

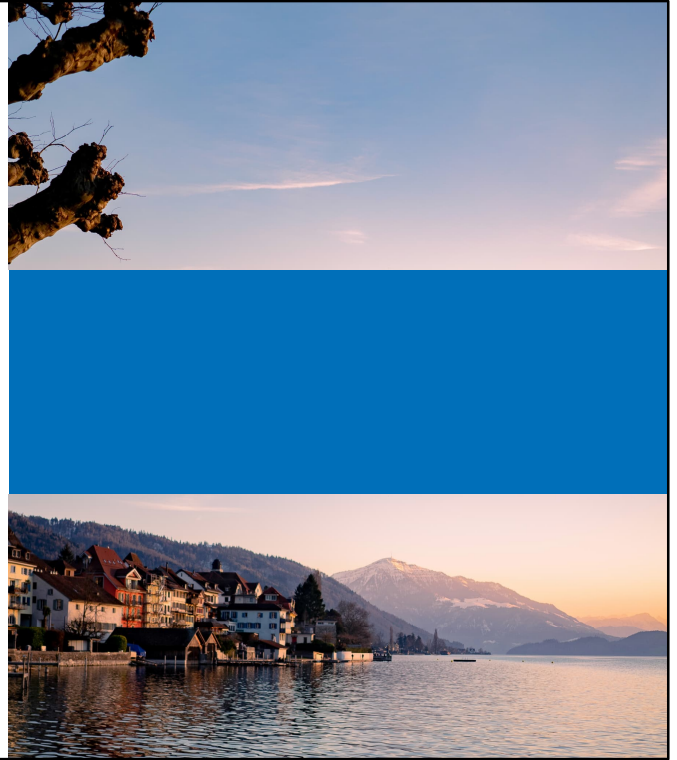


Kanton Zug

School system in the Canton of Zug

Schooling and vocational education in Zug

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Amt für gemeindliche Schulen



"Many roads lead to Rome."



© Pixabay

Flexible transfer opportunities within the multi-track school system in the Canton of Zug

- "Many roads lead to Rome".
- The school system in the Canton of Zug stands out due to its quite high flexible transfer opportunities. There's a wide scope for the different developments for children and teenagers.
- The parting of the ways at the end of primary school is the first switch point, however not the only one. There are different ways to achieve a goal. The ways can be switched again and again.
- Sometimes you can't reach your goals in a straight line. Other ways are not always detours, they can be really important in the development of a child. Therefore the straight line isn't necessarily the best way for each child. You can still achieve your goals in another way. During compulsory education, there are a lot of open doors.

Topics

1. The fundamentals
2. German as a foreign language
3. Assessment and fostering of learning
4. Kindergarten, Primary school, lower-Secondary school I (including transfer I and transfer II)
5. Supplementary school services

The following subjects are going to be presented in this presentation...

1. Fundamentals – general



- Collaboration parents - teachers - children
- Lehrplan 21 Kanton Zug (<https://zg.lehrplan.ch>)
- Regular classes, classes with additional support needs
- Integration of children with difficulties
- Supported through school remedial teachers
- In principle no repetition of classes



General information:

- In general, there is a close collaboration between school and parents. It makes sense and is profitable to cooperate with the teachers. It is important to find a solution together and be on the way as partners.
- Lehrplan 21 in the Canton of Zug
- We distinguish between regular classes and classes with additional support needs.
- In regular classes pupils achieve the learning goals.
- The learning goals are adapted in classes with additional support needs. Each child has its own programme. The class is made for children with difficulties.
- Most schools are integrative, this means that the children are integrated in the regular class.
- There they get support through remedial teachers and partly they work on a separate programme.
- In principle there is no repetition of a class.
- The headmaster of a school could grant repetitions in exceptional cases. He is in charge of a final decision.

2. German as a foreign language (DaZ)

- German as a foreign language-classes for children with little or no knowledge of German
- Classes for beginners – partly in separate classes – with 8 to 10 lessons a week
- Classes for lower intermediate learners - with a minimum of 2 lessons a week

German as a foreign language (Deutsch als Zweitsprache DaZ)

There are German beginner-lessons for children with little or no knowledge of German. Depending on the age, they get 8-10 lessons a week. These classes can be separate depending on the municipal school, so that the children can enter regular classes as soon as possible.

