

Tilsynserklæring for skoleåret 2020/2021 for Aarhus International School S/I:

1. Skolens navn og skolekode

Skolekode: 280397	Skolens navn: Aarhus International School S/I
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1.1 Navn på den eller de tilsynsførende

Linda Jensen

2. Angivelse af datoer for tilsynsbesøg samt i hvilke klasser og fag, tilsynet har overværet undervisningen, på de enkelte datoer.

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

Dato	Klasse	Fag	Fagområde	Tilsynsførende
23-10-2020	PYP 6/7	Mathematics	Naturfag	Linda Jensen
23-10-2020	MYP2	Mathematics	Naturfag	Linda Jensen
23-10-2020	PYP6	Language	Humanistiske fag	Linda Jensen
23-10-2020	Pyp5	PE	Praktiske/musiske fag	Linda Jensen
23-10-2020	PYP 6/7	Mathematics	Naturfag	Linda Jensen
23-10-2020	MYP2	Mathematics	Naturfag	Linda Jensen
23-10-2020	PYP7	Language acquisition	Humanistiske fag	Linda Jensen
23-10-2020	MYP3	Physical Education	Praktiske/musiske fag	Linda Jensen
15-03-2021	Teams meeting with PYP coordinator	Distance learning	Humanistiske fag	Linda Jensen
16-03-2021	Teams meeting with MYP coordinator	Distance learning	Humanistiske fag	Linda Jensen

2.1 Beskrivelse af tilsynsbesøg

Description of my visit.

Everyone and everything is influenced by Covid 19 including my inspection of Aarhus International School (AIS). I managed to visit the school in October where I observed 4 lessons, spoke with the school leader, Chris Hana and received all the information and documentation that I asked for.

Due to the given circumstances Chris Hana and I decided to replace my previously scheduled spring visit with Teams meeting with:

1. MYP-coordinator and performing arts teacher, Kathryn Templeman
2. International Baccalaureate (IB) PYP Coordinator / School Councillor, Megan Moran Behnke,
3. Teacher Administrator and ESL-teacher, Margaret Kristensen

It is my impression that I am welcome anytime and anywhere which indicates that nobody is trying to hide or cover up anything.

As a foundation for my report I thus have my observations from 4 classes, conversations with the management, a very thorough evaluation report from IB World Schools Department which is based on observations and a self-evaluation programme, the official webpage, the school's official FB and Twitter-accounts, grades, and guidelines for distance learning.

I trust that this is enough to evaluate upon.

3. Foregår undervisningen udelukkende på dansk i alle fag, sprogfag undtaget?

Nej

Efter lov om friskoler og private grundskoler m.v. § 2, stk. 3 er undervisningssproget i en fri grundskole dansk, dog er undervisningssproget i de tyske mindretalsskoler tysk. § 6 a Skolens lærere skal beherske dansk i skrift og tale, dette gælder dog ikke lærerne ved de tyske mindretalsskoler eller ved skoler, der har fået godkendt et andet undervisningssprog end dansk.

3.1 Hvis nej: Har skolen fået godkendt et andet undervisningssprog end dansk af undervisningsministeren, jf. lov om friskoler og private grundskoler m.v. § 2 stk. 3

Engelsk

3.1 Uddybning

I confirm that the instructional language of the school is English, and I have seen the school's permission to teach in English. Many nationalities are represented in the school, and naturally, social conversations are spoken in many languages.

4. Står undervisningen inden for det humanistiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

4.1 Uddybning

Does the school measure up to the level of the Danish foundational schools in the humanistic faculty?

Yes, I think the school measures up to the level of the Danish foundational schools. Grades, IB-evaluation report, conversations with staff and management etc. confirm my own observations that both physical as well as distance learning programs work in an engaging way with relevant materials (learning platforms, own materials) in a partly trans-disciplinary way to fulfill its learning outcomes. I will elaborate further under the paragraphs "English, Danish" and in my concluding comments.

5. Står undervisningen inden for det naturfaglige fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

5.1 Uddybning

Does the school within the scientific faculty measure up to the level in the Danish foundational school?

