



Multi-annual Pedagogical School Plan 2022-2024

(Incl. school year 2024-2025)

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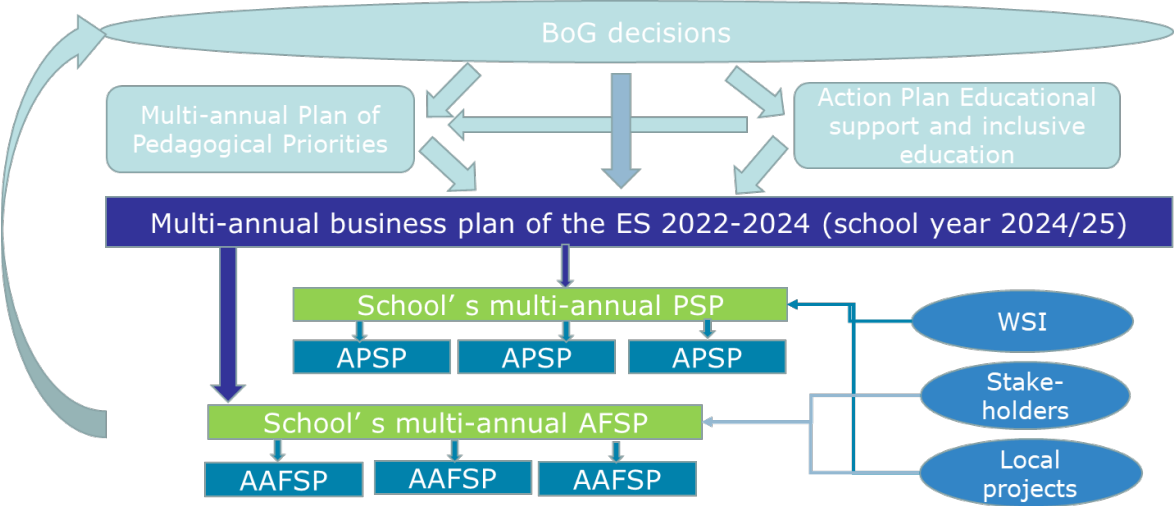
Multi-annual Pedagogical School Plan

I. Concept of the Multi-annual Plan

The basis for the Multi-Annual Plan of the Schools is the Multi-Annual Business Plan of the European Schools (MABP ES) which was approved by the Board of Governors (BoG) in its meeting in April 2022 (Ref.: 2022-01-D-21-en-4 Multi-Annual Business Plan 2022-2024 available on the website of Office of the Secretary-General). The MABP ES defines the priorities and objectives not only in Pedagogy, but also in Human Resources, Finance and Administration, IT and the Accredited European Schools (AES) and covers the years 2022 to 2024, including the school year 2024/25.

The MABP ES is not a strategic plan but a road map to implement priorities, objectives, and decisions that the governing bodies and particularly the BoG have already approved. In the area of pedagogy, the priorities have been defined in the form of an Action Plan on Educational Support and Inclusive Education (approved in 2018) and a Multi-annual Plan of Pedagogical Priorities (approved in 2021). These two documents are the basis for the priorities in these areas.

The following graphic explains the concept of the Multi-/and Annual Plans in the ES system:



Two areas of the MABP ES have an impact on the Multi-Annual Pedagogical School Plan:

1. Implementation of the educational vision:
 - Embed Key Competences (KC) in the pedagogical planning of teachers; and
 - PISA for schools

2. Educational Support and Inclusive Education:

- Implementation of the Action Plan,
- Implementation of the revised Policy on Educational Support and Inclusive Education; and
- Implementation of the document on the psychologists' roles, duties and work frame

These two areas are common in all Multi-annual Pedagogical School Plans and are followed-up in a harmonized way.

Besides this, the schools set their own multi-annual priorities which reflect the needs at local level.

The following plan is therefore split into these two parts.

II. Introduction

The 2022-2024 multi-annual school plan is a continuation of the 2020-2022 multi-annual plan.

The purpose of the multi-annual plan is to provide a framework for the development of the various nursery/primary school action plans and secondary school action plans to ensure a coordinated and comprehensive whole school approach.

