

J O B   S H A D O W I N G   A  
L'ÉCOLE EUROPÉENNE  
DE BRUXELLES IV  
(BELGIUM)



JUNE 2 - JUNE 8, 2024



Co-funded by  
the European Union



**June 2, 2024**

**14:15** - Arrival in Brussels with colleagues Maria Capdevila (Escola Sant Jordi) and Anna Falip (Institut Antoni Torroja de Cervera).

**15:00** - Car rental

**16:00** - Arrival at our accommodation

**16:30** - Lunch in the neighborhood next to the house

**17:30** - Exploring the school and the neighborhood to prepare for the next day!



**JUNE 3, 2024**

**FIRST DAY AT THE EUROPEAN INTERNATIONAL SCHOOL OF BRUSSELS**

**9:00 - We have arrived at the school and collected our credentials. The European School of Brussels IV is recognized for its international and multicultural approach.** This school accommodates students from various countries in the European Union and offers **lingual and multilingual education from preschool to high school. Students are organized into linguistic sections, allowing them to learn in their mother tongue while developing competencies in other languages.** The curriculum promotes **intercultural understanding and cooperation among young people from across Europe.**



We were very struck by the size of the center, its architecture, and the high level of security present.



Generalitat de Catalunya



Co-funded by the European Union



**9:10h - We were welcomed by Mr. Eli Lonero, the coordinator of the center's libraries. He made us feel very welcome and provided us with an overview of the facilities and the school's operation. He explained that the center has two libraries: one for primary students and another for secondary students, with extensive collections of books and multimedia resources tailored to the needs and interests of different age groups.**



**9:40/10:30 AM**- We were introduced to the school director, **Markko Mattus**, and the deputy director of secondary education, Sandra Maset. The directors and deputy directors do not teach and are solely dedicated to management. They welcomed us and explained that they organize sports and artistic events in cooperation with students from all over Europe.



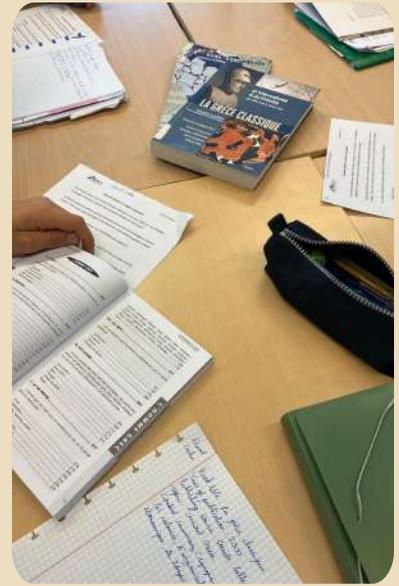
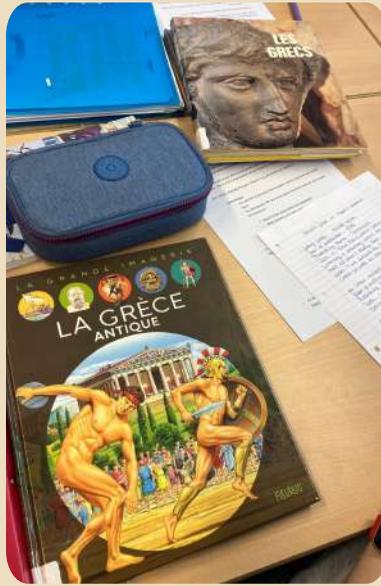
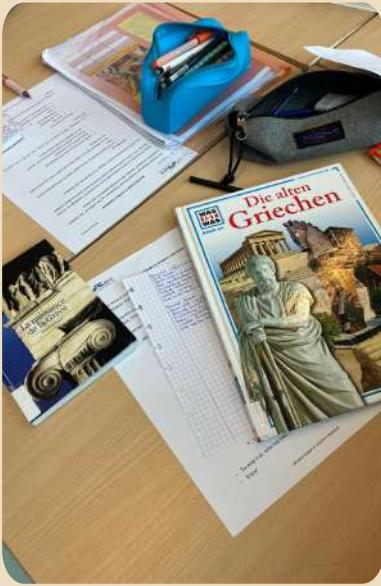


**10:00 AM- We met the librarian of the primary and preschool library, Cecile Fumire. She showed us the layout of the room. The library has books in seven different languages and is organized into fiction and non-fiction, with fiction categorized by age. Cecile works three full days a week and manages the loans; children from the age of 7 return the books on their own.**

We were struck by the silence that the students displayed when entering the library, both while choosing books and when finding a place in the library to read the chosen ones.

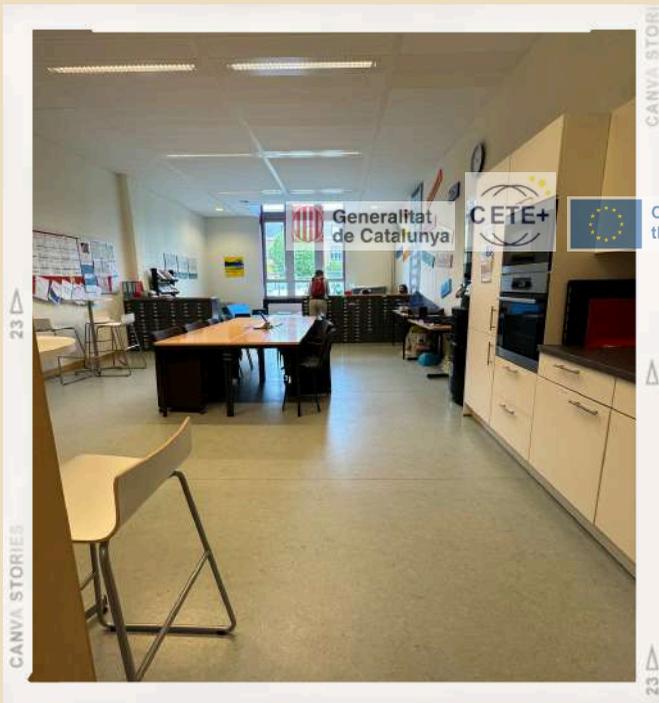






**11:00 AM - We attended the humanities class taught by teacher Eduard Saez for third-year secondary students (2nd year of ESO in Catalonia). He showed us a script with the activity he was going to teach in the classroom. He demonstrated how he incorporated the use of library books about ancient Greece and Rome into his curriculum, using these resources to enrich the lessons and foster students' interest in history.** The students worked in groups and had to observe the books (in different languages) and answer some questions. **The students do not have homework, as the school's policy states it this way. Class periods are 45 minutes long.**

We were surprised that teachers can work at the school for a maximum of 9 years, and every two years they are subjected to an inspection and evaluated based on the students' results.



