



EUROPEAN SCHOOL BERGEN

Multi -annual Pedagogical School Plan

2022 – 2024 (incl . school year 2024/25)

Approved by the School Administrative Board on 13th September 2022

I. CONCEPT OF THE MULTI-ANNUAL PLANS

The basis for the Multi-Annual Plans of the Schools is the

These two areas are common in all Multi-annual Pedagogical School Plans and are followed up in a harmonized way.

Besides this the Schools set their own multi-

III. COMMON MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

1. Implementation of the educational vision as stated in the Multi -annual Plan of Pedagogical Priorities

Further to the mission statement, the BoG specified that schooling in the European Schools should be organised in such a way as to offer:

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To reflect the changes in the pedagogical area since the adoption of the above-mentioned mission statement, the BOG when approving the Multi-Annual Plan (MAP) of Pedagogical Priorities in April 2021 amended the statement with the following reference to the Key Competences of Lifelong Learning:

(source: 2021-01-D-43, MAP).

For this reason, the MAP of Pedagogical Priorities focuses on embedding the Key Competences in the curriculum (continuing the ongoing work) and proposing changes in the curriculum.

The following performance indicators have been defined in order to measure attainment and progress of the implementation of the objective.

	Status quo	Target school year 2024-25
<p>Training measures 1 taken in all the ES and AES</p>	<p>Lack of general understanding of the Key Competences.</p> <p>In 2020-2021 7 Video conferences were organized for N/P and Sec Inspectors, Directors, Deputy Directors, Teachers, Central level training events</p>	<p>Shared understanding of the Key Competences and their role in pedagogical planning. The Key Competences are visible in the planning documents as well as in the teaching and learning activities of the school.</p> <p>A variety of learning approaches are promoted to support Key Competences.</p> <p>Each school will have had a series of training events by the end of 2021-2022.</p> <p>Centralized in-service training for subject referents and coordinators.</p> <p>Each new school year: local in-service training. Expected minimum number of trainings: at least one training per cycle per school year.</p> <p>Training for new teachers (as part of the process "Induction of new teachers").</p>

2. Educational Support and Inclusive Education

IV. SCHOOL SPECIFIC MULTI-ANNUAL PEDAGOGICAL OBJECTIVES

1. Sustainability

The long-term goals for ES Bergen concerning sustainability are to make:

- our school more sustainable
- the students aware of the need of sustainability
- the students active and engaged to improve a sustainable way of living

This work is a process that most certainly will continue also after this 3-year plan. We do therefore not set detailed goals for the 3-year period but we will define detailed goals and steps in each annual pedagogical school plan based on previous work and on discussions with engaged students and staff.

2. Social Climate

The long-term goals for ES Bergen concerning Social Climate are to make our school a place where everyone will feel comfortable, respected and taken in consideration – a place you are happy to go to and be part of regardless of your role at school.

This is of course a process that will not end with this 3-year plan, but for each year we will set specific goals of what to obtain and evaluations will give us an indication if we are going in the right direction and will be discussed with students as well as with staff.