

## Bestyrelsesmøde nr. 9

Den 16. juni 2020, kl. 15.00 – 17.30

Halmstadgade 6, auditorium 1

### Deltagere:

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Morten Ib Rasmussen, 3F

Christian Sørensen, 3F

Conni Simonsen, selvsupplerende

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Peter Hassert Nielsen, undervisere

Peter Nordheim, Dansk Byggeri

Thomas Weifenbach Jensen, Horesta

Rune Holst Jakobsen, Aarhus Kommune

Annette Ernst Lauridsen, direktør

Lasse Munk Madsen, vicedirektør

### Afbud:

### Referent:

Annette Ernst Lauridsen og Lasse Munk Madsen

### Godkendelser:

Godkendelse af referat nr. 8 fra den 2. april 2020

Godkendelse af dagsorden

### Tidsangivelser:

Orientering 10 min, drøftelse 60 min, tema 50 min, information 30 min.

Tidsangivelser er vejledende, og der indlægges en pause efter formandens ønske.

## Orientering:

### Fra bestyrelsesformand

Farvel til Emilie Støve og Katja Sarup.

### Fra direktion

## Punkter til drøftelse og beslutning:

### Økonomi

Gennemgang af 1. kvartals regnskab og estimat for resten af året 2020. Se baggrundsmateriale.

### Corona

Orientering om Coronakrisens mulige indvirkning på skolens drift.

### STX

Elevfordeling på STX og regionsformandens chikane og hetz mod skolen i pressen. Der ønskes en diskussion af skolens handlemuligheder. Lukket punkt.

## Punkt til temadrøftelse:

### IB

Den årlige gennemgang og status på IB for bestyrelsen. I år skal skolen re-certificeres for at kunne bevare vores internationale godkendelse til at udbyde IB på AARHUS GYMNASIUM, Tilst. Det er et stort og omfattende arbejde, og vi vil benytte denne gennemgang for bestyrelsen, som et eftersyn af og sparring på skolens forberedelse og arbejde i forbindelse med den ny certificering. Deadline for indsendelse af materiale er 1. september og den eksterne censur finder sted medio november.

Bilag: [What is an IB education og IB brochure AARHUS GYMNASIUM](#)

## Punkter til information og orientering:

### Kvalitetstilsyn på karakterniveau på STX, Tilst

Skolen har modtaget Undervisningsministeriets opfølgning på skolens svar på tilsyn jf. bestyrelsesmødet i februar. Ministeriet går ikke videre med sagen og skriver, at de vurderer, at skolens arbejde for at forbedre elevernes karakterniveau er fyldestgørende.

Bilag: [Brev fra Undervisningsministeriet](#)

### Status på ansøgere til eud

Status på tilmeldingerne til EUD, august 2020. Som det kan ses, er vi lige lidt under antal ansøgere sammenlignet med samme tidspunkt sidste år. Dette kan stadig ændre sig helt op til tidspunkt for opstart. Vi forventer endvidere at corona, vil give lidt flere ansøgere især voksne på EUV (afkortede forløb i forhold til ens realkompetencer) og unge voksne. Vi er i tæt dialog med jobcenteret i Aarhus omkring disse grupper, som er blevet ramt af arbejdsløshed i forbindelse med corona. Se baggrundsmateriale.

### Industriteknikerindsatsen

Bestyrelsen ønskede en tilbagemelding på, om skolen kunne se en effekt på antal af elever og uddannelsesaftaler som følge af renovering af industriteknik-området i 2018/2019. Af vedhæftede redegørelse fremgår det, at der kan ses en moderat fremgang i elevantal og en god og lovende dialog med virksomhederne herunder en fin opbakning til de arrangementer, som vi har afholdt.

Bilag: [Notat fra uddannelses- og praktikchef Marianne Würtz samt artikel fra fagblade om virksomhedsarrangement.](#)

## Eventuelt



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# What is an IB education?



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# What is an IB education?



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## What is an IB education?

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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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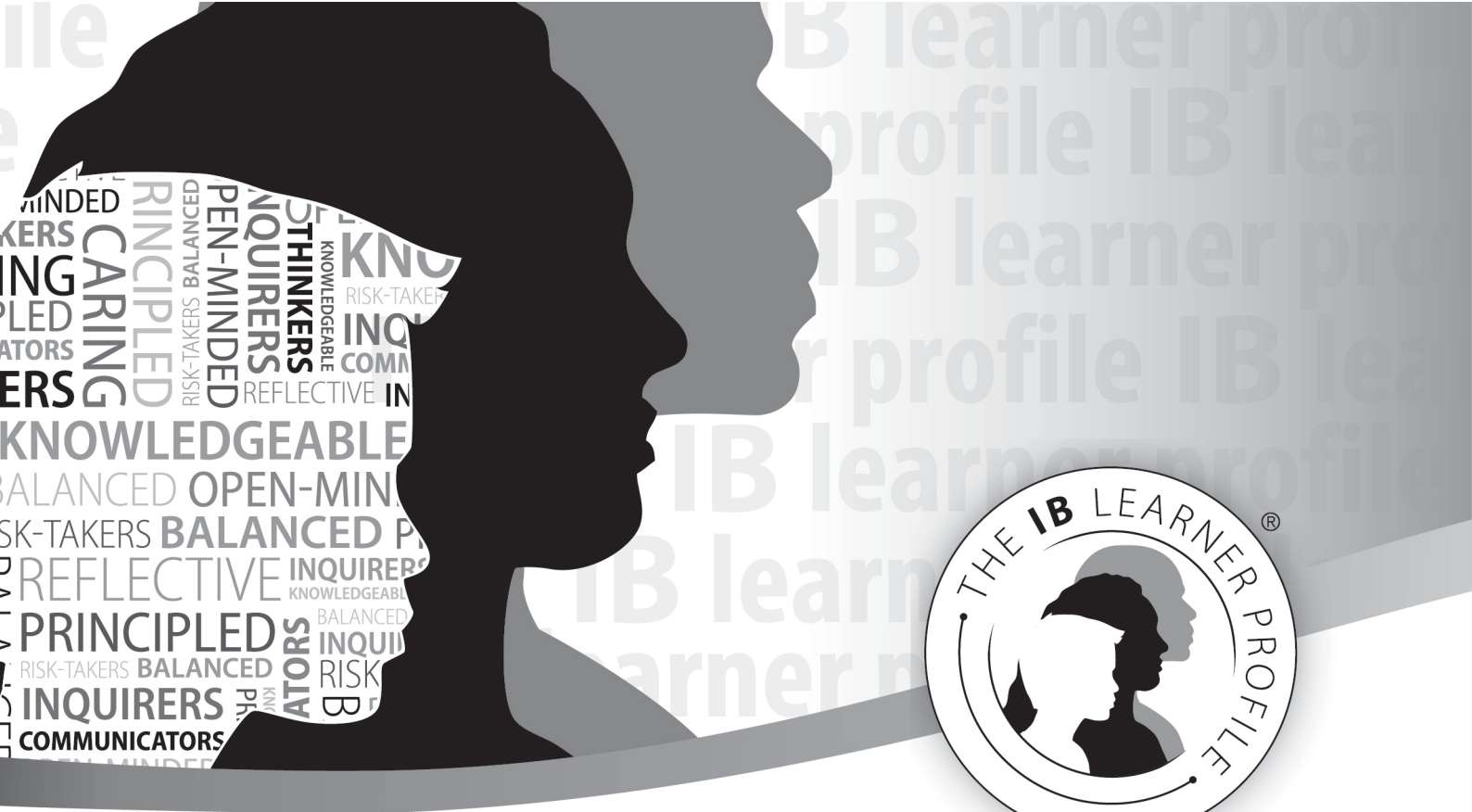


## IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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# What is an IB education?

Imagine a worldwide community of schools, educators and students with a shared vision and mission to empower young people with the skills, values and knowledge to create a better and more peaceful world. This is the International Baccalaureate (IB).

In 1968 the first programme offered by the IB, the Diploma Programme, was established. It sought to provide a challenging yet balanced education that would facilitate geographic and cultural mobility by providing an internationally recognized university entrance qualification that would also serve the deeper purpose of promoting intercultural understanding and respect.

With the introduction of the Middle Years Programme in 1994 and the Primary Years Programme in 1997, the IB identified a continuum of international education for students aged 3 to 19. The introduction of the IB Career-related Programme in 2012 enriched this continuum by providing a choice of international education pathways for 16 to 19 year old students.

Each of the IB programmes reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them, as well as equipping them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries, and that champions critical engagement, stimulating ideas and effective relationships.

These aspirations are summed up in our ambitious mission:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Written primarily for educators, *What is an IB education?* outlines our educational philosophy. It also explains how this philosophy shapes the four IB programmes, which can be implemented independently or in combination: the Primary Years Programme (ages 3–12), Middle Years Programme (ages 11–16), Diploma Programme (ages 16–19) and Career-related Programme (ages 16–19).

# About international-mindedness

The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet. Central to this aim is international-mindedness.

International-mindedness is a multi-faceted and complex concept that captures a way of thinking, being and acting that is characterized by an openness to the world and a recognition of our deep interconnectedness to others.

To be open to the world, we need to understand it. IB programmes therefore provide students with opportunities for sustained inquiry into a range of local and global issues and ideas. This willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international.

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.

An IB education further enhances the development of international-mindedness through multilingualism. All IB programmes require the students to study, or study in, more than one language because we believe that communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect. It helps the students to appreciate that his or her own language, culture and worldview is just one of many.

International-mindedness is also encouraged through a focus on global engagement and meaningful service with the community. These elements challenge the student to critically consider power and privilege, and to recognize that he or she holds this planet and its resources in trust for future generations. They also highlight the focus on action in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change.

The components of an IB education described in this document work together to support the IB's overarching aim of developing international-mindedness.

# The IB learner profile

The IB learner profile places the student at the centre of an IB education.

The 10 attributes reflect the holistic nature of an IB education. They highlight the importance of nurturing dispositions such as curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them.

IB educators help students to develop these attributes over the course of their IB education, and to demonstrate them in increasingly robust and sophisticated ways as they mature. The development of these attributes is the foundation of developing internationally minded students who can help to build a better world.

Attribute	Descriptor
Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Attribute	Descriptor
Balanced	We understand the importance of balancing different aspects of our lives— intellectual, physical, and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Broad, balanced, conceptual and connected

Each of the four IB programmes provides a detailed and developmentally appropriate curriculum or curriculum framework that is broad, balanced, conceptual and connected.

IB programmes offer students access to a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, focusing on powerful organizing ideas that are relevant across subject areas, and that help to integrate learning and add coherence to the curriculum.

The programmes emphasize the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them.

The four programmes are all underpinned by a shared focus on international-mindedness and developing the attributes of the IB learner profile. Yet each programme also has its own identity and developmentally appropriate elements. For example:

- In the Primary Years Programme, learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes of global significance: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet.
- In the Middle Years Programme, students explore six global contexts that are developed from and extend the Primary Years Programme transdisciplinary themes: identities and relationships, personal and cultural expression, orientation in space and time, scientific and technical innovation, fairness and development, and globalization and sustainability.
- In the Diploma Programme, the curriculum consists of six subject groups and the three elements of the Diploma Programme core. As one of these core elements, the theory of knowledge course encourages students to become more aware of their own perspective and assumptions through an exploration of the fundamental question of how we know what we know.
- In the Career-related Programme, students combine the study of Diploma Programme courses with career-related studies and the four elements of the Career-related Programme core. As one of these core elements, the personal and professional skills course focuses on preparing students to effectively navigate a range of personal and professional situations that they may encounter in the workplace.

