



Open day

SATURDAY 29TH FEBRUARY 2020

Disciplinary learning Language choices



First language and vehicular language

- L1 as mother tongue or as best language
- « Section language » as L1 or L2
- Mathematics and natural sciences in L1
- The so-called "secondary" subjects in L2 from S3 onwards
- Possibility to change the "section language" in S4

Other languages

- Flexible choice in L2 and L3
- Luxembourgish compulsory up to S3
- Possibility to choose Latin as of S2
- Possibility to choose an L4 in S4
- Possibility to choose an L5 in S6

Disciplinary learning

Dalton pedagogy



Principles

- Block lessons
- Learning plans
- Missions ("assignments")
- Autonomous work during Dalton times
- The Dalton Agenda as a tool of
 - self-organization and work management;
 - reflexivity
 - exchange between the School and parents

The Dalton Plan

- Premises
 - learning as an active process
 - learners capable of acquiring and understanding on their own
- Postulates
 - the freedom of learners to learn ("**freedom**");
 - cooperation between learners ("**cooperation**");
 - Reflexivity and flexible use of time ("**organisation** of time").

Disciplinary learning Dalton times



Principles

- Half the lessons per week
- The second part of a block of two lessons
- The possibility to work alone, in pairs or in groups
- The teacher next door
- The opportunity to consult other teachers
- All learning steps documented in disciplinary portfolios

Possibilities

- Tailor-made learning
 - Integrated support
 - Challenges for the "good" learners
 - Promotion of high-potential learners
- Implementation
 - of one-off support courses;
 - of specific projects.
- Attendance for learners and groups with needs regarding
 - self-organisation;
 - strategies and methodology;
 - Behaviour'

Disciplinary learning Assessment



Principles

- Lower cycle (A, B, C, D, E, F, Fx)
- Medium and upper cycles (marks 0-10)

Forms of assessment

- **Diagnostic** assessment – at the beginning of the year and/or unit – is used to identify levels and adjust learning plans
- **Formative** assessment provides feedback on the quality of learning.
- **Auto-evaluation** allows the learner to learn by self-evaluating and reflecting himself/herself.

Modalities of certificative assessment

- Evaluation by Confidence Contract (EPCC)
 - All the contents seen and corrected in class
 - Announcement of the precise program 1 week in advance
 - Question and answer session
 - $\frac{3}{4}$ known questions, identical from the announced revision program
- Portfolio assessment (accounts for 50% of the assessment)
 - documents all the performances
 - makes progress and difficulties visible
 - stimulates reflexivity
- Long test (accounts for 50% of the assessment)
 - Implemented according to EPCC principles

www.eimlb.lu



I create opportunities for learning.