

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Camilla Uhre Fog

School Name: The International School of Billund

School Code: 050386

School Address: Skolevej 24, 7190 Billund Denmark

IB Programme(s): Middle Years Programme, Primary Years Programme

Programme Coordinators: Tue Rabenhøj, Karen Serritslev

Date: Thursday 29 February 2024

Student ages in which all students are engaged in PYP: 3-4, 4-5, 5-6, 6-7, 7-8, 8-9, 9-10, 10-11

MYP years offered at the school: Y1, Y2, Y3, Y4, Y5

Evaluation Team

Middle Years Programme

Evaluation Leader: Erika Elkady

Programme Leader: Veronica Santocildes

Primary Years Programme

Evaluation Leader: MERVE ÜNAL

Programme Leader: Peter Sagun

School and Programme Leadership

Dear Camilla Uhre Fog,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

The International School Billund (ISB) was founded in 2013 and is situated in Billund, Denmark, which is the birth place of LEGO and fondly called by the ISB community "The Capital of Children." ISB became an authorized PYP school in 2015 and a few years later in 2018 the school became a MYP authorized school. The school offers a play-based approach to learning that supports and integrates the IB's inquiry-driven framework. This Pedagogy of Play (PoP) is implemented with the support of Harvard's University Project Zero.

Billund is a small rural town with a population of six thousand people, but as the home of the LEGO Group, it is an international community. Approximately five hundred ISB students and around one-hundred and twenty members of staff (including administration, caretaking and kitchen staff) represent over sixty nationalities. A third of the families are connected to the LEGO company or its charitable Foundation. Other major employers are the aviation industry (Billund is also home to Denmark's second largest airport); electronic companies such as Siemens and LM Wind; and nearby universities.

Approximately 38% of the students hold dual or multiple citizenships, making ISB a true melting pot of cultures. Within the diverse student body, European nationalities comprise a significant 60% of the school population, with Denmark leading the representation at 26.3%, reflecting its local presence. The UK (13.2%), the USA (11%) and India (8.3%) comprise the next largest representation of nationalities in the ISB student body.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The school leaders and governing body value the principles of an IB education, as demonstrated by its choice of physical and virtual learning environments and resources. Examples of these include the school libraries; "Creator Space" areas; differentiated playgrounds and the vast supply of LEGO bricks and robotics.
 - The concepts of community, diversity, inclusion and compassion (essential to nurturing inquiring, knowledgeable and caring young people) are clearly reflected in the school's commitment to a holistic approach to education. This is evident from the school's mission statement; the programme development plan (i.e Pedagogy of Play); the Building Bridges programme for MYP Year 5 students; the Diversity, Inclusion, Equity and Justice programme for students, staff and parents; and the work experience opportunities for MYP students.
 - The school leaders and governing board show a strong commitment to the IB philosophy and mission. The school's mission and vision closely aligns with that of the IB. The school's Pedagogy of Play further drives the implementation of inquiry based learning.
 - The governing body plays a positive and supportive role in articulating and aligning the school's purpose for learning with the IB's mission and philosophy. This was evident from the well embedded practice of board members visiting the school; conducting learning walks; and inviting staff members to board meetings to learn about the implementation of the IB programmes and the Pedagogy of Play programme in the school.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)

- The school has demonstrated long-term sustainability of the IB programmes, through its campus expansion; recruitment of staff; financial viability; and its deliberate "Controlled Student Growth" strategy with a view that offering quality learning environments and infrastructures require careful planning and attention to accommodate students' needs, growth and the demands of the whole learning community including its partner companies, the LEGO Foundation, Siemens, LM Wind, Aviation industry and local universities.
- **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The school has experienced IB programme coordinators, who are also active members of the IBEN network demonstrates a commitment to providing expertise, professional development sessions and collaborative practices amongst staff to sustain conceptual, inquiry-based and play-based learning environments and pedagogies.
- **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The school has established a website; publications such as the "Play. Learn.", "What if School" , "PoP Book"; and regular meetings to ensure effective communication related to programme development and implementation amongst all members of the learning community.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school facilities are safe, functional, and well-maintained to support the school's mission as well as student learning. Classrooms are well equipped and all learning spaces are used flexibly. Learning spaces are plentiful such as libraries, playrooms, art rooms, "a Creator Space", and a gym.
 - Virtual visits and evidence of class displays, as well as layouts clearly demonstrate how learning spaces are designed and used in creative and flexible ways to support students.