The report of the Whole School Inspection, which took place from March 11-15, 2019 at the European School Brussels IV (Laeken), identified four priorities, namely (in italics):

*The school has implemented several interesting initiatives such as **cooperative learning** to develop teaching and learning methodologies; the school now needs to reflect on how best to optimize the implementation and impact of these initiatives and projects in the classrooms by refining its quality assurance process, including targeted action planning.*

Action plans have become an integral part of nursery, primary and secondary school operations. They are developed by the coordinators and the deputy head. They are evaluated at the end of the year. Because of the pandemic, not all the planned actions could be carried out; their follow-up will therefore be a priority for the next three years.

*Observation in a few primary and most secondary classrooms revealed that insufficient attention is given to **differentiating** learning experiences to link pupils' abilities and achievement levels; teachers should develop this practice of differentiation.*

Trainings on differentiation techniques by external experts have been held during pedagogical days. The educational support team also provides detailed recommendations to teachers for special arrangements for pupils with special needs. Thanks to the pandemic, teachers have developed new skills in using the new technologies which are powerful for differentiation. The effectiveness of these tools is evaluated by the management during the teachers' statutory evaluations. Continuation of these actions will remain a priority in 2022-2024.

*The range of teaching and learning methodologies used in the secondary division is not sufficiently varied, which affects the quality of instructional offerings at the secondary level; the school should build on the good initiatives it has already developed, such as teachers teaching teachers and peer observation, as a way to increase the use of **varied teaching and learning methodologies** in courses.*

Due to restrictions linked to the pandemic, contacts between teachers had to be reduced (little shadowing and no training by teachers for their peers) but teaching methods were largely enriched by a more thorough use of new technologies widely supported by the school and the ES system (training, coaching, sharing of good practices...). Trainings (Kagan, flipped classroom, pedagogical use of new technologies, sketch noting...) have been offered to teachers to improve the variety of learning. Progress will still be necessary in 2022-2024, especially in classes where there is an elevated pupil-teacher ratio.

*The school has not made enough progress in the area of **pupil self-evaluation** since the last WSI and follow-up inspection; the school should pay more attention to this.*

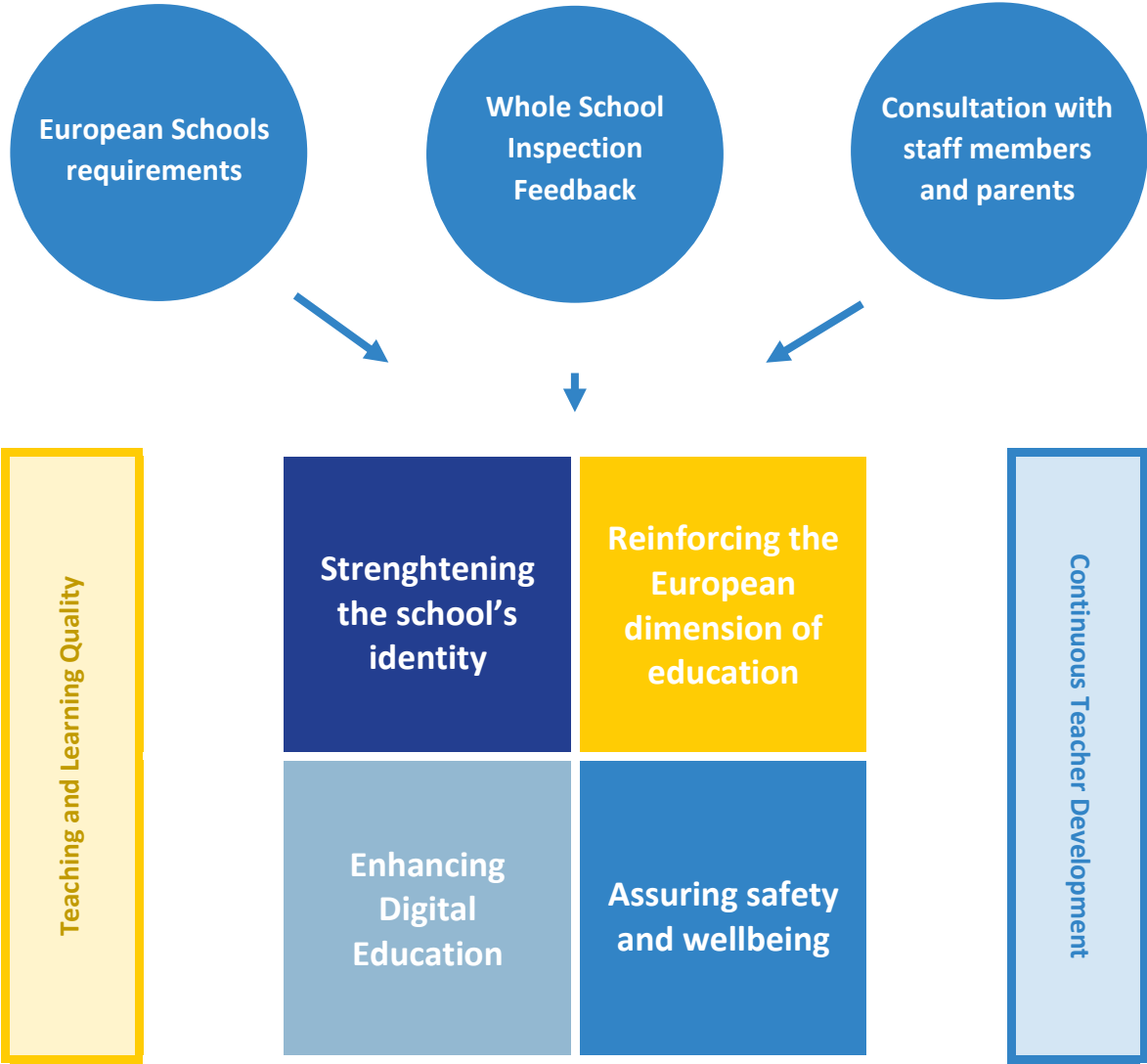
A working group has been set up and has developed a tool for sharing good practice in pupil self-evaluation. These portfolios will be enriched between 2022 and 2024 by the teachers. A survey of pupils in 2023 will provide an overview of the proper use of this portfolio in the different sections (primary) and departments (secondary).

