



DEVELOPMENT PLAN FOR TARTU INTERNATIONAL SCHOOL 2023–2026

GENERAL DATA

Name of school: Tartu International School

Owner of the school: NGO Tartu International School

Type of school: kindergarten and primary school

Address: J. Liivi 2d, Tartu, 50409, Estonia

Telephone: 742 4241

E-mail: info@istartu.ee

Website: www.istartu.ee

Speciality: an international English kindergarten and primary school for students of all nationalities

Number of students: up to 125

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I INTRODUCTION

The Development Plan of Tartu International School is the strategic basic document for students, teachers and the community – our common goal for 2023-2026. In setting a common goal, we have been guided by the principles of inclusive and results-based management, organisational coherence, empowerment of students and teachers and a strong sense of personal responsibility among community members.

The Development Plan was prepared in the academic year 2022/2023. It was based on the SWOT analyses carried out in the kindergarten and school, the results of the internal evaluation, the ideas from the visioning seminars for school and kindergarten teachers, the results of the Grade 4 and Grade 8 feedback survey conducted by the Estonian Education and Youth Board, the results of the school and kindergarten staff motivation and feedback survey, the results of the parents' feedback survey, the quality agreement of the schools and kindergartens of the city of Tartu, the Estonian Education Development Plan 2021–2035, the statutes of NGO Tartu International School, the Private School Act, the Basic School and Upper Secondary School Act, the Pre-School Childcare Act, the Estonian National Curriculum for Basic Schools, the Estonian National Curriculum for Pre-School Childcare Institutions and the International Baccalaureate Organisation (IBO) Curriculum.

II OVERVIEW OF TARTU INTERNATIONAL SCHOOL

Tartu International School is an English speaking privately run kindergarten and primary school. Tartu International School was founded in 2001 under the initiative of international parents. In the first academic year, seven grades were opened and seven students studied at school. In 2011, Tartu International Day Childcare started operating under the leadership of the same owner as the school and was succeeded by Tartu International Kindergarten, which received its schooling licence in 2017. In 2017, Tartu International School and Kindergarten moved to the same study building at J. Liivi 2d. As of academic year 2022/2023, the kindergarten and the primary school operate in an even more integrated way, as a joined kindergarten and primary school, thus

ensuring a seamless English learning path for children and young people aged 1.5-16 years.

In the academic year 2022/2023, Tartu International School has 125 children enrolled from 24 countries. 87 students study at the primary school level and 38 in the kindergarten. English is the language of instruction and the working language of the kindergarten and primary school. The kindergarten and primary school are run by NPO Tartu International School. Funding for the kindergarten and primary school comes from tuition fees, local government funds and national education subsidies. To ensure a sustainable funding model, it is necessary to maintain the number of students at the current level and to ensure that the organisational structure is able to adapt to change.

III VISION AND MISSION

Mission

Tartu International School has an inspiring and caring study environment that empowers every student, supporting them to develop into global citizens with a well-rounded self-image, academic and life skills and the option to continue their studies anywhere in the world.

Vision

Tartu International School is an esteemed **kindergarten and primary school** that aims to provide a meaningful and child-centric study environment, which supports the development of self-guiding, curious, caring, responsible and empowered persons.

Motto

The best school for the world.

Values of Tartu International School

Diversity: we value the origins and cultural background of every person involved in the school.

- 24 nationalities in the student body
- International teaching staff
- IB curriculum

Caring and safe study environment: a mentally and physically supportive environment inspires meaningful learning.

- Programme 'Free from Bullying'
- 'Teambuilding week'
- Student support team

Joy of discovery: we dare to experiment, implement new ideas and use the opportunities offered by our location and community to develop our students in every way.

- Discovery education
- Outdoor education
- Project days and field trips

Child-centric approach: we support the individual development of each student.

- Up to 14 students per group
- Supporting individual learning paths
- Adaptation month

Sustainability: we value and apply the principles of sustainability in human relations and in our attitudes towards the environment.

- Eco-school
- Long outdoor breaks

Community: we value cooperation between the family, the school and the community; we value collaboration between children of different ages and the team spirit prevailing in the school.

- International Event
- Parents' contribution to learning

Professionalism: our teachers are motivated, passionate and adaptable professionals in their field; excellence in education is important to us.

