Tilsynserklæring for skoleåret 2024/2025 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
18-11-2024	MYP4a	Literacy	Humanistiske fag	Linda Jensen
18-11-2024	MYP3A	Performing Arts	Praktiske/musiske fag	Linda Jensen
18-11-2024	MYP3	French	Humanistiske fag	Linda Jensen
18-11-2024	PYP5	Visual arts	Praktiske/musiske fag	Linda Jensen
18-11-2024	PYP4	Performing arts	Praktiske/musiske fag	Linda Jensen
18-11-2024	MYP4	Danish literacy	Humanistiske fag	Linda Jensen
18-11-2024	MYP5	Humanities	Humanistiske fag	Linda Jensen
24-03-2025	MYP1	Maths	Naturfag	Linda Jensen
24-03-2025	MYP5	Maths	Naturfag	Linda Jensen
24-03-2025	PYP5	Visual art	Praktiske/musiske fag	Linda Jensen
24-03-2025	MYP2	Science	Naturfag	Linda Jensen
24-03-2025	MP5	Debating	Humanistiske fag	Linda Jensen
24-03-2025	PYP4	PHE	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.

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.

Last academic year renovation and extension of the school was in progress. Now, there is a brand new Campus – 2 brand-new, state of the art buildings too better integrate the Kindergarten and MYP departments into suitable and modern learning spaces. It has given the school an uplift.

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 new school deputy, Robert McCluskey, (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.

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, and 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 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

Regarding humanities:

PYP4, Literacy: The teacher described the elements of a capture in a visible way. Together, the class made a capture and checked that it contained the described elements. Subsequently, the students had to write their own captures using the given elements and with a word bank. The topic was space.

MYP3, French: During my visit the class was having a dictation. The students had a word bank to help them understand all the words. The right answers were made in cooperation.

I have commented on Danish lessons elsewhere.

In general I find the quality of the lessons within humanity of a high quality and believe it measures up to the standard of the Danish state schools. Please find information on the specific subjects under their respective field.

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

Regarding science: I observed MYP2 working with eco systems. During my visit they were working with a test. I had a quick look at it and saw an exercise regarding photosynthesis. Some students worked alone - others with a partner.

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

Regarding practical and musical subjects:

MYP3, performing arts: During my visit, the teacher instructed the class to make a description of a comedy performance (with clear features) as group work. The instructions were clear and relevant. Next step would be to perform and finally to evaluate it.

PYP5, visual arts: Learning objective: Pointillism technique: The students had brought an object from nature that they wanted to explore and later in the process they had to create an Aboriginal artwork with the technique of pointillism. I saw their work in progress.

PYP4 were in the process of singing a song while being filmed by the teacher. Prior to my visit the class had focused on vocal tone, words, harmony, balance, posture, and facial expression. Seeing the video of the song they had to determine whether the criteria were met.

Also, I observed PHE having PYP4. First, the met up in the classroom for some general instructions. Subsequently, they went to a theory room placed next to the gym where the teacher repeated the rules for an invasion game that they did last time. This time, they had to focus on finding the gaps. The game was a kind of tagging game. Everybody understood the game and had fun running around trying to pay attention to the rules and have focus on gaps. The next game was also a tagging game where some "predators" had to catch the preys trying to switch nests. In order to switch nest it was essential to be far away from the predator whilst attempting to switch.

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

Ja

7.1 Uddybning

Regarding Danish acquisition: There are three levels of Danish in both the primary and middle years programmes. Danish A level (highest level).

MYP4 had Danish Literacy, A level. The learning objective was the history of commercials. An old commercial was analyzed. The students were asked to guess when the first commercial was made and how. While discussing and showing commercials the students had to fill out information about the diverse types of commercials that they were introduced to.

Danish is the the only subject in which the students are examined. The grades can be seen on

ttps://uddannelsesstatistik.dk/Pages/Institutions/280397.aspx?dashboard=Karakterer . It has not yet been published.

From the materials, the teachers, and the grades from 2022/23 Aarhus International School measures up to the standard of Danish in Danish state schools.

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

Ja

8.1 Uddybning

MYP1: The topic was interest rates. I did not have the time to see that much due to a fire alarm, but I saw the topic on the board and that the students were working with exercises in a program that linked to the teacher so she could see the results and comment on them.

MYP5: The students had made a mock-exam and uploaded the results to the teacher. The teacher went through all the questions via a homemade video. The topic was drag n' drop puzzle pieces, square roots, probabilities powers, angles, quadratic equations were part of the lesson.

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”.

The way that literacy was dealt with seems comparable to the way that it is taught in Danish classes in Danish state schools. In conclusion, the level of English is higher than in Danish classes due to fact that English is the instructional language. This academic year I did not observe any English Literature lesson.

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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: It's part of "humanities" and other interdisciplinary subjects. I I have seen the syllabus.

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 textbooks. 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 several ways and formats. From my conversations with the Principal, Robert McCluskey, I know that this structure is compulsory in order to facilitate learning.

The topics are relevant for each academic year. With the completion of the new building the facilities of the school are contemporary

It should be 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 well-being. This is being carried out letting the school counselor teach the other teachers on first aid and mental health. I asked if the students council had accomplished any results and there were examples of improved breakfast facilities and change of unisex bathroom to segregated bathrooms. Also, I overheard part of a lesson called "Debating" where the students had to make a persuasive speech on the use of public surveillance - highlighting the pros and cons and reliable an unreliable sources which is part of preparing for living in a society with democracy.

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.

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 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

Freedom and human rights: 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

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 month 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 might have had.

On the walls of the corridor a newsletter from the school counseling board could be found. In this letter the board encouraged students to be brave enough to be themselves. This year, they managed to improve the access to breakfast room allowing them to use the micro-oven etc.

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's "Child Protection and Safeguarding Policy" (https://ais-aarhus.com/our-community/policies/).

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 "Child Protection and Safeguarding Policy" (see above).

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 - from what I have seen - measures up to the standard of the Danish constitutional schools.