

International School of Tallinn (IST)
DEVELOPMENT PLAN
2017-2021

Tallinn 2016

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1. About the school

International School of Tallinn (IST):

- IST was founded on 2016 by a resolution of the school's owner AS Mainor's supervisory board and it is planned to be opened on 2017.
- IST will provide education in English- up to 3 years based on the Estonian State Curriculum and after that, based on the IB (*International Baccalaureate*) Curriculum.
- IST is an international general education school that covers the whole cycle from primary school to the end of upper secondary school.
- On the school year of 2017/2018, IST will operate at the same building as Mainor University and Emil's School. This building is located at Suur-Sõjamäe 10a and IST will get to use 125-120 m² of the building's area to open two (composite) classes.
- During the years 2018-2021 it is planned to provide education in a building which has been adjusted for providing education and is located at Keevise 2. At the moment, Tallinn European School operates there. IST will get to use at least one floor (800-900m²) of the four-storied building. Emil's School and Kalli-Kalli Kindergarten will also operate in this building.
- The purpose of this school is to achieve a great reputation among the foreign community residing in Estonia, the high quality of the provided education services and to have at least 150 students at the end of the 5th year of operation.

Vision

To become an internationally known and recognized IB school which shapes its students into successful and caring global citizens by providing an international learning environment that develops the students comprehensively and diversely.

Mission

IST strives to support the development of a student to become a fully rounded personality and an independent learner, so that they could become inquisitive, informed and caring people, who help to create a better world through intercultural understanding and respect.

Main values

- Happiness: joy, love, caring, stability.
- Cooperating: trust, the feeling of „us“, hearing people out, communicating.
- Openness: respect, tolerance, acceptance of differences.
- Development: innovation, improvement, creativity, freedom.
- Spirituality: morality, ethics, responsibility, the principle of certainty, order.
- Serving society: commitment, empathy, altruism.
- Coping: entrepreneurial spirit, taking risks, being active, testing, being consistent.
- Competence / experISTe: ability to think critically, investigate and resolve problems.

Description of the main activities and ideas of the International School of Tallinn (IST)

Development principles and directions

- Taking into account the needs of the international community. Founding IST is oriented to resolve the problems in the field of international general education. Foreigners residing in Estonia expect 3 aspects from an international school: a curriculum that is internationally recognized (as in IB), multinational learning environment and a reasonable tuition. The aim of IST is to become the first school in Tallinn to fully cover all of the 3 aspects.
- To achieve the contentment of the international community. Ülemiste City is a rapidly developing Smart Business City campus which is in serious need of an international general education school after the Tallinn European school moves. Considering the fact that the technology companies located in the campus hire more and more foreign workers, the foundation of a new school helps the foreigners to be more salSTfied with this location. It can be presumed that the international community is more salSTfied when there are many moderately sized (up to 200 students) international schools in Tallinn instead of one of two very large international schools, as smaller schools allow to provide a more comfortable learning environment and individual approach.
- SalSTfying the local need for an international general education. In addition to foreigners, there is a considerable number of local people who wish or need to provide their children with an education based on an international curriculum and English language. Until now many of these families have not had the opportunity to put their children in a school like that or it has not been affordable.
- Sustainable development as a self-supporting private school. It is a principle in IST that in a medium-term perspective (in 3-5 years) the school has to achieve a break-even point and has to cover the initial investments. Because of that, it is kept in mind that the school would grow and develop in moderation according to the real capacity for development and when it is needed, the plans are amended accordingly.
- The aim is to apply a new and modern learning conception, which is supported by both the IB curriculum's pedagogical principles and other standards of international general education. The teachers of IST use an actively digital curriculum to provide a competitive, so called 21st century education.
- The direction of the development is the full implementation of IB programmes (PYP, MYP and DP). IST will start out as an English language based school that follows the Estonian State Curriculum, but the aim is to fully switch to implementing the IB curriculum within 3 years.
The priority of IST is to receive an accreditation of the IB programmes PYP (Primary Years Programme) and MYP (Middle Years Programme) by the year of 2020. It is very likely that the school will also apply for a DP (Diploma Programme) accreditation.

