



**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

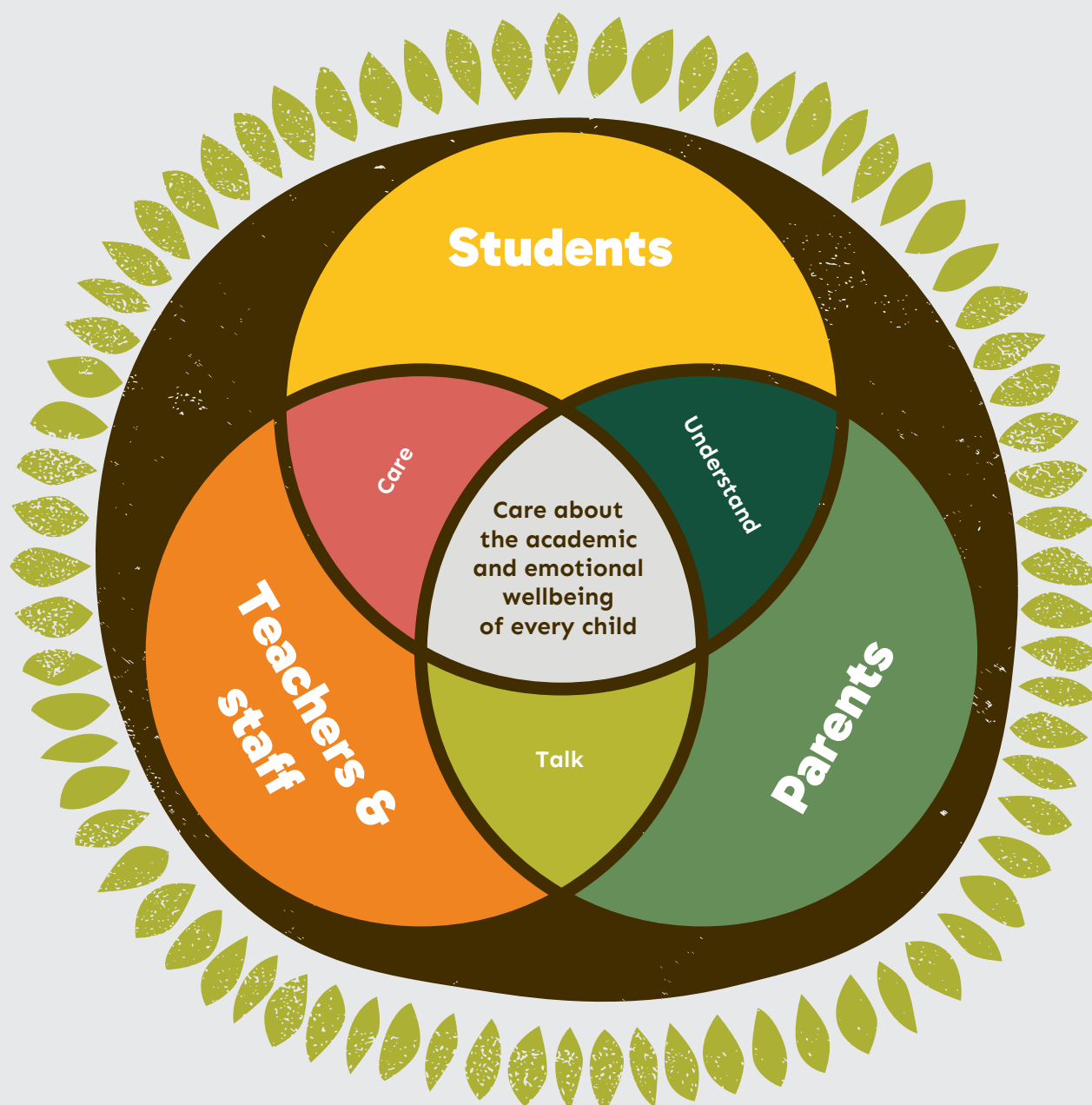
***With joy and love for raising incredible people together,
Transylvania College (all 154 adults)***

