



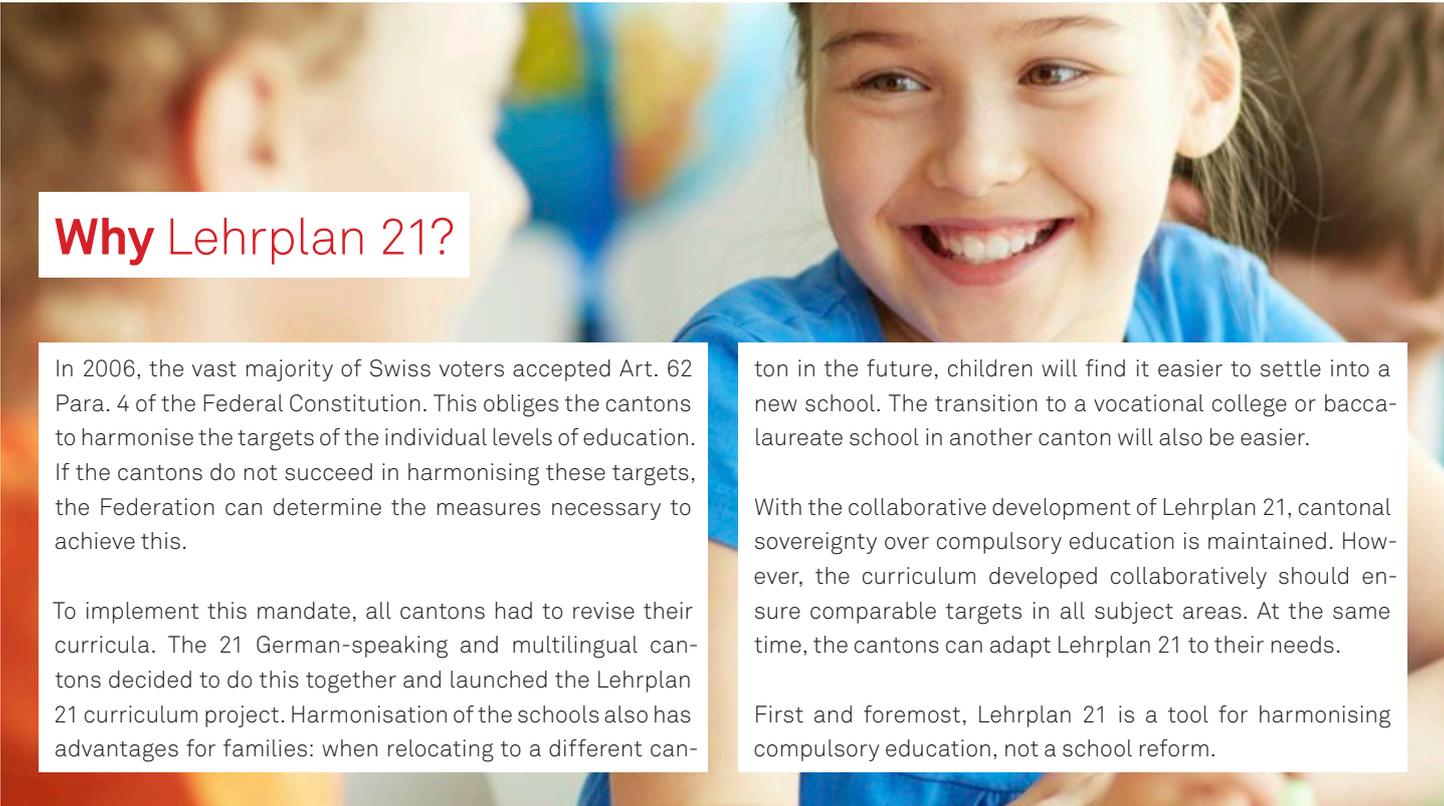
Lehrplan 21

The key facts at a glance



D-EDK

Deutschscheizer
Erziehungsdirektoren-
Konferenz



Why Lehrplan 21?

In 2006, the vast majority of Swiss voters accepted Art. 62 Para. 4 of the Federal Constitution. This obliges the cantons to harmonise the targets of the individual levels of education. If the cantons do not succeed in harmonising these targets, the Federation can determine the measures necessary to achieve this.

