



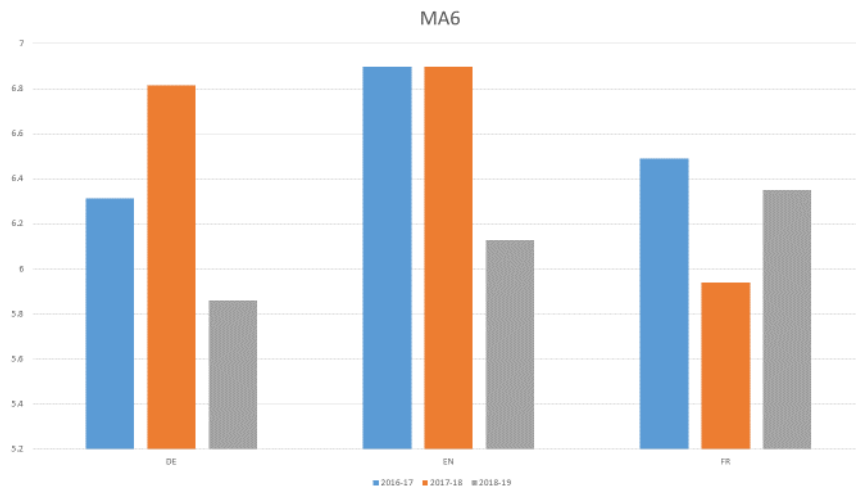
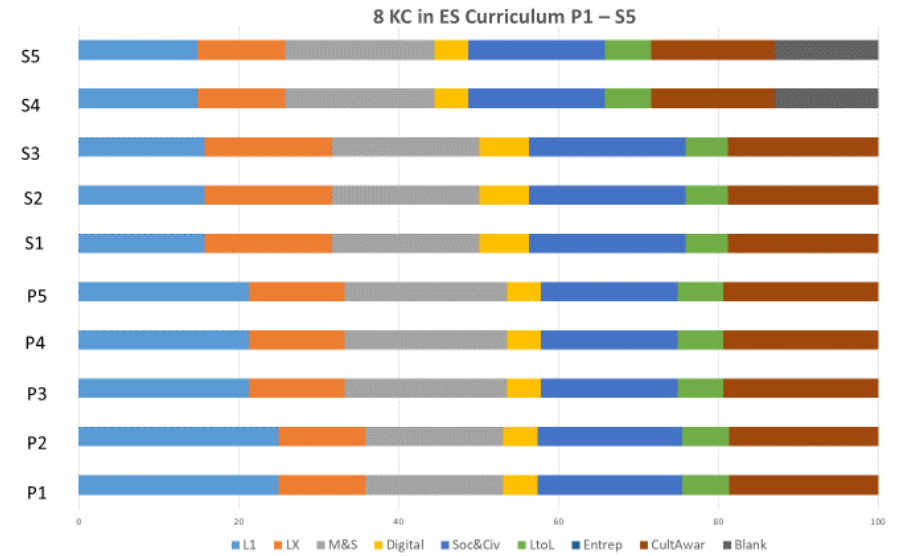
Towards Common harmonised pedagogical planning

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Main questions

- Why harmonise?
- What is the current situation vis-a-vis planning and how is it changing?
- What is the role of the ES syllabuses and how do/should they facilitate competence-based teaching and learning?
- What is the process of common planning?
- What are your expectations?

Need for harmonisation





Planning after September 2022

In order to harmonise teaching and learning and so that pupils across sections can have a comparable learning experience and a fair assessment...

- We need to agree on **WHAT to** teach, while...

Teachers will retain the necessary freedom as to:

- **HOW** to teach, i.e., employ different methodologies and techniques.
- **WHAT** to teach **WITH**, i.e., base their teaching on different teaching and learning tools, resources, tasks and activities so as to cope with pupils' individual needs and learning styles thus catering for differentiation.
- The main elements of this personal way of teaching and the deviations from the common harmonised pedagogical planning for different reasons can also be reflected in the planning documents.



CURRENT REGULATORY FRAMEWORK

Class work

1. Every nursery and primary cycle teacher must be able to account for the written planning of the work done in his/her class. Annual and periodic plans must be given to the Deputy Director.
2. Every school year, secondary teachers shall prepare a clear and transferable record of forward planning for each subject they are teaching.

For harmonisation's sake, S7 forward planning documents will be agreed upon and prepared jointly by all teachers teaching the same subject in a same school. This Task will be coordinated by the subject coordinators.

It is strongly recommended to extend this practice to years s6 and s5 and, when considered convenient by the school management, to other year levels. Secondary teachers shall also keep a regularly updated individual record of material covered. In this record, the connection between the planning and its implementation must be made clear.

The forward planning and the record of material covered shall be placed in the school archives at the end of the school year and kept for three years. The school management will see to the adoption of a uniform structure for these documents on a standard electronic format (.doc; .pdf; .xls ...).

