



DEVELOPMENT PLAN OF TARTU INTERNATIONAL SCHOOL 2017–2021

GENERAL DATA

Name of the school: Tartu International School

Owner of the school: Non-profit Association Tartu International School

Type of the school: basic school

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Specific character: international English basic school for students of all nations

Number of students: 40-125

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I INTRODUCTION

The development plan of Tartu International School describes the development of the school and the objectives for the period of 2017–2021. This document continues and supplements the development trends described in the development plan of 2012–2015, reckons with the performance of previous action plan and takes into account the feedback of school's stakeholders.

The source documents for the compilation of the development plan of Tartu International School include the statutes of the school and of its owner Non-profit Association Tartu International School, the Private Schools Act, the Basic Schools and Upper Secondary Schools Act, the Estonian national curriculum for basic schools, the curriculum of International Baccalaureate Organisation (IBO) and the development plan of Tartu International Kindergarten.

This development plan consists of four parts: introduction, overview of the school, description of current situation, action plan, development of means necessary for the realisation of the development plan and development plan updating procedure.

II OVERVIEW OF TARTU INTERNATIONAL SCHOOL

Tartu International School is an English private school that was founded in 2001 on initiative of a group of foreign parents. In the first school year, there were opened seven classes with only seven students. In the school year of 2016–2017, there are 37 children from ten different countries. In addition to foreign students, also Estonian students are pursuing a basic education in Tartu International School. Most of our students are learning the language of instruction as a foreign language, but there are some children who are native English speakers.

2.1. Vision and Mission

Vision

Tartu International School is a valued basic school with good reputation where the students are grown into curious, caring and enterprising individuals.

Mission

Values of Tartu International School

Internationality: we value the cultural background of each person connected to our school.

Healthy and secure learning environment: all people at school must feel secure and maintain theirs and others physical and mental health.

Innovativity: we dare to take on and put into use new ideas.

Individual approach: we support the individual development of each child.

Openness: we take into account the changes occurring around us and make maximum use of the opportunities due to the location of our school and offered by the community to develop our students.

Sustainability: we value and apply sustainability principles in human relations and attitude towards the environment.

Cooperation: we value cooperation between the family, the school and the community; cooperation between the children of different ages and team spirit prevailing in the school are especially important for us.

Professionalism: our teachers are specialists in their fields, high quality of schooling and education is important for us.

2.2. Structure of the School

Tartu International School is a basic school, the owner of which is Non-profit Association Tartu International School. The language of instruction of the school is English; the working languages are English and Estonian.

Studies may be carried out in composite classes. There are hobby groups at school.

III DESCRIPTION OF CURRENT SITUATION

3.1. Leading and Management

Tartu International School applies the development planning system that is based on Deming cycle. The management of the school is based on mutual respect and cooperation between the management, teachers, students and other school staff. The owner of the school, staff and representatives of parents and other stakeholders are involved in making the decisions that are important from the perspective of school's development.

The managing bodies of the school are the school board and the head of the school. The head of the school is responsible for the general state and development of the school and for the expedient and practical use of financial resources. The head of the school has reporting requirements towards the management board of the non-profit association and participates in the meetings of the non-profit association.

The school board is a collegial decision-making body with the aim to support the management of the school. The number of the members of the school board is set out in the statutes of the school. The meetings of the school board take place regularly, generally four times during the school year. The board has made proposals for improving school's work and has been active in implementing these proposals. For example, in the school year of 2015–2016, there have been made positive changes in connection with catering of students and initiated new community-uniting event in the form of springtime school community picnic. Representative of the parents is a link between the school management and all parents.

From the perspective of school's sustainability, it is important that in 2014, the schooling licence for Tartu International School was issued for an unspecified term.

According to the survey that was carried out among the parents in spring 2016, 92% of the parents think that the school is well managed. To ensure the sustainability and professionalism of the school management, it is necessary to divide the management between different domains (financial manager, head teacher).

3.2. Staff

The professional skills, personal characteristics and values of the teachers who are working in our school are in accordance with the mission, objectives, values and working principles of Tartu International School. During previous development period, one of the main objectives of

the staff management was to ensure that our teachers are qualified. School's staff turnover is low, i.e. during previous development plan period, there were two employees who left work due to moving to another place and studies. 70% of the teachers have been working in our school for 5 to 15 years.

Tartu International School believes that an important feature of an international school is the international team of teachers. If needed, the school helps our employees to submit an application to the Estonian Ministry of Education and Research for recognising foreign professional qualifications.

