



Agenda for the European School Copenhagen School Board Meeting

Date: Wednesday 12 June 2019
Time: 17:15 - 19:30
Venue: Retrorummet, Sankt Annæ Gymnasium, Sjælør Boulevard 135,
2500 Valby
Members: Jonas Christoffersen, Poul Toftdahl, Christen Bagger, Rikke
Karlsson, Eskil Bagger, Caroline Warner, Suzanne Hampson,
Rasmus Hornecker, Anette Holst, Hanne Schmidt
Guests: Mette Sophie Skærlund, Uri Harlam, Charlotte Høirup, Lene
Pedersen (EEA)
Excuses: Hans Bruyninckx, Søren Nielsen
Minutes: Stine Hvitved Leather

Agenda:

1. Approval of the agenda (decision)

1.1. Annex - Agenda for the European School Board meeting on 12.06.2019

2. Approval of the minutes from the last Board meeting (decision)

2.1. Annex - Minutes from the European School Board meeting 24.04.2019

3. The Board's working methods and tasks in relation to the school's values and competences on the Board (discussion) - 45 mins.

3.1. Annex - The values and the Board's working methods and tasks

3.2. Annex - Board task diagram February 2019

3.3. Annex - Competences on the Board

4. Strategic Focus Points 2019-20 (decision) - 45 mins.

4.1. Annex - Strategic focus points 2019-20_Draft May 2019

4.2. Annex - Strategic focus points 2018-19_Status May 2019

5. Annual school meeting for all parents in September (decision) - 10 mins.

5.1. Annex - Draft agenda for the annual school meeting 2019/20

6. School Year 2018/19 (information) - 15 mins.

- Admission update, including admission in the French language section
- Recruitment status
- AULA - new platform for school/home communications

7. AOB - 5 mins.



Minutes from the European School Copenhagen School Board Meeting

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| Date: | Wednesday 24 April 2019 |
| Time: | 16:30 - 18:00 |
| Venue: | Meeting room 5 (2 nd floor), European School Copenhagen, Ny Carlsberg Vej 99, 1799 København V |
| Members: | Jonas Christoffersen, Hans Bruyninckx, Christen Bagger, Rikke Karlsson, Caroline Warner, Suzanne Hampson, Rasmus Hornecker, Anette Holst, Hanne Schmidt |
| Guests: | Mette Sophie Skærlund, Uri Harlam, Neeni Lomborg Rasool (deputy parent representative) |
| Excuses: | Poul Toftdahl, Eskil Berg Kappel |
| Minutes: | Stine Hvitved Leather |

Agenda:

1. Approval of the agenda (decision)

- 1.1. Annex - Agenda for the European School Board meeting on 24.04.2019 v2

There was a request to include time for an update on admission next school year and re-admission of children, whose parents need to go on work assignments abroad.

- **Decision:** The Board approved the agenda.

2. Approval of the minutes from the last Board meeting (decision)

- 2.1. Annex - Minutes from the European School Board meeting 07.02.2019

Hans Bruyninckx requested a change to the minutes, p.3., to include that the EEA also sent a letter to the Minister for Education.

Jonas enquired about the list of issues from the parents and Rikke said the list would be sent to Jonas by Eskil Berg Kappel.

- **Decision:** The Board approved the minutes with the addition that the EEA also sent a letter to the Minister for Education expressing dissatisfaction that the Ministry and Municipality had not reached agreement about the funding of the Upper Secondary department.



3. The Board's working methods in relation to the school's values and a discussion of competences on the Board (decision) - 45 mins.

3.1. Annex - Values approved by the Board on 26 June 2017

- **Decision:** The agenda item was postponed to the June Board meeting.

4. Accounts 2018 and Budget 2019 (approval and submission to the Campus Board) - 10 mins.

4.1. Annex - Accounts 2018 (4072_R-opfølg 12.18_inkl. resultat)

4.2. Annex - Budget oversigt 2019_2019.04.09_Til bestyrelse

Accounts 2018

Anette presented the accounts and explained that they are still preliminary until the Municipality has finalised the budgets. Two costs stand out:

- The building running costs are very high because the school moved in to a new school building during the school year, but the costs are always evened out to 0 by the Municipality at the end of the year.
- Spending on teaching materials (undervisningsmidler) is also higher than budgeted but the school has additional "school establishment" funds to cover this.

