

Supervisory declaration for the school year 2023/2024 for Viking International School:

1. The school's name and school code

School code: 281454	The schools name: Viking International School
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1.1 Name of the supervisor(s).

Finn Øland-Petersen

2. Indication of dates for inspection visits and in which classes and subjects the inspection has attended the teaching, on the individual dates.

According to the Act on independent schools and private primary schools § 9 d, the supervisor must attend the teaching to an extent coordinated according to the size of the school, corresponding to at least one full school day, attend classes within each of them subject areas into which the primary school's subject circle can naturally be divided, discuss the content of the school's teaching plans with the school's head and teachers and assess the academic and pedagogical quality of the teaching material used.

Date	Class	Subject	Subject area	Supervisor
15-11-2023	IPC 1	Mathematics	Science	Finn Øland-Petersen
15-11-2023	IPC 1	Danish as second language	Humanities subjects	Finn Øland-Petersen
15-11-2023	IPC 3	History	Humanities subjects	Finn Øland-Petersen
15-11-2023	IPC 2	Music	Practical/musical subject	Finn Øland-Petersen
15-11-2023	IPC 3	Danish as second language	Humanities subjects	Finn Øland-Petersen
15-11-2023	IPC 5/6	Mathematics	Science	Finn Øland-Petersen
05-04-2024	IPC 4	Mathematics	Science	Finn Øland-Petersen
05-04-2024	IPC 5/6	French	Humanities subjects	Finn Øland-Petersen
05-04-2024	IPC 1	Danish as second language	Humanities subjects	Finn Øland-Petersen
05-04-2024	IPC 2	Danish as second language	Humanities subjects	Finn Øland-Petersen
05-04-2024	IPC 5/6	English	Humanities subjects	Finn Øland-Petersen
05-04-2024	IPC 5/6	Mathematics	Science	Finn Øland-Petersen

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2.1 Description of inspection visits

VIS is an international school which has now passed for almost 4 years with a steadily increasing number of students, so that the school now has 96 students. This means that virtually every corner of the building is equipped for teaching at both class level and individual student level. The school is currently working on an extension of the building in which they are currently housed.

When you enter the school as a supervisor, you are met by curious, happy students and a committed teaching staff, who are always ready to tell you about the school and what is currently in focus. As previously described, the school contains many nationalities on both the student and teacher side, which gives a very special dynamic and curiosity about each other. The common denominator among the teaching staff is commitment, professionalism and the very special VIS student approach, which i.a. can be characterized by patience, empathy, respect for the individual student and the ability to deliver learning in a way that can only command respect. All visits have included conversations with both pupils, teachers and management, where I have been updated on how they experience the school and got answers to any questions I might have.

3. Does the teaching take place exclusively in Danish in all subjects, language subjects excepted?

No

According to the Act on independent schools and private primary schools, etc. § 2, subsection 3 the language of instruction in a free primary school is Danish, however, the language of instruction in the German minority schools is German. § 6 a The school's teachers must be fluent in written and spoken Danish, but this does not apply to teachers at German minority schools or at schools that have been approved for a language of instruction other than Danish.

3.1 If no: Has the school been approved for a language of instruction other than Danish by the Minister of Education, cf. Act on independent schools and private primary schools etc. § 2 subsection 3

English

3.1 Elaboration

The language of instruction is English, but Danish is taught as a second language in all year groups. Danish teaching is read as a subject, but is also integrated into the school's other subject areas.

The dispensation can be viewed on the school's website.

4. Does the teaching within the humanities subject area measure up to what is generally required in primary schools?

Yes

According to the Act on independent schools and private primary schools § 9 d, the supervisor must attend the teaching to an extent adjusted to the size of the school, corresponding to at least one full school day, attend the teaching within each of the subject areas into which the primary school's subject circle can naturally be divided, discuss the content of the school's teaching plans with the school's head and teachers and assess the academic and pedagogical quality of the teaching material used.

4.1 Elaboration

The school uses the "International Primary Curriculum" IPC, which is an English-based "framework". IPC is a thematic curriculum which is adapted to the different age groups and contains both professional and personal goals.

5. Does the teaching within the subject area of science measure up to what is generally required in primary schools?

Yes

According to the Act on independent schools and private primary schools § 9 d, the supervisor must attend the teaching to an extent adjusted to the size of the school, corresponding to at least one full school day, attend the teaching within each of the subject areas into which the primary school's subject circle can naturally be divided, discuss the content of the school's teaching plans with the school's head and teachers and assess the academic and pedagogical quality of the teaching material used.

5.1 Elaboration

Completely in accordance with the IPC and completely in line with the school's holistic approach to learning, it is characteristic of the school that, where possible, the traditional subject groups are merged into one whole without compromising on professionalism.

Within the natural sciences, the school operates with STEM (Science, Technology, Engineering and Mathematics)

6. Does the teaching within the practical-music subject area measure up to what is generally required in primary schools?

Yes

According to the Act on independent schools and private primary schools § 9 d, the supervisor must attend the teaching to an extent adjusted to the size of the school, corresponding to at least one full school day, attend the teaching within each of the subject areas into which the primary school's subject circle can naturally be divided, discuss the content of the school's teaching plans with the school's head and teachers and assess the academic and pedagogical quality of the teaching material used.