The survey that was carried out among the parents shows that 100% of the parents feel that the school staff is available and it is easy to turn to them regarding different topics. In SWOT-analysis that was carried out in spring 2016, the teachers pointed out good cooperation as a positive experience. Regarding improvement activities, the teachers pointed out the need for supervision.

During the development plan period, there will take place the expansion of the school and implementation of the IB curricula. Accordingly, we need to create new workplaces. There is especially great need for educational support services staff (special education teacher, school psychologist).

3.3. Cooperation with Stakeholders

The main cooperation partners of Tartu International School are, as follows:

- Parents;
- Local authorities, especially the City of Tartu and its closest rural municipalities;
- Other private and municipal schools;
- Institutions and organisations that offer jobs for international specialists in the City of Tartu and in its immediate vicinity (University of Tartu, Baltic Defence College, Estonian University of Life Sciences, private enterprises);
- Organisations that promote international cooperation and provide training (Tartu University, non-governmental organisations, international project partners);
- State authorities, especially the Estonian Ministry of Education and Research;
- Tartu International Kindergarten.

The stakeholders are included in the development of the school on multiple levels. Parents are included in the development and management of the school through the school board;

every year there are analysed the results of parents' survey of satisfaction, which is an important input upon developing the school. Based on the survey that was carried out in spring 2016, 100% of the parents feel that they have enough possibilities to participate in school's activities.

Tartu International School is an important partner for the City of Tartu, its closest rural municipalities and international organisations with regard to providing international education. With one organisation, we have a written agreement regarding the provision of student places. The school is open for the cooperation with various stakeholders and contributes as a partner in the development of international education, and shares actively its experience. In 2014–2017, the school participated as an expert, training provider or project partner in more than ten local and international projects.

Tartu International School has a long-term experience in the field of working with international families and students. The curriculum and organisation of the school takes into account the multicultural and international character of students; our teachers are skilled to teach students whose native language differs from the language of instruction of our school. The school is open to find non-traditional solutions to take into account individual traits and needs of our students (methodology, organisation of school, individual curricula). As a development activity, our school wishes to share its experience and good practices to the local, national and international communities.

Also, it is necessary that our school becomes more visible as a provider of high-level international education, and competence centre.

3.4. Schooling and Education

The schooling and educational objective of Tartu International School is to help to develop an individual who is motivated to learn and knows how to learn; is aware of one's interests, tendencies and abilities; is happy, adaptable and environmentally sensitive; and values sustainable lifestyle. A graduate of Tartu International School is self-aware and dignified, cooperative and self-reliant. One has tolerant world-view, values diversities of the world and does not concentrate on differences but on finding shared parts; is aware of one's civil duties and responsibilities, believes in oneself and has a well-meant attitude towards fellow beings. The language of instruction of Tartu International School is English. The school enrolls both native English speakers and students with no or limited understanding of the language of instruction of the school (English). The objective of Tartu International School's curriculum is to

support each student's individual development, while taking into account one's individual traits, national identity and cultural background, and family's objectives regarding child's further education. The school's curriculum supports introducing the culture of Estonia as of temporary homeland of a student.

In autumn 2016, there were 12 part-time and full-time teachers working in the school. Ten teachers have pedagogical education and two teachers have professional education and pedagogical competences.

According to the survey that was carried out among the parents in spring 2016, 92% of the parents find that they are sufficiently informed of their child's studies. The same survey revealed that approximately 17% of the parents is not sure whether the school prepares their children enough for further studies in next school. Every spring about a third of students of the school are replaced, which is mainly due to families moving away. To ensure smooth transition from one educational system to another and to provide confidence to the families regarding the quality of the education of our school, the school applies for the accreditation of the International Baccalaureate Organisation (IBO) for implementing an internationally recognised curriculum in grades 1–6. At the moment, Tartu International School is recognised by IBO as a PYP candidate school; there has been carried out the training of all teachers; and a study programme according to the IBO principles is being prepared. It is necessary to implement the general educational principles in grades 1–6 as of the autumn of 2017.

3.5. Material Resources

3.5.1. Financing

Tartu International School is financed by state budget allowances for private schools, operational expenditure allowance for private schools from the local authorities, tuition fees, projects and provision of services related to education. The school owner approves the budget for each school year on the basis of the action plan described in the development plan. The head of the school gives to the school owner and the board a regular overview of the realisation of the budget.

