

General information about the school

1.1 Practical information

The school's name: Green Academy Aarhus

Entrance:

Food, agriculture and experiences

Other educations:

Florist courses, under the law on open education

AMU

IV-activity

Main program:

Landscaping (Construction Technology, Care Technique)

Agricultural Training (Agricultural machine operators, Plants, Domestic Animals), including agricultural management training (steps 3 and 4 Production manager, Agrarian economist)

Gardener (Greenhouse, Nursery and Garden Center)

Animal keeper *

Forest and Nature Technician *

** Education that takes place in collaboration with other schools*

The Green Academy Aarhus is a green **business school**. We offer education and courses within the whole green area and at a daily basis we call it JU Aarhus or just JU. The school has approx. 700 students per year divided between the educations and the dormitorie. There are 110 employees. The teaching takes place in three departments:

Beder, Damgårds Allé 5, 8330 Beder. Here is our main department. Here the landscape gardeners, gardeners and forest and nature technicians are trained. In addition, most of our courses are held here as well as the education for flower binders. Our dormitorie and most of our administration is there.

Bredballegård, Nymarksvej 65, 8320 Mårslet. Bredballegård is our school farm in Mårslet, and this is where the various programs in agriculture belong. Do you want to be a agricultural machine operator, animal keeper or farmer, this is where you will spend most of your time. Parts of the teaching in the horse area takes place at Vilhemsborg. Bredballegård is run as a real farm in miniature with cows, pigs, horses, fields and machines - and a number of special animals. In addition, there is a nature school with associated activities.

Sønderhøj, Sønderhøj 30, 8260 Viby J. At this department you will find agricultural management education (steps 3 and 4). We shares premises at the department with business academy Aarhus, which educates agricultural technologists. The teaching environment here forms the framework for a high academic and social study environment.

1.2 The school's educational and didactic basis

The school helps to cover society's need for education for everyone. Young people get, through individual training courses and practice-based teaching, motivated for education and obtain the basis for further education.

The values that JU represents and builds on must ensure "the good experience" for the students seeking education.

It is about freedom and common sense, respect and cooperation, understanding and commitment as well as accountability and professionalism.

The pedagogical and didactic basis is based on a practice-based, differentiated and holistic approach teaching.

This means that all students and course participants seeking an agricultural education at JU:

- must be motivated to develop both professionally and personally
- must experience that the teaching is carried out in close collaboration with the industries so that they are best equipped as possible to work in the business in the future.
- must be provided with information, qualified and objective guidance regarding education opportunities, courses and other actions that can help them develop professionally and personally
- meet service-minded, committed and competent teachers who in a respect manner challenge and inspires them to grow and develop professionally and personally
- meet teachers who are aware of the environment and sustainable development within the green area
- experience practice-based education and a very practical oriented teaching
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Educational objective for programs and courses at JU

It is JU's educational goal to contribute to the pupil's, the student's or the course participants continuing education and development, so the individual:

1. Become professionally skilled
2. Get the desire and willingness to continue professional development and learning
3. independently and with others can develop professionally and humanly
4. Can plan, structure and perform a task
5. Dare to acknowledge and justify their professional and personal values, attitudes and norms
6. Further develops its identity as a democratic citizen with respect for other people and with international understanding and vision

Re 1. To become professionally skilled means that we will help you build so much knowledge and so many skills that you can work in a job immediately after the final exam or the end of a course.

Re 2. Getting the desire and willingness to continue professional development and learning means that we will develop your understanding of that there is always more to learn within your subject.

Re 3. To develop professionally and humanly, both independently and with others, means that we will show you how to constantly update your knowledge and ability to work with and interact with other people.

Re 4. Being able to plan, structure and perform a task means that we will train you in keeping more balls in air at once, be systematic and prioritize your time.

Re 5. Daring to acknowledge and justify its professional and personal dignity, attitudes and norms means that we support you in having an independent and well-founded opinion - and in standing by it to others.

Re 6. To further develop your identity as a democratic citizen with respect for other people and with international understanding and vision means that we will contribute to your knowledge of and understanding of other people and groups - both in and outside of Denmark.

JU's pedagogical Objective in practice

JU's pedagogical objective means in practice that you in all subject areas, on all education programs and courses will meet:

- A differentiated teaching that provides room for differences and ***meets the individual's needs precondition***
- A teaching that challenges and supports all kinds of pupil's, students and course participants in their further development - professional as well as personal.
- Varying forms of teaching where pupil's, students, course participants and teachers work together to take responsibility for their learning.
- Teaching methods, which as a rule will be based on pupil's, students and course participants activities.
- Varying teaching materials, practical or in the form of relevant academic literature - possibly. in foreign languages.
- Expectations from your teachers and fellow students about being well prepared, active participating and committed - professionally as well as socially.
- Engaged teachers who, based on a high academic and pedagogical level, continuously updated and the individual pupil, student or course participant works together to reach the common goals for the programs and courses.
- Quality requirements in all matters relating to the education.

1.3 Overall provision for students' working hours

The pupils and the students' teaching is planned so that the school teaching is carried out for the individual pupil / student as a full-time study of 37 hours per week. The content and form of teaching vary within the various educations, but typically consist of different types of classroom teaching, group work,

self-study, home assignments, as well as theoretical and practical projects. The distribution between the different forms appears from the description within the various programs. At the **basic course** there are a minimum of 26 hours teacher coverage per week.

1.4 General provisions on assessment of the pupils' competencies

Prior to the preparation of the student's personal education plan, the following assessment is made.

1. Assessment of the pupil's real competences - the student can

- Formal competencies defined as what the student has paper on.
- Non-formal competences defined as what can be documented, for example in connection with workplace experience and courses.
- Informal skills defined as what the student has acquired elsewhere, media, literature and association life.

This assessment is primarily for crediting and possibly shortening the education.

2. Assessment of the pupil's prerequisites for completing the program, including whether the program provides great academic requirements for the student, whether the pupil is movable in connection with school change, language, accounting skills or general school knowledge is good enough.

This assessment is primarily for clarifying whether the education is the right one for the student.

3. Assessment of the student's need for measures to ensure the student's ability to implement the desired education, including special pedagogical support, longer education, electives of academic / general character and use of other support options.

This assessment primarily aims to clarify whether the student needs additional qualification in order to be able to complete the education.

1.5 General examination rules

Follow the link below to the school's examination rules, which at all times follow current legislation

1.6 Transitional arrangements

Transitional arrangements for the various programs are described in the local curriculum under each of the relevant programs. Here is shown which scheme applies within the education.