



THE ENGLISH COLLEGE IN PRAGUE  
ANGLICKÉ GYMNÁZIUM



# Welcome to the English College in Prague

A GUIDE FOR PROSPECTIVE  
STUDENTS AND THEIR PARENTS  
2021/2022

learn :more







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## Welcome from the Headmaster

November 2021

Dear Parents,

Thank you for thinking about placing your son or daughter at the English College in Prague. I have been the Headmaster here for over five years now and the thrill of helping steer this wonderful school is as absorbing today as it was five years ago. I hope you find the prospect of sending your son or daughter here as exciting as we would of welcoming them.

We are a school under the jurisdiction of the Czech Ministry of Education, also a British independent school who is a member of the Headmasters' and Headmistresses' Conference (HMC) group of schools in the United Kingdom and a fully certified COBIS (Council of British International Schools) training school. But enough of the badges and labels, what are we actually like?

We have a humanistic, liberal tradition, which essentially means being open minded, thoughtful and caring. Our primary focus is on building relationships for the purposes of improving the educational experience, but also for life in general. By following our curriculum that leads ultimately to the International Baccalaureate Diploma (IB) at 18 or 19, your child will qualify for admission to universities here in the Czech Republic, in the United Kingdom and elsewhere in the world. The IB Diploma, if taken at the English College together with the State Maturita in Czech Language and Literature, is also recognised as the equivalent of the full Czech Maturita.

We provide an education that will generate not only the academic qualifications needed for higher education, but will also equip your son or daughter with the skills and values necessary for success in the workplace and to become a responsible citizen of an interdependent world. Perhaps even :more.

Do come and visit us to see what we have to offer – a unique blend of British and Czech elements where predominantly Czech students learn to think independently, gain confidence and fluency in English, but can do so without sacrificing their Czech language, literature and heritage.

As we have now finally purchased our building here in Vysočany, we can put down real roots here. We have ambitious plans to renovate and extend the site, so there is plenty to excite and stimulate us all here for a long time to come.



Yours sincerely,

A handwritten signature in black ink that reads "Nigel S Brown".

**Dr. Nigel Brown**  
Headmaster

## What does the English College in Prague stand for?

### Mission Statement

The English College in Prague was established, and continues to exist, to provide an English-medium education for young people in Prague, primarily of Czech origin, which is second to none academically but also develops every individual's potential to the full and prepares them for the practical, social, intellectual and moral challenges that they will face in today's globalised society.

### Message from Lord Holme of Cheltenham, our Founding Chairman of Governors

*Lord Holme was instrumental in the founding of the College and was its first Chairman of Governors. He considered the following principles to be central to our mission:*

1. The concept of developing each student's full human potential. Genetic inheritance confers upon each of us a bundle of talents, aptitudes and responses and the life chances that go with them. It is one of the roles of education to identify and nurture these potentials and to raise them further so that each student realises his or her fullest self.
2. The ideal of a community built on reciprocity. A school is a community in miniature and it should be guided by mutual care and respect with each student "putting back" into the common store of good will and positive actions at least as much as they take out. Dealings between members of the school community should be characterised by care, consideration and courtesy.
3. The importance of international understanding, not just between the UK and the Czech Republic, with ties of language, literature and learning but throughout the larger family of mankind when so many shared problems can only be solved by shared values and shared actions. We are educating responsible and aware citizens of an ever-smaller interdependent world.





## Our current vision for the next 5 years

The current vision for the English College is built on the school's founding Mission Statement and Lord Holme's Three Principles. Maintaining its focus on relationships and academic aspirations, the College's 5-year vision is to routinely hit an average of 35 IB points (expecting 36 occasionally), but without squeezing out the passion, individuality or the wellbeing of our students, nor the extensive range of co-curricular activities and events that define the school's approach to holistic education.

It further intends to fulfil its ambition to modernise and extend its premises, creating a unique fusion of modern and traditional style to inspire great teaching and learning. Consistent with positioning itself as a leading COBIS and HMC school, it aspires to strengthen connections between what is taught in the classroom and wider Czech society, but also our connections to the UK through teacher training, teacher collaboration and exchanges with our partner schools there and in Europe.

## The 2021 Inspection

The recent 2021 Inspection by the British Overseas Inspectorate judged the school to be "Outstanding in Every Category". The inspectors went on to say that "The College offers an excellent British education that meets the needs of its students in a truly context-sensitive manner." In particular, they said that "The relationships between students and staff are outstanding... based on mutual respect and providing the foundations for the excellent learning and teaching." They added that the "The curriculum provision is excellent. The College blends the required Czech curriculum with the best of the British curriculum very effectively". They liked the pre-IB curriculum, saying that it "provides students with the necessary skills to meet the IB learner profile attributes and ultimately achieve high IB grades" and they also noted our respect for humanist traditions. In the context of Czech culture, they mentioned that "There is a strong and palpable focus on the promotion of the values of the founders, such as freedom, respect for diversity and equality. The College also values deeply the Czech heritage, history and traditions, including them in the curriculum, presentations, assemblies and projects."



## The English College Foundation and the origins of the ECP

The English College Foundation is a UK registered charity, established in 1992 by the ECP's first Chairman of Governors, the late Lord Holme, and Founder Governor, Ann Lewis who, together with others, led the long and sometimes challenging task of opening the English College in September 1994, with Hubert Ward as its first Headmaster.

The ECP had its origins at a meeting in early 1990 between the then Foreign Office Minister, William Waldegrave, and the late President Havel. After the revolution, the British Government was keen to help the newly democratic Czechoslovakia and it was suggested at this meeting that it would be a good idea to re-establish the old Prague English Grammar School. Havel said that it had been the dream of all Prague school children of his time to be accepted for this institution. PEGS had opened in 1929 with the aim 'to turn out young people who are inspired with the idea of international solidarity and who, in addition to possessing a thorough knowledge of English and of the life and literature of the English-speaking nations, will remain true at the same time to the ideals of their own nation.' Although PEGS was closed down by the Nazis and again by the Communists following a brief re-opening after the war, the English College in Prague can trace its aims and ethos to this educational trailblazer. Indeed, one of our former Governors, Jan Kovařovic, was himself a student there.

The English College Foundation continues to help and support the ECP today. Its members take great pleasure in seeing our graduates make their way in their chosen careers and they continue to support the College with regular donations, raised at an annual garden party generously held by the Czech Ambassador in London. Recent welcome additions to our facilities - the drama studio and music courtyard - were made possible by donations from the ECF.



1989
November

**Václav Havel** becomes President of a free, democratic Czechoslovakia.

1990
February

Meeting between **President Havel** and British Foreign Minister, **William Waldegrave**, with British Ambassador, **Laurence O’Keeffe**, & ECP Founder Governor, **Ann Lewis**, at which the idea of a successor to the Prague English Grammar School is first suggested.

1991
February

The English College in Prague Steering Group set up.

1992
May

English College in Prague project launched at the British Embassy in Prague. **HRH The Prince of Wales** and **President Havel** agree to become joint patrons of the English College Foundation.

1993
January

Founder Governor, **Ladislav Venyš**, finds the building in Vysočany that was to become The English College in Prague.

1994
4 September

The English College in Prague **opens for the first time**, with 117 students.

1995
7 April

Official Opening of the English College by UK Foreign Office Minister, **Baroness Chalker of Wallasey**, and Czech Education Minister, **Ivan Pilip**.

1996
June

**Hubert Ward** is awarded an OBE in the Queen’s Birthday Honours List.

1997
September

**Albert Hudspeth** becomes the ECP’s second Headmaster.

1999
July

**Monika Žáková** (1999) becomes the first ECP student to achieve 45 at IB – one of only 27 worldwide.

2000
30 October

Visit to the ECP by **HRH The Prince of Wales** and the creation of 22 ECP Prince of Wales Scholarships.

2001
September

Student numbers pass 300 for the first time.

2002
October

**Radka Kučerová** (2003) and **Milan Rejholec** (2003) receive commendations from the Society of Czech Architects for their work with flood relief projects.

2003
January

**Peter De Voil** becomes the ECP’s third Headmaster.

2004
September

The ECP celebrates its **Tenth Anniversary**.

2005
July

**Miriám Kürtösiová** (2005) achieves 45 at IB.

2008
May

Death of ECP’s first Chairman of Governors, **Lord Holme**.

2009
September

**Mark Waldron** becomes the ECP’s fourth Headmaster.

2010
March

**HRH The Prince of Wales**’s second visit to the English College.

2011
July

**Alexander Malanyuk** (2011) achieves 56 at IB, by taking 8 subjects and getting 6 and 7 in the extra subjects.

2012
May

Visit to the ECP by English Philosopher, **Prof A. C. Grayling**.

2013
June

Inaugural Group 4 Science Project, in collaboration with the 1st International School of Ostrava.

2014
May

The ECP celebrates its **Twentieth Anniversary**.

2015
May

The ECP Network was launched at a reception at the British Embassy in Prague, held to celebrate the 20th anniversary of the English College.

2016
September

**Dr Nigel Brown** becomes the ECP’s sixth Headmaster.

2017
January

Visit to the ECP by **Michael Žantovský**, Czech Ambassador to the UK 2009-2015.

2018
May

Visit by HE **Nick Archer** MVO, the British Ambassador to the Czech Republic.

2019
September

**ECP celebrates 25th anniversary** of the school’s foundation.

2020
September

School building bought from Prague 9 and architects appointed to develop the site.

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Death of ECP’s first Chairman of Governors, **Lord Holme**.

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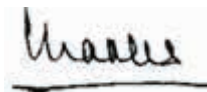


## Patrons of the English College in Prague

**We are proud that two distinguished people, President Václav Havel and HRH The Prince of Wales, agreed to be Founder Patrons of our school in 1994 when the English College was established. His Royal Highness has visited the school on two occasions, most recently in 2010.**

### **HRH The Prince of Wales - Message on the occasion of the ECP's 25th anniversary**

Over the years, during my visits to Prague, I have been particularly pleased to have the opportunity to meet so many of the staff and students and to see for myself the open and engaging environment the College provides, as well as the international outlook it encourages in its students. I am glad to hear that many of them go on to study at top universities in the United Kingdom, and that the first graduates of the English College are now pursuing successful careers both in the Czech Republic and beyond. I have every confidence that in the years to come alumni of the College will be amongst the future leaders of the Czech Republic - in politics, in law, in the diplomatic service, in science and the arts, in the voluntary sector and in business. I would like to send my very best wishes to everyone at the English College - the staff, Governors, current students and alumni, and their families. I trust that the English College will continue to provide an outstanding example of the best of British education adapted to the special circumstances of the Czech Republic, and to offer a vital and much-valued connection between our two countries.



