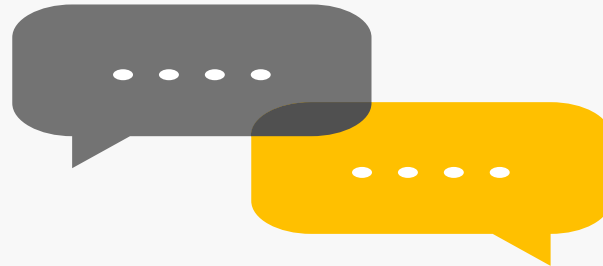


AIS Danish

Parent Meeting 15th September



Agenda for this meeting

- Meeting Objectives
- Explanation and Rationale of Danish Project 2021
- SWOT analysis summary
- Presentation of current situation of Danish instruction in different sections of the school
- Options for future growth of Danish provision at AIS
- Options for parents for improving their children's Danish language
- Brief introduction of the PYP and MYP Danish Coordinators
- Overview of university and other higher education options in Denmark and abroad
- Opportunity for parent questions

Meeting Objectives

- Present and explain:
 - a) the whole-school project for 2021 to develop and extend provision of Danish language instruction.
 - b) what has been achieved in the area of developing Danish instruction so far.
 - c) future plans for development and extension of Danish language provision.
- Open a forum for a discussion of parental expectations and responsibilities in the area of Danish language development.
- Introduce the new PYP and MYP Danish coordinators and offer parents an opportunity to ask questions and raise concerns.
- Offer an overview of the further and higher education options available to our students at AIS today (of any age).

Rationale for the 2021 Danish project

- **The IB requires all IB schools to teach the host country language in their schools.**
- It is also a Danish legal requirement and this is monitored by our school supervisor, Linda Jensen.
- Although the host country language provision at AIS was assessed as 'In Place' in the IB Evaluation report of October 2020, the amount and level of Danish provision is an ongoing concern for parents.

Rationale (cont.)

- This is chiefly due to two main concerns:
 1. Changing political circumstances (eg Brexit) and the growing need for students to complete their university education in Denmark and the growing policy to offer fewer university courses in Denmark in the English language.
 2. The social isolation of some of our younger students in their local neighbourhoods due to a lack of spoken Danish language skills.
- Danish is therefore a Board priority for the calendar year 2021.

Progress on project so far

- Interviews with representatives of main stakeholders – Board members, parents, management, teachers to identify Strengths, Weaknesses, Opportunities and Threats.
- Research and reading to identify solutions and possible strategies.
- In depth budgeting plans and discussions in order to implement recommendations.
- Planning and organisation of project.
- (NB – all of the above has been impacted by Covid 19 – however the project has only been delayed by 1-2 months so far.)

Strengths of the Danish Programme at AIS

- The quality, commitment and enthusiasm of the teachers.
- There is a fair number of hours of instruction when balanced with the rest of the programme.
- There are three levels of Danish (A, B ,C) in almost all grade levels.
- The MYP Programme has a well-developed curriculum and assessments for all three levels and consistency of teachers.

Current Weaknesses

- Speaking is difficult to develop for Danish B and C students in an English-speaking environment.
- PYP Danish B and C has suffered in the past from some changes of teachers and the curriculum and assessments need some development (this is already underway).
- It is challenging to manage parental expectations with four lessons a week, especially in terms of speaking competency and fluency.
- There are still some misconceptions and misperceptions amongst parents in terms of prospects and opportunities for later education in Denmark – better communication is needed.

Opportunities

- Possible collaboration with the municipality reception classes on teaching communication skills (speaking) and assessment.
- Design of routines for all Danish B and C teachers – speaking routines for all students to practise speaking more (based on EAL resources and practices).
- Further investment in useful physical and digital resources – such as LanguageNut for PYP Danish B.
- Exploration of more lessons and focus on faster progress for Danish B students in the future.
- Further collaboration between Danish A and Homeroom literacy (PYP)/English teachers (MYP) to complement and balance bilingual students' learning of literary concepts and skills.

Threats

- A drop in student numbers could threaten operational budgets and resources.
- A drop in student numbers could also threaten number of lessons and levels offered.
- Teachers leaving could threaten consistency that has been built up in the programme.
- Lack of local language skills could increase isolation and threaten a family's move success in the longer term.
- There are changes coming in the way Danish language learning is subsidised and supported in private schools.

Key Recommendations

1. Implement consistent speaking routines and structures into all PYP and MYP Danish B and C classes to be used in all lessons by all teachers (based on communicative language teaching principles). Resources and training will be provided for teachers on these principles.
2. Ensure that both PYP and MYP programmes have leadership with their own Danish coordinators.
3. Days will be allocated in the autumn of 2021 for collaboration for each Danish level together with the PYP Coordinator to further develop the PYP Danish curriculum.
4. Strengthen the PYP Danish teaching team with a new Danish C teaching position.

Current Situation by Section - EY

- No formal Danish language learning in PYP1-3, as the focus is on English-language acquisition.
- Most staff members on the Early Years Team speak Danish and speak it to children informally if it is appropriate or necessary for the child's well-being.
- In Early Years, students with Danish as a mother tongue or who have Danish as an additional language have the opportunity and are encouraged to use Danish through play-based experiences with Danish speaking peers.
- All students are encouraged to explore the cultural traditions and inquire into and actively contribute to their local Danish community.
- When available, Danish language clubs are also offered where there is a more structured focus on oral language development.

