



# STRATEGIC PLAN 2021-2024

THE ENGLISH WAY

COMPREHENSIVE CULTURE  
OF EXCELLENCE

EFFECTIVE GOVERNANCE  
AND FINANCIAL SUSTAINABILITY



## Foreword

Dear Members of The English School Family,

During the academic year 2020-2021, as part of our ongoing improvement effort, the Head of School and Rector, all members of the Academic and Administrative Leadership Teams as well as the Board of Directors were invited to actively participate in a comprehensive Strategic Plan Review Process. The leadership of Fundación Educativa de Inglaterra (FEI) was keen to hear different views so that we could ensure that the updated Strategic Plan is enriched by the insights of the different leaders and stakeholders of the FEI and its academic institutions, The English School (TES) and The English Nursery (TEN). Key constituencies in our community including students, parents, teachers, staff and governing bodies participated in this effort with their feedback through the surveys of our current accreditation processes i.e., IB, CIS, EFQM and Great Place to Study as a valuable source of information and structured domains on which to focus our efforts.


The development of the current Strategic Plan reflects the evolving state of our community and the collective efforts for our ongoing improvement process. Although every new plan differs in some ways from previous plans, each one emphasises the consistency with our mission, vision, core values and guiding statements. It also draws our attention to focus on specific pressing issues and the adequacy of our processes in keeping pace with these demands.

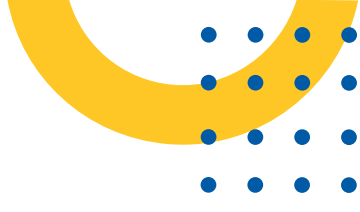
It is important for TES and TEN to engage in strategic planning, particularly at a time of evolving economic change, disruptive educational models, shifts in public demands and advances in technology, which pose significant challenges to every aspect of the education landscape.

For this purpose, the Head of School and Rector, the Board of Directors and the various stakeholders at TES and TEN within the framework of our guiding statements and core activities, have prioritised a workable agenda of six key strategic themes: leading, growing impact, be student-centred, performance, collaboration and visibility. As part of the yearly operational planning, we will prioritise the implementation of our key initiatives through careful planning of recurring activities and transformational projects. These priority areas will guide academic, and administrative staff in aligning daily activities with decision-making and the allocation of resources.

Students, parents, staff and alumni are invited and encouraged to rally around this Strategic Plan as a blueprint for the pedagogical community we want to nurture, and the impact we want to have on our nation, society and future. This roadmap challenges us to continue to find new ways to positively influence the people and the community we serve.

As TES and TEN continues to advance and succeed, we will engage our community in refining our priorities and phasing in other important components of the Strategic Plan. This Strategic Plan is, of course, only the beginning. As members of the IB and CIS communities, we must endeavour to implement improvements and new initiatives, be accountable for our respective part



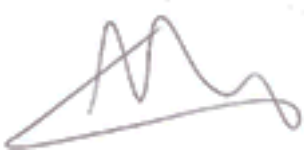


of the plan, and be committed to the development of the institution as a whole. We must make measurable and continuous advancement an inherent part of our daily work activities so as to collectively achieve the goals that have brought us together at TES and TEN.

Together we will continue to work tirelessly on urgent challenges facing all of us, as well as moving our strategic agenda forwards towards our ambitions for the upcoming years.



**Watson L. Vargas, PhD**  
**President of FEI Board of Directors**



**Adam Bennett**  
**Head of School and Rector**



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# Introduction

## What We Are and What We Do

The English School (TES) as an IB World School is founded on the premises of the IB philosophy, principles and learner profile. We believe that these attributes and our core values, can help our students and in general every member of our community to become responsible members of a more inclusive, cohesive and global society.

At TES, we seek to provide a safe environment that prioritises the well-being and care of our students and to provide opportunities for students to maximise their academic and personal potential.

Based on extensive community consultation, the present document proposes a strategic framework for our institutions with significant emphasis on academic and administrative leadership, learning content and experiences to redefine quality learning for the near future.

It provides a set of guiding principles and focus areas by which to realise our culture of excellence that more closely mirror our expectations for our graduates, provide children with the skills to thrive in the new economy and adapt to children's future economic and social needs.

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



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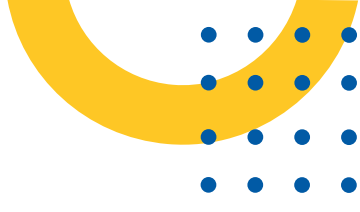
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## We Have Come a Long Way

The English School (TES) is an international school of British tradition founded in 1961, which promotes intercultural learning, inclusion and differentiation. Consistent with our vision and mission, the school bases its pedagogical strategy on the principles and programmes of the International Baccalaureate (IB), and adheres to its curricular objectives, organises its pedagogical models and practices around it and is committed to the development of the IB learner profile.

