

International School of Tallinn (IST)
STRATEGIC PLAN
2019–2024

Tallinn 2019

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1. About the school

International School of Tallinn (IST)

- IST was founded in 2016 by a resolution of the supervisory board of the owner of the school AS Mainor and was opened in 2017.
- IST provides [international education in the English language](#) – initially based on the national curriculum of Estonia and elaborated by philosophy and pedagogical framework of the [International Baccalaureate \(IB\) curriculum](#).
- IST is currently a candidate school of PYP and will be an MYP candidate school in June 2019 and a DP candidate school in June 2020.
- IST is an international general education school that covers the [full cycle](#) from primary school (together with preschool) to the end of upper secondary school.
- As of academic year 2018/2019, IST operates in a building which has been adjusted for the provision of education and is located at Keevise 2. IST has at its disposal at least one floor (800 m²) of the four-storey building that it shares with Emili School and Kalli-Kalli Kindergarten. A full-sized gym and an outdoor playground are also at the disposal of the school.
- The school aims to achieve an excellent reputation among the foreign community in Estonia, high-quality education services and an increase in the number of pupils to at least 200 by 2024.

Vision

To prepare the [future global citizens](#) who value research, critical and creative thinking, open and entrepreneurial way of thinking and who are caring and compassionate.

- An integrated community of grades 1 to 12: pupils, teachers, staff and parents.
- A prominent teaching staff who continually implement the best pedagogical practices.
- Improved knowledge and skills in the fields of mathematics, science and technology – preparing the pupils for the changing technological future.
- Pupils who wish to be enterprising leaders in their area of operation.

Mission

The mission of IST is to support the comprehensive development of each to become a [responsible global citizen](#) and an [independent lifelong learner](#), offering a learning environment that is multicultural and promotes research.

Primary values

The values of the school are based on the attributes of the **IB learner profile**, which are directed to internationalisation and forming the respective attitudes.

IB (*International Baccalaureate*) strives at developing pupils who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

These ten characteristics form the IB Learner Profile.

The **primary values** of IST are:

To take action – we believe that our main objective as global citizens is to react to and act with enthusiasm towards the local and global challenges which originate from different problems that affect the existence of our community of learners.

In the meaning of IB, taking action means to be a **risk-taker**, a **communicator**, **open-minded** and **caring**.

To balance life – we believe that balancing the different aspects of mankind is extremely important. We promote a healthy lifestyle, attentiveness, good relationships, physical and mental development and career opportunities.

Balancing life means being **reflective**, **principled** and **balanced**.

To develop into a lifelong learner – we believe that learning should never stop in our lives. As a community, we work hard to achieve our goals by using different learning strategies and approaches. We prioritise the development of skills and attitudes which always help us to satisfy our curiosity.

In IB, developing into a lifelong learner means being **knowledgeable**, an **inquirer** and a **thinker**.

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

Development principles and directions

- They are taking into account the needs of the international community. Founding IST is oriented to resolve the different bottlenecks in the field of international general education. Foreigners residing in Estonia expect three aspects from an international school: a curriculum that is internationally recognised (as in IB), multinational learning environment and a reasonable tuition fee. IST aims to become the first international school in Tallinn to fully cover all these three aspects.
- To achieve the contentment of the international community. Ülemiste City is a rapidly developing Smart Business City campus where the presence of an international general education school is essential. Because the technology companies located in the campus hire an increasing number of foreign workers, the foundation of a new school helps the foreigners to be more satisfied with this location. It can be presumed that the international community is more pleased when instead of one of two big international schools, there is a selection of moderately sized (up to 200 pupils) international schools in Tallinn, as smaller schools allow to provide a cosier learning environment and individual approach.
- Satisfying the local need for 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 longer perspective (in 8-10 years) the school has to achieve a breakeven point and has to cover the initial investments. Because of that, it is kept in mind that the school would grow and develop moderately 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 contemporary learning concept which is supported by both the pedagogical principles of the IB curriculum 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 as an English language-based school that follows the Estonian national curriculum, but in the long run, the aim is to switch to implementing the IB curriculum fully.

