

Tilsynserklæring for skoleåret 2020/2021 for Esbjerg International School:

1. Skolens navn og skolekode

Skolekode: 280205	Skolens navn: Esbjerg International School
----------------------	---

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
09-04-2021	MYP3	Danish Language and Acquisition	Humanistiske fag	Linda Jensen
09-04-2021	MYP3	German Acquisition	Humanistiske fag	Linda Jensen
09-04-2021	MYP3	Science	Naturfag	Linda Jensen
09-04-2021	MYP3	PE	Praktiske/musiske fag	Linda Jensen
09-04-2021	MYP3	English Language and Literature	Humanistiske 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 and freedom and democracy.

Normally I visit the school twice, but due to Corona I only visited the school once this year. Prior to carrying out my observations I had a talk with the school deputy, Jason Lusby, who willingly answered my questions. My report is based on the conversations I had with him and other staff, my observations of classes, the school's official webpage, their official FB page, student grades, posters and lesson plans. I therefore believe that I have a solid foundation upon which to base my report on.

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 authorized to teach in English which is the case except for 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, English, and German classes. I will comment on Danish under "Danish", and English under "English"

Regarding German: During my visit I saw students' presentations - in German - about a German city of their own choice. I heard oral presentations about German cities (partly read out loud from a script). After the presentations the teacher asked the students questions in German to make them speak without a script, and finally both students and teachers evaluated their presentation using an evaluation scheme with given focus points. After the presentations the students did a vocabulary exercise relating to Easter. Finally, the teacher showed a video (followed by questions) on Easter and the students should answer the questions. The level was adequate and the students were active, and not afraid to speak when they were pushed. The teacher told me that she chooses a topic and finds materials on the internet or makes them herself.

I 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

For the first time during my work as a supervisor I observed a chemistry lesson. The focus was chemical substances. Prior to my visit the class had been investigating some substances from the kitchen mixed with water, vinegar and iodine. The class was divided into groups and 4 students had a role in a crime scene. The students had to gather substances, mix them and see the reactions and write down the results and thus learn about their properties. In my opinion it was an interesting and engaging way to teach chemistry.

My conclusion is that contents within the science academy were relevant for the subject. The syllabus, and pedagogy were engaging, and the grades are satisfactory compared to grades 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 did not observe music lessons this academic year but I know from previous years that the quality is on par with Danish state schools. Often, music is part of a transdisciplinary topic. However, I did observe PE where the theme was ball possessions. The teacher explained what types of passes/violations/double dribbles, travelling and physical contact influence the passes. There were a number of exercises to focus on each point, and the lesson concluded with a basketball game. Due to the necessity to ventilate the room the top windows were opened, and it was very cold. This is a logical consequence of minimizing Covid-19 risks.

From my observations in PE, and previous experience with music lessons, I conclude that the level within the practical/musical faculty is on par with the level in 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 did not observe DSL but I know from previous years that the quality is good in terms of variation and materials. In general the students are not that engaged because many of them only stay in Denmark temporarily and therefore are not especially motivated to learn.

However, in Danish for ethnic Danes, the students are engaged. I observed MYP3 Danish Language & Literature where the teacher gave a very thorough introduction to synopsis which is the exam form they will be examined on in a few years. The unit was about poetry, and I saw the outline. The instructions (both oral and written) were very clear. During the class the students were to start reading a text.

The teacher told me that she focuses on text types rather than genres. In general she alters her activities between reading (receiving) a text and constructing (sending) a text.

The average grades in Danish are a bit higher than in Danish state schools which corresponds with my own observations.

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

Ja

8.1 Uddybning

I have previously observed maths multiple times, but due to Corona I did not observe any maths classes this year, because I chose to observe chemistry class instead. I am familiar with the IB program that the school follows whereby the school follows certain units for each academic year. The school uses the international grading system for all subjects except for Danish. I have seen the maths grades and converted them to the Danish grade system and trust that the level is on par with the level in the Danish state school.

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

Ja

9.1 Uddybning

I observed English in year 3, unit 5, poetry. The teacher instructed the students how to produce an A3 sized annotation of a self chosen poem (within a given range that I saw) and had to explore the background, style, structure, language, mood, imagery, message, and use of poetic devices. This is parallel to the way Danish 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 incorporated in other topics. I have seen books and posters relating to history, but I did not observe a class which included history (but in the German lesson there was a link to the second world war).

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 EIS 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 ISB 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

Let me state an example of freedom and democracy. A student asked the headmaster if her schedule could be adapted so that she could take on a job. She reasoned that she would live up the 10 IB values (being curious, taking responsibility etc.) and was granted her request.

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

Democracy: Se 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

Gender divided activities: No except for changing rooms and certain part of sexual guidance classes.

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

Ja

16.1 Uddybning

Equality between the sexes: Already described (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 but during Corona only once a fortnight.

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 handbook of the school.

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 vulnerable student to the county council 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
TOTALnk	Britanniavej 10, 6700 Esbjerg	4732909,00

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

4732909,00 kr.

22. Tilsynets sammenfatning

I have seen well prepared teachers and relevant materiale. 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 Esbjerg International School measures up to the standard of the Danish constitutional schools.