Today, 60 years on, we are proud of the growing contribution of TES and TEN towards first-class education that aims to educate global citizens that are inspired and guided by our core values of respect, trust and integrity. We are equally proud to be recognised as one of the leaders of IB education in Colombia.

Although the current health crisis has tested the resolve and unity of our community, ultimately it has served as a catalyst to enhancing our governance, compliance and functional processes. However, it has also demonstrated persistent challenges that required diligent attention and called for a renewed focus on our strategy and leadership.



Our response as a community reflects the values that guide our institutions, not only in times of crisis, but on a daily basis. Therefore, it challenges us to continue to find new ways to positively influence the people and the community we serve.

## **Our Journey of Reflection and Discovery**

During the process of developing our new strategic plan for 2021-2024, we committed to listening to feedback from the key stakeholders in our community including students, parents, teachers, staff and governing bodies, using our current accreditation processes *i.e.*, IB, CIS, EFQM and Great Place to Study as a valuable source of information.

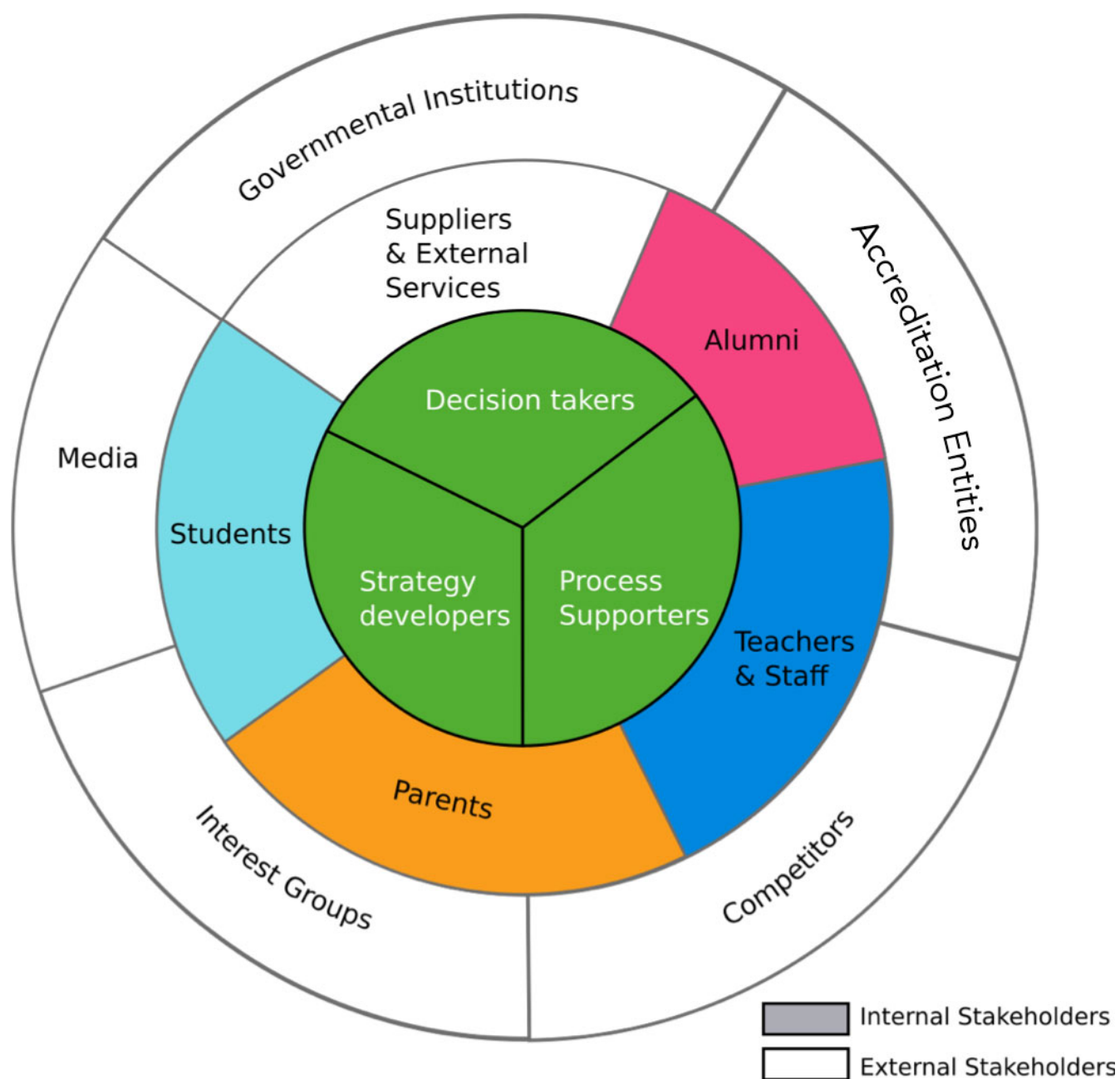
The received feedback highlights how much we have achieved in these past years. However, we also heard that we need to be more proactive in tackling some pressing issues, raising questions about the adequacy of our processes in keeping pace with these demands.

