





Kanton Zug

# School system in the Canton of Zug

Schooling and vocational education in Zug

Markus Kunz, Leiter Schulaufsicht, Amt für gemeindliche Schulen



The Schoolsystem in the canton of Zug is characterised by three "H":

- Highly permeable
- Highly individualized
- Holistic assessment and fostering of learning

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:

- General structures and the permeability of the system but also the collaboration between school and parents
- What possibilities are there for children with little or no knowledge of German? This is called DaZ, Deutsch als Zweitsprache (German as a foreign language)
- When and how is the performance of the children going to be assessed?
- The different school levels and their characteristics: Kindergarten, Primary, Secondary I
- Transfers to other school levels are always in focus (information about the transfer from primary to secondary I and the transfer from secondary I to cantonal baccalaureate and grammar schools)
- Various types of supplementary school services offered by the municipalities.

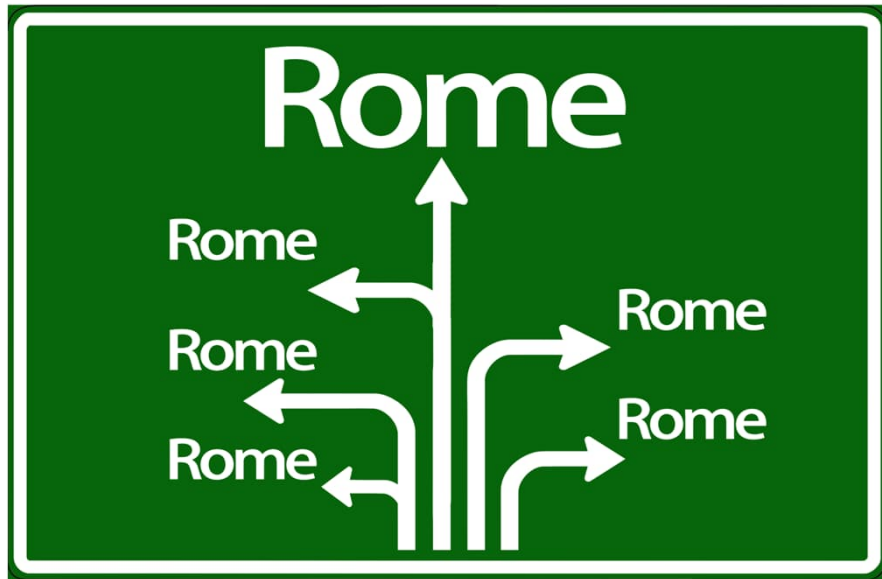
# 1. Fundamentals - general

- 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:

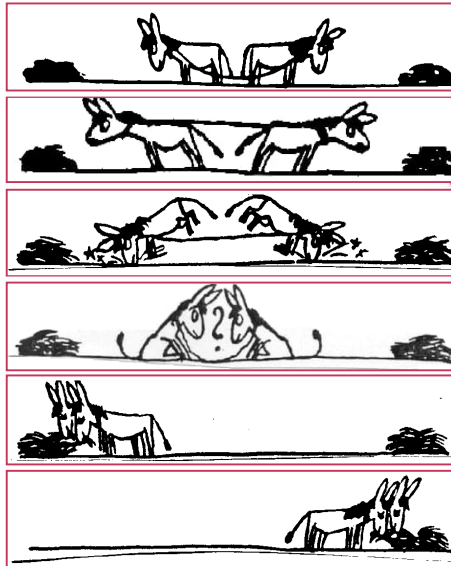
- Lehrplan 21 in the Canton of Zug (starting schoolyear 2019/20)
- We distinguish between regular classes and classes with additional support needs.
- In regular classes pupils achieve the learning goals.
- The learning goals are adapted in classes with additional support needs. Each child has its own 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.



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.

## 1. In general - collaboration



School system in the Canton of Zug



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### In General

In general, there is a close collaboration between school and parents. Doors are open.

