

# INTERNATIONAL SCHOOL ALMERE THE NETHERLANDS

## 2021/2022 School Prospectus

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## An IB World School

### “A Personal Touch in a Sustainable Environment”

The International School Almere is a dynamic IB World School located in a beautiful building on the edge of Cascadepark in Almere Poort, 25km east of Amsterdam. It was built using sustainable materials. We offer quality international education in a safe and sustainable environment.

#### Mission Statement

It is the mission of the International School Almere to inspire our students to reach their full potential and through them contribute to a better and more peaceful world by striving for academic excellence, intercultural awareness and mutual respect. To do so, we offer our students a challenging, comprehensive education within a diverse, caring and encouraging community of learners, enabling them to develop the intellectual and social skills necessary to achieve their full potential. Diversity is essential to our mission. According to the principles stated in the United Nations Declaration of Human Rights, people of all races, nations and religions should respect and honour each other. We teach our students to understand and respect the views, values and traditions of other individuals and cultures, as well as their own. The school's commitment to academic excellence is matched by a belief in holistic learning. All members of the school community are encouraged to pursue excellence and are recognized for their achievements.

#### Philosophy

We are dedicated:

To motivate students to learn how to acquire knowledge by making full use of resources both within and outside the school, using a variety of teaching strategies

- challenging students to realize their potential, recognizing that all students have the ability to learn and that they learn at different rates, have different learning styles, abilities and interests;
- providing a positive, welcoming and safe environment with clear stated expectations and guidelines
- delivering a high quality international programme leading to the IB-diploma in preparation for higher education;
- encouraging self-discovery and self-expression that values understanding and appreciation of diversity;
- promoting a knowledge and understanding of world issues and intercultural awareness.

#### Objectives

- ISAlmere provides a fully authorized, high quality international programme leading to the IB-diploma in preparation for higher education.
- Instruction in English, support in foreign languages, Humanities, Sciences, Mathematics, Design, Visual Arts, Music, Drama and physical and health education;
- Focus on creative thinking, intercultural awareness, critical reasoning and effective communication skills;
- Teachers that systematically review and update the curriculum;
- International accreditation

ISAlmere seeks to provide a positive, welcoming and safe environment with clear stated expectations and guidelines:

- every individual is unique and deserves respect, regardless of faith, race, gender, beliefs or land of origin;
- clear leadership of the school compliance with Dutch safety and work environment laws.

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## **IB learner profile**

### **IB learners strive to be...**

#### **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

#### **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

#### **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

#### **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

#### **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

#### **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

#### **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### **The International Baccalaureate Mission Statement:**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

For more information on the IB programmes and organisation click [here](#) or [www.ibo.org](http://www.ibo.org)

## Administration

### School Leadership Team

#### **Rubin Borges – Head of School**

Overall responsibility

Strategic Planning

External Contacts and representation of the school

Communication with DMR

Communication with the ISAlmere Board

#### **Sabrina Stremke – Middle Years Programme Coordinator**

Curriculum Planning- MYP

Pedagogic leader for the MYP

#### **Simona Ghizdareanu – Diploma Programme Coordinator**

Curriculum Planning - DP

Pedagogic leader for the DP

### School Address

International School Almere

Heliumweg 61

1362 JA Almere

Tel.: + 31 (0) 36 7600750

E-mail: [info@edu.isalmere.nl](mailto:info@edu.isalmere.nl)

Internet: [www.internationalschoolalmere.nl](http://www.internationalschoolalmere.nl)

### Payment Details

Account number:

IBAN: NL69RABO0132484420

BIC: RABONL2U

International School Almere

Heliumweg 61

1362 JA Almere

### School Holidays 2021-2022

Professional development day	5 October 2021
Autumn break	18 October – 22 October 2021
Lesson free day	7 December 2021
Professional development midday	13 December 2021
Winter break	25 Dec – 9 January 2022
Professional development day	10 January 2022
DISS conference (no lessons)	11 February 2022
Spring break	21 February -25 February 2022
Professional development day	8 March 2022
Lesson free day	24 March 2022
Good Friday	15 April 2022
Easter break	16-18 April 2022
Professional development day	19 April 2022
May break	25 April – 6 May 2022
Ascension day	26 May 2022
Lesson free day	27 May 2022
Whitsun	6 June 2022
Last day of school for students	13 July 2022
Summer break	14 July – 31 August 2022