We also heard that the growing complexity of the education landscape both in Colombia and the world as a result of disruptive models of education is becoming a significant risk for the financial sustainability of our institutions. It is a risk that requires not to lose track of the most important trends and challenges we need to focus on and the impact such challenges pose to our sustainability.

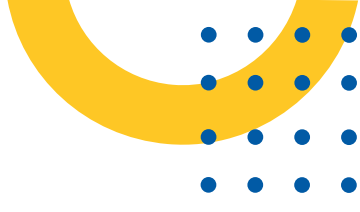
Recent achievements need to be nurtured with a new spirit of openness and collaboration that will usher our institutions into a new era, marked by our collective pledge to proactively support and empower each other in working in the best interest of our organisation, “The English Way”.

There is a clear consensus that our available resources are not reflecting the size of our school and the magnitude of the challenges that we are facing; however, we do not plan to use this as an excuse but rather as a motivation to bring the organisation to a new level of understanding that aims to demonstrate to all our stakeholders the impact of our work and unite efforts to protect the integrity and long term financial viability and the governance of the TES and TEN.

## TES and TEN Stakeholder Network







The community of TES and TEN and the scope of its activities revolve around education and students. All TES and TEN activities are ultimately intended to support students and the views of students and their families, as well as those of teachers and staff, acting as an important element in forming processes, policy and school activity. The primary focus of the organisation's efforts is to engage and empower students by supporting and educating them in an appropriate and timely fashion. To achieve that, we will strive to engage and consult with students, parents and teachers in a meaningful way on teaching and learning matters with the aim of improving the curriculum, extracurricular activities, services, infrastructure and building further trust in our academic institutions. Our accreditation processes serve this purpose by providing us with valuable information and structured domains on which to focus our efforts.

In terms of stakeholders, we engage families and serve both internal and external stakeholders. The parents are key stakeholders and main funding partners of the organisation. The families have an inherent interest in maintaining a high-quality education and protecting the effective governance and financial viability of the organisation in the long term.

Due to the nature of the local educational environment, TES and TEN also engage closely with public authorities and organisations, both at the national and international levels. Public authorities have a keen interest in protecting the standards of education and public health and have oversight on all the activities, given the nature of education as a public service. We cooperate with these authorities in particular in fulfilling educational standards, governmental requirements, rules and policies.

TES and TEN also engage closely with its partners in the IB community that help to implement and assess IB programmes globally. Finally, due to the nature of our activities, we engage with the media and the general public, as well as the various competitors in the IB community to support the organisation in its efforts to attract new families, teachers and staff that might share our vision and values and want to join our community.



## Our Vision for the Near Future

### Our Vision and How We Will Achieve It

#### Our Mission Today

To maximise the academic and personal potential of each of our students through a comprehensive culture of excellence that is holistic, based on the IB principles and programmes, and that encompasses distinction in the academic, artistic and athletic fields, fostering leadership and the ability to innovate, mindful of the unique strengths and interests of each student.

#### Our Vision of Tomorrow

To be an agent of change for Colombia and the world by educating global citizens that are inspired and guided by the core values of integrity, excellence, and social and environmental responsibility and awareness.

### Our Core Values - The English Way

#### Integrity

- We protect the rights of our students in accordance with the precepts of the UN Convention on the Rights of the Child.
- We observe the highest ethical standards and adopt CIS ethics standards as our own to avoid improper influences or conflicts of interests that would undermine our independent and unbiased judgment.
- We develop policies, procedures and practices that reflect inclusion, equity and integrity.

#### Respect

- We show empathy, compassion and care for others.
- We appreciate our culture and values as well as those of others and show respect for the dignity and rights of people.
- We strive to be diverse and inclusive to ensure that everyone that embraces our community and values has equal opportunities to be represented.

## Trust

- We are trustworthy and respectful of all our stakeholders.
- We conduct our activities with the highest standards of transparency and professionalism.
- We strive to build a cohesive and committed community.

## Our Guiding Statements

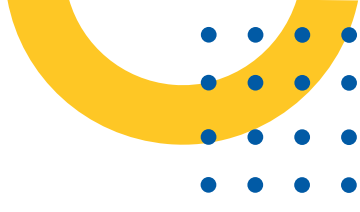


### Comprehensive Culture of Excellence

We strive to achieve academic excellence and encourage artistic, creative and athletic excellence in order to strengthen personal leadership and foster the ability to innovate throughout the whole community that includes parents, teachers, students, administrative and support staff.

### Committed Community "The English Way"

We are an international school of British tradition that embraces intercultural learning, inclusion and differentiation. Our community is committed to providing a safe environment that prioritises the well-being and care of our students. We are committed to fulfilling our mission statement "The English Way", actively upholding as our core values respect, trust, integrity and the principles of the IB Learner Profile.



