



**TRANSYLVANIA  
COLLEGE**

We are proud to share with you our new visual identity, which supports our Purpose, by being:

**Bold** – because our way of schooling stands out from the crowd;

**Confident** – to mirror the belief we have in our new direction;

**Playful** – to evoke our lively and imaginative approach to education.

Our **new logo is full of meaning** yet still draws on our 30 years of experience in education. It is still **filled with imperfections** and areas of growth, as our Purpose aims to perfect teaching, connecting and caring. This can only be achieved through constant learning and growing from our many mistakes. Represented in the deliberate imperfections of our logo – a little wonky and patchy - our mistakes teach us valuable lessons that enable us all to grow.

**Circles**, which are part of our everyday learning experiences at Transylvania College, are a defining part of our new identity. Circles represent the culture within our school and our approach to relationship building. Through circles we connect with each other – they facilitate listening, talking, and sharing – because each of us matters.



Our new identity is matched with a **Bold and Confident** new offer, which is built based on our proposed solutions to the parents' problems and children's needs and is detailed here, for each level. We involved all the leaders in the school to carefully review everything we do and to come up with new approaches, more in line with the children's needs at every age. This has been the main motivation for our new purpose and our new offer: ensuring that each one of the children in our care becomes a happy and fulfilled individual, while having their needs closely matched every step of the way.

***Dear parents,***

Transylvania College has turned 30 this school year. Over the last 9 years we have challenged ourselves deeply and the time has come to evolve, in terms of:

- visual identity,
- “the why?” to exist- our purpose
- building our offer having the parents’ problems in mind
- building our offer with the children's needs in mind

As you read on, please see how we have understood some of the problems you are facing that motivate you to:

- join our school
- stay at our school
- support our school to make an impact beyond what’s happening within our walls and in our community

In this brochure you will find:

- A list of problems from the parents’ perspective, that guided us to create the offer
- A list of needs (emotional, academic, spiritual, physical) of the children in each age category, that guided us to create the offer
- New learning concepts introduced in our offer:
  - continuous provision - Kindergarten, K-Stars & Year 1
  - project based learning - Primary (starting with Year 2 / Grade 1) & Middle School
  - experiential learning - Middle School & High School
  - service learning - Nursery to High School
  - outdoor and adventure education - Nursery to High School
  - restorative approaches - Nursery to High School