All four IB programmes also require the completion of a culminating project (the Primary Years Programme exhibition, Middle Years Programme personal project or community project, Diploma Programme extended essay and Career-related Programme reflective project). These projects provide an opportunity for students to showcase their knowledge, understanding and skills.

Meaningful assessment supports curricular goals. In IB programmes assessment is therefore ongoing, varied and integral to the curriculum. IB schools use a range of strategies and tools to assess student learning. Emphasis is placed on the importance of analysing assessment data to inform teaching and learning, and on recognizing that students benefit by learning how to assess their own work and the work of others.

The Middle Years Programme, Diploma Programme and Career-related Programme also offer a range of IB-validated assessments. These assessments balance validity and reliability, offering assessment tasks that, for example, require students to demonstrate higher order thinking rather than simple factual recall. These rigorous assessments help to maintain the IB's hard earned reputation for high standards and challenging programmes.



# Approaches to teaching and learning

Grounded in contemporary educational research, the IB's six approaches to teaching and five approaches to learning guide and focus educators and students in IB World Schools. They play a crucial role in ensuring that the aspirations of an IB education become a reality in the classroom.

The approaches are centred on a cycle of inquiry, action and reflection—an interplay of asking, doing and thinking—that informs the daily activities of teachers and learners. They also place a great deal of emphasis on relationships. This reflects the IB's belief that educational outcomes are profoundly shaped by the relationships between teachers and students, and celebrates the many ways that people work together to construct meaning and make sense of the world.

## Approaches to teaching

The same six approaches underpin teaching in all IB programmes. The approaches are deliberately broad, designed to give teachers the flexibility to choose specific strategies to employ that best reflect their own particular contexts and the needs of their students.

In all IB programmes, teaching is:

- **Based on inquiry.** A strong emphasis is placed on students finding their own information and constructing their own understandings.
- **Focused on conceptual understanding.** Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts.
- **Developed in local and global contexts.** Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
- **Focused on effective teamwork and collaboration.** This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students.
- **Designed to remove barriers to learning.** Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
- **Informed by assessment.** Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

## Approaches to learning

Our focus on approaches to learning is grounded in the belief that learning how to learn is fundamental to a student's education.

The five categories of interrelated skills aim to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help to support students' sense of agency, encouraging them to see their learning as an active and dynamic process.

The same five categories of skills span all IB programmes, with the skills then emphasized in developmentally appropriate ways within each programme. The five categories are:

- thinking skills, including areas such as critical thinking, creative thinking and ethical thinking
- research skills, including skills such as comparing, contrasting, validating and prioritizing information
- communication skills, including skills such as written and oral communication, effective listening, and formulating arguments
- social skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- self-management skills, including both organisational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation.

The development of these skills plays a crucial role in supporting the IB's mission to develop active, compassionate and lifelong learners. Although these skills areas are presented as distinct categories, there are close links and areas of overlap between them, and these categories should be seen as interrelated.

## Conclusion

An IB education is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. Today, as new global challenges emerge under an unprecedented pace of change, an IB education is more relevant and necessary than ever.

The IB and its programmes are unique in many ways. We are a not-for-profit organization, meaning that there are no shareholders and any surplus income is invested in our work. We are independent of political and commercial interests, and IB programmes are offered in a hugely diverse range of schools around the world; both state and private, national and international, large and small.

One of the most special features of the IB is that it gathers together a worldwide community of educators who share a common belief that education can help to build a better world. Each of our IB programmes and curricula undergoes regular review to ensure that we are delivering the best possible education for IB students. This curriculum review process involves educators from many different cultures and backgrounds and ensures that practising teachers play a critical role in the development of each programme. It also means that our vision is constantly sharpened by research, both our own and that of other respected academic bodies.

The IB has always championed a stance of critical engagement with challenging ideas, and of combining our commitment to enduring fundamental principles with our drive for innovation and improvement. For this reason, *What is an IB education?* is intended not only to inform but also to stimulate further conversations and discussion.

## Additional reading

*What is an IB education?* was informed by multiple perspectives and readings, which included the following English language titles:

Audet, RH and Jordan, LJ (eds). 2005. *Integrating inquiry across the curriculum*. Thousand Oaks, California, USA. Corwin Press.

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- part of AARHUS TECH

# AARHUS GYMNASIUM

TILST

An Inclusive International School



THE INTERNATIONAL BACCALAUREATE  
AIMS TO DEVELOP INQUIRING,  
KNOWLEDGEABLE AND  
CARING YOUNG PEOPLE





## WELCOME TO AARHUS GYMNASIUM!

At AARHUS GYMNASIUM, we realise that choosing a high school education can be one of the most significant decisions that young adults face. In our experience, that decision can be made easier by gaining more information about the school, the Diploma Programme and its constituent parts before embarking on this challenging, two-year programme. As the school's IB Coordinator, it is an important part of my job to assist students and their parents in making choices about IB courses and the IB Diploma Programme. Thankfully, I am not alone in this task and the school's counsellors, staff and also our current and former students frequently help and advise students who, like you, face this important choice.

At AARHUS GYMNASIUM, we are proud that our students continue to perform remarkably well in their IB subjects and it is with pride that the school has witnessed the continued development of the IB Diploma Programme.

At AARHUS GYMNASIUM, we offer a successful, one-year Pre-IB Programme as preparation for the academic rigours of the Diploma Programme. The information provided here presents some information about the International Baccalaureate program and our school, but we highly recommend that students and parents discuss course requirements and subject choices with us before any decisions are made.