The English Way is a set of characteristics, attitudes and behaviours that define our identity as The English School. This involves all of our stakeholders including parents, teachers, students, administrative, support staff and alumni.

It is a frame of reference that encourages us to maintain our core values and at the same time to be adaptive to the changes and transformations of the environment without losing our essence.

Our three main English Way objectives are:

- Build a strong sense of community.
- Embrace intercultural learning and promote global citizenship skills.
- Prioritise the well-being and care of all students.

*It is who we are and what we do as a community.*

## **Effective Governance and Financial Sustainability**

We strive to consolidate an economic structure oriented towards sustainability and to guarantee the educational service continuity, strengthening systems for monitoring, evaluation and control. Also, we work to implement clear and well-communicated processes that allow the effective administration of the school.



## Our Strategic Priorities for 2021-2024

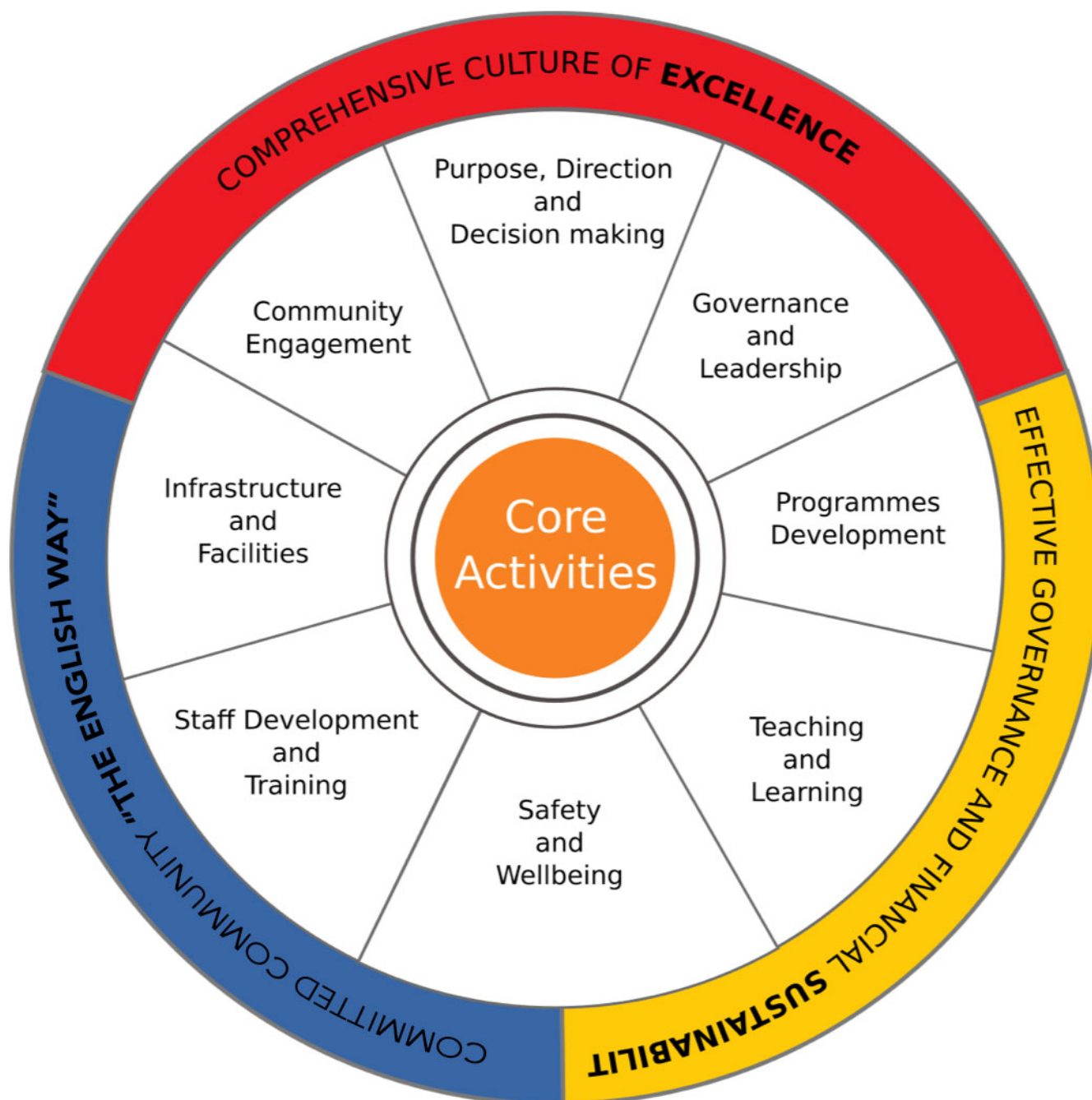
### How Are We Going to Pursue Our New Strategic Plan?

