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Report of the Working Group on Teacher Replacement **Board of Governors of the European Schools**

Meeting in Brussels on 26-27 April 2005

Opinion of the Joint Teaching Committee

The members of the Joint Teaching Committee welcomed the working group's report, with the exception of the Staff Committee representatives, who were unable to approve the document as it stood.

Opinion of the AFC

The Administrative and Financial Committee gave a favourable opinion on the proposals with the exception of proposal 5.

Reflections

The Group agreed that the provision of in service education for teachers is a statutory right of the teachers themselves and is very much in the interests of the pupils. The group agreed further that the substitution of absent teachers should be of a pedagogical nature that would facilitate progress in covering the programmes.

The group noted the global statistics concerning teacher absences and replacement of absent teachers in the school year 2003-4 which had been collected from the schools. (See annex 1) It considered that in percentage terms the absentee rates were probably low compared to many national systems but nevertheless the numbers of lessons missed and the number of hours/periods for which no substitution was provided was a matter of concern. It was also agreed that the statistics available did not show whether or to what extent particular courses might be left insufficiently covered. Nor did they show the extent of frequent short term absences on the part of some individual teachers. Both of these latter situations were noted as matters of particular difficulty and concern for the management of individual schools.

The group also noted the considerable amount of teaching time lost in the secondary cycle due to the organization of the oral baccalaureate examinations. It proposes that a mandate be given to a Working Group to study this question with a view to proposing solutions to the problems arising.

The group noted the variety of strategies currently in use in a number of schools, with the agreement of the teachers concerned, to ensure the substitution of absent teachers. These include for example

- i. drawing up of panels of teachers making themselves available to stand in for absent colleague
- ii. scheduling of tests for times when an absence of a teacher is foreseen.
- iii. leaving by teachers of work to be done by pupils under the supervision of a colleague.

The group considered all such strategies to be very much in the interests of the pupils and to be encouraged. More such strategies should be developed on a consensus basis within schools and an inventory drawn up and circulated to Directors of the strategies being used in the various schools.

The group also noted the possibilities offered by the statutory requirement for availability of teaching staff for a number of days before and after the school year. However, these possibilities are limited by the other tasks to be done by some teachers during those days, the fact that some national authorities already use this period for the provision of in service education for their own seconded teachers and the unsuitability, for educational purposes, of the period immediately following the end of the school year.

The group favoured the establishment in each school of a data bank of tasks and material for pupils which should be supplied by teachers and kept by the school. This could enable substitutes to give work which would be of use to pupils in covering or revising the programme or in testing pupils in the absence of the teacher.

The group felt that some decentralisation of the locations of in-service courses (with a view to minimising travel time) might improve matters. The group also felt that in the process of the designation of participants in particular courses, account should be taken of any problems existing in a school related to the absences/replacements issue. Close

cooperation between Directors and inspectors is therefore required when the participants are being designated.

The group considered the use of the cascade model of in service provision, whereby only some teachers from each school would attend courses and be expected to report back to colleagues on the work done or to provide skills training to colleagues. It was noted that this might reduce the number of times when all the teachers of a full language section would be required to absent themselves from school. However, the group regarded this model as less efficient, as a training or educational method, than the present one.

The group considered that written forward planning of their work by teachers would help to ensure better continuity of programme coverage, especially in the case of long term absences and would facilitate a more efficient organization of a replacement system. The Secondary Inspectors Board is invited to examine this question. In any event, the closest possible cooperation between the absent teacher and his/her replacement is necessary.

The group noted that at the moment the budget for replacement staff to cover absences is set by the Board of Governors at a standard amount of 1.15% of the budget for basic salaries. The group also noted that all schools almost invariably exceed this amount. This indicates that the budget provision for replacement is inadequate. The group recommends that, provided replacement is of a pedagogical nature and will ensure the continuance of programme coverage by pupils, this budgetary provision should be increased to 2% of the budget for basic salaries. Annual reports must be produced in the schools on the provision of replacement. These reports must detail the number of hours/periods involved, whether any particular courses had less than 90% of the lessons given by the teacher or by substitute teachers, the degree of use of part time teachers or of use of voluntary replacement by colleagues.

