

Tilsynserklæring for skoleåret 2020/2021 for The International School of Billund:



1. Skolens navn og skolekode

Skolekode: 280462	Skolens navn: The International School of Billund
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1.1 Navn på den eller de tilsynsførende

Linda Jensen

2. Angivelse af datoer for tilsynsbesøg samt i hvilke klasser og fag, tilsynet har overværet undervisningen, på de enkelte datoer.

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

Dato	Klasse	Fag	Fagområde	Tilsynsførende
18-09-2020	MYP 4	Mathematics	Naturfag	Linda Jensen
18-09-2020	P2	Creative	Praktiske/musiske fag	Linda Jensen
18-09-2020	MYP3	Mathematics	Naturfag	Linda Jensen
18-09-2020	P2A	Danish	Humanistiske fag	Linda Jensen
05-03-2021	P2A	Danish	Humanistiske fag	Linda Jensen

2.1 Beskrivelse af tilsynsbesøg

During this covid 2020/2021 year I managed to visit the school twice. My latest visit in March was a bit unusual as I could only observe PYP and had to keep a distance. Consequently, my observations of the students were a little limited. Instead, I had an informative briefing on distance learning from the head of Primary, Karen Serritlev. Furthermore, I know the school well already, I receive their newsletters, have seen surveys and student grades, and have spoken to the management, teachers and a few students. Thus, I believe that I have a solid foundation on which to base my inspection report .

3. Foregår undervisningen udelukkende på dansk i alle fag, sprogfag undtaget?

Nej

Efter lov om friskoler og private grundskoler m.v. § 2, stk. 3 er undervisningssproget i en fri grundskole dansk, dog er undervisningssproget i de tyske mindretalsskoler tysk. § 6 a Skolens lærere skal beherske dansk i skrift og tale, dette gælder dog ikke lærerne ved de tyske mindretalsskoler eller ved skoler, der har fået godkendt et andet undervisningssprog end dansk.

3.1 Hvis nej: Har skolen fået godkendt et andet undervisningssprog end dansk af undervisningsministeren, jf. lov om friskoler og private grundskoler m.v. § 2 stk. 3

Engelsk

3.1 Uddybning

4. Står undervisningen inden for det humanistiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

4.1 Uddybning

Within the humanistic subjects, I saw a low student teacher meaning that there is time for each student. The materials that I have seen are partly homemade, partly from the IB-program, and partly from suitable learning platforms. The teachers are well prepared, qualified, empathetic and positive. Among the students I observed a willingness to learn through the playful methods that the International School of Billund applies.

5. Står undervisningen inden for det naturfaglige fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

5.1 Uddybning

(Elaboration on scientific classes): My comments to humanistics also apply here.

6. Står undervisningen inden for det praktisk-musiske fagområde mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

Efter lov om friskoler og private grundskoler § 9 d, skal den tilsynsførende, overvære undervisningen i et omfang afstemt efter skolens størrelse, svarende til mindst én hel skoledag, overvære undervisningen inden for hvert af de fagområder, som folkeskolens fagkreds naturligt kan opdeles i, drøfte indholdet af skolens undervisningsplaner med skolens leder og lærere og vurdere det anvendte undervisningsmateriales faglige og pædagogiske kvalitet.

6.1 Uddybning

(Practical subjects): Same comments as to humanistics

7. Står elevernes standpunkt i dansk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

7.1 Uddybning

Danish: ISB teaches both Danish for ethnic Danes, and Danish as a second language. Based on my observations, conversations, and student grades I believe that the level of Danish for ethnic Danes is at least on par with the level in the Danish state schools.

The level of Danish as a second language is not that high because the students speak English or their mother tongue all day except for during their Danish classes. A lot of the families are in Denmark temporarily, and

therefore the students do not have that much motivation to learn. However, the teachers are impeccable. I observed creative learning games where the students were engaged, had relevant books, and carried out vocabulary building activities with the focus on the 120 most common Danish words.

As mentioned in my initial comments, I could only observe Danish in early years. I had a talk with Camilla regarding virtual classes and my impression is that the school faces the same challenges and advantages as other Danish state schools do. This means that some students performed better with distance learning and other students performed to the usual standard and some struggled. In the latter group of students, meetings were set up and differentiated material was delivered to the students' address.

However, I confirm that the Danish level is on par with the Danish state schools.

8. Står elevernes standpunkt i matematik mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

8.1 Uddybning

Mathematics: During my first visit in September I observed math in M4, M3 and P4.

In M4 the class worked on diagrams and triangle-problems solving mid-interval values. Oxford Maths books were used as handbooks.

In M3 they were doing a math test (I saw the test and confirmed that the level and disciplines corresponded to their class level).

In P4 the teachers had organized 5 stations with different math activities at each to ensure variation. The students loved moving around. There were two teachers who were able to help and engage all students.

9. Står elevernes standpunkt i engelsk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

9.1 Uddybning

English is the instructional language of the school and from very early years all students are able to communicate in English. In English acquisition classes the focus is on literature, analysis, grammar, and writing. My evaluation is that the level is on par with that expected in a Danish school with Danish-classes. The only difference (apart from the language) is that ISB operates with more "transdisciplinary units" where English literature is part of a main topic.

