

Evaluation report

IB World Schools Department

Report on multi-programme evaluation

Head of School	Mr Charles Christopher Hanna		
Name of school	Aarhus International School	IB school code	049478
Date	8/10/2020	IB programmes	PYP, MYP

PYP ages offered at the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11
MYP years offered at the school			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			Y0	Y1	Y2	Y3	Y4	Y5

Dear Mr Hanna,

Thank you for completing the self-study for programme evaluation and for welcoming the visiting team to your school. The IB recognizes that this process requires the collaboration of the whole school community. We appreciate the time and effort made and hope that the insights gained along the way will be valuable in further developing your programmes.

The aim of school evaluation is for the IB to ensure that the standards and practices of each programme are being maintained, to acknowledge accomplishments and to provide guidance for school improvement. 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. A multi-programme evaluation is also an opportunity to consider the development and impact of the IB programmes across the whole school.

The report that follows is based on the analysis of the self-study questionnaires and supporting documents, together with the findings from the school visit.

The report is structured as follows:

- an executive summary
- feedback on the self-study
- notice of matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of a programme and the authorization status of that programme
 - indication of the evidence to be provided by the school in the case of MTBAs and the deadline for its submission
- whole-school findings, and commendations and recommendations for the common practices in standards A and B
- findings, commendations and recommendations for programme-specific requirements in standards A and B
- findings, commendations and recommendations by programme for standards C1-C4
- a conclusion for each standard

Executive summary

A multi-programme visit gives both the school and the IB visiting team the opportunity to look at the school as a whole as well as individual programmes.

Over the course of the visit to your school, the IB visiting team found the following to be the key strengths of the IB across your school:

- The positive attitude in staff, leadership and governing body, students and parents towards IB education.
- The positive relationship between the board and school management team who have open channels of communication and a clear strategic plan for the schools future.
- The active and committed PTA who engages with and supports the school in a multiple of ways.
- A school leadership team who demonstrate pedagogical leadership in line with the philosophy of the programme and who are supported by teachers who are professional and lifelong learners which are supported by the school's commitment to ensuring ongoing professional development.
- The process of rebranding and the critical analysis of the mission statements have ensured that the school's identity is clear now easily communicated to the greater school community and accurately reflects and guides the school's future development.
- The school community embraces its diversity, celebrating and using this to support the development of international mindedness and connections to global issues and diverse perspectives which often leads to students taking action within and beyond the school community.
- Open communication based on understanding and respect amongst all stakeholders is the norm in the school.
- Teaching and learning fosters a stimulating learning environment based on understanding and respect. Many commented on the family feel, and the recognition that the school community is made up of individuals and students feel 'seen'.
- The pedagogical team ensure the programme and curriculum development is informed by current IB publications and is regularly reviewed to incorporate development in the programmes, especially in relation to the new 2020 IB programme standards and practices.
- *The strengths noted above are reinforced in commendations in the body of the report that follows.*

Areas that the school may wish to focus on during the next review period include:

- Over the past years, the demographics of the school has changed and the need services to support the additional learning needs of students has increased, with this the need for additional staffing, faculties and resources to support the further development of the learning support department.
- The school is aware of the need for the further development of school facilities with a focus on consolidating the whole school on one campus, the upgrading of facilities, with particular focus on the library/multimedia/resources to ensure these play a central role in the implementation of the programme.
- As a learning community, the school continue to support the development of a shared understanding and consistent practice of learning and teaching through inquiry and transdisciplinary and interdisciplinary learning and teaching across the curriculum and by all teachers.
- *The areas noted above are reinforced in recommendations in the body of the report that follows.*

We hope that the findings of the visiting team provide opportunities for reflection as the school moves through its next review cycle.

