

Tallinn European School's Development Plan 2019-2022

Part I

The school, its principles and general provision

1. Mission, Vision and Values

The **Mission** of TES is:

“To provide a broad, balanced, creative, multicultural and multilingual education in a highly motivating learning environment, in order to prepare the future citizens of an ever-changing world.

To fulfil our mission, we offer internationally recognised quality education to a culturally diverse community based on the principles of the European Schools.”

The **Vision** of TES is:

“To be the heart of international education in Estonia and the home of innovative learning in the Nordic-Baltic region.”

The **Values** of TES are:

RESPECT: We accept ourselves and other people in their diversity. We appreciate our own and other's emotions. We trust ourselves and others and take full responsibility for our actions and thoughts. We notice, listen and understand our neighbour. We practice deep listening and reflect before talking.

HARMONY: We exercise a high level of self-awareness. We speak and act out of integrity. We strive towards harmonious relations and win-win solutions. With every thought and deed, we contribute to the well-being and culture of our school. We believe every challenge has a positive side on which to lean.

CREATIVITY: We co-create our reality in cooperation with other people. We are curious about new knowledge, skills and attitudes. We are open to change. We foster flexibility, spontaneity and creative thinking. We constantly explore innovative paths and dare to dream and fulfil our dreams.

2. Educational principles

TES is aiming to follow the educational principles of European Schools teaching knowledge, skills and attitudes:

1. to develop high standards in mother tongue and foreign languages;
2. to encourage a European and global perspective overall and particularly in the study of the humanities;
3. to develop mathematical and scientific skills throughout the whole period of schooling;
4. to develop pupils' media and technical skills in information and communication technology (ICT);
5. to foster self-driven responsible learners who know their strengths and areas of growth;
6. to encourage creativity and critical thinking in all subjects;
7. to foster learning of every individual as well as collaborative learning;
8. to encourage communication in diverse settings;
9. to develop self-reflection skills, communication in diverse settings and understanding of the world (me, others and the world).

3. Structure of Studies

TES has the following structure of studies:

1. Two language sections (English and French)
2. Three main cycles of schooling: Early education (Nursery), Primary, Secondary (divided into Observation cycle, Pre-orientation cycle and Orientation cycle)
3. Tuition in mother tongue/dominant language (L1) in all Primary and Secondary classes
4. Provision of vehicular languages (L2) in all Primary and Secondary classes
5. Teaching of some subjects in vehicular languages (L2) beginning in the upper Primary cycle
6. Compulsory learning of home country language (Estonian) in upper Primary
7. Provision of subjects unique to TES in the Secondary cycle
8. Established policies for SEN and gifted pupils

4. Target groups

TES primarily enrolls:

- CATEGORY I PUPILS
 - Children of employees of EU institutions and agencies.

- **CATEGORY II PUPILS**

1. Children of foreigners living and working in Estonia if at least one parent works in a foreign diplomatic position and if the child's mother tongue / dominant language is not Estonian;
2. Children who have studied abroad in the European Schools' system or International School for at least three years, due to the fact that one of their parents is working or worked in a foreign state according to the employer's written confirmation;
3. Children of foreigners living and working in Estonia, if the mother tongue / dominant language of the child is an official language of the EU other than Estonian.

TES also enrolls children of TES employees with a contract of at least 60%, if the mother tongue / dominant language of the child is not Estonian.

The school will guarantee a place for the children of employees of EU institutions and agencies. All other pupils are placed according to availability.

5. The growth of the school

1. Nursery: N1-15 children per group, N2 – 20 children per group
2. Primary: 20 pupils per class
3. Secondary: 25 pupils per class

6. Funding

TES is financed first and foremost through the state budget (around 80%) by the Ministry of Education and Research two programmes:

1. Competent and motivated teachers and leaders of the educational institutions;
2. General Education.

TES also receives subsidies from the European Commission and other European institutions, to cover operational costs for the education of category I children.

Income from legal or natural persons is governed by private law, in the form of payment for the enrolment of category II pupils.

All pupils pay a tuition fee, the amount of which is set by the owner of the school.

Further income, received for extra-curricular activities and aftercare, is regulated by the school statutes.

Part II

The school development in 2019-2022

Context of this Development Plan

Pupils, staff, management and parents have been involved in the process of evaluating the school's performance in order to identify the priorities for the coming years.

