



**ACADÉMIE
DE STRASBOURG**

*Liberté
Égalité
Fraternité*

École Européenne de Strasbourg

European School Strasbourg

School Plan 2021 / 2025

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(English Version)



**L'Éducation
Ensemble!**

Présidence française des Écoles Européennes

École Européenne de Strasbourg

European school of Strasbourg - Europäische Schule Strasbourg

Αἶ ἐν ἀριστεύειν

2020/2025 School Plan

HUMANISM - AMBITION - COMMITMENT

Ambition and commitment to humanistic education

1. **Promote languages and literary culture (written & oral / theatrical expression and stage - SWALS and certifications)**
 - 1.1. **Language acquisition:** *strengthening language teaching at all levels to promote fluency and enable the relevant implementation of SWALS*
 - 1.2. **Language use:** *making languages full-fledged learning tools for effective plurilingualism*
 - 1.3. **Languages influence:** *giving languages a more marked socio-cultural status and developing cultural and artistic actions in languages (theatre, literature and library policy, etc.).*
 - 1.4. **Certifications:** *developing the policy of qualifications to guarantee recognition of the real level of pupils, which is often found beyond the recognised frameworks for the European Baccalaureate.*

2. **Developing a humanist culture, both scientific, intellectual, and artistic**
 - 2.1. **Development of scientific culture in relation to and beyond the curricula:** *initiating, developing and strengthening scientific knowledge and practices, based on syllabi, and proposing complementary actions that give meaning and perspective to course contents (meetings, conferences, visits, competitions, etc.).*
 - 2.2. **Development of artistic culture in relation to and beyond the curricula:** *initiating, developing and strengthening cultural and artistic knowledge and practices, based on the syllabi, and proposing complementary actions that give meaning and perspective to the contents of the courses (meetings, concerts, exhibitions, participation in cultural events, etc.).*
 - 2.3. **Development of digital culture and relevant uses of information technologies:** *initiating, developing and strengthening knowledge and practices, based on syllabi, and proposing complementary actions that give meaning and perspective to course contents (meetings, conferences, visits, competitions, etc.).*

2.4. **Development of staff training in relation to the fields mentioned above:** *initiating, developing and strengthening the professional knowledge and skills of staff (local training plan, facilitating participation in specific seminars and conferences, support for voluntary training, etc.).*

3. Reinforce the personal paths of pupils: monitoring, support, emulation and ambition, guidance, etc.

3.1. **Support policy:** *developing and strengthening disciplinary support actions and pedagogical support practices, based on relevant diagnostic assessments and integrating them into the pupil's curriculum.*

3.2. **Inclusion policy - PIAL:** *develop and strengthen the action of the Pôle Inclusif d'Accompagnement Individualisé (Individualised Support Pole) (disability support); introduce an ad hoc training dimension for staff involved in this scheme; strengthen cooperation between services providing support and monitoring pupils.*

3.3. **Evaluation policy:** *develop and strengthen the diagnostic and performance evaluation policy to guide disciplinary support actions and pedagogical support practices, but also to meet the new evaluation provisions in the European Schools; offer ad hoc training to the teams of teachers and administrators of the European Schools; introduce a dimension of ad hoc training for staff involved in this system.*

3.4. **Guidance policy:** *develop and strengthen the guidance policy, within the framework of European education, to promote studies in France and abroad, starting within European universities; develop a network of correspondents and relays in higher education systems; develop ad hoc meeting days; encourage participation in specific fairs and discovery courses.*

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4. Affirming commitment: personal, civic, ecological, European, to create a true common culture.

4.1. **Active citizenship:** *developing and strengthening citizenship through participation in national and European actions related to this theme; developing commitment within the school by strengthening the participation of pupils in representative bodies; developing the commitment of pupils in academic bodies.*

4.2. **Sustainable development and ecological awareness:** *develop and strengthen ecological awareness by including it in all the institution's approaches; strengthen the action initiated in favour of the e3d policy and make it a benchmark; develop relevant external actions with the associative sector; develop a scientific approach to ecological and sustainable development issues; develop an entrepreneurial approach to issues related to sustainable development.*

- 4.3. **European and international dimensions:** *developing and strengthening the European dimension from Primary level onwards by participating in the major events organised by the Community, European and international institutions and agencies based in Strasbourg; bringing European players closer to pupils (meetings, conferences, visits, etc.); facilitating participation in international events related to education, sustainable development, etc.*
- 4.4 **Commitment and mutual aid between peers:** *develop and reinforce the ambition of our pupils through a policy of emulation and cooperation; develop mutual aid links between levels and between sections in order to go beyond borders (sections/languages/classes); promote voluntary participation in collective actions within a "House".*
- 4.5. **Sports and the arts as vectors of emulation, identity and cohesion:** *develop and strengthen the action of sports teams and UNSS in the life of the school; encourage and facilitate participation in competitions within the ES (Eurosports and Mini-Eurosports) and in local settings; develop and strengthen artistic practice by proposing events created by pupils; develop partnerships with cultural structures.*

APPENDIX

8 key competences for lifelong learning

