6-S7	0237	11/01/2022 (online) 14/01/2022 (online) 18/01/2022 (online) 20/01/2022 (online) 04/02/2022 (online) 09/02/2022 (online) 02/03/2022 (online) 17/03/2022 (online)	No No No Yes Yes No No No
ONL Maltese	0270		/
Revision of the Non-Confessional Ethics Syllabus Secondary	0112	17/01/2022 (online) 07/03/2022 (online) 17/05/2022 (online)	No No No
Philosophy 2-4P	0254	25/01/2022 (online) 16/02/2022 (online)	No No
Physics	0044	20-21/07/2021 (online) 20/10/2021 (online) 13/12/2021 (online) 11/01/2022 (online) 28/02/2022 (online) 17/05/2022 (online) 16/06/2022 (online)	Yes Yes Yes Yes Yes Yes Yes

WORKING GROUPS	CODE	DATE OF THE MEETING	REPORT
Portuguese L1 P1-S5	0019		/
Portuguese L1 S6-S7	0066		/
Portuguese L1 Adv. S6-S7			/
Czech L1 – S	0147	25/08/2021 (online) 14/10/2021 (online)	No No
Spanish L1-L4	0239	26-27/10/2021 (<i>in situ</i>) 05/04/2022 (in situ)	No No
Romanian L1	0123	24-25/03/2022 (in situ)	No
Polish L4	0122	01 and 04-05/07/2022	/

II. Continuous Professional Development

The Boards of Inspectors take broad responsibility in 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 are concerned, priority will be given to:

- New syllabuses.
- Syllabuses with a new pedagogical policy.

1. In-service training organised in the second half of 2021

1.1 Nursery and primary cycles: In-service training courses scheduled in 2021

Dates	Subjects	Inspectors responsible	Place	Number of Participants	Number of Experts	Remarks	Previous course	No	O.
Not organised	MUSIC	Ms MUSILOVÁ	Online	15	1	Train the Trainers			
Not organised	EEC Coordinators	Ms MUSILOVÁ	Online						
Not organised	GREEK L1	Ms NIKA	Online			Decentralised			
Not organised	BULGARIAN L1	Ms RANGELOVA							
Postponed 2022	ONL IRL	Mr FITZGERALD				New syllabus			
Not organised	EUROPEAN HOURS	Mr SCHIMEK		15		Train the Trainers			
Not organised	PORTUGUESE L1	Mr GUERREIRO				Postponed 2022			
Not organised	NON-CONFESSIONAL ETHICS	Ms VERMEIRE							

1.2 Secondary cycle: In-service training courses scheduled in 2021

Dates	Subjects	Inspectors responsible	Place	Number of Participants	Number of Experts	Remarks	Previous training	N°	O.
14 September	ONLINE INSERVICE TRAINING GEOGEBRA SUPER SKU USER + SUBJECT REFERENT/COORDINATOR MATH & PHYSICS S4-S7 GEOGEBRA	Mr. YILMAZ + OSG	Online	58	3	Subject referent/coord Math & Physics		0072	<input checked="" type="checkbox"/>
1 October	CAREERS GUIDANCE	Mr DAMKJAER	Online	45	1	New Careers Guidance Teachers + new Careers Guidance Programmes		0004	<input checked="" type="checkbox"/>
14 October	GERMAN L2-L4 Coordinators	Ms STEPPAN	Online	53	1			0073	<input checked="" type="checkbox"/>
16 November	PHYSICS	Ms LACZYNSKA	Online	All teachers	1	New syllabuses		0049	<input checked="" type="checkbox"/>
17 and 24 November	BIOLOGY S6-S7 4P	Mr WOLFF	Online	12	1			0074	<input checked="" type="checkbox"/>
25 November	EUROSPORT	Mr SPITERI	Online	14	0	Coordinators		0075	<input checked="" type="checkbox"/>
Not organised	ESD (P+S)	Mr OTTOSSON		15	1	Train the Trainers			

2. In-service training plan year 2022

2.1 Nursery and primary cycles: In-service training courses scheduled in 2022

Priority courses:

Dates	Subjects	Inspectors responsible	Place	Number Participants	Number Experts	Remarks	Previous course	No	O.
March-June	EEC	Mrs. MUSILOVA Mrs. DUCATEZ	Decentralised	All teachers (ES + AES)	0			0079	<input checked="" type="checkbox"/>
11 May	EEC	Mrs. MUSILOVA Mrs. DUCATEZ	Online	All teachers (ES + AES)	0	for the European School of BERGEN and for the participants of the AES.		0079	<input checked="" type="checkbox"/>
16 May + 29 June	EEC	Mrs. MUSILOVA Mrs. DUCATEZ	Online	All teachers (ES + AES)	0	EEC		0079	<input checked="" type="checkbox"/>
21 March	Polish L1	Mrs. LACZYNSKA	Online	Teachers	0	Polish primary teachers of PL L1".		0077	<input checked="" type="checkbox"/>
07/03 – 14/03 -21/03-04/04 – 02/05 -16/05 – 30/05 – 13/06	UDL Educational support online trainings	OSG (Mme Gracio)	Online	Teachers				0082	<input checked="" type="checkbox"/>
March-June	MATH P1-P5	Ms LACZYNSKA/ Mr. ROME	Dec. - All Schools	All teachers		Decentralised New syllabus		0078	<input checked="" type="checkbox"/>
4-5 May	Czech L1	Mrs MUSILOVA	Decentralised	All teachers		New syllabus		0080	<input checked="" type="checkbox"/>
17-18 May	ONL IRL	Mr FITZGERALD	In-Situ (Brussels I)	Teachers	3	New syllabus		0084	<input checked="" type="checkbox"/>
April and August	SLOVENIAN L1	Ms ZVEGLIC	Online	15	2	New syllabus Financed by the Ministry		0063	<input checked="" type="checkbox"/>

Not organised 1st semester	NON-CONFESSIONAL ETHICS	Ms VERMEIRE						0017	
Not organised 1st semester	MUSIC	Ms MUSILOVÁ	Online	15	1	Train the Trainers		0024	
Not organised 1st semester	L1 Greek	Ms NIKA	Online			Decentralised			
Not organised 1st semester	BULGARIAN L1	Ms RANGELOVA						0014	
Not organised 1st semester	EUROPEAN HOURS	Mr SCHIMEK		15		Train the Trainers		0001	
Not organised 1st semester	PORTUGUESE L1	Mr GUERREIRO		12	1	Postponed to second semester 2022		0011	

2.2 Secondary cycle: In-service training courses scheduled in 2022

Priority courses:

Dates	Subjects	Inspectors responsible	Place	Number Participants	Number Experts	Remarks	Previous course	No	O.
7 February & 12 May	EDUCATIONAL SUPPORT	Ed Sup POLICY GROUP	Online	Coordinators				0034	<input checked="" type="checkbox"/>
7 March	POLISH L1	Ms LACZYNSKA	Online	All teachers	0	"train the trainers"		0076	<input checked="" type="checkbox"/>
26 Avril	PHILOSOPHY P4	Ms VERMEIRE	Online	70	0	All S7 P4 philo coordinators		0036	<input checked="" type="checkbox"/>
April 2022	SLOVENIAN L1	Ms STANONIK	Online	7	0				<input checked="" type="checkbox"/>
March-May	MATH S6-S7	Mr. YILMAZ	All Schools	All teachers	0	New syllabus – Decentralised		0081	<input checked="" type="checkbox"/>
March – June	EDUCATIONAL SUPPORT – UDL	Ed Sup POLICY GROUP	In Situ & Online	All teachers		Approved by BC in 11/2021		0082	<input checked="" type="checkbox"/>
28 April	SPANISH L1-L4	Mr. GARRALON	Online	All teachers	3			0062	<input checked="" type="checkbox"/>
5 May	DE L1	Mr. BUCHMAIER	Online	All L1 S7 teachers and external correctors				0083	<input checked="" type="checkbox"/>
10 May	DANISH L1	Mr. DAMKJAER	BXL 1	All teachers (ES +AES)	0		2018	0020	<input checked="" type="checkbox"/>
16-17 May	ONL IRL	Mrs QUIGLEY	In-Situ (Ucc).	All teachers	3	New syllabus		0085	<input checked="" type="checkbox"/>
30 May + 7 June	NON-CONFESSIONAL ETHICS	Ms VERMEIRE Mr. ROME	Online	All coordinators /subject referents for	0	New syllabus		0017	<input checked="" type="checkbox"/>

Dates	Subjects	Inspectors responsible	Place	Number Participants	Number Experts	Remarks	Previous course	No	O.
				Ethics in ES and AES.					
31 May	Maltese ONL-MNS	Mrs. COLEIRO	Online	Teachers ES and AES	0			0023	<input checked="" type="checkbox"/>
August 2022	SLOVENIAN L1	Ms STANONIK	Ljubjana, Slovenia	9	0				<input checked="" type="checkbox"/>
Planned Second semester 2022	PHYSICS S6-S7	Ms LACZYNSKA	Decentralised	All teachers		New syllabus – Decentralised		0049	
Planned Second semester 2022	DIRECTORS + DEP. DIRECTORS	OSGES		45	2	Specific budget	Annual	0025	
Not organised 1 st semester 2022	ECONOMICS S6-S7	Ms BUGIA				Train the Trainers			
Not organised 1 st semester 2022	GREEK L1 transition P5/S1	Ms KALOGRIDOU + Ms NIKA				PRIM + SEC			
Not organised 1 st semester 2022	PT L1	Ms BUGIA				Train the Trainers		0005	
Not organised 1 st semester 2022	DE L1 ADV	Mr BUCHMAIER	Online			New syllabus			
Not organised 1 st semester 2022	FRENCH L1 ADV	Mr GROSSET-BOURBANGE	Online	15	1	New syllabus		0037	
Not organised 1 st semester 2022	BULGARIAN L1 S1-S3	Ms GANEVA				New syllabus			
Not organised 1 st semester 2022	MUSIC	Ms STANONIK				Train the Trainers		0021	
Not organised 1 st semester 2022	LATVIAN L1	Ms ARKLE	Online			Decentralised			