The school's mission, vision and values lie at the heart of this development plan.

All stakeholders are fully committed to improving teaching and learning and creating safe environment in order to guarantee better outcomes for each and every pupil.

Information has been included from:

- The previous Development Plan, valid from 2016 to 2020
- The recommendations from the Audit report N1-S5_2016
- Feedback from the governing body, staff and parents – questionnaires, general meetings and inputs from the representatives of all stakeholders
- Pupil views expressed through the Student Council and its representatives

The current situation as a starting point

TES is in its sixth year of life and has currently 300 pupils.

The school implements the entire European Baccalaureate curriculum.

It covers at present in the English section the whole provision of European Schooling (from Nursery 1 to Secondary 7).

The French section is established and covers the Nursery and lower Primary cycles.

The L1 languages currently provided are Bulgarian, English, Estonian, Finnish, French, German, Greek, Hungarian, Italian, Latvian and Lithuanian.

The vehicular languages (L2) currently provided are English, French and German. The subjects taught in vehicular languages are European Hours, European Studies, Human Sciences, History, Geography, Economics and Ethics.

The other foreign languages (L3 and L5) currently provided are Estonian, Finnish, French, German, Italian and Spanish.

The subjects unique to TES are European Studies (S1-S2), Estonian Studies (S3) and Creative Mathematics (S1-S3).

The first final examinations for the European Baccalaureate have taken place in June 2018 and have recorded an average score of 80.84 (against the general European Schools average of 78.12).

The average grading in promotion subjects in the years from Secondary 4 to Secondary 6 is currently 8.17 (against the general European Schools average of 7.99).

The current repeat rate among TES pupils is 1.04% (against the European Schools average of 1.10%).

10% of TES pupils leave on average every year the school to move elsewhere, largely because of their parents' relocation in a new country. 2 children left TES last year to move to another Estonian school.

The school pedagogical staff is highly qualified and is made of 85% of fully qualified pedagogues (according to the new, stricter criteria, that TES has approved in 2018), and of 15% of pedagogues whose full qualification is in progress. The latter group is made either of teachers with master's level education but incomplete pedagogical training, or of teachers with full pedagogical training but incomplete subject degree for the level they are teaching.

The current staff turnover is 12.5% per year, and is due almost entirely to the move abroad of the their families. No teacher has moved so far to another Estonian school.

The management structure of the school is fully established, in line with the European Schools organisational philosophy, and consists of a Director, a Deputy Director for Nursery and Primary, and a Deputy Director for Secondary.

A Coordinator system has been put in place to support for specific purposes the school pedagogical staff and pupils, and consists of a Nursery Coordinator, a Primary Coordinator, a Secondary Class Teachers' Coordinator, a Language 1 Coordinator, a Language 2 to 5 Coordinator, a Mathematics and Sciences Coordinator, a BAC Coordinator and Support Coordinator. All Coordinators, together with the Director and the Deputy Directors, form the School Pedagogical Council.

As regards the procedures and documentation of the school, daily routine is established: rooms and lessons are fully allocated, and the school main policies are established.

The school has a fully renovated school building, divided into three blocks: historical building, nursery and primary classrooms, gym. There is also a playground in front of and behind the building. The school also has outdoor sports facilities.

The current frequency rate (time used) of classroom use during the regular school schedule is 100% in the nursery area, 75% in the primary area and 50% in the secondary area.

The occupancy rate (pupils per class against their potential maximum) of classrooms is 62.9% in nursery, 76.7% in primary and 52% in secondary.

The utilisation rate of classrooms (frequency X occupancy) is therefore 62.9% in nursery, 57.5 in primary and 26% in secondary. Outside the regular school schedule, school rooms are currently used 45 hours per week for extra-curricular activities and pupils' aftercare.

Information and Communication Technologies (ICT) are currently used across all sections of the school. In the school building there is a computer room with 15 desktops, 10 bookable laptops and 65 bookable iPads.

Areas of development, overall goals

Area of development	Overall aim
<u>Quality of education</u>	Develop a creative, holistic, empowering and diverse learning environment, led by qualified and continuously developing pedagogues
<u>School identity and ethos</u>	Become an acknowledged home of innovative learning in the Nordic-Baltic region and consolidate our position as heart of international education in Estonia
	Foster a school culture based on respect, openness, self-awareness, participation and responsibility
<u>Quality of governance</u>	Develop an effective and modern school governance, based on clear responsibilities, good communication practice, values and teamwork
<u>Partnership and growth</u>	Consolidate existing partnerships and establish new collaborations to allow for the sustainability and growth of TES

In the rest of this document, objectives and success criteria/performance indicators will be indicated for each of the overall aims of the 4 main areas of development.

