

TFES WORKSHOPS

Descriptions & Locations

Workshop Session I. Teachers' and Pupils' Wellbeing for Building Quality Education

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| 1 | <p>Emerging Talents: A School-Embedded Gifted Programme Supporting Pupil and Teacher Wellbeing through Structured Autonomy and Coaching</p> | <p>This workshop presents the design and ongoing development of an Emerging Talents (gifted-high ability) programme within a European School context, focused on supporting pupil and teacher wellbeing through structured autonomy and coaching. The programme addresses recurring patterns of disengagement and underachievement among high-ability students whose needs were previously met in fragmented or informal ways. Students participate in protected programme time, working on self-selected projects under the guidance of trained coaches, while classroom teachers retain responsibility for subject learning. The workshop explores how clear identification processes, defined entry and exit points, and consistent participation expectations help reduce ad hoc differentiation and pastoral escalation for teachers. As the programme is still evolving, the session shares current thinking, emerging adjustments, and open questions, inviting participants to reflect on how similar structures might be adapted to support wellbeing and high-quality learning in their own school contexts.</p> | <p>Magnum</p> |
| 2 | <p>Leading from Within: How "Leader in Me" Supports Teacher Wellbeing and School Culture</p> | <p>The aim is to introduce participants with the Steven Covey "Leader in Me" 7 Habits of Highly Effective People framework - how it can be applied in daily school practice in order to support teacher wellbeing by strengthening personal effectiveness, emotional resilience, and collaborative school culture.</p> <p>The achieved result will be that the participants will have experienced how the 7 Habits can be applied in daily school practice to increase a sense of control, and build supportive relationships, and will gain practical strategy to implement in their own context.</p> | <p>Dextrum I</p> |
| 3 | <p>Trust Networks and Student Wellbeing – Creating Safe Educational Environments</p> | <p>Student wellbeing relies on safe, supportive learning environments where pupils feel heard, protected, and empowered. This workshop explores how trust networks—structured systems of trusted adults—can enhance safety and foster resilience in multilingual, international school contexts. Participants will learn practical strategies to help students identify and engage with their</p> | <p>Dextrum II</p> |

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| | | <p>safety teams, use tools such as safe words, and understand the role of safety helpers within the school community. The session highlights the importance of a robust child protection framework and shared responsibility among all staff, emphasizing practical ways to respond to student concerns and promote wellbeing. Interactive and guided activities, such as filling in the trust network and role-playing the role of safety helper, provide hands-on guidance for teachers. By the end of the workshop, participants will have actionable strategies to strengthen trust, empower students to seek support, and contribute to a safe, inclusive educational environment.</p> | |
| 4 | <p>An Empathetic School and Empathetic Pupils with the "Jeu des 3 Figures"</p> | <p>The "Jeu des 3 Figures", what lies behind this strange designation? A game? Not really, it is more some sort of play elaborated by the pupils, where every sentence is associated with a feeling. It all starts with a situation, either brought by one of the children or using a pre-established dialogue. When the dialogue and the emotions involved are fixated, the volunteers play it but only one rule: everyone has to act every role, the victim, the perpetrator and the witness. This protocol has been established by the French psychiatrist Serge Tisseron. Now his association trains teachers all over France to use his methods to develop empathy amongst pupils. The efficiency of the process requires regularity and a sufficient number of sessions. In AES Strasbourg, we want to make it part of our primary curriculum every year, so it becomes natural to all pupils to be able to empathise with other emotions.</p> | 334 |
| 5 | <p>A Hybrid Support Model for Enhancing Autistic Pupil Wellbeing through Traditional Methods and AI Innovation</p> | <p>This hybrid workshop explores how artificial intelligence tools and evidence-based strategies derived from behavioural therapies can be combined to enhance the wellbeing and learning experience of autistic pupils. Focusing on practical classroom applications, the session introduces structured workstations, social stories, and proactive approaches to managing challenging behaviours in a respectful and supportive manner. Participants will examine how AI-supported tools can help personalise learning, support emotional regulation, and anticipate pupils' needs, while maintaining a safe, predictable, and inclusive learning environment. The workshop emphasises the role of clear routines, visual supports, and positive behaviour strategies in fostering pupils' sense of security, engagement, and autonomy. Through hands-on activities and collaborative reflection, participants will identify practical strategies that can be directly implemented to improve pupils' wellbeing and support teachers in responding more effectively and confidently to behavioural challenges in inclusive school settings.</p> | 336 |