Yours sincerely,



Adrian Kearney

Director of IB World Schools

Feedback on the self-study process

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Yes
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, leadership team, teaching and support staff, students and parents.	Yes
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting current practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and analysis of evidence, if applicable.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Commendation(s) and recommendations for the common practices in standard A: Philosophy

Commendation(s)

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	<p>The school rebranded over a year ago. The school name was changed from Aarhus Academy for Global Education (AAGE) to Aarhus International School (AIS). The new name was launched in August 2019, with approval from the Danish authorities in September 2019. The IB recognized the name change in November of 2019.</p> <p>The school led a mission and vision review process which included critical analyses of its missions statement to ensure it was fit for purpose. This process included all stakeholders, the senior leadership team, the governing body, students and teachers. In conversation with the head of school, he described how the teachers, in particular, were passionately involved in reviewing the mission and vision and fully engaged with the process to ensure the statements were an accurate presentation of who the school is and its philosophy. The mission statement is totally aligned with that of the IB and the added layer of environmental responsibility links to the IB philosophy of "Education for a better world."</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school's revised mission statement demonstrates its commitment to IB philosophy and environmental responsibility.</p>

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	There is a positive attitude in staff, leadership and governing body towards IB education. The pedagogical leadership team has worked hard to ensure that the governing body and administrative team understand IB philosophy and are trained in key elements of the programme, such as the PYP Exhibition, Personal Project and service in the MYP. Not only does the governing body attend these events, but have had mini workshops given to deepen their understanding (evidenced in sample PowerPoint presentations and detailed meeting minutes) and they look to the IB Global conferences and local Nordic Network of IB schools as a means for keeping abreast of developments in the IB. This serves them well as they plan for the ongoing development of the programme and its sustainability, referencing the IB standards and practices in the strategic planning documentation. Over the years, all stakeholders have become familiar with IB philosophy and pedagogy, and the Pedagogical Leadership Team works to ensure that the IB vision drives everything the school undertakes and plans for the future. Professional Development is generous, and all leadership teams and teachers are committed to the school and the IB vision. In conversation, PYP students, they commented on how they had noted that the IB learner profile was not only for the students but for the teachers as well.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The governing body, administrative and pedagogical leadership and staff have made IB philosophy a lived reality for the whole school community.

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the team	From recorded videos and virtual class visits, it is clear that the IB learner profile is a lived presence at the school which moulds behaviour. The visual presence of the learner profile attributes is evident all around the campus. In conversations with teachers, it became evident that cultural diversity is celebrated and embraced. International mindedness is fomented consistently. In conversations with the senior leadership team, they outlined the pioneering aspect of AIS and the support it receives from the local municipality and the Danish government as the town of Aarhus aspires to encourage a more diverse population. The Parent Association helps to organize events such as Halloween, Diwali Vale, pancake day and Chinese New Year. Teachers describe how they mindfully plan and include learning engagements to support the development and consolidation of international mindedness in their planning. Parents commented on their appreciation of how the students can celebrate and share the diverse cultures and make connections to their home countries as part of their learning—for example, inquiring into how the COVID pandemic had impacted their home countries in comparison to Denmark, by identifying similarities and differences in the rights and responsibilities. Review of the school documentation shows the learner profile is integrated into the school policies, teacher appraisals and planning. Before the pandemic the parent body was active in supporting and leading a wide range of mother tongue clubs, the PTA has organized an international day which allows the school community to celebrate the diverse cultures and nationalities in the school. During the Book Week assembly students had the opportunity to share readings in their mother tongue.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school has developed international mindedness and the attributes of the learner profile so that these both permeate life and learning at the school.

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	<p>In the MYP, the Community Project is offered despite the MYP being a five year programme at the school. Service as Action is promoted in the MYP by a MYP and Service learning coordinator who ensures that students embrace service as a mission of mutual benefit to the school and broader community and student development and wellbeing. Service as action projects includes supporting the local waste disposal project and the campaign to reduce the use of plastic bottles at Aarhus airport and in school board meetings.</p> <p>In the PYP students shared examples of how they take action at school and parents are encouraged to share examples how the students take action at home, for example, asking for the family to revisit the museum that was part of a school outing because they wanted to take a closer look at some of the installations. Examples of student action as part of the PYP Exhibition were shared with the team, for example, students actively working to raise awareness in the school community of the various local and global issues identified. School leadership and teachers describe how they have purposefully worked towards developing a shared understanding and culture of taking action both within and beyond the school community.</p> <p>The school models taking action by opening its facility to Saturday Japanese school and to host local teacher union meetings.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school mindfully works to promote responsible action within and beyond the school community.</p>

