



THE ENGLISH COLLEGE IN PRAGUE  
ANGLICKÉ GYMNÁZIUM

# Welcome to the English College in Prague

A GUIDE FOR PROSPECTIVE  
STUDENTS AND THEIR PARENTS  
2024/2025

Learn :more



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# Welcome from the Headmaster

Dear Parents,

October 2024

I am proud to be entering my tenth year at College. My belief is that the best schools have understood the need to maintain just the right mix of tradition, continuity and development. After all, the school's parents choose to sign up to a school not as it is on day one, but as they hope it will also remain six years later when their sons and daughters graduate and head off to exciting lives beyond school. We feel we have this mix right. There is the unique tradition of the school, which we cherish and celebrate. There is the continuity that we are able to maintain with a stable leadership and staff. Finally, there is the development cycle a school goes through. Over the last decade the College had become well known for its priorities in the development of its teaching and open and thoughtful communication with parents. This year we are excitedly watching the renovation of our old Sokolovská school building progress. We hope to be back in this wonderful bespoke educational facility early in the next academic year.

So as I watch the transformation of our old school from our temporary modern facilities in Elektra, I still find the thrill of helping steer this wonderful school into the future as absorbing today as it was on my first day. In this time, I have been very grateful to all the parents who have considered placing their children at the English College in Prague. Once you really get to know us, I hope you find the prospect of sending your son or daughter here as exciting as we do the anticipation of them joining us.

We are a school under the jurisdiction of the Czech Ministry of Education, also a British independent school that 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 son or daughter will qualify for admission to universities here in the Czech Republic, in Europe, 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.



Yours sincerely,

**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 Founder 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 man kind 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 Guiding 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 styles 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.



*Aspire :more*

## 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 inspiration for the College came as a result of a meeting in 1990 between President Havel and the British Foreign Office Minister, William Waldegrave. Ann Lewis was one of the Minister's advisors and at that meeting, it was suggested that a project be launched to revive the tradition of a British-style education in Prague, established by the old Prague English Grammar School, which opened in 1927 before being closed down by the Nazis. It had a brief re-flowering after the war, but was finally closed down for good by the Communists in 1954.

One of our former Governors, Jan Kovařovic, was a pupil at the school and speaks with gratitude and affection about their teachers including Mr Slavík, who was arrested in 1950 and spent time in prison for anti-state activities – for producing a leaflet commemorating the anniversary of President Masaryk. A team of British and Czech supporters, including Ann Lewis, Dr Martyn Bond and Lord Holme, our first Chairman of Governors, set up a UK registered charity – the English College Foundation. These early supporters had been on the point of giving up because of the difficulty in finding a suitable home for the school and were therefore very grateful to Prague 9 Council and the Mayor at the time, Tomáš Szennai, for the offer of our building on Sokolovská. Originally secured on a 25-year lease, we were finally able to purchase the freehold in August 2021 and earlier this year an ambitious renovation and extension programme began. We expect to be re-housed in the renovated building during next academic year. This will mark the first time in 15 years that we will be able to bring the entire school community under one roof in a lovely new purpose-built facility.

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, including money raised at garden parties generously held by the Czech Ambassador in London. Welcome additions to our facilities - the drama studio and music courtyard - were made possible by donations from the ECF, together with a new English College Foundation Scholarship.







# 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.

## March

President Havel's first official visit to the UK where he is guest of honour at a lunch hosted by the **Lord Mayor of London**, **Sir Brian Jenkins**, attended by Founder Governor, **Martyn Bond**, Head of the European Parliament Office in London.

# 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.

## September

**Hubert Ward** appointed the ECP's first Headmaster.

# 1993

## January

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

## October

The Czech Education Ministry officially recognises the IB and the ECP signs up its first student, **Kryštof Mejstřík**.

# 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.

## May

First ECP students sit IB examinations.

