



BOGAERTS
INTERNATIONAL SCHOOL

One school - Two campuses
Since 1969

**Honouring legacy, nurturing
with care, & creating
partnerships for impactful
education beyond school**



North Campus Early Years Brochure

www.bischool.com



Global
Safeguarding
Collaborative
Learn. Lead. Care. Connect.

*Honouring legacy, nurturing with care,
& creating partnerships
for impactful education beyond school.*

Mission

Our mission is to combine passionate, technologically innovative, student-centered approaches to teaching and learning with shared community values to foster a love of inquiry and therefore, a dedication to positive action around the world.

Vision

Our vision is to develop students who can apply knowledge, skills and principles to contribute to the global community.

Thus, Bogaerts International School curriculum focuses on the individual learner and seeks to foster both personal and academic growth through relevant and forward-thinking learning experiences..



Key words to understand the BIS North Campus Spirit

We believe we can be a good fit
for families that value:



INTEGRITY

We model the behaviours and practices we expect our parents and students to display.

We believe in transparency before accountability.



RESPECT

Our multicultural community celebrates diversity.

We see strength rather than differences. This is what makes us unique.



INNOVATION

We embrace novel pedagogies that seek to transform teachers, students and families. Where other see challenges, we see opportunity.



FAMILY & COMMUNITY

We value our students' and parents' input. We value their contributions and their involvement. We want them to be a part of our ethos.



COLLABORATION & PARTNERSHIPS

We strive to uphold the partnerships we establish with parents, organisations, and schools. We are committed to contributing to our local community.

The Core of our Curriculum

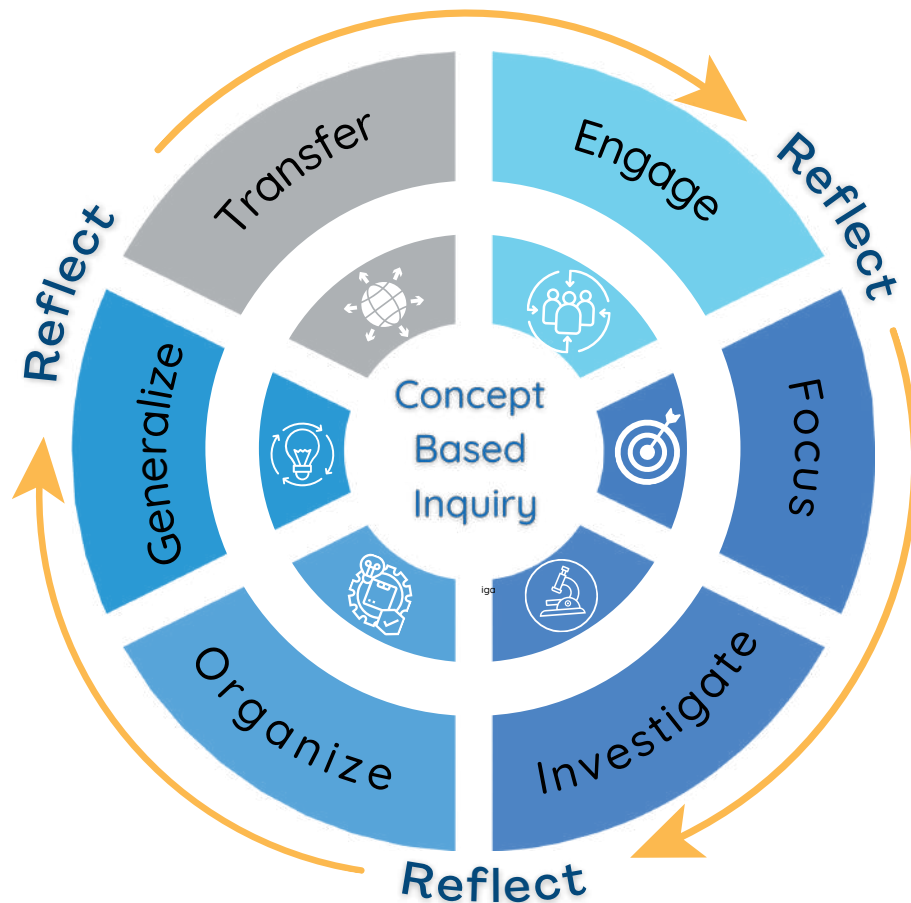


Our curriculum framework, drawing from the profound ideas of Paulo Freire and Maxine Greene, seeks to produce not just learners but active participants in the world. By focusing on people, planet, challenges, prosperity, leadership, and advocacy, we aim to foster a generation of reflective individuals who are equipped to think critically, act ethically, and contribute meaningfully to society.

