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Name of school	Aarhus Academy for Global Education	IB school code	049478
Date	30-05-2016	Programme	PYP

Student ages in which all students are engaged in PYP	☑ 3-4	☑ 4-5	☑ 5-6	☑ 6-7	☑ 7-8	☑ 8-9	☑ 9-10	☑ 10-11	☐ 11-12

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.

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- 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 Primary 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 values of the Primary Years Programme as indicated in the curriculum documents have an explicit impact on the decision making and functioning of the school.	YES
3b	The school as a community of learners is committed to a collaborative approach to curriculum development.	YES
3c	The school is committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.	YES
3d	The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.	YES
3e	The school demonstrates a commitment to transdisciplinary learning.	YES
7a	The school makes provision for students to learn a language, in addition to the language of instruction, at least from the age of seven. Schools with two languages of instruction are not required to offer an additional language.	YES
9	The school supports access for students to the IB programme(s) and philosophy. a. The school implements the Primary Years Programme as an inclusive programme for all students.	YES

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Finding	During interviews with parents, teachers, students, leadership and members of the board, it was clear that all constituents are committed to and have an understanding of the programme.
Commendations	The school for its on-going commitment and enthusiasm in implementing the programme.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p.2

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Finding	In interviews and discussions with students, it was evident to the visitors that the Learner Profile is an active vocabulary used to promote international mindedness within the school community.
Commendations	The school for its active promotion and integration of the Learner Profile within the fabric of the school community.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.2 Making the PYP happen: Pedagogical leadership in a PYP school, p.8

Practice 5	The school promotes responsible action within and beyond the school community.
Finding	While there was some evidence of student action within the unit planners, in displays and in some discussions with teachers and students, more emphasis and value could be placed on student-initiated and authentic action.
Recommendations The IB Recommends that:	the school deepens their understanding of the action component and allow students more opportunity to engage in self directed inquiries and the action arising as a result.

Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.25–27 Making the PYP happen: Pedagogical leadership in a PYP school, p.10

Practice 6	The school promotes open communication based on understanding and respect.
Finding	Interviews with parents, teachers and classroom observations revealed open and respectful lines of communication. Parents spoke highly of the degree to which the school keeps them informed of both school events and student progress.
Commendations	The school for its commitment to open communication and for creating an inviting and welcoming atmosphere which promotes open communication.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.4 Making the PYP happen: Pedagogical leadership in a PYP school, pp.5,17 IB learner profile booklet

Practice 7b	The school supports mother tongue and host country language learning.
Finding	Though English is the language of instruction in the school, the visiting team found that in interviewing language teachers and in visual displays within the school, the host country language was not adequately recognized and promoted.
Recommendations The IB Recommends that:	the school explores authentic ways to bring in the local language alongside the language of instruction which will allow students to make natural connections in their language learning.
Support in IB Documentation	Learning in a language other than mother tongue in IB programmes, pp.1–5 Guidelines for developing a school language policy

Practice 8	The school participates in the IB world community.
Finding	While the school has met the requirements for IB professional development, the visitors noted in looking at the 5 year budget and staff development plans, that on-going participation in professional development will allow the leadership and teachers opportunities to deepen understanding of the programme and create stronger links within the IB world community.
Recommendations The IB Recommends that:	the board gives consideration to the professional development budget as a means of supporting the leadership and teachers in becoming part of the IB world community.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.20–24

Section B: Organization

Standard B1: Leadership and structure

Practice	Description	Practice in place
2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).	YES
2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.	YES
2b	The governing body places the responsibility for the implementation of the Primary Years Programme on the pedagogical leadership team.	YES

3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	YES
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.	YES
5	The school develops and implements policies and procedures that support the programme(s).	YES
5a	The school has developed and implements a language policy that is consistent with IB expectations.	YES
5b	The school has developed and implements an assessment policy that is consistent with IB expectations.	YES
6	The school has systems in place for the continuity and ongoing development of the programme(s).	YES

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
Finding	The visitors noted that there has been a marked turnover in leadership within the school over the last two years.
Recommendations The IB Recommends that:	the governing body aim to achieve a stable management/leadership structure to ensure that they are consistently well informed and up to date on the needs of the school with regards to programme implementation and development.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.2,8,11

