

IB Middle Years Programme
VWO programme
Supreme College Guide

2024-2025



Supreme
College Nederland



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1 Supreme College's Mission and Vision

Mission

Supreme College Netherlands stands for education of the future in a close-knit, international environment for students who want to positively impact their world and that of others.

Vision

By the year 2027, Supreme College Netherlands will be an established model school in the field of education of the future through constructive cooperation with students, teachers and parents/carers: *inquiry-based learning* in morning and afternoon sessions according to the *Supreme Learner Profile*.

2 Supreme College student

We aim for students at Supreme College to develop according to the *Supreme learner profile*. We would like students to become creative, critical and reflective thinkers who are aware of the world around them:

You are curious and knowledgeable

You like to research important topics and current affairs.

You want to know how things work.

You don't shy away from big issues.

You are a critical and creative thinker.

You are open-minded with an international *mindset*

You have an appreciation for your own culture and the culture of others.

You understand that students from different backgrounds may view things very differently.

You enjoy making contact with other cultures.

You have an open mind so you are not quick to judge.

You are a reflective thinker

You reflect on your own development.

You think about the world around you in combination with your experiences and ideas.

You know your strengths and weaknesses and therefore know what you still need to develop.

You look at your own role in group work.

You dare to take risks

You are not afraid of new challenges.

You approach unfamiliar situations with confidence and determination.



You can work independently, including trying out new ideas or new strategies.

You are honest and sincere, in your work for school and to others.

You have an eye for others and are helpful

You are empathetic, respectful and, where necessary, show compassion.

You enjoy helping others, want to make a positive contribution to the lives of others.

You have a heart for your environment and a sustainable world.

You are at the centre of society

You enjoy participating in Dutch society.

You are at home in the digital world.



3 Education at Supreme College

Education at Supreme College is international, focused on conceptual understanding, designed to literally look beyond borders in terms of learning as well as thinking. Supreme College does not have the 'look and feel' of a school and subjects are offered in coherence in subject areas such as *Sciences* and *Individuals & Societies*.

We organise education at Supreme College differently from what is usual in secondary schools. We teach in morning and afternoon sessions from **8.45 to 12.00** and from **12.45 to 16.00**. Teaching is offered in modules or units and you start each module with a research statement or *inquiry*.

Lessons in half-day sessions have some major advantages over a timetable that sometimes includes as many as six or seven subjects in one day. First of all, it creates calm. There are no fixed moments when classes are changed or when the break starts. It gives you the opportunity to concentrate on an assignment and also finish something immediately.

The lessons are basically cross-curricular. Sometimes you can already see this in the subject itself, such as *Individuals & Societies* which is a combination of geography, economics, history and social studies. Often, too, teachers will make connections between different subjects.

Furthermore, the teacher can go deep into the material and also slow down later, taking into account the students' attention curve. Finally, it offers the possibility to put something 'in consideration' with the group and come back to it later in the lesson. In a classical schedule, by then the lesson is over and you already have something else on your mind. This means that you are often done after a day's lesson at Supreme; there is almost no homework in the MYP.

4 MYP and vwo: the best of both worlds

You will follow two programmes at Supreme College, the MYP in first to fourth grades (1vmyp - 4vmyp) and the vwo in fifth and sixth.

The *MYP* provides intellectual challenge, encouraging students to make connections between studying subjects and the 'real world'. The *MYP* promotes the development of academic skills, intercultural understanding and international engagement - essential qualities for young people who want to be actively involved in issues that affect the world later on.

