

WELCOME

TO THE EUROPEAN SCHOOLS

A guided tour through the European Schools for
new educational staff

2026-2027 SCHOOL YEAR EDITION



Welcome to the European Schools
INTRODUCTION, GOVERNANCE AND STAKEHOLDERS

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INTRODUCTION, GOVERNANCE AND STAKEHOLDERS

Disclaimer

This document primarily aims to facilitate the integration of the teaching and educational staff in the European Schools' system. It provides information in good faith, which is also accessible to the general public. Please, be aware that certain information in this document may not be applicable to the Accredited European Schools due to their specific local arrangements.

This document does not in any way replace nor is part of the regulations, rules and official documents approved by the official Boards and Committees governing the European Schools' system. These regulations, rules and official documents remain the only legal reference.



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Welcome in the European Schools Community



Dear Colleague,

I am very pleased that you have recently taken up your post in the European School family. I am sure that your first days at your School will have left you wanting to learn more about the wonderful organisation that the European Schools is.

From our side, we are delighted to have you on board and are confident that your skills and experience will ensure quality teaching and learning and open new opportunities for your professional growth.

The European Schools were founded in October 1953 in the Grand Duchy of Luxembourg on the initiative of European officials from the European Coal and Steel Community to ensure that their children had a link with their language and culture of origin. This initiative has created a unique experience in which pupils of different origins and languages are brought together side by side throughout their school career.

This unique feature is still today the feature which distinguishes the European Schools from any other schooling system, whether national or international. I am positive that you have already felt and enjoyed this European Dimension during your first contacts with your colleagues and pupils, inside and outside the classrooms.

It is normal that you have a lot of questions, and I am also sure the management team of your School will provide you with all the necessary information to help you during your stay with us and to guide you through the rules and guidelines that are applicable in our system and at school level.

The main aim of this Welcome Package is to give you an overall view of what the European Schools' system is and how it operates. It will give you a first overview of the key features and recent developments, which are the foundation for teaching and learning in the European Schools.

Information about Educational Support and Inclusive Education, the Syllabuses, the embedding of the Eight Key Competences for Lifelong Learning, the structure of studies, the language sections and much more can also be found on the website www.eursec.eu, on various SharePoint pages managed at school level or at central level. Many Online Professional Communities have been created on Teams Groups to allow teachers to share their questions and good practices. Teams has been massively used to organize online teaching during the pandemic. You have probably already understood that our IT tools are built mainly on a Microsoft environment.

I sincerely hope that this guided tour through the European School system will give you a useful overview of our organisation. I wish you an excellent first school year with us. I remain convinced that your experience in our schools will be fully satisfying and rich in opportunities and discoveries about other teaching and learning practices and other cultures and will contribute to building a stronger European identity within our system and beyond.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Andreas Beckmann', written over a horizontal line.

Andreas Beckmann, Secretary-General of the European Schools

The European Schools

The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. They are legally regarded as **public institutions** in all EU countries. The European Schools' (ES) system is unique in providing instruction in all official languages of the EU while promoting pupils' dominant language and creating a multilingual and multicultural environment.

Mission statement

The European Schools' system main mission is to provide high-quality, multilingual, multicultural, and inclusive education for its pupils from nursery until the end of secondary cycle. Rooted in European and democratic values, the system fosters citizenship, intercultural understanding and cooperation, equipping pupils with the competencies necessary to thrive academically, socially and personally in a diverse and a rapidly changing globalised world. ([2025-02-D-1-en](#)) -

At the same time, the European Schools system aims to create a dynamic learning environment where pupils can thrive academically, socially, and personally. The ES schools are a place where all learners are valued, supported and prepared to contribute meaningfully to society. This approach supports the diverse learning needs of all pupils and encourages them to reach their full potential regardless of their background, identity or ability. Pupils are challenged to become creative, collaborative, and critical thinkers, as well as responsible European and global citizens.

Vision:

The European Schools main vision is to empower its pupils throughout the provision of high-quality education that nurtures curiosity, creativity, critical thinking, adaptability, and a lifelong passion for learning. By embracing shared European values, innovation, inclusion, and evidence-informed practices, pupils will be equipped with resilience and confidence to navigate in a rapidly evolving world and bridge cultures across Europe and beyond.

All stakeholders have a role in ensuring that ES system will be a model of excellence, contributing to dialogue and cooperation with educational actors and policymakers. Through a steadfast commitment to quality and continuous enhancement, the European Schools will not only meet future challenges but will shape a brighter and more interconnected future for our pupils. (2025-02-D-en)

The ES curriculum aims at structuring and developing subject-specific competences, as defined in the different syllabi in primary and secondary cycles, as well as in the early education curriculum. At the same time, it aims at developing the key competences for lifelong learning (European Commission, 2018), adopted officially in the European Schools system in the school year 2018/2019 (2018-09-D-69-en.pdf).

Mission and Vision document (OSG, 2025) sets other core competences at the heart of our teaching, learning and assessment:

“The European Schools’ system recognises that the knowledge and skillset needed by our graduates is constantly evolving. From nursery cycle to the end of secondary education, pupils need to become increasingly resilient, innovative, responsible and independent learners. They will need to acquire relevant knowledge and develop a range of skills that they will require to address the future challenges of society and solve new and complex problems in various contexts. Pupils will take an active role in their own learning and become co-agents of their own development, alongside their teachers and peers. In addition to academic subjects, and the key competencies for lifelong learning, pupils will need to develop flexible and soft skills as well as transformative competencies, which will empower them to shape their future.

They will need to think critically, communicate, and collaborate effectively, and develop their curiosity and creativity through experiential and inquiry-based approaches to learning. Thus, graduates need to be self-aware lifelong learners with strong multicultural backgrounds and multilingual skills. They will need to be literate across various areas including communication and humanities, mathematics, science, digital technologies, and social skills. They will need to be empathetic human beings with a commitment to active citizenship and sustainable development, while upholding European values. In addition to academic subjects’ competencies, and the key competencies for lifelong learning, pupils will need to develop flexible and soft skills as well as transformative competencies, which will empower them to shape their future.”

Mission and Vision of the European Schools, p. 10

The European schools are the ideal **testbed for innovative projects** and a **laboratory of pedagogical excellence** where professionals from all over Europe work together. They are a **lighthouse of European values**, the so-called European dimension, which is embedded in the delivery of our curriculum.

There are currently 13 European Schools in six EU countries with a total of about 29.000 pupils on roll. As we will see later in this document, there is also a growing number of Accredited European Schools, that follow the same principles, curriculum and pedagogical approach.

A bit of history

The European Schools began in October 1953 in Luxembourg, on the initiative of officials of the European Coal and Steel Community, with the support of the Community's institutions and the Luxembourg Government. This experiment of schooling side by side children of different languages and nationalities quickly took shape as six different governments and Ministries of Education co-operated in matters of curricula, appointment of teachers, inspection and recognition of levels attained.

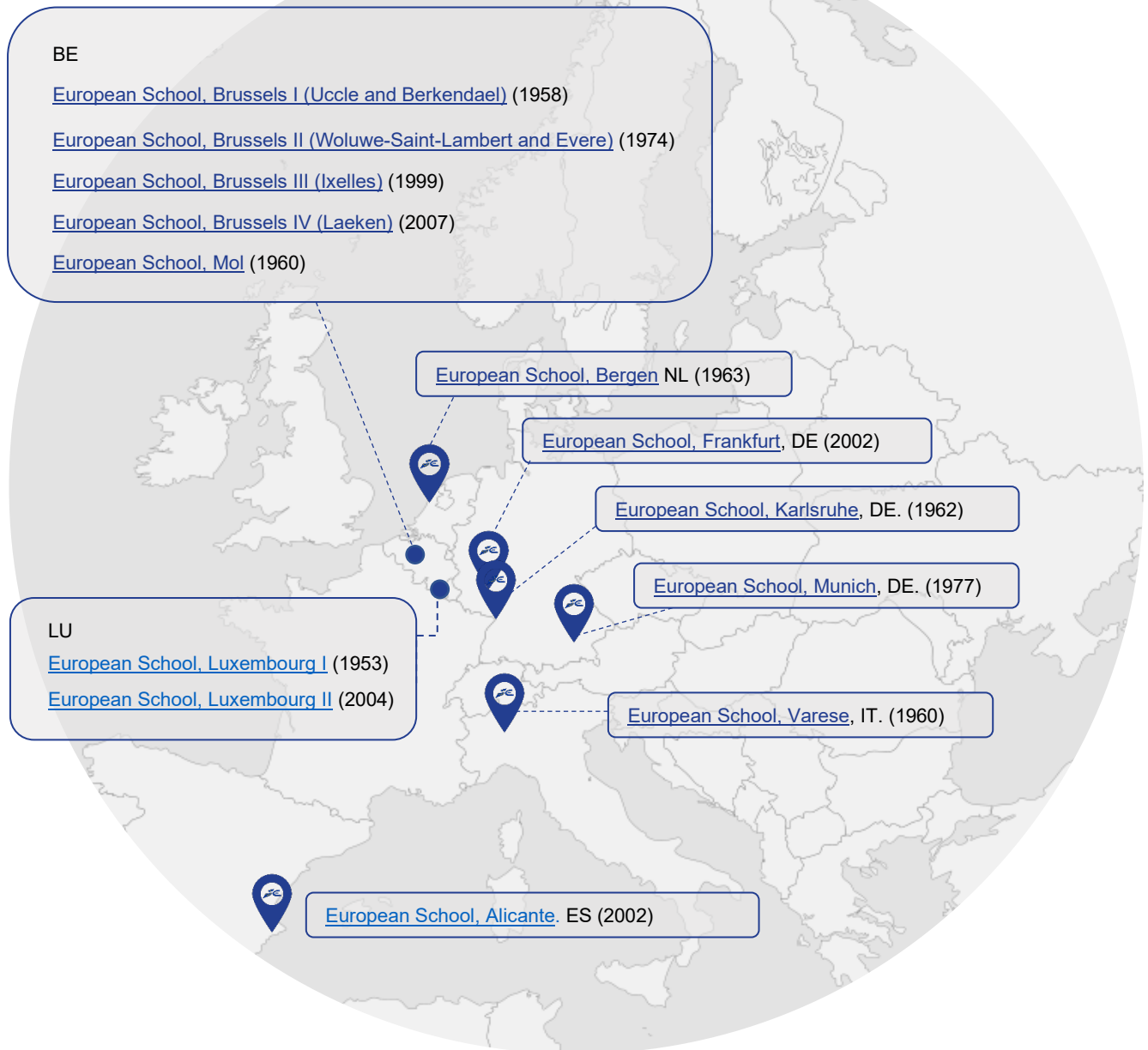
In April 1957, the signing of the Protocol made the Luxembourg School the first official European School. The first European Baccalaureate was held there in July 1959, and the qualification was recognised as fulfilling basic entrance requirements by all the universities of the Member States.

As Mr. Marcel Decombis mentions in his 50th anniversary speech, “what should have become a substitute school for the children of the public servants of the community (...) , became, by the signature of six countries, a European School (“Ecole Européenne”), or better, a School of Europeism (“Ecole d’Européisme”) [...] “with the ambition of becoming a European Didactics Laboratory”.

The success of this educational experiment encouraged the European Economic Community and Euratom to seek for the establishment of other European Schools at their various centres.



Our schools



Languages and Language Sections

Basic instruction is given in the official languages of the European Union. This principle safeguards the primacy of the pupil's mother tongue or dominant language (L1) and the pupils' cultural identity.

Consequently, each school comprises several language sections. The curricula and syllabuses (except in the case of L1) are the same in all sections.

To foster the unity of the School and encourage genuine multi-cultural education, there is a strong emphasis on the learning, understanding and use of foreign languages. This is developed in a variety of ways, among which CLIL (Content and Language Integrated Learning).

Our Objectives

The European Schools vision is based on the two pillars of development (see reference above, p. 5), as follows:

Pillar 1: “Educating for Tomorrow” aims to:

1. Empower pupils to be adaptive, innovative, responsible and independent learners by equipping them with the key competencies for lifelong learning;
2. Enable pupils to develop essential core skills as well as transformative competencies, including soft skills, digital literacy, creativity, critical thinking and sustainability awareness;
3. Implement pupil-focused, evidence-informed innovative teaching methods;
4. Develop a flexible and evolving curriculum with interdisciplinary pathways;
5. Ensure a robust quality assurance model to support continuous improvement

Pillar 2: “Our role and ambition in education in Europe” aims to:

1. Actively contribute to the development of European education across the EU;
2. Foster cooperation with local, national and international educational organisations;
3. Increase the visibility of the European Schools in EU Member States;
4. Provide high-quality professional development training and career opportunities to support our educators in the European Schools.



Accredited European Schools

Since 2005, based on the recommendations from the European Parliament, the European Schools have opened their curricula and the European Baccalaureate to national schools. This allows schools in the Member States to provide a European education leading, in some cases, to the European Baccalaureate accessible to a larger number of pupils. It also facilitates mobility by offering a multilingual and multicultural education to the children of staff of European institutions located in places where there is not a European School.

Accredited European Schools are schools which offer a European education that meets the pedagogical requirements laid down for the European Schools but within the framework of the national school networks of the Member States. Accredited European Schools are thus outside the legal, administrative, and financial framework to which the European Schools are compulsorily subject. However, they follow the same principles, the same curriculum and pedagogical approach.

All Accredited European schools are linked to the European Schools' system by an Accreditation Agreement. The administration and the funding of an Accredited European School are the responsibility of the school's host Member State.

The place where an accredited European School is to be sited is proposed by the Member State, which applies to open this School in its national territory. Some Accredited European Schools are directly linked to European institutions or agencies whilst others are simply national schools where the Member State has supported an application for accreditation.

Want to know more?

<https://www.eursec.eu/en/Accredited-European-Schools/About>

<https://www.eursec.eu/en/Accredited-European-Schools/locations>

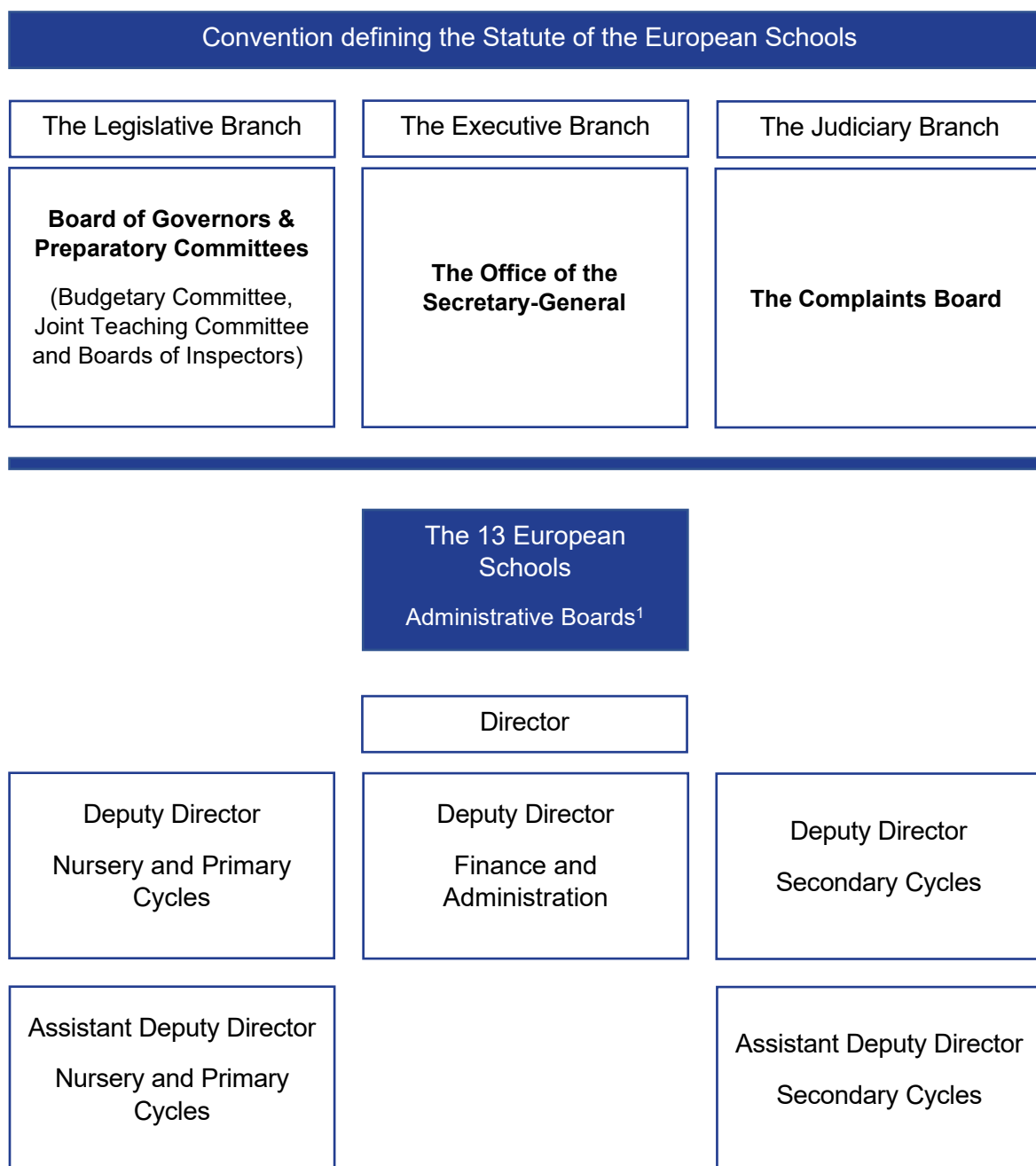
Staff in the Accredited European Schools can find specific information in the [online Handbook](#).