- 22 years of experience in supporting students from abroad
- Team supervisions

IV ACTION PLAN 2023–2026

FOUR MAIN FOCUSES

- **Promoting a student agency.**
Keywords: agency, mentoring, meaningful learning experience, informed learner, voice (opportunities for participation).
- **Teachers as lifelong learners.**
Keywords: empowering staff, professional development, autonomy, learning organisation, learning circle.
- **Further development of a coherent kindergarten and primary school structural model.**
Keywords: systemic nature, performance-based management, responsibility, solution-oriented, digital security.
- **Openness to the local and global community.**
Keywords: flexibility, hospitality, communication strategy, networking.

LEADERSHIP AND MANAGEMENT

SCHOOL	Purpose Students have a say in the organisation of school life.	
Activities		Metrics – Target
• Making the work of the Student Council more systematic and effective and providing feedback to the Student Council. • Supporting students in networking (e.g. Green School, Schools in Motion). • Supporting student initiative and students as drivers for change. • Conducting a survey among students on how they would like to contribute to school life and in what direction they would like to see their school develop.		• The representative of the Student Council is involved in the resolution of organisational matters concerning students and in the performance of duties. • The Student Council has organised at least two events every year. • At the end of each school year, the Student Council conducts a survey among students to get feedback on its work. • The meetings of the Student Council are recorded in Stuudium. • Each network has a student representative/representatives. • At least once a year, the school leadership conducts an inclusion survey for students. • 80% of students are satisfied or more or less satisfied with the

		work of the Student Council. 70% of students feel they have a say in how school life is organised. The Student Council reports once every six months to the Board of Studies/School Council.
SCHOOL	Purpose To ensure smooth operation, an efficient, secure and environmentally friendly document and file management system has been created.	
Activities		Metrics
- Choosing a document management system considering the needs of the organisation and creating a suitable structure in line with data protection principles. - Centralising documents relating to the administrative and educational activities of the school in a document management system. - Formulating and implementing principles for the safe and environmentally friendly handling of digital materials.		- A document management system has been set up and implemented (DocuSign). - At the end of each academic year, a digital cleaning takes place. - The cloud capacity of the organisation has decreased by 10%. - A TIS Wiki or a TIS Notion has been set up with documents and guides to support day-to-day work.
SCHOOL	Purpose The kindergarten-basic school has an effective communication plan and a meaningful image.	
Activities		Metrics
- Mapping the needs of the communication plan and developing principles/actions/messages aimed at different target groups. - Updating, streamlining and improving the visual image of the kindergarten and primary school. - Consistent monitoring of social media and website traffic.		- A communication plan has been established and put in place. - The number of social media followers has increased by 20% and their background is more diverse. - A common logo for merchandise and a visual concept (presentations, social media, e-mail footers and other visual materials) support the identity and visibility of the kindergarten and primary school.
KINDERGARTEN	Purpose The child is involved in the development of the daily life of the kindergarten in an age-appropriate manner.	
Activities		Metrics – Target

• Launching the work of the Children's Council, including the formulation of principles for its work organisation. • Involving children in the planning of learning activities and taking their feedback into account.	• Children's Council meetings are reflected in the overall work plan and the Council meets at least twice a year. • At least twice a year, each group organises an activity/event based on the children's interest and initiative. • During each PYP module, the teacher asks the children for feedback on the learning and educational activities, which are reflected in the module's action plan (UOI planner).
KINDERGARTEN	Purpose To ensure smooth operation, a secure, efficient and environmentally friendly document and file management system has been created.
Activities	Metrics – Target
• Choosing a document management system considering the needs of the organisation and creating a suitable structure in line with data protection principles. • Centralising documents relating to the administrative and educational activities of the school in a document management system. • Formulating and implementing principles for the safe and environmentally friendly handling of digital materials.	• A document management system has been set up and implemented. • At the end of each academic year, a digital cleaning takes place. • The cloud capacity of the organisation has decreased by 10%.
KINDERGARTEN	Purpose Staff feel confident because they are familiar with their responsibilities and duties and involved in the development of the kindergarten through the Pedagogical Council and work groups.
Activities	Metrics – Target
• Mapping responsibilities and tasks. • Establishing a clear structure within the organisation and assigning fields of responsibility. • The Pedagogical Council guides the formulation and updating of learning and education principles and related documentation.	• Job descriptions have been updated for all posts. • Kindergarten staff know their responsibilities and duties. Employee awareness of their responsibilities and tasks scores 4.8 out of 5 on the satisfaction survey results. • Each academic year, the general work plan allocates fields of responsibilities for the development of learning and educational activities. • At least 75% of the targets set by the head of each field of responsibility have been met. • The pedagogical staff of the kindergarten feel involved in the

	development of the kindergarten. The score in the employee satisfaction survey on a five-point scale is 4.8.
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HUMAN RESOURCES