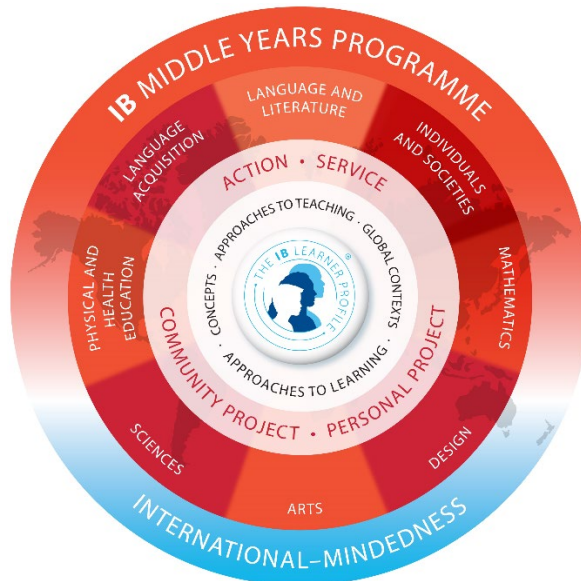
At Supreme College, the *MYP* combines very well with Dutch vwo education. Whereas the *MYP* focuses on skills rooted in knowledge, the vwo is mainly focused on knowledge acquisition. The teachers who guide you in this are mainly from both Bonhoeffer College and Jac. P. Thijsse College. Together, these teaching programmes offer you excellent preparation for future academic challenges: *the best of both worlds*.



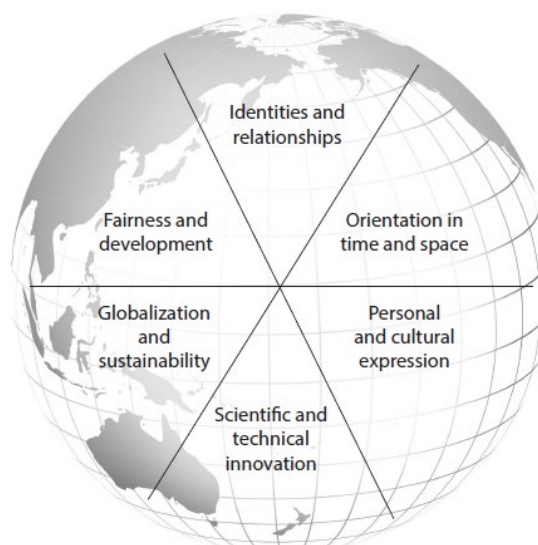
5 What does the *MYP* entail?

The *MYP*:

- gives you the opportunity to develop knowledge, attitudes and skills to tackle complex issues and take responsibility for the future
- provides breadth and depth of learning by studying subjects from seven disciplines: *Language and Literature, Language Acquisition, Maths, Sciences, Individuals & Societies, Arts, PHE* and that up to class four.



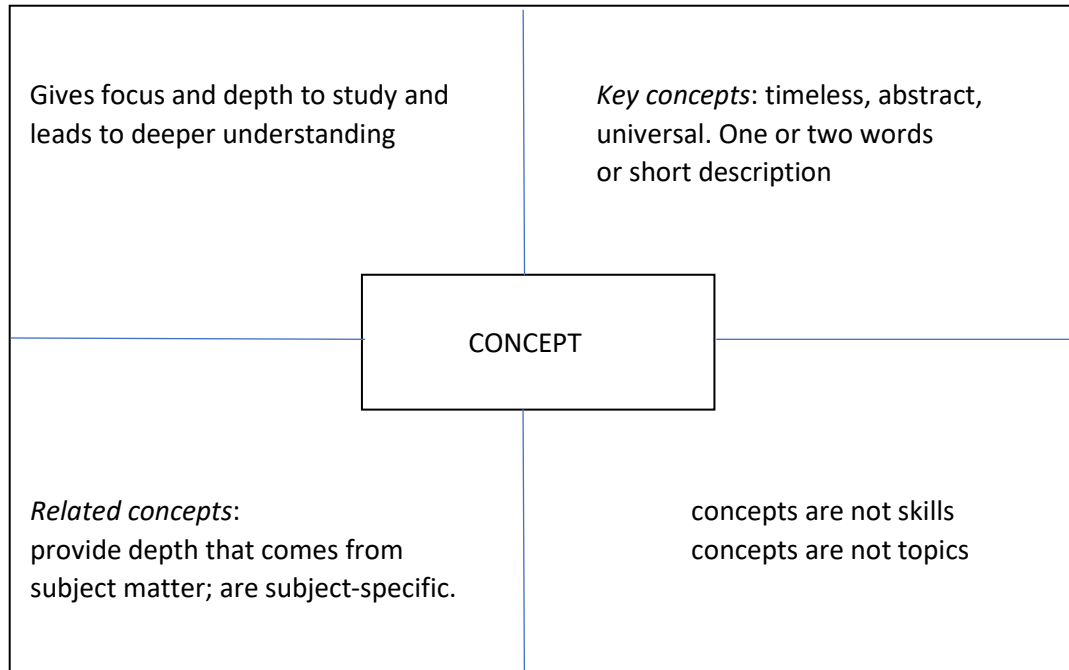
- Get active participation in society, e.g. through the *community project*.
- Ensures you learn in context, the best way to learn something. To this end, the *MYP* uses the following *global contexts* so that you understand even better what it is to be *internationally minded*:





