



**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

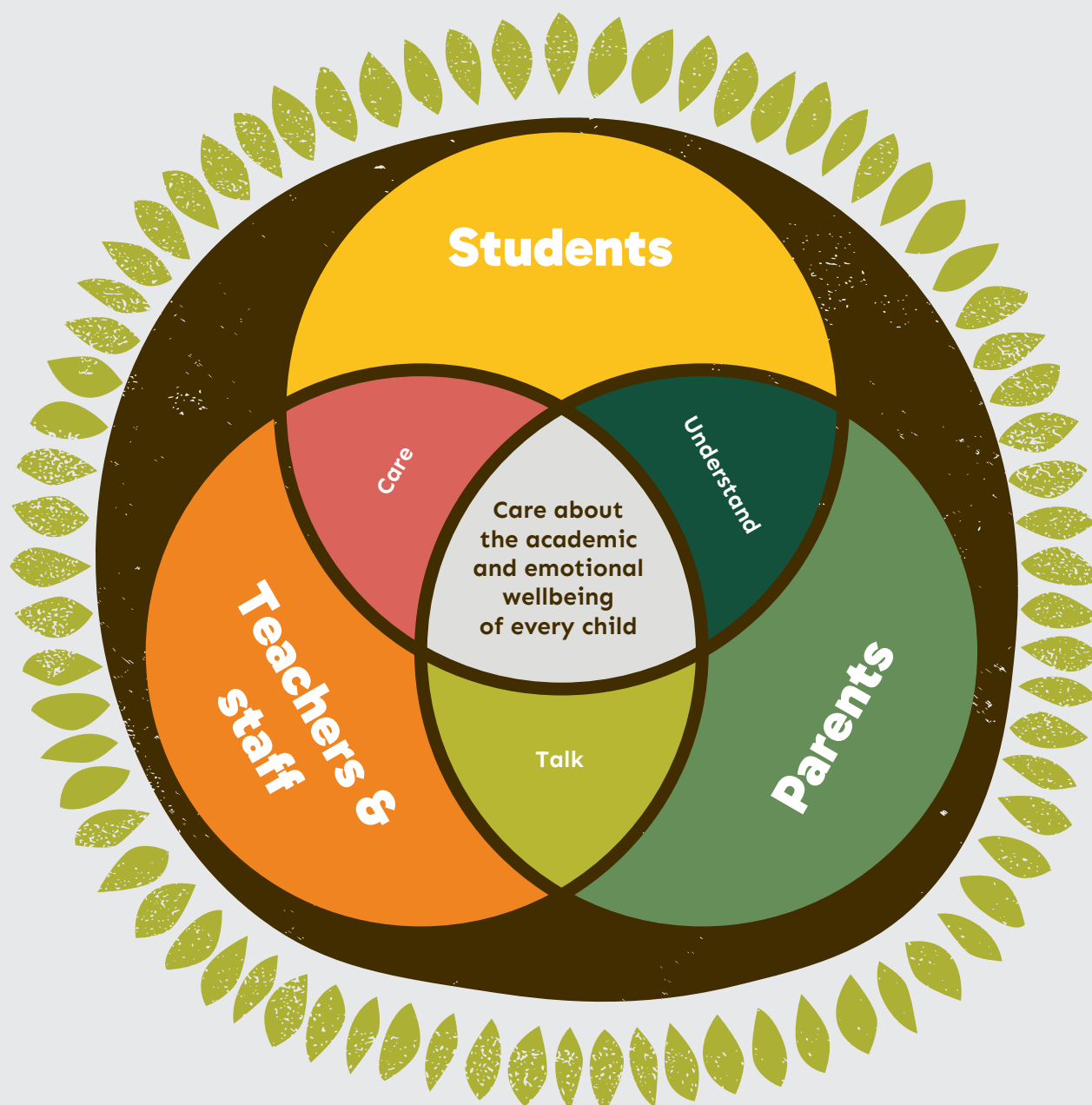
***With joy and love for raising incredible people together,
Transylvania College (all 154 adults)***

