# Template

**Country:**

**Part 1: Overview of the competence of central authorities over teaching practice and information about implemented teaching practices**

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| *Information for researcher:* Part 1 of the country fiche should take up **2-3 pages**The information in Part 1 will:describe the competence of central authorities to prescribe or recommend teaching practice present an overview of the teaching practice in basic skills recommended in teaching guidelines issued by these authorities.describe information on teaching practice in that country on the basis of TALIS or national level surveys;The information in this part should cover the key questions below. |

**Key questions**

### Level of decision making about teaching practice

* At which level (national, state/ lander/ regional, local, school, individual teacher) are most decisions on teaching practices made?

In Luxembourg, decisions about curriculum and teaching are handled differently between the fundamental (elementary) and secondary schools, the latter having more autonomy.

On the *fundamental level* consisting of four cycles (Cycle 1: for pre-school children aged 4-5 years [one optional early learning year is offered for children aged 3], Cycle 2: for children aged 6-7 years, Cycle 3: for children aged 8-9 years, Cycle 4: for children aged 10-11 years) the major curricular decisions are taken by the ministry of education and codified in the Luxembourgish education law and the regulations. The inspectors – who are at the same time the superiors of the teachers in the individual schools – “ensure the supervision of the fundamental schools and the implementation of the laws, regulations and official guidelines,”[[1]](#footnote-1) whereas the schools have some freedom to interpret and implement laws and regulations on an individual level (teacher), on a disciplinary group level (*équipe pédagogique*), and on an inner-organizational level (school committees).

The school law concerning the *fundamental level* foresees a considerable range of freedom for the teacher to interpret his or her role as a teacher, as long as she or he follows the course of study: “The teacher has a considerable margin of freedom in teaching as long as she or he respects the course of study”[[2]](#footnote-2) in order to attend the required level at the end of the year. There are no requirements with regard to methods or teaching tools,but the ministry makes teaching tools available. As a rule, the textbooks used on the fundamental school level are provided [[3]](#footnote-3) but the schools may request to use other material as long as they match the curriculum.[[4]](#footnote-4) It seems that the actual freedom to choose the teaching material has lead to a rather high heterogeneity likely to enhance problems of compatibility with regard to geographical mobility and quality assurance.

On the *secondary level* (divided into two main streams: the more prestigious general or classical secondary and the technical secondary school, besides that there is also a preparatory or ‘modular’ stream for students having problems following the mainstream curriculum), major decisions are again taken in the ministry of education and codified in the Luxembourgish education law and the regulations.[[5]](#footnote-5) In contrast to the fundamental level, there is no inspectorate and the individual professors and the educational council of the individual secondary schools (consisting of nine members: the school director, four professors, two parents and two delegates of the students) [[6]](#footnote-6) have more autonomy in many respects than the fundamental schools.

The law concerning secondary education foresees ‘national committees’ (*commissions nationales*)[[7]](#footnote-7) or ‘curricular teams’ (*équipes curriculaires*)[[8]](#footnote-8) who are constituted by professional associations of the respective academic disciplines, electing their president themselves, serving as middlemen between the association and the ministry;[[9]](#footnote-9) less autonomy is given to the vocational education and training (VET) classes within the technical secondary schools, where the ministry appoints the presidents and the responsible persons following recommendations by the committees.[[10]](#footnote-10) Accordingly, no requirements concerning teaching methods are defined; the ministry explicitly mentions “autonomy” with regard to teaching methods. The regulation foresees even autonomy with regard to textbooks if the subject-matter teachers of a school agree to use another one than the official (needs to be granted by the authorities).[[11]](#footnote-11)

In contrast to the fundamental schools, who in terms of educational innovation have to address themselves to the ministerial sub-department (*Cellule de compétence pour l'innovation pédagogique et technologique*) Inno[[12]](#footnote-12), the secondary schools are encouraged to engage themselves in a school project (*projet d’établissement*) without including the ministry, allowing initiatives promoting, among others, educational innovation.[[13]](#footnote-13)

* Does central education ministry (in federal countries: state/ lander/ region) have any authority to prescribe or steer teaching practices via:
	+ National framework curriculum?
	+ Specific subject curricula?