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

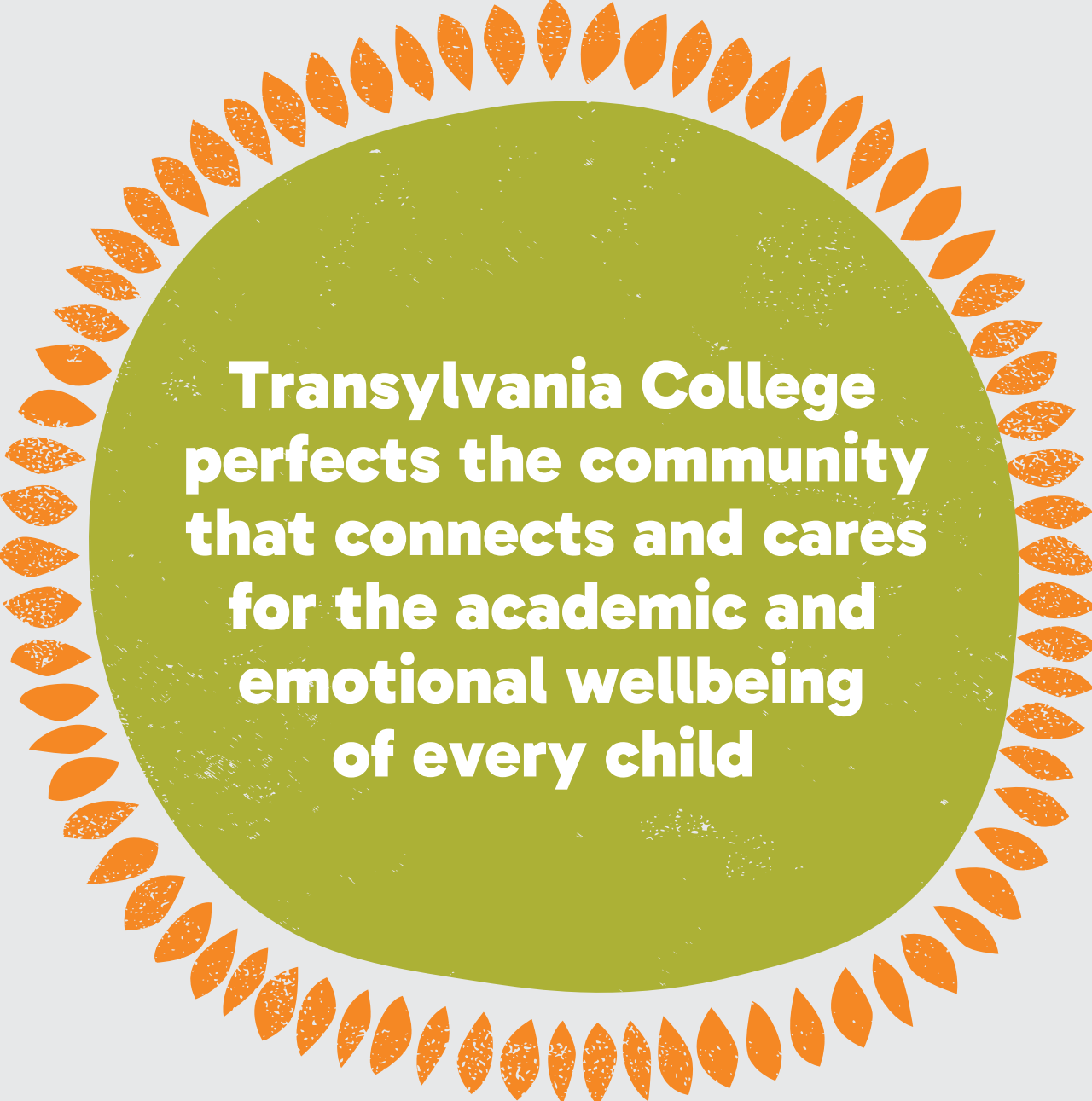
We believe that our dream for the future is possible and together we are determined to make it a reality.