# 1999

## July

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

## December

The Student Council presented 71,000 Kč to the Klíček Foundation at a televised concert – the second largest donation after the President's. 40,000 Kč of the total was raised at the Christmas Fair.

# 2000

## 30 October

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

# 2001

Roof Conversion officially opened by **Lord Holme** and **Karel Kühnl**.

## 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**.

**Baroness Rawlings** becomes the new Chairman of Governors.

# 2009

## September

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

# 2010

## March

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

## October

Re-naming of the Library after ECP's first Chairman of Governors, **Lord Holme**.

## November

The unveiling of a plaque on The Lime Tree of Freedom, which was planted on 27 October 1928, the eve of the 10th anniversary of the establishment of an independent Czechoslovakia, to mark the 10th anniversary of the end of WW1.



# 2011

## July

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

## September

Introduction of the **Barta Scholarships**.

Official opening of new Chemistry laboratory.

## 18 December

Death of Founder Patron, **Václav Havel**.

# 2012

## May

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

## July

**Cam Nhung Duong** achieves 45 at IB.

## 5 September

Official opening of new Biology laboratories by the Mayor of Prague 9, **Ing. Jan Jarolím**.

## September

First ECP Havel Scholarship awarded.

# 2013

## June

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

## July

1000th ECP student graduates with the IB Diploma.

## September

**Simon Marshall** becomes the ECP's fifth Headmaster.

## 24 October

Founders' Day and first visit by ECP's new Czech Patron, **Karel Schwarzenberg**.

# 2014

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.

## September

Visit to the ECP by English Philosopher and Founder Director of the English College Foundation, **Prof Sir Roger Scruton**.

# 2016

## September

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

## February

Inaugural Annual ECP Debate with former Minister of Foreign Affairs and Defence, **Alexander Vondra**, and Respekt journalist, **Silvia Lauder**.

# 2017

## January

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

## February

Founder Director of the English College Foundation and Founder Governor, **Ann Lewis CMG**, becomes Chairman of the ECP Board of Governors.

# 2018

## May

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

# 2019

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

The new Prince of Wales Scholarship is established.

# 2020

The creation of **The Schwarzenberg Scholarship**.

**Lucie Samcová**, 2000 graduate, becomes ECP's first Ambassador.

# 2021

## January

**Denis Keefe CMG** becomes the new Chairman of Governors.

## August

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

# 2022

## March

ECP welcomes Ukrainian refugee students, following the invasion of their country on 24 February.

## September

Prague 9 name the square in front of the school náměstí Alžběty II in honour of Her Late Majesty Queen Elizabeth II.

# 2023

## July

ECP students achieved their **best ever IB results** with a **37-point IB** average. **Abigael Hurley, Ema Pilná and Martin Růžička** scored **45 points**.

## September

Visit by the UK Ambassador to the Czech Republic, H.E. **Matt Field** O.B.E.

# 2024

## July

**Lily Huang Mac** achieved 45 at IB.

## September

The ECP celebrates its **30th anniversary**.

Timeline 1989 - 2024





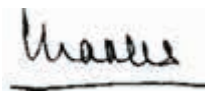
# Patrons of the English College in Prague