Both the school and After School Care (KKFO) came in under budget, by 2% and 5,43% respectively. The school can automatically carry the school's 2% surplus over to next year's school budget, whereas permission is required to carry over more than 4%. The Campus Board discussed this in their last meeting and decided to write to the Municipality to ask permission to carry the KKFO's full amount over to next year's budget.

Hans raised the following concerns:

- The accounts and budget documents should be in English to allow the Board to have oversight.
- It is unacceptable that the Municipality can't clarify the income side/budget until after it has been spent and this should be raised in the letter from the Campus Board to the Municipality.
- It is also a concern that the Municipality didn't know who the EEA should pay their education cost contributions to.

Jonas explained that the concerns regarding the Municipality's budgets were also discussed at the Campus Board meeting and it was decided to raise them in a letter to the Municipality.



Budget 2019:

Anette explained that the budget for 2019 is very tight. The salary costs are expected to increase as the school is hiring an additional six teachers, an AKT (behavior, contact, wellbeing) pedagogue and an employee in the PLC (library).

Secondary is about 25-30% more expensive to run than similar classes in a Danish school and we are therefore negotiating with the Municipality for an increase in funding. Similar discussions are taking place regarding funding of the Upper Secondary /Gymnasium.

Decision: The Board decided that

- the budget and accounts should be provided in English in the future to allow all members of the Board proper oversight.
- it would support a letter from the Campus Board to the Municipality requesting permission for all the money underspent by the KKFO in 2018 to be carried over to the 2019 budget. The letter will also express the Board's opinion that the Municipality's budgets are unsatisfactorily presented.

5. Conversion of EB grades to the Danish grading scale (information) - 5 mins.

5.1. Annex - Rapport-den-europaeiske-studentereksamen

5.2. Annex - Svar fra UVM og UFM vedr. EB omregning 27.03.2019

Mette Sophie informed the Board that the discussion regarding the conversion scale is not new and the Ministry of Education has published a report on the issue (Annex 5.1.), which shows there is no reason to change the conversion scale as it is not unfair.

Both the ES and Danish grading scales are up for review and the Ministry of Education and Ministry for Research and Education have therefore decided to keep the current conversion scale for the time being.

By the time the first students graduate from the European School Copenhagen, there will be a new conversion scale in place. Therefore, our concern should not be with the current scale but rather to make sure we are involved in the process to develop the new conversion scale.

Rikke mentioned that parents still have concerns about the current conversion scale and it is important that parents are kept informed of developments, including reports like Annex 5.2.

- **Decision:** The Board noted that the conversion scale is not a concern right now, but it is important that the school is heard during the process to change the conversion scale. It was therefore decided to accept the Ministry's offer of a meeting and those on the Board, who are interested, can attend.



6. School Year 2018/19 (information) – 15 mins.

- Admissions update

Hanne informed the Board that the English and Danish nursery classes are now full. Due to the high number of applicants, the school has only been able to screen b1 applicants and sibling applicants.

Unfortunately, due to a human error, 47 applicants wrongly received an offer of admission. The offer was retracted the next day and an apology was sent to the families involved. The management has also spoken to or met with many of the persons affected.

There are currently only 20-22 students in the new Nursery and Primary 1 class in the French section and the school has therefore decided to open the admissions process again.

Mette Sophie updated the Board on the new French Secondary classes. Despite a dispensation from the Municipality to open a Danish/French combination class, the screening showed that a lot of applicants did not have the required level of English as a foreign language (L2). Admission is therefore still open.

Rikke sought clarity on the meaning of the Danish/French combination class. Mette Sophie said it was essentially like a Danish class with French SWAL students and that this combination had been approved by the Municipality as there were not enough applicants to create a full French class or an English/French combination class.