The priority of IST is to receive accreditation of the IB programmes PYP (Primary Years Programme) and MYP (Middle Years Programme) by the 2020 (PYP), 2021 (MYP) and 2022 (DP) respectively.

Characterisation of the offered education service

- The **official language** of instruction in 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 choice of the pupils.
- The provision of education services is based on the Estonian national curriculum and will switch to the **IB curriculum** according to the schedule of accreditation of IB programmes (PYP, MYP and DP).
- Provision of education services covers the **full cycle of general education** from the first grade to the 12th grade. Additionally, there will be PYP preschool for children at ages 4 to 6.
- The maximum number of pupils in a class is 20, which guarantees a relatively individual approach for every pupil. In addition to that, we will provide learning assistance if needed.
- The central principle of the provision of education services in IST is to implement a new, changed learning concept, paying great attention to interdisciplinary integration, developing general competence, multi-intelligence, entrepreneurship, technological competence, financial literacy, self-awareness and mindfulness, problem-solving skills, group assignments, creative learning and research-based learning.
- IST pays specific attention to implementing digital options while providing education services because this allows IST to increase the motivation to learn, use interactive programmes and tests and to apply personalised approach and to take into account the results of learning analytics.

Description of the used workforce

- IST recruits **international personnel** to primarily teach the **main subjects** (English, maths, natural sciences). IST also considers it essential that foreign languages (in addition to English, also French, German, Russian and Estonian) are taught by teachers who speak the respective languages as a mother tongue.
- When it comes to the rest of the subjects, it is advisable to use the local pedagogical workforce where possible, to optimise costs, provided that they speak English at level C1.

- We presume that each of the teachers has a [recognised pedagogical qualification](#), health certificate and a clean criminal record which allows them to work in a school. Teachers who have prior pedagogical experience are preferred, especially those with [prior experience](#) in working at an international school.

Positioning and added value of IST

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

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

2. The second international school is **Tallinn European School (TES)**, which was founded in 2013 and provides education based on the EB (European Baccalaureate) curriculum for all classes (1 to 12). The school has a preschool after which the children can attend the 1st class. In primary school classes, there are many parallel classes. It is likely that the high market demand is caused by the low tuition fee that is made possible due to the additional funding provided by the state and European Commission.

3. **Tallinn English College (TEC)** also plans to provide full IB education from grades 1 to 12. At the moment, IB education is provided in primary school classes, and the upper secondary school classes (there are about 24 pupils in each class) and the IB curriculum is actively extended to the basic school level as well. IB classes make up an additional parallel direction besides the main activity of the school – functioning as an Estonian-language local school of general education.

4. Private school **Audentes** provides IB curriculum only at the upper secondary school level.

So far, the state of Estonia has provided additional funding to support international general education schools. ISE has used a school building free of charge for many years, making additional investments by themselves. TES and TEC receive a national government grant, the latter also obtains a grant from the Ministry of Foreign Affairs.

The tuition fee at ISE is 18,828–21,008 euros and at TES 3,860–4,725 euros a year, depending on the age of the pupil. As a local school, TEC has to provide IB education free of charge. In Audentes upper secondary school, IB education tuition fee is 8980 euros a year.

The new school – **International School of Tallinn (IST)** – offers:

- IB education and flexible admission – which Tallinn European School (TES) does not provide at the moment;
- a fairly reasonable tuition possible – which International School of Estonia (ISE) does not offer;
- an international environment – which Tallinn English College (TEC) does not offer.

IST is a school that is not partially a “mandatory choice” for the customers as the following schools are:

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

Customer benefits: IST combines all these three expected components.

Additionally:

- IST will support the development of Ülemiste City by being a necessary part of the ecosystem of the City.
- IST will become a natural choice for the children who finish the international group of Kalli-Kalli Kindergarten. That means that IST supports the marketing of the international group of Kalli-Kalli.

