

Multiannual Plan 2018 – 2020

EUROPEAN SCHOOL OF BRUSSELS IV (LAEKEN)

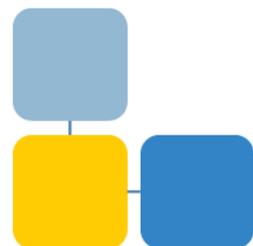
ORIGINAL: ENGLISH VERSION

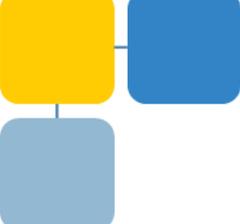
Address:

European School of Brussels IV
Drève Sainte-Anne, 86 — B-1020 Brussels

Contact:

Tel.: 02/340.13.90 — Fax: 02/340.14.98
www.eeb4.be





Teaching and Learning Quality

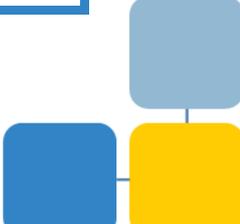
**Strengthening
the school's
identity**

**Reinforcing the
European
dimension in
education**

**Enhancing
digital
Education**

**Assuring safety
and wellbeing**

**Continuous Teacher
Development**



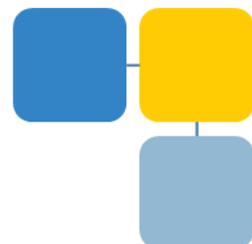
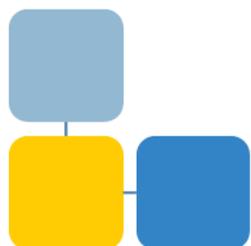


Table of Content

1. TEACHING AND LEARNING QUALITY & CONTINUOUS TEACHER DEVELOPMENT ..	1
Key Areas	3
2. STRENGTHENING THE SCHOOL IDENTITY	3
Key Areas	3
3. REINFORCING THE EUROPEAN DIMENSION IN EDUCATION	4
Key Areas	4
4. ASSURING SAFETY AND WELL BEING.....	5
Key Areas	5
5. ENHANCING DIGITAL EDUCATION	6
Key Areas	6



1. TEACHING AND LEARNING QUALITY & CONTINUOUS TEACHER DEVELOPMENT

The European School of Brussels IV (Laeken) aims at providing high-quality education. To achieve this goal, continuous teacher development and training are necessary.

Teaching and learning quality and continuous teacher development and training are closely related aspects.

By teaching and learning quality, we subscribe to the recommendations and reflections issued by the European Commission where improving the 8 key competences (in the table hereunder¹) is a central aspect, as it is also stated in the introduction of the European School syllabuses.

	Literacy Strengthening literacy as a basis for further learning and communication in different societal and cultural contexts
	Languages Enhancing the ability to use a variety of languages to be active and better cope with the challenges of today's multilingual and diverse societies
	Science, technology, engineering and mathematics (STEM) Focusing on improving acquisition of these competences to nurture scientific understanding
	Digital Strengthening the confident and critical use of digital technology, including coding and programming, safety and citizenship related aspects
	Personal, social and learning Improving the skills necessary to participate in an active social life
	Civic Stressing the importance of democratic participation, European values, sustainable development and media literacy
	Entrepreneurship Enhancing entrepreneurial attitudes to unlock personal potential creativity and self-initiative
	Cultural awareness and expression Increasing intercultural skills and the ability to express ideas in a variety of ways and contexts

¹ Table taken from Factsheet on Key Competences for Lifelong Learning: <https://ec.europa.eu/education/sites/education/files/factsheet-recommendation-key-competences-lifelong-learning.pdf> [Retrieved on: 22.03.2018].



In this sense, our teacher development and training strategy will focus on a **competence-based teaching approach**. We should see less and less frontal teaching and more and more active learning in our classrooms. Reinforcing the **European dimension of education** and **enhancing the use of digital tools and resources** will also be key aspects.

We aim at increasing **team work** through the exchange and sharing of good practice, common forward planning and **peer observation**. **Reaching a common understanding of teaching standards and the harmonization of assessment** will be one of the important challenges (e. g. : Gradual introduction of the new marking scale).

We have already prepared the necessary spaces and foreseen occasions so **that frequent and rich exchange of experiences and good practice** can happen.



1 – New Secondary School Teacher's rooms

We also need to look at setting up efficient **teacher recruitment** and continuous development strategies. A Human Resources officer should be appointed.



KEY AREAS

1. Developing teacher recruitment (“Human Resources Officer”) and continuous training strategies and partnerships.
2. Providing access to a vast catalogue of teacher development and research literature: EBSCO.
3. Focusing on maximization of digital teaching resources: Office365, Teams.
4. Stressing on teacher training for differentiation and Educational Support.
5. Promoting peer observation and the use of self-evaluation tools for teachers.

2. STRENGTHENING THE SCHOOL IDENTITY

The European School of Brussels IV (Laeken) is still a young school. It is very important for us to **build a strong sense of community** within the framework of the European School citizenship values but at the same time to have a distinct identity.

We want to promote projects and activities that enhance a sense of belonging. For that we need to **improve internal and external communication** so that the school becomes an open forum where everyone feels recognized.

We aim at the full **integration of all the sections** and all the members of the school in a common project.