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	<p>From videos provided by the school and conversations with all stakeholders, it is clear that the school actively encourages open communication and all exchanges observed by the team were both respectful and empathetic.</p> <p>There are established guidelines about integrity in all communications, formal and informal. The school continues to develop essential agreements for open and respectful communication across the school.</p> <p>In conversations with the governing body, teachers, students and parents, it was shared that the school promotes an open door policy for parents, who commented that they always feel welcome. Student councils have been formed which allow students a recognized voice, for example, having an opportunity to provide input into the planning of the new school buildings.</p> <p>Members of the governing body and pedagogical leadership team commented on the open and consistent two way communication between the governing body, senior leadership and various PTA support committees.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school promotes open communication based on understanding and respect.</p>

Practice 8	The school participates in the IB world community.
Findings of the team	The MYP coordinator has been trained as a personal project examiner, a workshop leader for the Arts and an MYP site visitor. Representatives from the school attend the IB global conferences and are members of the Nordic network of IB schools. Some teachers are now BQC evaluators, and there is interest in joining IBEN. In conversations, teachers shared how they accessed the MyIB programme resource centre, especially in relation to finding out more about the enhanced PYP. In conversations with teachers, examples were shared of collaboration between other local IB schools to share practice about the PYP Exhibition and MYP personal projects.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school supports active involvement in the IB world community.

Commendation(s) and recommendations for the programme-specific practices in standard A: Philosophy

Recommendations

PYP Requirement 9.a	The school implements the PYP as an inclusive programme for all students
Findings of the team	In conversation with the senior leadership team, teachers and governing body, examples of how the school has made progress in establishing and further developed the learning support department. There are a detailed inclusion policy and action plan relating to the further development of the department. The department now includes an increased number of support teachers who can work on a 1:1 basis with diagnosed students. The school has identified professionals that can support families who do not speak Danish and established systems to ensure the continuity of the programme by introducing student files and individual student action plans. In conversations with the visiting team, the learning support department shared that they are particularly proud of the quality of the support the students received. Teachers shared that the learning support department is available to support them in planning to facilitate students with additional needs. However, review of the collaborative planning for units of inquiry shows limited evidence of the planning process including the documentation of suggested strategies for differentiation in these shared units of inquiry planners which would allow for all teachers involved in the unit to have access to the planning and strategies to meet student's additional needs, not only the homeroom and learning support teacher.
Recommendation	The school review the collaborative planning process to ensure strategies for differentiation and learning support are included in the unit planning documentation.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard A: The school's educational beliefs and values reflect IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's educational beliefs and values reflect IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Commendation(s) and recommendations for the common practices in standard B1: Leadership & Structure

Commendation(s)

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programmes.
Findings of the team	<p>Conversations with the governing body, curriculum coordinators and school principal reveal that there are open and effective channels of communication in place to keep the governing body informed about the ongoing implementation of the programmes.</p> <p>There is an active process for the induction of new board members and review of governing body meeting minutes confirm that the programme coordinators regularly report on the implementation of the programme.</p> <p>Governing body members spoke knowledgeably about the challenges and expectations of implementing the programmes and described how they had worked together with the school leadership to develop the strategic plan.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school has developed effective systems to keep the governing body informed about the ongoing implementation and development of the programmes.</p>

Practice 3	The head of school/school principal and programme coordinators demonstrate pedagogical leadership in line with the philosophy of the programmes.
Findings of the team	<p>Both the head of school and the MYP and PYP coordinators lead and manage the programmes in the spirit of IB and constructivist philosophy. They were able to provide examples of how they lead with the core IB values at the heart of everything they do.</p> <p>Teachers commented that the pedagogical leadership team members are always available to support and provide guidance. Parents shared that they appreciated the coffee mornings and workshops led by the coordinators, which have helped broaden their understanding of the programmes and IB philosophy.</p> <p>Review of the induction programme, appraisal process and professional development action plan indicates the school proactively integrates IB related professional development.</p>
Commendation	<p>Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The senior leadership team demonstrate pedagogical leadership in line with the philosophy of the programmes.</p>

Practice 6	The school has systems in place for the continuity and ongoing development of the programmes.
Findings of the team	The governing body and finance manager have been working continuously to find funding for refurbishing the school building in order to improve all learning spaces and unite the PYP and the MYP in one building. There are two phases to this project, phase 1 to be completed in 2023 and the second in 2025. The aim is to be able to increase the student numbers to 600. This is all reflected in the schools five year action plan and minutes from board meetings. The strategic and school action plan are aligned to the 2020 IB standards and practices.
Commendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The action plan is incorporated into a wider strategic plan for school growth and a sustainable future.

