



Guidelines of pedagogic work at Eis Schoul, effective since September 16th, 2013

1. At Eis Schoul, the teaching and educative staff looking after classes of cycle 1, form the pedagogical team C1. Teaching and educative staff of cycle 2, 3 and 4 classes form the pedagogical team C2 to C4. The educators in charge of the all-day care of enrolled children form the extracurricular team. The EDIFF staff forms the multidisciplinary team EDIFF.

2. To guarantee the consistency of programs, evaluations and pedagogical measures, the pedagogical teams meet at least three times a month. The fourth weekly meeting of the month is organised both by the two teams of cycle 1 and cycles 2 to 4. On request, the members of the multidisciplinary or the extracurricular team can be invited to these reunions. The extracurricular team meets at least four times a month. The pedagogical, extracurricular and multidisciplinary teams meet at least three times a year in the staff assembly.

3. Teachers who claim a membership in the school committee act as cycle coordinators and assume the coordination of the pedagogical teams of cycle 1 and cycles 2 to 4.

4. The teachers are the only responsible for the educational learning processes. The educators are solely responsible for the organisation of all-day care and extracurricular activities. Teachers and educators stay independent in their decisions pertaining to the organisation of their class respectively the extracurricular groups under their supervision.

5. In agreeance with article 6 of the law of May 13th, 2008 “portant creation d'une école préscolaire et primaire de recherché fondée sur la pédagogie inclusive”, instruction is provided in the following developmental and educational domains:

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- a) The domain of “languages”, which includes the languages German, French and Luxembourgish as well as linguistic awareness raising;
- b) The domain of “mathematics”;
- c) The domain of “sciences”, which includes scientific awareness raising, natural sciences, history and geography;
- d) The domain of “body and health”, which includes psychomotricity, physical expression, sport and health;
- e) The domain of “art”, which includes creative expression, the stimulation of aesthetics and culture, the arts and music;
- f) The domain of “communal life and values”, which includes the education to democratic values and citizenship, as well as moral respectively religious and moral education.

6. Tuition is characterised by the alternation between individual and collective training. This means that tuition phases organised and animated by the teacher alternate with those in which the pupils plan and organise their learning themselves. Through a wide choice in school activities differentiation is taken into account, enabling all children to participate in an instruction that respects the rhythms, styles, pathways and different learning contexts of everyone and makes allowance for the multifaceted capacities and needs of each pupil. Differentiation is also achieved through the working in learning groups composed by pupils of different age groups.

7. Collective training phases take place within the scope of the educational domains “languages”, “mathematics” and “sciences” in the morning hours before the 10 o'clock break. To stimulate the pupils' ability to reason, the teacher provides an introduction into a set theme at the beginning of those phases. Following this introduction, the pupils engage in tasks centred around observing, exploring and analysing, either individually or in groups...A common synthesis ends the collective tuition.

Further collective tuition phases take place in the afternoons from 1.45 pm to 3.30 pm in the domains “languages”, “sciences”, “body and health”, “art” and “communal life and values”. These phases are organised under the form of workshops, where the inscription to one of them, is compulsory. Every pupil is however left free to choose one of the offered workshops. The choice is binding for a length of approximately 6 weeks until the start of the following school holidays. The teachers determine the theme of their workshops and are responsible for their organisation and assessment. If necessary, the planning and organisation is done jointly with a freelance collaborator.

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Individual tuition phases generally take place after the morning break, i.e. after 10.30 am and can be organised in the two following ways:

- a. Each pupil uses a working plan adapted to their capacities, that allows them to structure their week and covers each of the tuition domains “languages”, “mathematics” and “sciences”. The pupil is assisted by a teacher or educator for the duration of the task. At the end of the week, a few chosen activities from the working plan are commented upon and submitted to the parents by the teacher and the pupil.
- b. Following a fixed procedure, each pupil/a group of pupils determines the subject of a project they will put into practice together with an educator:
 - Choice of a subject
 - Collection of questions
 - Information enquiry
 - Interview of an expert (if possible)
 - Gathering and decoding of information
 - Planning the presentation
 - Holding the presentation

The execution of a subject-related project presupposes the realisation of a practical work with the support of an educator or a freelance collaborator. Working on subject-related projects facilitates an interdisciplinary approach, in which the different tuition domains, the cognitive, affective, social, creative and physical competences and know-how can play their part.

