



Inspector's Report (2015-2016)

International School Ikast-Brande
Bøgildvej 2, 7430 Ikast

Briefly about ISIB

ISIB is an international “free school”, based on the International Primary Curriculum and The IGCSE. The mission of the school is to provide a high quality, challenging education to internationally-minded-students. The school strives to instill in the students both confidence in themselves and respect and tolerance of others, to create in students a curiosity and openness to the world around them, thus laying the foundation for democratic, national and global citizenship.

Inspection

My name is Kurt Møller Pedersen, and I am the parent-elected inspector (“tilsynsførende”) and have been since the start of the school. Over the years I have been met with great hospitality and a keen interest in the feed-back provided, for which I am thankful.

As an inspector, you must focus on the following aspects of the school:

1. Students' level of achievement in Danish, math and English
2. Overall assessment of the curriculum vis-à-vis the Danish Folkeskole
3. Discretion on how the school prepares students to live in a society based on freedom and democracy

Re 1: I have witnessed competence and dedication in all the classes I have inspected. The examination results are very satisfactory.

Re 2: The curriculum easily compares with the Danish Folkeskole. It is recommended, however, that the school development plans and the progression plans for subjects and classes are made accessible for parents on the school website.

Re: It is apparent that ISIB puts great emphasis on student involvement and engagement. Dialogue has developed into an important and valuable quality in school life and culture.

All in all, ISIB achieves excellently. Academically and socially, ISIB compares very well with the Danish Folkeskole.

Brief Summary of the Inspection

Year 9/ICT

Students were working on how to create a KAHOOT and on HTML command tags. The teacher had prepared two KAHOOTs – for those of you unfamiliar with the term, it refers to a quiz-cum-competition presentation. The media itself lends itself to a slightly chaotic learning situation, but on the other hand, student motivation will be great. It was clear that not least the boys enjoyed the competition (“Is there a prize? I prefer chocolate to knowledge!”). Be that as it may, it was clear that the students were actually learning a great deal, and the level of abstraction was quite high.

Year 9/English

The students were taking a test, which meant that I did not see any ordinary classroom activities. The test, however, was very interesting in the sense that it provided an insight into the focus of the English programme.

The test consisted of reading part and a writing part. The reading part consisted of 1) a few short texts that the students should read 2) and a number of comprehension questions. The writing part consisted of a variety of writing exercises:

- Filling in a form
- Presentation of a science text to peers
- A summary of a technical text
- Different text types, f.in. a letter, an article

Overall the emphasis is on functional language. The level of abstraction is high. Actually, I was struck by how similar the test is to what students in the IB DP are faced with.

Year 10/Math

The year 10 students were designing a math test or competition for all the teachers of the school. So some of you will have something to look forward to! The students had been given 4-5 lessons to finish the job, they were working in groups with the teacher circling the area, ready to help, coach, and guide them. The approach is challenging for the students in as much as they supposed to decide on their own thesis statement, come to some kind of agreement concerning level of abstraction, find appropriate math knowledge and method of presentation. It was clear that the approach was conducive to their interest in math and that their learning was enhanced. Students particularly pinpointed how working in this fashion created more variation and gave them new perspectives on math. It was clear that the teacher had found an excellent balance between planning and control on one hand, and an open-ended exploratory method on the other.

Kurt Møller Pedersen
Moellerp49@gmail.com
Tel. 2281 6460