



CONSEIL D'EDUCATION CYCLE SECONDAIRE

PROJET COMPTE RENDU

Réunion du lundi 20 mai 2019 de 16h15 à 17h45 (S1-S3 Bibliothèque, Bâtiment Platon)

Présences :

Section linguiste	EEBI - membres de personnel	APEEE – parents	CDE - étudiants
	Chair: Lars Roesen, Directeur adjoint secondaire		
	Brian Goggins, Directeur		
	Jeff Louarn, Conseiller principal d'éducation		Laszlo Molnárfi, Président CDE
	Maire Mairtin, Représentante Professeur	Karin Hundebøll, VP APEEE	Bianca Cuevas Geiger, VP CDE
DE	-	Dietrich Rometsch	Konstantinos Kikiras
DK	Jesper Frederiksen, Professeur	Line Fredslund Volkers	Natascha Borchmann
EN	Maire Mairtin, Professeur	Caroline Cambas	Martina Lalova
ES	Maria Pilar Alonso Polo, Professeur	Isabel Vicente Carbajosa	-
FR	René Fery, Professeur	Dominique Nols	-
HU	Istvan Banki, Professeur	Emese Savoia-Keleti	Istvan Donat Dobo
IT	Mina Farris, Professeur	Talia Adria Boati	Elena Sagredo Momoli
PL	Slawomir Kwasny, Professeur	Dorota Witoldson	-
SWALS	Hrissana Kalbova, Professeur	Monika Velikonja	Martina Lalova
Invités	Jan Beliën, Coordinateur		
	Sarah Williams, Secrétaire, Rapporteur		

Introduction (1 min)

[The Chair Mr Roesen](#) suggests alternating points between parents, students, teachers, and management as usual.

Approbation du projet de l'ordre du jour (2 mins)

No one objects to two points being added with information from the Director about the next school year. [The APEEE VP Ms Hundebøll](#) asks for the four follow-up points put forward by parents which had not been put on the agenda to be included.

Approbation du compte-rendu de la réunion du 21 février (1.5 mins)

No objections are raised in relation to the previous minutes of the 21/02/19 meeting, so they are now approved, and the recording has been deleted.

Information de la direction

Friday afternoon lessons for secondary students (12 mins)

[The Director Mr Goggins](#) explains that the school is now formally looking at reversing the decision of having lessons after 13.20 on Friday afternoons. The main reason for this is so that it would give timetablers the flexibility to create better timetables for students. This new arrangement is expected to lead to better organisation of teaching spaces, particularly for the rooms in demand. Moreover free periods, particularly for S1-3, would be dotted around more; a student could have up to 5 free periods in the week. Students would therefore have more free time in school, which could be a good opportunity for them to plan their work better and/or have more social or sporting activities. Educational support lessons could be allocated to those free periods rather than in lunchtime or Wednesday or Friday afternoon, thus addressing a common complaint from many parents. With the current system it's almost impossible to timetable a SWALS S1 language lesson with three sections together. With the new arrangement there would be more chance of doing this. Similarly, it may be possible to have ONL students (Irish or Maltese) in classes together. If this new arrangement yields the results expected, it will be in place by September. There are implications for APEEE-Services, for example the transport service will need to look into whether or not it's still viable to have two bus services.

[The CDE President Laszlo Molnár](#) asks if the decision is still up for debate and says students would prefer a short day on Friday. The Director answers that if it delivers what he thinks it will deliver it is not up for debate. Konstantinos Kikiras thinks that longer Fridays might be a better solution so long as students don't have to go to the *étude*. [The IT student rep. Elena Sagredo Momoli](#) agrees with him about students not wanting to go to the *étude* more.

[The Director Mr Goggins](#) stresses that the free periods don't automatically mean studying and that as students have a long day, they are entitled to some free time; also learning to become a more responsible student involves planning your own time.

[The PL parent rep. Ms Witoldson](#) wonders whether the school has adequate space for studying, "to sit in peace and get things done," saying that with this new arrangement, there will be more free periods with more students needing study space. It's important the students "don't just hang around, they're tired, and can't go home because it's too far". The Director replies that the school currently doesn't have adequate space, but that it will look at the timetable and see how to maximise the space and give students opportunities for something to do in that period, not necessarily silence in the *étude*. [The Chair Mr Roesen](#) adds that part of the plan is to reorganise how rooms are used, including the *étude*.

[The PL teacher rep. Mr Kwasny](#) agrees with having better help for educational support students. He's a support teacher and one lesson is at lunchtime when the students "cannot focus because they are hungry" and the second one is on Friday in P6 when they have to leave after half an hour to get the bus.