Joining Bogaerts International School entails making an investment in an education that places a high value on our students' holistic development, preparing them to take advantage of future opportunities and build a more equitable, sustainable, and prosperous world for all.



What is a Concept-Based Inquiry Education?



We believe that education should empower students to thrive in an unpredictable world. Concept-based learning equips them with the skills to navigate the ever-growing body of information, adapt to changing circumstances, and approach problems with innovative solutions. Inquiry and concept-based education foster a mindset that is inquisitive, flexible, and ready for the uncertainties of the future.

Our school embraces concept-based inquiry (CBI) learning because we are dedicated to preparing our students for a dynamic and interconnected world. By nurturing their ability to think deeply, understand broadly, and apply their knowledge creatively, we are helping them become adaptable, resilient, and empowered individuals ready to make a meaningful impact.

Why did we choose to be a Concept-Based Inquiry School?



We have chosen the concept-based inquiry model as the foundation for our early years education because we believe in the power of nurturing young minds to think deeply, explore broadly, and make meaningful connections. In these formative years, children are naturally curious, eager to ask questions, and driven to understand the world around them. Our inquiry-based approach taps into this innate curiosity, guiding students as they explore concepts and their relationships, helping them to not only grasp facts but also to see the bigger picture.

By focusing on concepts rather than isolated facts, we encourage students to discover patterns, identify connections, and construct meaning in collaboration with their classmates. This approach, combined with play-based learning, allows children to learn in a way that feels natural and engaging. Through hands-on exploration and guided inquiry, students are empowered to make sense of the world around them, sparking their creativity and fostering a deeper understanding of the relationships between ideas.

Why borrow inspiration from the Reggio-Emilia model?



Unlike traditional education models that often follow a predetermined curriculum, the Reggio Emilia approach views education as a journey, one that is guided by the interests, curiosity, and creativity of the children themselves. This philosophy is built on the belief that children are capable, competent individuals who possess a natural desire to explore, question, and understand the world around them.

What truly makes Reggio Emilia unique is its emphasis on the power of experiences. In our school, every moment is seen as an opportunity for exploration and growth. We design our learning spaces to be inviting and flexible, allowing children to engage with materials, ideas, and each other in ways that are meaningful to them. Our educators act as guides and co-learners rather than traditional instructors. They observe, listen, and respond to the children's interests, helping to facilitate projects and activities that stem from the children's own ideas. This responsive approach not only makes learning deeply engaging but also ensures that it is relevant to each child's unique developmental journey.

Multilingualism and a True Global Community

While English is the language of instruction at Bogaerts International School North Campus, our teaching and non-teaching staff speak at least two languages, and represent different cultural and national backgrounds.

We are an international school where the educators's background and perspectives enrich our journey. We believe in representation and diversity.



Our diversity is our strength



We are deeply committed to celebrating every student's unique culture, believing that diversity is not just something to be acknowledged, but something to be embraced and celebrated. Our motto, "Intentionally International, Diverse by Design," reflects our dedication to creating a learning environment where students from all backgrounds feel valued and understood. We intentionally harmonise values and beliefs, ensuring that each child's cultural identity is respected and integrated into the fabric of our school community.

We place great importance on welcoming representative habits and practices from different cultures, as we believe that exposing students to a wide range of perspectives broadens their vision of the world and fosters respect, empathy, and curiosity about the world around them.

We actively seek to engage parents in this cultural journey, recognising that they play a vital role in enriching our community. This collaboration not only strengthens the connection between home and school but also ensures that our students grow up with a well-rounded, inclusive worldview, ready to thrive in an increasingly interconnected world.