In addition to the priorities determined by the inspectorate and the common pedagogical objectives, the school invited Dana Puia Morel in March 2022 to host a workshop whose goal was to design the school priorities and actions of the EEB IV Multi Annual Plan 2022-2024. The Director introduced the workshop as an opportunity to participate in the school's development over the next 2 years, and also reminded participants that, as coordinators, they represented not only themselves, but also their colleagues, as well as the pupils and their parents.

The methodology used was Participatory Leadership (a.k.a. Art of Hosting), which exploits collective intelligence to co-create outcomes, strategies and plans. The participants were the coordinators from the Nursery, Primary and Secondary schools of EEB4. During the two-hour session, they worked in small groups and ensured a good mix of Nursery/Primary and Secondary colleagues. The participants had a round of conversations on the achievements of the 2020-2022 MAP that they felt proud of, in order to see what could be carried forward in the following years. Then they worked on designing the Priorities and Actions of the MAP 2022-2024, using the methodology of Open Space. This implied that some of the participants invited interested colleagues to join them in discussing a particular action/topic they would like to contribute and be involved in.

Once the conversations finished, participants responsible for actions/topics placed the outcomes produced in their groups on a harvesting poster and presented them to the rest of the audience.

The school's multi-annual pedagogical objectives are based on this outcome, on the comments of the Whole School Inspection and on the feedback gathered from the pupils and parents' representatives after the Joint Education Council which was held in May 2022.



III. Common multi-annual pedagogical objectives

1. Implementation of the educational vision as stated in the Multi-annual Plan of Pedagogical Priorities

Further to the mission statement, the BoG specified that schooling in the European Schools should be organised in such a way as to offer:

- *“a broad education for most pupils up to ISCED-2, the curriculum and assessment being designed to prepare for that level;”*
- *“a generally oriented education after ISCED-2, the curriculum and assessment being designed to prepare for ISCED-5.”*

To reflect the changes in the pedagogical area since the adoption of the above-mentioned mission statement, the BOG when approving the Multi-Annual Plan (MAP) of Pedagogical Priorities in April 2021 amended the statement with the following reference to the Key Competences of Lifelong Learning:

- *“Building on the achievements so far, the European Schools system needs to ensure that during their schooling, pupils acquire a balanced portfolio of competences, including academic knowledge, behavioural, social and general skills, such as collaborative approaches, creativity and creative thinking” (source: 2021-01-D-43, MAP).*

For this reason, the MAP of Pedagogical Priorities focuses on embedding the Key Competences in the curriculum (continuing the ongoing work) and proposing changes in the curriculum.

