

Tilsynserklæring for skoleåret 2023/2024 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
28-09-2023	PYP6 = 5. klasse	Danish	Humanistiske fag	Linda Jensen
28-09-2023	MYP1 = 0. klasse	Art	Praktiske/musiske fag	Linda Jensen
28-09-2023	MYP1 = 5. klasse	Art	Praktiske/musiske fag	Linda Jensen
28-09-2023	PYP5 = 4. klasse	Library	Humanistiske fag	Linda Jensen
28-09-2023	PYP4 = 3. klasse	Music	Praktiske/musiske fag	Linda Jensen
28-09-2023	MYP3 = 7. klasse	Spanish	Humanistiske fag	Linda Jensen
28-09-2023	MYP5 = 9. klasse	Humanities	Humanistiske fag	Linda Jensen
22-03-2024	MYP5 = 9. klasse	Science	Naturfag	Linda Jensen
22-03-2024	PYP5 = 4. klasse	Physical education	Praktiske/musiske fag	Linda Jensen
22-03-2024	MYP2 = 6. klasse	Science	Naturfag	Linda Jensen
22-03-2024	PYP5 = 4. klasse	Physical education	Praktiske/musiske fag	Linda Jensen
22-03-2024	MYP3 = 7. klasse	Design	Humanistiske fag	Linda Jensen

22-03-2024	PYP4 = 3. klasse	Mathematics	Naturfag	Linda Jensen
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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, Head of Primary, Farhana Bari, and Head of Secondary, Nicole Zulu, 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

Regarding humanities: I have observed Danish and English Acquisition classes. I will comment on Danish under "Danish", and English under "English". The school houses a functional library with books of all genres to stimulate learning but also to enhance to the desire to read for fun. This library class is part of Human rights " topic.

Myp4 had German acquisition class where the students were preparing a speaking assesment. The target was to be Ted Talker Speaker and make a speech about your social life and community and speak - only supported by photos -at Ted Talk conference. In German acquisition classes Linguascope (learning platform) is used along with other materials. I did not hear any German because the students were writing but I saw their written work which was on an appropriate level.

Myp3 had Spanish acquisition which is an optional subject. The topic was strategies to profit from the skills the multilingual students already possess. I did not not understand everything as most instructions were given in Spanish, but they saw a linguist on the smart board telling about language acquisition in general, and the teacher helped the students understand the meaning. First, it was shown without subtitles. Next time it was shown with subtitles.

5. Står undervisningen inden for det naturfaglige fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

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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

In MYP5 I observed “humanities” which is a trans disciplinary subject where the topic in this was “Climate Change Models and Predictions “. The class were divided into groups working on different aspects of the topic. Each group had to define the problem, examine different models and data on the model. Next task was to find solutions and last step was presentation.

I have seen lesson and module plans.

Myp year 4: Science. The learning objective was the atomic structure and periodic trends. Prior to my visit the class had learned all the theory of the unit. Also, they had had a test to show whether they had understood it. During my visit the class was given the same test and had do it in groups of 3 to compare their answers and discuss any differences there might be. I saw the test and confirm that its contents were relevant. Some of the subject specific terms were ions, valence electrons, octet rule etc.

Finally, the test results were collected and difficult questions were dealt with.

MYP1 had chemistry where the learning object was about mining minerals in space or water on the moon. The students had to do an assignment on one of the topics. They were told to use given links to gain information, make a hypothesis based on scientific methods, create a fictive experiment and finally come up with a conclusion.

MYP 5 science, the class was working with vestigial structures. Dog claws , whale pelvis, human appendix and many more subject specific terms were used in the assignment that the students had to do. They worked in stations studying various aspects of the subject.

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:

MYP1; the class was working on an installation in which various art products from Matisse, Frida etc. were to be represented. The students had to use techniques and colours representing the artist that they were inspired by.

PYP4, musics: the class were rehearsing “L’hymne de la Vie” as part of participation in international day in week

43. They sang in French to embrace the French school. The next activity was hear and practice a half Note Poison Rhythme - vulcano edition meaning that there is no rhythm but instead the students have memorise it through repetition while clapping each single bit. Final activity was to introduce the students to the microphone. In turns they had to say their name and age.

PYP 5 had Physical Education where the focus was on throwing technique practicing to take back the arm as much as possible before launching the ball. Various sizes of balls were used allowing the students to feel the difference. Finally, the class was divided into sports groups that had to carry out ball related activities.

MYP1 had physical education which I observed for a short while. The unit was about parkour. I saw them practicing to jump from one bar to another. Next activity was rolls which is a safe way of landing somewhere.

MYP3 had "Design" and was designing a sticker for a nonprofit organisation of their own choice. The students had already come a long way in the process and during my visit they were enhancing details of it. I was told that they had gone through the creative and process and had learned to use the computer programme called Adope as their instrument. I saw a turtle, fruits and geometric figures as a symbol in their sticker.

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

Ja

7.1 Uddybning

Danish acquisition and literature: On all international schools there is a growing challenge with Danish because there are fewer and fewer Danes in the classes, 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.

Pyp6, Danish for ethnic Danes:

The class had read a book called "Hodder". During my visit they summed up the most important characters in the book, ranged them according to , place and time, and made a characterization of the main character. Afterwards the class saw the film. Materials: "Den Første Læsning" PYP 1, 2: 3 and "Fandango" for literacy.

PYP 6 Danish acquisition was focusing on colours and descriptions of a person (appearance).

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:

PYP4 had math where the learning object was a new method called "bar model" to solve additions. The teacher rehearsed the method with the students after which they were given assignments.

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

Literacy and English: I did not observe any English literacy classes this academic year, but it is the spoken language of the school. From early years students who need extra help in English get it, but within a very short time, it is clear that all students are fluent in English.

The level of English is higher than in the 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

History: In my description of English class a link to history can be seen. In general, history is incorporated in others 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.

In "humanities" there is an IB exam. The teachers have planned their curriculum in such way that the students have the skills to continue in the Danish educational system.

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. The class rooms are well equipped with a warm yet educational atmosphere. The teachers have preparation rooms and like to work at the school, they tell me. Furthermore, in order to help the teachers with students with special needs a learning support facilitator has been employed.

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 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.

There is a school subject called "Learning for life" which includes the soft values such as freedom, equality, and democracy. Last year I observed such a class and described it. This academic year once a week the students from 12-15 can choose a topic not based on age but interest. This was established as a request from the students.

In PE non-violent conflict resolutions were shown because there had been a conflict. The steps shown involved explaining the problem, shaking hands and finishing the process by telling each other a compliment.

In "library lesson" pyp5 the whole class read a book called "Separate is Never Equal" which revolved around segregation versus desecration. This help the students understand about differences, similarities and respect for all people.

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

Regarding democracy: See above.

14. Udvikler og styrker skolen elevernes kendskab til og respekt for grundlæggende friheds- og menneskerettigheder?

Ja

14.1 Uddybning

Regarding human rights: See above.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

Gender divided 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: From this academic year Emily Meadows introduced a diversity, equity and inclusion program. She works with teachers, and students. One of the objects is to ensure equality between the sexes.

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 previously met with them.

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. 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	1000000,00

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

1000000,00 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