#### Our strategic priorities

In line with our guiding statements and core activities, we have defined six strategic areas of priority for 2021-2024, which are addressing the key issues and challenges identified in our internal discovery exercises and stakeholder consultation processes. They help us clarify what is the transformational journey that TES and TEN will undertake over the next three years. All six priorities have been defined with students in mind. Students are at the heart of everything we do and are the main recipients of our work.

Every area of activity within the organisation has reflected on how to best contribute towards the achievement of those priorities. We will implement those priorities through key initiatives and will monitor their implementation performance through key performance indicators. As part of our yearly operational planning, we will prioritise the implementation of our key initiatives through careful planning of recurring activities and transformational projects. We will also strive to become more efficient by further optimising our budget and resources while ensuring they continue to be allocated transparently and fairly.

## Our Areas of Activity







## What Will We Focus on for 2021-2024?

### Six Strategic Priorities

#### LEAD

All governing bodies lead by example by taking bold steps to proactively tackle identified shortcomings and emerging issues with agility and innovative solutions across all facets of the school's administration.

#### GROW IMPACT

Expand the reach and impact of TES and TEN programmes by enhancing capacity building, new offerings and knowledge sharing between our stakeholders and improving programmes delivery; strengthen the capacities and skills of staff and teachers through robust leadership and professional development programmes.

#### STUDENT-CENTRED

Engage and empower students to contribute to the improvement of all aspects of the school; build an engaging journey for students through exciting curricular and extracurricular activities; and increase the contributions that our programmes deliver for students so that they can maximise their potential in accordance with the school's mission.

#### PERFORM

Provide greater value to our stakeholders by reducing operational complexities, improving services and maximising impact and cost-effectiveness.

#### COLLABORATE & UNITE

Engage and collaborate with all our stakeholders, in particular with parents and alumni, to increase support, unity and coherence in everyone's efforts.

#### BE VISIBLE

Raise awareness and shape a proactive narrative that will demonstrate the positive impact of "The English Way" and our role in the community as well as develop effective communications strategies.





## Our Initiatives and Expected Impact for 2021-2024

### Comprehensive Culture of Excellence

#### How we will do it? (Key initiatives)

##### LEAD

Goal 1 - Strengthen curricular programmes and activities that enable students to explore and develop specific personal interests. (TESMUN, Round Square, Creative Minds, PRAE, RoboTES).

Goal 2 - Strengthen international-mindedness that promotes global citizenship as defining feature of school identity in everyday life and through the school written, taught and assessed curriculum.

Goal 3 - Actively promote strategies and policies that develop leadership, agency (voice, choice, and ownership) and global citizenship qualities.

##### GROW IMPACT

Goal 1 - Develop training programmes and qualifications standards for staff and teachers to improve performance and enhance pedagogical, managerial and leadership skills.

Goal 2 - Analyse, review and adapt academic structure.

##### STUDENT CENTRED

Goal 1 - Promote an innovative whole-school ecosystem by teaching digital literacy providing access to design and disruptive thinking, cutting-edge technology and business ideas, a strong base in STEAM processes and tools in the context of responsible and forward-looking 21<sup>st</sup>-century citizenship.

Goal 2 - Provide students with the skills and learning experiences to optimise their ethical, social, academic, and personal potential in order to develop their life projects in line with recognised standards of global competitiveness.

Goal 3 - Foster and implement a culture of sustainable socio-economic and environmental responsibility and awareness.

## PERFORM

Goal 1 - Strengthen processes for assessing teaching and learning and students' progress using varied methods and data in order to help students maximise their potential.

Goal 2 - Identify and address academic and social gaps created throughout the Distance Learning and Return Plans and continue to monitor to ensure student success.

Goal 3 - Achieve outstanding externally assessed results in both IB and national assessments for all sections.

## COLLABORATE & UNITE

Goal 1 - Strengthen learning support for students with specific learning needs, gifted and talented, as well as those with specific language requirements and other needs so that they can make suitable progress, relative to their potential.

Goal 1 - Implement and grow a comprehensive creative arts programme.

## BE VISIBLE

Goal 2 - Develop a competitive and comprehensive athletics programme that integrates sports education as part of student well-being and encourages competitiveness while balancing academic excellence.

What we will measure (Impact indicators)	Leadership perception
	Programmes performance
	Stakeholders perception
	Capacity building impact
	Students engagement and satisfaction
Who is responsible	Head of Section
	IB Coordinators
	Department Coordinators
	Head of Sports
	Round Square, PRAE, TESMUN, S&A, CAS, Coordinator
	Learning Support Department

# Comprehensive Culture of Excellence

Year 1 – 2021-2022



# Comprehensive Culture of Excellence

Year 2 – 2022-2023



# Comprehensive Culture of Excellence

Year 3 – 2023-2024





## Committed Community “The English Way”

### How we will do it (Key initiatives)

#### LEAD

Goal 1 - Actively engage with stakeholders in clarifying expectations, roles and responsibilities.