Recommendations

Practice 4	The school has appointed programme coordinators with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the team	The school has appointed programme coordinators and have developed detailed job descriptions. The MYP coordinator is also the head of the middle school and has a 30% teaching allocation. The PYP coordinator is currently working as both programme coordinator 50% and whole school counsellor for PYP4 to 8 and the MYP 50%. The PYP administrator supports the PYP coordinator. However, the increased student support needed in recent years has impacted the amount of time the PYP coordinator can dedicate to programme support and development. Although the PYP coordinator uses her time efficiently, she is only able to meet with teachers every second week for collaborative planning and much of the meeting time is also used to address the social and emotional needs of the students with the teachers. The school has indicated the support roles which include, e.g. ATL skills coordinator, literacy and maths coordinator. However, some of these roles are not currently filled due to the challenges faced in meeting the local employment rules and COVID pandemic. Both coordinators also oversee and often provide cover for absentee teachers.
Recommendation	Whole school <input type="checkbox"/> PYP <input checked="" type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school review the PYP coordinator's workload to ensure she has sufficient time and support to carry out the responsibilities of the role.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard B1: The school's leadership and administrative structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's leadership and administrative structures ensure the implementation of the IB programmes	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Commendation(s) and recommendations for the common practices in standard B2: Resources & Support

Commendation(s)

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	<p>The school has allocated MYP collaborative meeting times every week and also organizes some half days in order to allow teachers more time for focused unit planning, such as the creation of interdisciplinary unit plans. There is also an allocation of time slots for the standardization of summative assessment tasks and personal projects. All full time MYP teachers are included in these collaboration meetings.</p> <p>The PYP teachers have weekly time slots for the grade level and specialist teachers team for collaborative planning but only meet with the PYP coordinator for collaborative planning every second week. There is a weekly whole staff meeting scheduled for Tuesday afternoons which is used on occasion for short collaborative planning meetings between the specialist and homeroom teachers.</p>
Commendation	<p>Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/></p> <p>The school generously provides dedicated time to all MYP teachers for collaboration and reflection.</p>

Recommendations

Practice 2	The school provides qualified staff to implement the programmes.
Findings of the team	Review of the PYP staff list indicates that all teachers are appropriately qualified to implement the programme. The school has temporarily employed part time teachers to teach some MYP 1 courses without the necessary experience or qualifications. Local considerations with regards to full time employment may be a factor in these decisions. The optimal implementation of the programme requires trained teachers.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/> The school provides only suitably qualified teachers to implement the programme in all year levels.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 6	The library/multimedia/resources play a central role in the implementation of the programmes.
Findings of the team	Despite the library facing challenges related to space and budget, great progress and growth have taken place in the past five years. The library technician has the support of the ATL coordinator for the acquisition of MYP didactic and research resources, and a library committee has also been formed to support the development and implementation of the library action plan. The library has been moved and is now adjacent to the computer lab, intending to develop the spaces into a multimedia hub. The general selection of books has been increased, and there are now spaces focussed on PYP and MYP resources. The selection of books for the lower PYP grades has been increased, and a small mobile library has been added to the early years' campus. The primary activity in the PYP sections of the library is to take out and return books during the weekly library times. This space is not currently used to develop information or digital literacy further. However, the library technician has successfully initiated activities to encourage students to read a broader range of genres. Nevertheless, there is little evidence to show that the library plays an important role in teaching and learning in the programme. It is not used frequently as a learning space, and the role of the part-time library technician does not play a pedagogical role. Teacher resource material is also limited, and at present, there are no databases for student inquiry.
Recommendation	Whole school <input checked="" type="checkbox"/> PYP <input type="checkbox"/> MYP <input type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/> The school develops the role of the librarian and of the library itself in order to become key for the continued implementation of the programme, with an impact on both teachers and students.
Recommendation(s) repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Practice 8	The school provides support for its students with learning and/or special educational needs and support for their teachers.
Findings of the team	Discussions with the learning support department indicate that there are effective systems in place for the identification of students with learning and social/emotional needs. Individual learning plans are created, and limited in-class support is provided. Teachers receive some guidance related to classroom delivery. However, insufficient hours have been allocated to the counsellor and special needs teachers to allow for their active role in promoting differentiated strategies in the classroom. The counsellor is also the PYP coordinator, and the special needs teacher works mainly in the PYP. There is another support teacher who helps one student in one MYP year level. The demographics of the school population are changing in the MYP, and the number of students with learning and/or special educational needs is growing whilst the department is not.
Recommendation	Whole school <input type="checkbox"/> PYP <input type="checkbox"/> MYP <input checked="" type="checkbox"/> DP <input type="checkbox"/> CP <input type="checkbox"/>
	The school to increase the hours allocated for student and teacher support in the programme in order to further promote inclusive education for all MYP students.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes.