11:45 - We spent some time with him in the teachers' lounge. There, we were able to discuss various aspects, such as:

- Their methodology includes providing a dossier, briefly explaining the information with visual support, and conducting a group discussion.
- Cases of problematic students are identified, documents are filled out, and they are managed by individuals separate from the teachers.



• Only teachers meet together on the first day of the school year, and it is done in an assembly.

- They do not have designated times for teacher meetings; everything is done online.
- Families cannot enter the school. They hold two interviews a year, one in November and another in February, and parents schedule an appointment through an app with the teacher.
- Exams are held, and since there is no homework, it is difficult for students to develop study habits at home.





**12:30 PM - Finally, we visited the secondary library and were introduced to Stéphanie Piret, the secondary librarian. She showed us how the library operates and its organization and layout.**

**13:30PM In summary, it has been a very enriching first day, where I was able to closely observe the functioning of a school with a strong European vocation and a firm commitment to quality education.**

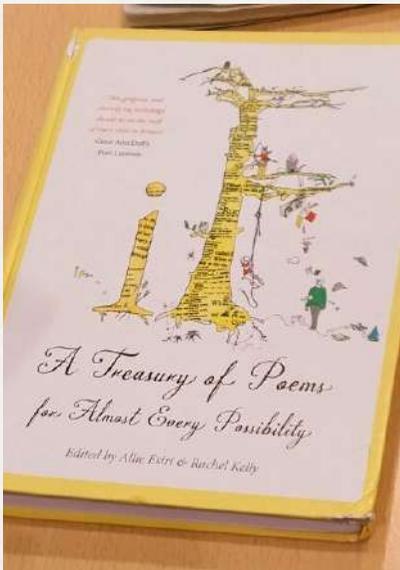


**JUNE 4, 2024**

## **SECOND DAY AT THE EUROPEAN SCHOOL OF BRUSSELS**

**9:00AM - We began the day at 9 AM with an observation session in the Primary library, led by Eli Lonero.** The P5 (5th grade) students arrived, accompanied by their teachers. **Eli had them sit in a corner of the library.** We were struck by the sight of **some students with books, focused on reading, and two girls knitting while Eli introduced the day's activity.** This activity involved **reading a poem.** Before reading it, he discussed the theme, which was about cows, and asked them what they thought the poem would say about these animals. **Four or five students participated by sharing their opinions.** Then, Eli asked for silence and attention to recite the poem, **emphasizing the rhythm.** Once the reading was finished, he invited the students to reflect on whether the ideas they had discussed appeared in the poem. **They realized that all but one were present.** Finally, he gave them a tip for writing their own poems: **to brainstorm ideas, organize them, and adjust them to the rhythm of the verses.**

After this activity, **we spent some time observing various aspects related to the organization, cataloging, and ambiance of the library.**





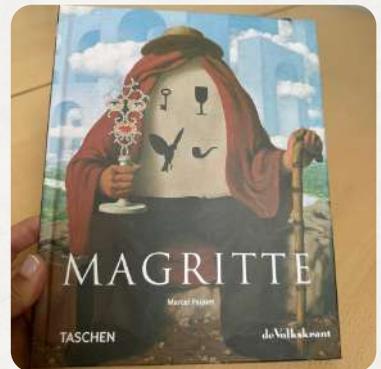
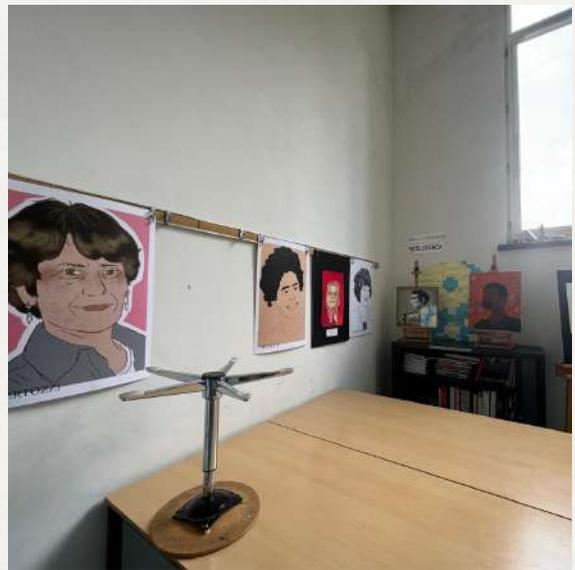
**11.15h. Stéphanie Piret guided us on a tour through the Primary classrooms.** We were able to visit two classrooms, **one with students working, with whom we spoke.** They explained that **they use textbooks and can work in groups or individually, depending on the teacher's instructions.** We also saw some students in the hallway **practicing grammar through a game.**

Later, we entered a P4 classroom (equivalent to our 4th grade in Primary), where **the tutor explained how the class works:** they use textbooks and do additional activities related to the syllabus. **There are support staff available to help students with more difficulties.**

The students are arranged in groups, although they have the option to work individually if they prefer.



