



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



North Campus Secondary Brochure

www.bischool.com



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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

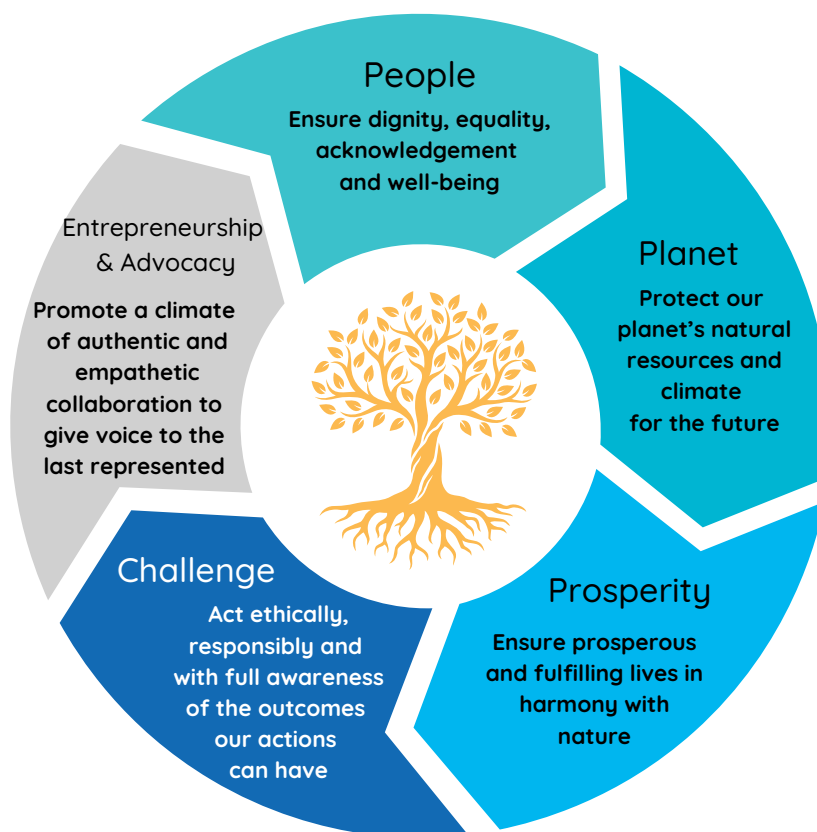
We value our students' and parents' input. We value their contributions and their involvement. We want them to be a part of our ethos.



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.

Choosing to become a part of the Bogaerts International School means investing in an education that prioritises the holistic development of our students—preparing them not just for the challenges of today, but to seize the opportunities of tomorrow, and to create a more just, sustainable, and prosperous world for all.



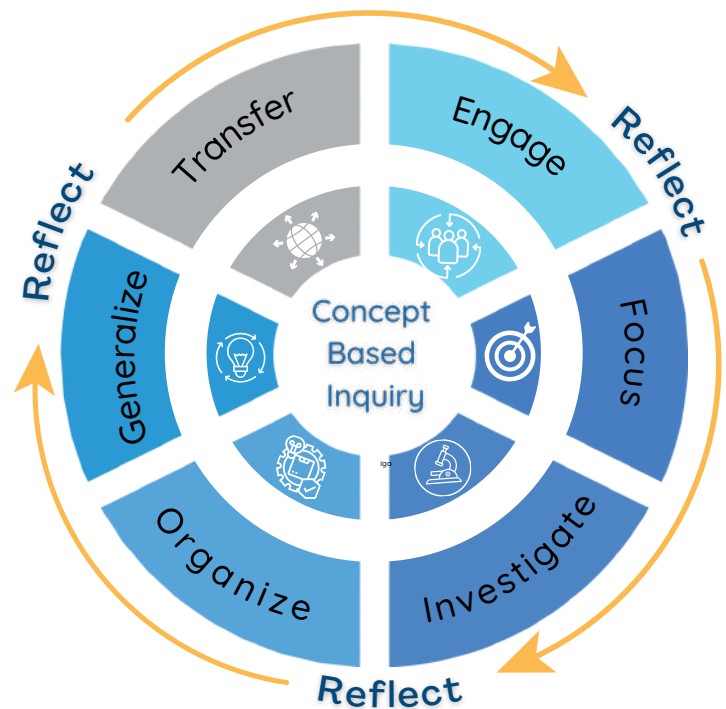
What is a Concept-Based Inquiry Education?

