

international school edward steichen
clervaux
| accredited european school |

lycée edward steichen
clervaux

CAREER GUIDANCE CELLULE D'ORIENTATION



CONTENT

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2. Responsibilities
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4. OSCAR
5. Coaching for learning



CONTACT

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Teams: LESC-Communauté
>>Vadémécum >> ABC >>
Orientation des élèves

COORDINATION

- **Jeff Bourgraff** (CO-member)

EIES

- **Max Wolff** (CO-member)
- **David Eckes** (CO-member)
- **Laurence Eparvier**
- **Giles Kerridge**
- **Frances Wiltcher**

ESC

- **Anne Eicher** (CO-member)
- **Florence Urhausen** (CO-member)



GUIDANCE TEAM



ESG

- **Jeff Bourgraff** (CO-member)
- **Ankie Huijben**
- **Christiane Schaack** (CO-member)

VP

- **Tom Bever** (CO-member)
- **René Moonen** (CO-member)

SEPAS

- **Joëlle Hoffmann**
- **Fabienne Linden**

GUIDANCE TEAM & RESPONSIBILITIES

Jeff Bourgraff

(CO member, career guidance teacher)

COORDINATION

- Reference person for the members of the school community's questions regarding the orientation
 - Orientation and reorientation FAQ
 - Individual (Re)Orientation meetings with students
 - Class council consultant
- Reference person for external partners (Maison de l'orientation, other schools, Chambres professionnelles) & Public relations
- Definition and evaluation of the LESC's orientation needs
- Coordination:
 - Orientation procedure (ACCU, VP, ESG, ESC, EIES)
 - Team OSCAR
 - Trial internships & company visits
 - Contact with parents
- ESG manager orientation procedure:
 - Promotion
 - Information events
 - Trial internships & visits of companies
- Reference person ESG for parents, teachers and class teachers

Max Wolff

(CO member)

EIES

- Directorate reference person, EIES coordination
- Public relations

TEAM



David Eckes

(CO member, career guidance teacher EIES-DE)

EIES

- EIES manager orientation procedure:
 - Option choices & promotion
 - Trial internships & visits of companies
 - Information events
 - Newsletter upper level classes
 - Visits of student information events
- Individual orientation meetings with students
- Reference person EIES-DE for parents, teachers and class teachers
- All school types: post-secondary education guidance (German-speaking countries)

Laurence Eparvier

(Career guidance teacher ACCU)

EIES

- ACCU manager orientation procedure, reference person SECAM & CASNA
- Orientation meetings with ACCU students
- Info & guidance:
 - Types of school
 - Requirements in language subjects
 - Training opportunities
- Individual orientation meetings with students
- Reference person ACCU for parents, teachers and class teachers

Giles Kerridge

(Career guidance teacher EIES-EN & FR)

EIES

- EIES-EN & FR: Individual orientation meetings with students
- Info & guidance:
 - Option choices
 - Promotion
 - European Baccalaureate
 - Career & study choices
- Reference person EIES-EN & FR for parents, teachers and class teachers
- Information events for parents and students
- All school types: post-secondary education guidance (English-speaking countries)

TEAM

GUIDANCE TEAM & RESPONSIBILITIES

Frances Wiltcher

(Career guidance teacher EIES-EN & FR)

EIES

- EIES-EN & FR: Individual orientation meetings with students
- Info & guidance:
 - Option choices
 - Promotion
 - Career & study choices
- Reference person EIES-EN & FR for parents, teachers and class teachers
- Information events for parents and students
- All school types: post-secondary education guidance (English-speaking countries)

Anne Eicher

(CO member, career guidance teacher ESC)

ESC

- ESC manager orientation procedure:
 - Trial internships
 - Post-secondary education FAQ
 - Newsletter upper level classes
 - Visits of student information events
- Individual orientation meetings with students
- Reference person ESC for parents, teachers and class teachers
- Information events for parents and students
- All school types: post-secondary education guidance (Luxembourg, French-speaking countries)

