

## **The overall objectives 2022-2025**

### **1. ESCPH is committed to high academic standards for all students**

ESCPH cultivates students' personal, social and academic development and prepares them for their next stage of education. All students can develop to the best of their abilities and excel academically and socially as a member of a global community. Student wellbeing is prioritised as the foundation of academic progression ensuring students are 'ready to learn'. Staff collaborate with management across departments of the school to develop an engaging learning community for all students at ESCPH.

### **2. ESCPH aims for sustainable growth in an organisation with high professional standards**

A sustainable organisation is the foundation for optimal learning conditions for all students. This includes both economical, environmental and well-being sustainability for all members of the organisation. The continuous development and growth of the school requires our pioneering spirit, ingenuity and energy but also structures and processes to ensure the growth is sustainable and that high professional standards are maintained. Staff involvement when making sustainable solutions is key in this process.

### **3. ESCPH is focused on strengthening its European specificity, local anchoring and global responsibility**

ESCPH is first and foremost a European School with a strong focus on learning European languages, history, and culture. The European specificity is therefore an ongoing focus of the school. However, our students are not just citizens in Europe, they are also citizens of the world living in Denmark. All these aspects are important in our thinking and identity as a school and are strengthened by building relationships with other European and international schools, ESCPH parents and local partners.

## WORKING DOCUMENT 2023/2024

Focus Point 1: ESCPH aims for continuous progression in all students' learning	
Purpose: All students (P0-S7) should experience academic and social well-being while learning	
Aims	Actions
Primary & KKFO	
<i>Strong collaboration between teachers and pedagogues</i>	<ul style="list-style-type: none"> <li>• Continuous focus on collaboration and knowledge sharing/TUS between teachers and pedagogues</li> <li>• Teachers' collaboration in year level teams</li> <li>• Co-teaching for teachers and pedagogues</li> </ul>
<i>More transparency for professional development</i>	<ul style="list-style-type: none"> <li>• Ensure that the professional development policy is activated and known by everyone</li> </ul>
<i>Lowering students' absence and lateness</i>	<ul style="list-style-type: none"> <li>• Guideline for systematic follow-up and action plans</li> </ul>
Lower Secondary	
<i>PLC as a learning area</i>	<ul style="list-style-type: none"> <li>• Development areas for the year to be described</li> </ul>
<i>Strong collaboration between teachers</i>	<ul style="list-style-type: none"> <li>• Continuous focus on collaboration and knowledge sharing among teachers</li> <li>• Staff meetings to be used for collaboration and working</li> <li>• Implementation of year level coordinators</li> </ul>
<i>UU</i>	<ul style="list-style-type: none"> <li>• Development of UU network for students who do not speak Danish</li> </ul>

<i>B-tests</i>	<ul style="list-style-type: none"> <li>• Implement new S4 B-test frames with B-tests twice a year in teachers' own teaching</li> </ul>
<i>Learning Conversations</i>	<ul style="list-style-type: none"> <li>• Exploring frames for students to work with the goals they set in Learning Conversations</li> </ul>
<i>More transparency for professional development</i>	<ul style="list-style-type: none"> <li>• Ensure that the professional development policy is activated and known by everyone</li> </ul>
<i>Lowering students' absence and lateness</i>	<ul style="list-style-type: none"> <li>• Guideline for systematic follow-up and action plans</li> </ul>
<b>Upper Secondary</b>	
<i>Teachers' collaboration</i>	<ul style="list-style-type: none"> <li>• Continuous focus on collaboration and knowledge sharing among teachers</li> <li>• Send out materials and surveys, and ask questions in advance of meetings so meetings can be used for collaboration and working</li> </ul>
<i>Feedback on students' work and students' learning process</i>	<ul style="list-style-type: none"> <li>• Feedback should be varied, and students must be active in working with feedback and their own learning process</li> <li>• Give students time to prepare and no new information or hand-ins two weeks before B-test/exams</li> </ul>
<i>Teaching evaluation</i>	<ul style="list-style-type: none"> <li>• Teachers evaluate teaching once orally and once written per year</li> </ul>
<i>More transparency for professional development</i>	<ul style="list-style-type: none"> <li>• Ensure that the professional development policy is activated and known by everyone</li> </ul>
<i>Lowering students' absence and lateness</i>	<ul style="list-style-type: none"> <li>• Guideline for systematic follow-up and action plans</li> </ul>