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

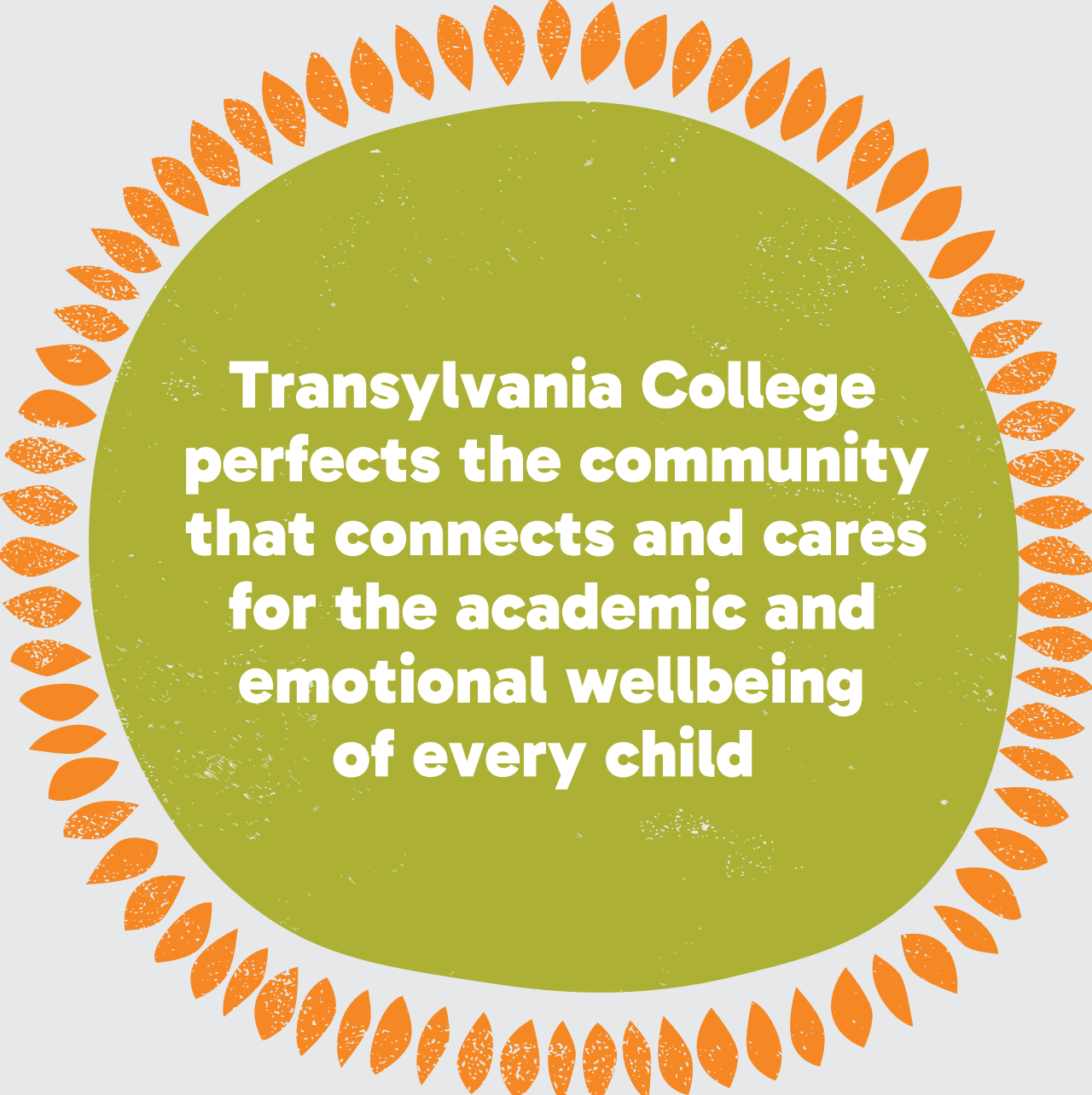
We believe that our dream for the future is possible and together we are determined to make it a reality.

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**

Nursery & Kindergarten



Our WHY in Nursery and Kindergarten

At Transylvania College, we understand that parenting is a journey filled with love and care, as well as responsibilities that sometimes feel overwhelming. While we are dedicated to delivering a curriculum that inspires wonder and fosters connection, creating lasting memories for children, we also prioritise supporting you, the parents. In addition to **teaching and caring for your child**, our mission is to **empower you, ensuring you feel confident** in your role and **grow alongside your child** every step of the way.