The Prince of Wales – Patron

### **Václav Havel († 18. 12. 2011)**

"I appreciate the English College's insistence on combining high academic standards with personal achievement in areas such as art and music, sport and debating, and strong sense of community involvement. The students emerge self-confident and articulate, fluent in English and at home on the international scene."



Václav Havel – Patron

### **Karel Schwarzenberg**

"I treat it as a singular honour to have been invited to succeed our former President Václav Havel as Joint Patron of the English College in Prague, alongside HRH The Prince of Wales. The College is a shining example of Anglo-Czech cooperation for the noblest of purposes: educating coming generations in the values and principles which have sustained our own. From the modest beginnings of the project some twenty years ago, it has developed into one of the leading educational establishments in the capital, attracting not only many gifted young Czech students but also those from a variety of other countries living here in Prague. It is both Czech and international, a combination that brings out the best from both backgrounds."



Karel Schwarzenberg – Patron



## Members of the Board of Governors

**The English College was made possible by a charitable trust in the UK, the English College Foundation. The Foundation raised the money to establish and develop the College. The Foundation entrusts the daily management of the College to the Headmaster and his team but they are overseen by a group of appointees called College Governors. These people are nominated for the service they can provide to the College from their professional backgrounds and positions in the UK and the Czech Republic. They receive no financial reward for their service, which is highly valued by the College and the Foundation. They meet three times a year at the College.**



### **Chairman Denis Keefe CMG**

Recently retired as British Ambassador to Serbia, Denis joined HM Diplomatic Service in 1982 after grammar school in Essex, an MA in Classics from Cambridge and post-graduate research in Hellenistic Poetry at Oxford. His first posting was to Prague during the Cold War, where he managed the Embassy's contacts with dissidents including Václav Havel. He has served in Nairobi, Prague (as Deputy Head of Mission during the Czech Republic's preparations to join NATO and the EU), Tbilisi (as Ambassador) and Moscow (as Minister).

Denis has worked in London on the EU Single Market, German Unification and relations with China, Japan, India and other countries of the Far East and the Subcontinent. At the Cabinet Office in 2002-3 he led the team drawing up the UK's first Counter Terrorism Strategy.

He was a Governor of the ECP from 1998-2002, re-joining the Board in 2019, and is Chairman of the Honorary Patrons Committee of Belhospice, the campaign to establish the first Hospice in Serbia. He has six children (four of whom attended primary school in Prague), and speaks Czech. He is now a member of the Senior Directing Staff at the Royal College of Defence Studies.



### **Deputy Chairman (Czech) Doc. Ing. Zdeněk Tůma CSc.**

After graduating from the University of Economics in Prague, Zdeněk completed his postgraduate studies at the Czechoslovak Academy of Sciences. At the beginning of the 1990s, he participated in the reintroduction of Economics education at Charles University where he was appointed an Associate Professor. He continues to lecture at Charles University, specialising in central banking and financial regulation. In 2000, Zdeněk was appointed Governor of the Czech National Bank where he served until 2010. He was a partner at KPMG Czech Republic from 2011-2019 and is now Chairman of the Supervisory Board of ČSOB. He is also a member of the scientific and statutory boards of several universities and a member of the Czech Economic Society, of which he was President from 1999-2001. Zdeněk Tůma has been a Governor of the ECP since 2001 and is Chairman of the Finance Committee.



### **Deputy Chairman (British) Elizabeth Cooke**

A former teacher in the UK where she was Assistant Principal (Pastoral) at High Ongar Primary School in Essex, she has also served as Chair of the Governing Body of a primary school. Her father, Nicholas Morris, was both a Governor of the ECP and also a Director of the English College Foundation, and Elizabeth's first official involvement with the College was also as a Director of the ECF, taking over as Chairman in 2017. She became a Governor of the ECP in 2011 and is now Deputy Chairman (UK) and a member of the Finance and Education Committees.

## **Members**

### **Dr Barbara Day MBE PhD**

A writer, translator and lecturer, Barbara first came to Prague in the mid-1960s to study at DAMU and wrote her PhD on the Czech Theatre at Bristol University, where she organised a festival of Czech culture in 1985. She then worked for the Jan Hus Educational Foundation at the time of the 'underground university', moving to the Czech Republic after 1989 to help establish the NGO sector. Since then, she has been teaching at SIT, CERGE-UPCES and DAMU, as well as translating for Prague Castle, Charles University and other institutions, and writing - her latest work, published in 2019, is Trial by Theatre: Reports on Czech Drama. She was awarded the Commemorative Medal of President Václav Havel in 1998 and the MBE in 2002 and is a Board member of the Československé dokumentační středisko and patron of the Vzdělávací nadace Jana Husa. Barbara became a Governor of the English College in 1995 and serves on the Education Committee. She is also Chairman of the ECP School Council.

### **Simon Eliot**

Headmaster of Sherborne School 2000 to 2010. Former Chairman of HMC South West and Housemaster of Winchester College. Simon Eliot has been a Governor of the English College since 2010 and is a member of the Education Committee.

### **Petr Fiman FRM**

Petr Fiman is a 2004 ECP graduate and the first alumnus to become a member of the Board of Governors, which he joined in 2016. He also serves on the Finance Committee. He has a BSc in Economics and an MSc in Finance from the London School of Economics. He joined Deutsche Bank in London on a graduate scheme in Credit Risk Management in 2007, moving to Bank of America Merrill Lynch in 2010 and is now Senior Risk Specialist for Ezpada s.r.o.

### **Jan Grozdanovič LLB**

An ECP Governor since 2004, and a member of the Finance Committee, Jan Grozdanovič is a solicitor admitted to practice in the Czech Republic and England based in Prague. He is Chairman of British Czech and Slovak Law Association and former member of the Board of the British Chamber of Commerce.

### **PhDr. Miroslava Kopicová**

Former Czech Minister of Education, Youth and Sports, who has led various EU collaborative programmes for employment, education and social policy and is the first Director of the National Education Fund (NVF). She is a member of the managing bodies of VŠE and VŠFS universities, serves on the OECD LEED Committee and is an external examiner for the MBA at Sheffield Hallam University in the UK. Miroslava became a Governor of the ECP in 2019.

### **Viktor Kotlán**

Studied in the Czech Republic, USA and Holland. Professionally, he is responsible for balance sheet management at the largest Czech retail bank, Česká spořitelna. Prior to his current assignment, he held several management positions in ČS and acted as the bank's Chief Economist. He began his career at the Czech National Bank where he headed the Monetary Policy and Strategy department. Viktor holds a PhD in Economics and is a board member of the Czech Economic Society. Viktor is the proud father of two great children and a lover of cycling and cross-country skiing. An ECP Governor since 2019, he is a member of the Finance Committee.

### **JUDr. Karel Kühnl**

Karel Kühnl has been a Governor of the English College since 1997 and both his children are graduates of the ECP.

He studied Law at Charles University in the 1970s, but was prevented from taking his finals for political reasons and emigrated to Austria, where he studied Economics at the University of Vienna. He finally graduated as a Doctor of Law in 1991. Karel worked as a freelance journalist in Vienna and later went to Munich to work as an economics and politics editor and analyst at Radio Free Europe. After 1989, he returned to Czechoslovakia and became economic adviser to the Prime Minister of the Czech Republic (then part of Czechoslovakia). He served as Chairman of the Board of Czech Television before becoming Czech Ambassador to the UK from 1993-97. From 1998 to 2006 he was a member of the Czech Parliament. He served as Minister of Industry and Trade (1997 to 1998) and as Minister of Defence (2004 to 2006). Later on, diplomatic appointments followed in Croatia and St Petersburg, Russia, before he returned to Prague in 2019 to take up the post of Ambassador-at-large.

### **Ann Lewis CMG BA**

After grammar school and university in Leeds and four years in Finland, Ann joined the Foreign Office. She spent most of her diplomatic career on the Soviet Union and Central and Eastern Europe, serving at British Embassies in Moscow (until expelled in 1971 in retaliation for the UK's expulsion of 105 Russian spies), Helsinki and East Berlin, and on secondment to the Cabinet Office. A long stint in the Eastern European Department (non-Soviet Warsaw Pact countries) straddled the events of 1989 and included the invention and early running of the Know-How Fund. She retired as Head of Cultural Relations at the FCO.

Since her retirement from the Foreign Office, Ann has edited books on the EU's relations with Ukraine, Belarus and Moldova, and two books on the history of the English College. She is also a long-standing Trustee of The BEARR Trust, which supports health and welfare NGOs in the former countries of the Soviet Union.

Ann is a Founder Governor of the English College, becoming Deputy Chairman and then Chairman of Governors from 2017 to 2020.

### **Margaret Rudland**

Margaret was the Head of Godolphin and Latymer School in London from 1986 until 2008. She also taught Mathematics there between 1967 and 1970 before working as a VSO in Nigeria. At St Paul's Girls' School, from 1972 to 1983, she became Head of Mathematics and Second Mistress, moving to Norwich High School as Deputy Head. In 1996 she was President of the Girls' Schools Association. She has served on the General Teaching Council of England and the Boards of UCAS, The English Speaking Union, AGBIS and the Council of University College London. She has been an ECP Governor since 2008 and is Chairman of the Education Committee.

### **Katie Schoultz**

International lawyer, real estate specialist, sustainability champion, strategy fanatic and women's advocate. Originally from the UK, Katie has lived and worked in Prague as a lawyer since 2001. Before moving to the Czech Republic, she graduated from Oxford University with a BA in Jurisprudence, trained as a lawyer in London, qualifying as an English Solicitor, then moved for 2 years to New York, and qualified as a New York State Bar Attorney. After a short stint at the Office of the High Commissioner for Human Rights at the United Nations in Manhattan, as an administrative volunteer and speech writer, she moved to Prague where she lives with her two children.

