



Inspection Report for WISC 2021

Statement from the Inspector of Waldorf International School Copenhagen (WISC), Otto Bussevej 47, 2450 København SV, Denmark.

School Code 281242

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

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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 such as crafts, sports, movement etc. together with the Danish classes.

Conclusion of the school inspection

The inspection with observation and dialogue with students, teachers and management, has been a very positive experience, even though the situation with COVID has reduced visits and observations.

Generally I have been met with kindness and an open minded principal, administration and teachers. Likewise, it has been a positive experience. The pupils have shown interest and curiosity in regards to my presence and my interest in their activities, and that teachers in some situations have wanted a follow-up interview about my observations.

I consider this as a good and inspiring opening to a dialogue about teaching practices in order to further qualify and develop. It is particularly remarkable that both teachers and management have a clear interest in sparring and development.

There is still good and easy access to information about WISC, with thorough and informative documents on their website. It is also positive to gain insight into the specific annual plans, which in many cases show both content, goals and learning processes.

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It is very positive that the school assumes a shared social responsibility as the school, in the current school year, is certified as a Children's Rights School. Likewise, the document "Step by step" testifies to a view of children that shows how the school has the child at heart through values such as: curiosity, drive, wholeness quality, dualism, duty, mastery, independence, courage, restraint, harmony and self-insight.

It is recommended that the teachers continue to 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 therefore also recommended that teachers use various involvement techniques as a pedagogical principle rather than something that is done sometimes. It is assessed, however, that the turbulent setting for the school this school year must necessarily have had an influence on the framing of the teaching materials etc.

It is impressive to see how the school handled teaching and the gradual opening of schools during the COVID crisis. Also in connection to this it is unmistakable, that the philosophy based on Waldorf pedagogy has been actively visible in organising the pupils' learning processes.