

## Bestyrelsesmøde nr. 17

Den 15. September 2021, kl. 15.00 – 17.30

Halmstadgade, auditorium 2

Mødet afsluttes med middag på Atelier 33, M. P. Bruuns Gade 33 kl. 18.15

### Deltagere:

Bo Sejer Frandsen, DI  
Morten Ib Rasmussen, 3F  
Christian Sørensen, 3F  
Hans Chr. Lund, Dansk Metal  
Jesper Emanuel Jensen, Dansk EI-Forbund  
Johanne Guldberg Winding, elevrepræsentant HTX  
Yvette Dyhr, medarbejderrepræsentant - TAP  
Alexander VestergårdJohansen, elevrepræsentant, EUD  
Mette Dyhl Prola, DI  
Lasse Beck Meinicke, medarbejderrepræsentant - undervisere  
Rune Holst Jacobsen, Aarhus Kommune  
Teresa Izabella Nørgaard Thomsen, elevrepræsentant  
Peter Hassert Nielsen, medarbejderrepræsentant - undervisere  
Peter Nordheim, Dansk Byggeri  
Thomas Weifenbach Jensen, Horesta  
Annette Ernst Lauridsen, direktør  
Lasse Munk Madsen, vicedirektør

### Afbud:

Conni Simonsen, selvsupplerende

### Referent:

Annette Ernst Lauridsen og Lasse Munk Madsen

### Godkendelser:

Godkendelse af referat nr. 16 fra den 10. Juni 2021

### Tidsangivelser:

Orientering 20 min., drøftelse 40 min., tema 45 min., information 20 min.  
Tidsangivelser er vejledende, og der indlægges en pause efter formandens ønske

## Orientering:

### Fra bestyrelsesformand

John Schødt Pedersen udtræder af bestyrelsen og Yvette Dyhr indtræder.  
Efter bestyrelsesmødet er skolen vært ved en middag på restaurant Atelier 33, M. P. Bruuns Gade 33 kl. 18.15.

### Fra direktion

Orientering om Corona-situationen og om rygestop i skoletiden.

Opdatering på organisationen herunder status på ansættelse af uddannelseschefer og uddannelsesdirektør på Erhverv.

Skolen er af en eller flere medarbejdere indstillet til at blive Årets arbejdsplads i 3F's årlige konkurrence. Vi ved endnu ikke, om vi går videre til finalen, men selve indstillingen er vi meget glade for.

AARHUS TECH har fået godkendt et stort ERASMUS+ projekt omkring elev- og medarbejdermobilitet på 395.456,00 euro. Projektet dækker aktiviteter på hele skolen både i Erhverv og Unge.

## Punkter til drøftelse og beslutning:

### Økonomi:

Resultatet for 1. halvår viser et overskud på 12,8 mio. hvilket er 5,7 mio. bedre end forventet. Det gode havlårsresultat og forventningerne til året har betydet, at vi arbejder på at øge omkostningerne i indeværende år med 10 mio. til forbedringer i udstyr, renoveringer og primært undervisningsmaterialer. Det forventede resultat for 2021 forventes at blive et overskud på 2,0 mio. - dog kan dette blive højere, såfremt dele af de nye indkøb har en værdi, som gør de skal afskrives over flere år frem for i 2021. [Se baggrundsmateriale.](#)

Regeringen har netop offentliggjort finanslovsforslag for 2022, FFL22. Genberegner vi økonomien ud fra 2021 aktiviteterne ser det på nuværende tidspunkt ud til, at omsætningen vil falde med ca. 12,0 mio. En meget væsentlig del af omsætningsnedgangen kan henføres til bortfald af det sociale taxameter, da vores elevsammensætning ikke længere udløser dette taxameter samt bortfald af fælles grundtilskud, som vi har modtaget dobbelt i årene efter fusionen med Langkaer Gymnasium. Resten af nedgangen kan henføres til bortfald af udviklings- og kvalitetsmidler. En stor del af sidstnævnte er der en vis formodning om vil blive tilført sektoren igen under de kommende politiske forhandlinger.

### Optagelseskapacitet

Klassemæssigt indmeldes 7 stx klasser á 29,5 elever, 2 hf klasser á 29,5 elever og 3 pre-IB 3 klasser á 29,5 elever. Fordelingen mellem stx og pre-IB er tentativ, men den samlede kapacitet for de to vil være 10 klasser. Indmeldingen er baseret på kapacitet set i forhold til lærermæssige ressourcer og kompetencer samt bygningskapaciteten på Campus i Tilst.

Ad hensyn til bestyrelsens endelige stillingtagen til udbuddet i Tilst, har vi bedt om tilbagemelding for regionens tidsplan for kapacitetsindstilling til ministeren.

### Temadag

Forretningsudvalgets forslag er at genoptage dele af programmet fra sidste år, som blev aflyst pga. corona. Især med fokus på bæredygtighed i undervisningen på skolens uddannelser og det planlagte bestyrelseskursus ved Thomas Kurz Ankersen fra DEG. [Se udkast til program.](#)

## Punkt til temadrøftelse:

### Rekruttering og image

Oplæg ved kommunikationschef Lotte Walthersdorff-Larsen om rekruttering og image på AARHUS TECH. Oplægget er en revidering og opdatering af oplæg udarbejdet som afslutning på bestyrelsens arbejdsgruppe om markedsføring og rekruttering. Oplægget fra arbejdsgruppen har været udsat pga. corona.

## Punkter til information og orientering:

**Orientering fra trepartsgruppen:** Gruppen holdt sit andet møde mandag den 16. august. På mødet gav skolen udtryk for en vis frustration over processen - både i forhold til retningslinjer for ansøgninger og i forhold til meget korte tidsfrister. Gruppens deltagere foreslog at tage direkte kontakt til de faglige udvalg for råd om, hvad der vil kunne ansøges midler til. Skolens ambition om ensretning af initiativer kan ikke gennemføres, da de faglige udvalg er meget selvrådende, branchespecifikke og afsøgende. Skolen har efter opfordring pt. ansøgt på 5 uddannelser (EL, MUR, VVS, Struktør og Maler) og har fået bevilget 2 små delansøgninger på henholdsvis 20.000 og 50.000 kr. Processen opleves useriøst.

**Tilsyn med parallelsamfundsproblematikker - Aarhus Gymnasium Tilst:** Der er afholdt møde med læringskonsulenter fra UVM den 26. August. Skolens indstilling er, at tage venligt imod den hjælp vi kan få ud fra synsvinklen, hvordan hjælper denne indsats til, at skolens parallelsamfundsindikatorer bliver bedre?

**Status på 26 klokketimer:** To gode nyheder - ministeriets opgørelse af skolens gennemsnitlige undervisningstid for elever, der har fået deres GF2-kvalifikation i foråret 2021 er på 27,8 timer. Endvidere passer antallet af elever (818) dvs. der er styr på overførsel af data fra Ludus til STUK.