SCHOOL	Purpose A mentoring programme has been set up to improve teacher wellbeing.	
Activities		Metrics – Target
- Setting up a mentoring programme work group. - Developing the principles, documents and materials needed for the mentoring programme to work. - Assigning a mentor teacher to each novice teacher for one year.		- The work group has mapped the needs of novice teachers and assessed current practice in supporting novice teachers. - The work group has drawn up the principles of the mentoring programme (mentor training, mentor remuneration, working time, workload, selection principles). - As of the 2023/2024 academic year, each novice teacher will be assigned a mentor. - A mentor is assigned to all novice teachers. Satisfaction survey score of 4.6 out of 5.
SCHOOL	Purpose A general staff policy has been drawn up to improve day-to-day work.	
Activities		Metrics
- Assigning roles and tasks to staff and describing them in the general staff policy. - Consolidation of human resources principles and work organisation principles in the general staff policy. - Describing the information flow path. - Compiling an overview of networking principles and promoters.		A TIS general staff policy has been established, which contains the responsibilities of the staff, the principles of the staff policy and a description of the information flow.
SCHOOL	Purpose Teachers receive ongoing support from support professionals to work with SEN (special educational needs) students.	
Activities		Metrics
- Continuous training of SEN coordinators. - Continuous development of a support system for SEN students.		- The SEN coordinator has participated in at least one training course per year. - The school has its own school counsellor and special needs teacher or other support professional. - SEN team meetings and panels with parents take place regularly.

	• The SEN coordinator asks parents for feedback. • Teachers feel supported in teaching SEN students. Satisfaction survey score of 4.6 out of 5.
SCHOOL	Purpose Teachers are lifelong learners.
Activities	Metrics
• Appointing a teacher training coordinator and drawing up a training plan based on the needs of the organisation. • Launching learning circles. • The school encourages teachers to find a variety of learning opportunities (Erasmus+, PYP and visits to other schools and kindergartens, job shadowing, coaching, etc.). • Increasing the proportion of qualified teachers in the organisation.	• A coordinator for in-service training for teachers has started work. • A system for monitoring in-service teacher training has been established. • 100% of teachers have participated in at least one training, learning or educational event per year. • The percentage of qualified teachers is at least 90%.

KINDERGARTEN	Purpose The kindergarten staff are motivated and find their work meaningful.
Activities	Metrics – Target
• Regular conduct of staff satisfaction surveys. • Setting up a self-evaluation system. • Consistent conduct of individual development interviews.	• The kindergarten staff rate their job satisfaction at 4.7 and their job meaningfulness at 4.8 out of 5. • An individualised approach to setting goals and analysing work has been established. • Twice a year, staff have individual development interviews with management.
KINDERGARTEN	Purpose A general staff policy has been drawn up to improve day-to-day work.
Activities	Metrics – Target
• Assigning roles and tasks to staff and describing them in the general staff policy. • Consolidation of human resources principles and work	• A TIS general staff policy has been established, which contains the responsibilities of the staff, the principles of the staff policy and a description of the information flow.

- organisation principles in the general staff policy. - Describing the information flow path.	
KINDERGARTEN	Purpose The kindergarten staff are guided by shared values and work as a team to achieve common goals.
Activities	Metrics – Target
- Appointing an in-service teacher training coordinator and drawing up a training plan based on the needs of the organisation. - Organising joint events (outings) for the kindergarten team - Assigning a mentor to each novice kindergarten teacher for one academic year. - Participation in staff supervision.	- A training plan has been set up. - At least twice an academic year, there is a joint event for the kindergarten team. - A mentor has been assigned to a novice kindergarten teacher. - Supervision of kindergarten staff takes place at least twice an academic year.