[The teachers rep. Ms Mairtin](#) supports the need to cater for pupils - particularly the younger ones - during their free time and suggests reviewing the impact of this change in a year.

Removal of concept of bilingual language classes in LII and LIII (14 minutes)

It has been decided to revert the idea of bilingual classes at EEBI, because many of the students in a bilingual class are not bilingual, they are the 'best' 27 or 28, only a proportion of whom are genuinely bilingual. [The Director Mr Goggins](#) considers that the idea of taking the 'best' ability students is fundamentally unfair and doesn't advantage either the top group or the bottom group.

Consequently, the school intends to organise LII classes so that there is a range of ability in all groups then have differentiation so that each student improves, regardless of his/her ability, because "a mixed ability with differentiation is something that gives greater improvement for all groups". Efforts will be made to avoid situations such as putting a new student with no LII in a group of students who are orally fluent.

For students who are genuinely bilingual, the school will use educational support time allocation in the same way as when a student has insufficient competence. When a student is gifted and talented in a subject and if they choose to do so, support will be offered outside the curriculum in order to challenge the student over and above the level of LII.

The school will do something similar for LIII. One of the challenges of LIII is that there are students in S1 who are already orally very competent in LIII, and who choose that language because it will be an easy 10 or A. The Director thinks that this is a huge mistake, because instead of doing well, students become disinterested and don't work so they don't achieve. Also since LIII is really an oral-based competence, students should be trying something new, to gain a new skill. [The Director Mr Goggins](#) finishes by saying, "LII is LII and will never be LI. LIII is LIII and will never be LII or LI. So while we'll ask teachers to differentiate, it will not be outside the remit of LII or LIII".

[The SWALS student rep. Martina Lalova](#) says coming from primary where EN was L1, her S1 year where EN was LII was so easy it was demotivating and unproductive. When a bilingual class was formed it was more stimulating and motivating. She asks "how do you push everyone if everyone is at different levels?" The Director replies that it's differentiation in the main LII group, "which is a challenge but something we have to meet". If a student is talented s/he attends normal LII classes, then is offered something to challenge his/her ability in that subject, but it's not part of the LII programme.

[The DE student rep. Konstantinos Kikiras](#) fully agrees with removing the bilingual concept and having mixed groups and says it doesn't make sense to have a bilingual group if some of the students are not actually bilingual.

[The SWALS parent rep. Monika Velikonja](#) underlines the importance and benefits of the bilingual classes for SWALS pupils. She asks the school to provide an assessment or an analysis of the existing system of [setting streaming](#) to show what was working and what was not working. [The APEEE VP Karin Hundebøll](#) says that [parents worry about rumours that L2 classes may be mixed and that parents](#) many parents will be reassured by the Director's comments that the idea is not to mix bilinguals with beginners, and to have some sort of individual assessment.

In response to [the SWALS parent rep., Ms Velikonja](#) the Director stresses that the decision is made, the school is moving away from bilingual classes. He would be happy to make assessments from now onwards, to make sure each child's learning experience is increased, but he doesn't intend to produce statistics or data on why they've made the decision.

[The PL parent rep. Dorota Witoldson](#) asks whether the change would only affect the bilingual classes or all language classes. The Director confirms that the change will affect all of them.

Review of actions agreed from the previous meeting (16 minutes)

Actions agreed 21 February	Comments
Analysis of results of new marking scale in S1-S5	The Chair Mr Roesen : "It's too early, for next time".
Students' use of the toilets on the ground floor of the Aristote	The Principal Educational Advisor (CPE) Mr Louarn : "The toilet problem is solved."
Planning for secondary students during Bac oral period	The Chair Mr Roesen : "This will be dealt with in point 4a."
Working group on drug prevention	CPE Mr Louarn : "We had our first meeting two weeks ago with parents and teachers."
Share the replacement rates of project week in February with members.	Mr Beliën: <ul style="list-style-type: none"> During the main project week in April 2019 there were 1,096 periods where the teachers were not present. A total of 199 periods were cancelled lessons (students were on school trips) so there were 897 periods to replace. A total of 425 replacements were organised equalling a replacement rate of 47.38 %. For the smaller project week in February, there were 290 periods where teachers were not present. There were 104 replacements, which is a replacement rate of 35.86 %. For planned absences which are known about well in advance, the APEEE VP Ms Hundebøll notes that still finds these replacement rates remain very low and reminds members that according to the rules, planned absences should be replaced . "We appreciate what you're doing but more needs to be done. The figures speak for themselves."
Progenda	Mr Perez, secondary ICT coordinator is not in favour of using Progenda. In cooperation with the Data Protection Officer, two alternative options are being considered, one using Doodle, the other O365. Mr Beliën is optimistic that one of the two will be operational for next year.
B tests and S5	The CPE Mr Louarn has organised this with the cycle coordinators and the teachers.
WSI feedback report	The Director confirms that the text where the school gives its response on each of the recommendations can be shared.
Environmental action group	Mr Beliën says the school has had had internal meetings and a meeting is planned with parents this week. A survey has been sent out to all teachers to compile a list of what is being done in school. The DE parent rep. Mr Remetsch is very interested in this initiative but unfortunately was given too short notice to attend. The CDE president Laszlo Molnárfi announces that the biodegradable cups will arrive on Tuesday.
Gym use P6/P7 for students	The Chair Mr Roesen has seen the gym teachers on several occasions plus CESAME. It's very difficult to find a time spot, however it may be possible next year when there is more flexibility with the timetable.