In today's rapidly changing world, it's essential that education goes beyond rote memorisation. Our **concept-based inquiry approach** focuses on the integration of content, skills, and conceptual understandings, not just isolated facts. This holistic method ensures that students develop a deeper, more meaningful understanding of their subjects.

Guiding questions are at the heart of our inquiry-based learning. These questions encourage students to **think critically** and to make connections between prior knowledge and new concepts. By exploring relevant examples, students can identify patterns, see relationships, and generalise their understanding. This process helps them understand why they are learning what they are learning, making their education more relevant and engaging.

Likewise, **reflection** is a key component of meaningful learning. It allows students to become aware of their abilities, fostering personal growth and a deeper understanding of their learning processes. In our concept-based inquiry approach, students are encouraged to reflect regularly on their learning experiences, helping them to internalise and apply their knowledge effectively.

Co-constructing understanding through **collaboration** is equally important. When students work together, they learn from each other's perspectives, challenge their own thinking, and build on each other's ideas. This collaborative process not only enhances their understanding but also prepares them for real-world situations where teamwork and communication are essential.



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



We define our community as a post-COVID learning organisation. We recognise that the pandemic has profoundly altered our perception of education and its purpose. It has illuminated the necessity for education to evolve, becoming more resilient, adaptable, and meaningful. This is why we chose to become a concept-based inquiry learning organisation.

We have chosen to adopt a concept-based inquiry approach for secondary education because we believe that simply memorising facts is no longer sufficient. The pandemic has underscored the need to rethink how we teach and learn, pushing us to adopt an educational model that prepares students for an ever-evolving world.

At our school, success is not solely based on exams. We believe that every learning experience, from classroom activities to projects and discussions, contributes to a student's growth and success. By making their thinking visible, students learn to articulate their ideas clearly and transfer their understanding to new contexts. This ability to apply knowledge in diverse situations is crucial for their future success.

Our commitment to concept-based inquiry education in secondary school stems from our belief that this approach empowers students to be ready for uncertainty and to become adaptable in a world where information grows every day. By fostering critical thinking, encouraging reflection, and promoting collaborative learning, we are preparing our students to navigate the complexities of the modern world with confidence and creativity.

At our school, we are dedicated to providing a dynamic and empowering education that equips students with the skills and mindset needed to thrive in an ever-changing global landscape. Inquiry and concept-based education are not just teaching methods; they are the foundation of a transformative learning journey that prepares our students to make a meaningful impact on the world.

