

### **Overall objectives for the European School Copenhagen (2014-17):**

1. The school challenges all students to the best of their ability
2. The school fosters cultural understanding and confidence in the pupil's own cultural identity to ensure the pupils well being and a fruitful learning atmosphere
3. Teaching is based on a high level of professional knowledge put into practice
4. Development of the physical environment and organisation of the school

## Strategic focus points for the European School Copenhagen 2015/16

Focus Area	Description and status	Objective	Action Plan	Evaluation
<p><b>European school Identity - Values and traditions (2,4)</b></p>	<p>ESCPH is a new accredited European School in Denmark. It is the only one of its kind and from the outset identity, curriculum and values are new to all stakeholders. The need of a strong identity is enhanced by a multitude of nationalities among pupils, parents and staff.</p> <p>The school has now been established and accredited by the European School system and the school has been running for one school year. Within its first year the school has moved to new premises twice.</p>	<p>To create a strong sense of identity and unity based upon a multicultural and multilingual environment.</p>	<p>During the school year the multicultural and multilingual identity of the school will be promoted to pupils and parents through common school activities such as: Assemblies, theme weeks, celebrations and family events.</p>	<p>At the end of the year the multicultural and multilingual identity of the school is reflected in the themes and planning of common school activities.</p> <p><i>The multicultural and multilingual identity of the school has been part of the planning of school activities such as: European Day of languages, Children's Rights Day, Diwali, Christmas and theme weeks.</i></p> <p><i>The school values was discussed at an all staff meeting and the school will present an official formulation of the values for the board in 2016/17</i></p>

				<i>in connection with the vision work in SAG.</i>
<b>European school Identity - Staff knowledge of the European School System and cooperation between language sections. (3,4)</b>	<p>Teachers at ESCPH have different cultural and pedagogical backgrounds and do not necessarily possess knowledge of the European School System.</p> <p>A number of teachers are new this year (2015) and need to acquire knowledge of the European School system and its values, curriculum and methods.</p> <p>The teachers different backgrounds offers a lot of potential for learning from each other, but also a need for some harmonisation across the language sections.</p>	<p>To create a highly professional European School, where the values, curriculum and methods of the European School System are implemented in everyday planning and teaching and where there is harmonisation across the language sections.</p>	<p>An intensive intro programme at the beginning of the school year will provide new staff with basic knowledge of the European School System.</p> <p>During the year the school will organise or take part in the following activities aimed at further deepening the staff's knowledge the European School System: In service trainings, mentor system and a study visit to another European School.</p> <p>To support harmonisation and inspiration across the language sections the school will organise study visits, where teachers from one language section will visit a teacher and class from another section.</p> <p>To harmonise the educational and yearly</p>	<p>At the end of the school year the teachers knowledge of the European School system is enhanced and this is reflected in the daily teaching. As indication of this the semester plans from the teachers will show use of the European School curriculum and methods. Another indicator is an increased cooperation between teachers from ESCPH and other European schools e.g. through the mentor system.</p> <p><i>The study trips to European Schools in Helsinki and Bruxelles for teachers and pedagogues were evaluated very positively by the participants and it is the assessment of the school</i></p>

			<p>plans the school is developing common templates for the teachers to use when reporting on their yearly and semester plans.</p>	<p><i>management that the study trips are very important as a way of introducing the new staff to the European School identity.</i></p> <p><i>In relation to the mentor system the language teachers at ESCPH has entered into mentorships with teachers from Bruxelles 1 and 4 in 2015/16. Also the study trip to Helsinki resulted in cooperation between teachers.</i></p> <p>In terms of harmonisation: By the end of the year all teachers have done a study visit in a class in the other language section and the common templates for year and semester plans are used by all teachers.</p>
--	--	--	---	---

				<p><i>About half of the teachers have carried out study visits of these kind. The teachers who have carried out visits have had a positive experience and the management will use study visits as a tool to strengthen cooperation between teachers in 2016/17.</i></p> <p><i>The common templates for reporting on yearly and semester plans has been developed.</i></p>
<p><b>European School Identity - External communication (4)</b></p>	<p>A new website will be set up for Sankt Annæ and the European School Copenhagen addressing the school's external audience as well as parents.</p>	<p>To strengthen external communication and support branding of the European School.</p>	<p>With a clear reflection of the external audience and branding purposes of the the site, the school will update and move content from the existing website to the new site, and produce new content where it is needed.</p>	<p>At the end of the year the school will conduct a short survey among the users of the site to determine if the site is well functioning and the content is relevant to the audience.</p>

				<p>The school will monitor traffic on the site to understand the interests and use by the audience.</p> <p><i>The European School part of the new webpage was launched in June 2016 so the school has not yet done any analysis or evaluation of the use, but will do so in March 2017.</i></p>
<p><b>Development of the teachers professional competences - Visible learning (1,3)</b></p>	<p>Visible learning is central to the new Danish school reform and the final aim of the method is to improve the learning of the individual child. The European School has as a central objective to challenge all pupils to the best of their ability and the school will introduce the method of visible learning to support this work.</p>	<p>To obtain a differentiated teaching approach and improve learning it is the aim to develop the teachers' competences of visible learning and inspire pedagogical discussions based on this method.</p>	<p>The school takes part in 'Læring der ses' at Metropol offered by the municipality of Copenhagen. The school will arrange in-service training for all teachers where visible learning will be introduced and developed. In cooperation with the teachers an expert will assist individual teachers in implementing visible learning.</p>	<p>The school will organise an evaluation meeting for the teachers.</p> <p><i>The school conducted a written evaluation of the program. It showed that most teachers were satisfied with the program but that it was not fully implemented in the everyday teaching. The European School will continue to work with visible learning in 2016/17.</i></p>

				<p>The teachers from Metropol will run a survey on the outcome of the seminar and supervision programme.</p> <p><i>The programme in cooperation with Metropol has not been evaluated, because it is still ongoing. It was decided to transfer of the hours allocated for this programme to the fall of 2016 in order to give new teachers an introduction to visible learning.</i></p>
<p><b>To challenge all students to the best of their ability - ICT (1,2)</b></p>	<p>The school provides ICT hardware such as Ipads, computers and interactive boards in the classrooms in order to make ICT an integrated part of the education.</p>	<p>That all teachers and pupils in our school become confident users of ICT to support the pupils learning process and the integration of ICT in the teaching.</p>	<p>In the Supporting Teaching classes (UU) the school will teach the students basic ICT competences.</p> <p>The teachers will be encouraged to more actively use ICT as an integrated part of the teaching through the organisation of a series of short, inspirational</p>	<p>At the end of the school year the teachers will organise an evaluation where the pupils evaluate their own competences in relation to the use of ICT. This might be done by the use of a questionnaire.</p> <p><i>This survey was not done.</i></p>

			trainings with applicable tools and ideas for a variety of different subjects.	<i>But the administration talked with teachers from both sections and the ICT coordinator to evaluate the progression of the area in 2015/16. It was clear from this it is very different how the two sections have worked with ICT. This is one of the reasons why teamwork and harmonisation across sections will be a focus area in 2016/17.</i>
--	--	--	--	---