**The school cannot permit students to take holidays outside the official school holidays.**

**Attendance records are a legal requirement, which may be assessed by statutory bodies. *Under extraordinary circumstances the parents can make a request for special leave.***

### Structure of the day

<b>Lesson times</b>	<b>Type of lesson</b>	<b>Start</b>	<b>Finish</b>
Period 1	Lesson	09:00	10:00
Period 2	Lesson	10:00	10:55
<b>Break</b>	<b>Break</b>	10:55	11:05
Period 3	Lesson	11:05	12:00
<b>Break</b>	<b>MYP1-MYP4</b>	<b>12:00</b>	<b>12:30</b>
<b>Period 4</b>	<b>Mentor MYP1-MYP4</b>	<b>12:30</b>	<b>13:00</b>
<b>Period 4</b>	<b>Mentor MYP5 &amp; DP</b>	<b>12:00</b>	<b>12:30</b>
<b>Break</b>	<b>MYP5&amp;DP</b>	<b>12:30</b>	<b>13:00</b>
Period 5		13:00	14:00
Period 6		14:00	15:00
<b>Period 7</b>	<b>Project timeslot</b>	<b>15:00</b>	<b>15:30</b>
<b>After school clubs</b>		<b>15:30</b>	<b>16:30</b>

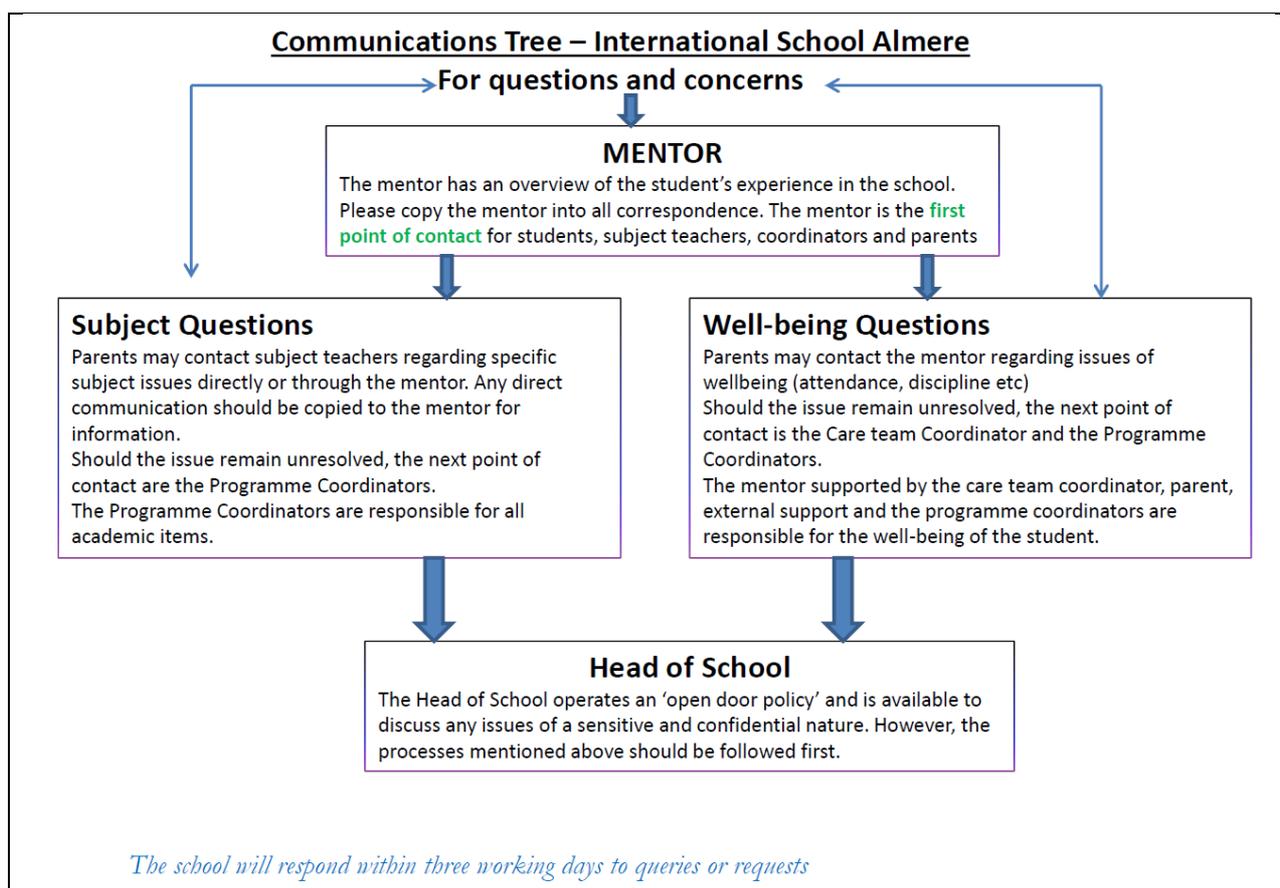
## Staff Information

	Staff name	Subject / Role	Other roles
1	Martina Abbing-Brouwer	Technician	
2	Rubin Borges		Head of School/LT
3	Deepa Chakravarti	Science	
4	Monica Das	Music	Curriculum leader - Arts
5	Lars Engberts	PE	Curriculum leader - PE
6	Stephen Fleeman	EAL	Absence /IT coordinator/Day scheduler
7	Jennifer Frey	Spanish	
8	Jerome Gano	Maths/Tok	
9	Simona Ghizdareanu	Maths	DP Coordinator/LT
