



**The English Way**  
Transforming through respect

# STRATEGIC PLAN 2024-2027

COMPREHENSIVE CULTURE  
OF EXCELLENCE

COMMITTED COMMUNITY  
THE ENGLISH WAY

EFFECTIVE GOVERNANCE  
AND FINANCIAL SUSTAINABILITY

# INTRODUCTION

This strategic plan is an opportunity to give the Fundación Educativa de Inglaterra and our educational institutions, The English School and The English Nursery, a sense of focus and direction.

We are staying loyal to the principles and vision of our founder, Miss Elizabeth Masson, but adaptable to the dynamic and fast-changing pace of the educational landscape to meet the needs of our students.

This plan is designed to offer transparency to our community, setting clear and aspirational goals, whilst allowing flexibility to change as new opportunities and challenges arise.

Student learning in a safe and nourishing environment will always be at the forefront of all decisions and actions at The English School. We are proud to share this dream with you, which we are committed to ensuring becomes a reality.





# The English Way

Transforming through respect

## Manifesto

Respect is an easy word.

We learn it at school, we use it frequently,  
we print it on shirts, posters and even on books.

We claim to know it,  
but do we really understand it?

We claim to know it,  
but do we give it the importance it merits?

We may confuse it with manners,  
with saying "yes, ma'am" and "no, sir"  
We may forget it means respecting ourselves,  
our body, our ideas, our voice, our beliefs.  
We may forget it means respecting others,  
their values, their differences, their passions.  
We may forget what it means to respect  
our community, our rules, our traditions.  
That it also means respecting the world,  
its animals, habitats, its natural order.

Respect is so much more than that.

It's listening and not just replying.

It's knowing that our differences  
should be cherished and not criticised.

Or that borders are just lines on maps  
and not divisive topics.

It's knowing that change must be for the better,  
not just for change itself.

So, we believe that respect,  
the true version, must be the way.

The way of changing, of leading,  
of innovating, of learning.

That is why we believe that respect  
has the power to transform.

**The English School,  
transforming through respect**

## What is The English Way Transforming Through Respect?

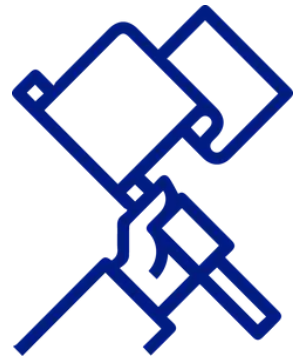
"The English Way, transforming through respect" is our school's purpose;  
it is why we work every day and the basis on which we build  
a committed community, living it and promoting it.

We believe that respect goes beyond manners. It is about respecting  
our ideas, our voices, the voices of others, and our community;  
it is about caring for ourselves, for others, and our world;  
it is about valuing and celebrating our differences.

That is why, at The English School, we firmly believe that respect is the  
foundation for change, leadership, innovation and learning.

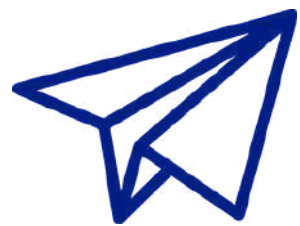
**The English School, The English Way, transforming through respect.**





## MISSION

Our purpose is to maximise the academic and personal potential of each of our student 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 interest of each student.



## VISION

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



## VALUES

 **Respect**

 **Trust**

 **Integrity**

# GUIDING STATEMENTS



## COMPREHENSIVE CULTURE OF EXCELLENCE

We are an educational community that promotes excellence, maximising our students academic and personal potential in diverse and inclusive ways, through inspiration, innovation, leadership and agency.

### KEY FOCUS

- Enhance knowledge, understanding and skills for 21st Century lifelong learners
- Promote inclusive and diverse opportunities for student learning and achievement
- Develop a culture of innovation, embracing change and best practice



## COMMITTED COMMUNITY THE ENGLISH WAY

We are committed to prioritising the well-being and care of our learning community. We uphold our core values of respect, integrity, trust and the principles of the IB community learning profile. We are a community that adapts to the challenges and opportunities "The English Way", transforming through respect.

### KEY FOCUS

- Transforming through respect
- Prioritise community well-being, safeguarding, safety and coexistence
- Develop a sense of community belonging and collaboration



## EFFECTIVE GOVERNANCE AND FINANCIAL SUSTAINABILITY

We are an institution with a long-term vision, clear policies and processes, which, through good corporate governance practices, ensures the mission and vision based on the other guiding statements.