Area of development 1: Quality of education		
Overall aim	Objectives	Success criteria/KPI
1. Develop a creative, holistic, empowering and diverse learning environment, led by qualified and continuously developing pedagogues	1.1. Foster staff quality control and personal development through regular 360° feedback, lesson visits and development interviews	1.1.1. All current pedagogues to attain full qualification, according to the criteria set in 2018 1.1.2. Staff turnover below 10% per year 1.1.3. Feedback from leaving colleagues in Recommy and Exit Interviews 1.1.4. Every teacher to obtain feedback from 2 colleagues and 1 member of the administration, 2 parents and 2 pupils per year 1.1.5. At least 150 general lesson visits per year
	1.2. Formalise a recruitment strategy and policy for future pedagogues	1.2.1. Identify at least two teacher recruitment platforms TES will work with

	<p>1.3. Plan general and individual trainings for school staff following development interviews</p> <p>1.4. Devise and implement a full career guidance curriculum</p> <p>1.5. Attain educational success at all levels</p> <p>1.6. Attain academic success in upper Secondary</p> <p>1.7. Become a successful multilingual school</p>	<p>1.2.2. Qualified teachers, carrying out the values of the school are found by public competition</p> <p>1.3.1. Every staff member to have at least 2 days of general and 2 days of personal training per year</p> <p>1.4.1. Have direct contacts with universities in Europe to whom TES curriculum and values have been fully introduced</p> <p>1.4.2. Have enterprises in Estonia through whom our pupils can be introduced to the labour market</p> <p>1.4.3. Students admission rates to a further or higher education institution of their choice above 90%</p> <p>1.5.1. Renewal of accreditation within the European Schools system</p> <p>1.5.2. Repeat rate below 1.1%</p> <p>1.5.3. At least 30% of lesson time in Primary and 15% in lower Secondary dedicated to project-based learning</p> <p>1.5.4. Full implementation of the Learning to Learn project in Primary</p> <p>1.6.1. Average BAC rate above 79/100</p> <p>1.6.2. Average harmonised S5 exam rate above 8.00</p> <p>1.6.3. Average promotion subjects grade in S4 to S6 above 8.00</p> <p>1.7.1. L1/mother tongue/dominant language programme offered to all Category 1 pupils</p>
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	1.8. Plan support activities in line with the available dedicated resources	<p>1.7.2. 50% of new students attending prescribed language levels (L2 and L3) within one year, and 100% within three years</p> <p>1.7.3. All students attaining B2 level in L2 by the beginning of S6</p> <p>1.7.4. Host Country Language is offered as the additional L2 in lower Primary (minimum 7 pupils)</p> <p>1.7.5. L3 is starting from P4</p> <p>1.8.1. Ensure to every admitted pupil with special needs the necessary support to attain at least promotion to the following year.</p>
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Area of development 2: School identity and ethos

Overall aim	Objectives	Success criteria/KPI
2. Become an acknowledged home of innovative learning in the Nordic-Baltic region and consolidate our position as heart of international education in Estonia	<p>2.1. Introduce innovative teaching and learning methods</p> <p>2.2. Integrate ICT and library use in teaching and learning at all levels</p> <p>2.3. Develop the French section</p> <p>2.4. Become the hub of international projects among schools in Estonia</p>	<p>2.1.1. At least one general training per year dedicated to innovative teaching and learning methods</p> <p>2.1.2. Have at least 3 major projects per class per year</p> <p>2.2.1. 100% of the classes using the technologies or online platforms that have been provided to them</p> <p>2.2.2. Average borrowing rate of library books of at least 5 books per kid per year</p> <p>2.3.1. Have the whole Nursery to Primary 5 cycles completed in the French section</p> <p>2.4.1. Host at least 2 major international interschool events per year</p>

