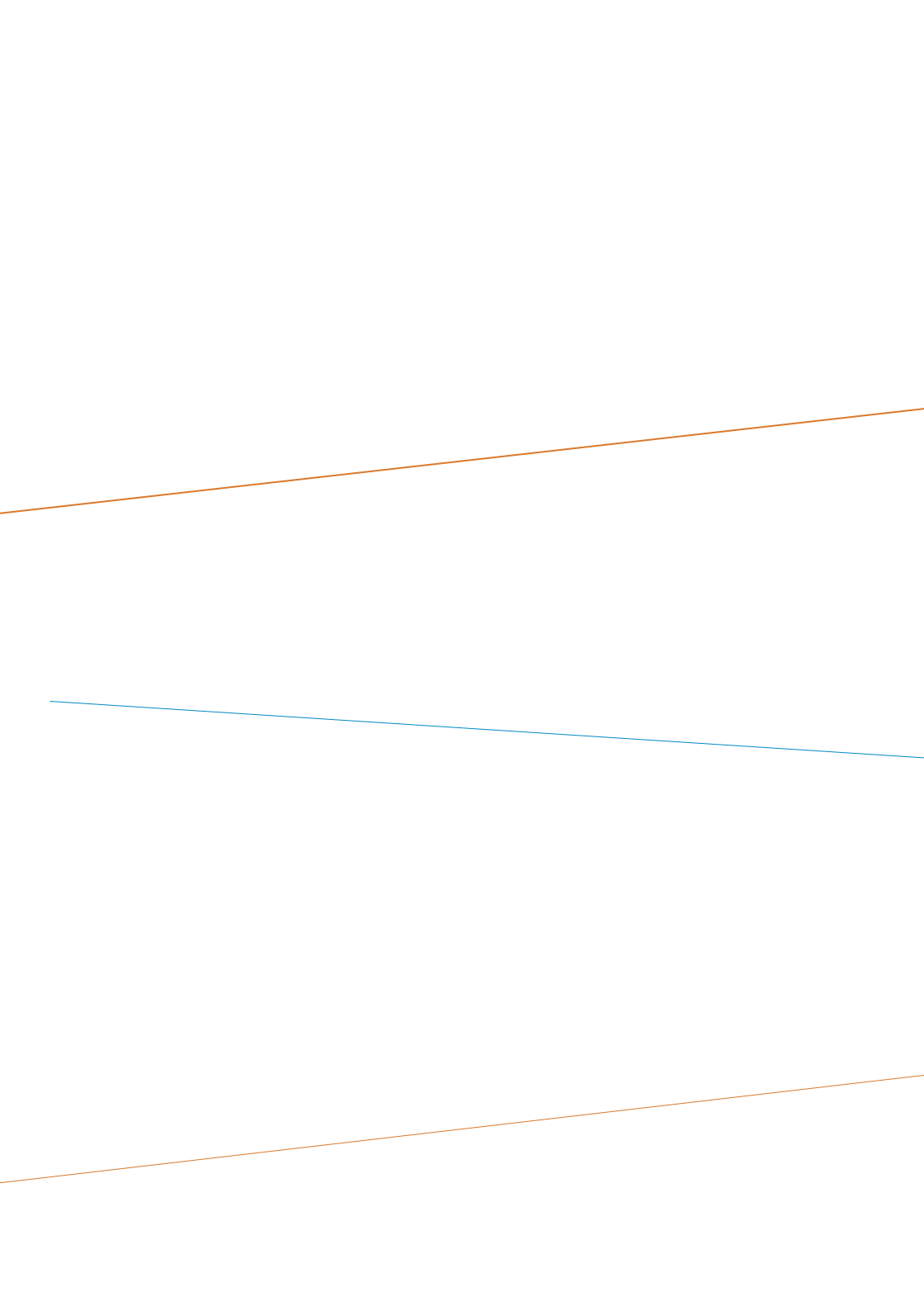


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Edition 2020



ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS



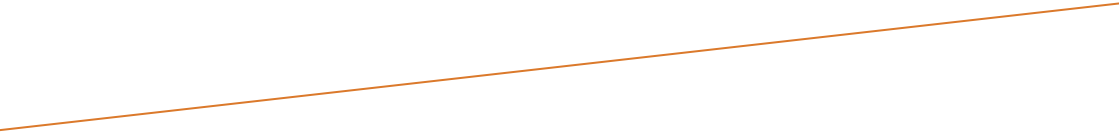


ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS



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Our values



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

Sir Ken Robinson

CURIOSITÉ
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Watch the video with Ken Robinson:
Bring on the learning revolution!