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

## **Charles, Prince of Wales's 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.



Charles, Prince of Wales – Patron  
Now HM King Charles III



## **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 († 12.11.2023)**

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





## ECP Teaching Staff 2024-2025

Name	University and Degree	Teaching Qualification
Alemdar Merve	Istanbul University - BSc in Physics	Istanbul University - MSc in Physics Education
Alvarez Jorge	University of Alcalá - BSc in Physical Activity and Sport Science	University of Alcalá - MA in Teacher Training for Secondary Schools
Arenas Leidy	Santo Tomas University, Bogota - BA in Business Administration	Cervantes Institute in Prague - Teacher of Spanish as a Foreign Language
Athwal Harprit	University of Nottingham - MSc in Chemistry University of Nottingham - PhD in Coordination Chemistry	University of Manchester - PGCE
Bale Samuel	University of Sheffield - MEng in Mechanical Engineering	Birmingham City University - PGCE
Batková Monika	South Bohemian University - MA - Teacher of English and German	
Baxter Caroline	University of Wales - BA in Education	University of Wales - Certificate of Education University of Wales - BEd
Beard Anna	University of Wolverhampton - BA in European Studies (with German)	University of Cambridge - Certificate in Teaching of English as a Foreign Language
Biró Katalin	Eötvös Loránd University - MSc in Biology and Chemistry	Eötvös Loránd University - Teaching qualification in Biology and Chemistry
Bleaks Glenn	Queen's University Belfast - BA (French and German) University of Cambridge - MEd	University of Cambridge - PGCE
Brookes David	University of Wales - BA in Geography Edge Hill University - NPQSL	University of Gloucestershire - PGCE
Brown Nigel	University of Leeds - BSc in Physics Imperial College London - MSc in Environmental Technology University of Leeds - PhD in Transport & Quality of Life	University of Leicester - PGCE
Bucharová Veronika	Hradec Králové College of Education	University of Dundee - MEd
Collier Teresa	University of Bradford - BA in Interdisciplinary Human Studies University of York - MA in Political Philosophy	Durham University - PGCE
Cossins Gary	University of Central Lancashire - BA in English & Journalism	Durham University - PGCE
Cuciuc Gabriela	Lower Danube University of Galati - BA in Physical Education and Sports	
Daly Ann	University College Cork - BA in Geography and History	University College Cork - Diploma in Higher Education
Elder Stephen	University of Aberdeen - MA in English	University of Buckingham - PGCE
Emmerson Tony	University of London - BSc in Chemistry University of London - NPQH	University of East Anglia - PGCE

Foster James	University of Nottingham - BA in German (with Spanish)	Bishop Grosseteste University - PGCE
Gwilt David	University of Leeds - BA in Modern Languages (French and Russian)	University of East Anglia - PGCE
Gwiltová Marie	Masaryk University - PhDr.	Masaryk University - MA in Teaching in Secondary Schools - Czech and English
Hill Nicholas	University of Lancaster - BA in History and Politics University of Cambridge - MSt in Education (History)	University of Bath - PGCE
Huang Eric	Brooklyn College, NYC - BSc in Mathematics and Secondary Mathematics Education	Hunter College, NYC - MSc in Professional Mathematics Education
Hudson Stephen	University College Dublin - BA in History & Philosophy The Open University - MEd	University of Buckingham - PGCE
Ibbitson Daniel	University of Huddersfield - BA in Interactive Multimedia	University of Huddersfield - PGCE
Jarvis Matthew	University of Wales, College of Cardiff - BSc in Computing and Statistics	Loughborough University of Technology - PGCE
Kerr Jean	University of Sheffield - BSc in Pharmacology	Sheffield Hallam University - PGCE
Kister Jaime	University of Missouri, Columbia - BSc in Education University of Missouri, Columbia - MA in Curriculum Design and Management	State of Missouri Educator's Certificate
Klaus Jan	Charles University - MA in Physical Education and Sport	
Linde Beathe	Nordic Institute for Stage and Sound	
Lööf Jacob	Karlstad University - BA in English Literature	Örebro University - MA in Secondary Education in Music

