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Elos School Standard

Schools¹ that aspire joining the Elos Network sign a “Letter of Commitment” (or a national/regional document which includes at least the indicators from the Letter of Commitment). After approval of this entrance status by national/regional coordinators (and advisory panels, where these exist), these schools can call themselves Elos School and use the general Elos School logo.

The Elos School Standard specifies criteria for each of the general indicators from the Letter of Commitment that should be ideally met by an Elos School.

Elos schools can apply for an Elos School Accreditation. The accreditation procedure is arranged at the national/regional level. In the future, a transnational level of coordination and quality assurance will be put in place in order to warrant that these national/regional procedures are transparent and mutually compatible.

Purpose of this accreditation is to formally assess whether the school meets the standards listed below. Schools applying for an Elos School Accreditation must provide evidence for their level of achievement in an Elos School Folder, based on self-evaluation at school level; this self-evaluation should be based on this school standard. The Folder needs to be submitted to the national/regional coordinator, and will be assessed according to the national/regional procedure. It is a decision at the national/regional level if the accreditation procedure will lead to some type of certification.

Schools that do not apply, can still remain Elos Schools at the entry level, as stated in their Letter of Commitment; depending on the individual level, it should take 1 to 3 years to reach at least 80% of the criteria listed in the standard.

The evidence in the School folder needs to address each of the indicators of the Elos School Standard. In order to receive a positive outcome of the accreditation, schools need to provide satisfactory evidence for at least 80% of the indicators. Furthermore, the School Folder includes basic information that each school provides in the communication platform of the Elos Network Website (www.europelarning.info) that may be useful for other schools to identify potential partners. Statistical information will also be required from each school (number of students/staff involved in Elos, number/type/percentage of school subjects (at junior and senior level) contributing to meeting Elos objectives (in classroom and abroad), etc.).

The Elos School Standard co-exists with other standards for schools within multilateral initiatives and national/regional award schemes that are relevant to Elos Schools. Where possible and relevant, the Elos School Standard and other standards are compared in a matrix describing the differences and similarities.

Elos School Standard - Vordingborg Gymnasium & HF - DK-4760

General indicator Letter of Commitment	Criteria of the Elos School Standard	Explanation (if any)
<p>1. Education process / Learning environment</p> <p>Including a European and International Orientation ('EIO') in a variety of lessons and through activities abroad, so that students can develop their 'Europe Competence' gradually during their whole school career (knowledge, skills, and attitudes that students need for their future as 'European (and international) citizens'. Using jointly developed products, such as the Elos portfolio for students and other instruments to support EIO learning and assessment.</p>	<p>1. The school has completed an inventory of EIO elements in all programmes of learning that typically include European and international topics for all students. Based on this inventory, the school has discussed how to better streamline the EIO elements in the relevant subjects across school years and across subjects and programmes of learning</p>	<p>All subjects in the national curriculum have EIO-elements as a compulsory perspective. Furthermore, these issues are included in the value statements and action plans for our school.</p>
	<p>2. At least 3 school subjects contribute to meeting Elos objectives</p>	<p>The Elos objectives are especially explicit in subjects such as History, Social Studies, and Geography and in foreign languages (English, German, French, Spanish). But all subjects in the national curriculum have EIO-elements as a compulsory perspective.</p>
	<p>3. In these subjects, teachers and students also use teaching/learning materials in a foreign language, related to EIO topics. This can be part of a class exchange project.</p>	<p>A few years ago our school was part of the IBO (International Baccalaureate), and in that period 25% of all our teachers were teaching in English. Since then, we have integrated teaching materials (articles, videos, websites, books etc) in English in many subjects.</p>
	<p>4. In foreign language subjects involved in Elos, students and teachers use the target language and focus on communication skills in international cooperation.</p>	<p>We have several international European and international partner schools (Holland, Belgium, Great Britain, France, Spain, China), and both students and teachers communicate with the partners in English, French, Spanish, and German.</p>
	<p>5. Students self-evaluate their foreign language skills based on the European Framework of Reference for Languages, and realize which level in their first (main) foreign language would allow them to communicate, to study and to work abroad (depending on school type, A2-B2). Students actively involved in Elos work towards achieving a level of foreign language knowledge that allows them to communicate, to study and to work abroad. Students use self-evaluation (for example in a language portfolio) to monitor and plan their work.</p>	<p>This issue has to be elaborated within the Elos framework.</p>
	<p>6. Students actively involved in Elos learn to describe, evaluate and record their European and international activities regardless of the fact whether these activities have taken place in a formal, non-formal or informal learning environment.</p>	<p>All students participate in cross curricular projects with self evaluation in the final report. This report is part of their exams portfolio. This issue has to be elaborated.</p>
	<p>7. Students are encouraged by the school to learn a second foreign language that allows them to communicate with students abroad (depending on school type, A1-B2).</p>	<p>All students learn at least two foreign languages – English is compulsory, the second foreign language is either French, German, or Spanish.</p>
	<p>8. Plans specify how students will be actively involved by the teachers in EIO subjects and activities (in the process from preparation to follow-up). Students document in their portfolio (or other documents) how they are actively involved in EIO.</p>	<p>Our action plans specify, that all students in time will communicate and work virtually with students in a partner school – preferably within an exchange program. They should write assessments/reports to be filed in their portfolios.</p>

