

Tilsynserklæring for skoleåret 2023/2024 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
12-09-2023	5 (4. klasse i Danmark)	English	Humanistiske fag	Linda Jensen
12-09-2023	7 (6. klasse i Danmark)	German	Humanistiske fag	Linda Jensen
12-09-2023	7 (6. klasse i Danmark)	Spanish	Humanistiske fag	Linda Jensen
12-09-2023	2 (1. klasse i Danmark)	Danish culture	Humanistiske fag	Linda Jensen
12-09-2023	5 (4. klasse i Danmark)	Steam (mixed subjectj	Naturfag	Linda Jensen
23-02-2024	8 (7. klasse i Danmark)	Danish for ethnic Danes	Humanistiske fag	Linda Jensen
23-02-2024	9 (8. klasse i Danmark)	Science	Naturfag	Linda Jensen
23-02-2024	Year 2 (1. klasse)	Mathematics	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 upon which to base my report.

Prior to carrying out my observations I met with the school deputy, Kevin Brown, Ana Nunes

Deputy Head of School, and Niall Connell - M.Ed. Deputy Head of School and Head of Pastoral, who willingly answered my questions.

International School Ikast-Brande (ISIB) is an authorised Cambridge School which focusses on progressive skills around which realistic topics are incorporated. All exams, apart from Danish, 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. In addition, there is a bio-diversity trail and a fully renewed playground area with an outdoor classroom, a hill slide, a Danish map climbing wall, a Viking-inspired see-saw and many other features.

My report is based on the conversations I had with staff and students, my observation of classes, the school's official website and 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

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

Regarding humanistics:

Apart from Danish and English (described elsewhere) lessons I also observed, a Year 7 German class.

The first activity was to ask each other questions and to answer them. Afterwards, other basic topics such as food, countries, cities, numbers etc. were repeated.

The grammar topic during my observation was the verb "have" in German. A learning platform which uses English as the instructional language was used to go through the theory. A task for the students was combining pronouns with the correct conjunction. Only half of the class were doing German. The other group (4 students) were doing a Spanish lesson. This class went through basic and relevant (for children) verbs and conjugated them in present, past and future.

Both teachers did a tremendous job but it was clearly difficult for the students.

All language class rooms are equipped with language related stimuli on the walls.

Finally, I visited some primary classes that were working with creativity (the description can be found under the scientific faculty). However, the students had to demonstrate their creative skills by choosing something to replicate in playdough.

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

All primary years have a mixed subject called STEAM (science, technology, engineering, art, mathematics) where the students's creative, technological skills are being challenged and enhanced. During my visit , the class were given instructions and the framework to create any object/ animal/ person using playdough and straws. Another class had to design and make a table out of paper and glue.

Science year 9 (8. klasse). The learning object was osmosis in plants. The teacher recaptured the knowledge and made sure that the subject specific terms such as transpiration, flaccid, xylem pathways turgid, and turgor pressure were understood. I only stayed there shortly, but know previous visits to the class that the students subsequently were to make their own experiements.

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 a lesson in year 5 in which students were creating play dough figures of their own choice that had to meet some given criteria. This is both a creative and playful activity where all students took part with enthusiasm without realizing that they were learning about measurements, and angles at the same time.

However, I also observed an assembly for the whole school where 2 classed were presenting their opinions and findings regarding net-dating and behaviour. Class 4 sang out their message to the rest of the school.

Year 10 had PE but 7 students were missing so the teacher changed his game plan and made them do warm ups followed by throwing exercises. End of the lesson they played floor hockey. The class only have 1 lesson per week so they have limited time and the teacher focuses on recapturing details/weak skills that need practising. Exam students have 3 lessons of which one of them is theory.

7. Står elevernes standpunkt i dansk mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

7.1 Uddybning

Regarding the level of Danish:

In international schools all Danish teachers are under high pressure because they only have 4 lessons per week to cover the same curriculum that state schools which have more.

I observed a Year 9 (where the topic was fairytales. Prior to my visit the class had learned the characteristics of fairytales. During my visit the object was to rewrite a fairytale into a news article.

They worked in groups of three where special needs were considered.

8. Står elevernes standpunkt i matematik mål med, hvad der almindeligvis kræves i folkeskolen?

Ja

8.1 Uddybning

Maths:

I observed year 2 (1. Klasse) where the learning objective was halves and quarters. The first activity was counting to 30 with even numbers. Next activity was an online activity with a sandwich being divided in different ways. This was followed by an exercise where the students were told to take turns in writing some given numbers with halves and quarters on a line from 1-10.

A new activity with halves was introduced. The teacher introduced the task, and the students had to continue in their books on their own. This proved to be difficult, but with help from the teacher they all managed to solve the task.

Shapes were the learning object in year 4 (3. klasse). On the board the instructions to the first task was shown. The task was to draw shapes with different number of sides with one or two properties regarding angles and sides. The students had to make an experiment to find out which shapes are impossible to make.

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

Ja

9.1 Uddybning

English is the instruction language of the school, so it is taught like Danish.

I observed a lesson in Year 5 which started with count down scrabble which entailed students finding as many words as possible in a set time. The next activity was about embedded clauses. The teacher wrote a sentence that included an embedded clause. The students were asked to change the clause in order to change the character. The next step was for the students to rewrite Snow White by giving her a different personality. The teacher assessed the stories and finally the students had to assess whether or not they understood the concept of "embedded sentences".

The classroom displays books, games, posters, and others objects to facilitate the learning process.

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 observe history this year, but have seen it formerly. There is an exam within the Cambridge Programme where the results are good.

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

Ja

11.1 Uddybning

In conclusion, I found all lessons structured and of a high quality. I have only witnessed qualified and enthusiastic teacher who seem to follow a similar structure, but naturally the personalities of the teachers vary as they do in real life. This school offers relevant materials being a mix of online, books, posters and prompts to enhance learning. Although the programme is very academic, play and creativity is added.

It is 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

Freedom, democracy, and human rights:

The school delivers a subject called Danish Culture. Prior to my visit, the Year 2 class had worked with Andreas Mogensen, a famous Danish astronaut. During my visit though, a new topic was being introduced - “dansk foreningsliv” (Danish sports clubs). The lesson was about a video of a girl aiming to obtain the black belt (from the website DGI). Subsequently, each student had to draw their a picture of a sport they liked and they eventually all went for a run. Thus the students both learn about Danish club culture being part of Danish society as well as performing it.

ISIB teaches Global Perspectives to students from Year 1 to Year 10 where the students learn about global issues and foreign affairs, covering human rights, children’s rights, democracy, employment, law & criminality and many local and international contrasts. Students research, debate, collaborate and present.

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:

- what 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

Democracy: See above description

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 description

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

Equality between the sexes: 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 have previously met with them when they assured me that they represented the class and voiced any problems. The students are now learning about the United Nations 17 Sustainable Development goals. So every event that the students organise represent a goal, which in turn shows that they are making a difference to the world.

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. Furthermore, the school has employed a sen-coordinator (special education needs) who coordinates contact between teachers, parents, external authorities (special education needs). When teachers refer concern of a student the Coordinator will go into the student's classes and observe to note evidence of the concern and is then able to suggest strategies to support the student.

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
Ege Fondennk	Industrivej Nord 25, 7400 Herning	100000,00
NLT Fondennk	Tulstrupvej 9, 7430 Ikast	182580,00
Nordea Fondennk	Heerings Gaard, Overgaden neden Vandet	700000,00

	11, 1414 København K	
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21.2 Angiv den samlede størrelse af alle donationer i kr. eksklusive moms.

996580,00 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.