### Status Fra IB-afdelingen, AARHUS GYMNASIUM, Tilst

- Five-year evaluation report. [Se rapport.](#)
- Vi fik en enkelt såkaldt "matter to be adressed". Den er rettet op – [dokumentation vedlagt](#). Feedback fra IBO: *What a strong mission and so aligned with the IB mission. I hope it supports driving developments across the school and in the DP in particular.*
- Eksamens inspektions-rapport fra sommer 2021. IBO laver stikprøve kontrolbesøg, og vi levede op til alle krav. [Se rapport og eksamensresultater.](#)

Links til vores nyhedsbrev, som også er vores skoleavis – udkommer hver tredje måned. Seneste eksempel: <https://aarhus-tech.clients.ubivox.com/archive/1102668/>

## Eventuelt

# Evaluation report

IB World Schools Department

## Report on Programme Evaluation

**Head of school:** Ms. Marie Kongskov

**School:** Aarhus Gymnasium-Tilst

**IB school code:** 006361

**IB programme:** Diploma Programme

**Evaluation visit date(s):** Tuesday 8 December 2020

Dear Ms. Marie Kongskov,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents together with the findings of the school visit.

The report includes the following:

- feedback on the self-study process;
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation;
- recommendations for the school on further developing the programme;
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School;
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs;
- indication of the evidence to be provided by the school in case of MTBAs;
- a conclusion for each standard.

## Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has identified the following matter that the school must address. Additional detail is provided below.

*The school must ensure that:*

- **A.1:**
  - its statements of mission and philosophy are aligned with those of the IB to include references that the school:
    - values education that goes beyond academic development.
    - encourages awareness beyond the individual and his or her immediate community.
  - it has published its statements of mission and philosophy.
    - *Evidence:*
      - ✚ Revised statements of mission and philosophy and a description of actions implemented to align them with those of the IB to include reference that the school values education that goes beyond academic development.
      - ✚ Access to publication of the school's mission statement on their website and/or school brochure and a description for stakeholders of where the statements of mission and philosophy are published.

The school is required to upload its response and the requested evidence in IB Concierge by **Wednesday 1 September 2021**.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

## Process of the school's self-study

	IB Response
<b>Timeline:</b> The self-study took place over at least 12 months.	10 Months
<b>Stakeholders involved:</b> Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	Yes
<b>Gathering evidence:</b> The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
<b>Reflection in teams:</b> Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	Yes
<b>The levels of implementation of practices:</b> The school has provided descriptors for assessing the practices.	Yes



## Section A: Philosophy

### Standard A

The school's educational beliefs and values reflect IB philosophy

#### Practice 1

The school's published statements of mission and philosophy align with those of the IB.

<b>Findings of the Team</b>	<p>After a merger in 2018, the IB section of the school (Aarhus Gymnasium Tilst) has become a part of a larger educational group (Aarhus Tech's). The submitted mission statement and philosophy of the school refer to the Aarhus Tech and not specifically to the Aarhus Gymnasium Tilst and was developed for the vocational college prior to the merge with the IB World School. Hence it is not fully aligned with the IB mission statement, as confirmed in the self-study and the school states in the self-study that the mission needs revision. The school established a steering committee to work on a new mission statement over the coming months.</p> <p>The school has not published statements of mission and philosophy:</p> <ul style="list-style-type: none"><li>○ on its website</li><li>○ in brochures or promotional literature.</li></ul> <p>The school has not published statements of mission and philosophy:</p> <ul style="list-style-type: none"><li>○ in shared areas around the school.</li></ul>
<b>Matter to be Addressed</b>	<p><i>The school must ensure that:</i></p> <ul style="list-style-type: none"><li>○ it has published its statements of mission and philosophy.<ul style="list-style-type: none"><li>▪ <i>Evidence:</i><ul style="list-style-type: none"><li>✚ Access to publication of the school's mission statement on their website and/or school brochure and a description for stakeholders of where the statements of mission and philosophy are published.</li></ul></li></ul></li><li>○ its statements of mission and philosophy are aligned with those of the IB to include references that the school:<ul style="list-style-type: none"><li>▪ values education that goes beyond academic development.</li><li>▪ encourages awareness beyond the individual and his or her immediate community.<ul style="list-style-type: none"><li>▪ <i>Evidence:</i><ul style="list-style-type: none"><li>❖ Revised statements of mission and philosophy and a description of actions implemented to align them with those of the IB to include reference that the school values education that goes beyond academic development.</li></ul></li></ul></li></ul></li></ul>
<b>Action Plan</b>	School included appropriate actions in Action Plan.

## Practice 2

The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.

<b>Findings of the Team</b>	<p>The school's action plan is driven by practices and programme requirements included in the Programme standards and practices.</p> <p>Conversations with the governing body, administrative and pedagogical leadership and staff showed their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile.</p>
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## Practice 3

The school community demonstrates an understanding of, and commitment to, the programme(s).

<b>Findings of the Team</b>	<p>The school follows the IB copyright policy including the use of IB logos on its website or other literature.</p> <p>Conversations with the pedagogical leadership team and staff showed that they understand the structure of the DP, the role that each play in its implementation, the student-centered concept of the DP, the implications of the implementation of the DP for the school.</p>
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## Practice 4

The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

<b>Findings of the Team</b>	<p>The school makes reference to the development of international-mindedness and the attributes of the IB learner profile in its published documents.</p> <p>Conversations with the pedagogical leadership team showed they understand what actions need to be taken to promote international-mindedness and the development of the IB learner profile in the context of the DP. Examples of these actions are discussed.</p> <p>Conversations with teachers showed they understand and promote international-mindedness and the development of the attributes of the IB learner profile.</p>
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## Practice 5

The school promotes responsible action within and beyond the school community.

<b>Findings of the Team</b>	<p>The CAS outline shows that different members of the school community are involved in the CAS activities, as advisers or supervisors.</p> <p>The CAS outline shows promotion of activities within and beyond the school community.</p> <p>Conversation with the CAS coordinator showed understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and the reflection. Examples of these actions are discussed.</p>
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## Practice 6

The school promotes open communication based on understanding and respect.

<b>Findings of the Team</b>	<p>There is evidence in the self-study that the school takes concerns about communication raised by parents very seriously and document review shows that interactions and communications with different stakeholders are open and frequent, through newsletters, meetings, publications, website, email, etc.</p> <p>Parents are comfortable during meetings and voice their questions and concerns.</p> <p>Teachers and students expressed themselves openly during meetings.</p>
<b>Commendation</b>	<p>The parents and students show support for the IB programme and this is articulated through open and respectful communication.</p>

## Practice 7

The school places importance on language learning, including mother tongue, host country language and other languages.