LEARNING AND EDUCATION

SCHOOL	Purpose Students are self-guided and informed learners.
Activities	Metrics – Target
- Supporting self-regulation skills in lessons. - Use of lesson structure and methods to support the development of self-guided learners. - Continuous development of the Conscious learner' curricula. - Sharing the best learning practices regularly in teacher workshops.	- Each classroom has at least one teaching material (poster, emotion board, emotion cards, etc.) to support students' awareness of their emotions. - Every teacher knows and applies at least two relaxation and concentration exercises, active movement breaks or other activities that support student self-regulation. - Based on Year 4 and Year 8 students' feedback survey conducted by the Estonian Education and Youth Board, students rate their time management and study skills with an average score of above four out of five. - The results of the in-school learning skills test show a pass rate of

		over 75%.
SCHOOL	Purpose Third-level students have a high level of school satisfaction thanks to age-appropriate and varied study regulations.	
Activities		Metrics – Target
- Mapping students' suggestions for diversifying school organisation and extra-curricular activities in the third school level. - Providing after-school activities and hobby groups for third-level students. - Introducing a mentoring system in the third school level.		- Every year, at least one students' proposal to improve school life is implemented. - Every academic year, the school offers two activities specifically aimed at the third school level students. - The third school level students are assigned a mentor who meets them regularly and supports their personal development. - According to the feedback survey conducted by the Estonian Education and Youth Board, the average rating of Year 8 students to their school is above 4 points.
SCHOOL	Purpose The learning outcomes and learning skills of our students create good opportunities for them to continue their studies.	
Activities		Metrics – Target
- Drafting of a learning skills test based on the concept of self-guiding learner. - Introduction of the learning skills test at the beginning of Year 4 and Year 7. - Systematic collection of feedback on alumni's future learning path and analysis of feedback. - Mapping the bottlenecks identified in the feedback and implementing the necessary changes. - Supportive feedback from management on teachers' work. - Continuous development and upgrading of the support structure for children with special educational needs.		- In all exam subjects, our students' average score is above the Estonian average. - A learning skills test designed by the school's teachers in a science-based manner has been introduced in Year 4 and Year 7. - Every year, a feedback questionnaire is sent to families and alumni who have left the school. The results of the survey are presented to teachers and the need for change is analysed together. - At least once a year, the Head Teacher visits a lesson of each teacher and teaching assistant and gives them individual feedback. - SEN students are provided with the necessary support measures within one month after a problem occurs at the latest.
KINDERGARTEN	Purpose A development monitoring and assessment system provides consistent support for each child's development.	

Activities		Metrics – Target
- Mapping of methods for monitoring children's development and setting up a development assessment system designed according to the needs of the kindergarten by the Pedagogical Council. - Introducing a child's growth/development chart (including determining its content).		- Documents (guides and forms) for child development assessment are updated and in line with PYP principles. - As of the 2023/2024 academic year, each child will have a growth/development chart to be completed during the year(s) spent in the organisation.
KINDERGARTEN	Purpose The learning and education activities of the kindergarten effectively integrate the principles of the IB curriculum, sustainability, outdoor learning and education on values.	
Activities		Metrics – Target
- Respecting and integrating the following pedagogical principles: IB learning, outdoor learning, sustainability and education on values. - Concluding agreements to organise the learning and educational activities of the groups. - Sharing PYP experiences between teachers. - Developing/creating and sharing learning tools.		- The implementation of pedagogical principles is reflected weekly in Stuudium. - On the basis of Stuudium and observations, the Head Teacher gives feedback to the teachers. - Learning and educational activities integrate different fields and sub-skills. - At the end of each academic year, a PYP reflection meeting is held. - An idea bank of teaching materials has been created. - Parents give the kindergarten an average rating of 4.5 for learning and education.