- Guarantees activating didactics by using concepts for each subject. Concepts create coherence in learning. There are sixteen *key concepts* and besides there are *related concepts* (subject specific concepts). They make sure you look at things from a different perspective. Examples of *key concepts*: communication, systems, form, perspective.

Concepts in an overview:





6 The subjects

Language and literature: Dutch and English

In the subject *Language and literature*, you develop linguistic, analytical and communicative skills where the units are pre-eminently interdisciplinary, i.e. related to several subjects. You study a sophisticated mix of texts and different literary genres.

Language and literature enables you to think both creatively and critically and to use language to communicate, analyse and reflect at a high level.

Language acquisition: German and Spanish

In *Language acquisition*, the emphasis is on acquiring communication skills while respecting the cultural diversity implied by the foreign language.

You work with different types of sources such as texts, YouTube clips, film clips, commercials, music and research questions, thus stimulating international interest in particular.

Native speakers of German or Spanish follow the course at *Language and Literature* level.

Maths

Maths lessons make you appreciate mathematics, become curious, understand the rationale behind it and communicate mathematical concepts and theorems well. It encourages logical, critical and creative thinking. You develop techniques for problem-solving. Thus, you gain many mathematical skills in practice that will also come in handy in the world outside school.

Individuals & societies

At *Individuals & Societies (I&S)*, we take a critical look at socio-historical issues, such as 'Does Democracy work?' or 'Can poverty be stopped?'

In addition, in I&S we try to look at and use information sources from different perspectives: not only historical but also economic and geographical. You take the history exam in 4vmyp. If you choose the CM/EM profile, you will also take economics and business economics in 4vmyp.

Physical and health education Besides a diverse exercise programme aimed at social and motor development,

the subject *PHE* also consists of a weekly hour of theory. In the *PHE* subject, we delve deeper into themes around the importance of a healthy lifestyle and making connections between exercise and the *Sciences* subject, such as biomechanics and training theory. You learn to understand theory in a practical way and, vice versa, apply the theory learned in practice.

Visual arts

Visual Arts consists of several components that are always connected. You learn to 'look at art', 'analyse art' and 'respond to art'. You conduct research by making visual pieces of work yourself. You learn to apply different visual techniques, develop concepts and reflect on your work. Together, we discover that art is a form of communication.

Sciences

We pay particular attention to the natural sciences biology (also MYP exam) and chemistry. You will have laid an excellent foundation for these two subjects for the Dutch vwo diploma in four years of MYP at Supreme College. If you choose an NG/NT profile for the vwo central exam after the MYP years, we also offer physics and chemistry in 4vmyp.

You develop into an active, critical and creative thinker, able to research according to the scientific method. You dare to doubt and learn from mistakes made. But you also develop into a balanced young adult who can interpret the value of scientific and technological developments, also within the overarching MYP contexts of 'globalisation and sustainability' and 'fairness and development'.