6.1 Elaboration

In music, physical education (PE) and visual arts (ART), "Common Goals" and IPC standards are combined in a hybridized teaching program.

7. Does the students' position in Danish measures match what is generally required in primary schools?

Yes

7.1 Elaboration

Danish is the school's second language and to that extent can be compared to English in the Danish primary school. In Danish as a second language, the school combines Common Goals with WIDA, which is an evidence-based "Framework" specially designed for multilingual students. The students work in groups composed of background in their mother tongue and how long they have stayed in Denmark.

8. Is the students' position in mathematics in line with what is generally required in primary school?

Yes

8.1 Elaboration

As previously mentioned, mathematics is read in an independent timetable position, but is also part of a more holistic context (STEM) than you normally see in a Danish primary school. The professional level is continuously assessed in relation to the goals set out in the IPC and the Danish 'Common Goals'.

9. Does the students' level of English measure up to what is generally required in primary school?

Yes

9.1 Elaboration

English is the language of instruction and the language that is also spoken during breaks and during play. English is included subject-wise both in the scheduled "Literacy", where it is expressed in a more skill-oriented context, and in IPC, where it is in a broader context. Eg. Is "Reading" divided into two phases, where phase 1 in the course IPC1 - IPC 3 focuses on "Learning to read" (the skill) and phase 2 in the course IPC4 - IPC6 on "Reading to learn" (genres, interpretation of texts etc.)

10. Does the school lead to a test in history?

No

10.1 Reason

School without superstructure

10.3 Elaboration

11. Based on an overall assessment, does the school's overall teaching offer measure up to what is generally required in primary schools

Yes

11.1 Elaboration

Viking International School (VIS) has now functioned as an international school for almost 4 years and throughout this period has worked solidly and professionally to create a school that delivers learning in a way that can only command respect. As previously described, VIS has worked a lot with the content of the teaching, and where the school previously exclusively based its content on IPC, it has now for almost 2 years leaned on "Common Objectives", which has left its clear mark. It is my clear assessment that the school's educational offer is up to par and in several areas delivers more than what is generally required in Danish primary schools.

12. Does the school, according to its purpose and in its entire operation, prepare the students to live in a society like the Danish one with freedom and popular government?

Yes

12.1 Elaboration

Throughout its activities, the school prepares students to live in a society like the Danish one with freedom and democracy and with the responsibility that comes with freedom.

13. Does the school develop and strengthen the students' democratic education?

Yes

13.1 Elaboration

At VIS, democracy is taught annually to all year groups, where topics such as the right to vote and government formation are taken up, as well as a visit to the town hall, where the mayor, among other things, is arranged. tells about the municipal political level.
All in all, activities that support the students' perception of a society like the Danish one. the school has weekly class opponents, where big and small are dealt with, and where the students learn the democratic rules of the game.

14. Does the school develop and strengthen the students' knowledge of and respect for basic freedom and human rights?

Yes

14.1 Elaboration

The teaching includes the Convention on the Rights of the Child, freedom and human rights and public governance as regular topics.

15. Does the school use gender-separated activities in teaching?

No

15.1 Elaboration

16. Does the school continuously work to ensure gender equality at the school?

Yes

16.1 Elaboration

The school pays particular attention to gender equality, as several of the students come from a culture with more traditional gender role patterns. Also taken up as a theme in relation to the Convention on the Rights of the Child.

17 Have the school's students formed a student council or do the students look after their common interests regarding the school in some other democratic way?

Yes

17.1 Elaboration

The school holds weekly class meetings where students have the opportunity to talk about good or bad experiences. If there are persistent problem areas, they are raised at a general meeting where all the school's students are gathered. In general, great emphasis is placed on student involvement.

19 Does the school have a practice that supports that the employees comply with their stricter notification duty, for example by having described procedures?

Yes

19.1 Elaboration

The subject is regularly discussed at teacher meetings and the guidelines can also be found on the school's website. The school has close cooperation with the social authorities.

20 Does the school ensure that the employees know that the increased duty to notify is personal?

Yes

20.1 Elaboration

See above.

21. Donations

In the previous financial year, has the school received one or more donations that together exceed DKK 20,000 excluding VAT from the same donor?

No

21.1 State the name and address and amount in DKK exclusive of VAT in connection with donors who have made one or more donations that together exceed DKK 20,000 exclusive of VAT.

The donations can be given as cash, goods, services, etc.

Name	Address	Amount in kroner

21.2 State the total amount of all donations in DKK excluding VAT.

DKK 19940.00

22. Summary of the inspection

It is my clear opinion that VIS is a very well-functioning school both academically and socially, with engaged students and teachers and a particularly dedicated management. The school provides teaching which reflects a high degree of relational competence, which contributes to a safe and good teaching environment. It is a common feature that, even in teams with very different levels, in most cases the teachers succeed in creating an environment where curiosity and a desire to learn are evident. The teaching material is up-to-date, current and relevant in relation to the school's learning objectives.

It is good that the school has now got its "self-evaluation" on the website.

It is thus my impression that the school functions very satisfactorily on all parameters and in all respects is on par with the primary school - and in some respects more than that.