To ensure the economic sustainability of the school, the objective of the non-profit association is to increase the number of students and conclude partnership agreements with organisations and institutions regarding the provision of student places.

3.5.2. Learning Environment and Means

Since 2004, Tartu International School has operated in the rooms rented from the Tartu Catholic Congregation at Veski Street 1. Lack of space has limited the growth of the school and already in the development plan that was approved in 2012, there was set an objective to find more suitable rooms. In spring 2017, Tartu International School moves to the building of former Park Hotel that was reconstructed to be used as a schoolhouse at J. Liivi Street 2d in Tartu. Reconstruction works are organised and financed by the owner of the building; the school will operate in a new location as a tenant. There has been concluded a long-term rental contract. The building and rooms are adapted for the school of 125 students and kindergarten of 20 children. The school house has three floors – on the first floor, there are catering rooms, hall and offices; on the second floor, there are primary school classes, kindergarten and teachers' room; on the third floor, there are study rooms of II and III stages of study, including chemistry class. In addition, the building has a basement floor, where there are planned wardrobes, dressing rooms, toilets and bathrooms, room for cleaning means and room for recreational activities. There has been designed an elevator for the building. The new building of Tartu International School is located in the attractive and peaceful area of Toome Hill (Toomemägi) that enables to carry out a lot of outdoor studies and sporting activities and to visit conveniently the institutions offering study programmes that are located in the city centre. In the premises that surround the building, there will be constructed a playground. It is necessary to pay attention to the parking in the area of school and to the furnishing of the rooms according to the needs of the school. Lessons of physical education will be carried out outdoors or in the sports facility of the Estonian University of Life Sciences, the transport there and back is organised by the school.

Tartu International School has joined the Health Promoting Schools Framework and the EU programme for school milk and fruit. The school board has paid a lot of attention to the healthiness of school meals; the school offers diversified lunch, while taking into account the special diets of the eaters (religious distinctions, vegetarianism, food intolerances). School's daily schedule supports the studies: students in grades 1–6 start their school day at 9 AM; from 10.35 to 11 AM, there is an outdoors break for the whole school; the lunch break in combination with the outdoors break lasts for 60 minutes. All students have an opportunity to go swimming in Aura Centre once a week. Transport to the centre is organised by the school. According to the survey that was carried out among the parents in spring 2016 all participants agreed that the school helps their children to develop healthy lifestyle, that the school environment is safe and atmosphere is positive.

The school is flexible and innovative upon using different forms of study. The studies are carried out in composite classes; students have an opportunity for studying according to their needs and level that is not limited by grade number. The school supports students' native language studies by enabling rooms and means for that purpose.

Tartu International School uses textbooks that are suitable for international schools; in addition, a lot of study materials have been prepared by our school's teachers. There have been created opportunities for teachers and students to use contemporary learning aids. The school has ensured good Internet access; employees and students are equipped with sufficient digital means; and there are provided trainings. The school wishes to pay more attention to the development and implementation of e-courses.

IV ACTION PLAN 2017-2021

4.1. Leading and Management

Performance indicators:

- Whole school community (students, teachers and other staff, parents) is included in the planning and developing the school's work.
- The school operates according to its values, mission and objectives.
- The school has a good internal atmosphere.
- The management of the school is divided by domains.
- The school has a good reputation and the results of external evaluation are positive.
- There is ensured a smooth cooperation between Tartu International School and Tartu International Kindergarten.

Activities	Term	Person responsible
Analysis of the realisation of development plan and correction of activities.	every school year	head of school
Improvement of the visibility of the school: <ul style="list-style-type: none"> • Updating of the contents and design of school's homepage • Successful using of social media for introducing the school • Introducing and presenting the school by the 	continuous	head of school

management, teachers and other school staff		
Performance of internal evaluation every school year and publication of the results of internal evaluation on school's homepage.	every school year	head of school
Implementation and development of international PYP studies: <ul style="list-style-type: none"> • Ensuring the status of successful candidate school in 2017–2018 • Applying for PYP authorisation in autumn 2017 • Successful work as a IB-World school 	2017–2021	head of school
Preliminary work for the implementation of international MYP studies.	2019–2021	head of school
Improvement of the visibility of the school and active participation in the Estonian and international educational landscape: <ul style="list-style-type: none"> • National projects and cooperation • International projects and cooperation • Partnership as experts • Sharing one's good experience 	2017–2021	head of school, owner of the school
Improvement of cooperation in the school: <ul style="list-style-type: none"> • Facilitating the information sharing in the school and between the school and kindergarten • Enabling sufficient time for the cooperation between the teachers from general work time • Increasing the availability of information through enabling the devices 	continuous	head of school, IT worker
Balancing of the workload of employees.	2018	head of school
Development of the school environment that supports the school staff and students: <ul style="list-style-type: none"> • Planning the furnishings of the new school facility with teachers and students • Planning and adapting the daily schedule and 	2017–2021	head of school