Decision: The Board took note that the school had expressed regret that some applicants had received an offer of admission in error and that the school would ensure such a mistake can't happen again. The school will also ensure that parents receive clear information about the way in which the French classes are organised.

- New classes in the French language section

See the admissions update above.

- Recruitment status

Mette Sophie informed the Board that the school is advertising for L1 teachers and science teachers in Secondary and that parents on the Board will be represented at the interviews. Rikke said that the parents had not been invited to the candidate selection process and only given very short notice of the interviews. The school regretted not following the recruitment guidelines and it will coordinate better next time.

Hanne said the school had hired an AKT pedagogue (inklusionspædagog), who will start 2nd May. The Primary department has also hired a new L2 English teacher, a new



French L1 teacher and a new L2 French teacher. An additional L1 French teacher is required for the new French nursery class.

- Parent event regarding children and digital media

The school has organised an event for parents on Thursday 25th May. A representative from Save the Children will give a talk about 'children and digital media' and parents will also have the option to attend a brief tour of the school. The Parents Association will organise coffee/tea/cake.

- After School Care

Uri informed the Board that the ASC will be organised differently during the summer holidays. For three of the weeks, our After School Care will also have children from three other schools in the area. Next year it is possible that our children will have to go to one of the other schools. All the parents have been informed.

7. Staff information - 5 mins.

Rasmus informed the Board that the staff appreciated the note that was sent out by two of the parent representatives to encourage a better tone and communication between school/home. However, it was felt that it would have been an even stronger signal if it had been signed by all four parent representatives. Staff members still experience a very hard tone from parents and a staff working group has been created to draft a communications policy, which will be ready for the June Board meeting.

There was a discussion regarding the effectiveness of a policy, but it was still considered important to have one. It was mentioned that the school's management has had many meetings with parents on the issue of communications and they are also subject to the hard tone and communications from parents.

- **Decision:** A draft communications policy will be presented to the Board for approval at the June Board meeting.

8. AOB - 5 mins.

- Preparation for next Board meeting

Jonas asked the Board to think about the values for the Board meeting in June: which 2-3 values are most important for us to keep in mind for as a Board? At the next meeting, there will also be a discussion about the competences we think the third external member of the Board should have. We will also look at the strategic focus points and the parent list of issues.

- Use of school facilities

Christen said parents had expressed an interest in using the school's premises before 5pm. Anette said that this is not possible in the short term due to the locking system but perhaps in the future. Access to the sports hall is always going to be limited as the ASC uses it. Rikke added that it was not only the use of facilities before 5 pm but also after, and parents don't understand why it has to take so long to make it possible or change the locks. She added that it is of big importance to the social life in the classes.

- Next Board meeting date

There was a request to confirm the new meeting date for the June meeting as soon as possible. The school promised to confirm the date as soon as possible (12 June).

- Campus Board meeting materials

It was raised that the parent representatives on the Campus Board had not received the meeting materials. Anette promised to follow up to ensure materials are distributed to all members.

- Road safety

Eskil is talking to Carlsberg Byen and the Municipality regarding the parents' concerns. Particularly the traffic situation in the morning is a concern. Anette explained that unfortunately there isn't anything further the school can do.

- Admission

Rikke enquired about the process for re-admission to the school, e.g. if parents have a work/study assignment abroad and need to take their children out of school for a limited period. Anette explained that this has been discussed with the Municipality and a "leave of absence" can only be allowed if it is work-related, and normally for no more than three calendar months of schooling in a row. One of the problems is that the school loses funding during the student's absence.



The values in relation to the Board's working methods & tasks

- The purpose of the discussion about our values is to reach a common understanding of how we best perform our tasks as members of the Board. The starting point is, naturally, the different tasks of the board outlined in the meeting on 7th February (please see Annex 3.2. Board Task Diagram).
- In the meeting, the chairman will invite all members to address two key questions:
 - (i) How do we add value to the leadership and management of the school and
 - (ii) how can the school's values assist us in our efforts (what do the values mean to us; how can we use the values to strengthen our work, etc.)