<b>Findings of the Team</b>	<p>The school provides support for students who are not proficient in the language of instruction.</p> <p>The school provides or encourages opportunities for maintaining mother tongues.</p> <p>The school supports learning of host country or regional language and culture.</p> <p>Conversations with the pedagogical leadership team and teachers showed awareness of the importance of language learning and of the implementation of the school's language policy.</p> <p>The languages offered in the DP reflect the needs and interests of the student body.</p>
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## Practice 8

The school participates in the IB world community.

<b>Findings of the Team</b>	<p>Some members of the pedagogical leadership team or staff have attended IB regional conferences. Staff members have attended IB professional development activities during the period under review. Some staff members are IB educators (workshop leaders, site visitors, consultants, readers, etc.).</p> <p>Conversations with the school leadership showed that they have established connections with other IB World Schools and the school is part of the Danish Association of IB Schools.</p>
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## Practice 9 + 9a + 9b + 9c

The school supports access for students to the IB programme(s) and philosophy.

<b>Findings of the Team</b>	<p>The school provision allows for the completion of the full diploma (that is, number and level of subjects).</p> <p>The registration of candidates in the period under review shows that the school has registered Diploma candidates every year. The number of DP students has increased during the period under review.</p> <p>The school has been proactive in the promotion of the DP among students through different activities.</p> <p>The year prior to the DP is not considered or advertised as part of it.</p> <p>Conversations with the pedagogical leadership team which includes the DP coordinator, showed that:</p> <ul style="list-style-type: none"> <li>○ access to the DP is transparent, whether there are selection criteria or not</li> </ul> <p style="padding-left: 40px;">the school supports students in their decision to complete the full diploma or certificates.</p> <p>All students are strongly encouraged to take the full diploma.</p> <p>Conversations with parents and students showed their awareness of the benefits that the DP bring to the students.</p>
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	School's Conclusion	IB Response
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		N/A
<b>Conclusion</b>	Requires Significant Attention	Requires Significant Attention

## Section B: Organization

### Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s)

#### Practice 1

The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

<b>Findings of the Team</b>	The governing body is regularly and formally informed about the ongoing implementation and development of the Diploma Programme (DP).  Conversations with the pedagogical leadership team showed that there is a clear system of communication with the school's governing body. However, there is a Board meeting only once a year where the IB Pedagogical team presents to the governing body.
<b>Recommendation</b>	The school should further develop systems that will keep the governing body informed about the ongoing implementation of the DP and the frequency of reporting to the governing board.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

#### Practice 2

The school has developed a governance and leadership structure that supports the implementation of the programme(s).

<b>Finding of the Team</b>	Conversations with the governing body, leadership team, coordinator and staff reflected the support given to the implementation of the DP and how the school has responded to the merge and its impact on the leadership structure.
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#### Practice 3

The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

<b>Findings of the Team</b>	The pedagogical leadership team has defined roles and responsibilities, which are evident in the organization chart.  Conversations with teachers reflected: <ul style="list-style-type: none"><li>○ understanding of each one's roles in the leadership team, especially the role of the DP coordinator</li><li>○ the support and guidance that the pedagogical leadership team, especially the DP coordinator, provides.</li></ul> The head of school and the DP coordinator participate in meetings and school activities to inform the community about the IB programme and lead the development of the programme.
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#### Practice 4

The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

<b>Findings of the Team</b>	<p>The DP coordinator role has release time that seems to be consistent with the number of DP students. The DP coordinator is assigned full-time to the role. There is evidence that the DP coordinator has resources to support his or her responsibilities. Additional responsibilities assigned to the DP coordinator are compatible with leave sufficient time for the coordinator responsibilities.</p> <p>There is a site-based coordinator to support students participating in DP courses online.</p> <p>Conversations with the DP coordinator indicated that she is knowledgeable about the responsibilities of coordination and considers that the allocated time and resources are consistent with the role, she has established strategies to ensure that all DP teachers can fulfill their roles, no matter what language they are proficient in.</p> <p>Conversations with teachers indicated that the DP coordinator devotes time to support them.</p>
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#### Practice 5

The school develops and implements policies and procedures that support the programme(s).

<b>Findings of the Team</b>	<p>Conversations with different stakeholders confirmed that policies and procedures developed and implemented by the school support the DP Programme. Policies are published on the school website.</p> <p>According to the self-study none of the policies had not been revised prior to the evaluation process. The school then implemented review processes including stakeholder involvement and approved policies that were implemented in the academic year 2020/2021. According to the self-study regular review cycles have now been established.</p>
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#### Practice 5a

The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.

<b>Findings of the Team</b>	<p>The admissions policy includes clear reference to the admission of students into the DP.</p> <p>Conversations with school staff indicate awareness and/or participation in the design of admissions criteria for the DP, included in the school admissions policy.</p> <p>Conversations with parents indicate awareness of the conditions necessary for students to study in the DP.</p>
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### Practice 5b

The school develops and implements a language policy that is consistent with IB expectations.

<b>Findings of the Team</b>	<p>The language policy includes:</p> <ul style="list-style-type: none"><li>○ the school language philosophy</li><li>○ the school language profile</li><li>○ support for mother tongues</li><li>○ support for students who are not proficient in the language of instruction</li><li>○ learning of the host country or regional language and culture</li><li>○ a selection of languages in group 1 and group 2 courses that reflects the needs of students</li><li>○ strategies to support all teachers in their contribution to the language development of students.</li></ul> <p>Conversations with the leadership team and teachers reflected the process by which the language policy review/development—which included different stakeholders—has taken place.</p> <p>Conversations with teachers showed that they apply the language policy and that they provide students with support in this regard.</p>
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### Practice 5c

The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

<b>Findings of the Team</b>	<p>The inclusion education/special educational needs policy makes clear reference to the DP and supports student access to the DP. Conversations with the DP coordinator and teachers indicated that they are aware of the support the IB gives to students with special needs and where to find the information.</p> <p>Teachers commented on the support they receive to successfully work with students with special needs.</p>
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### Practice 5d

The school has developed and implements an assessment policy that is consistent with IB expectations.

<b>Findings of the Team</b>	<p>The assessment policy includes:</p> <ul style="list-style-type: none"><li>○ a philosophy of assessment that supports student learning</li><li>○ understanding of the use of DP assessment criteria</li><li>○ processes for recording and reporting DP assessment</li><li>○ processes for standardization of assessment of students' work</li><li>○ frequency of formative and summative assessment</li><li>○ how the school combines DP assessment with national requirements (where applicable).</li></ul> <p>The policy is regularly revised and includes different stakeholders. It is widely communicated.</p> <p>Teachers apply the assessment policy and they have contributed to its revision.</p>
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### Practice 5e

The school has developed and implements an academic honesty policy that is consistent with IB expectations.