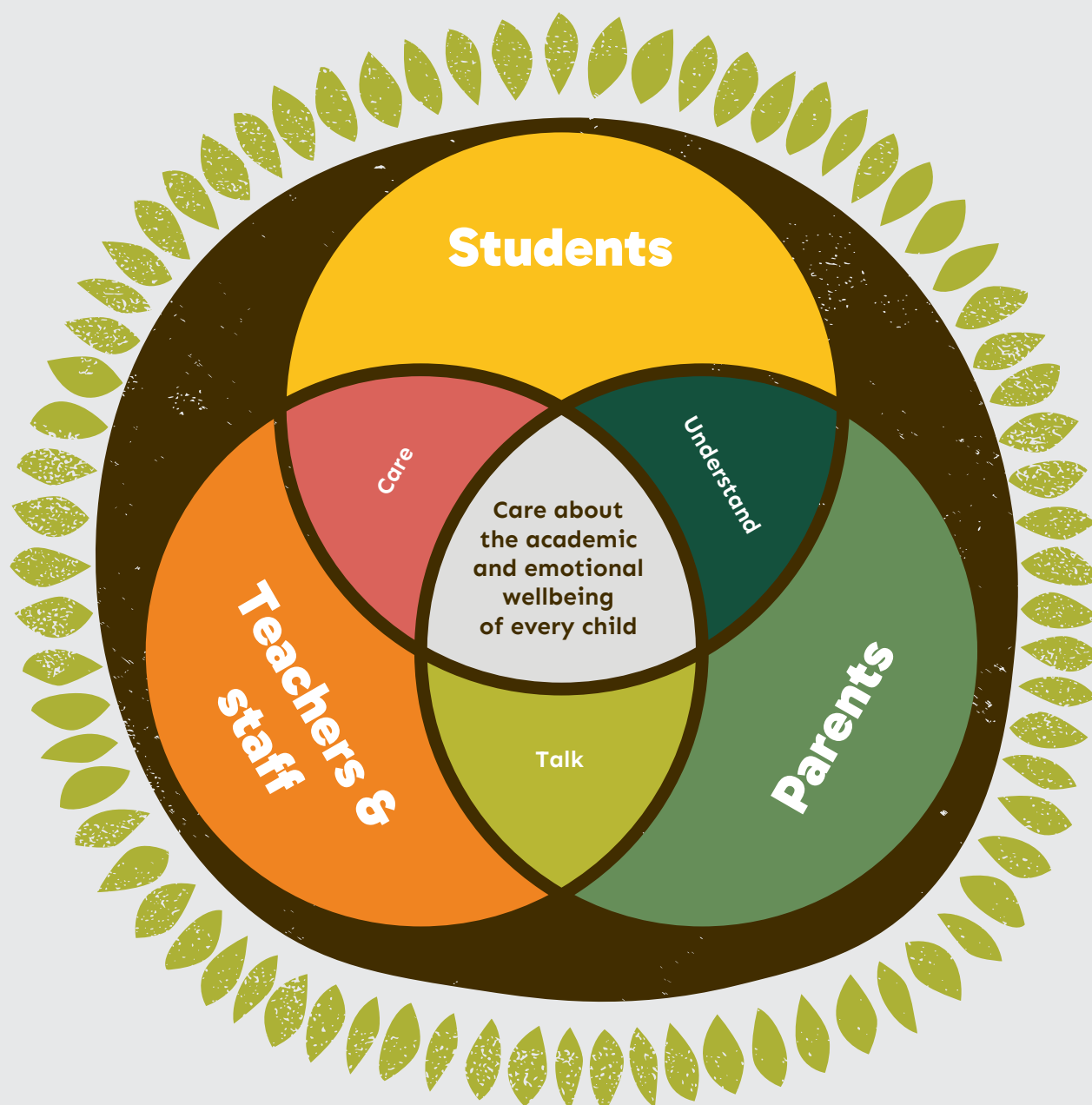
***With joy and love for raising incredible people together,  
Transylvania College (all 154 adults)***

30 years after the first kindergarten group was founded, Transylvania College has created a new **Purpose** – a reason to exist that goes well beyond delivering an exemplary academic education.

## Transylvania College cares about the academic and emotional wellbeing of every child.

The wellbeing of students, teachers and parents is fundamental, as we want to have at Transylvania College:

1. Children & students who are enthused, confident, happy
2. Teachers who feel valued and motivated
3. Parents who feel empowered and trusting



**Teach** – we believe in a community of adults (teachers and staff) who teach every day. We have a calling for teaching and working for the benefit of young people. We value all teachable moments. We are willing to work with ourselves to be able to be there for children through their discomfort, learning and life's hard lessons.

**Connect** – we build healthy relationships with the children in our community, with their families and with the teachers – and with those who support our Purpose.

**Care** – We nurture a culture in which we can rely on each other for support; we feel cared for and safe.

## Our values

### Openhearted

We welcome others especially those who encourage us to explore our emotions to better meet the needs of others.

### Challenging

We demand more for young people and dare to push forward new ways of thinking that energise those around us.

### Joyful

We take delight in our work and are lifted by the happiness and achievements of the young people around us.

### Purposeful

Everything that we do is guided by our precise Purpose. It drives everything that we do from our strategy and decision making to our people and communications.

### Bold

We encourage creativity and risk-taking to bring us closer to achieving our Purpose.