Katie has been Group General Counsel for P3 Logistic Parks since January 2015, adding the role of Sustainability Officer in 2017, responsible for shaping and implementing P3's sustainability strategy and culture. She joined the ECP Board of Governors in 2016 and is a member of the Finance Committee.



**Co-opted member of the Education Committee - Mgr. Johana Heřmánková**

Teacher of the History and Theory of Literature at Konzervatoř a vyšší odborná škola Jaroslava Ježka and Research and Educational Programmes Manager (literature) at the Institut pro studium literatury ops. Formerly PhD Admissions and Development Coordinator and Founder and Manager of Projects in Applied Economics for Talented Students at CERGE-EI (Centre for Economic Research and Graduate Studies); teacher of Philosophy at the Lauderovy školy v Praze.





## Headmaster & Registrar

Dr	Nigel	Brown	Headmaster; Thinking Science
Ms	Barbora	Němečková	Registrar, e-mail: admissions@englishcollege.cz

## Teaching Staff

Mr	Adrian	Anet	Spanish
Dr	Harprit	Athwal	Head of Chemistry; Science
Ms.	Anastasia	Avdějeva	Russian
Mr	Samuel	Bale	Physics, Science
Ms	Caroline	Baxter	Head of Learning Support
Mr	Laurence	Baxter	Deputy Head Pastoral & Wellbeing; Designated Safeguarding Lead; History, TOK
Mrs	Anna	Beard	English; English Support
Ms	Katalin	Biró	Biology, Chemistry, Science
Mr	Glenn	Bleaks	Senior Tutor - Head of Aqua House; Head of French & Exchange Co-ordinator; TOK
Ms	Veronika	Bucharová	Czech
Ms	Terri	Collier	Head of Humanities; Head of Psychology; Upper School & TOK Support
Mr	Gary	Cossins	English
Ms	Ann	Daly	Head of Geography; Extended Essay Coordinator; History
Mr	Stephen	Elder	Head of English
Mr	Tony	Emmerson	Senior Deputy Head; Deputy Designated Safeguarding Lead; Acting Head of Ventus House; Applied Technology, Chemistry
Mr	James	Foster	German, Spanish
Mr	Vladimír	Gavriněv	Head of Sport; PE
Mrs	Dana	Gavriněvová	PE
Mr	David	Gwilt	English
Mrs	Marie	Gwiltová	Czech
Mrs	Eliška	Hatinová	Head of Music
Mr	Nicholas	Hill	Head of Careers and Upper School Tutor Coordinator; Head of History, Czech Humanities
Mr	Stephen	Hudson	IBDP Coordinator; Head of Philosophy
Ms	Helen	Hulová	Senior Tutor – Head of Terra House; Head of PSME; Mathematics, TOK
Mr	Daniel	Ibbitson	Head of Computer Science, E-learning Co-ordinator, Teacher Training & Support
Mr	Matthew	Jarvis	Mathematics, Computer Science
Mrs	Jaime	Kister	English
Ms	Jean	Kerr	Head of Science; Biology, Science

Ms	Beathe	Linde	Cultural Studies, Drama
Ms	Katy	MacLeod	Head of the Arts Faculty; Director of External Arts Events; Teacher of Art
Mr	Kilian	McGrath	Science
Mr	Marco	McKee	English
Mrs	Markéta	Mašovská	Czech Humanities, School Office Manager & Marketing Support
Mr	Craig	Mayall	Science
Mrs	Daniela	Ogden	Czech, French
Mr	Mark	Paterson	CAS Co-ordinator; Geography, Environmental Systems & Societies
Ms	Dana	Peerless	Czech
Mrs	Tamara	Penn	Mathematics
Mr	Elioth	Prieto	Spanish
Mr	Gareth	Pugh	Head of Modern Foreign Languages; German, French
Mrs	Emily	Rankin	Deputy Head Upper School / Teaching & Learning; English
Ms	Gail	Reardon	Timetable Co-ordinator; Head of Mathematics
Mrs	Kayti	Selbie	Teacher Librarian; English
Mr	Harry	Straughan	Head of Physics; Teacher i/c The Duke of Edinburgh's International Award
Dr	Josef	Švéda	Head of Czech
Mrs	Alena	Švejdová	Deputy Head Co-Curriculum; MPP Manager; Czech, Czech Humanities
Mr	Francesco	Tognini	Mathematics
Dr	Gaelle	Vassogne	History, English
Ms	Alison	Vella	Head of Business Studies; Geography
Mr	David	Wyllyams	Senior Tutor - Head of Ignis House; Head of Economics, History
Dr	Diana	Young	History, TOK





## Important Dates for the Academic Year 2022/2023

### OPEN DAYS:

• Open Days: 23 November 2021 • 13 January 2022 • 9 February 2022

### AUTUMN 2022

Start of term	Thursday 1 September
Half-term	Monday 24 October – Friday 28 October
Student holiday/Staff training	Friday 18 November
End of term	Friday 16 December

### SPRING 2023

Start of term	Thursday 5 January
School reports	Tuesday 31 January
Czech schools' holiday/Staff training	Friday 3 February
Half-term	Monday 13 – Friday 17 February
End of term	Friday 31 March

### SUMMER 2023

Start of term	Monday 17 April
Student holiday/Staff training	Friday 2 June
End of term and school reports	Friday 30 June

**Public holidays:** 28 September, 28 October, 17 November, 24-26 December, 1 January, 7 April (Good Friday), 10 April (Easter Monday), 1 May, 8 May, 5-6 July

**From 1 September 2022 to 31 August 2023, the school will be formally closed on the following inclusive dates:**

- 23 December to 1 January
- 6 to 7 April
- 24 July to 4 August
- as well as the usual Czech public holidays

## Daily Routine

Registration	08.10 – 08.30
Period 1	08.30 – 09.15
Period 2	09.15 – 10.00
<b>Morning Break</b>	<b>10.00 – 10.20</b>
Period 3	10.20 – 11.05
Period 4	11.05 – 11.50
<b>Lunch</b>	<b>11.50 – 12.45</b>
Period 5	12.45 – 13.30
Period 6	13.30 – 14.15
<b>Afternoon Break</b>	<b>14.15 – 14.25</b>
Period 7	14.25 – 15.10
Period 8	15.10 – 15.55



Extra-curricular activities take place during lunch breaks, after school or at other times by arrangement.

The College is officially open between 7.30am and 4.30pm Monday to Friday during term times. We cannot take responsibility for students on or around the premises before or after these times. Students should not be in the school building before 7.30am and after 4.30pm unless they have made a specific arrangement with a teacher.



## Academic Programme

The College offers a unified curricular programme for all students in their first four years of study, which both prepares them to study for the IB Diploma and also covers the Czech national curriculum. All subjects are taught in English, apart from Czech and Modern Languages, which are taught in the target language. In Years 5 and 6 all students study for the International Baccalaureate Diploma. In addition, we also prepare those on the IB & Maturita Programme for the Czech Maturita, which is taught alongside the IB Diploma. The IB Diploma allows students who wish to take the Maturita to be exempt from all other Maturita examinations except those in Czech Language and Literature.

It is an important principle of our academic programmes that students are rewarded for positive achievement – what they know, understand and can do – rather than being penalised for an accumulation of errors. As well as testing whether students can recall information and present it in an orderly manner, the curriculum encourages:

- The development of English literacy and practical skills
- An investigative and creative approach
- The use of initiative and logic to solve problems
- The application of skills, knowledge and understanding rather than rote learning
- Digital literacy and the effective use of ICT



## Lower School (Years 1 - 2, students aged 13 - 15)

### UK & Czech Equivalent Years 8 & 9

The aim of Year 1 is to allow students to make rapid progress in English and also to become acquainted with a practical and reflective approach to learning. Students follow a broad curriculum of English, Czech, Mathematics, General Science (Physics, Chemistry and Biology), History, Geography, Computer Science, French, German or Spanish, Art, Music, Drama, Physical Education (PE) and Personal, Social and Moral Education (PSME). A large number of lessons are devoted to English Language preparation. Students can study Czech either as a first or second language. In Year 2 students continue the broad curriculum of Year 1 and prepare for the increasing demands of Years 3 to 6. In both Years 1 and 2 there is a high level of embedded Information and Communication Technology (ICT) content, and it is expected that all pupils are able to bring a laptop into school when requested.







## Pre-IB Programme (Years 3 - 4, students aged 15 - 17)

### UK Equivalent Years 10 & 11; 1st and 2nd year of grammar schools

All current Year 3 and 4 students will follow our two-year pre-IB course, at the end of which they will sit internal or external examinations in a wide range of subjects. These are academic courses and involve both factual learning and the development of the skills needed to be successful in further studies and life beyond school. They form an excellent and rigorous preparation for the IB Diploma programme.

The structure and assessment of the Pre-IB course reflects that IB Diploma, and has been designed by our teachers to aid the transition from Year 4 to Year 5.

At the end of Year 4 all students will be expected to take external examinations in English (IGCSE or Cambridge English), Mathematics (IGCSE) and a Modern Foreign Language (Common European Framework). For those taking Theatre there is also the option of taking the LAMDA (London Academy of Music and Dramatic Art) exam. All other subjects will be assessed by a combination of continual assessment and end-of-year exams set by ECP.

#### All students are required to study the following subjects:

- English Language & Literature
- Czech
- one of either French, German or Spanish
- Changing Times and Changing World (Humanities)
- Biology, Chemistry and Physics
- Mathematics
- Physical Education\* and PSME\*

\*These subjects are continually assessed, with no final examination.

#### Students will then choose to take one of the following subjects:

- Art
- Theatre
- Computer Science
- Business Studies
- or an extra Language qualification (usually Spanish or Russian).

Students who do not choose to take either Art or Drama must also take one extra lesson of Cultural Studies.