It makes sense and is profitable to cooperate with the teachers. Contact the teacher if you have any questions or concerns. They will answer your questions.

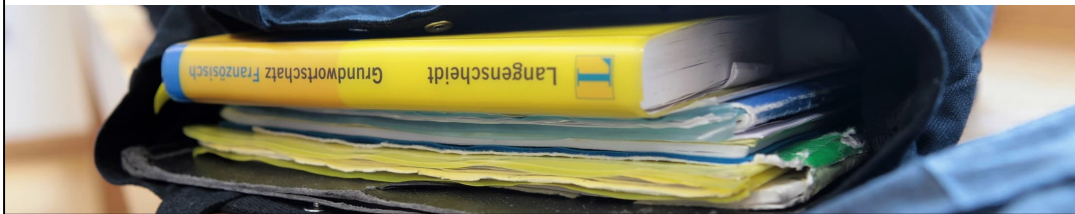
Both - parents and teachers, have the same aim - enable the student's learning success. The way to it is a controversial issue. Trust in the teacher, they have experience, they know different tracks to get a goal. Sometimes a detour is also a promising and constructive way.

If parents and teachers don't pull in the same direction, there is a tension. The child suffers from it because it wants to have a good relation with both. If parents and teachers pull in the same direction, they both arrive at each one's destination.

The school has its duties and so do the parents, also as a part of the school system. It is important to find a solution together and be on the way as partners.

## 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 31<sup>st</sup> and start of July from grade 2
- Orientation discussion - takes place each year between teacher, student and parents to determine future support.

School system in the Canton of Zug

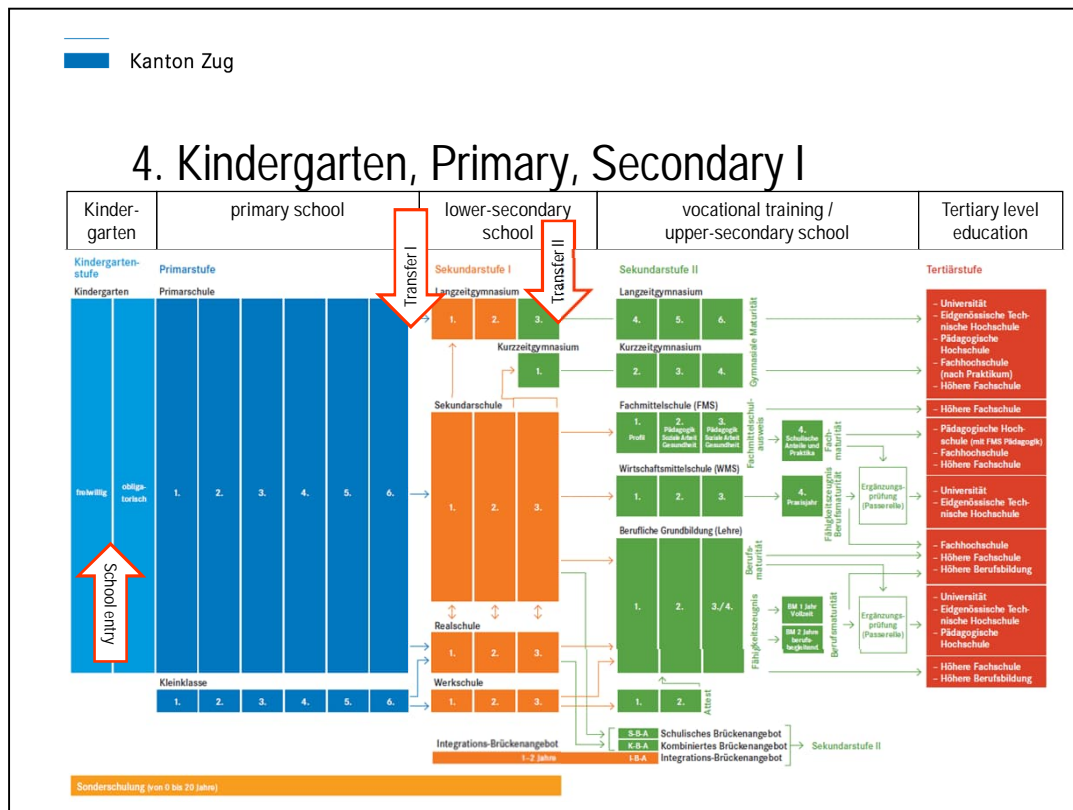
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#### Assessment

