

Name of school	Aarhus Academy for Global Education	IB school code	49478
Date	17-12-2015	Programme	MYP

### **Introduction to *Report on school authorization***

In order to become an IB World School offering an IB programme, schools must demonstrate that certain practices and programme requirements are in place and that for others implementation is in progress. This information is available for schools in the *Guide to school authorization* related to each programme.

This report describes the outcome of the process of authorization that the school has gone through. It is based on the verification of the evidence provided by the school to demonstrate that it meets the IB's authorization requirements.

The report is structured according to the *Programme standards and practices*.

The report includes the following:

- The full list of practices that must be in place, indicating those which were found to be in place (identified with YES) and those which were found not to be in place (identified with NO).
- For practices that were found not to be in place the following will be identified: associated finding(s), matter(s) that the school needs to address and the evidence to be provided by the school.

*Matters to be addressed are areas within a school's practices that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.*

- Practices that were found to be in place or in progress, as required, which have an associated commendation or recommendation will show related finding(s).

*Commendations relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.*

*Recommendations provide guidance for the school on further developing the programme, and it is expected that the school incorporates these into its action plan in order to respond to them at the time of evaluation.*

Where the practices and programme requirements that must be in progress are not included in the report, it is considered that the school has shown evidence that they are effectively in progress.

### **Outcome of the school's authorization process**

Congratulations on having become an IB World School offering the Middle Years

Programme. You will find the report related to your school in the pages that follow.

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

## Report

### Section A: Philosophy

#### Standard A

Practice	Description	Practice in place
1	The school's published statements of mission and philosophy align with those of the IB.	YES
2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	YES
3	The school community demonstrates an understanding of, and commitment to, the programme(s).	YES
3a	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4). (1)	YES
7	The school places importance on language learning, including mother tongue, host country language and other languages.	YES
9+ 9a	The school supports access for students to the IB programme(s) and philosophy.  a. The school strongly encourages participation for all students.	YES

<b>Practice 3a</b>	The school ensures that all staff, students and parents understand the central importance of the personal project for students in year 5 of the programme (or community project for programmes that end in MYP year 3 or 4). (1)
<b>Finding</b>	Meetings with various groups in the school community confirmed broad support for, as well as the successful implementation of, the community

	project in MYP3, the planned implementation of the personal project in MYP5 and the desire to maintain both projects as integral parts of the programme
<b>Commendations</b>	The school community for the successful implementation of the community project, the planned implementation of the personal project and the desire to maintain both projects as integral parts of the MYP.
<b>Support in IB Documentation</b>	“MYP: From principles into practice: The community project and the personal project”

<b>Practice 6</b>	The school promotes open communication based on understanding and respect.
<b>Finding</b>	The ethos of open communication and respect is ubiquitous. All sections of the community take pride in this as a central tenet of the development of their school.
<b>Commendations</b>	All sections of the AAGE community for modelling open communication and respect.
<b>Support in IB Documentation</b>	“MYP: From principles into practice: IB learners and the IB learner profile”

<b>Practice 7</b>	The school places importance on language learning, including mother tongue, host country language and other languages.
<b>Finding</b>	Language and literature is offered in English, Danish and Japanese. The latter in response to the recent arrival of a number of Japanese families into the school community.
<b>Commendations</b>	The leadership team for its commitment to language learning, as demonstrated by the willingness to offer additional Language and literature options based on the needs of the students.
<b>Support in IB Documentation</b>	“MYP: From principles into practice: Language and identity”

## Section B: Organization

### Standard B1: Leadership and structure

Practice	Description	Practice in place
<b>2</b>	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	YES
<b>3</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the	YES

	philosophy of the programme(s).	
<b>4+ 4a</b>	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.  a. The MYP coordinator is part of the school pedagogical leadership team.	YES
<b>5a</b>	The school has developed and implements a language policy that is consistent with IB expectations.	YES
<b>5b</b>	The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	YES
<b>5c</b>	The school has developed and implements an assessment policy that is consistent with IB expectations.	YES
<b>5d</b>	The school has developed and implements an academic honesty policy that is consistent with IB expectations.	YES
<b>6</b>	The school has systems in place for the continuity and ongoing development of the programme(s).	YES
<b>6a</b>	The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project (or community project for programmes that end in MYP year 3 or 4).	YES

