Tallinn European School

Development Plan 2023-2026

Introduction

Pupils, staff, management, and parents have been involved in the process of evaluating the school's performance 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 a safe environment to guarantee the best possible outcomes for every pupil.

Information has been included from:
- The previous Development Plan, valid from 2019-2022
- The recommendations from the Audit report N1-S7 2021
- Feedback from the governing body, staff, and parents – questionnaires, general meetings, and inputs from the representatives of all stakeholders

Five main areas and objectives have been identified for the development plan, each with corresponding targets and methods of evaluation:

Area	Main Objective
School Culture	The school culture is inclusive and collaborative, supporting the wellbeing and development of all members of the school community. As a community we have a safe environment where everyone feels the sense of belonging and acceptance and is motivated to study and work.
Infrastructure	The physical location at Tehnika 18 comfortably and safely houses the population and pedagogical needs of the school.
Teaching and Learning Quality	TES has established its pedagogical calendar that includes a plan for traditional events linked to the ES curriculum allowing pupils to participate in a variety of learning opportunities, activities, and projects. Policies that define the benchmarks for quality teaching and learning are designed and incorporated in annual evaluations of the school.
European Dimension	The European Dimension is visible and integrated into the school life, both physically and pedagogically.
Sustainability	TES ensures that the principals of environmental sustainability are followed in line with the Eco Schools programme.

Area 1: School Culture						
Target:		**TES has a clear Communication Policy that defines the standards of communication within the community.**	**TES' School Identity is strengthened.**	**TES has a clear policy for supporting wellbeing throughout the school community.**	**TES has a clear and consistent system for collecting and analysing feedback from all stakeholders.**	**TES has established traditions for students.**	**TES has an established culture of recognition and celebrates successes throughout the community.**
Measurable Actions	**2022-23**	Policy developed	TES Mascot Contest TES Yearbook becomes an annual publication	Student wellbeing Policy developed according to ES document Student wellbeing survey end of every semester The School in Motion Project has a full team	Digital Suggestion Box Satisfaction Surveys every term	Academic traditions exist in every area School Dance at end of year	WN is established as primary platform for sharing news about our community's successes. Main stories shared via school FB page.
	2023-24	Implemented/Reviewed	TES 10 Celebrations	School in Motion project continues and is integrated in planning Every student has a trusted adult at school project initiated		Create an item that is specific to S6-7 students	Wall of recognition created and consistently updated
	2024-25	Document part of TES document library	TES branded items are readily available	Surveys continue		Traditions continue	Traditions continue
	2025-26						
Responsible		School Leadership Communications Specialist	School Leadership	Support Team School in Motion Team	Communications Specialist	School Leadership	HR Specialist
Documents		Communication Policy	TES Brand Book	Wellbeing Policy	Feedback Calendar	Academic Calendar	HR Policy Weekly Newsletter

Area 2: Infrastructure						
Target:		**TES' student population has reached its critical mass.**	**TES' PE Department has enough physical space to conduct their lessons safely.**	**TES has developed a new Science Centre in the D building.**	**TES' Canteen supports the population and requests of the community.**	**TES has a harmonized timetable between the primary and secondary cycles.**	**TES' cloakrooms have been remodelled to meet the needs of the current population.**
Measurable Actions	**2022-23**	S4 parallel classes	Investigate ways to spread the classes across the school Investigate options for renting external facilities	Plan for Science Centre presented to Ministry of Education and Research	Canteen Committee surveys inform the canteen about necessary improvements	New timetable tested, reviewed, and revised	Procurement for Primary and Staff cloakrooms completed
	2023-24	S5 parallel classes	Timetable PE lessons first to ensure safe usage of current facilities Investigate options for renting external facilities	D building renovations begin	New, harmonised timetable ensures minimal overlap of lunch breaks between cycles Canteen committee meets each term to ensure canteen quality	Feedback from previous year taken into consideration and new timetable created	Construction is finished by beginning of school year
	2024-25	S6 parallel classes	Efficient use of internal and external facilities	D building renovations continue		Final harmonised timetable structure implemented	Procurement for new Secondary cloakroom begins
	2025-26	S7 parallel classes		D building ready for lessons			Construction of cloakroom finished by beginning of school year
Responsible		School Leadership Study Secretary	PE Coordinator Administrative Officer Timetabling Team	School Leadership	School Leadership Canteen Committee	Timetabling Team School Leadership	Administrative Officer School Leadership
Documents		Development plan			Surveys	Timetable	