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Name	University and Degree	Teaching Qualification
McGrath Kilian	Queen's University Belfast - BSc in Biomedical Sciences  Queen's University Belfast - MSc in Molecular Biology and Biotechnology  University of Manchester - MA in Educational Leadership	Sheffield Hallam University - PGCE
McKee Marco	Glasgow Caledonian University - BA in Social Sciences	Sheffield Hallam University - PGCE
MacLeod Katy	University of Edinburgh - MA in Fine Art	University of Edinburgh - PGDE
Morgan Catherine	University of Northumbria - BA in Performance	University of Edinburgh - PGDE
Morrison Gemma	Newcastle University - BSc in Biomedical Genetics Newcastle University - MRes in Medical Genetics	University of Manchester - PGCE
Ogden Daniela	Charles University - MA in Teaching of French and PE	
Ott Christopher	University of Alberta - BEd in Secondary Education University of Victoria - BSc in Psychology	Ontario College of Teachers - Certificate of Registration
Paterson Mark	University of Auckland - BSc in Geography and Biogeography	University of Auckland - Diploma in Secondary Education
Pávková Barbora	Charles University - MA in Teaching in Secondary Schools - English and Russian	
Peerless Dana	Charles University - MA in Teaching in Secondary Schools - Czech and English	
Pugh Gareth	University College, Cardiff - BA in German	University College, Cardiff - PGCE
Reardon Gail	University of Nottingham - LLB in Law	University of Sunderland - PGCE
Salačová Michaela	Charles University - MA in Teaching Czech as a Second Language	
Sartain Helen	Loughborough University - BEng in Automotive Engineering Edge Hill University - MA in Education	University of Lancaster - PGCE
Slee Jade	University of Roehampton - BA in Creative Writing	Goldsmith's, University of London - PGCE
Švéda Josef	Masaryk University - MA in Czech Language and Literature University of Glasgow - MPhil in Slavonic Languages Charles University - PhD in Czech Literature and Theory of Literature	Masaryk University - Teaching Qualification for Secondary Schools
Švejdová Alena	Charles University - MA in Teaching in Secondary Schools - Czech and English	
Tognini Francesco	University of Strathclyde - BSc in Mathematics	University of the West of Scotland - PGDE



Vassogne Gaëlle	Ecole des Hautes Etudes Commerciales - MSc in European Political Science and Management Université Paris III - Sorbonne Nouvelle - PhD in German Studies	Ecole Normale Supérieure of Fontenay Saint-Cloud - Agrégation d'allemand
Vella Alison	University of Malta - BA in Contemporary Mediterranean Studies University of Malta - MA in Islands and Small States	University of Malta - PGCE
Wyllyams David	Durham University - BSc in Economics University of Roehampton - MA in Education Leadership & Management	George Abbot SCITT - QTS
Young Diana	Victoria University of Manchester - BA in Politics and Modern History University of Lancaster - MA in Modern Social History University of Durham - PhD in Politics	University of London - PCGE



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# Important Dates

## for the Academic Year 2025/26

### OPEN DAYS:

- 13 November 2024 • 16 January 2025 • 5 February 2025

### AUTUMN 2025

Start of term	Monday 1 September
Half-term	Monday 27 – Friday 31 October
Student holiday/Staff training	Friday 14 November
End of term	Wednesday 17 December

### SPRING 2026

Start of term	Monday 5 January
School reports	Thursday 29 January
Czech schools' holiday/Staff training	Friday 30 January
Half-term	Monday 16 – Friday 20 February
End of term	Friday 27 March

### SUMMER 2026

Start of term	Monday 13 April
Public holiday	Friday 1 May
Public holiday	Friday 8 May
Student holiday/Staff training	Monday 1 June
End of term and school reports	Friday 26 June

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

## Daily Routine

The College is officially open between 7.30am and 4.30pm Monday to Friday during term time. 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 or after 4.30pm unless they have made a specific arrangement with a teacher.

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

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THE ENGLISH COLLEGE IN PRAGUE  
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# The Year 1 Journey

ECP provides real life experiences



**Mentoring**  
Mentors taking care of Year 1 students  
**SUPPORT**



**'Welcome to ECP' Trip**  
Team building activities  
Introduction to ECP  
**WELCOME**



**Cultural Olympiad**  
Celebration of creativity  
Teamwork and House identity  
**ENJOYMENT**



**Festival of the Arts**  
Team work with Year 2 students  
Enjoying being on stage & having work on display  
**INSPIRATION**