### Aspirational

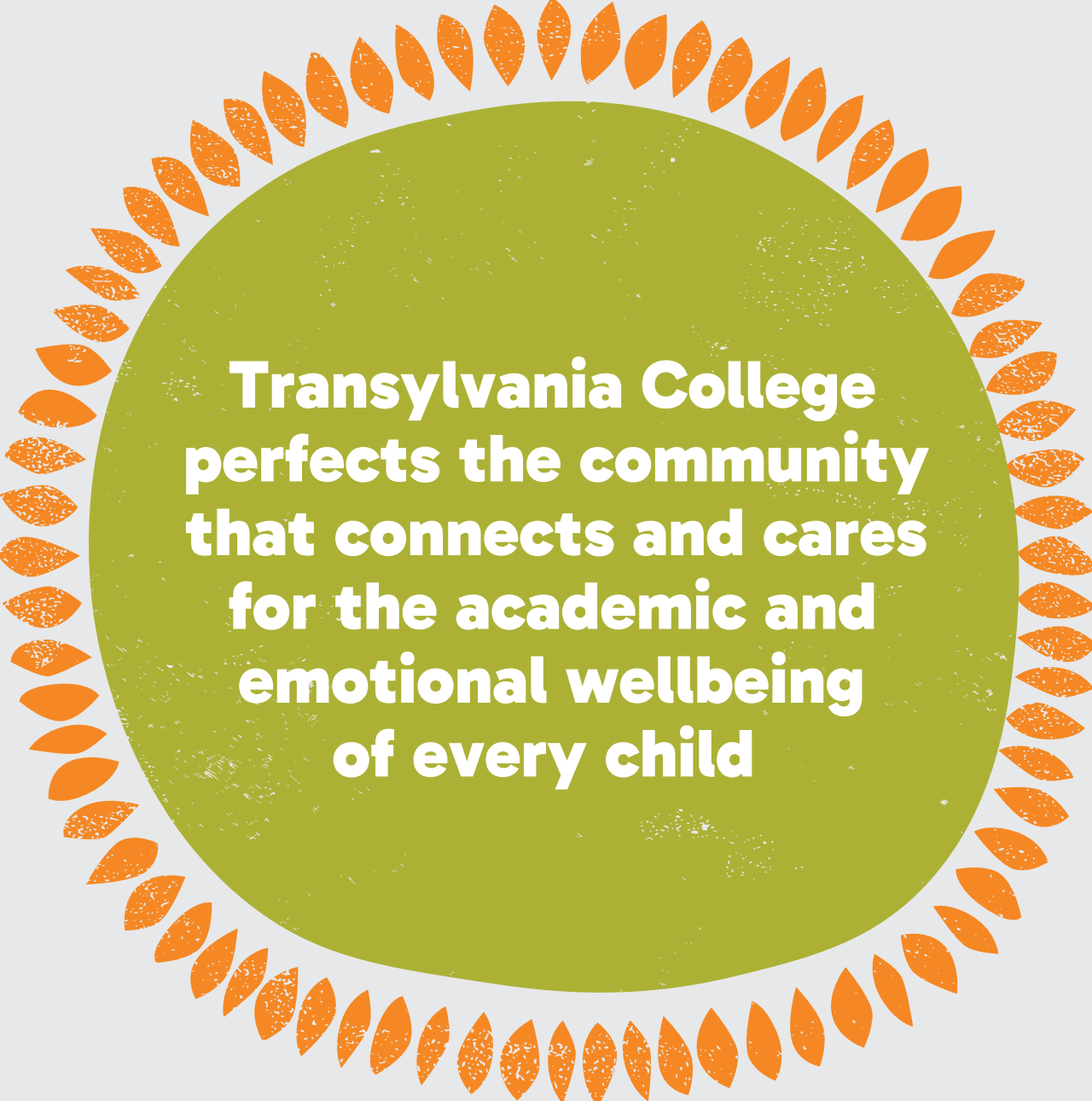
We believe that our dream for the future is possible and together we are determined to make it a reality.

### Genuine

We create authentic and long-lasting partnerships that are built on trust and connection with our cause.

At Transylvania College we teach more than academics. We provide the best academic standards in education by constantly improving and enhancing our relationships, with a focus on meeting the individual learning & emotional needs of our students. We offer a better way of schooling based on connection. Transylvania College partners with young people, their families and the wider community. Together – by cooperating, collaborating and contributing – we can create a better experience for everyone in our school.

Our teachers and staff nurture our students' curiosity and creativity to help them find their spark. The spark that ignites their confidence in their own abilities and future opportunities and most importantly enriches their wellbeing during their school years.