AARHUS GYMNASIUM'S PRE-IB PROGRAMME IS A ONE-YEAR COURSE THAT PREPARES STUDENTS ACADEMICALLY FOR THE IB DIPLOMA PROGRAMME

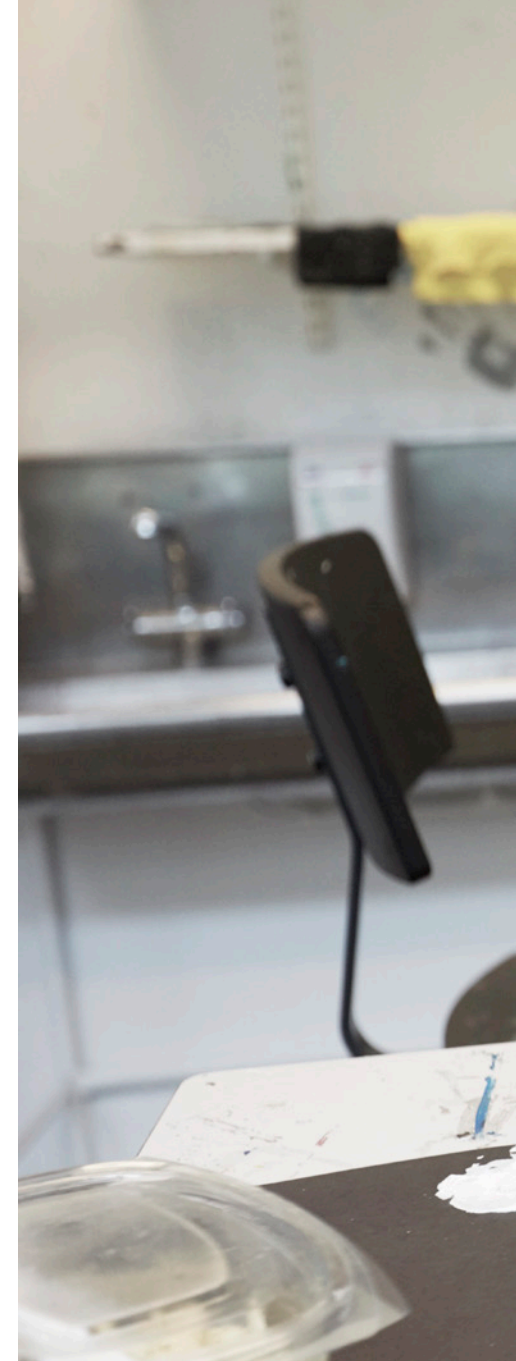
## THE PRE-IB PROGRAMME AT AARHUS GYMNASIUM

The Pre-IB year consists of both set and elective subjects, all taught with an international perspective. This is combined with courses in Pre-TOK and Pre-CAS, which mirror some of the holistic characteristics of the Diploma Programme and encourage students to think beyond the confines of the classroom. Together, this enables our Pre-IB students to gain fundamental subject knowledge and make informed choices about their subject choices for the Diploma Programme.

Nominally, the Pre-IB equates to the first year of the three-year Danish national upper secondary school qualifications (STX). While also preparing students for the Diploma Programme, AARHUS GYMNASIUM's Pre-IB programme is planned in accordance with Danish regulations and thus also includes important evaluations in General Science,

General Linguistics, the History Research Project as well as end-of-year tests. This makes it a challenging, developmental and formative programme in its own right. Passing the Pre-IB gives students 'C-level' qualifications in a number of subjects, which can be important later, for example when applying for university or in the event that students wish to switch to a different educational programme, such as the STX.

Many of our former Pre-IB students have attained excellent grades upon completion of the Diploma Programme and reflect back upon the Pre-IB as a period of substantial personal and academic growth. This makes us especially proud of the unique contribution the Pre-IB has made to a significant number of our students.







# WHY CHOOSE THE PRE-IB AND IB AT AARHUS GYMNASIUM?

## **OUR UNIQUE SUBJECT CHOICES**

Among Danish IB schools, AARHUS GYMNASIUM is unique in being able to offer a combination of Global Politics and ESS (Environmental Systems and Societies). IB subjects are fundamentally different to subjects in Danish and other educational programmes and our subject teachers are experts in their particular disciplines.

## **OUR INCLUSIVE, FRIENDLY ATMOSPHERE**

At AARHUS GYMNASIUM, we embrace the inclusive philosophy of the IB and we thus strive to provide a highly varied student body with equal opportunities for the quality of education synonymous with the International Baccalaureate. We enable students of diverse backgrounds and abilities to reach their full potential in a supportive, caring environment.

## **OUR INTERNATIONAL ENVIRONMENT**

The teaching staff at AARHUS GYMNASIUM represent a diverse group of nationalities and backgrounds and this equates to a dynamic combination of contrasting teaching styles. Our IB students come from a plethora of different

countries and all of them contribute to the distinctive multicultural atmosphere of the school. AARHUS GYMNASIUM has partner schools around the world and just this year, our IB students have taken part in visits to our partner schools in Nanjing and Ramallah, whilst our DP2 students spent a week in Lisbon.

## **OUR EXTRA-CURRICULAR ACTIVITIES**

Our school offers excellent facilities for sports and there are many extra-curricular activities to choose between from yoga to art and from basketball to Arabic classes. We also have a growing number of students who actively participate in various Model United Nations, so there is always something interesting going on!

## **OUR RESULTS**

The maximum IB Diploma score is 45 points and IB Diplomas of 40 points and above are an exceptional achievement. A significant number of our students have received IB Diplomas of 40 or more points and our grades have been consistently above the world average. We are proud of our results, which enable our students to apply to some of the best universities around the world, but of

equal value to us is the knowledge that, even for those students who received fewer points, there has been much academic and personal development during their time at the school.

## **SUBJECTS**

All students entering the two-year IB Diploma Programme (IBDP) at AARHUS GYMNASIUM study the subject courses offered by the International Baccalaureate and our students sit the IB's widely-recognised examinations. To complete the IB Diploma, students must ordinarily choose one subject from Groups 1 to 5, and then a sixth subject chosen either from Group 6, or from Groups 1 to 4. A large number of our students choose to do two Group 1 languages (which annuls the requirement for a Group 2 language). Students who complete the IBDP with two Group 1 languages are awarded a Bilingual IB Diploma.

In addition, students must also complete the IB Diploma Programme's 'core' which consists of a course in Theory of Knowledge, a programme of Creativity, Activity and Service (CAS) and an Extended Essay (4,000 words) in a subject of their choice.