How much did you learn?



Scan or click to find out

Governance of the European Schools¹



(*) The Chair of the Administrative Board of each school is the Secretary-General (or the Deputy Secretary-General by delegation]

¹ Each school has an Administrative Board chaired by the Secretary-General. Its other members are the director of the school, the representative of the European Commission, two elected representatives of the teachers, two representatives of the Parents' Association, a representative of the AAS and, at the European School of Munich, the representative of the European Patent Office.

Administrative Boards deal with matters concerning the management and administration of the schools, draw up budgets and superintend the spending of allocations. They have the responsibility for overseeing all aspects of day-to-day life in the school and for ensuring its efficient functioning.

See the Rules of Procedure for the Administrative Boards.

The Board of Governors

The governing body of the European Schools is composed of the Ministers of Education of each of the European Union countries, normally represented by senior civil servants from the Ministries of Education or Foreign Affairs, together with the representatives of the EU Commission and certain European Agencies that have a direct link to the European Schools (EPO, EUIPO, EIB, ECB, EuroControl). A representative designated by the Staff Committee from among the teaching staff (ISTC) and a representative of the parents designated by all the Parents' Associations (InterParents) are also members of the Board of Governors.

The mandate of the Board of Governors covers educational, administrative, and financial matters. When it is not in session, its powers are exercised by its officially appointed Secretary-General.

The preparatory Committees

Matters for discussion and decision by the Board of Governors are first studied by several preparatory committees.

The Boards of Inspectors

Quality assurance of the education provided by the schools is conducted by two Boards of Inspectors, one for the nursery and primary education and one for secondary education. One Inspector from each country sits on each Board. There are also times when both Boards of Inspectors meet. This is known as the Joint Board of Inspectors.

The Inspectors regularly visit lessons and are in charge of teachers' appraisal and evaluation, together with the school management. They also organise Continuous Professional Development actions, support teachers and schools in all pedagogical matters. They lead working groups where they meet periodically for discussions and submit proposals, depending on the purpose, concerning teaching and learning methods, assessment, quality assurance, etc. to the Joint Board of Inspectors, the Joint Teaching Committee and/or to the Budgetary Committee and the Board of Governors.

A [comprehensive document](#) gives an overview of the role of the Inspectorate (2020-09-D-35).

The Joint Teaching Committee

Inspectors and directors, together with representatives of teachers, parents and pupils and representatives of the European Commission and the European Agencies, as well as the Accredited European Schools representatives, that have a direct link to the European Schools, examine proposals concerning all relevant pedagogical or system issues. Detailed preparation is done by numerous working groups.

Pedagogical decisions without financial implications are decided by the Joint Board of Inspectors or the Joint Teaching Committee, i.e.: Syllabuses are approved by the JTC.

The JBI and the JTC are preparatory committees of the Budgetary Committee and the Board of Governors for matters on which the decision rests with them.

The Office of the Secretary-General

The Office of the Secretary-General performs executive management duties and provides the schools with advice and assistance in pedagogical, administrative, financial, legal, and human resources issues.

The Office also provides administrative assistance and services to the different working groups and organs of the system, such as the Boards of Inspectors, the Joint Teaching Committee, the Budgetary Committee and the Board of Governors.

The Complaints Board

The Complaints Board of the European Schools, established by Article 27 of the Convention defining the Statute of the European Schools, has sole jurisdiction in the first and final instance in any dispute concerning the application of the said Convention and regarding the regulatory texts which govern the European Schools' system.

Within this *sui generis* system, the Complaints Board is the judicial body common to the European Schools, except for the European Accredited Schools.

Its task is to check the legality of the acts made by the organs of the European Schools and to ensure uniform judicial protection for all the persons concerned, within its specified areas of jurisdiction.

It is composed of persons whose independence is beyond doubt and who are recognised as being competent in law, in order to ensure legal expertise and rigour.

Want to know more?

<https://www.eursec.eu/en/Office/mission>

<http://www.schola-europaea.eu/cree/> (Complaints Board)

Stakeholders

The Inter-School Teaching Staff Committee (ISTC)

Definition, composition, and mission

Within the European Schools' system there is an Inter-School Teaching Staff Committee, abbreviated to **ISTC**. This Committee is a body with a consultative and representative role for the Staff Committees (**CdPs**) of the various European Schools.

The Inter-School Teaching Staff Committee is established to represent the interests of all seconded staff (as defined in Article 6 (a) and (b) of the Regulations for members of the Seconded Staff of the European Schools) and the Locally Recruited Teachers (as defined in Article 4.3 of the Service Regulations for the Locally Recruited Teachers in the European Schools).

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Within each European School, following the annual elections to the Teaching Staff Committee (known as the “CdP” – *Comité du personnel*), one member representing the nursery/primary cycle and one member representing the secondary cycle are appointed to the Inter-school Teaching Staff Committee (ISTC). One of these members represents the seconded staff, the other the Locally Recruited Teachers. These two representatives are required to ensure effective liaison between the local level (each School and section) and the Inter-school Committee level, both in terms of access to information and in terms of priorities set by the teaching staff.

The role of the ISTC within the various working groups

Each year, in a collegial manner and in internal consultation, the Inter-school Teachers' Committee appoints the representatives of the various Committees and working groups of the European Schools. This appointment is made in accordance with the terms of reference and the specific rules of procedure of the said Committees and working groups. E.g.: According to the number of members and the profiles that should make up such and such a group.

The ISTC members who sit on the various working groups are obliged to represent the interests of all teaching and supervisory staff. They provide a report of each meeting they attend, together with any working documents that may help the ISTC to form an informed opinion on the issues discussed.

ISTC role in the Board of Governors

ISTC representatives participate in the two annual meetings of the Board of Governors, in April and December. In accordance with Article 22 of the Convention defining the Statute of the European Schools, a “Staff Committee”, composed of the elected representatives of the Inter-school Teachers' Committee and the elected representatives of the administrative and service staff, appoints one full member and one alternate member from the teaching staff to represent the staff on the Board of Governors.

The participation of other staff representatives in the meetings of the Board of Governors is subject to the specific rules of procedure of the Board of Governors.

The Chair of the ISTC

The Inter-school Teacher Committee (ISTC) shall be chaired on an alternating basis from the 1st of September to the 31st of August of the following year by a representative of the nursery and primary cycle and a representative of the secondary cycle of the same School. This rotation is determined according to the alphabetical order of the names of the headquarters of the schools. At the request of the Inter-school Teacher Committee and in the interest of the service, the Secretary-General may decide to depart from this order.

ISTC Secretary

As all meetings of the Inter-school Teacher Committee, as well as meetings of the Board of Governors, meetings of the Budget Committee and meetings of the Joint Teaching Committee, give rise to newsletters and meeting reports, the ISTC shall be supported by a Secretary elected by the members of the Inter-school Teacher Committee. This mandate is for a maximum of three years but can be renewed. To carry out this work the Secretary receives an additional five hours/periods of timetable reduction per week.

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The Secretary is also available to fellow ISTC members to address questions and requests from the Committee to the Secretary-General of the European Schools, the Deputy Secretary-General, or other members of the Office of the Secretary-General's management team.

Parents' Associations and InterParents

Parents have an important role in the European Schools that is recognised in the Convention defining the statute of the European Schools². They are more involved at the school and at the system level compared to some national systems and this is also because it was parents who initiated the creation of the European Schools³.

Parents' Associations at individual schools

The Board of Governors must recognise for each European School a parents' association which is representative of the pupils' parents for the purpose of maintaining relations between the pupils' parents and the school authorities. The members of the Parents Association elect an Administrative Board of the Association³, which elects a president who represents the Association.

The Parents' association designates each year, under this provision, two representatives on the Administrative Board of the school concerned⁴. It also appoints the parents' representatives in the different deliberative bodies of the school, i.e. Educational Councils, School Advisory Council and Health and Safety Committee, among others.

In practice, Parents' Associations organise elections at class level to elect the parents' representatives in that class. Frequently, parents in a section also elect section representatives. **Class and section representatives are typically the main contact point for teachers.** This can be in case there are any issues arising at class/section level or if there is a need for parents' support for class activities (e.g.: helping the teacher find parents to accompany pupils on outings in primary, organising festive occasions in class - breakfasts or parties - especially around Christmas time and at the end of the year).

Some Parents' Associations contribute with additional funds to subsidize certain pedagogical activities approved by the school management to which teachers can apply. Most Parents' Associations provide or help to organise services to the pupils, such as transport, canteen, extracurricular activities, lockers or lost and found objects (Eureka).

InterParents

Once a year, the Parents' Associations must designate a member and an alternate to represent all the Parents' Associations in the Board of Governors. For that purpose, the Parents' Associations of the traditional 13 European Schools established an association, InterParents⁵, that elects the parent (and the alternate) who represent all the parents at the Board of Governors and relevant committees and/or working groups.

² The Convention defining the statute of the European School recognises in its Title IV (Article 23) the role of Parents' Associations in the European Schools.

³ The name may differ in some associations.

⁴ Meetings usually take place in September/October and January.

⁵ InterParents has 13 members, the 13 parent associations of the European Schools.

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InterParents traditionally meets at least four times a year, twice in the Brussels schools (just before the Joint Teaching Committee⁶) and two in the schools outside Brussels (just before the Board of Governors meetings⁷) but also organises ad-hoc online meetings, including the preparation of the Budgetary Committee. These meetings allow parents to agree on a position on the different points in the agenda of the Board of Governors and other governing bodies of the European Schools.

CoSup

The Conseil Supérieur des Elèves (CoSup) is the Pupil's Union of the European Schools. It represents the interests of the pupils on the highest level of European School management. It speaks on behalf of the pupils, represents pupil voices at meetings and stands up for pupil interests, to make sure all pupils are heard. These common interests are mainly concerned with the decisions taken by the Board of Governors and the Joint Teaching Committee which influence the school life.

CoSup is made up of 30 members and the Pupils' Committee of each school must have two members representing its ideas and positions at the CoSup meetings. CoSup representatives from each School are democratically elected. Among others, there are two Vice-Presidents, the President and the CoSup Secretary ensuring the smooth works in CoSup.

CoSup also organises interschool events and helps to synchronise all 13 Pupil's Committees through meetings where all Presidents and Vice-Presidents report issues and share good practices among themselves. Its job is to connect pupils from across European Schools and to make sure our schools are run according to the pupils' interests.

CoSup supports and co-ordinates the Pupils' Committees with their work in every possible way and acts as a link with the upper instances of the European Schools, where it can voice the opinions and ideas on behalf of all Pupils' Committees.

[More information:](#)

<https://www.youtube.com/watch?v=PUECuTbIK2M>

CoSEEA

CoSEEA, or the "Conseil Supérieur des Élèves des Écoles Agréées", is the pupils' representative body for Accredited European Schools. It was established in 2018, separating from the traditional European school body, CoSup (Conseil Supérieur des Élèves). CoSEEA initially included four accredited schools and has since developed to represent the growing number of Accredited European Schools across Europe.

The organisation serves as a platform for pupils to voice their opinions and concerns, participating in various meetings and committees, such as the Joint Teaching Committee in Brussels, although they do not have voting rights.

CoSEEA's activities and communications are managed through social media, particularly Instagram, to keep students informed about updates and events. The organisation holds regular city meetings to discuss public relations, social media updates, and other issues.

⁶ February and October.

⁷ April and December.

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More information can be found at: <https://www.instagram.com/coseea.es/>

Alumni Europae

Alumni Europaea is the association and network for former pupils of all European Schools and Accredited European Schools. Former teachers and staff may also participate. The main aims of Alumni Europaea are to connect the large family of the European Schools to celebrate our common cultural and European identity, to learn from and to inspire each other, to work together for peace and prosperity, and to treasure the cultural and linguistic diversity of our European cultures and traditions.

These last years, Alumni Europaea and the Office of the Secretary-General have been working together to raise awareness about this association's mission and activities among pupils and other European Schools network stakeholders. Teachers are therefore kindly requested to share this information with their pupils, especially with pupils who are in the European Baccalaureate cycle.

More information can be found at:

[How much did you learn?](#)

<https://alumnieuropae.org/>



[Scan or click to find out](#)





**THE EUROPEAN
SCHOOL
CURRICULUM**

Curriculum and Structure of Studies

When we refer to the European Schools' curriculum, we mean the overall set of subjects and learning experiences that compose the educational programme of our institution along fourteen years of schooling.

These are some of the main features of our curriculum:

Comprehensive: It requires pupils to study a combination of subjects from different areas until the end of their schooling. (Mathematics, at least one science, humanities and languages)

Multilingual: Pupils learn content through their dominant language and other working languages (EN, FR, DE, or Host Country Language). Moreover, they must learn a third language from s1 to s5, which can also become the language of instruction for other subjects.

Competence-based: It aims at developing the 8 key competences for life-long learning. The level of pupils' attainment in the different subjects is measured through specific descriptors for each subject at each level.

Value-oriented: We also aim at developing a European dimension of values in our pupils.

Flexible: The principle of differentiation is central in our teaching and learning approach. Moreover, in the European Baccalaureate cycle, there are no fixed combinations of subjects or streams.

The European School studies are structured as follows:

- Two years of **early education** (nursery school cycle) starting at the age of four.
- Five years of **primary education** (primary school cycle) starting at the age of six.
- Seven years of **secondary education** (secondary school cycle).

The secondary school cycle is divided in three sub-cycles:

- **Observation cycle:** it comprises the first three years of the secondary.
- **Pre-orientation cycle:** it comprises the 4th and 5th year of the secondary.
- **Orientation cycle or European Baccalaureate cycle,** which comprises the last two years of the secondary, 6th and 7th year.



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THE EUROPEAN SCHOOL CURRICULUM

The European School's leaving certificate is called the **European Baccalaureate Diploma**. It is recognised as a qualification for university entrance in all the EU member states, as well as in several other European and overseas countries.

Cycle	Years	Age
Early Education (nursery school cycle)	n1-n2	4 and 5
Primary school cycle	p1-p5	6-10
Secondary school cycle		
• Observation cycle	s1-s3	11-13
• Pre-orientation cycle	s4-s5	14-15
• Orientation cycle	s6-s7	16-18

Organisation of Studies

Early Education (Nursery Cycle)

Pupils are admitted to the nursery cycle at the beginning of the school year in September of the calendar year in which the child reaches four years of age. The children aged four and five are often taught in mixed groups.

Early Education is designed to:

- prepare children for a happy, healthy, responsible, and successful life.
- develop children's personality and abilities.
- support children's learning potential.
- build up respect for others and the environment.
- respect and appreciate children's own cultural and social identity, its values and those of others.
- promote a European spirit.

Early Education is a fundamental part of lifelong education and learning and its central role is to support children's growth into ethical and responsible members of society. Teaching and learning in the early years support and monitors children's physical and psychological wellbeing, including social, cognitive, and emotional development and helps to prevent any difficulties that arise by creating the best possible learning opportunities.

Teaching and learning in the early years are holistic and the different areas of development are not separated. It is important to strengthen children's healthy sense of self-esteem with the aid of positive learning experiences and to provide opportunities for diverse interaction with other people. Children's world of experiences shall be enriched, and they should be assisted as they seek to find new areas of interest.

Primary Cycle

Pupils shall be admitted to primary year p1 at the beginning of the school year in September of the calendar year in which the child reaches six years of age.

In the Primary cycle the focus is on the mother tongue or dominant language (L1), Mathematics and a second language (L2), but Art, Music, Physical Education, Discovery of the World and Religion/Ethics are important, as are the “European Hours”, where children from the different sections with mixed nationalities meet for a variety of activities.

Primary cycle harmonised timetable

Subject	Years p1 and p2	Years p3, p4, p5
Language 1 (L1)	8 hours	6 hours 45 minutes
(SWALS L1)	(2 hours 30 minutes)	(3 hours 45 minutes)
Mathematics	4 hours	5 hours 15 minutes
Language 2 (L2)	2 hours 30 minutes	3 hours 45 minutes
Music	5 hours	3 hours
Art		
Physical Education		
Discovery of the World	1 hour 30 minutes	3 hours
European Hours	-	1 hour 30 minutes
Religion/Ethics	1 hour	1 hour 30 minutes
Recreation	3 hours 30 minutes	2 hours 30 minutes
Total	25 hours 30 minutes	27 hours 15 minutes
ONL - Other National Language	1 hour 30 minutes	1 hour 30 minutes

*ONL is taught during the school year day. The ONL hours replace the same number of L1 hours.

Secondary Cycle

Secondary s1-s3 (Observation Cycle)

Pupils normally enter the Secondary cycle in the calendar year in which they turn 11, following the successful completion of the European School's primary cycle or an equivalent course duly certified by an officially recognised school.

The seven years of secondary education are organised in the following way: for the first three years, pupils follow a common curriculum, in what is known as the observation cycle. Most subjects are taught in the mother tongue or dominant language (L1).

All pupils begin to study a first foreign language (L3) from secondary year s1 onwards. In secondary year s3, all pupils study Human Sciences and Religion or Ethics in their second or working language (L2). In secondary year s2, Latin is offered as an option. In secondary year s3, pupils who chose Latin in year s2 continue to study it. For the other pupils, ICT is offered as an option.

