

# Tilsynserklæring for skoleåret 2022/2023 for Aarhus International School S/I:

## 1. Skolens navn og skolekode

Skolekode: 280397	Skolens navn: Aarhus International School S/I
----------------------	--

### 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
19-09-2022	MYP2 = 7. klasse	Danish acquisition	Humanistiske fag	Linda Jensen
19-09-2022	PYP7 = 4. klasse	Danish acquisition and literature	Humanistiske fag	Linda Jensen
19-09-2022	PYP8 = 5. klasse	Danish acquisition and literature	Humanistiske fag	Linda Jensen
19-09-2022	MYP3 = 8. klasse	Danish acquisition and literature	Humanistiske fag	Linda Jensen
19-09-2022	PYP7 = 4. klasse	Visual art	Praktiske/musiske fag	Linda Jensen
12-01-2023	MYP3 -8. klasse	PE - idræt	Praktiske/musiske fag	Linda Jensen
12-01-2023	MYP2 = 7. klasse	Chemistry	Naturfag	Linda Jensen
12-01-2023	MYP1 = 6. klasse	Maths = matematik	Naturfag	Linda Jensen
12-01-2023	PYP7 = 4. klasse	Maths = matematik	Naturfag	Linda Jensen

## 2.1 Beskrivelse af tilsynsbesøg

As supervisor of the school I'm obliged to observe at least 4 lessons per year. My task is to evaluate the academic level, freedom and democracy, equality between the genders and procedures for referral of students with special needs.

I have visited the school twice this academic year and seen a range of lessons to provide me with the necessary findings upon which to base my report.

Prior to carrying out my observations I spoke with the school deputy, Chris Hana, teachers and students who willingly answered my questions.

Aarhus (AIS) is an authorised IB World School and offers both the Primary Years Programme and Middle Years Programme. Further details can be viewed on their webpage. The programme is interdisciplinary until year 7 when the subjects are divided more into their own subjects. The programme is quite similar to the way that the Danish state schools operate.

My report is based on the conversations I had with staff and students, my observations of classes, the school's official webpage, their official FB page, student grades, parent survey, posters, lesson plans, unit plans and syllabuses. I therefore believe that I have a solid foundation upon which to base my report.

## 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

Regarding language: I confirm that the school has been authorised to teach in English which is the case except for in language lessons.

#### 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

Humanities (Danish and English described elsewhere)

Humanities is on par with the level in the Danish state schools. This academic year I chose to concentrate on Danish A, B, and C, so I missed out on other languages, but from previous visits and knowledge of the IB programme, 9,2 in Danish exam, I vouch for the level.

#### 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

MYP2 = 7. klasse Chemistry. The theory on waves was introduced by the teacher and the students were asked about different parts of a wave. Relevant scientific terms were repeated and introduced, such as "velocity" dependable and independent variables. The students were engaged in the subject and were later on undertaking an experiment with waves where a long long spring demonstrated transverse and longitudinal waves. Next step was to put the long spring on the floor and have a student pull the other side taut. Gently waving the spring back and forth on the ground made transverse waves that the students could see and observe.

The topic is part of Forces and Energy. Based on the lesson plan that was willingly forwarded to me, and my own observations, I consider that the subject is on par with the quality in the Danish state schools

## 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 undervisningsmateriales faglige og pædagogiske kvalitet.*

### 6.1 Uddybning

I observed visual art in PYP7 where the class started image analysis on a basic level such as colours, painting technique, and perspectives.

This was followed by student presentations of an animation stop motion film where analytical elements were included.

PE MYP3 (8. klasse- idræt) was also paid a visit. In PE, I observed MYP3 learning a mix of basketball and dancing by focusing on a given element (eg. passing of the ball) and then building on it. In the last part of the lesson the students had to practise ballroom dancing where the movements should be inspired by basketball movements. Clear instructions for the whole class were on the whiteboard. The lesson plan was on a white board.

There was music and a happy energetic atmosphere and the students were active.

Based on observations of these classes I think the standard of practical-musical faculty is high and on par with the Danish state schools.

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

Ja

### 7.1 Uddybning

Danish

This academic year I wanted to see the progression from Danish C (beginners) to B (intermediate) and A (advanced - graduate in Danish exam).

Danish C, PYP7 = 4. klasse

Focus on weekdays, and general phrases. The sentences were extended to theory on the use of future tense. A task was then given to students. Having studied "Languagenut" and having heard an example from the teacher, they had to produce a simple text in the future tense and make an audio presentation to Seesaw (diary).

Danish PYP8, B-level 5. klasse.

Presentation of everyone and the schedule of the lesson.

Reading a realistic text with focus on “når/da, synes/tror” (tricky words) and tense.

Idiom of the week: “Feje skidt ind under gulvtæppet”.

Danish C, MYP2 = 7. klasse

During my visit the class had to read a simple article about a kind of autobiography. For assessment the students had to write an article about themselves. Each student was given a gentle and constructive assessment.