The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

Objective 1: Embed Key Competences (KC) in the pedagogical planning of teachers

Performance Indicators

		Status quo	Target school year 2024-25
1	Training measures taken in all the ES and AES	<p>Lack of general understanding of the Key Competences.</p> <p>In 2020-2021 7 Video conferences were organized for N/P and Sec Inspectors, Directors, Deputy Directors, Teachers, Central level training events.</p>	<p>Shared understanding of the Key Competences and their role in pedagogical planning. The Key Competences are visible in the planning documents as well as in the teaching and learning activities of the school.</p> <p>A variety of learning approaches are promoted to support Key Competences.</p> <p>Each school will have had a series of training events by the end of 2021-2022.</p> <p>Centralized in-service training for subject referents and coordinators.</p> <p>Each new school year: local in-service training. Expected minimum number of trainings: at least one training per cycle per school year.</p> <p>Training for new teachers (as part of the process “Induction of new teachers”).</p>
2	Learning Scenarios	Sample Learning Scenarios (LS) are available as from 2020-2021	Learning Scenarios developed at school and system level.

			At least one LS per each subject (or subject area).
3	Harmonization of the pedagogical planning between Nursery/Primary and Secondary cycles (Pilot Phase 02/2022 - 02/2023) - Entry into force 09/2023	The requirements of the pedagogical planning in the Nursery, Primary and Secondary cycles are not harmonized.	Harmonization of the pedagogical planning between the Nursery, Primary and Secondary cycles is achieved. Centralized and local in-service training to prepare for September 2023. Training for new teachers each new school year as part of the "Induction of new teachers" process.
4	Amended/renewed documents stipulating the role of the pedagogical planning.	Article 26 of the "General Rules" mentions the need for forward (pedagogical) planning. Toolkit for evaluation of teachers do not deeply reflect pedagogical planning and the Key Competences in the pedagogical planning process.	Updated and amended Article 26 of the current version of the "General Rules" The toolkit for the evaluation of teachers will be updated regarding the inclusion of the eight key competences in pedagogical planning. Teachers will be evaluated on this criterion from September 2022.

Objective 2: PISA for Schools			
Performance Indicators			
		Status quo	Target school year 2024-25
1	Test performed in the schools	Not done before	Performance of tests in spring 2022
2	Development and implementation of action plans resulting from PISA reports	Not done before	Implementation of highly important and short-term actions (school year 2022/23) Implementation of highly important and mid-term actions (school year 2023/24)

2. Educational Support and Inclusive Education

As a follow-up of the report on 'Inclusive Education in the European Schools' the ES developed an action plan to implement the educational support policy and to address the recommendations made. In its meeting in April 2019 the BoG approved the 'Action Plan on Educational Support and Inclusive Education' and its timeline (doc. 2018-12-D-34-en-5). Since then, the ES have worked and fully implemented all short-term actions and currently address the mid-term and long-term recommendations. It is the ES' aim to finalize the implementation in the next three years.

Linked to the implementation of the Action Plan, two parallel actions have been launched and are being implemented: the revision of the Policy on Educational Support and Inclusive Education and the corresponding Procedural Document, and the establishment of the psychologists' roles, duties, and the work frame.

The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

Objective 3: Implementation of the Action Plan on Educational Support and Inclusive Education**Performance Indicators**

		Status quo	Target school year 2024-25
1	Implementation of remaining mid- and long-term actions	All short-term actions have been addressed and are implemented where applicable on school level	All mid-term actions are addressed and approved on system level and (where applicable) implemented on school level All long-term actions are addressed on system level
2	External Evaluation of the Implementation of the Action Plan	The External Evaluation of the implementation of the Action Plan was/is being developed (between February 2021 and February 2022). The final report will be presented to the BoG in April 2022	Analysis of the findings and recommendations of the report of the External evaluation. If necessary, define and develop further actions

Objective 4: Implementation of the revised Policy on Educational Support and Inclusive Education**Performance Indicators**

		Status quo	Target school year 2024-25
1	Implementation of the Policy and Procedural document	The revision of the Policy was approved by the BoG in April 2021 and the Procedural Document is expected to be approved by the Joint Teaching Committee in February 2022.	All Schools get specific, decentralized training/guidance on the revised Policy and the correspondent Procedural document until July 2023. All Schools are familiar with and put in place the Policy and Procedural document.

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Objective 5: Implementation of the document on the psychologists' roles, duties and work frame

Performance Indicators

		Status quo	Target school year 2024-25
1	Implementation of the principles defined in the document on the psychologists' role, duties, and workframe.	The document on the psychologists' role, duties, and work frame is expected to be approved by the Board of Governors in 2022.	All Schools have access to psychology services The number of psychologists per school approaches the ratio of pupils per school psychologist defined in the document

IV. School specific multi-annual pedagogical objectives

1. Teaching and learning

Main pedagogical objectives are system-level priorities:

- Integration of the 8 Key Competences in forward planning, competence-based activities & learning scenarios.
- PISA for schools: final report will be analysed by the school and action plans will be prepared to tackle the main issues.
- Implementation of the action plan and revised policy on educational support and inclusive education.

