

Tilsynserklæring for skoleåret 2024/2025 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
18-09-2024	PYP 1 (0. klasse)	Home room	Praktiske/musiske fag	Linda Jensen
18-09-2024	M3	Science	Naturfag	Linda Jensen
18-09-2024	M4	Humanities	Humanistiske fag	Linda Jensen
18-09-2024	Pyp4	Music	Praktiske/musiske fag	Linda Jensen
18-09-2024	Myp2	Danish	Humanistiske fag	Linda Jensen
18-03-2025	PYP6	Math	Naturfag	Linda Jensen
18-03-2025	MYP5	Science	Naturfag	Linda Jensen
18-03-2025	PYP2	Math	Naturfag	Linda Jensen
18-03-2025	8	Design	Praktiske/musiske fag	Linda Jensen
18-03-2025	MYP5	Design	Praktiske/musiske 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 new school head of school Sara Pedersen, and Deputy Head, Linda Grimstrup, Head of Primary, Farhana Bari, and Head of Secondary, Nathan Strickler 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 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

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.

Human demographics M4: During my visit the class was working with a project regarding Sustainable Development Goals (SDGs). Each student had to choose a country and focus on its ability to meet three SDGs by 2030. The students' work will be evaluated on their abstract, research process, and MLA (ability to demonstrate accountability to their source material). I have seen the unit plan. The teacher went through the learning material including sources and highlighted important factors to look out for.

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:

PYP2 were starting a new unit called "Sharing the planet". During my visit the students were introduced to basic needs of human beings. Subsequently, they were given the task of ranking the needs of human beings into a pyramid. The answers were compared and discussed.

M3; The class was working with sustainability where the teacher explained what factors (economy, socially etc.): After this introduction the students were to work with a summative project on aquatics where they had to choose an environmental problem and a solution. During this class the class had to elaborate on their report making sure that the right technical terms were used.

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

PYP1 corresponds to 0. klasse in Denmark and during my visit the class was drawing farewell drawings to a student was leaving the school. So they had to draw something relating to the student. After that there was home room where the children were playing but also learning basic skills like names of things, letters, and other languages. They were building , learning about kitchens, and social skills. Every two weeks they have computer classes, and they also have other regular classes such as PE, art, music etc.

I also observed part of a music lesson in PYP4, where the teacher together with the students were going names of instruments, notes. A student performed a drum solo with normal sound and afterwards with a soft sound.

I also observed a design, MYP5, who had to design a chair. In this proces the students were learning the elements of design from choosing a client (of own choise) and learning about his/her requirements, to designing it finally producing it. During my visit they were still designing it paying partucal attention to how to scale it correctly. The end result will be a model in small scale.

I spoke to a design teacher who informed me that the whole school was preparing for a show and tell day for the parents. So examples from all the creative classes are shown to the parents and the children can explain what they have done and how.

Music is also incorporated in other subjects which I have previously seen.

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. 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

Regarding mathematics

PYP6: The learning objective was measurements. The class was introduced to measurements through an instruction video followed by questions and exercises. Next step was for the class to make some hands-on experiments with measuring given distances and weighing some given amount of water. The students worked in stations for 10 minutes.

MYP3, maths; Learning objective: Pyramid surface area. The formulas of all figures were on the board. The theory behind the formulas was presented by the teacher using Pythagoras. Subsequently, the students had to calculate the surface area and volume of pyramids with the various bases. The classroom was packed with student works such as various paper lamps in different shapes.

MYP5 also had math where the learning objective also happened to be conversion of measurements - only on a high level meaning that the numbers were higher and a lot more prefixes were focused on. After the theory the students had to do their own conversions.

Based on above description it is clear that there is a progression in the academic level and it aligns with the academic level in 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 humanities class. Also, there is a subject called Individuals and Society where history also plays a major role.

MYP4, humanities where the classing was wrapping up a unit on second world war 2, war in Japan. I did not observe the class, but I spoke to the teacher and have observed "Individuals and Society" before.

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.

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: The most striking thing about the school is that when a lesson starts the students are seated and have their materials ready so the class can start. 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: One step program. Students help prepare assemblies. Students help welcome new students. PTA (Parents teachers association) also contribute to international day, and winter basket, art show, pyp-dance).

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 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 PYP2 communication skills were practised in the beginning of the class were they learned to express their feelings and respects others.

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

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

Gender divided activities: Only during certain parts of sexual guidance classes and in changing rooms. Also, there are two toilets destined to girls and some urinals for boys.

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

Ja

16.1 Uddybning

Equality between the genders: Emily Meadows has made guidelines that the school follows regarding, diversity, equity and inclusion program.

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
Claus Sørensens Fondnk	Torskekaj 1, 2. tv,6700 Esbjerg	50000,00
Ejendomsfonden Esbjerg International Schoolnk	Guldager Skolevej 4, 6710 Esbjerg V	1000000,00
TOTAL Exploration & Production Denmark A/Snk	Britanniavej 106700 Esbjerg	1366148,00

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

2416148,00 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