<b>Findings of the Team</b>	<p>The academic integrity policy includes clear reference to conduct in all forms of assessment related to the DP. The policy includes monitoring processes and sanctions.</p> <p>The policy includes clear reference to resources that support the policy (software to check plagiarism, student guides, etc.). The policy is regularly revised and widely communicated.</p> <p>Conversations with teachers and other staff (e.g. the librarian) showed that:</p> <ul style="list-style-type: none"><li>○ they apply the academic integrity policy in the school</li><li>○ they identify its IB-specific elements and understand that the responsibility to detect academic misconduct lies with them and not with the IB</li><li>○ the school supports the implementation of the policy through the use of IT resources or school-specific documents and training.</li></ul> <p>Conversations with students showed that they are aware of the academic integrity policy and its consequences.</p>
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### Practice 5f

The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator and teachers revealed that they:</p> <ul style="list-style-type: none"><li>○ know the IB requirements and expected conduct related to all forms of assessment</li><li>○ informs candidates about the conduct of all forms of assessment in meetings, individual interviews, etc.</li><li>○ apply the rules of conduct to their assessment activities, as applicable.</li></ul>
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### Practice 6

The school has systems in place for the continuity and ongoing development of the programme(s).

<b>Findings of the Team</b>	<p>The school's action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP.</p> <p>In conversations with the visiting team the pedagogical leadership team describes the systems in place to ensure the ongoing development of the DP.</p>
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## Practice 7

The school carries out programme evaluation involving all stakeholders.

<b>Findings of the Team</b>	<p>The programme evaluation was carried out involving all stakeholders. Conversations with the members of the school community showed their participation in the programme evaluation. However, the participation of parents was limited.</p> <p>Conversations with the leadership team revealed the opportunities and challenges that the evaluation process generated. The process was on a shortened timeline due to the change of DP coordinator and the merger with Aarhus Tech.</p>
<b>Recommendations</b>	The school ensures wide stakeholder involvement in the next evaluation process.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

## Conclusion of the IB

Based on the analysis of the self-study questionnaires and the supporting documents

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		N/A
<b>Conclusion</b>	N/A	Shows satisfactory development

## Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s)

### Practice 1 + 1a + 1b

The governing body allocates funding for the implementation and ongoing development of the programme(s).

<b>Findings of the Team</b>	<p>The school budget and/or the description of the programme show(s) a reasonable allocation of funds so that:</p> <ul style="list-style-type: none"><li>○ IB fees can be paid</li><li>○ facilities improvement as described in the self- study and action plan can be covered (see practice B2.5)</li><li>○ DP courses and the core are offered according to the IB requirements (see practice B2.10)</li><li>○ ongoing professional development can take place</li><li>○ meeting time is facilitated (see practice B2.4)</li><li>○ there is a CAS coordinator while it is noted that the overall time allocation for the CAS coordinator indicated in the self-study is 8% which appears rather low compared to the cohort size and since there are no CAS advisers.</li><li>○ subject teachers consider that they have the resources to implement their subjects</li><li>○ theory of knowledge (TOK) is taught over the two years of the Diploma Programme (DP).</li></ul> <p>Conversations with the CAS coordinator and teachers showed that resources to implement the DP are in place and there is a system to update them.</p> <p>Conversation with the TOK teacher showed that the course is implemented over two years.</p> <p>Conversation with the governing body show limited understanding of, and support for, the financial requirements of the DP. Conversations with the Principal/Head of School indicated that the governing body does not allocate finances to a budget for the programme, but rather allocates money according to what is needed from the larger budget.</p>
<b>Recommendations</b>	<p>The governing body should review the school budget to ensure that all identified costs related to the implementation of the programme are included.</p> <p>The school should review the time allocation for the CAS coordinator or consider support for the coordinator through CAS advisors.</p>
<b>Action Plan</b>	<p>School did not include appropriate actions in Action Plan.</p>

## Practice 2

The school provides qualified staff to implement the programme(s).

<b>Findings of the Team</b>	<p>The turnover of staff is addressed so that the implementation of the programme is not affected.</p> <p>Conversation with pedagogical leadership team showed that teachers have the qualifications required to be in charge of their subjects.</p> <p>There are qualified teachers responsible for each subject.</p>
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## Practice 3 + 3a

The school ensures that teachers and administrators receive IB-recognized professional development.

<b>Findings of the Team</b>	<p>Teachers could express the impact of workshops on their understanding of their subjects/roles. The school demonstrates that staff participation in IB-recognized professional development meets the requirements for evaluation.</p>
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## Practice 4

The school provides dedicated time for teachers' collaborative planning and reflection.

<b>Findings of the Team</b>	<p>The school's meeting schedule shows some collaborative planning time for DP teachers in vertical teams. The school's meeting schedule shows only one annual collaborative meeting for all DP teachers.</p> <p>Conversations with teachers showed that the school allocates limited time for collaborative planning in the form of professional planning days. There is ad hoc collaboration, but little regular scheduled times.</p>
<b>Recommendation</b>	<p>Collaborative meeting time should include planning in vertical and horizontal teams.</p> <ul style="list-style-type: none"><li>○ <i>Recommendation repeated from previous report.</i></li></ul>
<b>Action Plan</b>	<p>School did not include appropriate actions in Action Plan.</p>

## Practice 5 + 5a + 5b + 5c

The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

<b>Findings of the Team</b>	<p>Facilities described and/or plans included indicate that the school address the identified needs to enhance the implementation of the DP.</p> <p>The school has described the location for the storage of examination papers and stationery that aligns with IB expectations.</p> <p>Facilities have been visited remotely.</p> <ul style="list-style-type: none"><li>○ LABORATORY(S) FOR GROUP 4<ul style="list-style-type: none"><li>▪ Visit to laboratories for group 4 validates documents. The laboratories are equipped to ensure that students can work individually and in groups. The laboratories are equipped with basic safety measures that are known by all staff and students. The group 4 subjects are provided with IT resources to ensure that they can comply with IB expectations. Teachers consider the laboratories appropriate to offer group 4 subjects IT EQUIPMENT</li></ul></li></ul> <p>Conversations with teachers whose subjects have IT requirements consider that the resources ensure the implementation of their courses.</p>
<b>Commendation</b>	<p>The school has implemented a plan to ensure the ongoing updating of all the facilities allocated to the DP.</p>

## Practice 6 + 6a

The library/multimedia/resources play a central role in the implementation of the programme(s).