Description of the provided education services

- The official teaching language of IST is English. The Estonian language is taught as a second language and the primary foreign language will be either French, German or Russian, according to the student's choice.
- The provision of education services is based on the Estonian State Curriculum until 2020 and from 2020, the provision of education services is based on the (*International Baccalaureate*) curriculum.
- Provision of education services covers the full cycle of general education from the first grade to the 12th grade. At first we will provide education services only for primary school, and after that we will open basic school classes and upper secondary school classes if it is possible.
- The upper limit of students in a class is 20 students. This guarantees a relatively individual approach for every student. In addition to that, we will provide learning assistance if needed.
- The main principle of the provision of education services in IST to implement a new, changed learning concept, paying great attention to interdisciplinary integration, developing general competence, problem solving skills, group assignments, creative learning and research based learning.
- IST pays great attention to implementing digital options while providing education services. This enables us IST to raise the motivation to learn, use interactive programmes and tests and to apply personalised approach and to take in account the results of learning analytics.

Description of the used work force

- IST recruits international personnel primarily to teach the basic subjects (English, maths, natural sciences). ITS also considers that foreign languages (in addition to English, also French, German, Russian and Estonian) are taught by a teaches who speaks the respective language as a mother tongue.
- When it comes to the rest of the subjects, it is advisable to use local pedagogical work force if possible to optimize costs, provided that they speak English on level C1.
- It is presumed that each of the teachers has a recognized pedagogical qualification and health certificate that allows them to work in a school and a clean criminal record. Teachers who have prior pedagogical experience are preferred, especially prior experience working in an international school.

Positioning and added value of ITS

At the moment, there are four schools operating in Tallinn that provide education services on the basis on international curriculum.

1. The oldest is the **International School of Estonia (ISE)** that was founded on 1992 and provides education based on the IB curriculum. The school was created on the initiative of foreign parents and the school has the support of many embassies (including the US embassy). At the moment, about 150 children study in the school, the school provides education for all classes (1-12) and the school has its own preschool after which the children can attend the 1st class.

2. The second important international school is **Tallinn European School (TES)**, which was founded on 2013 and provides education based on the EB (*European Baccalaureate*) curriculum. The school will also provide education for all classes (1-12) from 2018. At the moment, about 200 children study in the and the school also has its own preschool after which the children can attend the 1st class. In the primary school classes, there are many parallel classes. It is likely that the high marked demand is caused by the great quality of the provided education but also by the low tuition that is possible due to the additional funding provided by the state and European Commission. European School wishes to expand even more actively from the year of 2018, when they will get to use a much more larger school building than they have today.

3. **Tallinn English College (TEC)** also plans to provide IB education to every class from 1st class to 12th class. At the moment, IB education is provided in primary school classes and in the upper secondary school classes (each class has about 24 students) and there is active expansion taking place on the basic school. IB classes make up an additional parallel class that has a specialised field of study, but the main activity is providing general education in Estonian as a municipal school.

4. Private school **Audentes** provides IB curriculum only in the upper secondary school, where there are over 20 students.

The state of Estonia has so far provided additional funding to support international general education schools. ISE has used a whole school building free of charge for many years, ISE themselves make additional investments. TES and TEC receive a national government grant, including from the Ministry of Foreign Affairs.

The tuition in ISE is 17 749-19 801 euros and in TES 3675-4500 euros a year depending on the age of the student. TEC has to provide IB education for free as it is a municipal school. In Audentes upper secondary school, IB education tuition is 6300 euros a year.

The school to be founded – **International School of Tallinn (IST)** – will offer:

- IB education and flexible acceptance- Tallinn European School (TES) does not offer that at the moment;
- with a most reasonable tuition possible - International School of Estonia (ISE) does not offer that at the moment;
- in an international environment –Tallinn English College (TEC) does not offer that at the moment.

IST is a school that is not partially a „forced choice“ as the following schools are:

- ISE (although it offers IB curriculum and international environment, the tuition is too high);
- TES (although it has a more affordable tuition and international environment, it does not offer IB education);
- TEC (although it offers free IB education, it does not have an international environment).

Benefit for the client: IST unites all three expected components.

In addition to that:

- IST will support the development of Ülemiste City by being a necessary part of the City's ecosystem.
- IST will become (especially after TES leaves Ülemiste City) a natural choice for the children that finish Kalli-Kalli Kindergarten's international group. That means that IST supports Kalli-Kalli's international group's marketing.