10	Florencia Giri de Paz Smit	Spanish	Language coordinator
11	Aaron Gray-Block	English A	
12	Suklima Guha Niyogi	Science/Physics	Horizontal articulation leader
13	Madiha Hamyat	Biology /ESS	
14	Guus Hendrickx	VA	Trust Person
15	Matthijs van Hilten	I&S/GP/History/Tok	Tok Leader
16	Freweyni Kidane	Science/ESS	
17	Jansje Kruger	Maths	Curriculum leader - Maths
18	Kyle Lafferty	PE	ASC coordinator
19	Paul Lewin	English	
20	William van Leeuwenkamp	I&S/Eco/B&M	
21	Gigi Laméris	VA/DT	
22	Yvette Lucas	Front desk/Admissions	
23	Koen van der Meijden	DT	Curriculum leader - DT
24	Alex Minos	Physics	
25	Eszter Molnár-Dirriwachter	Dutch B	Curriculum leader - Lang B
26	Ali El Mourabit	Dutch B	
27	Suzanne de Maat	Science/Biology/ESS	Curriculum leader - Science
28	Olja Orlandini	English B/Tok	Careers counsellor
29	Coert Peeters	Dutch B	
30	Riette Pienaar	Science / Chemistry	IDU Coordinator
31	Marsha Rehatta	Technician	
32	Jacqui Rietberg	Librarian	EE Coordinator
33	Laurel Rohloff	French B/ English A	
34	Maria de Solange	Maths	
35	Sabrina Stremke	I&S/ Global politics	MYP Coordinator / LT
36	Suzanne Steur	Child psychologist	
37	Cathrine Thorold	Admissions	Executive Secretary
38	Maayke de Vries	I&S / History	ATL Coordinator
39	Hans van der Voort	Care taker	
40	Rosanna Whittock	English/Drama/ToK	Curriculum leader – Lang A
41	Jose Maria Zuniga Reinares	I&S/ B&M	Anti-bullying Coordinator