To implement this mandate, all cantons had to revise their curricula. The 21 German-speaking and multilingual cantons decided to do this together and launched the Lehrplan 21 curriculum project. Harmonisation of the schools also has advantages for families: when relocating to a different can-

ton in the future, children will find it easier to settle into a new school. The transition to a vocational college or baccalaureate school in another canton will also be easier.

With the collaborative development of Lehrplan 21, cantonal sovereignty over compulsory education is maintained. However, the curriculum developed collaboratively should ensure comparable targets in all subject areas. At the same time, the cantons can adapt Lehrplan 21 to their needs.

First and foremost, Lehrplan 21 is a tool for harmonising compulsory education, not a school reform.

What is a curriculum?

A curriculum specifies what pupils learn in each subject area and in each cycle. It provides the basis for developing teaching materials, a planning tool for teachers and for teacher education and training. At the same time, it shows second-

ary schools, training companies and parents what children and young people should know and be capable of after each school level.

How is Lehrplan 21 structured?

Most previous curricula were structured according to school levels, with the cantons having different gradations between the levels. The whole of Switzerland has thus agreed on three cycles that are compatible with the school levels in the cantons.

Basic competences (national education standards) in the language of instruction, foreign languages, mathematics and natural sciences are specified for the end of year 2, the

end of year 6 and the end of compulsory education, and these apply for all language regions. These also provide the basis for Lehrplan 21.

first cycle	second cycle	third cycle
Kindergarten and 1 st /2 nd grade	3 rd -6 th grade (primary level)	1 st - 3 rd grade (lower secondary)

The subject areas of Lehrplan 21

The subject areas of Lehrplan 21 tie in with existing curricula in the cantons and with the current status of subject-related and didactic development.

first cycle	second cycle	third cycle
Kindergarten and 1 st /2 nd grade	3 rd -6 th grade (primary level)	1 st - 3 rd grade (lower secondary level)
German	1 st foreign language	2 nd foreign language
		Italian
Mathematics		
General science and social studies		Nature and Technology (including Physics, Chemistry, Biology) Economics, World of work, Nutrition Geography, History and Civic education Ethics, Religions, Community
Art, craft and design: Visual arts / Textile and technical crafts		
Music		
Physical education		
	Media and Informatics	
		Vocational orientation
Education for sustainable development		
Transversal competences	Personal · Social · Methodological skills	

Competences

Lehrplan 21 describes the competences that pupils must achieve during compulsory education. To acquire a competence, three things are needed:

Knowledge: the knowledge and understanding I need to solve a task. This includes analysing and structuring information.

Ability: the capability and skill to use and put knowledge into practice to enable me to solve a task.

Determination: the willingness, attitude and mindset to acquire and apply knowledge and skills.

Lehrplan 21 places a stronger focus on linking and applying knowledge, as well as on capabilities and skills.

In teaching aimed at acquiring skills, teachers are of crucial importance. On the one hand, they use diverse methods to create learning environments and lessons that are rich in subject-specific content and, on the other hand, they support pupils in their learning pedagogically and in terms of subject-related didactics.

Fundamental requirements and focus and of the cycle

For each competence, the development of knowledge and ability is described in levels. Lehrplan 21 specifies fundamental requirements for each cycle. The **fundamental requirements** refer to those competence levels that pupils should achieve by the end of the cycle. They achieve the fundamental requirements during the course of the cycle at different moments in time. Many pupils then work on achieving the next competence levels.

The **mission of the cycles** is defined in the competence levels that are the focus of the work in each cycle. Pupils must have the opportunity to work on the competence levels that are part of the cycle and go beyond the basic requirements.