Target group of the school

- All foreigners and Estonians returning from abroad that wish to find an international school for their children in Estonia.
- International entrepreneurs and top specialists in Ülemiste City and Tallinn.
- Foreigners who are not for some reason satisfied with any of the schools existing in the market at the moment.
- Current clients of the Tallinn European School who wish to stay in Ülemiste after 2018.
- Local Estonian citizens who wish that their children receive different education than offered by current schools.

Composition of personnel (2017-2019)

- Administration (director/head teacher – 1,0; secretary/librarianship – 0,7-1,0)
- Teachers (class teachers + subject teachers for subjects that are not covered by class teacher(s): may be partly based on Emil, Kalli-Kalli or European School.
Some subjects (for example foreign languages) will take place in different groups that increases the number of positions- in the year of 2018 IB programme coordinators will be added.
The proportion of **local and foreign teachers** will be about **50%:50%**. Local pedagogue will cost about 20 000 euros a year and international pedagogue about 40 000 euros a year.
- Part-time and shared with Mainor and/or Emil's School: IT support (0,2-0,3), activity leader (0,2), head of administration (0,2-0,3), accounting (0,15-0,2), personnel records (0,15-0,25).

- Support specialists (shared): psychologist (0,2-0,3)/ social pedagogue/speech therapist; nurse (0,2).
- Provider of services: catering, cleaning, security.

At the beginning, IST will try to connect different functions (for example, the director will also function as a head teacher, the secretary will deal with personnel records).

Data about the available finance resources or the source for them

The founding of IST is guaranteed by AS Mainor by issuing a letter of guarantee. This will ensure that the deficit of the first years of operation is covered by the owner if needed. ITS themselves will use all the internal resources to the maximum to optimise their operation and to avoid the situation where the owner has to make an additional payment.

2. Risk assessment

<p>STRENGTHS</p> <ul style="list-style-type: none"> • The owner's motivation to start the school and to develop it as a part of the Ülemiste City so-called ecosystem. • Mainor AS has a long-term experience in the education field (including an international group in the Kalli-Kalli Kindergarten) and a positive image in the development of the international campus. • Potential students to attend the 1st class from the Kalli-Kalli international group, this can be marketed as a preschool for IST. • The director's experience with starting an international school, clear vision and contacts. • The school is in an area which has a growing popularity and is familiar to the international community. • IST is presumably the only school that can offer all 3 vitally important components at once- IB curriculum, affordable price and international learning environment. 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • The minimal budget of the school and the small amount of personnel limits us in a way that we can only focus on the most necessary activities. • The social working environment of the school will be quite unattractive in the beginning due to the small number of employees and heavy workload. • The school's need to be totally self-supporting unlike other schools with international curriculums (ISE, TES, TIK), who receive additional funding from the state. • The school's manager/owner does not have the support of the state, local government or embassies as other schools with international curriculums have. • Other schools with international curriculums have been operating in the market for many years and have already managed to create a well-functioning education and teaching system and client base.
<p>POSSIBILITIES</p> <ul style="list-style-type: none"> • Potential synergy with the Kalli-Kalli Kindergarten and Emil's school that allows us to share resources and know-how. • The proximity of Tallinn European School until 2018 creates potential possibilities for cooperation and sharing resource, but also possibilities for the clients and personnel transferring in 2018. • The growth of the international community in Estonia and their partial concentration in Ülemiste. • The market demand as a whole is growing and all of the schools have plenty of students and some of the 	<p>DANGERS</p> <ul style="list-style-type: none"> • Since the lack of space problem for the Tallinn European School will be solved in 2018, then a big part of the growing market demand may be covered by them. • The state's decision to primarily develop Tallinn European School despite the fact that EB curriculum is much more expensive. • ISE or TES use counter propaganda or false information against the new school as the new school is a competitor. • Sharing rooms with Emil's school can lead to a „competitive situation“ where

<p>students have not been accepted due to lack of space.</p> <ul style="list-style-type: none"> Using an academic building that is at an acceptable condition. 	<p>one of the schools receives better conditions from the same owner.</p>
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Possibilities to avoid the collateral risks

Heavy market competition and the shortage of students caused by it.