Additional follow-up points by parents not covered above:

Mobile phone policy: [The EN parent rep. Ms Cambas](#) reminds [the Director Mr Goggins](#) that he said he would reply to APEEE. [The Director Mr Goggins](#) promises to do so the next day.

The parents ask what the status is on the following three points discussed during the previous Education Council meeting on 21 February:-

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1. The parents' idea of having a vacancy notice for replacement teachers: ~~Ms Hundebøll asks the school to specify what the gaps are in teaching resources.~~ Mr Beliën says that replies that in general the school is short of available teachers in the it will be the small language sections. The APEEE VP Ms Hundebøll asks the school management to define the most sought-after subject and language qualifications so that it may be circulated widely on the APEEE network ~~him to define what they are.~~ The Chair Mr Roesen promises to follow up on that.
2. Replacement rules on the website: The APEEE VP Ms Hundebøll asks for a presentation of the local rules for replacements in the next meeting. The Director clarifies that there are no local rules, the school follows the Pinck memorandum. Mr Beliën suggests that teacher replacements are discussed in a separate meeting with management.
3. Communication tool about cancelled lessons: Parents are keen for the school to use a digital tool such as SMS, Office 365, or WhatsApp to inform parents/students about lessons that are cancelled the absences of teachers the next day. The school management has reservations as to whether a digital tool would solve the problem and there are also associated data protection issues. The APEEE VP says that it is not feasible to have 2,000 secondary pupils to pass by an office in the afternoon to find out if some of their lessons are cancelled the next day. It should be possible to communicate this information to parents and pupils more efficiently. Mr Beliën accepts that the process could be improved and is open to finding another way.

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Parents point 1: Planning of teachers' allocation for the Bac cycle (ref. note from DA parent rep) (5 mins)

The DK parent rep. Ms Fredslund Volkers expresses parents' concern about the allocation of new teachers to S7 students, not just in the DK section but also in the DE and ES section, particularly for history classes. Parents would like to see the change of teachers minimised between S6 and S7, because teachers who start in September don't have enough time to get to know the students and the ES system.

The Chair Mr Roesen totally agrees and replies that ensuring continuity in the S6-S7 cycle is one of the most important criteria when allocating teachers to classes. However, it's impossible to avoid sometimes, particularly in smaller sections where there aren't so many teachers to take over when someone leaves. It's the school management's obligation when new teachers arrive to make sure they are integrated, understand the marking, and have a mentor to work alongside.

The DE Student rep. Konstantinos Kikiras says that getting a new L1 teacher in S7 would be a disaster. The Chair Mr Roesen replies that in this case the three remaining DE teachers would cover S7, and that the new teacher would teach at a lower level.

Teachers point 1: Number of external trips taken by students in S6 and S7 (13 mins)

On behalf of a colleague in the EN section, the teachers' rep. Ms Martin suggests restricting trips to project weeks for S6 and S7 students. School trips have significantly interrupted classes this year which makes it difficult to maintain momentum and puts S6 and S7 students under pressure to catch up.

The Chair Mr Roesen says that on the one hand he understands the frustration of teachers to deliver, but on the other hand teachers do present very interesting projects which cannot always take place during project week. He gives the example of the trip to Cern in Geneva; physics students are not ready before S7, and they can't go in the spring because of the Bac, so he has exceptionally approved a trip there in the autumn, because it's a wonderful experience for students who can go. Mr Beliën says that hopefully the all-in-all out principle implemented next year in April will help reduce the impact on normal lessons.

