

## Lærerfunktion, Nørre Gymnasium

<b>Position</b>	pre-IB team leader; one teacher per pre-IB team (First page adapted from STX team-leader description)
<b>Purpose</b>	<ol style="list-style-type: none"> <li>1. Facilitate a coherent and academically progressing pre-IB year for the individual pre-IB student</li> <li>2. Support pre-IB teachers in planning and conducting the program, and evaluating classes with respect to 1.</li> </ol>
<b>Goal, Progression and Evaluation</b>	<ol style="list-style-type: none"> <li>1. Take initiatives for pedagogical and professional development within the team.</li> <li>2. Initiate, implement and evaluate team project.</li> <li>3. Write a team progress report at the end of each academic year as part of the team evaluation.</li> </ol>
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>- Plan, prepare, call, and chair team meetings focusing on planning, conducting the program, and evaluating classes. The agenda must be diverse and show progression</li> <li>- Meetings must be held with regular intervals</li> </ul> <ol style="list-style-type: none"> <li>1. Establish an AT-1/2 progression plan that prepares pre-IB students for ToK/EE and meets requirements set within the STX AT-progression plan <ul style="list-style-type: none"> <li>- This includes the establishment of an AT evaluation plan</li> </ul> </li> <li>2. Establish a proper <b>studieplan</b> that covers planning, execution and evaluation of AT-1/2 <ul style="list-style-type: none"> <li>- This must reflect the academic progression and continuity</li> <li>- Establish familiarity with AT procedures</li> </ul> </li> <li>3. Establish a coordination of subject <b>studieplans</b></li> <li>4. Coordinate written assignments throughout the academic year <ul style="list-style-type: none"> <li>- To ease student workload, the team leader can implement "omlagt skriftlighed" or "ny skriftlighed"</li> </ul> </li> <li>5. Establish dialogue between team teachers and student body concerning workload, academic progress and evaluation of classes</li> <li>6. Establish meetings between team leader and Student Counselor evaluating the "Well-Being Project" placed in Nov.-Dec.</li> <li>7. Establish absence meetings between team leader and selected students</li> </ol>

	<ol style="list-style-type: none"> <li>8. Establish general academic progress and absence meetings between team leader and all students <ul style="list-style-type: none"> <li>- Prior to these, information is collected from all teachers</li> </ul> </li> <li>9. Establish regular absences meetings with the Student Counselor evaluating all absence. 5 to 6 meetings are booked in Lectio spaced with regular intervals at the beginning of the academic year. <ul style="list-style-type: none"> <li>- Students with special need must discussed with Student Counselor.</li> </ul> </li> </ol>
<p><b>Students With Special Needs:</b></p> <ul style="list-style-type: none"> <li>- <b>Pre-IB addition</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Students with special needs (Asperger, exams anxieties etc.) must be identified early in the academic year <ul style="list-style-type: none"> <li>- Students are obliged to inform the school about any conditions on their application form.</li> <li>- A pre-IB teacher meeting containing a presentation from the "Ud-i-Livet organization with a subsequent discussion of "best practice" for students with special needs could be organized in early October.</li> </ul> </li> <li>2. Discuss progress plan with Student Counselor</li> </ol>
<p><b>Absence:</b></p> <ul style="list-style-type: none"> <li>- <b>Pre-IB addition</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Absence follows the official guideline set by Nørre G 1.g</li> <li>2. Absence meetings with study counselor are set with regular intervals. <ul style="list-style-type: none"> <li>- These meeting can successfully be booked at the beginning of the academic year.</li> </ul> </li> <li>3. Written absence, pre-IB: Teachers are obliged to figure out why the student has not turned in the assignment on time, and follow up closely for immediate hand-in. Once this is done, teachers must report the agreement to the respective team-leader who will then add the agreement in the student's absence record in Lectio under "fravær". <ul style="list-style-type: none"> <li>- The pre-IB team-leader then follow the development closely to identify any patterns.</li> </ul> </li> <li>4. If a student is absent three (3) or more consecutive modules <ul style="list-style-type: none"> <li>- It is the responsibility of the teacher to contact the pre-IB team-leader directly.</li> <li>- The team-leader will then discuss the situation with the pre-IB Student Counselor and the IB Coordinator.</li> </ul> </li> </ol>
<p><b>Pre-IB responsibilities</b></p>	<ol style="list-style-type: none"> <li>1. All written warnings are issued by the IB Coordinator (including team leader's signature)</li> <li>2. All communication between team leader and students must be briefly summarized/recorded in the absence rubrics in Lectio</li> </ol>