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**

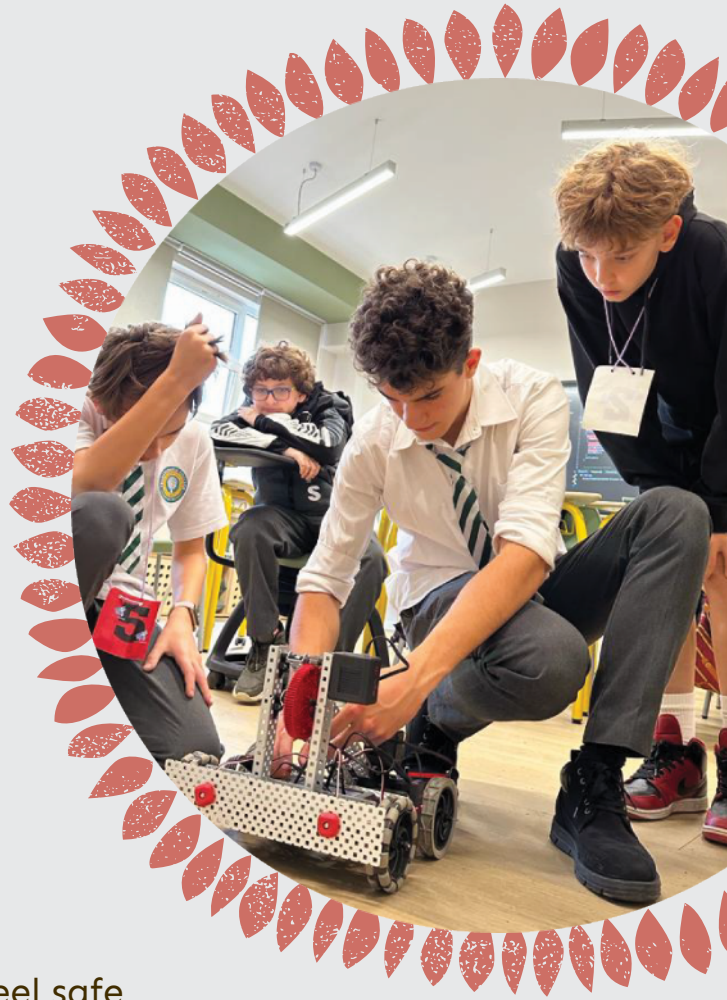


**Middle
School**

In middle school we begin to address the children's needs in relation to future readiness, in addition to the needs manifested in primary school, as detailed below.

Children 11-14 years old (teenagers) need:

- **to have a sense of autonomy** - this is achieved at this age by:
 - exposure to situations where they need to 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
- **to feel securely attached**
 - by living and learning in a caring & loving environment, with consistent routines, rules and adults that make them feel safe
- **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
 - developed within the peer group, which makes the presence of trusted adults highly important at this age; the adults can model and explain what are the premises of healthy relationships, while at the same time enforcing healthy boundaries, to help the teens be safe
- **to have freedom of self-expression**
 - facilitated in all subject areas and in the activities they choose to engage in
 - encouraged in free play and social interactions
- **to be aware of and to respect healthy limits**
 - enforced with kindness and consistency, through routines and rules
 - positively received when naturally enforced within a reliable structure and in a safe, predictable space



- **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 critical & creative thinking
 - by being challenged to problem solve
 - by learning and practising conflict resolution
 - by demonstrating assertiveness

Starting in middle school, students also need to be exposed to career orientation programmes and opportunities and to receive support in preparing for their future, with an aim to:

- achieve good academic results in order to be able to access the best opportunities
- develop executive function skills (planning, organisation, time management, task initiation, focused attention, self-control and self-regulation, flexibility, working memory) in order to access the best outcomes for themselves, in and out of school



**New
from
2024:**

Considering all of the above needs and the age-specific challenges of pre-adolescence, we have realised that we need to revamp the way teaching and learning happen in middle school. Hundreds of students study in middle school at Transylvania College on both lines, having many specialist teachers interact with all of them.