Priority 1: Flexible classrooms (pilot project in the Primary school)			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Change the set up in a selection of classrooms to improve differentiation, pupil autonomy, to facilitate a better learning experience and facilitate inclusive education.	During the Pedagogical Day in November 2021, some primary teachers followed an interesting training about flexible classrooms and how these facilitate different learning styles. The school would like to trial the use of “la classe flexible” approach.	<p>For September 2022, three classrooms will be fitted out using existing furniture currently available in the school.</p> <p>In 2022-2023, the pilot project is evaluated on a regular basis by the teacher(s) and the Deputy Director. Adjustments are made if necessary.</p> <p>By June 2023, an evaluation of the pilot project will be made based on the PI. A decision will be taken by the Director regarding how the project must be put forward.</p> <p>If the outcome is positive, by September 2023, a file on flexible classrooms pedagogy will be prepared by the teacher(s) and other classrooms will be equipped. LS</p>

			<p>equipment budget is used to buy some of the specific furniture.</p> <p>By November 2023, a budget is requested for 2025 in order to buy additional specific furniture.</p>
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Priority 2: Self evaluation			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Increase the number of self-evaluation tools shared among teachers.	The existing portfolio is not sufficiently supported by self-evaluation tools.	<p>During pedagogical days 2022 and 2023, trainings will be organised to support the integration of self-assessment strategies into daily lessons.</p> <p>By March 2023, every teacher will post an exercise/ a test with self-assessment on the portfolio under the supervision of the assessment coordinator</p> <p>By April 2023, a survey will be launched to see how pupils benefit from the use of self-assessment tools.</p> <p>By 2024, the WSI must observe an significant and regular use of self-evaluation tools.</p>

2. Continuous Teacher development

Participation in the global trainings organized by the Inspectors online or in situ.

Mentoring of new teachers by experienced teacher.

Induction programme for new teachers.

Workshops and trainings organized by existing staff e.g. KIVA, use of digital technologies etc.

Priority 3: Local Trainings

Performance indicators

	Description of PI	Status quo	Target end of school year 2024/25
1	Continuation of training courses started at EEB4 in previous years	<p>Primary teachers followed training sessions i.e. on:</p> <ul style="list-style-type: none"> - Cooperative learning (Kagan) - Flexible classroom - Autism - 8 Key Competences and Educational Support <p>Secondary teachers were trained in:</p> <ul style="list-style-type: none"> - Differentiation - Sketch noting - Flipped classroom - Competence-based teaching - Autism - Use of ICT tools - Entrepreneurship 	<p>During the pedagogical days, nursery, primary and secondary teachers will benefit from additional trainings by external experts in these different areas. Teachers will also deliver some trainings in their areas of expertise.</p> <p>During the statutory evaluations, the inspectors and management will see an overall improvement in teaching practice in the areas in which teachers have received training.</p> <p>By 2024, the WSI must notice the impact of these trainings, especially in differentiation (as requested in the previous WSI).</p>

Priority 4: Collaboration among teachers

Performance indicators

	Description of PI	Status quo	Target end of school year 2024/25
1	Increase team work, share good practice, improve harmonization	In the nursery and primary school, level and section meetings are scheduled at regular intervals throughout the school year.	<p>All departments organise at least a monthly meeting scheduled in the school calendar (in Secondary) from the start of the school year.</p> <p>An agenda is prepared by the section/level/department</p>

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		<p>In the secondary school, the organisation of such meetings is left at the discretion of the department coordinator.</p>	<p>coordinator in order to ensure the smooth running & efficiency of the meeting. A summary of the tasks to be completed will serve as a measurable indicator of progresses.</p> <p>(Harmonised programme monitoring. In S1-S3 on a voluntary basis, from S4 onwards compulsory: monitoring of the areas covered by each teacher on monthly frequency.)</p> <p>All harmonized B-tests are designed well in advance to ensure equal treatment of pupils and communicated to pupils jointly and on time.</p> <p>All forward plannings are harmonized and include 8KC.</p>
2	Promote peer observation, especially for new teachers.	Forbidden during the pandemic.	<p>All new teachers will observe their mentor in class during their first year.</p> <p>All new teachers will observe an BYOD class during their first year.</p> <p>Peer observation will be facilitated but not compulsory for the other teachers. To this end, a week of pedagogical exchange will be organised in Nursery and Primary during the school year.</p>

