

Tilsynserklæring for skoleåret 2022/2023 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
03-02-2023	M3 (7. klasse)	Individuals and Society	Humanistiske fag	Linda Jensen
03-02-2023	MYP3 = 7. klasse	Individuals and Society	Humanistiske fag	Linda Jensen
03-02-2023	PYP3 = 2. klasse	Science	Naturfag	Linda Jensen
03-02-2023	MYP4 = 8. klasse	Science	Naturfag	Linda Jensen
03-02-2023	MYP 1 = 5. klasse	Theatre	Praktiske/musiske fag	Linda Jensen
03-02-2023	PYP2 and 3 = 1. og 2. klasse	Idræt	Praktiske/musiske fag	Linda Jensen
03-02-2023	MYP2 = 6. klasse	Idræt	Praktiske/musiske fag	Linda Jensen
03-02-2023	MYP 2 = 6. klasse	Design	Praktiske/musiske fag	Linda Jensen
03-02-2023	PYP4 = 3. klasse	Danish Language & Literature	Humanistiske fag	Linda Jensen
03-02-2023	MYP4 = 8. klasse	First language Danish	Humanistiske fag	Linda Jensen

03-02-2023	PYP6 = 5. klasse	Math	Naturfag	Linda Jensen
03-02-2023	PYP 5 = 4. klasse	Literacy and English	Humanistiske fag	Linda Jensen
03-02-2023	MYP2 = 6. klasse	English Literature	Humanistiske fag	Linda Jensen

2.1 Beskrivelse af tilsynsbesøg

Description of my visit to Esbjerg International School (EIS).

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, and 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, and Deputy Head, Linda Grimstrup who 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 programmes operate quite similarly to those in 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

Humanities

My comments regarding humanities: I have observed Danish and English Acquisition classes. I will comment on Danish under "Danish", and English under "English".

In "Individuals and Society" I observed a lesson on puberty. I was impressed by the natural way in which the teacher and students went through the differences and similarities between boys and girls entering puberty. Also, I observed a class in M3 (7. klasse) where the aim of the lesson was for the males to hear the female voices of the class saying that no matter the setup, males need consent from a female to have sex.

In MYP3 = 7. klasse the topic was an introduction to the background of the French revolution - astille prison (debtors' prison) and the extravagance of food among the royal family. Finally the class compared the Danish and American constitutions.

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

Science

In PYP3 world famous astronauts had inspired the students to explore what the astronauts had explored which led the students to learn about the solar system. When I entered the class it was the end of the lesson and by then the students were engaged in making a model of a planet or playing games to repeat the knowledge in a fun way. Their knowledge of the subject was impressive.

In MYP4 the students were preparing for a fair that the whole school would be joining and later on the families too. Within the methodology of science (hypothesis, test, result) they could choose their own question. Everyone was busy and engaged, and the grades are satisfactory compared to grades in Danish state schools.

The topics and materials were relevant, and the teachers were well prepared. There is a clear progression from PYP3 to MYP4 where the students were to prepare a complicated poster for the school and families.

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:

MYP 1 = 5. klasse "Theatre"

Students were carrying out funny warm up exercises involving movement and concentration which were then followed by a focus on monologues by using dramatic effects. They used the tv-program "Dr Phill" as inspiration.

In PE I observed PYP2 and 3 where they were practicing handball. The Learning Objective was overarm passes and bounced passes which was demonstrated.. Subsequently, the class was divided into small groups that had to practice the passes. Finally, they played a handball game while being given feedback. Having watched the Danish team win the world championship, it was lovely to see how handball starts in Denmark.

MYP2 also had PE during my supervision. The learning objective was repetition of volleyball and an introduction to

badminton. Students completed a 1. 5 minutes warm up followed by badminton and volleyball (2 groups that changed zone after 30 minutes). Clear instructions as to how the respective passes are made, were given.

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

Ja

7.1 Uddybning

Danish acquisition and literature:

The Primary students had an assembly where the focus was on international Mother Tongue day. Each class said something in their mother tongue and shared information on Mother Tongue languages including Danish.

