



Inspection Report for WISC 2020

Statement from the Inspector of Waldorf International School Copenhagen (WISC),
Nylandsvej 70-74, 2000 Frederiksberg, Denmark.

School Code 281242

Certified Inspector for Private and Free Schools with Danish and English as teaching
languages

ANNELISE DAHLBÆK,

Consultant, MA (Ed) in Educational Theory and Curriculum Studies: Music Education and MA
(Ed) in Educational Studies

annelise@dahlbaek.dk

Phone: +45 61 33 83 09.

I have been the Inspector at WISC since 2019.

The teaching and communication at Waldorf International School Copenhagen (WISC) is
primarily in English – naturally, the teaching in the subject Danish, is mainly in Danish and
the pupils are also doing subjects as crafts, sports, movement etc. together with the Danish
classes.

It is the first school year for Waldorf International School Copenhagen (WISC), hence the
school started out with one combined class with 11 students of 6 different nationalities.
There is an increase in the number of pupils and next school year there will be two combined
classes 0-1 and 2-3 with approximately 29 pupils.

Conclusion of the school inspection

The main conclusion: The teaching which is prepared and carried out at WISC measures up
in every way to the normal requirements of the Danish State School.

The inspection with observation and dialogue with students, teachers and management has
been a very positive experience.

Byens Steinerskole / Waldorf International School Copenhagen

Nylandsvej 70-74, 2000 Frederiksberg C

info@byenssteinerskole.dk +45 71 96 70 52

www.byenssteinerskole.dk



Generally I have been met with kindness and an open minded principal, administration and teachers. Furthermore, it has been a positive experience, that the pupils have shown interest and curiosity in regards to my presence and my interest in their activities.

There is easy access to information about WISC, with thorough and informative documents on their website. The various initiatives and thereby interest in expressing key values, developing competencies in teaching and focus areas that comply with the Waldorf pedagogy and philosophy, witnesses academic professionalism as well as engagement in the whole pedagogy throughout the establishment phase of the school.

It is very positive to notice, that the school is engaged in a mutual responsibility in society both in the International and in the Danish department, as well as by aiming to become a Children's Rights School. Furthermore, the document "Step by step" shows the schools view on children with values like: curiosity, enthusiasm, quality, dualism, duties, mastering, self employment, courage, restraint, harmony and self reflection.

One of the visits in the classes made it possible to have formal and informal conversations with the pupils, as well as short conversations with the teachers. The pupils appear happy and engaged in most of the subjects. The observation has shown, that the teachers engagement, initiatives and professional resources have a positive impact on the pupils motivation and learning.

It is recommended, that the teachers get support in using various involvement techniques, in order to engage more pupils in class. Teaching that primarily involves questions asked by a teacher can under some circumstances be good, but when a question is asked and one pupil is asked to answer, it is often seen, that many of the other pupils lose interest and concentration.

It is positive to notice, that the materials and methods used in teaching are relevant and open up for dialogue and reflection. It is particularly positive that teaching stimulates both the head, senses, body and heart.

It is impressive to see how the school handled home schooling and the gradual reopening of the school during the Corona crisis. In connection to this it is unmistakable, that the philosophy based on Waldorf pedagogy has been visible in organizing the pupils teaching processes.



Teaching within the three disciplines

Teaching within the humanities is equivalent to requirements of the Danish state school.

Teaching within science disciplines is equivalent to the requirements of the Danish state school.

Teaching within the musical disciplines is equivalent to requirements of the Danish state school.