Steering documents and types of activities

Formal education

Cycle 1 of elementary education should allow the children to gain social experiences and to experience meaningful interactions.

The law on the organisation of elementary education (loi modifiée du 6 février 2009 [1] portant organisation de l’enseignement fondamental) lays down the following areas of learning (domaines de développement et d’apprentissage):

- Logical reasoning and mathematics (le raisonnement logique et mathématique)
- Language, Luxembourgish and language awareness (le langage, la langue luxembourgeoise et l’éveil aux langues)
- World discovery with all senses (la découverte du monde par tous les sens)
- Psychomotor skills, body expression and health (la psychomotricité, l’expression corporelle et la santé)
- Creative expression, discovery of aesthetics and culture (l’expression créatrice, l’éveil à l’esthétique et à la culture)
- Living together and values (la vie en commun et les valeurs).

The learning objectives of cycle 1 are set by the curriculum of elementary education (plan d’études [2] pour les quatre cycles de l’enseignement fondamental). An English description of basic skills levels defined for the different areas of learning is available in the publication The Levels of Competence (MENFP, 2011).

Non-formal education

In order to provide a common basis for non-formal teaching and learning, Luxembourg has recently adopted a National framework for non-formal education for children and young people (cadre de référence «Éducation non formelle des enfants et des jeunes» / Non-formale Bildung im Kinder- und Jugendbereich [3]).

A short description of this framework is provided in article 4.1. [4]

Teaching methods and materials

Formal education

Teachers have a certain liberty to choose teaching methods and materials within the principles and
guidelines provided by the ministry of Education. Budgets for pedagogical and didactical material are provided mainly by the municipalities. Material to be used by children is free of charge.

Principles and guidelines

- **Competence-based approach**: methods and materials have to be chosen according to the principles of the competence-based approach (*approche par compétences*).
- **Pedagogical teams**: as mentioned above, teachers of a given cycle are required to work together in pedagogical teams (*équipes pédagogiques*). They may decide autonomously on the form and intensity of their cooperation.
- **Importance of playing**: a play-based learning approach is favoured in cycle 1.
- **Languages and intercultural learning**: as for the other levels of education, initiation to languages and intercultural learning play an important role. Throughout the various fields of learning, teachers are recommended to carry out activities raising children’s awareness to the similarities and differences of languages and fostering a positive attitude towards linguistic and cultural diversity.

Methods and tools

Several tools have been developed in order to allow teachers to encourage learning processes according to the above-mentioned principles.

For information on the choice of teaching materials, please refer to the information provided in article 5.2 [5].

Non-formal education

As foreseen by the National framework for non-formal education of children and young people (*cadre national de référence «Éducation non formelle des enfants et des jeunes»*), the official documents do not prescribe any mandatory teaching methods or materials for ECEC. Pedagogical staff should enjoy the necessary freedom to develop and to apply adapted and innovative methodologies, such as Reggio Emilia, the situational approach (*Situationsansatz*) or Waldorf education, and to organise stimulating learning activities.
Links