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

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



### 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 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.
- At the end of Kindergarten, children are not necessarily able to read or to calculate. These skills are part of the curriculum of the Zyklus 1.
- 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.)

### Integrative schooling

- Children with additional support needs are integrated into regular classes.
- Remedial teachers support these children.
- 9 different subjects are taught.
- As for the languages, English starts in grade 3 and French in grade 5.

### Transfer I:

#### Lower-secondary school

Lower-secondary school includes the following three 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).
- The only possibility for a transfer from secondary school zu long-term baccalaureate school is given during the 1. class of secondary school, if there is a predominantly good school performance until the middle of November.

#### Transfer II

There are different opportunities to change to upper-secondary schools. These are cantonal schools.

#### 6-year baccalaureate school

- The only transfer into the 6-year baccalaureate school is during the 1. class of lower-secondary school and only if this is consistent until mid November. The long-term baccalaureate school lasts 6 years and prepares for university. It leads to the baccalaureate or matura.

#### Cantonal schools and vocational baccalaureate

- There are different ways to enter upper secondary level: at the end of 2. class and at the end of 3. class
- Cantonal baccalaureate schools are in Menzingen and Zug, the specialised upper secondary school (FMS) and the upper specialised business school (WMS) are in Zug.
- Transfer II manages these transfers.

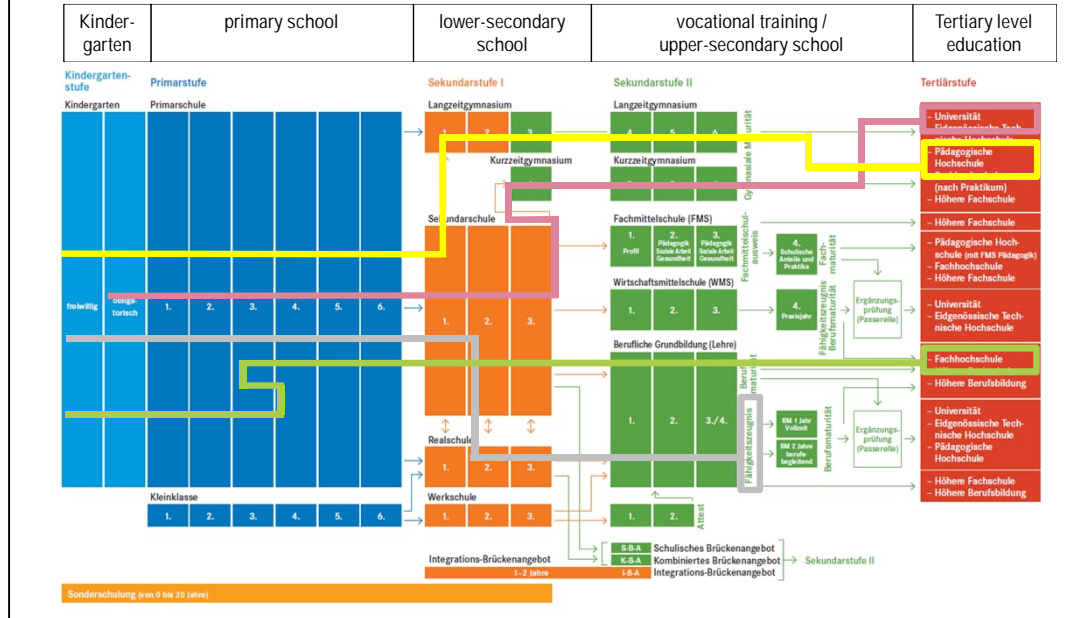
#### Transfer end of 2. class of lower-secondary school

- 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 procedure of transfer I and transfer II is the same.