Practice 2a	The responsibility for pedagogical leadership within the school is a shared responsibility, including at least the Primary Years Programme coordinator and the primary school principal.
Finding	The visitors noted that the collaboration between the primary principal/PYP coordinator and the Early Years administrator resulted in a shared and agreed-upon balance of responsibility, commitment to students and support of the teachers in assuring a cohesive approach to the implementation of the programme.
Commendations	The pedagogical leadership for their collaborative approach to their respective roles and responsibilities.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, pp.8–18

Standard B2: Resources and support

Practice	Description	Practice in place
1	The governing body allocates funding for the implementation and ongoing development of the programme(s).	YES
2	The school provides qualified* staff to implement the programme(s).	YES
3+ 3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Primary Years Programme at authorization and at evaluation.	YES
4	The school provides dedicated time for teachers' collaborative planning and reflection.	YES

5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).	YES
10+ 10a	The class schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule allows for in-depth inquiry into the transdisciplinary and disciplinary dimensions of the curriculum.	YES

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Finding	The visitors noted that the library and classroom print resources in the Early Years program were limited in scope to address the needs of young learners in an inquiry-based programme. The primary school library was given a dedicated space in August 2015. Review of the five year budget showed that the library budget falls under the main heading of "supplementary materials", indicating that there is no dedicated library budget.
Recommendations The IB Recommends that:	the school considers developing a more extensive bank of print material to support both the early years literacy development and the needs of primary students in an inquiry-based curriculum.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.43

Practice 8	The school provides support for its students with learning and/or special educational needs and support for their teachers.
Finding	The school's inclusion policy (2015-2016) identified the need for an SEN coordinator/teacher. Interviews with teachers also identified this as a need within the present structure.

Recommendations The IB Recommends that:	the school explores ways and resources to support students with special and/or learning needs.
Support in IB Documentation	Making the PYP happen: Pedagogical leadership in a PYP school, p.11

Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Finding	In conversations with the visiting team, both teachers and students could give examples of using expertise found in the community in order to enhance and amplify learning. Parents are also welcome to share their expertise as guest speakers or volunteer to do so. Field trips within the community take place regularly.
Commendations	The school for the emphasis it places on utilizing the resources and expertise of the community to support teaching and learning.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.42–43 Developing a transdisciplinary programme of inquiry, p.6

Section C: Curriculum

Standard C1: Collaborative planning

Practice	Description	Practice in place
1a	The programme of inquiry and all corresponding unit planners are the product of sustained collaborative work involving all the appropriate staff.	YES
2	Collaborative planning and reflection takes place regularly and systematically.	YES

Practice 1+ 1b 1c	Collaborative planning and reflection addresses the requirements of the programme(s).
Finding	In conversations with teachers and as documented on planners, the visitors noted that more dedicated time needs to be given to reflection as one of the essential elements in the planning process and that this should be reflected in the planning schedule.
Recommendations The IB Recommends that:	the school ensures that during collaborative planning meetings, time is given for teachers to reflect in teams in order to better address and assess success in meeting the requirements of the programme.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.41 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 1+ 1b 1c	c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.
Finding	In reviewing planners and in discussion with teachers, the visitors noted that there was an inconsistent understanding of the concept-driven nature of the curriculum and how it informs the planning process and strengthens the transdisciplinary nature of the program.
Recommendations The IB Recommends that:	the school supports teachers in deepening their understanding of conceptually based learning, teaching and planning, including how to create links across the disciplines and to assess for conceptual understanding.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.41 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 3a	There is a systematic approach to integration of the subject-specific scope and sequences and the programme of inquiry.
Finding	In documentation review with the PYP Coordinator, it was clear that much work has been done in developing a systematic approach to integrating and mapping the subject-specific scope and sequences within the programme of inquiry.
Commendations	The PYP coordinator for ensuring that the single subject scope and sequence documents are an active part of both planning and informing teaching and learning.