Guidelines for teachers related to the national curriculum and to specific policies targeting basic skills?

Based foremost on the relatively bad PISA results the ministry has envisaged an educational policy that can be labelled as a competency based approach (since 2004),[[14]](#footnote-14) focusing on standards and large scale assessment of the outcomes as core means of governing or “steering” the Luxembourgish school system.[[15]](#footnote-15) Whereas the according reform of the secondary school is currently more or less at a standstill (not least due to massive opposition by the teachers and due to a change of government, the new one being in office since December 2013), the passed reform of vocational education and training (VET) – combined with a modular structure – has proven to be implemented too hastily and in need of a thorough reform, scheduled for the years 2014-2017. Likewise, the reform of the curriculum of the fundamental school in 2009 has caused considerable irritation:[[16]](#footnote-16) the teachers feel left alone with regard to teaching and to evaluating along the line of the idea of the student’s development of the competencies [[17]](#footnote-17). As a rule it can be said that the according and relevant documents provided by the ministry tend to inform the teachers (and parents) about the idea of a competency based approach of teaching and the new form of school organization[[18]](#footnote-18) rather than to provide concrete ideas of methods, tools, or textbooks for the different school subjects on the different cycles. However, teachers may learn more about innovation teaching within the new frame in different courses organized by the ministry’s department of continuing education.[[19]](#footnote-19)

* If education authorities have the mandate to prescribe teaching practices, how is compliance monitored (e.g. do school inspections include observation of teaching methods?)

In Luxembourg, a school inspectorate exists only for the fundamental school level (and not for the secondary school level). However, the school inspector is less thought to evaluate the quality of teaching than to monitor the organization as a whole and – in his or her role as superior – to moderate conflicts within the schools. The nationally conducted standardized (outcome) tests (*épreuves standardisées (ÉpStan)*)[[20]](#footnote-20) are established to inform the ministry about the school achievements on one hand and to make management information available to the individual schools with regard to their quality assurance on the other.[[21]](#footnote-21) Schools are asked to monitor themselves by means of external experts who are conveyed by the ministerial sub-department for continuing education SCRIPT-IFC,[[22]](#footnote-22) where as another sub-department, the Agency for the development of school quality (ADQS), helps the individual schools to develop effective instruments of quality assurance.[[23]](#footnote-23) In tangible terms this Agency foresees tools such as “school success plans” (for fundamental schools)[[24]](#footnote-24) or “school development plans” (for secondary schools)[[25]](#footnote-25). In its role as “methodological and academic observer” ADQS works together with the individual fundamental schools with regard to a school success plan (*plan réussite scolaire*, *PRS*)[[26]](#footnote-26) as a tool of school development.[[27]](#footnote-27) With regard to the period 2014 to 2017 the schools were asked to formulate one of their goals with regard to teaching and learning that is with regard to concrete measures of the teachers. Furthermore the schools have been provided by the ADQS with indicators of school quality, allowing the schools to evaluate themselves.[[28]](#footnote-28)

### Teaching practice in the country

* Provide a summary (if available) of teaching practices in primary and secondary education in the country, based on TALIS and/ or national studies. (Up to 1 page). [the list of TALIS teaching practices will be finalised using data from TALIS 2008 as TALIS 2014 data will be available only from June, if no delays are experienced, and fiches are expected to be completed earlier in the project].

Luxembourg did not participate in TALIS 2008. However, as an extensive survey with fundamental school teachers in Luxembourg has showed, teachers were often perplexed with the reform towards a competency based approach.[[29]](#footnote-29)

### Overview of the teaching practice in basic skills recommended in teaching guidelines issued by these authorities

This information should include

* Name and date of relevant policy documents and guidelines;
* Main points regarding recommended teaching practices and approaches;
* A qualitative assessment of the strength of evidence used in support of recommended teaching practices and approaches. Please include full references for any sources of evidence quoted.