3. Digital Education

Priority 5: Implementation of the new Charter for use of IT resources and devices			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Implementation of the <i>new Charter for use of IT resources and devices</i> by pupils approved by the SAC in June 2022	Beside the existing internal rules of the school and the Teams Charters (one for Nursery and Primary and one for Secondary), an ICT Charter to protect the IT resources and devices, the intellectual property rights, the confidentiality and the members of the school community is finally approved. Rules for the use of Internet, social media and online teaching and learning are included in this new Charter.	By October 2022, all stakeholders are duly informed in written (agenda & newsletters) and orally (assemblies, induction days) about the contents of this Charter. Booster sessions are organised every year in September. Pupils respect the Charter and appropriate sanctions apply for non-compliance with the rules.

Priority 6: Promotion of the pedagogical use of new technologies in class & BYOD *			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Continue to promote and facilitate the use of new technologies in class in order to vary teaching methods and improve differentiation (see also WSI recommendations).	Thanks to the pandemic, pupils and teachers are familiar with the use of new technologies for teaching and learning. BYOD is a successful programme at EEBIV. For additional details: see Annex 1. <i>“The impact of “Bring Your Own Device” in the European School,</i>	All new teachers are familiar with the IT equipment. All classrooms are equipped so that teachers can move around and see the screens. All teachers benefit from ongoing training in the pedagogical aspects of use of new technologies/BYOD, not

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		<i>Brussels IV: The teachers' perspective, by Denise Baines in 2022, study undertaken as part of a programme for the MA in Digital Technology, Communication and Education at the University of Manchester</i>	<p>just the IT aspects. Additional training is provided to support staff (softwares designed to support pupils with special needs).</p> <p>The expertise is harnessed within the community, through mentoring, and collaboration with the support of the ICT/BYOD coordinators. One-to-one support is offered as well.</p> <p>All teachers are able to teach at distance if necessary.</p> <p><i>(based on the recommendations of Mrs Baines' study)</i></p>
2	Prepare the pupils to use a computer in a professional manner.	Class management is more complex with pupils having their own device.	<p>In Nursery and Primary, the use of Ipads and laptops will be actively integrated into teaching and learning. Pupils will acquire the basic skills required for logging in and out of the available digital devices.</p> <p>All S4 pupils are duly trained for BYOD. S5 pupils benefit from a booster training at the beginning of the school year.</p> <p>School will provide mobile devices charging lockers for the pupils.</p>

Priority 7: Robotics and coding			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Development of a pilot project in the Primary school	ICT coordinators go into classrooms and work with class teachers to impart their	All primary pupils benefit from at least one session of coding courses during their primary education (part

		knowledge and skills to class teachers with regard to teaching coding skills.	of the digital competences to be acquired in the 21 st century).
2	Development of a robotics club in the Secondary school.	Coding lessons are only organised for the pupils choosing ICT from S4 to S7	The school must facilitate the access for motivated pupils to coding courses.

4. Safety and well-being

Priority 8: Embed the pupil's and the staff well-being			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Implementation of six local policies (child protection policy, anti-bullying policy, mental health policy, good behaviour policy, anti-substance (ab)use policy, health, safety and security policy)	Already existing local policies (anti-bullying (KIVA), good behaviour, anti-substance (ab)use, health, safety and security) must be revised & new local policies must be created (child protection & mental health) in order to comply with the document "pupils' well-being policy framework of the European schools", approved by the BoG in April 2022.	<p>By September 2023, the four existing policies are updated and the two new policies are finalised.</p> <p>By September 2024, the school is familiar with and has put in place all six policies.</p> <p>By September 2025, an evaluation of the outcome of the six policies is conducted (via surveys).</p>
2	Implementation of the well-being programme for pupils prepared by the school well-being working group, the team of school psychologists and enriched by the outcome of the workshop with all coordinators (see above : <i>Introduction</i>)	<p>Because of the pandemic, pupils suffered from a lack of social interactions.</p> <p>The resumption of well-being activities is slowly picking up.</p> <p>The medium- and long-term negative consequences of the pandemic on pupils require that real priority is given to well-being activities.</p>	<p>All activities planned in the well-being programme/curriculum for M1 to S7 pupils are part of the school annual calendar for the next three years. The activities are well spaced out across the entire school year.</p> <p>By June 2025, a well-being survey will be conducted as well and compared with the results of the 2022 well-being survey. An improvement should be tangible.</p>