studies according to the needs and possibilities of the school		
Division of management by domains (schooling and education, topics related to the management of the building)	2018	owner of the school
Mapping the domains of the cooperation between the Tartu International Kindergarten and Tartu International School, and development of common team to ensure smooth transition from kindergarten to school.	2017–2018	owner of the school and kindergarten, head of school and kindergarten

4.2. Staff

Performance indicators:

- Teachers of the school are specialists in their field.
- The staff is motivated to work in Tartu International School.
- School staff works as a uniform team and shares the values of the school.
- Development of the staff according to the objectives and needs of the school.
- The school staff receives substantive feedback to their work.

Activities	Term	Person responsible
Planning the recruitment of staff according to the school's development.	2017–2021	head of school
Recruitment of teachers and support staff who have professional education.	as required	head of school
Analysing and planning school's work as a team.	continuous	head of school, head teacher
Correction and improvement of job descriptions, internal work procedure rules and occupational safety requirements.	2017–2018	head of school, working environment representative
Motivating the employees: <ul style="list-style-type: none"> • Development and implementation of the recognition 	2017–2021	head of school, owner of the

<p>system of the staff, 2017</p> <ul style="list-style-type: none"> Increasing the remuneration of teachers according to the budget Supporting the mental and physical health of the staff Maintaining positive work atmosphere 		school
<p>Compiling the staff's training plan according to the objectives of the school:</p> <ul style="list-style-type: none"> IB PYP and MYP trainings Trainings in the field of education technology Trainings in the fields of general teaching and discovery teaching Trainings in the field of integrated language and subject teaching Trainings in the field of safety Learning from the experience of co-workers 	2017–2021	head of school, head teacher, PYP and MYP coordinator
<p>Improvement of the procedure of development interviews for the staff.</p>	2018	head of school
<p>Making the support structures more effective:</p> <ul style="list-style-type: none"> Describing the functional support structures in the school, autumn 2017 Recruitment of school psychologist and/or special education teacher in the autumn of 2017 Enabling the use of assistant teachers 	2017–2018	head of school, owner of the school

4.3. Cooperation with Stakeholders

Performance indicators:

- Tartu International School is included as an expert in the educational events and projects in Estonia and abroad.
- Most of the parents participate in the events connected with school.
- Parents are actively included in the management of the school through the work of the school board.
- The school is highly valued among the parents.
- Tartu International School receives positive media coverage.

- The school is a recognised partner for the organisations who are recruiting external specialists, by offering international education of good quality to the children of their employees.
- The school is recognised as a part of the education network of the city of Tartu.

Activities	Term	Person responsible
Performance of a satisfaction survey among the parents.	every year	school board
Reflection of the school's activities in media.	2017–2021	school community
Inclusion of parents: <ul style="list-style-type: none"> • Parents' meetings • Open day • Inclusion of parents in making the decisions related to the school through school board • Usage of various communication forms between the school and home (e-school, lists, development interviews) • Inclusion of parents as voluntary teachers, and planners and organisers of events 	2017–2021	head of school, head teacher
Reflection of the school's activities in social media and school's homepage.	2017–2021	school community
Public communication training for the management.	2018	head of school, head teacher
Improvement of the school's homepage (shared homepage for the school and kindergarten).	2017–2018	head of school, homepage manager
Participation in international projects both as an applicant and as a partner (e.g. Erasmus + projects).	2018–2021	head of school, owner of the school
All-around presentation of cooperation opportunities to the stakeholders (events, rental of school rooms, agreements for	2017–2021	head of school, owner of the

ensuring student places with partners etc.).		school
Cooperation with the private schools in Tartu (meetings of the heads of private schools, common trainings, events and projects).	continuous	head of school

4.4. Environment and Material Resources

Performance indicators:

- The learning environment of Tartu International School is safe and educational.
- The school staff and students are aware of how to maintain and protect one's own and others' physical and mental health.
- Satisfaction with work-related organisation and working environment among the staff is high.
- The school's rooms express the values of the school and support learning objectives.
- There have been created possibilities for active activities outdoors and in interior spaces.
- Diversified forms of study are being used.
- The school's furniture and information technology environment enable to use flexible and diversified forms and means of study.

