

APEEE Pedagogical Working Group (PedGroup) Mandate 2022

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 promote measures that improve the daily classroom experience and the longer-term educational prospects of our students. The PedGroup functions as an umbrella for several issue-driven subgroups and dossiers and also oversees task forces created by the APEEE Board to address specific topics:

Subgroups

- Digital Learning & Educational Technology Group
- Languages Group
- INTERPARENTS (IP) Group
- Primary Trips Group
- Secondary Trips, Projects & Project Weeks Group
- Educational Support Group (EdSupp Group)

- Gifted Children Network (GCN)
- Science, Technology, Engineering, Mathematics – STEM Group

Dossiers

- Baccalaureate, Evaluation, Orientation
- Quality Assurance
- Art & Music
- Sport
- Human Sciences

The PedGroup responds directly to parent concerns on topics within its mandate. Our target audience is the APEEE and the parents, but we aim to work closely with students, teachers, management, and the wider school community on issues of pedagogical import.

Work Method: The PedGroup Coordinators call meetings three or four times each year to hear reports from subgroup coordinators and Educational Council representatives and to decide 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, updating the Board on key developments and issuing non-binding opinions for the Board on funding requests for topics within its mandate.
- The Primary (Uccle and Berkendael) and Secondary Educational Councils: receiving the reports from CE representatives and providing consultation support to them. It also hosts preparation meetings before each CE.
- INTERPARENTS: consulting and advising INTERPARENTS representatives on system-level pedagogical issues.

Members may likewise draft content for APEEE publications and communications.

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

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

Members January 2022

Name	SubGroup / Dossier
BEIGBEDER, Noemie	Digital Learning & Educational Technology Group
BOATI, Talia	PedGroup (general coordinator) STEM Uccle Primary CE
BOUSQUET-HOURAT, Bénédicte	Languages Group
CAMBAS, Caroline	Languages Group (coordinator) STEM
CHAITKIN, Samantha	Languages Group Quality Control
DE YTURRIAGA, Mavi	Baccalaureate, Evaluation, Orientation
FERNANDEZ, Cristina	Gifted Children (coordinator) Languages Group
FUERTES FERNANDEZ, Almudena	Primary Trips Group
GOLDEROS, Arantzazu	Gifted Children
GRAY, Brian	Digital Learning & Educational Technology Group
GUITART, Marc	Uccle Primary CE
JUSTICIA, Carlos	Sport
KEDRA, Alexander	STEM (coordinator)
LANDI, Lorenza	Primary Trips Group
MARTELLI, Sara	Primary Trips Group
MATHE, Kathryn	Digital Learning & Educational Technology Group (coordinator) IP Group Secondary Trips, Projects & Project Weeks Group STEM Secondary CE
MATZKE, Sven	EdSupp (coordinator)
MILEVA, Kremena	Languages Group
MOLES PALLEJA, Pere	IP Group (coordinator) Baccalaureate, Evaluation, Orientation
ORTIZ, Veronica	Languages Group

PAGEL, Stefan	Primary Trips Group
REFFAY, Dessislava	Primary Trips Group
SANDU, Ioana	Secondary Trips, Projects & Project Weeks Group
SAVOVA-PEYREBRUNE, Margarita	Gifted Children (coordinator)
SCHRANZ, John	Primary Trips Group
SPOORMANS, Thomas	Digital Learning & Educational Technology Group
TAMBORRA, Marialuisa	Secondary Trips, Projects & Project Weeks Group (coordinator)
VANYOLOS, Istvan	Primary Trips Group (coordinator)
VELIKONJA, Monika	PedGroup (general coordinator) Digital Learning & Educational Technology Group Languages Group IP Group Secondary Trips, Projects & Project Weeks Group Secondary CE
WILSON, Alex	PedGroup (general coordinator) Berkendael Primary CE

ANNEX

ACTIVITY REPORT 2021 AND OUTLOOK 2022

Education Councils (CEs)

The PedGroup is committed to fostering the key role of Education Councils (Ces) on both sites as a forum for consultation, strategic thinking and shared vision on a range of educational topics. The group closely involves the [CE representatives](#) within its activities and discussions and hosts preparation meetings before each CE.

