ÉCOLE INTERNATIONALE MONDORF-LES-BAINS

CRÉATIVITÉ
ESPRIT CRITIQUE
COMMUNICATION
COMPASSION
COLLABORATION
CITOYENNETÉ
CONTENANCE
CURIOSITÉ
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Our values

“Human intelligence is richer and more dynamic than we have led to believe by formal academic education”

Sir Ken Robinson
Watch the video with Ken Robinson:
*Bring on the learning revolution!*
Why a public European offer?

Often a precursor, Luxembourg is a country at the forefront of technological, industrial and social advancement in Europe. On the other hand, the education sector, despite great efforts on all levels, is still struggling to free itself from a number of old-time traditions.

The public European offer put into place by the Ministry of Education aims precisely at putting public education on the tracks of the 21st century. Thus, the public European offer meets many of the obvious needs of today’s society, families and children.

… The public European offer includes a primary and a secondary component and thus offers a coherent framework throughout schooling.

… It is subject to the approval of the Secretary General of the European Schools, which acts as an external guarantor of quality.

At the primary level

- Alphabetisation in the first year of primary school is either in German, French, English or Portuguese, eliminating the barrier of German for some and allowing children to learn in the language they feel most comfortable with.

- In the first year of primary school, children also choose a second language (first foreign language) between German, English and French.

- From the first year of primary school to year 3 of secondary education, compulsory courses of Luxembourgish convey the language skills and cultural concepts necessary for the integration of all the nationalities that make up Luxembourg’s cultural richness.

At the secondary level

- Students start with a third language (second foreign language) in the first year of secondary school, that is at a younger age and giving them an extra year of learning this language until the baccalaureate.
• Mathematics and natural sciences are always taught in the language of the section; this principle removes the language barrier and allows a more accessible learning of these subjects.

• International studies show that all young people benefit from learning together until the age of 15 years. That is why the European offer at the secondary level is accessible to all Luxembourgish primary school children regardless if they got oriented to the classical or to the general secondary school, as the difference in orientation is often based on the sole skills in German or French.

• In the years 4 and 5 of secondary education, the European offer allows a wide choice of options to personalize learning in preparation of a future choice of university.

• The upper secondary cycle, years 6 and 7, offers the choice between three dominants - arts and literature, natural sciences and mathematics, human sciences - accompanied by a wide variety of options. These terms make it possible to reproduce all the sections of Luxembourgish classical education as well as to create a personalized school parcours oriented towards any kind of university studies or higher education.

• By virtue of its prestige, the European Baccalaureate has nothing to envy to the Luxembourgish classical baccalaureate; it offers the additional asset of being recognized throughout Europe without any other formality.

All these components make the European offer the most adequate to meet the heterogenous social and linguistic situation of the people living in Luxembourg. The offer is public, thus free of cost; it aims for the social, democratic and cultural integration of all, reaffirming the role of the school as a social elevator and as the driving force of the European spirit.
School offer and organization

The European school system

The Luxembourgish school system
The Luxembourgish school system:

- **Secondary orientation**
  - S3
  - S4
  - S5
  - S6
  - S7
  - Orientation

- **European Baccalaureate**

- **Classical Baccalaureate**
  - 6e
  - 5e
  - 4e
  - 3e
  - 2e
  - 1e
  - Orientation
Our pedagogy
Subject-specific learning
Social learning
Democratic learning
In terms of languages, the EIMLB offers students several choices:

1. In the first year of primary school (P1), the student chooses:
   - the language section
     The school offers two language sections: the French Section and the English section. Except for the language courses, all subjects are taught in the language of the section.
   - language 1 (language learned at native level)
     The student chooses his language 1 (L1) among French, German, English and Portuguese. Thus, the school allows most students to use their native language at school.
   - language 2 (language learned as first foreign language)
     The student chooses his language 2 (L2) among French, German and English.

Important:
- One of the L1 or L2 languages must be the language of the chosen section: French for students who have chosen the French language section, English for students who have chosen the English language section.
- L2 must be different from L1.

2. In secondary school, the student chooses:
   - language 3 (language taught as second foreign language)
     In the first year of secondary school, the student chooses a third language (L3) among French, German, English and Portuguese.
Language 3 must be different from L1 or L2.

- **language 4**
  Starting in the 4th year of secondary school, L4 is taught as an option. It can be any language that has not been studied yet as L1, L2 or L3. In the first year, the L4 course is a beginner’s course.

3. **Luxembourgish** for all
   - Learning Luxembourgish (oral communication) as the language of integration is compulsory for all pupils in primary school and in the lower classes of secondary school.