**Transylvania College  
perfects the community  
that connects and cares  
for the academic and  
emotional wellbeing  
of every child**

# The High School Experience



Similar to middle school students, high school students have specific needs that we aim to meet. **The students need:**

- **to have a sense of autonomy** - this continues to be achieved by:
  - exposure to situations where they act independently
  - empowering them to make choices and to take responsibility for the consequences of their decisions and actions
  - entrusting them to develop their personal leadership
  - allowing them to take ownership of their learning (by supporting them to create and follow their own calendar which includes study time and other activities for wellbeing, by implementing an independent study time, by providing them with study leave before exams)
- **to feel securely attached**
  - by living and learning in a safe, predictable environment, with consistent routines, rules and adults
- **to have a strong sense of identity**
  - developed as they receive healthy validation and as they achieve results that match their effort, helping them to discover their spark
  - strengthened as they begin to make decisions for their future, starting with choosing the subjects they are pursuing, in line with their passion and long-term plans
- **to have freedom of self-expression**
  - ensured through the personalised timetable, built on the path chosen by each student
  - facilitated in all subject areas and in the activities they choose to engage in
- **to have and to respect healthy limits**
  - enforced with kindness and consistency, with an understanding of the needs and challenges the students in this age category are facing





- **to develop learning skills**
  - by learning how to learn
  - by being given consistent opportunity to practise independent work habits
- **to build their self awareness**
  - by developing their emotional & social-emotional skills through their relationships
- **to build life skills under the guidance of trusted adults**
  - by developing entrepreneurial skills through project-based and experiential learning
  - by practising to think critical & creative thinking
  - by being challenged to problem solve
  - by learning and practising conflict resolution
  - by demonstrating assertiveness



## The Cambridge International High School

The Cambridge high school curriculum is split into three stages with three different qualifications completed by Year 13 - IGCSE, then AS and A2, which comprise the A-Level exams.

### IGCSE

IGCSEs are the International version of the GCSE (General Certificate of Education) which students in schools in England take. Each subject is a separate course which can be sat together or separately to all of the other subjects. It is usually done as a two-year course started in Year 10 and finished at the end of Year 11.

### AS Level

AS Levels are more advanced than the IGCSE. It is usually recommended to do the IGCSE first and then continue with the AS level but there are a few AS level subjects which aren't available at IGCSE and you study for the first time at AS level. AS levels are a 1-year course studied in Year 12.

### A Level

A levels are a continuation of the AS level. If you have already completed the AS level then you can continue to study it at a more advanced level for an extra year and convert the AS level into an A level. You must already have the AS level. A levels are studied in Year 13.

## IGCSE OPTIONS - started in Grade 8 & Year 9 for some subjects, completed in Year 10 & 11

In addition to English and Maths, which are mandatory, the following courses, taught in English and following the Cambridge International Examinations/Pearson Edexcel curriculum, are offered at Transylvania College as a choice for IGCSEs:

- **Business Studies**
- **Economics**
- **Art**
- **ICT**
- **Physics**
- **Chemistry**
- **Biology**
- **Combined Science**
- **Sociology**
- **Travel and Tourism**
- **Physical Education**
- **One modern foreign language (MFL)**  
either Spanish or German

The subjects are organised on different paths and blocks of options, allowing students to create a personalised timetable which includes only the subjects that are most relevant as they prepare for a particular specialisation, for their future studies or career. The options are confirmed during the admission process, or during the interviews at the end of middle school, for the students who are progressing into our high school.



**New  
from  
2024:**

- Vocational block of options, which includes talent and passion-based subjects: **Art, Physical Education (Sports), ICT**
- "Future-fit" subjects: the high school offer has been updated to include **Travel and Tourism & ICT**
- **Critical Thinking** introduced as a mandatory subject in Year 10 and Year 11, with the aim of fast tracking the students in regard to their learning skills and life-readiness habits

## **A-LEVELS - Year 12 & Year 13**

In Year 12, for Advance Studies (AS exams), maximum 4 courses\* can be chosen, the choice being conditioned by each student meeting the progression criteria: to continue with any science subject, the IGCSE grade for that subject has to be B or above, while for the humanities subjects the grade has to be C or above.

