

Supervisory Report for Aarhus Academy for Global Education School Year: 2013/2014.

According to Danish law about private schools every school approved by the ministry of education must assign an external supervisor who supervises the school and once a year makes a report assessing the educational level in specific areas.

Code of school: 280397

Name of supervisor: Jens Mose

Dates of supervision: November 19th 2013 + June 5th 2014

The supervision has been carried out based upon the following elements:

1. Supervision of teaching in a variety of year groups and subjects:

PYP 4 Core, Danish A, Danish B
PYP 5/6 Core, Danish A,
PYP 7/8 Danish B, Danish A,
MYP 1/2 Danish A, Danish B, Music
MYP 3/4 Math, Science, Danish A

2. Conversation with Head of School Sue Oates, different teachers and children – mainly from Middle School.
3. Information from the school's own written materials, such as teaching materials, plans, visions, programs, expectations describing specific goals for each year's different subjects and activities, timetables etc.
4. The impressions of the overall pedagogical environment of the school.

Conclusion of the supervision:

It is my assessment that the level of the education in Danish, Mathematics and English is in line with the level generally required in the Danish public school.

A number of the required skills in language – normally trained in Danish (literature, analysis, etc) or in the oral activities in daily school-life - are trained in English, as the language at school and in teaching is English.

It is my assessment that the entire offer of education is in line with what generally is offered in the Danish Public School.

It is my assessment that the children are educated to democracy and democratic thinking as practiced in Danish public schools.

Comments and observations :

Efficient learning is facilitated by a number of different elements, some of which will be commented upon based on impressions of the life at AAGE.

At AAGE the different elements of teaching are based on a well-formulated foundation of philosophy, visions, goals and assessments, affecting a variety of elements which are important for the pupil's intellectual, cognitive, social, emotional and physical development in a positive manner. This enhances the possibility of pupils experiencing meaningful and effective education.

The teachers are well prepared with clear objectives for their lessons. The lessons which I observed were engaging and stimulating for the pupils inspiring them to achieve good outcomes.

Interaction between teachers and pupils is characterized by mutual respect and positive attitudes in a way which facilitates effective learning.

I also observed positive relations between the pupils. The tone in their communication is relaxed and I heard no hard language spoken during my visit. Thus the environment gives an impression of inclusion and respectfulness.

Differentiation in teaching enables the pupils to receive an appropriate challenge and is carried out successfully as a grand majority of the children supervised showed interest and motivation.

I observed different teaching styles and methods in lessons. In addition to instruction-based teaching there was use of questioning leading to dialogue, debate and reflection. IT and digital media were used effectively.

Good communication with a committed parent group can lead to the development of a strong network of support around the school. A valuable asset. Sue Oates says that parents are “coming when called”; the active relationship between school and home will improve a shared understanding of the work of the school – to the benefit of all.

Most of the education at AAGE has its own goals and evaluation procedures according to the IB program.

At an international school with both Danish and foreign students the differentiation in Danish education is facing particularly difficult challenges as teaching a year group must cover levels from the newly arrived foreign student to a student, Danish born and bred.

During the last year “Danish” has been evaluated and changes have been made to improve the education – of Danish speaking students as well as students with other mother-tongues:

- The amount of weekly lessons has been raised considerably
- The teaching of the Danish-speaking students now leads to the official Danish examination “Folkeskolens Afgangsprøve”.
- Consequently the teaching in Danish A (mother tongue) now follows the matching goals and standards.
- To improve the differentiation more classes and levels have been introduced
- It has been decided to introduce a yearly test of every Danish A –student using the current Danish language tests.

In connection with these changes I have supervised nearly all Danish classes and the students seem to receive an education corresponding to their levels as to choice of books, texts, exercises etc.

Some of the classes are very small which facilitates an individual educational contact with each student. This is good for the learning effect.

In preparation for the students' future studies it is however also important to maintain a practice of working-structures focusing on the student-student relation (work in pairs, groups, teams etc).

In the near future the students will be subjected to teaching in very big classes, where the learning depends much more on the students' cooperative skills.

It is my assessment that these changes will have a fruitful impact on the results in Danish-education – to the benefit of the students' integration in Danish society or a future educational career in Denmark.

Århus, June 2014

Jens Mose.

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