Goal 2 - Engage stakeholders’ ability to champion our identity, mission and objectives.

Goal 3 - Continuously develop and assess governance structures, processes and communications that are grounded in transparency and integrity.

Goal 4 - Enable a system of direct and open feedback with all stakeholders to nurture a culture of openness and transparency in decision-making

#### GROW IMPACT

Goal 1 - Ensure strong collaboration with peer academic organisations to increase global accessibility to best practices, foster exchange programmes and increase our impact in the global IB community.

#### STUDENT-CENTRED

Goal 1 - Promote ownership of “The English Way” principles and values by developing creative strategies that inspire a strong sense of intercultural spirit throughout and beyond the community.

Goal 2 - The community at TES and TEN in a committed and meaningful way engages via Human Resources, Security, Health Care and Well-being teams and establishes policies and procedures to guarantee the care and well-being of the students.

Goal 3 - Develop a Policy on the Rights of The Child in order to guarantee and protect TES and TEN student rights.

Goal 4 - Safeguarding: Meet through a review of Human Resources plans, policies and protocols the highest national and international standards in safeguarding, discipline and child protection. Reference to Colombian law, IB and CIS. Provide training to all staff, administration, support staff and Board of Directors.

#### PERFORM

Goal 1 - Engage and align our leaders and staff around our strategic priorities and brand.

## COLLABORATE & UNITE

Goal 2 - Support diversity and inclusion in the representation of stakeholders and external experts across all our decision-making bodies and consulting groups.

Goal 1 - Promote an organisational culture that fosters sharing of issues, constructive dialogue, collaboration and collegiality - e.g. Identification and strengthening of internationalism and global citizenship through curricular and co-curricular mapping. Additionally, strengthening through IB programme updates e.g. PYP Enhancements.

Goal 2 - Develop a unified TES alumni association.

Goal 3 - Develop a policy to identify risks to the safety, integrity and mental health of all members of the school community but especially students.

## BE VISIBLE

Goal 1 - Revitalise TES and TEN brand to reflect its desired position among IB World Schools in Colombia - e.g. multiple student engagement opportunities through involvement in philanthropic, Round Square and MUN events/experiences on local, regional, national and global stages.

Goal 2 - Transform TES and TEN digital outlets and footprint in a way that is engaging for all stakeholders.

Goal 3 - Redefinition and dissemination of “The English Way”.

Goal 4 - Clarify and define modes of conduct, reflecting the school's values and determine the culture of the organisation.

<b>What we will measure (Impact indicators)</b>	<b>Stakeholders perception</b>
	<b>Online engagement</b>
	<b>Staff and teachers’ performance &amp; satisfaction</b>

<b>Who is responsible</b>	<b>Heads of Section</b>
	<b>IB Coordinators &amp; Department Coordinators</b>
	<b>Human Resources</b>
	<b>Year Coordinators</b>
	<b>TOK/Philanthropy Coordinator, Round Square Coordinator and TESMUN Coordinator</b>

## Committed Community “The English Way”

Year 1 – 2021-2022





## Committed Community “The English Way”

Year 2 – 2022-2023



## Committed Community “The English Way”

Year 3 – 2023-2024



## Effective Governance and Financial Sustainability

### How we will do it (Key initiatives)

#### LEAD

Goal 1 - Implementation of clear and well-communicated processes and policies that allow for the effective administration of the school.

Goal 2 - Continuously monitor trends, threats and stakeholder perceptions in the community to make timely changes to our strategy.

Goal 3 - Leverage collected information and data from stakeholders to enable more informed decision making across different areas of activity.

Goal 4 - Review organisational structure in order to improve efficiencies, provide clarity on roles and responsibilities and better align to new strategy.

Goal 5 - Develop a leadership, project and performance management strategy to ensure clear and transparent organisational objectives and to monitor their progress.

#### GROW IMPACT

Goal 1 - Leverage collected information and data from stakeholders to enable more informed decision making across different areas of activity.

Goal 2 - Implementation of effective procedures and policies to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

#### STUDENT-CENTRED

Goal 1 - Implementation of effective procedures and policies, to identify the varied needs of students, both at admission and whilst enrolled, to ensure that all students may benefit from the school's programmes.

Goal 2 - Development of world-class infrastructure and school services that meets the highest possible quality and safety requirements.

#### PERFORM

Goal 1 - Development and implementation of a Knowledge Management framework for storage, access and data analysis to enhance teaching and learning, support decision making and managerial needs.

## COLLABORATE & UNITE

Goal 2 - Define, monitor and evaluate overall key performance indicators to demonstrate impact, operational efficiency and cost allocation transparency.

Goal 3 - Apply best practices for crisis management strategies to mitigate and reduce impact on stakeholders and TES and TEN day to day operations.

Goal 4 - Develop an effective Career Development Plan for all staff.

Goal 5 - Develop high quality support services (cafeteria, transport, etc.).