All lessons should be delivered at each level of schooling in the European Schools. That force majeure or such factors as unforeseen illness or the organization of in-service training or other demands of the system may compromise the achievement of this aim is the reason for the drawing up of this report. The group considers that on no account should less than 90% of the lessons foreseen for any individual course be actually delivered.

PROPOSALS.

1. A Working Group should be created with a mandate to study the amount of teaching time lost because of the organization of the European Baccalaureate and to propose solutions to this problem.
2. A data bank of tasks and material for pupils, supplied by teachers with a view to their use by replacing staff, should be kept in each school.
3. Directors and inspectors should cooperate closely with one another in such matters as the designation of the participants in in-service courses and the fixing of locations of these courses with a view to taking the question of minimising the loss of teaching time.
4. The Board of Inspectors (secondary) should consider whether written forward planning of teaching should be required of teachers.
5. The standard amount of budget provision for replacement staff should be increased from 1.15% of the budget for basic salaries to 2% of the same budget.

[Note: The parents' and the Commission representatives favoured a proposal stating that though all lessons at all levels should be delivered that on no account should the percentage of lessons delivered in a particular course be allowed to fall below 90%.

However, the majority of the group did not favour such a proposal because they found it difficult to specify appropriate sanctions in the event of such an eventuality and they feared that such a proposal could lead to a situation where it could be thought by some that the system was willing to tolerate a situation where 10% of lessons were missed.]

Annex 1. Statistics collected from schools for the year 2003-4.

(a) Missed lessons in Primary Schools.

(b) Missed lessons in Secondary Schools.

Annex 2. The text of Article 36 and Article 38 of the Regulations for Members of the Seconded Staff. These articles lay down the rules covering the area of replacement of teachers.

Annex 3. Extracts from Doc. 1999-D-692 Decisions of the Board of Governors at its meeting of January 1999 concerning In-Service training.

Annex 4. The Pinck Memorandum of 1998.

Missed lessons in Primary Schools (school year 2003-2004)

School	Number of periods to be taught	Number and % of periods where teacher unavailable	Number and % of total number of periods where teacher not replaced	Number and % of total number of periods not taught because teacher attending course, meeting, etc.	Number and % of total number of periods not taught because teacher attending course, meeting, etc. where teacher was not replaced
Alicante	23478	843 (4.0%)	0	217 (0.9%)	0
Bergen	17096	899 (5.1%)	67 (0.4%)	301 (1.8%)	48 (0.3%)
Brussels I	59220	3945 (6.7%)	217 (0.4%)	302 (0.5%)	?
Brussels II	67872	4066 (6.0%)	0	320 (0.5%)	0
Brussels III	63866	4388 (6.9%)	823 (1.3%)	988 (1.6%)	625 (1.0%)
Culham	23271	247 (1.1%)	17 (0.1%)	247 (1.1%)	17 (0.1%)
Frankfurt	28701	988 (3.5%)	0	281 (1.0%)	0
Karlsruhe	31076	1418 (4.6%)	0	255 (0.8%)	0
Luxembourg I	101715	8920 (8.8%)	0	1314 (1.3%)	0
Luxembourg II	n.a.	n.a.	n.a.	n.a.	n.a.
Mol	18072	239 (1.3%)	107 (0.6%)	208 (1.2%)	76 (0.4%)
Munich	38127	208 (0.5%)	0	208 (0.5%)	0
Varese	30260	1025 (3.4%)	201 (0.7%)	669 (2.2%)	147 (0.5%)

Missed Lessons in Secondary Schools (school year 2003-2004)