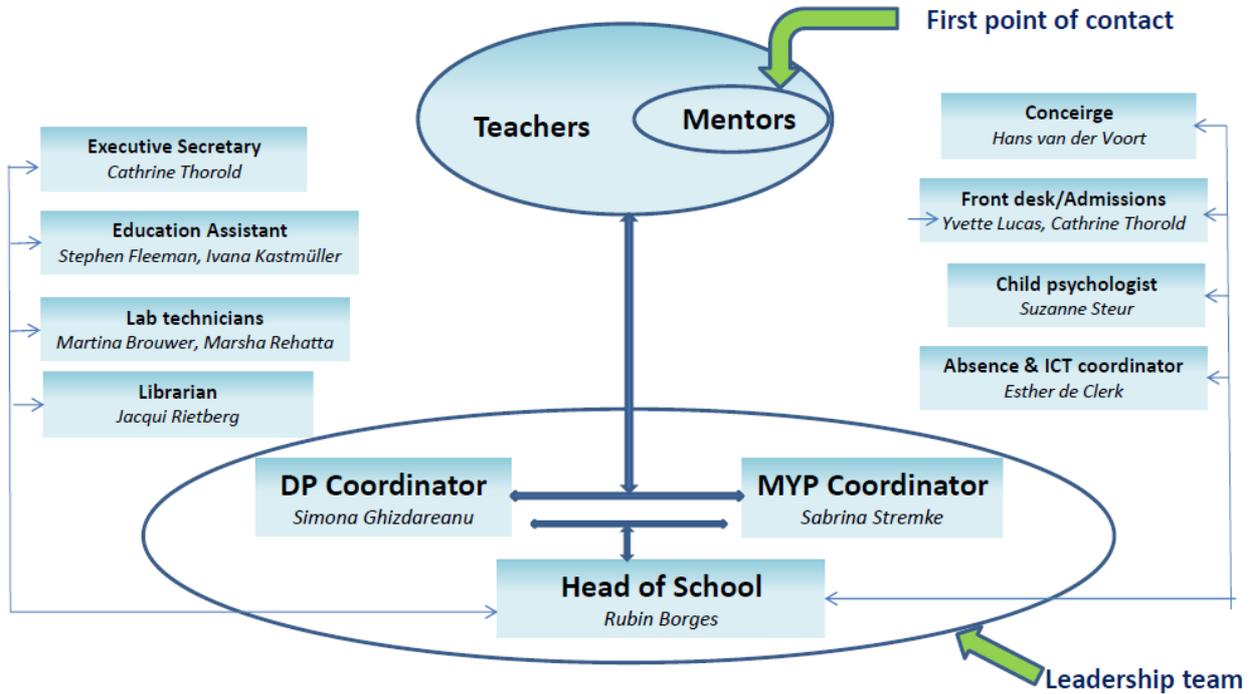
## Mentor list

MYP1a – Laurel Rohloff and Maayke de Vries  
MYP1b – Lars Engberts  
MYP2a – Eszter Molnar  
MYP2b – Jose Zuniga Reinares  
MYP3a – Suklima Guha Niyogi & Gigi Lameris  
MYP3b – Jerome Gano  
MYP4a – Kyle Lafferty  
MYP4b – Riette Pienaar  
MYP4c – Monica Das  
MYP5a – Jansje Kruger  
MYP5b – Olja Orlandini  
DP mentors: -  
Mentor 1 – Suzanne de Maat/ Freweyni Kidane  
Mentor 2 – Matthijs van Hilten  
Mentor 3 – William van Leeuwenkamp / Koen v d Meijden  
Mentor 4 – Maria da Silva  
Mentor 5 – Rosanna Whittock  
Mentor 6 – Aaron Gray-Block