## AARHUS GYMNASIUM CURRENTLY OFFERS THE FOLLOWING IB DIPLOMA PROGRAMME SUBJECTS





### **STUDIES IN LANGUAGE AND LITERATURE**

Danish Literature  
English Language and Literature  
English Literature  
School-Supported Self-Taught Literature

1

### **LANGUAGE ACQUISITION**

Danish ab initio  
French ab initio  
Spanish ab initio  
Danish B  
English B  
German B

2

### **INDIVIDUALS AND SOCIETIES**

Economics  
Global Politics  
History  
Psychology

3

### **EXPERIMENTAL SCIENCES**

Biology  
Chemistry  
Environmental Systems and Societies (ESS)  
Physics

4

### **MATHEMATICS**

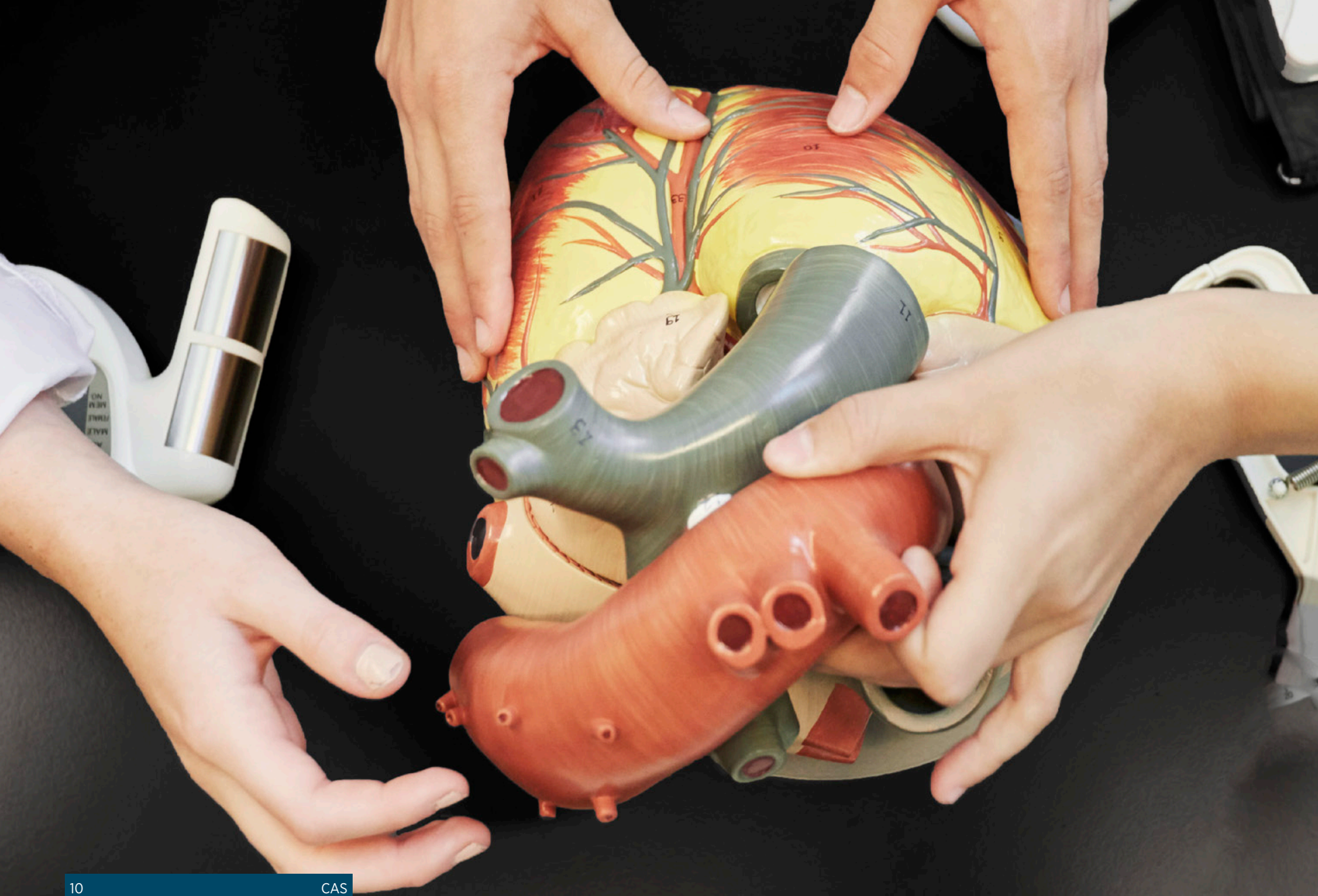
Mathematics:  
Applications and Interpretation  
Mathematics:  
Analysis and Approaches

5

### **THE ARTS**

Music  
Visual Arts

6





## CAS

Creativity, activity, service (CAS) is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

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CAS is organized around the three strands of creativity, activity and service as follows:

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.

Our location enables us to interact with the city of Aarhus and our IB students have contributed to many charitable, cultural and sporting events in Aarhus, not least through the many CAS-activities that our students have undertaken. Here are just a few of the CAS activities undertaken by students at AARHUS GYMNASIUM:

Helping at the Kilimanjaro Orphanage Centre, Book Club, Self Defence Classes, Volunteer at 'Fristedet', Volunteer work in Romanian Orphanages, Arabic Class, Collecting for Red Cross, Japanese Club, 'Life Story' project at a local nursing home, Refugee Mentor, Colour Run, Knitting Club, Rowing Competition, Homework Help...

AARHUS GYMNASIUM's students really make a difference to the world around them!

## STUDENT TESTIMONIALS

**PETER** The most valuable things I have gained from doing the IB at AARHUS GYMNASIUM have been the ways in which I have developed outside the classroom. One of these is the greater general cultural understanding and acceptance of diversity I have acquired from getting to know people of different beliefs, backgrounds, and cultures. Another is that the difficulty of the IB has allowed me to familiarise myself with the magnitude of my learning capacity, and to push my own limits; some which I found far beyond what I had previously assumed.