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

German L2-L4 (Online) – 14/10/2021

Physics (Online) – 16/11/2021

III. Responsibilities in 2021-2022

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

1. Nursery and Primary Cycles

Subject/Issues	Inspector/spokesman	Alternate Inspector
LANGUAGE 1	All national Inspectors	
Early Education Curriculum	Ms Dana MUSILOVÁ	Ms Gisèle DUCATEZ
COMMON CURRICULUM LANGUAGE 2	Mr Franz SCHIMEK Mr John FITZGERALD Ms Monique MELCHERS Ms Sybille MAIWALD	
L2 FR	Ms Gisèle DUCATEZ Ms Monique MELCHERS	
L2 EN	Mr John FITZGERALD	
L2 DE	Mr Franz SCHIMEK	Ms Sybille MAIWALD
MATHEMATICS	Ms Urszula LACZYNSKA	Mr Philippe ROME
DISCOVERY OF THE WORLD	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA
ART	Ms Gabriela DROC	Mr Per-Olov OTTOSSON
MUSIC	Ms Dana MUSILOVÁ	To be replaced
PHYSICAL EDUCATION	Ms Urszula LACZYNSKA	Mr Per-Olov OTTOSSON
EUROPEAN HOURS	Mr Franz SCHIMEK	TO BE REPLACED
NON-CONFESSIONAL ETHICS	Mr Phillipe ROME	Ms Els VERMEIRE
ICT (Guidelines)	Mr Per-Olov OTTOSSON	Ms Urszula LACZYNSKA
ONL		
FI/SV	Ms Arja-Sisko HOLAPPA	
GA	Mr John FITZGERALD	
MT	Mr Marvin SPITERI	

2. Secondary cycle

LANGUAGES		Main Inspector	Alternate Inspector
BG	Language 1	Ms Veselina GANEVA	
CR	Language 1	Ms Natasa LOVRIC	
CS	Language 1	Ms Renata JURANOVA	
DK	Language 1	Mr Lars DAMKJAER	
	Foreign Language	Mr Lars DAMKJAER	
DE	Language 1	Mr Thilo BUCHMAIER	Ms Karin STEPPAN
	Foreign Language	Ms Karin STEPPAN (L2-L4)	Mr Thilo BUCHMAIER
EL	Language 1	Ms Margarita KALOGRIDOU	Ms Irene RODOSTHENOUS
	Foreign Language	Ms Margarita KALOGRIDOU	Ms Irene RODOSTHENOUS
EN	Language 1	Ms Deborah QUIGLEY	
	Language 2	Ms Deborah QUIGLEY	
	L3-L4	Ms Doreen COLEIRO	
ES	Language 1	Mr Javier GARRALÓN BARBA	
	Foreign Language	Mr Javier GARRALÓN BARBA	
ET	Language 1	Ms Elen RUUS	Ms Ulla KAMP
FI	Language 1	Ms Tuulamarja HUISMAN	
FR	Language 1	Mr Jean-Pierre GROSSET-	
	Foreign Language	Mr Jean-Pierre GROSSET-	
	L3-L4	Ms Els VERMEIRE	Mr Jean-Pierre GROSSET-BOURBANGE
HU	Language 1	Ms Rita KERTESZ	
IT	Language 1	Ms Diana SACCARDO	
	Foreign Language	Ms Diana SACCARDO	