<b>Practice 2</b>	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
<b>Finding</b>	The Board has established a professional leadership team to focus on the mission and values, implement the programme and market the school to the local and international business community.
<b>Commendations</b>	The Board for establishing a professional leadership team that focuses on the mission and values, implements the programme and markets the school to the local and international business community.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: MYP: From principles into practice: School leadership structures and responsibilities"  "Key roles"

<b>Practice 3</b>	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
<b>Finding</b>	In various meetings with members of the school community, they expressed their appreciation for the clear direction, open communication and constant support offered by the Director, Deputy-Director and the MYP Coordinator.
<b>Commendations</b>	The Director, Deputy-Director and the MYP Coordinator for their clear direction, open communication and constant support.
<b>Support in IB Documentation</b>	“MYP: From principles into practice: MYP: From principles into practice: School leadership structures and responsibilities”  “Key roles”

### Standard B2: Resources and support

Practice	Description	Practice in place
<b>1</b>	The governing body allocates funding for the implementation and ongoing development of the programme(s).	YES
<b>2</b>	The school provides qualified staff to implement the programme(s).	YES
<b>3+ 3a</b>	The school ensures that teachers and administrators receive IB-recognized professional development.  a. The school complies with the IB professional development requirement for the MYP at authorization and at evaluation.	YES
<b>4</b>	The school provides dedicated time for teachers' collaborative planning and reflection.	YES
<b>5</b>	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	YES
<b>10</b>	The student schedule or timetable allows for the requirements of the programme(s) to be met.	YES
<b>10a</b>	The schedule or timetable provides a broad and balanced	YES

	choice of subjects from the required MYP subject groups.	
<b>10b</b>	The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.	YES
<b>10c</b>	The schedule or timetable promotes concurrency of learning.	YES
<b>12</b>	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered. (2)	YES

<b>Practice 1</b>	The governing body allocates funding for the implementation and ongoing development of the programme(s).
<b>Finding</b>	There has been significant investment of time and money from some of the supporting organisations. This has enabled the purchase of the school buildings and land. This development supports the future growth and sustainability of the programme.
<b>Commendations</b>	The supporting organisations for their significant investment in the future development of the school and the IB programmes.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: Resources"

<b>Practice 4</b>	The school provides dedicated time for teachers' collaborative planning and reflection.
<b>Finding</b>	As well as subject group meetings, there are weekly 90-minute whole group meetings to facilitate collaborative planning and reflection.
<b>Commendations</b>	The school for providing regular and frequent opportunities for collaborative planning and reflection.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: Resources"

<b>Practice 5</b>	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
<b>Finding</b>	Currently, there are many space and room sharing issues. These are soon to be resolved as the Danish school sharing some of the facilities is

	moving to a new site. The current site and buildings have been purchased by AAGE. The Municipality has been fully supportive of these developments, recognising the need for an international school, to support business development in the city of Aarhus.
<b>Commendations</b>	The Board for working with the Municipality to purchase land and rooms that will obviate current issues and facilitate the future development of the school.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: Resources"

<b>Practice 6</b>	The library/multimedia/resources play a central role in the implementation of the programme(s).
<b>Finding</b>	<p>The library space and the collection is very, and there is no qualified librarian. The library technician has organised materials for easy access, established a team of volunteers and reached out to teachers, offering her support for the development and resourcing of units.</p> <p>Conversations with teachers indicated a desire for more resources, as well as an understanding that the school has to prioritise the use of available funds. They indicated the library, in particular, is an area for growth.</p>
<b>Recommendations</b>	The school considers hiring a teacher librarian to work with the library technician and develop the resources of the library.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: Resources"

<b>Practice 8</b>	The school provides support for its students with learning and/or special educational needs and support for their teachers.
<b>Finding</b>	The Counsellor/SEN teacher works closely with local agencies that are available to support students. This includes, but is not limited to, individual support in lessons.
<b>Commendations</b>	The Counsellor/ SEN teacher and her temporary replacement for ensuring a smooth transition and working closely with local agencies that are available to support students.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: Inclusion in the MYP"

<b>Practice 12</b>	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in
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	MYP year 3 or 4), the DP extended essay and the IBCC reflective project for all students, depending on the programme(s) offered. (2)
<b>Finding</b>	This year is the first time the school has students completing a personal project. Each student has a supervisor but some students indicated they would like more resources to complete the projects.
<b>Recommendations</b>	The school investigates ways of providing more resources for MYP 5 students working on the personal project.
<b>Support in IB Documentation</b>	"Resources"