In the regulation with regard of the implementation of the curriculum in the four cycles of the fundamental school it says in Article 5: “Pedagogical and didactical recommendations with regards to the different school subjects of the four cycles of the fundamental school are determined by the ministry of education, considering the recommendations of the inspectors.”[[30]](#footnote-30) There is, however, rather limited evidence of according activities and even less effects to be expected, for those recommendations would, where existent, not mandatory.

The major documents such as the course of study of the fundamental schools define all the relevant competences and examples of performance[[31]](#footnote-31) or they explain the new organizational structure of the reformed school,[[32]](#footnote-32) but do as a rule not indicate concrete ideas about teaching or pedagogy, not even in the documents addressed to the teachers.[[33]](#footnote-33) One of the ‘newsletters’ to the teachers, the *Circulaire pédagogique* of September 2011, explicitly says that the new curriculum “does not imply pedagogical, methodological or didactical indications” for they would be an implicit part (for instance as a teacher’s guide) of the teaching materials,[[34]](#footnote-34) that, however, have only been published for limited school subjects (only for German and Math) and cycles.[[35]](#footnote-35)

However, in Luxembourg, young elementary teachers with their qualification certificate need to enter a national competition (*concours*) in order to be eligible as teachers in the public schools.[[36]](#footnote-36) To ease their preparation for this competition the ministry has produced – among other materials – a 174 page booklet containing pedagogical and didactical hints with regard to the three languages German (cycles 2 and 4), French (cycles 2-4), Luxembourgish (cycle 1), and with regard to Mathematics (cycles 1-4) – there is no introduction explaining for instance why these subjects and cycles have been selected. Even though the newest edition has been published in 2010[[37]](#footnote-37) – that is one year after the new school law has been published – the pedagogical and didactical hints are not competencies-orientated but are rather traditional[[38]](#footnote-38); explicit hints for low skilled learners are rare and rather global.[[39]](#footnote-39) To what extend this booklet is used (or useful) during the further career of a teacher once they have effectively entered the school is not known and might deserve to be examined in future.

The first two or, respectively, three years of secondary education are labelled as “lower” (*inférieur*) cycle of secondary education, and in most secondary schools the difference between the more prestigious general or classical secondary and the technical secondary school is, within this lower cycle, not essential (anymore) – the parallel preparatory or ‘modular’ stream for students with problems to follow the mainstream curriculum of course differs significantly from this “lower cycle”. Again, the relevant documents concern the explanation of the competence based approach or the school organization,[[40]](#footnote-40) description of the order of progress of the subject-related competencies, but hardly pedagogical or didactical recommendations, with the exception of some textbooks and manuals with more or less implicit indicators,[[41]](#footnote-41) that are more general hints than that they would represent pedagogical concepts. In contrast, the upper cycles of the secondary schools (*cycles supérieurs*) are hardly addressed with at the present time, not least because the new school law concerning secondary schooling is currently at a standstill (see above).

Accordingly, “main points regarding recommended teaching practices and approaches” cannot be identified, neither can “qualitative assessment of the strength of evidence used in support of recommended teaching practices and approaches”. This is not surprizing as the rather strict orientation towards output-steering of the school system[[42]](#footnote-42) led to a neglect of input measures such as a deliberate curriculum development, including questions of teaching and what is called in German *Fachdidaktik*, that is teaching methodology of the individual school subjects, and even of appropriate textbooks that mirror the current competence based policy.

**Part 2: Mapping of national policies/strategies to improve achievements in basic skills in terms of what they say about pedagogy (and innovative pedagogies)**

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| *Information for researcher:* Part 2 of the country fiche should be **2-4 pages**.This section of the country fiche will map the main national policies/strategies to improve achievement in basic skills for school-aged children from 2003-current day, with a particular focus on strategies in the last five years (2009-2013). The following will be described:National education policy/strategy to improve achievement in basic skills for school-aged children;What the policy/strategy says in relation teaching practices in basic skills (literacy/ reading, mathematics, science) – with a particular focus on innovative pedagogies. What research exists on the relevance/ effectiveness of policies supporting teaching innovations.The information in this part should cover the key questions below. |

**Key questions**

### National strategy on basic skills

* Is there a national strategy or policy addressing the development and/ or mainstreaming of effective and innovative practices to teach basic skills to school-age children and youth? What is the name of the policy document describing this policy?

