



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



**South Campus
MYP - Secondary
Brochure**

www.bischool.com

*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.



Keywords to understand the BIS South 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

The Middle Years Programme (MYP) is built on a combination of three core frameworks:

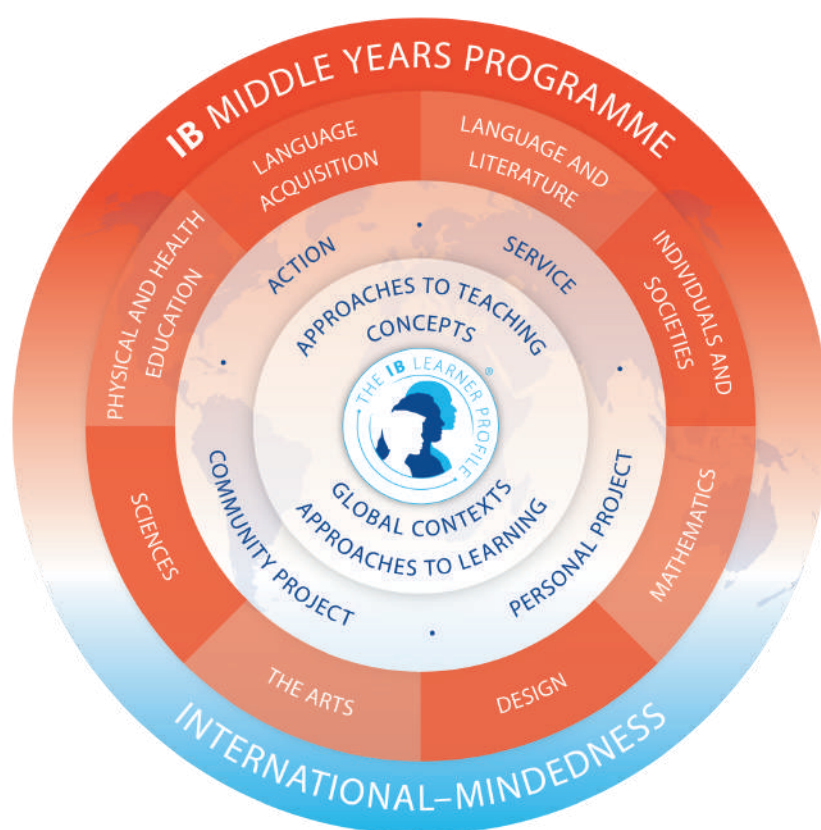
- Conceptual Understanding
- Skills Development
- Subject-linked Content

Conceptual understanding in the MYP prioritises concepts over specific content. By focusing on concepts, students develop transferable knowledge that applies across subjects, fostering connections between disciplines and with real-world contexts (known as “global contexts” in the MYP).

These overarching ideas help students link their learning to broader, meaningful themes and questions, making learning more relevant and dynamic.

Skills development refers to both subject-specific and interdisciplinary skills, collectively known as Approaches to Learning (ATL) skills. These include thinking, communication, social, self-management, and research skills. ATL skills empower students to become independent, lifelong learners who can apply their knowledge and skills effectively beyond the classroom. This skill-building approach also supports the development of the IB Learner Profile traits, which are foundational to the MYP and the larger IB philosophy.

Finally, content in the MYP is explored through an inquiry-based approach, designed to foster curiosity, critical thinking, and student agency. Through inquiry, students engage deeply with subject material, guided by essential questions and problem-solving activities that encourage active learning and personal engagement with topics.





The IB Learner Profile



Students at Bogaerts International School strive to develop the attributes and qualities necessary to become responsible members of the local and international community.

These qualities go beyond academics to become target qualities in everyday life. You will find posters which explain these attributes in every classroom. We refer to the IB learner profile in our every day teaching and learning.

Read below how you can develop each one of the attributes:

- **Principled:** I act with integrity, honesty, fairness and justice.
- **Open Minded:** I consider new perspectives and respect the ideas of others.
- **Inquirer:** I am a curious life-long learner. I can learn independently and with others.
- **Thinker:** I think critically and creatively to solve complex problems.
- **Balanced:** I create time and space for different interests (intellectual, physical and emotional).
- **Communicator:** I listen carefully and express myself confidently to collaborate.
- **Caring:** I am kind, empathetic and compassionate to myself and those around me.
- **Risk taker:** I try new approaches and show resilience when challenged.
- **Knowledgeable:** I understand and learn big ideas of local and global significance.
- **Reflective:** I think back to understand my strengths and weaknesses in order to keep improving.