TEAM

Florence Urhausen

(CO member, career guidance teacher ESC)

ESC

- ESC manager orientation procedure:
 - Trial internships
 - Post-secondary education FAQ
 - Newsletter upper level classes
 - Visits of student information events
- Individual orientation meetings with students
- Reference person ESC for parents, teachers and class teachers
- Information events for parents and students
- All school types: post-secondary education guidance (Luxembourg, French-speaking countries)

Ankie Huijben

(Career guidance teacher ESG)

ESG

- - o Individual orientation meetings with students
 - o Reference person ESC for parents, teachers and class teachers
 - o Information events for parents and students
-

Christiane Schaack

(CO member, career guidance teacher ESG)

ESG

- Individual orientation meetings with students
- Support regarding the class council
- Coordination Team OSCAR
- ESG manager orientation procedure
 - Promotion,
 - Information events
 - Trial internships & company visits
- Reference person ESG for parents, teachers and class teachers

GUIDANCE TEAM & RESPONSIBILITIES

Tom Bever

(CO-Mitglied, Orientierungslehrer VP)

VP

- VP manager orientation procedure:
 - Promotion
 - Information events
 - Trial internships & company visits
- Individual orientation meetings with students, Information and counseling: advanced training offers, work life, alternatives to combat inactivity
- Coordination OSCAR in VP
- ACLIO Teacher: support for students transitioning to the classes 5P, 5AD, CIP

René Moonen

(CO-Mitglied, Orientierungslehrer VP)

VP

- Coordination: VP, SNJ-ALJ & ADEM, activities by the ACILO teachers
- Individual orientation meetings with students, Information and counseling: advanced training offers, work life, alternatives to combat inactivity
- Manager transition from lower secondary school to vocational training:
 - Trial internships & company visits
 - LuxSkills
 - OSCAR Basic Check
 - Barbecue with regional business people

Joëlle Hoffmann

(CO-Mitglied)

SEPAS

- SePAS reference person:
 - Reorientation, school dropouts & contact SNJ-ALJ
 - Difficult coaching cases
 - OSCAR: awareness raising

Fabienne Linden

(CO-Mitglied)

SEPAS

- SePAS reference person:
 - Reorientation, school dropouts & contact SNJ-ALJ

In our work we are guided by the concept of Careers Education & Guidance, which is why we support every student in their decisions regarding their future. The Lycée Edward Steichen aims to provide a procedure that takes the needs, desires and abilities of every student into consideration.

By means of the career guidance, the following objectives can be achieved:

- Analysis of each student's individual situation (interests, ability and personal development of the student).
- Information (opportunities, real working conditions in relation to our school offer, study guidance, higher education possibilities, possible reorientation)
- Student support (full documentation, regular private meetings)
- The reorientation of students or a change of academic path, if appropriate.
- Student counselling of the ESC, the ESG, the EEA and the VP at key moments in the school career.
- The organization of visits at companies and trial traineeships.

In order to adhere to these goals, the *cellule d'orientation* develops the necessary methods based on two fundamental pillars: learning coaching and guidance information sessions integrated in the weekly schedule (OSCAR).

Goals

Growing up is hard - The transition period from childhood to adulthood is a time of profound change for adolescents. Young people face many questions about their future and their career: Where do my interests differ from those of others? What are my strengths, talents, but also my weaknesses? What goals am I pursuing? How do I learn properly? How do I prepare for an internship or work experience? What field of study, profession, apprenticeship or degree would I like to choose one day?

By providing our students with information, creating spaces for work experience and strengthening their potential in the OSCAR courses (Promoting and developing self, social, information and decision-making skills), we enable them to manage their school career and later their professional career independently and in a self-determined manner. In this sense, we promote the following skills:

- Self competence: knowing and assessing abilities, interests and wishes
- Social competence: living and working together with other people
- Literacy and information finding competence: finding, evaluating and using information
- Decision-making competence: Defining and pursuing goals

Organisation

The compulsory timetable of our younger students (S1-S3 classes) includes a weekly OSCAR course, which takes place from 11:45-12:30 or from 12:30-13:15. In the higher year groups (currently S4 classes), the courses take place at more irregular intervals. The courses are planned and run by members of the school's senior leadership team, SePAS staff and teachers. The thematic sessions are mainly divided into three units of 45' each.