Our commitment to student success



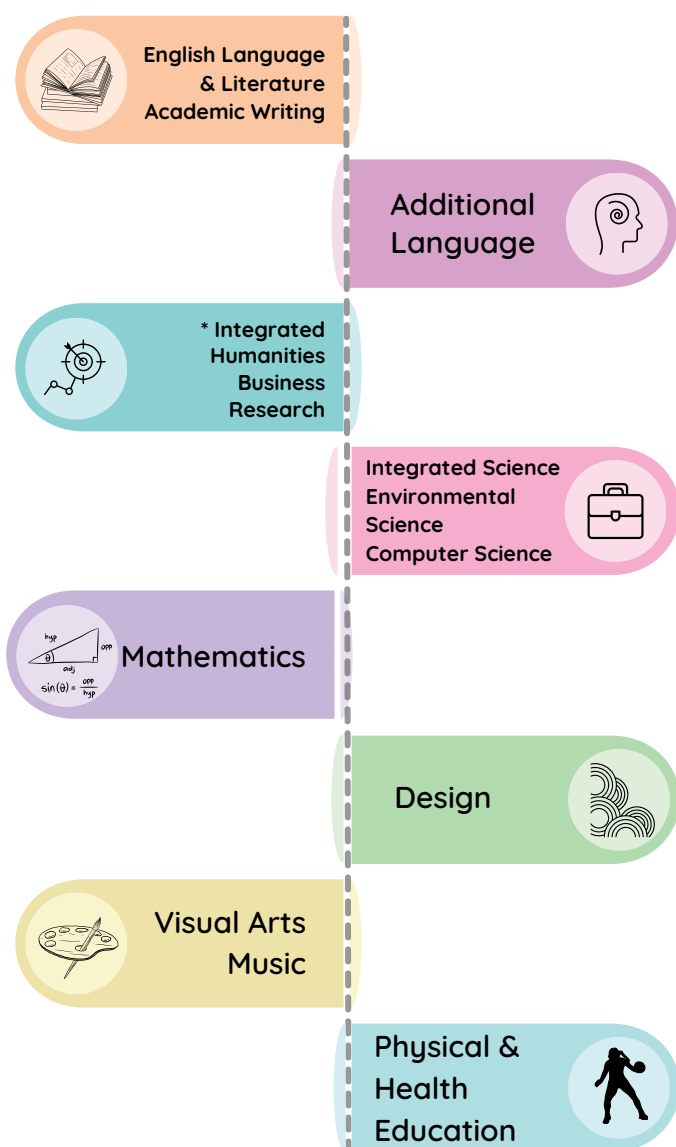
Bogaerts International School North Campus is committed to supporting students in every step of their learning journey. We believe in anticipating challenges, in a proactive attitude and in not leaving results to chance. For this reason, the following are features of our teaching and learning experience:

- Reduced groups
- Experienced teachers (our teaching staff includes IB workshop Leaders, Examiners and international consultants)
- Academic writing and research coaches
- Emotional support
- Mentorship
- Extended, additional support



Our Concept-Based Inquiry Curriculum

At the core of international education is the fact that learning is conducted with a global mindset, and not pursuing standards of the national curriculum of a given country. This approach fosters character growth and community-building such as civility, the ability to listen, respect for the ideas of others, embracing different perspectives, and recognising the forces that shape our present. Students in middle school and high school inquire into the following subjects.



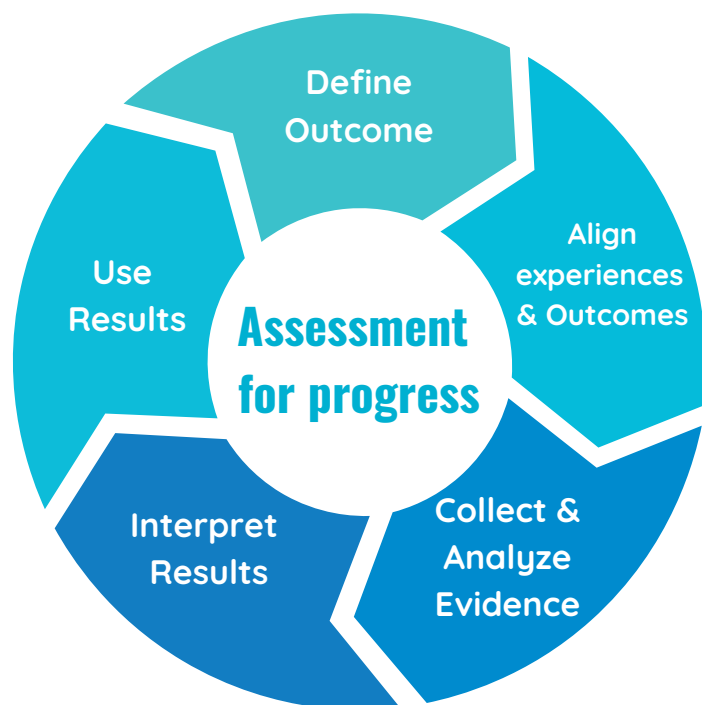
INTEGRATED SUBJECTS

* Integrated Humanities: The integrated humanities course helps students see the **unity and interconnectedness** of geography, history, art, sociology, anthropology, economics and philosophy. This course prioritises careful reading, thinking, listening, and speaking, and adds relevance to our Secondary curriculum by advocating for deep analysis of sources and exploration of bias in different narratives.

