

DEBRIEFING CEES MEETING FROM 27 SEPTEMBER 2018 AND FOLLOW UP

Point 3 of agenda: Follow up of meeting from 24 April 2018:

a) Mr Schmelz acknowledged that the school website on career counselling (UCAS...) is not updated as promised. He will fix that asap.

b) Food machines: He informed that at the SAC meeting it was mentioned that a meeting between school management and company would take place, discussing ways for having more healthy food/drinks. School will inform parents on the outcome

➤ *To be follow up with board members present at CA meeting*

c) On Communication policy. School informed about new policy that was sent to all parents. O365 working well, students eventually need to get more training on this new system

d) Preau S3/4

Smoke detectors not installed yet, despite promise as *Mr Sharron* was still looking for smarter solutions, that is a pity as it will take again some more weeks, parents had asked for simple detectors that eventually could be re-installed, if damaged.

S1/2 pilot still ongoing. Pupils of S3/4 can use S1/2 preau when smaller children are not present.

➤ *To be followed up with Mr Sharron and Mr Mees.*

e) Bac ball etc, Mr Schmelz informed that school won't take any responsibility anymore and that it will be completely in the hands of students and parents. We, parents said that this needs to be communicated well to parents (and APEEE in cc) and that it has never been communicated well. In addition, there is a responsibility of the CDE and the school management in what happened last school year.

➤ *To be followed up. Communication to S7 parents to be coordinated with APEEE board. Communication to all secondary parents on this issue would be useful.*

f) Mobile phone policy and general rules. To be seen what needs to be adapted.

Point 4 of agenda: états de lieux (élèves, locaux, personnel, dérogations, soutien)

a) More pupils in secondary (60): timetable, room issues as direct consequence of overcrowding. However, not sure, if idle periods do get worse, he needs to check.

Unfortunately, the director recognizes that the timetable is not taking care of pedagogical concerns

b) Personnel: three colleagues absent, a problem which was not foreseen
Italian wider problem mostly solved
Other colleagues are working as machines (up to 32 hours) in order to cope with)

➤ *See point on recruitment*

c) Derogation: last year problems as I was not strict enough. Now parents complaint that I apply the rules (reduction from 4 to 3 hours of Math S4 EN, S4PT....)
He wants to confront the CA with this problem
S7 chemistry without reduction

➤ *Will be discussed at CA meeting.*

d) Soutien: Mostly in Math, science and L2
Manuela informed about evening event 20/11 inviting all

➤ *Please check document: Annual Pedagogical School Plan - 2018-2019 - Presented to the School Administrative Board on 02/10/2018*

Point 5: New policies

Communication between teachers and students/parents

It has improved, new policy is clear for all. Furthermore, school management asked all teacher to send year programme with planned exams to all students/parents per email.

➤ *To be discussed inside secondary working group, if improvements satisfactory or not*

Point 6 Projects for the New Year:

a) Functioning of study room and streaming policy will be evaluated.

➤ *What is our position? Should streaming go on or stop? Too many complaints? (see APEEE website on this issue) To be discussed inside secondary working group.*

b) No capacities from school management side for helping some parents for compost project

➤ *Who from APEEE board is in contact with the compost volunteers? seems that Sharron promises things that then can't be implemented*

c) Social skills continues as before

➤ *Please comment if ok or more ideas to develop and check document attached: Annual Pedagogical School Plan - 2018-2019 - Presented to the School Administrative Board on 02/10/2018*

d) Maybe possibility to have a non-mandatory one week first aid training at the end of school year (Ms Andries, Ms Christiansen...) for S4/S5 students

Point 7. Divers

a) BAC 2018. Mr Schmelz took note of request of parents to have discussion on this issue and will find time in next CEES meeting

➤ *See Annex I as basis*

b) Recruitment of qualified teachers.