Participation, creativity, and a healthy lifestyle will be key elements in this area.



KEY AREAS

1. Promoting a whole school approach in all actions.
2. Cooperating closely with the APEEE².
3. Setting up a music project (School orchestra, band and choir).
4. Enhancing school pride through projects.
5. Improving the flow of information within the school, the European School system and beyond.

² Parents Association of the European School of Brussels IV (Laeken)



3. REINFORCING THE EUROPEAN DIMENSION IN EDUCATION

Embedding European citizenship values into the school curriculum is a task that all teachers should work towards during their lessons.

Every teaching and learning moment becomes an opportunity to go further by adding an ethical layer. We aim at helping pupils **develop academically** and also **grow as persons**.



“[W]e have a special duty to ensure that the humanist and civic values we share are safeguarded and passed on to future generations.

We remain united in our efforts to promote freedom of thought and expression, social inclusion and respect for others, as well as to prevent and tackle discrimination in all its forms.”

Declaration of the EU Ministers of Education on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Paris, 17 March 2015³

KEY AREAS

1. Promoting a better understanding of the European context, the origins of Europe and how Europe works nowadays. Raising awareness and appreciation of the European cultural and social diversity.
2. Helping young people develop critical thinking in an open, respectful and tolerant open-to-debate classroom atmosphere.
3. Organisation of actions to promote solidarity. Projects in partnership with NGOs.
4. Organisation of actions to promote gender equality.
5. Raising awareness of the importance of protecting the natural environment. Sustainability.

³ See: https://ec.europa.eu/commission/sites/cwt/files/dp_mobilisation_europeenne_20150317.pdf [Retrieved on 22.03.2018].



4. ASSURING SAFETY AND WELL BEING

Safety and wellbeing is at the base of the needs of all children. We would like for our pupils to grow and develop in a **welcoming and friendly atmosphere**. We would like our pupils to be happy to come to school every day and, when they leave for home, to find themselves even happier.

It is important that the school is a well-protected place so that the children can find themselves without fears and worries. It is crucial that they feel that **we care** about them and that we are looking out for them all the time.

It is also important to build a strong trust with families so as to reassure them that their children and their data are well protected. The school needs to make an effort to seek **compliance with GDPR** as soon as possible.

We should try to be as inclusive as possible so that **no pupils are left behind** and can develop to the maximum of their potential. Teachers should have specific training in this area so that Education Support becomes more and more effective.

KEY AREAS

1. Assuring safety and security through investment in infrastructure, expertise “Safety Officer”, “Data Protection Officer”, training and cooperation with third parties.
2. Coordination with the OSGEE⁴, the “Régie des Bâtiments” and the APEEE in safety and security matters.
3. Improving the playgrounds and sports facilities: CLEAN-GREEN-SAFE-HAPPY.
4. Continue developing the Education Support strategies.
5. Develop a social and emotional wellbeing plan including anti-bullying elements (KiVA⁵, VIRAGES⁶...) and education on mediation.



⁴ Office of the Secretary-General of the European Schools

⁵ Research-based antibullying program that has been developed by the University of Turku, Finland, with funding from the Ministry of Education and Culture. See: <http://www.kivaprogram.net/>

⁶ Centre for research, training, systemic intervention and strategic action where brief strategic therapy is used. See: <http://virages-formations.com/>



5. ENHANCING DIGITAL EDUCATION

ICT⁷ permeates all the European School curriculum from Nursery school, through Primary school up to Secondary school. ICT is present in all disciplines and allows pupils to **learn anytime, anywhere**. Our pupils have been born in the digital era and find themselves very much at ease in the digital jungle.

It is very important that the school and families make the pupils aware of the **digital risks** and promote a **safe and respectful use** of the ICT resources and tools for learning, social interaction and leisure from an early age.



“In an increasingly connected world, risks include vulnerability of personal data, cybersecurity threats and fraud, fake news, cyber-bullying and violent radicalisation. All aspects of online safety and cyber hygiene must be addressed, and individuals need to understand, for example, how to manage their online presence, keep their accounts, information and devices safe.”⁸

Through ICT tools and resources we should also aim at **making other subjects in the European School curriculum more attractive and more accessible**. This is especially important for Mathematics and scientific subjects. The European Schools’ curriculum is a comprehensive one and it requires pupils to continue having Mathematics and at least one scientific subject until the end of their secondary schooling.

A solid scientific and ICT foundation will allow our pupils to embark on further studies in **STEM** (science, technology, engineering and mathematics). There is a rich and varied labour market in this area in Europe. Girls should especially be encouraged. Studies show that interest in STEM studies and careers by female pupils often decreases by the age of 15. We would like to bring inspiration to girls from female role models in STEM and to move towards a more practical hands-on experience in STEM subjects.

KEY AREAS

1. Enhancing the use of digital technologies for education, teaching and learning and cooperation with the families in this area.
2. Developing the digital skills to support interest and academic success all across the European school curriculum and especially in sciences.
3. Improving education through the promotion of a safe and responsible use of ICT tools and resources.

⁷ Information and communications technology

⁸ European Factsheet on Education and training initiatives. See: http://europa.eu/rapid/press-release_MEMO-18-103_en.htm [Retrieved on 22.03.2018].