Camille Weyrich
Director



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) from 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



Stephan Dumange
Assistant director

the section; this principle removes the language barrier and allows a more comfortable 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

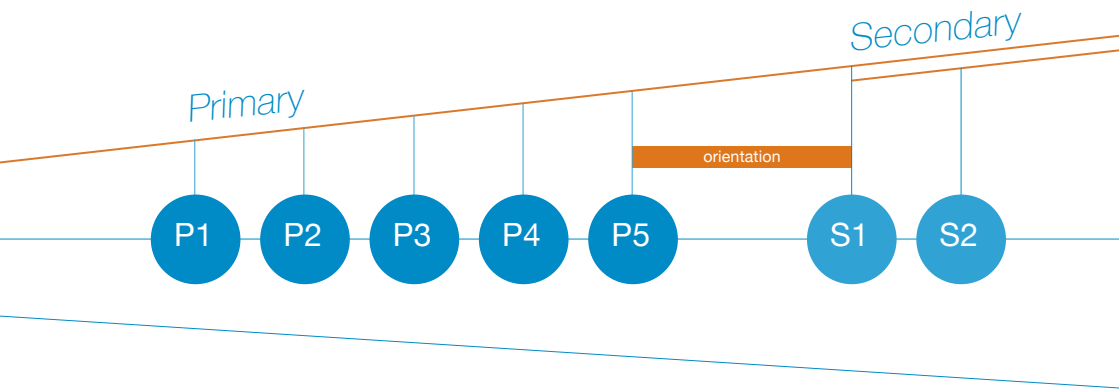
wide variety of options. These terms make it possible to reproduce all the sections of Luxembourgish classical education as well as to create a personalized school parcours oriented towards any kind of university studies or higher education.

- 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.

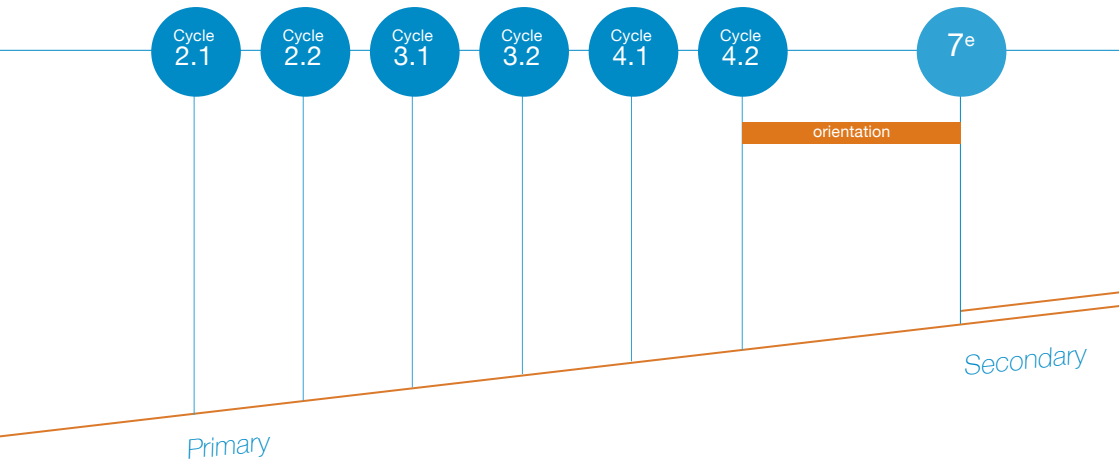
All these components make the European offer the most adequate to meet the heterogeneous social and linguistic situation of the people living in Luxembourg. The offer is public, thus free of cost; it aims for the social, democratic and cultural integration of all, reaffirming the role of the school as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