Our Values



RESPECT

We respect ourselves, each other and our environment.

COMMITMENT

We are committed to achieving our goals and overcoming our challenges.

COLLABORATION

We understand the value of working together and supporting each other.

RESPONSIBILITY

We take ownership of our own learning and actions.

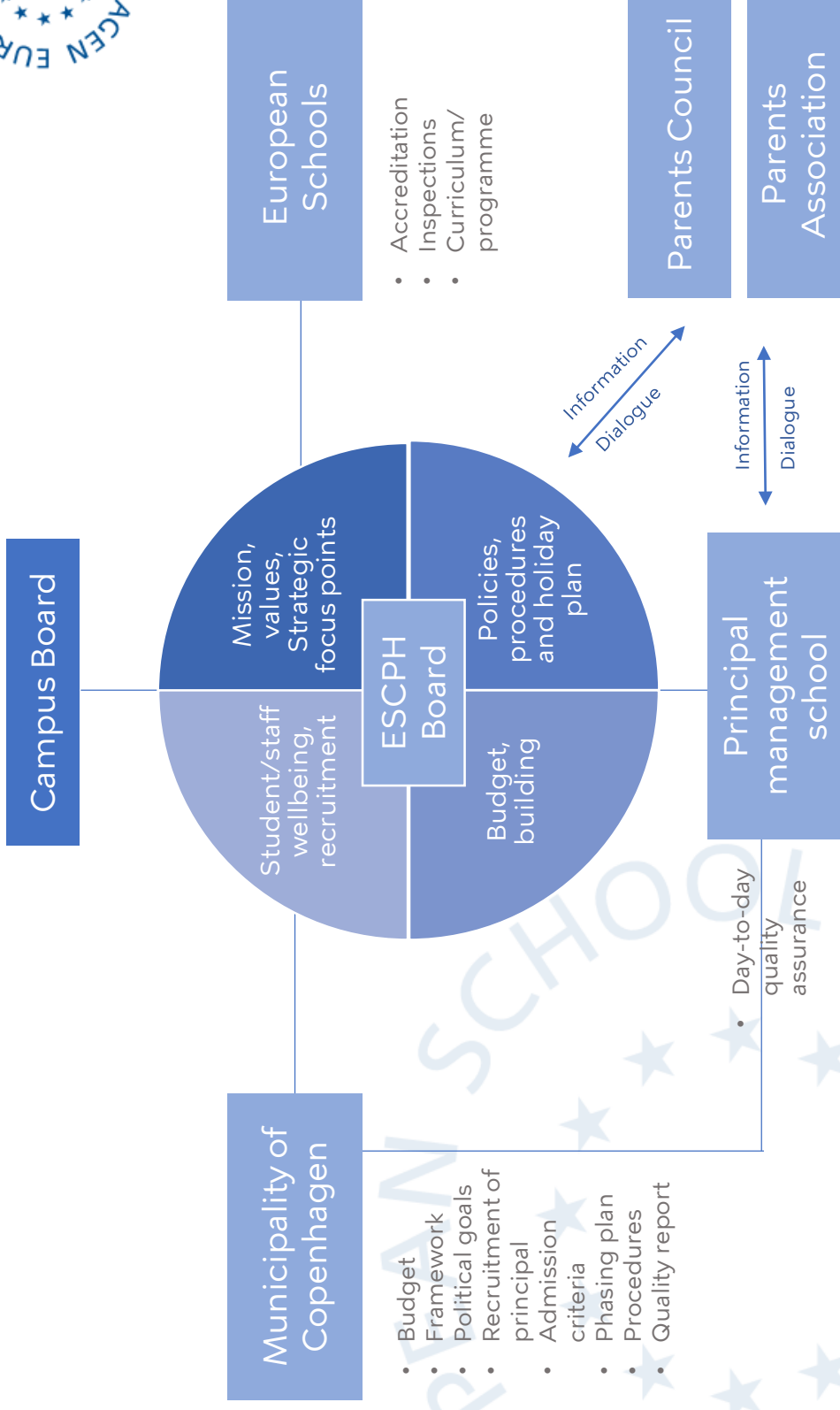
CURIOSITY

We approach learning with an open and inquisitive mind and are interested in other cultures and ways of life.

