

Supervisory statement for the school year 2024/2025 for Viking International School:**1. School name and school code**

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

Finn Oland-Petersen

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

According to Section 9 d of the Independent and Private Primary Schools Act, the supervisor must attend classes to an extent adjusted to the size of the school, corresponding to at least one full school day, attend classes within each of the subject areas into which the elementary school's subject area can naturally be divided, discuss the content of the school's curriculum with the school's principal and teachers and assess the academic and pedagogical quality of the teaching materials used.

Date	Class	Subject	Subject area	Supervisor
04-11-2024	IPC 2	Literacy	Humanities	Finn Oland-Petersen
04-11-2024	IPC 5	Danish	Humanities	Finn Oland-Petersen
04-11-2024	IPC 4	IPC	Humanities	Finn Oland-Petersen
04-11-2024	IPC 6	Math	Science	Finn Oland-Petersen
21-01-2025	IPC 2	Nature	Practical/musical subject	Finn Oland-Petersen
21-01-2025	IPC 3	Literacy	Humanities	Finn Oland-Petersen
21-01-2025	IPC 3	Math	Science	Finn Oland-Petersen
21-01-2025	IPC 4	Music	Practical/musical subject	Finn Oland-Petersen
21-01-2025	IPC 3	IPC	Humanities	Finn Oland-Petersen

2.1 Description of inspection visits

VIS is an international school that is approaching its 5th birthday. Throughout its history, the school has had a steadily increasing number of students and has now utilized every corner of the existing buildings for teaching. Now it looks However, it appears that the school may move to a new location within the foreseeable future.

When you enter the school as a supervisor, there is no doubt that this is a place of learning. The school is buzzing and you

meet curious, happy students and a committed teaching staff who are always ready to talk about the school and what they are most interested in right now.

The school has many nationalities on both the student and teacher side, which helps to give the school a special atmosphere of dynamism, curiosity and a feeling that development never stands still here. The common denominator among the teaching staff is commitment, professionalism and the very special VIS student approach, which is characterized by patience, empathy, respect for the individual and the ability to deliver learning in a way that can only command respect. All visits have included conversations with both students, teachers and management, where I have been updated on how they experience the school and have received answers to any questions I may have. Always a pleasure to visit.

3. Is teaching exclusively in Danish in all subjects, except language subjects?

No

According to the Act on Independent Schools and Private Primary Schools etc. Section 2, subsection 3, the language of instruction in an independent primary school is Danish, however, the language of instruction in German minority schools is German. Section 6 a The school's teachers must be fluent in Danish in writing and speaking, however, this does not apply to teachers at German minority schools or at schools that have been approved to use 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. Section 2(3)

English

3.1 Elaboration

The language of instruction is English, but Danish is taught as a second language in all grades. Danish is taught as a subject, but is also integrated into the school's other subject areas. The school encourages students to participate in the Danish leisure activities offered to children and young people, among other things, to strengthen their communicative skills but also to explore Danish leisure life. The exemption can be viewed on the school website.

4. Does the teaching within the humanities subject area meet the standards generally required in primary school?

Yes

According to Section 9 d of the Act on Independent Schools and Private Primary Schools, the supervisor must attend teaching to an extent appropriate to the size of the school, corresponding to at least one full school day, attend teaching within each of the subject areas into which the primary school's subject area can naturally be divided, discuss the content of the school's curriculum with the school's principal and teachers, and assess the academic and pedagogical quality of the teaching material used.

4.1 Elaboration

The school uses the IPC (International Primary Curriculum), which is an English-based framework. IPC is a thematic curriculum that is tailored to different age groups and contains both academic and personal goals.

5. Does the teaching within the science subject area meet the standards generally required in primary school?

Yes

According to Section 9 d of the Act on Independent Schools and Private Primary Schools, the supervisor must attend teaching to an extent appropriate to the size of the school, corresponding to at least one full school day, attend teaching within each of the subject areas into which the primary school's subject area can naturally be divided, discuss the content of the school's curriculum with the school's principal and teachers, and assess the academic and pedagogical quality of the teaching material used.

5.1 Elaboration

Within the science area, the school works with STEM (Science, Engineering and Mathematics), which fits so well into the school's holistic view of learning.

6. Does the teaching within the practical-music subject area meet what is generally required in primary school?

Yes

According to Section 9 d of the Act on Independent Schools and Private Primary Schools, the supervisor must attend teaching to an extent appropriate to the size of the school, corresponding to at least one full school day, attend teaching within each of the subject areas into which the primary school's subject area can naturally be divided, discuss the content of the school's curriculum with the school's principal 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), 6 "Common Goals" and IPC standards are combined in a hybridized teaching program.

