

Strategic Focus Areas 2016/17 - ESCPH

Focus Area 1: European School Copenhagen Identity			
<p>Description:</p> <p>The European School Copenhagen continues to grow with new parents, pupils and students. In order to create a distinct academic profile and a strong community, ESCPH must develop shared values, traditions and knowledge that reflect the school's unique combination of the European School system and a nordic pedagogical approach.</p>	<p>Objective:</p> <p><i>ESCPH formulates a set of central values that reflect the school's identity and the joint vision of SAG.</i></p> <p><i>That new teachers receive a thorough introduction to the European School system's values and methods.</i></p>	<p>Action plan:</p> <ul style="list-style-type: none"> • A draft formulation of values for the school has already been developed. In the school year 2016/17 management will work with staff, pupils, and parents to finalise a draft which will be presented to the board for decision in 2016/17. • The management organises an intensive introduction program for teachers with focus on the European School system • New teachers and pedagogues participate in a study trip to another European School. 	<p>Evaluation:</p> <p>The ESCPH board has decided on a formulation of the central values for the school that has been developed in cooperation with staff and parents.</p> <p>The initiatives are evaluated with teachers and pedagogues.</p>
Focus Area 2: Language and literacy			
<p>Description:</p> <p>A number of the students in both the English and the Danish section do not have English or Danish as their mother tongue. Therefore, there is a</p>	<p>Objective:</p> <p><i>The pupils' language and literacy is being developed in all subjects.</i></p>	<p>Action plan:</p> <ul style="list-style-type: none"> • The management will organise an inservice training for teachers on language acquisition in cooperation with Metropol. 	<p>Evaluation:</p> <p>The pupils are conscious of their own language and developing their</p>

<p>need for a special focus on the development of language and literacy. In the 2016/17 school year, the school will focus on developing language and literacy in all subjects.</p>		<ul style="list-style-type: none"> • Within the teams, the teachers will have special focus on the development of pupils' language. • The pedagogues will attend a workshop with focus on language to facilitate pedagogical discussions on language in the KKFO hours. • The management has made room in the school schedule for reserved time 3-4 times a week for working with literacy and language in all classes. This time is set to half an hour in the morning. • In cooperation with relevant teachers, the management will develop 'reading guidelines' to support the parents' involvement in developing the pupils' desire and skills in reading. 	<p>vocabulary.</p> <p>The morning reading time is evaluated with the teachers in relation to the objective of developing the pupils' language and literacy.</p>
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Focus Point 3: Teamwork and harmonisation

<p>Description:</p> <p>As a new school with a continuously growing number of pupils and staff it is important to ensure that strong structures for the teachers' teamwork are in place.</p> <p>The school will focus on developing and strengthening the cooperation among the teachers, especially in:</p>	<p>Objective:</p> <p><i>To develop teamwork among the teachers that promotes harmonisation and coherence across sections, cycles, and in the classes.</i></p>	<p>Action plan:</p> <ul style="list-style-type: none"> • The teachers will attend a presentation from 'Fagligt Center' about organizing the teamwork and a focus on pupils' learning. • The management will schedule regular meetings in the teams and describe the tasks for the teams. • New teachers will attend an introduction to visible learning. 	<p>Evaluation:</p> <p>The teachers experience that their teamwork has become more structured.</p> <p>The teachers experience that the teamwork has developed the focus on</p>
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<p>1) Class team. 2) Year-level team. 3) Section team</p> <p>Focus areas for the teams are:</p> <p><i>Class team:</i> The academic level and social welfare in the class.</p> <p><i>Year-level team:</i> Harmonisation and cross-section work.</p> <p>Cross-cutting focus areas are:</p> <ol style="list-style-type: none"> 1. Developing the use of visible learning to put focus on differentiation and learning strategies. 2. Developing the pupils language and literacy. 3. ICT 			<p>pupils' language. The teachers experience that the teamwork has developed pupils' learning in terms of setting up goals.</p> <p>ICT becomes a tool to support pupils' learning.</p>
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Focus Point 4: Wellbeing of pupils

<p>Description</p> <p>Wellbeing of children is essential for their learning and development.</p> <p>Many pupils who start in the European School Copenhagen have</p>	<p>Objective:</p> <p><i>Pupils that thrive and forms friendships with their classmates.</i></p>	<p>Action plan:</p> <ul style="list-style-type: none"> • An anti-bullying policy is developed in cooperation with staff and parents and adopted by the board. • Appointment of a wellbeing coordinator to facilitate activities with focus on 	<p>Evaluation:</p> <p>The well-being examination in 2016/17 shows a decrease in the percentage of pupils who feel alone</p>
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<p>recently moved to Denmark. Several of the pupils have moved more than once and lived in different countries. Also, many of the pupils that start at ESCPH have not attended the local kindergarten and will therefore not start school with friends they already know. Thus, it is important to support the pupils in forming friendships and to focus on the wellbeing of all pupils.</p> <p>The national wellbeing examination carried out in the Danish section was overall positive, but also pointed to some issues that the school should work with. A relatively high percentage of the children - especially in nursery - said that they felt alone in school and that they had been teased in a way that made them upset. ESCPH will focus on pupils wellbeing in the school year 2016/17.</p>		<p>wellbeing, pastoral care and the development and implementation of the anti-bullying strategy.</p> <ul style="list-style-type: none"> • A parents meeting with focus on wellbeing and the anti-bullying policy. • Organisation of a “Wellbeing Day” to put focus on well-being amongst the pupils. 	<p>and who are teased in a way that makes them upset.</p> <p>The school has an anti-bullying policy that has been developed in cooperation with staff and parents.</p> <p>The school has a wellbeing coordinator who has taken initiatives to develop the wellbeing of the pupils at ESCPH.</p> <p>The parents are informed about the school’s definition of bullying and are introduced to the school’s wellbeing/ anti-bullying policy.</p> <p>The pupils will all learn about the content of the anti-bullying policy in terms of being a good friend and caring for each other.</p>
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