LANGUAGES		Main Inspector	Alternate Inspector
LT	Language 1	Ms Jūratė VENIŪTĖ-VAIČIKAUSKIENĖ	
LV	Language 1	Ms Olita ARKLE	
MT	Language 1	Ms Maria Dolores COLEIRO	
	Foreign	Ms Maria Dolores COLEIRO	
NL	Language 1	Ms Edith NEUTEL	Ms Els VERMEIRE
	Foreign	Ms Els VERMEIRE	Ms Edith NEUTEL
PL	Language 1	Ms Urszula LACZYNSKA	
PO	Language 1	Ms Maria-Jose BUGIA	
	Foreign	Ms Maria-Jose BUGIA	
RO	Language 1	Mr Sorin-Constantin GIURUMESCU	
SK	Language 1	Ms Jana HANDZELOVÁ	
SL	Language 1	Ms Miriam STANONIK	
SW	Language 1	Mr Alper YILMAZ	Mr Lars DAMKJAER
	Foreign	Mr Alper YILMAZ	Mr Lars DAMKJAER
ONL	FI/SV	Ms Tuulamarja HUISMAN	
	MT	Ms Maria Dolores COLEIRO	
	GA	Ms Deborah QUIGLEY	

OTHER SUBJECTS	Main Inspector	Alternate Inspector
BIOLOGY	Mr Max WOLFF	Mr Alex COENEN
CHEMISTRY	Ms Maria Jose BUGIA	Mr Max WOLFF
ECONOMICS	Ms Maria José BUGIA	Mr Helder L. GUEREIRO (P)
ART	Mr Alex COENEN	Ms Irene RODOSTHENOUS
MUSIC	Ms Miriam STANONIK	
PHYSICAL EDUCATION	Mr Marvin SPITERI (P)	
GEOGRAPHY	Ms Maria Soledad IGLESIAS (P)	
ANCIENT GREEK	Ms Margarita KALOGRIDOU	Ms Irene RODOSTHENOUS
HISTORY	Ms Renata JURANOVA	Mr Thilo BUCHMAIER
ICT	Ms Elen RUUS	Ms Ula KAMP
LATIN	Mr Jean-Pierre GROSSET-BOURBANGE	
MATHEMATICS	Mr Alper YILMAZ	Ms Urszula LACZYNSKA
ETHICS	Ms Els VERMEIRE	Mr Philippe ROME (P)
PHILOSOPHY	Ms Els VERMEIRE	Ms Margarita KALOGRIDOU
PHYSICS	Ms Urszula LACZYNSKA	Mr Alper YILMAZ
HUMAN SCIENCES	Ms Renata JURANOVA	Mr Thilo BUCHMAIER
INTEGRATED SCIENCE	Mr Max WOLFF	
RELIGION	Ms Margarita KALOGRIDOU	

3. Complementary courses

Complementary courses offered in 2015-2016 – revised 2020-2021	Inspector responsible and in charge of the subject
Lab Bio	Biology
Lab Chemistry	Chemistry
Lab Physics	Physics
Computing	ICT
Introduction to economics	Economics
Languages 5 – Dutch, French, Italian, Lëtzebuergesch, Portuguese, Spanish	WG – based on the same principle as for the L2, L3 and L4 syllabuses
Music 2p	Music
Sport	Physical Education
Myth and Society in the Classical World	Latin
Lab Art 2p	Art
History of Art	Art
Technical Drawing	Art
Electronics	Physics
Political Science	History
Sociology	History
Performing Arts and Media	French L1
L5 Russian	Romanian + expert
L5 Chinese	German L2-L4 + expert

III. Inspectors responsible for pedagogical issues⁴

Subject/Topic	PRIMARY CYCLE		SECONDARY CYCLE	
	Inspector/ Spokesperson	Alternate Inspector	Inspector/ Spokesperson	Alternate Inspector
EDUCATIONAL SUPPORT	Ms Dana MUSILOVÁ	Ms Gabriella DROC	Mr Alper YILMAZ	
SCHOOL TRIPS				
CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)	Ms Marija ZVEGLIC		Ms Elen RUUS (Chair) Ms Ulla KAMP	
EVALUATION OF TEACHERS	Ms Marija ZVEGLIC		Ms Elen RUUS Ms Ulla KAMP	
INDUCTION OF NEW TEACHERS	Ms Yvonne GAMMELGAARD		Ms Renata JURANOVA	
TRANSITION	Ms Dana MUSILOVÁ		To be replaced	
DIFFERENTIATION IN PLANNING / TEACHING / LEARNING	Ms Gabriella DROC	Mr Helder LOPO GUERREIRO	Ms Margarita KALOGRIDOU	
ASSESSMENT OF PUPILS	Ms Dana MUSILOVÁ	Mr John FITZGERALD Ms Edith NEUTEL	Mr Lars DAMKJAER	Ms Tuulamarja HUISMAN Mr Max WOLFF
INDUCTION OF NEW INSPECTORS The 2 previous Presidencies:	Ms Gisèle DUCATEZ (FR) Mr Alec HUTINOVIC (HR)		Mr Jean-Pierre GROSSET-BOURBANGE (FR) Mr Darko TOT (HR)	
STUDENT EXCHANGES			Ms Maria Jose BUGIA	