7. Does the students' stance on Danish language achievement match what is generally required in primary school?

Yes

7.1 Elaboration

The language of instruction is English, which is also mostly the language spoken during breaks. Danish at VIS is

considered as English in a Danish primary school. Practical musical activities are attempted built in depending on the individual student's level. On this basis, it can be stated that the subject is on par with what is generally required in primary school.

8. Does the students' standing in mathematics measure up to what is generally required in primary school?

Yes

8.1 Elaboration

Mathematics has its own position in the curriculum, but is also included in STEM in a more holistic context. Mathematics is continuously evaluated in relation to the goals set in the IPC and the Danish 'Common Goals'.

9. Does the students' English proficiency level match what is generally required in primary school?

Yes

9.1 Elaboration

As previously mentioned, English is the language of instruction and has the same weight as 'Danish' in Danish primary schools. English is also the language spoken during breaks and play.

10. Does the school lead to a history exam?

No

10.1 Reason

School without superstructure

10.3 Elaboration

11. Based on an overall assessment, does the school's overall educational offerings meet what is generally required in primary school?

Yes

11.1 Elaboration

Throughout its existence, VIS has worked a lot with the content and form of teaching and it has done so skillfully and professionally. Where the school previously based its content exclusively on the IPC alone, it now works with a modified model, where the "Common Goals" have been included for the last 3 years, and this has left its mark. The teaching/learning is delivered with a clear basis in the school's values and in a way that can only command respect.

It is my clear assessment that the school's overall educational offerings, based on a holistic assessment, meet the standards and in several areas deliver more than what is generally required in Danish primary schools.

12. Does the school, in accordance with its purpose and in all its activities, prepare students to live in a society like the Danish one with freedom and democratic rule?

Yes

12.1 Elaboration

As described earlier, the school's students come from very different cultures. In relation to this, the school works hard in daily teaching to ensure that everyone has equal rights regardless of race, religion and nationality and has made this relationship a strength instead of a challenge. In all its activities, the school prepares students to live in a society like the Danish one with freedom and democracy.

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

Yes

13.1 Elaboration

The school's declared values play a central role in daily teaching, and one of them is precisely about democracy and the right to express oneself. The school has weekly class meetings, where big and small issues are discussed, and where the students learn the rules of democracy.

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

Yes

14.1 Elaboration

The school has, among other things, personal learning goals, one of which is the UN's universal rights of the child. It is a common thread in the school's teaching that all grades work on basic human rights and the rights they have in Denmark. The school also uses the international rights of the child and the Universal Declaration of Human Rights as part of the staff's code of conduct and work. The school has a clear and explicit bullying policy, which describes what bullying is and how the school deals with it.

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

No

15.1 Elaboration

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

Yes

16.1 Elaboration

In daily teaching, every effort is made to show that everyone has equal opportunities regardless of gender, race, religion and nationality.

17 Have the school's students formed a student council or do the students represent 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 addressed at a general meeting where all the school's students are gathered.

19 Does the school have a practice that supports employees in complying with their stricter reporting obligation, e.g. by having described procedures?

Yes

19.1 Elaboration

The guidelines can be found on the school's website. The school has excellent cooperation with the social authorities.

20 Does the school ensure that employees know that the stricter notification obligation is personal?

Yes

20.1 Elaboration

Management is always aware of any notifications and courses are held every year for staff on the stricter notification obligation.

21. Donations

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

Yes

21.1 Provide name and address and amount in DKK excluding VAT in connection with donors who have made one or more donations that together exceed DKK 20,000 excluding VAT. Donations can be given in the form of cash, goods, services, etc.

Name	Address	Amount in kroner
ChangeXnk	Dogpatch Labs, The Chq Bldg. Custom House Quay, Dublin 1	32640.00

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

49054.00 kr.

22. Supervisory summary

Describing the school may well give the inspector the challenge of not repeating himself too much, but it is always a pleasure to see how the school is constantly developing and working with learning and mixing the analogue and digital approach to deliver learning that is relevant, updated and effective. Although the digital side takes up a lot of space, all the walls are adorned with student work, teacher boards and immediate notices. All relevant and well thought out. It is a common feature that although the spread in individual classes can be large, the teacher generally succeeds in creating an environment where curiosity and a desire to learn are evident.

In conversations with students and teachers, there is no doubt that they are part of a school's declared , which places great emphasis on the values. It is not something the school just writes on its website - it is something that is done and adhered to in daily work. The teaching is generally characterized by good classroom management and a high degree of relationship competence. Where relevant, I experience that the students are also challenged in their ability to reflect.

and critical stance.

It is my clear and unequivocal opinion that Viking International School is a very well-functioning school on both the academic and social levels, with committed students, committed teachers and a dedicated management, where all parties are always ready to answer any questions I may have in connection with my supervision and are very happy to talk about new ideas and initiatives.

All teaching materials are up-to-date and relevant.