With the new school law passed in 2009 the ministerial *Service de coordination de la recherche et de l’innovation pédagogiques et technologiques* (SCRIPT) has been reformed and structured into three departments, [[43]](#footnote-43) one focusing on quality assurance,[[44]](#footnote-44) a second focusing on continuing education for the teachers,[[45]](#footnote-45) and a third focusing on educational innovation, called *Cellule de compétence pour l'innovation pédagogique et technologique*, focusing rather on thematic innovation (culture, citizenship, sustainability, media, health, inclusion[[46]](#footnote-46) than on development of textbooks or teaching practices. Relevance to the development of the basic skills seem to be rather random, as for example with regard to reading promotion.[[47]](#footnote-47)

On December 4 2013 a new government came into office and in its government declarations[[48]](#footnote-48) the educational policy is, among others, outlined. In it emphasis on better teaching quality “modern didactic materials” and an influx of didactical/pedagogical ideas and innovations are being promised.[[49]](#footnote-49) Obviously aware of the lack of relevant teaching materials the government declarations continue to promise an “accelerated production of textbooks and teaching materials in accordance to the curriculum” and indicates that these textbooks and materials should be “modern” and developed according to new methodological didactical/pedagogical insights.[[50]](#footnote-50) In this context the new government promises to professionalize the different committees of school programmes and to associate them to external “experts familiar with new pedagogical and didactical approaches”.[[51]](#footnote-51)

In its efforts to give the individual schools more autonomy the government declarations also promises to increase the freedom of choosing educational materials[[52]](#footnote-52) and mentions an out-come steering idea of large scale monitoring in order to allow schools a self-evaluation with regard to improving teaching quality.[[53]](#footnote-53)

* If yes: since when is this policy implemented and what changes have been introduced in it in the process of implementation?

Since these measures are part of the official governmental declaration issued in December 2013 one may not yet expect concrete measures of implementation.

### General measures: please describe measures related to the development and/ or mainstreaming of effective and innovative practices – even if they are not part of a national strategy

* Are general measures aimed at stimulating the development and/or mainstreaming of effective and innovative practices included in a policy document/ set of policy documents? If not, how are they articulated? If so are aims and targets set by the policy?

In the OECD Reviews of Evaluation and Assessment in Education: Luxembourg 2012 it says in the executive summary: “At the same time, the MENFP[[54]](#footnote-54) has commissioned and evaluates several pilot studies in different schools to encourage innovative approaches to teaching and learning.”[[55]](#footnote-55) The report reveals, however, moderate efforts in this direction,[[56]](#footnote-56) and a national strategy cannot be identified. The notion of “pilot-studies,” however, is misleading, for a systematic external evaluation does not exist. The notion of “reform-projects” might be more appropriate. In that sense education policy has allowed pilot schools in which innovation is fostered: Eis Schoul[[57]](#footnote-57), Ecole à journée continue Jean Jaurès[[58]](#footnote-58), Lycée Ermesinde[[59]](#footnote-59), Lycée germano-luxembourgeois Schengen[[60]](#footnote-60). Again, a systematic strategy, to evaluate the experiences in these pilot schools independently and to implement successful innovations into the regular schools is non-existent at this time.

* Describe the main measures envisaged by this policy (What teaching practices -if any- does the strategy/ policy stipulate? What are the measures envisaged/ implemented to promote/ support these teaching practices? Is there any evidence that innovative teaching practices are supported?)
* What basic skills are covered, what are the main target groups (whether some aspects are targeted to particular groups or general -e.g. targeted support to migrant youth, versus general curriculum policy), scope and implementation framework?
* What is the monitoring and evaluation envisaged by the policy, if any?