⁴ The Inspector is appointed on the basis of the document: 'Areas of Interest and Expertise of the Inspectors of the Nursery – Primary and Secondary cycle of the European Schools'

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 in 2021-2022

Seconded teachers:

Evaluation visits to be conducted between September and December 2021 (2nd year of secondment)	108 seconded teachers – confirmation of contract
Evaluation visits to be conducted between September 2021 and June 2022 (5th year of secondment)	141 seconded teachers – extension of contract
TOTAL – 2021-2022	249 seconded teachers have to be evaluated

Locally recruited teachers:

Evaluation visits to locally recruited staff to be conducted in 2021-2022 (4th year)	95* locally recruited teachers
Evaluation visits to locally recruited staff to be conducted in 2021-2022 (permanent contract)	124* locally recruited teachers
TOTAL 2021-2022	219* locally recruited teachers have to be evaluated




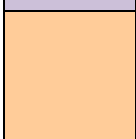
TOTAL 2021-2022	468 teachers have to be evaluated
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* estimate

2. Whole School Inspections

Provisional⁵ Calendar – Long-term planning

	2016	2017	2018	2019	2020	2021
Alicante			MAY		MAY	
Bergen		NOVEMBER		NOVEMBER		
Brussels I + Berkendael			MAY		MAY	
Brussels II + Evere	NOVEMBER		NOVEMBER			
Brussels III			NOVEMBER		NOVEMBER	
Brussels IV	MARCH			MARCH		MARCH
Frankfurt		MAY			Postponed 03/21 Postponed 10/21	OCTOBER 25-29
Karlsruhe	MAY		MAY		Postponed 05/21 Postponed 11/21	NOVEMBER 15-19
Luxembourg I			MARCH		MARCH	
Luxembourg II		MARCH			MARCH	
Mol		MARCH		MARCH		
Munich		NOVEMBER		NOVEMBER		
Varese	MAY			MAY		MAY
Total	2 DR/2 WSI	2 DR/3 WSI	2 DR/4 WSI	3 DR/2 WSI	4 DR/1 WSI	2 DR/2 WSI

	Follow-up inspection
	Whole school inspection
	Steering Group
	4 or 6 Inspectors (depending on the size of the school)

⁵Amended by the Joint Teaching Committee at its October 2020 meeting and its February 2021 meeting and by the WG in March and August 2021 because of the Covid-19 pandemic.

	2022	2023	2024	2025	2026	2027
Alicante		NOVEMBER		NOVEMBER		
Bergen		MARCH		MARCH		
Brussels I + Berkendael			MARCH		MARCH	
Brussels II + Evere	MARCH 7-11		MARCH			
Brussels III			MAY		MAY	
Brussels IV			NOVEMBER		NOVEMBER	
Frankfurt		OCTOBER				
Karlsruhe		NOVEMBER				
Luxemburg I		MAY		MAY		
Luxemburg II	MARCH			MAY		MAY
Mol	MAY 16-20		MAY			
Munich	NOVEMBER		NOVEMBER			
Varese				MARCH		MARCH
Total	1 DR/3 WSI	2 DR/3 WSI	3 DR/3 WSI	3 DR/2 WSI	3 RD	2 RD

	Follow-up inspection
	Whole school inspection

Reports presented at the JBI and JTC meetings of 5, 6 and 7 October 2021:

- Follow-up report on the Whole School Inspection of the European School, Brussels III 2021-08-D-1-en-1
- Follow-up report on the Whole School Inspection of the European School, Varese 2021-08-D-2-en-1
- Follow-up report on the Whole School Inspection of the European School, Brussels IV 2021-08-D-3-en-1

Reports presented at the JBI and JTC meetings of 8, 9, 10, 11 February 2022:

- Report on the Whole School Inspection of the European School, Karlsruhe 2021-12-D-11-en-1
- Report of the Whole School Inspection at the European Schools of Frankfurt 2021-11-D-37-en-1

WSIs scheduled in 2021:

- Frankfurt => postponed because of COVID-19, scheduled on 25-29 October 2021
- Karlsruhe scheduled in November => postponed because of COVID-19, scheduled on 15-19 November 2021

WSIs scheduled in the first half of 2022:

- Brussels II + Evere: 7-11 March 2022
- Mol: 16-20 May 2022

IV. New Inspectors 2021-2022

OCTOBER 2021

COUNTRY	CYCLE	NAME	REPLACED BY
GERMANY	P	Ms Birgit SCHUMACHER	Ms Sybille MAIWALD
ESTONIA	P & S	Ms Ulla KAMP	Ms Elen RUUS
IRELAND	S	Ms Lynda O'TOOLE	Ms Deborah QUIGLEY
LITHUANIA	S	Ms Daiva JAKAVONYTĖ-STAIŠKUVIENĖ (Primary Inspector)	Ms Jūratė VENIŪTĖ-VAIČIKAUSKIENĖ
LUXEMBOURG	P	Ms LOMMEL	Ms Monique MELCHERS