\*If a student chose 4 courses in Year 12 for AS, one of the 4 courses needs to be dropped in Year 13, all students progressing to A-Level with only 3 courses.

The choice for the three final subjects needs to be tied to each student's preference, in terms of university major and career.

At each stage the curriculum gets more and more narrow and specialised. Students have access to a number of tools to help them choose their subjects:

- the quizzes and career library in Unifrog, complemented by group and individual counseling sessions
- the IGCSE and AS grade indicators included in the admission report, which provide predictions of the grades students are expected to achieve in each of their chosen subject options
- the syllabus for each course published on the Cambridge International Examinations website

## Year 9 and Grade 8 as a Foundation Year for High School

**New  
from  
2024:**

To facilitate a smooth transition to either the Cambridge International High School or our newly established Romanian-English Social Sciences High School, Transylvania College is restructuring the final year of middle school into a Foundation Year for high school. Grade 8 students in the Romanian line will continue to undergo the National Evaluation and retain the option to apply for admission to any high school in Romania. Meanwhile, Year 9 students will undertake Checkpoint exams. Additionally, all students will benefit from extra preparation time for their IGCSEs in certain subjects, as outlined below.

**THE YEAR 9  
AND GRADE 8  
OFFER:**

### Common subjects

- **English** - 5 lessons/week, students from the two lines participate together
- **Wellbeing & Leadership Coaching** - 2 lessons/week, delivered in English
- **Daily Connection Time for Wellbeing** - 20 min, in English
- **Modern Foreign Languages (MFL)** - German/Spanish- 2 lessons/week

### Discovery subjects

- **a. Combined Sciences** - 6 lessons/week, delivered in English, as follows:
  - **Biology**
  - **Chemistry**
  - **Physics**
- **b. Humanities** - 2 lessons/week, delivered in English, as follows:
  - **History**
  - **Geography**

## THE YEAR 9 AND GRADE 8 OFFER:

### Line-specific subjects

- **Romanian** - 5 lessons/week, both in Year 9 and Grade 8
- **Maths** - 5 lessons/week (delivered in Romanian in Grade 8, and in English in Year 9)

### Additional subjects:

- **Computer science** - 2 lessons/week, delivered in English, with students allocated to 2 groups
- **Physical Education** - 2 lessons/week, delivered in English, with students allocated to 2 groups

## BENEFITS:

Smaller groups of max 15 students for the common subjects, allowing for more differentiation.

Earlier preparation for IGCSE exams, which may be taken in Year 10 in English, Maths and Sciences, for those who are ready to sit the exams; these students will progress to AS in Year 11, a year early if they choose Maths & Sciences, which gives them more time to better prepare for the AS exams, which are of much greater difficulty.

Those who are not ready to sit exams early in the summer of Year 10 can sit exams in the Autumn session in Year 11, still having additional available time to prepare for AS exams from Year 11.

After sitting 3 IGCSEs either in the summer session in Year 10, or in the Autumn session in Year 11, students are left with only 4 IGCSE exams for the remainder of the subjects, these exams being completed at the end of Year 11. This way students are able to space the preparation for exams over a longer period of time, which ensures better results and better wellbeing as they study for and sit the exams.



**New  
from  
2024:**

## **ROMANIAN LINE**

### **Grades 9, 10, 11**

#### **Core subjects**

- **Romanian** - 4 lessons/week
- **Maths** - 2 lessons/week, delivered in Romanian
- **Geography** - 2 lessons/week, delivered in Romanian
- **History** - 2 lessons/week, delivered in Romanian
- **Information and Communication Technology** - 1 lesson/week
- **Critical thinking and study skills** - 2 lessons/week, delivered in English, no exam required

**Common subjects\*** (these may be studied together with Year 10 students)

- **English** - 4 lessons/week, delivered in English, in preparation for IGCSE
- **Wellbeing & Leadership Coaching** - 2 lessons/week, delivered in English
- **Daily Connection Time for Wellbeing** - 20 min, in English
- **Modern Foreign Languages (MFL)** - 3 lessons/week, the students are mixed across the lines of study