### KEY FOCUS

- Promote best corporate governance practices
- Optimise the planning, management and results monitoring model
- Ensuring the sustainability of the FEI

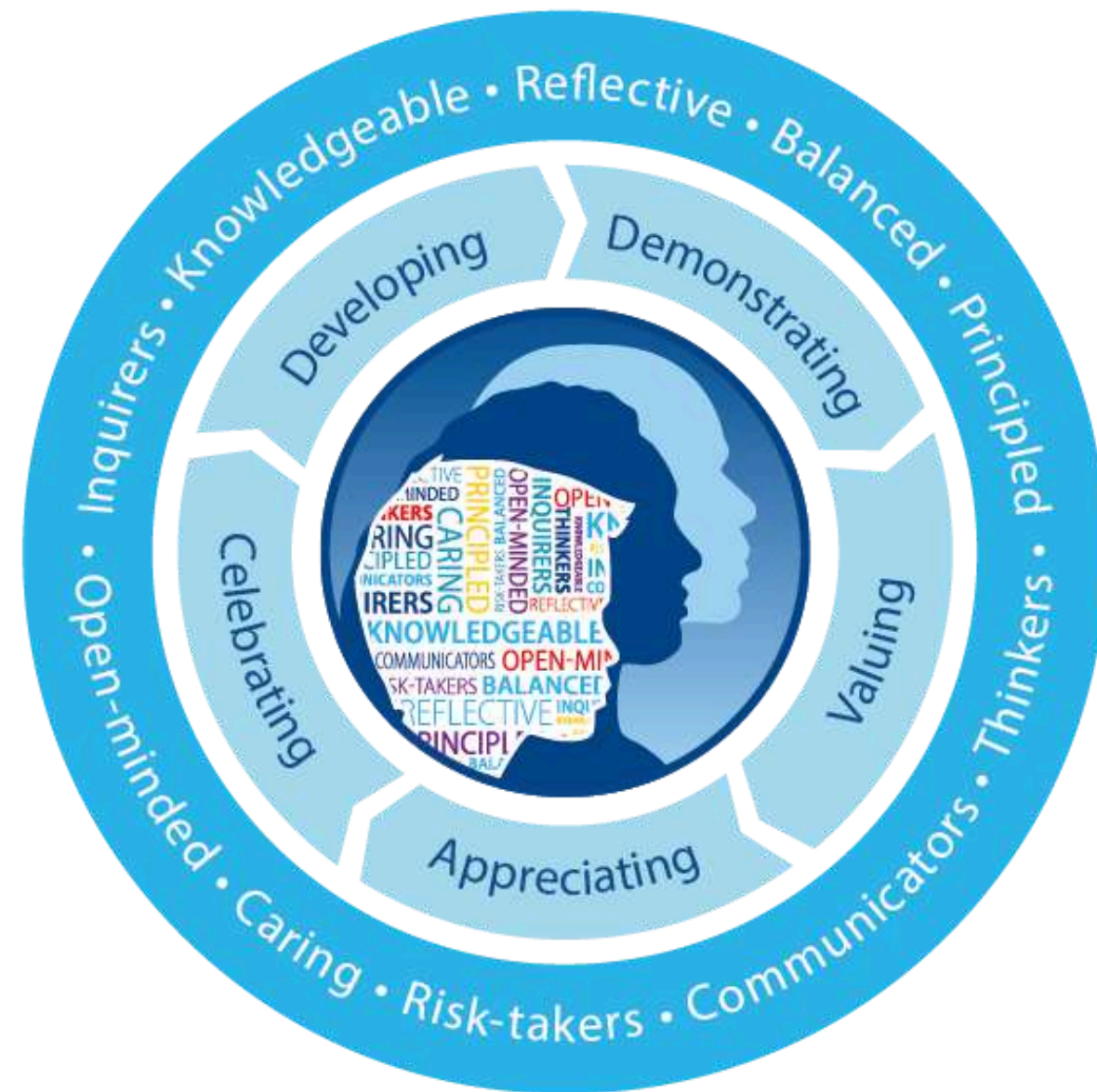
# INTERNATIONAL ACCREDITATIONS

We are accredited by the Council of International School (CIS) and the International Baccalaureate IB. Our action plans, areas of strengths and areas to improve are guided by the standards of these accreditation processes and help guide our direction in line with these international benchmarks of excellence and we are attentive to updates to standards, practices and guidelines.