We continued the visit, this time to see the Secondary art class, and then **we arrived at the Secondary library**. A presentation of a book club was scheduled, but it was not possible. However, a student explained how it works: every 15 days they meet in **a book club** organized by the AFI, where they can choose books to read. At each meeting, they either discuss the books they've read or are introduced to new titles. When someone wants to recommend a book, they fill out a form, and these are published during Book Week in April. At the end of the school year, they create a document with a short summary and recommendations, which is displayed in the library.

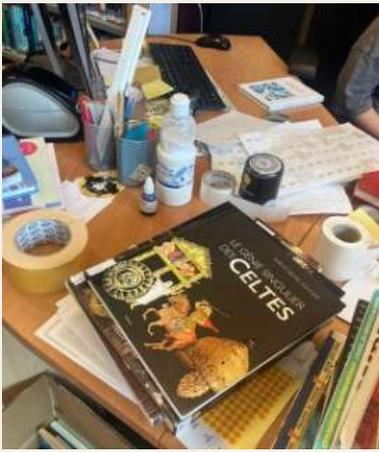


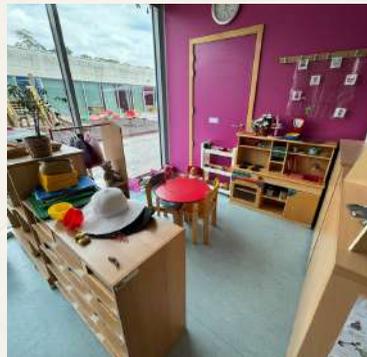


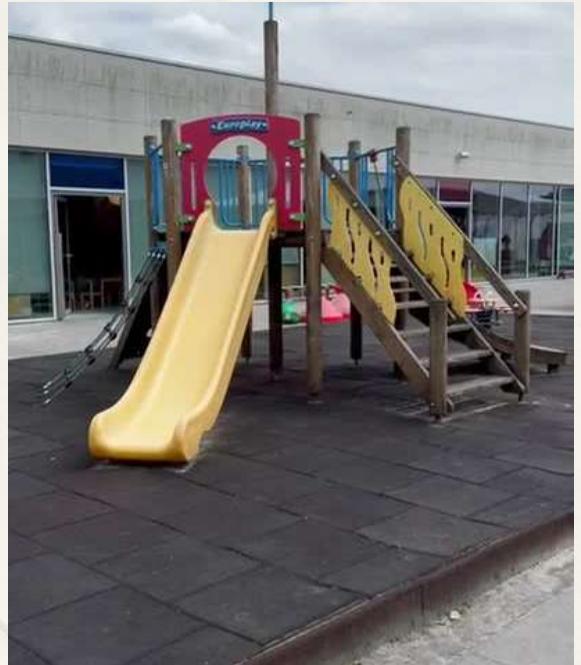
After lunch, we returned to the library, where we were able to see how the **"Bib Team"** works, a group of students who **voluntarily collaborate in cataloging and labeling new books**. We spoke with some of these students, who explained that they have **mandatory reading and must read at least four books**. When they finish, they participate in a **competition with their class**.

They also showed us an app they use to communicate with teachers, where they can see **homework reminders, grades, attendance tracking**, and other school information.

To end the day, a student guided us through the **Early Childhood classrooms**, where we had the opportunity to speak with a teacher. She explained, among other things, that **students begin reading starting in Primary school**.







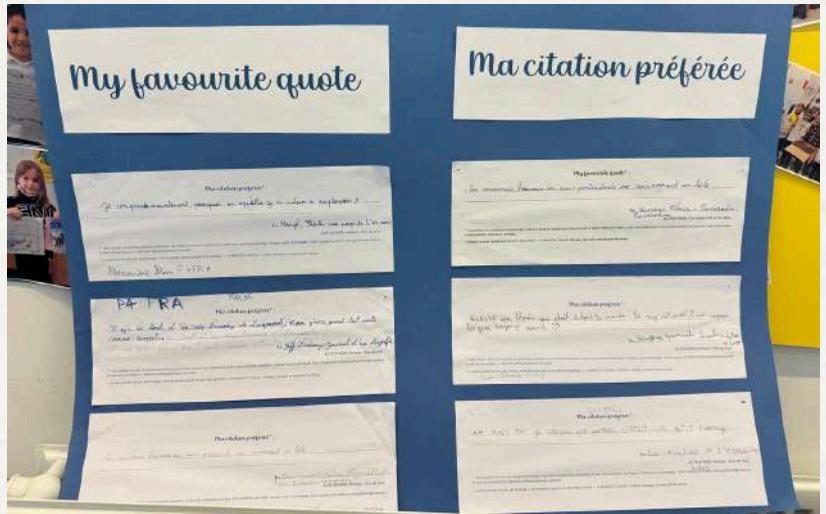
5 JUNY 2024

## TERCER DIA A L'ESOLA EUROPEA INTERNACIONAL DE BRUSEL.LES

**8:15 h. At the beginning of the day**, we attended a **Human Sciences class** in the Secondary library with the S1 group (equivalent to our sixth grade). The teacher, Joan Farrell, after explaining to her students, shared with us how her class operates. The final product that the children had to create was a **advertisement about a planet or nanoplanet**, previously selected in class by drawing lots.

The activity was carried out in pairs and began in the **computer lab**. The teacher distributed a **dossier she created**, with questions about the topic of planets. This dossier included a collection of **web pages**, and they also had to consult **textbooks and encyclopedias**. Within each pair, one member was responsible for consulting the books, while the other researched digital information. The final product was presented in the format of an **advertisement**, and they had to include a **video, recorded previously at home**.

The assessment of this activity was done in pairs, with **neutral management from the teacher**. She accompanied the students in the **co-assessment process**, with the help of a **rubric**.