The CDE president Laszlo Molnari thanks the teachers' rep. Mrs Martin "for thinking of the wellbeing of students, but in my experience, pressure and stress comes from the classroom and not from trips that are taken externally". He says that the students love these trips, and they have educational value. The DE student rep. Konstantinos Kikiras agrees, saying that students choose to do these trips to extend their knowledge and that they are more projects than trips.

[The teachers' rep. Ms Mairtin](#) says there is huge pressure in S7 and that the obligatory two hour B tests - Phil 2, His 2, Geo 2 and Bio2 - means that "there are a very serious number of teaching lessons lost at a time when the S7 students are feeling the Bac is upon them".

[The ES parent rep. Ms Vicente Carbajosa](#) thinks there should be a coherent and organised way of planning for every section, with equal treatment for all. In a recent S4 ecology trip, the Spanish section was split up in two and one of those groups was not accompanied by a Bio teacher, but by a language teacher. [The Chair Mr Roesen](#) replies that there were staff at the centre who were able to provide expertise and suggests she come and see him to explain what happened if necessary.

[The APEEE VP Ms Hundebøll](#) thinks that the EN teacher has raised a valid pedagogical concern and suggests that trips are spaced out more over the seven years, perhaps by putting some trips in S4 or S3.

[The Director Mr Giggins](#) wouldn't disagree with what the students or the teachers have said and understands the pressure in S6 and S7. However "there are some trips that require that you are a certain age, either by virtue of the activities or the rules". Plus "we have to make sure that learning isn't just about being in a classroom reading from a book". Also, when students apply for places at university, they need to show they've taken part in a range of activities, not only studying. So a balance needs to be struck between out of school activities and students meeting their educational requirements. It's up to the school and parents to "make sure that our students are making informed choices and by going on that trips they are not losing something inside the classroom."

Students point 1: Women's hygiene products in the bathroom (1 min)

To ensure that women's hygiene products are available for those who need them, [the SWALS student rep. Martina Lalova](#) suggests having cardboard containers in the girls' toilets around school. Girls who have some spare could donate them for students who need them and who don't have the money to buy them from the infirmary. [The DK parent rep. Ms Fredslund Volkers](#) says it's a great idea and suggests getting metal boxes instead of cardboard because they are more water resistant.

Action agreed: [CDE Jeff Louarn](#) to talk to the infirmary.

Parents point 2: New marking system: measures taken and/or planned to ensure consistent application across different teachers and sections? (ref. note from IT parent rep.) (10 mins)

[The IT parent rep. Ms Adria Boati](#) expresses concern that teachers are deliberately marking lower with the new marking system and asks whether the school is briefing teachers on this subject and/or making sure that the approach to marking is consistent.

[The Chair Mr Roesen](#) replies that teachers marking lower does not and should not happen. Teachers work together in cross sectional groups to ensure marking is harmonised and when teachers are inspected it is discussed.

On behalf of German parents [the DE parent rep. Mr Rometsch](#) reads out a statement expressing concerns about how the new marking system in the Bac cycle may not be applied consistently and how low marks may have a negative effect on their children future. He urges management to "provide data on implementation of the new system in the autumn and consider postponement of the implementation of the Bac cycle until a proper analysis of its effects has been done. We think the new marking system should only be introduced in the Bac cycle if we have evidence that the new system is mature, stable, and consistently applied by everybody."

[The Chair Mr Roesen](#) responds by saying that on the contrary, if the class councils in January are anything to go by, there appears to be a tendency towards more congratulations, and fewer failures. This issue is being reviewed at the secondary deputy directors' meeting this week. The school will carry out an analysis when there are some results to analyse.

[The DE student rep. Konstantinos Kikiras](#) has heard that you get more middle marks, but that it's much harder to get 9s and 10s, which is what you need to get into some universities.

[The APEEE VP Ms Hundebøll](#) says that the discussion "underlines the need not to base our discussions on anecdotal evidence but to ask school management to make the analysis and get the figures so we can have a more fact-based discussion."

[The DE parent rep. Mr Rometsch](#) asks if the new marking scale could be postponed for the Bac cycle. The Director says that the decision of the Board of Governors is that it's introduced from September. [The teachers' rep. Ms Mairtin](#) adds that parents asked to postpone it in the Board of Governors meeting in April, but that the request was denied.

The Director says, "it's important to differentiate between what we're doing with our marking and what different delegations have decided about conversions". For example, "the German delegation has not made a decision based on the fact that we're changing our marking scheme. They've made a decision based on the fact that they feel that German students who are having their education in Germany are being disadvantaged because European School students are getting access to universities places easier".