Overview of courses and periods: s1 to s3

	Number of periods per week (1 period = 45 minutes of teaching)		
	s1	s2	s3
Language 1	5	5	4
Mathematics	4	4	4
Language 2	5	4	4
Language 3	2	3	3
Physical Education	3	3	3
Religion / Ethics	2	2	2
Human Sciences	3	3	3
Integrated Science	4	4	4
Latin	-	2*	2*
Art	2	2	2
Music	2	2	2
ICT	1	1	2*
TOTAL	33	33 or 35	31 or 33
Ancient Greek for pupils with EL as L1	-	2**	2**
ONL - Other National Language	2**	2**	2**
TOTAL for pupils entitled to receive Ancient Greek or ONL**	35	35 or 37	33 or 35

***Optional courses**

- s1: No optional courses
- s2: Optional LATIN
- s3: Optional ICT and LAT, pupils can choose only one of these two options.

****Options governed by specific rules (ONL and Ancient Greek)**

The **Ancient Greek** course is a two-period course organised for pupils who take the Language 1 Greek course, from the second to the fifth year of secondary education. Ancient Greek is also an optional four-period course from secondary year s4 to secondary year s7 taught through Greek, in another L1, L2 or the Host Country Language.

Other National Language (ONL): Irish, Luxemburgish, Maltese, Finnish, Swedish and Catalan can be taught as ONLs. in the European Schools' system.

For pupils of Finnish origin, Swedish/ Finnish can be requested as Other National Language regardless of the language section the pupil is enrolled in.

For pupils of Irish origin, Irish can be requested as Other National Language regardless of the language section the pupil is enrolled in.

For pupils of Maltese origin, Maltese can be requested as Other National Language, regardless of the language section the pupil is enrolled in.

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For pupils of Spanish origin, Catalan can be requested as Other National Language, regardless of the language section the pupil is enrolled in. (In force from school year 2026-27)

Secondary s4 and s5 (Pre-Orientation Cycle)

In years s4 and s5 sciences are taught separately through the following subjects: Physics, Chemistry and Biology. Pupils may also choose between an extended course in Mathematics (6 periods per week) or a basic course in Mathematics (4 periods per week). Other options include Economics, a second foreign language (L4) and Ancient Greek.

At the end of s3 pupils and parents will receive advice from the Careers' Guidance teams in the school about subject choice. Subjects chosen for s4 must be kept for s5. Pupils cannot drop or change subjects between s4 and s5. The only allowed change between s4 and s5 is from Mathematics 6 periods to Mathematics 4 periods provided the pupil retains the minimum number of periods or from Mathematics 4 periods to Mathematics 6 periods with the agreement of the Class Council.

Overview of courses and periods: s4 to s5

	Number of periods per week	
Mandatory Core Subjects	s4	s5
Language 1	4	4
Mathematics	4 or 6	4 or 6
Language 2	3	3
Language 3	3	3
Physical Education	2	2
Religion / Ethics	1	1
History	2	2
Geography	2	2
Biology	2	2
Chemistry	2	2
Physics	2	2
TOTAL	27 or 29	27 or 29
Options	s4	s5
Latin	4	4
Ancient Greek	4	4
Language 4	4	4
Economy	4	4
Art	2	2
Music	2	2
ICT	2	2
TOTAL	31* to 35**	31* to 35**
Ancient Greek for pupils with EL as L1	2	2
ONL - Other National Language	4***	4***
TOTAL for pupils entitled to receive Ancient Greek or ONL	33 or 37	33 or 37

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*The minimum number of courses taken by the pupil must amount to 31 or more periods per week.

If a pupil takes Mathematics 6 periods, the minimum will be 33 periods.

**Exceeding the maximum 35 periods.

***Pupils choosing the Other National Language cannot choose Language 4.

As an exception, pupils are allowed, with the agreement of the Class Council and the approval of the directorate, to have more than 35 periods per week if they wish to attend other existing courses which can be combined with their personal timetable.

Secondary s6 and s7 (Orientation or European Baccalaureate Cycle)

Years s6 and s7 form a unity known as the European Baccalaureate cycle. **No admissions can be accepted in year s7. Pupils must have completed without interruption not less than the final two years of secondary education in a European School or in a School Accredited by the Board of Governors to be eligible for obtaining the European Baccalaureate Diploma.**

Although there is a core of compulsory subjects, including Language 1, Language 2, Mathematics, at least one scientific subject, Philosophy, Physical Education, History and Geography, pupils have a wide range of further options and may choose to study some subjects for two periods per week, four periods per week or add three periods per week advanced level courses in Language 1, Language 2 or Mathematics.

See also section on [The European Baccalaureate](#)



Secondary School – Careers' Guidance

The Careers Guidance programme is part of the secondary school curriculum. It is part of the learning experiences of the secondary school pupils in the European Schools.

The main aim of Careers' Guidance is to inform and orient pupils about the different subject choices and options offered in the secondary school. In the European Baccalaureate cycle, Careers' Guidance focuses mostly on the transition to further education and the professional future. In many cases, careers' guidance teachers process pupils' applications for higher education institutions.

Every school has a Careers' Guidance team composed of teachers from the different sections that will spend several periods (lessons) with pupils and organize meetings with parents. Every European School can decide at local level how careers guidance lessons are organised. Schools are given a certain degree of autonomy so that they can address efficiently their specific needs and circumstances.

This table gives a general idea on the overall organisation and activities.

Year	Maximum number of periods per school year	Some activities
s2	2 periods	To inform, explain and advise about the choices to be made for s3
s3	6 periods	To inform, explain and advise about the choices to be made for s4
s5	16 periods	To prepare the choice of subjects and options, considering the consequences for future studies and careers. To organize an information meeting for parents/guardians of pupils
s6 and s7	16 for the two school years	To prepare for European Baccalaureate choice of examinations To give advice about further education To organize visits to education fairs or universities To assist pupils with University applications (paying a fee depending on the complexity and time spent)

Please, note that in this context, the term 'period' should be regarded as a 'single' period (a 45-minute lesson) and not as a weekly period throughout the year.

[How much did you learn?](#)



[Scan or click to find out](#)

The Eight Key Competences for life-long learning in the European Schools

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a wide range of competences to meet the challenges of a rapidly changing world. Therefore, the European Schools seek to develop the **8 Key Competences for Lifelong Learning**, as adopted by the European Council and the European Parliament. These competences are at the centre of the European School curriculum, and they are crucial for active citizenship, social inclusion and future access to further education and employment.

In the introductory page of all syllabuses, we can read that ***the European Schools' syllabuses seek to develop all these key competences in the pupils.***



The 8 Key Competences. European Commission.

The 8 Key Competences are well-known by the teachers who join our system:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology, and engineering
4. Digital competence
5. Personal, social, and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

It will be important for teachers to take in consideration that a central aspect of their job will be to embed these 8 Key Competences in their every day's teaching and learning. We would like our pupils to be equipped with all the necessary knowledge, skills and attitudes which will make them successful and independent learners throughout their lives.

Pupils in our system acquire an academically strong curriculum, culminating in the reputed European Baccalaureate Diploma. However, there is still room for improvement in the field of embedding cross-curricular competences, such as citizenship, digital competence, entrepreneurship, or sustainability. More details and resources can be found on the CPD platform (<https://cpd.eursec.eu/>), under the Pedagogical Development Unit section.



Syllabuses in the European Schools

The syllabuses of all the language sections are identical and the same standards are required to be met. The most recent harmonised syllabi, approved in 2026, are L1 and L1 Advanced for Secondary Cycle. All the syllabuses followed in the different sections lead up to the same examination: the European Baccalaureate.

To guarantee recognition of the European Baccalaureate certificate, syllabuses must meet at least the minimum requirements of all the member states. Since these vary from country to country, syllabuses are designed and written after negotiations between national experts – more particularly the members of the Boards of Inspectors – based on detailed comparison of national curricula.

In this sense, the European Schools' syllabuses stand apart from national ones, as they are characterized by a **refreshing lack of excessive detail and prescription**. Emphasizing a broader perspective across various subjects, these syllabuses could be described as **open-ended**, granting teachers the invaluable chance to engage in meaningful discussions and collaborate with colleagues regarding their implementation in the classroom. This approach gives teachers a sense of freedom when it comes to selecting teaching methods and resources.

Inspectors are responsible for the quality assurance of the syllabuses. Syllabuses are often drafted by working groups in which teachers, the inspector responsible for the subject and external experts are involved. The syllabuses are subject to the scrutiny of the Quality Assurance Steering Committee and the Board of Inspectors and to the final approval of the Joint Teaching Committee of the European Schools, which is the pedagogical supervisory authority.

In general, syllabuses are reviewed every ten years. The revision begins on year 7th. Minor changes may, however, be proposed at any time.

Want to find a syllabus?

<https://www.eurasc.eu/en/European-Schools/studies/syllabuses>

How much did you learn?



Scan or click to find out.

Harmonised Pedagogical Planning and Record of Material Covered

Harmonised Pedagogical Planning is a collaborative exercise in the European Schools and the teachers teaching the same subject have to agree on common planning. Each planning document needs to show in a visible and explicit manner the embedding of the 8 Key Competences.

We recommend you look at the following competence frameworks developed by the Joint Research Centre (JRC) or the Council of Europe. They can be used as a source of inspiration for the embedding of the 8 Key Competences:

- [LifeComp](#) and [LifeComp into Action](#)
- [EntreComp](#)
- [DigComp 3.0](#)
- [GreenComp](#)
- [Reference Framework of Competences for Democratic Culture](#)



Welcome to the European Schools

THE EUROPEAN SCHOOL CURRICULUM

These frameworks should not be considered as standards but only as a guide which could help teachers in the development of their work in this area.

Concerning how the Harmonised Pedagogical Planning covering the 8 Key Competences, each school can use different templates and decide to focus on one or other aspect every year. Teachers are expected to demonstrate the inclusion of relevant (not all!) key competences in each lesson. Gradually gained experience in the classrooms serves to improve the Harmonised Pedagogical Planning from year to year and offer more effective learning contexts and activities to our pupils.

This planning, part of a continuous cycle of improvement of the quality of teaching and learning, contributes to a **common reflection among the teachers** of the same subject across the sections in what regards to the organisation of meaningful teaching activities.

Teachers agree about “what” to teach, and share their ideas about “how” to teach and “with what” to teach. Once the Harmonised Pedagogical Planning is agreed, under the leadership of the subject referent or the subject coordinator, individual teachers may still introduce their own contributions and ideas to better address the particularities of the pupils.

The regulations (article 26 of the [General Rules of the European Schools](#), 2014-03-D-14-en) foresee that teachers should also have a **Record of Material Covered** (logbook) where they document their experience of the implementation of the Harmonised Pedagogical Planning. The experiences documented will offer the opportunity to other teachers of the same subject to be inspired to adapt them into their own planning.



How much did you learn?



Scan or click to find out

The Key Competences and the Forward Planning

Language Policy of the European Schools

Pupils in the European Schools can learn up to five languages. Firstly, their mother tongue or dominant language (Language 1) is taught from Nursery to the end of Secondary and used as a medium to teach various subjects, especially the scientific subjects in the Secondary School. Secondly, their second or working language (Language 2) is taught from p1 up to the end of Secondary and it is also used as a medium to teach various subjects, especially humanities in Secondary School. The study of a first foreign language (Language 3) is compulsory from s1 until s5 and it can be further studied as an option in years s6 and s7. Language 4 is an optional subject from s4 up to s7 and Language 5 is a complementary course in years s6 and s7.

The Language Policy of the European Schools sets the key principles regarding the teaching and the use of languages. These principles are the following:

1. The primary importance of the **mother tongue** or **dominant language** (Language 1). In the European Schools' system, the term '**dominant language**' is used to refer to the language in which a pupil, **at the moment of enrolment** in the system is the most proficient, especially in education-related domains of language use, and/or in which the child is most likely to perform well academically, linguistically and emotionally in the course of his/her education in the European Schools' system. The dominant language will serve as the main language of learning for most pupils and will be fostered throughout the pupil's education as the basis for other learning.
2. The recognition of and commitment to support the **national languages of each Member State** of the European Union.
3. The offer of a **multilingual educational system** that promotes **plurilingualism**.
4. Enrolment of pupils into **language sections**.
5. The promotion of **plurilingualism** by supporting the effective acquisition of the Language 1 and of two other European languages (Language 2 and Language 3).
6. The promotion of the development of linguistic competence through **Content and Language Integrated Learning (CLIL)**, offering education through languages other than Language 1.

Language teaching

The principles of language teaching and learning and the role of languages in the European Schools curriculum can be found in the [Language Policy of the European Schools](#) (2019-01-D-35).

In the European Schools' system, all the national languages of the 27 EU countries are taught. European Schools are organised in language sections. The minimum number of sections in a European School is 3. There are 16 EU languages that have a language section in at least one of the European Schools. See more on the European Schools website: [Language sections](#).

Pupils Without A Language Section ([SWALS](#)) are integrated in one of the vehicular language sections (EN, FR, DE) or in the section of the host country language (HCL) of a school (ES, IT, NL). However, they follow their own L1 and the L2 is the language of the section they have been integrated.

Welcome to the European Schools

THE EUROPEAN SCHOOL CURRICULUM

Pupils start studying a first foreign language (L2) in primary year p1. That language may be English, French, German or the Host Country Language in the schools where this has been approved. When the Host Country Language is offered as a L2 in a school, the subjects taught through L2 may be taught through English, French, German or the Host Country Language.

- Pupils start studying a second foreign language (L3) in secondary year s1.
- Pupils may start studying a third foreign language (L4) in secondary year s4.
- A fourth foreign language (L5) is a complementary course in secondary years s6 and s7.
- Latin is taught from year s2 and Ancient Greek is taught from year s4 as optional courses (or starting from year s2 for pupils in the Greek linguistic section).
- L3, can, in principle, be any of the official EU languages provided there is a minimum number of requests.
- L4 and L5 can, in principle, be any of the official EU country languages provided there is a minimum number of requests.
- **Other National Languages:** Irish and Maltese are national languages of Ireland and Malta. Swedish and Finnish are national languages of Finland. Catalan is a national language of Spain. All five languages can be taught as ONLs in the European Schools' system.

For pupils of Finnish origin, Swedish/ Finnish can be requested as Other National Language regardless of the language section the pupil is enrolled in.

For pupils of Irish origin, Irish as Other National Language can be requested regardless of the language section the pupil is enrolled in.

For pupils of Maltese origin, Maltese can be requested, regardless of the language section the pupil is enrolled in.

For pupils of Spanish origin, Catalan can be requested, regardless of the language section the pupil is enrolled in.

Minimum proficiency level in all modern languages according to the 'Common European Framework of Reference for Languages'

	Nursery	Primary	s3	s5	s7
L2		A2	B1	B2	C1
L3			A1+	A2+	B1+
L4				A1	A2+
L5					A1
ONL	A1.1 oral	A1.2	A2	B1	B2

Use of languages

1. In p3-p5, the subject 'European Hours' is taught to mixed language groups, generally in the pupil's L2 or in the language of the host country.
2. In s1-s5, Art, Music, Physical Education and, to an extent ICT, are taught in **mixed language groups**, i.e. groups formed with pupils from different language sections. The language of tuition will normally be the pupils' L2 but it can also be any other language in the pupils' curriculum. In s6-s7, Art, Music and Physical Education are taught in a language the pupil has the adequate level of competence.
3. In s3, Human Sciences courses and the Religion and Ethics courses are taught in L2 (DE, EN or FR or the Host Country Language, if the school offers it). From s4, History, Geography, Religion and Ethics courses and Economics courses are organised in L2 (DE, EN and FR or the Host Country Language, if the school offers it).
4. In s6-s7, if the 4-period option course in History and Geography cannot be organised in the pupil's second or working language (DE, EN, FR or HCL), the pupil may follow it in another second or working language provided that this is not the pupil's L1, with a favourable opinion of the Class Council and the approval of the directorate.

Pupils Without A Language Section – SWALS

In schools where the section of the dominant language of the pupil does not exist pupils will be enrolled into one of the existing sections of a second language (English, French, German, HCL if offered by the school).

Category I and Category II pupils in this situation are entitled to tuition in their L1, working on the assumption that the School has at its disposal a duly qualified teacher, or can recruit one.

Category III pupils can also have the SWALS status, being entitled to tuition in their L1, only if a course already exists and if it does not create a new group. However, once Category III pupils acquire the SWALS status, this remains until the end of their schooling to ensure pedagogical continuity.

These pupils are called "Students Without A Language Section" (SWALS).

SWALS are normally enrolled in the English, French or German sections. The language of the section becomes the pupil's L2. SWALS can also be enrolled in the language section of the host country. Their L2 should be English, French, or German, if the school does not offer the Host Country Language as L2.

Want to know more?

How much did you learn?

<https://www.eursec.eu/en/European-Schools/studies/language-sections>
[Language Policy of the European Schools](https://www.eursec.eu/en/European-Schools/enrolments/enrolment-procedure)
<https://www.eursec.eu/en/European-Schools/enrolments/enrolment-procedure>



Scan to find out

Large-Scale Events

The European Schools organise four types of large-scale events gathering pupils from several European Schools and Accredited European Schools. These events are

- Eurosport,
- European Schools' Science Symposium (ESSS)⁸,
- Festival of Arts and Music in the European Schools (FAMES)⁹,
- Model European Council (MEC)¹⁰.

These events are hosted by a school based on a planning.

Eurosport

The Eurosport competition is organised every two years. It comprises team sports, racquet sports and a biathlon (running and swimming). It gathers pupils from all European Schools and the Accredited European Schools are invited to participate as well. This sport competition is held after February mid-term break and at least two weeks before the Easter holidays.

