

Key information 2022-2023

Key information for Senja videregående skole, Finnfjordbotn



International Baccalaureate - Diploma Programme

Diversity - Excellence - Unity

Welcome to a new school year

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1 Welcome to Senja videregående skole in Finnfjordbotn

Senja videregående skole in Finnfjordbotn is a school with strong academic traditions, and strong emphasis on monitoring each student individually. Over the years, our school has developed an international school environment with many exchange students and the International Baccalaureate Diploma Programme – an international programme which is offered at more than 4000 schools all over the world. Senja vgs has been the northernmost IB world school until 2014!

All students who want to receive their Diploma, do so if they are present at school and do their best. You will receive help from your “head teacher” and your subject teacher. Working together as a team with fellow students and teachers will help you achieve your Diploma.

Learning means working with your subjects. Your work effort is your responsibility and your teacher will help you with both understanding the subject and developing your study skills. We expect that you are on time to your lessons and participate actively in class.

Our students engage themselves in charity work. For a decade, we have had a partner school Petit Troll at Haïti, where children from the poorest part of Port-au-Prince receive a possibility of going to school. The school was founded by two former students and in 2009, the cooperation reached a new milestone: we welcomed our first student Petit Troll student at Finnfjordbotn. Every autumn our students work one day to raise money to this school. Bottles are also collected and the students have arranged Haiti concerts almost every year.

It is your effort and attitude that decide how your school year will be. Effort means results, latter mean social and academic development and confidence. Cooperation increases your learning outcome and creates a good learning environment.

I wish you all good luck with your school year at Senja videregående skole in Finnfjordbotn!

Stein-Erik Svendsen

Head of school

2 School administration

Head of school Stein-Erik Svendsen is the pedagogical and administrative leader of the school. The Assistant Head, Geir Indahl, is responsible for the daily running of the school. Trond Martinsen and Vivian Jakobsen are heads of general studies at school. Questions concerning time schedules and substitute teachers are to be directed to them.

Andreia do Santos is the IB Coordinator. She is responsible for the IB examinations and the contact person with the IB Organization.

Geir Vollstad and Bengt Hanssen are heads of vocational studies at the school. Monika Rønneberg and Tommy Jakobsen are heads of human resources and maintenance and the financial department of the school organization. Nina Westre Simonsen is head of the student hostel and the canteen. Merete Henriksen is the leader of the cleaning staff, and Roger Haugnes is in charge of the buildings.

Mike Strobel (leader), May Berntsen, Lill-Ann Solstrand, Christine Ludvigsen and Elena Grodoboieva work in the school office. They are helping you with bus cards and applications to "Statens Lånekasse". They also issue confirmations about school status. Their opening hours are 0800 to 1545 (1500). Lockers can be rented by students with a deposit of NOK 100. Please contact the school office.

3 Career advisor and nurse

Karina Gunnberg is the career advisor/school counselor for the international students. She will help you with your choice of subjects and choosing the right higher education. Her office hours will be stated on her office door.

Once a week the school nurse, Viviann Nygård, has office in the same office as the career advisor. She can help you with all kinds of health problems. When there are problems she cannot help you with, she can guide you further help in the health system. In addition to the school nurse, there is a free health clinic for young people in Finnsnes – Ungdommens helsestasjon.

4 ICT

The ICT department is run by Hans Arne Sørensen. He will help with all questions concerning the portable computers that can be rented at the school and the school internet network. To access the school's computer system you need a username and a password which will be given to you by the ICT department.

This username and password holds the key to the computer system and enables you to access the system and use the school's digital platform.

5 Head teacher

Head teacher or contact teacher is the teacher that is responsible for your class, and has the overall responsibility of each student of the class. Parents can contact the head teacher if they want. The head teacher will also contact the parents when necessary.

6 Teachers

Teacher	Function
Andreia dos Santos	IB Coordinator
Larissa Johansen	Head teacher IB Year 2, Team leader IB
Stian Johansen	Head teacher IB Year 1
Kristina T. Pettersen	
Crystal A. Nergård	
Adam Nour	
Sigrid M. Hanssen	
Hans Roald Hansen	
Åsmund Sæterhaug	
Ingebjørg Lund	
Rune H. Stana	
Tage Bratrud	
Martin Abrahamsen	
Jeroen Wieffer	Head teacher IB Year 1

Teacher	Function
Gøran Johansen	
Sindre Sandvik	

7 The library

Kari Brenden-Beck is our school librarian. The library is open during normal school hours and is well equipped. You will find reference books within a wide range of subjects as well as novels. If we do not have the book you are looking for, Kari will help order it through the national library services. Newspapers and magazines can also be found in the library.