We acknowledge the critical role that early years education plays in establishing a solid foundation for a child's future academic journey. By providing a nurturing environment during these formative years, we set the stage for their continued success throughout their educational experience.

At **Transylvania College Nursery and Kindergarten**, we are fully committed to safeguarding and promoting the wellbeing and welfare of all our children. Our approach prioritises creating a language-rich environment where songs, nursery rhymes, stories, and meaningful interactions between adults and peers are emphasised.

Our dedicated and professional staff ensure that these interactions are positive and progressive, enabling children to thrive and develop strong communication skills. We foster a love for reading by encouraging early literacy through enjoyable book experiences and systematic phonics instruction.



NURSERY AND KINDERGARTEN GROUPS:

● Nursery:

Cherry Trees 2-3 years old (children to turn 2 by the end of December);

- 15 children/group;
- Children should be able to sit by themselves, eat solid food, be stable and confident in their movements.

● Kindergarten:

Apple Trees 3-4 years old

Chestnut Trees 4-5 years old*

Oak Trees 5-6 years old

The class limit in kindergarten is 20 children/group.

From 8:00 to 17:00**

The weeks that match the school holidays in the Academic Calendar will be organised as weekly camps (October, February, July), reuniting children in various activities that may be provided by a team of teachers and after-school club providers.

**17:00-18:00 is departure time

with children reunited in a common room.

THE DAILY SCHEDULE:





We believe that:

- play is an essential component of the learning process so it lies at the core of our early years curriculum.
- we need to achieve the right balance between teacher-guided activities and uninterrupted child-initiated play
- children need established structure so daily routines like breakfast, circle time, going outside, lunch, sleeping are part of our schedule
- outside the routines the daily schedule aims to stay flexible throughout the day, to create activities either adult-led or children-led.

Starting at five years old, sleep is optional in our kindergarten and we will offer an option for the children who no longer need their afternoon nap.

Teach | Connect | Care

- We provide a stimulating environment that encourages exploration, promotes a sense of adventure, and nurtures a genuine love for learning.
- We are dedicated to ensuring that all children in our kindergarten develop physically, verbally, cognitively and emotionally.
- We cultivate an inclusive environment that values diverse cultures, communities, and individuals.
- We empower our children to be confident, independent, and to foster positive interactions with others.

- Our curriculum is taught in English with bilingual support, using enriching topics that are enhanced by classroom resources, field trips, and visits from guest speakers.
- While we provide structured planning, we also value flexibility and responsiveness to individual children's needs, allowing us to modify and adapt our plans based on their interests.
- We recognize the significance of parental engagement and the vital role parents play in their children's education.
- As part of our learning and teaching process, we assess children's progress toward the Early Learning Goals (England and Wales National Curriculum). These assessments are based on cumulative observations and a comprehensive understanding of each child gained through ongoing evaluations. The information gathered guides our planning and enables us to determine appropriate next steps in teaching and learning for all children throughout the year.



How is this achieved?

Nursery and kindergarten will now include ALL children between the ages of 2 and 6, on a common provision built on a British and Romanian Framework that meets Romanian and British standards of accreditation.

All kindergarten groups will follow a bilingual programme, with activities being delivered every day both in English, using elements from the EYFS (Early Years Foundation Stage) curriculum and Phonics, and Romanian.

Our bilingual approach uses a dual language model, where interactions and teaching in English increases gradually over time in kindergarten preparing the children for any of the 2 lines of study proposed by Transylvania College.

By the end of kindergarten we want every child to have good confidence in Romanian and English and to be ready, in terms of knowledge, skills and emotional maturity, to transition to primary school on any line of study.

Every teacher's main objective at the beginning of the school year is to know and understand every child in the group, in order to tailor the activities to the interests of the children in that group.

We have intentionally designed our school environment to support physical play and the development of core muscles.

Our children spend time outdoors in all weather conditions, engaging in wonderful exploratory experiences in our playground, sandpit, and Forest School sessions. Our adaptable learning environment reflects children's interests and progression, fostering teamwork, emotional management, and inquisitiveness through carefully facilitated adult-led play.



In our kindergarten, **lessons are built using stories and a web of activities on 7 areas of learning:**

1. Communication & language - children talk about the pictures of a story, discovering and making predictions on what they think could happen next, re-telling a story and recreating parts of it, developing their vocabulary.