Target groups of the school

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

Personnel (as at 2019)

- Administration (director – 1.0; secretary/librarian – 1.0; marketing director – 0.6; PYP coordinator – 0.25; MYP coordinator – 0.25).
- Teachers (full-time class teachers + part time subject teachers) – approximately 11–12 positions total.
The proportion of **local and foreign teachers** is about **50%:50%**.
- Part-time and shared with Mainor and Emil's School: accounting (0.15-0.2), personnel records (0.15–0.25), the receptionist (0.5).
- Support specialists (shared with Emil's School or outsourced as a service): psychologist (0.2–0.3)/ SEN coordinator/SEN teacher (if necessary); school nurse (0.2)
- Outsourced services: catering, cleaning, security, IT help.

In the first years, 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, etc.).

Data about the available financial resources or the source of them

AS Mainor guarantees the funding of IST by issuing a letter of guarantee. This ensures that the deficit of the first years of operation will be covered by the owner if needed. A five-year financial forecast has been prepared for the school. IST 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.

Risk assessment

<p>STRENGTHS</p> <ul style="list-style-type: none"> • The owner's motivation to develop the school as a part of the so-called ecosystem of Ülemiste City. • Mainor AS has a long-term experience in the field of education (including an international group in the Kalli-Kalli Kindergarten) and a positive image in the development of the internationalising campus. • Potential pupils 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 located 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 three essential components simultaneously – 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 number of personnel limits us in a way that we can only focus on the essential activities. • The social working environment of the school will be quite unattractive in the beginning due to the small number of employees and a heavy workload. • The need of the school to be self-financing unlike other schools with international curriculums (ISE, TES, TEC), which receive additional funding from the state. • The keeper/owner of the school 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 customer base. • The absence of IST's own preschool which would ensure succession for the 1st grade. • The insufficient commitment of part-time teachers.
<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Potential synergy with the Kalli-Kalli Kindergarten and Emili School that allows us to share resources and know-how. • 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 pupils, and some of the pupils have not been accepted due to lack of space. • Establishing IST's own preschool for ages 4 to 6. • Constructing a new school building by 2022, for which the preparations have already started. • After expanding the school up to 12th grade, cooperation with the technology enterprises in Ülemiste City for introducing a business traineeship in the curriculum of the school. 	<p>THREATS</p> <ul style="list-style-type: none"> • Since the lack of space problem for the Tallinn European School is solved, a big part of the growing market demand may be covered by them. • The state's decision to primarily develop Tallinn European School even though EB curriculum is much more expensive. • ISE or TES use counter propaganda or false information against the new competing school. • Sharing rooms with Emili School can lead to a "competitive situation" where one of the schools receives better conditions from the same owner. • Pupils who do not initially qualify for the admission into school with cheaper tuition fee or free of charge schools will apply for those schools again after acquiring English skills from IST.

Ways to avoid collateral risks

Intense competition and the shortage of pupils caused by it.

Education is a very conservative field, and the decision to change schools is made with much consideration and rather in critical cases.

To minimise the risks:

- In the next few years, IST will continue mainly with combined classes. The school will only expand within the pace and limits which would allow to earn back the investments made by the owner in 8-10 years and gives the parents a sense of reassurance that if they choose IST, their child's education will be sustainable, of high quality and continuous.
- The school aims to create a trustworthy relationship with the customers of the international group of Kalli-Kalli Kindergarten early on, which would allow the parents to decide with confidence that they want to choose IST for their first grader. Additionally, the school will develop its preschool.
- 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. Particular attention is paid to foreigners who work in the Ülemiste campus.
- Use the small size of the school as a decisive argument since it allows to provide the pupils with an individual approach and a cosier 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 them in the order of importance.
- To use as far as possible the potential synergy of Mainor and Ülemiste, for example in sharing know-how, premises, teaching inventory or even sharing personnel etc. with Emili school.
- As an effective and flexible organisation of work and use of resources as possible, for example, using combined classes to save costs and using the personnel multifunctionally.
- Every teacher is of crucial importance for a small school in its early stage. Therefore, measures have to be taken in the human resources policy, which would ensure that changes in the personnel would be known in advance and allow for timely changes.
- To look for possibilities to skilfully use non-monetary motivators when hiring personnel and keeping them at work, for example, flexible use of 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 similarly and when needed, the financing model should be amended.