3. These documents shall be available at all times to the School management and the Inspectors.

Annex X. AIREB. Harmonisation in the European Baccalaureate cycle

3. - The European Schools syllabuses guide and organise teaching and learning over a certain period of time. They are very important and basic elements of harmonisation because they serve to make the learning and teaching experience equivalent for all pupils across the system.



As expressed in document 2011-09-D-47-en “**Structure for all syllabuses in the system of the European Schools**”, they contain the didactic principles, learning objectives, contents and assessment criteria for each subject.

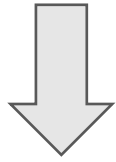
European School syllabuses are therefore the main source for the planning and implementation of teaching and learning.



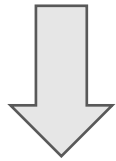
COMMON PEDAGOGICAL PLANNING

Step by step towards **harmonised** planning

Syllabus system



Pedagogical planning school



Lesson planning teacher

INTRODUCTION TO ALL SYLLABUSES

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly changing world.

In 2006 the European Council and European Parliament adopted a European Framework for **Key Competences for Lifelong Learning**. It identifies eight key competences which all individuals need for personal fulfilment and development.

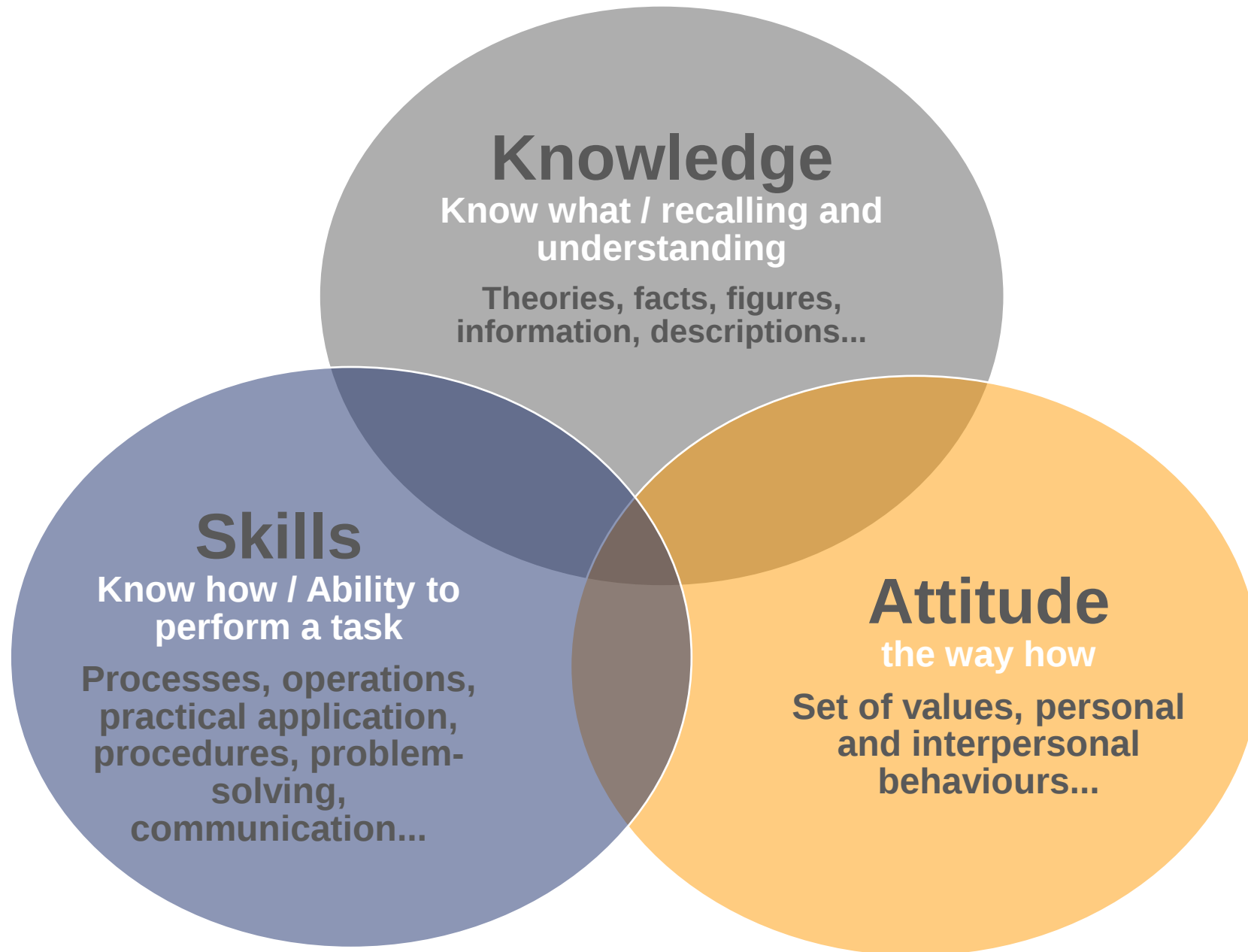
The European Schools' curriculum seeks to develop all these key competences.

