



International School of Billund certification submission

Name of the school

International School of Billund

Is your school/organisation internationally orientated? (does it look to incorporate a global perspective into everyday school life?)

Yes

Please describe (min. 350 characters, max. 800 characters).

As an IB World School, we are committed to an international curriculum. This means that students are exposed to topics from all over the world and consider how people might be affected by local conditions. The student body comprises approximately 30 different nationalities. The school recruits internationally and the staffing is subsequently varied and from many different countries all over the world.

Does your school/organisation participate in international projects? (international cooperation with other schools or between students, EU projects, pen pals, exchange students etc.)

Yes

Please describe (min. 350 characters, max. 800 characters).

The oldest students go on a field trip to South Africa/ Zambia in which students engage with local communities to carry out educational support on behalf of Lego Foundation. Additionally, we have many visitors from other organisations involved in education to see Pedagogy of Play in action and collaborate with Harvard University to conduct research into Play.

Does your school/organisation have an internationalisation strategy?

No

Is your school/organisation making an effort to influence behaviors related to sustainable consumption? (ex. CO2 reduction, recycling, limit printing, save on electricity and heating)

Yes

Please describe (min. 350 characters, max. 800 characters).

In terms of food, the students are provided with meals and snacks from the school every day. We encourage students to take no more from the buffet than they can eat. Additionally, whatever leftover food is gathered in special bins and sent to a bio-plant where it is converted into energy (as per the municipal system). The school has, at the behest of the Student Council, introduced Meatless Monday to encourage students to eat less meat.

Is your school/organisation making environmentally friendly improvements when renovating and expanding? (ex. renewable energy, solar panels etc.)

Yes

Please describe (min. 350 characters, max. 800 characters).

The school reuses materials such as lamps and furniture from other departments, it has installed solar panels and cover approximately 15% of electricity in this way. The school has recently installed chargers in the car park for electric cars. In terms of outdoor space, effort is made to restore natural environments such as the pond where wildflowers now grow for the benefit of insects.

Does your school/organisation in other ways encourage to take responsibility for the environment?

(ex. green infrastructure, eco labels, ecological focus, school projects etc.)

Yes

Please describe (min. 350 characters, max. 800 characters).

When outdoor areas are redone, the grounds staff make sure to plant trees and plants that they take out. The school encourages parents not to drive local students to school but to bike instead - this is made easier by the good municipal cycling path system. The school has vegetable gardens and a pet rabbits. Students are encouraged to engage with both and care for them.

Does your school/organisation provide free access to your facilities and resources to the wider community?

Yes

Please describe (min. 350 characters, max. 800 characters):

Facilities such as the gymnasium and the common rooms are available for public use against a small fee to cover the cleaning. This is used by some sports clubs. Parents and teachers may use some of the facilities for social and sports clubs. There are occasionally visiting professionals from other parts of the world who may take part in a workshop here.

Does your school/organisation in any kind promote volunteering?

Yes

Please describe (min. 350 characters, max. 800 characters).

Students in Middle Years are, as part of the IB programme, expected to carry out approximately 20 hours of community service a year and are encouraged to do more than that if they can. This includes helping out with local events and raising money for charities through their own action. The students are supported in this by the parents and the school's Service as Action Coordinator.

Does your school/organisation prioritise community engagement?

Yes

Please describe (min. 350 characters, max. 800 characters).

The school is increasingly involving parents for events such as UN Day. This means that parents are encouraged to take an active part in promoting their own countries. Parents are also encouraged to contribute to lessons when they have expertise to share to, for example, the Passion Days. There are also parents who run clubs at the school such as Dancing and Journalism.

Does your school/organisation give lessons in sex and relationships education?

Yes

Please describe (min. 350 characters, max. 800 characters).

The students (11 - 16 year olds) all have a themed week as per the Danish 'Uge 6'. In this week, students learn only about issues related to sex and relationships. Additionally, they also learn about the body in their PE theory lessons and in Science. In P5, students look at how the onset of adolescence brings about physical, emotional and mental changes.

Does your school/organisation have an active strategy for prevention and intervention of drug use and alcohol and tobacco consumption?

No

Is your school/organisation actively promoting a healthier lifestyle? (ex. nutritional food and drink, physical- and outdoor activities etc.)