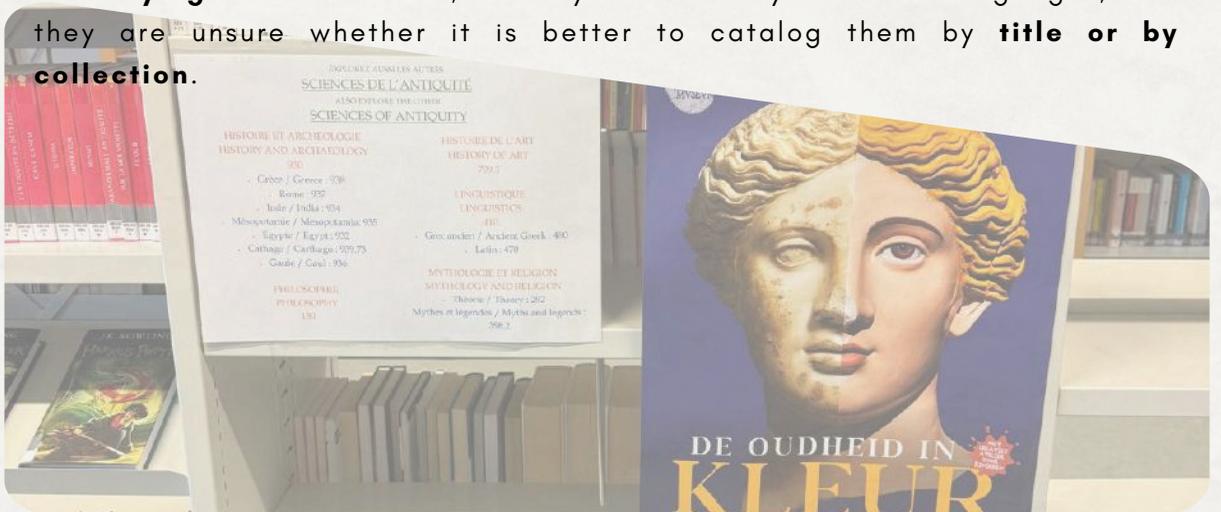




**9:00 h. Conversation with Eli Lonero.** We have **readjusted the schedule**, extending one hour on Thursday to attend an **English class as L2 in P4 (4th grade)**.

**At 10:00 AM**, instead of having the scheduled session with **Stephani Pidet**, we attended the L2 **French class with Natalie Assan Live**, the teacher of the S1 group (6th grade).

Regarding **cataloging**, Eli informed us that there is a **supervisor within the Bib Team** at the library. She also explained that they have **difficulties in classifying certain novels**, as they are in many different languages, and they are unsure whether it is better to catalog them by **title or by collection**.



At **10:00 AM**, we attended the class of **Nathalie Assan-Libé**, a **French as a second language teacher** with an **S1 group** (6th grade), mainly composed of students from diverse nationalities, particularly **Bulgarian and Italian**. The activity took place in the **library**, where students had to research information about **monuments in Paris** and prepare a presentation with specific data. The goal was to work on **grammar skills** and present the information using **PowerPoint as support for an oral presentation**. The activity was done in **pairs**, and Nathalie corrected the final result before the students presented it to the class. All students participated in the same task, except for one student, M., who did an **extension activity**.

She also mentioned that they have **four weekly sessions of French, each lasting 45 minutes**. Regarding reading, they work with **three books: Enquête au collège, Jessie Owens by Elise Fontenaille**, and they can choose between **Jefferson or Les Séparables**, with one of these being for **reinforcement**.





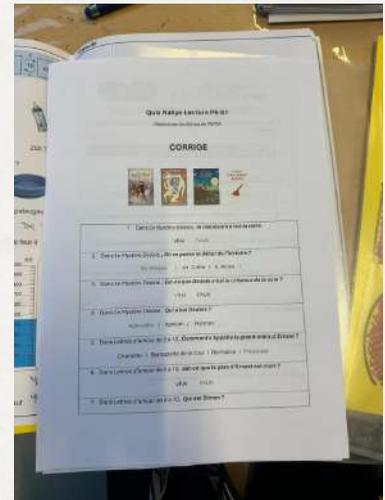
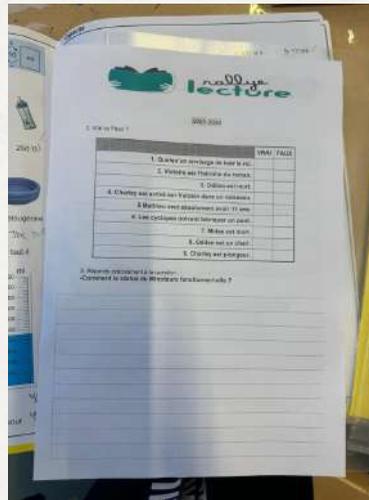
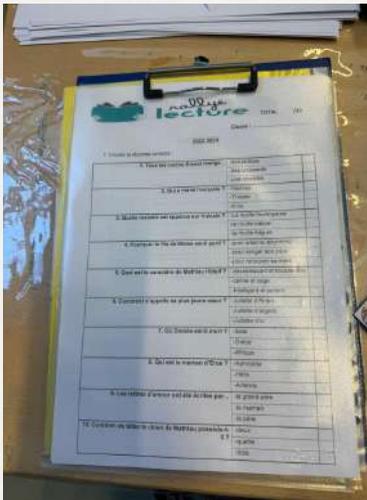
At **11:00 AM**, **Alison Jane Bell** came to the library. Alison Jane Bell, an **English teacher in Secondary school**, works with **first-year ESO students**. Unlike in Primary school, the sessions are not as structured. In the library, Alison accompanies her students while they choose books, with the help of the librarian, who recommends **English readings**. It is important to note that some **francophone students** prefer to read in French, so it is necessary to supervise that the readings are in **English**. During this session, students check out books and take the opportunity to read.

Regarding the **schedule and language organization**, students have **five weekly sessions of 45 minutes in their L1**, some of which are consecutive. This distribution is not considered optimal, as students may become **tired**. The language itineraries are as follows:

- L1: 5 hours
- L2: 5 hours
- L3: 2 hours

To form a class group for a language, there must be a **minimum of seven interested students**.