The annually published reports of the ministry of education indicate some initiatives with regard to innovation. One of the mentioned activities was the 2010 reported initiative for the use of portfolio in the elementary schools.[[61]](#footnote-61) Some teachers seem to have been trained for the use of the portfolio in their class.[[62]](#footnote-62) In 2011 the report about the year 2010 indicates the publication of an according booklet;[[63]](#footnote-63) an actual publication can only be identified by 2011, introducing the portfolio as a tool to develop the “skill of students to reflect on their own learning.”[[64]](#footnote-64) An evaluation conducted in the year 2011 proved rather a mixed success of this innovation, in particular with regard to the capabilities of the students to ‘behave’ in the way the idea of the portfolio presupposes: As a confident “self” being able to reflect upon itself.[[65]](#footnote-65)

Special attention was and is given to the use of ITC in education, as the annual report 2010 indicates..[[66]](#footnote-66) A common frame of reference had been initiated in 2008 and in 2010 it was published in a detailed[[67]](#footnote-67) and in a shorter version[[68]](#footnote-68). The details common frame of reference has some rather general pedagogical hints for the four different cycles of the fundamental and the secondary levels,[[69]](#footnote-69) but with no special emphasis with regard to students with lower achievements. Furthermore more a practice-oriented web-platform has been established – http://medienerziehung.myschool.lu – helping teachers to deal with new media in particular. A major concern in this context are the dangers with regard to internet.[[70]](#footnote-70)

### Specific policies targeting low achievement

* Are there focused policies addressing low achievement in basic skills or low achievement by specific target groups through pedagogical interventions? (e.g. targeted policies to improve the learning outcomes of migrants, students with special needs, etc. through pedagogical interventions)
* Name the policy documents describing these policies.
* Describe briefly the main measures/ targets.

Based on the School Law of 2009, the Ministry has responded with different measures with regard to particular difficulty with immigrant children speaking Latin-based languages[[71]](#footnote-71): These include providing information for parents of immigrants, [[72]](#footnote-72) and offering at the level of local communes, induction or reception courses for newcomers and remedial courses for different difficulties. These relate specifically to the language situation where special classes are offered – in addition to the normal curriculum – for Portuguese students to learn Portuguese, in order to strengthen the mother tongue competencies as a basis to learning Luxembourg’s official three languages (Luxembourgish, German, French).[[73]](#footnote-73)

For the lower classes of the secondary schools (first two to three years) a pilot project PROCI (*Projet Pilote de cycle inférieur*) implemented in 19 schools foresees a new approach on fostering skills rather than content, following the Content and language integrated learning (CLIL) fostered by the European Commission[[74]](#footnote-74) and emphasizes more sciences in the weekly timetable (for all the students in the according schools). The teachers working in this project have a reduction of their teaching duties, and students are promoted without postponement. According to the PISA National Report the pilot project showed positive results.[[75]](#footnote-75) However, there is no information about the future of this project and the question as to what degree the results of this almost 10 year pilot project will affect the whole secondary schools. The only existing evaluation of the PROCI dates from 2007.[[76]](#footnote-76)

Another measure for students of the secondary school is directed towards students who are at risk of dropping out of school. The ministry has addressed the problem of students refusing to go to school in 2005 and introduced the so-called mosaic classes (*classes mosaiques*),[[77]](#footnote-77) based on the idea of project work and individual tutoring – each student has an individual reference person. The two basic principles of these classes are a) prevention (early diagnosis, interpretation and intervention) and b) individual promotion, that is to work very closely with the particular needs of an individual student.[[78]](#footnote-78)

A further measure for drop-outs beyond compulsory school age is the so-called School for a Second Chance (Ecole de la deuxième chance), inaugurated in 2013, for adolescents having left school without certificate. It foresees one-year training courses in one (lower) track of compulsory schooling or even a vocational training for more advanced students.[[79]](#footnote-79)

### Policy support for specific teaching practices

* What are aims and targets set by policy in this area?
* Describe the main measures envisaged by this policy (What teaching practices (if any) does the strategy/ policy stipulate? What are the measures envisaged/ implemented to promote/ support these teaching practices? Is there any evidence that innovative teaching practices are supported?) 🡪 cf 1. bullet
* What basic skills are covered, what are their target groups (whether some aspects are targeted to particular groups or general (e.g. targeted support to migrant youth, versus general curriculum policy), scope and implementation framework?
* What is the monitoring and evaluation envisaged by the policy?