For foreign-language children who can communicate but still have major difficulties with German, there are German as a foreign language-classes for lower-intermediate learners with at least 2 lessons a week

3. Assessment and promotion

Assessment and fostering (A&F) - Beurteilen und Fördern (B&F)

- Subject-related (incl. methodological) skills
- Personal and social skills
- Holistic assessment → strategy for future support

Reports

- Reports with grading (Zeugnisnoten) are issued January 31st and start of July from grade 2



Beobachtungs- und Beurteilungsunterlagen

Assessment

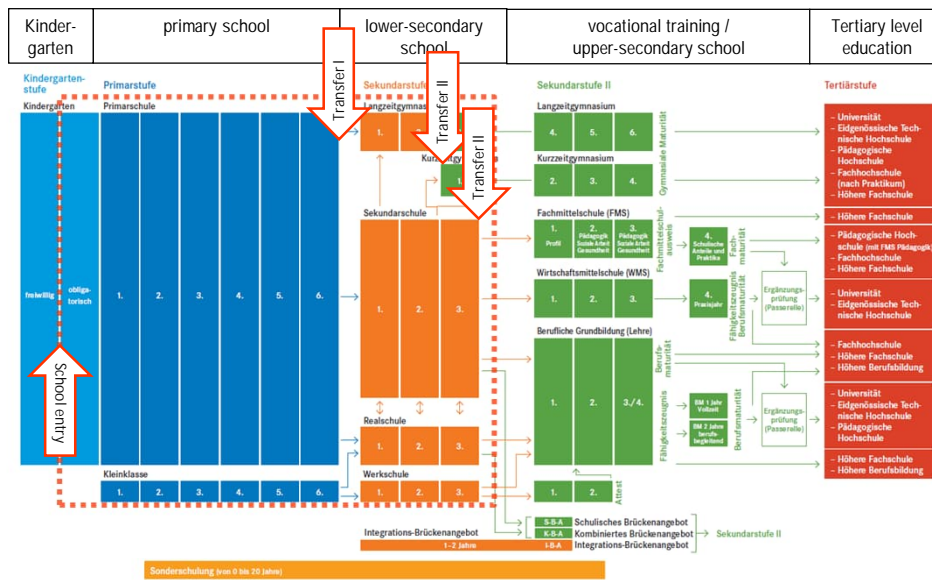
Education to independent, happy human beings, full of character and with sense for responsibility

- Recognition of learning processes
- Pedagogical understanding of learning processes
- Not only marks, skills are also important
- The assessment determines the strategy for future support and development

Reports with grading (Zeugnisnoten) are issued at the end of January and at the start of July from grade 2.

Orientation discussion - takes place each year between teacher, student and parents to determine future support.

4. Kindergarten, Primarstufe, Sekundarstufe I



Overview

- This is an overview of the school system in the canton of Zug.
- The blue and orange parts are within the compulsory schooltime.
- The schools in the green parts are cantonal offers.