Workshop Session II. Data in Education: Between Theory, Policy, and Classroom Practice

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| 1 | Differentiated Learning at Scale: A Practical AI-Assisted Framework for European Schools | <p>This workshop equips teachers with a practical AI-assisted framework for creating differentiated learning materials efficiently while maintaining pedagogical quality and GDPR compliance. Participants learn a 7-step methodology that generates three learning pathways (Discovery, Standard, Expert) for any curriculum topic, ensuring every student accesses content at their appropriate challenge level.</p> <p>Developed and validated across multiple disciplines—from Physics and Chemistry to non-scientific subjects and primary education—the framework has proven immediately applicable: teachers from European Schools Brussels III and IV applied it to their own subjects during training sessions in January 2026.</p> <p>The 70-minute workshop combines live demonstration, hands-on practice with participants' own materials, and complete resource packages for immediate classroom implementation. By addressing both teacher workload reduction and student inclusion, this methodology directly supports the Mission and Vision's call for adapting teaching to diverse needs while harnessing technology with human values at the center.</p> | <p>Magnum</p> |
| 2 | Designing Learning Assistants with Generative AI | <p>This workshop introduces participants to the pedagogical design of educational chatbots for classroom use. Participants will explore structured prompt design, experiment with different chatbot configurations, and learn how to translate pedagogical intentions into clear instructional guidelines. Through hands-on activities, they will develop simple learning assistants using ChatGPT or Gemini, focusing on defining the chatbot's role, learning goals, interaction style, and boundaries to ensure support for learners' thinking rather than answer delivery. The workshop concludes with the design of a subject-specific educational chatbot.</p> | <p>Dextrum I</p> |
| 3 | From Ink to Insight: Turning Student Handwriting into Actionable Data with Multimodal AI | <p>This workshop transforms the classroom's most abundant resource—student handwriting—into actionable data for wellbeing and learning. Aligning with the Data in Education theme, we introduce a Forensic Framework using Multimodal AI to decode not just the content of written work, but the hidden cognitive clues like hesitation, motor control, and scribbles. Moving beyond static correction, participants will explore how this privacy-preserving approach reveals the learning process in Math and L1 contexts. The session features a hands-on Prompt Engineering part where teachers apply specific AI prompts to anonymized handwritten samples. Attendees will leave with actionable pedagogical strategies and supportive tools that empower the teacher as an investigator of learning.</p> | <p>Dextrum II</p> |

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| | | This approach combines cutting-edge innovation with practical applicability for the European Schools community. | |
| 4 | The Agile Educator: Mastering Time Management, Strategic Planning, and Adaptability | Aligned with the Latvian Presidency's motto "Wellbeing. Wisdom. Growth.," this interactive workshop offers a practical survival kit for modern educators facing administrative overload and burnout. The session guides participants through three transformative phases. First, educators redefine organization as "life management," utilizing SWOT analysis and the Eisenhower Matrix to prioritize strategic importance over daily urgency. Second, the focus shifts to execution, employing SMART goals, the "3-3-3 Method," and AI tools to structure productive, focused workflows. Finally, the session cultivates psychological resilience through the "Tree of Resilience" activity, helping teachers ground themselves in core values while adapting to change. Participants leave equipped with actionable strategies to move from merely surviving the school year to confidently thriving within it. | 334 |
| 5 | Two Disciplines, One Purpose: Designing Subject-Specific AI Chatbots for English and STEM Learning (S4-S7) | This 70-minute workshop explores how subject-specific AI chatbots can enhance learning quality and wellbeing across English Literature and Maths/Science courses in S4-S7 of the European Schools system. Using ChatGPT for English and Gemini for STEM, the session demonstrates how different AI platforms can be deliberately aligned with disciplinary thinking, curriculum objectives, and European Baccalaureate assessment culture. Participants will examine practical classroom examples showing how AI can challenge interpretations, scaffold problem-solving, reveal learning data, and support metacognitive reflection—while refusing to generate exam answers. Framed within the Data in Education thematic pillar, the workshop positions AI as a tool for personalised feedback, reduced teacher workload, and improved pupil confidence. Teachers will leave with concrete strategies for ethical, transferable, and high-impact AI use across secondary subjects. | 336 |

Workshop Session III. European Values in School Culture: From Belonging and Inclusion to Community Engagement