- Common elements:
 - didactic principles
 - learning objectives
 - contents
 - assessment criteria





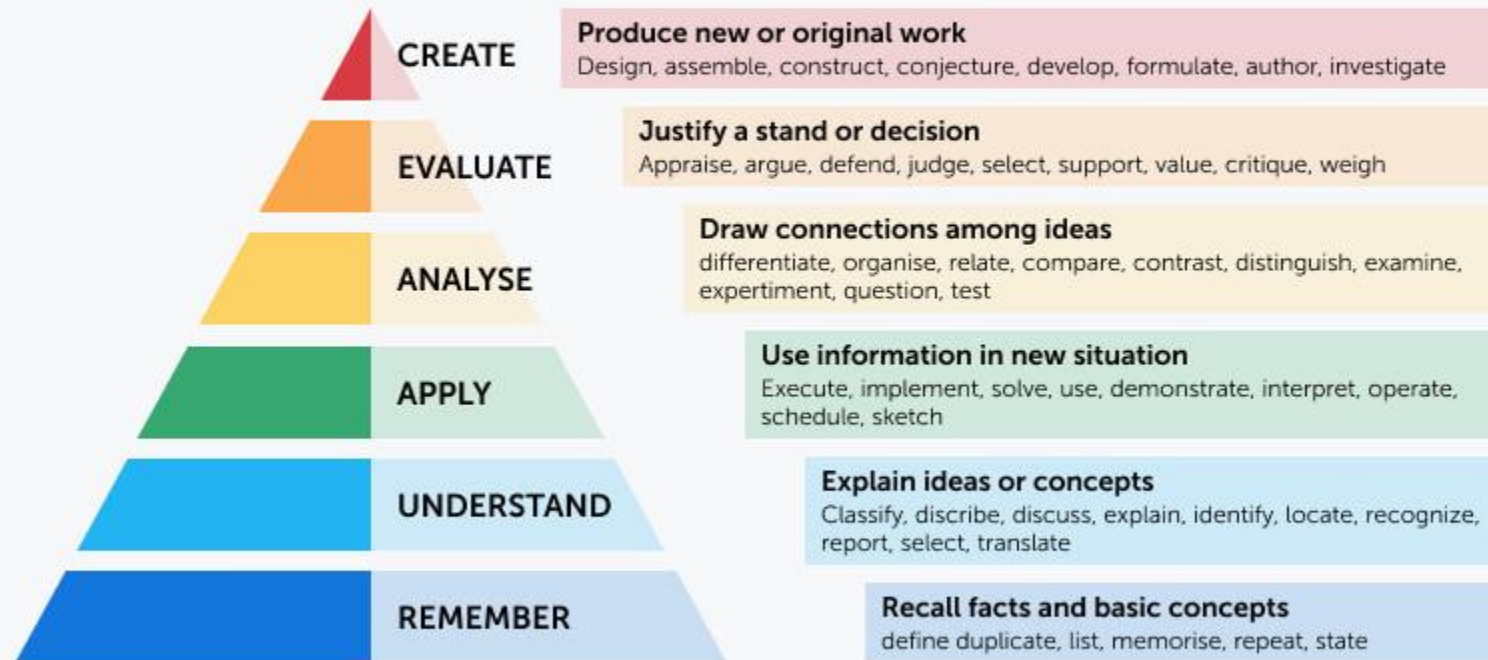
Moving towards a
competence-based
approach in teaching and learning



What do we look for in classrooms?