I have only observed math classes. Next academic year I'll include physics/chemistry. However, I confirm that the school measures up to the level of the Danish foundational schools. Grades, IB-evaluation report, meetings with staff and management etc. confirm my own observations that both physical as well as distance learning programs work in an engaging way with relevant material (learning platforms, materials from IB + own materials) in a partly trans-disciplinary way to fulfill its learning outcome. I will elaborate further under the paragraph "mathematics" and in my concluding comments.

6. Står undervisningen inden for det praktisk-musiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriale faglige og pædagogiske kvalitet.

6.1 Uddybning

Does the school within the musical/practical faculty measure up to the level in the Danish foundational school?

Yes, I think the school measures up to the level of the Danish foundational schools. Grades, IB-evaluation report, meetings with staff and management etc. confirm my own observations that both physical as well as distance learning program work in an engaging way with relevant material s(learning platforms, IB-materials and own material) in a partly trans-disciplinary way to fulfill its learning outcomes.

I observed an impeccable PE-lesson in P5. The topic was "Born to dance". Activities:

1. Short introduction to the topic and program of the day
2. Replication of the teacher's moves.
3. Verbal knowledge sharing regarding the various functions of dancing
4. Dance moves by the students
5. Introduction to a song that the students were going to choreograph
6. End of lesson

During distance learning – after lunch - the PE teacher invited all students from the school to participate in physical activities in front of the computer or through outdoor challenges where the efforts were registered and compared (pictures and descriptions can be seen on twitter and FB).

7. Står elevernes standpunkt i dansk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

7.1 Uddybning

Danish: AIS teaches with both Danish for ethnic Danes and Danish as a second language. Based on my observations, discussions, students' grades I confirm that the level of Danish for ethnic Danes is at least on par with the level in the Danish foundational schools. I noticed on the school's webpage that one of the students won the championship in Danish!

The level of Danish as a second language is not that high because the students speak English or their mother tongue all day except for Danish classes. A lot of the families are in Denmark temporarily, and the students do not have that much motivation to learn. However, the teachers are impeccable. I have seen creative learning games where the students were engaged, have relevant books, and perform vocabulary building activities incorporating the 120 most common Danish words.

I spoke with head of PYP and MYP regarding distance learning and it is my impression AIS faces the same challenges and advantages as other Danish foundational schools. A benefit of distance learning is that some of the students felt more confident in reading or speaking out loud because they didn't have a physical class to hear/see them.

In my conclusion I'll add some observations on distance learning.

8. Står elevernes standpunkt i matematik mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

8.1 Uddybning

I have observed maths in PYP 6/7 where the academic topic was measurement of time activities that the students themselves had decided upon. The students loved the activity, but some found it a bit hard to calculate with split second accuracy. Quickly, the teacher changed the task to allow everyone to grasp it.

I also observed maths in MYP2 where the topic was powers. The teacher used "My Maths", used the white board, made the students move, think and laugh.

I have seen test results in mathematics to confirm my own finding that the level is on par with the level in the Danish schools.

9. Står elevernes standpunkt i engelsk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

9.1 Uddybning

I observed a language acquisition lesson (English) in PYP6 where the focus was on verbs. One of the activities was to mime verbs that 2 partners should guess. Another activity was to go through a text together. Some of the students used i-pads with a translation app to photograph unknown words and thus learn new words.

I think the standard to which English is taught is as high as the level of Danish in Danish foundational schools.

10. Fører skolen til prøve i historie?

Nej

10.1 Årsag

Prøvefri skole jf. §8a, stk. 6

10.3 Uddybning

I did not observe history lessons but from posters in and outside of the class room I could see that history is included in the transdisciplinary topics.