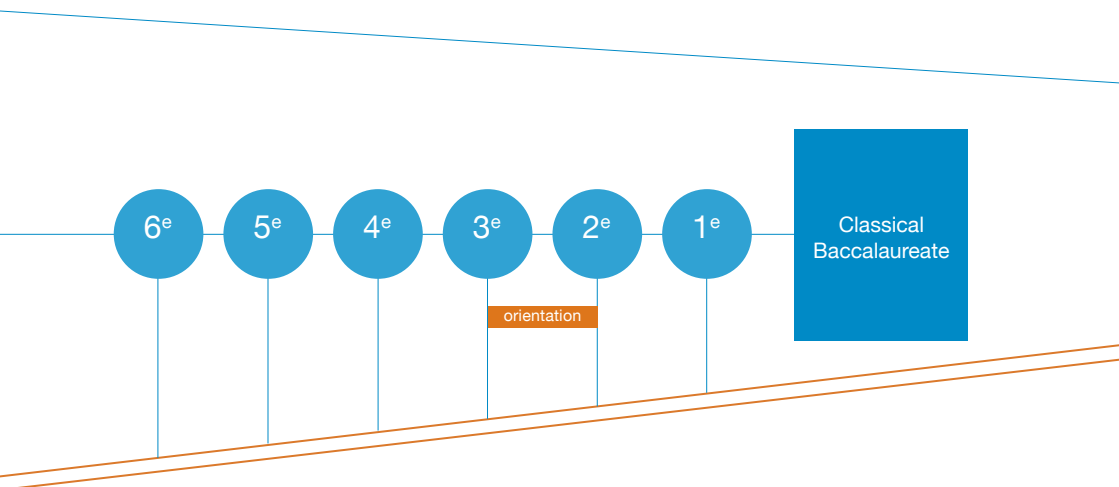
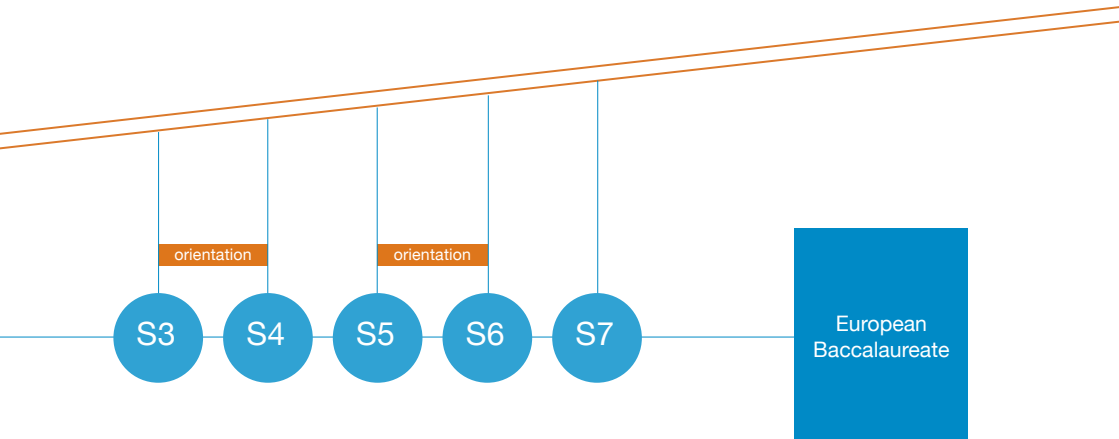
School offer and organization

The European school system



The Luxembourgish school system





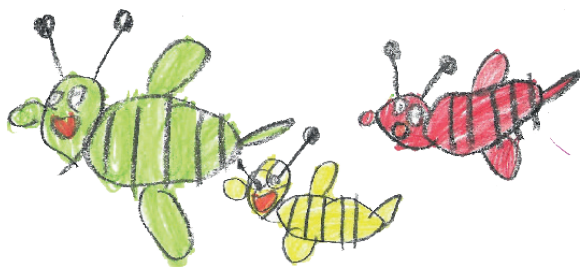
Our pedagogy in **Primary**



Disciplinary learning / Transdisciplinary learning

Extracurricular activities

Day care - Service d'éducation et d'accompagnement



EIMLB - PEDAGOGY IN PRIMARY DISCIPLINARY LEARNING LANGUAGES

In terms of languages, the EIMLB offers learners a series of choices. **From the first year of primary school (P1)**, the learner chooses:

- **the language section**
The school offers two language sections: the French Section and the English section. Except the language courses, all subjects are taught in the language of the section.
- **language 1
(language learned at native level)**
The learner chooses his language 1 (L1) from 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 learner also chooses his language 2 (L2) from French, German and English.