**Drama Performance Review**  
Real school drama performance as a Drama lesson  
**ASPIRATION**



**Inter House Competitions**  
Active involvement  
**HOUSE SPIRIT**



**Pre-CAS Introduction to Service**  
 Awareness of the importance of charity work and volunteering  
**FULFILMENT**



**ECAs**  
 Exploring and developing talents  
**DEVELOPING TALENTS**



**Founders' Day**  
 Involvement in a key school event celebrating the history and ethos of the school  
 Singing together  
**IDENTITY**



**Skiing Trip**  
 Sports activities, team building, building relationships with PE staff  
**TEAM BUILDING**



**Graduation Ball**  
 Participation in the Ball with Graduates  
 Dancing together  
**CELEBRATION**

**Pre-DofE Trip and Courses**  
 Introduction to DofE  
 Developing basic camping skills, extensive First Aid course  
**CHALLENGE**



**Experience Books**  
 Exploring the art of reflection  
**REFLECTION**

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**:more**  
 programme







## Academic Programme

The College offers a unified curricular programme for all students in their first four years of study, which both prepares them for the International Baccalaureate 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 IB 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 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
- Digital literacy and the effective use of ICT



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## Foundation Programme (Years 1 - 2, students aged 13 - 15)

### UK & Czech Equivalent Years 8 & 9

The Foundation Programme introduces students to a wide range of subjects, developing both their subject knowledge and the English skills needed to access the curriculum and communicate effectively.

Year 1 is designed 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, a Modern Foreign Language (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 4-year Czech grammar schools**

All Year 3 and 4 students follow our two-year Pre-IB course, at the end of which they will sit a combination of internal and 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 lead happy and successful lives beyond school. They form an excellent and rigorous preparation for the IB Diploma Programme.

Our bespoke Pre-IB curriculum was specifically created by our teachers to equip students with the knowledge and skills required to succeed when studying for the IB Diploma. Assessments are designed to mirror the style of assessment encountered in Years 5 and 6, and students will be encouraged to think and work creatively.

At the end of Year 3, students in English classes 3-1 and 3-2 will take the Cambridge English exam. In Year 4, they will follow our skills-based pre-IB curriculum. At the end of Year 4, students in English classes 4-3 and 4-4 will take the Cambridge English exams, and all students will sit a Modern Foreign Language exam (Common European Framework). Drama students will also take the LAMDA exam at the end of Year 4. In November of Year 4, all students will take an external examination in Mathematics (IGCSE). All other subjects will be assessed through 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\*; PSME\*.

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

Visual Arts\*; Drama\*; Music\*; Computer Science; Business Studies.

\*Students who do not choose to take either Visual Arts, Drama or Music must also take one extra lesson of Cultural Studies.

Year 4 internal examinations will take place in June. Year 4 students will remain in school until their internal exams. If they have an external examination during this time, they are excused from school on the exam day and the day before to help them prepare.

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.

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





# International Baccalaureate (Years 5 - 6, students aged 16 - 19)

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

Students follow a course of study that leads to the International Baccalaureate (IB) Diploma Programme qualification. The IB Diploma 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 Rules for IB World Schools. The document is also available in the School Policies section on the ECP website.

Students can opt for a Maturita route, which requires the study of Czech Language and Literature as well as English and another Modern Foreign Language; it leads to qualifications in both the IB and Czech Maturita. Students currently may also opt for a non-Maturita route, which does not have such restrictions but leads to qualification only in the IB Diploma. For students whose native language is not Czech or English we can offer the possibility of studying the 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 IBDP Coordinator.

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 groups mentioned below
- Study three of these six subjects at Higher Level and three at Standard Level
- Submit an Extended Essay of up to 4,000 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 combined 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 following the SL self-taught route).

**Group 2: Language B (second or foreign language):** English B, French B, 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.