Conclusion for standard B2: The school's resources and support structures ensure the implementation of the IB programmes

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's resources and support structures ensure the implementation of the IB programmes	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Commendation(s) and recommendations for standard C: Primary Years Programme

Standard C1

Recommendations

Practice 1.2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	From conversations with the teachers, single subject teachers and PYP coordinator, collaborative planning meetings with the coordinator are bi-weekly with a major focus on student wellbeing. Meetings with single subject teachers follow a carousel model with limited time allocation and no time allocated for reflection. Teachers planning schedules and conversations with teachers indicate that collaborative planning happens alone when the PYP coordinator is not available.
Recommendation	The leadership team reviews the collaborative meeting times and process to ensure the teachers have access to the PYP coordinator on a weekly basis and ensure sufficient time is given to single subject teachers for collaborative planning and reflection.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 1.3b	The school ensures balance and articulation between the transdisciplinary programme of inquiry and any additional single subject teaching.
Findings of the team	Conversations with homeroom and single subject teachers indicate inconsistency with the transdisciplinary nature of teaching and single subject teaching inclusive of the homeroom teacher integrating mathematics and language. The unit planners do not clearly indicate what is transdisciplinary teaching and what is stand-alone teaching.
Recommendation	The teachers and the pedagogical leadership team develop a shared understanding of what constitutes transdisciplinary teaching and put in place collaborative planning processes to support the transdisciplinary nature of the programme.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 1.5	Collaborative planning and reflection are based on agreed expectations for student learning.
Findings of the team	In conversations with the PYP coordinator and teachers, it has been discussed that teachers are unclear of learning outcomes and the alignment of the scope and sequence documents is developing within the school. The school has developed and published their own PYP scope and sequence documents for most subject areas (e.g. Science, Visual Arts and Language Learning). However, from conversations with teachers, these documents are not referred to in the planning process consistently. Planners do not clearly indicate the expectations of student learning.
Recommendation	The pedagogical leadership team and teachers review the curriculum outcomes and prepare a curriculum map detailing what learning outcomes will support each unit to ensure a consistent expectation of student learning.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the PYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the PYP	
The school's conclusion	<ul style="list-style-type: none"> Requires further development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Standard C2

Commendation(s)

Practice 2.9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme.
Findings of the team	In conversations, the PYP coordinator and teachers reference connections to the PYP enhancements in their planning and teaching. The school's action plan and planners indicate clear references to the developments within the programme referencing the PYP enhancements and the 2020 Standards and Practices. Conversations with students indicated they have an understanding of agency to support their own learning. From videos and live streaming classroom visits, student work, and classroom displays reflect the implementation of the PYP enhancements throughout most of the elementary school.
Commendation	The pedagogical leadership team and teachers for moving forward in a proactive direction implementing the expectations of the PYP enhancements in addition to preparing long term plans using the 2020 Standards and Practices.