## 4. Kindergarten, Primary, Secondary 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.

### Integrative system

- Zug has an integrative school system.
- Children with additional support needs are often integrated in regular classes.
- Remedial teachers support these children.
- Teachers and remedial teachers cooperate closely, work together closely.

### 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.

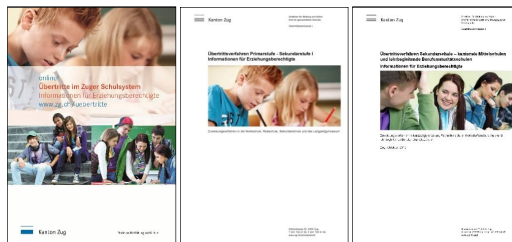
## 4.1 Transfer I and Transfer II

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

subject-related (incl. methodological) skills	personal skills	social skills	development areas	Childs personal interests
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- 98 % agreement between parents and teacher, otherwise "Fehlende Einigung"

- Information leaflets and flyer about the transfers  
([www.zg.ch/uebertritte](http://www.zg.ch/uebertritte))



Schoolsystem in the Canton of Zug

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There are two transfers:

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

There is an orientation discussion in grade 5 with the following topics to inform you about the transfer I:

- procedure of transfer
- criterias of assessment
- orientation discussion with allocation decision
- school types of lower-secondary school
- appeal procedure
- repetition of grade 6

Parents receive an information leaflet and a flyer about the transfer.

Evaluation discussion

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

For both transfers, the three criterias at the beginning are important:

- How will the child probably perform in the future?
- How is the performance in the other competencies regarding to subject-related (incl. methodological) skills, social skills and personal skills?
- What interests and talents does the child have?

And we have the subject-specific achievements.

- In primary school, the reports of grade 5 2nd term and grade 6 1st term are relevant/ of importance.
- 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.

General

- The transitions are free of exams.

Allocation discussion

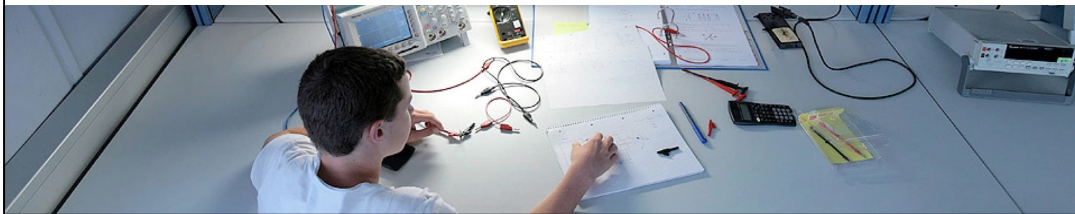
- By 15 March, the allocation to a core class on lower-secondary level has to be made.
- A meeting with the parents takes place.
- The decision is an agreement of the parents and the teacher.

No agreement

- If there is no agreement, a cantonal commission, called «Transfer Commission I+II» (Übertrittskommission I+II), decides about the allocation to a core class.
- The decision of the Transfer Commission I is based on an assessment test as well as inspection of the previous school files.
- The commission decides by mid-May.

## 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 of the student. 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 new 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

## 5. Supplementary school services

- Various types of supplementary school services - dependant on municipality (fee based offers)
- Lunch (Mittagstisch)
- Homework club
- Out-of-school hours childcare
- School sport offers
- Holiday offers in some communities



### Supplementary school services

- All municipalities provide various types of supplementary school services.
- 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.