At **12:00 PM**, we attended the class of **Florence Ardoi**, where she explained the operation of the **reading rally**. This rally consists of students reading books that they find in the library throughout the year. Students from **P5 (fifth grade)** and **S1 (sixth grade)** participate in this activity. When they finish reading, the two grades meet to answer questions about the books. Additionally, the contest is held on a day in a festive environment, including a **breakfast**.

The students in this class were evaluating the **rally dossiers** following the evaluation criteria that the teacher had written on the board. We were surprised by the creation of a **ranking of grades**, allowing students to see their position within the class.

The dossier included various activities: **characterizing a character from one of the readings from a physical and psychological perspective**, creating a challenge like **a word search or a riddle**, writing a **book review based on three arguments**, copying a **passage they liked**, and artistically recreating a character or element from the book. They also had to write a **short play**. The teacher evaluated the different responses from the students, highlighting the most creative ones, and emphasized the importance of following the **instructions well**.

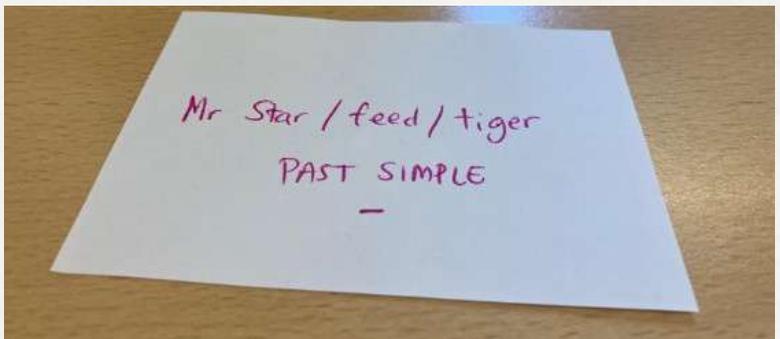
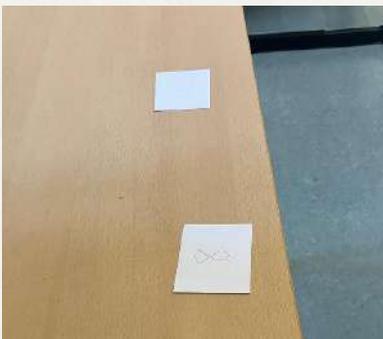
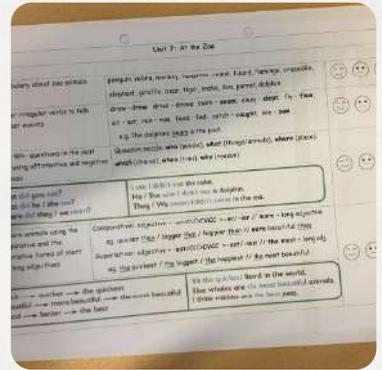
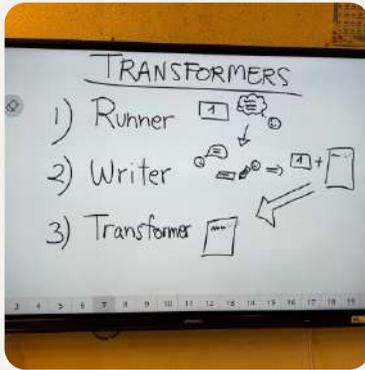
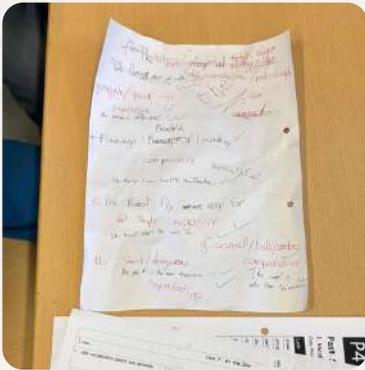
Finally, the students rated the rally very positively, and the teacher presented **certificates to the participants**.

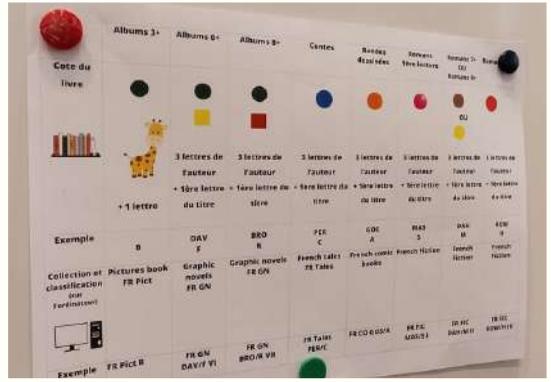
**6 JUNE 2024**

**FOURTH DAY AT THE EUROPEAN INTERNATIONAL SCHOOL OF BRUSSELS.**

At **8:15 AM**, we entered Mr. **Pancho's class**, composed of students from **P4 (fourth grade)** in **L2 English**. When they arrived, they left their bags in the hallway, and once seated, they greeted the teacher. To make them quiet down, **Mr. Pancho rang a bell**.

Next, he explained the lesson, which was written on the board, about **the simple past, comparatives, and superlatives**. To make it more dynamic, he introduced a game called **Transformers**, which has three roles: the **Runner**, the **Writer**, and the **Transformer**. The teacher distributed numbered cards, and the Runner has to memorize the card and find its description, which the Writer must write down. Then, they compare the response with the card and show it to the teacher, who will give them a **tick if it's correct**. The Transformer will form the correct sentence, and if done correctly, they will receive **a double tick**, with the score noted on the board.