2021:

- Improved the communication with school management
- Created several CE working groups (i.e. primary trips, distance learning & homework policy) including parents and other school stakeholders
- Strengthened the CE as a real consultation body for discussion with school stakeholders on the most relevant pedagogical concerns from section reps, rather than a unilateral FAQ session

2022:

- To increase synergies and interrelation between CE & PedGroup
- To identify key strategic pedagogical concerns and to further strengthen the CE as a real consultation body for discussion with the school stakeholders
- To continue to work closely with stakeholders as part of CE working groups (i.e. primary trips, distance learning & homework policy, projects & trips)

Digital Learning & Educational Technology Group

coordinator: Kathryn Mathe

members: Noemie Beigbeder, Thomas Spoormans, Brian Gray, Monika Velikonja

2021:

DL Feedback Task Force

- Tracked roll-out of distance learning policies and practices
- Pushed for a level-specific Digital Learning Strategy and harmonised use of TEAMS to ensure a baseline quality of teaching in different scenarios
- Worked with INTERPARENTS to give feedback to the ES Distance Learning Policy
- Worked as part of the CE Homework Policy and Distance Learning Working Group to develop common EEBI Secondary Guidelines for TEAMS

Education Technology Group

- Encouraged the school to implement a full-fledged BYOD policy
- Worked with management to identify suppliers of devices
- Worked with INTERPARENTS to monitor the roll out of GeoGebra in the classroom and for exams
- Hosted a TEAMS training for parents
- Supported teacher peer-training for science teachers in OneNote

2022: Previous two groups are merged due to overlaps and complementarity of issues they are dealing with. Aim to facilitate the transition from distance learning to

blended learning and to ensure that pupils are trained on the safe and appropriate use of educational technologies.

Languages Group

coordinator: Caroline Cambas,

members: Samantha Chaitkin, Veronica Ortiz, Cristina Fernandez, Kremena Mileva, Monika Velikonja, Bénédicte Bousquet-Hourat

2021:

- Followed the provision of language teaching for a range of learners, in particular L2 lessons and bilingual pupils
- Worked closely with INTERPARENTS to initiate system-wide discussion on necessary changes for L2 organisation
- Followed up on the language certification of non-native teachers
- Tracked the implementation of the enrichment programme, flagging inconsistencies in application across the different languages
- Pushed for the use of language textbooks meeting syllabus requirements
- Successfully encouraged secondary teachers to enroll school for the European
- Commission's annual translation contest, Juvenes Translatores
- L3 – carried out survey 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.

2022: Our commitment promises to be similar and additional efforts will be made to improve differentiation in L2/L3, to support the school/teachers in hosting the Cambridge examinations and primary European School writing festival, and to support development of (extracurricular) literature club or writing workshop

INTERPARENTS (IP) group

coordinator: Pere Moles Palleja

members: Kathryn Mathe, Monika Velikonja

2021:

- Followed dossiers in INTERPARENTS with a presence at numerous topic-driven and preparatory meetings. EEBI APEEE parents have a key role in Baccaalaureate / assessment, legal matters, pedagogical reform, educational support, educational technology and distance learning.
- Initiated system wide discussion on organisation of L2 classes.
- Participated in several high level bodies: Board of Governors, Joint Teaching Committee, COVID Task Force and BoG Working Groups.

Baccalaureate, Evaluation, Orientation

- Continued to ensure that the arrangements for the Pre-Baccalaureate and Baccalaureate Exams met system requirements even under COVID, that results were transparently reported, and that students were well prepared for the next step in their education.
- Worked on INTERPARENTS BAC complaints system and assisted—when needed—in administrative appeals (BAC).

- Monitored the implementation of the “new” marking system in the Bacculaureate cycle and the pupil results at EEBI.
- Closely followed the publication of national equivalence formulas updated to reflect the new system.
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2022: Our commitment promises to be similar but 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. Will continue with Bacculaureate-related activities and will try to relaunch the *Bacculaureate, Evaluation, Orientation* dossier.