School	Number of periods to be taught		Number and % of total number of periods where teacher		Number and % of total number of periods not	
	where teacher unavailable	where teacher was not replaced	of periods where teacher	not replaced	taught because teacher	taught because teacher
All schools	27,676	1,483 (5.4%)	600 (2.2%)	257 (0.9%)	187 (0.7%)	
Berlin	43,763	2,464 (5.6%)	1,163 (2.6%)	262 (0.6%)	234 (0.5%)	
Brussels I	93,312	4,260 (4.6%)	3,534 (3.8%)	235 (0.2%)	197 (0.2%)	
Brussels II	101,823	4,832 (4.8%)	3,760 (3.8%)	374 (0.4%)	270 (0.3%)	
Brussels III	89,386	5,959 (6.7%)	4,288 (4.8%)	570 (0.6%)	481 (0.5%)	
Culham	43,750	1,773 (4.0%)	1,174 (2.7%)	526 (0.7%)	234 (0.5%)	
Frankfurt	21,264	767 (3.6%)	190 (0.9%)	193 (0.9%)	37 (0.2%)	
Karlsruhe	59,490	2,624 (4.4%)	1,598 (2.7%)	417 (0.7%)	234 (0.4%)	
Luxembourg I	120,620	5,925 (4.9%)	4,298 (3.6%)	678 (0.6%)	371 (0.3%)	
Luxembourg II	n.a.	n.a.	n.a.	n.a.	n.a.	
Mil	41,720	2,650 (6.3%)	1,485 (3.6%)	285 (0.7%)	110 (0.3%)	
Munich	26,489	654 (2.5%)	618 (2.3%)	554 (2.1%)	618 (2.3%)	
Verona	59,563	3,821 (6.4%)	2,424 (4.1%)	637 (1.1%)	540 (0.9%)	

(Note: 100% attendance record)

Article 36

Members of staff shall be at the disposal of the European Schools for the performance of duties.

However, the staff's **NORMAL ATTENDANCE** shall be as follows:

1. **Directors**
Because of their responsibilities, Directors shall in principle be required to be in attendance at the School during school hours throughout the school year.
2. **Deputy Directors**
Deputy Directors shall in principle be in attendance at the School during school hours throughout the school year, except, where appropriate, for absences authorised by the Director connected with teaching duties.
3. **Secondary school teachers**
The following formulas will be used to calculate the teaching load of secondary school teachers:

(i) For years 1 to 6 $T = 21 + \frac{n - n'}{10}$

where T = number of periods to be given by the teacher
n = number of periods given in a class with fewer than 12 pupils
n' = number of periods given in a class with more than 27 pupils

(ii) For year 7 T = 21

Teachers shall teach a minimum of 20 periods a week. A teacher shall not be required to teach more than 2.5 periods for which no overtime is paid.

Teachers shall be required, as needs arise, to maintain order between classes, and, in rotation, during breaks, on the basis of a roster drawn up by the Director.

These duties shall not be remunerated.

4. Primary school and nursery school teachers

Primary school and nursery school teachers shall have a basic teaching load of 25.5 hours a week, including the recreation periods provided for in the harmonised timetables approved by the Board of Governors.

Teachers shall, moreover, be required to supervise pupils regularly before and after the school day, on their arrival and their departure, with the exception of the midday break, on the basis of a roster drawn up by the Director. These duties shall not be remunerated.

5. Principal educational advisers and Educational advisers; Librarians

Principal educational advisers, Educational advisers and Librarians shall work a 37.5-hour week, in accordance with a timetable drawn up by the Director.

In special circumstances, and provided that they have the requisite teaching qualifications, these staff may, on a proposal from the Board of Inspectors and subject to the authorisation of the Secretary-General, be required to teach up to four lessons, in which case one teaching period shall be regarded as equivalent to one and a half hours' normal duties.

6. Managerial staff and Administrators-Bursars

Managerial staff shall work a 37.5-hour week, in accordance with a general timetable drawn up by the Secretary-General.

Article 38

1. A member of staff may be required, on the basis of a roster drawn up by the Director or by the Secretary-General in their respective areas of competence, to **REPLACE** colleagues who are briefly absent. Such replacements shall not be remunerated additionally.

From the seventh calendar day's absence, or immediately if the absence is expected to last for more than six days, the Director or the Secretary-General in their respective areas of competence shall take the steps necessary to engage a substitute, who shall be remunerated in accordance with Annex IV.