FEBRUARY 2022

COUNTRY	CYCLE	NAME	REPLACED BY
LATVIA	P	Mr. Kaspars SPULE	Ms. Sarmīte DĪĶE

V. Results in 2021-2022

Documents/Items approved at the October 2021 pedagogical meetings

1.	Follow-up on and revision of the assessment system in the primary cycle of the European Schools	2020-09-D-27-en-3
2.	Attainment Descriptors for Economics in S4-S5	2021-09-D-16-en-2
3.	Organisational arrangements for written examinations and B tests for the new Mathematics syllabuses S5-S7 from 2021-2022 School Year	2021-09-D-49-en-2
4.	Modification of the sample paper of Written BAC examination as part of History S6/S7	2013-01-D-35-en-8
5.	European Schools' Criteria for the Assessment of the 2022 Baccalaureate Oral Exams	2021-01-D-3-en-5
6.	List of the external examiners and of the members of the various committees responsible for choosing the 2022 European Baccalaureate examination questions	2021-08-D-22-en-2
7.	Inspectors leaving the European Schools' system: - Appointment of the persons responsible for the subjects - Replacement in the Working Groups	2021-05-D-30-en-4
8.	Reports on the follow-up on the Whole School Inspection at the European Schools, - Brussels III - Varese - Brussels IV	2021-08-D-1-en-2 2021-08-D-2-en-2 2021-08-D-3-en-2
9.	Proposal to facilitate the integration of the eight key competences – New annexes to syllabuses and learning scenario template	2021-09-D-6-en-2
10.	Induction of new Inspectors	2021-09-D-8-en-2
11.	Transfer application for the post of Deputy Director for the secondary cycle at the European School, Brussels II	2021-09-D-55-en-2
12.	Areas of interest and expertise of the Inspectors of the Nursery-Primary and Secondary cycles of the European Schools	2021-09-D-3-fr-en-3
13.	Pedagogical Development and Quality Assurance of the European Schools (2020-2021) – Follow-up on 30 June 2021	2020-08-D-1-fr-6
14.	Pedagogical Development and Quality Assurance of the European Schools (2021-2022) – Short and long-term planning	2021-07-D-31-fr-2
15.	Planning of the Inspectors' 2021 activities	2021-01-D-66-en/fr-3
16.	Report on school failures and repeat rates in the European Schools – 2021	2021-09-D-20-fr-2
17.	Creation of a Task Force 'European Baccalaureate 2022 Session'	2021-09-D-41-en-2
18.	Proposal for the new Denomination and Job Description for the ICT Coordinator in the European Schools	2021-09-D-14-en-2
19.	Update of the Assessment Tools for the Primary Cycle of the European Schools	2013-09-D-38-en-9
20.	Education for Sustainable Development – State of play and Proposals for actions + Proposal to enlarge the ESD WG	2021-09-D-69-en-2
21.	Proposal to organise a Writing Fest for pupils in the nursery/primary cycles across the ES and the AES using L1, ONL or other mother-tongue languages	2021-09-D-29-en-2

Documents/items approved at the February 2022 pedagogical meetings

1.	Art Education – Secondary cycle	2016-08-D-1-en-6
2.	Modification of the sample paper of Written BAC examination as part of History S6/S7	2013-01-D-35-en-10
3.	Modification of the sample paper of Written BAC examination as part of Lithuanian Language 1 Advanced	2020-05-D-19-lt-4
4.	Quality assurance of the 2022 European Baccalaureate written and oral examinations - Procedure	2021-11-D-47-en-2
5.	Quality Assurance of the 2022 European Baccalaureate written examinations	2021-11-D-46-en-2
6.	NMS – Assessment Record Sheets	2022-01-D-55-fr-2
7.	Inspectors leaving the European Schools' system: - Appointment of the persons responsible for the subjects - Replacement in the Working Groups	2021-05-D-30-en-5
8.	Reports on the follow-up on the Whole School Inspection at the European Schools, - Frankfurt - Karlsruhe	2021-11-D-37-en-2 2021-12-D-11-en-2
9.	Domain of interest and expertise of the Inspectors of the Nursery-Primary and Secondary cycles of the European Schools	2022-01-D-1-fr-en-2
10.	Pedagogical Development and Quality Assurance of the European Schools (2021-2022) – Short and long-term planning	2021-07-D-31-fr-4
11.	Biology 2 Periods – S6-S7	2022-01-D-37-en-2
12.	Czech Language 1 – Nursery and Primary cycles	2022-01-D-38-cs-2
13.	Czech Language 1 – Secondary cycle S1-S7	2022-01-D-39-cs-2
14.	Dutch Language 1 – Nursery and Primary cycles	2022-01-D-40-nl-2
15.	Dutch Language 1 Advanced – S6-S7	2022-01-D-41-nl-2
16.	Early Education Curriculum	2022-01-D-42-en-2
17.	English Language 1 – Nursery and Primary cycles	2022-01-D-43-en-2
18.	Geography 2 Periods – S6-S7	2022-01-D-45-en-2
19.	Italian Language 1 – S6-S7	2022-01-D-46-it-2
20.	Mathematics – Primary cycle	2022-01-D-48-en-2
21.	Non-denominational Ethics – Secondary cycle S1-S7	2022-01-D-44-en-2
22.	Finnish ONL - Nursery, Primary and Secondary cycles	2022-01-D-17-fi-2
23.	Maltese ONL - Secondary cycle S1-S7	2022-01-D-47-en-2
24.	Swedish ONL - Nursery, Primary and Secondary cycles	2022-01-D-18-sv-2
25.	Provision of Educational Support and Inclusive Education in the European Schools - Procedural document – UPDATE	2021-05-D-36-en-4
26.	Assessment Policy in the European Schools	2011-01-D-61-en-6
27.	Harmonisation of the Pedagogical Planning in the European Schools	2022-01-D-50-fr-2

