



# Summary of the Supervisory Statement School Year 2023-2024

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

I had the pleasure of observing teaching over three different days, visiting classes in grades 1, 2, 3, 4, 5/6, 7, and 8, as well as the 1st/2nd and 5th/6th International classes. These visits provided a solid foundation for evaluating the organization, content, learning processes, goals, and materials used in teaching. Additionally, I received several annual and period plans, which offer good insight into the progression of teaching and learning. The observed lessons can thus be understood within a larger context.

I observed three language subjects (Danish, English, and German). I noted a reasonable variation in how students engage with the subjects in the observed classes. Activities included reading, writing, and spelling at a level appropriate for their grade. It was positive to observe that students were involved in production, reproduction, sensory activities, interpretation, and reflection across different subject areas. Both project-based work and teacher- or material-assigned tasks were evident.

In mathematics, astronomy, biology, and zoology lessons, students engaged in experiments, trials, and various teacher-directed tasks. I noted good concentration and energy during activities where students were actively involved. These included conducting experiments or group work on projects which integrated cognitive, emotional, and psychomotor approaches to learning.

I observed teaching in music, orchestra, visual arts/painting, and crafts within the practical and artistic subject areas. A defining feature of these lessons was that students were almost always actively engaged with their minds, bodies, senses, and emotions. The academic level was very high. Students demonstrated significant focus and enthusiasm in both creating and reproducing work. In crafts, 5th/6th grade and 5th/6th IC students were taught together. They were divided into three rotating groups, allowing all students to experience crafts in three different ways. In music, students were also highly active. Music lessons were characterized by rich content and varied activities.

A key feature of the teaching was the teachers' ability to facilitate activity changes, ensuring a smooth flow through lessons and preventing students from sitting still for too long. Naturally, there were differences in how students were active across grade levels. Younger students were more frequently engaged in movement, play, and physical changes of location within the classroom. In contrast, lessons in the older grades were more stationary, with students remaining at their desks for longer periods.



It was very encouraging that many teachers sought feedback on their teaching and expressed a strong interest in developing new perspectives and methods to enhance their teaching and support students' learning. This year, I also observed that teachers increasingly used various engagement techniques, ensuring that participation was not limited to the quick-thinking or more vocal students. Some teachers skillfully extended student answers into broader classroom discussions, involving multiple students and deepening the dialogue on the topic.

It is very positive that behavioural rules, developed with student input, were established in the classes. These can often contribute to greater respect and a willingness to take responsibility.

The school's societal responsibility is evident in its certification as a UNICEF Rights School. The comprehensive document "Step by Step" further reflects a child-centred perspective, emphasizing values such as curiosity, diligence, holistic quality, discipline, independence, courage, restraint, harmony, and self-awareness.

The accessibility of information about the school remains excellent, as both documents are available on the school website, and materials are shared at leadership meetings or sent via email.

Finally, it is commendable that most teachers consistently write the day's schedule and lesson plan on the board, ensuring that students always know their place in the day and lesson. Teachers are also encouraged to meet in teams to share lesson plans and collaborate.

The school's respect and recognition for all students are evident in its support system. The website mentions the establishment of a "Competence Center," comprising a professional team, including the school's leader, special education coordinator, reading specialists, math specialists, behavioural specialists, support educators, and resource teachers for Danish, mathematics, and English as a second language (ESL).

The Competence Center provides academic and pedagogical support to teachers and educators and works with class and subject teachers to ensure teaching beyond the school's primary offerings.

It is highly positive to see the initiatives the school is pursuing. This year, a development process was launched to strengthen the sciences. This included a project week for upper grades focusing on physics and chemistry. Based on the evaluation, the school plans to introduce a STEAM week next year for the entire school, where upper grades will engage in off-campus activities, and lower and middle grades will remain on campus for interdisciplinary activities across classes and departments.

Lastly, a key initiative has been strengthening the student council with additional teacher resources (Danish-speaking and English-speaking teachers). A "chairperson" and "vice-chairperson" have been selected for the student council, which has participated in activities with other UNICEF Rights Schools, such as summits and collaborative meetings.