[Learn more here about Eurosport.](#)

ESSS

Science Symposium of the European Schools (ESSS) is sponsored by European Patent Office and counts with the cooperation of the European Commission's Joint Research Centre (JRC). It is an annual competition open to pupils from years s1 to s7 of European Schools and Accredited European Schools. Individuals or groups of pupils, guided by a teacher or mentor, are encouraged to explore an area of scientific interest of their choice, not normally covered by the European Schools' science syllabus.

Projects fall broadly into two types:

- Scientific Investigations
- Engineering/Design projects

The projects will be showcased during the symposium and judged by subject experts and teachers. Prizes will be awarded for the best projects. Juniors and seniors will be judged separately.

The overall winning project in the senior category will represent the European Schools at the European Union Contest for Young Scientists (EUCYS) later in the year.

[Learn more here about ESSS.](#)

⁸ 11-14 April - Frankfurt

⁹ 10-14 March – EEB2

¹⁰ Organised from 8–10.03.2027 - EEB4

FAMES

FAMES is organised every two years and aims at establishing cooperation and teambuilding across all the European Schools' network. It gives pupils and teachers a wider perspective and context for their cultural engagement. FAMES showcases a mixture of creative activities, workshops and performances. Each edition has a different theme.

[Learn more here about FAMES.](#)

The Model European Council (MEC)

The Model European Council (MEC) program was created in 1984. MEC is a realistic simulation of a European Council meeting with ministers and heads of state. It is an enormous and very complex role-play. Each school sends one or two teams, each representing a member-state of the EU. A team of pupils representing the European Commission prepares the proposals before the summit of the Council. The teams taking on the roles of ministers and heads of state then debate these proposals and decide upon them. The themes on the agenda are always the same issues the EU is currently working on. Additionally, there are always two journalist team who accompany and comment on the meeting.

[Learn more here about MEC.](#)

How much did you learn?



Scan or click to find out





PEDAGOGICAL APPROACH, EDUCATIONAL SUPPORT AND ASSESSMENT

Pedagogical Approach

The European Schools provide formal education and encourage pupils' personal development in an ample social and cultural context. Formal education involves the **acquisition of competences** (knowledge, skills, and attitudes) across a range of domains in a comprehensive school curriculum.

Personal development involves awareness of appropriate behaviours, understanding of the environment in which pupils live, the respect of the diverse spiritual, moral, social and cultural backgrounds and the development of their individual identity in the context of a **school ethos based on European values**.

Awareness and experience of the richness of European life, culture and values nurture the pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and treasuring their own cultural identities.

Teaching and learning are competence-based, with a focus on:

Active learning

Active learning emphasizes pupils' active involvement and participation in the learning process, rather than just passively receiving information from the teacher. In active learning, **learners take an active role**. Teachers help pupils to gradually become **more independent and autonomous**, i.e., **more aware, and responsible for their own learning process**.

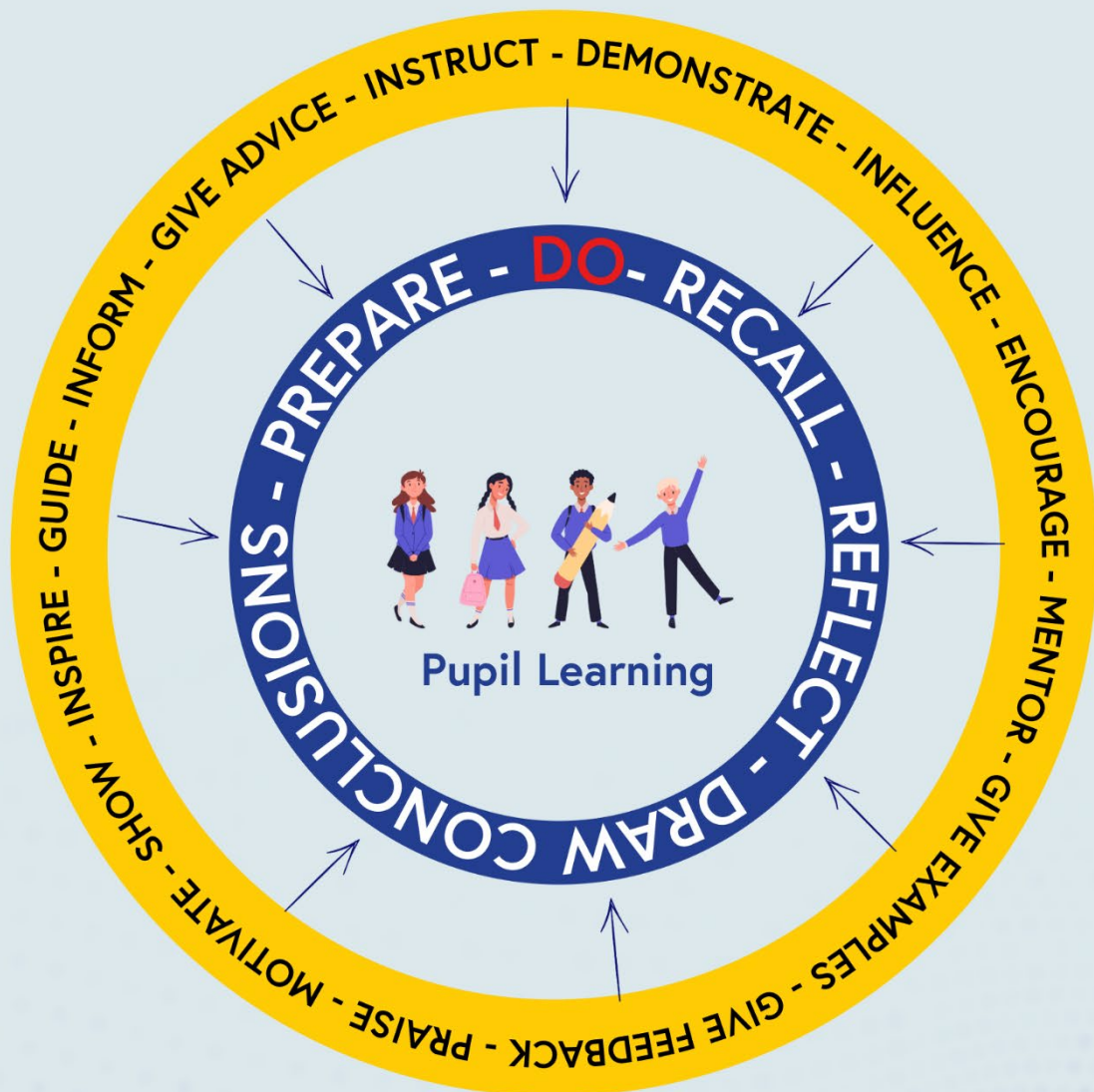
Unlike traditional passive learning methods, such as lectures where pupils predominantly listen and take notes ("frontal teaching"), active learning methods require pupils to engage actively. This can involve discussions, group work, problem-solving exercises, flipped-classroom activities, debates, role-playing, hands-on experiments...

Active learning has several benefits. It enhances **critical thinking** skills, as pupils are encouraged to analyse, question, and apply the concepts they learn. It also promotes better retention and understanding of the material since they are actively processing and connecting the information. Moreover, active learning fosters **collaboration and communication** skills, as pupils frequently work together and share their ideas and perspectives.

The role of the teacher in active learning shifts from being the sole transmitter of knowledge to a facilitator and guide. The teacher creates a supportive and engaging learning environment, encourages participation, and provides feedback to help pupils deepen their understanding.

Overall, active learning is seen as a more effective and engaging approach to education, as it actively involves pupils in the learning process and helps them become active, independent, and autonomous learners.

The Teaching and Learning Cycle



Teacher

Adapted from: Scrivener, J. (1994).
Learning Teaching. Heinemann.

Differentiation

Teachers should cater for the individual needs of pupils. Differentiation is about individualising learning by recognising that pupils have different learning paces, different learning styles (visual, auditory, kinaesthetic), different preferences on working modes (individual, in pairs, in groups) different interests and motivation drivers and various levels of attainment. Therefore, teachers need to apply a variety of teaching and learning methods and strategies and use of a wide range of learning activities and materials at different levels of difficulty (revision activities, extension activities), including digital tools and resources.

Harmonisation

Harmonisation means that all pupils in the European Schools regardless of the section they are enrolled in should have an equivalent educational experience. To that end teachers need to transcend national approaches and practices and work together in the planning of teaching and learning and in the establishing of a fair and reliable assessment and evaluation of pupils. **All teachers teaching the same subject will participate in the elaboration of a Common Forward Planning and will make assessment and evaluation practices convergent.** Teamwork, peer observation, team teaching, swap shops of learning materials, tests, and examinations, sharing of experiences and participation in on-line Professional Communities is key.

Integrated teaching and learning

Teachers play a pivotal role in creating a comprehensive and meaningful learning experience for pupils in European Schools. By **establishing links and correlations among different areas of the curriculum**, educators can enrich the educational journey for their pupils.

Encouraging the inclusion of concepts and themes from various disciplines within lessons helps pupils perceive the **interconnected nature of subjects** across the European Schools' curriculum. As a result, learners gain insights into how knowledge and skills from one subject can be applied and interrelated with others, fostering a deeper understanding of the material.

In essence, this integrated approach enables pupils to appreciate the relevance and practicality of their learning, making it more engaging and applicable to real-life situations. By demonstrating the interconnectedness of knowledge, teachers empower their pupils to become more versatile and adaptable learners, well-equipped to excel in diverse fields and navigate the complexities of the modern world.

How much did you learn?



Scan or click to find out

Principles of the European Schools: European Dimension in Education and Value-Driven Education

Each organisation needs to identify and define a set of principles and values that represent its ethical ideals. Principles are often fundamental beliefs on which an organisation is based. They have a vocation for permanence. They are usually general, immutable, and immanent.

The principles of the European Schools are mainly set out in the [Convention defining the Statute of the European Schools](#).

The convention refers to the “education together” of children coming from different European countries in a setting that is based on the cooperation among Member States and that treasures their cultural and linguistic diversity. This already evokes the EU motto that would be coined later in 2000: “**United in diversity**”, which signifies how Europeans have come together, in the form of the EU, to work for common peace and prosperity being enriched by the continent’s many different cultures, traditions and languages.

Marcel Decombis, Head of the European School of Luxembourg between 1953 and 1960 would put it this way:

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe”.

These words have been sealed, in parchment, into the foundation stones of all the European Schools.



Welcome to the European Schools

PEDAGOGICAL APPROACH, EDUCATIONAL (?) SUPPORT AND ASSESSMENT

Article 4 of the Convention refers to the principles guiding the organisation of the education given in the European Schools. It explains that the schools will be organized in language sections and the courses will be taught by using different languages: the pupils' mother tongue or dominant languages and other vehicular languages through which they will gradually need to learn certain subjects. Moreover, the pupils will also have the possibility to learn any other EU languages. This principle refers to a unique **multilingual and multicultural schooling**, to encouraging the unity of the school, to bringing pupils of the different language sections together and to fostering mutual understanding.

In this sense, The European Schools is a system of common education based on harmonized programs which allows pupils from different Member States to be educated in their mother tongue or dominant language, yet at the same time allows pupils of different nationalities and of different languages to get to know one another and **respect** one another.

In the same article 4, we also find the principle of **inclusion**, referring to children with special education needs. In the last years, the European Schools have committed to becoming more and more inclusive and **equitable** schools. In fact, the concept of inclusion has become broader and aware of all forms of **diversity**. In this sense, the **European Schools stand against all forms of discrimination, prejudice, and hate, being inclusion and diversity fundamental principles.**



Image: European Commission

Welcome to the European Schools

PEDAGOGICAL APPROACH, EDUCATIONAL (?) SUPPORT AND ASSESSMENT

Article 4 in the Convention already explains that in education and instruction, the conscience and convictions of individuals shall be respected.

Article 4 also explains that another principle is the development of the **European dimension** in the curricula. This relates to a concept of **value-driven education** as a fundamental part of teaching and learning.

In this sense, a key principle of the European Schools is the transmission of the **European values**, which will be embedded in the syllabuses of the different subjects in our curriculum. Our aim is that our pupils become responsible European citizens, creative, independent and critical thinkers. We are convinced that high quality education must be rooted in values so that it becomes the driving force of progress in our democratic societies.

Jacques Delors, President of the European Commission, 1985-95, explained:

“Instilling the European ideal in our children in such a way that it comes alive in their everyday experience is without doubt the finest and surest way to ensure lasting peace which alone can bring the Europe that so many before us have dreamed of and that we now have the opportunity to build”

Values are derived from the principles. They can be observable through behaviours that show how the principles are applied. They are usually contextual and, in our case, in the large context of the European Schools, we are aligned with the values of the European Union: Human rights and human dignity, democracy, peace, the rule of law, respect for other cultures, solidarity, individual freedom, tolerance...

Schools can also define the values they would like to focus upon at a given moment and reflect about how to make them a visible part of the school ethos, the school distinct identity and how to embed them in the school curriculum and make them present in every day's teaching and learning.



Values displayed in the teachers' room (European School, Brussels IV)

Welcome to the European Schools

PEDAGOGICAL APPROACH, EDUCATIONAL (?) SUPPORT AND ASSESSMENT

Values are an **essential aspect of pupils' education**. The acquisition of values contributes to:

- Make pupils grow as responsible citizens
- Strengthen and unite the school. Build a sense of distinct identity
- Develop a sense of belonging and school pride.
- Improve the school climate (improve society in the long term)
- Help others

The members of an organisation must understand and feel identified with its principles and values. They must internalize them and transmit them. In a school, **teachers are central in the transmission of values, but also all the members of the school community: staff, parents, and pupils themselves.**

Values are learned / acquired...

- Through the observation of “models”: In the family, with friends, colleagues, teachers, public figures...
- From our personal experiences, where the feelings and emotions that emerge contribute to support our values.
- From the individual and collective reflection, from the analysis of decision-making processes, thoughts, desires, and actions.

These three ways converge to configure the rational and emotional construction of our individual matrix of values. We learn values all throughout our lives because we live in continuous interaction with the social and cultural context.

In this sense, it is important that in schools all stakeholders discuss and agree to share responsibility in education. School and parents need to work alongside the same lines and pupils need to gradually become more independent and autonomous, more responsible for their own education.

In the European Schools we are convinced that by subscribing to a value-driven approach to education, we have a great opportunity to make a difference in the future of young people and to contributing towards a better society. We see our Schools as the breeding ground to promote high ethical standards in modern and democratic societies.

How much did you learn?



Scan or click to find out

See also:

<https://www.eursc.eu/BasicTexts/2022-06-D-23-en-1.pdf>
[Guidelines on Ethics and Integrity](#)

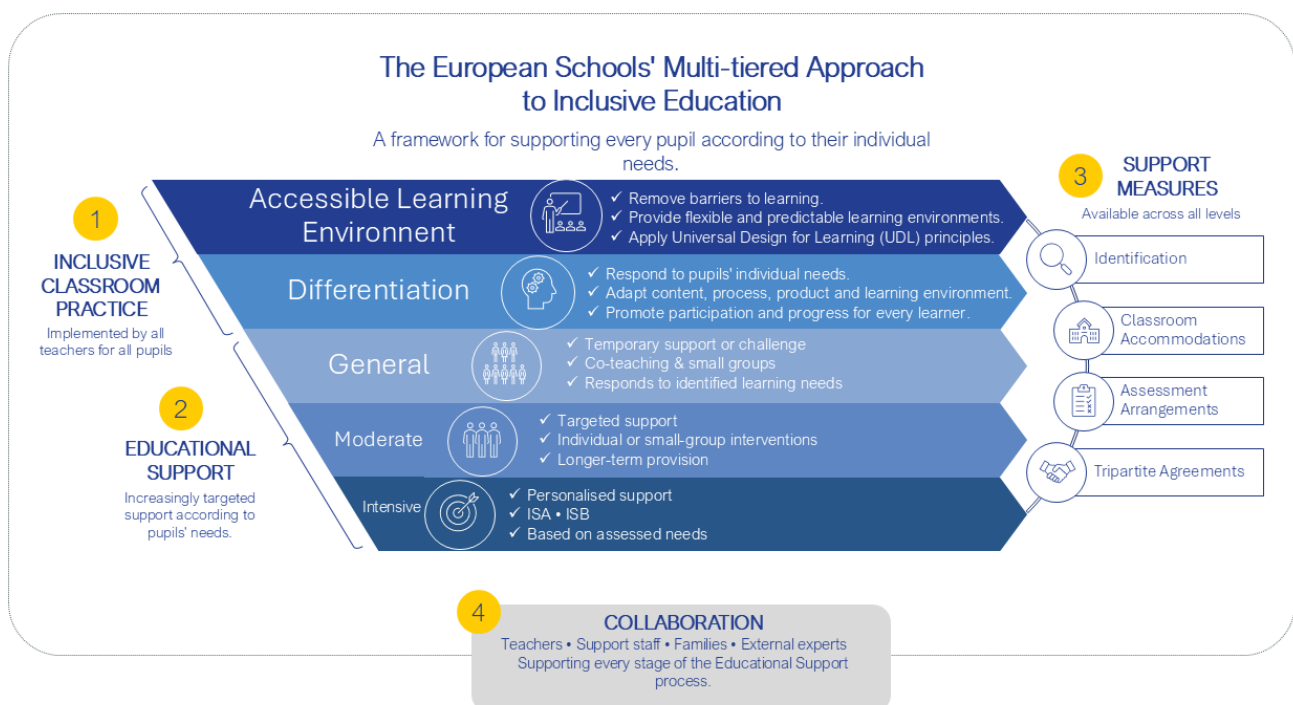
Educational Support and Inclusive Education

The European Schools recognise that each pupil learns in a unique manner and that some pupils may experience the need for additional support or challenge during their schooling. The European Schools assume Inclusive Education as the educational guiding principle to respond to the diversity of their learners.