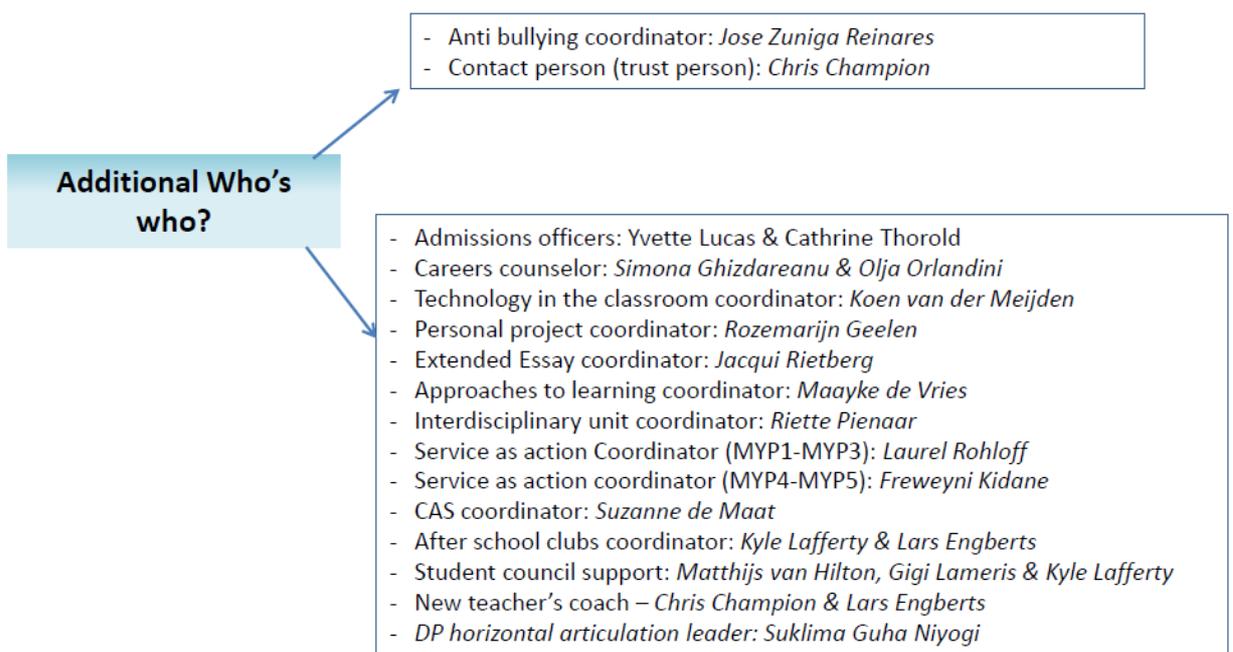
## Communications tree



ORGANIGRAM 2021-2022



Other roles in 2021-2022



## Descriptions of special functions within the school

### **Mentor**

First point of contact for students, parents and teachers. Responsible for providing study, motivation and behavioural guidance to a specific group of individual students in their mentor groups; helping with personal or school related problems; communicating school information to students; checking and monitoring reports; liaising between home and school in educational issues as the first point of contact when problems arise.

### **MYP Coordinator**

Responsible for the day to day delivery of the Middle Year Programme, developing understanding of MYP ethos and requirements of teachers, students and parents within the school; guiding and monitoring progress towards MYP goals and certificate, where eligible; liaise with local and international agencies, in particular the IB. Guiding and monitoring course selection and progress towards the successful completion of the IBMYP.

### **DP Coordinator**

Responsible for the day to day delivery of the Diploma Programme. Developing an understanding amongst students, staff and parents. Liaise with local and international agencies, in particular the IB. Distributing information to students directly or through the mentors. Guiding students while getting their subject packages and supporting the careers advisor with liaising with further education in Universities.

### **Care team/Student Counsellor**

The student counsellor is responsible for guiding students whose school careers are affected by out of school or personal problems. Students are referred to the student counsellor after consultation with the mentor. If necessary, the counsellor will ensure contact is made with external organizations, such as the GGD or GGZ (Municipal Health Service), Bureau Jeugdzorg (Youth Care Office) and the Regional Bureau Leerlingzaken (Regional Student Affairs Office). The counsellor conducts regular multidisciplinary student meetings with these external organizations. Parents will be informed if these meetings indicate that additional (external) contact is required.

### **CAS and Service & Action Coordinator**

Responsible for establishing the Community and Service, and the Creativity, Action and Service ethos in the school; organizing and monitoring both programmes according to IB guidelines; devising and supervising the record-keeping procedures.

### **Careers Advisor**

Responsible for providing advice to students on higher education and career opportunities within and beyond the Netherlands; overseeing provision of Future Wise professional profile test, workshops, visiting speakers, visit to career fairs, interview training; co-ordinating reference writers.

## Curriculum

### The Middle Years Programme at the International School Almere

## Curriculum



The MYP is designed for students aged 11 to 16. It allows students to become active learner and encourages them to become creative, critical and reflective thinkers. The curriculum supports students to make connection to the outside world with the use of concept and context based learning. The MYP promotes the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum.

These concepts are based on:

- **Holistic learning:** the MYP offers an approach to not only make connection between the various subject but to also connect the curriculum to the outside world. Besides the

holistic approach of the curriculum, the MYP puts the student in the center and fosters the personal development and the growth of the whole student.

- **Intercultural awareness:** MYP allows students to consider different perspectives and develop and what is common and what is different. By encouraging students to consider multiple perspectives, we aim to promote tolerance and respect, which will help students to develop empathy.
- **Communication:** The MYP focus on the idea that students learn through inquiry and understanding. We offer a strong language programme that encourages different ways of thinking and expressing. Besides languages, we offer visual and performing arts as well as the use of ICT as important ways of communication.

