



**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

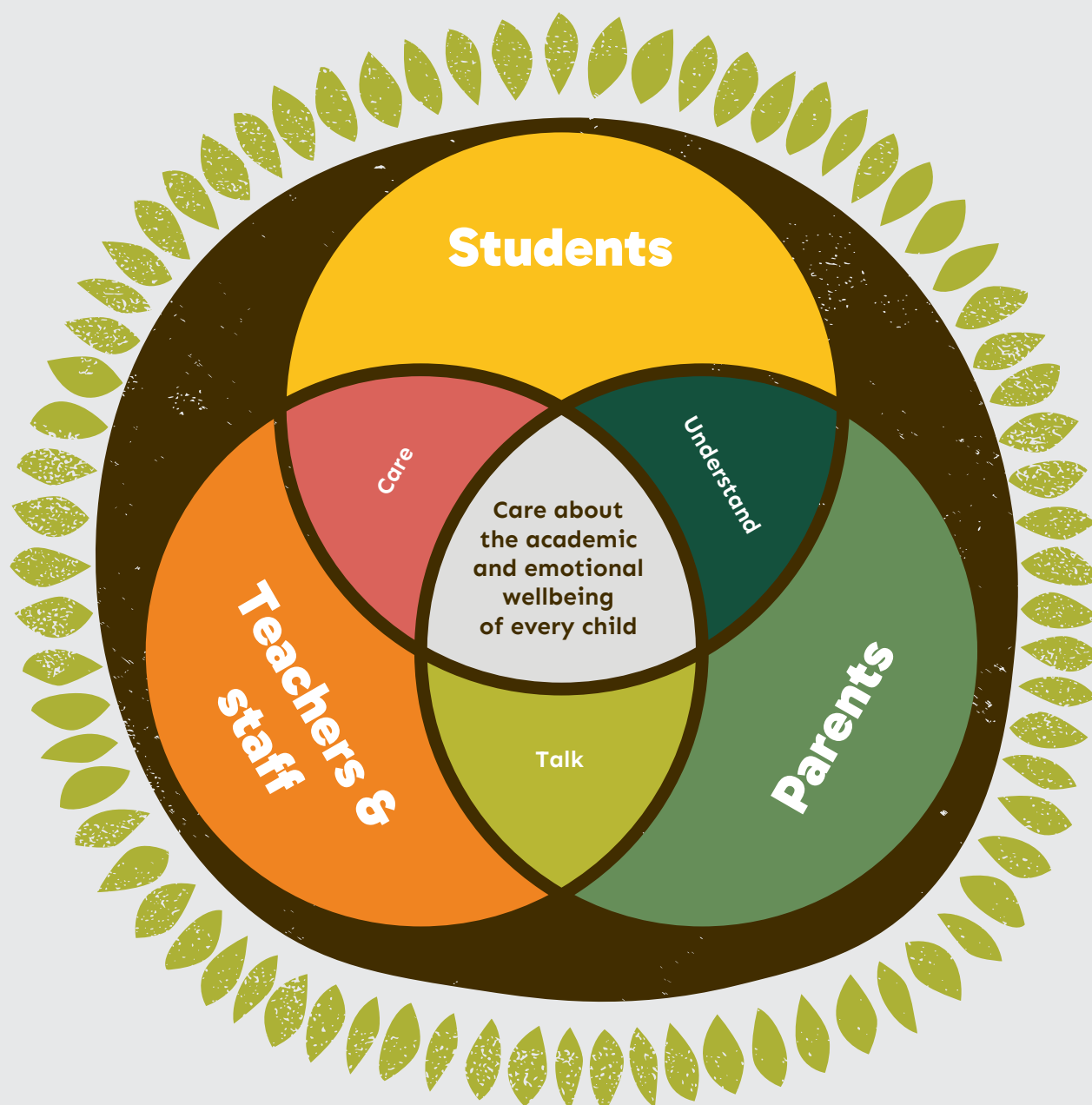
***With joy and love for raising incredible people together,
Transylvania College (all 154 adults)***