Recommendations

Practice 2.2	The written curriculum is available to the school community.
Findings of the team	In conversations with the teachers, the curriculum is communicated to parents through unit letters and biweekly letters to parents. Parents articulated that there is no access to a yearlong curriculum, but there is information on the parent platform, and they receive frequent letters from the classroom teacher. There was some inconsistency with communication between teachers and parents in sharing curriculum information. Seesaw is not being maximized as a communication tool throughout the entire elementary school to share the learning process.
Recommendation	The school develops a curriculum document and has it accessible to the school community using various platforms (for example, Seesaw) and formats.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C2: The school's PYP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization

The school's PYP written curriculum reflects IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Standard C3

Commendation(s)

Practice 3.14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Discussions with the leadership team, teachers, students and parents indicate a safe and healthy learning environment that is positive and stimulating for both teachers and students. Classroom visits and videos captured the essence of the warm, secure and stimulating environment in the school where a level of respect and mutual understanding is visible. Displays in the classroom and throughout the school demonstrated a stimulating learning environment.
Commendation	The teachers facilitate an environment that is stimulating to support teaching and learning and an overall general positive feeling based on mutual understanding and respect.

Practice 3.6.	Teaching and learning addresses human commonality, diversity and multiple perspective.
Findings of the team	Review of the programme of inquiry shows central ideas and lines of inquiry which support inquiry into global issues and raised awareness of diverse perspective. Teachers can identify global issues and perspectives that are incorporated into their teaching. Students have access to the school library and are granted the opportunity to each order a book or resource related to their PYP Exhibition focus. The school has a BYOD policy for the PYP7 and PYP8. PYP4 to PYP6 have 1:1 iPads for use in school and PYP1 to PYP3 have class sets of iPads which allow for one iPad between two students. The school has reliable Wi-Fi access throughout the school and a small computer lab adjacent to the library. There are also some online subscriptions available to students to support research and access to global issues and diverse perspective.
Commendation	The school maximizes the diversity of the population to enhance teaching and learning to connect students to a range of resources and technologies to address human commonality, diversity and multiple perspective.

Recommendations

Practice 3.2a	The school ensures that inquiry is used across the curriculum and by all teachers.
Findings of the team	From conversations with the PYP coordinator and teachers, there is no common understanding of inquiry, and it is interpreted differently from teacher to teacher. Classroom visits and videos showed some inquiry models as displays in addition to different phases of inquiry being used in classrooms. Planners do not clearly indicate a consistent inquiry approach to teaching and learning.
Recommendation	The pedagogical leadership and teachers develop a shared understanding of inquiry, and there is a consistent approach to inquiry language and pedagogical practices.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3.10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	Conversations with the PYP coordinator and teachers indicate there is an understanding of differentiation. Planners do not clearly indicate differentiation practices. Classroom visits and videos did not show practices of differentiation.
Recommendation	The pedagogical leadership team and teachers develop a shared understanding of differentiation and implement strategies to have differentiation in the classroom.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C3: PYP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

PYP teaching and learning reflects IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Requires further development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Standard C4

Commendation(s)

Practice 4.4	The school provides students with feedback to inform and improve their learning.
Findings of the team	<p>Conversations with the PYP coordinator, teachers, students and parents clearly indicated that feedback is provided to students frequently to inform and improve their learning. Classroom visits and videos indicate examples of teachers providing authentic feedback to students and at times, students providing feedback to each other. Samples of student work showed feedback was provided from teachers, the student and peers.</p>
Commendation	The teachers effectively facilitate the understanding of authentic and frequent feedback to students to support the teaching and learning process.

Practice 4.8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	<p>Samples of student work show opportunities of reflection by the student and their peers. Classroom visits and videos provided opportunities to see the reflection and assessment of student work. Conversations with the PYP coordinator, teachers and students articulated the importance of student reflection and assessment of their own learning.</p>
Commendation	The teachers consistently provide opportunities for students to participate in, and reflect on, the assessment of their work.

Recommendations

Practice 4.3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	Classroom visits and video lessons demonstrated that certain strategies were used frequently in all grade levels across the school. Conversations with teachers indicated the use of the same strategies and tools for assessment throughout their units. Samples of student work indicate that there are limited means of ways to assess learning.
Recommendation	The pedagogical leadership team and teachers develop a resource of different strategies and tools to assess student learning that include different visible thinking routines and tasks.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C4: PYP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

PYP assessment at the school reflects IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Commendation(s) and recommendations for standard C - Middle Years Programme

Standard C1

Commendation(s)

Practice 1.1a	The school has an approach to curriculum planning that involves all Middle Years Programme teachers
Findings of the team	Documentation and conversations with the MYP coordinator and subject group teachers show that there are weekly collaboration meetings for 90 minutes and subject groups have a weekly collaboration meeting with the MYP coordinator. There is a list of meetings with their topics for each week of the school year. Some of the 200 school days which a school is obliged to offer in Denmark, are half days which allows for more collaboration time for teachers. The time allocated is generous and includes all full-time teachers and part time teachers.
Commendation	The school has created proactive, collaborative practices appropriate to the context of the school.