## Questions?





# Zeugnisse – Graded reports


**Kanton Zug**

Direktion für Bildung und Kultur  
 Amt für gemeinsame Schulen

**Zeugnis**  
 Primarstufe, 6. Klasse

Vorname ☐ weiblich ☒ männlich  
**Hans**

Der Schüler  
 - organisiert Arbeiten sinnvoll ☐ ☐ ☐ ☐  
 - schließt eigene Erfahrungen mitein ☐ ☐ ☐ ☐  
 - arbeitet mit anderen (kollektiv) zusammen ☐ ☐ ☐ ☐  
 - verhält sich respektvoll ☐ ☐ ☐ ☐  
 - handelt sich für eine Lösung ☐ ☐ ☐ ☐  
 - übernimmt Verantwortung ☐ ☐ ☐ ☐

Name **Master**  
 Geburtsdatum  
 Schuljahr **2019/2020**  
☐ 1. Semester ☒ 2. Semester

Fächer, Fachbereiche  
 Deutsch  
 Französisch  
 Englisch  
 Mathematik  
 Natur und Informations  
 Natur, Mensch, Gesellschaft  
 Bildnerisches Gestalten  
 Textiles und Technisches Gestalten  
 Musik  
 Bewegung und Sport

Bemerkungen  
 keine

Datum / Unterschrift Lehrperson  
**26.06.2020**  
 Ernst Leupers

Datum / Unterschrift Erziehungsberechtigte


**Kanton Zug**

Direktion für Bildung und Kultur  
 Amt für gemeinsame Schulen

**Zeugnis**  
 Sekundarstufe I, 2. Klasse
 

Vorname ☐ weiblich ☒ männlich  
**Emmanuel**

Der Schüler  
 - organisiert Arbeiten sinnvoll ☐ ☐ ☐ ☐  
 - schließt eigene Erfahrungen mitein ☐ ☐ ☐ ☐  
 - arbeitet mit anderen (kollektiv) zusammen ☐ ☐ ☐ ☐  
 - verhält sich respektvoll ☐ ☐ ☐ ☐  
 - handelt sich für eine Lösung ☐ ☐ ☐ ☐  
 - übernimmt Verantwortung ☐ ☐ ☐ ☐

 Name **Fred**  
 Geburtsdatum **13.06.2005**  
 Schuljahr **2019/2020**  
☒ 1. Semester ☐ 2. Semester
 
 Fächer, Fachbereiche  
 Deutsch  
 Französisch  
 Englisch  
 Mathematik  
 Natur und Technik  
 Medien und Informations  
 Natur, Mensch, Gesellschaft  
 Bildnerisches Gestalten  
 Textiles und Technisches Gestalten  
 Musik  
 Bewegung und Sport
 
 Noten  
 Deutsch 5.0  
 Französisch 4.5  
 Englisch 5.0  
 Mathematik 5.0  
 Natur und Technik 5.0  
 Medien und Informations 5.0  
 Natur, Mensch, Gesellschaft 5.0  
 Bildnerisches Gestalten 5.0  
 Textiles und Technisches Gestalten 5.0  
 Musik 5.0  
 Bewegung und Sport 5.0  
 Persönliche Orientierung 5.0  
 Religion 5.0
 
 Karitative Wahlfächer  
 Informations 5.0  
 Bildnerisches Gestalten 5.0  
 Textiles und Technisches Gestalten 5.0  
 Musik 5.0  
 Heimische Sprache und Kultur  
 Griechisch 5.0
 
 Bemerkungen  
 Unfallsbedingte Absenz vom 22.09.2019 bis 23.10.2019
 
 Datum / Unterschrift Lehrperson  
**21.01.2020**  
 Ernst Leupers
 

Datum / Unterschrift Erziehungsberechtigte

# Supervision and assessment documents

Primarstufe, 5. Klasse  
Beobachtungs- und Beurteilungsurteilungen

### Fachkompetenzen

Welche Dienstleistung trägt die Schülerin, der Schüler?