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

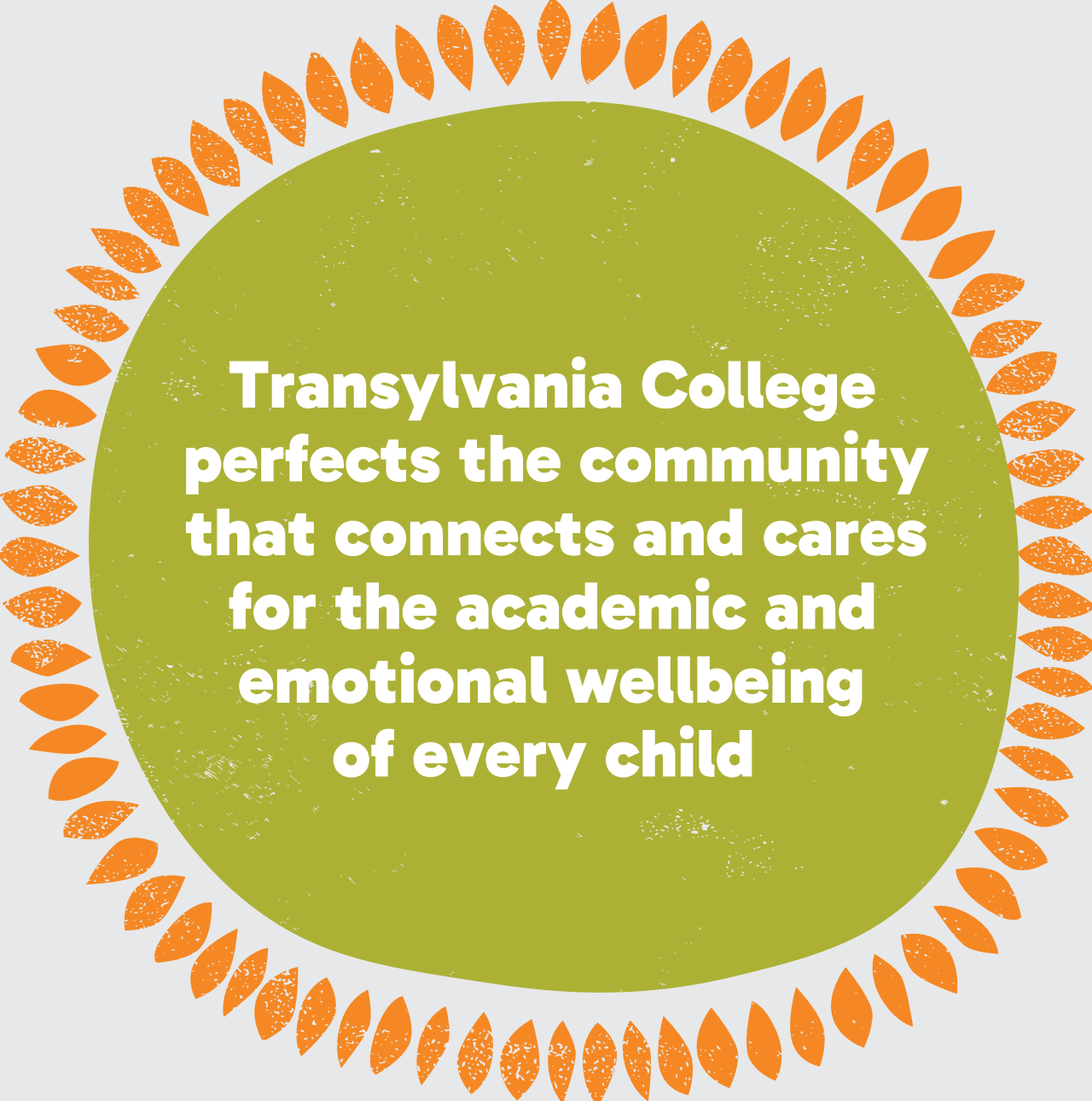
We believe that our dream for the future is possible and together we are determined to make it a reality.