Important:

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

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.

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.

DALTON TIMES

Starting in P1 and in increasing year by year, learners will benefit from periods of independent work, called Dalton times. These times are defined to cater for each learner's individual development and offer them the opportunity to choose, in a progressively more open framework, the learning possibilities they want or need to progress. These periods also give the possibility of differentiated supervision and reinforcement.

P1

- Dalton time 30'
- Differentiated individual work
- Learners choose their activities from a set field of learning
- Autocorrection

P2

- Dalton time 30'
- Differentiated individual work
- Learners choose their field of learning
- Autocorrection + autoevaluation

P3

- Dalton assignment
- Time 1h
- Duration 1 week
- Alone or in pairs
- Mandatory assignments

The aim of this approach is to gradually make learners more autonomous and aware of their personality as human beings and as learners, skills on which they will be able to build during their transition to secondary school.



P4

- Dalton assignment
- Time 1h
- Duration 2-3 weeks
- In pairs or in groupes of 4
- Mandatory assignments
+1 to 2 optional assignments
per learning phase

P5

- Dalton assignment
- Time 1h30
- Duration 3-6 weeks
- Groupes of 4
- Mandatory assignments
+3 to 4 optional assignments
per learning phase

MEDIA AND THE DIGITAL

In Primary, literacy and numeracy as well as the majority of all learning is done on paper, through textbooks and didactical sheets. Nevertheless, EIMLB puts a major emphasis on the manipulation of concrete objects and on practical experience. This is complemented by a series of digital tablet computers per class which learners can use to practice applications of language, arithmetic or science. Over the years in primary school, all learners are gradually led to make good use of the main office applications in their basic functions, as well as to learn the essential strategies for finding and managing information online. They will also learn the right reflexes to protect themselves from potential digital risks. To this end, the tablets are specifically secured.



THE PORTFOLIO IN PRIMARY

The purpose of the Primary Skills Portfolio is to document everyone's learning progress. The portfolio shows learners and their parents what the former are already able to do at a given point in time and what they need and want to work on afterwards.

The portfolio also collects traces of the highlights of their personal and academic development. It helps to differentiate learning and its evaluation and is a tool for communication and sharing between the school, the learner and his or her parents.

The portfolio reflects the personalized follow-up and development of each individual, based on his or her diagnostic assessment at the beginning of the year, which makes it possible to begin working at the level that corresponds to his or her abilities, and to progress by learning stages. It abolishes the practice of the social norm, which compared learners amongst to each others, allowing each one to evolve at their own pace and to be evaluated when they are ready.

The traces that may appear in the portfolio can be the following ones:

- Moments when I was proud of myself
- My reading skills (sounds I know, reading skills, comprehension) / writing skills (language study, spelling)
- My writing skills
- My memories of books I've read, writing productions, poetry
- My mathematical skills (mathematics, sizes and measurements, geometry, problem solving, data organization...)
- My relational skills (autonomy, self-regulation...)
- Other ideas

EIMLB - PEDAGOGY IN PRIMARY TRANSDISCIPLINARY LEARNING

EUROPEAN HOURS

Proposed weekly, the European Hours are a playful moment of discovery and knowledge sharing. Children of different nationalities, from all language sections, learn aspects related to European culture, work together on common projects or find solutions to problems suggested in class.

Each group of learners is supervised by a teacher, with whom they work on an activity. The philosophy of the European Hours is to promote a spirit of collaboration and solidarity among the members of each group; the pedagogical effort is focused on communication and collaboration, which constitute the process of cooperative work of the learners.

The further aim of the European Hours curriculum is to develop the European competence of the learners, so that they learn to think, feel and act in a European spirit, through knowledge, skills and attitudes. Therefore, learning European competence starts by making students aware of the richness of diversity, acquiring knowledge by exploring and experiencing similarities and differences to prepare them to act appropriately and effectively.



The objectives of the European Hours can be summarised as follows:

- To develop a European identity;
- To develop intercultural attitudes: respect, tolerance, cooperation, communication;
- To deal with themes embedded in interculturality and communication;
- To enable learners to come to know, appreciate and help each other;
- To develop the social awareness of learners;
- To develop initiatives, autonomy and solidarity.