** Integrated Sciences: This course emphasises the **common base and relationships** of the sciences and stresses the importance of mathematics in sciences, as well as the development principles. Not separating biology from chemistry and physics allows students to develop a more complete understanding of science by connecting different scientific fields, and creating a more comprehensive picture of how the natural world works.



Our Assessment Model in Secondary



We have adopted an assessment mindset focused on progress to provide a more holistic and meaningful evaluation of student learning.

Assessment for progress is an approach that emphasises **continuous growth** and development rather than relying solely on traditional exams. In this model, every performance, project, and classroom activity contributes to gaining a comprehensive picture of what students are capable of doing with the knowledge and skills they acquire.





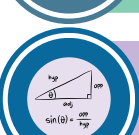



This approach allows us to monitor and support students' learning journeys in a more nuanced and personalised manner, ensuring that each student receives the feedback and guidance they need to thrive.

We believe in a criterion-referenced assessment (CRA) model that evaluates not just content knowledge, but also skills, dispositions, and the ability to transfer learning to new contexts. This comprehensive assessment framework helps us identify students' strengths and areas for improvement, providing valuable insights that guide our teaching strategies and support mechanisms. By moving beyond exams as the sole measure of success, we create an environment where students are encouraged to **engage** deeply with their learning, develop critical thinking and problem-solving skills, and build the confidence to **apply** their understanding in various situations. This progressive approach to assessment aligns with our commitment to nurturing well-rounded, adaptable, and resilient learners prepared for the challenges and opportunities of the future.

CRA allows evaluating (and grading) the learning of students against a set of pre-specified qualities or criteria, without reference to the achievement of others. The pre-specified qualities or criteria are what students have to do during assessment in order to demonstrate that they have achieved the learning outcomes. How well they do this is described at different levels - these are performance descriptors often presented in a rubric. Thus, CRA is assessment that has descriptors which are 'referenced' to a specific criterion or criteria.

Our Assessment Model in Secondary

Each subject possesses a set of four criteria that educators use to inform students beforehand about the performance they will carry out, the skills and understandings they will need to demonstrate, and the format in which their work has to be presented. The following table outlines the four criteria used in each subject group.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
 Language & Literature Academic Writing	Analysis	Organization	Text Production	Language use
 Additional Language	Listening	Reading	Speaking	Writing
 Integrated Humanities Business Research	Conceptual Understanding	Investigation	Communication	Critical Thinking
 Integrated Sciences	Conceptual understanding	Inquiry & design	Process & Evaluation	Impact of science in the real world
 Mathematics	Conceptual understanding	Investigation	Communication	Real world application
 Visual Arts Music	Conceptual Understanding	Skill development	Creative thinking	Response
 Design	Investigation and analysis	Idea development	Creation of an outcome	Evaluation of impact
 Physical & Health Education	Conceptual understanding	Planning performance	Performance and application of skills	Reflection on performance improvement