2. The responsibilities inherent in the organisation and supervision of examinations shall form part of a teacher's duties and shall not be remunerated.

3. **Because of the requirements of the service, members of the managerial staff employed in the Office of the Secretary-General may be obliged to remain at the disposal of the Secretary-General outside normal working hours. Such occasional duties shall not be remunerated.**

A 6 Continuation of the plan for the in-service training of teachers and assistants in the nursery and primary cycles of the European Schools

The current five-year plan for in-service training of European School teachers and assistants comes to an end on 31.12.98.

For the subsequent period the Board of Governors approved the following plan:

1. Retention of the budget for in-service training
2. Competence for determination of the content of in-service training courses lies with the Board of Inspectors (Nursery and Primary); preparation of decisions by the "In-Service Training" standing working party
3. Regular reporting to the Board of Governors by the Board of Inspectors
4. Continuation of planning of content in two-year cycles; special attention to the specificity of the European School
 - 4.1 Induction of new teachers and assistants in the form of central or local courses, under the overall control of the Deputy Directors, possibly with the Inspectors' participation.
 - 4.2 Induction of new teachers to first foreign language/second language teaching methods.
Further in-service training courses for teachers who teach first foreign language/second language, at intervals of around four years.
 - 4.3 In-service training in the European Hours subject area.
 - 4.4 In-service training in the subjects mother tongue/first language (teachers and assistants) and mathematics when new guidelines are introduced or on the basis of new developments.
 - 4.5 In-service training in fine arts subjects.
 - 4.6 In-service training in remedial teaching (teachers and assistants; seconded/locally recruited).
 - 4.7 In-service training for assistants
 - 4.8 In-service training courses for coordinators of various areas of work.

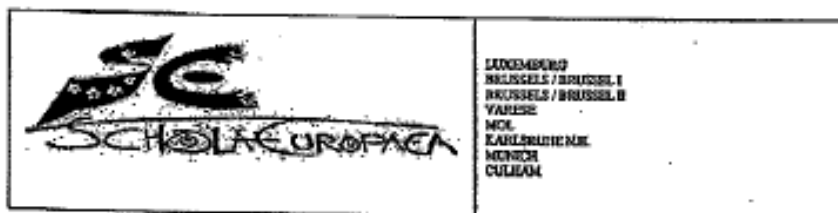
In-service training courses take place under the responsibility of the Inspectors assigned to run them. Experts can be Inspectors, (Deputy) Directors, teachers and outside experts.

The plan described above seeks to take account, to an even greater extent than has been the case hitherto, of the demand for in-service training in the European Schools.

It should be reviewed after a five-year period at the latest.

5.0 Organisation of In-Service Training

- In-service training courses must be distributed evenly over the whole year.
- The duration of in-service training is two full days, i.e. Thursday and Friday. This enables teachers to travel to and from the course on non-teaching days (see Survey).
- The section only needs to be closed during a mother tongue in-service training course (once every 5 years).
- Participants at other in-service training courses are replaced.
- In order to make organization easier, the Schools are notified two months in advance of the holding of in-service training courses and of the number of participants. It is ensured that teachers are informed. The invitation is issued through the Central Office.
- The Inspectors responsible for each in-service training course inform the working party of the content and the time of its holding (in order to avoid repetitions and clashes of dates).
- After decision-making by the Board of Inspectors, the Schools are notified two months in advance through the Central Office of the working language of the course, one of the second language(s) (with the exception of mother tongue in-service training) and of the content.
- The participants evaluate the course, so as to give the organizers the opportunity to adapt form and content to requirements.
- Each participant receives an attendance certificate.
- The results of the in-service training are obtained and sent to the Schools in writing by the organizers.
- The teachers who have attended courses are requested to report to their colleagues on the content during non-teaching time.



MEMORANDUM

1998-M-31 GP/jg

To : Directors / Directresses of European Schools

12 January 1998

From : Gilbert PINCK

Subject : A. Application of article 36 of the Status of the personnel on secondment concerning supervision in the primary and nursery school cycles.
B. Application of article 38 of the personnel on secondment concerning replacements in the secondary cycle.