		1 Die Schülerinnen und Schüler können Rechenwege darstellen, beschreiben, austauschen und nachvollziehen. Die Schülerinnen und Schüler ...	Querverweise EZ
Auftrag des 1. Zyklus	1	a können zeigen, wie sie zählen.	
		b können Summen darstellen und Darstellungen nachvollziehen (z.B. auf dem 20er-Feld oder auf dem Zahlenstrahl).	
		c können Rechenwege zu Additionen und Subtraktionen darstellen und nachvollziehen (z.B. $18 + 14$ mit Hilfe des Rechenstrichs).	
Auftrag des 2. Zyklus		d erkennen in grafischen Modellen multiplikative Beziehungen, insbesondere Verdoppelungen und 1 - mehr bzw. 1 - weniger (z.B. 3 · 4 und 6 · 4 in einem Punktefeld als Verdoppelung).	
	2	e können Rechenwege zu den Grundoperationen darstellen, austauschen und nachvollziehen (z.B. $80 + 5 + 5 + 5 + 5 = 80 + 4 \cdot 5$; $347 - 160 \rightarrow 160 + 40 + 147 = 347$).	
		f können Rechenwege zu Grundoperationen mit Dezimalzahlen darstellen, austauschen und nachvollziehen (z.B. $35,7 + 67,8$ in mehrere Summanden zerlegen und auf dem Rechenstrich darstellen).	
Auftrag des 3. Zyklus		g können Summen, Differenzen und Produkte von Brüchen und von Dezimalzahlen mit geeigneten Modellen darstellen und beschreiben (z.B. Produkt: $\frac{1}{2}$ von $\frac{3}{4}$ mit dem Rechteckmodell; Summe: $\frac{1}{2} + \frac{1}{4}$ mit dem Kreismodell).	
	3	h können Operationen mit Zahlen und Variablen darstellen und beschreiben (z.B. $18 \cdot 22 = (20 - 2)(20 + 2) \rightarrow (a - b)(a + b)$ als Fläche) sowie verallgemeinern.	
		i können zwischen exakten und gerundeten Ergebnissen unterscheiden, entscheiden situativ, mit gerundeten oder exakten Werten zu operieren (z.B. $\frac{1}{3}$ oder 1,41).	

From the kindergarten to the end of compulsory education

Lehrplan 21 is designed as a subject-area curriculum. It shows how competences are developed from kindergarten to the end of compulsory education. The acquisition of competences is now structured and described from the start according to subject areas.

As before, teaching in the 1st cycle is strongly based on pupil development. It encourages the children's motor develop-

ment, perception, temporal and spatial orientation, imagination and creativity, as well as language and the ability to express themselves. In Lehrplan 21, play is also of central importance for learning in the 1st cycle.

Understanding of learning and teaching

Lehrplan 21 maintains the right of teachers to use appropriate teaching methods of their own choice. Central aspects of understanding learning and teaching in Lehrplan 21 are as follows:

- **Tasks that are rich in content** include challenging but not overwhelming problems that both encourage children to think and inspire them to act. They appeal to both weaker and stronger learners and facilitate individual ways of learning and processing. They arouse curiosity and provide motivation.
- The promotion of **general competences** (personal, social and methodological) has a fixed and important place in everyday teaching.

- **Diverse teaching methods**, in conjunction with adapted forms of learning support, enable teachers to respond to the different basic requirements and needs of pupils. Teachers decide which methods they will use to guide pupils to acquire competences.



Assessment

- Competence-based teaching includes a good culture of feedback. This is a central feature of teaching quality and encourages learning and the acquisition of competences.
- At the same time, assessment by awarding grades forms the basis for the qualification of pupils and is conducive to selection. This means it must be performed carefully and responsibly.

- Formal guidelines for parent consultations, assessment procedures and reports, transfers to the next grade and transition procedures are regulated on a cantonal basis and are not included in Lehrplan 21.

Foreign languages

In 2004, the Swiss Conference of Cantonal Ministers of Education (EDK) agreed that, in Switzerland, all children and young people should learn two foreign languages – a second national language and English. The cantons agreed on the first foreign language on a regional basis.

Implementation of this strategy had already started before Lehrplan 21, and thus it does not introduce any changes in this regard. The existing foreign language curricula are already based on competences. They were included in Lehrplan 21 and modified to its concept.



When and how will Lehrplan 21 be introduced?

The cantons have agreed on cantonal curricula based on Lehrplan 21. They have made the adjustments that are important for them.

Information about the status of the introduction in the cantons, including links to the cantonal websites and the cantonal curricula, is available on the Lehrplan 21 website:

www.lehrplan.ch/kantone



www.lehrplan.ch

Published by:



D-EDK

Deutschschweizer
Erziehungsdirektoren-
Konferenz

D-EDK Geschäftsstelle,
Zentralstrasse 18, CH-6003 Luzern
Telephone +41 (0)41 226 00 60, www.d-edk.ch