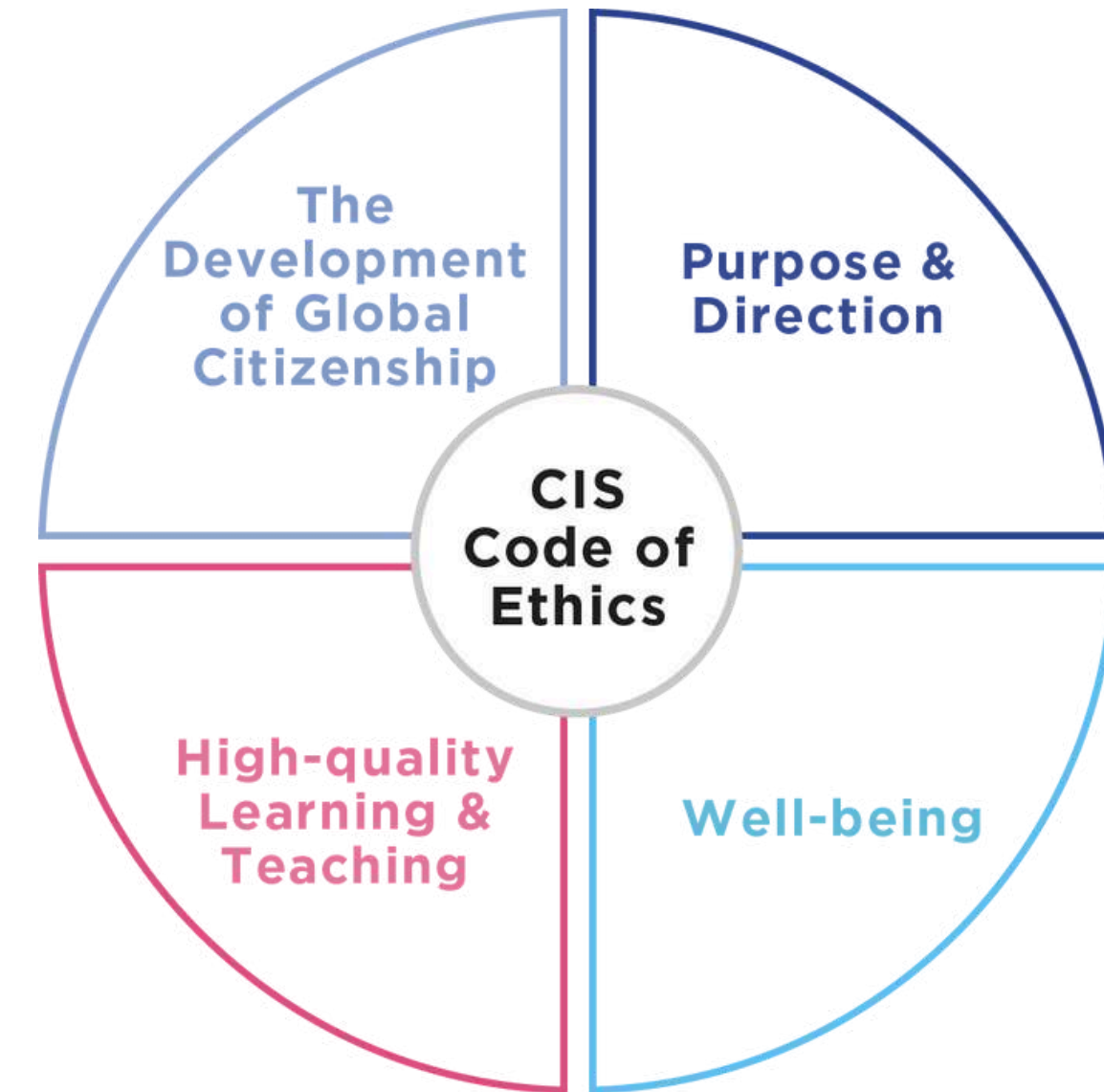


# INTERNATIONAL ACCREDITATIONS

## IB LEARNER PROFILE



## CIS MEMBERSHIP STANDARDS



# PROCESS OF PLAN



The strategic plan has involved consultation and collaboration with many different stakeholders, both internal and external to the organisation.

**This process has included:**



Review of the Strategic Plan 2021-2024 from stakeholder groups, including students, staff, parents, alumni and external partners.



Two full-day collaborative planning sessions, involving stakeholder groups.