EMPATHY

We show empathy and kindness towards each other and care about the greater world.

Annex 3.2. Board Task Diagram February 2019





Competences on the Board

- The Municipality must appoint a third external member of the Board.
- The Board can recommend specific candidates or competences to the Municipality.
- In the meeting, the chairman will invite all members to discuss which competences will add most value to the Board.

Minutes about competences from the meeting on 7 Feb 2019



“According to the bylaws, the Board’s competences should include leadership, organisation, finance, education and international school experiences. The Board members discussed which competences would be most useful on the Board and suggestions included a French or German speaker, pedagogical/ educational/professional sector experience e.g. a person from DPU, links to the Municipality or politician. The matter will be discussed in more detail at the next meeting.”

Strategic Focus Points 2019/20 – ESCPH



| Focus Point 1: Team collaboration, sparring and knowledge sharing | | | |
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| <p>Description:</p> <p>We need to continue to support collaboration in and across teams to enhance pedagogical and didactic reflections and discussions as well as planning and harmonisation.</p> | <p>Objective:</p> <p>To enhance the quality of teaching and ensure the students experience a holistic academic approach.</p> <p>To harmonise the education and jointly plan for the exams.</p> <p>To boost sharing of best practice and knowledge.</p> <p>To enhance pedagogical and didactic discussions and sparring through structured team meetings.</p> <p>To ensure close cooperation between management and teams to spar and discuss practices.</p> <p>To improve employee satisfaction through a focus on didactic development of and greater collaboration in the teams.</p> | <p>Action plan:</p> <p>The school management will facilitate cooperation and sharing of best practice through structured meetings and other initiatives:</p> <ul style="list-style-type: none"> • Implement structured team meetings in Primary with a focus on mutual sparring and development in relation to learning goals, feedback and progression (LDS). The team meetings should be across language sections and include both teachers and pedagogues to ensure a holistic approach and continuous day. • Implement structured team meetings in Secondary with a focus on harmonisation and planning, including harmonisation of exams in Secondary 4. • Teachers and pedagogues participate in the development of plans and initiatives to promote the students' learning. <p>The draft policies for transition from Nursery to Primary and from Primary to Secondary should be further developed and implemented.</p> <p>Management to visit in the classes on a regular basis to spar with teachers, observe practices and class dynamics, and get to know all the students.</p> | <p>Evaluation</p> <p>Many joint initiatives and greater coordination of teaching in the different subjects across the sections.</p> <p>The teachers and pedagogues experience a better understanding of each other's skills, professionalism and contribution.</p> <p>The students experience a more holistic and coherent academic approach across the sections and departments, e.g. in the use of subject concepts, themes and learning goals. (based on interview with students in the Student Council).</p> |

Strategic Focus Points 2019/20 – ESCPH



| Focus Point 2: Evaluation and assessment to ensure academic progression of all students | | | |
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| <p>Description:</p> <p>We need to evaluate and assess student performance to ensure the academic progression of all students.</p> <p>The school needs to develop tools and techniques to assess teaching methods and monitor the students' performance in order to address potential areas for concern.</p> | <p>Objective:</p> <p>To develop evaluation strategies for assessing the students' learning, performance and progression.</p> <p>To attain and use data to identify potential areas for development and implement the right educational/pedagogical initiatives.</p> <p>To equip teachers and pedagogues with guidelines and tools for giving feedback to the individual students and help them progress.</p> | <p>Action plan:</p> <p>The school's management will be attending a two-year management course (Oslo-skolen) for school managers in the Municipality of Copenhagen with a focus on "ledelse for øget læring" (leadership for increased learning), including among other things the use of data, to improve the students' learning.</p> <p>The school will develop and pilot harmonised/standardised assessments across the language sections, especially in L1 and Maths (in Secondary, also in Science).</p> <p>Implement "Læring der ses" project from the Municipality of Copenhagen ("visible learning" initiative), where a coordinator (didaktisk vejviser) facilitates discussions in the teams regarding learning goals, progression and feedback to students.</p> | <p>Evaluation:</p> <p>Harmonised/standardised assessments developed and piloted.</p> <p>Closer collaboration between management and class teams to assess student performance through data.</p> <p>Coordinator (didaktisk vejviser) facilitates "læring der ses" discussions in the section team meetings with a view to develop guidelines.</p> <p>Should the school assess wellbeing among the students and organise a survey?</p> |