**\*Blocks** (might be together with Y10):

- **Block 1 - Social Sciences & Humanities** - students prepare for IGCSE in one of the three subjects: Economics, Business, Sociology
- **Block 2 - Combined Sciences** - 3 lessons/week (on rotation, focusing on one subject/term), delivered in Romanian, as follows: Biology, Chemistry, Physics
- **Block 3 - Vocational** - including Arts and Physical Education

## The Bacalaureate

To earn a Bacalaureate in Social Sciences, students need to successfully complete:

1. Two written exams in the two model foreign languages they have studied - English & German/Spanish
2. The Bacalaureate exam, which includes:
  - Romanian - oral exam
  - Romanian - written exam
  - History - written test
  - Geography - written test
3. Two tests completed in school at any time during the last year of high school:
  - test of digital skills
  - written test demonstrating basic Maths skills



### A choice of hybrid education\* in high school, on either line:

- Cambridge International High School & Spark Generation, with students spending up to 50% of time in person, at Transylvania College.
- Romanian High School & Spark Generation- with students spending up to 50% of time in person, at Transylvania College.

\*this choice may be appropriate for:

- students who are currently enrolled in an online school/homeschooling option and want to transition towards more of an in person education
- students who are professional athletes or artists and need to follow an intensive training program, or need more flexibility
- students whose families travel for most of the year
- students who live outside of Cluj or outside of Romania and cannot move, but are able to spend extended periods of time in the area

## **ALL students in high school, on both lines, benefit from:**

### **Academic progress, consistently monitored and measured, ensured by:**

- progress reports issued 3 times per year, in December, April, June
- remedial plans, if needed - an individual plan created by the subject teacher when a student scores 2 or more marks below the target grade; the remedial plans are communicated to the parents. Learning support is offered to struggling students, after two consecutive remedial plans are issued (three months of additional learning support is included in the tuition). As mentioned in the tuition agreement, an additional fee is charged for support offered beyond this period

### **Career and University Counseling**

- Work Experience - 1 free placement provided by the school in Year 10, 11, 12, as well as in Grade 9, Grade 10, Grade 11; students are also provided access to fee-based opportunities, including virtual programmes
- university admission package, on tiers of support, provided for an additional fee

### **Excellent Social, Moral, Spiritual, Cultural provision**

- achieved through a variety of opportunities in Global Awareness & Leadership, ensuring a holistic approach