In accordance to the new school law based on a competency-based approach the priorities of the continuing education are as follows:[[80]](#footnote-80) 1. Learning, 2. Competence-approach, 3. Teamwork and communication, 4. Quality assurance, 5. Management, 6. Social education/work (for the social workers in schools). Several courses address problems of teaching lower skilled students for instance in mathematics,[[81]](#footnote-81) in reading[[82]](#footnote-82) or focus on classroom management in general.[[83]](#footnote-83)

In addition, the teachers of the fundamental school have now the opportunity (*hospitation*) to visit others schools and foster a mutual process of learning from other practices.[[84]](#footnote-84) Similarly, the ministry has initiated to network the secondary schools in order to have them mutually benefit with regard to teaching and learning, evaluation, advise students, promote abilities, and to manage the schools.[[85]](#footnote-85) The focus of this *hospitations* cover a range of topics, including best practices in teaching.

**Part 3: Mapping of specific measures introduced to promote innovative pedagogies that are effective in combating low achievement in basic skills (e.g. supports, monitoring and/or dissemination activities).** *Part 3 of the country fiche should 3-6 pages.*

Team-teaching has been experimented with in selected schools mostly on the initiatives of the teachers of the respective schools. The ministry has supported these initiatives by publishing in 2004 guidelines and recommendations for team-teaching (*Cycles d’apprentissage et team teaching. Expériences, reflexions, et recommandations*).[[86]](#footnote-86) In 2000, teachers of the fundamental school of Weiswampach chose to enhance cooperation in their teaching and in the organizion of their school and published their experiences in 2007,[[87]](#footnote-87) and in 2003 to 2005 the fundamental school of Frisange has experimented with team-teaching and reported their experiences equally in 2007.[[88]](#footnote-88) In the years 2005 to 2008 the school in Bridel experimented with team-teaching and reported their experience in 2009,[[89]](#footnote-89) and based on the new school law of 2009 the different fundamental schools in Bettembourg cooperated in a project devoted to “learning centres” targeted at children with specific needs; a report on these experiences was published in 2012.[[90]](#footnote-90) External evaluations to these experiences seem not having been done nor is it evident what effects those individual experiences had either in their schools nor on the level of the school system.

Some fundamental schools develop a kind of “school constitution” together with all the involved partners; however, there are no publications of relevant documents. Initiatives for democratic participation have been employed in a pilot fundamental school called *Eis Schoul* (“Our School”) from 2009, based on the law passed on 13 May 2008.[[91]](#footnote-91) This school – under the responsibility of the ministry and accompanied by the University – is (was) devoted to a set of reforms such as inclusive education, action research, team-teaching, cooperation and democracy,[[92]](#footnote-92) and should have an ‘average’ student’s population with regard to the socio-economic background, nationality, gender, and at least 10% of them should be students with special needs. However, the first five years (2009-2014) have been largely characterized by ideological and personal tensions motivating the ministry to reformulate the school law reducing the pilot school primarily to inclusive education only (2014). The law has not been passed by the parliament yet.