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**



**Primary
School**

PRIMARY SCHOOL GROUPS

At Transylvania College primary school includes the following year groups:



The British International Line

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6



The Romanian Line

- Grade 0 (named K-Stars @TC)
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5**

**New
from
2024:**

A special provision will be offered for Foundation and Reception.

Grade 5 integrated into Primary School

**Ever since the middle school provision was launched at Transylvania College 20 years ago, we noticed how difficult the transition between primary school and middle school has been for the children, at that particular age. At the same time, since we introduced the international line, we observed how the children on the international line, who continued in primary school through Year 6 (the equivalent of grade 5) enjoyed a much smoother transition to middle school one year later, than their peers on the Romanian line.

This year, more than ever, the wellbeing of children is what drives our decisions. Looking at the children in grade 4, we strongly feel that they would benefit from an approach that is more in line with what happens in primary school, which would match their developmental needs more closely. Therefore, starting in the 2024-2025 academic year, grade 5 will be part of the primary school provision.

THE DAILY SCHEDULE:

From 8:45 to 15:20

After School Clubs from 15:30

A range of clubs are provided, creating opportunities for students to find out what they enjoy and what they might be interested to pursue long-term.

Our WHY in Primary School

Our goal in Primary School is to foster and nurture confident, independent, and proactive leaders who contribute respectfully to their community.

We believe in a holistic education, one that is not only about academics, but about developing the social, emotional and mental wellbeing of the child, preparing children with the essential skills and understanding to take the next steps in their learning. For us, skills as well as understanding and knowledge are essential to develop in these formative years.

The importance of building positive, warm and respectful relationships between children and adults is crucial to making each child feel safe. Once a child feels safe, they can then feel the confidence to experiment, explore and engage in a proactive way with all the opportunities presented to them.

In order to bring clarity to our offer for primary school we have gathered everything we knew from our experience and from the relevant specialists' work in regard to the needs of children in primary school:

Lower Primary & Mid-Primary Children 6-10 years old need:

- **to build their autonomy** - this is achieved through exposure to situations which require them to be independent, to make choices and to take responsibility for the consequences of their decisions
- **to feel securely attached** - by living and learning in a caring & loving environment, with consistent routines and rules that make them feel safe
- **to have a sense of their own identity**, which is developed as they receive healthy validation
- **to have freedom of self-expression**, which can be facilitated in all areas of their development



through experiential learning, as well as through free play and social interactions

- **to have and to respect healthy limits** - this needs to be enforced with kindness and consistency, through routines and rules; it creates a reliable structure and a safe space where each child can thrive
- **to develop learning skills**, by learning how to learn and by practising independent work habits
- **to build their self awareness** by developing their emotional & social-emotional skills through their relationships. That is why creating a web of positive relationships in the school environment and beyond is key for each child's healthy development.

Upper Primary

Children 10-12 years old (tweens) 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 and rules 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 discover their spark
- **to have 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
 - naturally enforced and positively received 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, such as:
 - entrepreneurial skills through project-based and experiential learning
 - critical & creative thinking
 - problem solving
 - conflict resolution
 - assertiveness

HOW are we meeting the children's needs in primary school?

Our **International line** classes follow the British Curriculum from Year 1 up to Year 6. The children from Year 3 to Year 6 sit the annual Cambridge Progress Tests in June which provide data at the end of the year of each individual child's progress and attainment in Maths, English and Science. These scores in the Progress Tests are standardised across many schools from all over the world to give an accurate representation of average scores achieved all over the world and showing how each student scores in regard to those averages.

The **Romanian line** classes follow the Romanian National Curriculum enriched by the Cambridge Global International curriculum in English lessons from K-Stars (Clasa 0) up to Grade 5. The children undertake the Romanian National Evaluations at the end of Grade 2 and Grade 4 in Maths and Romanian.