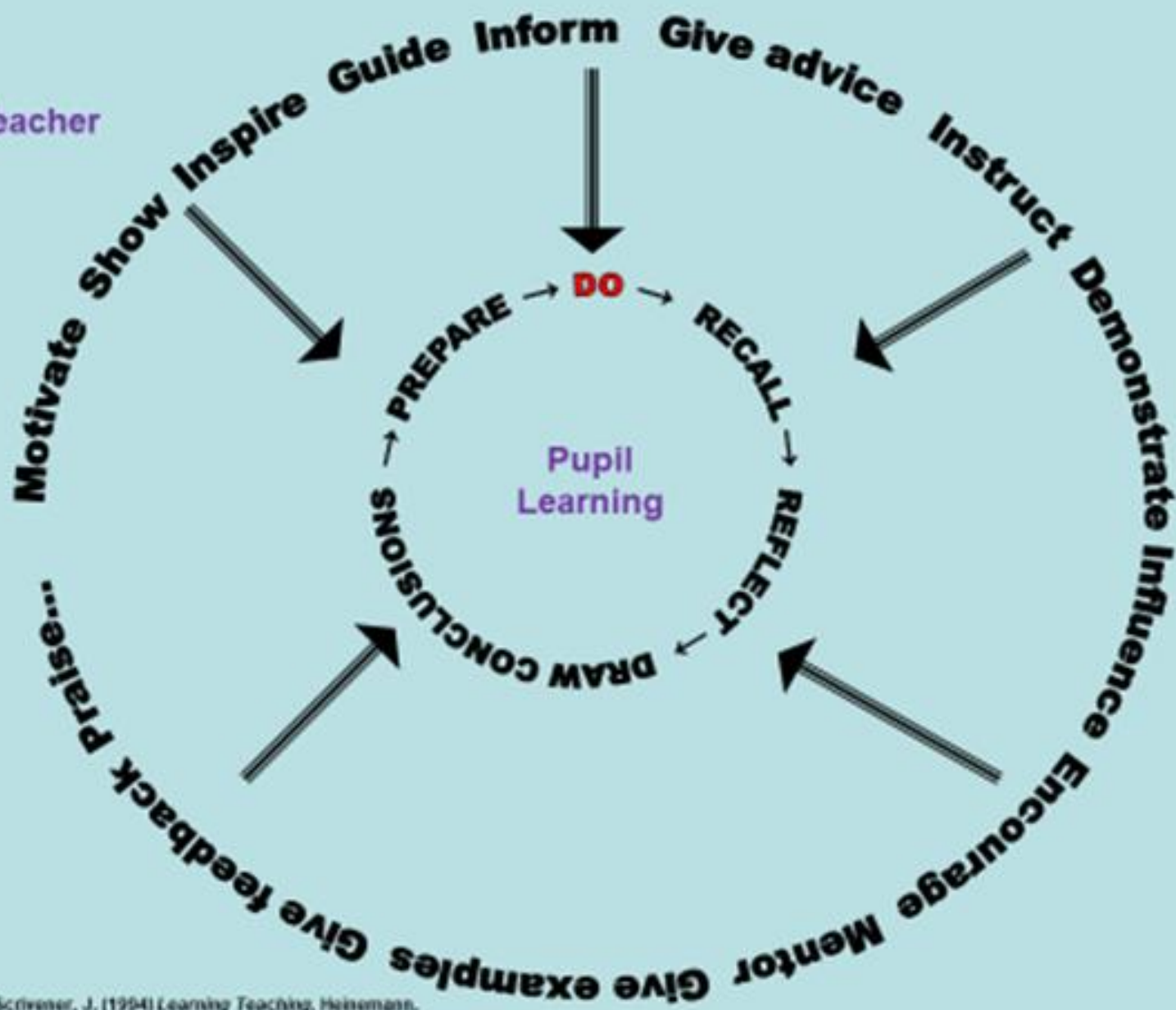
- Teaching and learning is learner-centred
- Learning takes place successfully – pupils' learning is observed
- Knowledge, skills and attitudes are developed
- Presence of higher order thinking skills is detectable (abstract thinking, creativity)
- Cross-curricular competences are developing
- Active citizenship, European values, Sustainability
- =>They should also appear in the common forward planning...

Bloom's Taxonomy



Revised Bloom's Taxonomy (Anderson, 2001)

Teacher



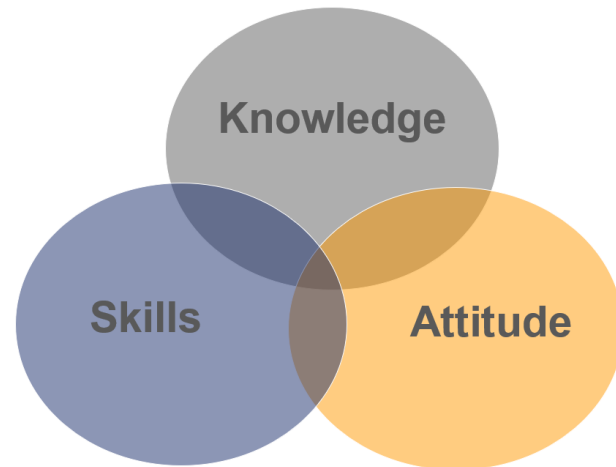


The Process of **Common harmonised** planning

STEP 1

Concrete and precise organisation of teaching and **learning derived from the syllabus.**