**NANNA** The IB is a challenging programme and the content and AARHUS GYMNASIUM's teachers have awakened a curiosity within many different subjects and fields that I had never imagined I would possess. I never thought I would actually enjoy reading. Turned out I just hadn't found the right book. The good thing about being in a class with people of different cultural backgrounds and different ages is that you feel more accepted in many ways. It allows self-growth, great connections and friends for life, it's almost as if you bring the world into the classroom.

**JOHANNE** The IB can be a very giving and educational course if one is ready to make a serious effort for it, but it is important to state that the IB is not for everyone as it is very challenging and includes loads of self-study which means that self-discipline is key. Therefore, it's crucial to consider how much spare time you're willing to sacrifice on homework before embarking on the adventures of the IB. If this does not scare you away, the IB program can be very rewarding educationally, socially and personally.







**DENIS** I fell in love with this school and it gave me the motivation to come back day after day to gain knowledge and develop not only as a student, but also as a human being.

**ASLAK** Ultimately, I found that AARHUS GYMNASIUM was just a great school for the IB with some fantastic teachers who are capable of helping you succeed.



[aarhusgym.dk/ib](http://aarhusgym.dk/ib)

## INTERESTED?

If you would like to find out more about the IB at AARHUS GYMNASIUM then please come and meet us at our annual Open Evening in January (please see our website for further information).

Alternatively, feel free to contact us by telephone or e-mail and we will try to answer any questions that you may have.

Best wishes,

Rikke Camilla Hupfeld  
Interim IB Coordinator/ Konstitueret uddannelsesleder

+45 6198 7388  
rch@aarhustech.dk

Maria Lindinger  
Pre-IB Coordinator / Pre-IB koordinator

+45 2072 8484  
mfli@aarhustech.dk



- en del af AARHUS **TECH**



AARHUS  
GYMNASIUM

- en del af AARHUS **TECH**



[aarhusgym.dk/ib](https://aarhusgym.dk/ib)



Aarhus Gymnasium Tilst

Styrelsen for Undervisning og  
Kvalitet

Frederiksholms Kanal 26  
1220 København K  
Tlf. nr.: 33 92 50 00  
E-mail: [stuk@stukuvvm.dk](mailto:stuk@stukuvvm.dk)  
[www.stukuvvm.dk](http://www.stukuvvm.dk)  
CVR nr.: 29634750

### **Kvalitetstilsyn på det gymnasiale område**

25. maj 2020  
Sagsnr.: 20/00458

I kvalitetstilsynet 2019/20 blev Aarhus Gymnasium Tilst, stx udtaget til nærmere undersøgelse på baggrund af følgende indikator:

- Gennemsnitligt eksamensresultat

I forbindelse hermed indsendte institutionen – efter anmodning fra styrelsen – en redegørelse, som skulle omfatte to forhold: 1) Hvilke mulige årsager og forhold, der efter gymnasiets egen vurdering kan ligge til grund for afdelingens resultater. 2) Eventuelle initiativer, der allerede er igangsat, og som forventes at påvirke resultaterne.

Styrelsen har foretaget en nærmere undersøgelse, hvori den indsendte redegørelse, gymnasiets seneste selvevaluering og opfølgingsplan samt styrelsens øvrige kendskab til gymnasiet indgik. Det er styrelsens vurdering, at afdelingen arbejder målrettet og systematisk med indsatser til at forbedre resultaterne på den givne indikator, ligesom styrelsen vurderer at gymnasiet har positive resultater i styrelsens kombinationsanalyser af de øvrige kvalitetsindikatorer og især indikatoren ”Socioøkonomisk reference i forhold til eksamensgennemsnit” (løfteevne). Styrelsen konkluderer derfor på det foreliggende grundlag, at gymnasiet ikke udtages i tilsyn.

Såfremt I ønsker sparring og rådgivning fra de gymnasiale læringskonsulenter, kan I kontakte teamleder Susanne Torp tlf. 61 88 4714 eller på [Susanne.Torp@stukuvvm.dk](mailto:Susanne.Torp@stukuvvm.dk).

Såfremt I har spørgsmål til analysefasen og den nærmere undersøgelse, er I velkomne til at kontakte Charlotte Hofman-Bang, tlf.: +45 2142 72 07 eller på e-mail: [Charlotte.Hofman-Bang@stukuvvm.dk](mailto:Charlotte.Hofman-Bang@stukuvvm.dk).

Med venlig hilsen

Mette Vedel  
Teamleder  
Tilsynsteamet  
Kontor for Gymnasier

## Notat

Fra: Uddannelses- og praktikchef Marianne Klitgaard Würtz  
Oprettelsesdato: 19. marts 2020  
Til: Annette Lauridsen  
Kopi til: -  
Emne: Industritekniker  
Journalnr.: -  
Dokumentnavn: Til bestyrelsesmøde 16. juni 2020



## Industriteknikerindsatsen

I perioden august 2018 til august 2023 forventes en vækst på 100% i antal igangværende uddannelsesaftaler på industriteknikeruddannelsen på AARHUS TECH: Fra 58 til 116 elever i gang med uddannelsen. Ligeledes forventes en 100% dækning af vores kerneområde, og 50% af vores delte område i forhold til virksomheder, der benytter AARHUS TECH som uddannelsessted for industriteknikerelever.

Kerneområdet dækker følgende kommuner:

- Aarhus
- Norddjurs
- Syddjurs
- Skanderborg
- Odder
- Samsø

Delt område dækker følgende kommuner:

- Randers
- Favrskov
- Silkeborg

Vores konkurrentskoler er Mercantec, Herningsholm, Learnmark og TECHCOLLEGE. Udviklingen i igangværende aftaler på skolerne har i samme periode været som anført nedenfor

Skoler	Antal elever august 2018	Antal elever august 2019	Ændring
Mercantec	86	83	-3%
Herningsholm	162	142	-12%
TECHCOLLEGE	111	124	+ 12%
Learnmark	50	59	+18%
AARHUS TECH	58	67	+16%

Kilde: uddannelsesstatistik.dk

På landsplan var der i alt 1.012 industriteknikerelever indskrevet på skolerne august 2018. August 2019 var tallet steget til 1.031. En beskedent vækst på 2%.