The high number of subjects in the timetable in middle school and the many interactions between subject teachers and all the students in middle school lead to:

- students struggling to focus on every subject
- teachers having difficulties to know and monitor the progress of each student, not fully understanding each student's abilities, level and needs
- parents struggling to keep up with progress in all subjects

In order to address these challenges, we have decided:

- to have a weekly focus on a reduced number of subjects, which leads to better engagement, better motivation for learning and the development of sustainable learning skills (students learn how to learn)
- to facilitate micro-learning, to allow for shorter periods of learning and more in depth knowledge and understanding of subjects, which is much more effective at this age
- to introduce the Project-Based Learning (PBL) method, which challenges students to learn by solving real life problems

How is this achieved?

Our offer for middle school includes a set of **Core Subjects** that will be timetabled weekly, complemented by a set of **Discovery Subjects** which help transition students from middle school to high school and are scheduled on modules (a rotation of 1 Science subject per term, 1 Humanities subject per half-year, 1 Arts subject per half-year). Transitioning from 15 subjects per week to 10 subjects per week leads to more time spent on relevant, focused learning.

Benefits for students:

a simplified timetable with fewer subjects to be covered every week, which leads to better focus and better results, leading to increased readiness for high school.

Benefits for parents:

having to track and to check homework for fewer subjects per week, seeing their child accomplish faster and better academic progress in a shorter time. Each child will be ready for high school with the right competencies, having a lot of unfocused time eliminated.

THE DAILY SCHEDULE:

From 8:45 to 15:20

After School Clubs* from 15:20 to 17:00

*Starting in September 2024, the after school clubs for middle school and high school students will be optional and will be delivered for an extra fee, as part of the After School programme.

WHAT DO WE OFFER IN MIDDLE SCHOOL?



The British International Line

- Year 7
- Year 8**



The Romanian Line

- Grade 6
- Grade 7**

**New
from
2024:**

**Grade 8 and Year 9
integrated into
High School.**

**In order to promote the most successful transition towards either the Cambridge International High School, or towards our newly launched Bilingual Social Sciences High School, at Transylvania College we are consolidating the final year of middle school into a foundation year for high school (more details in the section dedicated to high school).

DISTRIBUTION OF SUBJECTS AND ACTIVITIES:



The British International Line

- follows the **National Curriculum of England and Wales**; students also benefit from 5 lessons of Romanian/week and all the additional programmes detailed below.

Core subjects:

- **Maths** - 5 lessons/week, including financial education
 - **Romanian** - 5 lessons/week
 - **English** - 5 lessons/week
 - **Wellbeing & Leadership Coaching** - 1 lesson/week, in addition to the daily 20 minutes Connection Time
 - **Physical Education** - 2 lessons/week
 - **Modern Foreign Languages (MFL)** - German/Spanish - 2 lessons/week*
- *because very few students are choosing French, we will move towards discontinuing it from the MFL offer
- **Computer Science** - 2 lessons/week

Discovery subjects, with a focus on project-based learning:

- **Combined Sciences** - 4 lessons/week, on rotation, focusing on one subject/term
 - Physics
 - Chemistry (in Y7 & Y8)
 - Biology
- **Humanities** - 2 lessons/week
 - History
 - Geography
- **Arts** - 2 lessons/week, including:
 - Music Experience with The Beat
 - Arts & Design

DISTRIBUTION OF SUBJECTS AND ACTIVITIES:



The Romanian Line

- follows the **Romanian curriculum**, enriched with intensive English lessons and all the additional programmes detailed below.