In Year 1 on the International Line and K-Stars on the Romanian Line, we implement a practice called **Continuous Provision**. Continuous provision can be described as a child-centered approach to early education that prioritises active learning and exploration. It provides children with the opportunity to follow their interests, make choices and engage in meaningful play experiences that promote their overall development. Through continuous provision, parents can expect their children to develop key skills, knowledge, and attitudes in a natural and enjoyable way, laying a strong foundation for future learning success. It also encourages independence, creativity, problem-solving, and social interaction, all of which are essential skills for life-long learning and development. Additionally, continuous provision fosters positive relationships between children, teachers, and parents, as parents are often involved in supporting and extending their child's learning experiences both at home and in the early years setting.

Experiential learning is at the heart of all we do in all of primary school. Our qualified and experienced teachers provide a huge range of practical activities to immerse our learners in, as children learn best by 'doing'. That is why project-based learning and service learning include many opportunities for active learning to happen. Children work in pairs or in groups on tasks which are linked to more than one area of the curriculum at the same time. The end in mind is for the students to plan, design, create, test, improve, and finally produce an end product, performance or exhibition at the end of the unit which lasts approximately 7 weeks. These events really showcase all the diverse learning experiences to an audience.

At the same time, as we pride ourselves on delivering holistic education, we use the Restorative Approach to build, maintain and repair relationships between children and adults and have built into our timetable 'connection time' each morning to explore emotions, address concerns, celebrate events and solve issues through the use of restorative circles.





DISTRIBUTION OF SUBJECTS AND ACTIVITIES:

Core subjects:

- **7 lessons of English/week** (teaching reading, spelling, grammar, literacy, phonics), delivered by class teacher
- **5 lessons of Maths/week**, delivered by class teacher, including **financial education**
- **5 lessons of Romanian (native & non-native)/week**, delivered by specialist teachers
- **2 lessons of Physical Education/week**, delivered by specialist teachers
- **20 minutes Connection Time for wellbeing every morning**, with class teacher
- **1 session of Wellbeing/week**
- **1 session of Leader in Me/week**

Other subjects:

- **Science & Humanities**, integrating project-based learning for up to 7 lessons/week
- **Arts** - 2 lessons/week, based on a half-yearly rotation between the two areas below in Lower Primary, Mid-primary and Upper Primary
 - Music
 - Dance
- **Computer Science** - 2 lessons/week, from Year 3
- **Modern Foreign Language (MFL)** - Spanish or German from Year 5 - 2 lessons/week



The Romanian Line

DISTRIBUTION OF SUBJECTS AND ACTIVITIES:

Core subjects:

- **5 lessons of Maths/week**, delivered by class teacher, including financial education
- **5 lessons of Romanian/week**, delivered by specialist teachers
- **7 lessons of English/week**, delivered by specialist teachers, focused on reading, spelling, grammar, literacy, phonics; 2 project-based lessons included
- **2 lessons of Physical Education/week**, delivered by specialist teachers
- **20 minutes Connection Time every morning**, with class teacher
- **1 session of Wellbeing & Leadership Coaching/week**
- **1 session of Leader in Me training/week**

Other subjects:

- **Science & Humanities**, integrating project-based learning for up to 7 lessons/week
- **Arts** - 2 lessons/week, 2 lessons/week, based on a half-yearly rotation between the two areas below in Lower Primary, Mid-primary and Upper Primary
 - Music
 - Dance
- **Computer Science** - 2 lessons/week, from Grade 2, in English
- **Modern Foreign Language (MFL)** - Spanish or German from Grade 4 - 2 lessons/week

Grade 5, additional:

- **Maths** 2 lessons/week being co-taught with a Maths teacher
- **Biology** to be taught by subject teacher from Middle School, starting in term 2
- **Geography and History** taught using the project-based learning approach by class teacher

ALL students in primary school, on both lines, benefit from:

Academic progress being measured through:

- Consistent tracking, with intervention put in place when needed
- Settling-in reports, issued 3 weeks after the new student joins Transylvania College
- End-of-term academic reports issued three times/school year, in December, April, June
- Participation in the national exams in Grades 2 and 4 for students on the Romanian line
- Progress Tests completed by students from Year 3 through Year 6
- Transition programme every 2 years as they move through the school

Project-Based Learning (PBL)

At Transylvania College, we believe in empowering students through Project-based Learning (PBL), a dynamic approach where, by coming up with relevant questions to inform their learning, students delve into authentic, complex challenges over an extended period. By integrating PBL into our curriculum, students develop critical thinking, creativity, problem-solving, and communication skills. This hands-on method enables them to tackle real-world issues, ensuring they're better prepared for life beyond the classroom.

In addition to our innovative educational programs tailored to the demands of the 21st century, we remain committed to holistic education. We prioritise arts and dance, recognizing their vital role in nurturing well-rounded individuals.

Wellbeing

In primary school the WELLBEING objectives are achieved through:

- The Wellbeing Curriculum
- Each teacher spending one to one time with each child, building a trusting, positive relationship
- Connection Time- 20 min/day, every morning with the purpose of allowing children to share and explore feelings, express needs, build connection at group level

- Having a Wellbeing Counselor who spends time with individual children, as needed, to support their wellbeing
 - 1:1 counseling, starting with children aged 10 and up
 - 1:1 counseling for parents
 - Wellbeing support groups for children, on a case by case basis, for a limited period of time
- Teaching children to build, maintain and repair relationships, resolve conflicts by learning and using the Restorative Approach
- Classroom rules and limits
- The support provided by the counseling and medical staff to students, staff and parents
- Monitoring the social-emotional development of all children to ensure that every child meets the age-appropriate developmental stages. This is done by counseling specialists and, when needed, support plans are created with each family going through the counseling process.
- Weekly Wellbeing Primary Assembly, organised every Wednesday morning

Leadership

In primary school the Leadership Programme is mainly based on the **Leader in Me** transformational process and it includes, or is reflected in:

- **Class-led Assemblies**, every 3 weeks
- **Student-led Conferences**, twice/year
- **Class mission statement** - specifically created for each class, by the students with the class teacher
- **Leadership lessons** based on the 7 Habits of Happy Kids - 1 habit per term
- **Leadership roles** - children choose which new responsibilities to take on, within the group
- **Emotional Bank Account** - students are encouraged to initiate small acts of kindness towards each other
- **Student Lighthouse Primary** - elections are being held to select House Captains
- **Student Council** - representatives from each class are selected based on their application and interview
- **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 all 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) decided for the whole of primary school

The GLOBAL EDUCATION PROGRAMME, with objectives achieved through:

- The Global Awareness curriculum
- The system of badges
- Global Awareness opportunities that foster cultural understanding, democracy values, environmental sustainability, citizenship
- Outdoor and adventure activities which help students build resilience
- Subject enrichment weeks
 - Book Week
 - MoneyFest Week
 - Science Week & Maths Day
- Community Spirit Day
- Service Learning projects
 - Each class contributes to a project that positively impacts the wider-community
 - Student-led fundraising events (Bazaar, raffles, mufti days, shops, fairs)
- Student-led events
- Adventure Programme
 - Students are participating, starting in Lower Primary in trips and activities that are organised with an increased duration, difficulty and scope. 1 day local experiences are followed by longer trips in the region, then by national excursions and eventually by global experiences, in upper primary.