Embedding of the **8 key competences**, **syllabus enrichment...**



COMMON HARMONISED PEDAGOGICAL PLANNING

**Common reflection for a
harmonised teaching
at school level**



STEP 1

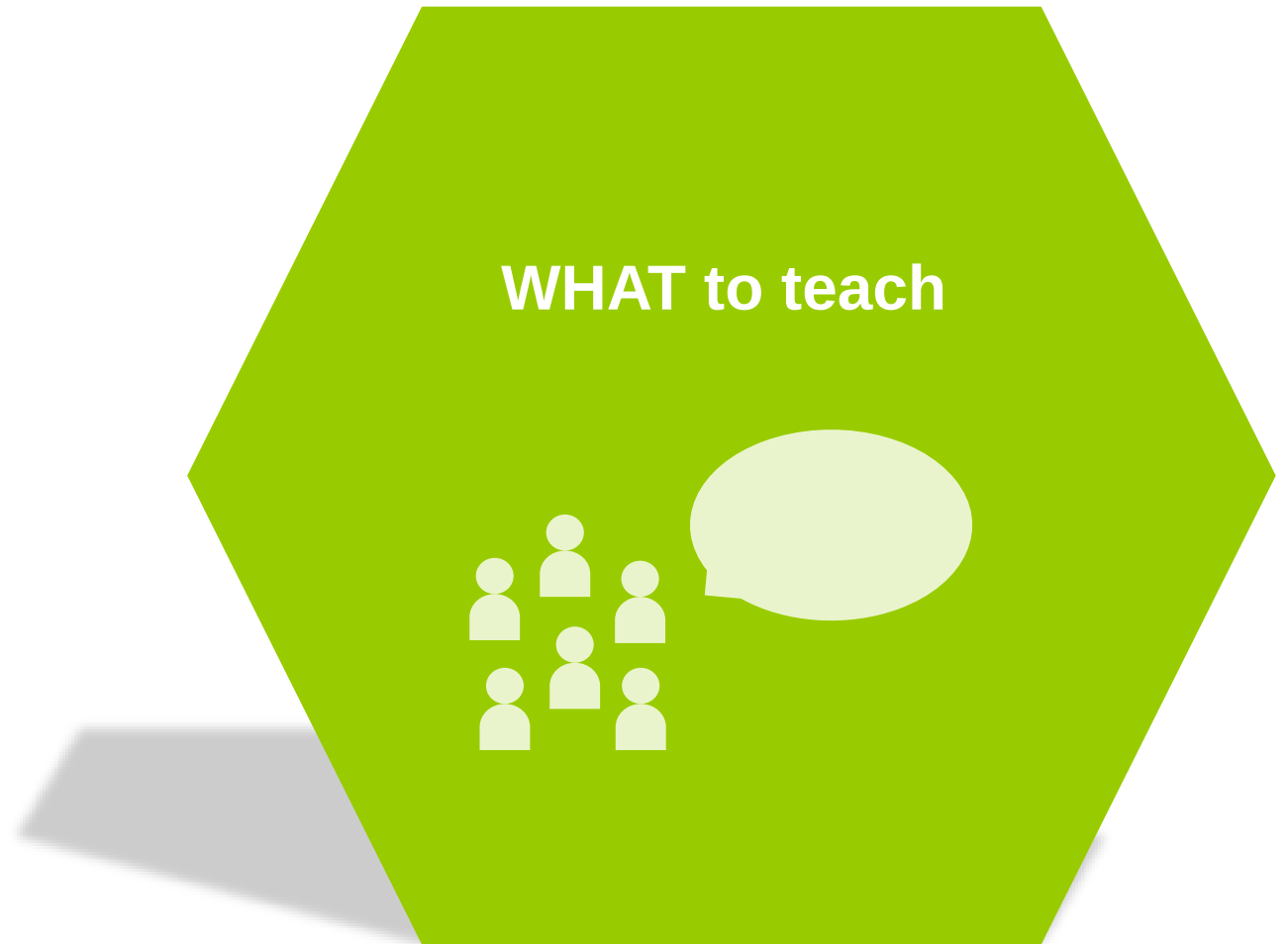
Subject referents/coordinators work together with teachers concerned to agree on a **common harmonised planning**.

Teamwork: Everybody's contribution is essential.

How to organise the planning across sections?

- Nursery: By cycle
- Primary: By level and subject
- Secondary: By level and subject

REFLECTION GROUP



STEP 1

Embedding the 8 key competences in the common harmonised pedagogical planning is a crucial aspect of the **collective reflection**.

Reference frameworks can be consulted for **inspiration**.

Previous experiences are shared and brought in.

8 KEY COMPETENCES

- 
1. Literacy
 2. Multilingual
 3. Mathematical, science, technology and engineering
 4. Digital
 5. Personal, social and learning to learn
 6. Citizenship
 7. Entrepreneurship
 8. Cultural awareness and expression