8 Canteen

Opening hours are 08.45-14.00

9 Information channels

Microsoft Teams is the school's digital learning platform and the main information system at our school. It is therefore important that all members of the school community access Teams at least once every day. When sending out messages to others in the school community, please make sure that you send it the right people and that all information is signed with your name. Wisma in School is another digital platform where academic conduct, performance and attendance are recorded. You can also access your time table. We also have information screens several places in the school building where important info and room changes are informed about.

10 The schools mission statement

We, Senja videregående skole, find it important to give a varied educational offer. A diverse body of students gives the opportunity to an exciting and developing learning environment for both students and teachers. We will, through good dialogue and a respectful positive attitude, create a good working environment.

We want to facilitate our students in obtaining the best results possible. We will continuously work in developing and practicing working and learning methods that contribute to each student receiving an education that is suited to his or her abilities and needs. Our students are important contributors in our planning and are given responsibilities and duties.

Dialogue and cooperation are important features of our learning and working environment. We place our students in the core of our thinking. Our students are active participator/contributors, and our teachers are inspiring, monitoring, knowledgeable pedagogues who are well-respected.

Senja videregående skole's pedagogical platform is based on our slogan "MMS":

Mangfold (Diversity)

Diversity through an international school environment by respecting other people's values and traditions. Diversity also means that each and every one of us is unique.

Mestring (Excellence)

Excellence through strong academic tradition; by maintaining high standards (highly qualified teaching staff as well as high academic achievement standards); by helping and aiding students to achieve their academic goals.

Samhold (Unity)

Senja videregående skole wants to be a school with good relations between all groups in our organization. We interact with each other in a positive manner.

11 The schools pedagogical and learning beliefs

Our school has students with different social and cultural backgrounds.

We believe that the promotion and learning of languages go hand in hand with the learning and the acceptance of different cultures and then, consequently improving knowledge and awareness of your own language and culture. We believe that welcoming students and teachers with different cultural background is enrichment to both our school community and the local community. This also enables us to get perspective on ourselves, our own language and culture.

We also believe that we need to cooperate with people from other countries, with different linguistic and cultural backgrounds in order to solve the challenges the world issues in future e.g. environmental changes and resource management, sustainable development, cross -cultural understanding and respect. The world is getting smaller and smaller so that we need to be able to communicate without misunderstanding and be able to function in a globalized world. We want to give our students these skills. We believe that these attributes, alongside with linguistic competence, cultural understanding and respect are best learnt when students with different languages and cultural backgrounds cooperate on a daily basis working and studying together. We emphasize that interaction is the key for this learning and not just mere observation. Interactions mean that you go beyond the surface whereas observations of language and cultures contribute more to strengthening stereotypes and regress individual cross-cultural development. This way, we want to make sure that both we and our students have the awareness that “all people with their differences can also be right”.

In order to create a good dialogue and a respectful positive attitude – active participation in societies, the principles of the democracy are important. We therefore focus on student democracy.

12 Student council

The student council is the students' body in the school democracy. Each class is represented, elected by the class with a personal substitute. The working language of the student council is Norwegian.

In order to make the school democracy work, it is of vital importance that the students elect their representative after careful considerations and use this body to help us create the best school possible. The class representative is the link between your class and the rest of the school community. The school hopes that the students use their voice actively. The class representative is the voice of the class, and (s)he will give a reference to the students about the things that have been discussed in the student council.

In matters concerning the class, the student representative and the Head teacher of the class will have a close cooperation.

Jeroen Wieffer is the teacher responsible for the student council and will help the council when needed. The student council can also ask for meeting with representatives of the school administration.

The student council also organizes the Haiti Day – a day where all students of the school do fundraising for Project Haiti by working for a day and donating the money to Project Haiti which runs two schools in Haiti. The students have, in addition a Haiti Group that do voluntary work – among other things, collect bottles for Haiti.

13 The International Baccalaureate Diploma Programme

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

The curriculum

IB Diploma Programme students' study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be from groups 1 to 5. The student must have at least three, but not more than four, subjects at higher level.



In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Learning

Our teaching is in accordance with the principles Assessment for Learning. Student will receive feedback on their school performance but also suggestions on actions that are recommended taken to improve future performances within our four focal areas within our IB Diploma Programme, namely **P**resence – **A**cademic Progress – **C**lass environment – **T**ime Management. We call this short for PACT which are the aims that we working together towards achieving. Students will receive feedback in all subjects in the middle of term 1 and 3 with the subject teacher and at the end of term 1, 2 and 3 together with a formal grade.