Core subjects:

- **Maths** - 5 lessons/week, including financial education, in Romanian
- **Romanian** - 5 lessons/week
- **English** - 5 lessons/week
- **Wellbeing & Leadership Coaching** - 1 lesson/week, in addition to the daily 20 minutes Connection Time, delivered in English
- **Physical Education** - 2 lessons/week, delivered in English
- **Modern Foreign Languages (MFL)** - German/Spanish - 2 lessons/week*

*because very few students are choosing French, we will move towards discontinuing it from the MFL offer

- **Computer Science** - 2 lessons/week, delivered in English

Discovery subjects, with a focus on project-based learning:

- **Combined Sciences** - 4 lessons/week, on rotation, focusing on one subject/term, delivered in English
 - Physics
 - Chemistry (in grade 7)
 - Biology
- **Humanities** - 2 lessons/week, delivered in Romanian according to the national curriculum:
 - History
 - Geography
- **Arts** - 2 lessons/week, delivered in English, including:
 - Music Experience with The Beat
 - Arts & Design

ALL students in middle 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
- support classes/subject
- English as a Second Language (ESL) classes
- English provision & subjects in English to ensure a successful transition to the Cambridge International high school
- vocational testing and counseling, including interviews for progression into high school

Excellent Social, Moral, Spiritual, Cultural provision achieved through a variety of opportunities in Global Awareness & Leadership, ensuring a holistic approach; all the students in middle school are also involved in a Service Learning project, having a positive contribution in the wider community.

Wellbeing, achieved through:

- the wellbeing curriculum
- morning Connection Time
- restorative circles
- learning the language of emotions
- the support provided by the school counselor to students, staff and parents, either 1:1, or in groups, as needed
- the use of restorative approaches for building, maintaining and repairing relationships, including conflict resolution (students are trained as peer mediators)
- student-led assemblies, organised throughout the year on topics that are relevant for this age category like relationships, healthy limits, addictions.
- frequent Engagement Circles with students to raise the level of motivation

- the academic transition program, which fosters a safe, predictable environment
- encouraging students to provide feedback 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
- Student-led Conferences- 2 per year
- Student Leadership Structures
- Leadership lessons based on the 7 Habits of Highly Effective Teens
- Leadership roles - each student has a leadership role, either chosen or assigned by the tutor
- Emotional Bank Account - students are encouraged to initiate small acts of kindness towards each other
- Student Lighthouse - elections are being held to select House Captains
- 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
- 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 experiences such as:

- visits to Qub and Innovation Park during Science lessons
- hands-on activities in Art
- experiential lesson with the Form Tutors every half term, visiting museums, theaters, escape rooms etc
- workshops organised by parents to showcase various professional fields and areas of expertise

Innovation:

- by encouraging the pursuit of passions and talents, with the help of the discovery subjects

- by the use of digital tools to enhance the students' learning skills and to raise the students' engagement (starting in middle school students use the Century learning platform)
- through Project-based Learning (PBL)
 - through the applied, practical financial learning project, involving all the classes in middle school

School Teams - students can join the teams that best suit their passion:

- Basketball
- Volleyball
- Football
- Robotics
- Science
- Debate
- Creative Writing
- Drama

Adventure programme

- the progression of trips is continued from primary school into middle school, following a calendar of sports & adventure activities and events

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 school calendar of events
- the House System
- the Student Leadership Teams

Parental engagement

is closely linked to the students' academic progress and long-term success and is greatly encouraged at Transylvania College. Below are some of the ways in which we connect with the parents and encourage them to be involved in school life:

Events and platforms:


- Regular communication via Class Dojo, between teachers and parents, with parents being kept up to date with activities in the class, through updates and photos
- Events like Open Day in Primary, which offer parents a glimpse into class activities and ensures a better understanding of how teaching and learning happen at Transylvania College
- 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

Transylvania College

Aleea Băișoara 2A
Cluj-Napoca, 400445
Romania

contact@transylvania-college.ro