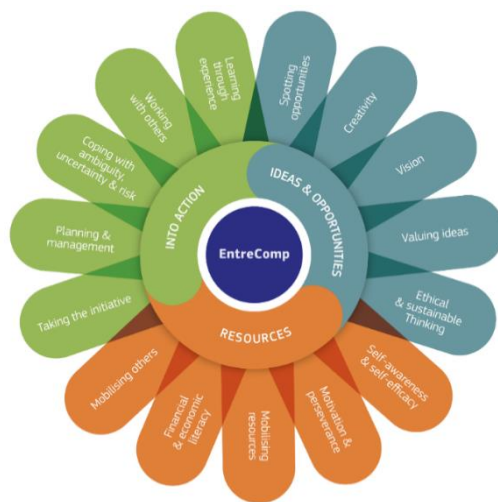
Key Competence Frameworks

- DigComp, 2013

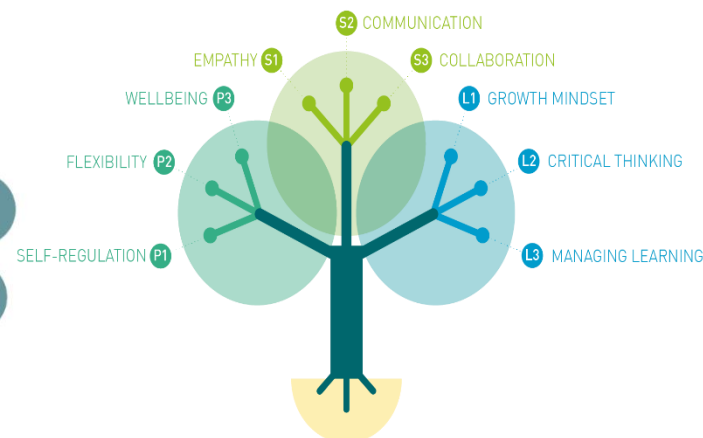


- DigComp 2.0, 2016
- DigComp 2.1, 2017
- DigComp 2.2, 2022

- EntreComp, 2016



- LifeComp, 2020



- GreenComp, 2022



STEP 2

This step **is not mandatory**, but teachers are free to introduce elements related to their own teaching style.

HOW to teach...

- Methodologies
- Techniques
- Strategies

WHAT to teach WITH...

- Tools
- Resources
- Tasks
- Activities

INDIVIDUAL TEACHERS' APPROACH



**Personal additions
can be entered**

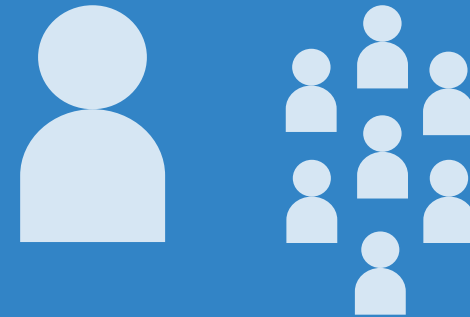
STEP 3

Teaching and learning approaches should be varied, and teaching and learning activities should be adjusted to the individual needs of learners.

Differentiation will be a central practice in delivering the syllabus.

TEACHING

**Classroom
experience**



STEP 3

Pupils have different individual needs and different learning styles.

Differentiation is a central part of competence-based teaching and learning.

Differentiation can already be present at the planning stage (revision, extension activities) but specific needs may arise as the syllabus is delivered.