3. Strategic plan 2019–2024

3.1 Strategic goals for 2019

- The number of pupils will increase from 40 to 65, and in addition to the current grades 1–8, 9th and 10th grade and a preschool will also be opened, a total of 6–7 class sets (mostly combined classes).
- Obtaining an education licence for the upper secondary school level and preschool educational institution.
- Continuous implementation of IB in grades 1 to 6 as a PYP (*Primary Years Programme*) candidate school. Applying for the status of MYP (*Middle Years Programme*) candidate school and achieving the status (grades 7 to 10).
- Creating and implementing the quality system of the school.
- Defining the characteristics of IST, which includes the entrepreneurship training and practise, use of technology, development of multi-intelligence and mindfulness, language immersion and others.

3.2 Strategic goals for 2020

- Increase in the number of pupils from 65 to 95 and adding 11th and 12th grade to the existing 1st to 10th grade (7–8 class sets), which ensures international general education in full for IST: for 4 to 18-year-old pupils from preschool to the end of upper secondary school.
- Acquisition of the PYP full member status (preschool and grades 1 to 6). Extensive implementation of IB in grades 7 to 10 as an MYP candidate school. Applying for and obtaining a DP (Diploma Programme) candidate status.
- Basic school final examinations are taken according to the national curriculum for the first time.
- Furnishing the library and science classes of the school according to the requirements of MYP and DP.
- Development and implementation of the specialities of IST.

3.3 Strategic goals for 2021

- Increase in the number of pupils from 95 to 120, a total of 8–9 class sets. Gradual elimination of combined classes.
- A second group starts in the preschool and the number of children increases from 18 to 25.
- In addition to PYP, acquisition of the MYP full member status. Extensive implementation of IB in grades 11 and 12 as a DP candidate school.

- Gymnasium final examinations are taken according to the national curriculum for the first time.
- Further development and intensification of the specialities of IST

3.4 Strategic goals for 2022

- Increase in the number of pupils from 120 to 150, at least 10 class sets and two groups in preschool.
- In addition to PYP and MYP, acquisition of the DP full member status, which means that the school ensures a fully accredited education based on the international curriculum from preschool to the end of the gymnasium.
- Basic school final examinations are taken in the IB system for the first time.
- Completion of the new school building and moving in.
- Final development of IST and broader publicity among the general public.

3.5. Strategic goals for 2023

- Increase in the number of pupils from 150 to 175, at least 11 class sets.
- The school has become a self-supporting unit and a prestigious symbol of Ülemiste City.
- Gymnasium final examinations are taken in the IB system for the first time.
- More active participation of the school in international education networks.

3.6 Strategic goals for 2024

- Increase in the number of pupils from 175 to 200, a total of 12 class sets. Combined classes are eliminated.
- Both preschool groups have increased to their full potential (18 pupils in a group).
- Increase in the international reputation of the school.

The action plan of IST (2019–2022)

Priority area 1:

SUCCESSFUL OPERATION OF THE SCHOOL AND THE DEVELOPMENT OF THE LEARNING ENVIRONMENT

Purpose/objective	Activities and expected results	Schedule/ deadline	Budget	Person responsible/ executor
1.1. Obtaining an education licence for the preschool and the gymnasium	Preparing and submitting the necessary documents (development plan, curriculum, articles of association, coordination, letters of confirmation, etc.)	March 2019	State fee	Director, governing bodies of the school/office manager
	Obtaining the education licence	Summer 2019		
1.2. Recruiting and developing new teachers	Announcing the recruitment competition + active searches (incl. preschool and gymnasium)	I quarter, annually	€ 200–500 a year	Director/ coordinators, office manager
	Interviews, test lessons/sample works, the conclusion of the contract and other formal procedures	II quarter, annually		
	Introductory programme: Getting acquainted with internal procedure rules, mandatory training (IB, evacuation, first aid, etc.), guidance regarding work plans, reporting, curriculum, grading, etc.	Annually August– September	Approx. € 200–300 per every new teacher a year	
1.3. Complementing the documents of the school	Document register and administrative procedures: to complement	I–II quarter of 2019		Director/ office manager, administrator of e-School
	Mandatory documents of preschool and gymnasium (register of students, results registers/journals, e-School, forms, etc.) + additional procedures	III quarter of 2019		

