

The British School

New Delhi

THRIVE • BELIEVE • SUCCEED





A Brief History

The British School New Delhi was founded in 1963 as an international, not-for-profit school by the then British High Commissioner and his wife. Today, we offer high quality education to more than 1,300 students from over 60 countries.

Supported by a rich and culturally diverse community, our students thrive in a happy, stimulating and safe environment. They are nurtured to become intellectually curious, respectful and conscious of their responsibility to the community and their environment.

In 2023, we celebrated 60 years of educating and nurturing global citizens.

Guiding Statements

VISION

Thrive • Believe • Succeed

MISSION

We respect, reflect and inspire to achieve excellence.

VALUES

At The British School New Delhi, we as a community:

- live the TBS Learner Profile;
- respect ourselves and each other and embrace our diverse local, national and international community;
- foster a culture of high expectations, and strive for excellence in our ourselves and others;
- nourish social, intellectual, physical and creative skills; and
- take individual and collective responsibility to achieve our common goals.



CULTURE OF CARE CHARTER

A teacher at TBS is an advocate, champion and hero for every student

- ▶ We put students first
- ▶ We are invested in every student
- ▶ We create a positive and safe environment
- ▶ We celebrate student progress and perseverance
- ▶ We are consistent, fair and non-judgemental
- ▶ We are empathetic, considerate and forgiving
- ▶ We listen actively and respond respectfully
- ▶ We personalise student experiences
- ▶ We are warm demanders
- ▶ We make every day count

Culture of Care Charter

The Culture of Care Charter encapsulates ideas, values and beliefs that reflect the true spirit of TBS. It enables us to anchor our practice, recognise our strengths and identify the aspects we need to implement more consciously for every student in our care.

TBS Learner Profile

- ▶▶ Caring
- ▶▶ Open-Minded
- ▶▶ Principled
- ▶▶ Inquirers
- ▶▶ Communicators
- ▶▶ Risk-Takers
- ▶▶ Knowledgeable
- ▶▶ Reflective
- ▶▶ Balanced
- ▶▶ Thinkers

The British School Learner Profile Attributes

Enjoy,
engage and
achieve
as we
become



Adapted from the IBO Learner Profile.



Approaches to Learning Skills

Self-Management Skills ←

Communication Skills ←

Thinking Skills ←

Social Skills ←

Research Skills ←

Comprehensive Curriculum

The curriculum is designed to ensure that all students receive a broad, balanced and clearly articulated learning environment. We are committed to providing a holistic approach to growth for our students. Keeping that in mind, the TBS curriculum transitions across the years.

1

National Curriculum of England (NCE)

*EYFS (Nursery and Reception)
Primary (Years 1 to 5)
Middle Years (Years 6 to 9)*



2

International General Certificate of Secondary Education (IGCSE)

Years 10 and 11



3

International Baccalaureate (IB)

Years 12 and 13

Global Citizenship

At The British School, we are Internationally-Minded when we:

- appreciate our own cultural identity, and actively seek to understand and celebrate different cultures
- value and utilise the linguistic diversity within the community, for interactions and learning experiences
- support transitions within and across schools and cultures with sensitivity
- acknowledge humanity and the value of diversity and interconnectedness across the globe encourage multiple perspectives on a range of issues of significance
- resolve conflicts and disagreements in a constructive and peaceful manner
- respond to significant local, global and environmental issues and seek opportunities leading to principled actions

High-Quality Teaching

High-quality teaching is an inspirational and reflective practice that strives to create a secure, challenging and personalised learning environment. It includes continuous and constructive feedback, meaningful assessment and is a mastery-based holistic approach to teaching and learning.

High-Quality Learning

High-quality learning is the progressive acquisition of skills and knowledge necessary to become an effective global citizen. It occurs when students think critically and creatively in an inspiring and safe environment. It empowers students to take responsibility for their learning and make connections to through questioning, experimentation and meaningful collaborations, taking into account students language, interests, and culture.

School-Wide Definitions

Strategic Priorities

OUTSTANDING LEARNING OUTCOMES FOR ALL

- 1.1 Positive value-added to all academic outcomes
- 1.2 Personal growth and learner agency
- 1.3 Arts, Sports and Enrichment

INNOVATION AND DESIGN

- 2.1 Campus development plan
- 2.2 Sustainability
- 2.3 Technology and STEAM
- 2.4 Thought leadership

COMMUNITY AND CITIZENSHIP

- 3.1 Student security, safeguarding and wellbeing
- 3.2 DEIJ (diversity, equity, inclusion and justice) woven through Global Citizenship intercultural understanding
- 3.3 Outreach and service learning
- 3.4 Communication

HIGH QUALITY ACCOUNTABLE STAFF

- 4.1 Best practice
- 4.2 Build capacity through Continuous Professional Development
- 4.3 Recruitment and retention

ROBUST FINANCIAL HEALTH

- 5.1 Developed medium-term financial outlook (MTFO)
- 5.2 Efficient management of financial resources
- 5.3 Fiscal prudence and robust internal control mechanisms for oversight

Accreditations and Memberships