Students are observed moving actively and seated comfortably.

- **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - The school has a safe, healthy, nurturing environment that reflects the school's purpose for learning and is characterized by respect for diversity, fairness and trust. This is evident from the conversations with the school team members. The school has made efforts to support student and teacher well-being through practices such as appointing Well-being Coordinators, who address the needs of the school community.
- Teacher support (0203)
 - **Teacher support 1:** The school ensures that teachers use current IB resources and regularly review their implementation of the programme. (0203-01)
 - Professional development (PD) planning is strategic, differentiated and ongoing to ensure teachers have access to, and use, current and relevant documentation and programme resources. The budget towards PD is allocated effectively to support the development of all staff.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school's commitment to educational equity and access for students of all backgrounds and abilities is evident from the admissions and inclusion policy. The school's inclusion department supports students with learning, language, and social emotional needs. The Diversity, Inclusion, Equity and Justice programme also emphasizes the school's commitment to cater to the needs of all their students.
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - School policies and procedures are published and communicated to all members of the school community through the website and MYP portal.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
 - **Lifelong learners 3:** Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03)
 - The emphasis and focus on developing a culture that supports healthy relationships, shared responsibility and effective collaboration is evidenced through the school's implementation of anti-bullying programs, such as "Fri For Mobberi"; the specific focus on DEIJ through the creation of workshops and clear inclusion policies; and the appointment of a Wellbeing Coordinator.
 - **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
 - The school provides opportunities for students to explore and develop their personal and cultural identities including the development of the home language.
- Approaches to teaching (0403)
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - The classroom environment and teaching strategies allow students to pursue and meet their learning goals through the PoP, "Reach for the Stars" and "I can" statements.
- Approaches to assessment (0404)
 - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)
 - Teachers share how they use feedback to support learning, assessment and teaching practices. Students also have opportunities to engage in peer assessment and co-create assessment rubrics.
 - **Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
 - The school uses LMS to provide fair and transparent practices. Assessment practices are inclusive and supportive of students' development.

- **Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)
 - Students are provided with various tools and strategies to share their learning.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	MYP: Shows notable development PYP: Shows notable development	MYP: Shows notable development PYP: Shows notable development	
Student support (0202) Learning environments in IB World Schools support student success.	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	MYP: Shows notable development PYP: Shows notable development	MYP: Offers opportunity for further development PYP: Shows development beyond requirements	MYP: The school does not offer systematic structures for teachers to collaborate effectively in the implementation of the programme. The school does not ensure that all aspects of the programme are

			<p>consistently implemented across the subject groups.</p> <p>PYP: The school does not offer systematic structures for teachers to collaborate effectively in the implementation of the programme.</p>
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Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life</p>	<p>MYP: Shows notable development</p> <p>PYP: Shows notable development</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows notable</p>	<p>MYP: The school does not consistently develop the approaches to learning skills and the IB learner profile attributes inside and</p>

beyond the classroom.		development	outside of lessons.
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	MYP: Shows development beyond requirements PYP: Shows development beyond requirements	

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The chosen practices articulate what the school wants to develop within the programme and the impacts being sought. The PoP is a research collaboration between the LEGO Foundation and Project Zero.
- The programme development plan has a clear focus on positively affecting the student experience. The school's pedagogy of play (PoP) is to place 'play' at the heart of education so students are stimulated to learn by playing.
- The school has identified IB practices that support the achievement of the PoP.