Developing the Learner:

The IB Learner Profile:

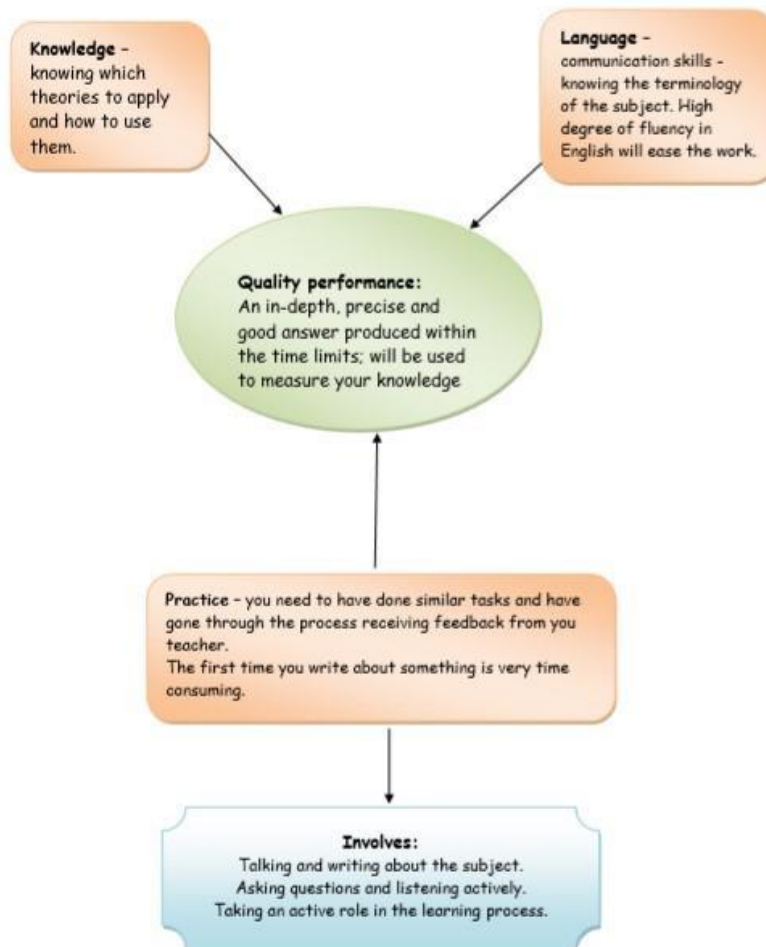
IB learners strive to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and, reflective.

Approaches to learning: during the programme the learner should together with his/her teachers and class mates develop certain skills – cognitive, metacognitive and affective skills -which enable them to succeed in this programme and later on in life. These skills are:

Thinking Skills	Communication Skills	Social Skills	Self-Management Skills	Research Skills
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ACHIEVING GOOD RESULTS

What are the factors that influence the quality of your work?



The Diploma Programme goals provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

All work must be done according to the standards and principles of the IB with emphasis on Academic Integrity.

Assessment

Students take written examinations at the end of the programme, which are marked by external IB examiners (External Assessment). Students also complete assessment tasks in the school (Internal Assessment), which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The points on the Diploma is made up by adding all six subject grades plus points on the core subjects (not more than 3 points). A grade in a subject (1-7) is made up by

1. Internal Assessment IA (around 25 %) and
2. External Assessment EA (around 75 %). EA consists of 2-3 exam papers at the end of year 2. EA includes for languages Written Assignments/Task completed during the two year cycle of the Diploma Programme. The percentage of each component is subject specific.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

1. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
2. The candidate's total points are 24 or more.
3. The Core requirement must be met – CAS must have been satisfactory completed, Theory of Knowledge and the Extended Essay must have grades between A-D
4. There is no grade 1 awarded in a subject/level.
5. There are no more than two grade 2s awarded (HL or SL).
6. There are no more than three grade 3s or below awarded (HL or SL).
7. Average grade on HL must be 4 or better.
8. Average grade on SL must be 3 or better

The highest total that a Diploma Programme student can be awarded is 45 points.

Source: www.ibo.org

In order to be admitted to Year 2 (vg3) of the diploma Programme, Year 1 (vg2) must be completed. This means:

1. Extended Essay must be completed.
2. There are no grade 1s and not more than two grade 2 awarded in the subjects (HL and SL).
3. English A Language and Literature: 2 written tasks, 2 FOA (oral) and the IOC (oral) must be completed.
4. Language A Literature (Norwegian and Russian, self-taught): World Literature written assignment must be completed.
5. Absence should not exceed 10 % in any of the subjects.
6. The student must have a grade in all subjects. Estimated point score after Y1 excluding ToK and EE points should be 20.

If there are special circumstances or special needs that affect the student in his/her academic performance or attendance and hence affecting point 1-6 above, these should be first communicated to the Head teacher, then to the school counselor Kari Grimsby. Whenever there are special circumstances, a good and open dialogue is important. The school counselor will make special arrangements for the student in cooperation with the IB Coordinator in accordance with Rules and Regulations of the IB and the County. The school management in cooperation with the school counselor can then admit students under special circumstances to Year 2 (VG3) and/or apply for special assessment arrangements if applicable.