PYP4 = 3. klasse Danish Language & Literature

During the lesson, the students were tasked with quiet reading of a relevant book, and practicing the most common 120 Danish words. 3 students had already done this and were given a reading game.

MYP4 = 8. klasse

In this unit the class was working with grammar. Instructions were given and Grammatip (learner platform where the teacher can see the work of the students).

In general: There is a growing challenge with Danish because there are fewer and fewer Danes in the class meaning that Danish is spoken and heard less and less as the instruction language in the other classes is English. Besides, in PYP there are fewer Danish lessons than in Danish state schools meaning that the teachers focus on language skills and leave the literature to Literature classes. The team of Danish teachers have set up some ways of maximizing the outcome. In MYP the number of lessons corresponds to the number that is taught in Danish state schools.

Non-native speakers learn Danish as a second language. There are gradually fewer native Danish students and fewer Danish units, and it is a challenge to keep up the level of Danish, but despite that the final average score/mark is on par with the Danish state schools thanks to an enormous effort by the Danish Language & and Literature teachers

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

Ja

8.1 Uddybning

Math:

I observed a class in PYP6 = 5. klasse. The learning objective was fractions. Students were given the task of finding

4 numbers where $\frac{1}{2}x + \frac{1}{3}x + \frac{1}{4}x + ?x = 20$. Students were working in pairs and were allowed to choose different strategies to get the right answer(s). Subsequently, the teacher went through the correct answers with focus on which strategy the students could use to find the results.

Previously, I have witnessed numerous math-lessons but this academic year I only observed this one class. However, Overall - based on this visit and my previous visits - it is my conclusion that the level in math 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

PYP 5 = 4. klasse Literacy and English

The lesson involved the repetition of pre-writing strategies: Bubbles, lists, Mind maps etc. Students had a free choice of strategy. There was brainstorming about ancient civilizations and later the students had to write a book about the subject.

MYP2 = 6. klasse English Literature

Students played a word game to get their minds active. They then wrote their reflections of a summative on biographies. On the wall current average lexile level and average target lexile level were displayed. The teacher keeps track of the students' lexile level by using an electronic library where the level is noted. The teacher, as well as the students, know their own individual level.

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.

This is parallel to the way that English is taught in Danish state schools. I believe that 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: In my description of English class a link to history can be seen. In general, history is incorporated in other subjects. Also, there is a subject called Individuals and Society where history also plays a major role. From what I have seen and heard the students' level of history measures up to the standard in Danish state schools.

11. Står skolens samlede undervisningstilbud ud fra en helhedsvurdering mål med, hvad der almindeligvis kræves i folkeskolen

Ja

11.1 Uddybning

Conclusion

I have seen variation, well prepared, clear, warm, and structured teachers. Examples can be seen under each topic. It is 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

12.1 Freedom and democracy.

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 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 behavior
- That students are given an ever-increasing level of responsibility throughout their schooling
- That the school is involved in the local society.

Actually, there is a subject called "Learning for life" in MYP3 and I visited the class where the topic was relationships where healthy and unhealthy relationships, consent were highlighted. Through differences of opinion between some of the students in class the importance of consent and respect was illustrated.

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

Gender dividid activities: Only during certain parts of sexual guidance classes and in changing rooms.

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

Ja

16.1 Uddybning

Equality between the genders: See above.

17 Har skolens elever dannet elevråd eller varetager eleverne på anden demokratisk måde deres fælles interesser vedrørende skolen?

Ja

17.1 Uddybning

Students' council. Yes, and I met with them the previous academic year.

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

Ja

19.1 Uddybning

The safeguarding procedure is described in the school handbook.

20 Sikrer skolen, at de ansatte ved, at den skærpede underretningspligt er personlig?

Ja

20.1 Uddybning

The school ensures that referral of a student with special needs is referred to the county - described in the handbook.

21. Donationer

Har skolen i det foregående regnskabsår modtaget en eller flere donationer som tilsammen overstiger 20.000 kr. eksklusiv moms fra samme donator?

Nej

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.