### **Wellbeing, achieved through:**

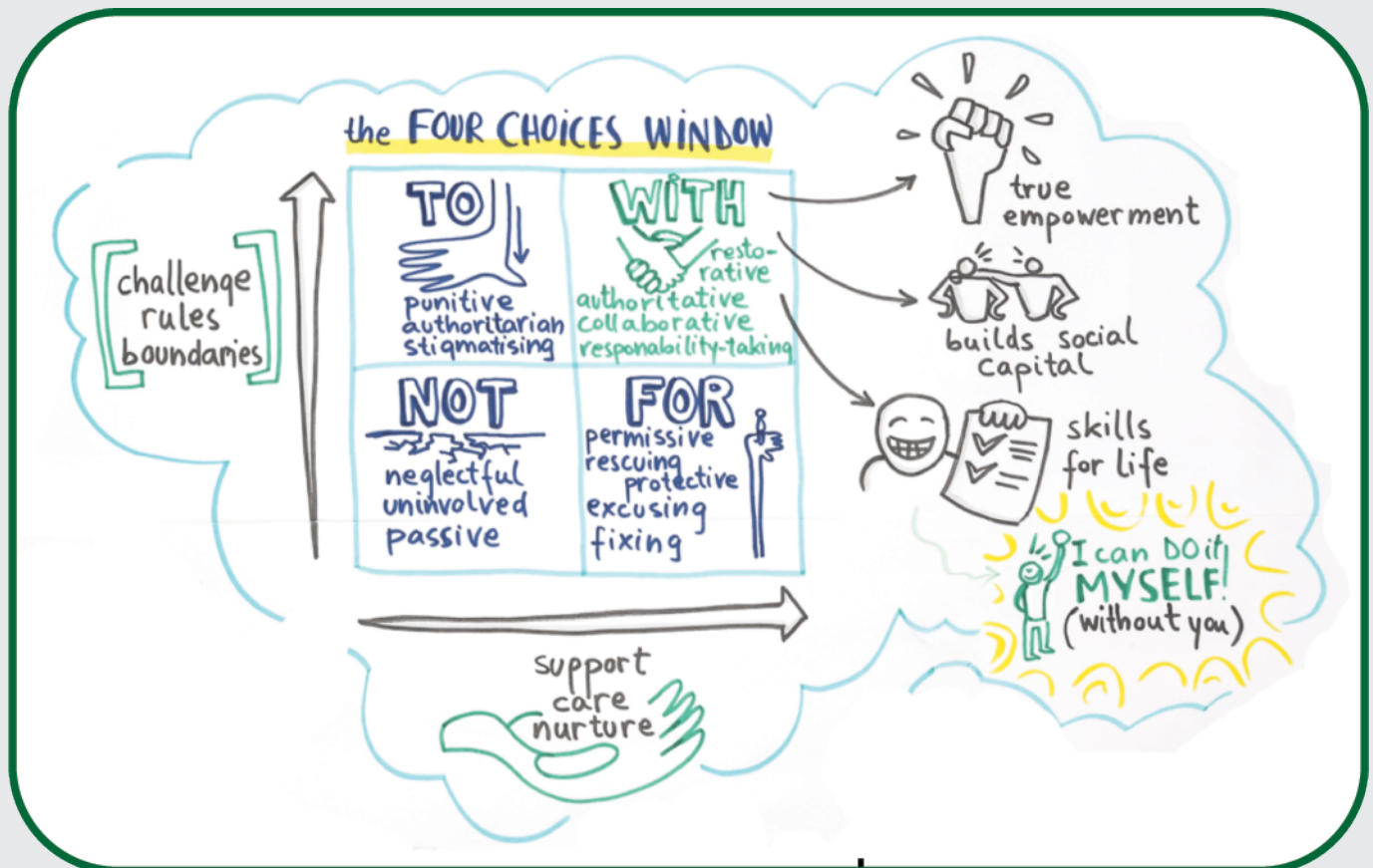
- Morning Connection Time
- the use of restorative approaches, like restorative chats and circles for building, maintaining and repairing relationships, including conflict resolution (students are trained as peer mediators)
- learning the language of emotions
- Wellbeing classes
- the support provided by the school counselor to students, staff and parents, either 1:1 or in groups, as needed
- student-led assemblies and general assemblies, organised throughout the year on topics that are relevant for this age category like relationships, healthy limits, addictions
- Engagement Circles with students to raise the level of motivation
- the academic transition program, which fosters a safe, predictable environment, including criteria for progression to the next level of exams
- feedback provided by students in regard to their teachers - twice per year



**Leadership**, as reflected by the:

- **Class mission statement** - specifically created for each class, by the students with the tutor
- **Leadership lessons** based on the 7 Habits of Highly Effective Teens
- **Student-led Conferences** - 2 per year
- **Emotional Bank Account** - students are encouraged to initiate small acts of kindness towards each other
- **Buddy system** - every class has a student who is ready to welcome visitors or new students joining the class, ensuring a positive experience
- **Leadership Day & Trust Day** - yearly celebration of our students' spark
- **Student Lighthouse Teams** which include the students involved in various student-led clubs:
  - **Robotics** - the Alphantronic team, winners of the Think Award for the most strategic Team
  - **Money FEST** - project-based, applied financial education - winners of the first prize at Spark Days, event organised in Bucharest by Entrepreneurship Academy
  - **Service learning**, achieved through a range of student-led projects
  - **Eco Team**, participating in international exchange with schools in the Netherlands, through ERASMUS
  - **Tășuleasa & Via Transilvanica**, in collaboration with Ușeriu brothers @Tășuleasa Social
  - **TC Insights**, the school newspaper, created by students
  - **Debate** - participation in local and international debate competitions
- **Leadership Environment** - includes the displays and the actions related to:
  - class mission statement
  - 7 Habits tree
  - language of emotions
  - list of needs
  - character strengths
  - leadership roles within the class
  - Emotional Bank Account
  - WIG (Wildly Important Goal)
- **Experiential learning**, achieved through hands on experiences like:
  - Visits to Qub, to Innovation Park during Science lessons, to local universities

