

## Tilsynserklæring for skoleåret 2022/2023 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

Simon Mosekjær

### 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
02-09-2022	P1A	Morning Assembly	Praktiske/musiske fag	Simon Mosekjær
02-09-2022	M4	Danish	Humanistiske fag	Simon Mosekjær
02-09-2022	M2	English	Humanistiske fag	Simon Mosekjær
02-09-2022	M5	Maths	Naturfag	Simon Mosekjær
02-09-2022	M5	Science	Naturfag	Simon Mosekjær
02-09-2022	M6	True Camp North	Praktiske/musiske fag	Simon Mosekjær

## 2.1 Beskrivelse af tilsynsbesøg

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

I have visited the school once this academic year and seen lessons within languages, maths, science and PE. My report is based on the conversations I had with deputy and vice deputy of the school, teachers and pupils, my observations, materials, grades, and the school's own website.

I therefore believe that I have a solid foundation upon which to base my report. International School of Billund (ISB) is an authorised IB World School and offers both the Primary Years Programme and Middle Years Programme. The Primary Years programme is interdisciplinary until year 7, at which point the subjects are divided into separate subjects. The programme is quite similar to the one the Danish state schools operate.

## 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

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 commentaries regarding humanities: I have observed Danish and English lessons. I will comment on Danish under "Danish", and English under "English ". However, I can 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**

The lesson I observed in Science, the pupils were working on individual projects, reflecting their independent ideas of how to use renewable energy versus non-renewable energy. The teacher made sure to apply the correct classification terms and ensured that the pupils understood and applied them.

### **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 lesson in PE. The focal point of the lesson and the whole day was True Camp North with four professional instructors, who taught and guided the pupils in teambuilding exercises. The common aim of the whole day was to build a strong community spirits amongst the pupils and raise their self-esteem. Some of the exercises, I observed, helped some of the more taciturn and reticent pupils gain confidence in their own abilities as part of a group. Both pupils and teachers were quite keen on the exercises and the outcome.

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

Ja

### 7.1 Uddybning

Non-native speakers learn Danish as a second language. I observed two classes; one of them was with ethnic Danes, who were interpretation different short stories they had read. The key point of the lesson was "interpretation" and "perspective". The other class was non-native speakers, where the focal point was grammar and reading comprehension. The pupils were all working at different levels, and the teacher, a native Danes, guided them individually, ensuring that each pupil was challenged at his or her level.

Based on my observations, a conversation with some of the pupils and both teachers, I can 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 M5. The focal point of the lesson was equations. There seemed to be a large span of pupil levels, but the teacher managed to help all the pupils, both the strong and not so strong pupils, and the pupils working in smaller groups helping each other making a short presentation on equations. I did not see the presentation. The topic that came up in the lesson was equivalent to those seen in "Fælles Mål". Both the teacher and most pupils were engaged. The material was illustrative, clear and 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 P1A, P2B and M2.

In P1A, the topic of the day was healthy living. The pupils were working with food groups and how to obtain a healthy diet. They were working in smaller groups guided by their two teachers, who were very good at making the pupils think for themselves. At the end of the lesson, there were snacks (buns and fruit) and the teachers continued the topic, asking the pupils to describe the various items and place them in the food groups, with which they had previously worked. All pupils quite eager to participate.

In P2B, the pupils were writing their own books on "how to", explaining how to do something to others. The books were the result of a long process, and all the pupils were very keen on showing me their books and explaining why they have chosen their specific topic, e.g. how to build a kite, how to dance ballet and how to become a mermaid, just to mention a few of the topics.

In the M2-class, the pupils were briefly introduced to Jean Piaget's theory of pre-determined attachment, and the endowment effect. Hereafter the teacher led a class discussion, encouraging the pupils to use examples from their everyday life and then put the examples into perspective to texts, films or commonly known situations. Most of the pupils were very active and participated, producing many relevant examples and perspectives.

Based on my observations in all three classes, the level, the contents, the pedagogy and the engagement of the pupils were of a higher level than those found in the Danish State School.

## 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

In the IB system, the subject of History is incorporated in other topics, and it is my belief 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 should be very clear that ISB is a well-functioning school, and that the school is 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 pupils in relation to freedom and democracy. The school's culture and atmosphere demonstrate that this is not just a goal on paper, but also something that the school community takes seriously and tries to practice. The description of ISB values (which are clearly mirrored in the school's daily life) includes:

- That pupils learn to work independently and in collaboration with others
- That the school works with social training and conflict resolution
- That pupils are included in the creation of community rules of behaviour
- That pupils are given an ever-increasing level of responsibility throughout their schooling
- That the school is involved in the local society.

On several of the school's display boards, I saw various 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 pupil 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.

Moreover, ISB must, like other private schools in Denmark, measure up academically to the teaching in Danish state school, but the private schools must deliver 200 school days and not a specific number of hours (Friskoleloven §4). Each academic year, including 2022-2023, ISB delivers 200 school days, which can be documented in the school's holiday calendar.

## 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.

## 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 meet a regular intervals and I expect to have a talk with them during my next visit.

## 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 pupils 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	38603786,00

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

38603786,00 kr.

## 22. Tilsynets sammenfatning

Conclusion: During my visit at the school, I have seen well-prepared teachers, engaged and active pupils and plenty of relevant materials. I witnessed a warm and respectful tone and a strong bond between staff and pupils. My own observations correspond to the findings of the documentation. I hereby confirm that International School of Billund measures up to the standard of the Danish state schools.