Striving towards embedding the Elos goals in the school curriculum and in the school policy to ensure coherence and sustainability.

Criteria of the Elos School Standard	Explanation (if any)
Elos is given within the school is written in most school documents, policy documents and information material for parents and students	Elos' logo will be visible in most official school documents, letters, and on the school website.
Elos is a programme consisting of at least 2 special EIO activities yearly in (environment) other than international mobility, which may include: international guest speakers, international arts or sports activities, participation in international contests, contacts with institutions, factories, firms or businesses in other countries, international contacts with peers using digital technologies (virtual mobility), et cetera. Activities should be offered to more than one class, and to different age groups, but do not have to be compulsory. Schools are free in their choice of EIO activity.	Every year we have students from abroad in a 1 year exchange program (eg. Rotary, AFS), so some classes are in close contact with a foreign student. We are part of eTwinning.net and IE-network.eu, and we have participated in Comenius- and Nordplus-activities (virtual and mobility). We have exchange programs with partner schools in Great Britain, France and Spain, and we arrange school visits for several classes with previous communication and virtual cooperation (Facebook, Skype, blogs etc) between students on our study trips abroad. All students at our school go to a European country with their class and two teachers for a week during their years in upper secondary classes. Every year we host international guest speakers and art activities – eg. in April we have a music workshop with two Palestinian rappers.
3. The school has discussed the CFEC and how EIO could be offered in lessons, activities at home and abroad in a way that allows students' progression over time. The European and international dimension should always be included.	The issues are included in the value statements and action plans for our school. We discuss these issues at staff meetings in different foras and levels – school management, school staff, head of subjects group, class teams.
4. The school will recognize students' achievements with respect to European and International Orientation in informal or non-formal learning environments. The CFEC serves as an indicator.	This issue has to be elaborated within the Elos framework.