<b>Findings of the Team</b>	<p>There has been addition of resources to address DP requirements during the period under review.</p> <p>A virtual visit to the library and conversations with the librarian show that:</p> <ul style="list-style-type: none"><li>○ the librarian is available and plays an active role in planning and supporting the DP, including the area of academic integrity</li><li>○ there are agreements with other nearby libraries</li><li>○ library resources are catalogued to allow easy access for all students and teachers</li><li>○ there are library resources in different languages that cater for the needs of the DP languages, language of instruction, etc.</li><li>○ the set-up of the library allows students to work independently and for teachers to work with groups of students</li><li>○ the schedule promotes the ongoing use of the library during school time, and sometimes beyond</li></ul> <p>Conversations with teachers showed that:</p> <ul style="list-style-type: none"><li>○ the resources are sufficient to offer the programme, and the school improves them as needed</li><li>○ they fully understand that textbooks are only one of the many resources available and limiting teaching to a textbook is not acceptable.</li></ul> <p>The librarian is also the extended essay coordinator and promotes research skills and academic integrity through the library.</p>
<b>Commendation</b>	<p>The librarian's role includes responsibilities related to the development and support of the DP, especially related to academic integrity and the extended essay.</p>

## Practice 7

The school ensures access to information on global issues and diverse perspectives.

<b>Findings of the Team</b>	<p>A visit to the library shows that there are updated books, materials and subscriptions that offer different perspectives, global issues, etc. Conversations with teachers indicated that there are resources on global issues and different perspectives.</p>
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## Practice 8

The school provides support for its students with learning and/or special educational needs and support for their teachers.

<b>Findings of the Team</b>	<p>The school provides support for its students with learning and/or special educational needs and support for their teachers. A review of the documentation confirms a process is in place to support students with specific learning needs and support for their teachers.</p>
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### Practice 9 + 9a

The school has systems in place to guide and counsel students through the programme(s).

<b>Findings of the Team</b>	<p>Students are provided with support on the choice of DP courses that address their interests and strengths. The school has an advisor on post-secondary education.</p> <p>Students receive systematic advice on the choices for the DP.</p> <p>The school has systems in place to advise students on post-secondary educational options and DP recognition and works with regional further education services to provide students with guidance.</p>
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### Practice 10 + 10a + 10b + 10c

The student schedule or timetable allows for the requirements of the programme(s) to be met.

<b>Findings of the Team</b>	<p>The student schedule respects concurrency of learning.</p> <p>The CAS programme starts when the DP courses start and is developed over at least 18 months.</p> <p>Conversations with the DP coordinator and teachers validate the schedule.</p> <p>Conversation with the TOK teacher verifies that the course is offered over two years.</p> <p>Conversations with DP teachers showed their understanding of the principle and impact of concurrency of learning on the student's educational experience.</p> <p>Conversations with the CAS coordinator validate the allocation of time for the programme.</p> <p>Conversations with the DP Coordinator indicated that the scheduling process is conducted by the larger organization of Aarhus Tech and that the DP Coordinator is not directly involved.</p>
<b>Recommendation</b>	<p>The school reviews the responsibilities in developing a schedule that supports the diploma programme.</p>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

### Practice 11

The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

<b>Finding of the Team</b>	<p>Conversations with teachers include references to the resources that can be found in the community, especially in arts subjects and CAS.</p>
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## Practice 12

The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.

<b>Findings of the Team</b>	Conversations with the DP coordinator and librarian showed the availability of, and/or access to, resources to comply with the extended essay requirements.  Conversations with teachers show that they are familiar with the extended essay and its requirements, they follow the process as described in the submitted description and they have dedicated time for the supervision. The school librarian is at the same time an EE coordinator. Many teachers referred to the EE coordinator as being very supportive for both students and teachers.
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Requires Further Development	Requires Further Development

## Section C: Curriculum

### Standard C1: Collaborative planning

Collaborative planning and reflection support the implementation of the IB programme(s)

#### Practice 1 + 1a + 1b

Collaborative planning and reflection address the requirements of the programme(s).

<b>Findings of the Team</b>	<p>Conversations with teachers show that:</p> <ul style="list-style-type: none"><li>○ they meet within subjects to plan, if there is more than one teacher per subject</li><li>○ they meet with the TOK teacher to discuss their contribution and to look for advice.</li><li>○ they meet with the CAS coordinator to discuss their contribution.</li><li>○ when they plan, they take into consideration input from other subjects or the core.</li><li>○ they have identified the topics from each subject that may support each other's teaching.</li></ul> <p>Conversations with teachers and document review showed that the majority of the collaboration takes place in an informal way. As teachers have many roles at the school (they teach multiple subjects) there is a constant exchange of information between them. It is also visible that teacher integrate TOK into their lessons. Review of the self-study shows that some subjects have started collaborative involving 2 subject areas while this is not consistently the case. The school plans to increase collaboration on integration of approaches to learning, learner profile and TOK across all subjects from 2020/2021.</p>
<b>Recommendation</b>	<p>The school should put in place a structure to enable collaborative planning across different subject groups. The new structure should complement collaboration that already takes place in an organic way.</p> <ul style="list-style-type: none"><li>○ <i>Recommendation repeated from previous report.</i></li></ul>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

#### Practice 2

Collaborative planning and reflection take place regularly and systematically.

<b>Findings of the Team</b>	<p>Conversations with teachers showed that regular and systematic meetings of DP teachers aimed at collaborative planning and reflection are currently lacking in frequency and structure while the self-study indicates planning to increase regular and systematic collaborative planning within subjects and across.</p> <p>Meetings to plan collaboratively are not structured with agendas and outcomes.</p>
<b>Recommendation</b>	<p>The school should further develop the planning of meetings to ensure clear goals and increase the frequency of meetings for all DP teachers on areas such as development of approaches to learning and approaches to teaching.</p> <ul style="list-style-type: none"><li>○ <i>Recommendation repeated from previous report.</i></li></ul>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>



### Practice 3

Collaborative planning and reflection address vertical and horizontal articulation.

<b>Finding of the Team</b>	Conversations with teachers and document review provide little evidence of collaborative planning of vertical and horizontal articulation in the planning meetings across all the subject groups.
<b>Recommendation</b>	The school should include collaborative planning meetings to ensure that vertical and horizontal articulation is addressed. <ul style="list-style-type: none"><li>○ <i>Recommendation repeated from previous report.</i></li></ul>
<b>Action Plan</b>	School included appropriate actions in Action Plan.

### Practice 4

Collaborative planning and reflection ensure that all teachers have an overview of students' learning experiences.

<b>Finding of the Team</b>	Conversations with the DP coordinator and teachers demonstrate that they take each student's needs into consideration when planning and reflecting.
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### Practice 5

Collaborative planning and reflection are based on agreed expectations for student learning.

<b>Finding of the Team</b>	Conversations with the DP coordinator and teachers demonstrate that there is some collaboration on agreed expectations for student learning. Review of the self-study shows that skills development has been collaboratively explored also with the other sections of the school in the e 'Læringsfællesskaber' / 'Learning Community' project.
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### Practice 6

Collaborative planning and reflection incorporate differentiation for students' learning needs and styles.