The curriculum in Years 3 and 4 is demanding and will certainly stretch students academically. They will need to work hard throughout the two years, avoid being absent and keep up-to-date with their work. There is a high level of embedded Information and Communication Technology (ICT) content, and it is expected that all pupils are able to bring a laptop into school when requested.



## IB Programme (Years 5 - 6, students aged 16 - 19)

UK & Equivalent Years 12 & 13, 3rd and 4th year of Czech grammar schools

### “A School offering both the IB and Maturita”

The English College is unusual in Prague in that we also prepare students for the Czech State Maturita examination alongside the IB Diploma; this allows those students who take this option the choice of universities in the Czech Republic as well as across the globe. Increasingly we are seeing our students study in a broader range of locations and our key priority is to enable our students to compete successfully for places at the top universities in the world.

### The International Baccalaureate (IB)

Students follow a course of study that leads to the International Baccalaureate (IB) Diploma Programme qualification. The IB Programme is designed to 'develop enquiring, knowledgeable and caring young people, who will help to create a better and more peaceful world through intercultural understanding and respect.' It is a prestigious, demanding two-year programme with end-of-course examinations designed for highly motivated students. We are following the IBO's General Regulations for the IB Diploma Programme. The document is also available in the School Policies section on the ECP website.

For students whose native language is not Czech, English or Chinese, we can offer the possibility of studying their native language as 'self-taught'; this can be only taken at Standard Level and requires independent work on the part of the student. The ECP will assist with coordinating and supervising the student's work. If you are interested in this possibility, please contact the IB Coordinator.

### About the IB philosophy and structure

The IB Diploma Programme was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision. They believed that students should share an academic experience that would emphasise critical thinking, intercultural understanding and exposure to a variety of points of view.

To be eligible for the award of the IB Diploma all candidates must:

- Study six subjects, one subject from each of the below mentioned groups
- Study three of these six subjects at Higher Level and three at Standard Level
- Submit an Extended Essay of up to 4000 words in one of the subjects of the IB curriculum
- Complete the Theory of Knowledge course
- Complete the Creativity-Action-Service programme

**Group 1: Language A (native language):** The IB & Maturita Programme students study Czech. For other students the Language A is English or their own mother tongue (for which the College supports students doing the SL self-taught route). The course is literature-based and includes selections from world literature.

**Group 2: Language B (second or foreign language):** English B, French B, German B or Spanish B. We sometimes also offer Russian B (subject to demand and teacher availability) and an ab initio language for pupils who have not studied a language before, or whose current level of ability is not high enough to access the Language B curriculum. The courses in Language B are practical and language-based. Alternatively, students may study a second Language A and earn a bilingual IB Diploma. Students who already have the ability to communicate confidently and proficiently at a native or near-native level cannot choose Language B in that language. This is not in the spirit of the course and a breach of IB regulations.

**Group 3:** Individuals and Societies: Economics, Geography, History, Environmental Systems, Philosophy or Psychology.

**Group 4: Experimental Sciences:** Biology, Chemistry, Environmental Systems, Physics or Computer Science.

**Group 5: Mathematics:** Mathematics Analysis HL and SL, Mathematics Applications SL.

**Group 6: Arts:** Theatre or Visual Arts or a second subject from groups 1 to 4.

Please note that not all courses run every year. In particular if fewer than 4 students choose a course then the College may not run it that year.

**The Extended Essay:** This is a 4,000 word essay. Each student has the opportunity to investigate a topic of special interest. The essay requirements acquaint students with the kind of independent research and writing skills expected by universities. It should be written in one of the 6 IB subjects being studied by a student.

**Theory of Knowledge (ToK):** The course researches the issue 'How we learn', challenging students to question the basis of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument. It aims to develop intellectual honesty in making knowledge claims.

**Creativity-Action-Service (CAS):** The IB Programme's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS component encourages students to share their energy, enthusiasm and special talents with others. Students may, for example, participate in theatre or musical productions, sport activities, community service and charity activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

### Grading and Access to Higher Education

The IB Programme has earned a reputation for rigorous assessment and gives access to universities worldwide. The grading system is criterion-referenced, which means that each student's performance is measured against well-defined levels of achievement. IB points (grades) range from 1 point (minimum) to 7 points (maximum) at both Standard and Higher Level. The award of the Diploma requires at least 24 points and the successful completion of the Theory of Knowledge course, the Extended Essay and CAS. Our results are consistently above the IB World Average.

We have developed the Annex section of our campus into an International Baccalaureate Centre where students can find support for their academic courses and preparation for university and careers. Predominantly IB classes take place in the Centre and our experienced Upper School Team's office is also located there.





## Czech Maturita

Students can additionally opt for a Maturita route, which requires the study of Czech Language and Literature as well as English and another Modern Foreign Language; this path leads to qualifications in both the IB and Czech Maturita.

Students at the English College may study for the Maturita as part of their IB studies; the qualification is awarded if a student a) passes the IB Diploma, b) achieves a passing grade in all their subjects at the end of Year 6 and c) passes the Maturita examinations in Czech Language and Literature.

There are some restrictions on subject choice for IB students, although there are arrangements the school can make to meet most choices. Those taking the Maturita should study Czech at Higher or Standard Level for IB.

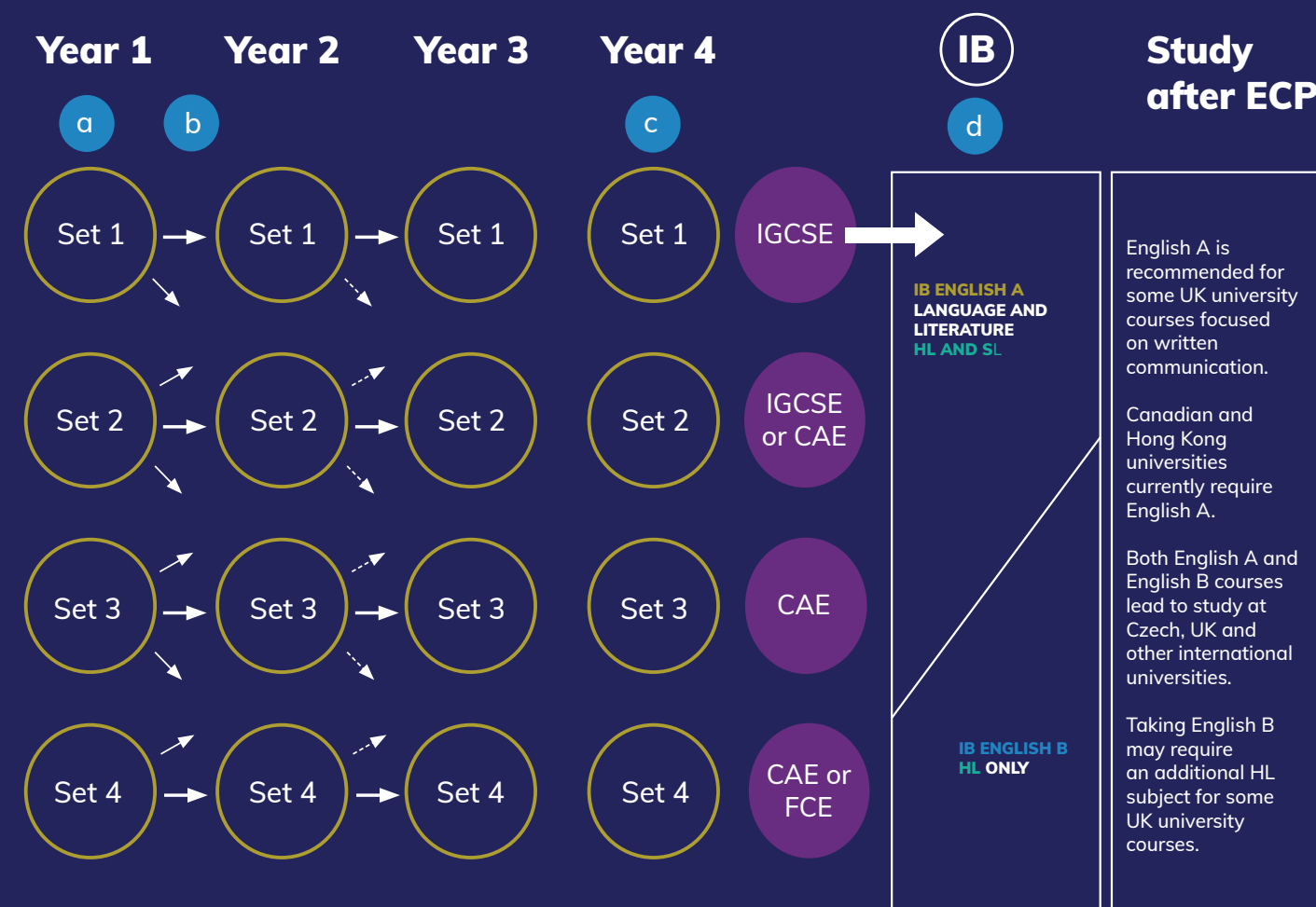
Maturita students who achieve the B1 qualification in a Modern Foreign Language, which they study at ECP (French, German or Spanish) before Year 5 do not need to take a third language (in addition to Czech and English) in Years 5 and 6 unless it is one of their IB choices. All other students must either choose the third language as an IB option, or attend non-IB language classes until they achieve the B1 qualification.

The Maturita examination in Czech Language and Literature is currently taken by ECP students in April and May of Year 5 (the written parts) and May of Year 6 (the oral part).

## The Provision of English

English lessons in all years are tailored to fit the needs of our students' wide range of prior learning in English: both fluent first language speakers and those who started learning English later in life are catered for. In addition, all students are trained to develop their skills in the appreciation and analysis of literary and non-literary texts. As we recognise that many of our students are not native speakers and have ambitions to study and work in the English-speaking world, their courses specifically target English language acquisition needs and development from Year 1. In addition, we aim to identify students who need additional English language support. The Head of English as well as the Head of Learning Support are always involved in this process. All of our courses, whether for first or second language learners, ensure that students study language structures, develop literacy skills and can analyse and enjoy literature at an appropriate level.

