

Tilsynserklæring for skoleåret 2023/2024 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
14-09-2023	Myp1	Danish A	Humanistiske fag	Linda Jensen
14-09-2023	Myp1,	Danish b	Humanistiske fag	Linda Jensen
14-09-2023	Myp1	Danish c	Humanistiske fag	Linda Jensen
14-09-2023	Myp4	Humanities	Humanistiske fag	Linda Jensen
14-09-2023	Myp2	Theatre	Praktiske/musiske fag	Linda Jensen
14-09-2023	Myp1	French	Humanistiske fag	Linda Jensen
14-09-2023	Pyp7	Literacy's	Humanistiske fag	Linda Jensen
14-09-2023	MYP4	English	Humanistiske fag	Linda Jensen
14-09-2023	PYP7	Visual art	Praktiske/musiske fag	Linda Jensen
08-03-2024	PYP4b	maths	Naturfag	Linda Jensen
08-03-2024	Pyp6	Maths	Naturfag	Linda Jensen
08-03-2024	Pyp4	PE/ idræt	Praktiske/musiske fag	Linda Jensen
08-03-2024	Myp 4&5	PE/ idræt	Praktiske/musiske fag	Linda Jensen

08-03-2024	MYP1	Science	Naturfag	Linda Jensen
08-03-2024	PYP6	Science	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 have seen a range of lessons that have provided me with the necessary findings upon which to base my report. Prior to carrying out my observations, I spoke with the school deputy, Chris Hanna (head of both primary and middle years), as well as teachers and students who answered my questions willingly and told me honestly about successes as well as challenges.

Aarhus (AIS) is an authorized 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 at which point the subjects are divided more into stand-alone subjects. The programme is almost parallel to the way that the Danish state schools operate. My report is based on the conversations I have had with staff and students, my observations of classes, the school's official webpage, their official FB page, student grades, parent survey feedback, posters, lesson plans, unit plans and syllabuses. I therefore believe that I have a solid foundation upon which to base my report.

During my visit, the renovation and extension of the school was in progress. It's on schedule and will be finished in August 2024.

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 English, which is the language of instruction, the school is authorized to teach in English.

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:

Apart from languages, which are commented on elsewhere, I observed MYP4 studying “humanities” where the topic was “decertification” being reinforced through the game Kahoot. I saw a good standard of knowledge and participation. Since I was only there for a short while, and didn't have the chance to talk to the teacher, I do not know the full plan for this topic.

“Family” was the topic when MYP1 had a French lesson, and the class was completing a quiz on 'quizzlet'. There was a great level of competitiveness and the lesson was educational without the students considering it hard work. However, the students were also instructed to repeat the new words at home before their next lesson.

In language classes, similar posters to those in homerooms can be found - but in the relevant language so as to facilitate understanding.

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

PYP6 had science where the learning objective was natural disasters and the writing cycle. Together the class had gathered information and most students had started generating questions. During my visit, the students were on different stages in the cycle, but most of them were still gathering information and taking notes. In order to gather information, the students can google information or use available online science books.

MYP 2 worked with the unit dealing with reproduction. During my visit, the students were divided into groups that were confronted with various statements that they had to research and find supportive arguments even if it wasn't their own opinion. The topic will end up in a debate.

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

Within the practical and music faculties, I have the following comments: In visual arts, pyp5; the class was challenged to illustrate a known leader with his/her characteristics by using a medium of their own choice (clay, fabrics, paper etc.). During my visit the teacher used me as an excuse for the students to reinforce the background of their artefacts. After having heard some of these, I saw numerous creations and heard the students' thoughts behind them.

MYP2 had theatre during my visit. At first the class sat in a circle doing breathing exercises. This was followed by repetition of the previous lesson which was about acting versus over-acting. Now, the class was divided into groups of 4. 2 members of each group were told to over-act an emotion of their own choice. The other 2 were told to act naturally. This was followed by performances of natural and over-acted presentations.

Both lessons met with the requirements of the Danish state school.

In physical education the activity was linked to science where PYP 4 students were learning about the respiratory system. During my visit the class was doing physical activities to test their own respiratory system. Later they were to watch a documentary on the same topic.

During recess the students are allowed to use the sports hall in a rotation system. I saw them playing basketball and badminton.

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

Ja

7.1 Uddybning

There are 3 levels of Danish in both the primary and middle years programmes.

I inspected the MYP1 Danish A level (highest level) where students were working with a short story called, "Prinsessen der elskede støj". As well as reading it, the students had to find antonyms. It was a substitute teacher who didn't know that I was coming but nonetheless there seemed to be a plan that was working.

I also observed the Danish B level (middle level) , MYP1, where the class had seen an episode of a series. While I was there, the students had to translate new words into English. I could see the full programme on the board which was: Fun fact, clauses and grammar, episode 6, Grammatikrytteren (grammar book).

There is a clear progression from c to b to a. In all classes there was structure and a good mix of Danish and English. The teachers were patient and encouraging. As always, some students were motivated and worked hard while others were less interested.

In level c, PYP1 (beginners), the class interviewed me in Danish, and subsequently worked individually with a beginners' book. Extra assignments were available.

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

Ja

8.1 Uddybning

Regarding maths:

I observed maths in PYP4 where the learning objective was addition. Prior to my visit the class had already worked with different strategies such as charts, fingers etc. During my visit they used blocks to help the students understand how to solve the assignments. There was a support teacher enabling the teacher to make differentiated levels of addition.

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

Ja

9.1 Uddybning

The language of instruction in the school is English, so English is taught in "literacy".

PYP7 students were learning about the writing of "introductions" + "proper nouns". At the time of my visit they presented their introduction to a story about their own families. If the introduction contained a proper pronoun, the other students had to raise their hands. This activity was done with the students on the carpet and the teacher close to them. Also, the students were asked to read their introduction to the class and everybody had a chance to comment on that but also to gain inspiration from their peers. The next focus point was to do a draft of their stories that included the feedback they had been given.

English, MYP4 students, were training to write a speech on a global issue. The speech had to meet all the requirements of the genre and level. Since the students were highly engaged I only had a quick glance at their drafts but could see that relevant work was going on.

In conclusion, the level of English is higher than in Danish classes due to fact that English is the instructional language. The way that literacy was dealt with seems comparable to the way that it is taught in Danish classes in Danish state schools.

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

It's part of "humanities" and other interdisciplinary subjects.

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 books. Furthermore, there is a school library. In each lesson there seems to be a similar structure of instruction;:repetition, new theory, followed by exercises in various ways and formats. From my conversations with the Principal, Chris Hanna, 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:

This academic year the management has decided to focus on enhancing student wellbeing. This is being carried out letting the school counsellor teach the other teachers on first aid and mental health.

Apart from that it is clear to see that:

- Students learn to work independently and in collaboration with others.
- The school works with social training and conflict resolution.
- Students are included in the creation of community rules for behavior.
- Students are given an ever-increasing level of responsibility throughout their schooling.

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 reads: Responsible, caring, respectful.

Example of democracy: In visual arts each student could combine the point of inquiry with anything he/she might find engaging. That is harder for the teacher, but the students' enthusiasm was better. In science the topic was natural disasters, and the students could choose a disaster that they find interesting. One student chose avalanches as a topic because she had been in one.

Also, I cannot help noting 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

See above

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

No gender divided activities except for in changing rooms and within some aspects of sexual guidance.

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 have previously met with them at which time they assured me that they represented the class and always discuss any problems their class had.

On the walls of the corridor a newsletter from the school counselling board could be found. In this letter the board encouraged students to be brave enough to be themselves.

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
Arla Foods ambank	8260 Viby	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 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.

