

Tilsynserklæring for skoleåret 2022/2023 for International School Ikast-Brande:

1. Skolens navn og skolekode

Skolekode: 756002	Skolens navn: International School Ikast-Brande
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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
27-09-2022	3	Danish as a second language	Humanistiske fag	Linda Jensen
27-09-2022	9	English	Humanistiske fag	Linda Jensen
27-09-2022	7	Debating	Humanistiske fag	Linda Jensen
20-01-2023	2	Science	Naturfag	Linda Jensen
20-01-2023	9	Globe Perspective	Humanistiske fag	Linda Jensen
20-01-2023	8	Maths = matematik	Naturfag	Linda Jensen
20-01-2023	9	Problem Solving and Thinking Skills	Naturfag	Linda Jensen
20-01-2023	4	PSHE (personlig udvikling)	Humanistiske fag	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 visited the school twice this academic year and saw a range of lessons which provided me with the necessary findings to base my report upon. Prior to carrying out my observations I met with the school Head, Kevin Brown, who willingly answered my questions. International School Ikast-Brande (ISIB) is an authorised Cambridge School focusing on progressive skills around which realistic topics are incorporated.

Apart from Danish, all exams are given and evaluated centrally by Cambridge University International curriculum. The school offers both primary and secondary programs. It is a very modern and well equipped school with plenty of outdoor playgrounds. The school has just been granted funds to build a forest path joining one playground to another.

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, lesson plans, unit plans, and syllabuses. 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

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 Danish acquisition, English, SMILES (see description below) and - a new class subject - debate.

Regarding debating classes, the school has interviewed several major companies to find out which qualifications their future employees must possess. Based on these answers the school decided to add lessons in what they call "SMILES (skilful innovator, mind of a thinker, interpersonal ability, emotional intelligence, sustainable mindset)". In addition to debating lessons there are also lessons in analytic skills, creativity, life skills and complex problem solving.

In order to have enough time to cover all subjects the programme has been expanded which means that graduates from the school will have the same age as Danish graduates in future education.

In debate, year 5, the students were taught the meaning of "subjective versus objective opinion". Afterwards they had to watch an argument on books versus computers and had to write down subjective and objective opinions + important facts.

In primary clubs I observed completion of a biographical island about their own lives. Drawing was also part of it. Later on, the biographical islands were to be displayed and presented to the other children in class so they also knew what was important to them.

In year 4 I observed a lesson which all classes have every Friday - on an appropriate level - which was oral and written reflection on the week, and based on their reflections, plans for the next week where the teacher encouraged the students to come up with their own solutions in order to strive for the best versions of themselves as students and people.

Since the school is international there is also a subject called "Global Perspective" which revolves around communication, research, presentation and group work. During my visit in such a class (year 9), the class was working on global problems and how to campaign against them or to enlighten other school students. One of the topics was women's rights (including the effects on men). Some groups had come far where others had had a setback due to new partners and lost material.

All in all, the school provides students with relevant and useful skills from the humanities enabling them to navigate in complex and fast changing circumstances.

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

Science

Year 2

The topic was "Forces" and was on a basic level. The next activity was to write some sentences using the correct scientific terms followed by "football", using a straw to blow the "ball" in the right direction. This activity led to the drawing of an arrow which indicated a kick/ change of ball direction to get the ball in the net. Finally, there was a presentation and assessment.

Year 8 problem solving

The theory of problem solving was introduced (Define, brainstorm, choose, implement, evaluate the solution). A case was presented to the students: Find Alternative ways to heat up a pizza. They had approximately 20 minutes to come up with a solution including both the weak and strong sides to it. One solution was an iron and air blower. Students discussed their solutions and pros and cons.

Within scientific subjects the school measures up to the standard in the Danish state schools. In contrast to Danish state schools, the International School of Ikast Brande already starts science from year 1.

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

Practical/musical faculty: I only saw the lesson in primary clubs where the students were drawing. I have not observed lessons in music classes. I'll do that next academic year.

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?

Non-native speakers learn Danish as a second language. Some students lack the motivation to learn Danish as they only live here temporarily, but efforts are made to give them an opportunity to learn it.