COOPERATION WITH STAKEHOLDERS

SCHOOL	Purpose To support their studies and gain a wide range of experiences, students participate in student exchanges in Estonia and abroad.	
Activities		Metrics – Target
Creating a vision and principles for student exchanges.		50% of pupils in the final year of primary school have been student

- Finding partner schools in Estonia and abroad. - Designing Erasmus+ student exchange projects. - Designing and implementing the practice of student shadowing in Year 9.		- shadowing in a secondary school. - By 2026, the school has found two partner schools with which to carry out student exchange projects. - In 2025, students will take part in the first ever third school level student exchange programme.
SCHOOL	Purpose Cooperation with educational, sporting and cultural institutions ensures better quality and organisation of teaching creative and skill subjects.	
Activities		Metrics – Target
- Comprehensive upgrading of the curriculum in creative and skill subjects, in line with the potential of the school, the community and the region. - Development of a cooperation plan as an annex to the curriculum.		- New curricula for skill and creative subjects (physical education, technology, arts) have been developed alongside a cooperation plan mapping out implementation possibilities. 30% of physical education, creative and skill lessons take place in sports facilities, educational and cultural institutions outside school.
SCHOOL	Purpose Parents are active members of the community, sharing their skills and experience.	
Activities		Metrics – Target
- Setting up a Parents' Council. - Providing opportunities for parents to participate in school life.		- A Parents' Council has been set up where parents can jointly initiate activities and plan events to enrich the community. - The average participation rate for events aimed at parents is 50%. - At least 30% of parents have contributed to school life during the academic year by sharing their knowledge and skills and by creating additional learning opportunities for the students.
SCHOOL	Purpose The school is an active partner to international organisations and offers the children of their staff the opportunity to receive an international education.	
Activities		Metrics – Target
- Mapping of international organisations active in Tartu. - Drafting of promotional materials. - Building partnerships. - Involving businesses in the learning process.		- The school has set up a network of partners who are informed annually of the conditions of admission and the places offered. - The school engages partners in career education, entrepreneurship and financial literacy.

KINDERGARTEN	Purpose Cooperation with organisations supports learning and educational activities.	
Activities		Metrics – Target
- Participating in the Green School programme and applying for the Green Flag. - Systematic and consistent implementation of the 'Free from bullying!' programme. - Making reciprocal visits to other kindergartens a good practice to support learning and education. - Maximising the potential of the Tartu region to enrich learning and education.		- Tartu International School has been awarded the Green Flag by the Green School Network. 'Free from bullying!' value activities take place every week and parents rate the relationships in the group as good or very good. - Over four years, the kindergarten has made targeted visits to eight other kindergartens. - Each kindergarten group takes part in at least fifteen field trips a year enriching learning and education.
KINDERGARTEN	Purpose Sharing competences supports the professional development of kindergarten staff.	
Activities		Metrics – Target
- Turning the kindergarten of Tartu International School into an active internship base for students of the University of Tartu and Tartu Health Care College. - Engaging volunteers through volunteering programmes. - Sharing competence in multilingualism and multiculturalism with other kindergartens. - Observing each other's activities and giving feedback to colleagues.		- In four years, three students have been on an internship at the kindergarten. - Every year, a few volunteers are involved in the work of the kindergarten. - The kindergarten has developed a training/lecture/workshop on supporting a multicultural child. - The kindergarten teachers observe a colleague once a year and give the colleague feedback on their work.
KINDERGARTEN	Purpose Parents are active members of the community, sharing their skills and experience.	
Activities		Metrics – Target
- Setting up a Parents' Council. - Providing opportunities for parents to participate in kindergarten life.		- A Parents' Council has been set up where parents can jointly initiate activities and plan events to enrich the community. - The average participation rate for events aimed at parents is 50%. - At least 30% of parents have contributed to kindergarten life during the year by sharing their knowledge and skills and providing

	additional learning opportunities for their children.
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ENVIRONMENT

SCHOOL	Purpose Individual learning spaces create opportunities for collaborative and flexible learning.	
Activities		Metrics – Target
- Creating a project for individual learning spaces in collaboration with the owner of the school building and the interior designer. - Finding funding through involving partners and projects. - Building and designing individual learning spaces.		- A single individual learning space has been created on the third floor of the school using room dividers. - Small study spaces have been created on each floor, taking into account the opportunities of the school building.
SCHOOL	Purpose The outdoor area of the school invites students to move and supports outdoor learning.	
Activities		Metrics – Target
- Drawing up a vision and a project for the school's outdoor area. Involving the community in the creation of the project. - Implementation of the project in phases. - Organising cooperation events for community members.		- Every year, 1000 euros has been invested in improving the school's outdoor area. - Community members have been given the opportunity to have a say in the design of the outdoor area. - Every spring, joint clean-up and improvement events have taken place in the school yard.
SCHOOL	Purpose Students, staff and parents contribute to a supportive and caring learning environment in both virtual and physical learning environments.	
Activities		Metrics – Target
- Developing training curricula for students, parents and staff to support the development of a caring learning environment. - Drafting a leaflet 'How can I offer support?' for staff and parents. - Preparation of a science-based 'Good Practices for Virtual Communication' document in cooperation with students.		- At least one training session on caring and safe social environments (cyberbullying, eviction, mental health support) has been held for all target groups each year. - Information leaflets have been prepared for staff and parents on how to spot (cyber) bullying, how to react and how to support