Multiple smaller meetings with key stakeholders to define specific objectives and results.



A review of the mission, vision and guiding statements, and a re-definition of our guiding statements to create objectives and key results.



External support and guidance from the University of Rosario and the Latin American Head Conference (LAHC).

# TRENDS IN EDUCATION

We have been attentive to different trends in education which are having and will have an impact on The English School and beyond, both now and in the future:



**Sustainability** - Social, economic and environmental sustainability impacts us all. We all have a responsibility to acknowledge our individual and communal role in meeting the needs of the present without jeopardising the future in the human and physical environments we live in.



**Diversity and Inclusivity** - It is important that we are aware of the diversity that exists in our community and that differences are not barriers to learning and belonging, they are in fact an opportunity for strength and unity. We embrace diversity and promote inclusivity under our umbrella of The English Way, transforming through respect.



**Technology** - We recognise how technology changes and impacts our teaching and learning methods. We are adaptive and open to such changes whilst being attentive to the consequences this may have.

# TRENDS IN EDUCATION



**Different modes of learning** - Due to varying circumstances of students and families as well as adjustments in technology, it is important to consider how face-to-face, virtual and hybrid learning models can be applied to best serve each learner's needs.



**Future of work** - We recognise that in a rapidly changing world, it is important that we equip our students with the academic and personal knowledge, concepts and skills to thrive in a professional environment that is constantly in flux in terms of the requirements and expectations.

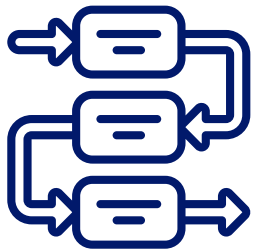


**Population Demographics** - Changing populations which include national and international migration patterns and birth rates mean we must take steps to respond to our school community structure and composition.

# OBJECTIVES AND KEY RESULTS (OKRs)



The methodology we have for our strategic plan will be using Objectives and Key Results (OKRs). This allows us to have a structured plan for the future but also flexibility and adaptability to respond dynamically to new situations as they arise.



Each guiding statement will have one principal objective and three supporting objectives designed to support the principal objective. The objectives and key results are designed to be interconnected and related to all guiding statements to ensure coordinated and holistic school growth.



These objectives will be measured by key results to provide quantitative and qualitative data to measure our progress and determine how we can continue to improve.

# OBJECTIVES AND KEY RESULTS (OKRs)



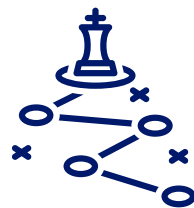
Objectives and key results will be reviewed once per trimester to check progress, and each year, they will be adjusted to respond to progress, opportunities and challenges.



Collectively and individually, we will work towards these OKRs. Individual sections, areas, and departments have the autonomy to create their own OKRs that apply to them, allowing them to contribute to the overall strategic plan.



This method will allow us to focus on what is truly important, providing short-, medium- and long-term planning, structure, accountability and transparency.



The next comprehensive strategic review will take place in 2027 to define our next steps forward.

# COMPREHENSIVE CULTURE OF EXCELLENCE



We are an educational community that promotes excellence, maximising our students academic and personal potential in diverse and inclusive ways, through inspiration, innovation, leadership and agency.



**KEY FOCUS: Enhance knowledge, understanding and skills for 21st Century lifelong learners**



**KEY FOCUS: Promote inclusive and diverse opportunities for student learning and achievement**



**KEY FOCUS: Develop a culture of innovation, embracing change and best practice**



**Utilise optimum teaching and learning strategies to support academic excellence and lifelong learning**

Approaches to Learning (ATL):  
- Play-based learning  
- Gamification  
- Key and related concepts

Approaches to Teaching (ATT):  
- Standardised feedback system  
- Differentiated teaching and learning strategies

Sections engagement with external entities to encourage best practice



**Promote student enrichment programmes to develop students strengths and interests**

Extracurricular activities

Sports

Learning Support and tutorial classes

Accelerator programmes

Arts and music

**Students can maximise their personal and academic potential**

- 100% student participation in at least one co-curricular club - including STEAM, TESMUN, Round Square, Green Team, Peace Ambassadors, etc. (current baseline: 75%) - June 2025
- 85% of students rating score considering their learning experience as "exceeding" (average student score of domains C: The Curriculum, D: Teaching and Assessing for Learning and E: Well-being in the CIS Survey and Focus Groups) (current baseline: 75%) - June 2025
- Implement a tracking system to monitor the progress of staff performance evaluations to enhance student learning experience. July 2025
- 75% G9 students achieve Middle Years Programme e-Assessments (current baseline: 70%)  
75% of G11 students achieve the IB Diploma Programme (current baseline: 69%)  
100% of G11 students achieve IB Career-related Programme July 2025
- 100% curriculum units include explicit vertical and horizontal alignment to develop curriculum mapping - June 2025