<b>Focus Point 2:</b> ESCPH whole school environment is a continuous focus point	
<b>Purpose:</b> All students and staff feel as an important part of the whole school environment	
<b>Aims</b>	<b>Actions</b>
<b>All departments</b>	
<i>Collaborations across departments</i>	<ul style="list-style-type: none"> <li>• Teacher to teacher lesson observation across departments and/or teachers try to teach in another department</li> <li>• Cross-departmental activities such as Christmas Craft Day</li> <li>• Common social events for staff</li> <li>• Upper students teaching Lower/Primary students or Lower/Primary students visiting Upper teaching</li> <li>• Transition from P5 to S1 should be given continuous focus and activities should continue such as buddies from S3 for S1 students and visits from P5 class teachers in S1</li> <li>• Transition from S4 to S5 should be given continuous focus throughout the year with visits and social events between the students and through teachers' collaboration around subjects</li> </ul>
<i>Definition of whole school</i>	<ul style="list-style-type: none"> <li>• New definition of whole school is decided by all staff (or representatives) in order to align expectations across departments</li> </ul>

<i>Social arrangements for the whole school</i>	<ul style="list-style-type: none"> <li>• Assemblies for whole school with songs in English, Danish, and French</li> </ul>
<i>European School Copenhagen song</i>	<ul style="list-style-type: none"> <li>• Collaboration across the school as to write a verse for an ESCPH song in one of the section languages and with at least one verse representing one department (Primary, Lower, Upper)</li> </ul>
<i>Communication and sharing space</i>	<ul style="list-style-type: none"> <li>• Shared space e.g., the canteen</li> <li>• Tidying up after oneself in common areas</li> <li>• Work on common rules in shared spaces</li> <li>• Respect for students and staff from all departments</li> </ul>
<i>School website</i>	<ul style="list-style-type: none"> <li>• Updated with information and calendars</li> <li>• Teachers describe themselves as profiles for the website</li> </ul>
<i>Write / visualize school history</i>	<ul style="list-style-type: none"> <li>• Student councils (Primary, Lower and Upper) write school history</li> </ul>
<i>Academic Honesty</i>	<ul style="list-style-type: none"> <li>• Policy developed including guidelines for ChatGPT/AI</li> </ul>
<i>SoMe</i>	<ul style="list-style-type: none"> <li>• One coordinator from each department to continue the good work from 2022/2023</li> </ul>
<i>Welcome new staff</i>	<ul style="list-style-type: none"> <li>• Onboarding handbook</li> <li>• Management visit teaching within the first month</li> </ul>
<i>School policies</i>	<ul style="list-style-type: none"> <li>• Revisit school policies</li> </ul>
<i>Common pedagogical and academic approach amongst teachers and pedagogues</i>	<ul style="list-style-type: none"> <li>• Lower/Primary afternoon meetings</li> </ul>

**Focus Point 3:**

ESCPH should be an environmentally sustainable school with green initiatives

**Purpose:**

Students at ESCPH experience that environmental sustainability is part of their education as life-long learners

**Aims****Actions****All departments**

*Students and staff identify themselves as part of a green school*

- Management and pedagogical development group describe what ESCPH already does
- Lower and Upper student councils write a Green School Policy
- A green activity plan will be presented beginning of the school year and followed throughout the year

*ESCPH as a green school*

- An increased focus on and use of green areas in the neighbourhood and on the school premises
- Consultants from the Municipality will contribute to the activity plan and inspire staff throughout the year
- Focus on consumption on ESCPH: food waste, electricity, water and heating.

*Collaboration with EEA*

- Sustainability Day: EEA presents cases to be solved by students

*Use real data pedagogically for students to work with*

- In theme weeks and on Sustainability Day use CPH Municipality for data on energy use at ESCPH etc.