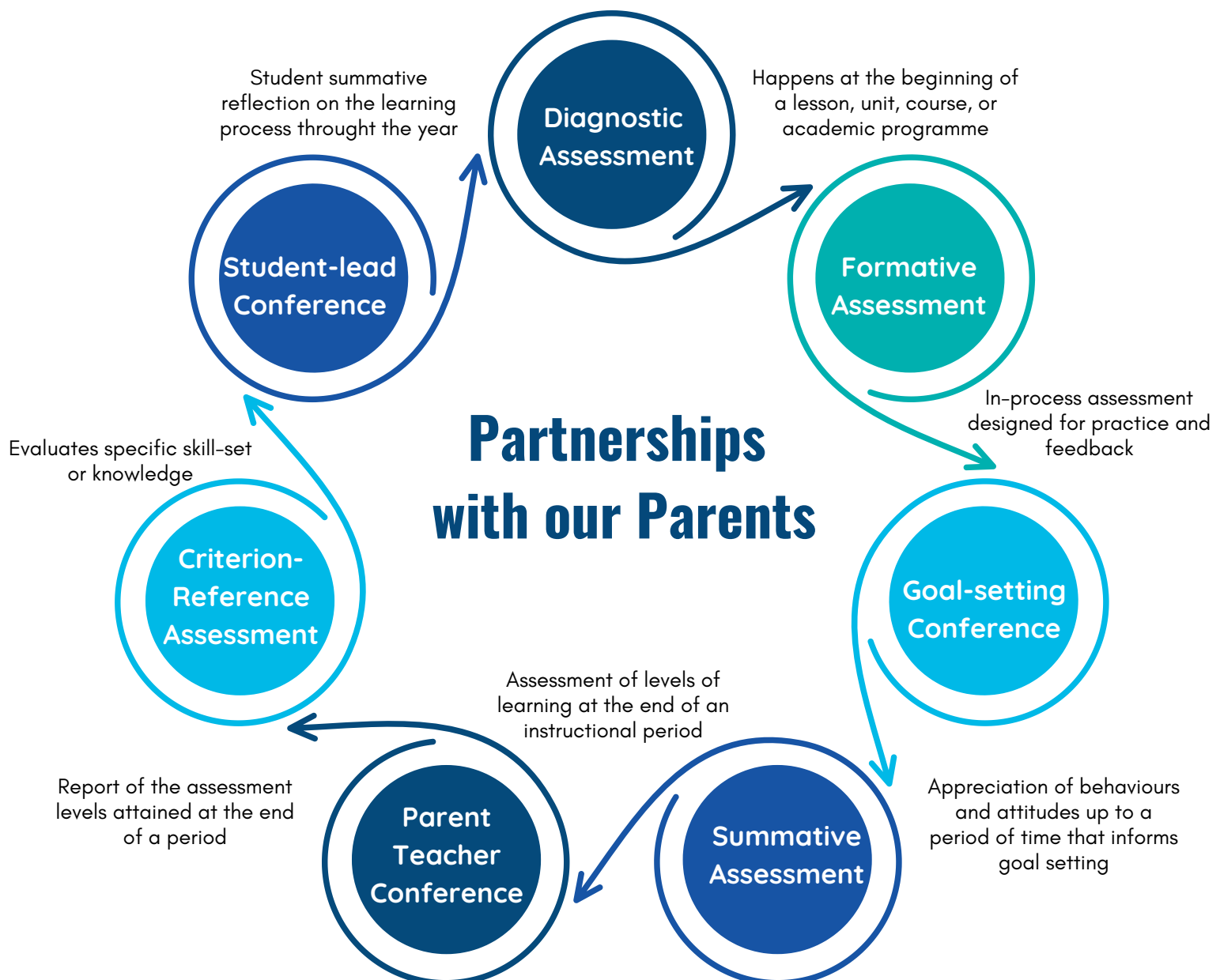
In each criterion, the highest level of achievement is 8.

In order to obtain a final grade, students need to receive a level of achievement in each criterion.

The added total of the levels of achievements awarded in all four criteria will then define the grade students will receive.



We believe in high-quality of communication. We also believe that dialogue and reflection are crucial to set learning targets and celebrate successes. For this reason, our partnership with parents includes a series of face-to-face meetings in which learning is at the centre of the conversation.



Igniting students' talents and passions

We place a special emphasis on creative thinking through design and the arts because we believe these disciplines are powerful catalysts for developing students' talents and passions. Unlike hobbies or mere arts and crafts, our approach to design and the arts is deeply integrated into our educational philosophy, aiming to foster critical skills such as problem-solving, creativity, and innovation. By engaging in artistic thinking, students are empowered to explore complex problems, experiment with various solutions, and apply their knowledge across different contexts, facilitating the transfer of learning and enhancing their intellectual versatility.

