

Pedagogical Working Group (PedGroup)

Scope and Aim of the Group: The Pedagogical Working Group (PedGroup) works with the APEEE and the school to ensure the quality of the educational offer and to support, propose and help implement measures or initiatives to improve the current daily classroom experience of our children, and also their longer educational prospects. The PedGroup functions as an umbrella for several issue-driven subgroups and dossiers working simultaneously and also oversees task forces created by the board to address specific topics:

Subgroups / Task Forces (new!)

- Educational Support & Gifted Children – EdSupp subgroup
- Languages subgroup
- INTERPARENTS – IP subgroup
- *Distance Learning Feedback task force*
- *Primary Classe Transplantee task force*
- *Secondary Trips & Projects task force*

Dossiers

- Educational Technology – EdTech
- Baccalaureate, Evaluation, Orientation
- Art & Music
- Sport
- Science, Technology, Engineering, Mathematics – STEM

The PedGroup responds directly to parent concerns on topics within its mandate. Our target audience is the APEEE and the parents, through a fluid, transparent and frequent exchange of information with the APEEE Board and Educational Council representatives. We aim to work closely with students, teachers, management, and the wider school community on issues of pedagogical import.

Work Method: The PedGroup meets four or five times each year to hear reports from subgroup coordinators and Educational Council representatives to vote on proposed measures and to discuss future strategy. The PedGroup provides analysis and consultation on pedagogical issues for:

- The APEEE Board, presenting policy or position papers for vote by the APEEE Board, and issuing non-binding opinions for the Board on funding requests for topics within its mandate.
- The APEEE Primary and Secondary Educational Councils: receiving the reports from CE representatives and providing consultation support to them.
- INTERPARENTS, consulting and advising INTERPARENTS representatives on system-level pedagogical issues.

Members may likewise draft content for APEEE publications and communications. The PedGroup Coordinator and issue leaders may participate in bilateral meetings with the school administration in support of or on behalf of the APEEE if and when appropriate. Each subgroup and dossier has its own coordinator or lead and its working method is set to best fit the demands of the dossier and the group members.

The group reports to the Board at least twice each year.

Members:

	Name	SubGroup / Dossier
	BEIGBEDER, Noemie	Distance Learning Feedback
	BOBIS, Marek	EdTech
	BREHM, Silke	Art & Music
	CAMBAS, Caroline	Languages (coordinator)
	CHAITKIN, Samantha	Distance Learning Feedback Languages
	DE YTURRIAGA, Mavi	Baccalaureate, Evaluation, Orientation
	FERNANDEZ, Cristina	Languages
	FUERTES FERNANDEZ, Almudena	Primary Classe Transplantee
	GOLDEROS, Arantzazu	EdSupp – Gifted (coordinator)
	GRAY, Brian	Primary Classe Transplantee
	GUITART, Marc	Coordinator PedGroup Distance Learning Feedback
	JAFYAN, Sonia	Languages
	JUSTICIA, Carlos	Sport
	KEDRA, Alexander	STEM
	MALESA, Patryk	Sport
	MARTELLI, Sara	Primary Classe Transplantee (Berkendael)
	MATHE, Kathryn	IP Distance Learning Feedback (coordinator) STEM
	MATZKE, Sven	EdSupp (coordinator) IP
	MILEVA, Kremena	Languages
	MOLES PALLEJA, Pere	IP (coordinator) Baccalaureate, Evaluation, Orientation
	ORTIZ, Veronica	Languages
	PELLETIER, Benjamin	Primary Classe Transplantee (Berkendael)
	SANDU, Ioana	Secondary Trips & Projects
	SAVOVA, Margarita	Languages
	TAMBORRA, Marialuisa	Secondary Trips & Projects
	TOUSSAINT, Raphael	Distance Learning Feedback
	VANYOLOS, Istvan	Primary Classe Transplantee (coordinator)
	VELIKONJA, Monika	Languages (coordinator) Secondary Trips & Projects (coordinator) Distance Learning Feedback

ACTIVITY REPORT 2020-2021

EDUCATIONAL COUNCIL

Strategic approach to increase synergies and interrelation between CE & PedGroup and to turn CE into a real consultation body for discussion with the school on the most relevant pedagogical concerns from section reps, rather than a unilateral FAQ session.

Succeeded in increasing the communication level with school management. Also succeeded in creating several working groups between parents and school (e.g. school trips, distance learning).