The IB states that "Language ab initio and Language B courses are language acquisition courses - designed to provide students with the opportunity to develop in a language in addition to their home/personal/best language(s). They are not designed for students entering the course who already have the ability

to communicate confidently and proficiently in that specific language.” As the IB says “misplacement may be considered school maladministration according to Academic Integrity,” we cannot place native speakers of a language into that Language B class. By doing so, we risk our status as an IB school. Parents and students must carefully consider IB language choices offered by the ECP in the years before entering the Diploma Programme to ensure suitable options are available that do not violate 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 six 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 Diploma 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.

**Assessment of the Programme:** The IB Diploma Programme has earned a reputation for rigorous assessment. 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 IB results are consistently above the IB World Average.









# The IB Learner Profile

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

## **Inquirers**

They develop their natural curiosity. They acquire skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

## **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

## **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

## **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

## **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

## **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## **Risk-takers**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

## **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

## **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



## Czech 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 around the world.

The Maturita 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 examinations in Czech Language and Literature set by CERMAT. 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 external examinations set by CERMAT are currently taken by ECP students in April and May of Year 5 (the written parts) and May of Year 6 (the oral part).

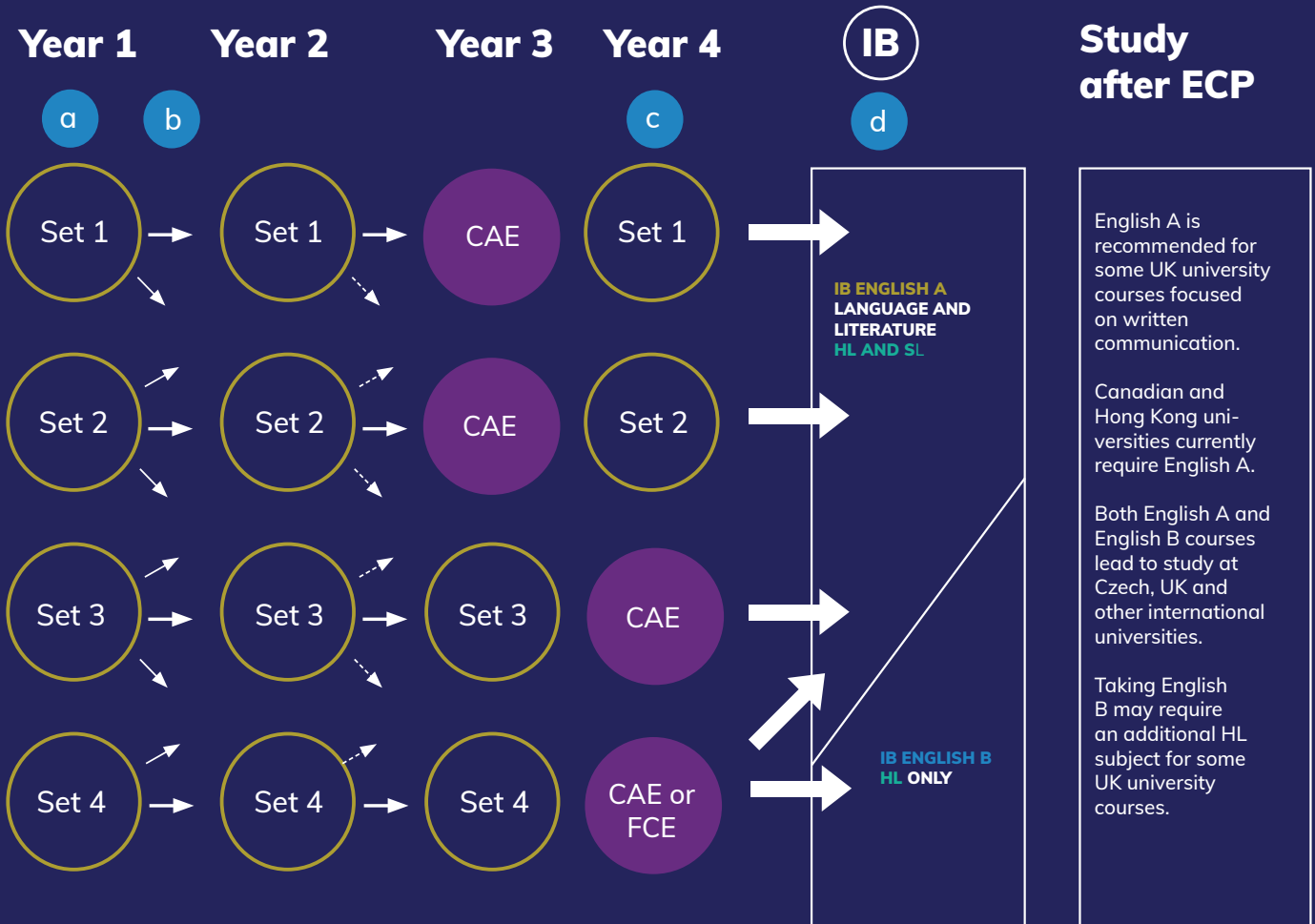
## The Provision of English

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. As we recognise that many of our students are not native speakers and have ambitions to study and work in the English-speaking world, our courses from Year 1 include English language acquisition and development so that they will have the language skills and knowledge to take either IB English A or English B. To that end, all students are trained to develop their literacy skills and to learn how to appreciate and analyse literary and non-literary texts.

In addition, we 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: 2024-25



## 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) Year 3 & 4 external exams

- In Year 3, sets 1 & 2 sit CAE (Cambridge Advanced English).