PHILOSOPHICAL WORKSHOPS

– Knowing how to be and live together



Since the spring of 2019, the EIMLB has been implementing philosophy and attention practice workshops for all primary school classes. These workshops are conducted by specially trained workshop leaders from the SEVE Luxembourg a.s.b.l. association, and currently two of our own teachers are themselves following the training in question.

The philosophical workshops fall within the competences framework of National Education, especially in the field of the development of the individual and the citizen. They allow young people to experiment and share humanist values and to tackle different subjects such as solidarity, freedom and the environment. They are also in line with school life and the classroom climate by creating a peaceful and respectful framework for interaction. The stakes of a better self-knowledge, leading to a better self-esteem, are also addressed in this approach.

The benefits for young people can be summarized as follows:

- Master the expression of one's sensitivity and opinions while respecting those of others;
- Exercise a critical mind, show reflection and discernment;

- Become able to argue, problematize, conceptualize;
- Develop a better knowledge of oneself and one's reactions;
- Express oneself orally in a continuous and interactive manner;
- Be in line with the humanist values of society;
- Develop psychosocial skills (better self-knowledge, ability to communicate effectively, decision-making ability, stress management, acceptance of emotions, empathy...);
- Improve well-being to promote academic success and reduce violence;
- Become familiar with the exercise of democracy (believe/know);
- Fight discrimination: girls/boys, difference (disability, etc.).

These skills contribute not only to academic success also to the personal development and professional integration of the young people and citizens.

KIVA

The KiVa program is part of the EIMLB's anti-harassment work. The abbreviation KiVa has its origin in the Finnish words *Kiusaamisen Vastainen*: Against harassment. It is a methodological programme developed at the University of Turku in Finland and implemented in many of the European Schools. It has been proven to reduce bullying in schools and at the same time improve the well-being of the learners.

The anti-bullying programme is reflected in many ways in the daily life of the school. Learners in Primary participate in anti-bullying classes and topics on bullying are addressed up to the lower secondary level. These lessons and topics include discussions, group work, short films on harassment and role-plays. Starting with general topics such as the importance of respect in interpersonal relationships, the contents also cover the mechanisms and consequences of harassment. Emphasis is placed on the role of the group in supporting or stopping harassment.

Different prevention methods are considered and these methods are also practised in role-playing. In addition to the lessons and topics on anti-harassment, there is the KiVa computer game and the KiVa Street virtual learning environment.



ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS

'It's a way to get out of the academic side and into a world of either rest or creativity.'



Disciplinary learning / Transdisciplinary learning

Extracurricular activities

Day care - Service d'éducation et d'accompagnement

As part of daily school life, supervised activities are offered every day. These activities are mostly organized by the EIMLB's day care service, the Service d'Éducation et d'Accompagnement (SEA). Some activities are also supervised by teachers, e.g. chess, choir or Story Time.



ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS

Disciplinary learning / Transdisciplinary learning
Extracurricular activities

Day care - Service d'éducation et d'accompagnement



From Monday to Friday, all learners in Primary at the EIMLB can enrol at the “maison-relais” run by the day caret 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 day care service before and after class periods.



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SEA Program

- **In the morning:** A gentle welcome at SEA before classes begin.
- **At noon:** Children have lunch together, 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 accompaniment 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 program 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;
- 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

Contact

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Educational team: **+352 281 288-252**
E-Mail: **secretariat@sea-eimlb.lu**



Our pedagogy in **Secondary**



Disciplinary learning

Transdisciplinary learning

The world and my values

Me and my learning

Me and the others

Me, the media and the digital

Extracurricular activities

MESA

EIMLB - PEDAGOGY IN SECONDARY DISCIPLINARY LEARNING LANGUAGES

In **secondary school**, the learner chooses:

- **language 3 (language taught as second foreign language)**

In the first year of secondary school, the learner 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 is not studied as L1, L2 or L3. In the first year, the L4 course is a beginner's course.

- **Luxembourgish for all**

Learning Luxembourgish (speaking skills) as the language of integration is mandatory for all learners in primary school and in the lower classes of secondary school.

Important:

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



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 learners 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 learners 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 informs on the deadlines and the work methods. For each six-week learning phase, they develop a more detailed learning plan for their subjects and classes. This learning plan can be customized for the specific needs of each learner.

Class work as assignments

'The assignments are good for me, because it makes me study regularly.'