### The eight subject areas of the middle years programme are:

**Language A:** Students whose language is their mother or near mother tongue follow this course. We offer Dutch A and English A.

**Language B:** These are modern language students acquire additionally. We offer Spanish B, French B, Dutch B and English B.

**Science:** This course is an integrated course coming all the sciences.

**Mathematics:** We offer Mathematics as an integrated course from MYP1-MYP2. From MYP3 onwards the school offers Mathematics Extended and Standard courses.

**Individuals and societies:** This subject is offered as an integrated course. It is combination of History, Geography, Global politics, Economics and Business Studies.

**Arts:** In our school we offer Drama, Visual Arts and Music.

**Design:** The school offers product design course

**From MYP4 onwards students have to choose one subject out of Visual Arts, Drama, Music and Product Design**

**Physical and Health Education:** All students take PHE.

### Service and Action

Service and Action is the core part of the programme. It gives students the opportunity to engage in their community, nationally and globally. While the MYP curriculum connects topics with the idea of community

and service, students are also encouraged to become active in their community leading to action. From MYP3, students are stimulated to initiate their own projects outside of school. There are different requirements for the different year levels, to be found in the Service and action document on Managebac. Students are not able to go to the next year group if they do not meet the requirements.

## Assessment

We follow the IB Middle Years Programme system of Assessment. The MYP format of assessment is known as a “Criterion Related” and this means that the students are evaluated against subject specific criteria and the students are not evaluated against their peers. There are different types of assessment including **formative** and **summative assessments**.

**Formative assessments** are used as checkpoints to determine if students are on the right track. Teachers can then make decisions based on analyzing the formative assessments to move on to a new topic or to reteach a topic. **Summative assessments** are used at the end of a topic to evaluate student mastery.

The academic year is divided into **three terms**. At the end of each grading period each student will receive a report card that indicates his or her levels of achievement for criterion that was assessed for the grading period in each subject area. The Final Grade earned at the end of Term 3 represents an overall judgment of the students’ work throughout the entire academic year, and the Final Grade, in conjunction with other requirements, is used to determine whether or not a student is promoted to the next year group.

To access the ISAlmere assessment booklet, click [here](#)

## The Diploma Programme at International School Almere

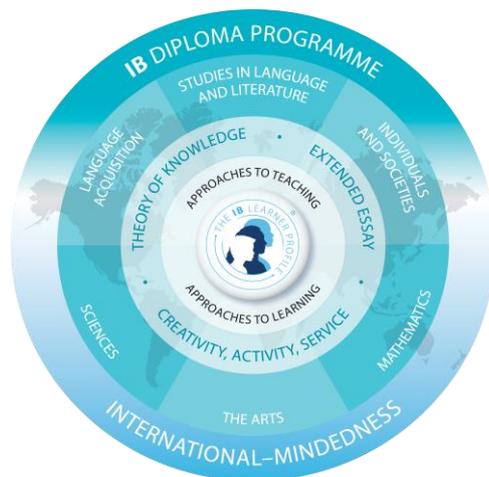
The Diploma Programme is designed as a two years course, preparing students for university level and gives them an international qualification. We strive to get students to be independent learners and critical thinkers by the end of the programme.

### DP Subject choices

In order to complete the full diploma, the students will select 6 subjects from the subject groups offered in school:

- Two languages (can be two languages A or a language A and a language B)
- one subject from each of the following groups: Individuals and Society, Sciences, Mathematics
- one subject at choice from The Arts or any of the other five groups

From the six subjects, three are taken at higher level and the other three subjects – at standard level. With the support of the career advisor, mentor and DP Coordinator, the students design their subject choices for the best preparation for their future career.



