

Johan de Witt as IB World School

Middle Years Programme

DE
JOHANWITT

MAKEN WE SAMEN
STAAT MIDDEN IN DE WERELD
BIEDT UITSTEKEND ONDERWIJS

Johan de Witt on its way to IB World School

Since January 2022 the Johan de Witt Scholengroep is a candidate school for the International Baccalaureate's (IB) *Middle Years Programme* (MYP). The reasons for offering the MYP at the Johan de Witt Scholengroep are:

Connecting to neighbourhood developments

Several primary schools of De Haagse Scholen offer the *Primary Years Programme* (PYP), including Startpunt International and primary school de Springbok. Both primary schools are located near locations of Johan de Witt. For pupils from these primary schools there is no suitable and/or subsequent IB education at a secondary school. The Johan de Witt links up with the developments in the neighbourhood and wants to offer pupils the opportunity to follow an IB education programme in secondary school.

Enhancing equity of opportunity

There is growing inequality of opportunity in the Netherlands. This means that some children have fewer opportunities than others.

In the Netherlands selection and determination take place early in education. Already around the age of 12 (in the final year of primary school), pupils are selected according to different school types. In many other countries this does not happen until around the age of 15/16. Early selection creates more inequality of opportunity in education. Research shows that pupils from low socio-economic backgrounds, late bloomers and pupils with a birthday at the beginning of a school year are more likely not to end up at the most appropriate level of education. According to the VO-raad early selection therefore does not give pupils a sufficient chance of receiving education that does justice to their abilities and development.

Within the IB-MYP at the Johan de Witt pupils with different primary school recommendations start in the same class. They all receive the same education. This ensures that pupils have more time to develop before the level at which they continue their school career is determined.

Developing (world) citizenship

Citizenship is an important focal point within Dutch education. With the entry into force of the law 'Clarifying the Citizenship Mission to Schools in Primary Education' on 1 August 2021, schools are obliged to formulate a targeted and coherent curriculum for citizenship.

Within the IB-MYP there is a lot of room and attention for citizenship skills. We not only look at the Dutch context but also beyond the Dutch borders. What does it mean to be part of a globalised society? Students learn how they can contribute to a better world.

International Baccalaureate

The *International Baccalaureate* (IB) is a global organisation that creates high-quality educational programmes. The IB consists of several programmes for students from 3 to 19 years old. There are IB World schools all over the world. Through their educational programmes the IB aims to promote intercultural understanding to create a better world together.

Mission IB

The mission of the IB is:

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 organisation 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.

The Learner Profile

IB's mission forms the basis for our education and how we interact at school. In addition to cognitive development, the IB programmes also focus on the social, emotional and physical development of pupils. Together we strive to get the best out of our pupils. We do this based on the IB *Learner Profile*. The Learner Profile consists of ten characteristics. During the MYP pupils are encouraged and supported by their teachers in developing these ten characteristics. The Learner Profile ensures that students learn to respect themselves, others and the world around them.

Middle Years Programme (MYP)

The *Middle Years Programme* (MYP) is the IB's programme for pupils aged 11 to 16 years old. Within this programme students are encouraged to make practical connections between school and the real world. In addition, the MYP prepares them for success in their further studies and life. The Johan de Witt Scholengroep offers the MYP in year 1 to year 3.

The MYP aims for young people to develop into active, internationally oriented learners who can empathise with another and pursue a meaningful life for themselves. The programme enables students to research a wide range of issues and ideas of local, national and global relevance. The result is young people who are creative, critical and reflective thinkers.

Subject Groups

Teaching within the MYP programme is organised within 8 subject groups.

The programme promotes interdisciplinary research that helps students make important connections between subjects. Below is an overview of the subject groups and which school subjects our school covers.

Subject area	School subjects
Language acquisition	English, French, German, Spanish
Language & literature	Dutch

Individuals & societies	Geography, history, philosophy, economics (from the second year)
Sciences	Biology, physics, chemistry
Mathematics	Mathematics
Doctor	Art subjects: visual arts, dance, theatre, film, music
Physical & health education	Physical education
Design	Technology

Integrated teaching and learning helps students analyse complex problems and develop skills needed to participate in our globalised society.

Teaching and learning in context

Students learn best when lessons at school connect to real life outside school: learning in context. By connecting learning to contexts of global significance (*global contexts*), pupils learn that they are part of the world's population and that they share responsibility for protecting our earth.

Within the MYP, there are six *global contexts*:

- identity and relationships
- personal and cultural expression
- orientations in space and time
- scientific and technical innovation
- equity and development
- globalisation and sustainability

Conceptual understanding

IB education is concept-driven (*concept-based learning*). This means that teaching focuses on the core concepts of a subject area. Concepts are the basic or foundational concepts, such as principles, principles, theories, ideas, images, laws, structures or systems, that form the basis and framework for knowledge construction in a discipline. Students use these concepts to explore problems and ideas of personal, local and global significance.

Approaches to learning

Approaches to learning (ATL) form the basis for independent learning and encourage the application of knowledge and skills in unfamiliar contexts. By developing and applying these social, thinking, research, communication and self-management skills, students learn to learn.

Commitment to the community

The IB believes it is important for students to get involved in the community and humanity. In this way, pupils learn to use their knowledge and skills for a good cause. This is therefore an integral part of the MYP programme, an example of which is the *community project*. Pupils learn to make a positive difference in the lives of others and for the environment.