Activities	Term	Person responsible
Investments in learning environment: <ul style="list-style-type: none"> • Cabinet of sciences, 2017 • Hall chairs, 2017 • Window covers, signs, etc., 2018 • Furniture for classes, 2018 • Presentation technology, 2017–2019 • Furniture for the teachers' room, 2018 • Leisure activities in school's rooms, 2017 • Improvement of the playground, creation of possibilities for outdoor studies, 2018–2021 • Improvement of digital means, 2017–2021 	according to budgetary capabilities 2017–2021	head of school, owner of the school
Performance of training exercises on how to act in case of fire and sudden attack.	every school year	head of school

Training for the staff on how to act in case of fire and sudden attack.	2019	head of school
Instruction in the field of occupational health for the staff.	as required	working environment representative
Studying the satisfaction of the staff with working environment and work-related organisation, and analysing the results.	2018	head of school, working environment representative
Enabling flexible working time for the staff (using general working time outside the school house, enabling the days for working at home during the school holidays).	2017–2021	head of school
Development of sustainable and environmentally sensitive lifestyle through thematic events and setting an example (waste sorting, events and projects for promoting sustainable lifestyle).	2017–2021	school board, teachers
Following the healthiness of school meals.	continuous	school board
Inclusion of students in the development of school environment.	2017–2021	coordinator of student self-government
Offering well-functioning information technology support for teachers.	2017	management
Implementation of the system of the management and maintenance of the building.	2017	owner of the school

V PLANNING THE FINANCIAL MEANS NECESSARY FOR THE REALISATION OF THE ACTION PLAN OF THE DEVELOPMENT PLAN

School's budgetary means consist of tuition fees, allowances from the local authorities, and state budget education allowances for private schools. The school plans to earn additional

means through the projects, provision of educational service and renting the rooms.

The action plan of the development plan is planned according to the principle that the resources necessary for performing activities would be realistic and would ensure the sustainability of school's work.

Activity	Amount in Euros				Source
	2017–2018	2018–2019	2019–2020	2020–2021	
Updating of the contents and design of the school's homepage, combining the school's and kindergarten's homepages.	500	9		1	school budget
Representation and presentation of the school (advertisement).	350	350	350	350	school budget
Visit of PYP consultant.	2000				school budget
Visit of PYP authorisation team.	3500				school owner's budget
Participation fee of PYP candidate school.	7035				school owner's budget
Participation fee of the school authorised by PYP.		5865	6000	6200	school owner's budget
PYP trainings.	1500	1500	1500	1500	school budget
Application for MYP authorisation.			3000		school owner's budget
Participation fee of MYP candidate school.			7035	7035	school owner's budget
Cost-sharing in projects.	1500	1500	1500	1500	school budget

Acquisition (rental or purchase) of digital means.	3000	3500	3500	3500	projects, school budget
Furnishing of the new building.	2000	4000	5000	5000	projects, school budget, donations
Educational support services (working position of psychologist and/or special education teacher or services from outside of the school).	5300	5300	5600	5600	school budget
Supporting the mental and physical health of the staff (health surveillance, other activities that maintain and promote health).	1500	1500	2500	2500	school owner's budget
Trainings for teachers (educational technology, general teaching).	300	700	700	700	school budget
Occupational health and safety trainings for the staff.			2000		school budget
Events that support the development of sustainable lifestyle.	500	500	500	500	projects, school budget
Development of information technology support.	1000	3500	5500	5500	projects, school budget

VI REALISATION AND UPDATING OF THE DEVELOPMENT PLAN

The development plan of Tartu International School is compiled for four school years.

In the process of updating and improvement of the development plan of Tartu International School, there is the cooperation between the students, teachers, parents, alumna and their parents, management, school board, owners of the school and partners. There are used various work formats upon updating and improving the development plan of the school – questionnaires, interviews, feedback, teamwork and discussions, and specialists' reports.

Once a year, the head of the school represents to the school board an overview of the realisation of the development plan. According to the results and keeping in mind the action plan of the development plan, there will be set objectives for the next year. The proposals for amending the development plan can be made by the parents, teachers and students of Tartu International School through the school board. The development plan and its amendments are approved by the owner of the school.