The learning plans are mainly implemented in the form of disciplinary or interdisciplinary projects called assignments. For learners 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, learners have enough didactic material to practice, but also to check for themselves, to what extent they master the competences to be developed.

Self-study during the 'Dalton times'

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

Fifty percent of the courses, are destined to self-study. These periods are called '**Dalton times**'. During these periods, scheduled teachers remain in the classrooms while learners work independently on the assignments in their respective subjects.

Learners 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.

Learners may especially benefit from the Dalton times to see other teachers, teachers of other subjects in their classroom. In other words, du-

¹ The Dalton Plan is the name of the first method of differentiated pedagogy created by Helen Parkhurst (1887-1974), who opened her own school that 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. Learners 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.

ring the Dalton times, learners 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 times, they benefit from a flexibilisation of the timetable or may get a surplus of time and supervision.







Disciplinary learning

Transdisciplinary learning

The world and my values

Me and my learning

Me and the others

Me, the media and the digital

Extracurricular activities

MESA

THE WORLD AND MY VALUES

The Wall Journal

Each classroom area has a wall journal, where learners 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 learners 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.

The Class Assembly

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

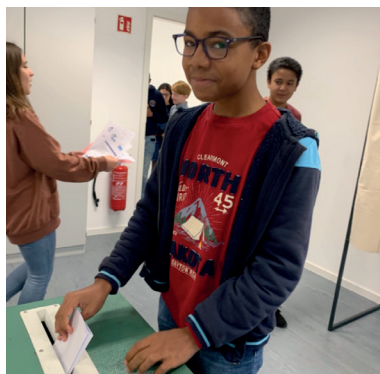
The Class Assembly meets each Friday at the end of the morning. It is the body governing the class community. The context of the Class Assembly provides an opportunity to address unanswered questions, problems or needs of the class, based on learners' announcements on the Wall Journal.

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 each week in the School Parliament. Parliament sessions are organised as an extracurricular activity. In 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. Parliament has a specific budget that it has to manage and its members enjoy a right to priority request information from the management.

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





ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS



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EIMLB - PEDAGOGY IN SECONDARY TRANSDISCIPLINARY LEARNING

ME AND MY LEARNING

Tutoring

Since the start of term in September, each learner has a personal tutor who supervises and advises them every week in their reflections and academic progress. Together, they look at the learner's transversal (cross-curricular) portfolio in order to establish not only the state of the learner's learning, strengths and needs, but also his or her transversal skills, so that he or she can work consciously and coherently on his or her personal project. Learners make resolutions, often on a small scale and in the short term, to evolve; they document their reflections and progress and, above all, get to better know themselves.

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 learners in our school, we work with a graduation system that defines different leagues that learners can reach. The different leagues go hand in hand with a series of different rights and privileges; on the other hand learners have to meet certain obligations in terms of their learning, the places and tools they are allowed to use in their learning and their commitment to school.

Learners can evolve throughout five leagues: wood, bronze, silver, gold and diamond. **All learners start in bronze league.** They therefore already benefit from an advance of trust from their teachers and their tutor, a beginner usually already knowing how to follow basic rules and manage his freedoms.



league wood



league bronze



league silver



league gold



league diamond



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EIMLB - PEDAGOGY IN SECONDARY
TRANSDISCIPLINARY LEARNING
ME AND THE OTHERS

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 learner 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.



TED talk:

Mat Ridley: When ideas have sex





Disciplinary learning

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The world and my values

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Me and the others

Me, the media and the digital

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MESA



ME, THE MEDIA AND THE DIGITAL

Principles

While we agree that the future will be digital, we have only just begun to discover the implications of this assumption. In any case, as connected devices of all kinds are beginning to surround us and as already our youngest are manipulating them and interacting through them with the online community spread around the world and thus increasingly anonymous, it goes without saying that school cannot ignore these practices and patterns. On the contrary, the benefits and risks associated with these devices, Internet use and online interactions need to be addressed. Now, a responsible attitude cannot be taught, but it is all about creating the right, safe but authentic framework in which young people can learn to use these media consciously while at the same time learning how to protect themselves effectively. In this way, we may expect digital literacy to become one of the basic cultural skills of this century.

The digital tool is also an enabler at the educational level, because it allows us to personalize learning like no other tool before.