Strategic Focus Points 2019/20 – ESCPH



| Focus Point 3: Funding and organisation of Lower and Upper Secondary | | | |
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| Description: | Objective: | Action plan: | Evaluation: |
| <p>The school is planning to open the Upper Secondary department in August 2020 pending funding from the Municipality and Ministry for Education. The school will need to provide input to the budget discussions and clarify the budget requirements for establishing a quality education in Secondary to the Municipality and Ministry for Education.</p> <p>The school must also prepare for the opening of the Upper Secondary by developing new admissions and other procedures, recruiting teachers and students, etc.</p> | <p>To develop a financial overview of the budget requirements for establishing a quality education in Secondary, in accordance with the European Schools' curriculum and standards.</p> <p>To be prepared for the opening of the Upper Secondary department in August 2020, pending agreement on the funding.</p> <p>To recruit enough applicants for the Upper Secondary (three classes: 1 English S5, 2 Danish S5).</p> | <p>Provide input to a) a budget model for Secondary in cooperation with the Municipality and b) a budget model for Upper Secondary in cooperation with Ministry for Education and the Municipality.</p> <p>Develop and implement a strategy for recruitment and admission of students in Upper Secondary (using optageise.dk) and integration of the new students.</p> <p>Implement the ES rules for special needs support for the BAC exams in collaboration with the Municipality.</p> <p>Organise the languages and subjects in cooperation with the EURSC.</p> <p>Select a communications platform that meets the needs of the Upper Secondary students and staff (can't use Aula; Lectio only in Danish) and develop an implementation plan.</p> <p>Plan and implement recruitment of new teachers and staff as we expand Lower Secondary and open Upper Secondary.</p> <p>Evaluate the start of the Secondary French language section.</p> | <p>Most important policies and procedures specific to Upper Secondary developed.</p> <p>Communications platform for Upper Secondary has been selected and an implementation plan developed for school start.</p> <p>Admissions process and system (optageise.dk) in place for opening of Upper Secondary.</p> <p>Procedure in place for students' applications for special needs support for exams.</p> |

Strategic Focus Points 2019/20 – ESCPH



| Focus Point 4: Communications | | | |
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| <p>Description:</p> <p>To ensure close cooperation between all members of the school community and a thriving school, we must communicate effectively with each other and in accordance with the school's values.</p> | <p>Objective:</p> <p>To improve school/home communications and provide clarity regarding expectations.</p> <p>To roll out the new communications platform, Aula, which replaces Intra.</p> <p>To raise awareness regarding digital communication and online safety.</p> | <p>Action plan:</p> <p>Finalise communications policy and code of conduct and implement it together with staff, students and parents.</p> <p>Work with parents to develop an A-Z guide covering practical information, expectations and policies at the school.</p> <p>Develop a welcome pack for new parents/students containing the most important practical information and expectations before school start.</p> <p>Work with the student councils to develop and implement initiatives to ensure everyday-communication is in accordance with the values.</p> <p>Develop a plan to introduce Aula, the new communications platform, to staff and (contact) parents and ensure they know how to use it.</p> | <p>Evaluation:</p> <p>A-Z guide created and communicated to all stakeholders.</p> <p>Communications policy and code of conduct approved and shared with all stakeholders.</p> <p>Parents and staff have clarity regarding expectations for school/home collaboration. It is easier for everyone to find information.</p> |