Danish A, Myp3, 8 klasse

The class had written an article and, in groups, the students had chosen the best sentence. In class the sentences were discussed defining what was good in terms of language level and relevance to the topic. Subsequently, the students saw the teacher’s comments about their articles and tried to improve it. Apart from specific comments the teacher always commented on the following 4 criteria:

- 1: Analysing
- 2: Organising
- 3: Producing
- 4: Coherence

Subsequently, the teacher went through some of the best articles pointing out the best parts. Finally, the students could “borrow” good points/words from their peers. These could be used for their summative assessment done after each unit.

Is there progression?

I think the above descriptions from the classrooms clearly answer that question, but I hereby also confirm that there is clear progress from C to A and the level aligns with the Danish standard in state schools.

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

Ja

## 8.1 Uddybning

Maths,

MYP1 = 6. klasse. Angles of triangles and 4 sided shapes - repetition

Pentagons: new information. Students drew a pentagon and measured up the angles and added them up to establish the total. This was followed by individual work with polygons and angles on a learning platform called Myimaths.

PYP7 = 4. klasse, Focus area: Patterns in time tables. Each student was assigned a number up to 12 and had to create a poster with strategies to remember the pattern with his/her assigned number.

Poster presentation to the class.

Overall it is my conclusion that the level in maths is on par with the Danish state schools.

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

Ja

### 9.1 Uddybning

English: This is parallel to the way that Danish is taught in state schools. This academic year I did not observe English literature, but from previous years I consider the level, content, pedagogy and engagement to be of a high level.

## 10. Fører skolen til prøve i historie?

Nej

### 10.1 Årsag

Skolen afholder ikke prøve i historie jf. §8a, stk. 5

## 10.2 Står elevernes standpunkt i historie mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

### 10.3 Uddybning

History is often incorporated in other topics but this academic year I did not attend any classes including history. However, for reasons already described elsewhere, it is my opinion that the level of history measures up to the level in the Danish state schools.

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

Ja

#### 11.1 Uddybning

Conclusion

I found all teachers kind, clear, differentiating, engaged, knowledgeable, and varied. The school subscribes to relevant learning platforms and has sufficient subject specific text bookst. Furthermore, there is a school library. In each lesson there seems to be a similar structure of class: Repetition, new theory, followed by exercises in various ways. From talks with the Principal, Chris Hana, I know that this structure is compulsory in order to facilitate learning.

The topics are relevant for each academic year.

It should be very clear that AIS is a well-functioning school, and that the school's overall teaching "aligns with that which is normally required in Danish state schools".

### 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

The school's preparation of students in relation to freedom and democracy

The school's culture and atmosphere demonstrate that this is not just a goal on paper, but something that the school community takes seriously and tries to practise. The description of ASB values (which is clearly mirrored in the school's daily life) includes:

- That students learn to work independently and in collaboration with others
- That the school works with social training and conflict resolution
- That students are included in the creation of community rules of behaviour
- That students are given an ever-increasing level of responsibility throughout their schooling
- That the school is involved in the local society.

On several of the school's display boards I saw various lists with votes and proposals of all kinds. One of the signs in all classrooms says: Responsible, caring, respectful.

Example Of democracy: In visual arts each student could combine the point of enquiry with anything he/she might find engaging. That is harder for the teacher, but the students' enthusiasm was better. Also, I cannot help mentioning the fact that most classes had some tolerable noise which is a sign that the students are at ease and used to being heard.

At no time have I experienced discrimination based on gender or race. It is, therefore, my impression that the school contributes to giving students the skills to participate in, and take responsibility for, a society with freedom and democracy where people are treated according to their character and not race or gender.

### **13. Udvikler og styrker skolen elevernes demokratiske dannelse?**

Ja

#### **13.1 Uddybning**

Democracy: See above.

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

Ja

#### **14.1 Uddybning**

Human rights: See above.

### **15. Benytter skolen kønsopdelte aktiviteter i undervisningen?**

Nej



### 15.1 Uddybning

No gender divided activities except in the changing rooms and certain parts of sexual guidance classes.

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

Ja

### 16.1 Uddybning

Equality between the sexes: See above.

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

Ja

### 17.1 Uddybning

Does the school have a students' council?: Yes. They normally meet once a week and I met with them and they assured me that they represented the class and if there were any problems.

### 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 safeguarding procedure? Yes, it is described in the school handbook.

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

Ja

### 20.1 Uddybning

Does the school ensure that referral of a student with special needs to the county is personal? Yes, it is described in the handbook.

## **21. Donationer**

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

Nej

## **22. Tilsynets sammenfatning**

Conclusion: I have seen well prepared teachers and relevant materials. I have noticed a warm and respectful bond between staff and students. My own observations correspond to the findings of the documentation. I confirm that the Aarhus International School measures up to the standard of the Danish constitutional schools.