			Moreover, by June 2025, a significant reduction in the number of disciplinary incidents and Discipline Councils, of the number of pupils taken in charge by the Care team and of the number of bullying cases managed by the KIVA team must be measured. Moreover, the school will continue to conduct the KIVA Anti-Bullying survey annually and the comparative analysis from year to year.
3	Implementation of social, linguistic and fun activities to improve the staff's well-being	During the pandemic, staff members (especially the new teachers coming from abroad) suffered from isolation. Social contacts are still limited as staff have changed their habits (limited use of the staff room, lack of participation to activities organised by the section representatives...). At the request of the CDPs, school offers yoga/dance/mindfulness lessons to interested staff members.	<p>All activities organised by the "Amicale" will benefit from logistic support from the school (birthday parties, celebration of National Days, Christmas Dinner and end-of the school year barbecue...)</p> <p>Well being courses will be continuously offered to the staff. An adaptation of the course offer will be made following the annual satisfaction survey.</p> <p>Language conversation tables will be supported by the school (allocation of rooms...).</p>
	Implementation of the new school meeting and visit organisation protocol approved by the SAC in June 2022	During the pandemic, online meetings via Teams have proven to be time and space saving and to improve the well-being of the teachers. The school still continues to organise some of the meetings and Councils online.	<p>In 2022- 2023, all meetings will be organised according to the new protocol.</p> <p>The protocol must be adapted every year, in consultation with the CDP representatives, and according to satisfactory surveys organised on a regular basis.</p>

Priority 9: Improve the safety

Performance indicators

	Description of PI	Status quo	Target end of school year 2024/25
1	Limitation of the consequences of overpopulation in the organization of the pedagogical activities.	<p>Common spaces (canteen, corridors, sport facilities) do not correspond to the school needs. Timetablers, APEEE & management collaborate to limit of the impact of this lack of space. <i>See annex 2 – audit made by PWC (May 2021)</i></p> <p>Agreement with OIB and APEEE is still not concluded. It should be finalised during the summer 2022.</p>	<p>To continue to improve the timetabling and close collaboration with APEEE/OIB in order to use each room at maximum capacity.</p> <p>Implementation of the agreement with the OIB and APEEE.</p> <p>To close the open space next to the canteen (continuous pressure on the Régie des bâtiments).</p>
2	Improve the quality of the supervision by the teachers, the educational advisors and the external supervisors	<p>The supervision plan is well done. External supervisors benefit from better recognition, visibility and training. In the secondary school, the quality of the supervision is not optimally provided.</p>	<p>All teachers, educational advisors and external supervisors will benefit from a training about efficient supervision and solving conflicts on a playground.</p> <p>Management will remind the supervision duty during the “back to school” meetings and will control systematically the respect of the supervision plan. Actions will be taken in order to improve the relations between the supervisors and the pupils such as classroom visits or working with CdE.</p> <p>A significant decrease of the number of incidents on the playground must be measured (with the support of the staff members in charge of supervision in primary and with Octopus in secondary).</p>

5. School identity

The existing projects to develop a strong sense of community will continue to be organised: the music project, STEAM activities, Belgian Olympics (Biology, Chemistry, Physics, Mathematics, Statistics), Radio Laeken, participation in FAMES, Eurosport, ESSS, Art exhibitions, BAC activities, Assemblies, Clubs,...

Priority 10: Green and clean school			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Obtain the Eco school label	<p>The school defined several priorities to obtain the Eco school label: reduction of the waste and the carbon footprint (in collaboration with the canteen), promotion of soft mobility, environment risk education.</p> <p>The school did not obtain the Eco school label in 2021 but recommendations have been provided by the Eco-Schools Jury and the Eco school action plan has been adapted accordingly</p>	<p>By September 2022, only reusable plastic bottles will be allowed at EEB4.</p> <p>By September 2023, strict implementation of the eco school action plan (+ follow-up meetings with the management).</p> <p>By September 2024, obtention of the Eco school label</p> <p>Close collaboration with the APEEE (canteen management).</p> <p>Close collaboration with the DDFA for the implementation of ecological objective of the financial & administrative multi-annual school plan (plastic ban, limitation of electricity consumption, elaboration of a mobility plan, a legal obligation)</p>
2	Clearly communicate to the school community that	The Green School team's visibility needs to be enhanced	During pedagogical day, organisation of workshops/trainings on Climate

tackling climate change is a top priority for the school.	among all stakeholders in the school community. There is no striking event to gather pupils to reflect and act on this crucial topic.	change with emphasis on constructive communication to pupils about climate change Every school year, organisation of a Whole school Climate Change Day (linked to Europe Day celebrations): involvement of external experts, pupils, parents, administration, librarians, radio Laeken, school newspapers and class or section challenges...
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6. European dimension

Celebration of Day of Europe every 9th May in class and during a largescale event.

