

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 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

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

Digital Learning & Educational Technology
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 aim at calling meetings to hear reports from subgroup coordinators and Educational Council representatives and to decide on proposed measures and to discuss future strategy. Exchanges can take place also in written. 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 Coordinators 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 2023)

Name	SubGroup / Dossier
BEIGBEDER, Noemie	Digital Learning & Educational Technology IP Group
BOATI, Talia	PedGroup (general coordinator) STEM Uccle Primary CE
BORSOS-REPKA, Noemie	Gifted Children Group
BRAVO, Eva	Secondary Trips, Projects & Project Weeks Group
CAMBAS, Caroline	Languages Group
CHAITKIN, Samantha	Languages Group Quality Control
DE YTURRIAGA, Mavi	Baccalaureate, Evaluation, Orientation
FERNANDEZ, Cristina	Gifted Children (co-coordinator) Languages Group
FUERTES FERNANDEZ, Almudena	Primary Trips Group
GOLDEROS, Arantzazu	Gifted Children Group
GRIPPA, Daniella	Secondary Trips, Projects & Project Weeks Group
GUIART, Marc	Uccle Primary CE
CHATZI, Elena	Languages Group
JUSTICIA, Carlos	Sport
KEDRA, Alexander	STEM (coordinator)
LANDI, Lorenza	Primary Trips Group
LUGGIN, Brigitte	Secondary Trips, Projects & Project Weeks Group
MARTELLI, Sara	Primary Trips Group
MATHE, Kathryn	Digital Learning & Educational Technology 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
PAGEL, Stefan	Primary Trips Group
REFFAY, Dessislava	Primary Trips Group
SANDU, Ioana	Secondary Trips, Projects & Project Weeks Group (coordinator)
SAVOVA-PEYREBRUNE, Margarita	Gifted Children (coordinator)
VANYOLOS, Istvan	Primary Trips Group (coordinator)
VELIKONJA, Monika	PedGroup (general coordinator) Languages Group IP Group Secondary Trips, Projects & Project Weeks Group Secondary CE
VETTERS, Nadja	Gifted Children Group
WILLIAMS, Veronica	Gifted Children Group
WILSON, Alex	PedGroup (general coordinator) Berkendael Primary CE

ANNEX

ACTIVITY REPORT 2022 AND OUTLOOK 2023

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.

2022:

- Work in several CE working groups (i.e. primary trips, distance learning & homework policy, secondary project week and trips WG) 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

2023: Continue 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 stakeholder and to work closely with stakeholders as part of CE working groups.

Languages Group

coordinator: tbc

members: Samantha Chaitkin, Cristina Fernandez, Kremena Mileva, Monika Velikonja, Caroline Cambas, Elena Chatzi

2022:

- Worked closely with INTERPARENTS and initiated system-wide discussion on necessary changes for L2 organisation
- Followed the provision of language teaching for a range of learners, in particular L2 lessons and bilingual pupils and worked to open discussion on reintroduction of bilingual classes (EEB1 Administrative Board)
- 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
- Succeeded in making the school participation in the European Commission's annual translation contest, Juvenes Translatores an established part of the school calendar
- 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.

2023: 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, Noemi Beigbeder

2022:

- Followed dossiers in INTERPARENTS with a presence at numerous topic-driven and preparatory meetings. EEBI APEEE parents have a key role in Bacculaureate / assessment, legal matters, pedagogical reform, educational support, career guidance, educational technology and distance learning, School Trips, Future of the Brussels Schools
- Initiated system wide discussion on organisation of L2 classes, pushed for the creation of a Task Force to explore end of school organisation, led the call for high-level Homework Policy Guidelines.
- Participated in several high level bodies: Board of Governors, Joint Teaching Committee, 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). >>> Joined in negotiations on problematic exams (CHI, MAT, ECO?), which resulted in moderation of final marks.
- 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.

2023: 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 *Baccalaureate, Evaluation, Orientation* dossier.

Primary Trips Group

coordinator: Istvan Vanyolos

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

2022:

- Provided substantive alternatives to the cancelled P4 Snow Trip that ultimately led to a mountain trip
- Liaised with the school on the state of play of primary trips both in spring and fall
- Provided input to the new tendering process of school trips

2023: To follow the development of the various trips in light of increasing prices 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: Ioana Sandu

members: Brigitte Luggin, Daniella Grippa, Kathryn Mathe, Monika Velikonja, Eva Bravo

2022:

- Start of the work of the Secondary CE working group on Projects&Trips that among others discussed pros and cons of Project Week 2022 and lessons learnt for organisation of Project Week 2023
- Prepared draft position on Secondary Trips and Projects that was adopted by the APEEE Administrative Board in November 2022.