Goal 1 - Ensure decision making at all levels of TES and TEN is carried out with the highest degree of integrity, competence and expertise.

Goal 2 - Strengthen Human Resources office to develop a people planning strategy and tools to better assess requirements, resource allocation and recruiting needs.

## BE VISIBLE

Goal 1 - Develop short- and long-term fundraising strategies.

<b>What we will measure (Impact indicators)</b>	<b>Leadership perception</b>
	<b>Governance effectiveness</b>
	<b>Financial sustainability metrics</b>
	<b>Operational effectiveness</b>
	<b>Stakeholders perception</b>
	<b>Decision making effectiveness</b>
	<b>Diversity and representation in governance</b>

<b>Who is responsible</b>	<b>Administrative and Financial Director</b>
	<b>Head of Human Resources</b>
	<b>Head of Infrastructure</b>
	<b>Head of Quality</b>
	<b>Head of Communications</b>

## Effective Governance and Financial Sustainability

Year 1 – 2021-2022



## Effective Governance and Financial Sustainability

Year 2 – 2022-2023



## Effective Governance and Financial Sustainability

Year 3 – 2023-2024





## Implementing the Strategic Plan

The Strategic Plan provides a time specific roadmap for us to achieve a set of goals, deliver value, and succeed as an important stakeholder of the IB community in Colombia. The plan is just the beginning of the journey. In the next phase, we will engage in an intensive implementation process that turns strategic priorities into actions in order to achieve the vision and mission it has developed with feedback from all key stakeholders in our community including students, parents, teachers, staff and governing bodies.

For the strategy to be implemented, we will engage in applying best practices pertaining to:

- Appropriately communicating the content, principles and objectives of the strategy to the stakeholders of each strategic activity;
- Addressing the who, where, when and how of each strategic priority;
- Managing the implementation - people, resources, structure, systems, and culture;
- Creating clear ownership and accountability for strategic initiatives;
- Empowering implementers with authority, responsibility and the tools required;
- Linking employee incentives to the strategy;
- Linking budgeting to the strategy;
- Integrating the strategic plan with day-to-day administrative activities and performance indicators;
- Tracking progress and engaging in review and discussion on implementation at regular intervals, through quarterly strategy meetings on each strategic area of priority, as well as an annual strategic review.

Each year, the Board of Directors will work in conjunction with the Head of School and Rector to ensure that all goals, objectives and tasks are being addressed and accomplished in a timely and professional manner. The annual progress of the plan will be reported yearly to all school constituencies via the school's annual report and the annual General Assembly. The future goals, objectives, and tasks that constitute the plan will also be reviewed for usefulness, effectiveness and relevancy on an annual basis.

The Review of the Strategic Plan will follow the procedures in the Evaluation of School Objectives and Guiding Statements Policy.



## GLOSSARY

<b>Agency</b>	<p>According to OECD Learning Compass 2030, student agency is defined as the capacity of an individual to set a goal, reflect and act responsibly to affect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. The term “student agency” is often mistakenly used as a synonym for “student autonomy”, “student voice” and “student choice”.</p> <p>In the PYP Enhancements, agency is defined as follows: "Throughout the PYP, a student is an agent for their own and others’ learning through the concept of <b>learner agency</b>. Learner agency is connected to a student’s <b>belief in their ability to succeed (self-efficacy)</b>. PYP students with agency use their own initiative and will and take responsibility and ownership of their learning. They direct their learning with a strong sense of identity and self-belief, and in conjunction with others, thereby building a sense of community and awareness of the opinions, values and needs of others."</p>
<b>Approaches to Teaching and Learning (ATT &amp; ATL)</b>	ATLs are deliberate skills while ATTs are strategies, attitudes and pedagogy that permeate the IB teaching and learning environment. ATLs and ATTs supports the IB belief that a large influence on a student’s education is not only what you learn but also how you learn. It involves different approaches to learning and teaching skills as well as approaches to how these skills are learnt or taught.
<b>Council of International Schools (CIS)</b>	The Council of International Schools (CIS) is a membership community committed to high-quality international education. As a global non-profit membership organisation, CIS provides services to primary and secondary schools, higher education institutions and individuals that share these ideals: A desire to provide students with the knowledge, skills and abilities to pursue their lives as global citizens and a commitment to high-quality international education.
<b>Digital Citizenship</b>	While using technology or interacting in the digital environment, digital citizens make informed and ethical choices while acting with integrity. In a globally connected digital world, students are responsible for their actions, value the rights of others, exercise academic integrity and practise safe and legal behaviours (IB PYP From Principles into Practice).