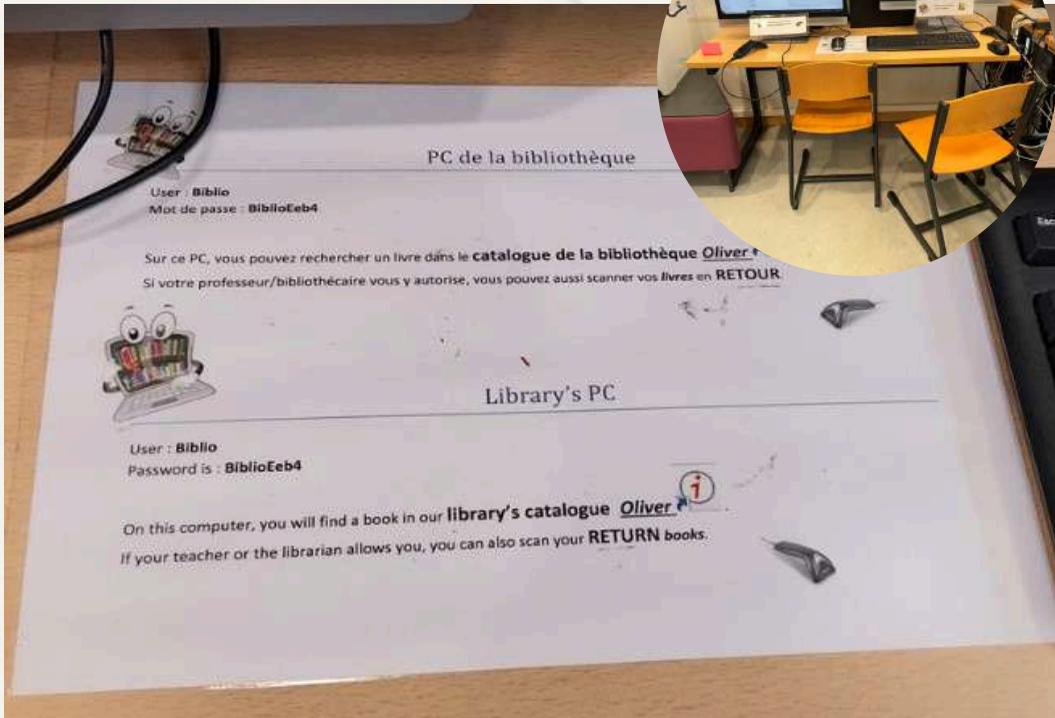
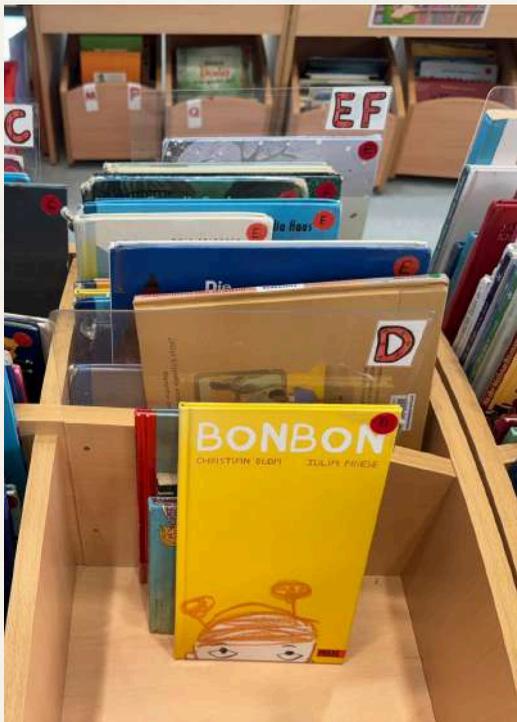


In the **second hour**, we had a session with **Cecília Fumire** (the primary librarian), who showed us a cart full of books and explained how she classifies the titles that students return to the library after borrowing them. The large **albums have a circular label with the first letter of the author's surname**. This classification system is located within large drawer furniture, and all the library books are organized by **language, with a flag at the top of each section for easy identification**.

There was an assistant, **Okan**, who helps her every Wednesday. They participate in a program called "**Read to Grow**," organized by an organization that collects books to send to countries in need. **Students can bring books they no longer need from home and donate them to the library**.

Regarding the **purchase of books**, they have an annual budget. In the case of books in languages such as **Bulgarian** or **Flemish**, they consult with the teachers to determine which ones to acquire. Each month, they publish news about the library on the school's website, which is the only communication channel; **Cecília mentioned that there is no need to promote it, as students visit it regularly**.

Currently, they do not have any document that outlines a **library project**. **Students can reserve books by asking the librarian**, and when they return a book, the system automatically sends an email to the student who has reserved it.

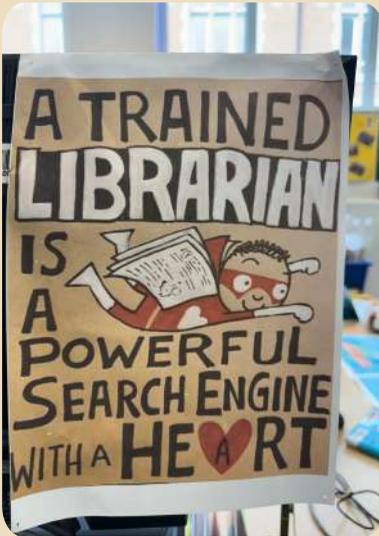


At **11:45 am**, we met with **Eduard Saez**, a social sciences teacher in secondary education. In the **teachers' lounge**, he introduced us to other secondary teachers with whom we were able to discuss various aspects. He introduced us to **Rosa Morán**, a Spanish language teacher for **S2**. Rosa explained that **S2 students often feel anxious when transitioning to S3**, as they fear they will not be able to follow social studies classes in English. In **S3**, social sciences content carries significant weight, and by **S4**, language errors start to be penalized. As a language teacher, Rosa places great importance on preparing students with historical data and periods in English so that they can master these aspects in social sciences, mathematics, and other subjects as well.

At the school, the **exams are standardized**, meaning that reading and writing tests are created for all students in the center, with a specific curriculum that includes various text types, such as writing an email or composing an argumentative essay. The interest in these exams increases in **high school (S6 and S7)**, where students prepare for external assessments. Specific readings, such as books by **Chimamanda Ngozi**, are also worked on, which are designated by the European school system.