# ECP Pathways Through English



## Pathways Through English:

### a) Entrance, Setting & Courses

- Before joining ECP, students sit an English placement test and are set according to their current level of English.
- All pathways for students starting in Year 1, lead to the possibility of studying English A at IB. Each set studies literacy and language skills, literature and textual analysis as well as language input (grammar and vocabulary) appropriate to their level of English.

### b) Changing classes

- Students can be moved to a different set at any time in the school year after the class teacher, in consultation with colleagues, has fully assessed their ability across all language skills and has evaluated their learning needs.

### c) Y4 External Exams

- In Year 4 all students have the opportunity to sit external English exams.
  - 4-1 sit IGCSE English First Language.
  - 4-2 sit either IGCSE or CAE (Cambridge Advanced English)
  - 4-3 sit CAE
  - 4-4 sit either CAE or FCE
- IGCSE is the international equivalent of the English 1st language exam that school students take in England and Wales at the age of 16. Cambridge CAE tests students to C1 and C2 levels on the Common European Framework for Languages (CEFR). An A grade at FCE is equivalent to a pass at CAE.

### d) Entry to IB

- IB English A courses are English first language and focus on textual analysis
- IB English B is a second language course and focuses on developing language knowledge and skills.
- Students can not take IB English B after sitting IGCSE English 1st Language. They must continue to IB English A
- Students usually need C1 level (FCE grade A or CAE pass) to continue to English A
- For students who are planning to study a technical subject at university, IB English B may be an appropriate option for IB.



## International Baccalaureate Results 2021

All ECP students are entered for the full IB Diploma, consisting of six subjects, the Extended Essay, Theory of Knowledge, and Creativity, Activity & Service.

### International Baccalaureate (IB)

	Over a 5-year period	Result for 2021
ECP average score	33.65	36
World average score	30.7	33
ECP highest score (Maximum = 45)	44	44
Number of ECP students taking the Diploma	71 (average)	72
Number of ECP candidates achieving the Diploma	69 (average)	71
% of ECP students achieving the Diploma	98 %	99 %
World % of candidates passing Diploma	80 %	89 %
Number of ECP students with 38 points or more	16 (yearly average)	26
% of ECP candidates with 38 points or more	24 %	36 %

Maximum score: 45 points

Pass mark: 24 points

A small number of external examinations are taken at the end of Year 4, but a large majority of the examinations taken at this point are internal and marked using ECP's own grading criteria.



## The unique nature of teaching and learning at ECP

Teachers at the English College create opportunities for students to not only acquire content knowledge but also to rigorously evaluate it and explore context and multiple perspectives. Learning is an engaging, collaborative process that takes place inside and outside the classroom and encourages risk-taking and critical thinking, as outlined in our school-wide ECP Lesson Attributes:

- **Engagement & Challenge** - Teaching engages and challenges students to adopt aspirational and ethical attitudes
- **Making Connections** - Review of and making connections with prior learning and the wider world
- **Curiosity** - Asking questions that inspire inquiry and reveal the level of student understanding
- **Guided Learning** - New material is presented in small steps, with modelling and guided student practice
- **Language & Literacy** - Teaching is explicitly aware of EAL context and provides for rich practise of the different modes of literacy

Students aren't our only learners; ECP staff visit each others' lessons in order to disseminate best practice, and they investigate evidence-based ways of teaching, supporting and assessing students. We have a rich culture of educational research and reflection, outlined in a long-term Teaching and Learning Strategy that aims to celebrate, support and enhance the pedagogy at ECP.

### Academic Support

All students at ECP take brief, online skills assessments provided by Cambridge Assessment. Our Tutors use this information, alongside entrance exam results, previous academic performance, guidance from subject teachers and their own professional judgement, to form a broad minimum expectation of their tutees' academic progress. We track attainment against this baseline, intervening where students appear to be performing below expectations. This is a holistic system, considering both academic and pastoral factors, and placing the students' individual needs at the heart of the process as we seek to help each student fulfil their academic potential.



## The Learning Support Department

The Learning Support Department is designed to work not only with students with Specific Learning Difficulties, but it also offers general learning support to all students at the English College. The Head of Learning Support works closely with all staff and parents to identify and assist such students. Support can be individual, group or in-class, either on a regular or occasional basis. The aim of the Learning Support Department is to create a level playing field for all students, allowing them to achieve their full potential regardless of their difficulties.

## Pastoral Care

The emphasis on pastoral care is fundamental to the life of the College. We aim to provide a friendly environment, in which students are cared for as individuals in an atmosphere of mutual respect and understanding between teachers and students. For students to succeed academically and to develop their full potential, it is important that they develop strong self-esteem and are encouraged to set and meet their own high standards of achievement and behaviour.

Students are divided into four Houses – Aqua, Ventus, Terra and Ignis. Each of them is a small community and together they create the whole school community.

Every student has a personal tutor, who is a member of a team of tutors under the guidance of a Senior Tutor, who reports directly to the Deputy Head (Pastoral). The tutor's role is to support each student's personal development, encouraging them to make the best use of their time and talents, to examine moral issues, to have confidence in their own ideas and opinions, to learn to work effectively with others, and to develop the maturity and judgement to overcome personal problems and manage difficult situations. The Headmaster has an open-door policy and takes a personal interest in every student.

## Aims of the Pastoral Programme:

1. To prioritise the wellbeing of our students.
2. To deliver individual care and support in an atmosphere of high attendance, mutual understanding and respect.
3. To create an environment where freedom is always linked with the sense of responsibility, an environment where creativity is the bridge between different cultures, an environment where older students feel responsibility for younger students, a caring environment that ensures that problems can be identified at an early stage.
4. To ensure that high academic and attendance standards are met and students achieve their full potential.
5. To provide a Tutor Time programme based on a range of foci that aims to ensure that all cultures and nationalities are understood and respected equally in the College community.
6. To listen and learn from students, both inside and outside the classroom.
7. To provide tactful, fair, kind, supportive and consistent pastoral care in order to encourage and help the student to enjoy and make use of all his/her virtues and talents.
8. To help young people choose the right way to develop their characters, make ethical decisions and find their place in society.
9. To make sure that students are aware of people in need in society.
10. To help students manage difficult life situations and overcome difficult personal problems.
11. To work closely with parents and families, help them to deal with any problems their child faces and, if necessary, liaise between parents and students and teachers and students.





# The :more Programme



:more  
programme

The **:more** programme represents a variety of activities promoting students' overall development and developing broader understanding. The **:more** programme naturally reinforces life-long education and supports the school community as most of the activities involve students of the same year group or across the year groups.

The :more programme therefore connects pastoral care and the academic programme and it also embeds the IB Learner Profile. The value of 'experience' as a learning tool has been more and more acknowledged in many educational documents. The :more programme puts experience at the centre of learning by providing challenges and opportunities. It encourages students to explore more, to create more, to help more, to live more in the present, simply to experience more in life. Students then learn from their own mistakes, from specific true life situations. Students are also naturally using their academic knowledge in real life situations and meanwhile learn more about specific areas through the activities rather than just in the classroom.

We believe that every child has a variety of talents and the obligation of the school is to help with discovering and developing them. Success in any area helps a young person to establish self-confidence and self-esteem. Nowadays universities increasingly pay attention to the extra-curricular activities of the applicants. The College is therefore not merely an academic factory but it must pay attention to the development of all the talents and skills of our students: physical, emotional, creative and social. It is no surprise then that tutors, in their holistic comments at the end of the school year, write about to what extent a student has developed as a whole person.

The **:more** programme also prepares students for the IB Programme's CAS element - students who want to get the IB Diploma must prove that they are active, that they help people in need and are capable of creative thinking and work. Through a special Pre-CAS programme, students in Years 1-4 develop habits that are required in the IB Programme.

To understand the **:more** programme better, we have created the :more tree - a symbol that shows how the activities are connected and what they lead to. For more information, explore the :more tree on the website.

Here are just some examples of **:more** programme activities: Extra-Curricular Activities and Societies, Caritas, Trips, Prague Programme, House Competitions, DofE, Theme of the Year, Lectures Programme, Debates, Cultural Olympiad, Festival of the Arts and **:more**...

## Student Leadership

Student leadership takes many forms, from organising ECAs to taking on specific responsibilities in their house (sporting/cultural etc) but perhaps one of the most important leadership activities is the Student Council where students learn how to become active partners with the school management and how to organise different events and projects representing the student body of the school. Very popular is the election of the new President of the Student Council each September - it is important, not only for the candidates, who have to prepare presentations and campaigns, but also for other students who learn how to choose the best candidate.

## Mentoring Programme

We have a mentoring programme for students in Year 1. Selected students from Year 6 take care of small groups of Year 1 students and meet with them each month to support them in the first stage of their studies at ECP. Year 1 students then also join Year 6 students at their Graduation Ball where they are formally welcomed into the ECP community.

## Experience Books and CAS records

An important part of the :more programme is reflection. The :more programme activities and outside school activities are recorded in the student's Experience Book (students in Years 1-2) or in the CAS blogs (Year 1-4). Students write their reflections of them - a summary of what they have learnt. Although writing reflections is challenging, students start to realise that through meaningful reflection the experience becomes stronger and they can learn more from it. The Experience Books are also a nice memory book that students will value later in life. Tutors check Experience Books and CAS records regularly and help students to reflect sensibly and encourage them to ask good questions about everything they go through in their lives. Students can also use other ways to record their reflections, such as videos or any form of art.



:more



## The Library and Reading Room

The newly refurbished Lord Holme Library is an exceptional space where staff and students can access information, read for pleasure or work in a peaceful environment. It is one of the best English language libraries in Prague, housing over 10,000 books, thousands of textbooks, a range of magazines and a photocopier. There are 10 computers available for students to use during the day and 10 laptops which students may borrow for use in lessons. In addition, the library has a large reading room which students can use throughout the day, and after school, for quiet reading or private study.

The library catalogue, Destiny, is available 24/7 giving access to over 200 e-books as well as a range of subscription databases such as JSTOR, Infobase, Britannica Schools and The Day as well as providing links to other free online resources.

The Library staff are available before and after school and throughout the day to help students find appropriate resources, books to read or to support students with information searching or referencing.