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

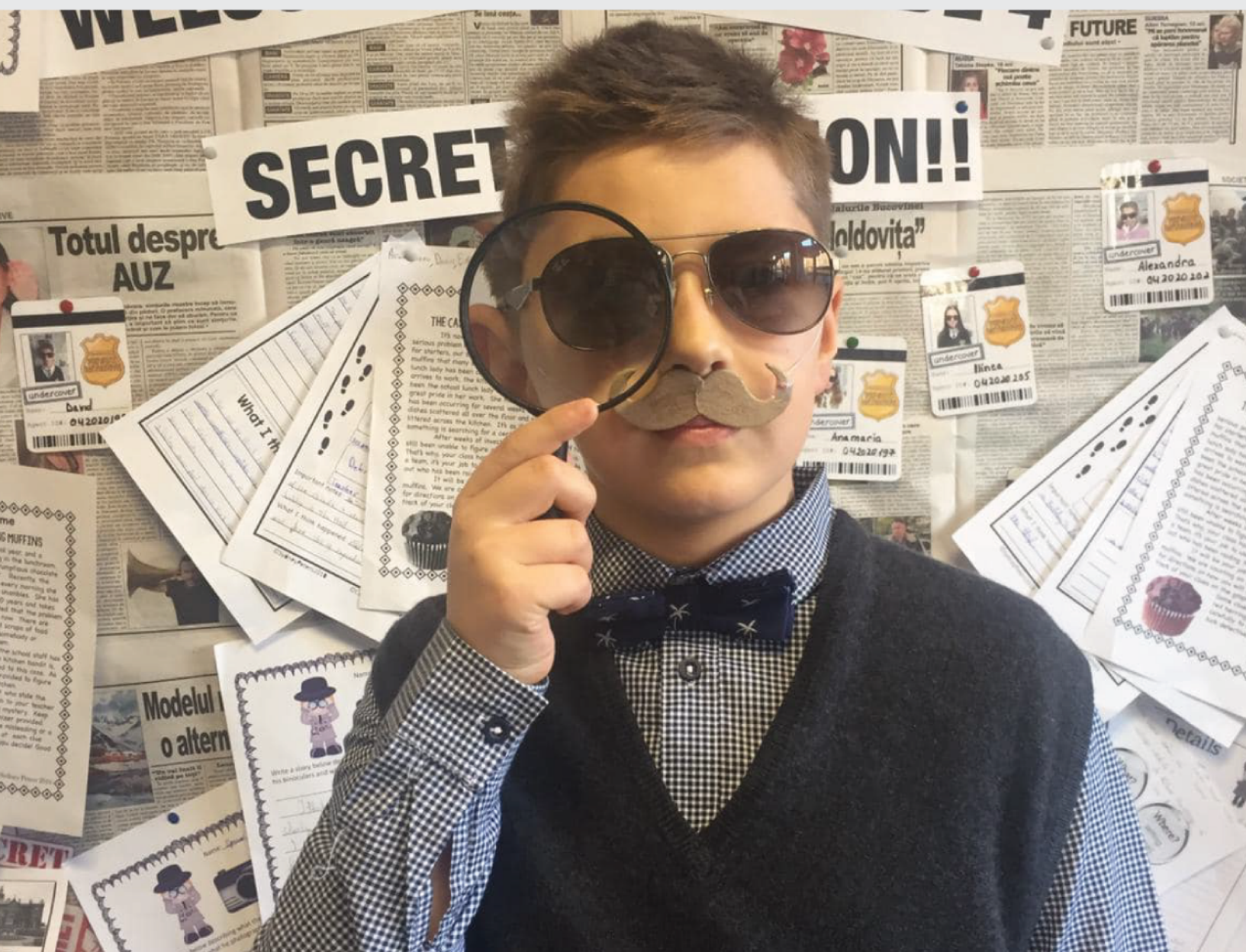
Community:


- 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



Calendar of events

- **Christmas Carolling**
- **Spelling Bee**
- **1 to 5 days outdoor and adventure trips**
- **Primary Transition Days**
- **Winter Bazaar**
- **Romanian National Day** general assembly
- **Fire Drill**
- **First Day of School for Parents**
- **House games**
- **Leadership Day & Trust Day** - yearly celebration of our students' spark
- **Summer Fete** (in last day of school)
- **Graduation**
- **More events**





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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