Practice 1.9	Collaborative planning and reflection addresses the IB learner profile attributes
Findings of the team	Collaborative meeting schedules, agendas and minutes indicate that the school has a wide-ranging approach to embedding the IB learner profile attributes in the school. From documents, conversations with teachers, students and the leadership team, it is clear that the learner profile drives expectations for behaviour at the school. The school includes the IB learner profile in MYP planning meetings, displays in classrooms and common and in unit plans. The learner profile attributes are used by some teachers and also by students when describing themselves as learners or describing their learning experiences.
Commendation	The school incorporates the IB learner profile into school events, learning experiences and its everyday vocabulary.

Recommendations

Practice 1.1b	Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding
Findings of the team	From unit planners for interdisciplinary units and subject specific unit plans, there is little evidence that curricular links are being established across the subject groups. Interdisciplinary unit plans do not establish a clear purpose for the integration and teachers were only able to explain the reason for an interdisciplinary unit planner by referring to content which was common to subject groups. The concept selected for these units does not form the basis for interdisciplinary conceptual understanding, and it is unclear how the interdisciplinary units will lead students to learn, problem-solve or understand phenomena "in ways that would have been unlikely through a single discipline."
Recommendation	The school revises disciplinary and especially interdisciplinary units to ensure that the purpose of the consistent integration of interdisciplinary links in all subject areas is clear to both teachers and students in order to enhance both interdisciplinary and disciplinary learning.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	No

Practice 1.5	Collaborative planning and reflection is based on agreed expectations for student learning
Findings of the team	From conversations with the MYP coordinator, the approaches to learning coordinator and subject group teachers, there is evidence that approaches to learning skills are selected for units during collaborative planning meetings. However, no evidence emerged to attest to a consistent process based on shared agreements on student learning and assessment outcomes. Teachers are aware of the interim objectives for MYP 1, 3 and 5 and could explain how they approach the planning of units and assessment tasks for students in MYP 2 and 4. Teachers are not aware of essential agreements regarding what constitutes authentic learning, but they do include approaches to learning skills in their planning and lessons.
Recommendation	The school develops and implements a consistent process to develop and act on shared agreements about authentic student learning and assessment outcomes.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C1: Collaborative planning and reflection supports the implementation of the MYP

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

Collaborative planning and reflection supports the implementation of the MYP	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Standard C2

Commendation(s)

Practice 2.2	The written curriculum is available to the school community
Findings of the team	In conversations with parents, teachers and students, they all explained how they are able to access the written curriculum on the school's management system. This is the core archive of the written curriculum and provides transparent access for the school community.
Commendation	The school provides open access to the written curriculum to the school community, which keeps everyone well informed.

Practice 2.5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others
Findings of the team	Some unit plans and interdisciplinary plans related to environmental issues provide examples of opportunities for meaningful student service as action such as a PHE unit in which cycling and walking to school are encouraged, not only for personal fitness but in order to make the town less polluted by reducing students' carbon footprint. This promotes in the students an awareness of others and community, as they contemplate how they live and act within the context of environmental responsibility.
Commendation	The school promotes awareness on local and global sustainability issues through the delivery of the curriculum.

Recommendations

Practice 2.1f	There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills
Findings of the team	There is evidence of a structure of designated meeting times to review individual unit plans and the ATL mapping. However, teachers could not describe the process nor the frequency with which they reviewed their unit plans and the approaches to learning skills selected. Some teachers mentioned receiving feedback but could not explain this. The visiting team's review of unit plans revealed that many statements of inquiry need revision and approaches to learning clusters and categories should be unpacked into specific skills to be developed in each unit.
Recommendation	The school considers implementing a meaningful and strategic process for the systematic review of individual unit plans and the explicit implementation of approaches to learning skills across all subject groups and years of the programme.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Conclusion for standard C2: The school's MYP written curriculum reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