Through our commitment to design and the arts, we provide students with the opportunity to take ownership of their work and develop a profound sense of creation for impact. When students engage in artistic projects, they not only express their unique perspectives but also learn to appreciate the value of their contributions to the world around them.





Physical and Health Education and our commitment with well-being

We place a special emphasis on Physical and Health Education because we firmly believe it is a catalyst for happiness, relationship building, collaboration, resilience, and challenge-taking in adolescents. Physical and Health Education is more than just promoting fitness; it is integral to the holistic development of our students. Through regular physical activity and health education, students experience the joy of movement, which is directly linked to increased happiness and mental well-being.

Physical and Health Education empowers students to discover their strengths, welcome challenges, and develop a growth mindset. Engaging in physical activities helps students identify their physical capabilities and areas for improvement, encouraging them to set and achieve personal goals. This process cultivates resilience as they learn to overcome obstacles and view challenges as opportunities for growth.

Our Physical and Health Education curriculum aims to help students develop a deep understanding of social responsibility and the importance of leading a healthy lifestyle. They are encouraged to take on leadership roles within their teams, promoting not only their own well-being but also that of their peers. This comprehensive approach to Physical and Health Education underscores our commitment to nurturing well-rounded individuals who are prepared to lead healthy, balanced, and fulfilling lives.

Student Voice & Leadership

Bogaerts International School North Campus strives to provide students with a platform to experience leadership in a variety of ways. Through our advisory programme, we empower students to:

- Be a part of the student council;
- Lead clubs;
- Pursue personal passions and interests with the support of a mentor;
- Make use of their strengths and expertise in different areas of the school;
- Mentor younger students;
- Make use of the school's professional network to nuance their learning.



Student Active Life and Well-Being



Bogaerts International School North Campus believes in the power of a school community to shape students' school life outlook. For this reason, we promote an active and healthy lifestyle in a variety of ways.

Some of the decisions that support our desire to help students experience a balanced life at school include:

- Creating a variety of sports and recreation engagements that promote an active life style;
- Designating student-focused spaces for leisure;
- Designating a team of educators to serve as coaches, mentors and thinking partners;
- Banning the use of mobile phones while at school.

Multilingualism and a True Global Community

While English is the language of instruction 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 commitment to supporting students' future pathways

We are deeply committed to supporting our students' future pathways and ensuring they are well-prepared for the opportunities that lie ahead. One of the key ways we do this is through regular university visits. These visits play a crucial role in raising students' awareness of the diverse possibilities available to them after graduation. At the informational sessions that visiting universities offer, our students gain firsthand insight into university life and the range of academic programs offered. These experiences help them envision their future, understand the expectations of higher education, and make informed decisions about their academic and career paths.

In addition to university visits, our school provides the invaluable service of a dedicated college counsellor. This counsellor works closely with both students and parents, guiding them through the entire journey towards university admission. From selecting the right universities and preparing application materials to navigating financial aid options and understanding admission processes, our college counsellor offers personalised support and expert advice. This comprehensive assistance ensures that families feel confident and well-informed at every step of the way. By offering this service, we reaffirm our commitment to each student's success, helping them to achieve their academic goals and embark on a fulfilling future.

Relevance to the Present

We aspire to lead with example and to create opportunities through which students broaden their perspectives and understanding and challenge their convictions. We make decisions and establish partnerships that help students experience diversity, inclusion, and different pathways of life and that inspire them to honour differences.

A few highlights of these decisions include:

- Involving students in Paralympic sports simulations;
- Hosting conversations with experts in different fields;
- Designing provocative learning experiences that allow students to make connections across subjects.



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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North Campus

Bessenveldstraat 25
1831 Diegem, Belgium

+32488448307
north@bischool.com

www.bischool.com