<b>Focus Point 4:</b> European School Copenhagen is a European School in its own right	
<b>Purpose:</b> All staff members, students, and parents feel that ESCPH is <i>their</i> European School with their European Dimension	
<b>Aims</b>	<b>Actions</b>
<b>All departments</b>	
<i>Collaboration with the community</i>	<ul style="list-style-type: none"> <li>• Halloween parade in collaboration with Carlsberg</li> </ul>
<i>European Dimension</i>	<ul style="list-style-type: none"> <li>• Europe Day on May 9<sup>th</sup> followed by MUN in the Upper Secondary</li> <li>• Show your country/colours day as part of language week in Lower and Upper Secondary</li> <li>• Theme speakers invited</li> <li>• Participate in EU competitions on learning-corner.learning.europa.eu</li> <li>• Visit European institutions in CPH</li> <li>• Have lots of ESCPH European visual communication to show the inspectors at the Audit in October 2023</li> </ul>

<b>Focus Point 5:</b> Continuous development of the Upper Secondary	
<b>Purpose:</b> To ensure a quality ES baccalaureate exam for all students	
<b>Aims</b>	<b>Actions</b>
<b>Primary &amp; KKFO</b>	

<i>Knowledge of Upper Secondary</i>	<ul style="list-style-type: none"> <li>• Primary students invited into Upper Secondary teaching activities</li> <li>• Upper Secondary students teach Primary and Lower Secondary students</li> </ul>
<b>Lower Secondary</b>	
<i>Recruitment of students for S5</i>	<ul style="list-style-type: none"> <li>• S4 joins café with Upper Secondary in the spring of 2024</li> </ul>
<i>Knowledge of Upper Secondary</i>	<ul style="list-style-type: none"> <li>• S5 and S6 students visit S3 and S4 classes to explain what it is like to be a student in the Upper Secondary</li> </ul>
<b>Upper Secondary</b>	
<i>Website</i>	<ul style="list-style-type: none"> <li>• Bac sub site on the website with all relevant information on the Bac and the grading conversion from EB GPA to STX</li> </ul>
<i>Physical environment</i>	<ul style="list-style-type: none"> <li>• Use values to make physical environment more accessible. Make it clearer where and when students can work</li> <li>• All teachers support that students tidy up after themselves</li> <li>• Decorations of the halls on the 3<sup>rd</sup> and 4<sup>th</sup> floor in the Secondary building</li> </ul>
<i>Motivational teaching</i>	<ul style="list-style-type: none"> <li>• Excursions</li> <li>• Involve students in wishes for different ways of teaching</li> <li>• Being part of CPH:DOX and other initiatives for gymnasiums in Copenhagen</li> </ul>



<i>Students' participation in competitions</i>	<ul style="list-style-type: none"> <li>• All subject groups try to engage in at least one competition and one excursion/guest speaker per half year</li> </ul>
<i>Students not knowing/not following Upper Secondary Code of Conduct</i>	<ul style="list-style-type: none"> <li>• Clear communication with students about consequences of physical and written absence</li> <li>• Clear communication with students about consequences of the use of ChatGPT or other means of plagiarism</li> </ul>
<i>Supporting class environment in the Upper Secondary</i>	<ul style="list-style-type: none"> <li>• Following class teacher programme</li> <li>• Class teacher time in S6, S6, and S7. Weekly in S5, monthly in S6, and quarterly in S7.</li> </ul>
<i>Staff workload</i>	<ul style="list-style-type: none"> <li>• Besides the three to four individual MUS, have two short (10-15 minutes) meetings with focus on staff knowledge sharing on ideas to save time</li> </ul>
<i>Values</i>	<ul style="list-style-type: none"> <li>• Value work from Upper Secondary assembly and SC seminar need to be implemented</li> </ul>
<i>Students joining ESCPH later in S5 and S6</i>	<ul style="list-style-type: none"> <li>• Set up students with a buddy from the same class from the beginning</li> <li>• Check-in talk with teacher the first week and after a week</li> </ul>