Current Situation – PYP4-8

- All students have 5 Danish lessons a week in small groups, divided according to language level (Advanced or native speaker, Intermediate, Beginner). Danish A students have 5 lessons a week.
- One additional lesson has been added this year for PYP6, 7 & 8 Danish B and C.
- A Danish conversation group, led by a PYP Danish Teacher, has also been added as a club in our ASA/MAC Programme as a trial for parents who want their children to speak more Danish (PYP4-5) up to Christmas.
- Students are informally assessed at the end of PYP3 and again at the start of PYP4 for their initial placement.
- Students are monitored and assessed frequently and transition to the next level is carefully considered. Transitions generally happen in June and January.
- All levels of the written PYP Danish curriculum are under development to forge closer ties to homeroom content and Units of Inquiry and align language learning across all grade levels and language levels.
- A new part time native-speaking Danish C teacher has been hired for PYP4-8 to ensure consistent progress and vertical alignment across the whole PYP programme.

Current Situation - MYP

- All classes are now separate with three levels of Danish.
- All Danish A classes have 5 lessons a week. MYP5 Danish A students take the afgangsprøve in Danish Language and Literature at the end of the course.
- Most Danish B and C students have 4 lessons a week.
- MYP3 Danish B students have 5 lessons a week this year as a trial scheme.
- This year for the first time, Danish B students will have a Proficient level Danish Language Acquisition exam with a formal internal MYP grade in MYP5 at the end of the course. The exam will consist of 4 papers – Listening, Reading, Speaking and Writing.
- This exam will prepare them for the IB Diploma Danish B Higher Level course.
- Students are monitored and assessed frequently and transition to the next level is carefully considered. Transitions generally happen in June and January.
- Danish B is for Capable/Proficient level students and Danish C is for Emergent level students.

Possible Future Plans

- Increase all MYP Danish B provision to 5 lessons a week.
- Increase some PYP Danish B provision to 5 lessons a week.
- Expand ASA and after school Danish conversation options and optional further lessons (at parental cost).
- Explore further opportunities for collaboration and language exchange with local schools in the neighbourhood (this has been impacted by corona).
- Explore closer links with Danes Worldwide and other intensive summer language learning programmes.
- Explore the possibilities of running our own intensive Danish language summer course.

Ways to support Danish language acquisition as a parent

- Find as much exposure to spoken Danish language as possible for your child.
- Encourage and support participation in local clubs (many activities are available).
- Find local voluntary or paid tutors or mentors.
- Access other resources in the community – lektiehjaelp, older people, grandparents, friends, neighbours, relatives.
- For older students – encourage paid or voluntary part time work.
- Encourage and support regular completion of Danish homework and independent reading activities.
- Encourage local library membership and borrow Danish books frequently.
- Have explicit conversations with your child about their Danish learning and their aspirations in Danish.
- Keep good contact with your child's Danish teacher, communicating frequently about progress and expectations.



Danish Reception Class (Modtagerklasse) – Pros and Cons

- Some parents decide to send their children to a Danish language reception class for a short time to speed up the process of Danish language acquisition.
- There are pros and cons to this decision and approach:
- **PROS:** Students do acquire a basic level of Danish faster.
- Students have more exposure to spoken Danish language.
- **CONS:** Students miss important content in English Language and other subject areas. Some students can catch up quickly and easily, while others find it very difficult.
- Some students find the multi-age, multi-lingual aspects of the reception class difficult to cope with.
- It is not guaranteed that students will get a spot in AIS in the appropriate class when they want to return.

Introduction of Danish Coordinators

- PYP Danish Coordinator – Morten Kidde
- MYP Danish Coordinator – Ditte Bredtoft

Options for students after AIS and Danish language requirements

- Continue with the IB Diploma programme – no Danish language requirements.
- Go to a Danish STX programme in gymnasium – either for Danish A or Proficient Level Danish B students.
- Go into a Danish vocational or alternative gymnasium programme (EUX, HTX, HF) – as for STX but with a lower level language requirement (but at least Danish B).
- Go to a Danish efterskole (most have an academic 10th class programme including Danish instruction). No formal requirements for this option – it depends on the efterskole.

Danish University Language Requirements

- All universities in Denmark have the same requirements.
- Either Danish A at gymnasium level (IB Diploma, STX or similar)
- OR
- IB Diploma English A and Danish B Higher level
- OR
- Danish folkeskole afgangsprøve (MYP5 Danish A students take this) and no Danish language at gymnasium level.
- These requirements are for Bachelor degrees and do not include specialist Danish language degrees.

European University English Language Options

- Denmark – some courses are in English (check individual courses carefully).
- The Netherlands – almost all courses are in English and are 1 – 2,000 EUR a year for EU passport holders and residents. Generous living grants and loans are also available.
- UK – British nationals or children of British nationals are eligible for home fee status until 1st January 2028.
- Ireland – Bachelor degrees are free for EU students.
- Sweden, Spain, Italy – several universities have courses that are entirely in English and are free of charge for EU students.
- Home country – a good option for non-EU passport holders or residents is to investigate English speaking options for universities in their home countries (either in English or on their mother tongues).

More Information

- For more information about the Danish language options and programme at AIS, please contact the relevant Danish Coordinator.
- PYP – Morten Kidde – mok@ais-aarhus.dk
- MYP – Ditte Bredtoft – db@ais-aarhus.dk
- For more general curriculum questions please contact the relevant IB Coordinator:
- PYP – Megan Moran Behnke – mb@ais-aarhus.dk
- MYP - Kathryn Templeman – kt@ais-aarhus.dk
- For questions about university or further education in Denmark please contact Kathryn Templeman or Megan Moran Behnke

• Any Questions?