**Examples:**
- Lucille’s mother tongue is French. Her parents decide to enroll her in primary 1, French section with language 1 French and language 2 English.
- Jean’s mother tongue is Luxembourgish. His parents enroll him in primary 1, French section with language 1 German and language 2 French.
- Axel’s mother tongue is English. His parents enroll him in primary 1, English section with language 1 English and language 2 French.

Conclusions:
- In primary 1, three different language courses are organized: the ‘section language’ course, the L1 course and the L2 course.
• In the ‘section language’ course, Lucille and Jean are in the same French class. Besides this course, Lucille attends another L1 French course where all the students who have chosen to learn French at the mother tongue level are grouped together, while Jean attends a French L2 course that groups together all students who have chosen French as their language 2 (so Jean and Axel are part of this group).

• Thus, students from the same language section are for a number of lessons taught together, while for another part of the lessons, they receive a course adapted to their level of knowledge: L1 for those who learn the language at mother tongue level and L2 for those who learn the language as a foreign language.

BLOCK LESSONS

‘It’s a good thing, since we can work autonomously on our assignments, and to our own rhythm.’

All courses are organized in blocks of two lessons, so that pupils have the necessary time to deal with a topic in depth, to practice and to review. A positive side-effect of this principle is that the number of subjects per day is limited, which partly avoids the segmentation of daily school life and reduces the school material students need to burden themselves with.

SEMESTER PROGRESSION

plans and learning plans

All teachers set up a general learning plan that provides information on the goals to be achieved as defined by the curricula; each learning plan also
The learning plans are mainly implemented in the form of disciplinary or interdisciplinary projects called assignments. For pupils with learning difficulties, as well as for those who are more comfortable or gifted in one area, the assignments provide elements of differentiation and exercises. For each objective or subject, students have enough didactic material to practice, but also to check for themselves to what extent they master the competences to be developed.

**CLASS WORK as assignments**

‘The assignments are good for me, because they make me study regularly.’

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**SELF-STUDY DURING the ‘Dalton hours’**

‘We can work on our own, show initiative and therefore become more autonomous.’

One third of the courses, 12 lessons per week, are destined to self-study. These periods are
called ‘Dalton hours’. During these periods, scheduled teachers remain in the classrooms while students work independently on the assignments in the different subjects.

Students for their part do not have to stay in their classroom; the door being open, they have the opportunity to go to other places, inside their school cluster, to work on their assignments.

Students may especially benefit from the Dalton hours to see other teachers, teachers of other subjects in their classroom. In other words, during the 12 weekly 12 Dalton hours, students may choose freely which subject and assignment they want to work on and which teacher they want to consult in order to progress. This is a benefit for the majority of students, who generally progress well in a series of subjects, but who experience pointwise difficulty in one or the other topic. Through the Dalton hours, they benefit from a flexibilisation of the timetable or may get a surplus of time and supervision.

\footnote{The Dalton Plan is the name of the differentiated pedagogy created by Helen Parkhurst (1887-1974), who opened her own school in 1919. The school still exists today and is one of the most reputable schools in the United States. It owes its name to the city of Dalton, Massachusetts where it was first implemented. Students can work at their own pace, autonomously and divide their tasks as they see fit, on the basis of ‘contracts’ passed in each subject. The teacher helps and guides their work.}
Social learning

COOPERATIVE GROUPS

‘We can get help if needed. I like this very much; it motivates us and creates social bonding in class.’

Cooperative learning is a particular form of small group learning that - unlike traditional group work - focuses on social learning processes, emphasizing and structuring them. The transition from an informal group to a true team with a well-defined identity is of utmost importance in life in general and on the employment market in particular. A range of measures and activities kindle and develop the responsibility of each student for the group’s learning process, thus creating a positive interdependency between the group members. This has a positive effect on social interaction processes as well as on the group’s learning results and outputs.

THE ‘LEAGUES’

‘It’s a good idea, because it gives us guidelines what to do and what not to do and makes us want to be promoted in the leagues.’

In order to support students in our school, we work with a graduation system that defines different leagues that students can reach. The different leagues go hand in hand with a series of different rights and privileges on the one hand; on the other hand they have to meet certain ob-
Democratic learning
THE WALL NEWSPAPER

Each classroom area has a wall journal, where students can write down requests or needs for discussion and information they want to address in class.

The wall journal is subdivided into four areas, depending on the type of communication students would like to make. More specifically they can

- **congratulate** or thank someone in the class;
- **state** constructive criticism;
- **formulate** wishes or questions;
- **inform** the group.

ligations in terms of their learning, the places and tools they are allowed to use in their learning and their commitment to school.