7 MYP eAssessment

The MYP programme concludes in 4vmyp with online exams in the following subjects:

- English: *language and literature* (Dutch for native speakers only)
- German, Spanish or Dutch: language acquisition (only for non-native speakers)
- *Maths*
- History (as one of the components of *individuals & societies*)
- Biology (as one of the subjects of *sciences*)
- *Interdisciplinary* (an examination of combination of subjects)

You will also submit a portfolio for *arts* or *PHE* and the *personal project*.

The *MYP assessment* will take place in May according to the following schedule:

Monday 5 May		
		Afternoon
English language & literature		2h

Wednesday 7 May		
Morning		
History	2h	

Thursday 8 May		
		Afternoon
Mathematics		2h

Friday 9 May		
Morning		
Spanish language acquisition	1h45m	



Monday 12 May		
		Afternoon
	German language acquisition	1h45

Tuesday 13 May		
		Afternoon
	Biology	2h

Friday 16 May			
Morning		Afternoon	
Dutch language & literature	2h	Interdisciplinary learning	2h
Dutch language acquisition	1h45m		

8 Academic Honesty

As you have read in the student profile, honesty is paramount at Supreme College. This includes ensuring that work you hand in is actually yours, and it is important that you are aware of the importance of *academic honesty*.

There is a separate document on *academic honesty*. This is available for consultation on Managebac and is discussed with students.

Of course, you can use other people's work for inspiration or to cite. We do this according to the APA, the method that is covered extensively during lessons. The APA method for citing or referencing is also used in the vwo.

9 5 vwo

Preview

After the eAssessment in May, teachers switch to the vwo programme to make the transition to 5 vwo as smooth as possible.

To make this transition to 5 vwo easier, you already choose which profile you want to do before 4vmyp. Our career counsellors will tell you more about this, but this means that you already choose the subject physics and chemistry in 4vmyp (for the nature profiles) or economics/business economics (for the society profiles).

Also, one modern foreign language is compulsory besides English. At Supreme College, you have a choice between German and Spanish. This means you can drop one of these subjects in 4vmyp.

The lessons

You will find that the vwo programme is more focused on knowledge than on skills, which is



a change after one or more years of *MYP*. What you will also find is that the skills you gained from the *MYP* will help you excellently in successfully completing vwo programme.

From 5 vwo onwards, classes will be focused on preparation for the exam in 6 vwo. Despite the aforementioned changes to the programme, we do largely maintain the timetable, with one subject being the focus of each half-day session. The science subjects are taught twice a week.

You have already completed the subjects CKV and Social Studies in 4vmyp, in 5 vwo the start of the profile thesis is added. The profile thesis is a research project that you do for one of your subjects or a combination. It is similar to the *personal project* you made for the *MYP*.

10 Report

Twice a year you will receive a report card to take home. In 1vmyp to 4vmyp, grades are based on the *MYP* criteria. You will be assessed on four criteria in each subject. These are different for the various subjects and the criteria are also listed per subject on the report. The grades for these criteria have a scale of 0 to 8:

0	<i>work does not reach any standard</i>
1 and 2	<i>work is of limited level</i>
3 and 4	<i>work is of adequate level</i>
5 and 6	<i>work is of sufficient/good level</i>
7 and 8	<i>work is of excellent level</i>

At the final report of a year, these four grades are added together for each subject, resulting in a final assessment. This uses a scale of 1 to 7:

Sum	Mark
0 - 5	1
6 - 9	2
10 - 14	3
15 - 18	4
19 - 23	5
24 - 27	6
28 - 32	7

In classes 1vmyp to 4vmyp, we work with Managebac, the IBO's administration programme.

From 5 vwo onwards, you will receive grades according to the usual Dutch method: on a scale of 1 to 10. All school exams are also graded this way.

In principle, there are no promotion standards; the school communicates regularly with pupils and parents about the best route to the final examination. However, there is one exception: the transition from 5 to 6 vwo. International students must have mastered Dutch



at a minimum level B2. Testing takes place in the NT2 subject and the result is stated on the report.

11 Communications

We like to hear how students experience the lessons and organisation at Supreme College. That is why we talk to students several times a year about the day-to-day running of Supreme College. This student council meets about five times a year.