<b>European Foundation for Quality Management, (EFQM)</b>	Not-for-profit foundation committed to supporting members in their journey towards organisational excellence. The EFQM Model is a globally recognised management framework that supports organisations in managing change and improving performance.
<b>Global Citizenship</b>	According to the UN, Global citizenship is defined as the following: Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies.
<b>Governing body</b>	This term applies to the duly constituted group which has the ultimate authority to make decisions on behalf of the school. In a given school it may be known as the School Board, the School Council, the Governing Council, the Board of Governors, the Board of Directors, the Board of Trustees, etc.
<b>IB Learner Profile</b>	The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active and caring community members who respect themselves, others and the world around them.
<b>IB Philosophy</b>	<p>Education in <u>International Baccalaureate® (IB) World Schools</u>:</p> <ul style="list-style-type: none"> <li>● Centres on learners.</li> <li>● Develops effective approaches to teaching and learning.</li> <li>● Works within global contexts, helping students understand different languages and cultures.</li> <li>● Explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.</li> </ul> <p>An IB education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection. Teachers enable and support students as they develop the approaches to learning they need – for both academic and personal success.</p> <p>Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. An IB education empowers young people for a lifetime of learning, independently and in collaboration with others.</p>

<b>IB World School</b>	A school that is authorised to offer one or more IB programmes.
<b>International Baccalaureate Diploma Programme (DP)</b>	A demanding pre-university programme that students can complete to earn college credit. IB emphasises critical thinking and understanding of other cultures or points of view. A diploma is awarded at the completion of the IB programme, which allows graduates access to universities worldwide.
<b>International Baccalaureate Careers-related Programme (CP)</b>	The Careers-related Programme is a framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships or employment.
<b>International Baccalaureate Middle Years Programme (MYP)</b>	Challenging framework that encourages students to make practical connections between their studies and the real world, the MYP is inclusive by design. Students of all interests and academic abilities can benefit from their participation.
<b>International Baccalaureate Primary Years Programme (PYP)</b>	The PYP for children aged 3-12 nurtures and develops young students as caring, active participants in a lifelong journey of learning through a student-centred approach to education.
<b>International Mindedness (IM)</b>	<p>International Mindedness (IM) is an overarching construction related to intercultural understanding, global engagement and multilingualism. The concept is particular to the IB and sits at the heart of its educational policies and programmes.</p> <p>The IB currently defines IM as “an attitude of openness to, and curiosity about, the world and different cultures. It is concerned with developing a deep understanding of the complexity, diversity and motives that underpin human actions and interactions”. However, the IB recognises that every school is unique and that individual IB schools will interpret IM in their own way according to their particular setting.</p>
<b>Inclusion</b>	<p>Inclusion is viewed and respected as a universal right for all. Inclusion, at TES, not only is defined by the inclusion of academic needs in each classroom but also inclusion of hiring practices and acceptance of families and students regardless of race, class, gender, disability, sexual orientation or personal preference. We recognise the need to include everyone and to give equity of access and opportunities to all while eliminating discrimination, intolerance and abuse.</p> <p>An inclusive classroom contains students of varying ability levels. Inclusion is about responding positively to each individual’s unique needs, identifying and removing barriers to learning and developing collaborative cultures built on mutual respect, support and problem-solving. Inclusion is more</p>

	about responding positively to each individual's unique needs and less about marginalising students because of their differences.
<b>STEAM</b>	An acronym for the fields of Science, Technology, Engineering, Arts and Mathematics. Providing STEAM curriculum is encouraged as a way to grow students' interests and potentials in these areas. For all students, they also benefit from hands-on experiences that teach them creativity, critical thinking and solution focused problem-solving skills.
<b>"The English Way"</b>	<p>The English School is an international school of British tradition that embraces intercultural learning, inclusion and differentiation. Our community is committed to providing a safe environment that prioritises the well-being and care of our students. We are committed to fulfilling our mission statement "The English Way", actively upholding as our core values respect, trust, integrity and the principles of the IB Learner Profile.</p> <p>The English Way is a set of characteristics, attitudes and behaviours that define our identity as The English School. It involves all of our stakeholders including students, teachers, support staff, parents and alumni.</p> <p>It is a frame of reference that encourages us to maintain our core values and at the same time to be adaptive to the changes and transformations of the environment without losing our essence.</p> <p>Our three main English Way objectives are:</p> <ul style="list-style-type: none"> <li>• Build a strong sense of community.</li> <li>• Embrace intercultural learning and promote global citizenship skills.</li> <li>• Prioritise the well-being and care of all students</li> </ul> <p><u><i>It is who we are and what we do as a community.</i></u></p>
<b>School Guiding Statements</b>	<p>The guiding pillars, which define the school, its purpose, direction and reason for existence.</p> <p>Our three pillars include:</p> <ul style="list-style-type: none"> <li>• Comprehensive Culture of Excellence.</li> <li>• Committed Community "The English Way".</li> <li>• Effective Governance and Financial Sustainability.</li> </ul>
<b>School Community</b>	Usually used in the broad sense of all "stake-holders". The following sectors are, therefore, included: alumni, students, parents, faculty (teachers), administration and support staff, school managers / administrators / leadership and the governing body.