This is why the EIMLB has equipped all its learners straight from the beginning with personal iPads, made available to them through the Ministry of National Education's 'one2one' leasing programme. Thus, for four annual instalments of € 50,- each learner has their own personal tablet which they

are responsible for and which they need to work on and organise their daily school life.

The iPads are secured, restricted and managed by the school; more advanced possibilities can be unlocked depending on a learner's progress through the leagues. Linked to the signing and respect of the school's digital charter, the iPad has become the main work tool that serves as both a textbook and a notebook.

The efficient and productive use of the iPad is also made possible by the Office365 licenses available to all learners, which cover the majority of applications used on a daily basis.

Linked to the eduroam network, which automates Internet access in all participating educational institutions across Europe, the iPad allows everyone to learn when and where they want.

The transversal portfolio

Principles

Sir Ken Robinson, the inveterate educator, describes eight skills or competences that all major schools encourage in their learners: curiosity, creativity, critical thinking, communication, collaboration, compassion, composure and citizenship.

Nowadays, these eight competences are often reduced to four, the four Cs (creativity, critical thinking, collaboration, communication); all the great thinkers in the world of education agree that these are key skills in a learning strategy – and we are precisely not talking about teaching any more – that really seeks to prepare

our young people for the world that awaits them and that will require much more than traditional academic knowledge in order to solve problems that we are still unaware of today.

In order to initiate this learning, a real Copernican revolution in education, and to consciously integrate the learning of the 21st century competences into everyday school life, the EIMLB developed over the past year a portfolio of these so-called 'transversal' competences. Beyond the 4 C's, this portfolio also includes the other 21st century competences and groups them into four domains.

Evaluation and Feedback

'I think I did a good job. I was calm, not nervous and spoke in a clear and distinct voice, without mumbling, and overall I am proud of myself.'

Each presentation that learners make of their transversal portfolio before a jury results in an evaluation. Specifically, the jury members communicate the strong points of the presentation as well as areas for improvement or further work. The learner's performance is summarized in a grade ranging from A to F(x). Through the levels from S1 to S3, this grade is purely indicative - the evaluation being formative - and therefore does not intervene at the level of the learner's promotion. From S4 onwards, however, it will be taken into account at the level of the A grade, i.e. the assessment of the learner's daily work, for all subjects.

Competence domains

- The domain "Me, the world and my values" focuses on the role, possibilities and responsibilities of the individual in school and in society, planning and realising their life as human beings, learners and citizens.
- "Me and my learning" encompasses all aspects related to the development of the learner's knowledge and academic competences as well as his or her thinking and regulating faculties.
- "Me and others" revolves around notions of interaction such as communicative competences, team and civic spirit and empathy.
- The "Me, the media and the Digital" domain finally focuses on elements related to the digital, media and technological culture.

Apart from the evaluation of performance, the jury members also validate the skills and indicators that they consider that the learner has sufficiently demonstrated to have acquired. Thus, over the years, each learner will add to their transversal portfolio and, at the end of their school time, will have a summary of all the transversal competences that they have demonstrated and been certified by their juries. This document, which goes well beyond a traditional report or diploma, will be certified by the school management and can be used by the learners to highlight their qualities when they want to pursue their studies at university or if they are applying for a specific job.



ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS



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Extracurricular activities

MESA

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 learners and the availability of school staff and resources. Learners must obligatorily register for at least one activity during lunch break between Monday and Wednesday. They have the opportunity to participate in other activities on Thursdays and Fridays as of 13:30.

Here is the list of the activities
that are currently proposed:

1. School parliament
2. Chess
3. Badminton
4. Basketball
5. Walks
6. Running
7. Football
8. Archery
9. Drama class
10. Sewing
11. Artistic painting
12. Graffiti
13. Film club: cinematographic language
14. LEGO EV3
15. Coding & robotics
16. Arduino and 3D printing
17. Board games
18. School Band
19. Public speaking
20. Yoga
21. School magazine
22. Music spectacle
23. Mask workshop
24. Drama decoration
25. Relaxation and Mandala

Some activities last 45 minutes, others 90 minutes; thanks to the Dalton Plan, the lunch break can be arranged flexibly according to the learners' choice.