Documents/items approved at the BIS in June 2022

1.	External audit of the 2023 European Baccalaureate (University Observation)	Oral
2.	Guidelines and process related to the “NMS Materials - Assessment record sheet for oral examinations”	2022-05-D-23-en-2

VI. ANNEX

Working groups that are not active or that have completed their mandate

Purpose	Name	Code
<p>Audit of Accredited Schools (Sub-Group of WSI WG)</p> <p>Mandate completed</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>Ms HUISMAN</p>	0073
<p>Secondary Cycle – Group of experts in charge of the teaching tool for Human Sciences in S3</p> <p>Mandate completed</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 documents: 2010-D-461-en-3; 2019-05-D-5-en-2</i> <i>Latest follow-up report: BoG March 2010</i></p>	<p>OUTDIDASH</p> <p>Human Sciences teaching tool</p> <p>Ms JURANOVA</p>	0072
<p>Secondary cycle - Organisation of studies</p> <p>Mandate completed</p> <p><i>Reference documents :</i></p> <p><i>Latest follow-up report : 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</i></p> <p><i>MANDATE from BoG: 2012-04-D-9-en-3 (WP No 2012/16 21/05/2012)</i></p>	<p>ORGETU</p> <p>Deputy Secretary-General</p>	0068

Purpose	Name	Code
<p>Revision of the Profiles of Principal Educational Adviser and of Educational Adviser</p> <p>Mandate completed</p> <ul style="list-style-type: none"> • This profile will be revised taking account of possible changes to the future organisation of the schools. • Analysis based on the survey conducted by the 'CPD' Working Group, revision and clear definition of the profiles of Educational Adviser and Principal Educational Adviser. • This definition will clarify the duties and the profile of (Principal) Educational Advisers and, if necessary, adapt them to match the requirements. • Engaging in reflection on the possibility that the future function of Educational Adviser might also meet the needs of the nursery and primary cycles. <p><i>Reference documents : 2016-09-D-48-en-2; 2019-01-D-57-en-4; 2019-01-D-63-en-5; 2019-04-D-13-Annex I (Ex 33); 2016-06-LD-16; 2019-12-D-31</i></p> <p><i>Latest follow-up report: 2018-09-D-29; 2019-01-D-57; 2019-01-D-63; 2019-09-D-4; 2019-09-D-5</i></p> <p><i>Mandate from BoG: 2016-09-D-48-en-2</i></p>	<p>REVPROCE-P DSG</p>	<p>0210</p>