14 University access

The IB Diploma is recognized by universities worldwide. There are, however, some specific rules that apply in some countries. Most universities have a session on how the Diploma is valued at their university. Information about applying to and studying at universities can be addressed to the career advisor. And it is important that you check if your future line of study requires special subjects as entry requirements.

In Norway, the IB Diploma is valued as an equivalent to the Norwegian system, transforming the IB point score into Norwegian points. In addition, the Norwegian universities also awards students if they take special subjects.

Access to Norwegian Universities without the Diploma: A certificate with 20 or more points can give access to open studies at Norwegian universities if three subjects are completed at standard level and three subjects are completes at higher level, all core requirements are met, there is no grade 1 or 2 in any subject. For more information, see www.samordnaopptak.no under the section “utenlandsk utdanning”. Please note that universities in Norway also have language requirements (English and Norwegian).

15 Evaluation - assessment

The students receive a written end-of-term evaluation twice a year. They also receive feedback on their performance throughout the year. Each subject teacher will have a conversation with each individual student about their school performance and areas of improvement. The results on your IB Diploma will be made up of your Internal Assessment in each of your subject and your IB examinations in May at the end of IB year 2.

All students will receive a copy of the document IB General regulations: Diploma Programme where regulations regarding the IB and the award of the IB Diploma are closely described. All students should be familiar with this document. This document will be handed out at the beginning of the school year.

16 Scheduling the school work

The school will provide all students with an internal calendar of deadlines for all major work on the IB Diploma Programme.

17 Summary of the rules for students

(The original document is in Norwegian – to get the original document, please contact the school office)

The purpose of this document is to contribute to the creation of good cooperation, respect and responsibility. The rules shall encourage tidiness and good working habits so that the learning environment is the best possible. The rules apply to all schools owned by Troms and Finnmark County.

Duties:

Troms County:

It is the duty of Troms County that the schools follow the Norwegian law for schools and the course outlines that the specific course follows. That means that the IB Diploma Programme will follow the IB course outlines and the general rules and regulations of the International Baccalaureate Organization.

The students should be trained according to their abilities and have a safe school day in a good learning environment being guided and monitored by the teachers.

It is also the duty of the County to treat each individual with respect and consideration.

The students:

It is the duty of the students to be on time to their lessons.

If the student is absent, (s)he must notify the school at once.

The student must keep school deadlines. The student must bring the books and equipment with them to class.

It is also the duty of the student to behave with care, treat other people with respect and be polite. Students must give each other a good working environment in class not making too much noise. Rude language and disrespectful behaviour (including discrimination and harassment) either physically, verbally or digitally is not accepted.

Tobacco, alcohol or drugs are not allowed to be used in the school premises. Dangerous items or guns are not allowed either.

The use of ICT in the lessons must be in agreement with the teacher.

Academic Integrity is important. Handing in other peoples' work as your own is academic misconduct and will result in actions from the school.

Punitive actions:

If these rules are broken, the school can according to the law take the following actions:

- Oral warning from a member of the staff.

- Be expelled from the lesson by the subject teacher
- Be expelled from the rest of the school day by a member of the school administration

Special circumstances:

The head of school can expel a student from one to five school days.

Expelling a student from the whole school year must be in accordance with the County Head of Education. If you are in a situation like this, please read the original document together with the laws that apply. If you do not understand the text, please ask for help – you will need it.

When breaking these rules is so serious that it is in fact a crime, the case might be handed over to the police.

Procedure:

The student must be allowed to be heard before any actions are carried out.

Under special circumstances, the head of school must seek guidance with the student's teacher and the law.

The student can appeal when expelled for the rest of a school year.

18 School day schedule

Lesson	-	Time
1st Lesson		08.00-08.45
2nd Lesson		08.50-09.35
3rd Lesson		09.45-10.30
4th Lesson		10.35-11.20
	Lunch	
5th Lesson		12.00-12.45
6th Lesson		12.55-13.40
7th Lesson		13.50-14.35
8th Lesson		14.45-15.30

Meetings for the student council are Wednesdays 5th lesson.

19 School calendar

Month	Note
August	Schools starts Monday 22th
September	
October	Autumn break Monday 3rd to Friday 7th
November	Free Monday 14th and Tuesday 15th
December	Last schoolday before Christmas holiday is Wednesday 21st
January	School starts Monday 2nd
February	
March	Winter break Monday 6th to Friday 10th
April	Easter break Monday 3rd to Monday 11th
May	Free day Monday 1st, 17th, 18th, 19th and 29th
June	Last schoolday Thursday 23rd

20 Contact information

School adress:

Senja videregående skole

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E-mail: senja.vgs@tffk.no



Diversity in the Arctic