The provision of quality inclusive education is the responsibility of all professionals in the schools, particularly the teaching staff. The increasing diversity in the classroom, requires all teachers to cater for different pupils' learning needs, namely through the establishment of flexible, adaptable learning environments, including differentiation using of a variety of teaching methods and learning materials in their classrooms.

Whenever necessary, personalised support is provided in the form of **reasonable accommodations and support measures** that cater for the pupils' needs and foster a successful, increasingly autonomous learning path.

Different forms and levels of support are provided, designed to ensure appropriate help and equal opportunities for all the pupils, including those having special educational needs, experiencing difficulties at any point in their schooling or gifted ones in order to enable them to develop and progress according to their potential.



Flowchart of the Educational Support.

Welcome to the European Schools

PEDAGOGICAL APPROACH, EDUCATIONAL (?) SUPPORT AND ASSESSMENT

Info on the Infographic above:

The provision of Educational Support is based on the assumption that learner variability is the norm. Based on this principle, the learning environments should be accessible to all learning profiles in the classroom, namely through the **Universal Design for Learning** framework. The European Schools organise specific teacher training in this domain. **Differentiated teaching and learning should also be put in place for all pupils to respond to the pupils' specific abilities and needs.**

The second step of organisation of teaching and learning and responding to the pupil's specific learning needs is **General Support**. It is made available to those pupils who need temporary support or challenge.

The third step, **Moderate Support** is addressed to pupils who need more targeted support and for longer than in General Support.

The fourth step is **Intensive Support**, which is put in place for those pupils who need more intensive support. Intensive Support B is meant for pupils who do not have Special Educational Needs but need a more intensive support to overcome the temporary barriers to learning.

Intensive Support A is put in place for pupils with additional needs justified by means of a medical/psychological/psycho-educational and/or multidisciplinary report.

Special Arrangements for Assessment and Classroom Accommodations can be requested and made available to any pupil with or without Educational Support. Special Arrangements and some classroom accommodations must be justified by means of a medical/psychological/psychoeducational and/or multidisciplinary report.

The Educational Support provided for in the European Schools is based on **two documents** which are regularly updated further to requests from different stakeholders to better meet the needs of the pupils who are experiencing difficulties and with Special educational needs in the European Schools.

Policy on the Provision of Educational Support and Inclusive Education in the European Schools

Provision of Educational Support in the European Schools – Procedural Document

These documents are available on the [website of the European Schools](#).

Organisation of Educational Support at Schools' level and central level

To get a better idea of the development, scope and resources devoted to Educational Support in the European Schools, you can have a look at the statistical reports that are published annually among other reports that give a picture of what the European Schools' system looks like.

You can find these reports on the [website of the Europeans Schools](#).

A Central Coordinator for **Educational Support and Inclusive Education** was appointed to the Office of the Secretary-General to follow-up on the implementation of the Action Plan on Educational Support and Inclusive Education and support the schools and professionals in the provision of Educational Support and Inclusive Education.

Welcome to the European Schools

PEDAGOGICAL APPROACH, EDUCATIONAL (?) SUPPORT AND ASSESSMENT

At schools' level, **Educational Support Coordinators** are appointed to deal with the concrete organisation of the Educational Support offer. **As teachers, you are an essential element of the first line of detection of needs that may arise among your pupils. Do not hesitate to contact your Educational Support Coordinators for more information and support.**

Action Plan on Educational Support and Inclusive Education

In April 2019, the Board of Governors approved the [Action plan on Educational Support and Inclusive Education](#).

The Action Plan aims at strengthening the Educational Support Policy and to support and guide the schools to provide inclusive quality education.

Since its approval, various actions have been implemented, among which:

- Creation/revision of professionals' profiles, duties and responsibilities, and working conditions: psychologists, teachers, Educational Support coordinators, teachers, and assistants.
- Framework and Procedure for Early Identification of pupils' abilities and needs
- Update of the Policy on Educational Support and Inclusive Education in the European Schools and the relevant Procedural Document on the Provision of Educational Support and Inclusive Education.
- Flexibility in the European Schools Curriculum

Want to know more?

[SharePoint of the Deputy Secretary-General](#) (eursc.eu account needed)

<https://www.eursc.eu/en/European-Schools/studies/educational-support>

<https://www.eursc.eu/en/Office/reports-statistics>

How much did you learn?



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Assessment

According to the Assessment Policy of the European Schools ([2011-01-D-61](#)):

“Assessment is an integral part of teaching and learning. It takes into account the needs of the diverse community of learners in the European Schools and is based on a common assessment approach. Assessment accompanies the pupils on their learning journey. It helps pupils to develop both academically and personally in line with educational aims. It provides them with appropriate feedback on their progress and motivates them to take responsibility for their further learning.”

Assessment in our system is based on the learning objectives defined in the syllabuses and specific assessment criteria in relation to the pupils' attainment are set for each subject. Assessment criteria must meet the principles of validity, reliability, and transparency.

In order to respect these criteria, [attainment descriptors](#) have been developed for every subject and have been added to the current syllabuses. Attainment descriptors are statements that describe the level of pupils' performance in respect of a given set of competences or learning outcomes. Attainment descriptors are used for multiple purposes, such as the planning of teaching, learning and assessment and for interpretation of the pupils' final results.

It is important to emphasise that assessment serves formative and summative functions. **Formative assessment** focuses on the process of learning. It represents the pupils' daily work in a subject, which consists of a variety of tasks and aspects.

Summative assessment establishes what has been achieved for a longer period (semester, school year) at a particular moment in time. For pupils in s4, s5 and s6, specific regulations can be found in the document “Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements” (<https://www.eurasc.eu/BasicTexts/2022-12-D-19-en.pdf>), and for pupils in s7, summative assessment is regulated in the AIREB achieved through pre-baccalaureate and baccalaureate

In s4 to s6, teachers may use different forms of alternative summative assessment tasks. These can include:

- Project-based assignments
- Problem-based assignments
- Presentations
- Reports
- Concept maps
- Critical analyses
- Case-based scenarios
- Portfolios
- Etc.

Alternative summative assessment tasks offer several advantages over traditional test or examinations. These benefits can enhance the learning experience, provide more comprehensive assessment, and foster a deeper understanding of the subject matter. Here are some key advantages:

Holistic Assessment

Alternative summative assessment tasks can evaluate a wider range of skills, including critical thinking, creativity, collaboration, and practical application, which traditional exams might not fully capture.

Tasks like projects, presentations, and portfolios can reflect real-world scenarios, making the assessment more relevant and meaningful.

Reduced Anxiety:

Traditional exams can cause significant stress and anxiety among pupils. Alternative summative assessment tasks typically spread out the evaluation process, reducing pressure and allowing pupils to perform better, giving them multiple opportunities to demonstrate their abilities.

Enhanced Engagement:

Tasks such as group projects, case studies, and practical applications encourage active learning and pupil engagement, fostering a deeper connection with the material. Pupils often find these tasks more interesting and relevant, which can increase their intrinsic motivation to learn and excel.

Individualised and Inclusive Assessment:

Alternative assessments can be tailored to individual pupils' interests and strengths, allowing for a more personalised learning experience. These assessments often involve continuous feedback, helping pupils identify areas for improvement and encouraging a growth mindset.

Alternative assessments can be more inclusive, accommodating diverse learning styles and needs, thereby providing a fairer evaluation for all pupils.

Innovative Thinking and Creativity:

Alternative summative assessment tasks often allow for creative expression and innovative thinking, which can lead to more dynamic and original pupil work.

Interdisciplinary Learning:

These assessments can integrate multiple disciplines, helping pupils make connections between different areas of knowledge.

Overall, alternative summative assessment tasks can create a more engaging, inclusive, and comprehensive evaluation system that better prepares pupils for the complexities of the modern world.

Assessment in the Primary School

Pupils in the Primary School are assessed on the basis of specifically defined learning objectives and competences for each subject. For the assessment of achievement of the objectives, teachers use a five-level assessment scale.

There is an **emphasis on the frequent communication between parents (legal representatives) and the school**, therefore, a reporting system is established, which ensures that teachers give information about the learning processes and aspects of assessment of the pupil's performance. In the autumn term, legal representatives are also informed orally on the pupil's progress and other aspects of school life.

For further information on the assessment scale and reports, please refer to chapter IX in the [General Rules of the European Schools \(2014-03-D-14\)](#).

It should also be emphasized that non-promotion in the primary cycle should remain a measure of last resort. Requiring a pupil to repeat a year at this stage may have significant consequences for their social development, sense of belonging, self-esteem, and overall wellbeing. Separation from their peer group can affect their confidence, motivation, and engagement with school life, with potential long-term effects on their educational journey.

For these reasons, every reasonable effort should be made to support the pupil's learning and development through appropriate pedagogical measures before non-promotion is considered. Where non-promotion is ultimately deemed necessary, the decision should only be taken following a thorough and meaningful consultation with the pupil's legal representatives. Parents should be actively involved throughout the process, their views, concerns, and knowledge of the pupil's needs should be carefully considered, and every effort should be made to reach a shared understanding of the most appropriate educational pathway. Although the final decision rests with the competent Class Council, it should, whenever possible, reflect a genuine partnership between the school and the family, founded on trust, transparency, and the best interests of the pupil.

Assessment in the Secondary School

The marking system in the secondary cycle supports the harmonisation of assessment practices within and across the schools. It helps learners understand their performance, while providing them with regular and reliable feedback on their work so that they become more confident in learning.

The marking system also assists teachers from different backgrounds to plan their assessment in a harmonised and transparent way. In s1-s3, an alphabetical scheme (A- Fx) is used to describe the level of achievement, whereas in years s4-s7, a numerical system is used (half marks in s4-s6 and decimal marks in s7). Where the alphabetical scheme is used, E is the minimum requirement for a sufficient performance. Where a numerical scale is used, pupils must reach 5 out of 10 to reach the minimum requirement for a sufficient performance.

As from secondary year s4, each semester mark comprises two numerical components: A mark and B mark. The **A mark** (associated with formative assessment) focuses on the process of learning. It reflects the ongoing observations of the pupil's competences (knowledge, skills and attitude) and performance.

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PEDAGOGICAL APPROACH, EDUCATIONAL (?) SUPPORT AND ASSESSMENT

The ongoing observations require the recording of the pupils' progress through a variety of aspects and tasks such as:

- Active and focused participation and quality of interventions in class.
- Regularity and consistency in the work in class and at home.
- Positive attitude towards learning.
- Signs of initiative, independence, autonomy, cooperation with peers...
- Short written progress tests.
- Oral interrogations.
- Presentations.
- Noted progress.
- Etc.

When planning assessment, teachers may decide on the frequency and weight of each of the aspects and tasks mentioned above.

The **B mark** (associated with summative assessment) is based on the marks obtained in B-tests (s4 both semesters, s5-s6 first semester) end of year examinations (s5-s6) or through other alternative summative assessment tasks. The B-mark reflects the pupils' competences acquired during an extensive period of time in certain subjects.

For more details, please refer to the relevant webpage dedicated to the [marking scale](#) of the European Schools and to the [Guidelines](#) of the New Marking System (2017-05-D-29).

Class Councils

Class Councils meet normally at the end of each term or semester to assess pupils' academic progress and results and to propose measures to be taken where necessary. All teachers who teach the class need to attend compulsorily. Class Councils take place after the school hours. Dispensation can only be given on duly substantiated grounds by the director.

The end of the school year Class Council is particularly important since many relevant issues are discussed there, such as the promotion to the next school year.

The Article 61 of the [General Rules](#) (2014-03-D-14-en) enables the Class Councils to take a more comprehensive approach to promotion by considering the overall picture of the pupils and **basing the decisions of promotion on the capability of the pupils to continue work successfully in the year above**, thus putting the best interest of pupils as the main focus of assessment.

In order to avoid appeals, it is very important to follow the Class Council procedures to the letter and to **establish frequent and rich communication between the School and the pupils' parents or legal representatives all along the school year, especially when promotion may be at risk**.

It must be noted that the Class Council must always give detailed reasons for a decision of non-promotion and all necessary evidence and supporting documents must be added to the file.

School Reports

Teachers need to fill in school reports each term. There are normally two types of reports, **mid-semester reports** that give an overview on the pupils' progress and **semester reports** where pupils receive their semester marks and comments.

Reports must be filled in within the deadlines established by each school and comments about the pupils' progress should be clear and concise. The reports are filled in SMS (School Management System). All teachers use this tool also to enter pupils' absences, homework, etc. Its use is very intuitive and, in every school, support is provided to new users.

How much did you learn?



Scan or click to find out

The comments in the second-semester report should be consistent with and reflect the decisions taken by the Class Council. Situations in which predominantly favourable marks and comments in the report are followed by a majority vote against promotion create ambiguity and must be avoided.



THE EUROPEAN BACCALAUREATE

The European Baccalaureate

The name 'European Baccalaureate' belongs solely to the European Schools, which, since their establishment, have had a monopoly over its use in all the official languages of the European Union. The European Baccalaureate Diploma is awarded to successful candidates by the Secretary-General of the European Schools on behalf of the Board of Governors. It certifies the completion of secondary studies in a European School or in a school Accredited by the Board of Governors. **It is officially recognised as an entry qualification for Higher Education in all the countries of the European Union**, as well as in several others.

European Baccalaureate Diploma holders enjoy the same rights and benefits as other holders of Secondary School-leaving certificates in their countries, including the same right as nationals with equivalent qualifications to seek admission to any university or institution of tertiary education in the European Union.

The European Baccalaureate Cycle

The European Baccalaureate cycle comprises the two last years of secondary education (s6 and s7) in the European Schools or in Schools Accredited by the Board of Governors.

The European Baccalaureate cycle consists of a comprehensive multilingual curriculum. Pupils must always follow a combination of languages, humanities and scientific subjects with subjects taught through more than one language. The core curriculum consists of the following compulsory subjects, some of which can be taken at different levels of complexity:

- At least **two language subjects** (the dominant language and another one)
- **Mathematics**, either 3 periods/week or 5 periods/week
- **One scientific subject**, either the 2-period/week course Science, Technology and Society¹¹ or any other 4-period scientific subject in either Biology, Chemistry or Physics
- **History and Geography**, either 2 periods/week or 4 periods/week, which are taught through a different language from the dominant one, either in French, English, or German.
- **Philosophy**, either 2 periods/week or 4 periods/week
- **Physical Education**
- **Ethics or Religion**

In addition to the core curriculum, pupils have a wide range of options and complementary subjects they can choose from to complete their subject package, which will amount to a minimum of 31 periods per week and to a maximum of 35.

¹¹ STS (Science, Technology and Society) is not recognised as a scientific subject by Swiss universities. Science teachers should inform the pupils in s5 when helping them with their s6 choices. Pupils wishing to pursue further education studies in Switzerland for which a scientific discipline in their secondary schooling is required, should take either Chemistry 4p, Biology 4p or Physics 4p

The European Baccalaureate Examinations

Secondary education is validated by the European Baccalaureate examinations held at the end of year s7. Candidates will sit five written examinations and three oral examinations. L1, L2 and Mathematics are compulsory written examinations. L1, L2 or a subject usually taught through L2 (History or Geography) are compulsory oral examinations. Therefore, **candidates must demonstrate written and oral proficiency in at least two languages.**

Each examination will cover the entire syllabus of the corresponding subject in s7 but will also assess the competences (knowledge, skills, and attitudes) acquired in previous years, especially in s6.

Both written and oral examinations are subject to **double correction and marking** by both the candidates' teachers and external examiners. The final mark will be the average of the two examiners' marks. In the case of a mark-disagreement of over two points in a script, a third external corrector will be brought in and will establish through a thorough analysis of the previous corrections a final mark between the highest and the lowest awarded by the two previous correctors.

The external examiners must meet the requirements laid down in their home countries for appointment to examining boards of the same level.

Assessment principles in the European Baccalaureate

Assessment in the European Baccalaureate cycle is **criteria referenced**. It measures pupils' attainment in relation to the level at which the learning objectives and required competences defined in a given syllabus have been reached. The inspectorate also provides very clear assessment and marking guidelines for criteria for both oral and written examinations.

Assessment in the European Baccalaureate is also both formative and summative.

Formative assessment focuses on the process of learning. It is reflected by the so called "A marks". The A marks represent the pupils' daily work in a subject, which consists of a variety of tasks and aspects.

Summative assessment reflects the performance of a pupil at the end of a given period of instruction. It is reflected in the so called "B marks", which are obtained in the term or semester Pre-Baccalaureate examinations. These examinations check the pupils' competences acquired during an extensive period in certain subjects. They are held under certain physical conditions (room arrangement, use of specific formats, invigilation, etc.) and under time constraints.

Calculation of the final European Baccalaureate mark

The final European Baccalaureate mark is composed of the Preliminary mark, Written marks, and Oral marks.

The Preliminary mark is worth 50% and the final examinations (written and oral) are also worth 50%.