	<p>2.5. Become an official testing centre for French and English</p> <p>2.6. Develop a coherent and comprehensive communication strategy to make TES known in Estonia and in the Nordic-Baltic region</p>	<p>2.5.1. Become an exam centre for Pearson tests and in DELF tests</p> <p>2.6.1. Establish collaboration with at least three schools in the Nordic-Baltic countries</p>
<p>Foster a school culture based on respect, openness, self-awareness, participation and responsibility</p>	<p>2.7. Organise trainings and events to promote school values and conscious leadership</p> <p>2.8. Foster antibullying ethos and solutions in TES</p> <p>2.9. Provide, alongside education, well-being advice to students</p> <p>2.10. Envisage a student council where students learn active citizenship</p>	<p>2.7.1. Have at least three major events per year focusing on school values or on a related theme</p> <p>2.8.1. Implement fully the KiVa programme.</p> <p>2.8.2. Implement <i>Mindfulness</i> practices</p> <p>2.9.1. Number of incident reports to be reduced by at least 20%</p> <p>2.9.2. At least two trainings for pupils per year dedicated to non-academic, well-being topics</p> <p>2.10.1. The student council organises at least three major events/activities per year and contributes to all the student related topics discussed in the school</p>

Area of development 3: Quality of governance		
Overall aim	Objectives	Success criteria/KPI
3. Develop an effective and modern school governance, based on clear responsibilities, good communication practice and teamwork	3.1. Establish the new foundation for the Tallinn European School	3.1.1. Fully defined school organigramme 3.1.2. Annual feedback surveys from staff and stakeholders
	3.2. Develop clear line management and problem-solving practices	3.2.1. Revised responsibilities for middle management 3.2.2. Devise ongoing leadership training programmes for management and middle management 3.2.3. Reduction by 30% of extraordinary meetings to solve issues by using coaching skills
	3.3. Foster a culture of efficiency and shared responsibility in the management of pedagogical resources	3.3.1. For every extra euro spent on fixed costs, at least 30 cents are spent on projects and educational activities 3.3.2. Budgeting per subjects and levels is created and middle management is co – responsible for it
	3.4. Foster internal and external communication good practice	3.4.1. Publication and implementation of good communication practice code
Area of development 4: Partnership and growth		
Overall aim	Objectives	Success criteria/KPI
4. Consolidate existing partnerships and establish new collaborations to allow for the sustainability and growth of TES	4.1. Develop synergies with Ministry of Education and Research, Innove and other national partners in Estonia	4.1.1. Participation in all events and activities organised by the Ministry and Innove and directly relevant to TES

	<p>4.2. Promote regularly TES among international public and private organisations in Estonia</p> <p>4.3. Growth up to 600 pupils</p> <p>4.4. Foster collaboration and benchmarking activities within European Schools</p> <p>4.5. Consolidate collaboration with teacher training providers and institutions</p> <p>4.6. Devise and develop a fund-raising strategy for sustainability, equipment and activities</p> <p>4.7. Envisage ways to make the school building more rentable</p>	<p>4.2.1. Increase in articles in media, direct contacts with organisations, hits and followers online by at least 30%. 4.2.2. Every new family subscribes to at least one of TES online medias.</p> <p>4.3.1. Attain an average growth of at least 80 students per year 4.3.2. Parents' feedback about the admission process through Recommy</p> <p>4.4.1. All S5 exams are cross-checked and corrected with Helsinki European School 4.4.2. Teachers visiting European Schools regularly for training and making personal contacts 4.4.3. Active participation in AESN conference every year 4.4.4. Having S4-S5 exchange students from other European schools and vice versa</p> <p>4.5.1. Be in partnership with Estonian, Finnish, English and French speaking teacher training centres</p> <p>4.6.1. Have at least two projects per year in which fundraising is organised with the aid of parents. 4.6.2. Create a legacy fund for long term endowments</p> <p>4.7.1. Attain a utilisation rate of rooms of 80% in nursery, 70% in primary and 40% in secondary 4.7.2. Have room used outside regular school schedule for at least 90 hours per week</p>
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	4.8. Build a sense of community between parents, children and school staff	4.8.1. Have at least four events per year organised in partnership between parents and school 4.8.2. Have annual satisfactory surveys and use the feedback in the improvements
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The implementation procedures of the school development plan

This is a general development plan for the three years. Every year it will be integrated with a yearly action plan specifying concrete actions, timing and responsibilities.

The TES management will renew the Plan regularly and report to the School Board once a year on the School Board meeting.