

Tilsynserklæring for skoleåret 2021/2022 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
09-11-2021	PYP7 = 0. klasse	Language	Humanistiske fag	Linda Jensen
09-11-2021	MYP1 = 5. klasse	English	Humanistiske fag	Linda Jensen
09-11-2021	MYP5 = 9. klasse	Danish	Humanistiske fag	Linda Jensen
31-03-2022	MYP1 = 5. klasse	Maths	Naturfag	Linda Jensen
31-03-2022	MYP4 = 8. klasse	Maths	Naturfag	Linda Jensen
31-03-2022	MYP2 = 6. klasse	Science lab	Naturfag	Linda Jensen
31-03-2022	MYP2b	Science	Naturfag	Linda Jensen
31-03-2022	PYP8 = 4. klasse	Maths	Naturfag	Linda Jensen
31-03-2022	PYP6 = 2. klasse	PE (idræt)	Praktiske/musiske fag	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 lessons within languages, maths, science and PE.

My report is based on the conversations I had with Chris Hana, deputy of the school, teachers and students, my observations, materials, grades, and their own website. I therefore believe that I have a solid foundation upon which to base my report.

Aarhus International School (AIS) is an authorised IB World School and offers both the Primary Years Programme and Middle Years Programme. The Primary Years programme is interdisciplinary until year 7 when the subjects are more divided into their own subjects. The programme is quite similar to the one the Danish state schools operate. Part of the building is outdated, but funds have been raised for its renovation which will start this summer.

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 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

My comments regarding humanities: I have observed Danish and English lessons. I will comment on Danish under "Danish", and English under "English ". However, I can confirm that the level within humanities is on par with the level in the Danish state schools.

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

I observed 2 chemistry lessons.

In PYP7 (3. klasse) the topic was renewable energy versus non-renewable energy. Also the students had to learn whether the energy produced was harmful or not. The teacher made sure to apply the correct classification terms and ensured that the students understood and applied them. Subsequently, the students had to undertake an experiment using vinegar and baking powder to observe how the substance changed. At the end of the lesson the teacher blended various food waste such as onions and lettuce. The substance was stored to be observed later.

In MYP2 (6. klasse) the topic was the respiratory system. The teacher introduced the lesson which consisted of group work where the group had to create a poster on the respiratory system. Certain aspects had to be included and subsequently groups presented their posters to the class. I did not see the final product.

Both lessons were engaging and relevant. The materials were satisfactory, and it was obvious that the students loved this hands-on approach. From what I can see the level of chemistry measures up to the level in 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

My comments on the practical/musical faculty: I observed a PE lesson in PYP6 (2. klasse) where the focal point was to practise skills that had already been practised in basketball. In groups each student had 3 attempts to score the most points. After one round the scores from each group were compared and a new round was completed. One student had an injury but was still involved by counting the scores of her team players.

I confirm that the level is 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

Does the level in Danish acquisition live up to the level in the Danish state schools? Non-native speakers learn Danish as a second language. This year I observed a mixed class of ethnic Danes and advanced DSL students in MYP5 (9. klasse). The material was from Alinea and the class were reading and processing a novel called "De syngende snemænd". The key point of the lesson was "perspective". Students studying Danish as a second language were in the same class, and the only difference in approach for them was that unknown words were explained to them, and the students had to note them in a vocabulary list.

The final average score/mark for "9. Klasse" was a 9,1 (Danish grade system) in 2019/2020 which, combined with my observations, confirm that the level of Danish is on par with the Danish state schools.

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

Ja

8.1 Uddybning

In maths I observed PYP4 (1. klasse) and PYP8 = 4. Klasse.

PYP4 is a big class with a large span of student levels which pushes the teacher to the limit. The task was about time, so the students had practised seconds, minutes, hours, days, weeks, months, and years. The students had to do an activity and note how many times they completed the activity during a minute. Afterwards they had to record and transfer their information onto a grid.

In PYP8 (4. klasse) the students were presented with the task of creating a flag for a fictive country. The design had to include angles, circles, colours, country name, and symbols of importance. While I was there the students worked on their flags and got helped by the teacher. I did not see the presentation.

The topics that came up in both classes were equivalent to those seen in "Fælles Mål". Both teachers and most students were engaged. The material was illustrative, clear and relevant.

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

I observed English literature in PYP7 (= 3. klasse) where the topic was oral texts and presentations. The first part of the lesson was the theory of it. Afterwards the students had to choose 2 interview clips to watch and analyse.

I also saw a documentary unit in the same class where the students were working on a plot diagram of their own short story. The students annotated climax, falling, rising action, resolution, exposition, and author's theme. Also, in the same class I saw how the class worked with difficult words that they were acting out for their classmates to guess.

This class is parallel to the way English Literature is taught in state schools. I think the level, contents, pedagogy and engagement were 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 witness any history related classes.

From previous years observations, it is my belief 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

In conclusion, 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 practice. The description of ASB values (which are 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. I have seen FB posts where students have visited places in Aarhus or have had visitors from other schools. Gym classes go to competitions in both Aarhus as well as other places. On several of the school's display boards I saw various lists with votes and proposals of all kinds.

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

See above.

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

Ja

14.1 Uddybning

See above.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

Gender divided activities: No, except for in changing rooms and during certain parts of sexual guidance classes.

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

Ja

16.1 Uddybning

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 expect to have a talk with them during my next visit.

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?

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
ARLAnk	Søndehøj 14, 8260 Viby J	750000,00

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

750000,00 kr.

22. Tilsynets sammenfatning

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