	<ol style="list-style-type: none"> <li>3. Introduction to Academic Honesty, or: subject teachers initiate Academic Honesty instruction about quotation, referencing, citation, plagiarism in their subjects</li> <li>4. Collect 1<sup>st</sup> grades from Biology, Chemistry, History, Physics, PE and any 2<sup>nd</sup> language that did not starting until week 43 by 2<sup>nd</sup> week of December <ul style="list-style-type: none"> <li>- Coordinate and send to Student Counselor, used for Student Counselor talks with students about their IB DP options.</li> </ul> </li> <li>5. Initiate discussion on further subject-syllabus development <ul style="list-style-type: none"> <li>- Teachers are obliged to revise and, if needed, edit their subject syllabus as the academic year progress.</li> <li>- Edited Subject syllabus are collected by the pre-IB team-leader at the end of the academic year and uploaded in pre-IB → Syllabus 20XX folder in Lectio</li> </ul> </li> <li>6. Upon request from IB Coordinator and Student Counselor, establish a communication to extrapolate usable knowledge about the pending students for the use of student counselor and coordinate to decide if they will be accepted into the IB.</li> <li>7. If needed establish meetings between non-accepted IB students, Student Counselor and UU Counselor for investigation of other educational options.</li> <li>8. Establish two AT-1, two AT-2 and two pre-IB EE / DHO preparatory meetings.</li> </ol>
<b><i>Additional responsibilities</i></b>	<ol style="list-style-type: none"> <li>1. All team meetings are planned at the beginning of each academic year</li> <li>2. Team leader chairs meetings, prepares the agenda and takes the minutes</li> <li>3. Agenda and minutes, plus any other material, must be available in the team folder in Lectio.</li> </ol>
<b><i>Malpractice</i></b>	<ol style="list-style-type: none"> <li>1. It is the responsibility of the pre-IB team leader to coordinate a cross-subject project that: <ul style="list-style-type: none"> <li>- Promotes good academic practice</li> <li>- Enables students to understand what constitutes Academic Honesty</li> </ul> </li> <li>2. Sanctions are given according to the rules outlined in the Academic Honesty Policy of Nørre Gymnasium</li> </ol>
<b><i>Written Warnings:</i></b>	<p>Written warnings are given according to the rules and regulations of Nørre Gymnasium and as outlined in this document.</p> <ul style="list-style-type: none"> <li>- All written warnings must be given in corporation with IB Coordinator and signed by both.</li> </ul>

	<p>1<sup>st</sup> Written Warning:</p> <ul style="list-style-type: none"> <li>- If possible, team leader arranges a 1<sup>st</sup> Warning meeting:</li> <li>- Participants: IB coordinator, Student Counselor, UU Counselor, student and parents.</li> <li>- Purpose of meeting: Discuss alternative educational choices</li> <li>- Parents must sign the 1<sup>st</sup> Written Warning before leaving the meeting</li> </ul> <p>Final Written Warning:</p> <ul style="list-style-type: none"> <li>- Follow the same setup as above</li> </ul>
<b><i>To plan</i></b>	<ol style="list-style-type: none"> <li>1. Information evening for new students – June</li> <li>2. First team meeting – end June (prep intro program and trip)</li> <li>3. Introduction course program – August</li> <li>4. Parents Evening – September</li> <li>5. Parents Consultations – November</li> <li>6. Preparation of FLE</li> </ol>
<b><i>Ideas for team projects</i></b>	<ol style="list-style-type: none"> <li>1. Omlagt skriftlighed <ul style="list-style-type: none"> <li>- Focusing on how to write papers</li> </ul> </li> <li>2. Trivselssamtaler <ul style="list-style-type: none"> <li>- Fokus på elev trivsel igennem skoleåret som fastholdelses værktøj</li> <li>- Fokus på lektielæsning og opgaveskrivning</li> </ul> </li> <li>3. Academic Honesty <ul style="list-style-type: none"> <li>- Focus at each team meeting</li> <li>- But more than a focus, a pedagogical work throughout the school year, how do we teach students to do it right the first time</li> </ul> </li> <li>4. Modules on reading/preparing for class <ul style="list-style-type: none"> <li>- One module placed in September with focus on study techniques.</li> </ul> </li> <li>5. Hand-in format formalization <ul style="list-style-type: none"> <li>- All produce a scaffold on which the elements of a hand in is explained and exemplified</li> </ul> </li> <li>6. Comments to grade 4 and below <ul style="list-style-type: none"> <li>- How to give comprehensive comments for expected grades 4 and below.</li> <li>- Comments designed to help the student improve academic level</li> </ul> </li> </ol>
<b><i>Team-leader project</i></b>	<ol style="list-style-type: none"> <li>1. Supervision of new pre-IB students <ul style="list-style-type: none"> <li>- Regular conversations / meetings discussing progress, the IB preparatory part...</li> </ul> </li> </ol>