1.4. The organisation of school management and pedagogical work	General operation programme for the academic year (incl. Timetable, daily schedule, school holidays, work plans, the annual plan for events and meetings, trips, hobby classes, projects, exams)	III quarter/ review 2–3x		Director, coordinators/ school staff council
	Pedagogical work organisation (work plans, integration, reporting, grading, feedback, learning analytics, school staff council meetings, etc.)	Regularly		
	Implementing internal evaluation, quality management system and measuring the satisfaction of the parties (development discussions, questionnaires, etc.)	II quarter of 2019 Annually		Director, coordinators/
	Following the regulations of the state of Estonia when organising the standard-determining tests for grades 3 and 6, final examinations for grade 9 and national examinations for grade 12 in the transition period to IB	Grade 6: 2019, 2020 Grade 9: 2020, 2021 Grade 12: 2021, 2022	Translation costs of examinations	Director, school staff council
1.5. Developing the material-technical basis	Complementing the equipment and teaching aids for preschool	II–III quarter of 2019	According to the budget plan	Preschool teacher, office manager
	The gradual development of the multimedia centre, library and laboratory classes of the school	2019–2021	According to the budget plan	Coordinators, teachers/office manager
	Designing a new school building in Valukoja quarter	2019–2020	Owner’s expenses	Keeper of the school/project group
	Moving to a new school building in Valukoja quarter	Summer 2022	Reflected in rent	Office manager/ teachers

1.6.	Developing support services	Services: language support, school nurse, psychologist, special educational needs – analysis of the demand and finding solutions	2019–2020	According to necessity and the budget plan	Director/ office manager
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Priority area 2: INCREASING THE NUMBER OF PUPILS AND AWARENESS ABOUT THE SCHOOL

Purpose/ goals	Activities and expected results	Schedule/ deadline	Budget	Person responsible/ executor
2.1. Effective marketing and information management	Development and approval of the marketing plan	IV quarter, annually		Marketing manager
	Updating the content and form of the website of the school, incl. creating a customer environment	I–II quarter of 2019 IV quarter of 2019	€ 2,000–3,000	
	Search engine optimisation (SEO), identifying high priority keywords	II–III quarter of 2019	€ 3,000–4,000	
	Usage statistics of the website and social media sites	As needed		
	Comparative analysis of advertisement channels, selection of priorities	II–III quarter of 2019		
	Direct mail to target groups (incl. one pager)	I and II quarter, annually		
	Information day (incl. for Kalli-Kalli group) and open doors days	I and II quarter, annually	up to € 500	
	Newsletters, social media posts, press releases	Currently, if needed		
	Active monitoring and participation in network communities	Currently, if needed.		
	Updating the data of school on different websites	Currently, if needed		
	Participation in the events of the international community	Currently, if needed		
Purchase of advertisements if necessary	As needed	€ 1,000–3,000		

	Development, ordering and further use of information materials and keepsakes with the symbols of the school	Starting from I quarter of 2018	Approx. 1,000 €	
	Linking important events of school to marketing	According to the general operation programme of the school		
2.2. Organising communication within the school	Development, implementation and analysis/feedback of the customer management system and procedures	II-III quarter of 2019 III-IV quarter of 2019		Office manager, marketing manager (coordinators)
	Supplementing the admission procedures of pupils (incl. school maturity tests and admission tests)	Starting from II quarter of 2019		
	Introductory programme for those who newly joined the school (pupils, parents, teachers): the philosophy, values, culture and rules of the school, grading, curriculum and IB principles	Based on joining		Marketing manager/ coordinators, class teachers
	Systematic and regular communication with the school's community (newsletters, FB posts, website, general meetings, e-mails, e-School, workgroups, individual interviews, etc.)	According to the general operation programme of the school		
	Developing and publishing a calendar plan for the meetings/events of the academic year	August-September		
	Organising the most important events of school life: Open Doors, Grand Bazaar, International Day, Talent Show	According to the calendar plan of the school	€ 500-1,000 per event	Marketing manager/ organising team
	Establishment of the student board	September-October 2019		Management
	Developing a satisfaction questionnaire for target groups	March-April 2019		Management