Fra august 2018 og frem til udgangen af 2019 har vi kontaktet en lang række virksomheder:

- Virksomheder, der allerede har elever på AARHUS TECH, for at fortælle om moderniseringen af værkstederne m.m. ('den gode historie')
- Virksomheder, som burde have elever på AARHUS TECH, men har fravalgt os af forskellige grunde.
- Virksomheder, der er godkendte, men ikke har elever p.t. for dels at fortælle 'den gode historie', dels at bane vejen for ansøgninger fra elever om praktikplads og/eller muligheden for opkvalificering af ufaglært arbejdskraft i virksomheden
- Virksomheder, der ikke er godkendte, men muligvis kunne blive det. Dette for at af-dække potentialet for fremtidige praktikpladser.

I samme periode er der afholdt en række arrangementer, såsom indvielse af de nye rammer for undervisningen, besøg fra VidenDjurs GF 2 elever med underviser, "Find din elev" arrangementer, arrangementer i regi af industritekniker.nu og lign., der har givet god omtale bl.a. i fagbladene.

#### Opstart på grundforløb

Opstart	Antal
August 2018	12
Januar 2019	18
August 2019	14
Januar 2020	17



# Lokale maskinfabrikker fodret med faglige fif

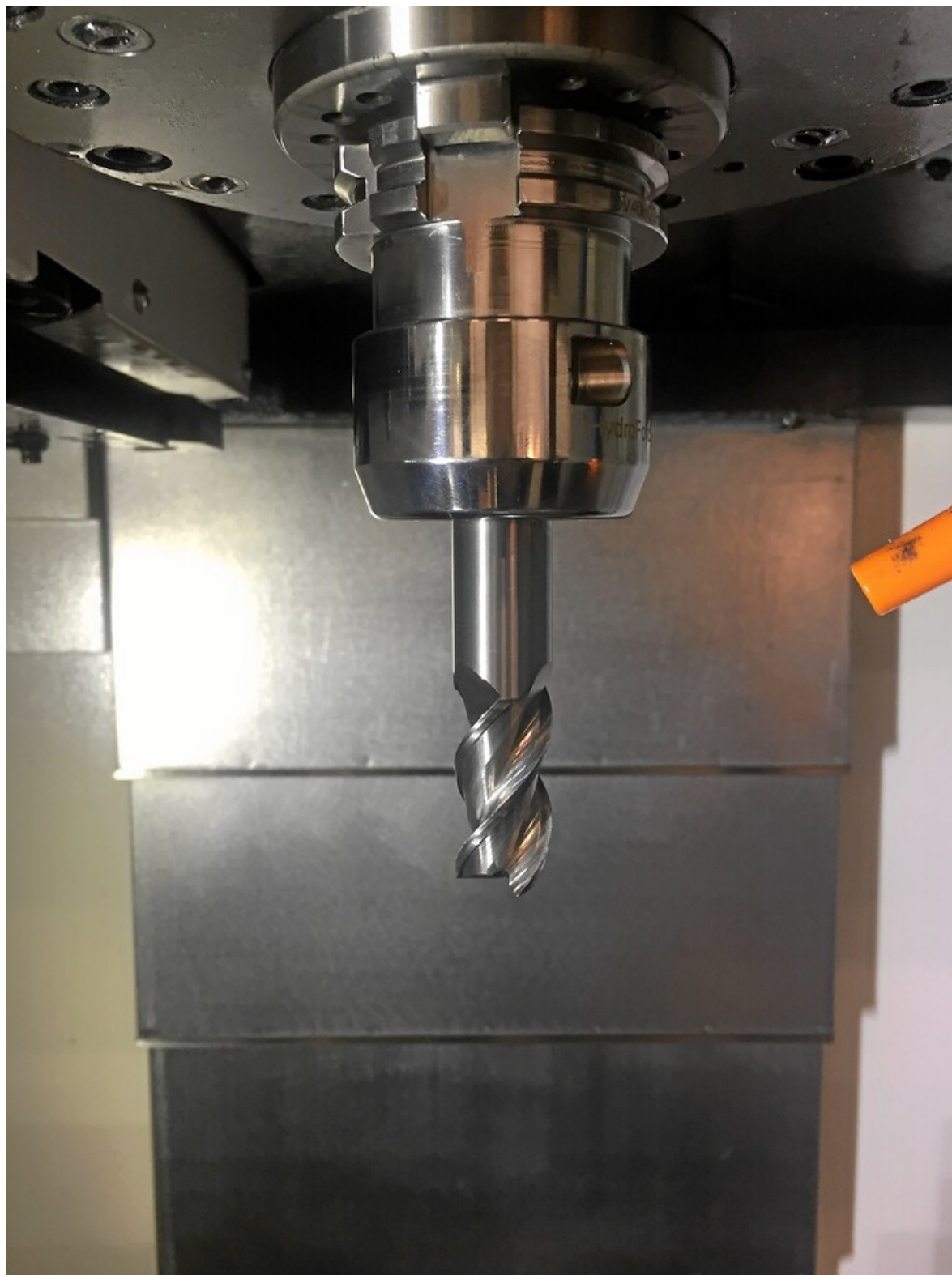


Af **Simon Dinsen Hansen**  
Tip redaktionen om en historie  
7. februar 2020 07:55

**Industri tekniker.nu serverede faglige input fra blandt andre DAMRC og Seco Tools under opstartsmøde for supportteam på Aarhus Tech.**

2

Billeder



Tool Stick Out Optimization, som er en teknik, der er på udviklingsstadiet hos DAMRC, som har påvist, at kort udhæng på værktøjet ikke altid er den optimale og mest stabile løsning ved bearbejdning. Foto/DAMRC.