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



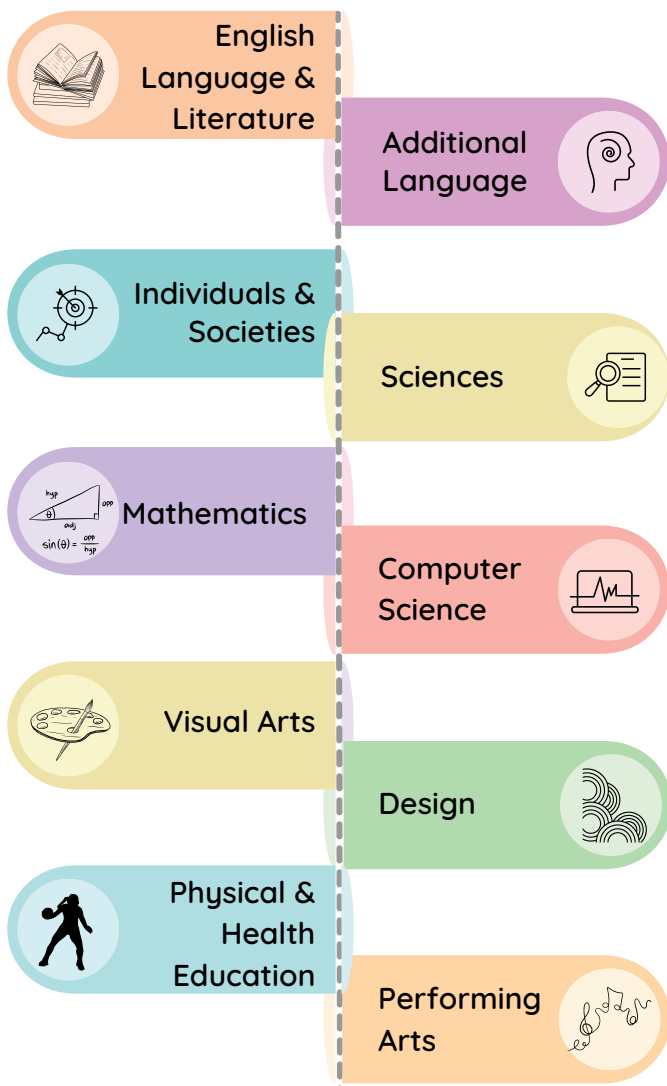
Bogaerts International School is committed to supporting students in every step of their learning journey. We believe in anticipating challenges, in a proactive attitude and in not leaving results to chance. For this reason, the following are features of our teaching and learning experience:

- 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



MYP Programme at BIS

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

* Individuals & Societies: The integrated humanities course helps students see the **unity and interconnectedness** of geography, history, art, sociology, anthropology, economics, and philosophy. We also offer Current Affairs, Business, and Economics.

These courses prioritise careful reading, thinking, listening, and speaking, and add relevance to our MYP curriculum by advocating for deep analysis of sources and exploration of bias in different narratives.

Sciences: Integrated Science, from MYP1 to MYP3 emphasises the **common base and relationships of the sciences and stresses the importance of mathematics in sciences, as well as the development principles.

From MYP4 and MYP5, the student has Biology, Physics and Chemistry as individual subjects.



Our Assessment Model in MYP



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.





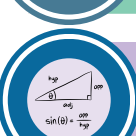



This approach allows us to monitor and support students' learning journeys in a more nuanced and personalised manner, ensuring that each student receives the feedback and guidance they need to thrive.

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.