Education is a very conservative field and the decision to change schools is made with much consideration and mainly only in critical cases. To minimize the risks:

- IST will start with only primary school classes in the first year, if necessary these classes will be composite classes. During the first year of operating it will become clear how fast is it possible to expand, taking account the real market demand. The school will only expand within the limits and tempo that would allow to earn back the investments made by the owner in 5 years' time and gives the parents a sense of reassurance that if they choose IST, their child's education will be sustainable, high-quality and continuous.
- The aim of the school is to create a trustworthy relationship with the clients of Kalli-Kalli Kindergarten's international group early on. That would allow the parents to decide with confidence that they want to put their child into IST's 1st grade.
- The school will consistently and actively engage in marketing and will use all the possible communication channels to create and develop relationships with the international community. Special attention is given to foreigners who work in the Ülemiste campus.
- Use the smallness of the school as a positive argument since it allows to provide the students with an individual approach and more comfortable school environment.

Limited human and financial resources that inhibit the growth rate of the school.

- Establishing a clear order for short- and long-term priorities, performing the more important ones firstly.
- To use as far as possible Mainor's and Ülemiste's potential synergy, for example sharing know-how, rooms, teaching inventory or even sharing personnel etc. with Emil's school.
- As effective and flexible organisation of work and use of resources as possible, for example implementing the use on composite classes to save costs and using the personnel multifunctionally.
- Every teacher is of key importance for a small school that is in the early stages. That means that we will have to implement measures to ensure that changes in the personnel would be known in advance as early as possible and therefore the adaption to changes would be timely.
- To look for possibilities to skilfully use non-monetary motivators when hiring personnel and keeping them at work, for example flexible use working time, favourable microclimate, supporting the personal development of the employees etc.

- (Clear and convincing communication with the state, to make it clear that state financing should treat all international schools similar and when needed, the financing model should be amended).

3. Development plan 2017-2021

3.1 The strategic aims of 2021

- The school has become an international general education school with a very high reputation in Estonia
- Moving to a newly built school building at the Ülemiste campus
- Opening the ITS upper secondary school based on *Diploma Programme* (DP) (candidate's status)
- To have 9-10 class sets in the school and **150-160** students
- The school will commence active cooperation with the campus's companies in fields of interest (for example career counselling, entrepreneurship classes; technology classes)
- Starting and supporting the school's student council

3.2 The strategic aims of 2020

- The school has become self-supporting and a prestige part of Ülemiste City
- IST has opened all basic school classes (classes 1-9) based on PYP and MYP curriculums, 7-8 class sets in school with **125-130** students
- Active development of the curriculum: to transfer fully from Estonian State Curriculum to the IB curriculum
- Receiving the IBO accreditation and IB school status by September 2020 (PYP & MYP)
- Active promotion in relation to the new status of the school and building a new modern school building.

3.3 The strategic aims and main direction of activities for 2019

- The school can cover the investment of two earlier years and make a profit
- Preparing for the accreditation process as an IB candidate school and implementing the IB curriculum
- Adapting the school's management structure to be in accordance with the IBO standards (for example PYP and MYP coordinators)
- Transferring from compound classes to ordinary classes- the prerequisite for this is at least a **100** students
- Opening all of the primary school classes (classes 1-6), in total 5-6 class sets
- Creating and implementing the school's quality system.

3.4 The strategic aims and main direction of activities for 2018

- Active expansion due to moving to Keevise 2 building (growth up to **60** students)
- Opening new compound classes- in total at least 3-4 class sets
- The number of classes opened in the school will cover the PYP (*Primary Years*) programme (classes 1-5)
- Applying for the IB licences (PYP & MYP) and completing the IBO international trainings, with the purpose of starting as an IB candidate school in September 2018

- Improving the school's learning management processes in cooperation with the management of the school
- Building a system for learning assistance and in accordance with that, building a support system.