Celebration of the European Day of Languages.

Participation in MEC.

Organisation of the University Fair.

Priority 11: Promote diversity and fight stereotypes			
Performance indicators			
	Description of PI	Status quo	Target end of school year 2024/25
1	Implementation of the new Diversity Charter designed with the support of Unia (position of the school and procedure in case of non-compliance).	Despite the creation of several clubs (LGBTQ+, feminist...), the implementation of a gender identity policy, KIVA training sessions for pupils, to promote diversity and a tolerance zero policy in case of racist or xenophobic behaviour, several incidents linked to stereotypes still happen at school.	Development of a preliminary draft diversity charter. In collaboration with UNIA, on the basis of priorities from the various Focus groups. By end of September 2022, creation of the School Diversity Charter based on the outcome of the Focus Groups and in cooperation with the Diversity WG.

		<p>A close collaboration with Unia has been established to fight against stereotypes. Focus groups have been created.</p> <p>In order to prevent further discrimination from going unaddressed, a procedure to support and respond to the various reports must be defined.</p>	<p>Development of a procedure to be followed in case of non-compliance).</p> <p>Revision of the internal rules (mention of anti-discrimination).</p> <p>By September 2023, implementation of the Charter.</p> <p>By June 2025, diversity survey will be conducted and compared with the results of the 2020 diversity survey. An improvement should be tangible.</p>
2	Develop pedagogical training on diversity for advisors and teachers.	Very little development at the moment	<p>September 2022: selection of external experts for training on stereotypes and prejudices conveyed by language, anti-discrimination laws, forms of discrimination (racism, etc.) and inclusiveness</p> <p>First semester of the 2022-2023 school year, implementation of the first part of the training courses as part of the pedagogical day. Financing of training courses under the agreement with ACTIRIS (Diversity Service).</p> <p>First semester of the 2023-2024 school year, implementation of the second part of the training courses within the framework of the pedagogical day. Financing of training courses under the agreement with ACTIRIS (Diversity Department).</p>
3	Creation of a diversity and inclusion monitoring committee or unit	Does not exist today.	<p>From the end of September 2022, after the dissolution of the focus groups, creation of the cell which aims to:</p> <ul style="list-style-type: none"> - Regular meetings

			<ul style="list-style-type: none"> - Management of discriminatory reports - Raising awareness/training on anti-discrimination.
4	Implementation of awareness-raising campaigns and educational activities - with the collaboration of student representatives and focus groups.	<p>KIVA in S1/S2/S3</p> <p>One-off initiatives by various teachers.</p>	<p>From mid-September 2022, disseminate in the internal communication tools, the development of a diversity plan and keep all the staff, students and parents informed of the implementation of the action plan in collaboration with UNIA, within the framework of the strategic diversity plan. The aim is to make the commitment to diversity visible.</p>

Priority 12: Participate in Erasmus+ projects

Performance indicators

	Description of PI	Status quo	Target end of school year 2024/25
1	Revision, presentation to the SAC and implementation of a new internationalization plan. Focus on cultural exchanges for pupils and teachers and, in particular, on STEAM projects.	<p>Because of the pandemic, most of the international activities were cancelled. The internationalization plan has therefore not been well promoted and is not well known by the school community.</p> <p>For the time being, the school participates in 8 pedagogical Erasmus + projects.</p> <p>In general, the school community does not benefit</p>	<p>By September 2023, implementation of the internationalization plan.</p> <p>Creation of an Erasmus+ Committee to select a limited number of projects in line with the multiannual pedagogical school plan.</p> <p>Regular communication about these projects via the weekly newsletters.</p> <p>Evaluation of each project by the Erasmus+ Committee at its end.</p>

		<p>enough from the outcome of these projects.</p> <p>The Erasmus+ project “12 habits for success” is very interesting for the Nursery and Primary cycles.</p>	
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