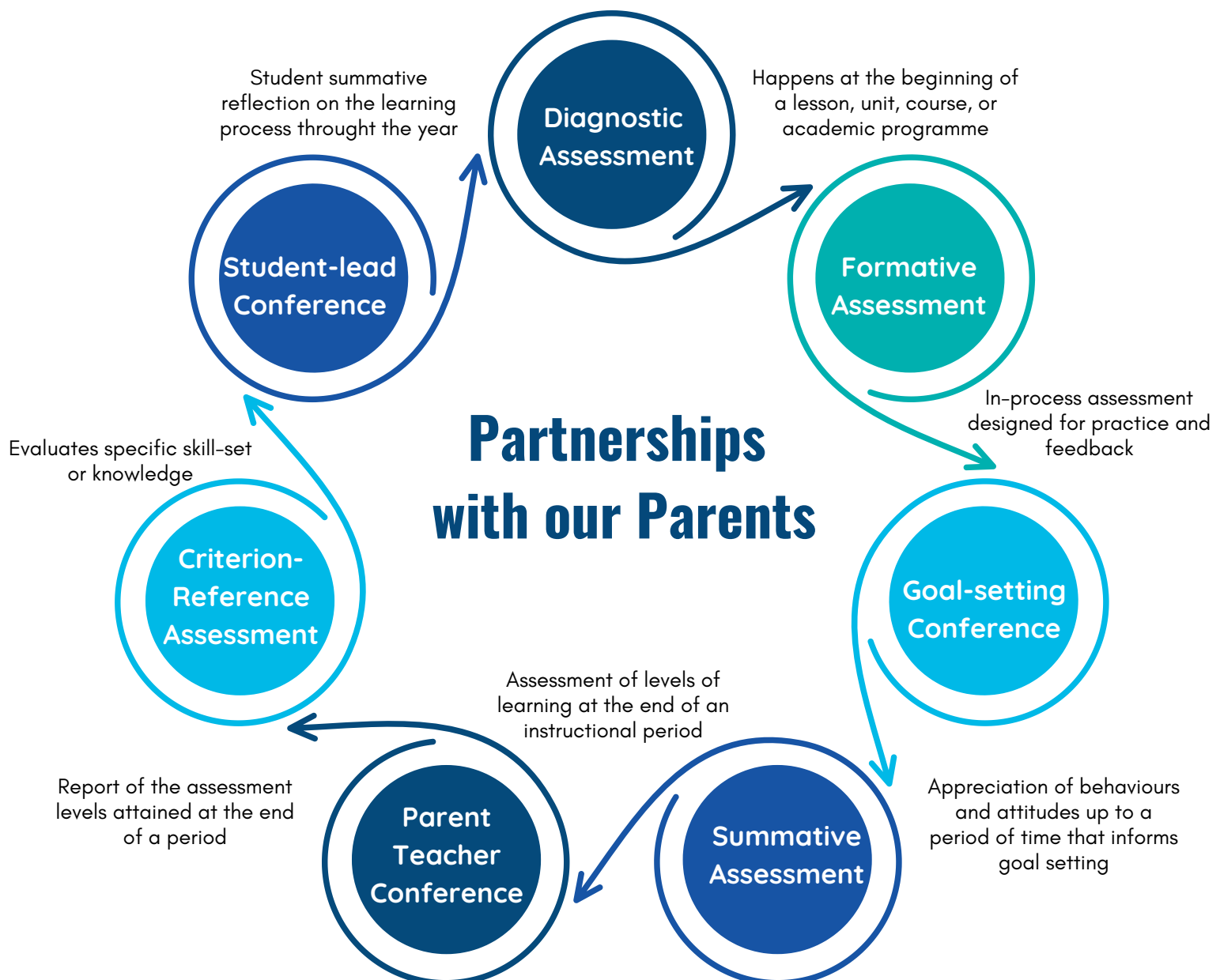
Our Assessment Model in MYP

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	Analysing	Organizing	Producing Text	Using Language
 Additional Language	Listening	Reading	Speaking	Writing
 Individuals & Societies	Knowing & Understanding	Investigating	Communicating	Thinking Critically
 Sciences	Knowing & understanding	Inquiring & designing	Processing & Evaluating	Reflecting on the impact of science
 Mathematics	Knowing & Understanding	Investigating patterns	Communicating	Applying maths in real world context
 Arts	Knowing & Understanding	Developing skills	Thinking Creatively	Responding
 Design	Inquiring & analysing	Developing ideas	Creating the solution	Evaluating
 Physical & Health Education	Inquiring & analysing	Planning performance	Applying & performing	Reflecting & improving performance
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting



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. The flowchart offers insights into this matter.



Igniting students' talents and passions



At the Bogaerts International School, we encourage students to develop their leadership skills by engaging in numerous projects. Indeed, programs such as Service as Action, present at all levels of the curriculum, and the Personal Project, completed in MYP5, are central to the MYP. These programs allow students to embody the skills and traits valued in the IB learner profile through meaningful activities that benefit the entire community.