2. Physical development - children develop their small hand muscles in class and core body muscles through a variety of activities, including dance and sports provided with the support of a Physical Education specialist teacher.

3. Personal, Social and Emotional development happens in everything we do, from helping children learn to manage their own needs and by fostering independence, to addressing all of their feelings and helping them build healthy relationships.

4. Literacy - children learn to distinguish sounds (from the age of 2) and letters (from the age of 3), and develop early reading and writing skills (from the age of 4).

From the age of 4 children learn:

- English by learning sounds and letters according to the British Curriculum
- Romanian by learning sounds and letters, matching the sound with the letter, according to the Romanian Curriculum

5. Maths - in addition to language development, we believe in nurturing mathematical thinking from an early age. By interacting with materials and through manipulative play, children learn Maths in a hands-on way. Our goal is to cultivate confident mathematicians who can apply their learning to real-life experiences. We supplement our curriculum with high-quality programs such as Poetry Basket, White Rose Maths and relevant core texts to enhance children's learning journeys.

6. Expressive Arts & Design - we feel that it's important to teach children early on to enjoy the process of creating something and enjoy the creative process without feeling any pressure in regard to the end result. This way they are growing up without the burden of perfectionism, feeling free to create and innovate. For this reason, there will be no worksheets or set

templates in the creative activities. Learning is built around a project, the final outcomes are celebrated at the end of each project through presentations, displays, performances in front of our communities.

Music and dance will complete the experience, allowing children to express themselves in a variety of ways.

7. Understanding of the world - children learn that they are part of a wider community, they learn about nature while being in it, they interact with all their senses with various materials, they learn about people and diversity, growing up tolerant and adaptable.



Learning through continuous provision

Children are active part in their learning, so the topics that make the focus of activities are connected to what the children are interested in. Children are exposed to a variety of active learning tools throughout the day: **poetry basket, mud kitchen, sensory play** (water, sand, natural elements). They use everyday objects to create new ways to use them or to build something new from them. This type of daily activity leads to increased creativity and confidence.

Each classroom has clearly defined areas of learning such as a home corner, book corner , construction area, arts and crafts, mark making and investigation, areas which children access freely with the purpose to enhance their learning during free play time. These areas continue in the outdoor space with the Mud Kitchen and mark making tools to extend the learning through play from inside the classroom. This is called the continuous provision and the children access it freely, with supervision and guidance from the teachers.

Continuous Provision Objectives for teachers



Get to know the children in the first weeks spent together and understand where each of them fits, in terms of knowledge, skills, interests



Build the structure of learning activities so they match the children's interests



Create and offer opportunities for free play, allowing children to choose where and how they spend time for parts of the day, encouraging them to make their own decision about which areas to access; the learning areas are prepared in advance by the teachers and are constantly updated according to the identified interests of the children in the group

The purpose of an effective continuous provision is to offer children a constant environment that is safe for them to explore whilst challenging their learning. As it allows children the freedom to explore and become independent in making choices, children take ownership of their own

learning, which leads to increased confidence in their abilities. An important part of the Early Years Foundation stage is to support children in becoming active learners; continuous provision allows children to demonstrate this aspect and teachers can closely observe this during their play. Continuous provision supports children's learning and development across all seven areas and integrates all the characteristics of effective learning.

Parents are invited to support the setup of areas for continuous provision by contributing with materials that are left over from their business, or found in nature. Such safe and repurposed materials (for example packaging of any kind that is clean and safe to handle, small clean containers, caps, fabric pieces that are left over from projects etc) can greatly contribute to organising creative activities in Kindergarten and school.

Leadership skills are developed from the earliest age in our kindergarten. Starting with our three year olds, every group implements:

- the class mission statement decided together with the children;
- leadership lessons based on the 7 Habits of Happy Kids, focusing on 1 habit/term;
- leadership role for every child- it is chosen by each child every day, or weekly, as an opportunity to take on new responsibilities within the group.

Our five year olds are introduced to the concept of Emotional Bank Account, being encouraged to initiate small acts of kindness towards each other.