## Subjects offered at International School Almere in 2017-19 (two years programme)

### Group1 (Language and Literature A)

English Language and Literature SL/HL  
Dutch Language and Literature SL/HL  
School supported self-taught language SL

### Group 2 (Language Acquisition B)

Dutch SL/HL  
Dutch ab initio SL  
English SL/HL  
Spanish SL/HL  
French SL/HL

### Group 3 Individuals and Society

History SL/HL  
Business & Management SL/HL  
Economics SL/HL  
Global Politics SL/HL  
Environmental systems and societies SL

### Group 4 Sciences

Biology SL/HL  
Physics SL/HL  
Chemistry SL/HL  
Design SL/HL  
Environmental system and societies SL

### Group 5 Mathematics

Mathematics AI SL/HL  
Mathematics AA SL/HL

### Group 6 The Arts

Visual Arts SL/HL

## The core of the Diploma Programme

At the core of Diploma Programme, students have the opportunity to work on Extended Essay- a research in depth on a topic at the interest of the student, finalised with an essay of 4000 words. Together with Theory of Knowledge, the extended essay is a requirement in order to award to diploma. Students have to successfully complete the Creativity, Action and Service requirements of the programme to be awarded a Diploma.

### DP Assessment

During the two years programme, the student takes the benefit of formative and summative assessment. The aim is to support students to improve their learning. Formative and summative assessment opportunities offer feedback on student's strengths and points that need improvement.

During the course, students receive interim grades, final grades and predicted grades as indication of their performance during the programme.

The final assessment consists of internal assessment and external examination for all chosen subjects, together with Extended essay and TOK presentations and essays. The work for the internal assessment is assessed by the subject teacher and moderated by international moderators. The externally assessed exams, given in the May session, are checked by external examiners. The school offers the possibility of retaking exams in the November session every year.

You can find more information on the assessment in the ISAlmere Assessment booklet.

## IB Diploma requirements

In order to be awarded their diploma, students need to meet requirements defined by the International Baccalaureate. 24 points and a satisfactory completion of extended essay, theory of knowledge and CAS are the minimum requirements.

A maximum of 45 points can be achieved by a student. Each subject is graded with points between 1 (minimum) and 7 (maximum). An extra 3 points can be achieved if very good extended essay and TOK essay are submitted by the student.

Our successful students are enrolled in various universities and HBOs, in The Netherlands and abroad, like *Medische Natuurwetenschappen at the Vrije Universiteit of Amsterdam*, International Psychology at the University of Leiden International Hospitality Management at the Emirates Academy of Dubai, Hotelschool The Hague, at HBO level.

## General Academic information

### Reporting

Students receive three summative reports throughout the academic year as well as two progress reports, which gives both student and parent information about the student's general progress and behaviour.

#### Reporting dates for 2021-2022

#### **Report 1**

MYP and DP 14 December 2021

#### **Mocks report**

MYP5 11 February 2022

DP2 11 February 2022

#### **Progress report**

MYP and DP1 7 April 2022

#### **Final Report**

DP2 7 April 2022

MYP and DP1 13 July 2022

The ISAlmere use Managebac as a reporting tool. Parents and students are able to follow a student's progress "real time" throughout the year. Reporting happens digitally for reports 1 and 2 and the progress report.

## General Information

### Student expectations and general code of conduct

At the ISAlmere we believe in setting clear expectations for general conduct by students. These expectations are based on mutual respect.

To access the students expectation see our school website.

### Admissions

The International School Almere is a fully authorised IB world school, providing quality international education, in English, for students from 11 to 18 years of age. The school welcomes applications from students regardless of gender, ethnicity or religion. The Diploma Programme is fully English and allows students entry to universities all over the world. The decision to admit or not admit a student to the International School Almere is based on the availability of space at the appropriate grade level, the school's ability to meet each student's needs and the student's ability to fulfil the programme requirements. It is imperative that a student that is admitted at the school will and continue to live with a parent/ legal guardian/ care giver for the entire duration of their schooling at the International School Almere. Applications are possible via [isalmere.openapply.com](http://isalmere.openapply.com). More information can be found in our admissions policy.

### Attendance

Students are expected to be on time for all lessons and appointments. When a student is absent due illness or another legitimate reason, parents are requested to contact the school before 8.30 hours the same day through telephone or via a message at [absent@edu.isalmere.nl](mailto:absent@edu.isalmere.nl)

No extra special leave days for extended vacations are approved by the school. A request for special leave can be downloaded from the website and will be approved under very special circumstances.

