

Tilsynserklæring for skoleåret 2021/2022 for Esbjerg International School:

1. Skolens navn og skolekode

Skolekode: 280205	Skolens navn: Esbjerg International School
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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
02-11-2021	PYP4 = 3. klasse	Identity	Humanistiske fag	Linda Jensen
02-11-2021	PYP3 = 3. klasse	Dansk	Humanistiske fag	Linda Jensen
02-11-2021	PYP5 = 5. klasse	Individuals and Society	Humanistiske fag	Linda Jensen
02-11-2021	MYP4 = 8. klasse	Engelsk	Humanistiske fag	Linda Jensen
02-11-2021	MYP1 = 5. klasse	Drama	Praktiske/musiske fag	Linda Jensen
02-11-2021	PYP2 = 1. klasse	Musik	Praktiske/musiske fag	Linda Jensen
22-04-2022	MYP5 = 9. klasse	History	Humanistiske fag	Linda Jensen
22-04-2022	PYP4 = 3. klasse	English	Humanistiske fag	Linda Jensen
22-04-2022	PYP4 = 3. klasse	Mathematics	Naturfag	Linda Jensen
22-04-2022	MYP1 = 5. klasse	Danish	Humanistiske fag	Linda Jensen
22-04-2022	MYP3 = 7. klasse	Mathematics	Naturfag	Linda Jensen
22-04-2022	MYP4 = 8. klasse	Spanish	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, freedom and democracy, equality between the genders and the procedures for referral of students with special needs.

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

Prior to carrying out my observations I spoke with the school deputy, Jason Lusby, Deputy Head, Linda Grimstrup, Head of Secondary, Nicola Zulu, and Head of Primary, Grant Davis, who all willingly answered my questions.

Esbjerg International School (EIS) is an authorised IB World School that offers both the Primary Years Programme and Middle Years Programme. It is interdisciplinary until year 7 when the subjects are divided more into their own subjects. The programme operates quite similarly to the Danish state schools..

My report is based on the conversations I had with staff and students, my observations of classes, the school's official website, 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.

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 is authorised 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

My comments regarding humanities: I have observed Danish, English, and Spanish Acquisition classes. I will comment on Danish under "Danish", and English under "English " Regarding Spanish: During my visit I saw the class working on the topic sport and there was a lot of focus on its relevant vocabulary. The material was online and offered variation, repetition and focus on the 4 disciplines to practise the vocabulary. Both the teacher and students were enthusiastic, and it was obvious that the students had acquired a basic knowledge of Spanish.

In "Individuals and Society" I observed a lesson on puberty. I was impressed by the natural way the teacher and students went through the differences and similarities between boys and girls entering puberty.

As previously mentioned I'll comment on the other humanistic faculties in their respective field, but 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

I did not observe a chemistry lesson, but I know from last year's observation that 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/music faculty: I observed a music lesson in PYP2 where the class practised copying sounds. This was part of their preparation to perform "The Chappy Snowman". I also observed music being used in language lessons.

In Drama I observed a class in MYP1 in which the students were preparing a "Sway" presentation where each student had to play a part in a talk show. To me it makes sense to prepare the young students on how to perform and present to the class - in an engaging way - and for later on in real life.

I only had a short look at PE but it enabled me to establish that there was full action.

From my observations in music class, drama and PE 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 PYP3 where the learning object was date and time. The class was well organised and had a variety of resources(online, books, songs)

I also observed Danish for ethnic Danes in MYP1 where the first session was about grammar (subject, verbal and object). The teacher made the students repeat the theory and subsequently the students had to create sentences with these 3 parts of speech.

The final average score/mark for "9. Klasse" was a 9 (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 a class in early years (PYP4) where the students were learning about fractions. On the board there was an illustration of a fraction. The students had to write the fraction on their own boards and show it to the teacher. Some of them explained how they had reached their answer.

In MYP 3 I observed preparation for the final test (repetition). The topics that came up were equivalent to those seen in "Fælles Mål". The teacher encouraged the students to concentrate on their weak spots.

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 in PYP4 where the students had to read a non-fiction book of their own choice. Subsequently they had to write the name of the title and the author and caption. Finally the teacher asked them to show their work.

In MYP 4 the students were presented with statements that they had to categorise in levels of summative.

This is parallel to the way English is taught in Danish 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 into other topics but this academic year I witnessed world history in MYP 5. The scope of the lesson was to prepare the students for the exam in a way that it was made clear how the censors evaluate. In order to consolidate, the teacher used IBDP paper 2 Prompt 2013.

“The relationship between the USSR and the US was largely shaped by increasing mistrust and suspicion. Discuss with reference to the period between 1947 and 1979.”

The students had to discuss the prompt in groups and send their answers to the teacher who displayed them on the board and made corrections to. It was apparent that the lesson made the students more aware of how to create the optimal product.

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

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 implement. The description of EIS 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 it would be possible for the students to have more PE time. The student had written a letter with strong arguments and the result was not more PE lessons, but double or triple lessons which minimises time taken changing clothes.

On several of the school's display boards I saw various lists of votes and proposals of all kinds. At no time did I experience 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

No gender divided activities 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

(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 where they assured me that they represented their peers and that they highlighted it if there were any problems. An example that they mentioned was that the fee for a dance show was too high. The fee wasn't changed but the council undertook some fundraising to compensate.

19 Har skolen en praksis, der understøtter, at de ansatte efterlever deres skærpede underretningspligt, fx ved at have beskrevne procedurer?

Ja

19.1 Uddybning

19.1 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

20.1 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
Ejendomsfonden Esbjerg International Schoolnk	Guldager Skolevej 4, 6710 Esbjerg V	300000,00

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

300000,00 kr.

22. Tilsynets sammenfatning

Conclusion: I saw well prepared teachers and relevant teaching materials. I 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.