## University Destinations 2021

**98%**  
of students got to  
their first-choice  
university

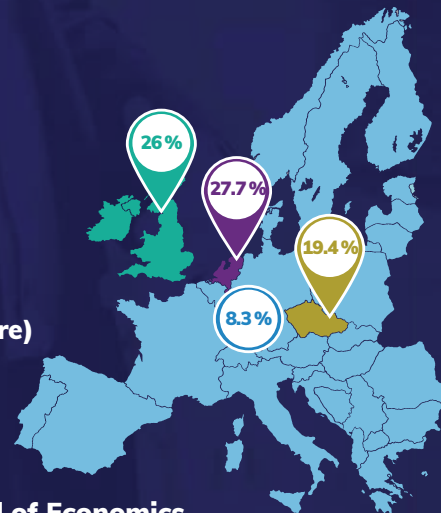
When they leave the English College, most students expect to go on to college or university in the UK, the Czech Republic, the USA or elsewhere in the world. Experienced teachers advise students on their choice of university and courses of study and help them with their applications. Students are encouraged to research the opportunities available to them and to gain work experience that will assist them with their applications. Students are taught to evaluate their personal strengths and match them to career and study aspirations. They construct a personal curriculum vitae and make a provisional career and study/training plan, which will form the basis for future university applications.

Every year our students receive offers from the most prestigious universities in the world, from Oxford and Cambridge to the US Ivy League Universities such as the University of Pennsylvania. Twelve ECP students have received offers from Oxford and Cambridge universities in the past seven years, and most students who go on to the UK study at the UK Russell Group universities, such as LSE, York, Manchester, Bristol, UCL and Imperial College. In addition, many of our students opt for diverse locations such as Hong Kong, South Korea, the Netherlands, France, Sweden, Switzerland or Austria.

Of our 72 students who left school in the summer of 2021, 66 were awarded places at their first choice university including King's College London, University College London, Warwick University, the University of Amsterdam, the University of British Columbia, NYU and Charles University amongst others. A further five will be attending other prestigious universities throughout the world, with the remainder taking a gap year.

## University Destinations 2021

26 %	UK
19.4 %	Czech
27.7 %	Dutch
8.3 %	Rest of Europe (Germany, Belgium, Italy, Sweden and Spain)
8.3 %	USA/Canada
0 %	Asia (Hong Kong, China, South Korea and Singapore)
8.3 %	Australia or Gap Year



### University places in the last five years UK Universities (Russell Group Universities in bold)

Bath (3 students)  
**Birmingham (4 students)**  
Brighton  
**Bristol (2 students)**  
CASS Business School, London  
**Cambridge (2 students)**  
**Cardiff (2 students)**  
**Durham (5 students)**  
**Edinburgh (2 students)**  
**Exeter (9 students)**  
Goldsmiths  
Greenwich  
**King's College London (8 students)**  
Kingston  
Keele  
Kent  
Lancaster  
Leeds Beckett

**London School of Economics**  
Loughborough  
**Manchester (4 students)**  
Northumbria  
**Oxford (3 students)**  
**Queen Mary London (4 students)**  
Royal Holloway  
**Southampton (3 students)**  
St Andrews (3 students)  
Stirling (3 students)  
Sussex (2 students)  
Swansea  
University of Arts London (4 students)  
**UCL (13 students)**  
University of West London (2 students)  
**Warwick (5 students)**  
Westminster (3 students)  
**York**

## Czech Universities

Charles University (23 students,  
12 of whom read Medicine)  
ČVUT (8 students)  
VŠE (7 Students)  
Anglo-American University, Prague  
(5 Students)  
University of New York in Prague  
(5 Students)  
Prague College (2 Students)  
CEVRO Institute, Prague  
Jihočeská Univerzita  
v Českých Budějovicích

## Other European Universities

Sciences Po, Paris, France  
IE University, Madrid, Spain  
Complutense University of Madrid, Spain  
Les Roches, Switzerland (4 Students)  
Poznan University, Poland  
Uppsala University, Sweden  
Webster, Vienna, Austria  
Accademia del Lusso, Italy  
Bocconi, Italy  
BIMM (Berlin), Germany  
Frankfurt School of Finance, Germany  
KU Leuven, Belgium  
ESCP Business School (2 Students)  
Trinity College, Dublin  
TU Munich (2 Students)

In order to help our students decide which university to apply to, we run a number of university and careers events throughout the year. This includes hosting universities from all over the world as well as holding larger events such as a Dutch University fair. We also bring in speakers from a variety of different careers, often ECP alumni, to give students a taste of what different sorts of careers are available to them. We are a community that learns from each other and many of our recent students often come back to offer additional advice to our current students.

## Work Experience

For several years, we have run a competitive work experience scheme, where a number of our students spend time in a working environment in Prague or in London. Previous students have experienced the world of work in places as diverse as the House of Commons, Chatham House, the Orange Tree Theatre, a GP's surgery, and legal and investment firms in London, and blue chip companies such as Deloitte and local NGOs in Prague. All this puts our students in the best possible position to achieve a fulfilling career in the future.

This should have been the 15th year of our London Work Experience Programme, run by the English College Foundation, the charity that set up and still supports the English College in Prague. Until the intervention of Covid-19, it has given Year 6 students the opportunity to spend October half-term in London, on a placement in a field in which they are considering making a career. We are very grateful to our Founder Governor, Ann Lewis, who coordinates the programme and to all our supporters in the UK who provide the placements and accommodation and we hope it will be possible for it to take place again next year.

In addition, we have commenced our first series of Parental Work Experience Placements whereby parents of current ECP students offer work placements for current students. We are grateful for the parents' support, and we fully expect this to further supplement our existing work experience programme in the years to come.

## Dutch Universities

Amsterdam (18 Students)  
Groningen (6 Students)  
Leiden (3 Students)  
NHL Stenden (3 Students)  
Lund University  
Maastricht (2 Students)  
TU Delft (2 Students)

## Rest of the World

UPENN (University of Pennsylvania), USA  
UCLA, California, USA  
UCF, Florida, USA (2 Students)  
Chapman University, California, USA  
Boston University, USA  
NYU (2 Students), USA  
Memorial University of Newfoundland, Canada  
Simon Fraser University, Canada  
University of British Columbia, Canada  
(2 Students)  
UIC Yonsei University, South Korea  
University of Melbourne, Australia  
University of Queensland, Australia  
University of Sydney, Australia  
University of Nottingham in Ningbo, China



## ECP Graduates

All ECP students automatically become members of the ECP Network (ECPN) when they leave school. Our graduates regularly visit the College to advise current students on universities and careers, sharing their experience and offering practical advice, helping to guide the next generation as they enter their adult lives. Here, some of them talk about what the English College means to them.

### Tomáš Pospíšil (IB 1999) *Diplomat*



If I think about how the English College has helped me, I would say primarily with my English skills and then that teaching me the ability to think critically and to consider the arguments both for and against have been equally important for my work. I learned the meaning of the words biased, unbiased and prejudice. I hardly understood the idea behind them, even in Czech, because the concept of biased news, biased analysis or an unbiased opinion was very new to many in Czech society in the early 1990s. Neither shall I forget that it provided a positive, multicultural environment and so I was keen to pursue an international career and I have had no problems adapting in any of the countries I have lived in so far, including my present posting as Deputy Head of Mission - Head of political, press and information section - EU Delegation to Uruguay.

### Filip Kielar (IB 1999) *University Lecturer*

My name is Filip Kielar and I am a 1999 ECP graduate, currently working as a lecturer and researcher at Naresuan University in Thailand. Since getting my IB Diploma at the ECP, I have studied and worked in the Czech Republic, Netherlands, UK, Italy, USA, and Thailand. I am certain that studying at the ECP was instrumental in preparing me for this global lifestyle, both by providing me with invaluable language skills and also an open minded approach to the world. I especially appreciated the possibility of selecting subjects for IB according to my interests - Natural Sciences. In fact, it was through fulfilling one of the IB criteria, namely the Extended Essay, that I was propelled towards my future career in Chemistry. The ECP and my Chemistry teacher at the time arranged for me to undertake research at the Institute of Chemical Technology in Prague, where I would later study. In addition, my interest in the sciences was further cemented when I was given the opportunity to represent the ECP at the London International Youth Science Forum in July 1998.



### Jan Barta (IB 2004) *Entrepreneur*



I am currently an entrepreneur and investor mostly focused on the internet sector with projects such as ePojisteni.cz, the largest online car insurance comparison website in the Czech Republic, and various others such as Tarifomat.cz, SlevyDnes.cz, Favi.cz and JenPrace.cz. I graduated from the English College in Prague in 2004. The ECP was an absolutely fantastic experience and a jumping block for my future career. It helped me develop vital skills I prize very highly (even more than the academic experience), such as staying constantly curious, the ability to reason and solve problems, and being able to give something back.

### Kateřina Kantová (IB 1999) *Psychologist*

My name is Kateřina Kantová, a former student at the ECP and today, a psychologist. Without doubt, I would repeat my ECP studies over again; the College was a very inspiring and open-minded environment, with a variety of perspectives and possibilities for study. I chose to be a psychologist because I loved my IB Psychology course and teacher at the ECP and today, I still have a passion for my job. As a psychologist, I love working with people, have written and published two books, have my own office, work also as a sports psychologist and hold various workshops. I have many English speaking clients and without an English education, I know I would not be able to fulfill the language needs required to carry out therapy in English, which has opened up many new possibilities for me.



### Jakub Renner (IB 2003) *Conference Interpreter*

The English College taught me to view the world from a broader perspective. Thanks to the English College, English became my second native language, which was instrumental for my subsequent university studies and my career. For over ten years, I've worked as a conference interpreter for the European Parliament.