Mr Schmelz is glad if we could work on this in a more structured way through and inside language section

➤ *See Annex II that gives overview on this issue and proposes already some ideas. Please comment if ok or more ideas to develop*

ANNEX I

1. Bac Results

Officially we know nothing on the results of the Bac 2018. For this to happen, the APEEE needs to wait for a communication later this autumn but even this is not public and APEEE should not diffuse it. The parents association is left for more than 6 months without any official information and statistics and is not able to build its own and independent assessment on the performance, instead it has to rely on partial information provided in different circumstances:

In an email exchange with Director Sharron some information was given: *“EEB2 the overall average is 78.70 compared with 78.09 in 2017. The 2017 result was already the best result for the school since results were computerized in 2002. The difference is largely due to that fact that we only have three failures this year compared to 9 failures last year. Of the 9 failures 5 repeated and they all passed this year. Fantastic in my view.”*

The Annual Pedagogical School Plan 2018-2019 - presented to the School Administrative Board on 02/10/2018, states on page 8: *“When we look at pupil outcomes at EEB2, we safely say that our results remain solid and indeed in the European Baccalaureate we have seen a steady improvement in the final average score. At 78.61 (78.09) this result that school has recorded since 2002. 17 students achieved more than 90%. 46% of our 226 strong cohort achieved a final grade 80% and above. Most satisfying was that five 2018 Bacheliers climbed Everest after failing in 2017. This is a tribute to their resilience and also to the professionalism of our teachers and staff who laid the foundations and set up the scaffolding for all our BAC students to reach the success they achieved. Only four students failed the BAC in 2018. There were no successful appeals to the 2018 BAC session for EEB2.”*

Within the document: top 5 risks related to Pedagogy 2018-19, which will be presented to the School Administrative Board on 02/10/2018) it is stated that: *“There seem to be variations in pupil performance at all levels of the school, but particularly at the level of the Bacculaureate. There are variations between sections but further research needs to be done to see if these differences are significant. The candidates in the NL section perform lower than counterparts in other sections. Variations tend to be greatest in written exams. Pupils in the Finnish and German speaking sections tend to have higher scores. In 2017 and in 2018 the FI and DE section pupils performed -8-9% higher in the written exam than their counterparts in other section.. However, samples sizes are extremely small and differences may not be significant.”*

- APEEE needs much earlier reliable information and statistics on
 - school performance divided per subject and section
 - Failures
 - Official complaints introduced

2. Written Bac exam

For some years now, it has been common practice for the Parent Associations of all the European schools to collate the feedback received from parents about problems arising during written bac exams so as to identify possible errors and patterns and bring them to the attention of those responsible for managing the Bacculaureate. INTERPARENTS, as coordinator for all the Parent Associations, has an open channel with the Bacculaureate Unit.

In case a student comes home from the written exam complaining that the exam was impossible for reasons like that there was an error, that there were questions which are not included in the syllabus etc.

- an ‘information sheet’ put together by Interparents was provided on rules, procedures.
- an online form was provided, through which parents/students can informally share any concerns about an exam paper/session.

The local BAC APEEE representative and simultaneously, INTERPARENTS see all the complaints raised for analysis and follow up.

The logic is that the local BAC APEEE and INTERPARENTS reps work closely together on any issues arising during the Bac Season and keep concerned parents informed of relevant progress.

The logic is also that not all complaints are taken for granted but that a proper analysis of the problems raised takes place before issues are discussed with the Bacculaureate Unit.

- This year, many, many more complaints were introduced, much more than last year. It put a heavy burden on the few parents working on this.
- As a consequence, the collection of the complaints delayed the possibility for a proper analysis, which again resulted in a delayed communication with the Bacculaureate Unit.
- Contrary to last years, the new Head of European Bacculaureate was not responsive to the concerns raised (see annex
- Furthermore, contrary to what was discussed with Director Schmelz beforehand, at least the Woluwe school decided not to enter into any exchange of information or discussion with the parents association on the written exams. Director Sharron requested the

teachers to give their assessment on the correctness of the questions only directly to the bac authority as foreseen in the on line marking scheme.

