

Tilsynserklæring for skoleåret 2021/2022 for The International School of Billund:



1. Skolens navn og skolekode

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| 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 |
|------------|------------------|-------------------|------------------|----------------|
| 05-11-2021 | MYP2 = 6. klasse | First Lego League | Naturfag | Linda Jensen |
| 05-11-2021 | MYP3 = 7. klasse | First Lego League | Naturfag | Linda Jensen |
| 05-11-2021 | MYP4 = 8. klasse | First Lego League | Naturfag | Linda Jensen |
| 27-01-2022 | PYP1 = 0. klasse | Language | Humanistiske fag | Linda Jensen |
| 27-01-2022 | PYP3 = 2. klasse | Maths | Naturfag | Linda Jensen |
| 27-01-2022 | PYP2 = 1. klasse | Interdisciplinary | Naturfag | Linda Jensen |

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|------------|------------------|-------------------------|----------|--------------|
| 27-01-2022 | PYP4 = 3. klasse | Maths | Naturfag | Linda Jensen |
| 27-01-2022 | PYP5 | Individuals and Society | Naturfag | Linda Jensen |
| 27-01-2022 | MYP5 | Chemistry | Naturfag | Linda Jensen |

2.1 Beskrivelse af tilsynsbesøg

As supervisor of the school I'm obliged to observe at least 4 lessons per year. My task is to evaluate the academic level, freedom and democracy, equality between the genders and procedures for referral of students with special needs.

I have visited the school twice this academic year and have seen a range of lessons to provide me with the necessary findings on which to base my report . My first visit was on Nov. 5 2021 when the school spent the whole day taking part in the First Lego League challenge.

On 27/1/22 I observed traditional classes.

Prior to carrying out my observations I spoke with the school deputy, Camilla Uhre Fog, Deputy Head, Charlotte Andersen, and Head of Primary, Karen Serritslev, who willingly answered my questions. I did not get a chance to talk to the Myp coordinator, Tue Rabenhøj this time.

International School of Billund (BIS) is an authorised IB World School and offers both the Primary Years Programme and Middle Years Programme. The primary programme is interdisciplinary until year 7 when the subjects are more divided into their own subjects. However, in Mathematics the school now follows a Danish Maths book whereby the structure revolves around the academics and skills upon which topics are based rather than the other way around. The programme is quite similar to the one that the Danish state schools operate.

My report is based on the conversations I had with staff and students, my observations of classes, the school's official website , their official FB page, student grades, posters and lesson plans. I therefore believe that I have a solid foundation upon which to base my 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

Regarding language: I confirm that the school has been authorised to teach in English which is the case except for in language lessons.

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

My comments regarding humanities: I observed English literature and a class with a mixed focus of language and maths.. I will comment on Danish under "Danish", and English under "English "

In "Individuals and Society" I observed a lesson on "Age Passage" where the students were shown various rituals and finally had to design their own ritual.

As mentioned before I'll comment on the other humanistic faculties in their respective fields, but I confirm that the level within humanities is on par with the level in the Danish state schools.

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

I observed a chemistry lesson in M5 where the learning objective was ph-effects on our bodies when we eat Ph-rich food. The students had gained knowledge about the topic and their final output was to write an article about it. The syllabus, and pedagogy were engaging, and the grades were satisfactory compared to(converted) grades in Danish state schools.

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

My comments on the practical/musical faculty: I observed a full day of the First Lego League which was an interdisciplinary day incorporating language, maths and physics skills AND a practical element where the students had to make their robots manoeuvre through a course and solve problems on their way.

The challenge was about cargo whereby the students had to design a robot which could enhance new ways of transporting goods from one place to another. Environmental, economic, and time factors were part of the solution.

I only had a short look at PE but I established that there was full action.

From my observations in First Lego League and PE I confirm that the level is on par with the Danish state schools. Furthermore, I'd like to add that this project seems so realistic to real work challenges that the students will be presented with in real life later, that I think they will be able to profit from this experience.