Fachkompetenz umfasst die Fähigkeit, Fachwissen zu erklären und entsprechend zu handeln.

**Indikator**

Die Schülerin, der Schüler ist Aufgaben entgegen.

**Indikator**

Die Schülerin, der Schüler

- hat Freude an der Arbeit
- erkennt das Wesentliche bei Aufgabenstellungen
- arbeitet zusammenhängend
- sucht Lösungen mit gezielten Fragen
- entwickelt Ideen zur Lösung eines Problems
- überlegt Strategien zur Lösung von Aufgabenstellungen
- arbeitet in angemessener Tempo

**Indikator**

Die Schülerin, der Schüler versteht Geometrie an

**Indikator**

Die Schülerin, der Schüler

- zeigt Geometrie in der Natur an
- versteht Geometrie auch nach längerer Zeit an
- versteht geometrische Begriffe richtig an

Primarstufe, 5. Klasse  
Beobachtungs- und Beurteilungsurteilungen

### Sozialkompetenzen

Wie verhält sich die Schülerin, der Schüler gegenüber Mitschülern?

Sozialkompetenz umfasst die Fähigkeit, in Gemeinschaft Verantwortung wahrzunehmen und entsprechend seine Reaktion zu handeln.

**Indikator**

Die Schülerin, der Schüler arbeitet mit anderen

**Indikator**

Die Schülerin, der Schüler

- beteiligt sich konstruktiv an Gruppenarbeiten
- geht verantwortlich auf Beiträge von anderen ein
- hat Meinungen und Bedürfnisse angemessen mit
- nicht die eigene Arbeit in der Gruppe auf das Ziel aus
- hat anderen bei Bedarf

**Indikator**

Die Schülerin, der Schüler verhält sich respektvoll.

**Indikator**

Die Schülerin, der Schüler

- respektiert andere Ansichten und Meinungen
- trägt in Konfliktsituationen zu fairen Lösungen bei
- begreift Lernprozesse respektvoll
- begreift Schülern und Schülern respektvoll

Primarstufe, 5. Klasse  
Beobachtungs- und Beurteilungsurteilungen

### Lernkompetenzen

Welche Vorgehensweise versteht die Schülerin, der Schüler an?

Lernkompetenz umfasst die Fähigkeit, Informationen zu erschließen sowie über Arbeitsstrategien zu verfügen, um Aufgaben selbst zu planen, zu organisieren und zu beurteilen.

**Indikator**

Die Schülerin, der Schüler organisiert Arbeiten sinnvoll.

**Indikator**

Die Schülerin, der Schüler

- plant eigene Arbeitsaufträge
- beschafft sich die Aufgabe entsprechende Informationen und Material
- richtet sich den Arbeitsprozess der Aufgabe entsprechend ein
- organisiert die verschiedenen Aufgaben
- arbeitet selbstständig
- erledigt Arbeiten sorgfältig

**Indikator**

Die Schülerin, der Schüler schätzt eigene Fähigkeiten realistisch ein.

**Indikator**

Die Schülerin, der Schüler

- bestimmt Lernfortschritt
- schätzt sich anhand von Lernzeiten realistisch ein
- bestimmt eigene Stärken und Schwächen (Überlegen)
- bestimmt, Genetik, etc.)
- wird sich selbst realistische Ziele

Primarstufe, 5. Klasse  
Beobachtungs- und Beurteilungsurteilungen

### Selbstkompetenzen

Was trägt die Schülerin, der Schüler zum eigenen Lernprozess bei?

Selbstkompetenz umfasst die Fähigkeit, für sich selbst Verantwortung zu übernehmen, entsprechend zu handeln und Regeln einhalten zu können.

**Indikator**

Die Schülerin, der Schüler motiviert sich für das Lernen.

