

Tilsynserklæring for skoleåret 2024/2025 for International School of Hellerup:

1. Skolens navn og skolekode

Skolekode: 101621	Skolens navn: International School of Hellerup
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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
18-03-2025	0. klasse	Engelsk	Humanistiske fag	Simon Mose Kjær
18-03-2025	3. klasse	Geografi	Naturfag	Simon Mose Kjær
18-03-2025	1. klasse	Dansk	Humanistiske fag	Simon Mose Kjær
18-03-2025	2. klasse	Musik	Praktiske/musiske fag	Simon Mose Kjær
18-03-2025	4. klasse	Dansk	Humanistiske fag	Simon Mose Kjær
18-03-2025	7. klasse	Engelsk	Humanistiske fag	Simon Mose Kjær
18-03-2025	6. klasse	Matematik	Naturfag	Simon Mose Kjær
18-03-2025	7. klasse	naturfag	Naturfag	Simon Mose Kjær

2.1 Beskrivelse af tilsynsbesøg

As supervisor of the International School of Hellerup, 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 pupils with special needs.

I have visited the school only once during the academic year, in March, due to my late nomination, as the school had another supervisor, who could unfortunately not continue with the supervision task. During my visit, 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 an extended and thorough inspection of the school's website.

The visit has given me a solid foundation upon which to base my report. International School of Hellerup (ISH) 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 can confirm that the school has been authorised to teach in English, which is the case for all subjects, except for language lessons, which are primarily taught in the language, which the pupils are to learn. The language of instruction is however English where appropriate.

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 undervisningsmateriale faglige og pædagogiske kvalitet.

4.1 Uddybning

Regarding humanities: I have observed English 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 and maths, 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 three classes, where pupils were 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 food and drink, the letters æ, ø and å and vocabulary for clothes and various leisure time activities, the other pupils were working on their family tree and the titles of

more distant family members as aunt, uncle, cousin, nephew and niece. The key points of the lessons were understanding messages and producing appropriate language to convey answers, using the new vocabulary. Based on my observations, a conversation with some of the students and teachers, I can confirm that the level of Danish as a secondary language 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 one class, where the pupils were divided into working pairs, finding surface area and volume for various different shapes as rectangular prism, triangular prism, pentagonal prism and hexagonal prism. There was a somewhat large span of pupils' levels, but the teachers managed to help all the pupils, both the stronger and somewhat weaker pupils. The material was illustrative, clear and relevant.

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

Ja

9.1 Uddybning

In both of the English lessons, I observed the pupils analysing and discussing *The Giver* by Lois Lowry. They were keen on the task and there were many good discussions on the author's usage of language and the emotionless, controlling society, where the main characters are trying to find their proper places. 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 Hellerup 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 conclusion, it is clear that ISH is a well-functioning school, and that what the school is 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 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 ISH'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 solutions
- 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 in 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.

13. Udvikler og styrker skolen elevernes demokratiske dannelse?

Ja

13.1 Uddybning

See above.

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 for PE.

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 Pupil Councils, which meet 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

The school safeguarding procedure is described in the school's children safeguard policy.

20 Sikrer skolen, at de ansatte ved, at den skærpede underretningspligt er personlig?

Ja

20.1 Uddybning

Yes, it is described in the school's children safeguard policy.

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

During my visit at the International School of Hellerup, 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. I hereby confirm that International School of Hellerup measures up to the standard of the Danish state schools.