In 2013 Luxembourg organized with the help of the ministry the eleventh meeting of The European Union Science Olympiad (EUSO), designed as “a team competition for EU second level school science students who are 16 years of age or younger on the December 31st prior to the competition.”[[93]](#footnote-93) In the same year, 2013, Luxembourg again with the support of the ministry organized the 17th meeting of the ‘Transalpine Rally Mathematics Association’[[94]](#footnote-94) fostering new teaching approaches emphasizing team work in mathematics education at school.[[95]](#footnote-95) Also support by the ministry enjoys the annual “*concours génial*”, a competition amongst children and adolescents (5 to 20 years) with regard to innovation in different social fields such as economy, languages, media and the like. Organized by the agency *Luxinnovation* the event explicitly invites teachers to help their students to realize their ideas.[[96]](#footnote-96)

A more systematized approach to innovation in teaching is being conducted in the 2011/2012 reformed teacher education programme (BScE) at the University of Luxembourg.[[97]](#footnote-97) Dedicated to the idea of the “Reflective practitioner” the programme aims at a useful balance between research and teaching. A core instrument of this balance is the newly introduced Teaching-Learning-Workshops (LLW) in which teams may work in curricular and extra-curricular projects by implementing pedagogical and didactical principles and by documenting their progress (or problems). Participating teachers complete in total 8 projects in the Teaching-Learning-Workshops (LLW) in projects concerning languages, mathematics, sciences, art, and sports.[[98]](#footnote-98) Although this new programme has been very positively evaluated by an external committee in 2013,[[99]](#footnote-99) it remains unclear to what extend the innovations will affect the teaching of the future teachers: The first students being educated in this reformed program will be certified in summer 2014.