The number of periods of a subject does not have an influence on its weight. The value of the different subjects depends only on whether they are taken as oral or written examinations. The value of the five written examinations (7% per examination so 35% in total) is higher than the three oral examinations (5% per examination, so 15% in total).

The preliminary mark comes from both semester class marks (A1 and A2 marks) and the marks achieved in short and long Pre-Baccalaureate examinations (B1 and B2 marks). The overall preliminary mark's weight is 40% for the A mark and 60% for the B mark.

The pass mark in the European Baccalaureate is 50/100.

Here below you can see a visual representation of the final European Baccalaureate mark (for a pupil with 12 subjects).

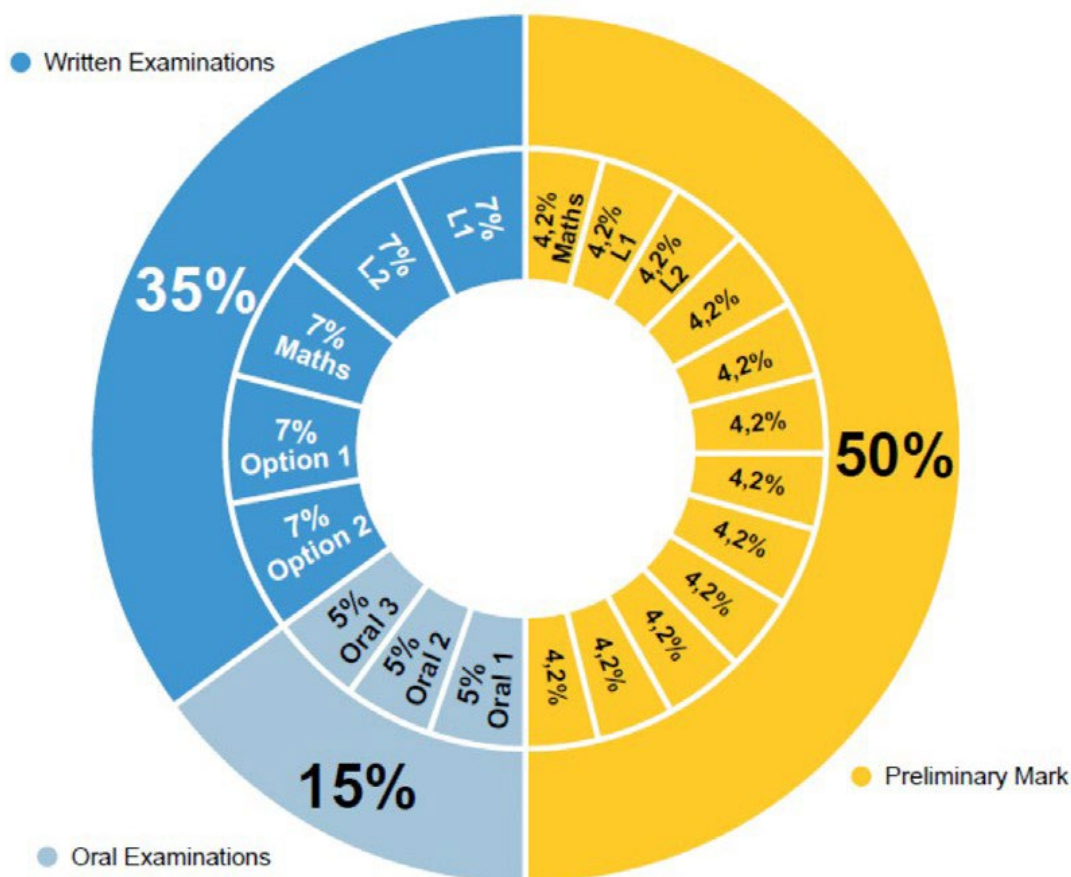


Figure 5 Representation of the final European Baccalaureate Mark

Proposals for the European Baccalaureate

Written examinations

For each subject in the written examinations, the Schools designated by the Office of the Secretary-General of the European Schools, including Accredited European Schools as from their third participation to the Baccalaureate session, prepare examination proposals. The list of requested proposals is sent by the Office usually at the end of the previous school year or at the very beginning of the school year for which the proposals are.

The proposals are elaborated by the teachers. They are uploaded to a secure electronic platform to make them available to the Inspectors and the experts by the 15th of November at the latest. Proposals are submitted in all the languages in which the subject is taught in a School from EN, FR and DE.

Oral examinations

The teachers also propose oral examination questions. All questions proposed must be syllabus-relevant. The range of questions proposed must cover all elements of the syllabus or the relevant competences as prescribed in it. The number of proposed questions is the same as candidates plus 2. However, for large groups (equal or over 15 pupils), the number of questions will be limited to 17.

The examination questions are handed in by the subject teachers to the Director of the School before the 15th of March. They should be accompanied by a separate document with suggested answers or content outlines. The Director of the School is responsible for forwarding electronically the examination questions to the Office of the Secretary-General of the European Schools, in order to make them available to the Inspectors and the external experts through a secure electronic platform by the 15th of March. The Inspector or the external examiners may ask the teachers to change or withdraw one or more questions before the examination begins if they do not fit the requirements.

The members of the staff of each School and of the Office of the Secretary-General of the European Schools and the members of the Examining Board shall be bound to secrecy regarding matters concerning the examination proposals.



Correction of the European Baccalaureate written examinations

The s7 teachers participate as first correctors in the correction of the written examinations of their pupils. The scripts are anonymised and corrected online, except in Art and Music. This is usually done in the first half of June. Second correction is done by external correctors. The final mark given for the examination is the average of the two marks. In the case of a mark-disagreement of over two points in a script, a third external corrector will be brought in and will establish through a thorough analysis of the previous corrections a final mark between the highest and the lowest awarded by the two previous correctors.

The same happens for the oral examinations, s7 teachers act as oral examiners for their pupils, together with a second (external) examiner. The mark given for the examination is the average of the two marks but both examiners need to find agreement so that their individual marks cannot deviate more than 2 points.

The written examinations are corrected using a special online tool called Viatique. Directly after the examination, the scripts are scanned and anonymised and from this moment on, the correction process can be launched. The tool allows teachers (and external correctors as well) to work independently and efficiently as Viatique has many helpful features. Marking criteria and additional instructions from Inspectors are displayed in Viatique as well as a general manual for using the tool. The same tool is used for recording the oral marks.

Viatique is also used by the European Schools for correcting the Pre-Baccalaureate examinations.

How much did you learn?

Want to know more?

<https://www.eursec.eu/en/European-Schools/European-Baccalaureate>

[Regulations for the European Baccalaureate](#)

[Arrangements for Implementing the Regulations for the European Baccalaureate](#)



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5 INTERNAL OPERATIONS, RULES, TOOLS, AND RESOURCES

Continuous Professional Development (CPD) and training actions

The [Framework for continuous professional development in the European Schools \(2016-01-D-40\)](#) gives an overview on the types and organisational aspects of training events and possibilities. Besides the Framework, you may find useful information on the [Pedagogical Development Intranet](#) (access to eursc.eu accounts only).

In the European Schools, due to its multilingual and multicultural background, there is a strong emphasis on certain topics, such as harmonisation, inclusion and educational support, digital education or the implementation of the subject syllabi, while others are specific to the context of a given school or aligned with the individual needs of each teacher. The Framework comprises the following levels (organisational arrangements) of CPD in the system:

1. CPD focused on system-wide harmonisation. E.g.: On the new subject syllabuses or pedagogical/didactical innovations and organised centrally. Inspectors usually take a major role in this type of training.
2. CPD offered by the schools, targeting topics that belong to their own specific objectives. They are organised in the schools (or online, regardless of the venue). Schools themselves are responsible for these training events.
3. CPD pursued or explored individually by teachers themselves, such as peer observation, coaching and other specific arrangements related to the individual needs. This can take place in several ways, such as using distance modalities, organising classroom visits, following MOOCs or specific courses offered by a university, etc.

Online Platform for Continuous Professional Development

The platform is intended to serve as a common entry hub for all the professional development opportunities carried out at system level as well as to provide online training activities about transversal topics.

More information about the platform can be found at:

<https://cpd.eursc.eu>

How much did you learn?



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Online Professional Communities

The European Schools have established system-wide online professional communities by subject in secondary cycle and by year in nursery and primary cycles. These professional communities promote discussion, collaboration, and professional development of staff. They play an important role for the induction of new teachers, the sharing of good practices and ongoing professional conversations.

The list of existing online professional communities can be found on the CPD platform (section 'Thematic and collaborative spaces').

Teachers' Forums

The **Teachers' Forum of the European Schools (TFES)** is an annual two-day in situ event designed to foster professional dialogue and strengthen collaboration between teachers from the European Schools' network and local schools in the host country. The next forum will take place in **Kaunas, Lithuania, on 25–26 February 2027** and will focus on three key themes:

The programme and format are aligned with the [Mission and Vision of the European Schools](#), the educational priorities of the yearly Presidency, and the multiannual plan of the European Schools, while also reflecting local educational contexts.

Recommended self-paced courses for new teachers in the ES system

- Generative AI educational use in the European Schools - Essentials
- Engaging and Effective Math Lessons - introduction
- Teaching with Europeana
- Universal Design for Learning (UDL): an Introduction
- Online Security Fundamentals
- Classroom Management Strategies

European funded learning opportunities

Many European Schools and Accredited European Schools take part in Erasmus+ projects. These can offer teachers opportunities for job shadowing, teaching assignments, courses and training abroad, as well as participation in international partnerships, exchanges of good practices, innovative projects and European professional networks.

Schools may also organise pupil mobility activities, host colleagues and experts from other countries, and cooperate through platforms such as the European School Education Platform and eTwinning.

Ask your school management, your school's Erasmus+ contact person or the OSGES Erasmus+ coordinator about ongoing and upcoming projects and how you can become involved. Erasmus+ offers valuable opportunities to develop new skills, exchange ideas with colleagues across Europe and bring new approaches back to your school community.

Internal Structures

Teachers may be appointed by the school management to assume different functions linked with coordination, timetabling, etc. This time is reflected in their timetable as a reduction in their teaching time, generally known as “*décharge*”. More details can be found in the document [Internal structures in the nursery, primary and secondary cycles \(2019-04-D-13-Annex 1\)](#).

Here you can find some roles/positions that will be subject to timetable reductions (“*décharges*”).

Subject Coordinator/Referent

Depending on the size of the school, the roles of Subject Coordinator and Subject Referent for each subject may be carried out by two different persons or by the same person.

The **Subject Referent** is an expert in his/her school with respect to the curriculum for the subject. The Subject Referent is particularly in charge of following the implementation of the new syllabuses at his or her school (teacher training and support). The Subject Referent syllabus-related tasks are to:

- Train/coach/accompany his/her new colleagues.
- Signal/gather good practice, difficulties, training needs of teachers/staff for implementation of the syllabus.
- Contribute to a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of implementation of the syllabus.
- When necessary, coordinate assessment-related tasks. (E.g.: Harmonised examinations in s5 and the Baccalaureate examinations).
- Coordinate harmonised pedagogical planning in the subject/area in cooperation with the subject coordinator.
- Serve as a link:
 - Internal: management-teachers-cycles.
 - External: network with other European Schools, inspectors.
- Inform the management and colleagues.

Welcome to the European Schools

INTERNAL OPERATIONS, RULES, TOOLS AND RESOURCES

The **Subject Coordinator** is a teacher appointed by the school management. His or her tasks are to:

- Act as the contact person for the director and for subject responsible inspectors.
- Act as the link between colleagues, any working parties, and courses.
- Coordinate information between the schools (e-mail, Internet, Intranet).
- Provide colleagues, particularly new colleagues, with all necessary data regarding the subject.
- Assist with preparations for in-service training seminars organised by the School ("pedagogical days").
- Disseminate new ideas about teaching content and methods amongst colleagues.
- Coordinate the harmonized setting of examination questions (E.g.: s5) and ensures that proposals for Baccalaureate questions are properly presented.
- Invite colleagues to meetings concerning the subject and may chair them.
- Coordinate requests for funds and the acquisition of material, in agreement with the colleagues.
- Coordinate the choice of textbooks.
- Organize a meeting regarding the allocation of courses and submits a proposal to the management.
- Make an annual report in writing to the director.



Educational Support and SWALS Coordinators

Here are the main duties of an Educational Support Coordinator:

- Organises the different types of support: general, moderate, intensive.
- Manages the evaluation of support.
- Manages the team of Educational Support Assistants.
- Interface between teachers, parents, pupils.
- Takes care of special arrangements, reports for the pupils.

Digital Learning Coordinators

In each school and cycle, the Digital Learning Coordinator (job description: [2021-09-D-48](#)) plays a key role in implementing the Digital Education Vision of the European Schools ([2018-12-D-7](#)) and the school's digital education plan. The Digital Learning Coordinator coordinates the digital educational resources for his or her school cycle, and develops initiatives to roll out new pedagogical strategies and professional development related to the use of technology to support teaching and learning. The Digital Learning Coordinator also acts as a leader and a mentor in the field of digital education, and serves as a liaison between the school and system-level digital education and digital technology stakeholders.

While focusing on pedagogical tasks, the digital learning coordinator collaborates with the school's IT team on technical aspects. The Digital Learning Coordinator is different from the ICT Coordinator (the teacher responsible for coordinating ICT as a subject).

The Digital Learning Coordinators have their dedicated online professional community at the system level, where they can find peer support and collaboration.

Large-scale Event Coordinators

Large-scale events involving all European Schools are organised on a regular basis. These events are hosted by a European School and are organised by the management staff and by some teachers. These teachers may be granted a timetable reduction or *décharge*.

These events are for instance EUROSPORT, the European Schools Science Symposium, the Festival of Art, and Music of the European Schools (FAMES) and MEC (Model European Council). More information about these events can be found in the [Common Framework for 'Events' organised by the European Schools \(2019-12-D-36\)](#).

How much did you learn?



Scan to find out

Other roles

More coordination roles/positions may be available in the schools, such as Teaching Staff Committee, Language Tests for dominant language Coordinators, European Baccalaureate Coordinators, Timetablers, Career Guidance Coordinator, School Trips coordinator...

Data Protection and GDPR Compliance

The [General Data Protection Regulation](#) (hereinafter referred to as the GDPR) was adopted by the European institutions in 2016.

- Such Regulation ensures the protection of individuals regarding the processing of their personal data,
- Such Regulation is binding and directly applicable in the European Union since 2018.

What are “personal data”?

Personal data, as defined under the GDPR, includes any information that relates to an identifiable individual. This includes details such as a person's name, home address, or email and less obvious information like location data, IP address, or pupils' ID numbers.

For example, in a school setting, a pupil's contact information or academic records are considered personal data and must be handled with care.

The GDPR protects this information to ensure that individuals, including pupil (guardians) and staff, have control over how their personal information is used and shared.

As teachers, it's important to be careful about how you collect, store, and share this data, making sure it is protected from unauthorised access or misuse. If you are unsure about the best way to handle personal data, consult your School's Data Protection Officer (DPO) for guidance.

What are “Sensitive data”?

Sensitive personal data, referred to as "special category data" under the GDPR, includes information that is particularly private and could cause harm or discrimination if mishandled. This includes data such as a person's ethnic origin, political views, religious beliefs, trade union membership, genetic and biometric data, or health information.

For example, in a school setting, health records of pupils, including allergies or disabilities, are considered sensitive personal data and must be treated with extra care. Under GDPR, this type of data requires a higher level of protection and can only be processed under strict legal conditions.

As teachers, it's crucial to be extremely cautious when handling sensitive personal data, ensuring that you fully comply with GDPR requirements. Always take extra steps to protect this data from unauthorised access or disclosure, and refer to your Data Protection Officer (DPO) whenever you intend to use or share this type of data.

What is a “processing operation”?

It is anything you do with personal data (*collection, recording, organisation, structuring, storage, alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, restriction, erasure*).

- **Academic performance:**
 - **Processing:** Maintaining records of pupils' grades and academic progress.
 - **GDPR consideration:** Keep this information confidential and only share it with those who need to know, such as the pupil, their parents, or relevant school staff.
- **Health information:**
 - **Processing:** Managing information about a pupil's medical conditions or allergies.
 - **GDPR consideration:** This sensitive data must be handled with extra care and only used to ensure the pupil's safety and well-being. Share it only with staff who need to be aware, such as school nurses or emergency responders.
- **Parental contact details:**
 - **Processing:** Storing contact information for parents or guardians for communication purposes.
 - **GDPR consideration:** Use this information only for necessary communications, such as school updates or emergencies, and ensure it is securely stored.
- **Behavioral notes:**
 - **Processing:** Recording observations or notes on a pupil's behaviour.
 - **GDPR consideration:** Keep these records private and use them solely for managing classroom behaviour and supporting the pupil's development.
- **Pupils' projects and work:**
 - **Processing:** Assessing and storing pupils' work for grading and feedback.
 - **GDPR consideration:** Ensure that work is stored securely and used only for educational purposes. Any feedback provided should respect the privacy of the pupil.
- **School trips:**
 - **Processing:** Collecting and managing data related to pupils' participation in school trips, including consent forms, emergency contact information, and special requirements.
 - **GDPR consideration:** Ensure that consent forms and other personal details are stored securely and used only for the trip's organisation and safety. Share this information only with relevant staff and use it solely to ensure the pupils' safety and address any special needs during the trip.

What is a “DPO”?

Each school had to appoint a **Data Protection Officer** whose role is to guarantee that the processing of personal data fulfils the GDPR requirements. This person provides data protection trainings to the School’s personnel and will be able to answer to your queries regarding the implementation of the GDPR in your school.