Purpose	Timing	Name	Code
<p>Evaluation of Locally Recruited Teachers <i>Mandate completed</i></p> <p>This working group's objective is to formulate a proposal for the carrying out of the evaluations of locally recruited teachers to be conducted during the first two years. A document for that purpose will be expected to be presented at the February 2017 pedagogical meetings.</p> <p><i>Reference documents: 2016-09-D-55-en-2, 2017-01-D-51-en-1 ; 2018-09-D-27</i> <i>Mandate from BoG: 2016-09-D-55-en-3</i></p>	<p>2016-2017 2017-2018</p>	<p>LRTEVAL Deputy Secretary-General</p>	<p>OSG 0001</p>
<p>Differentiation <i>Mandate not yet completed</i></p> <p>First report: Analysis made through the different WSI reports, which pointed to a degree of weakness from the viewpoint of the approach to differentiation across the subjects.</p> <p>Proposal to set up a joint WG (P+S) in order to provide ideas for solutions to overcome this weakness:</p> <ul style="list-style-type: none"> - Report on the development of differentiation in the ES system - Production of a good practice <p>Reference documents: PPT 10/2016; 2017-01-D-57-en-1</p> <ul style="list-style-type: none"> - Mandate from JBI: still to be approved - 02-2017 handbook, based on what is organised in the ES and outside the system and also on the literature in the field - Conception and development of a training programme for teachers, to be organised locally. <p><i>Reference documents: PPT 10/2016 ; 2017-01-D-57-en-1, PPT 10/2018; 2019-01-D-73</i></p> <p><i>Mandate from JBI: still under approval - 02-2017 and 02-2019</i></p>	<p>2016-2017 2017-2018 2018-2019</p>	<p>DIFFPS Ms DROC</p>	<p>0177</p>
<p>Harmonisation of Events in the ES <i>Mandate completed</i></p> <p>1/ The 'Restricted' Working Group would be charged with:</p> <ul style="list-style-type: none"> - analysing the costs involved in staging these events over the last three years (Eurosport, European Schools Science Symposium, Festival of Arts, Model European Council/Parliament), - producing an inventory of the constraints and difficulties experienced on the one hand, by the host Schools and on the other, by the participating Schools, in organising/participating in these events, - carrying out preparatory work for the Enlarged Working Group's benefit, so that it is in a position to draw up concrete proposals regarding harmonised organisation of such events. <p>2/ The 'Enlarged' Working Group would be charged with:</p> <ul style="list-style-type: none"> - producing proposals, on the basis of the cost analysis and of the preparatory work done by the 'Restricted' Working Group: <ul style="list-style-type: none"> • with respect to fair distribution of the costs amongst the different partners. • on harmonised organisation and financial management for all these events. <p>Depending on the nature of the proposals put forward by the Enlarged Working</p>		<p>EVENTS Deputy Secretary-General</p>	<p>OSG 0013</p>

Purpose	Timing	Name	Code
<p>Group, they will be approved either by the Budgetary Committee or by the Board of Governors.</p> <p>In the interests of optimum and harmonised implementation of the future organisational arrangements for these events in the European Schools, entry into force of the proposals made by the Working Group ought to be planned for January 2021 at the latest.</p> <p><i>Reference documents: WP 2019/15, 2019-12-D-36, 2020-01-D-35</i></p> <p><i>Latest follow-up report: 23/09/2019; 08/11/2019</i></p> <p><i>Mandate from BC: 05-2019 WP 2019/15</i></p>			
<p>Preparation of the 2020-2021 school year Task Force</p> <p>Mandate completed</p> <p>Follow-up on the meeting of the Board of Governors and preparation of the 2020-2021 school year.</p> <p>The potential impact of the COVID-19 pandemic on the school year and the measures to be taken to mitigate the risks associated with the pandemic were the subject of an exchange of views at the JTC's extraordinary meeting of 5 June.</p> <p>The Joint Teaching Committee decided to mandate the Office of the Secretary-General to set up a Task Force composed of representatives of:</p> <ul style="list-style-type: none"> • the Inspectors of the nursery, primary and secondary cycles, • the Directors of the European Schools, • the Deputy Directors for the nursery, primary and secondary cycles of the ES, • the Directors of the Accredited European Schools, • the European Commission, • the ISTC (1 nursery/primary and 1 secondary), • and Interparents, and also • members of the Office of the Secretary-General. <p>During its work, the Task Force will also evaluate the suggestions made by certain members of the Joint Teaching Committee.</p> <p>The Task Force will be expected to present to the Board of Governors for approval, by means of the written procedure, by the end of July at the latest, an assessment of the risks and concrete proposals to mitigate the risks for the 2020-2021 school year.</p> <p><i>Reference document: 2020-05-D-25</i></p> <p><i>Latest follow-up reports: 2020-07-D-9; Follow-up table 2020-09-D-13 (Article 59 of the GR), 2020-09-D-15 (amendment structure of syllabuses), 2018-01-D-18-fr-7 (WGs coordinated by the PDU), 2020-09-D-21 (Distance Teaching and Learning Policy), 2020-09-D-50 (Framework for Digital Competence), 2020-09-D-19-en-1 (Update Framework for and organisation of Continuous Professional Development in the ES), 2020-09-D-62 (Amendment of 2015-09-D-3-en-3 and of 2015-09-D-40-en-5), 2020-09-D-24 (Common Framework for Whole School Inspections), 2020-09-D-38 (Inspector Activities – Evaluation of Directors, Deputy Directors and members of the teaching staff)</i></p> <p><i>Mandate from JTC: June 2020</i></p>	06-2020	Deputy Secretary-General	0265