8. EIS SCHOUL wants to be a place of lived experiences. Having enough time and space to open up to the world is of course a prerequisite to make this happen. EIS SCHOUL sees itself as an institution that, being open towards the world around it, integrates its environment, nature, the community, the region into its daily work as so many learning opportunities. Pedagogical visits and field trips are thus to be included in the organisation of the teaching and extracurricular day-care.

9. The school offers multiple learning possibilities and will be furnished with a large choice of didactic, literary, mathematic and scientific material. The pedagogical teams are meant to observe a certain coherence concerning the didactic material in and beyond each cycle while staying in agreement with the curriculum. In order to do so, the school committee approves the acquisition of the used material.

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10. EIS SCHOUL aims at supporting pupils in their learning by providing many opportunities to put them into learning situations and give them the necessary means to learn to learn. It is the school's duty to contribute to waking a desire in the pupils to construct their knowledge over the course of their lives and to become responsible persons, capable of managing their learnings and future themselves.

11. The teaching and educational staff put a lot of importance into the training of care and order. Before anything else, this presupposes an adult that initiates, shows, counsels, helps, clarifies...and validates. Afterwards, the adult makes sure the occupied spaces are well structured, cared for and tidy, that the material is used with care, that each pupil is equipped with a working plan or contract, that the created work documents correspond to aesthetic quality criteria, that the rules are transparent and known by all, that the lockers of each pupil are labelled, that the tasks of each pupil are put up in the classroom and that each pupil have at their disposal exercise books with lines and squares.

12. The evaluation at EIS SCHOOL is applied according to the dispositions of the grand-ducal prescription of July 6th 2009 'déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation'. The tools used in the context of the putting into practice of these dispositions are assembled in a portfolio that contains the intermediary and final grades of the cycle, productions representative of the pupil's progression, commented by the teacher if necessary, and tests measuring certain performances in the domains of languages and mathematics.

Every pupil owns a self-evaluative portfolio which they fill with the productions meant to be representative of their scholar progression.

Prior to entering secondary school, each pupil presents an end-of-course paper. Every day, each pupil has the possibility to comment on his learning process and the productions that issued thereof, either in an individual exchange with their teacher or tutor, or in a ritualised exchange circle, in the presence of all the pupils of the class group.

13. The teaching and educational staff organise a pedagogical coaching taking place during the extracurricular time. It mainly aims at supporting the pupils with learning deficiencies, but also at helping all the pupils complete their homework (mostly relevant for cycles 3 and 4)

14. EIS SCHOUL promotes an education to participative citizenship by establishing institutions that allow the pupils to experience that their voice, their projects and their actions count. Thus, classes come together in weekly councils.

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Simultaneously, the pupils' parliament meets every week. In the class council and the parliament, the pupils learn to speak out in the boundaries of the respect for others, to manage their conflicts, to argue their opinions, to confront their thoughts with others'. The teaching and educational staff accompany the pupils in their discussions. They assist, listen, incite to analyse and identify the respective responsibilities of everyone. They make sure the rights of everyone are respected and support the pupils not only in their search for solutions but also in the development of the chosen projects.

A school council, composed of staff, parents and pupils, meets at least twice a year to discuss subjects submitted by its members. It is the only body incorporating all the actors of the school community.

The school council collects opinions, questions, suggestions and recommendations of the members it represents and transmits them to the school committee.

15. It goes without saying that both the starting point of the practical application of these guidelines and the way in which they are implemented are adapted according to the pupil's age and stage of development as well as the competence levels.

16. To promote a sustainable development of EIS SCHOUL, teachers and educators regularly take part in training courses offered by the training institute of the education ministry ("IFEN"). In addition, EIS SCHOUL organises a common intern training course at least once a year centred around a subject defined in the boundaries of the school development plan, and contributes to the national and international exchange network 'Blick über den Zaun'. To promote the quality of tuition, the research on school and the further professional development of the groups working at the school, EIS SCHOUL is aiming for a collaboration with the university of Luxembourg.

17. In order to promote the cooperation with the diverse partners and to create a teaching atmosphere imbued with respect, school staff, parents and pupils work out a common code of conduct for the members. Those will be put down in writing in the school charter.

18. The application of the guidelines for the pedagogic work at EIS SCHOUL are part of the plan for scholar success.



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