Yes

Please describe (min. 350 characters, max. 800 characters).

The school provides healthy snacks and lunches for students and teachers who model good eating behaviour. Individual teachers facilitate exercise opportunities for others such as Jogging, Spinning, Yoga and Zumba. Staff may borrow the Gymnasium for their own use.

The school participates in 'Skolernes Motionsdag' and has invested heavily in sports and playground facilities (outdoor track, gym, basketball, parkour, trampolines, climbing frames, monkey bars, bonfire pits etc). Students regularly inquire into issues related to health and wellbeing. Topics include A Balanced Lifestyle and the Bodysystems.

Does your school/organisation make efforts to ensure equality for all in your institution - regardless of gender, sexuality, disabilities, ethnicity, belief system (incl. religion, political orientation)?

Yes

Please describe (min. 350 characters, max. 800 characters).

The school has an Inclusion Policy which states that: We intend that all students will participate as fully as possible in the International Baccalaureate's Primary (PYP) and Middle Years (MYP) Programmes. The PYP and MYP are inclusive, holistic programmes designed to meet the needs of all learners. Students with educational needs will be supported to the fullest extent possible so that all can experience consistent success.

This is supported by a number of specialist staff to support a variety of students' needs.

The admissions process does not discriminate on grounds of gender, sexuality, religion and ethnicity. Students with disabilities are admitted in as far as the school deems itself able to cater to the physical and mental needs of the applicant.

Does your school/organisation have accessibility for people with physical and/or mental needs?

Yes

Please describe (min. 350 characters, max. 800 characters).

In terms of educational access, we have a Specific Learning Differences department to support students in their learning. Students may be extracted from class for small group support or may have support in class. A few students with emotional needs, have support tutors helping them.

All students areas are accessible for people with limited mobility. The buildings are fairly new and all areas are on the ground floor. Also, care has been taken to make door ways wide and with only few steps up and down.

Does your school/organisation actively take a stand against bullying?

Yes

Please describe (min. 350 characters, max. 800 characters).

ISB has an anti-bullying policy in which it states

At ISB we aim:

to provide a caring, friendly and safe environment for all our students, so that they can learn in a positive and secure atmosphere.

to make sure that all our students are treated fairly, with respect and dignity.

to create a trusting environment for all our students to tell a member of staff if they experience and/or witness any bullying inside or outside school.

Does your school/organisation have a youth council/student board?

Yes

Please describe (min. 350 characters, max. 800 characters).

The ISB Student Council comprises two students from each class, elected by their peers. The Student Council is supported by an appointed teacher and meets twice a month. They are responsible for bringing suggestions and questions from the student body to school leadership and to discuss issues in school. Their accomplishments include the introduction of Meatfree Monday.

Does your school/organisation have a policy that ensures student/youth/staff participation in decision making processes?

No

Does everyone at the school/in the organisation have the right to express their opinion? (e.g. does the school provide a platform for dialogue, have an active debate culture, offer discussions, have an open forum etc?)

Yes

Please describe (min. 350 characters, max. 800 characters).

While there is no stated policy as such, the school is an IB World School. This requires a commitment to collaboration between all stakeholders and scrutinizes the decision making process. The school has surveyed parents and staff in a satisfaction survey and published the results. According to the IB all stakeholders in a school must have a voice -thus, voice, choice and ownership are implicit.

How did your organization address Goal 1? (min 350, max 800 characters)

The school addresses the goals in the curriculum and through extra curricular activities such as Assemblies and MUN.

In M5, students visit students in a deprived area (of Africa) and help out in community projects.

Also, in the curriculum, students are given opportunities to work with topics related to Poverty and how to overcome it.

This includes units on the human crisis in Africa, changes in the world population. Students study the unfairness of Poverty in novels such as Of Mice and Men and learn how people are affected by Poverty and how they come to be poor through natural disasters.

Outside of the formal curriculum, students work with the topic in assemblies and through their Action work in which they can choose to raise money for a charity of their own choice.

How did your organization address Goal 3? (min 350, max 800 characters)

The school employs two well-being specialists to coordinate the pastoral care of students. The teachers make curriculum opportunities that make students reflect on tough topics such as loss, bullying, growing up and being young.

Additionally, there is curriculum content across all year levels that includes topics such as Body Systems and the chemistry of food etc.