A. Application of article 36 of the Status of the personnel on secondment concerning supervision in the primary and nursery school cycles.

Article 36, paragraph 4 includes two clauses:

1. The first clause states that the weekly working schedule of the primary and nursery school teachers is programmed as 25h. 30min. including the recreational periods foreseen in the harmonised schedule.

The above mentioned 25h. 30min. includes:

- the courses that have been given,
- the recreational periods planned according to the level of the classes,
- the eventual reductions to which the teacher could have the right (Personnel committee, coordination).

If the teacher does not reach the scheduled time of 25h. 30min. after the attribution of his tasks, he completes his scheduled time by supervision during the lunch period, including in the refectory.

Example: the schedule of teacher X :

- Courses :	18 h.
- Recreational periods (fixed)	2 h. 30
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- Reduction (Personnel committee)	3 h.
- Reduction (Coordination)	1 h.
TOTAL	24 h. 30

This same teacher X will complete his schedule with 1 h. of supervision during the mid-day interval (including the canteen). His complete schedule will therefore be 24 h 30 plus 1 h, in other words 25 h 30.

The Schools ensure that no supplementary overtime hours will be paid for the mid-day interval (including the canteen) before making certain that all the teachers have carried out a schedule of 25 h 30 as laid out in article 36,4, first clause.

2. The second clause concerns the supervision to be carried out over and above this 25 h 30, by rota, in the morning and the evening. This supervision does not give rise to compensation.

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B. Application of article 38 of the personnel on secondment concerning replacements in the secondary cycle

This article only concerns the secondary cycle, as a primary cycle teacher does not have sufficient time to replace an absent teacher, given that he is responsible for a class following a full timetable himself.

1. Basic principles

- 1.1. If a teacher is absent, one must take the necessary steps so that, as far as it is possible, this teacher is replaced as from the second day of his absence.
 - 1.2. The replacements of teachers will have an educational character.
 - 1.3. If satisfactory local solutions have been implemented in certain Schools in order to ensure the replacement of absent teachers, it is necessary to conserve these solutions.
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2. Methods to be respected

2.1. The Director will take care to replace teachers in the following cases :

2.1.1. Absences that have been foreseen in advance (courses, meetings, school trips...)

Where school trips are concerned, it is the teachers that are thus freed that will ensure the replacements insofar as their timetable allows this.

2.1.2. Unforeseen absences (illness, accident).

In this case, the replacements will only be ensured as from the second day of absence.

2.1.3. In the one and the other case, the Direction will take care to respect the following principles :

- reasonable forewarning must be given to the replacement teacher. The forewarning will be given the day before the replacement at the latest, before the last class ensured by the replacement teacher.
- care must be taken to ensure equal treatment between the teachers.

2.1.4. It is only in the case where a replacement is not possible, that the students will go to the study room or in the freed class rooms under the supervision of an Education counsellor.

3. Replacement plan

- 3.1. In order to establish the replacement plan the Direction will apply the following preferential order :
 - Entrust the replacement to a teacher having the same language and the same subject matter.
 - Entrust the replacement to a teacher having the same language and the same subject field.
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- 3.2. The Direction will ensure that the replacements demanded of a teacher during a school year do not exceed a maximum of an annualised weekly period.
- 3.3. For this reason, a method will be drawn up for each School in order to guarantee clarity and fairness. A quarterly report will be published to indicate the replacements carried out by each teacher.

4. Classes and subjects concerned

- 4.1. The replacement plans do not concern 6th. and 7th. year classes
- 4.2. These plans do not concern the moral doctrine courses or the religious courses given during the secondary cycle.

C. Enforcement of the measures in this memorandum

- 1. The measures concerning supervision in the primary cycle will come into force as from the start of the school year 1998 / 1999.
- 2. The measures concerning the replacement of absent teachers will come into force as from the 1st. of February 1998.

THIS MEMORANDUM CANCELS AND REPLACES THE MEMORANDUM 97-M-23 DATED 11 MARCH 1997