Positive Citizenship Values



We believe that education is not just about academic achievement but also about shaping students into positive and responsible citizens. From the earliest years, we are intentional in designing experiences that encourage reflection and help young learners recognise the age-appropriate changes they can embrace in their behavior and interactions with others. We see this as a crucial part of their development, as it lays the groundwork for values such as empathy, respect, and responsibility.

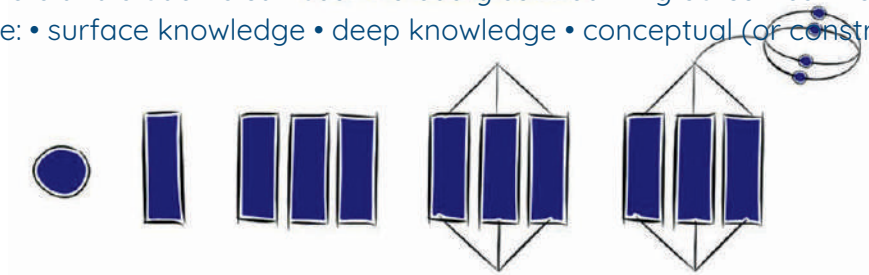
To support this, we create a learning environment where students are guided to develop habits and values that extend beyond the classroom. Whether it's learning to share, understanding the importance of kindness, or taking responsibility for their actions, these experiences are designed to be both meaningful and practical. We encourage students to practice these habits at home, reinforcing our partnership with parents and ensuring that the values nurtured at school become a part of their everyday lives.

Our Assessment Model



At the North Campus, our assessment model is based on the Structure of Observed Learning Outcomes (SOLO) taxonomy.

The SOLO model classifies students' learning outcomes from any activity, unit or classroom programme. Teachers and students can use it to easily sort learning outcomes into three levels of knowledge: • surface knowledge • deep knowledge • conceptual (or constructed) knowledge.



Access the video via this QR code or link to learn about SOLO.
<https://youtu.be/OvMew9Cu2AU>



Habits that we value in Early Years

Our early years program is designed to be a place where every child feels welcomed, valued, and empowered to be an active member of our school community. From the moment students step into our classrooms, they enter a nurturing environment that prioritises connection, collaboration, and a sense of belonging. We believe that when children feel part of a community, they are more confident, engaged, and open to exploring the world around them.

Central to our approach is the intentional creation of a learning atmosphere where strong relationships are built. We encourage students to develop deep bonds with their classmates through collaborative activities and shared experiences. These relationships are the foundation of a supportive learning community where children learn to communicate, empathise, and work together.

We invite you to take a look and witness what early mornings may look and feel like in the Early Years classrooms via this link / QR code.

<https://www.youtube.com/watch?v=qgjOR76BF-E>





Partnerships with our Parents

We believe that a strong partnership between parents and the school is essential for fostering each child's growth and success. We highly value parent involvement and intentionally create numerous opportunities for them to engage with our educators and become an active participant in their children's educational journey.

We regularly organise meetings and conferences where parents and teachers can come together to discuss students' learning, celebrate achievements, and identify areas where we can collaborate more effectively. These conversations are not just about sharing information—they are about building a shared vision for children's development. We recognise that students should always be at the centre of our discussions and that, by working together, we can ensure that children receive the support, encouragement, and guidance they need to thrive.

Our commitment to parent involvement reflects our belief that when schools and families work hand in hand, we create a more enriching and supportive environment for our students. We invite all parents to join us in this partnership, confident that our shared dedication to children's well-being and success will lead to extraordinary outcomes.

By fostering a strong connection between school and home, we aim to support parents in raising children who are not only academically capable but also compassionate and engaged members of their communities.

Family Engagement Network - FEN



Bogaerts International School recognises parents bring invaluable insights, diverse experiences, and unique talents that can greatly enrich our school. Parents' perspectives and contributions help us create an environment that is not only academically strong but also nurturing, inclusive, and reflective of the values we all hold dear. When parents and the school work together, we can provide the best possible support for our students, ensuring they thrive both in and outside of the classroom.

Our Family Engagement network (FEN) has made fantastic contributions through their participation in the International Day, and Family Fun Day. Our FEN takes the lead in exploring initiatives that can contribute to enriching our community. E.g. expanding our library or adding resources for our student leisure spaces.

The invitation to join the FEN is extended to any parent or carer that joins our school.



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