The school's MYP written curriculum reflects IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Standard C3

Commendation(s)

Practice 3.3	Teaching and learning builds on what students know and can do
Findings of the team	<p>There are documents pertaining to the transition from PYP 8 to MYP 1 and teachers from both year levels meet to collaborate on the skills required by the PYP students for a smooth transition into the MYP programme. This was confirmed in conversations with MYP 1 teachers who are all involved in this transition process.</p> <p>Unit plans demonstrate teachers' awareness of the role of prior knowledge and that this must be uncovered in order to design effective learning experiences and create appropriate expectations for student learning and progress.</p> <p>The vertical articulation of the curriculum provides an additional framework to ensure that teaching and learning is constructivist.</p>
Commendation	Teachers plan with care to ensure that teaching and learning builds on what students know and can do.

Recommendations

Practice 3.1a	Teaching and learning at the school uses global contexts as contexts for inquiry
Findings of the team	From subject group overviews and unit planners, it is evident that teachers select global contexts for all units, but the use of focused explorations is erratic. In conversations with teachers, they could not explain how they formant contextual understanding, although all agreed on its importance. Samples of assessed work did not provide evidence that the selected global context was providing a richer learning experience or backdrop for inquiry.
Recommendation	All teachers use explorations for the global context they select in order to contextualize learning and inquiry for their students.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3.11	Teaching and learning incorporates a range of resources, including information technologies
Findings of the team	Before the pandemic, the school provided resources for learning in the form of guest speakers and field trips. The pandemic has made these resources unavailable. From a visit to the library and conversations with the library technician and teachers, it is clear that there is a need to increase the print resources and also invest in digital resources which allow for greater engagement, inquiry and the nurturing of global perspectives for all students.
Recommendation	The school makes available a wider range of print and digital resources or databases in order to further promote inquiry and investigations in all subject groups.
Recommendation(s) repeated from previous report	No
Appropriate action included in school's action plan	Yes

Practice 3.13	Teaching and learning engages students in reflecting on how, what and why they are learning
Findings of the team	Although the learner profile attribute “reflective” is used in conversations with some teachers and students, there is no evidence that reflection is an integral element of the learning process. Reflections are documented for service as action and in the personal project but do not form part of the learning experiences and do not appear consistently in unit planners. There is little evidence of different modes of reflection, or that reflective metacognitive skills are being developed consistently across the year levels.
Recommendation	Reflection becomes an ongoing part of the learning process across all levels and subjects and includes the before, during and after learning engagements.
Recommendation(s) repeated from previous report	Yes
Appropriate action included in school's action plan	Yes

Conclusion for standard C3: MYP teaching and learning reflects IB philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP teaching and learning reflects IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	

Standard C4

Commendation(s)

Practice 4.1b	Teachers standardize their understanding and application of criteria before deciding on achievement levels
Findings of the team	In discussions with the teachers and the programme coordinator, it became clear that the standardization of summative assessment tasks and key projects is a common practice, one that is welcomed and seen as a way to deepen understanding of the assessment criteria in all subject groups. Many departments have only one teacher, so this process can only happen with the participation of the MYP coordinator who provides support and guidance for all the teachers.
Commendation	The MYP coordinator dedicates time to standardize summative assessment tasks in all subject group and assists with the standardization of the Personal Project.

Practice 4.9	The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP personal project (or community project for programmes that end in MYP year 3 or 4)
Findings of the team	Conversations with MYP 5 students and the Personal Project Coordinator indicate that the planning and implementation of the Personal Project are structured in a way that allows students to develop their learning skills and their personal interest on a principled action by making choices beyond classroom learning. Students at the school also complete the Community Project as this provides a sound preparation for the Personal Project as well as reinforcing links to the community.
Commendation	The school has effective and consistent strategies to celebrate student learning and achievement through the community project and personal project.

Conclusion for standard C4: MYP assessment at the school reflects IB assessment philosophy

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

School's progress in response to IB recommendations for this standard from the previous evaluation process or from authorization.	
The IB concludes that	<ul style="list-style-type: none"> the school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.

MYP assessment at the school reflects IB philosophy	
The school's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
The IB's conclusion	<ul style="list-style-type: none"> Shows satisfactory development.
Explanatory comments (if required)	