



Summary of the Supervision Report 2022-23

Byens Steinerskole, School Code: 281242 – June 2023

The supervisory visits, including observations, dialogues, and meetings with students, teachers, parents, the board, and the leadership, have been a very positive experience.

I was met by friendly and open, yet very busy staff, including the leadership, administration, and teachers. It is unmistakable that everyone demonstrates a strong sense of responsibility and, at times, an overwhelming level of commitment to their work tasks.

This year, as in previous years, it has been a positive and educational experience to see students demonstrate interest and curiosity about my presence and my attention to their activities and work.

In many cases, teachers' openness and participation in the supervision process have led to follow-up discussions about my observations. These conversations have contributed to a better understanding of the pedagogical and didactic choices made. I have experienced these exchanges as open and inspiring dialogues about teaching practices aimed at qualification and development, but also reflecting a mutual respect for the notion that pedagogy is relative rather than absolute. It is remarkably positive that both teachers and the leadership show a clear interest in sparring and development.

Access to information about Byens Steinerskole remains straightforward through the various documents on the website. However, what the Student Rights Council discusses and achieves throughout the school year remains somewhat unclear.

The comprehensive document "*Step by Step*" continues to document and argue for a child-centred perspective, demonstrating how the school bases its practices on values such as curiosity, diligence, wholeness & quality, dualism, duty, mastery, independence, courage, restraint, harmony, and self-awareness. These core values align with the holistic view of humanity that characterizes Steiner's pedagogy while also showing how the school successfully updates its pedagogy for the 21st century.

Teachers should still receive support to use varied engagement techniques, actively involving more students in teaching. However, it is worth noting that some observed teaching this year focused more on creating variation in students' ways of engaging in lessons. This was expressed through respect for the fact that some students are not as quick-thinking as others.



For example, teachers allowed 1-2 minutes for students to think about a posed question or discuss it with a partner.

Teaching primarily designed as whole-class instruction with teacher-posed questions can be effective in some situations. However, when only one student answers the question, the quick-thinking and vocal students often respond, while many others lose interest and focus. Therefore, teachers should increasingly practice differentiated teaching as a core pedagogical principle.

Topics Addressed by the School This Year

Key areas of focus this year have included:

- Student absenteeism
- Support teaching, including literacy and numeracy specialists
- Evaluation processes and dialogue-based evaluations
- Strengthening crafts education starting in Grade 1
- Staff well-being, with occupational health consultants working on supervision, mentalization, and creating a healthy psychological work environment.

The leadership has stated that the school is in the process of building a resource centre, which will include literacy and numeracy specialists, a behavioural consultant, a dyslexia specialist, and resource teachers in Danish and mathematics. The resource centre will provide academic and pedagogical support to teachers and educators and, in collaboration with them, strengthen teaching beyond the school's primary curriculum.

A positive element at the school remains the collaborative team meetings among teachers to share lesson plans, ensuring students are not subjected to repetitive learning methods for extended periods on the same day.

Observations on the Three Academic Areas

Does teaching in the humanities meet the standards of public schools?

- Yes

Does teaching in the sciences meet the standards of public schools?

- Yes

Does teaching in practical/musical subjects meet the standards of public schools?

- Yes

Recommendations and Observations

Observations:

1. The school has a well-documented set of values specific to Byens Steinerskole.
2. Progression is clearly outlined for all subjects.
3. Leadership changes have occurred during the year.
4. The school has focused on supporting students facing challenges.
5. Teachers are interested in receiving feedback on their teaching practices.
6. The school's website provides access to an informative video, "*Preparation for Life*", highlighting Steiner pedagogy's potential.
7. Students are often engaged in production and reproduction across several subjects.
8. The school's 2021/22 teaching environment survey is available on the website.
9. Evaluations of student outcomes are well-documented on the website.
10. The school's international department has a well-defined section on the website covering pedagogy, teaching, and values.

Recommendations:

1. Teachers should continue evaluating the learning value of copying from the board relative to the time spent.
2. Teachers should develop skills to differentiate teaching and various methods to engage students differently.
3. Teachers should consider how collaboration can qualify and develop teaching across grade levels.
4. The Student Rights Council should have its own dedicated section on the website, with agendas and meeting summaries to make their work accessible to parents, staff, and external stakeholders.
5. Teachers and leadership should discuss strategies to integrate differentiated teaching as a core pedagogical principle in harmony with Steiner values and philosophy.
6. Students should increasingly have opportunities in more subjects to engage in interpretation and reflection.

Recommendations with Deadlines:

- None.