• Making 'Safer Internet Week' an annual tradition at school.	positive and caring communication patterns. • A 'Good Practices for Virtual Communication' document for students has been prepared and is reviewed annually. • Every year, a 'Safer Internet Week' focuses on the dangers and opportunities of the cyber world. • Both staff and students feel content at school (indicator 4.8).
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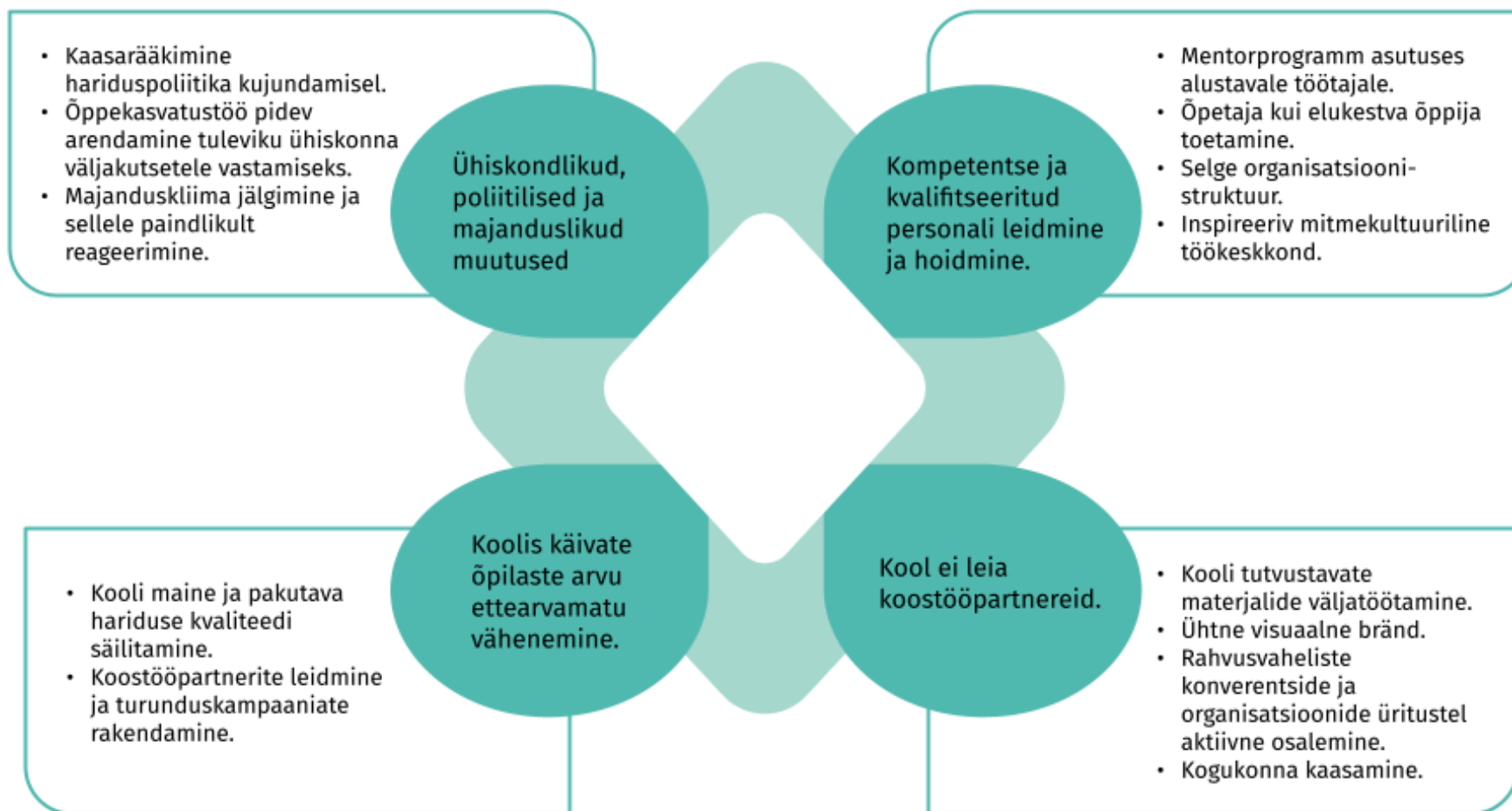
KINDERGARTEN	Purpose The principles and values of the kindergarten are reflected in the learning environment created, which supports children's independence, sustainable thinking and IB learning based on meaningful learning experiences.	
Activities	Metrics – Target	
• Creating 'talking walls' reflecting our values, based on common principles. • Prioritising sustainable and environmentally friendly materials and reuse, both in the equipment used in activities and in the design of the physical environment. • Building a greenhouse and establishing a vegetable garden in the kindergarten yard. • Purchasing digital tools to diversify learning and educational activities (projectors, robots, tablets). • Acquiring suitable furniture for outdoor learning and adding to the play area. • Creating relaxation spaces in each group. • Acquisition of tools to support the learning of SEN children. • Designing the play, learning and eating areas of the kindergarten in a manner that allows children to do as much as possible themselves.	• Values are visible in all groups and shared spaces. • 90% of the equipment and furniture purchased for the kindergarten is made from sustainable materials or recycled. • The kindergarten has at least three learning robotics tools/kits. • Each group has its own planting bed. • The kindergarten has a shared greenhouse. • A relaxation space has been created in each group. • The learning environment of the kindergarten enables children to develop day-to-day skills.	