Kindergarten

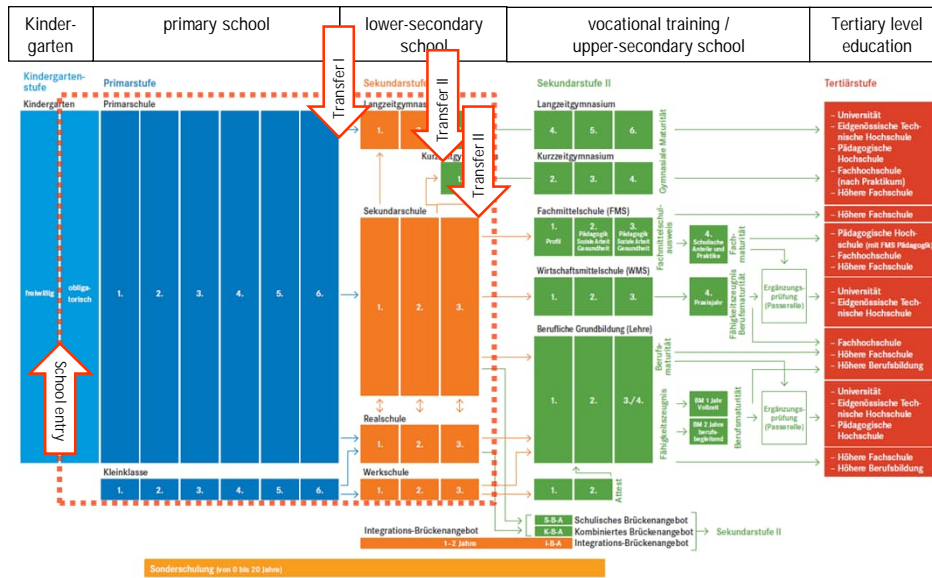
- All municipalities in the Canton of Zug offer two years of Kindergarten. The teachers work with a compulsory curriculum.
- The compulsory school time of ten years starts with the compulsory year of Kindergarten. Often, children join a voluntary year of Kindergarten first.
- The cut-off date for the compulsory Kindergarten is the 28/29 February. If a child turns 5 by then, he/she has to be enrolled (that's an obligation).
- If a child turns five by 31 May, it is authorized to visit the compulsory year of Kindergarten in August.
- An earlier or later start can be allowed by the headmaster of the school.
- Kindergarten prepares children for school. There is an interdisciplinary education according to the child's development.
- After the compulsory year, children are automatically enrolled in primary school.

Primary school

Primary school lasts for 6 years.

In general there are always two years with the same teacher (1./2., 3./4., 5./6.)

4. Kindergarten, Primarstufe, Sekundarstufe I

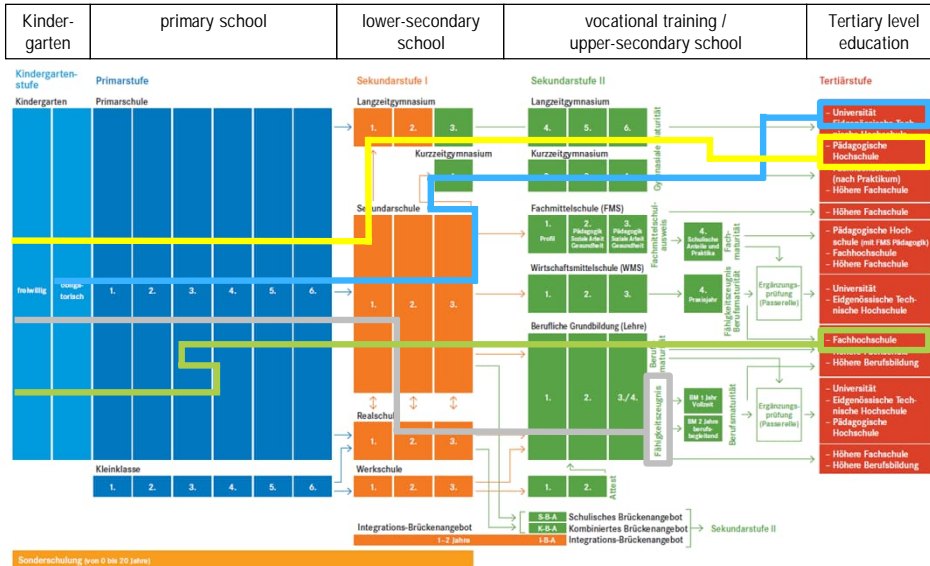


Lower-secondary school

Lower-secondary school includes the following types of school:

- Classes with additional support needs:** The class with additional support needs is a small class which provides specific support at secondary level I. It consolidates and broadens basic education and encourages practical talents. It helps students to overcome personal and educational difficulties in a targeted manner. The class with additional support needs may be integrated into the intermediate secondary school.
- Intermediate secondary level I:** The intermediate secondary school consolidates the subject matter of the primary school and broadens it by drawing on the experiences of the students. Theoretical and scientific topics are studied in a less abstract way, with more connections made to daily life.
- Secondary level I:** The secondary level prepares students to attend either upper-level baccalaureate schools or schools of vocational education and training. It demands lateral thinking, independent work and the ability to think in abstract terms.
- Baccalaureate school:** The lower level of a baccalaureate school comprises the first two years of the 6-year, long-term baccalaureate school (Langzeitgymnasium). Based on a wide general education, the lower level baccalaureate school fulfils the requirements for the baccalaureate course. It is aimed at high-achieving students who fulfil all the above-average educational requirements in terms of talent and ability. An orientation value of 5.2 is required for admission to the long-term baccalaureate school. The same value should apply for entry to the 4 year baccalaureate school (Kurzzeitgymnasium).

4. Kindergarten, Primarstufe, Sekundarstufe I

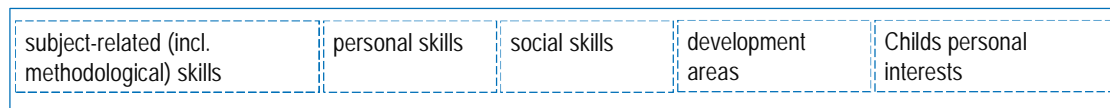


High degree of permeability

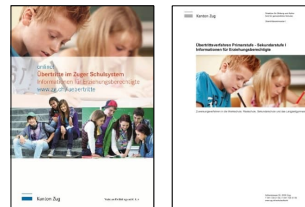
- As the following examples demonstrate our school system has a very high degree of permeability. All changes are possible. Therefore the school system anticipates development of the children in all the stages.

4.1 Transfer I

- Parents are informed early by the teacher.
- Both transfers are based on holistic assessment.



- 98 % agreement between parents and teacher, otherwise "Fehlende Einigung"
- Information leaflets and flyer about the transfers
(www.zg.ch/uebertritte)



Transfer I is at the end of primary school. It is the transfer from primary school to lower-secondary school. The transition is free of exams.

Transfer I:

Parents receive an information leaflet and a flyer about the transfer. There is an orientation discussion in grade 5 with the following topics: procedure of transfer, criterias of assessment, orientation discussion with allocation decision, school types of lower-secondary school, appeal procedure, repetition of grade 6

Evaluation discussion

- In grade 5, there is a compulsory evaluation discussion. The teacher informs parents about their child's performance.

Allocation discussion

- By 15 March, the allocation to a core class on lower-secondary level has to be made.
- A meeting with the parents takes place and the decision is an agreement of the parents and the teacher.
- The following criterias are important: the subject-specific achievements (in primary school, the reports of grade 5 2nd term and grade 6 1st term are relevant/ of importance), performance in the future, performance in the other competencies regarding to subject-related (incl. methodological) skills/social skills/personal skills, interests and talents
- If there is no agreement, a cantonal commission, «Transfer Commission I» (Übertrittskommission I), decides about the allocation.
- The decision of the Transfer Commission I is based on an assessment test as well as inspection of the previous school files.

Transfer during 1. class of secondary school to long-term baccalaureate school

The only possibility for this transfer is given during the 1. class of secondary school, if there is a predominantly good school performance until the middle of November.

4.2 Cooperative Secondary level I school

- Intermediate secondary school (Real) and secondary school (Sek) – transfers possible
- Inter-school level courses
- Level course- subjects: (A/B) Maths and English, German and/or French optional



Comprehensive secondary level I

Intermediate secondary level and secondary level collaborate with each other, they are a comprehensive secondary level I. There are comprehensive level courses A and B with lower and higher requirements. This enables intermediate secondary level-pupils to point out their strengths and helps secondary level-pupils to balance their weaknesses.

Level courses (or sets) are set in Mathematics and English. It is at the discretion of the municipalities whether they offer German and/or French as a level subject. For the classification the marks of the 2. semester in grade 6 are relevant. At the end of Grade 6 Level course A requires 4.5 and higher; Level course B 4.0 and less. You can change the level courses at the beginning of a semester, based on marks and the probable development. As an exception, the teachers' recommendation can lead to a change during the semester.