Teachers point 2: Programme to reduce student stress – rescue dog or cat (3 mins)

[The teachers' rep. Ms Mairtin](#) asks whether or not there could be any method or programme the school could consider to try and help deal with student stress. In the UK, a dog or a cat on site has been felt to reduce stress.

[The DE student rep. Konstantinos Kikiras](#) expresses strong enthusiasm for this idea and is keen to introduce two alpacas on site, as they are friendly, easy to take care of, and don't bite or spit. He proposes having a working group to move things forwards. [The SWALS student rep. Martina Lalova](#) is also in favour, saying that her stress levels would probably be reduced by 99% if there was a dog. [The Chair Mr Roesen](#) expresses reservations; what if some students are allergic, what if the animals bite?

Previous wellbeing classes are discussed, and [the CDE Mr Louarn](#) announces that a wellbeing project will be launched in secondary for the next school year.

Management: Study trips information added to list since last meeting (see list) (1 minute)

Mr Beliën presents an updated list of trips for this school year; three or four have been added.

Parents point 3: Support to and recognition of extracurricular activities such as ESSS, FAME, etc. (ref. note from EN parents rep) – (4 minutes)

[The EN parent rep. Ms Cambas](#) refers to the various science competitions happening (ESSS, Science-Expo) as well as the up and coming Festival of Art and Music of the European Schools (FAME) and asks the management how the school is going to encourage students to participate in the activities mentioned above and how to publicise the achievements to keep up the momentum.

[The Director Mr Goggins](#) acknowledges that the school has to work on this, saying, "we need to get better at letting the students coming behind know what the activity is, what's happened and how they should get involved". There are so many different projects going on, in both primary and secondary, on a diverse range of subjects and issues, and it's important to promote them so that students know what's happening and get the opportunity to choose what to get involved in. "We are looking at ways to try and increase student's awareness of the different activities that they can get involved in in school, so you don't end up only getting involved with the activity arranged by the teacher who teaches you". This receives the full support from management. He has not yet received the application process for FAME.

[The Chair Mr Roesen](#) mentions during the science festival working group meeting how communication has been identified as a weak point. "We have these wonderful events, but apparently there are still pupils who are not aware of it." [The CDE president Laszlo Molnari](#) agrees with Mr Roesen and says that the [working group is students are developing the local science festival guidelines for all the European Schools to strengthen and spread the tradition of the science festival and the ESSS across all European Schools and is planning how to improve the regulations and planning the communication and advertising.](#)

Divers (5 mins)

[The Chair Mr Roesen](#) announces that [the CDE Mr Louarn](#) is at the end of his secondment, to leave at the end of the school year and that Mr Beliën shall be replacing him for one year. After that, there will be a new post, a 'Deputy's Deputy' instead of [the](#) Principal Education Advisor. He thanks Mr Louarn for all the work he has done. (*round of applause*). M. Louarn remercie tout le monde, particulièrement la Comité des Elèves, qui a fait beaucoup de choses

cette année. Il remercie Laszlo et Bianca qui ont été très actif. « C'était une bonne année, je vous en remercie. » (round of applause).

The APEEE VP [Ms Hundebøll](#) expresses regret that members didn't get to all the points, particularly the pedagogical programme at the end of the school year for S1-S6 pupils, which is now fairly urgent. The Chair [Mr Roesen](#) replies that points are taken in priority order, and that parents should therefore submit the highest priority first and that it's necessary to resubmit the points again for next time if they still wish to discuss them. She asks to meet management about this issue and [the Chair agrees. Mr Roesen agrees.](#)

Summary of actions agreed:

Points	Actions agreed 20 th May	Who
Students	Talk to the infirmary about having metal boxes in the toilets for women's hygiene products.	Mr Louarn CDE
Parents	Confirm where the gaps are for teacher replacements.	Secondary management
Parents	Discuss teacher replacements at a separate meeting	Management and parents
Parents	Parents to meet with management to discuss the end of year pedagogical programme for S1-S6 pupils	Management and parents

Issues carried over from meeting on 21st February

	Follow-up points	Who
1.	Analyse results of the new marking scale in S1-S5 and share findings with CE members	Secondary management
2.	Make progress with putting into place a digital platform for the organisation of parent-teacher meetings	Secondary management
3.	Define the most important subject and language qualifications required for replacements	Secondary management
4.	Look into finding a way of communicating to parents and pupils about cancelled lessons, possibly via SMS, Office 365 or another appropriate digital tool	Secondary management

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