Also, the Advisory Council is now active. This council includes two teachers, two students and two parents. The Advisory Council sets its own agenda and also invites Supreme College's school management each time to attend part of the session and answer questions from the Advisory Council.

At the beginning of the school year, Supreme College organises a general information afternoon about the new school year. In addition, a so-called triangular meeting takes place twice a year. This takes place in response to the reporting in Catwise.

How does the tool work?

Students at Supreme receive a specific report card with feedback twice a year. This feedback is not (only) about grades and results. The feedback is also about commitment, motivation, perseverance, choices and challenge. The traffic light is an overall picture of how the subject teacher sees the student doing. The tool uses the following four icons for this purpose:

The traffic light

			
Excellent	Keep up the good work	Mind	Beware

So a red exclamation mark is not a judgement in terms of 'bad' or 'unsatisfactory'. The subject teacher indicates '*Watch out! I'm worried and something needs to be done.*' It is a well-intentioned signal with advice on how to turn the tide. All the pictograms together give the pupil, mentor and parents a clear overview of how things are going.

Before the student can see the feedback report, he is asked to fill in the student traffic light. For each subject, the student indicates how the subject is doing by means of the pictogram and an explanation in the form of a comment, again looking at the overall picture and not just at results. When the student has finished, the feedback report appears and comparisons can be drawn between the feedback from the subject teachers and the student's self-image. During the triangular meeting, the pupil can then discuss this again with mentor and parents.



For specific questions regarding any of the subjects, your parents can contact the teacher directly. Contact details are given below. For general questions, an email can be sent to Bianca Harren: b.harren@supremecollege.nl or to r.wellen@supremecollege.nl. In general, if something is not clear or not going well, the school would like to hear about it.

From time to time, parents are informed about activities at Supreme College by means of an email. It is also advisable to consult the annual calendar on the Supreme College website. If you are absent, we need to be informed. This is done via Supreme College's phone number: 06-25331850. If there is no answer, a voicemail message can be left. Your parents can also send an email to b.harren@supremecollege.nl before 8.30am. The student will also inform the teacher of that day of his/her absence.

The career counsellors, Sandra Derksen and Barbara Rooijmans, keep students and parents informed about the choices to be made for the vwo superstructure. You can also contact them for questions concerning the choice process or the choice of study after the vwo (s.derksen@supremecollege.nl and b.rooijmans@supremecollege.nl).

12 Telephone policy

The government has stated that from 1 January 2024, no mobile phones, tablets or smartwatches may be present in classrooms. Schools should make their own agreements with teachers, pupils and their parents on how exactly this will look in their schools. This decision was taken because all parties in education agree that mobile phone use has a major detrimental effect on both learning and social behaviour of young people. Research shows that mobile phone use interferes with concentration and an active attitude to work. Both are precisely what is needed for optimal learning.

This is why we have decided to change the policy at Supreme College from school year 2024-2025. No phones, smartwatches and tablets will be allowed to be visible in class from then on. Therefore, the motto for students is: ***phone at home or in the locker.***

Policy

From Monday 2 September, classes at Supreme College will be mobile-free/smartphone-free. This means students will only work on their laptops. All other devices such as: smartphones, smartwatches, tablets are at home or in the locker during class.

13 Support

With our support structure, we aim to increase the independence and resilience of students meaning to developing the skills they need to be successful in their subsequent studies. In addition, we want to prevent students from dropping out of school or dropping out if they do not function well in the regular school situation due to social-emotional problems.

In the overview below, we indicate the steps we go through with students:

1. Signal mentor/teachers
2. Consultation mentor with student
3. Consultation between mentor and coordinator
4. Application to special needs coordinator. The registration form is completed by the mentor
5. Discussion in internal special needs consultation

The special needs consultation includes the special needs coordinator, mentor and coordinator. During these consultations, the special needs and the support route are determined with the help of stimulating and impeding factors. We follow the guidelines of action-oriented work. Each case discussed during the care consultations is evaluated after six weeks and the route is adjusted if necessary.