- Experiential lesson with specialist teachers or with the Form Tutors every half-term
- Interactions with parents who are experts in various professional fields
- **Innovation**, achieved by:
  - involving students in the process of making certain school decisions, in order to model decision-making and accountability, being in the "with" box:



- encouraging passions and discovering talents with the help of Discovery Subjects introduced in order to guide the students' passions (from Grade 8 and Year 9, which are now part of the Foundation year for high school)
- hybrid learning with Spark Generation - students get access to over 55 subjects that cover all areas related to Academics, Wellbeing, Future Readiness
- use of digital tools (Century) to enhance the students' learning skills and raise students' engagement
- the use of a centralised communication platform (Epraise) by everyone in the community - teachers, students, parents - to monitor progress and to engage with each other



- **Duke of Edinburgh (DofE) and Adventure programme**, allowing students to:
  - complete the Leadership, Adventure and Service achievements in the DofE programme
  - participate in a wide range of sports & adventure activities and events, organised throughout the year
- **Ongoing International Opportunities**, such as:
  - international conferences
  - joint projects and collaborations with other schools
  - exchanges
  - summer camps
  - competitions
- **Community building opportunities**, in line with:
  - the calendar of events
  - the House system
  - initiatives of the Student Lighthouse teams
  - involvement opportunities for parents, on the first day of school and throughout the school year

# Parental engagement

## Events and platforms:


- Transition program for students and parents
- Regular communication via Epraise, between teachers and parents
- Constantly updated information in ePraise, including timetable, updates on badges, attendance
- Parents' annual Feedback Survey

## Parental Training:

- Opening Conference - organised on the first day of school, only for parents and staff, with the participation of guest speakers
- Community meetings, held at the beginning of the year in each class to explain expectations and to open the dialogue with the parents; repeated during the year as needed
- 7 Habits of Highly effective Families (self-paced course),
- Knowing and understanding your child meetings with class teachers and wellbeing counselor
- Imperfect Parenting monthly workshops

## Community:

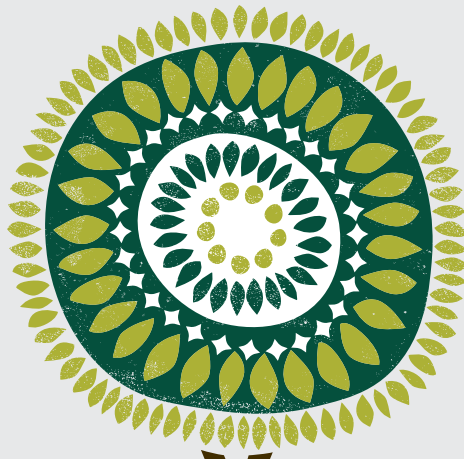
- Moms4moms group meetings and online communication
- Dads for dads community, having regular meetings and online communication - to increase the involvement of dads in their child's education
- TC Community Badminton Tournament
- TC Community Football Tournament
- TC Community Tennis Cup



**2024 marks the first 10 year reunion** of the first high school class in Transylvania College. Most of the graduates from the Class of 2014 were with us from nursery, which means that they learned and grew with us almost from the very beginning, Transylvania College being founded **30 years ago.**

#### **Where are the Transylvania College Alumni?**

In addition to celebrating the first 10 year high school reunion, in the summer of 2024, Transylvania College will celebrate its 10th generation of high school graduates. So far, over 250 Transylvania College alumni are making a difference around the world in a wide variety of industries: Education, Healthcare, IT, Banking & Financial Services, Engineering & Technology, Creative Arts, Environmental Consulting, Law, Business, Manufacturing, Aviation, Media & Broadcasting, Hospitality, Sports. We are proud to have alumni serving in different Ministries in Romania, contributing to much-needed change and reform in the country. Our alumni are now learning, living, and working in over 20 countries around the world.



# TRANSYLVANIA COLLEGE

TEACH ✦ CONNECT ✦ CARE

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