3.5 The strategic aims and main development plan for 2017

- Activities for opening the school:
 - create the school's conception
 - obtaining an education licence
 - marketing the school to the target groups, active sales activities and finding clientele
 - accepting students to the school, entering into contracts with the parents
 - recruiting, guiding and training personnel
 - compiling school documentation and creating a document registry
 - preparing the education environment and furnishing the classrooms
 - purchasing school and teaching inventory
- Commencing and coordinating education activities
- Opening the school in September 2017 and assembling up to **2** composite classes (up to **20** students)
- Creating primary school culture and unity for the school's community.

IST Action Plan

STRATEGIC AIM 1: SUCCESSFUL OPERATION OF THE NEW SCHOOL

Purpose/aim	Activities and/or expected results	Schedule/ deadline	Budget	Responsible person/ performers
1.1. obtaining an education licence	Compiling the necessary documents for applying for an education licence and submitting them (development plan, curriculum, article of association, letter of cooperation, letter of confirmation etc.)	2017 March	Personnel costs	Headmaster
	Obtaining an education licence	2017 summer	Pay the state fee	
1.2. Recruiting and training teachers	Announcing the recruitment contest+ active searching	I quarter	200-500€ a year	Headmaster
	Interviews / test lessons, entering into contracts, procedures	II quarter		
	Introductory programme: getting to know the internal rules, compulsory trainings (IB, evacuation, first aid etc.), guidance regarding work plans, reporting, curriculum, grading etc.	August-September	About 200-300€ per every new teacher a year	
	Determining the needs of the school and implementing them according to the development priorities of the school: for example, IB curriculum, digital skills, modern approach to education etc.	At least 1-2 trainings per quarter	About 1000-1500€ per every new teacher a year	
1.3. Developing the school's documentation	Training contract (+school's internal rules) and employment contract (+professional guide)	2017 I quarter	Personnel costs	Headmaster/
	Document register, code of conduct and databases (EHIS)	2017/2018 academic year		Administrative assistant
	Compulsory documents- register of students, results register / journal, e-school, blanks, forms etc.) + additional procedures	2017 II half year		
1.4. Organising school	General operation program of the academic year (including lesson plan, agenda, holidays, work plans, year plan of events/meetings, field trips, hobby group etc.)	III quarter / review 2-3x	Personnel costs	Headmaster/

management and pedagogical work	Pedagogic work organisation (work plans, integration, reporting, grading, feedback, study analytics, council meetings etc.)	Regularly		teachers, administrative assistant
	Implementing internal evaluation, quality management system and measuring the parties' satisfaction (development discussions, questionnaires etc.)	2018/2019 academic year/ annually		
1.5. Developing support services	The organisation and outsourcing of support services (catering, cleaning, learning assistance, health inspections, administrative support services etc.)	Starting from 2017 III quarter	According to the budget plan	headmaster/ administrative assistant

STRATEGIC AIM 2: FAST GROWTH –AT LEAST A 100 STUDENTS IN 3 YEARS AND 150 IN 5 YEARS

Purpose/aim	Activities and/or expected results	Schedule/ deadline	Budget	Responsible person/ performers
2.1. Fast growth of awareness about the school	Press released/articles regarding the activities and development of the school	Starting from 2017 I quarter		Headmaster (Cooperation with Mainor Ülemiste team as far as possible)
	Creating and developing the school's website (including optimizing the search engine)	Public from 2017 I quarter	Monthly fee 10€	
	Direct mail for target groups (including <i>one pager</i>)	I and II quarter every year		
	Information day (including for Kalli-Kalli international group) and open door days	I and II quarter every year	Up to 500€	
	Regular posts on social media	Regularly		
	Active monitoring and involvement on internet communities	Regularly		
	Attending international community events	Regularly		

	If needed, buying advertising (for example the website of Äripäev in English and Russian)	According to need	500-1500€	
	Creating souvenirs with the school's symbolic, ordering them and using them	Starting from 2018 I quarter	About 1000€	
2.2. Accepting students	Approving the conditions and order for accepting the students and the respective application form	2017 January		Headmaster (Conducting the test day for students cooperating with Kalli-Kalli and/or Emil's school in 2017)
	Recording the students' applications	Starting from 2017 February		
	Conducting the acceptance procedures for the students (including maturity test for attending school; admission tests)	Starting from 2017 February	2017: about 100-300€	
	Entering into training contracts (including annex to the contract: internal rules of the school)	Starting from 2017 March		
2.3. Creating partnership relationships with interest groups	Systematic and regular communication with the school's community (newsletters, FB posts, homepage, e-mails, e-school, parents' meetings, individual conversations etc.)	Starting from 2017 March		Headmaster
	Meetings with embassies, international organizations, the Ministry of Education, other institutions etc.	Starting from 2017 February		
	General meeting for the parents, choosing representatives, collective discussion of the school life and problems	Every year in September		
	Schools' supervisory board and work group meetings	about 1x quarter		
	Events involving the whole school (some of them are opened to the public)	min 2x quarter	Ca 3000€	