Supreme College's special needs coordinator is José Welp, she is present three days a week (Monday, Tuesday and Thursday).

14 School management and teachers

The school management consists of management and coordinator. Together, they constitute the school management of Supreme College. The management is in charge of the school on behalf of the competent authority. The coordinator is responsible for the day-to-day running of the school and ensures that students are properly supervised.

Management: René Wellen

Coordinator: Bianca Harren

Teachers teaching at Supreme College in school year 2024-2025 with their contact details:

Language and literature:

Dutch: Paul Pfann p.pfann@supremecollege.nl

Lisa Kiewit l.kiewit@supremecollege.nl

English: Jochem Puts j.puts@supremecollege.nl

Contact: 06-25331850

	Rob Roos	r.roos@supremecollege.nl
	Tim Kornet	t.kornet@supremecollege.nl
	René Wellen	r.wellen@supremecollege.nl
Language Acquisition:		
German:	Carina Stappers	c.stappers@supremecollege.nl
	Bianca Harren	b.harren@supremecollege.nl
	Michiel Hupkes	m.hupkes@supremecollege.nl
Spanish:	Ilene Petersen	i.petersen@supremecollege.nl
	Nagore Armentia	n.armentia@supremecollege.nl
Maths:	Peter Paul Rauwerda	p.rauwerda@supremecollege.nl
	Tara Kaboodvand	t.kaboodvand@supremecollege.nl
	Lennaert Huiszoon	l.huiszoon@supremecollege.nl
Individuals & Societies/ history/ geography	Manon Schouten	m.schouten@supremecollege.nl
	Marjolijn van de Geer	m.vandeger@supremecollege.nl
	Kimberley Kleijne	k.kleijne@supremecollege.nl
PHE:	Pim Berk	p.berk@supremecollege.nl
	Silvia van Tunen	s.vantunen@supremecollege.nl
Visual Arts:	Pauline Jonker	p.jonker@supremecollege.nl
	Ruth van Nes	r.vannes@supremecollege.nl
Sciences/ biology:	Gerda Nicolai	g.nicolai@supremecollege.nl
	Clemens van Ede	c.vanede@supremecollege.nl
	Ruud Roemer	r.roemer@supremecollege.nl
Chemistry	Klaas Jan Kramer	k.kramer@supremecollege.nl
NT-2:	Louk Messing	l.messing@supremecollege.nl
	Myrna van der Veldt	m.vanderveldt@supremecollege.nl
Physics:	Lennaert Huiszoon	l.huiszoon@supremecollege.nl
	Parisa Pourmirjafari	p.pourmirjafari@supremecollege.nl
Economics/Business	Thomas Smit	t.smit@supremecollege.nl



economics

Anne Laan

a.Laan@supremecollege.nl

Corné de Waard

c.dewaard@supremecollege.nl

MAW:

Hanneke Vodde

h.vodde@supremecollege.nl

IB administrator

Wouter Bregman

w.bregman@supremecollege.nl

Special needs coordinator

José Welp

j.welp@supremecollege.nl



15 Timetable

Day		1vmypA	Teacher	Local
Monday	08.45	Dutch/NT-2	Paul Pfann / Mynra vd Veldt	gr 2/room 3
	12.45	PHE	Silvia van Tunen	JPT
Tuesday	08.45	Arts	Pauline Jonker	church
	12.45			
Wednesday	08.45	I&S	Manon Schouten	church
	12.45	Sciences	Clemens van Ede	Green 1
Thursday	08.45	German	Carina Stappers	Green 1
	12.45	Maths	Tara Kaboodvand	Green 1
Friday	08.45	English	Jochem Puts	Green 1
	12.45	Spanish	Ilene Petersen	church

Day		1vmypB	Teacher	Local
Monday	08.45	Sciences	Clemens van Ede	green 1
	12.45	PHE	Silvia van Tunen	JPT
Tuesday	08.45	Arts	Ruth van Nes	church
	12.45			
Wednesday	08.45	I&S	Marjolijn van de Geer	church
	12.45	Maths	Tara Kaboodvand	Green 2
Thursday	08.45	Dutch	Paul Pfann	Green 2
	12.45	English	Rob Roos	Green 2
Friday	08.45	German	Carina Stappers	Green 2
	12.45	Spanish	Nagore Armentia	church