Evidencing and analysing

- Numerous examples of practice and action research were shared by the school. Examples are surveys, PoP research projects, Playful Schools Conference, teacher research projects, and reflections amongst others.
- The school undertook a range of activities, notably playful learning observation and reflection; planning playful learning environments; and playful classroom management to achieve the outcome.
- Indicators of playful learning, i.e. wonder, delight, and choice, were devised to measure and monitor the impact of playful learning.

Reflection

- The school showed insight in reflecting on the impact of the programme development efforts and has highlighted the need for a flexible and adaptive framework that acknowledges the diverse needs and learning styles of all students.
- The school's reflection on the programme development plan concluded a positive outcome was achieved, as demonstrated by research projects which showed the importance of safe learning environments where students can make mistakes and the importance of play to empower students to be autonomous and self-directed learners.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- clarifying the definition of "Playful Learning" so the area of focus for the programme development plan is clear to the learning community.

- linking the plan more closely to IB practices such as the development of approaches to learning skills and the IB learner profile attributes.

Evidencing and analysing

- including a wider range of stakeholders in the analysis of the data and evidence in order to understand the rationale for the next steps.

Reflection

- strategies to increase the understanding of the PoP to all members of the school community. This includes having a shared and clear understanding of what playful learning at ISB looks like and how it aligns and emphasizes aspects of the primary years programme and the middle years programme. Such an increased understanding may lead to a more consistent and effective implementation of playful teaching and learning across the school.
- exploring further lessons learned or changes that could be made as a result of their programme development effort.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- To further enhance learning support and inclusion.
- To develop a whole school subject curriculum continuum.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Environments / Leadership and governance (0201) / Leadership 5:

- The school may benefit from being part of a network of IB schools to share good practice and further develop its IB programmes.

Environments / Teacher support (0203) / Teacher support 3:

- The school may benefit from establishing clear collaborative planning expectations, including opportunities to share best practices and ways to ensure consistency of MYP implementation across the subjects.

Culture / Culture through policy implementation (0301) / Culture 3:

- The school may benefit from reviewing their academic integrity policy to align with the current IB guidelines on the use of artificial intelligence software such as ChatGPT. The school may further wish to consider providing teachers the tools to consistently implement the policy.

Culture / Culture through policy implementation (0301) / Culture 5:

- The school may wish to revisit the assessment policy to align more closely with the school's Pedagogy of Play.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2:

- The school may benefit from collaborating across the IB programmes to allow for synergy of good practice across the school.

Learning / Students as lifelong learners (0402) / Lifelong learners 1:

- The school may benefit from consistently developing the approaches to learning skills and the IB learner profile attributes in the MYP.

G. Conclusions of the Evaluation team

The International School of Billund emanates pride, "wonder and delight" for its initiatives by creating its mark in the realm of international education. The culture of 'wonder' is an evolving effort across the school as they navigate innovative ideas to confront traditional educational practices by offering research and action-based approaches to learning through play--Pedagogy of Play (PoP). The school is acknowledged for its collaborative partnership with Harvard Graduate School of Education's (HGSE) Project Zero to advance its efforts on the pedagogy of play as a way to further its mission. Additionally, the feeling of "delight" permeates across the learning community as they find successes for its initiatives while embracing "mistakes" as an opportunity to grow and develop.

The school is acknowledged for its growth over the last 10 years as highlighted through its campus expansion, student enrollment, staff recruitment and curriculum initiatives. The school is equally acknowledged for its supportive parents, teachers and staff, governing board including its partner companies as they navigate their journey towards being "one of the best IB schools in the next 10 years".

Through the PDP (Programme Development Plan) process and impact sessions, the school has suggested areas for programme development during the next review cycle focusing on further enhancing learning support and inclusion including the development of a whole school subject curriculum continuum. The school is encouraged to continuously work collaboratively across its IB programmes to further its efforts to curriculum alignment, development and practice.

H. Conclusion of the IB on the school status as an IB World School

Middle Years Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

Primary Years Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, John Sauer (john.sauer@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in blue ink, appearing to read "Adrian Kearney".

Adrian Kearney
Director, IB World Schools