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| 1 | When School Values Need to Change: Aligning Education with European Values | <p>This workshop explores when and why school values need to change, and how to align them with everyday practice and broader European values. Participants will reflect on their own school context, identify the difference between stated and lived values, and examine how values can guide behaviour and decision-making.</p> <p>Through individual reflection, pair discussions, and real-life examples from school practice, participants will identify key moments when their school operates at its best and uncover the values behind those moments. They will also translate values into concrete behaviours for students, teachers, and school communities.</p> <p>By the end of the workshop, participants will gain a practical framework for reviewing and refining their school values, ensuring they are meaningful, visible, and aligned with both school culture and European educational principles.</p> | <p>Magnum</p> |
| 2 | From Principles to Competences: Enacting European Values as Transferable Skills through Philosophical Praxis in Inclusive and Democratic Education | <p>This workshop proposes a practical, cross-disciplinary model for embedding European values—human dignity, freedom, democracy, equality, the rule of law, and respect for human rights—as lived ethical practices within education. Rather than treating these values as abstract concepts confined to humanities subjects, the workshop operationalizes them as transferable skills applicable across all academic disciplines and within student-governed committees. Inspired by the rich European philosophical traditions and using practices grounded in Socratic dialogue and Epoché (the suspension of judgement in an attitude of open-minded awareness) paired with techniques for constructive critical thinking and phenomenological dialogue strategies, participants will develop competencies for the creation of inclusive, democratic, and reflective teaching environments and projects that will not only practice European values while strengthening key competences such as citizenship, entrepreneurship, cultural awareness and learning competences, but will contribute significantly to the wellbeing of students and teachers and a tolerant, inclusive school climate.</p> | <p>Dextrum I</p> |
| 3 | From Children’s Rights to Classroom Practice: Experiencing European Values through Participatory Methods and Project-Based Learning | <p>This workshop offers an experience-based exploration of how European values and children’s rights can be taught through participatory methods and project-based learning. Drawing on an authentic interdisciplinary project implemented at the our school, participants actively engage in two classroom methodologies—Statement Line and Four Corners—before taking part in a simulation of the project through collective podcast listening and learning stations. The session highlights how art, language, and ICT can support pupil wellbeing, inclusion, and active citizenship. By experiencing the</p> | <p>Dextrum II</p> |

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| | | methods firsthand and reflecting on real pupil productions, teachers gain practical and transferable tools adaptable to multilingual and culturally diverse school contexts. | |
| 4 | European Values in School Culture: From Belonging to Community Engagement | This interactive workshop explores how European values can be actively embedded in school culture to foster belonging, inclusion, and community engagement. Focusing on values such as democracy, respect for diversity, solidarity, and active citizenship, the session supports educators in moving from abstract principles to everyday practices. Through guided reflection, collaborative mapping of school culture, and hands-on group activities, participants examine how inclusion and participation are experienced by pupils and staff, and where barriers may exist. The workshop emphasises shared responsibility and student voice, highlighting the role of schools as democratic communities. Participants work together to design realistic initiatives that strengthen engagement within the school and build meaningful connections with the wider community. By the end of the session, participants leave with practical ideas, a clearer understanding of how European values are lived in daily school life, and a personal commitment to implementing actions that promote belonging, participation, and active citizenship. | 334 |
| 5 | EUphoria – positives of living in the EU | This workshop presents EUphoria, a whole-school student-led project developed at the European School of Bergen to enhance students' civic well-being and engagement with European values. In response to a fast-changing world, students from S1–S4 across all language sections expressed positive aspects of their lives shaped by EU values, through multilingual, practical, visually engaging, and reflective creations. The rest of the school voted for each category podium. The workshop combines the presentation of the project with a creative teaser and a collaborative discussion, inviting educators, managers, and researchers to explore pedagogical approaches, assessment strategies, and contextual adaptation. Participants will collaboratively generate ideas to refine the project and consider its potential for pedagogical and well-being across diverse school settings. | 336 |

Presentation from European Patent Academy (EPO) 14.04. 12:00-12:30

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| 1 | “Inventions for impact” learning programme (EPO Children and Youth initiative) | As part of the EPO’s Children and Youth initiative, seeking to raise awareness among the younger generations about the values of innovation and entrepreneurship, and the importance of intellectual property as a key driver for a sustainable future, the first courses in the eight-course learning programme "Inventions for impact" targeting children and young people between 9 to 17 years old, have been developed by the EPO in collaboration with European Schools’ experts: "Curiosity and the roots of innovation" and "Innovation through history". | Magnum |
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