V METRICS

We know we are doing well when

2022		2026
125	Number of students The aim is to keep the number of students at around the same level.	125
4.8	Satisfaction with school among grade 4 students Measured on a five-point scale using the questionnaire by the Estonian Education and Youth Board.	4.8
4.8	Satisfaction with school among grade 8 students Measured on a five-point scale using the questionnaire by the Estonian Education and Youth Board.	4.8
4.8	Teachers' job satisfaction Measured on a five-point scale by staff motivation and satisfaction survey.	4.8
4.7	School's reputation in the eyes of parents Measured on a five-point scale, using the questionnaire by the Estonian Education and Youth Board or the school parents' satisfaction survey.	4.8
4.8	Student-teacher communication Measured on a five-point scale, using the questionnaire by the Estonian Education and Youth Board or the school parents' satisfaction survey.	4.8
-	Learner development Measured on the basis of the results of the grade 4 and grade 7 learning skills test and the Kindergarten Student Development Assessment.	<i>under development</i>

VI POTENTIAL RISKS AND RISK MANAGEMENT



• Participation in education policy-making. • Continuous development of learning and	Societal, political and economic changes.	Recruiting and retaining competent and qualified staff.	• A mentoring programme for novice teachers.
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education to meet the challenges of future society. Monitoring and responding flexibly to the economic climate.			- Supporting teachers as lifelong learners. - A clear organisational structure. - An inspiring multicultural working environment.
- Maintaining the school's reputation and the quality of education it provides. - Finding partners and implementing marketing campaigns.	An unpredictable decrease in the number of students attending school.	The school cannot find partners.	- Drafting materials to promote the school. - A single visual brand. - Active participation in international conferences and events of organisations. - Community involvement.

VII IMPLEMENTATION AND RENEWAL OF THE DEVELOPMENT PLAN

The development plan of Tartu International School is prepared for four academic years.

The process of updating and improving the development plan of Tartu International School is a collaborative process involving students, teachers, parents, alumni and their parents, the management, the council, the owners and partners. Inputs for updating and improving the development plan include questionnaires, interviews, feedback, group work and discussions, specialist reports and legislation.

Once a year, the Principal presents an overview of the implementation of the development plan to the Board. Based on the results, and in light of the action plan of the development plan, objectives are set for the coming year. Proposals for changes to the development plan can be made by the parents, teachers and students of Tartu International School through the School Council. The development plan and any changes thereto are approved by the owner of the school.