The school provides a healthy lunch for all students and students and teachers eat together so that students learn good eating habits.

Sports Day is a big event and students are encouraged to participate in other sports events. The school makes an effort to provide comfortable work spaces for everyone and students are given time in between lessons to rest.

The school's outside spaces are built to encourage movement.

How did your organization address Goal 4? (min 350, max 800 characters)

The school provide professional development opportunities for teachers so that they remain skilled and competent. Also, teachers have time available for internal research projects on Playful Learning.

In the curriculum, teachers bring up these issues - particularly during the 'Leaders' unit when the focus is on Malala and the importance of education to her life. This also brings up the issue of inequality of education around the world.

The school allocates time and resources for research and development into Play as a form of education. The research is used academically to inform work that is undertaken at universities around the world. ISB, in this way, works as a model for educational practice.

How did your organization address Goal 5? (min 350, max 800 characters)

The school tries to ensure that students have differentiated opportunities to succeed academically and socially regardless of their race, gender, nationality or life circumstances.

Additionally, students study topics such as Scientist; why so many men? Why is there a gender bias among leaders? Some students increase their awareness of the topic by identifying gender neutral materials in the classroom.

The school promotes books with strong females and make them aware that in some countries boys and girls are not treated the same. Older students study gender identity in several units of work.

How did your organization address Goal 7? (min 350, max 800 characters)

In terms of own practice, the school has invested in solar panels and supplies 15% of its own electricity in this way. School participates in First Lego League (FLL) which often addresses issues related to the environment and sustainability.

In terms of curriculum content, unit work across the school often address current energy related problematics. Students across the year groups learn more technical aspects of Energy – how it is made and consumed. This also consider the pros and cons of different sources of energy.

How did your organization address Goal 9? (min 350, max 800 characters)

Students make visits to neighboring companies including Siemens and Lego. There are curriculum opportunities in both Primary and Middle years for students to study Systems and Services. In Middle Years, students study Cities and this links in with the work that many students do with Billund Builds (a community project in collaboration with University College Lillebælt).

Through students' participation in First Lego League, do students work with the concepts of building systems of infrastructure to solve problems in society.

How did your organization address Goal 10? (min 350, max 800 characters)

Curriculum opportunities where students are required to research on the developing world and different political and economic models, students are often made aware that Denmark is an exception when it comes to equality and that the developing world is still struggles greatly with inequality. Through work researching Leaders, students also consider the inequality of different places around the world (Malala, for example).

How did your organization address Goal 11? (min 350, max 800 characters)

In Middle Years, students study Cities and this links in with the work that many students do with Billund Builds (a community project in collaboration with University College Lillebælt).

Through students' participation in First Lego League, students work with the concepts of building systems of infrastructure to solve problems in society. Students study Cities in both Primary and Middle Years. Younger students engage in the Billund Planting project.

How did your organization address Goal 13? (min 350, max 800 characters)

Through project work both in Primary and Middle Years, students are supported to undertake action. This includes the Primary Exhibition and, later, the Middle Years Personal Project in which students research a topical issue and work to create awareness.

There are curriculum opportunities to discuss the changing world, extreme weather and any climate news that come up.

Student make assembly presentations about the Sustainable Development Goals in which they create awareness and make recommendations for others.

How did your organization address Goal 16? (min 350, max 800 characters)

ISB has a Grievance policy in which it states:

ISB handles disciplinary matters in a way that protects both an individual's rights and those of the ISB community. ISB strives to ensure a peaceful, safe and just environment that emphasizes the benefits of such attributes in our daily life.

In order to maintain peace between all stakeholders, the school also has policies for Anti-bullying and Inclusion. It also has codes of Conduct for staff and parents so that everyone knows what is expected of them.

How did your organization address Goal 17? (min 350, max 800 characters)

ISB supports the Lego Foundation to develop play based educational practices. The Lego Foundation disseminates this information through charitable work around the world. ISB is, in turn, also supported by the Lego Foundation which provides leadership and governance for the school. Through its connections with Harvard University, ISB also maintains connections with other play based schools around the world.

Assessment Disclaimer

- I hereby confirm that the information provided is true and accurate and I agree that it will be made public in the form of a report. The Nearest Contact Point may verify the information by the most appropriate means (such as visit or phone calls).