### Petr Fiman (IB 2004) *Risk Manager*

An ECP education was the most formative experience of my life. Over my six years at the school I met so many great people, became fluent in English and German and passed the IB with 44 points, unlocking access to the most prestigious universities in the world. To this day, some 17 years after having left the school, all of my closest friends are from the ECP circle. I started my professional career at Deutsche Bank in 2007, on a graduate scheme in Credit Risk Management, later moving to Bank of America Merrill Lynch before returning to Prague to become Senior Risk Specialist with Ezpada s.r.o. I have two degrees from the London School of Economics, both with Distinction (one in Economics, one in Finance). Over the years, I have grown special ties to the ECP from the alumni angle too. I have served as a Director of the English College Foundation and joined the ECP Board of Governors in 2016. Wanting to 'give back' to the ECP has always been on my mind and I know there are many others among the ECP alumni who want to do the same or are already doing so.



### Jan Brunner (IB 1999) *Diplomat*



Whenever I attend the annual English College Foundation Garden Party at the residence of the Czech Ambassador in London, I realise what the English College in Prague means to me. There is a special bond between the students of the ECP that can not be explained with words. Whenever I meet someone who has his or her own history with the English College, there is immediately a mutual sympathy and understanding. I am not exaggerating when I say that the years at the ECP were the best of my life. I started my ECP journey as a shy student sitting at the back of the class and until returning to Prague recently, I served my country as the Deputy Ambassador of the Czech Republic in the United Kingdom. The English College in Prague gave me confidence in myself and taught me how to defend my arguments. I will always be grateful to the English College, not only for my professional success, but especially for the life-long friendships we made there.



# Admissions Procedure for the Academic Year 2022/2023

**Open Days:** 23 November 2021, 13 January 2022 and 9 February 2022 starting at 1.00pm at the school

## Entrance Examinations:

<b>1. Entrance Examinations to Y1 - 1st round</b>	
<b>1.1. CERMAT State Entrance Examinations</b>	19 and 20 April 2022
<b>1.2. Internal Entrance Examinations</b>	25 April 2022
<b>2. Entrance Examinations to Y1 - 2nd round</b>	2 May 2022
<b>3. Entrance Examinations to Y2</b>	27 April 2022
<b>4. Entrance Examinations to Y3</b>	26 April 2022
<b>5. Academic Interviews to Y4 and Y5</b>	at individually arranged times 21 March - 7 April 2022

Before being invited for entrance exams, **all candidates** will attend an **introductory interview** with the Headmaster. The interview forms an integral part of the admissions process, it is **in English** and takes about **30 minutes**. Exams will be set at the level appropriate for the year of entry. Samples of internal test papers as well as the exam requirements are available on the ECP website.

**Candidates for Y1 coming from Czech schools (ZŠ)** need to take a combination of **State Entrance Exams in Czech** and Maths provided by **CERMAT** and our internal exams in English and a diagnostic Non-Verbal Reasoning test. If your child is registered in a Czech school, you will also have to fill in an additional form - **the official application for CERMAT exams**. It will be provided by your current school and the submission deadline is **1 March 2022**.

**Information for the official application for CERMAT exams:**  
KKOV: 79-43-K/61  
Obor vzdělání: dvojjazyčné gymnázium  
IZO:108 001 369  
identifikátor školy: 600 006 140

**Candidates for Y1 coming from abroad** and from international schools and **candidates for Y2 and Y3** need to sit written **internal entrance exams** in English, Mathematics and Czech language (those who speak Czech) and a diagnostic Non-Verbal Reasoning test. Usually, all written exams take place at the school on the date specified above. However, we can occasionally arrange remote internal entrance exams for Candidates living and/or studying abroad.

**Candidates for Y4 and Y5** do not sit written entrance exams but they are invited for an **academic interview** led by the Deputy Head and two or three other teachers. The academic interview will partly focus on some of the subject specialisms that the student wishes to study at IB level. If necessary for the decision making process, the candidate might be asked to do an additional written assignment in their chosen first language for the IB (essay in English or in Czech).

<b>Barbora Neměčková</b>	<b>Registrar</b>	<b>admissions@englishcollege.cz</b>
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## Admissions Criteria

- During the interview, candidates need to show the Headmaster that they are proficient and fluent enough in English to be able to understand lessons taught in English. Additionally, the Headmaster is looking for candidates whose outlook is broadly aligned with the school's ethos. In practical terms, this means being both open and internationally-minded, as well as being personally self-motivated and willing to engage with the school and the wider community.
- Reports from candidates' previous schools need to show that their academic achievement, behaviour and attendance are satisfactory or better.
- Candidates applying for Years 1-3 need to reach a sufficient standard of achievement in the entrance examination papers to satisfy the College's academic requirements.
- Candidates applying for Years 4-5 need to convince the panelists that their level of English, understanding and thinking is sufficient for entry and that the candidates will be able to pass the IB Diploma Programme.

## Entry is possible at:

ECP Year	Equivalent of	Brief Description	Expected Intake for 2022*
<b>Year 1</b>	8th grade of Czech primary schools, Yr 8 UK	A full 6-year bilingual gymnázium programme.	44-46
<b>Year 2</b>	9th grade of Czech primary schools, Yr 9 UK		10-12
<b>Year 3</b>	1st year of Czech secondary schools, Yr 10 UK	Students will follow a two-year course, at the end of which they will sit a combination of internal and external examinations in a wide range of subjects.	12-15
<b>Year 4</b>	2nd year of Czech secondary schools, Yr 11 UK	Entry in Year 4 is relatively rare and is for students who would otherwise plan to join us in Year 5. Although they will arrive mid-way through a two-year programme, it will give them time to settle into the school (both academically and pastorally) before starting the challenging IB Diploma Programme.	3-6
<b>Year 5</b>	3rd year of Czech secondary schools, Yr 12 UK	The two-year IB Programme; a high level of academic English is required.	1-4

\*We aim to recruit primarily students of Czech origin, although happily recruit around a quarter from international backgrounds.





## Preparation for Entrance Exams:

Please note that the preparation courses that we provide are aimed at preparation for Y1 entry. All candidates for Y1, Y2 and Y3 can take our Aptitude test that will be held at the school and they can choose one of the two offered dates. For further details and registration, please contact the Registrar, Ms Němečková.

### English exam preparation course

Candidates from Czech schools who would like to sit the ECP Entrance exams but are perhaps feeling unsure about whether their English is strong enough to pass are offered a preparation course that will run once a week from January until March. It is expected that students choosing ECP and this course will all have a firm foundation in English, but may have experienced different approaches to English language teaching. Our aim is to consolidate their knowledge, revise English grammatical structures, practise reading & writing skills and build speaking confidence to make sure they have the appropriate skill set and confidence to pass our English entrance exam.

### Mathematics exam preparation course

The ECP Entrance exams reflect the demands of the UK National Curriculum for Mathematics and its belief that Mathematics is a creative and highly interconnected discipline. The course is designed to support candidates from Czech schools who have not experienced the English style of teaching Mathematics and may not be familiar with some of the mathematical language used. It is expected that students will have strong arithmetic skills and a firm foundation in English; the main objective is to give students some reassurance that their prior knowledge can be applied in a different context, rather than to specifically teach them any new mathematics. It should be noted that the entrance exams have both English and Czech language, so as not to disadvantage students who do not yet know all of the relevant terminology.

### Aptitude test

To help you make your final decision, the College provides an aptitude test before the actual entrance examination. The test will be held on **24 January** and **14 February 2022** from 9.00am and will consist of three short papers: English, Maths, Czech. This aptitude test is not an examination and is not obligatory, and no marks or grades will be published. It will, however, enable us to advise you on the suitability of your child for the College, in case you have any doubts about whether your child will succeed here. If you would like your child to sit the test, please let us know by **20 January 2022** at the latest. After the test, you may contact the Registrar, Ms Němečková, who will be able to give you information and advice about the entrance examinations. The invitation to the entrance exams and further details will be sent out in advance to all the registered students.



# Bursaries, Scholarships, Awards and Prizes at ECP

## Aims

The English College in Prague has as one of its aims, "to attract and retain those students best suited to the education we offer through selection, as far as possible, by academic ability rather than ability to pay." The College achieves this through bursaries, scholarships and other awards. The College aims to spend up to 7% of fee income on various forms of fee reduction. An additional 0.5% of total fee income for that year is available to the Headmaster to offer to applicants joining the school at other times of the year.

The application deadline for 2022/23 is **8 April 2022**.

## Bursaries

There are two types of bursary: ordinary bursaries and temporary hardship bursaries.

### Criteria for Ordinary Bursaries

Bursaries are offered at three levels - 10%, 30% or 50% - and are dependent on an assessment of family income as stated on the official application form to be submitted by a date published on the school's website each year. Assessments are made by the Registrar and Business Operations Manager, who then bring their recommendations to the Headmaster for approval.

A bursary is granted for one school year only and each year new applications must be submitted and are evaluated again based on the most recent attendance and effort grades and the latest family income statements. In April each subsequent year, parents of such students need to submit another official application form for the following school year.

### Temporary Hardship Bursaries Criteria

If parents find themselves facing unanticipated economic difficulties during the course of the school year, they can apply to the Headmaster for temporary financial support in meeting the continuing costs of their child's education.



## Scholarships

### Criteria for Scholarships

Each scholarship is awarded on a slightly different basis as described below. However, a prerequisite for all scholarships (except Academic Scholarships) is a demonstrable financial need in addition to the specific criteria laid out below. The assessment of financial need is conducted through the submission of the same official application forms used for bursaries. Academic scholarships are awarded independently of financial circumstances and therefore no financial details are required.

## Individual Scholarships Programmes

**There are five scholarship programmes. Holders of the first four scholarships need to fulfill certain community engagement obligations including the promotion of the scholarship programme, which most notably includes helping with the annual fundraising concert for the Václav Havel Scholarship.**

### ■ Prince of Wales Scholarship

The Prince of Wales Scholarship is awarded to a student who would not normally consider applying for a place at an independent school because of lack of funds. The ideal candidate will be an ambitious and talented individual of Czech descent. Such candidates need to pass through the normal entrance procedures, but also attend a selection panel comprised of: the Headmaster, Euan Edworthy (trustee of the Anglo-Czech Education Fund), Marcela Černochová (formerly the Managing Director of the British Chamber of Commerce) and Silke Horáková (Chairman of the Albatros Foundation).