MED-HIGH ACTIVITY GROUPS:

1. Languages

coordinators: Monika Velikonja, Caroline Cambas

members: Veronica Ortiz, Cristina Fernandez, Margarita Savova, Kremena Mileva, Samantha Chaitkin, Sonia Jafyan

In 2020: the organisation of L2, in particular the replacement of bilingual classes with the L2 enrichment pilot programme, inconsistency between the L2 approaches, and the low level of teaching materials.

In 2021: to follow up on the implementation of the enrichment programme, flagging inconsistencies in application across the different languages; L3 - to link parents with an interest in less widespread/popular languages to reach the minimum number of students needed for the course to be organised; to initiate system wide discussion/changes on L2 building on the Enrichment evaluation report by Mr Masson.

2. Educational Support

coordinator: Sven Matzke

In 2020: the sub-group on educational support focused on ensuring that during COVID-19 crisis (distance learning) the school provided educational support in line with the general policy of the European Schools and the school specific guidelines. Issues related to educational support were regularly raised at meetings of the Educational Councils. Moreover, the sub-group closely followed the implementation of the Action Plan on Educational Support and Inclusive Education approved by the Board of Governors in April 2019. In terms of concrete outcomes, the European Schools agreed recently on new requirements on the qualifications and expertise of support coordinators and teachers.

In 2021: we will improve the networking and sharing of experience between parents having children receiving educational support. To this end, we could organise another meeting for all parents having an interest in educational support, ask school to organise again an event on educational support and possibly also conduct a survey of parents.

Gifted Children

coordinator: Arantzazu Golderos

In 2020: we consolidated the creation of the group and established a core group of parents to lead the initiative. We have created and sent to all parents in Uccle and Berkendael a survey to help us identify the volume, characteristics and needs of the target group.

In 2021: our objective is to evaluate the results of the survey and design policy objectives for primary and secondary which we could present and discuss with school management.

3. STEM

members: Kathryn Mathe and Aleksander Kedra

In 2020: we liaised with the Science Festival organisers and communicated to parents;

we worked with Science Teachers to develop the ePeerTraining tablet project; we followed the implementation of the new secondary maths and science syllabuses and in particular the use of GeoGebra (and BYOD needed to support it); and we vetted projects related to STEM submitted for APEEE funding.

In 2021: we plan to update the inventory of secondary STEM-related programmes/competitions/projects and explore possibilities for promotion and extension; to follow-up with the FabLab; to revive the Science Festival Working Group with the school; to oversee the roll out of Geogebra and new S6-S7 maths and science syllabuses; and to continue to vet STEM-related projects. We should probably think about more primary activities—a review of the primary and secondary ICT syllabuses might be in order. Finally, there could be some links made with the Green Working Group where there is crossover.

4. **INTERPARENTS**

coordinator: Pere Moles Palleja

members: Kathryn Mathe, Nora Strachle (former), Sven Matzke

In 2020: continued to follow dossiers in INTERPARENTS with a presence at numerous topic-driven and preparatory meetings. EEBI APEEE parents have a key role in Baccalaureate/assessment, legal matters, pedagogical reform, educational support, educational technology and distance learning. We have also participated in several high level bodies: Board of Governors, Joint Teaching Committee, COVID Task Force and High-Level Working Groups.

In 2021: our commitment promises to be similar but more efforts will be made to create synergies between school-level dossiers (e.g. educational support, assessment, bilingual L2 classes, projects and trips, distance learning) and INTERPARENTS' work.

LOW ACTIVITY GROUPS

Quality Control – put on hold due to lack of interest

Sports – members: Carlos Justicia, Patryk Malesa

BACC – members: Pere Moles, Mavi de Yturriaga; currently under INTERPARENTS

Art/Music – member: Silke Brehm

EdTech – member: Marek Bobis

NEW GROUPS

Primary Trips task force

coordinator: Istvan Vanyolos

members: Brian Gray, Almudena Fuertes-Fernandez, Sara Martelli, Benjamin Pelletier

Secondary Trips & Projects task force

coordinator: Monika Velikonja

members: Marialuisa Tamborra, Ioana Sandu, Kathryn Mathe

Distant Learning Feedback task force

coordinator: Kathryn Mathe

members: Marc Guitart, Monika Velikonja, Samantha Chaitkin, Raphael Toussaint, Noemie Beigbeder

The DL Feedback task force organised two DL Feedback sessions after the March and the November DL sessions. We produced one report in April and three reports in November/December. We also followed the development of the OSGES DL Recommendations and eventually DL Policy, and developed an EEBI APEEE position on a local DL Strategy—presented at multiple school bodies and now on the website. We gave continuous feedback to the school on DL concerns raised by parents.