2.3. Creating partnerships with interest groups and cooperation networks	Conducting the satisfaction questionnaire, presentation of results	Annually in May, June		
	Meetings with embassies, international organisations, the Ministry of Education and Research, other institutions, etc.	Currently		Director, marketing director
	Increasing cooperation in Ülemiste campus: entrepreneurship training, internships, job shadowing days, guest lectures, etc.	Continuously	As needed	Director, marketing director
	Establishing collaborative links with universities (incl. Mainor): educational surveys, pilot projects, use of labs, training	Continuously	As needed	Director, marketing director
	Cooperation with Rajaleidja: career and study counselling	Upon necessity	As needed	Coordinators
	IB (twinning) schools in the region: visits, exchange of experience, joint projects	Currently	€ 500–1,000 per event	Director, coordinators/
	IB networking: workshops, conferences, information fairs, etc.	Currently	€ 500–1,000 per event	Director, coordinators/

Priority area 3: TRANSITION TO IB PROGRAMMES

Purpose/objective	Activities and expected results	Schedule/deadline			Budget (EUR)	Person responsible/executor
		PYP	MYP	DP		
	Appointing an IB coordinator (incl. preparing a job description)	Done	Done	IV quarter of 2019	Salary (0.25 positions)	Director
	Feasibility study: assessment of the necessary resources and activities of the programme, structure and requirements	Done	I quarter of 2019	I quarter of 2020		Management/ coordinator, teachers

3.1 IB programme consideration phase	Development of an action plan (up to 3 years) for the implementation of the respective IB study programme	Done	I quarter of 2019	I quarter of 2020		Coordinator/teachers
	Initial training of the director (and the coordinator): Category 1 IB workshop	Done	I quarter of 2019	I quarter of 2020	€ 1,000–2,000 per participant	Director (coordinator)
	Preparation and submission of the five-year budget of the programme together with the letter of warranty for funding the project	Done	I quarter of 2019	I quarter of 2020		Director, council
	Primary introduction of the respective IB study programme and principles to the school community	Done	I quarter of 2019	I quarter of 2020		Director/coordinator
	Payment of IB contribution	Done	March 2019	March 2020	a' 3,030	Director/accountant
	Filling out the IBO form and submission of documents for the application of candidacy	Done	March 2019	March 2020		Director/coordinator, office manager
	Reception of the decision on candidacy	Received	June 2019	June 2020		Director
3.2 Candidate phase	The first annual payment of the candidate	Done	August 2019	August 2020	a' 7,140	Accountant
	A more detailed introduction of the respective IB study programme to the school community	Done, continuous	September–October 2019	September–October 2020		Coordinator, director
	Access in MY IB environment: getting acquainted with the documents and materials of the study programme	Done, in progress	August–September 2019	August–September 2020		Coordinator/teachers
	Harmonisation of the syllabi according to the IB programme	Done, in progress	2019/2020	2020/2021		Coordinator/teachers
	Collective planning of teachers (preparation of work plans) and reflection on the implementation of the IB programme and principles	In progress	2019/2020	2020/2021		Coordinator/teachers
	Initial training of the teachers (Category 1 workshop)	February 2019	I quarter of 2020	I quarter of 2021	€ 500–1,000 per teacher	Coordinator/teachers