11. Står skolens samlede undervisningstilbud ud fra en helhedsvurdering mål med, hvad der almindeligvis kræves i folkeskolen

Ja

11.1 Uddybning

Evaluation of the school's teaching as a whole in relation to what is normally required of Danish foundational schools. It is my overall opinion that Aarhus International School is a well-organised, well resourced school with able, well qualified, enthusiastic and engaged staff. Teachers know the pupils by name and work is almost always suitable to their abilities. In all subjects and at all levels, there is a variation in teaching methods. Students are given the opportunity to voice their opinions and enquiry-based learning is evident. Computers and web-based teaching materials are used in the different subjects, where it relevant. I have seen and taken particular note of the respectful tone that there is between students and staff. The students are happy and inquisitive. It is my clear perception that the school's teaching program satisfies current Danish and international demands and standards – even during a pandemic. I have seen written guidelines, spoken to both the head of MYP and PYP who happily answered all my questions in a way that indicated that the school has coped in a creative, responsible, educative and caring way.

12. Forbereder skolen efter sit formål og i hele sit virke eleverne til at leve i et samfund som det danske med frihed og folkestyre?

Ja

12.1 Uddybning

Evaluation of the school's ability to prepare the pupils to live in a society like Denmark's with freedom and democracy, and to develop and strengthen the pupil's knowledge of, and respect for fundamental constitutional and human rights, including gender equality.

From my visits to the school, it is clear that the school prepares the pupils to live in a society that respects freedom and democracy, and it develops and strengthens the pupils' knowledge of and respect for foundational freedom and human rights, including equality among the sexes. Pupils are enthusiastically involved in lessons and given the opportunity to voice their opinions on what is being taught. Much of the learning is enquiry based and

not just merely rote learning. The school has 3 student councils; one for each academy and one for the entire school. Details are available on the official webpage details are available. See <https://www.baaa.dk/about-us/facts-about-business-academy-aarhus/student-and-academy-council/>

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

Same as above.

14. Udvikler og styrker skolen elevernes kendskab til og respekt for grundlæggende friheds- og menneskerettigheder?

Ja

14.1 Uddybning

Same as above.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Ja

15.1 Uddybning

Does the school use gender divided activities in class? Only in changing rooms and in some aspects of sex education classes.

16. Arbejder skolen løbende med at sikre kønsligestilling på skolen?

Ja

16.1 Uddybning

17 Har skolens elever dannet elevråd eller varetager eleverne på anden demokratisk måde deres fælles interesser vedrørende skolen?

Ja

17.1 Uddybning

The school has 3 student councils; one for each academy and for the entire school. Details are available on the official webpage . See <https://www.baaa.dk/about-us/facts-about-business-academy-aarhus/student-and-academy-council/>

19 Har skolen en praksis, der understøtter, at de ansatte efterlever deres skærpede underretningspligt, fx ved at have beskrevne procedurer?

Ja

19.1 Uddybning

Does the school have a procedure to ensure that the staff live up to their responsibility to notify the authorities in case of concerns of a child? Yes, on the school's intranet there are written safe guarding procedures.

20 Sikrer skolen, at de ansatte ved, at den skærpede underretningspligt er personlig?

Ja

20.1 Uddybning

Does the school ensure that the staff know that the responsibility to notify the authorities is personal? Yes, it is written in the same procedure.

21. Donationer

Har skolen i det foregående regnskabsår modtaget en eller flere donationer som tilsammen overstiger 20.000 kr. eksklusive moms fra samme donator?

Ja

21.1 Oplys navn og adresse og beløb i kr. eksklusive moms i forbindelse med donatorer, der har givet en eller flere donationer, der tilsammen overstiger 20.000 kr. eksklusive moms.

Donationerne kan være givet som kontantbeløb, varer, tjenesteydelser mv.

Navn	Adresse	Beløb i kroner
Aarhus Universitets Forskningsfondnk	Finlandsgade 14, 8200 Aarhus N	1000000,00
ARLAnk	Søndehøj 14, 8260 Viby J	1000000,00

21.2 Angiv den samlede størrelse af alle donationer i kr. eksklusive moms.

2000000,00 kr.

22. Tilsynets sammenfatning

The teaching which is delivered at AIS measures up in every way to the normal requirements of the Danish State School. The inspection through observation and dialogue with students, teachers and management, has been a very positive experience.

I am particularly impressed by the way that the school has handled distance learning - a complex and constantly changing task.

My final conclusion is that the school meets the criteria and standards set in the Danish foundational schools.