General indicator Letter of Commitment	Criteria of the Elos School Standard	Explanation (if any)
3. Staff competence and institutional capacity Building the institution's internal capacity to achieve Elos goals.	1. The school management supports the Elos Coordinator and/or Elos Team at school and encourages other staff members to participate in Elos (within the school, using internal communication channels).	This issue has to be elaborated within the Elos framework. We have an international coordinator and eTwinning ambassador at our school. We participate in international networks (meetings with other schools, coordinator's meetings, seminars, conferences...). Biannually, the whole staff go abroad, visiting schools and other cultural activities (eg. London, Berlin, Vienna, Helsinki).
	2. At least one teacher from each of the organisational units (whichever applicable: school sector/department, subject area team, work-related learning programmes, etc.) has been informed about Elos and asked to get involved in an Elos Team. At least one teacher from half of the organisational units (whichever applicable: school sector/department, subject area team, etc.) is involved in Elos	School management will give orientation about Elos at all levels – school cooperation committee, teachers' council, class team leaders, head of subjects group. This issue has to be elaborated within the Elos framework.
	3. Elos is a regular item on the agenda of meetings in the school.	This issue has to be elaborated within the Elos framework.
	4. The school management provides sufficient facilities for the coordination of the concept, its development and implementation, as discussed with the Elos Coordinator (such as time for the coordination activities, attending Elos events abroad, EIO teacher training, materials, etc.).	This issue has to be elaborated within the Elos framework.
	5. Plans specify training needs of teachers and management with regard to EIO (as relevant to their subject or general knowledge level), to foreign language knowledge (as required for their involvement in international education projects) and ICT (as necessary for online learning and communicating). The school facilitates teachers to participate in training activities related to Elos.	A few years ago our school was part of the IBO (International Baccalaureate), and in that period 25% of all our teachers were teaching in English. ICT is used in all classes at all times (computers, IWBs, internet, iPads etc.), and our teachers' ICT competences are now at a very high level. The school offers all teachers a laptop, an iPad, and free internet access at home. The issue has to be elaborated within the Elos framework.



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	Elos School Standard	Explanation (if any)
	<p>a form of electronic learning environment, students actively involved in international contacts in various subject areas with peers abroad. In order to do this, the school organizes educational projects with at least 1 steady partner school and -if applicable- international partner organisation (e.g. Comenius or other programmes).</p>	<p>We have exchange programs with partner schools in Great Britain, France and Spain, and we arrange school visits for several classes with previous communication and virtual cooperation (Facebook, Skype, blogs etc) between students on our study trips abroad. All students at our school go to a European country with their class and two teachers for a week during their years in upper secondary classes. We are part of eTwinning.net and IE-network.eu, and we have participated in Comenius and Nordplus-activities (virtual and mobility).</p>
<p>activities with partner schools/colleges and – if applicable - other organisations abroad.</p>	<p>2. Most students actively involved in Elos <i>can</i> participate in at least one student social and/or working experience abroad (including educational cooperation) and a stay with a host family during his/her time at school. (If circumstances require, he/she can be given an alternative to staying with a host family). At least half of those students actually <i>do</i> participate.</p> <p>3. Where educational laws allow this, individual students actively involved in Elos <i>can</i> follow part of their study programme in another European country, and receive credit for work completed abroad, as determined by a mutual agreement between the partner schools.</p>	<p>We have a strong tradition (20 years +) for exchange programs with schools abroad. Currently, we have exchange programs with partner schools in Great Britain, France and Spain, and we arrange school visits for several classes with previous communication and virtual cooperation (Facebook, Skype, blogs etc) between students on our study trips abroad. All students at our school go to a European country with their class and two teachers for a week during their years in upper secondary classes. We aim to convert study trips to exchange programs for all students.</p> <p>Every year some students go abroad to study for a year (via eg. Rotary, AFS), but they do not get credits for this due to our education laws. We are planning to find partner schools for shorter study periods, eg. via Comenius projects, for single students or smaller groups, with credits for their work.</p>

General indicator Letter of Commitment	Criteria of the Elos School Standard	Explanation (if any)
<p>5. Quality assessment</p> <p>Taking part in general monitoring and evaluation activities at school level, national level and international level, and other relevant studies (when requested).</p>	<p>1. Evaluation at whole school level includes self evaluation and a form of external review (such as peer panels, school visits etc.).</p> <p>2. When requested, the Elos core team and school management complete relevant evaluation forms (such as end user questionnaires, etc.).</p>	<p>Elos evaluation will be part of our annual whole school assessment (internal) and our benchmarking quality assessment programs (external).</p> <p>Certainly!</p>