Agenda and minutes from school development dialogue at European School Copenhagen 2025/26

The school development dialogue in the City of Copenhagen

According to the Danish Folkeskole Act, a school development dialogue must be held annually as part of cooperation and ongoing local dialogue about the school's development. The school development dialogue is intended to support reflection and cooperation on the shared challenges and pedagogical development areas of the school and the municipality.

The dialogue is based on the school's specific challenges and development potential, and on how students' academic progress and well-being can be strengthened locally. The school development dialogue must point forward to initiatives that can drive development and opportunities for improvement at the school.

In the City of Copenhagen, the Children and Youth Committee annually discuss the overall status of academic development throughout its schools. At this meeting, the Children and Youth Committee identify themes to be discussed in each individual school development dialogue.

Requirements for the school development dialogue

Based on legislation and decisions by the Children and Youth Committee, a number of topics must be addressed in the 2025 school development dialogues.

Under the legislation, the following must be included in the school development dialogue:

- results from the national transition tests in Danish and Mathematics in the Folkeskole
- the school's KKFO

In addition, the Children and Youth Committee has decided that schools must address children's communities, including:

- bullying and absence
- student involvement
- students who do not at least achieve the grade 02 in Danish and Mathematics

In the City of Copenhagen, representatives from the school board, students, and staff participate in the school development dialogue.

	Date: 18 March 2026	**Time: 13:30 – 15:00**
Location	**European School Copenhagen, Room 214**	
Present	Özkan Güleryüz, **Director** Helle Bjerre Degn, **Deputy Director** Madeleine Kirk, **Head of Secondary** Laura Dawn Mackenzie, **Head of After School Care** Rikke Groth Nielsen, **Head of Primary** Freya, student Signe, reading instructor	

	Kate Obeid, Head of Division Siri Korsgaard Larsen, administrative officer
Apologies	Parent representative
Minutes	**Siri Korsgaard Larsen**

Welcome, introductions, and framework	*The school and the district administration have agreed that school development dialogues and audits at European School Copenhagen will now be considered together. This means that in future there will be a school development dialogue in the school years where there is no audit, and thus not every year as at other schools in the City of Copenhagen. In the years where there is an audit, the dialogue about the audit results will replace the school development dialogue.*
Follow-up on the most recent school development dialogue	The last school development dialogue had the same focus as the school's strategic programme (absence, well-being, and learning). Since the last school development dialogue, the school has worked to ensure that students feel safer in the toilets and that German and French are strengthened as subjects. In addition, there is a focus on increasing the number of strong readers, strengthening Mathematics, reducing absence and improving student well-being. Finally, there is also a focus on systematic data work and transparent leadership.
Agenda	
Item 1: **Academics and learning: Strengthening L1 and Mathematics**	**Minutes:** **Reading (Signe)** There is a strong focus on coherence across the Danish, French, and English language sections and across Primary and Secondary. The school's reading instructor is currently, with the French and English reading tutors, drafting a strategy for strengthening reading in both Primary and Secondary. In addition to this, there is a focus on reading in all subjects with the reading consultant from the municipality. It is the aim that all students meet the new reading strategies. The school highlights that there are no tests corresponding to the Danish language assessment, reading test, and dyslexia risk test. This applies to both English and French. The school is aware of how early and systematic detection can be done without these tests. **The Secondary Library (Maddy)**

	There has been established a new librarby for Secondary, where there is room for reading and other quiet activities. The Student Council has been involved in the layout of the physical environment. There is a focus in the library on having books that are originally written in either Danish, English, or French, to avoid mainly having translated works. In addition, the school focuses on connecting the books to the European values. **Tests (Maddy, Freya, and Rikke)** B Tests: Students' results have improved over the last three years. The school highlights that the European School System has changed their guidelines for B Tests, so they are now spread over a longer period where the students both have classes and tests simultaneously. The school works to group tests together to ensure that the students do not have to change between tests and classes too much. National transition tests: The school performs strongly in both reading and Mathematics. In Mathematics, the school is at the same level as socio-economically comparable schools, while in reading it is above. The school assumes this is because they screen the students' reading and language skills before admission. PISA-tests: 60 students from the school have participated in the PISA-tests. In total, students from 26 European Schools and 90 schools across the world have participated in the PISA-tests. The results are not ready yet, but the school is looking forward to the opportunity to compare themselves with other European Schools and based on results from students in both the Danish, English, and French section. **Lack of data and benchmarking** Across the European School System, there is a wish to focus more on data and benchmarking, as this is currently very limited. The school has a working group consisting of teachers who are drawing up a well-being survey that students in both Danish, English and French classes can fill out via klassetrivsel.dk. The working group are drawing inspiration from the national well-being survey, the childrens' environment assessment, and the childrens' health profile.
Item 2: **Absence and bullying**	**Minutes:** **Absence**

	The school reports that absence is overall good: there is less absence than the school aimed for, there is fewer illegal absences and extraordinary absences than previously recorded. There is a rise in overall absence and a rise in students with 10% absence and above from the 7th grade and up. The school is working systematically on follow-up actions and monitoring, but they want to focus more on registration procedures and early signs of school refusal/poor well-being. They plan to involve a consultant to help with this work. **Bullying** The school informs that they experience challenges in the home-school collaboration in connection to student conflicts or suspicions of bullying. The school experiences that there are sometimes disagreements between the school and parents on whether we are dealing with bullying or other conflicts. There are also disagreements where parents do not think the school has taken appropriate action or applied sufficient sanctions. A combination of the above has created a narrative among parents that the school does not handle bullying; a narrative the school states is incorrect. In order to improve the collaboration and communication about bullying and other conflicts, the school has implemented a number of initiatives. In their new anti-bullying policy, the school focuses on the definition of bullying based on research, members of management have taken a parent dialogue course, and it has been agreed that all teachers need to go on a similar course with a focus on dialogue and setting boundaries. This is also introduced at parent meetings, and it is a recurring theme at board meetings. At the meeting it was discussed that the investigative work carried out in cases of suspected bullying is beneficial even when bullying is not ultimately identified. The process itself provides the school with a stronger basis for engaging in a dialogue with parents about why the situation does not constitute bullying and what other factors may instead be at play.
Item 3: **Student involvement**	**Minutes:** The KKFO have established a box of ideas where the children write wishes for activities on small notes to throw in the box. The purpose of the box is to create democratic involvement and show the children that they are part of the KKFO. Once a week, the box of ideas is emptied and gone through by two pedagogues who decide whether

	the idea is possible. If an idea is possible, it will be planned (some ideas demand planning, and therefore it varies how long it takes to plan). There is a focus on providing feedback to the children, and therefore the pedagogical staff member responsible for each class is in charge of informing the individual child if their idea cannot be implemented – including an explanation of why. The KKFO is planning to host an ideas workshop to ensure that all children who wish to can contribute ideas.