## Section C: Curriculum

### Standard C1: Collaborative planning

Practice	Description	Practice in place
<b>1+ 1a+ 1b</b>	Collaborative planning and reflection addresses the requirements of the programme(s).  a. The school has an approach to curriculum planning that involves all MYP teachers  b. Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.	YES
<b>2</b>	Collaborative planning and reflection takes place regularly and systematically.	YES

### Standard C2: Written curriculum

Practice	Description	Practice in place
<b>1a</b>	The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).	YES
<b>1c</b>	The written curriculum includes subject group overviews for each subject group offered for each year of the programme.	YES

<b>1d</b>	Unit plans are documented according to the MYP unit planning process.	YES
<b>4a</b>	The written curriculum includes the prescribed key concepts and related concepts in each subject group.	YES
<b>9</b>	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	YES

<b>Practice 1b</b>	The written curriculum includes an approaches to learning planning chart for all years of the programme.	
<b>Finding</b>	The ATL framework is comprehensive and includes all clusters and strands for each subject, for each year. This chart is used by all teachers.	
<b>Commendations</b>	The MYP Coordinator for developing and utilising a comprehensive ATL framework.	
<b>Support in IB Documentation</b>	"MYP: From principles into practice: ATL planning" "MYP: From principles into practice: Approaches to learning (ATL)"	

### Standard C3: Teaching and learning

Practice	Description	Practice in place
<b>1a</b>	Teaching and learning at the school uses global contexts as contexts for inquiry.	YES
<b>4</b>	Teaching and learning promotes the understanding and practice of academic honesty.	YES

<b>Practice 13</b>	Teaching and learning engages students in reflecting on how, what and why they are learning.	
<b>Finding</b>	There is evidence of some use of the command terms for teaching and learning.	
<b>Recommendations</b>	The MYP Leadership team finds ways to ensure that the use of the command terms is more explicit in teaching and learning, and that they are used to drive subject discussions, as well as the acquisition of ATL skills.	

<b>Support in IB Documentation</b>	"MYP: From principles into practice: Assessment strategies – process journals"
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### Standard C4: Assessment

Practice	Description	Practice in place
<b>1a</b>	The school uses the prescribed assessment criteria for each subject group in year 5 of the programme.	YES
<b>2</b>	The school communicates its assessment philosophy, policy and procedures to the school community.	YES
<b>9</b>	The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the IBCC reflective project, depending on the programme(s) offered.(3)	YES

<b>Practice 1b</b>	Teachers standardize their understanding and application of criteria before deciding on achievement levels.
<b>Finding</b>	As AAGE is a relatively small school, some subject groups have only one teacher and there are a number of teachers new to the MYP. Teachers take the opportunity to standardise assessment in weekly meetings with the MYP Coordinator. Regular meetings are held to standardise assessment across subjects.
<b>Commendations</b>	The MYP Coordinator for including a standardisation of assessment option, in weekly meetings with individual teachers, and regular meetings for the standardisation of assessment across subjects.
<b>Support in IB Documentation</b>	"MYP: From principles into practice: Building shared understanding of the MYP criteria – Internal standardization"

<b>Practice 2</b>	The school communicates its assessment philosophy, policy and procedures to the school community.
<b>Finding</b>	Generally-speaking, the school communicates assessment information. However, the MYP criteria on the website are redundant. Conversations in meetings indicated an awareness of this, as well as a level of frustration because the current website is not easy to modify.
<b>Recommendations</b>	The school update its website to reflect, amongst other things, the current MYP assessment criteria/ practices.

<b>Support in IB Documentation</b>	“MYP: From principles into practice: Developing an assessment policy”
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<b>Practice 6</b>	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
<b>Finding</b>	The reporting of student progress is aligned with all IB requirements. However, it is noteworthy that there are two distinct reporting periods in each academic year. Written reports are sent home in January and June and there is no end of year grade. Teachers felt this put extra pressure on teachers and students.
<b>Recommendations</b>	The school reviews the periodicity of producing formal, written reports.
<b>Support in IB Documentation</b>	“MYP: From principles into practice: Reporting student achievement”