ÉCOLE INTERNATIONALE
MONDORF-LES-BAINS



Disciplinary learning

Transdisciplinary learning

The world and my values

Me and my learning

Me and the others

Me, the media and the digital

Extracurricular activities

MESA



M = motivation

E = education

S = social

A = accompanying

EIMLB socio-educational service for secondary school



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Our missions:

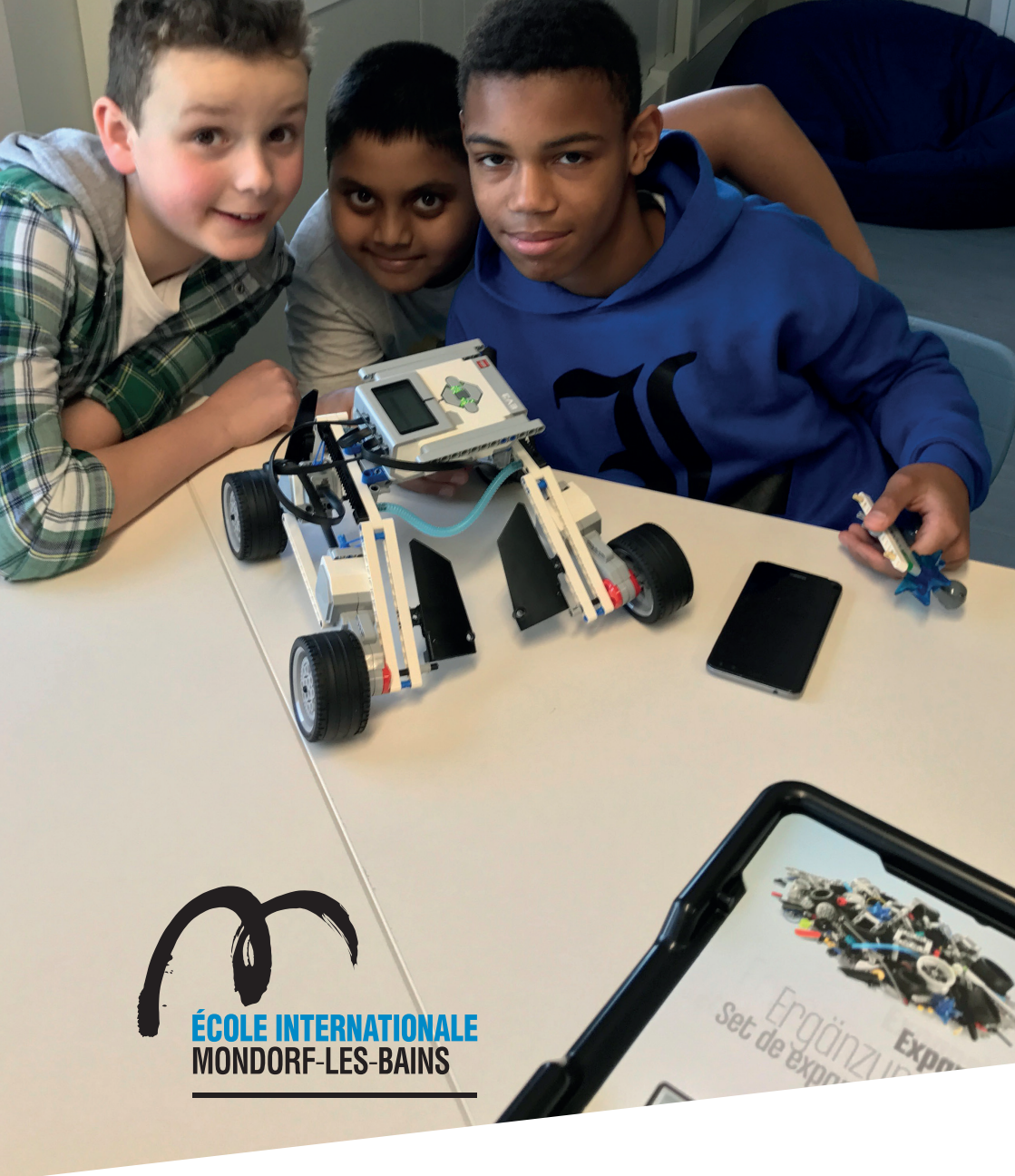
- Socio-educational projects in close collaboration with teachers
- Regular follow-up and educational supervision of students with academic, personal and educational difficulties
- Participation, organization and coordination of extracurricular activities
- Educational activities
- Accompaniment of the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

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