Year 6 = 5. klasse, Danish Acquisition

Multiple levels which means that the class had a structure with communal topics but worked on multiple levels with book reviews, common workbook except for two new students from Ukraine, "Grammatip" (self correcting grammar with teacher access).

Danish acquisition in Year 3 = 2. klasse. 6 students.

Reading out loud from Læsning from Alinea. Afterwards the students discussed it and compared the topic to their own lives. Afterwards, they sang a song about travelling to other countries while mimicking their traditions. In their workbook names of countries they knew had to be written down. Finally, the students made drawings while the teacher read out loud from Pipi Longstockings.

In both Danish acquisition classes the level, differentiation, variation, materials, and teaching were as they should be.

The final average score/mark for "9. Klasse" in academic year 2021/22 was 8.7 which was a bit higher than the average in Danish state schools 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

Maths

Year 8

The first task in this class was calculations on time and then reviewing partners' results. Ninja-master skills program was used as a resource. Students undertook a treasure hunt in the hallway where they had to solve polygon tasks in order to be sent off to the next task meaning that the task was self corrective. The homework set was about percentages.

In the Cambridge program the students are not allowed to bring any formulas for the exam as is allowed in Denmark. Instead, a great effort is made to help the students understand the logic of the formulas to enable them to remember the formulas.

The class was of a high quality and more than measured up to the standard in the Danish state schools.

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

Ja

9.1 Uddybning

.English is divided into English Literature and English as a second language.

year 9, (8. klasse) English Literature

Macbeth - O ye wicked one, from Literacyplanet.com. This was a difficult text because of the old language, but they had read it at home and went through it in class together while also doing a quiz to test comprehension. As this class was preparation for a reading comprehension test that the students had to perform on their own, the focus was all on how to understand and interpret a difficult text and understand the test strategy. Again, I found the class structured, and of a high quality.

This year I did not observe English acquisition but from previous visits I know that they take place in a satisfactory way.

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

History

I did not attend any history classes - but I did attend a subject called "Global Perspective" in year 9 the students had to produce a poster and questionnaire where some history is included but mostly politics. Some of the topics were :

Women's rights to abortion, food waste, women's rights in general. To raise awareness of the problems the students had to find an eye opening perspective (e.g. that women's rights also affect men), make a questionnaire and try to influence other classes by placing their material and themselves in the hallway. Thus the students were learning to communicate, cooperate, adapt, research and present.

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 ISIB 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. Please see my above description of the subject called "Global Perspective" in which democracy is included.

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 implement. The description of ISIB values (which are 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.

I already mentioned that the school has been in dialogue with major companies to be able to match their expectations.

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

Elaboration on Democracy

An example of democracy is that the school has a House system which organises various competitions and games. On the website and on FB one can see the activities such as the recent House Shout competition. On several of the school's display boards I saw various lists with votes and proposals of all kinds.

As already previously stated in "debate", year 5, the students were taught the meaning of "subjective versus objective opinion". Afterwards they had to watch an argument on books versus computers and had to write down subjective and objective opinions + important facts. In order to live in democracy you have to be able to come up with sound arguments as well as being able to understand arguments critically.

Every Friday there is a module in classes where they assess the week and make goals for the next week. Social,

personal, health, and emotional issues can be addressed and solved by self reflection and inputs from other students as well as teachers. There is also another system where older students mentor younger students.

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

Ja

14.1 Uddybning

Freedom and human rights. 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. In their SMILES program as well as PSHE program (personal, social, health, emotional) all the soft values such as respect for everyone, no matter race or gender, are being taught.

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

Ja

16.1 Uddybning

Equality between the genders: 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 last year when they assured me that they represented the class and voiced any problems.

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, as outlined in the handbook called Professional Concern.

21. Donationer

Har skolen i det foregående regnskabsår modtaget en eller flere donationer som tilsammen overstiger 20.000 kr. eksklusive moms fra samme donator?

Nej

22. Tilsynets sammenfatning

Conclusion: I saw well prepared teachers with varied and relevant materials. I experienced 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 Ikast-Brande measures up to the standard of the Danish constitutional schools.