For at få flere virksomheder til at melde sig ind i de forskellige supportteams omkring uddannelserne til industritekniker og værktøjsmager på erhvervsskolerne rundt i landet skruer non-profit organisationen

Industri tekniker.nu op for den faglige inspiration på møderne.

### **Læs også:** [Toftlund satser på robotter og automatisering](#)

Den nye model blev afprøvet for nyligt på Aarhus Tech under opstartsmøde for supportteamet omkring erhvervsskolen.

Det oplyser Industri tekniker.nu i en pressemeddelelse.

### **Alternativ afspænding**

DAMRC, Seco Tools, Edstrøms Værktøjsmaskiner og CNC-programleverandøren Cimco var de virksomheder, som skulle levere de faglige input og give de fremmødte virksomheder den rette inspiration til at forbedre deres produktion.

Administrerende direktør fra spåntagnings- og videnscenteret DAMRC i Herning, Klaus B. Ørskov, lagde ud med at orientere om VSR-teknologien (Vibratory Stress Relief), som er en alternativ løsning til behandling af restspændinger (stress eller residual stress) i metaller.

Det kan bruges på emner fra 50 kg til 250 tons. VSR virker ved vibrationer i stedet for varme og er derfor både økonomisk og miljømæssigt en meget interessant teknologi, der i nogle tilfælde kan reducere omkostningerne til afspænding med 70-90 pct.

- Alene energiforbruget ved VSR er normalt 97-99 pct. mindre end ved varmebehandling, så denne teknologi kan således både gavne bundlinjen og miljøet på samme tid, sagde Klaus B. Ørskov.

Han havde dog flere input med til de fremmødte industrivirksomheder.

### **Måler maskiners dynamik**

Blandt andet berettede DAMRC-direktøren om Tool Stick Out Optimization, som er en teknik, der er på udviklingsstadiet hos DAMRC og handler om det optimale værktøjsudhæng for skærende værktøjer. Baggrunden er, at i modsætning til den normale opfattelse af, at det korteste udhæng altid er det mest stabile, har man hos DAMRC påvist, at længere udhæng i flere tilfælde kan være vejen til en øget stabilitet.

Dette er stadig et meget komplekst område at forstå og beregne, men DAMRC præsenterede under arrangementet en undersøgelse, der viste, at en forlængelse fra 62 til 74 mm på et demoværktøj betød en så stor forøgelse af stabiliteten, at der kan forventes en produktivitetsforøgelse til lige omkring det dobbelte.

- Vi kan på nuværende tidspunkt allerede bruge denne viden i forbindelse med optimeringsarbejde i industrien. Men der er behov for yderligere udvikling, inden teknologien bliver let og hurtig at anvende i industrien, sagde Klaus B. Ørskov.

### **Forbedret spåntagning**

Herefter fortsatte programmet ude i Aarhus Techs produktionslokaler ved den 5-aksede Haas-maskine, UMC-750. Her demonstrerede Seco Tools, leverandør af skærende værktøjer og systemer, forskellige bearbejdningsstrategier. Fællesnævneren er, at de alle kan forbedre produktiviteten markant på den spåntagende maskine.

Uddannelsesleder Søren Madsen fra Aarhus Tech var begejstret for arrangementet og håber, der nu er basis for at få skabt et østjysk supportteam - og at kendskabet til uddannelsen som industritekniker får et løft.

Industritekniker.nu planlægger lignende arrangementer hos de andre supportteams, blandt andet hos Syddansk Erhvervsskole i Vejle, hvor det første supportteam i øvrigt blev stiftet for fem år siden

## Supportteam inspirerer

For at få flere virksomheder til at melde sig ind i et af de lokale supportteams giver industritekniker.nu mere faglig inspiration. Onsdag blev modellen prøvet af på Aarhus Tech.



Af:

[John Nyberg \(mailto:nyberg@teknovation.dk\)](mailto:nyberg@teknovation.dk)

Industritekniker.nu står bag ti lokale supportteams, som geografisk er koblet op på de tekniske skoler rundt om i landet.

Bare ikke i Aarhus, hvor det endnu ikke er lykket at få et supportteam stablet på benene. Derfor blev der i går prøvet igen, for støtteforeningen mener, at der bør være potentiale i at have et supportteam i Danmarks næststørste by. Men i stedet for blot at invitere til møde med kaffe og snak om rekruttering af lærlinge og industriteknikeruddannelsen, var agendaen onsdag en helt anden.

Annonce - artiklen fortsætter under banneret



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”Vi vil prøve noget nyt, for at tiltrække nogle flere virksomheder. Vi vil være nørdet på den fede måde,” sagde uddannelseskonsulent Preben Nyhus fra industritekniker.nu, der udelukkende har til formål at få flere unge mennesker til at vælge uddannelsen som enten industritekniker eller værktøjsmager.

Og strategiændringen gav bonus – og fuldt hus på Aarhus Tech. Mange virksomheder mødte op for at høre, hvad blandt andet DAMRC kunne fortælle om fire forskellige teknologier, som alle kan skabe signifikante forbedringer. Fra Edstrøms Værktøjsmaskiner blev det demonstreret, hvad skolens fem-aksede Haas-maskiner kan. Seco Tools holdt sig ikke tilbage og fortalte om forskellige strategier inden for skærende værktøj, som kan øge produktiviteten på den spåntagende maskine.

Uddannelsesleder Søren Madsen fra Aarhus Tech var begejstret for arrangementet og håber, der nu er basis for at få skabt et østjysk supportteam – og at kendskabet til uddannelsen som industritekniker får et løft. Nu skal det i hvert fald ikke hedde sig, at maskinparken er egnet til teknisk museum. Inden for de sidste par år har skolen investeret i syv nye cnc-styrede HAAS-maskiner.