**Attract, train and retain excellent staff**

- Staff retention
- Staff satisfaction and well-being
- Staff training
- Buddy programme

# COMMITTED COMMUNITY THE ENGLISH WAY



We are committed to prioritising the well-being and care of our learning community. We uphold our core values of respect, trust and integrity, as well as the principles of the IB learning profile. We are a community that adapts to the challenges and opportunities of The English Way, transforming through respect.



**KEY FOCUS: Transforming Through Respect**



**KEY FOCUS: Prioritise community well-being, safeguarding, safety and coexistence**



**KEY FOCUS: Develop a sense of community belonging and collaboration**



# EFFECTIVE GOVERNANCE AND FINANCIAL SUSTAINABILITY



We are an institution with a long-term vision, clear policies and processes, which, through good corporate governance practices, ensures the mission and vision based on the other guiding statements



**KEY FOCUS: Promote best corporate governance practices**



**KEY FOCUS: Optimise the planning, management and results monitoring model**



**KEY FOCUS: Ensure the sustainability of the FEI**

Maintenance and General Services

Systems

Food services

Transport

Security

Sustainable infrastructure



**High quality infrastructure and connecting services to ensure learning needs are met**

**Enhance the financial sustainability of FEI to achieve educational objectives**

- Keep a balanced structure of student cohort with a distribution between 56-60% of students in Early Years and Primary and 40-44% in Secondary - *August 2026*
- Keep operative margin between 2% and 5% by the end of each fiscal year - *June 2025*
- Create fundraising plan - *June 2025*
- Revision of organisational structure - *June 2025*
- Completion of Master Plan - *June 2025*

Enterprise Resource Planning (ERP)

Organisational planning platform and Google for Education

Integration of academic and administrative system platforms

Update of key policies and institutional documents

Integral data collection and analysis



**Engage with Digital Transformation and Organisational Change Management**



**Develop and apply marketing and branding strategies connected to school value proposition**

- Admissions
- Enhance digital marketing
- Marketing strategy
- Hybrid learning models

## ► Agency

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".

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 **learner agency**. Learner agency is connected to a student's **belief in their ability to succeed (self-efficacy)**. 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."

## ► Approaches to Teaching and Learning (ATT & ATL)

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".

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 learner agency. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy). 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."

## ► Co-curricular activity

An activity or program that takes place outside of the traditional classroom but in some manner complements academic learning from classroom curriculum.

## ► Council of International Schools (CIS)

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.

## ► Digital Citizenship

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).

## ► Extracurricular activity

An activity, performed by students, that falls outside the realm of the normal curriculum of school.

## ► Global Citizenship

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.

# GLOSSARY

## ▶ IB Learner Profile

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.

## ▶ IB Philosophy

Education in [International Baccalaureate® \(IB\) World Schools](#):

- Centres on learners.
- Develops effective approaches to teaching and learning.
- Works within global contexts, helping students understand different languages and cultures.
- Explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.

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.

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.

## ▶ International Baccalaureate Primary Years Programme (PYP)

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.

## ▶ International Baccalaureate Middle Years Programme (MYP)

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.

## ▶ International Baccalaureate Diploma Programme (DP)

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.

## ▶ International Baccalaureate Career-related Programme (CP)

The Career-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.

## ► International Mindedness (IM)

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.

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.

## ► Inclusion

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.

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 about responding positively to each individual’s unique needs and less about marginalising students because of their differences.

## ► School Marketing

A combination of methods, strategies, and tools to analyze the market, adapt educational services to the needs and expectations of potential students and parents and promote the value proposition.

## ► School Community

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.

## ► STEAM

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.



**The English Way**  
Transforming through respect

# STRATEGIC PLAN 2024-2027

COMPREHENSIVE CULTURE  
OF EXCELLENCE

COMMITTED COMMUNITY  
THE ENGLISH WAY

EFFECTIVE GOVERNANCE  
AND FINANCIAL SUSTAINABILITY