1. http://www.legilux.public.lu/leg/textescoordonnes/compilation/code\_education\_nationale/CHAPITRE\_2.pdf (Art. 60). [↑](#footnote-ref-1)
2. http://www.men.public.lu/catalogue-publications/systeme-educatif/cen/cens/plan-etudes/fr.pdf (p.73) [↑](#footnote-ref-2)
3. http://www.men.public.lu/fr/publications/systeme-educatif/informations-generales-offre-scolaire/education-lux-2009/index.html (p.52). [↑](#footnote-ref-3)
4. Loi et règlements Grand-Ducaux concernant l’enseignement fondamental, 6 February 2009, p. 2983. [↑](#footnote-ref-4)
5. http://www.legilux.public.lu/leg/textescoordonnes/compilation/code\_education\_nationale/CHAPITRE\_3.pdf [↑](#footnote-ref-5)
6. Règlement grand-ducal du 23 mai 1991 portant organisation des conseils d’éducation auprès des lycées et des lycées technique, chapter 1. [↑](#footnote-ref-6)
7. The national committees have a whole range of making suggestions concerning the goals of education, course of studies, schedules, methods of teaching, support of students, lingua franca, textbooks, modes of evaluation, testing. [↑](#footnote-ref-7)
8. The curricular teams are responsible for developing framework programs in the context of vocational training in the technical secondary schools. [↑](#footnote-ref-8)
9. Règlement grand-ducal du 30 juillet 2011 portant institution et organisation des commissions nationales pour les programmes de l’enseignement secondaire, ainsi que du cycle inférieur, du régime préparatoire et du régime technique de l’enseignement secondaire technique, p. 2951. [↑](#footnote-ref-9)
10. Règlement grand-ducal du 30 juillet 2011 portant institution et organisation des équipes curriculaires, des commissions nationales de formation et des commissions nationales de l’enseignement général pour la formation professionnelle de l’enseignement secondaire technique, p. 2954. [↑](#footnote-ref-10)
11. http://www.men.public.lu/catalogue-publications/systeme-educatif/informations-generales-offre-scolaire/education-lux-2009/fr.pdf, p. 72. [↑](#footnote-ref-11)
12. http://portal.education.lu/inno/Home.aspx [↑](#footnote-ref-12)
13. Loi du 25 juin 2004 portant organisation des lycées et lycées techniques, p. 1857. [↑](#footnote-ref-13)
14. http://www.men.public.lu/fr/grands-dossiers/systeme-educatif/approche-competence/index.html [↑](#footnote-ref-14)
15. MEN (2007). Die Steuerung des Luxemburger Schulwesens, Luxembourg, MEN. [↑](#footnote-ref-15)
16. Daniel Tröhler et. al. (2012). Rapport d'expertise sur le bilan de la réforme de l'école fondamentale. Luxembourg: University of Luxembourg. [↑](#footnote-ref-16)
17. Daniel Tröhler et. al. (2013). Forschungsbericht zur Überarbeitung der Bilans intermédiaires in der Luxemburgischen Grundschule. Luxembourg: University of Luxembourg. [↑](#footnote-ref-17)
18. http://www.men.public.lu/catalogue-publications/fondamental/infos-offre-scolaire/infos-enseignants/enseigner-ef/090313\_enseignants\_brochure\_reforme.pdf [↑](#footnote-ref-18)
19. http://www.formation-continue.lu [↑](#footnote-ref-19)
20. http://www.men.public.lu/fr/systeme-educatif/qualite-scolaire/pilotage-monitoring/epreuves-nationales/index.html [↑](#footnote-ref-20)
21. Currently they take place at the beginning of the third cycle of the fundamental school, and once in the classical and the technical secondary school. [↑](#footnote-ref-21)
22. http://www.formation-continue.lu/ [↑](#footnote-ref-22)
23. https://portal.education.lu/qualitescolaire/Accueil.aspx [↑](#footnote-ref-23)
24. https://portal.education.lu/qualitescolaire/Planderéussitescolaire.aspx [↑](#footnote-ref-24)
25. https://portal.education.lu/qualitescolaire/Plandedéveloppementscolaire.aspx [↑](#footnote-ref-25)
26. http://www.men.public.lu/catalogue-publications/systeme-educatif/qualite-scolaire/prs-guide/de.pdf [↑](#footnote-ref-26)
27. http://www.men.public.lu/fr/systeme-educatif/qualite-scolaire/accompagnement-etablissements-scolaires/plan-reussite-scol-dev-scol/index.html [↑](#footnote-ref-27)
28. https://portal.education.lu/qualitescolaire/CadreQS/ExplorationduCadreQS.aspx [↑](#footnote-ref-28)
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30. Règlement grand-ducal du 11 août 2011 fixant le plan d’études pour les quatre cycles de l’enseignement fundamental, p. 2990. [↑](#footnote-ref-30)
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35. As a rule, textbooks issued by the ministry are accompanied by separate teacher’s guides. [↑](#footnote-ref-35)
36. http://www.men.public.lu/fr/actualites/avis-officiels/2014/01/17-epreuves-prelim-instituteurs/index.html [↑](#footnote-ref-36)
37. MENFP (2010). Ecole fondamentale. Pédagogie et didactique – Recueil de textes. Concours de recrutement. Luxembourg: MENFP [↑](#footnote-ref-37)
38. Some explicit hints with regard to text understanding refer to reflections and insights of the 1960’s, see MENFP (2010). Ecole fondamentale. Pédagogie et didactique – Recueil de textes. Concours de recrutement. Luxembourg: MENFP, p. 92f. [↑](#footnote-ref-38)
39. For instance: „Lower skilled students are to be helped by the teacher: they should be encouraged, to express themselves according to their linguistic capabilities” (MENFP (2010). Ecole fondamentale. Pédagogie et didactique – Recueil de textes. Concours de recrutement. Luxembourg: MENFP, p. 63) [↑](#footnote-ref-39)
40. La réforme des classes inférieures de l‘enseignement secondaire et secondaire technique (2010). http://www.men.public.lu/catalogue-publications/secondaire/informations-generales-offre-scolaire/reforme-inferieures-es-est/fr.pdf [↑](#footnote-ref-40)
41. http://portal.education.lu/programmes/ProgrammeSecondaire.aspx [↑](#footnote-ref-41)
42. See Daniel Tröhler (2014): NESET Country Report: Luxembourg. [↑](#footnote-ref-42)
43. MENFP: Rapport d’activités 2009, [Luxembourg 2010], p. 21; https://portal.education.lu/script/home.aspx [↑](#footnote-ref-43)
44. https://portal.education.lu/Default.aspx?alias=portal.education.lu/adqs& [↑](#footnote-ref-44)
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