Wellbeing is more than a concept or a curriculum, is a way of being at Transylvania College that is created daily through:

- a. **Morning circles** that foster connection time between children and teachers.
- b. **Restorative Approaches** that teach children to build, maintain and repair relationship, giving them tools to solve conflicts among them as soon as they appear.
- c. **Classroom rules and limits.**
- d. **Support** provided to parents and teachers by counseling and medical Staff, proactively and on a need basis, addressing specific situations.
- e. **Consistent monitoring of every child's social emotional development** by counselors, to ensure that every child meets the age-appropriate developmental stages. On a case by case basis, support plans are created for each of the families who need additional guidance.

Additional programmes in Nursery and Kindergarten

Child of the week - offered beginning with nursery, from the age of 2. Once per year every child is given the opportunity to shine, getting additional responsibilities and the role of Teaching Assistant. With this occasion, the Child of the Week's parents are invited to propose an activity for the whole group and deliver it together with their child. The activity creates beautiful moments of connection between children and parents, as well as with the whole group of children and the teachers.

Forest Education - offered beginning with the first kindergarten group, from the age of 3. Once a month, every group explores the forest for half a day, having a specific objective for each exploratory visit.

Outdoor education - teachers in every group, starting with nursery organise and deliver outdoor lessons, at least one activity/week. Starting with three year olds, children experience the Mud Kitchen and the Sensory Garden.

Baby Sign Programme - at two and three years old, children learn signs to express themselves. This helps them to communicate, it reduces frustration and leads to increased confidence.

Service Learning Programme - projects are chosen yearly to facilitate the children's involvement in supporting various communities. This includes, for example, the Shoebox Project, Mufti Days, Fairs and other fundraising events organised with the support of parents.

Relationship building and collaboration with parents

Building warm and positive relationships between our staff and the children is of utmost importance to us. We maintain consistent routines and foster strong partnerships with **parents**, recognizing that these elements contribute significantly to a child's overall development and wellbeing.

- **Induction of new parents:** pre-admission group meeting with parents interested to apply, involving Head of Kindergarten, Head of Wellbeing, Admissions Team and representative from the Medical Team.
- **Focus on creating strong partnerships between home and school:** we ensure parents are well-informed about their child's learning through regular updates each half term. We utilise platforms like Class Dojo and Epraise to facilitate parental involvement and encourage sharing of experiences from home.
- **Training parent volunteers** to join activities on a regular basis.
- **Report out to parents** - twice per year, in January and in June, followed by 2 parent-teacher conferences, 1:1 with every family.

Parental Engagement

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
- Constantly updated information in ePraise, including timetable, updates on badges, attendance
- Parents' annual Feedback Survey

Parental Training:

- 1st day of Kindergarten workshops
- 7 Habits of High effective Families (self-paced course)
- Community meetings in September/October
- 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



Calendar of events

- **Harvest Festival** celebrations according to children's age (singing, dressing up, creating autumn exhibition)
- **Romania's National Day**
- **Christmas Crafts** - parents are invited for a fundraising event (linked to Service Learning) where children sell their decorations to their parents
- **Friendship Week** in February - children making random acts of kindness for each other's emotional bank account
- **Mother's Day** - the children show their gratitude by creating crafts for mums with their support
- **Father's Day** - dads are invited in for a Sport event - with PE specialist
- **Grandparents Morning** - grandparents sign up for an hour on any Friday mornings to read to the children/show and tell of their favourite object/hobby

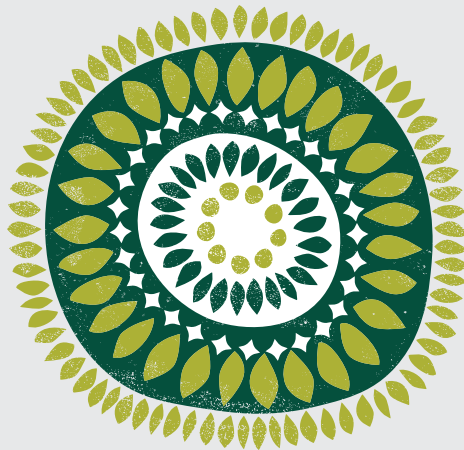




2024 marks the first 10 year reunion of the first high school class in Transylvania College. Most of the graduates from the Class of 2014 were with us from nursery, which means that they learned and grew with us almost from the very beginning, Transylvania College being founded **30 years ago.**

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

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