

Tilsynserklæring for skoleåret 2021/2022 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
08-11-2021	1G1 = 8. klasse	First Language (engelsk)	Humanistiske fag	Linda Jensen
08-11-2021	1G1 = 8. klasse	English 2nd Language	Humanistiske fag	Linda Jensen
08-11-2021	IG2 = 9. klasse	Spanish	Humanistiske fag	Linda Jensen
08-11-2021	Year 4 = 3. klasse	First Language English	Humanistiske fag	Linda Jensen
08-11-2021	Year 2 = 1. klasse	First Language English	Humanistiske fag	Linda Jensen
08-11-2021	Year 3 = 2. klasse	Second Language Danish	Humanistiske fag	Linda Jensen
08-11-2021	Year 8 = 7. klasse	Science	Naturfag	Linda Jensen
08-11-2021	1G1 = 8. klasse	German	Humanistiske fag	Linda Jensen
10-01-2022	Year 4 = 3. klasse	Maths	Naturfag	Linda Jensen
10-01-2022	Year 8 = 7. klasse	ICT	Naturfag	Linda Jensen
10-01-2022	Year 5 = 4. klasse	Mathematics	Naturfag	Linda Jensen

10-01-2022	1G1 = 8. klasse	PE (idræt)	Praktiske/musiske fag	Linda Jensen
10-01-2022	Year 2 = 1. klasse	Mathematics	Naturfag	Linda Jensen
10-01-2022	Year 8 = 7. klasse	Mathematics	Naturfag	Linda Jensen
10-01-2022	1G1 = 8. klasse	Science	Naturfag	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 deputy, 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 being incorporated. Apart from Danish all exams are given and evaluated centrally by Cambridge School. The school offers both primary and secondary programs. It is a very modern and well equipped school with plenty of outdoor playgrounds.

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 and lesson plans. 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

Regarding language: 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, English, German, and Spanish Acquisition classes. I will comment on Danish under "Danish", and English under "English".

Regarding Spanish: I saw a mixed class of two students (some had fallen ill) meaning that one student who was a native Spanish learner was preparing for the final exam. Another student had Spanish as a second language, and this student was working with a Kahoot program to improve their vocabulary. Since the number of students was low it was possible to differentiate the levels. Following the Syllabus from Cambridge also makes planning easier. I have seen the syllabus and consider it a suitable language learning program. The teacher was organised and the students worked hard.

In German I visited 1G1 (year 8) the material being used was from ECHO 2 which is a traditional language learning program - the focus of the lesson was after school activities. The methods and level of teaching corresponded well to that of the Danish state schools.

The school subscribes to an interdisciplinary learning platform called Global Problem Solvers where the students have to identify global problems and find a solution to them. This is helpful for teamwork in the class but also when dealing in the real world.

As mentioned before I'll comment on the other humanistic faculties in their respective field, but I 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

This academic year I observed three science classes. In year 3 the class worked on professional purification of water. Subsequently they made a diagram about it. In order to let the information sink in, the students could use a youtube quiz on the subject.

In year 8 the topic was the human respiratory system. The students had previously covered the theory on the matter, and now they had to transfer the knowledge to a set of lungs made using balloons, a bottle and a straw. It was a bit tricky to attach the balloon to the bottle, but by helping each other everybody managed more or less. On top of that there was a lot of laughter, and the process can only help understand the theory.

In year 9 the first activity was to revise the topic digestion. The new task was to make a stop motion project on the alimentary canal. The project had to include the following elements: ingestion, the mechanical and chemical system, absorption, and egestion. The main regions and descriptions of the functions of the regions of the alimentary canal also had to be identified.

I have seen the year plans and confirm that the topics are relevant to the subject and year.

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:

Next academic year I'll definitely observe classes in the practical/musical area, but this year I only observed PE in

year 6. The class did yoga exercises with stretching and using their own body weight. I did not see more, but I can guarantee that there was physical activity.

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. Most 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.

I observed year 3 where the topic was about food. The first activity was a check up on food diaries that the students were completing. Next activity was dictation. At the end of the lesson the students had to divide food into healthy and unhealthy food.

Danish for ethnic Danes is taught the same way as it would be taught in Denmark, and this is the only subject where the students graduate within the official Danish exam program.

“Garmans Sommer” is a picture book that year 4 had read. Based on the book the learners were practising their reading, listening, speaking, and writing skills.

The final average score/mark for “9. Klasse” was a bit higher than the average in Danish state schools except for orthography in 2019/2020 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

I observed 3 mathematics lessons: In years 2, 4, and 8. In year 2 the topic was subtractions with small numbers and “easy-peasy” calculations. In year 4 the topic was also subtractions but with higher numbers. This activity included a lot of physical activity as the teacher asked the students to either jump, clap, touch their noses, or turn to indicate a certain answer. Another learning objective was the division of a 2 digit number by a 1digit number. In year 8 subject specific terms such as “factorise, single brackets, algebra” were taught.

Apart from maths lessons, some classes participated in the 'Maths Olympiad' global competition in April. I only heard about it and saw some "documentation" on FB. The classes I saw were 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

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

Year 2, English as a first language.

The learning objective was to identify nouns and adjectives. They read/watched What If and used a picture to spot nouns. The students all had lists of adjectives, and phonetic charts.

Depending on when a student is enrolled in the school and his/her level of English he/she will be offered English as a second language. In year 9 a student had the luxury of a one-to-one class with individual feedback on a written assignment. The student was first asked to self evaluate their work and that was verified by the teacher. To make the assessment clear there was a checklist to follow. In English as a first language in year 9, the class went through the same.

Again, I found all classes structured, varied, and of a high quality.

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

I did not attend any history classes.

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. 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. In fact, the school is making it a point to reach out even more to the local community by being visible, making contact and participating in activities. 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 so-called 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.

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 and during certain parts of sexual guidance classes.

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 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

1 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?

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
N.L. Thygesens Fondnk	Tulstrupvej 9, 7430 Ikast	41000,00

ISIB Ejendomsselskab A/Snk	Fredskovvej 5, 7330 Brande	1048922,00
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21.2 Angiv den samlede størrelse af alle donationer i kr. eksklusive moms.

1091922,00 kr.

22. Tilsynets sammenfatning

Conclusion: I saw well prepared teachers 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.