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

Ja

7.1 Uddybning

Does the level in Danish acquisition live up to the level in the Danish state schools? I did not have the opportunity / time to observe Danish acquisition classes this academic year (because I chose to observe the LEGO project for a full day), but in previous years I have done so multiple times. Every time I'm faced with the same situation: Students who are here temporarily and who are not really motivated to learn Danish despite the fact that there are top level teachers and materials.

Students who graduated (9. klasse) in Danish obtained an average score/mark of 8,1 (Danish grade system) in 2020/2021 which, combined with my observations, confirm that the level of Danish 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

In maths I observed 3 different early years lessons. In one class the teacher mixed language and maths into the topic which was family and numbers wherein the students practised sentences saying how many siblings, teeth etc they had. Another class were learning subtraction from the Danish book Context where maths, English and Danish is taught at the same time. The reason for using the Danish book system is that it has realistic photos and topics from the surrounding society enabling the students to navigate better in the real world.

In PYP4 the topic was coordinates where the students had to create a treasure hunt using coordinates.

The topics that came up were equivalent to those seen in "Fælles Mål". The teacher urged the students to reflect, every class was structured, and the materials were relevant.

Overall it is my conclusion that the level in maths is on par with the Danish state schools.

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

Ja

9.1 Uddybning

I observed English in PYP1 where the task was to practise 10 new words of phonetic difficulty, students had to practise them and write them in their notebooks.

I overheard a presentation of MYP students' preparation for the LEGO challenge. The language and contents varied in quality as they also would in a Danish state school.

I think the level, contents, pedagogy and engagement within English literature were of a high level.

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

The school does not conduct history exams due to §8a, 5.

I didn't observe any history lessons this academic year, but I know from previous years that it is taught in an adequate way and with relevant topics. It is my opinion that the level of history measures up to the level in the Danish state schools.

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

Ja

11.1 Uddybning

In conclusion, it is very clear that EIS is a well-functioning school, and that the school's overall teaching "aligns with that which is normally required in Danish state schools".

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

The school's preparation of students in relation to freedom and democracy. The school's culture and atmosphere demonstrate that this is not just a goal on paper, but something that the school community takes seriously and tries to practice. The description of ISB values (which is clearly mirrored in the school's daily life) includes:

- That students learn to work independently and in collaboration with others
- That the school works with social training and conflict resolution
- That students are included in the creation of community rules of behaviour
- That students are given an ever-increasing level of responsibility throughout their schooling
- That the school is involved in the local society. Let me state an example of freedom and democracy. A student asked the headmaster if it would be possible for the students to have more PE time. The student had written a letter with good arguments and the result was not more PE lessons, more concentration of PE so time for changing clothes wouldn't be wasted. On several of the school's display boards I saw various lists with votes and proposals of all kinds. At no time have I experienced discrimination based on gender or race. It is therefore my impression that the school contributes to giving students the skills to participate in, and take responsibility for, a society with freedom and democracy where people are treated according to their character and not race or gender.

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

See above.

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

Ja

14.1 Uddybning

See above.

15. Benytter skolen kønsopdelte aktiviteter i undervisningen?

Nej

15.1 Uddybning

Gender divided activities: No except for in changing rooms and during certain parts of sexual guidance classes.

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

Ja

16.1 Uddybning

See above.

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

Ja

17.1 Uddybning

Does the school have a students' council: Yes. They normally meet once a week and I met with them where they assured me that they represented the class and if there were any problems. An example that they mentioned was that the students' council took action to help students who needed extra help with their school work. So the council instigated a homework assistance program with MYP students as "teachers".

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 safeguarding procedure? Yes, it is described in the school handbook.

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

Ja

20.1 Uddybning

Does the school ensure that referral of a student with special needs to the county is personal? Yes, it is described in the handbook.

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 | 35946195,00 |

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

35946195,00 kr.

22. Tilsynets sammenfatning

Conclusion: I saw well prepared teachers with clear and understandable lesson structure and relevant teaching materials. I witnessed a warm and respectful bond between staff and students. My own observations correspond to the findings of the documentation. I confirm that the International School of Billund measures up to the standard of the Danish constitutional schools.