Examples of reasons for special leave that are not accepted are:

- An extended trip due to long flights to see family
- Cheaper flights outside holidays

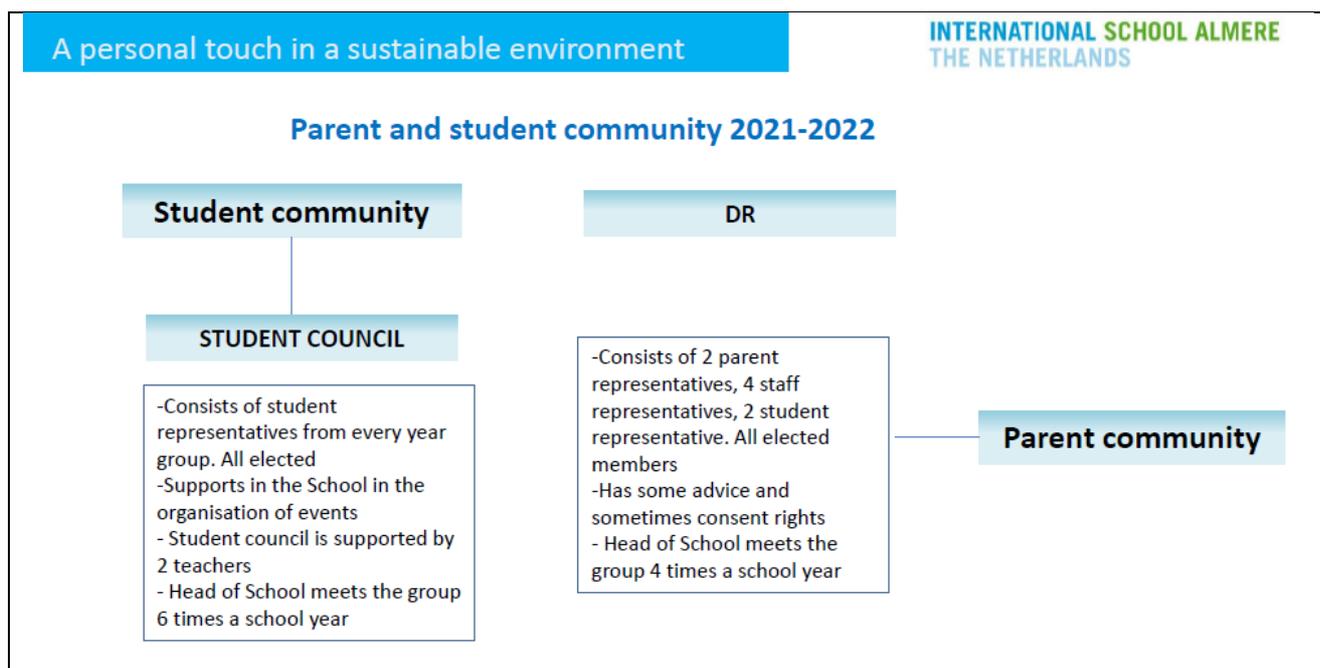
### Excursions and insurance and loss of property

The school's insurance is applied secondary to the students' individual insurance.

The school cannot be held responsible for personal property damaged on the school property or on excursions. All valuable items including electronic devices brought to school is at the owner's own risk. Students all have access to large personal lockers and are advised to use them for storage of valuables.

The school organises an excursion abroad. These excursions are mandatory and parents have to pay an additional fee of approximately 450 euro for these excursions. All year groups do not have the excursions overseas. All excursions are connected to the curriculum. The school strives to organise excursions for at least one year group in the MYP and DP. Throughout the year several excursions take place in the region. The school covers the cost of these excursions.

At the beginning of the school year all students go on an introduction camp for three days to get to know one another and renew friendships. This is crucial for team building and hence is also mandatory.



### Student representatives and council

Students elect student representatives for all year groups each year. They discuss various school issues that are directly affecting the students with the Head of School and the two teachers that support the student council.

### Parent Advisory Panel

The newly formed parent advisory panel will meet 3-4 times during the school year to exchange ideas, direction of the school, and new initiatives.

### School representative council (DR)

The participation council (DR) has a voice and can influence certain policy aspects of the school. The influence can be in the form of advice and/or agreement. There are constructive discussions on various items with the Head of school. The council meets four times a year with the head of school. The council consists of elected representatives from the teachers/staff, students and parents. All representatives are elected for a period of 3 years.

The participation council of the ISAlmere is part of the council (MR) of het Baken. All questions or input for the DR can be send to [DR@edu.isalmere.nl](mailto:DR@edu.isalmere.nl).