DPO’s email address: XXX¹²-DPO-CORRESPONDENT@eursc.eu

What are the main “GDPR requirements” to have in mind?

Principle	Questions to Consider
Lawfulness Principle	Am I allowed to process the pupils’ data? Have I consulted the School’s Data Protection Officer (DPO) to determine the legal basis for processing personal data?
Purpose Limitation	Am I using the data for a clear, specific, and legitimate reason? Ensure that the data is only used for the purpose it was collected for and not for any other reasons.
Data Minimization	Am I collecting only the data that is necessary for the specific purpose? Ensure that the information gathered is adequate, relevant, and limited to what is needed.
Storage Limitation	Am I keeping the data only for as long as necessary? Data should not be stored longer than needed for the purpose it was collected for.

How does the GDPR impact my work?

The GDPR has a direct impact on your work as soon as you process pupils’ and/or their legal representatives’ personal data.

Forms to be completed by pupils’ legal representatives

If you need to collect personal information from the pupils’ legal representatives via a form, please consult your DPO to ensure that data protection requirements are complied with.

Photographs/Video recordings

If you need to take photographs of pupils or video recordings (e.g., school trips or events), you need to consult your DPO to determine whether the legal representatives gave their consent.

¹² ALI, BER, FRF, IXL, KAR, LAE, LUX, MAM, MOL, MUN, UCC, VAR, WOL.

Use of Digital Learning Resources ('DLR')

If you need to use some Digital Learning Resources (*apps, online tools or website, etc.*) that collect pupils' personal data, you **will have to consult your Digital Learning coordinator or DPO** to make sure that using the DLR in question is compliant with the data protection requirements to which the School is subject.

The Director will ultimately decide whether the DLR can be used in the School in accordance with the procedure for the approval of digital learning resources within the European Schools².

Video and Audio Recordings during online teaching

Several tools like Microsoft Teams, broadly used in the European Schools for online teaching and learning, enable you to produce and/or publish video or audio recordings on various online platforms both internally in the ES system or externally.

Please bear in mind the following:

- Teachers can post video recordings of themselves for their pupils,
- All recordings (video and/or audio) where pupils' faces do not appear on the screen are also allowed.
- No video recordings or screenshots of pupils are allowed, by either teachers or pupils.
- When teachers organise an online meeting where pupils' faces may appear, only live video is authorised (without recording).

Data breach notification

A data breach exposes confidential, sensitive, or protected information to an unauthorised person (this applies also at the school level). The files in a data breach are viewed and/or shared without permission.

Whenever you send an email to the wrong recipient, lose the online access to your files, or lose a USB containing personal information such as pupil¹³ material or pictures, **you must contact your IT team or DPO as soon as possible**. An assessment of the risk related to this potential data breach should be carried out before deciding further actions to reduce the impact of such breach.

¹³ Procedure to approve the use of a Digital Learning Resource within the European Schools' (ref. 2020-01-D-9--Annex to MEMO 2019-12-M-3/GM).

Welcome to the European Schools

INTERNAL OPERATIONS, RULES, TOOLS AND RESOURCES

Sharing personal information with third parties

The communication of personal information to third parties should be assessed by the School's management and the DPO on a case-by-case basis. A contract (called "Data Processing Agreement") may be needed for this kind of data sharing (E.g.: Parents' Association Services, software provider, contractors, photographer, event organisers, travel agencies, etc).

Please **contact your DPO** before communicating personal data to third parties.

How much did you learn?

Want to know more?

Contact the Data Protection Officer in your school

[European Schools' Online Video Service Policy](#) (eursc.eu account needed)



Scan or click to find out



Digital Environment

For more information and the latest updates, please visit the dedicated 'Digital teaching and learning' section on the CPD platform: <https://cpd.eursc.eu/course/view.php?id=63>

Professional emails and credentials

Access to the Microsoft digital environment of the ES (not applicable to Accredited European Schools staff): Professional email addresses and login credentials are sent by email to new ES staff members once their school administration has officially registered them. This information is usually sent by the Office of the Secretary-General a few days before the start of the school year.

The main digital tools used in the European Schools are accessible with the same login and password (Microsoft 365 account).

Access to the school computers: To log in to the computers at their school, new staff members will receive a separate email from their school's IT with the necessary information.



Figure 7. Login page.

SMS

sms.eursc.eu is the web-based School Management System used for timetables, attendance management, homework management, communication with parents, input of the marks and writing of school reports, etc. The schools will provide more information.

Welcome to the European Schools

INTERNAL OPERATIONS, RULES, TOOLS AND RESOURCES

Microsoft 365 for Education

For ES staff (not applicable to AES staff), the Microsoft 365 suite (office365.eursec.eu) provides an Outlook mailbox, Teams for collaboration, communication and classwork, productivity apps (Word, PowerPoint, Excel, etc.), and SharePoint for intranet sites.

Microsoft Teams is a key tool for:

- course-based groups (the pupils are automatically added at the beginning of the school year),
- online chat and videoconferencing,
- file repositories,
- online professional communities at your school and across the schools,
- various projects and group work.

For GDPR reasons, pupils in the nursery cycle and in primary years 1 and 2 do not receive a Microsoft account. For pupils up to and including s4, email communication is restricted to internal recipients. In MS Teams, pupils may only use supervised chat, where communication takes place under the oversight of an educator.

Use of generative intelligence

The European Schools offer a [Framework for the educational use of Generative Artificial Intelligence in the European Schools](#) (2025-01-D-65) and a [set of legal and pedagogical guidelines \(2025-01-D-66\)](#), to provide clear direction for its integration in line with legal, inclusive, and human-centred values.

This system-wide approach supports local adaptation, respecting the European Schools' multi-tier governance and diverse contexts.



The European Schools' Terminology Database (ESTER)



ESTER
*European Schools'
Terminology Database*

The Office of the Secretary-General is currently developing an online terminology database named ESTER (European School TERminology). This unique, centralised and easily accessible tool for terminological research reinforces the identity of the European Schools' system.

This will allow:

- Consistent use of terms, definitions and translations.
- Simplification of writing and editing tasks.
- Reduction of errors.
- Greater security regarding legal aspects.
- Centralised validation process of new terms.

Access: <https://ester.eursec.eu>

Websites and Intranets

The [general website of the Office of the Secretary-General](#) gives access to institutional information and official documents, such as the syllabuses, the [General Rules of the European Schools](#) and the [Arrangements for Implementing the Regulations of the European Baccalaureate](#).

Each School has a website with specific information:

- [List of the European Schools' websites](#)
- [List of the Accredited European Schools' websites](#)

Beside the intranets of the Pedagogical Development Unit and the Baccalaureate Unit, each School has administrative and pedagogical intranets.

Service Regulations

The rules governing the teaching staff career are set in two regulations:

- [Seconded Staff: Regulations for Members of the Seconded Staff of the European Schools \(2011-04-D-14\).](#) (2011-04-D-14).
- [Locally Recruited Staff: Service Regulations for the Locally Recruited Teachers in the European Schools \(2016-05-D-11\).](#)

They set the rules governing the recruitment, the rights and obligations, the working, the evaluations, etc.

Salaries of Seconded Staff

The calculation of salaries of seconded staff is quite specific to the European School system. Seconded staff continue to be paid by their ministry and the School in which they are seconded pays a complement to reach the salaries mentioned in the Regulations for Members of the Seconded Staff of the European Schools. This one of the funding mechanisms of the European Schools' System.

That is why it is important to draw your attention on the documents you will have to hand in to be paid. Among those documents are:

- Monthly pay slips issued by national authorities,
- The tax notice (notice of assessment) drawn up by the national tax authorities

6 FREQUENTLY ASKED QUESTIONS

Before I take up my position

How can I best prepare?

- Try to learn as much as you can about the European Schools ahead of the start of the year.
- Make direct contact with the Director and relevant Deputy Director and Assistant to the Deputy Director.
- Make contact, either in situ or by remote, with the teacher(s) whom you will replace and the Subject Referent/Coordinator.
- Access the relevant [syllabuses](#).
- Begin to gather some resources that may be useful to you.

For seconded teachers

- Investigate whether your national authority facilitates an orientation visit to your new school before the end of the school year prior to your taking up the position.
- Enquire whether your national authority organizes an orientation/induction day/programme for newly appointed teachers.

Is there a document, which outlines my rights and obligations as a seconded or a locally recruited teacher?

There is a key document in each case:

- [Regulations for the Members of the Seconded Staff of the European Schools \(2011--04--D-14\)](#).
- [Service regulations for the locally recruited teachers in the European Schools \(2016--05-D-11\)](#).

Where can I access information about my salary?

Please consult the documents mentioned above. It is also advisable to contact the Deputy Director for Finance and Administration of your school.

How will I find accommodation?

You can always ask the schools' secretariat for some tips. You can also ask the staff representatives or any other teacher colleagues.

What about a school for my children?

You should seek information from your school. The enrolment secretary or anybody else in the school's secretariat should be able to give you all necessary information and forms.

For the European Schools in Brussels, there is a specific Enrolment Procedure, which is managed by the Central Enrolment Authority.

The outcome of the application process for the European Schools in Brussels will result in you being offered a place for your child but not necessarily in the same School you will be working or in the School of your first preference.

It is therefore advisable to wait until you know where your children will be going to school before deciding the area where to live in Brussels.

You can find more information about enrolment here:

<https://www.eurisc.eu/en/European-Schools/enrolments/enrolment-procedure>

Starting my work in the school

When do I receive my professional account (credentials)?

After mid-August and as soon as the School encodes your identity in the system, the automated workflow creates and sends you the **login information** (eurisc.eu account), giving you access to the Pedagogical Development Intranet and the school's pedagogical Intranet, as well as a Microsoft Education license. See above, section on [Apps and IT Tools](#).

Where can I access the school calendar and key dates for my work?

The calendar for the school year generally is published on [School year calendar \(eurisc.eu\)](#).

Particular details are available on the School websites and the management of your School.

Your colleagues will also be able to tell you of especially important dates and deadlines.

Where can I find information about organisation of the curriculum in the European Schools?

You can find information about the organisation of studies and courses on the website ([organisation of studies](#)), and in document [2019-04-D-13](#) (Structure and organisation of studies and courses in the European Schools).

Where can I access the syllabuses of the European Schools?

The various syllabus documents are available at:
eursc.eu/en/European-Schools/studies/syllabuses.

Where might I access Harmonised Pedagogical Planning documents?

You should enquire in your school management or/and from the teacher you will replace. See also the [section on the Harmonised Pedagogical Planning and Record of Material Covered](#).

Where can I learn about assessment and reporting in the European Schools?

Information is available in the [General Rules of the European Schools](#) (2014-03-D-15).

See also Assessment Policy in the European Schools - 2011-01-D-61

See also Summative assessment from s4 to s6 in the European Schools: Pedagogical and organisational arrangements - 2022-12-D-19

See also [Marking system of the European Schools: Guidelines for use](#) (2017-05-D-29) for information on the Marking System of the European Schools and the [section of the website on the European Baccalaureate](#).

Information on the pupil portfolio and School Report for Primary is available in [Assessment tools for the Primary Cycle of the European Schools](#) (2013-09-D-38).

Please note that Rules and Regulations published on the ES Website must be taken into consideration, as they take precedence over what is stated in the syllabuses.

Where can I find information about standards for teaching and learning in the European Schools?

See Document Teaching standards (2024-10-D-15) in the section of the website on Service Regulations - This document sets out the quality framework for teaching and learning in the European schools. This document is also distributed by the management at the beginning of the school year.

Will I be evaluated? Teachers' evaluation

All teachers are evaluated at a period of intervals during their careers in the European schools. See Document Evaluation of Seconded and Locally Recruited Teachers in the European Schools (2023-01-D-32) in the section of the website on Service Regulations.

This document incorporates the [Teaching standards \(Doc 2024-10-D-15\)](#), the lesson observation form based on the new Teaching standards as used in teacher evaluations and self-evaluation as well the rules for the evaluation of teachers and the template for the report of evaluation.

Where can I learn about Educational Support for pupils?

Information regarding the policy and information regarding procedures is available in:

- European Schools website: section on Studies/Educational Support, see <https://www.eursc.eu/en/European-Schools/studies/educational-support>
- See also the Pedagogical Development Intranet, section on [Educational Support & Inclusive Education](#) (access reserved for teachers of the European Schools in service).
- [Last Statistical Report](#)
- You should also consult the **Educational Support Coordinator** in your school.

Who is/are the inspector(s) for my subject?

European Schools staff can find the list of Inspectors and responsibilities on the [Pedagogical Development Intranet](#) (access reserved for teachers of the European Schools in service).

A list of Secondary Inspectors responsible for various subjects is also included in the Memorandum for the European Baccalaureate, which is published annually.

What materials can you use? What content can you share with your pupils? Or play in class? If you create something at school, can you enjoy copyright protection?

The European Observatory on Infringements of Intellectual Property at EUIPO has recently published unique and helpful **FAQs on copyright for teachers**. This FAQs helps teachers and pupils in the EU to find information on using copyright-protected content in the context of education and training, particularly online.

It also informs teachers and pupils on the opportunities copyright protection can have for them as potential creators of works within education.

Answers to the FAQs are given for all EU Member States. They are available in English and/or at least one official language of each respective Member State.

Direct link: <https://euipo.europa.eu/ohimportal/en/web/observatory/faq-for-teachers>

5 Annexes

INDUCTION OF NEW EDUCATIONAL STAFF from the Perspective of a former Newbie

1. Before the School Year Begins

Welcome to your new role in the European Schools' (ES) system! As you prepare for this exciting journey, it is essential to familiarize yourself with the unique values and practices of the ES. Reflecting on how you can embody these values in your teaching will help you make a strong start.

Getting Started

- **Explore the ES Values:** Consider how the ES values align with your own teaching philosophy. Reflect on how you can bring these values to life in your classroom.
- **Read Up:** Dive into the latest edition of the Welcome Guide and any local documents (guides, handbooks) you have received. Do not hesitate to ask questions if anything is unclear.
- **Understand the Syllabuses:** Remember, you will not be teaching the national syllabuses you might be familiar with. Contact your subject coordinator to get the common forward planning documents and any educational materials that colleagues would like to share with you.
- **Language Awareness:** Keep in mind that your colleagues and pupils may speak different languages. Even if you teach in your native language, be prepared for a multilingual environment. The European Schools' system is a wonderful opportunity to learn new foreign languages and improve the ones you already know. It is strongly recommended to learn the host country language of your school.
- **Digital Learning:** If ICT is more prevalent here than in your previous school system, do not worry. The Digital Learning Coordinator at your school will be there to support you.

Practical Tips

- **Meet the Management:** Ask for a meeting with the school management, possibly online, or visit the school if you can before the school year starts. This will give you a first impression of the atmosphere and your new workplace.
- **Connect with Colleagues:** The management can introduce you to your future colleagues and the teacher you are replacing. They will be invaluable sources of information.
- **Family Arrangements:** If you are moving with children who will attend the ES, contact the school administration early to get all the necessary information for their enrolment.
- **Financial Preparation:** Reach out to the financial department as soon as possible. Gathering the necessary documents might take time, depending on your national system.

2. Preparation Time: Induction Days

Before the school year begins, you will be normally assigned an experienced teacher from the same cycle in the ES as your mentor or "buddy." This colleague, who is more experienced and acquainted to the European Schools, will guide you through your adaptation process. This colleague will be there to answer any questions and to give you guidance and support. It will be important to have a positive attitude, to establish a frank and open dialogue, and to always show mutual respect. You will have so much to learn from each other!

Meeting Your Mentor:

- **Regular Check-Ins:** Agree on how often you will meet. We recommend meeting at least once every two weeks initially, then once per term. Do not hesitate to ask for help from your cycle coordinator, subject coordinator, other colleagues, or staff members at any time.

Tips for Effective Meetings

- Keep a journal for questions, ideas, and problems.
- Share your expectations with your mentor.
- Review useful documents (e.g., last year's documents, shared folders) before meetings.

3. Starting the School Year

As the school year kicks off, you will meet your pupils and integrate into the staff community. This is an intense period with a lot to absorb but remember—you are not alone!

Key Advice:

- **Share Your Experience:** Find someone to share your experiences with. "Shared worry is half the worry; shared joy is twice the joy."
- **Seek Support:** For professional help or any questions, you can always contact coordinators, education advisors, management, or the school psychologist.
- **Attend Meetings:** There will be numerous meetings at the start of the year, especially for new staff. They might feel overwhelming, but they are crucial for getting up to speed.
- **Pace Yourself:** Adapting to a new system takes time. Focus on one area at a time, and do not pressure yourself to master everything at once. Your common sense and previous experience will serve you well.
- **Take Care of Yourself:** Prioritize your well-being and give yourself time to adjust to your new life.
- **Set Your Classroom Priorities:** Focus on the atmosphere you want in your classroom and the learning environment that works best for you and your pupils.

4. Observing and Visiting Lessons

Try to visit and observe your colleagues' lessons from time to time, especially your mentor's, but also other colleagues, even from different cycles. Nursery school lessons are great fun to observe.

Also offer your mentor and colleagues to observe your lessons or to "team teach" some lessons. Approach these cooperative practices with curiosity and an open mind.