Strategic Focus Points 2018/19 – ESCPH



| Focus Point 1: Values and European School Identity | | | |
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| <p>Description:</p> <p>As the expansion of the school gathers pace and the school moves into its own building, it is important that we continue the work to implement the school's values and develop a cohesive European School identity.</p> | <p>Objective:</p> <p>Visibility of the values: All staff, pupils and parents understand and 'live' the values by using them as guiding principles.</p> <p>A common identity and sense of community including all staff groups, students and parents.</p> | <p>Action plan:</p> <p>Values and European/International nature of the school is visible throughout the new school at Carlsberg as we make the school 'our own'. Common brand identity of school and After School Care, internally and externally (see evaluation column).</p> <p>A variety of social events to bring people together, including a celebration of the new school for staff, students and parents, projects/events for students across year levels and sections. Some of the events must celebrate the school's diversity, multilingual and multicultural aspects.</p> <p>Introduction to the European School for teachers, students and new parents so they are well prepared for life at the school and understand the values/identity. New pedagogues and teachers in both Primary and Secondary attended an introduction in August 2018 before school start.</p> <p>Values are a focus in the learning throughout the year, e.g. theme weeks, assemblies, well-being days, etc.</p> <p>Online safety/digital awareness in collaboration with SAG (covering our values in a broad sense and very important that it is a focus of all subjects, at all levels</p> | <p>Evaluation:</p> <p>Displays, decorations throughout the school clearly show the school identity and values.</p> <p>Secondary focused on the values during intro week through team building activities and an art project. Primary 5EN have developed values posters. We will continue to work on this in the years to come, including in the common areas. The values are written on the stairs into the ASC.</p> <p>Organisation of theme weeks, introduction courses for teachers, including the new secondary teachers and students.</p> <p>Children's evaluation of theme weeks. Will ask the students in the student council to evaluate.</p> |

Strategic Focus Points 2018/19 – ESCPH



| Focus Point 1: Values and European School Identity | | |
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| | <p>in the organisation). An online safety policy has been written along with a plan for digital awareness in the different year levels. A parent event was held in April with the theme “Children and Digital Media”</p> <p>After School Care will continue to work on the benchmarks (pejlemærker) set by the Municipality in relation to the values.</p> | <p>Various school opening events held. Official opening ceremony held in November with participation of the Lord Mayor of Copenhagen, HRH Princess Marie, parents, staff and students.</p> <p>End-of-year party held. A party is planned for 26 June.</p> <p>‘After work events’ for parents regarding well-being/anti-bullying, online safety/digital awareness, etc. An afternoon event was held for parents on 25 April. The theme was children and digital media.</p> <p>In Secondary, a consultant from the Municipality gave a talk on “teenagers in the home”, covering issues such as alcohol, drugs, the teenage brain, etc.</p> |

Strategic Focus Points 2018/19 – ESCPH



| Focus Point 2: Establishment of New School at Carlsberg | | | |
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| Description: | Objective: | Action plan: | Evaluation: |
| <p>It is important that we have a plan for the establishment of our school at Carlsberg, especially as we expand with Secondary and a French language section and must share our premises with SAG.</p> | <p>To devise and implement a plan for the establishment of the school, in support of the school's values and pedagogical and didactic approach. This includes the organisational, physical and daily practical framework for the school.</p> | <p>Prepare for the practical moving process and involve all relevant stakeholders. Move completed.</p> <p>Plan and allocate time for interior decorating and layout of new learning rooms (class rooms and labs, music and art) in accordance with the school's didactic focus and coordinate with SAG.</p> <p>Commence preparations for establishing the school canteen (madskole) and the PLC, including purchase of equipment and materials. The culinary school opened in December 2018 and processes have been developed for madskole registration, payments etc.</p> <p>Recruit new staff: technical staff, cook, cleaners, etc. (see evaluation column)</p> <p>Develop and review policies and procedures for the new school (recess duty, canteen, fire procedures, emergency preparedness, etc.). Recess duty, canteen procedures, etc. have been developed and a fire drill undertaken.</p> | <p>Students and teachers evaluate whether learning rooms meet didactic and functional requirements.</p> <p>Status evaluation of PLC set-up. Secondary is in the early stages of developing the PLC (library). Primary with help of parent volunteers have started cataloguing books.</p> <p>Recruitment needs have been established and the relevant staff hired. Cleaning staff, kitchen staff and maintenance staff have been hired and the culinary school opened in December. We have started job training in collaboration with the municipality.</p> |

