Deliverable No. 6.5

Evidence-based co-authored and open-access report of most promising pioneering policies and practices

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Pedagogical Referent [9]

Country	Luxembourg
Authors of the table	*Luxembourgish team*
Name of the policy / practice	Pedagogical Referent (PR; référents pédagogique) [9]
Short description and the main characteristics of the policy / practice	The pedagogical referent was a concept originally set forth in the Youth Law of 24th April 2016 and is applicable within non-formal education (early childcare and day care). Pedagogical practitioners can undergo professional development to become a pedagogical referent for plurilingual education or inclusion/special needs.
	The pedagogical referent is part of the plurilingual education program (based on the Law of August 2017 - amended Youth Act of 4 July 2008) which must be applied in each public and private early child care institution/day nursery (crèche) and daycare drop-in center (maison relais) providing the Childcare Service Voucher (Chèque-Service Accueil) that accommodates children aged 1 to 4 years old.
	As plurilingual education is not a fixed plan and needs to be constantly adapted to the daily life of children, each institution needs to designate a pedagogical referent.
	The pedagogical referents have the following responsibilities:
	• Coordinating the integration of the plurilingual education/inclusion program within their respective education and care service (Service d'éducation et d'accueil pour enfants/SEA), which involves reflecting on pedagogical approaches related to the program's objectives;
	• Ensuring the ongoing implementation of the program within their respective SEA by providing internal support, guidance, and assistance;
	• Serving as a person of reference for questions related to the program, both from internal colleagues and external stakeholders.
Target group of the policy / practice:	The policy targets all children at this early stage of development in non-formal settings, in a way introducing more formal aspects into the non-formal system. This may particularly benefit children who learn a new language and with special psycho-social and learning needs.
Educational stage or transition phase of the policy / practice	ECEC

Level of implementation		Macro: national Micro: institutional/classroom	
MILC dimensions		Multilevel and life course perspectives; Note: while intersectionality is not a concern of this policy, it does target intersectionality of disadvantages in education. The inclusive tailoring of measures will be relevant esp. for low-SES, immigrant, SEN and other vulnerable groups of students as well as certain intersections of two or more student characteristics.	
Key dimensions of the identification procedure			
CONDITIONS: Foundational and premise level	*Comprehensive*	It is comprehensive as it includes both formal and non-formal settings including ECEC centers.	High
	Coherent	It is coherent and is enacted based on the understanding that all learners are competent learners; they have social and cultural awareness based on which they can co-create their own learning trajectory; they are entitled to liberty of thought, expression and quality education.	High
	Continuous	It is continuous because it facilitates success across both formal and non-formal education and for both children and youth.	High
ELEMENTS: Structural level	*Contextual*	The policy responds to the high heterogeneity of student population in Luxembourg and aims to provide equality in learning opportunities and progression.	Medium
	Relational	It involves parents, parental assistants, other teachers, relevant psycho-social and academic institutions, and the learners.	High
TOOLS: Action level	*Autonomous*	The pedagogic referents co-create learning experiences with each learner based on their special needs, competencies and knowledge as well as jointly developed objectives with flexibility.	High
	Reflexive	The process requires all pedagogic referents to engage in reflexive practice, pursue lifelong and on-the-job learnings to best perform their responsibilities.	High

Evidence backing the policy / practice:	The policy recognizes the importance of early interventions in informal as well as non-formal education to help young children learn by doing, playing, collaborating, and by giving them voice in pedagogical processes and environments through which they learn and grow as whole persons. Cadre de référence national sur l'éducation non formelle des enfants et des jeunes / Nationaler Rahmenplan zur non-formalen Bildung im Kindes- und Jugendalter. (2021, August 9). https://men.public.lu/fr/publications/enfance/informations-generales/cadre-reference-national.html Décret n° 2014-1420 du 27 novembre 2014 relatif à l'encadrement des périodes de formation en milieu professionnel et des stages - Légifrance. (n.d.). https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029813186&categorieLien=id Dossier de presse : Rentrée 2023/2024. (n.d.). https://men.public.lu/fr/publications/dossiers-presse/2023-2024/230913-rentree-2023-2024.html Formation pour les "Référent.e.s pédagogiques" pour l'éducation plurilingue - enfancejeunesse. (2023, October 25). Enfancejeunesse. https://www.enfancejeunesse.lu/fr/education-plurilingue/formation-pour-les-referent-e-s-pedagogiques-pour-leducation-plurilingue/ LOI n° 2014-788 du 10 juillet 2014 tendant au développement, à l'encadrement des stages et à l'amélioration du statut des stagiaires (1) - Légifrance. (n.d.). https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029223331&categorieLien=id Quel est le rôle de l'enseignant référent durant les périodes de formation en milieu professionnel (PFMP) ? | L'Autonome de Solidarité Laïque. (2022, December 15). L'Autonome De Solidarité Laïque. https://www.autonome-solidarite.fr/articles/formation-professionnelle/#:~:text=est%20désigné%20au%20sein%20des%20équipes%20pédagogiques%20de,assure%20le%20suivi%20de%20seize%20stagiaires%20au%20plus. Règlement grand-ducal du 14 mai 2009 fixant les conditions et les modalités de l'affectation des instituteurs-ressources. (2009, May 14). https://www.sew.lu/resources/pdf/legislation/reglements_grand-ducaux/090612_instituteurs_ressources.pdf

Brief concluding analysis of policy / practice in the context:	The main features of this policy include: - Recognizing the importance of non-formal and informal education in the future success of students in formal education - Co-creating safe and enabling non-formal learning environments for children - Self-reflection and self-evaluation by both children and practitioners - Collaboration of pedagogic referents with parents, educators, psycho-social assistants - Tailored and flexible pedagogy and learning objectives - Respecting learners and their rights as co-creators of pedagogical processes