These projects are also directly tied to the essence of the subject and are most often carried out hand-in-hand with teachers. They therefore provide a comprehensive experience for students: the concrete application of skills acquired through their learning, engagement with real-world situations, and the opportunity to go beyond the studied subjects to foster curiosity and lifelong learning.

Some examples:

- Service as action (organising a sports event, cleaning the Belgian beaches, supporting a refugee centre, etc.)
- The Eco-School committee
- The school Musical
- MUN (Model United Nations)
- The Sports teams (Football and volleyball after school practices)
- The MYP5 Personal Project





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 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;
- Welcome new students and promote the school values as Student Ambassadors;
- Develop transdisciplinary skills such as study skills;
- Participate in school projects;
- Mentor younger students;
- Make use of the school's professional network to nuance their learning



Student Active Life and Well-Being



Bogaerts International School 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.

Eco School Together we go green



We embraced sustainability and environmental awareness, incorporating the principles of an "Eco-School." This program is a global initiative that encourages schools to foster a sense of responsibility toward the environment among students and staff. Here are a few highlights about how BIS integrates eco-friendly practices:

1. Green Practices and Facilities

The school actively reduces its environmental footprint through energy-saving initiatives, waste reduction, and water conservation. They prioritize sustainable campus maintenance, including green spaces and eco-friendly designs that promote biodiversity.

2. Curriculum Integration

Sustainability is a part of the curriculum across various subjects. Students engage in projects and learning that emphasize the importance of environmental stewardship.

BIS encourages hands-on learning experiences, such as recycling projects, gardening, and environmental science, to connect theoretical knowledge with real-world applications.

3. Student and Community Involvement

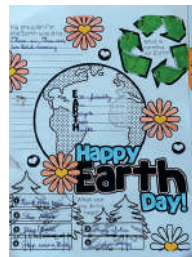
BIS fosters a student-led approach to environmental initiatives, encouraging students to take on leadership roles in projects focused on sustainability.

The school community, including parents and local organizations, often collaborates on eco-projects, reinforcing a community-wide commitment to environmental impact.

4. Global Eco-Schools Certification

As part of the Eco-Schools program, BIS achieved certification levels that recognize its progress and commitment. This aligns with the UN's Sustainable Development Goals, and certified schools like BIS serve as role models in eco-education.

Through these and other eco-conscious efforts, Bogaerts International School not only prioritizes high-quality education but also ensures that students develop into environmentally responsible global citizens.





Our commitment to supporting students' future pathways

We are reaffirmed in our dedication to our students' futures by our NEASC and IB accreditations. Our students can earn both the IB Diploma and the High School Diploma from NEASC by the end of DP2. For the High School Diploma, grades from the last four years of study are considered. We therefore provide course options starting in MYP 4 and guarantee a seamless transition to the DP with preparatory exams in order to assist students in directing their educational paths.

Collaboration between MYP and DP is highly encouraged, with DP students helping MYP peers with their personal projects, offering subject-choice advice, and planning events such as the "Subject Choice Fair." MYP5 students are also encouraged to attend outside events in order to inform their future choices.

One of our most important responsibilities is to work closely with students to offer tailored guidance and support throughout their academic journey.

Relevance to the Present

We aspire to lead by example, creating opportunities for students to broaden their perspectives, deepen their understanding, and thoughtfully challenge their beliefs. At the core of our educational philosophy is a commitment to building a vibrant community where students, parents, staff, and our surrounding environment contribute to a shared learning journey.

To achieve this, we make intentional decisions and establish meaningful partnerships, helping students engage with diversity, embrace inclusion, and explore varied life pathways. By nurturing these experiences, we inspire students to honour differences and value community.

Some highlights of these community-driven initiatives include:

- Hosting conversations and workshops with experts across fields;
- Inviting parents to share their insights on the innovative, meaningful fields in which they work or to describe their career paths;
- Organizing workshops that equip students with essential decision-making skills;
- Designing interdisciplinary learning experiences that foster cross-subject connections and deepen understanding.



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 its participation and organisation of many events on campus, including the Halloween Party, St Nicolas, Charity fundraisers, International Day, and many more. 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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BOGAERTS
INTERNATIONAL SCHOOL
One school - Two campuses
Since 1969



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