Primary Trips Group

coordinator: Istvan Vanyolos

members: Almudena Fuertes-Fernandez, Sara Martelli, John Schranz, Dessislava Reffay, Lorenza Landi, Stefan Pagel

2021:

- Created a working group with the school trip coordinator on the organisation of Snow Trips and eventually extended to other classes transplantees
- Provided input on the logistics of the planned P4 Snow Trip
- Met with the school management on the planned Uccle P5 L2 English trip planned to France
- Liaise with the school on the state of play of primary trips in relation to COVID developments

2022:

- To follow the development of the various trips in light of changing COVID rules in order to ensure that there is sufficient foresight and flexibility.
- To support and encourage plans for replacement activities when trips are not possible.
- To ensure that trips remain viable over the longer term.

Secondary Trips, Projects & Project Weeks Group

coordinator: Marialuisa Tamborra,

members: Ioana Sandu, Kathryn Mathe, Monika Velikonja

2021:

- Drafted an analysis Project Weeks and programmes, in order to facilitate broader reflection on the purpose and format of Project Weeks and trips.
- Succeeded in creating Secondary CE working group on Projects&Trips.

2022: Setting-up the CE Projects&Trips Group in tight collaboration with teachers and school administration. Further promotion and enhancement of Project Weeks (timing, including exploring also the end of year to this effect, and activities), trips (to have some despite COVID), participation in competitions, clubs and other on-site pedagogical activities and teacher involvement in those activities.

Educational Support Group

coordinator: Sven Matzke

2021:

- Regularly raised issues related to educational support at meetings of the Educational Councils and Administrative Board.
- Followed the implementation of the Action Plan on Educational Support and Inclusive Education approved by the Board of Governors in April 2019.
- Organisation of a meeting on educational support open to all parents to exchange experience and answer questions from parents.

In 2021: We will try to establish a core group to lead and expand activities. We could ask school to organise again an event on educational support, possibly conduct a survey of parents and push school management to further improve educational support provision in line with implementation of the Action Plan.

Gifted Children

coordinators: Margarita Savova-Peyrebrune and Cristina Fernandez

member: Arantzazu Golderos

In 2021:

- Processed the results of the survey regarding the volume, characteristics and needs of the target group. 181 children have been identified as gifted (130 in Uccle, 51 in Berkendael – data from 2020).
- Provided support for parents responding to individual questions received.

In 2022: The summary document from the survey will be circulated to parents and to the school. A meeting will be organized with the school management in order to present our findings and discuss common objectives. Parents will be given the opportunity to enroll as members of the Network. Work to include more useful information to parents in the dedicated page in the APEEE website, including informative sessions and training.

Science, Technology, Engineering, Mathematics – STEM

coordinator: Aleksander Kedra

members: Kathryn Mathe, Caroline Cambas, Talia Boati

2021:

- Liaised with the Science Festival organisers and communicated to parents
- Worked with Science Teachers to develop the ePeerTraining tablet project (see Educational Technology Group)
- Followed the implementation of the new secondary maths and science syllabuses and in particular the use of GeoGebra (see Educational Technology Group)
- Monitored Bac results in STEM subjects under the new competence based system and marking scale
- Vetted projects related to STEM submitted for APEEE funding

2022:

- 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 (with Digital Learning & Educational Technology Group) and new S6-S7 maths and science syllabuses
- To encourage creation of a primary robotics programme
- To continue to vet STEM-related projects
- To encourage synergies with the Green Working Group and sustainable education initiatives.

LOW ACTIVITY DOSSIERS

- **Quality Control** – members: Samantha Chaitkin, PedGroup coordinators
- **Sports** – members: Carlos Justicia,
- **BACC** – members: Pere Moles Palleja, Mavi de Yturriaga; currently under INTERPARENTS
- **Art & Music** – no members at the moment
- **Humanities** – no members at the moment