Support in IB Documentation	Developing a transdisciplinary programme of inquiry, pp.8–9 Subject-specific scope and sequence documents

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Finding	The visitors observed that differentation was evidenced in classroom visits and in review of planners. Teachers could speak concretely about the way they adjusted and planned for the differing learning needs and styles of their students.
Commendations	The teachers for developing tools and strategies to address the scope of learning styles and levels within their classes and endeavoring to accommodate the needs of all learners.
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp.16–19

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Finding	In conversation with teachers and as documented on planners, the visitors noted that more dedicated time needs to be allocated to reflection as an important element in the planning process.
Recommendations The IB Recommends that:	the school reviews the collaborative planning schedule to allow dedicated time for teachers to reflect in teams in order to best address the needs of their students.
Support in IB Documentation	The Primary Years Programme as a model of transdisciplinary learning, pp.9,13 Making the PYP happen: A curriculum framework for international primary education, p.31

Standard C2: Written curriculum

Practice	Description	Practice in place
1a	The programme of inquiry consists of six units of inquiry—one for each transdisciplinary theme—at each year/grade level, with the exception of students who are 3–5 years, where the requirement is at least four units at each year/grade level, two of which must be under “Who we are” and “How we express ourselves”.	YES

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Finding	In reviewing the school's program of inquiry the visitors found that some of the units of inquiry were a) beyond the conceptual understanding for the age stated b) overly dense in trying to cover too much conceptually within the Transdisciplinary theme and c) not expressed in neutral language.
Recommendations The IB Recommends that:	that the school engage in a thorough Program of Inquiry review informed by the IB publication, "Developing a transdisciplinary program of inquiry" with emphasis placed on the section concerning the writing of central ideas. (pgs 8-9).
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, p.56 Developing a transdisciplinary programme of inquiry, pp.6–11

Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Finding	Parents commented unilaterally that their children were developing a mature awareness of the world around them, deepening their sensitivity to the challenges facing other people in the global community and gaining an understanding of their shared human experience.
Commendations	The school for creating learning opportunities for students in which they can explore common human themes and develop multiple perspectives.

Standard C3: Teaching and learning

Practice	Description	Practice in place
1b	The classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the Primary Years Programme model of transdisciplinary teaching and learning.	YES

Practice 2a	The school ensures that inquiry is used across the curriculum and by all teachers.
Finding	In lessons observed by the visitors, it was apparent that there exists a range of practice and understanding of inquiry as an approach to teaching. Whereas some lessons incorporated tasks and activities that were indicative of inquiry-based learning, other lessons were more teacher directed, developed and led.
Recommendations The IB Recommends that:	the school facilitates ways to further develop and deepen teachers' knowledge and skills in approaching teaching and learning through inquiry.

Practice 10a	The school provides for grouping and regrouping of students for a variety of learning purposes.
Finding	The visitors observed that in many of the classes visited, teachers flexibly grouped the children depending on the lesson objectives.
Commendations	The teachers for addressing the needs of students and optimizing learning through the use of small group interactions.

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Finding	In classroom visits, the visitors found that students were able to articulate and reflect on the how, what and why of what they were learning. Students were able to share and explain the processes underway in the units.
Commendations	The teachers for engaging students in the learning process and creating transparency in communicating the value of the designated learning experience.

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Finding	The school's Positive behaviour support Handbook and the expectations placed upon students make it clear that the school fosters an environment based on respect and mutual understanding. In interviews, students could articulate how they would reflect when considering certain choices they could do differently.
Commendations	The school for being pro-active in developing a policy which states in a positive manner the expectations placed upon students, thereby helping to create a respectful learning environment.

Practice 15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
Finding	The visitors observed numerous samples of students demonstrating their learning in a variety of ways including presentations, reports, posters, dioramas, interviews, portfolios and though their artwork.
Commendations	The teachers for varying the modes and options available for students to demonstrate their learning and for encouraging student choice.

Standard C4: Assessment

Practice	Description	Practice in place
2	The school communicates its assessment philosophy, policy and procedures to the school community.	YES

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Finding	Conversations with parents, review of school documentation and student reports evidenced that the school has put in place numerous systems for reporting student progress which are aligned with the philosophy of the program.
Commendations	The school for its commitment to reporting on student progress and providing regular feedback to both students and parents.
Support in IB Documentation	Making the PYP happen: A curriculum framework for international primary education, pp.51–52

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Finding	The visitors found that there was inconsistency in the student portfolios. While some had evidence of student participation, very little attention was given to peer and self assessment and reflection.
Recommendations The IB Recommends that:	the teachers explore ways to encourage students to reflect actively on their learning and take greater ownership of their learning portfolios throughout their years in the PYP.