Students can evolve throughout five leagues: wood, bronze, silver, gold, and diamond. All students start in the ‘bronze’ league. They therefore already benefit from an advance of trust from their teachers and their tutor, beginners usually already knowing how to follow basic rules and manage their freedoms.
THE CLASS ASSEMBLY

‘We need it, in order to solve class internal issues.’

The Class Assembly meets each second week in the context of the ‘Life and Society’ course. It is the body governing the class community. The context of the Class Assembly provides an opportunity to address unanswered questions, problems or needs of the class, based on student announcements on the wall newspaper.

The purpose of the Class Assembly is to learn and practice democratic rules and postures.

THE SCHOOL PARLIAMENT

The two representatives of each class meet every two weeks in the School Parliament. Parliament sessions take place during a Dalton hour. In the School Parliament, representatives of all classes debate, according to a previously established agenda, the issues affecting the school community and the development of the school. The Parliament has a specific budget that it has to manage and its members enjoy a right to ask information from the management.

For us, the Parliament is one element helping young people to learn and moreover to live the values and modalities of a functioning democracy.
The extracurricular activities

‘It’s a way of getting out of the curricular system and entering a world of rest or creativity.’

There is a daily set of supervised extracurricular activities that are part of the all-day school offer. These activities are offered according to the wishes of the students and the availability of school staff and resources. Secondary students must obligatorily register for an activity during lunch break on Monday and Wednesday. They have the opportunity to participate in other activities on Tuesdays, Thursdays and Fridays as of 13:30.
In primary school, during the free afternoons, the students enrolled in the SEA who attend classes e.g. of music, tennis or football in a local association can benefit from a transport set up by the school to take them and bring them back to school afterwards.
Education and Support Service of École internationale Mondorf-les-Bains

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From Monday to Friday, all children of the primary cycle of the EIMLB can enrol at the ‘maison-relais’ run by the education and support service of the school. As the SEA-EIMLB is located within the school building itself, children do not have the inconvenience of having to change between buildings to get to the education and support service before and after class periods.

**SEA Programme**

- **In the morning:** A gentle welcome at SEA before classes begin.

- **At noon:** Children have lunch together, served at table, together with the socio-educational staff. They can then indulge in free play and various activities offered by the SEA team.

- **Afternoon:** Extracurricular activities (workshops, nature discovery, intercultural projects, etc. ...) free play and supervision and/or assistance of children doing their homework.

- **During school holidays,** the SEA organizes specific projects, excursions, guided tours, sports days and more.
The extracurricular activities are conceived as long-term or medium-term projects during which each child will have the opportunity to learn and improve. Parents and children will be regularly informed about the programme and the modalities of these activities.

Since the SEA is located in an international school, the educational team aims to ensure the cultural integration of all children through education for tolerance and is committed to fostering the development and learning of children at all levels: intellectual, psychomotor, socio-cultural, creative, offering activities adapted to their needs and their age.

The infrastructures used by the SEA have different functions offering the following services: arts and creativity, games in various forms, psychomotricity, building games (Lego style, Kapla, etc.), catering and snacks, supervision for homework, relaxation and reading, role playing, outdoor. The practical side is undeniable as the SEA can rely on the specific rooms (arts and music, library) of the EIMLB.

**Opening hours and times of the SEA**

During school weeks, the opening hours are from 07:00 to 19:00 (outside school hours).

During the school holidays, the SEA is open continuously from 07:00 to 19:00. Activities are organized all along: excursions, walks, sports activities, gastronomic discoveries, various workshops and much more ...
SEA closing periods
The SEA is closed
• on all legal holidays;
• inclusively from December 24th to January 1st of each year.

SEA Registration
To benefit from the SEA services, a prior registration is required. For details, please refer to the internal regulations that can be downloaded from the website www.eimlb.lu

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Socio-educational service for secondary school

M = Motivation
E = Education
S = Social
A = Accompanying

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Our missions:
• Socio-educational projects in close collaboration with teachers
• Educational activities
• Participation, organization and coordination of extracurricular activities
• Regular follow-up and educational supervision of students with academic, personal or educational difficulties
• Counselling of the School Parliament
• Collaboration and exchange of information with all members of the school community (management, teachers, students, parents, external services)
• Counselling of Class Assemblies
• In-class interventions when needed
• Participation in the School Development Unit (SDU/CDS)
• Organisation of MESAdays
• Organisation of school festivities
• Prevention sessions (e.g. Police, Bee Secure, etc.)
• Collaboration with other external services (e.g. Munnerrefer Jugendstuff, sports clubs of Mondorf-les-Bains, etc.)
• Integration of the School in the municipality of Mondorf-les-Bains