2023: Further promotion and enhancement of Project Weeks (timing, including exploring also the end of year to this effect, and activities), trips, participation in competitions, clubs and other on-site pedagogical activities and teacher involvement in those activities.

Educational Support Group

coordinator: Sven Matzke

2022:

- 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.

2023: 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 and push school management to further improve educational support provision in line with implementation of the Action Plan.

Gifted Children Group

coordinators: Margarita Savova-Peyrebrune and Cristina Fernandez

members: Arantzazu Golderos, Nadja Vettters, Veronica Williams, Noémie Borsos-Repka

2022:

- The summary document from the survey has been circulated to parents and to the school.
- The School has been requested repeatedly to hold a meeting regarding the results of the survey and the needs of the target group. 181 children have been identified as gifted (130 in Uccle, 51 in Berkendael – data from 2020).
- Parents were given the opportunity to enroll as members of the Network. Provided support for parents responding to individual questions received.
- An informative session for parents.

2023: Continue providing support to parents; hold an informal information session; pursue dialogue with the school in order to implement a coordinated policy towards gifted pupils.

Science, Technology, Engineering, Mathematics – STEM

coordinator: Aleksander Kedra

members: Kathryn Mathe, Talia Boati

2022:

- Primary Robotics: Helped introduce mandatory robotics module into P3 European Hours in Uccle and Berkendael; supported school application for funding of teacher training
- Science Festival: Liaised with the Science Festival organisers and communicated to parents; also identified parent member of jury and helped set up peer mentoring clinic
- European Statistics Competition: Identified teacher coordinators and encouraged and support student participation in the competition; in 2022 EEB1 succeeded in entering student teams for the first time
- FABLAB: Met with FabLab coordinator to determine current obstacles to development
- Syllabuses: Followed the implementation of the new secondary maths and science syllabuses, and in particular the use of GeoGebra and Calculators (see DL&EdTech Group)
- Results: Monitored Bac and harmonised exam results in STEM subjects under the new competence based system and marking scale
- Projects: Vetted projects related to STEM submitted for APEEE funding

2023:

- To evaluate and extend primary robotic program and ensure that necessary equipment is available
- To continue to support Science Festival, ESSS and European Statistics Competition; to revive the Science Festival Working Group with the school
- To update the inventory of secondary STEM-related programmes / competitions / projects (e.g. Belgian CanSat; Belgian Maths and Science Olympiads) and explore possibilities for promotion and extension
- To follow-up with the FabLab to ensure that it is exploited and expanded
- To continue to oversee the roll out of new secondary maths and science syllabuses, including mathematics tool; to monitor BAC, harmonised exam and PISA scores to identify areas for improvement; to look into learning material used in secondary STEM courses and the connection to results achieved.
- To continue to vet STEM-related projects
- To encourage synergies with the Green Working Group and sustainable education initiatives.

Digital Learning & Educational Technology

2022:

- Aimed to facilitate transition from distance to digital and blended learning
- Continued to push for clear policies on the use of education communication platforms (e.g. TEAMS/SMS) in different cycles
- Sought to clarify rules and guidelines on the use of devices (including networked learning devices, mobile phones and required calculators), and encouraged the school to flesh out its BYOD programme.

- Worked with INTERPARENTS to give feedback on new ES Distance Learning Framework, SMS Requirements, Geogebra and mathematics tools (i.e. calculators), and Homework Policy Guidelines.

2023: Will continue to facilitate the transition from distance to digital and blended learning, specifically by pursuing clear policies on the use of educational communication platforms and educational devices. Will work closely with the school to develop coherent Digital Learning approach and to flesh out its BYOD programme. Finally, it will ensure that pupils and teachers are trained on the safe and appropriate use of educational technologies

LOW ACTIVITY DOSSIERS

- **Digital Learning & Educational Technology** - Kathryn Mathe, Noemie Beigbeder
- **Quality Control** –PedGroup coordinators
- **Sports** – members: Carlos Justicia,
- **BACC** – members: Pere Moles, Mavi de Yturriaga; currently under INTERPARENTS
- **Art & Music** – no members at the moment
- **Humanities** – no members at the moment