Friendship  
Creativity  
RESPECT  
Tolerance  
HONESTY  
commitment  
ENTHUSIASM



Additionally, we spoke with **Màxim**, a teacher for students with **special educational needs (SEN)**. He explained how his area operates: there are meetings with parents and the counselor, and contacts are made with the teaching staff to develop an **Intervention Plan**.

We asked what measures they and we can apply to help students with special needs, and he provided us with some **advice**:

- **Explain using different channels: verbal, written, and pictograms.**
- **Allow the teacher to read the exam question if the student needs it.**
- **Give instructions using different colors.**
- For students with **dyslexia**, it is effective to write texts in **bold on a yellow background**.
- Use **Arial font, size 12, with 1.5 line spacing and justified**; some students prefer **Comic Sans**.
- **Agree on a signal with anxious students to remind them during stressful moments.**
- Use a **ruler to help dyslexic students follow the text.**

**1:30 PM.** We entered **Pilar's** class, the **Spanish L3** teacher, with students from **S1 (equivalent to our 6th grade)**. The classroom was supported by an assistant who attended to students with **special needs**, as well as a **practicum student**.

The class began with Pilar projecting a sheet that contained the conjugation of some **verbs, both regular and irregular**. All the students recited the verb forms together, and the teacher asked them to form sentences with each one. Afterwards, they took an **exam based on the practiced verbs**, filling in a chart with the corresponding conjugations. As they finished, the students read their books.

Once they completed the exam, Pilar handed them a new sheet on which they had to write sentences about the activities they do in the morning, such as **getting dressed or washing their face**. She read the sentences, completed them, and the students copied them.

During the class, students could **get up to go to the bathroom**.

**To end the day, we presented our centers, and the attendees showed great interest in various issues we shared.**



**JUNE 7, 2024**

**FIFTH DAY AT THE EUROPEAN INTERNATIONAL SCHOOL OF BRUSSELS**

**9:00 AM. We had a meeting with Eli in the secondary library.** During the meeting, she gave us a **demonstration of the school's website** and the **digital resources available for students.** These include **subscriptions to various magazines, encyclopedias, and educational platforms** with materials for both Primary and Secondary, which are **paid.** **Among the most relevant resources, she highlighted the Britannica encyclopedia and the Edu Media platform.**



**10:00 AM. We observed a P5 (fifth grade) class focusing on mathematics, specifically on calculating percentages.** The students, organized into groups, assigned prices to images and calculated the corresponding percentage, with the help of an explanatory video and using calculators. They also had **small whiteboards to perform the calculations.**

**The teacher explained that on Wednesdays he divides the class:** one group does activities with computers, while the other works in small groups with educational games.

**A stationary bike in the classroom for students with ADHD caught our attention.**



**10:30 AM.** We had a meeting with Teresa Plana, former librarian of the center and current editor at the publishing house entreDos. When she started working at the school, students visited the library once a week, but with the increase in the number of groups, they now go every 15 days.

**Teresa is part of the Prix Versele and also participates in the Ligue de Famille,** a Franco-Belgian initiative similar to the Lexcit program.

During her time as a librarian, she organized activities such as a book contest for older students during **Book Week.**

**Teresa also expressed that there is often little communication between the teaching staff and the library,** which affects the teachers' involvement in library activities. **The librarian's role lacks a more pedagogical perspective integrated within the school. The feedback from students, however, is what has given her the most satisfaction in her work.**

**It answers some questions:**

- **Interests and suggestions from children are collected through a suggestion box.**
- The library does not collaborate with artistic or scientific institutions to avoid discrimination between entities.
- **Book bags on specific themes are provided, but only when requested by teachers.**
- **The library is open during recess, and many students go there to find a quiet space.**
- **Thematic exhibitions are regularly organized within the library.**
- A library committee meeting is held every year, coinciding with the teacher training week.
- **In the first library session of each school year, students are explained how this space works.**





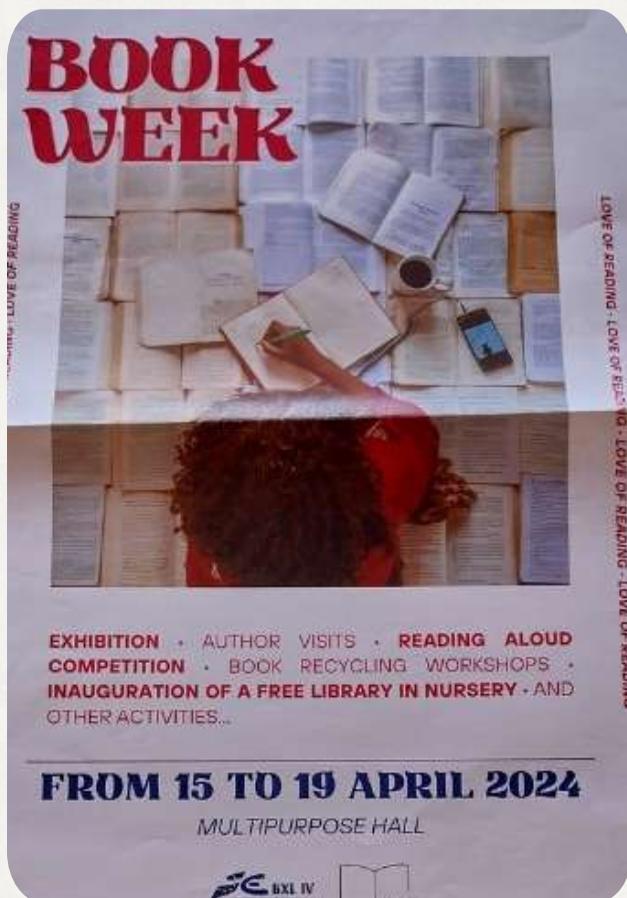
**12:30 PM.** Eli Lonero explained to us the Love of Reading program and the activities that take place during Book Week:

- **Radio Studio:** Students recorded chapters from books that were later listened to both in class and during recess.
- **Read-Aloud Contest:** Organized by the center, with a jury made up of teachers from various languages. Students read in front of the jury, which scored them. **The grade from the teacher of the reading language was worth double.**
- **Author Visits:** As part of the activities, they have brought in recognized authors.