<b>Finding of the Team</b>	Conversations with teachers showed that they aim to incorporate differentiation in their planning process as much as possible.
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## Practice 7

Collaborative planning and reflection are informed by assessment of student work and learning.

<b>Findings of the Team</b>	The school builds on the existing assessment policy and teachers use both students' formative and summative assessments to inform their collaborative planning and reflection. However, conversations with teachers showed that results are not analyzed as part of collaborative reflection to inform curriculum changes and improvements.
<b>Recommendation</b>	Teachers collaboratively analyze results to inform curriculum changes and improvement.
<b>Action Plan</b>	School included appropriate actions in Action Plan.

## Practice 8

Collaborative planning and reflection recognize that all teachers are responsible for language development of students.

<b>Findings of the Team</b>	<p>Conversations with teachers showed that they take into consideration the language development of students when planning and reflecting.</p> <p>In conversations with the visiting team, teachers acknowledged that they all play a part in the development of the language of instruction skills.</p>
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## Practice 9

Collaborative planning and reflection address the IB learner profile attributes.

<b>Findings of the Team</b>	Conversations with teachers showed that they actively contribute to the development of the IB learner profile attributes and include this when planning while the self-study also acknowledges that there is a need to promote a more consistent approach through collaborative planning.
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## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has not taken into considerations or not provided information on some IB recommendations from the previous evaluation process or from authorization.
<b>Conclusion</b>	Requires Further Development	Requires Further Development

## Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy

### Practice 1 + 1a + 1b + 1c + 1d

The written curriculum is comprehensive and aligns with the requirements of the programme(s).

<b>Findings of the Team</b>	<p>There is a reasonable choice of subjects for the students.</p> <p>Conversation with the Diploma Programme (DP) coordinator verifies that the school is aware of the need for student choices, and has added global politics in 2015, environmental systems and societies in 2017 and music in 2018 as well as Danish ab initio. Conversations with students demonstrate that the subjects offered by the school addresses their interests and talents.</p> <p>The written curriculum is comprehensive, and it meets all requirements. The written curriculum fulfills the objective of the groups and the core. Conversations with the teachers showed that the written curriculum facilitates the concurrency of learning. The offer of different subjects in every group and the flexibility of the timetable allows an individual choice of subjects. Conversations with the teachers confirmed that the school develops its own courses of studies.</p>
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### Practice 2

The written curriculum is available to the school community.

<b>Findings of the Team</b>	<p>Conversations with the DP coordinator and teachers make reference to the procedures by which the written curriculum is made available to the school community.</p> <p>Conversations with students indicated that it is not uniformed across all subject groups.</p>
<b>Recommendation</b>	<p>The school should establish consistent structures and formats to ensure that the school community can access the written curriculum.</p>
<b>Action Plan</b>	<p>School included appropriate actions in Action Plan.</p>

### Practice 3

The written curriculum builds on students' previous learning experiences.

<b>Findings of the Team</b>	<p>Conversation with DP coordinator showed systems that the school implements to ensure that the written curriculum builds on students' previous learning experiences.</p> <p>In conversations with the visiting team teachers made reference to their reviews of their courses according to students' prior learning experiences.</p>
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#### Practice 4

The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

<b>Finding of the Team</b>	Conversations with teachers provided limited examples how the written curriculum identifies the knowledge, concepts, skills and attitudes that students need to develop over time.
<b>Recommendation</b>	Teachers should expand on their courses of study to include the knowledge, concepts, skills and attitudes that students need to develop over time.
<b>Action Plan</b>	School included appropriate actions in Action Plan.

#### Practice 5

The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

<b>Findings of the Team</b>	Conversation with the CAS coordinator included discussion of opportunities for students to act in response to their own needs and the needs of others.  Whilst the written curriculum allows for meaningful student action in response to students' own needs and the needs of others, currently there are no curricular links to CAS in subject curriculum documents that would directly promote and support student agency and that promote action to meet the needs of others.
<b>Recommendation</b>	The school should further develop curricular links to CAS to further develop service learning opportunities for students.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

#### Practice 6

The written curriculum incorporates relevant experiences for students.

<b>Finding of the Team</b>	Conversations with teachers showed that they are aware of students' interests and relevant learning experiences to include in their courses. Students and parents shared their appreciation of such learning experiences with the visiting team.
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#### Practice 7

The written curriculum promotes students' awareness of individual, local, national and world issues.

<b>Finding of the Team</b>	Conversations with teachers revealed that they have included in their courses topics to promote awareness of individual, local, national and world issues.
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#### Practice 8

The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

<b>Finding of the Team</b>	In conversations with the visiting team teachers provided opportunities for students to reflect on human commonality, diversity and multiple perspectives.
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### Practice 9

The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

<b>Findings of the Team</b>	Conversations with teachers show that they are familiar with current IB documents while they do not all frequently access the PRC on My IB to be updated.
<b>Recommendation</b>	The school should further encourage teachers to make use of the PRC on MyIB.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

### Practice 10

The written curriculum integrates the policies developed by the school to support the programme(s).

<b>Finding of the Team</b>	While the self-study acknowledges that policies have only recently been updated and raised in their profile, conversations with teachers showed that they have been involved in the recent production or revision of, the school's policies and know how to apply them in their courses.
<b>Recommendation</b>	The school builds on the recent work to firmly establish policies to consistently reflect and guide school culture and processes.

### Practice 11

The written curriculum fosters development of the IB learner profile attributes.

<b>Finding of the Team</b>	Conversations with teachers and students showed that teachers are active in the development and promotion of the IB learner profile attributes.
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### Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into considerations IB recommendations from the previous evaluation process or from authorization.
<b>Conclusion</b>	Requires Further Development	Requires Further Development

## Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy

### Practice 1 + 1a

Teaching and learning aligns with the requirements of the programme(s).

<b>Findings of the Team</b>	Conversations with teachers allowed for a discussion on teaching strategies to comply with IB aims and objectives. Teachers provided examples of different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty, and support to students with language needs.
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### Practice 2

Teaching and learning engages students as inquirers and thinkers.

<b>Findings of the Team</b>	Conversations with teachers allowed for a discussion on teaching strategies to comply with IB aims and objectives. Teachers included examples of different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty, and support to students with language needs.  Class visits showed that the teaching engages students as thinkers and inquirers.
<b>Commendation</b>	Teachers plan and implement learning opportunities where students are strongly engaged as thinkers and inquirers.

### Practice 3

Teaching and learning builds on what students know and can do.

<b>Findings of the Team</b>	Teachers confirmed they use prior learning from base line assessments to plan future strategies for delivering the curriculum.
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### Practice 4

Teaching and learning promotes the understanding and practice of academic honesty.