### ■ Schwarzenberg Scholarship

The Schwarzenberg Scholarship will enable a Czech student to attend the final four years at the English College in Prague. The scholarship is aimed at attracting a student who might not ordinarily be able to attend the College were the scholarship not available. Suitability will be judged on the likelihood of the student's life chances and comparative academic success being significantly improved.

### ■ Jan Barta Scholarships

These scholarships are for the student's entire duration at the school and are paid 50% directly by the College and 50% by ECP graduate Mr Barta. If some of the personal challenges and restrictions you currently face could be lessened or removed, could you then see yourself as a future changemaker in the field of business, science and technology, civic organisations or politics? You can't afford to study at ECP, but you are bold enough to imagine yourself studying here? Do you believe our school could help you on your way to fulfilling your dreams or the dreams of others? Then apply for a Jan Barta Scholarship.



### How to apply\*

If you think your child would benefit from the sort of academic education offered by the English College in Prague. The requirements are:

- download the request for reduced tuition fee form from the website and submit the completed form to our Registrar, Barbora Němečková
- submit a motivational letter of approximately 400-800 words, written by your child in English, explaining why they would like to study at the English College in Prague
- submit your child's essay in English (400 to 800 words) about a project or an idea that they are passionate about (solution of a local or global problem, community project idea, a business idea etc.) accompanied with illustrations, pictures, videos or any other attachments if so desired (valid only for Jan Barta scholarships)
- pass the school's entrance exams in English, Czech, Maths and non-verbal skills
- attend a selection panel consisting of the Headmaster and three independent, external members

The entrance exams and interviews will be held shortly after the deadline for applications (8 April 2022).

\*Valid for Prince of Wales Scholarship, Schwarzenberg Scholarship and Jan Barta Scholarships.

## ■ Václav Havel Scholarship

A few months before his death in 2011, Václav Havel gave his blessing to the creation of the ECP Václav Havel Scholarship, a student-led initiative enabling a member of the Roma community to study at the ECP on a fully-funded scholarship.

## ■ Prague 9 Academic Scholarships

These scholarships are designed to help prospective students who are in state school education in Prague 9 to be able to study at ECP. The level of award is up to 50%, which will reflect academic potential and may take into account financial circumstances. The scholarships are usually for a duration of two years, although with sustained excellent academic performance they will usually be continued for a further two years. The Prague 9 Academic Scholarship is awarded at the same time that a place is offered at the school.

## ■ Academic Scholarships

These are currently offered to new students in the school. Generally, they are for one or two years and usually at a fee reduction of 25%.



## Other Prizes, Awards and Discounts

### Founders' Academic Prizes

The Founders' Academic Prizes are awarded each year to the three highest-achieving students in each year group on the basis of their performance throughout the previous academic year.

### Talent Awards

A small amount of money is available to students who show exceptional talent in a certain area. These are not scholarships, but students who receive these awards receive modest help to develop their talent with subsidised experiences or access to resources. The number of awards made each year varies, but there are usually three or four students in receipt of a Talent Award in the school at any one time. In return, students are required to contribute significantly to the cultural life of the College through school events, public occasions and by example. These awards are offered to existing students who show particular talent - there is no formal application process.

### Sibling Discounts

Sibling discounts are automatic and consist of a 10% discount on the second and any subsequent siblings' school fees.

### Ongoing Eligibility

All bursaries, scholarships, prizes, awards and sibling discounts at ECP are conditional on pupils achieving an attendance rate of 90% or above and ATL grades of A & B, unless exceptional circumstances apply. They are not dependent on ongoing academic performance, only effort and attitude.

Academic Scholarships, bursaries and sibling discounts (but excluding Barta, Prince of Wales, Schwarzenberg and Havel Scholarships) can be combined, but only to a maximum discount of 50%.





# Finance and Fees 2022/2023

By paying a refundable deposit of 40,000 CZK for the school fees, parents accept the financial and contractual terms of the ECP and confirm that they accept the place offered for their child. The deposit for school fees must be paid according to the deadline in the contract. If the payment is not made, the place is no longer reserved for their child and will be offered to another applicant. If the student does not take up his or her place, after being accepted, the deposit paid will not be returned. This deposit for the school fees will be deducted from the final term's fees.

The parents further undertake to pay a refundable deposit for books of 10,000 CZK. This deposit for books will be refunded at the end of the child's study at the College on condition that all liabilities towards the College are settled including returning all books and other borrowed equipment and materials.

The school fees are governed by the contract signed between the College and the parents of a student.

The school fees are payable in Czech crowns (CZK).

All school fees are subject to an annual review and may be changed unilaterally by the College at its own discretion because of inflation or for other reasons.

If a student leaves the College early, i.e. before the end of Year 6, the parents must give written notice, one full term in advance, to the Headmaster or alternatively, they must pay one term's school fees in lieu of notice.

Parents may apply for a Social Bursary for the next academic year by 8 April of the current year. The form is available on the College's website.

## School Fees in Year 2021/2022

	Per Term	Per Year
<b>Years 1 - 2:</b>	CZK 103,000	CZK 309,000
<b>Years 3 - 4:</b>	CZK 108,000	CZK 324,000
<b>Years 5 - 6 IB &amp; Maturita:</b>	CZK 116,000	CZK 348,000
<b>Years 5 - 6 IB Only*:</b>	CZK 133,000	CZK 399,000

\*The difference between the IB & Maturita and IB Only Programme is because of government subsidies.

Note: While every effort is made to ensure that the information in this guide is correct, it constitutes no part of any contract between The English College in Prague - Anglické gymnázium o.p.s. and any person, and The English College in Prague - Anglické gymnázium, o.p.s. reserves the right to alter any part of the guide at any time, including the provision of particular courses of study and the level of fees.



# Key Facts

1550+  
Successful  
graduates

23  
Oxbridge offers  
in the past  
15 years

100 %  
Students take  
the full IB Diploma

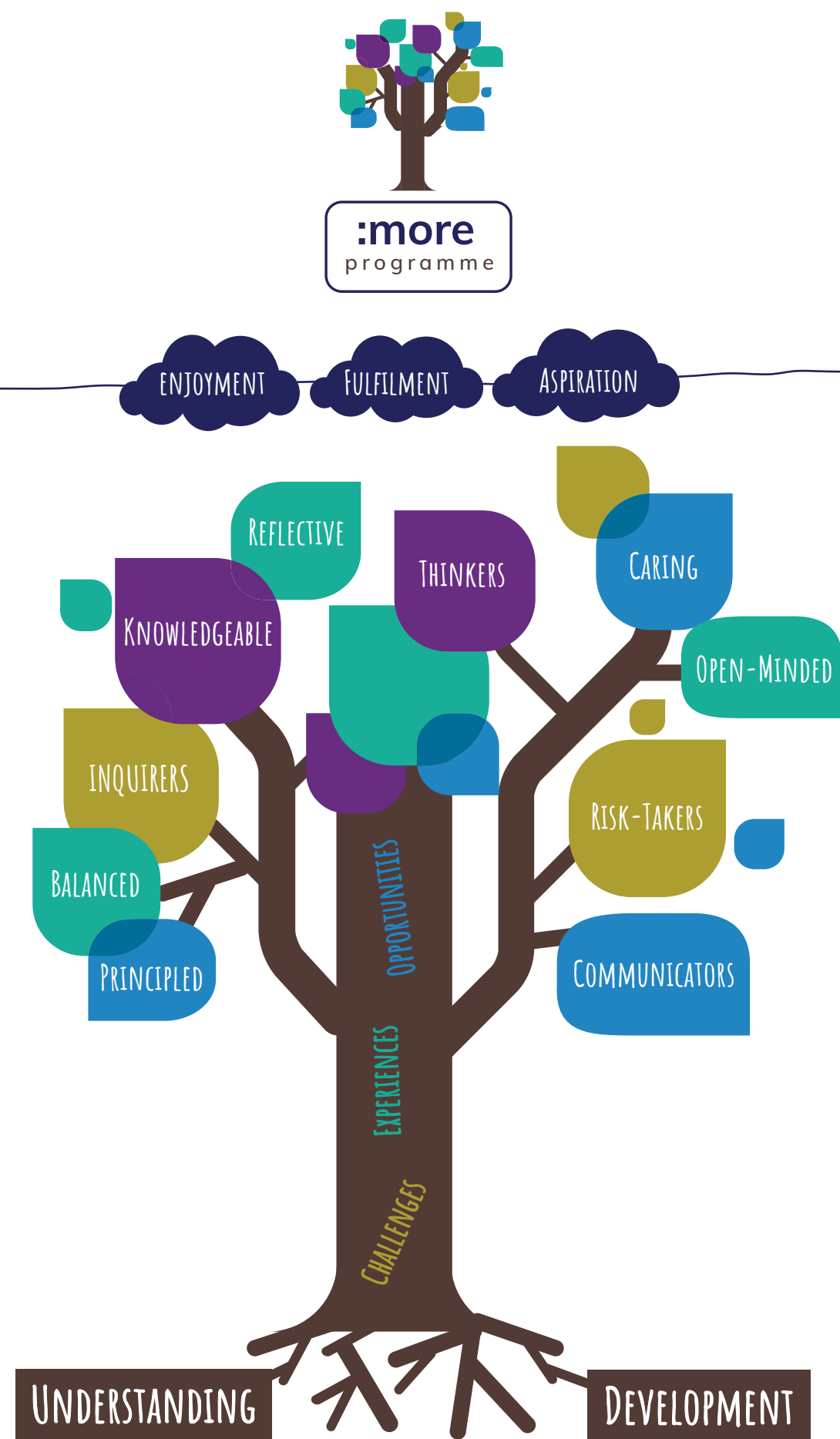
27 yrs  
IB experience

70 %  
UK trained native  
speaker teachers

122  
Students with  
over 40 pts at IB







Vynikající vzdělání a něco navíc :more...





Outstanding education and :more ...

learn :more

**The English College in Prague - Anglické gymnázium, o.p.s.**

Sokolovská 320 and Špitálská 2a  
190 00 Prague 9 – Vysočany, Czech Republic  
Tel: 00420-283 893 113, Fax: 00420-283 890 118,  
E-mail: [admissions@englishcollege.cz](mailto:admissions@englishcollege.cz)