**During these activities, families are not invited, as entry to the school is complicated with 3,000 students. However, during Art Week, families are invited and enter in shifts.**

They have also implemented the **KIVA program**, dedicated to **preventing bullying**. There is a teaching team that works on this issue and proposes a list of books, and they are considering marking the books in a discreet manner.

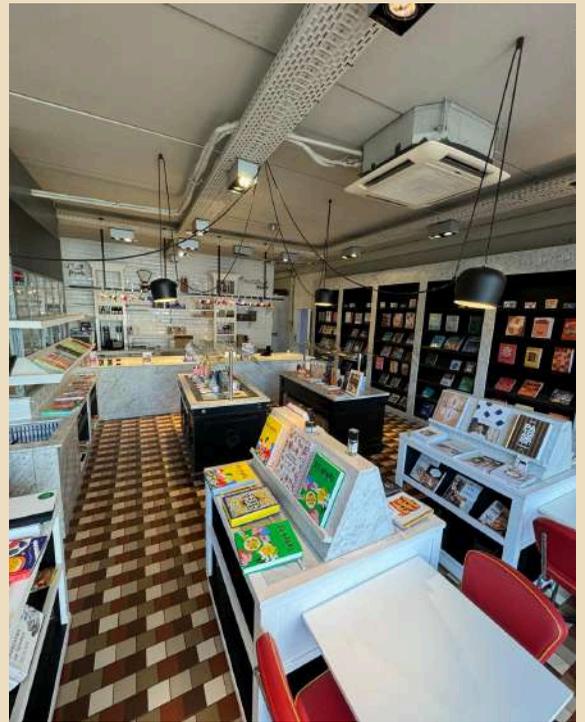
**Finally, we said goodbye to Eli and left the center with the signed documentation.**



In addition to visiting the school, we also had the opportunity to **discover some of the most charming bookstores in Brussels**, which inspired us with many ideas for the design of our library.

**Cook & book** It is a fantastic bookstore located in Brussels that spectacularly combines books and food. In addition to a large selection of books of all types, it has a very cozy and creative atmosphere where you can spend wonderful moments.







## Brugge



**Tropismes** It is a charming bookstore in Brussels, known for its cozy selection of books in French and other languages. Its warm and peaceful atmosphere, with comfortable nooks and elegant decor, invites you to spend hours reading.

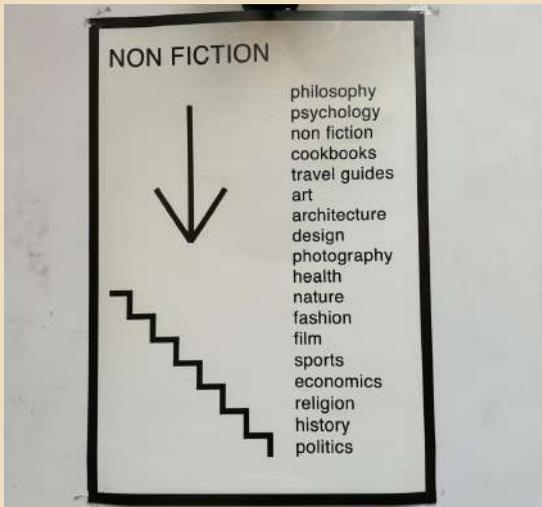


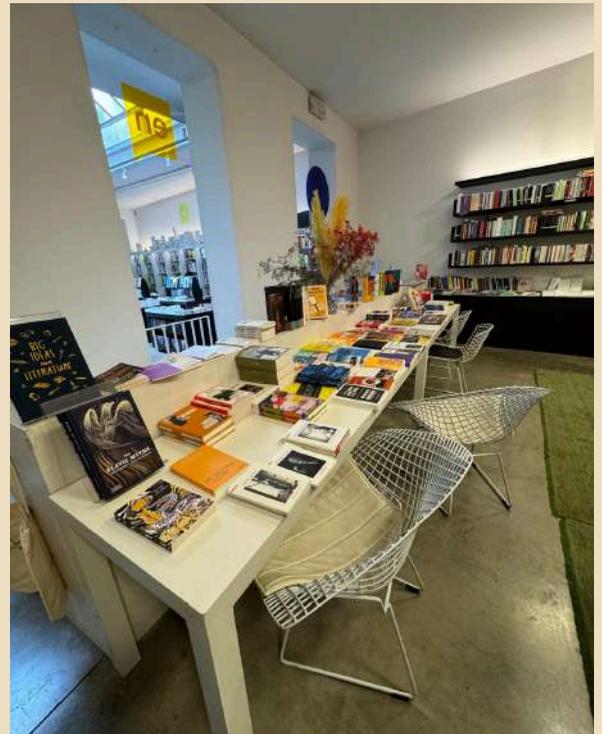
**Le Wolf** It is a bookstore in Brussels that makes you feel at home. With a selection of books in French and English, you can find everything from new releases to classics here. The place has a cozy and artistic atmosphere, perfect for reading quietly.



# Passa porta

It is a bookstore in Brussels that makes you feel at home. With a selection of books in French and English, you can find everything from new releases to classics here. The place has a cozy and artistic atmosphere, perfect for reading quietly.





## Zsuzsanna Botos

On the last day, while we were walking through a market before heading back, we were lucky enough to cross paths with the illustrator Zsuzsanna Botos. It was a magical encounter! She had written a book, and not only were we able to purchase one of her illustrations, but we also got some beautiful bookmarks. It was a perfect way to conclude this experience!



I would like to sincerely thank you for the attention and support we received during this mobility. It has been an extraordinary experience that has allowed us to learn and grow both professionally and personally. I am very grateful for the shared experiences and the connections we have established, which will undoubtedly accompany us on our journey.



What will the next mobility be?

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