MYP at the Johan de Witt

Below we provide practical information on how the MYP programme is organised within the Johan de Witt Scholengroep.

MYP within the Dutch educational system

The Johan de Witt Scholengroep is not an international school. This means that we must comply with the *Secondary Education Act* that applies within the Netherlands. This act contains all the requirements and rules that Dutch schools within secondary education must comply with.

In lower secondary education, so-called core objectives are in force. Core objectives, together with the reference levels for language and numeracy, form the legal frameworks for the core educational content. These are arranged in seven domains: Dutch, English, mathematics, man and nature, man and society, art and culture, exercise and sport.

At the Johan de Witt Scholengroep, we have extra attention for basic skills (basisvaardigheden) in the areas of language, mathematics and citizenship. This includes the core subjects of Dutch, mathematics and English. To monitor progress in these core subjects, we take reference tests throughout the year. The reference levels for Dutch language and mathematics prescribe what pupils must know and be able to do. All reference levels together form the reference framework for language and arithmetic. This reference framework forms the basis of education in Dutch language and arithmetic.

Within the MYP programme, all core objectives are covered, and the reference framework is used. MYP pupils have thus acquired the same knowledge and skills after completing the MYP programme as pupils within regular programmes. They will soon be well prepared to obtain their diploma and further education.

Multilingualism

In the Netherlands, a large proportion of pupils are multilingual, meaning that a pupil uses more than one language in his or her daily life. It is also sometimes referred to as 'super-diversity' in education, i.e. many pupils with diverse ethnic backgrounds and home languages are together in the classroom. At the Johan de Witt, we are convinced that this enriches our education and is a way to achieve better learning. We do not regard multilingualism as an obstacle or (linguistic) disadvantage. On the contrary, our pupils' linguistic and cultural backgrounds are used for the benefit of the learning process. By allowing multilingualism at school, we enable pupils to make use of knowledge previously acquired in their mother

tongue, to continue learning and to further develop the school language. In addition, recognising and using the different languages spoken by pupils contributes to increased language awareness and intercultural understanding.

Class schedule

The Johan de Witt maintains the subject areas as indicated by the IB. Students will find these subject areas in their lesson timetable. In subject areas that comprise several regular school subjects, the emphasis or angle of approach will differ per lesson. For example, in *Individuals & Societies* (geography, history, philosophy, economics): The topic will be approached from a historical perspective in one lesson and from a geographical perspective in another. This is meant to help students understand the complex world.

The teaching table below shows how many hours per week will be taught in the various subject areas in school year 2023-2024.

Subject areas	Period 1	Period 2	Period 3	Period 4
Language and literature	4	4	4	4
Language acquisition English	4	4	4	4
Language acquisition French	2	2	2	2
Language acquisition German	0	2	0	2
Language acquisition Spanish	2	0	2	0
Personal project	1	1	1	1
Physical and health education	4	4	4	4
Mathematics	4	4	4	4
Sciences	2	2	2	2
Individuals and societies	4	4	4	4
Doctor	2	2	2	2
Community project	2	2	2	2
Design	2	2	2	2

Review

Assessment takes into account the differences of our pupils. We believe it is important that pupils can show what they have learned. We do this by using different forms of assessment, for example: practical assignments, presentations, tests and exams, peer and self-assessment.

Both formative and summative assessment are used within the MYP. In formative assessment, pupils receive feedback on their work. This allows us to regularly evaluate pupils' progress and effort, thus tracking whether learning objectives are being met. Summative assessment is used to grade concluding activities. Both formative and summative assessment are based on specific criteria set by the IB.

Reports and grades look slightly different in the MYP than in regular courses. Students are constantly improving themselves during the school year with the help of the teachers. After each term, students receive a *progress report* which gives insight into the student's learning process up to that point. Only at the end of the school year, pupils receive a grade from 1 to 7 for each subject area in their *final report*. These grades represent a certain level achieved in the subject area. The grade is linked to a qualitative description of where the pupil stands in her/his learning process.

Learning locations

At the Zusterstraat location, a permanent classroom is reserved for the MYP class. Most lessons take place here. The layout of the classroom is in line with the teaching style within the MYP. For the subject areas Sciences (Science Lab), Design (Design Lab) and Arts (Arts Lab), pupils go to our locations Hoofskade and Glasblazerslaan. Learning thus takes place in different and appropriate environments.

Toddle

Within MYP, we use Toddle: an online platform for learning and teaching. This platform is entirely focused on MYP education. Among other things, students can track and monitor their progress here, fill their portfolio, collaborate with other students and view their learning materials.

Among other things, teachers use Toddle to create lesson plans, collaborate with colleagues, give feedback to students and track and monitor their students' progress.

Toddle is also used by parents. These can track, in their preferred language, information on their child's progress.

Parents' evenings

Parents of MYP pupils are invited several times every school year. The purpose of these parent evenings varies. Sometimes pupils' progress is discussed and sometimes the parents' evening focuses on a MYP-related theme, such as assessment, multilingualism, community project, etc. In addition, after each term there is a project afternoon (4 times). During these afternoons, pupils show what they have been working on and what they have learned.

Parents are invited to these afternoons.