	Consultation visit and a report together with suggestions	April 2019	April 2020	April 2021	a' 2,000	Director/ coordinator
	The first annual payment of the candidate	August 2019	August 2020	August 2021	a' 7,140	Accountant
	Developing an assessment model for the execution of the programme	2019 II–III quarter	2020 II–III quarter	2021 II–III quarter		Director, coordinator
	Application for authorisation	2019 II–III quarter	2020 II–III quarter	2021 II–III quarter		Director/ coordinator
	Verification visit, report together with suggestions and matters to be addressed	I–II quarter of 2020	I–II quarter of 2021	I–II quarter of 2022	a' 2,000	Director/ coordinator
	Accreditation decision , filling out the feedback form of the accreditation process.	II quarter of 2020	II quarter of 2021	II quarter of 2022		Director
3.3 Becoming a member	The annual fee for a full member	August/start ing from 2020	August/ starting from 2021	August/start ing from 2022	6,070 (PYP) 7,160 (MYP) 8,300 (DP)	Accountant
	Additional training for teachers: IB workshop (Category 1 for new teachers, topical category 2/3 for others)	2020 2021 2022	2021 2022	2022	€ 500–1,000 per teacher	Coordinator/ teachers
	Implementation of accredited IB programmes	Continuous	Continuous	Continuous		Coordinator/ teachers
	Regular assessment of the execution of the programme	Once a year	Once a year	Once a year		Coordinator/ management
	Implementation of IB programmes: PYP Exhibition, MYP3-4 Community project. MYP5 Personal project, DP CAS Project	Starting from 2019	Starting from 2020	Starting from 2021	€ 500–1,000 per project	Coordinator/ teachers
	Gradual waiver of the Estonian national standard-determining tests, school and national examinations as well as the lesson division plan and the weekly workload	Starting from September 2020	Starting from September 2021	Starting from September 2022		Director/school staff council
	Taking the IB final examinations (MYP5, IB Diploma)		Starting from 2022	Starting from 2023	Costs covered by the family	Coordinator/ teachers

Priority area 4: DEVELOPMENT OF THE PERSONNEL

Purpose/goals	Activities and expected results	Schedule/deadline			Budget (EUR)	Person responsible /executor
		PYP	MYP	DP		
4.1 Participation in IB workshops	Director and coordinator: Category 1 (mandatory)	Done	March 2019	I quarter of 2020	One workshop € 1,000–2,000 per participant	Director, coordinator
	Director and coordinator: Category 2 (recommended)	III quarter of 2019	III quarter of 2020	III quarter of 2021		
	Director and coordinator: Category 3 (upon necessity)	IV quarter of 2020	IV quarter of 2021	IV quarter of 2022		
	Teachers: Category 1 (mandatory for everyone)	February 2019	I quarter of 2020	I quarter of 2021	One workshop € 500–1,000 per teacher	Coordinator/ teachers
	Teachers: Category 2 (selectively/thematically)	III quarter of 2020	III quarter of 2021	III quarter of 2022		
	Teachers: Category 3 (conditionally)	IV quarter of 2021	IV quarter of 2022	N/A		
	Adjustment programme or initial training for changing personnel (within one month after recruitment)	Currently			UP to 500 per teacher	
4.2 Prioritised in-house training: discussions, instructions, guidance	Classroom management	I quarter of 2019; once a year (in August)				Coordinators
	Differentiation of the studies, respective strategies	August 2019; once a year (in August)				
	Use of information technology in the learning process	Once a year + current counselling			1,000	Director/trainers (Rescue Board)
	Implementation of language immersion in studies	2019			500	
	Development of multi-intelligence and different learning styles	2020–2021			1,000	
	Ways to use learning analytics	2020–2021				
Security, fire safety, evacuation, first aid, etc.	Done in 2018, evacuation once a year.					
4.3 Intranet: sharing of articles and materials;	IB materials, articles, samples	2019; currently	2020; currently	2021; currently		Coordinators/ teachers
	Factors which most affect learning success	Starting from 2019, currently				

discussion in the community of the school	Entrepreneurship training, linking it with learning activities	Starting from 2020		
	Prioritised topics of IST: Lesson management, differentiation of studies, technology, language immersion, multi-intelligence, mindfulness, other characteristics of IST, etc.	Starting from 2019, currently.		