**Indikator**

Die Schülerin, der Schüler

- zeigt selbstständiges Interesse
- bringt eigene Meinungen, Ideen und Vorschläge ein
- beteiligt sich aktiv am Unterricht
- beginnt von sich aus zu arbeiten
- motiviert sich nach Meinungen ein
- zeigt Ausdauer

**Indikator**


Die Schülerin, der Schüler übernimmt Verantwortung.

**Indikator**

Die Schülerin, der Schüler

- übernimmt Verantwortung für das eigene Lernen und Handeln
- übernimmt Verantwortung für die Zusammenarbeit
- hält sich an Vereinbarungen und Regeln (Hausordnung, Schul- und Disziplinierung, Abwesenheitsregeln und Absprachen, Anordn., etc.)
- kann (Prüfen nach Hausaufgaben, Plankontrolle, etc.)

## Assignment Decision: Transfers 1 and 2



## Kanton Zug

Direktor für Bildung und Kultur  
Amt für gemeindliche Schulen

**Übertritt Primarstufe – Sekundarstufe I  
Zuweisungsentscheid**

Der Zuweisungsentscheid wurde für die Zuweisung der Schulkinder, des Schülers zu einer Schulart der Sekundarstufe I folgender Entscheidung getroffen:

Vorname ☐ weiblich ☐ männlich

Name \_\_\_\_\_

ist berechnigt, im Schuljahr \_\_\_\_\_

de 1. Klasse der folgenden Schulart der Sekundarstufe I zu besuchen: (Ankreuzen)

☐ Werkstufe  
☐ Lehrgang in Berufsschule  
☐ separativ  
☐ Realstufe  
☐ Sekundarstufe  
☐ Langzeitgymnasium

Die Schulart muss immer angegeben werden, auch wenn die Schulkinder, der Schüler eine Privatschule besuchen wird.

☐ Privatschule (Name der Schule) \_\_\_\_\_


Ort, Datum \_\_\_\_\_

Unterschrift Schulkinder, Schüler \_\_\_\_\_

Unterschrift Erziehungsberechtigte \_\_\_\_\_

Unterschrift Lehrperson \_\_\_\_\_

Das Formular ist bis spätestens 10. März auszufüllen und zusammen mit der Schulart zu übermitteln.  
bei gemeindlichen Schulen an die Ratoren, den Rektor, bei Privatschulen an die Schulleitung.



## Kanton Zug

Direktor für Bildung und Kultur  
Amt für gemeindliche Schulen

**Übertritt 3. Klasse Sekundarstufe – 1. Klasse kantonale Mittelschule  
Zuweisungsentscheid**

Der Zuweisungsentscheid wurde für den Übertritt in eine kantonale Mittelschule bzw. eine lehrgangsteilige Berufsmaturitätsstufe nachfolgender Entscheidung getroffen:

Vorname ☐ weiblich ☐ männlich

Name \_\_\_\_\_

ist berechnigt, im Schuljahr \_\_\_\_\_

de 1. Klasse der folgenden Schule der Sekundarstufe II zu besuchen: (Ankreuzen)

☐ Kurzzeitgymnasium  
☐ Weiblichkeitskolleg-Schule  
☐ Fachoberschule  
☐ Lehrgangsteilige Berufsmaturitätsstufe

Erziehungsberechtigte

Vorname Name \_\_\_\_\_

Nachname Name \_\_\_\_\_

Adresse \_\_\_\_\_

PLZ Ort \_\_\_\_\_

Telefonnummer \_\_\_\_\_

Ort, Datum \_\_\_\_\_

Unterschrift Schulkinder, Schüler \_\_\_\_\_

Unterschrift Erziehungsberechtigte \_\_\_\_\_

Unterschrift Lehrperson \_\_\_\_\_

Das Formular ist bis spätestens 20. März auszufüllen und zusammen mit der Schulart der kantonale Mittelschule bzw. lehrgangsteilige Berufsmaturitätsstufe bis spätestens Ende März an den Amt für Berufsbildung weiterzugeben.