STRATEGIC AIM 3: TRANSFERRING TO IB PROGRAMMES BY THE YEAR 2020

Purpose/aim	Activities and/or expected results	Schedule/deadline	Budget	Responsible person/
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				performers
3.1. Applying for IB programme*	First introduction of the IB basic principles and integrating them into the implementation of the school's curriculum	2017 August-September/ 2017/2018 academic year		Director / IB coordinators
	IB preparations: performance analysis, the headmaster's involvement in the IB courses, IBO notification (Information Form)	2018 January-February	Up to 1000€	
	Applying to be in the IB candidate status and fee	2018 March	2 985€ (for every program separately?)	
	Review of the IB nomination, notifying of the results	2018 April-May		
	Appointing IB coordinator(s) (substantial work commences from August 2018)	2018 May-June	Every coordinator has about ¼ workload and wage of a teacher	
	The pedagogical and administrative staff pass the IB training courses	2018 June-December	About 500-700€ per every participant	
	Fee for the 1st year candidate	2018 August	7 035€ (for every program separately?)	
	Testing the IB curriculum and grading, consultations with the IBO	September 2018- June 2020		
	Fee for the 2nd year candidate	2019 August	7 035€ (for every program separately?)	
	Application to PYP/MYP to apply for accreditation	2019 September		
	IB school visit and consultation processes: verification of conformity and inspection	2019 October until 2020 May	The consulting and accommodation costs of the inspectors	
	Achieving full IB accreditation	2020 June-August		
	Paying the annual fee for the IB programme full member	2020 August	PYP: 5 865€ a year MYP: 6 920€ a year DP: 8 020€ a year	

	Implementing the accredited IB programmes	Starting from 2020 September		
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- For the time being, this Action Plan does not involve the schedule and budget for the DP (*Diploma Programme*) accreditation.

STRATEGIC AIM 4: ENSURING THE EDUCATIONAL ENVIRONMENT IN ACCORDANCE WITH THE SCHOOL'S EXPANSION

Purpose/aim	Activities and/or expected results	Schedule/deadline	Budget	Responsible person/performers
4.1. To create the necessary conditions for providing education by the academic year of 2017/2018 (Suur-Sõjamäe 10a, 150m ²).	Ordering renovation works for the classrooms	2017 February		Headmaster
	Executing renovation works in the classrooms	2017 May-July	Included in the rent	
	Buying furniture and inventory	2017 May-July	27 000 €	
	Moving into the school building and settling in	2017 July-August	(up to 1 000€)	
	Renting a hall for gym classes	2017-2018	Hourly rate	
4.2. To create a favourable environment for education in the years 2018-2021 (Keevise 2, ca 900-1000 m ²).	Assessing the need for renovation	Beginning of 2018		Headmaster
	Ordering renovation works for the classrooms	2018 spring		
	Executing renovation works in the classrooms	2018 July-August	Included in the rent	
	Buying furniture and inventory	2018-2021	195 750 €	
	Moving into the school building and settling in	2018 August	(up to 2 000 €)	
	Renting a hall for gym classes	2018-2021	Hourly rate	
4.3 To create a favourable environment for education in the new Ülemiste campus school building	Specifications for the planning of the construction project	2017		Mainor Ülemiste
	Processes in connection with building the new school building	2018-2019		

starting from September 2021 (ca 2 000 m2).	Building the new school building	2020-2021	Included in the rent	
	Buying furniture and inventory	2021 spring	68 850 €	Headmaster
	Moving into the school building and settling in	2021 summer	(up to 3 000 €)	

*An additional loan for investments is needed from the school's owner. This will be reflected in the school's budget as depreciation of fixed assets and interest costs.