Changing of the school type between Intermediate secondary level (Realschule) and Secondary Level (Sekundarschule)

Generally a changing of the school type is possible at the start of a schoolyear. If necessary, a change during a schoolyear is also possible.

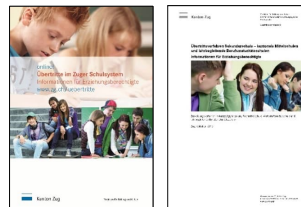
- **change of intermediate secondary school to secondary school : Higher level of proficiency**
predominantly good school performance in math, German, French, English, geography and history, science (incl. methodological skills); personal and social skills
- **change of secondary school to intermediate secondary school : Lower level of proficiency**
predominantly insufficient school performance in math, German, French, English, geography and history, science (incl. methodological skills); personal and social skills

4.3 Transfer II

- Parents are informed early by the teacher.
- Both transfers are based on holistic assessment.

Attendance at level A in level-course-subjects	Subject-related (incl. methodological) skills	social skills	personal skills	Childs personal interests
------------------------------------------------	-----------------------------------------------	---------------	-----------------	---------------------------

- Participation in an assessment test: 4.8 for 4-year baccalaureate school, 4.5 for WMS / FMS
- Information leaflets and flyer about the transfers
(www.zg.ch/uebertritte)



Transfer II is at the end of grade 2 or 3 of the secondary level (Sekundarschule). It is the transition from lower-secondary level to upper-secondary school. The transition is also free of exams.

Transfer II

Transfer end of 2. class of lower-secondary school

- At the end of 2.class of lower-secondary school you can enter the 4-year baccalaureate school. Both, the 6-year and 4-year baccalaureate school, lead to the baccalaureate certificate.

Transfer end of 3. class of lower-secondary school

- At the end of 3.class of lower-secondary school you can enter the 4-year baccalaureate school. The short-term baccalaureate school lasts 4 years and prepares for university. It leads to the baccalaureate or matura, too.
- Furthermore there is a possibility to enter specialised upper secondary school, upper specialised business school and the vocational baccalaureate school (in addition to an apprenticeship and therefore an apprenticeship contract).

The subject-specific achievements:

- In lower-secondary school the subject-specific achievements of the 1st term in class 2 or 3 in German, French, English, arithmetic/algebra, geometry, geography and history and science are relevant.

5. Supplementary school services

- Lunch (Mittagstisch)
- Homework club
- Out-of-school hours childcare
- School sport offers



Supplementary school services

- All municipalities provide various types of fee based supplementary school services (dependant on municipality).
- The supplies range from lunchtime care, support for homework to out-of-school hours childcare and school sport offers.
- The supplies are related to costs and most of them take place from Monday to Friday.
- You can combine what you need individually.

7. Questions

Contact



Abteilung Schulaufsicht:
www.zg.ch/schulaufsicht



Supervision and assessment documents

Kanton Zug Direktion für Bildung und Kultur
Amt für gemischte Schulen

Zyklus 2, 5. Klasse der Primarstufe

Orientierungsgespräch Beobachtungs- und Beurteilungsunterlagen der Lehrperson

Schüler, Schüler Lehrperson

Vorname: _____ Vorname: _____
 Name: _____ Name: _____
 Geburtsdatum: _____ Schulort: _____

Beurteilungen der fachlichen (inkl. methodischen) Kompetenzen

Fachbereich	Note	Fachbereich	Note
Deutsch		Fremdsprache	
Fransösisch		Mathematische Geometrie	
Englisch		Technik und Technisches Geistes	
Mathematik		Musik	
Medien und Informatik		Bewegung und Sport	

Beurteilungen der persönlichen und sozialen Kompetenzen

Ständige Beobachtung des Pupils im Unterricht. Die grossen farbigen Quadrate entsprechen der altersspezifischen Erwartung.