10. Fører skolen til prøve i historie?

Nej

10.1 Årsag

Skolen afholder ikke prøve i historie jf. §8a, stk. 5

10.2 Står elevernes standpunkt i historie mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

10.3 Uddybning

I did not observe history classes this academic year and as I mentioned previously history is incorporated in other units.

11. Står skolens samlede undervisningstilbud ud fra en helhedsvurdering mål med, hvad der almindeligvis kræves i folkeskolen

Ja

11.1 Uddybning

(Does the the acedemic level of the school measure up to the level of the Danish constitutional school)s. Yes, it does, but in a transciplinary, investigating and plaful way.

As I write these comments I'm observing a white board incapusulating the IB approach. The students had to illustrate Liberations (for minorities) vs. Education (for outsiders) thorough hip-hop, grafitti, literature/podcasts/film/art. They had to clarify how margialised voices express their hopes/anger/reality, how they connect to other communities, what makes them effective, and how they reach different audiences. On the white board I see subtopics like BLM-5th avenue vs. Trump, the Berlin Wall, Tupcas vs. Notorious B.I. famous speeches are mentionend. Unfortunately, this template does not facilitate photos which would would illustrate my description better, but I hope this descprition gives an impression of the way the school works. However, on <https://twitter.com/isbillund?lang=da> and <https://www.facebook.com/isbillund/> anyone can get an impression of how the school works.

Styrelsen for Undervisning og Kvalitet also made a very thorough report confirming that the acdemic level is good.

12. Forbereder skolen efter sit formål og i hele sit virke eleverne til at leve i et samfund som det danske med frihed og folkestyre?

Ja

12.1 Uddybning

Freedom and democracy : The school has a student council that meets once a week. Here, anything and everything can be discussed and decisions are made based on democracy. Furthermore, I have witnessed students asking teachers or management for changes which are implemented if the right arguments are presented. I also see freedom within the given framework in all subjects and aspects of the school.

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

Democracy: Same as above.

14. Udvikler og styrker skolen elevernes kendskab til og respekt for grundlæggende friheds- og menneskerettigheder?

Ja

14.1 Uddybning

Same as above but with an addition: I have seen multiple examples of how the school benefits from having 50 nationalities. Students are challenged with stereotypes about all cultures, and students from those cultures help break down or confirm those stereotypes

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

Gender division? No, except during certain parts of the sex education classes and in the changing rooms.

16. Arbejder skolen løbende med at sikre kønsligestilling på skolen?

Ja

16.1 Uddybning

Does the school ensure equality of the sexes at all times? There is no question. Most of the management are women, but my impression is staff is chosen based on their qualifications - not their gender. Among the students I have never observed anything but equality.

17 Har skolens elever dannet elevråd eller varetager eleverne på anden demokratisk måde deres fælles interesser vedrørende skolen?

Ja

17.1 Uddybning

Student council. See comment above.

19 Har skolen en praksis, der understøtter, at de ansatte efterlever deres skærpede underretningspligt, fx ved at have beskrevne procedurer?

Ja

19.1 Uddybning

Does the school have a routine to encourage their staff to pay particular attention to students who may need to be notified to social welfare service? Yes. A full description of this is outlined in the earlier mentioned report on pages 15 and 16.

20 Sikrer skolen, at de ansatte ved, at den skærpede underretningspligt er personlig?

Ja

20.1 Uddybning

See previous answer.

21. Donationer

Har skolen i det foregående regnskabsår modtaget en eller flere donationer som tilsammen overstiger 20.000 kr. eksklusive moms fra samme donator?

Ja

21.1 Oplys navn og adresse og beløb i kr. eksklusive moms i forbindelse med donatorer, der har givet en eller flere donationer, der tilsammen overstiger 20.000 kr. eksklusive moms. Donationerne kan være givet som kontantbeløb, varer, tjenesteydelser mv.

Navn	Adresse	Beløb i kroner
LEGO Fondennk	Koldingvej 2, 7190 Billund	32286207,00

21.2 Angiv den samlede størrelse af alle donationer i kr. eksklusive moms.

32286207,00 kr.

22. Tilsynets sammenfatning

Undoubtedly, this academic year has been unusual due to Covid 19 - both in public schools as in ISB. The conversation I had with Karen Serritslev convinced me that the school did everything it could to motivate and teach the students in the best way possible. In some respects, some students gained from distance learning. Those who found it difficult were given a different approach.

On my latest visit everybody felt a bit awkward because of my face mask and distance, but due to my earlier observations, study of boards, watching class room from the outside, my first visit, my conversations with management, staff, and students, grades, and a comprehensive report, I have sufficient findings to evaluate upon.

The materials are relevant, the teachers are well prepared, and the respectful and warm bond between staff and students is obvious.

It is my clear conviction that the school measures up to the standards of the Danish state schools

23. Mulighed for afgivelse af særstandpunkt(er), jf. friskolelovens § 9 d, stk. 4.

Linda Jensen : I hold no special position to anything apart from what I have written.