- Officially no correction measures were taken following the concerns raised by Interparents.¹

Questions to be followed up together with the school management and Interparents

- Were the many complaints received on math justified or is the high number partly due to a first time ever mobilisation of students of several schools?
- Is the online tool prepared for this high amount of complaints?
- How can analysis of the complaints be handled more efficiently?
- Could Interparents start working well in advance with the local APEEEs contact persons on how to prepare the best for 2019?
- Will the school revise its policy towards the parents association for 2019?

3. Details of marking and viewing of the European Baccalaureate scripts after marking

Parents have asked to get the details of marking in order to better substantiate a possible official complaint but the Rules are not clear on this.

The BAC rules stipulates the following in this regard:

6.4.9.1 Scripts will be scanned in each examination centre, anonymised and corrected with an on-line correction tool. No visible marks may be made on the paper scripts.

6.4.10 Viewing of the European Baccalaureate scripts after marking The candidates or their legal representatives, if they are minors, have the right to view and get a copy of:

- Their original script
- The final mark awarded to the examination script (average of first and second corrector mark and, where applicable, third corrector mark)
- The mark awarded by each one of the correctors (first corrector mark, second corrector mark and, where applicable, third corrector mark)
- The correctors' commentaries
- The examination paper
- The marking scheme

The request must be made in writing to the Director of the School not later than 4 calendar days after the candidate has been informed of the examination results, communicated in accordance with article 7.3.

¹ It has to be noted that the online marking scheme makes it impossible for the school to know if correction measures were taken (due to a change of the system the central bac authority is putting the marks in the system (before it was the school) so the school has not seen any information coming from the bac authority for any correction measure and has no access to these information anymore).

At least in Woluwe, the school has not provided the details of the marking, so it is not possible to see which questions were answered correctly, partly or not at all and how many points were given for each answer. Discussions with Interparents was not conclusive to know if other schools apply the same rules than Woluwe.

Questions to be followed up together with school management and Interparents:

- Did the markers used to record the scores for each question on the test itself?
- Has the practice changed since the online marking scheme was introduced...and if so, did they update the bac arrangements to give people the same rights as previously?
- Does a correct exam model exist for each subject? Do candidates or their legal representatives have access to it?
- What is the policies in different European schools?

ANNEX II

The issues recruitment of qualified teachers, lost hours, wellbeing, pedagogical continuity, quality of teaching are all interconnected and have been addressed at various moments with the school management.

As far as we have seen, neither school management nor we as parents can impose a stricter regime which would significantly reduce the absences of teachers. Generally we see that only few teachers take eventually advantage from a “weak” management, the majority of teachers are absent for valid reasons. It has furthermore to be noted that teachers have at various occasions’ complaint on increasing stress levels due to workload, administrative extra tasks, difficult students and parents.

If we cannot prevent the absence, what can be done to manage the absences better?

School management tries to limit the hours without teacher to a minimum but quite often, the replacement teacher is not qualified. Teachers have complaint that this “babysitter” replacement is not efficient.

It seems that the staff at school is not sufficient to cope with the recurrent absences of teachers. This might in particular be the case for language section where short or medium term replacement is not easily to find on the domestic job market.

On the basis also of the action plan that the school management proposes (see below) the following possible solutions should be discussed with the school management:

- Request more teachers from the capitals in order to take into account long-term needs. Full mandate is not 18-21 hours but eventually 15 plus 3 to 6 hours permanence for absent colleagues, individual support for students...
- Anticipate needs with more locally hired staff in advance (could also be junior teachers, university students, ex school students)
- Update and enlarge the pool of potentially available teachers

- How could school management and APEEE cooperate to find new and more efficient ways to recruit teachers

Information taken from European Schools top 5 risks related to Pedagogy 2018-19, Presented to the School Administrative Board on 02/10/2018:

LOST LESSONS	
Objective - Assure pedagogical continuity - Reduction of hours not assured	Risk title Number of teaching hours not assured has a negative impact on school life
Risk Description	
REASONS: On a yearly basis a teaching hours is lost due to absent teachers (for various reasons). The number of lessons affected by teacher absence was 8154 in 2015-16 and 11014 in 2016-17. The number of unpaid replacements increased from 829 to 1934 in these two school years. In 2017-18 the total number of lessons lost to teacher absences stood at 10,821 of which 2,278 were replaced signifying an increase of 344 replacement over 2017-18.	CONSEQUENCES '- Pupils miss important parts of their subjects content; - Negative impact on the learning attitude; - Learning process is affected due to the interruption in teaching. '- Unsupervised pupils may cause a risk of safety to themselves and others:(cyber)bullying, drugs, smoking, unauthorised exits from school, accidents. There is also the risk of vandalism/theft. '- Complaints and general dissatisfaction from parents and school community;
Action plan 'School: - Monitor absences and reasons for absences strictly. - Develop procedures for the organisation of replacements at school level. - Inform inspectors about absence rate and ask them to take their responsibility. OSG and School: - Develop a harmonized template to record absences. - Review Pinck Memorandum (1998-M-31-en). - Compare national absence and lesson cover/replacement rates via Inspectors.	
Deadline January 2019	

Recruitment of locally recruited teachers	
Objective 'Recruit, develop, assess, motivate and retain highly qualified staff.	Risk title Difficulties in the recruitment of locally recruited teachers
Risk Description	
REASONS: - Package (payment, duration of the contract, etc.) is not attractive enough especially when offering just part-time contracts; - Cost-sharing agreement does not set the minimum number of secondments nor does it	CONSEQUENCES 'Recruiting at the start of the school year often leads to: lost lessons and a poor start to the term; employment of poorly qualified staff; pressure on the school management. A lack of quality assurance in cost sharing appointment increased the cost for the school where some classes of

guarantee quality assurance of staff selected by seconding authorities of member states;
 - There is strong competition in Brussels for English medium teachers with international schools offering better conditions of employment and service. At EEB2 in 2017 we have had extreme difficulty in recruiting German secondary specialists in Science and we have lost at short notice colleagues taking jobs in the Middle and Far East, or Luxembourg or at a local University. Teacher shortages in member states such as Germany, UK, Ireland, Sweden and Finland has also reduced the field for secondees as well as LRTs.

- 'Advertising is expensive (€1500-2000) and at certain times of the year not productive eg German Chemistry (0 candidates). For Biology English (3 candidates) we had to employ an unqualified teacher.

(following information was listed under the point Brexit but relevant for all)

'EEB2 had 29 UK seconded teachers in 2010. Now we only have 7 UK seconded teachers remain (5 secondary, one teacher in the primary). There is also a UK Director whose contract finishes anyway on 31/08/2019.. Last year we lost a seconded EN biology teacher who found a job in Switzerland. For September 2019, EEB2 will have to recruit 8 new teacher. Furthermore, there is a risk that Ireland will prefer to send its future secondees to other European Schools where there are more Irish children. Irish children make up less than 1.5% of our school population. Cost sharing is not always successful. Many non-native English speakers are giving lessons in the Anglophone section.

one seconded teachers had to be given to better qualified LRTs.

'- lessons have been lost owing to difficulties in recruitment: eg from September 2017, DE Chemistry, En Biology, EN Human Sciences, NI L1 and Philosophy. We have 22 UK seconded posts unfilled, of which two have been filled through the cost-sharing scheme. We also have several French Belgian posts not replaced in recent years. Ireland no longer guarantees the replacement of its seconded teachers at EEB2.

' Many lessons will have been replaced by paid replacements but unfortunately this data cannot be fully integrated with the data counting replacements. Over 2000 'untaught' lessons are supervised in the study room and conseiller rooms.

Action plan

'School:

- find new and more efficient ways to advertise posts.
- have a list of alternative candidates and keep contact with them.
- get a feeling on the risk that the "main" candidate might disappear.
- test motivation for the job during interviews.
- Replace underperforming seconded teacher if necessary
- improve well-being of staff.
- create a supply list of replacement teachers in the most "difficult to fill" lessons.
- make use of non-native qualified teachers.
- train and mentor new teachers to the profession

Deadline
 January 2019