Day		2vmyp	Teacher	Local
Monday	08.45	PHE	Silvia van Tunen	JPT
	12.45	Dutch/NT2	Paul Pfann / Myrna vd Veldt	gr 2/room 1
Tuesday	08.45	Sciences	Clemens van Ede	green 1
	12.45	English	Tim Kornet	green 1
Wednesday	08.45	Maths	Tara Kaboodvand	green 2
	12.45			
Thursday	08.45	Spanish	Nagore Armentia	room 3
	12.45	Arts	Pauline Jonker	room 2
Friday	08.45	I&S	Marjolijn van de Geer	room 2
	12.45	German	Carina Stappers	room 2



Day		3vmyp	Teacher	Local
Monday	08.45	PHE	Silvia van Tunen	JPT
	12.45	Sciences	Clemens van Ede	room 3
Tuesday	08.45	English	Tim Kornet	green 2
	12.45	Dutch/NT2	Paul Pfann / Louk Messing	green 2/JPT
Wednesday	08.45	I&S	Kimberley Kleijne	green 1
	12.45			
Thursday	08.45	Arts	Ruth van Nes	church
	12.45	Spanish	Ilene Petersen	room 3
Friday	08.45	German	Michiel Hupkes	church
	12.45	Maths	Peter-Paul Rauwerda	green 1

Day		4vmyp	Teacher	Local
Monday	08.45	Dutch/NT-2	Lisa Kiewit / Myrna vd Veldt	room 1 / 3
	12.45	English	Rob Roos	church
Tuesday	08.45	Sciences	Ruud Roemer	room 3
	12.45	Chemistry/beco	Clemens v Ede/Corné de Waard	Church / r 3
Wednesday	08.45	Physics	Parisa Pourmirjafari	room 3
	12.45	I&S	Manon Schouten	church
Thursday	08.45	Arts	Pauline Jonker	church
	12.45	PHE	Pim Berk	JPT
Friday	08.45	Spanish/German	Ilene Petersen/Michiel Hupkes	r 3 / church
	12.45	Maths	Tara Kaboodvand	room 3



Day		VWO 5	Teacher	Local
Monday	08.45	English	Rob	church
	12.45	matb/phy/mata	Lennaert / Tara	JPT/room 1
Tuesday	08.45	bio/chem/bu ec	Gerda - Klaas Jan / Thomas	BOC/room 1
	12.45	Dutch/NT2	Lisa / Myrna	room 1/JPT
Wednesday	08.45	Spanish/German	Nagore / Bianca	room 1/SEC
	12.45	phy/matb/eco	Parisa / Thomas	JPT/room 1
Thursday	08.45	chem/bio/his	Klaas Jan - Gerda / Manon	BOC/room 1
	12.45	R&D / arts	Britt / Ruth	BOC/church
Friday	08.45	PE	Fanna	JPT
	12.45	Social sciences	Hanneke	room 1

Day		VWO 6	Teacher	Local
Monday	08.45	matb/phy/mata	Peter-Paul - Lennaert / Tara	JPT/room 2
	12.45	Dutch/NT-2	Lisa / Myrna	cream 2/Gr 1
Tuesday	08.45	chem/bio/bu ec	Klaas Jan - Gerda / Anne	BOC/room 2
	12.45	history	Manon	room 2
Wednesday	08.45	English	René	room 2
	12.45	Spanish / German	Nagore / Bianca Harren	Gr 2/room 2
Thursday	08.45	bio/chem/soc sc	Gerda - Klaas Jan / Hanneke	BOC/room 2
	12.45	R&D / arts	Britt / Ruth	BOC/church
Friday	08.45	phy/matb/eco	Lennaert - Peter-Paul/Thomas	room 1/SEC
	12.45	PE	Fanna	JPT