<b>Findings of the Team</b>	Students and departments are supported in referencing and all aspects of academic honesty by the librarian. As a tool, Turnitin is available.
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### Practice 6

Teaching and learning addresses human commonality, diversity and multiple perspectives.

<b>Findings of the Team</b>	Document review and conversations with teachers provided examples of learning experiences that promote multiple perspectives and conceptual understanding of human commonality.
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### Practice 7

Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

<b>Findings of the Team</b>	In conversation with teachers and through review of the self-study different teaching strategies to support students with language needs were provided. Support for learners of English is available.
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### Practice 8

Teaching and learning demonstrates that all teachers are responsible for language development of students.

<b>Finding of the Team</b>	In conversations with teachers, the visiting team found that subject teachers consider themselves as language teachers for the diverse student body.
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### Practice 9

Teaching and learning uses a range and variety of strategies.

<b>Finding of the Team</b>	During class visits a variety of strategies were observed such as: lectures, group work, class discussions, student led tasks, and other.
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### Practice 10

Teaching and learning differentiates instruction to meet students' learning needs and styles.

<b>Finding of the Team</b>	During classroom visits, differentiation in instruction was visible.
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### Practice 11

Teaching and learning incorporates a range of resources, including information technologies.

<b>Finding of the Team</b>	A wide range of resources were used in the classroom and a meaningful use of technologies was observed.
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### Practice 12

Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

<b>Findings of the Team</b>	Documentation review and conversation with the CAS coordinator showed that the CAS programme provides opportunities for meaning action and service learning.
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### Practice 13

Teaching and learning engages students in reflecting on how, what and why they are learning.

<b>Finding of the Team</b>	Conversations with teachers and document review showed that metacognitive thinking is encouraged, and the self-study provides various examples how this is done in different subject groups.
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### Practice 14

Teaching and learning fosters a stimulating learning environment based on understanding and respect.

<b>Finding of the Team</b>	Classroom visits and conversation with teachers and students evidenced opportunities for authentic learning experiences (evidence of projects, study trips, case studies relevant to the local context) and teachers create an atmosphere of respect where students feel safe.
<b>Commendation</b>	The school provides many opportunities for a stimulating learning environment for the students within and outside the classroom.

### Practice 15

Teaching and learning encourages students to demonstrate their learning in a variety of ways.

<b>Findings of the Team</b>	Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives.  Teachers include different teaching strategies that promote independent thinking, inquiry, reflection, academic honesty, and support to students with language needs.
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### Practice 16

Teaching and learning develops the IB learner profile attributes.

<b>Finding of the Team</b>	Conversations with teachers allow for a discussion on teaching strategies to comply with IB aims and objectives.
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### Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,		The school has taken into consideration the IB recommendations from the previous evaluation process or from the authorization.
<b>Conclusion</b>	Shows Satisfactory Development	Shows Satisfactory Development



## Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy

### Practice 1 + 1a

Assessment at the school aligns with the requirements of the programme(s).

<b>Findings of the Team</b>	Conversations with teachers showed that they know the assessment requirements related to their subjects or core responsibilities. Parents shared with the visiting team that they are familiar with the assessment requirements related to the Diploma Programme (DP).
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### Practice 2

The school communicates its assessment philosophy, policy and procedures to the school community.

<b>Findings of the Team</b>	Conversation with DP coordinator show that systems are being developed to communicate the assessment philosophy, policy and procedures to the school community.  Conversations with students showed that they have an understanding of the assessment philosophy and school policies.
<b>Recommendation</b>	The school ensures that the updated assessment policy is widely communicated.

### Practice 3

The school uses a range of strategies and tools to assess student learning.

<b>Finding of the Team</b>	Conversations with teachers revealed that there is a balanced use of different types of assessments strategies.
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### Practice 4

The school provides students with feedback to inform and improve their learning.

<b>Findings of the Team</b>	Conversations with teachers showed that they use formative assessment in their classes. Conversations with students showed that they receive feedback on their work but this is not systematic across all the subject groups.
<b>Recommendation</b>	The school should consistent approaches to provide students with feedback on assessment in a timely manner.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

### Practice 5

The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

<b>Findings of the Team</b>	In conversations with the visiting team , the DP coordinator explains school systems to record student progress. Teachers confirmed that they record student progress.
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### Practice 6

The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

<b>Findings of the Team</b>	The DP coordinator explained school systems to report on student progress.
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### Practice 7

The school analyses assessment data to inform teaching and learning.

<b>Finding of the Team</b>	Through document review and during conversations it is apparent that teachers have completed limited reflection and analysis of assessment data and taken little action to further improve teaching and learning as a result. The self-study and conversations show little evidence of a consistent process and expectations how analysis of assessment data is to inform teaching practices.
<b>Recommendation</b>	The school should carry out a thorough analysis of the examination results—final grades, internal and external components, variation of predicted grades and actual grades—to inform teaching and learning.
<b>Action Plan</b>	School did not include appropriate actions in Action Plan.

### Practice 8

The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

<b>Findings of the Team</b>	Teachers promote peer assessment. Students expressed that the opportunities for reflection are present.
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## Practice 9

The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

<b>Findings of the Team</b>	<p>Conversations with teachers and students showed their understanding and reflection on the process to comply with the extended essay requirement.</p> <p>The visiting team, in conversations with students, staff and the DP coordinator found the extended essay well supported and seen by all as a central part of the DP.</p>
<b>Commendation</b>	<p>The school provides resources and the librarian together with teachers and the coordinator support the extended essay process in an organized way.</p>

## Conclusion of the IB

Based on the analysis of the self-study questionnaires, the supporting documents and the findings of the school visit

	<b>School's Conclusion</b>	<b>IB Response</b>
<p><b>School's Progress</b> With regard to IB recommendations for this standard from the previous evaluation process or from authorization,</p>		<p>No recommendations were made from the previous evaluation process or from authorization.</p>
<b>Conclusion</b>	Requires Further Development	Requires Further Development

## Report in response to submission of evidence to satisfy matters to be addressed from Diploma programme evaluation

10 September 2021

Aarhus Gymnasium-Tilst, 006361

Dear

Thank you for submitting the evidence to satisfy the matter to be addressed from the December 2020 evaluation visit. We have completed the review of your submission. Our comments on your submission are provided below.