Area 3: Teaching and Learning Quality							
Target:		TES' annual training plan is established.	Teachers use harmonised planning that includes the 8 key competencies.	TES has a detailed recruitment process to ensure hiring and retention of highly qualified staff.	Learning content is visible throughout the school.	TES has a clear and effective internal evaluation system.	TES' Transition Plan is established.
Measurable Actions	**2022-23**	Training needs and wants are collected to establish next year's training plan Teachers are aware of training days	Planning templates include area for 8 key competencies Digital Competencies plan for N/P established	Recruitment process documented with details of who should be involved in each stage. Trial lessons for potential teachers becomes norm. Staff retention figures and exit interviews analysed each year to evaluate weaknesses in process.	Subject rooms are established as often as possible in timetable	Lesson observations and development interviews take place annually Benchmarks are created for Primary 5 and Secondary 1 in L1, L2, Maths, and DOW during February training day	N2-P1 and P5-S1 transition plans are reviewed during February training day For P5-S1, focus is on Maths and L1 syllabi
	2023-24	Training plan revised and followed	8 key competencies workshop at beginning of year to ensure they are included in planning		Display materials ordered if necessary	Benchmarks created for P3 and S3	S3-S4 transition plan is established P5-S1 DOW and Integrated Sciences syllabi are reviewed
	2024-25				Room displays maintained	Benchmarks are created for P2 and S5	Transition plans reviewed and revised accordingly
	2025-26					Benchmarks are evaluated and revised if necessary	
Responsible		School Leadership	Educational Technologist Deputies	School Leadership HR Specialist	Teachers	School Leadership	Subject coordinators School Leadership
Documents		TES Training Plan	EU Schools 8 Key Competencies document	Digital Competencies document from Copenhagen ES	Subject syllabi	Quality Teaching in the European Schools	Framework for school-specific guidelines for Transition

Area 4: European Dimension			
Target:	**Teachers use resources that facilitate the dissemination of the European Dimension.**	**TES' European Dimension is made visible through displays, designated areas, and internal design.**	**Through Erasmus+ and other programs, TES collaborates with different European Schools and other schools in Estonia.**
Measurable Actions — 2022-23	Teaching resources are confirmed to be from European sources and strongly connected to the ES curricula EU Hours structure is assessed	Third floor in B building display created	Erasmus+ Programme begins allowing mobility for teachers and students Contacts established with ISE and IST
2023-24	EU Hours continues to be primary source of European dimension instruction in Primary	Fourth floor in B building display created	Erasmus+ Programme continues Contacts with ISE and IST allow students to engage in various activities together
2024-25	Evaluation of teaching resources continues to ensure European dimension is included	Additional displays created where possible and according to plan	Erasmus+ and connections with IST and ISE continue
2025-26			
Responsible	Subject Coordinators Teachers	Administrative Officer	Erasmus+ Coordinator School Leadership
Documents	EU Hours syllabus	Design Plan	Erasmus+ Project Plan

Area 5: Sustainability			
Target:		**TES has a unified Green School plan.**	**Paper and toner usage are minimised at TES.**
Measurable Actions	**2022-23**	TES joins the Eco Schools project Student-led Eco Committee is formed and is driving force behind the process Carry out a Sustainability Audit (happens every year) Produce an Eco Code to define TES' commitment to sustainability	Paper and toner usage are evaluated, and new benchmarks are set that staff aim to follow
	2023-24	Sustainability Audit carried out at beginning of year and annual themes are chosen (approx. 3) Through an internal survey, awareness of project is confirmed Eco Code created	Evaluation of paper and toner usage continues
	2024-25	TES applies for the "Green Flag" Sustainability Audit Eco Code created	
	2025-26	Sustainability Audit Eco Code created	
Responsible		Eco Committee, School Leadership	IT Specialist
Documents		Eco Schools Project Plan	

EVALUATION OF THE DEVELOPMENT PLAN

At the beginning of each year, the SCHOOL BOARD defines the goals for the year. (1st meeting)

In the middle of the year, the SCHOOL BOARD evaluates the progress of achieving the annual goals. (3rd meeting)

At the end of each year, the SCHOOL BOARD evaluates the achievement of the year's goals and sets goals for the following year. (5th meeting)

	September	January	June
2023-2024	Define specific goals for academic year	Evaluate progress of meeting the goals	Evaluate the achievement of the goals and consider goals for following year
2024-2025	Define specific goals for academic year	Evaluate progress of meeting the goals	Evaluate the achievement of the goals and consider goals for following year
2025-2026	Define specific goals for academic year Begin process for creating development plan for 2026-2029	Evaluate progress of meeting the goals Ensure that input from all stakeholders has been considered before beginning final stages of drafting the plan	Evaluate the achievement of the goals and consider goals for following year Draft of next development plan is complete to be finalised by School Director before September