

Tilsynserklæring for skoleåret 2024/2025 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 Mose Kjær

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
04-10-2024	6. klasse	Art and design	Praktiske/musiske fag	Simon Mose Kjær
04-10-2024	8. klasse	Integrated humanities	Naturfag	Simon Mose Kjær
04-10-2024	4. klasse	Maths	Naturfag	Simon Mose Kjær
04-10-2024	0. klasse	Danish	Humanistiske fag	Simon Mose Kjær
04-10-2024	7. klasse	English	Humanistiske fag	Simon Mose Kjær
04-10-2024	6. klasse	Integrated humanities	Naturfag	Simon Mose Kjær

24-02-2025	8. kl	English	Humanistiske fag	Simon Mose Kjær
24-02-2025	1. klasse	Danish	Humanistiske fag	Simon Mose Kjær
24-02-2025	2. klasse	Maths	Naturfag	Simon Mose Kjær
24-02-2025	8. klasse	Science	Naturfag	Simon Mose Kjær
24-02-2025	6. klasse	Science	Naturfag	Simon Mose Kjær

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 students with special needs.

I have visited the school twice during the academic year (once in October and once in February) and I have seen lessons within languages, maths, science and Arts. My report is based on the conversations I had with the Head of School, teachers and students, my observations, materials, grades, and the school's website.

The two visits have given me 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, which are primarily taught in Danish, German and Spanish depending on the language taught.

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

Regarding humanities: I have observed both English and other language 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

Based on the lessons I observed in science, maths and geography, I can confirm that the level within natural sciences is on par with the level in the 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

In regards to the practical/musical faculty, I can confirm that the level within the subjects taught is on par with the level in the Danish state schools.

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 or even third language. I observed two classes where pupils are divided into small groups depending on their level of language abilities. The pupils in the younger classes were working in smaller groups with different approaches to "den første læsning", whereas the older class watched Ultra Nyt and discussed the contents. The key point of the lessons was understanding messages and producing appropriate language to convey an opinion. The pupils were all working at different levels, and the teachers, all 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 students and 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 two classes; in one of the classes, the pupils were doing individual work on an oral presentation on a topic, which they have chosen themselves. There is a large span of pupils' levels, but the teacher managed to help all the pupils, both the stronger and somewhat weaker pupils. The pupils were working either individually or in smaller groups, helping each other making a short presentation. I did not see the presentation. The topic for the lesson was equivalent to topics from "Fælles Mål". The material was illustrative, clear and relevant.

The other class was being introduced to fractions, using Legos. The teachers gave clear directions and the pupils worked in groups of 4-5 pupils, working with various colour items that they assembled in groups.

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

Ja

9.1 Uddybning

In one of the English lessons, I observed the pupils were analysing and discussing Shakespeare's Othello and the Elizabethan worldview – order-chaos-restored order. The pupils were all engaged in the discussion, and it was rather impressive that they were able to grasp the finer points of Shakespeare's writings. In the other lesson, the pupils were working with the 13 original colonies and the war of independence.

Based on my observations in both classes, the level, the contents, the pedagogy, and the engagement of the students were at 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

International School of Billund offers the IB programme, International Baccalaureate. In the IB programme history is an integrate part of all subjects.

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

Ja

11.1 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 of the 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

In conclusion, it is clear that ISB is a well-functioning school, and that what the school is overall teaching “aligns with that which is normally required in Danish state schools”.

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

The school’s preparation of its pupils in relation to freedom and democracy is supported by the school’s culture and atmosphere, which clearly demonstrates that democracy is something that the school community takes seriously and put an effort into practicing. The description of ISB’s 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 students the skills to participate and to take responsibility in a society with freedom and democracy where people are treated according to their character and not race nor gender.

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 (ISB has 1 Gender Neutral changing room in the Gym and several restrooms are labelled "Gender Neutral")

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

The school have a Pupil Council, which meets with regular intervals.

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

Ja

19.1 Uddybning

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

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	44200347,00

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

44200347,00 kr.

22. Tilsynets sammenfatning

During my visits at the school, I have seen well-prepared teachers, engaged and active pupils and plenty of relevant materials. I have 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.