	II	I*	I	I*
erfüllt die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
erfüllt die Anforderungen weitgehend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
erfüllt die Anforderungen kaum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	II	I*	I	I*
Personale Kompetenzen				
Selbstbewusstsein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selbstständigkeit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eigenständigkeit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soziale Kompetenzen				
Team- und Interaktionsfähigkeit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Konfliktfähigkeit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respektvoller Umgang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Seite 1

Zyklus 2, 5. Klasse der Primarstufe

Förderschwerpunkte

Fachbereich	Beobachtung zum Förderbedarf
Deutsch	
Fransösisch	
Englisch	
Mathematik	
Medien und Informatik	
Natur, Mensch, Gesellschaft	
Mathematische Geometrie	
Technik und Technisches Geistes	
Musik	
Bewegung und Sport	
Personale und soziale Kompetenzen	Beobachtung zum Förderbedarf
Selbstbewusstsein	
Selbstständigkeit	
Eigenständigkeit	
Team- und Interaktionsfähigkeit	
Konfliktfähigkeit	
Respektvoller Umgang	

Die Erziehungsberechtigten bestätigen mit ihrer Unterschrift, dass das Gespräch stattgefunden hat und sie die Beobachtungs- und Beurteilungsunterlagen einsehen konnten. Die Unterschrift bedeutet nicht, dass die Erziehungsberechtigten mit der Beurteilung der Lehrperson einverstanden sein müssen.

Datum des Gesprächs: _____

Unterschrift Lehrperson: _____ Unterschrift Erziehungsberechtigte: _____

Die Erziehungsberechtigten sind einverstanden, dass die Lehrperson die Beobachtungs- und Beurteilungsunterlagen beibehalten wie abgemacht. Die Erziehungsberechtigten sind einverstanden, dass die Unterlagen dem für die Erziehungsberechtigten zuständige Amt für die Unterstützung der Schule zur Verfügung gestellt werden.

Zustimmung Erziehungsberechtigte ja nein

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 Direktion für Bildung und Kultur, Amt für gemischte Schulen
 Altkommunenstr. 26, 3000 Zug

Seite 2

Zyklus 2, 5. Klasse der Primarstufe

Leistungsübersicht für das Übertrittsverfahren – Standortbestimmung

Zugknoten 5. Klasse, 1. Semester	Note	Zugknoten 5. Klasse, 2. Semester	Zusammenfassend
Deutsch	-	Deutsch	-
Mathematik	-	Mathematik	-
Natur, Mensch, Gesellschaft	-	Natur, Mensch, Gesellschaft	-
Deutschschweiz	-	Deutschschweiz	-

Feststellungen Lehrperson

	Werkstuf*	Stufe	Sekundarstufe	Oberstufe
Zugknoten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personale und soziale Kompetenzen

	II	I*	I	I*
erfüllt die Anforderungen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
erfüllt die Anforderungen weitgehend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
erfüllt die Anforderungen kaum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standortbestimmung durch Lehrperson

	Werkstuf*	Stufe	Sekundarstufe	Oberstufe
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Die Werkstufen sind die Stufen der Sekundarstufe I und II. Die Stufen der Sekundarstufe I und II sind die Stufen der Sekundarstufe I und II.

Bemerkungen:

Seite 3



Personal / social skills (überfachliche Kompetenzen)

Beurteilungen der personalen und sozialen Kompetenzen

Tabelle: Bedeutung der Punkte im Diagramm. Die grau hinterlegte Spalte entspricht der stufenspezifischen Erwartung.

::	::	:	.
übertrifft die Anforderungen	erfüllt die Anforderungen	erfüllt die Anforderungen mehrheitlich	erfüllt die Anforderungen kaum

	::	::	:	.
Personale Kompetenzen				
Selbstreflexion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selbstständigkeit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eigenständigkeit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soziale Kompetenzen				
Dialog- und Kooperationsfähigkeit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Konfliktfähigkeit	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respektvoller Umgang	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Normbereich

Vierstufige Skala

- übertrifft die Anforderungen
- erfüllt die Anforderungen
- erfüllt die Anforderungen mehrheitlich
- erfüllt die Anforderungen kaum