

Commendations

1. The school community provides continued support and commitment to the Diploma Programme since its introduction in 2003.
2. The CAS coordinator and the DP students, promote responsible action across the whole school, and throughout the wider community.
3. The DP team for their continued fostering of an environment characterized by understanding, respect and open communication.
4. The school is an active member of a local IB association,
5. The school has secured pedagogical leadership on thorough understanding of IB philosophy and the diploma programme with the appointment of a head who is appreciative and knowledgeable of IB philosophy.
6. The school has created an approach to language teaching and learning which sits within a broader school desire to 'foster an appreciation of the value and diversity of language and thus strengthen the students' confidence and self-esteem' and to 'make Aranäsgymnasiet a school without prejudice, and a school with an inclusive and welcoming atmosphere'.
7. The school has developed and implements processes and structures to identify need, and to support an inclusive programme and policies and practices that effectively support all students, including those with special needs.
8. The school – and its librarian – support the cohort of DP students enthusiastically by ensuring that the library and access to a local library support the programme.
9. The school takes the initiative to ensure that staff and students have a fuller understanding of the needs of all members of the community.
10. The DP team have developed and implements an interesting cross-disciplinary theme at the start of each year as a means of emphasizing the connections between and across subjects.
11. The school has developed and supports a system of collaborative planning and reflection that allows for the attendance of all interested teachers, be this internally, or with colleagues from other schools.
12. The DP team has developed a series of activities and processes allowing for teachers to make use of ATL skills across subjects to ensure that there is agreement on expectations for student learning.
13. The school for its termly focus on the celebration of learner profile attributes with the DP students, and in particular for its focus on putting thinking ahead of knowing.
14. The school, and the DP team, highlights and works together with students on the importance of thinking and inquiry as teaching and learning tools within and beyond the classroom.
15. The school, and the DP team carefully consider, and respond to, the needs of a diverse group of language learners.
16. The school, the DP team, give focus and have developed a thorough understanding of the importance of using a range of assessment strategies to enhance learning.
17. The school places importance to the role of reflection by providing for individual meeting time for teachers to sit with and encourage students to see reflection as a means towards the achievement of progress.