DIFFERENTIATION

Adapting and reflecting on classroom reality

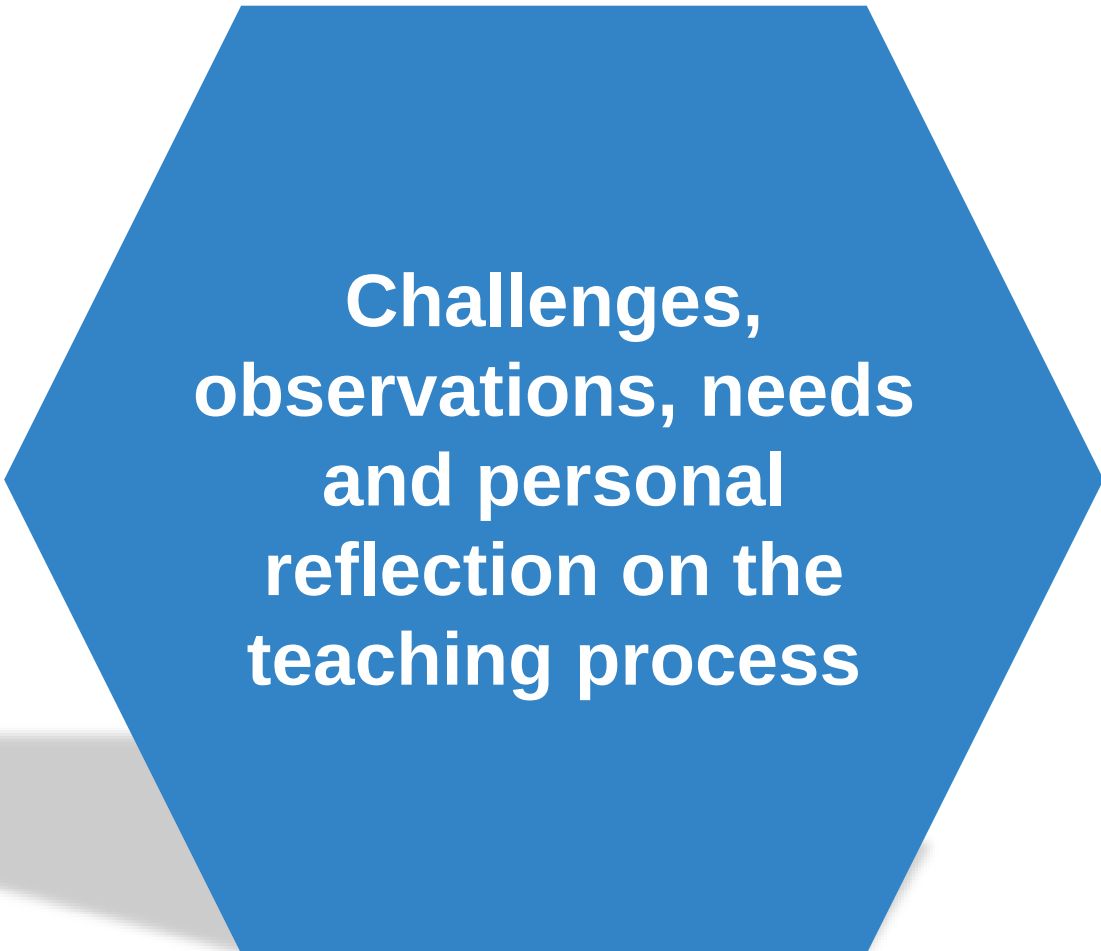


STEP 3

- Indication of pace of delivery
- Challenges found and met
- Changes in the implementation of the planning derived from the class interaction
- Differentiation...

Sharing and discussing about these personal experiences is important for **continuous planning improvement**. Common harmonised pedagogical planning should be subject to **constant revision** and incorporate year after year improvements (**cyclic model**).

RECORD OF MATERIAL COVERED / LOGBOOK



Challenges,
observations, needs
and personal
reflection on the
teaching process



Each school is free to decide on the **format and template** to use.
Template should be **identical within each cycle**.

Only formal requirements:

- Documents should be easily transferable and accessible (**digital format**).
- The **connection between planning and its implementation** should be made clear.

Proposed amendment of Article 26

1. Each school must establish common harmonised pedagogical planning documents.

They are developed **collaboratively, across sections**, in the Nursery school by all teachers, in the Primary school by all teachers of the same level and subject and in the Secondary school by all the teachers teaching the same subject.

Subject referents/coordinators take the lead ...

Revision and improvement at least every year.

Show clearly the embedding of the **eight key competences** in teaching and learning...

Individual teachers may add their own adaptations, but this is not compulsory.

A regularly updated individual record of material covered or **logbook**... connection between the planning and its implementation...

... logbook will serve as a basis for pedagogical **reflection** and further continuous revision and improvement of the common forward harmonised pedagogical planning.

Each school can decide on the tools and the templates used. ... a **uniform structure per cycle**

... in a standard and easily **transferable digital** format...