Strategic Focus Points 2018/19 – ESCPH



| Focus Point 2: Establishment of New School at Carlsberg | | |
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| | | <p>Relevant policies and procedures have been reviewed and updated as necessary. Teachers and staff have discussed use of the building and adjusted processes as necessary. The school is in the process of writing an AZ guide for the school with input from parents.</p> |

Strategic Focus Points 2018/19 – ESCPH



| Focus Point 3: School Development, Harmonisation and Financial Sustainability | | | |
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| Description: | Objective: | Action plan: | Evaluation: |
| <p>With a growing and diverse body of students and staff, there is a need to focus on the development and harmonisation of the different departments, language sections and year levels through greater collaboration and teamwork.</p> <p>There is also a need to organise the admissions, recruitment and financial set-up of the school.</p> | <p>After School Care, Primary and Secondary continue to develop their sections.</p> <p>Successful transition of students from Nursery to Primary and Primary to Secondary.</p> <p>Continued development of team work and collaboration across year levels and language sections to ensure harmonisation and alignment.</p> <p>Continuity between school and after school care through the integration of learning and play.</p> | <p>Harmonisation of subject/year plans and collaboration of staff across year levels, language sections and departments.</p> <p>Continue introduction programme for new and existing staff – covering curriculum, European School system, school reports/marking system, resource centre, pedagogical and didactic approach, policies and procedures. New pedagogues and teachers in both Primary and Secondary attended an introduction programme in August 2018 before school start.</p> <p>The school management will facilitate cooperation and sharing of best practice between staff through regular meetings, working weekends and other initiatives, e.g. joint in-service training.</p> <p>Teachers and pedagogues work together to develop activities linked to the school day, e.g. continue themes from theme weeks and ICT and language in the after school care.</p> <p>Develop and implement a recruitment plan for Secondary, Primary and Nursery, including new French language section and Upper Secondary. New teachers hired or in the process of being hired.</p> <p>Develop and implement a strategy for admission and</p> | <p>Policy for transition from nursery to primary and primary to secondary developed and approved. A draft transition policy has been developed.</p> <p>Introduction week held for new staff and pedagogical weekend for all staff. All staff attended pedagogical weekend in Korsør with a focus on team building, digital awareness and values.</p> <p>Homework cafe arranged to support the children in their school work. Work in progress.</p> <p>Admissions process, including use of new admissions system for</p> |

Strategic Focus Points 2018/19 – ESCPH



| Focus Point 3: School Development, Harmonisation and Financial Sustainability | | |
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| | <p>Development of Secondary and Upper Secondary regarding budget, finance and subjects.</p> | <p>integration of new students in all the language sections and departments. Admission in new English and Danish nursery classes has been completed. Admission to new French classes is still open due to a lack of qualified applicants. We are starting to screen applicants for our existing classes (rolling admission) where there are available spaces. Implement the rules for special arrangements for the BAC exams in collaboration with the Municipality/resource centre. Develop a new budget model for Secondary in cooperation with the Municipality and a financial model for Upper Secondary in cooperation with UVM. Discussions have taken place and continue with the Municipality and UVM with a view to secure adequate funding for the Secondary department and opening of Upper Secondary. Unfortunately, UVM and the Municipality could not reach agreement regarding funding of the Upper Secondary and the opening has therefore been postponed. Organise languages and subjects in cooperation with the EURSC.</p> |
| | <p>Gymnasium (optagelse.dk) in place. Preparations started but halted due to postponement of opening of the Secondary department. Procedure in place for students' applications for special needs support for exams.</p> | |