<b>Practice:</b>	
<b>A.1:</b>	
<ul style="list-style-type: none"> <li>• its statements of mission and philosophy are aligned with those of the IB to include references that the school:             <ul style="list-style-type: none"> <li>○ values education that goes beyond academic development.</li> <li>○ encourages awareness beyond the individual and his or her immediate community.</li> </ul> </li> <li>• it has published its statements of mission and philosophy.</li> </ul>	
<b>Evidence requested:</b>	<ul style="list-style-type: none"> <li>• Revised statements of mission and philosophy and a description of actions implemented to align them with those of the IB to include reference that the school values education that goes beyond academic development.</li> <li>• Access to publication of the school's mission statement on their website and/or school brochure and a description for stakeholders of where the statements of mission and philosophy are published.</li> </ul>
<b>Findings:</b>	The school submitted a revised mission/vision statement as well as a link to where the vision is published in Danish and English on the school's public website. A review of the vision/mission shows that it promotes holistic education and international mindedness.
<b>Conclusion:</b>	
Matter addressed	

**All matters have been addressed.**

There is no need to submit any additional documentation. Please keep this report as evidence that you have satisfied the matters to be addressed from this evaluation. We wish to encourage you to continue developing a Diploma Programme (DP) at your school as you move toward your next evaluation in 2025.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Katrin Fox

IB World School Manager

Cc: Malene Sørensen, DP coordinator

Name of the school	
School code	

### Secure storage checks

- Examination papers / confidential examination material are stored on the school premises in secure storage that complies with current IB requirements.
- Access to the examination papers and other confidential material is strictly limited and any key holder/safe combination keeper is known and authorized by the coordinator.
- All packets of examination papers for remaining examinations are accounted for and unopened.
- Completed examinations waiting to be sent to scanning centres are in sealed envelopes.

Select compliance level:	

### Preparation for the exam

#### The examination room (explain set up of room)

- The room is suitable for examinations and walls and notice boards are free of any displays that may provide an advantage to candidates in the examination; a large working clock is placed in view of all candidates.
- The desks/tables are suitable for a written examination and do not allow a candidate to overlook the work of another.
- Posters and notices (EXAMINATION IN PROGRESS, SILENCE PLEASE, copies of both posters - *Conduct of the Examinations: notice to candidates* and *Conduct of the Examinations: items not permitted*).

Select compliance level:	

#### The invigilators

- Schools have a sufficient number of invigilators (a minimum of two, with a ratio of 1:20, or 1:30 pre-approved by the IB) and they were fully trained and know what is expected from them during the examination.

Select compliance level:	

## Prior to the examination commencing

- The examination is scheduled correctly according to the IB examination schedule.
- Any change to the scheduling and/or venue of the examination for an individual candidate or a group of candidates has written authorization from the IB.
- All material available to candidates complies with the information given in the booklet: *The Conduct of IB Diploma Programme Examinations* (a quick list of material available to the candidates expected).
- (If applicable) the coordinator has a clear procedure for ensuring that all calculators (and other authorized materials, such as dictionaries) comply with IB regulations (explanation expected).
- Bathroom checks are conducted for unauthorized materials.

Select compliance level:	

## Start of the examination

- Quiet entry to examination room
- Clear information given to candidates as to what is / is not permitted in the examination room
- Personal belongings left outside / back of the room
- Candidates items checked for unauthorized / hidden information
- Exam packets opened in front of candidates
- Start / finish times in clear view to all candidates
- Candidates questioned about having the correct examination paper
- Candidates given opportunity to declare / surrender unauthorized materials

Select compliance level:	

## During the examination

- Candidates given 5 mins (except multiple choice examinations)
- Correct instructions given verbally to candidates to start the examination
- Invigilator(s) have access to The IB booklet *The Conduct of IB Diploma Programme Examinations* and exam stationary
- Sufficient number of invigilators for the examination (a minimum of two, with a ratio of 1:20, or 1:30 pre-approved by the IB) with a clear view of all candidates, and remained under their supervision for the entire time
- Examination room was patrolled regularly and the full attention of the invigilators
- Record of any unusual events (for example, a candidate becoming ill or visiting the bathroom) was kept
- Suitable arrangements in place to escort the candidates to bathrooms was available
- All candidates remained in the examination room during the first hour and the last fifteen minutes of the examination
- (If applicable) All-inclusive assessment arrangements received authorization form/email from the Assessment Division and were completed as per relevant guidance
- Record of sitting plan is available

Select compliance level:	

## End of the examination

- Candidates were asked to complete cover sheets with relevant information (questions they answered)
- All scripts, examination papers, spare answer booklets and graph paper were collected by the coordinator/invigilator
- No papers of any kind remained on candidates' desks/tables after the end of the examination.
- Before leaving the examination room, the invigilator placed the candidates' cover sheets/scripts in (a) plastic envelope(s) provided by the Assessment Division, and then either:
  - a) sealed the envelope(s) in the examination room, or
  - b) sealed the envelope in a secure office under the supervision of either the coordinator or the person designated to oversee the examination.

Select compliance level:	

Inspector name	
Date	
School representative name	
School representative comments	
Date	

Please email this form to [inspections@ibo.org](mailto:inspections@ibo.org) within 24 hours of the examination ending. Please indicate in the email if a copy needs to be sent to the school.



## **AARHUS GYMNASIUM Tilst – vision/mission statement:**

### **Vision**

AARHUS GYMNASIUM is a high school where all students are embraced, challenged, and supported. We prepare our students for further education, maximize their academic potential, and encourage them to be curious, confident adults who will bring their international mindset to an everchanging democratic society.

### **We strive for diversity and an international outlook**

At AARHUS GYMNASIUM we allow the students the freedom to be themselves, and to develop into the people they wish to be. We see diversity as a strength; candour, respect, and trust are central to our interactions. By engaging authentically with each other, we create a foundation for new perspectives, new values, and new friendships.

### **We strive for a dynamic and creative study environment**

We cultivate a vibrant study environment, in which the students have meaningful agency, marked by both community spirit and academic rigour. We believe that both are necessary to foster a strong learning environment. At our school, we emphasize our mutual interconnectedness, and give room for students (and employees) to pursue their talents and interests both during and outside school hours.

### **We strive for both breadth and depth in schoolwide academics**

With a broad range of courses and programs, elective subjects and international options, every student is offered the best possible chance for success at AARHUS GYMNASIUM. We offer in-depth, up-to-date teaching that employs a development-oriented pedagogy, creating a space for creative hands and clever minds to flourish.

### **Values**

We are focused on the student – both in relation to their academic and personal growth.

Link to the school's website: <https://www.aarhusgym.dk/om-aarhus-gymnasium/>

# IB Exam Results Aarhus Gymnasium, Tilst

Year	Number of Diplomas awarded	Mean number of points per student	Mean world IB grade	Mean grade obtained	Max. individual number of points
2021	36	32	33.02	5.04	43
2020	43	32	29.92	5.02	40
2019	46	30	28.48	4.77	39
2018	41	31	29.76	4.80	40
2017	46	33	29.87	5.13	44
2016	48	31	30.00	4.98	42
2015	43	30	30.20	4.78	39
2014	16	32	30.10	5.07	41