The workflow

1

Common harmonised elements

Minimum elements for planning

+

Embedding the 8 KCs

compulsory

1

2

Common harmonised elements

Minimum elements for planning

+

Embedding the 8 KCs

+

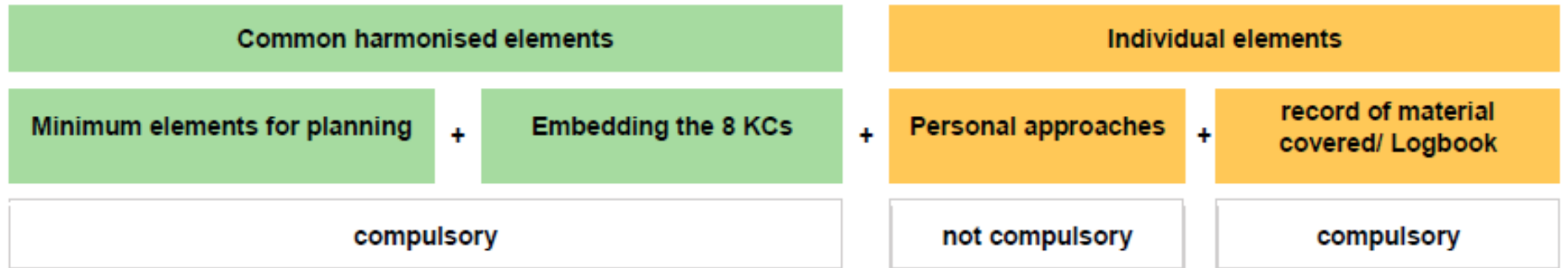
Individual elements

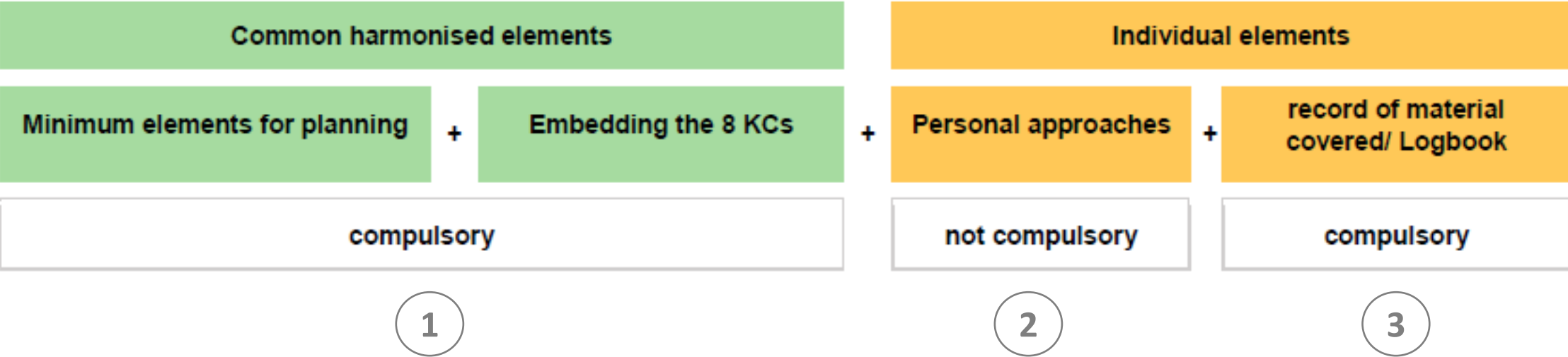
Personal approaches

compulsory

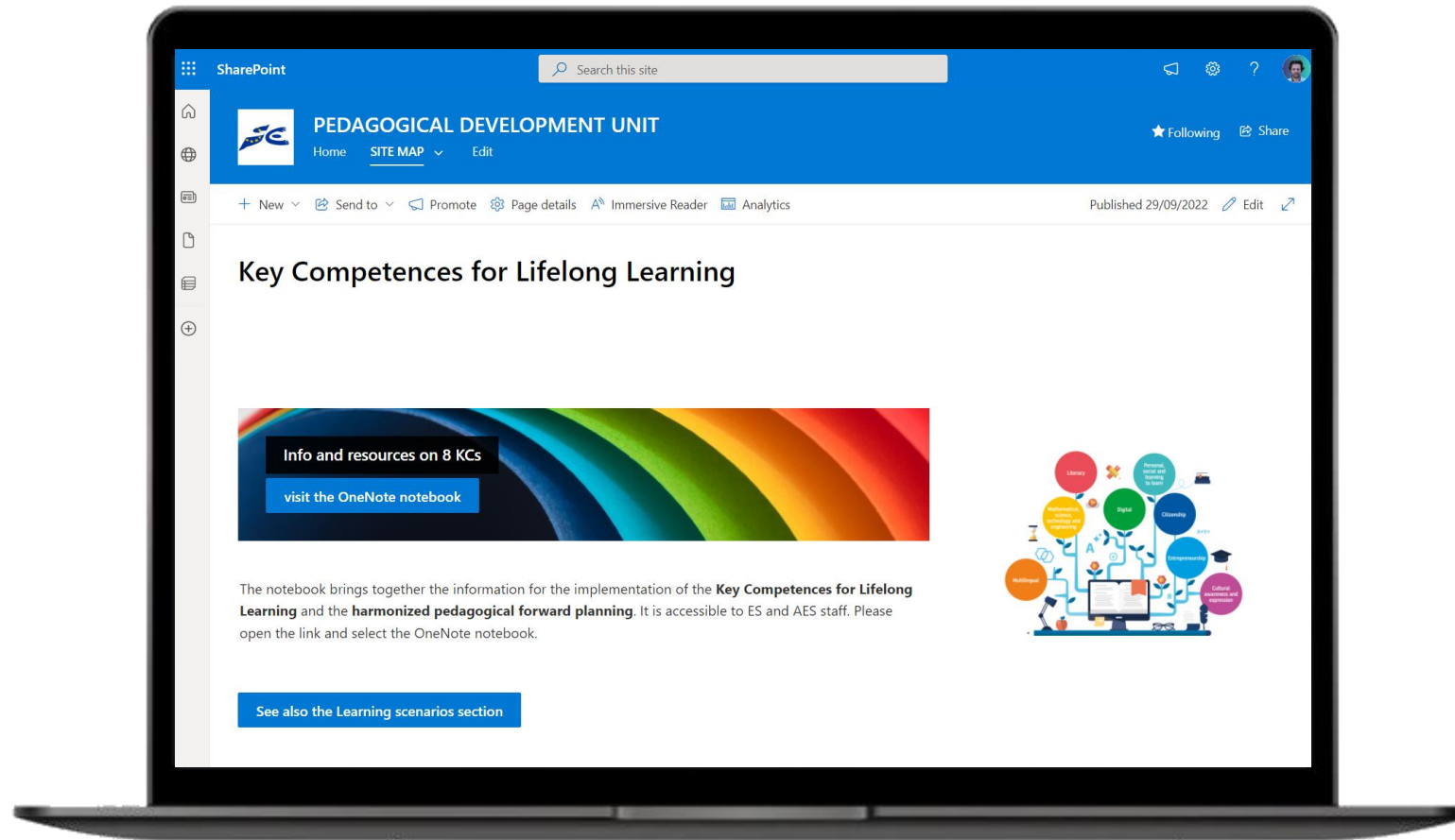
not compulsory

- 1
- 2
- 3





Supporting SharePoint (Pedagogical Development Unit - OSGES)



eursc.sharepoint.com/sites/PedagogicalDevelopment



<http://www.eursc.eu/>