Building a Framework:

- **Non-Judgmental Observation:** Rather than judging your colleagues' practice, ask them questions to know why they approached an aspect or another in a particular way. Give positive feedback of what you liked and enjoyed. Offer your own ideas as one more possibility to do things. Overall, we are aiming at peer observation and cooperation that fosters constructive exchanges and learning from each other.
- **Collaborate:** Engage in lesson preparation or team teaching with your colleagues. Set up a calendar for these activities, including feedback sessions.
- **Engage in Teamwork:** The ES system encourages teamwork, which can make life easier and improve your teaching. You will have the opportunity to cooperate with colleagues from many different pedagogical backgrounds and traditions in Europe. Embrace it!

5. Teaching

You will receive many helpful documents from the previous year. Remember, ES teachers

harmonize their work, so use these resources (common harmonised forward planning, previous harmonised assessments...) to ease your transition.

Tips for Your First Year

- **Be Kind to Yourself:** Use existing documents to gradually develop your own materials. Do not rush—focus on one step at a time.
- **Seek Information:** Speak with subject coordinators and referents to understand assessment practices, including tests and exams.
- **Embrace the ES System:** It is complex, but you will soon appreciate the advantages it offers to both you and your pupils.

6. Supporting Pupils with Special Educational Needs

The ES has a robust system for supporting pupils with special educational needs. The Education Support Coordinator is your go-to person.

Steps to Take:

- **Reach Out:** Contact the Education Support Coordinator to arrange meetings with educational support teachers, the school psychologist, or education advisors.
- **Cooperate with Parents:** Establish effective communication with parents or guardians, keeping them informed about their child's progress, homework, assessments, and overall well-being.
- **Set Meetings:** Schedule specific times to discuss the pupil's needs in detail with all involved parties.

7. Continuous Professional Development

The ES provides numerous opportunities for professional growth. The schools offer various training activities tailored to local needs. The ES inspectorate also offers subject-related training actions.

The online platform for Continuous Professional Development offers online training opportunities as well as collaborative spaces and links to the professional development opportunities offered by different European and member States Institutions:

<https://cpd.eurisc.eu>

Visit the SharePoint portal of the Pedagogical Development Unit at the OSGES where you will find access to participation in the different professional communities. See here:

<https://eurisc.sharepoint.com/sites/PedagogicalDevelopment>

Professional Growth:

- **Self-Evaluation:** Use feedback from your mentor, subject coordinator or subject referent, and the school management to reflect on your practice. Also use the Teaching Standards document (entry into force on 1st September 2025, [2024-10-D-15](#)).
- **Gather Feedback:** Set regular meetings to discuss your experiences and share your impressions.
- **Raise Concerns:** Do not hesitate to bring up any challenges you are facing. Regular and systematic support from your mentor and school leadership is key to your success.

- **Prepare for challenges:** The European Schools need committed and enthusiastic teachers. As you feel more confident, share your talents in school activities that exceed the typical lessons in your classroom, enquire about different tasks for the good running of the school in which you could participate, keep an eye on coordination and middle management positions.

Final Thought

The adaptation period is a critical phase in your career within the European Schools. With regular support and an open mind, you will find your rhythm and make a meaningful impact in your school. Welcome aboard!

New teachers month-by-month to-do list

Nursery and Primary

What is this document?

Embark on your teaching journey with confidence using this **month-by-month to-do list**. Navigate through essential tasks, system familiarization, and collaborative engagements tailored to each month. From mastering school systems to preparing for assessments, this calendar ensures you stay on track. Connect with colleagues, embrace the curriculum, and savor your first year. Let this to-do list be your guide to a successful academic adventure!

September

1. First Weeks: 100% Engagement

- ☐ Attend all offered meetings for new colleagues.
- ☐ Initiate contact with the previous teacher or a colleague for insights on planning, marking, and school projects.
- ☐ Begin organizing a meeting schedule with your cycle/section/level coordinator.
- ☐ Keep a journal with questions for future meetings.
- ☐ List key persons outside the pedagogical area: janitor, admin/accountant team, canteen staff, nurse, IT manager.

2. Essential Tools Mastery

- ☐ Familiarise yourself with local communication, storage system and online communities

3. Parental Engagement: Information Evening Preparation

- ☐ Prepare for the information evening for parents, consulting with colleagues and your mentor.

4. Curriculum and Assessment Understanding: Next Few Weeks

- ☐ Study the relevant European School syllabuses thoroughly.
- ☐ Acknowledge the 8 key competences for lifelong learning and the assessment policy.
- ☐ Familiarise yourself with the assessment tools.
- ☐ Begin harmonising your work with your colleagues and/or subject coordinator/referent, both within your year level and your L1 section in your subjects.

5. Start of the year assessment

6. Harmonised Pedagogical Planning

- ☐ Understand and contribute to forward harmonized planning uploaded in SharePoint.
- ☐ Prepare yearly and period planning to be shared online*. Consult with your coordinator/mentor for the template.

7. Personal time

- ☐ Set aside time to explore your new city.
- ☐ Ask colleagues for local insights and recommendations.
- ☐ Enjoy your free time and adjust to your new life.
- ☐ Start thinking about JSIS, the health assurance system if you are seconded.

New teachers month-by-month to-do list

Nursery and Primary

October

1. European Schools Pedagogical Day

- ☐ Participate actively in the Pedagogical Day with the entire school teaching staff (if applicable).
- ☐ Engage in collaborative discussions and activities to enhance pedagogical practices.

2. Assessment and Testing Preparation

- ☐ Inquire about the frequency and timing of assessments and evaluations.
- ☐ Understand the differences in assessment between Nursery (Portfolio) and Primary (Portfolio, Oral reports in October, School reports in February and June).
- ☐ Familiarise yourself with the SMS and Teams for efficient work (if applicable).
- ☐ Contact the care team and support coordinator for pupils with special needs or experiencing difficulties.

3. School Dynamics and Future Planning

- ☐ Stay informed about ongoing activities and events at school.
- ☐ Be aware of your class might be involved in trips organised by the person in charge

November

1. Holiday Relaxation!

- ☐ Recharge your energy for the upcoming tasks and responsibilities.

2. Parent-Teacher Meetings

- ☐ Refer to the school calendar for details on when the parent-teacher conferences are scheduled (October/November)

3. Christmas Concert/Shows Planning

- ☐ Start thinking about Christmas concerts or shows you'd like to prepare with your pupils.
- ☐ Collaborate with colleagues to organise and plan for festive activities.
- ☐ Consider incorporating holiday themes into your lesson plans.

December

1. Embrace the Festive Season!

- ☐ Take time to enjoy Christmas! markets, concerts, dinners, and other events in your school and city.

New teachers month-by-month to-do list

Nursery and Primary

January

1. Semester 1 Reports

- ☐ Complete the School Report in the SMS (if applicable); refer to the school calendar for details on deadlines.

2. Pupils experimenting challenges

- ☐ Contribute to the support follow up provided liaising with the Support Coordinator, where applicable.
- ☐ Identify pupils experiencing challenges.
- ☐ Inform their parents and the Support Coordinator for dealing with it collaboratively and effectively.
- ☐ Report to the Deputy Director if you have cases of pupils at possible risk of repeating.

February

1. Explore SMS and SharePoint (If applicable)

- ☐ Continue discovering new features and functionalities in SMS and SharePoint.

2. Enjoy Holidays!

- ☐ Recharge your energy for the upcoming tasks and responsibilities.

3. Parent Meeting for 2nd Semester

- ☐ Organize a parent meeting to share information about the upcoming 2nd semester.

March

1. Easter Holidays

- ☐ Prepare for and enjoy the Easter holidays.

New teachers month-by-month to-do list

Nursery and Primary

April

1. Easter Holidays

- ☐ Take a break and recharge during the Easter holidays.

2. End-of-Year Celebrations

- ☐ Start thinking about end-of-the-year shows and celebrations for each level and section.
- ☐ Plan activities with pupils to make the events memorable.

3. Pupils experimenting challenges

- ☐ Contribute to the support follow up provided liaising with the Support Coordinator, where applicable.
- ☐ Identify pupils experiencing challenges.
- ☐ Inform their parents and the Support Coordinator for dealing with it collaboratively and effectively.
- ☐ Report to the Deputy Director if you have cases of pupils at possible risk of repeating.

May

1. Holidays and Break

- ☐ Enjoy holidays and take a break during the month.

2. Prepare for the Following Year (refer to the school calendar)

- ☐ Start preparing for the next academic year.
- ☐ Develop a book list, gather materials, and place orders as needed.

June

1. End of Academic Year Preparations

- ☐ It's almost the end of the academic year. Be prepared for pupils being away on class trips or excursions, consider potential involvement in these events.

2. Semester 2 School Reports & Class Councils

- ☐ Complete Semester 2 school reports.
- ☐ Stay informed about the opening and closing times for filling in the School Report in the SMS (if applicable)
- ☐ Prepare for upcoming class councils.

July

1. Last Days of School

- ☐ Ensure the last days of school are smooth and enjoyable for both pupils and you teachers.

New teachers' month-by-month to-do list

Secondary

What is this document?

Embark on your teaching journey with confidence using this **month-by-month to-do list**. Navigate through essential tasks, system familiarization, and collaborative engagements tailored to each month. From mastering school systems to preparing for assessments, this calendar ensures you stay on track. Connect with colleagues, embrace the curriculum, and savor your first year. Let this to-do list be your guide to a successful academic adventure!

September

1. First Weeks: 100% Engagement

- ☐ Attend all offered meetings for new colleagues.
- ☐ Initiate contact with the previous teacher or a colleague for insights on planning, marking, and school projects.
- ☐ Begin organizing a meeting schedule with your cycle/section/level coordinator.
- ☐ Keep a journal with questions for future meetings.
- ☐ List key persons outside the pedagogical area: janitor, admin/accountant team, canteen staff, nurse, IT manager.

2. Essential Tools Mastery

- ☐ Familiarise yourself with local communication, storage system and online communities

3. Parental Engagement: Information Evening Preparation

- ☐ Prepare for the information evening for parents, consulting with colleagues and your mentor.

4. Curriculum and Assessment Understanding: Next Few Weeks

- ☐ Study the relevant European School syllabuses thoroughly.
- ☐ Acknowledge the 8 key competences for lifelong learning and the assessment policy.
- ☐ Familiarise yourself with the assessment tools.
- ☐ Begin harmonising your work with your colleagues and/or subject coordinator/referent, both within your year level and your L1 section in your subjects.
- ☐ Familiarise yourself with B-tests and harmonised exams (s4-s7)

5. Start of the year assessment

- ☐ Plan for tests, B-tests, pre-baccalaureate, and Alternative summative assessment tasks before the holidays in November.
- ☐ Organise and consult the school calendar for B-tests.

6. Harmonised Pedagogical Planning

- ☐ Understand and contribute to forward harmonized planning uploaded in SharePoint.
- ☐ Prepare yearly and period planning to be shared on Teams if applicable. Consult with your coordinator/mentor for the template.

New teachers' month-by-month to-do list

Secondary

7. Personal time

- ☐ Set aside time to explore your new city.
- ☐ Ask colleagues for local insights and recommendations.
- ☐ Enjoy your free time and adjust to your new life.
- ☐ Start thinking about JSIS, the health assurance system if you are seconded.

October

1. European Schools Pedagogical Day

- ☐ Participate actively in the Pedagogical Day with the entire school teaching staff (if applicable).
- ☐ Engage in collaborative discussions and activities to enhance pedagogical practices.

2. Assessment and Testing Preparation

- ☐ Inquire about the frequency and timing of assessments and evaluations.
- ☐ Prepare for B-Tests, Harmonized exams, and Alternative summative assessment tasks.
- ☐ Familiarise yourself with the SMS and Teams for efficient work (if applicable).
- ☐ Seek assistance from education advisors for any pupil-related issues.
- ☐ Contact the care team and Education Support coordinator for pupils with special needs or experiencing difficulties.
- ☐ Identify courses requiring tests and inquire about announcing dates and topics (if applicable).
- ☐ Announce test results promptly, ensuring communication with parents.
- ☐ Keep in mind report marking and prepare for parent-teacher interviews.

3. Written Bac Exam Involvement

- ☐ If involved in the written Bac exam, collaborate with colleagues to deliver proposals.
- ☐ Initiate the process early, as crafting proposals may take time.
- ☐ Seek support and guidance from experienced colleagues in the preparation.

4. Autumn Reports and SMS (if applicable)

- ☐ Write the Autumn reports for your pupils, including grades and comments.
- ☐ Review previous reports in SMS for insights.
- ☐ Utilise SMS for comprehensive information about your pupils.

5. School Dynamics and Future Planning

- ☐ Stay informed about ongoing activities and events at school.
- ☐ Be aware of your class might be involved in trips organised by the person in charge

New teachers' month-by-month to-do list

Secondary

November

1. Holiday Relaxation!

- ☐ Recharge your energy for the upcoming tasks and responsibilities.

2. Parent-Teacher Meetings

- ☐ Refer to the school calendar for details on when the parent-teacher conferences are scheduled (October/November)
- ☐ Consider the language you want to use and review templates or guidelines provided by your school and curriculum.

3. Test Planning for November/December/January (refer to the school calendar)

- ☐ Reflect on the Autumn reports and plan for the next set of assessments for November/December.
- ☐ Coordinate with colleagues if necessary and ensure timely preparation for assessments.
- ☐ For B-tests, consider special timetables and surveillances (if applicable). Don't hesitate to seek guidance if needed.

4. Christmas Concert/Shows Planning

- ☐ Start thinking about Christmas concerts or shows you'd like to prepare with your pupils.
- ☐ Collaborate with colleagues to organise and plan for festive activities.
- ☐ Consider incorporating holiday themes into your lesson plans.

December

1. Embrace the Festive Season!

- ☐ Take time to enjoy Christmas! markets, concerts, dinners, and other events in your school and city.

2. S7 Exams

- ☐ Stay in the loop regarding any meetings or discussions related to the s7 pupils' exams.

New teachers' month-by-month to-do list

Secondary

January

1. Semester 1 Reports

- ☐ Prepare for Semester 1 reports and attend school-organised class-councils.
- ☐ Complete the School Report in SMS (if applicable).

2. Pupil Support

- ☐ Identify any pupils experiencing challenges.
- ☐ Inform the Deputy Director and Education Support Coordinator about pupils in need of additional support.
- ☐ Collaborate with colleagues to address and support pupils effectively.

3. Pre-BAC exams

- ☐ Be involved with invigilation.
- ☐ Mark the pre-Bac exams via Viatique.

February

1. Explore SMS and SharePoint (If applicable)

- ☐ Continue discovering new features and functionalities in SMS and SharePoint.

2. Oral Bac Exam Preparation

- ☐ If involved in the oral Bac exams, collaborate with colleagues to deliver individual proposals.
- ☐ Prepare one proposal for each student, plus two additional proposals.
- ☐ Start the preparation process early, as creating these proposals can be time-consuming.

3. Enjoy Holidays

- ☐ Recharge your energy for the upcoming tasks and responsibilities..

March

1. Oral Bac Proposals

- ☐ Continue discussions and preparations for Bac proposals.
- ☐ Collaborate with colleagues to finalize and submit proposals.

New teachers' month-by-month to-do list

Secondary

2. Examinations

- ☐ Monitor and facilitate B-tests and other ongoing examinations.

3. Easter Holidays

- ☐ Prepare for and enjoy the Easter holidays.

April

1. Spring Reports

- ☐ Begin preparations for Spring reports.

2. Easter Holidays

- ☐ Take a break and recharge during the Easter holidays.

3. End-of-Year Celebrations

- ☐ Start thinking about end-of-the-year shows and celebrations for each level and section.
- ☐ Plan activities with pupils to make the events memorable.

4. Pupils experimenting challenges

- ☐ Confirm with the Deputy Director the risk of repeating the year as per your Spring report, where applicable. The Deputy Director forwards official communication to parents.

May

1. (Harmonised) B-Tests and Exams

- ☐ Prepare for and facilitate B-tests in s4 and B-tests and (harmonised) exams in s5-s7.

2. Holidays and Break

- ☐ Enjoy holidays and take a break during the month.

3. Prepare for the Following Year (refer to the school calendar)

- ☐ Talk to your subject coordinator and the management about the courses you will teach next school year.
- ☐ Start preparing for the next academic year.
- ☐ Develop a book list, gather materials, and place orders as needed. Develop a book list, gather materials, and place orders as needed.

New teachers' month-by-month to-do list

Secondary

June

1. Exams

- ☐ Invigilate exams.
- ☐ Mark exams

2. End of Academic Year Preparations

Be prepared for pupils being away on (residential) class trips, excursions, work-experience (WEX) or Citizenship Actions for All Programme (CAAP); consider potential involvement in these events (more detailed information in the following Framework Document: <https://www.eursec.eu/BasicTexts/2024-01-D-33-en-2.1.pdf>).

3. Semester 2 School Reports

- ☐ Complete Semester 2 school reports.
- ☐ Stay informed about the opening and closing times for filling in the School Report in the SMS system (if applicable).

4. Class Councils

- ☐ Prepare for upcoming class councils.
- ☐

5. Written Bac-Exams are a big deal, be prepared

- ☐ Invigilate exams.
- ☐ Mark exams

6. Oral Bac Exams

- ☐ Prepare for, invigilate, and conduct Oral Bac exams.

July

1. Oral Bac Exams

- ☐ Prepare for, invigilate, and conduct Oral Bac exams.

2. Last Days of School

- ☐ Ensure the last days of school are smooth for both pupils and you teachers.

3. Summer Break

- ☐ Enjoy a well-deserved holiday during the summer break.

WELCOME

A guided tour through the European Schools for new educational staff

2026-2027 SCHOOL YEAR EDITION

