

SCHOOL DEVELOPMENT PLAN (2025–2030)

1. Introduction: Vision & Strategic Outlook

At Knowledge Tree International School, we believe that education is not a system to be endured but a path for life-long flourishing. Rooted in values of autonomy, emotional safety, and deep learning, CEKT is committed to creating a campus culture where students, teachers, and families co-construct meaningful learning experiences. Our journey is guided by a continuous aspiration to align with international standards, without ever compromising our human-centered philosophy.

Short-Term Vision (2025–2027)

In this first strategic phase, our primary objective is to secure official recognition as a school delivering an international curriculum by Romanian and European authorities. This status will ensure alignment with the Ministry of Education's standards for foreign curriculum schools, while supporting our transition to full Cambridge accreditation.

We also aim to be approved as an official Cambridge Examination Centre, allowing our students to sit IGCSE and A Level examinations on site. In parallel, our infrastructure strategy includes upgrading our science laboratories and digital learning spaces to meet the requirements of Cambridge syllabi and exam protocols, particularly at the high school level.

Long-Term Vision (2028–2030)

Looking beyond compliance and accreditation, CEKT's vision for 2028–2030 is deeply transformative. We envision our school as part of a larger educational campus — a space that unites academic rigour with real-world preparation, including a vocational track for students interested in technical and creative professions.

This long-term plan includes securing Erasmus+ partnerships at all school levels, fostering international mobility for both students and teachers. Our infrastructural ambition is to design and construct a purpose-built educational campus, capable of hosting multi-age programmes, project-based learning studios, and inclusive spaces for cross-disciplinary education.

Strategic Mindset

Rather than viewing development as a checklist, CEKT approaches school growth as a living process — where flexibility, cultural relevance, and community ownership are as important as measurable outcomes. This plan is not a static blueprint, but a dynamic document that will evolve through annual review, stakeholder feedback, and changing educational landscapes.

2. Strategic Priorities Overview

The strategic priorities guiding CEKT's development between 2025 and 2030 include:

- Legal recognition and international accreditation for curriculum and assessment
- Infrastructure expansion: high school laboratories and full educational campus
- Internationalisation: Erasmus+ and institutional partnerships
- High-quality staffing through certification and native-speaking recruitment
- Consistent professional development and leadership culture
- Student wellbeing and personalised learning
- Parent and community engagement in strategic processes

3.1 Short-Term Goals (2024–2026)

This section outlines the specific actions and measurable indicators CEKT aims to achieve during the 2024–2026 period.

1. Legal and Accreditation Status

- Objective:
- Achieve compliance with Romanian legal requirements to operate and be recognised as an international educational institution.
- Obtain recognition as an international curriculum school and Cambridge Exam Centre.
- KPI: Application submitted by March 2025; Cambridge code received: invoice paid by July 2025.

2. Infrastructure: High School Laboratory

- Objective: Complete a fully equipped science laboratory for high school.
- KPI: Operational by September 2027.

3. Staffing and Professionalisation

- Objective: Train teachers in Cambridge Intro Courses and hire UK-qualified educators.

- KPI: 7 certified staff by end-2025; 2 native UK teachers contracted by January 2026.

4. Strategic Partnerships

- Objective: Formalize collaboration with international-facing institutions in Brasov.
- KPI: 1 MoU signed by end of 2026.

5. Internal Capacity & Alignment

- Objective: Align teaching with Cambridge standards and build reflective practice.
- KPI: 100% of teaching staff in PD workshops by July 2026.

3.2 Medium-Term Goals (2026–2028)

This phase consolidates the groundwork laid during the short-term plan, and initiates deeper internationalisation and institutional expansion.

1. Launch IGCSE programme and grow enrolment

- Objective: Offer full IGCSE subject range for Year 10–11 students
- KPI: Minimum 15 students enrolled annually; 100% students registered for 5+ IGCSE subjects by 2028

2. Erasmus+ engagement and partnerships

- Objective: Participate in international projects and mobilities
- KPI: Minimum 2 Erasmus+ project applications submitted; first teacher/student mobility completed by 2028

3. Prepare for A Level course launch

- Objective: Develop staff and curricular readiness for A Levels
- KPI: At least 3 subjects staffed with qualified teachers by 2028; 1 subject piloted

4. Campus Planning – Phase 1: Land Acquisition & Concept

- Objective: Secure land and initiate architectural planning
- KPI: Site identified and secured; concept design in place by mid-2028

5. Local and international outreach

- Objective: Host CEKT learning conferences and strengthen CEKT profile in Europe
- KPI: 1 international CEKT-hosted event by 2028; 2 partner visits per year

3.3 Long-Term Goals (2028–2030)

The long-term strategic vision of CEKT transforms infrastructure into a full educational campus, while diversifying educational pathways.

1. Educational Campus Construction – Phase 2

- Objective: Begin construction of a purpose-built educational campus
- KPI: Construction permits secured by 2029; Phase 1 of building underway by 2030

2. Launch vocational track for high school students

- Objective: Establish accredited vocational programs alongside A Levels
- KPI: Minimum 1 vocational programme approved and running by 2030

3. Full Erasmus+ Integration

- Objective: Achieve continuous Erasmus+ mobility and partnership cycle
- KPI: Minimum 2 outgoing and 2 incoming student/teacher mobilities annually

4. Community & Alumni Development

- Objective: Develop active CEKT alumni network and extended learning opportunities
- KPI: CEKT Alumni network launched; 2 annual alumni-led events

5. Campus-Based Innovation Labs

- Objective: Open cross-disciplinary “Innovation Labs” on campus
- KPI: Minimum 2 labs open to students by 2030 (STEAM, enterprise, civic engagement)

4. Staff Development Strategy (2025–2030)

CEKT views staff development as foundational to educational quality. The strategy is designed around continuous professional growth, reflective practice, and Cambridge programme alignment.

1. Induction and Onboarding

- All new teachers receive structured onboarding, including safeguarding, Cambridge standards, school culture, and digital tools.

2. Cambridge-Certified Training

- All teachers delivering IGCSE or A Level subjects complete Cambridge PDQ or Intro courses.
- KPI: 100% certification by 2027

3. Ongoing Professional Learning

- Monthly workshops hosted internally, facilitated by mentors or visiting trainers.
- Participation in external conferences and inter-school collaboration.

4. Mentorship and Peer Coaching

- Each teacher paired with a senior mentor for their first year.
- KPI: 100% new staff assigned mentors; 2 peer observation cycles/year

5. Evaluation and Career Growth

- Performance reviews aligned with teaching standards, student feedback, and CPD tracking.
- Career pathway planning encouraged for leadership roles.

6. International Teacher Recruitment

- Actively pursue contracts with UK-native educators via agencies or direct collaboration.
- KPI: At least 2 active native-certified educators per year

5. Monitoring and Evaluation Framework

The implementation of this School Development Plan is actively monitored through a multi-tiered governance structure, designed to ensure both transparency and responsiveness.

Monitoring is led by the school's Founder and CEO, who holds strategic oversight over all development pillars. The process is collaborative, involving two formal bodies:

- Teachers Board – composed of senior mentors and team leads from across the school
- Parents Board – a rotating group of parent representatives selected annually

Each body meets annually to assess strategic progress. These meetings take place in June–July and evaluate timelines, resource needs, and priorities. Strategic indicators (KPIs) are reviewed using dashboards and narrative reports.

This development plan remains flexible, with course corrections documented and reviewed each year before the new academic cycle.