OSCAR topics

S1-7C-7G-VP1

- Me & the school community
- I learn to learn
- Me & Media
- My strengths and talents

S2-6C-6G-6P/6PF

- Me & Media
- My strengths and weaknesses
- I explore the world of work
- My future at school

S3-5C-5G-5P/5PF

- I am experiencing the working world
- I make decisions for my future at school
- Implementing ideas - entrepreneurship
- Dealing with stress

S4-S7, 4C-1C, 4G-1G

- I make decisions for my future at school (optional courses)
- I explore the world of work
- Visits of university and further education fairs
- Studying, vocational training / apprenticeship or job?

OSCAR partners

In addition to our guidance teachers, the transition to the upper school, vocational training or university studies is supported by:

- Representatives from the regional business world
- SNJ-ALJ (transition to the training system)
- Jonk Entrepreneurs (Fit for Life, business & finance in everyday life)

We also work with partner institutions and organisations that have years of experience working with adolescents:

- BeeSecure (educating children and young people on how to use the internet).
- Planning Familial (sexual health)
- Police (alcohol and drug prevention)

WHY LEARNING COACHES AT LESC ?

Fostering the students' study skills

1. Main Focus: Learning as a process

- Creating, rethinking and enhancing learning strategies and learning skills
- Optimising stress, time and self-management
- Overcoming motivation and concentration problems
- Providing additional challenging tasks for talented learners
- Resolving learning difficulties or cognitive overload
- Reflecting on apprenticeship or career plans

2. Goal: Promoting transversal key competences

- Interpersonal Skills
 - » Communication skills
- Human Resources skills
 - » Self-awareness and reflectivity
 - » Frustration tolerance and self-efficacy
 - » Self-responsibility and determination
- Methodical skills
 - » Problem-solving skills
- Expertise
 - » Expertise on learning

Literature
Teams: LESC-Communauté >>
Vadémécum >> ABC >>
Coaching pédagogique

KNOW-WHY



3. Environment: Creating a trustworthy consultation atmosphere

- Clarifying clear roles through introductory words, seating and consultation atmosphere
- Being framework outliner, listener, mediator and interviewer
- Being a guiding expert (input for learning strategies, learning factors and boosting motivation)
- Giving impulses rather than advice
- Encouraging discussion rather than instructing
- Encouraging the students' self-reflection and independent problem-solving process
- Providing the students with resource-assisted and open-minded support in regard to their apprenticeship, study and career plans

I AM A LEARNING COACH – HOW DOES IT WORK ?

1. Personal Skills

- Fundamental advisory attitude
 - » Empathy
 - » Humour
- Perceptual and observation skills
 - » Empathetic understanding
 - » Paraverbal and nonverbal signals
- Reflectivity (own emotions)
 - » Realising and ignoring your own subjectivity
 - » Not being instrumentalised
- Flexibility
 - » Letting the student be the expert themselves
 - » Holding back content-related advice
 - » Being open and solution-oriented

2. Interpersonal Skills

- Professional conversational skills (further internal training by the Cellule d'Orientation)
- Managing both emotional proximity and distancing
 - » Compassion instead of suffering along = professional distance

3. Methodical Skills

- Organisational skills
- Framework creation
- Learning process design (internal training as well as subject and the *Methodenbox* information of the *Cellule d'Orientation*)

4. Professional Skills

- Knowledge about crucial learning factors
 - » Avoiding one-dimensional views
- Knowledge about individuality in learning processes
 - » Creating working hypothesis and not presenting students with facts
 - » Constant verification, confirmation, rejection and modification of working hypothesis





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