- In Year 4, sets 3 & 4 sit CAE (Cambridge Advanced English) Some students may sit FCE (Cambridge First Certificate).
- In addition to advanced language work, all students follow a bespoke Pre IB course as preparation for studying IB literature courses.
- Cambridge CAE tests students to C1 and C2 levels on the Common European Framework for Languages (CEFR).
- FCE tests students at B2 - C1. 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 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 2024

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)

	Average over a 5-year period	2024
ECP average score	35	34
World average score	31	30
ECP highest score*	44	45
Number of ECP students taking the Diploma	68	75
Number of ECP students with 38 points or more	23	23
% of ECP candidates with 38 points or more	34%	30%
% of ECP students passing the Diploma	99%	99%
World % of candidates passing the Diploma	83%	80%

(Maximum IB Score = 45)

Once again,  
another  
**45 points**  
student this year

**30%**  
of students (23)  
scored 38 points  
or more.

**89%**  
of students got  
their first choice  
university place



# 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

Our Assessment Criteria have been designed to reward this style of learning, with the highest grades achieved by demonstrating analytical, evaluative or creative skills, and applying the solid knowledge base that students will develop.

Students aren't our only learners; ECP staff visit each other's lessons in order to share 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 an evolving set of Teaching and Learning Priorities, that celebrate, support and enhance the pedagogy at ECP.

The ECP is one of only 22 Council of British International Schools (COBIS) Training Schools around the world, which means we serve as a model to other educational institutions for pedagogical development. We are also founder members of "Teaching Together in Europe," a consortium with two other prestigious European HMC and COBIS Training Schools and three UK teacher training providers. This group partners internationally to offer UK teacher trainees the chance to learn in our European classrooms, as well as providing learning opportunities for our teachers through discussion, workshops and visits. We also host trainee Czech teachers from Charles University. Being a training centre encourages reflection on our own practice, which is key to ongoing improvement, and it also means that trainees bring new and exciting ideas and enthusiasm into the school, helping to keep the College a vibrant place with learning at its heart.

## Academic Support

All students at ECP take brief, online skills assessments provided by the 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.

Think :more

Support can be facilitated by individual Departments or Faculties, or coordinated to meet a cross-curricular need by the relevant Tutor or Senior Tutor. We also have a team of teachers trained as coaches, with whom students can speak to explore what may be holding them back and how they can unlock their potential. There are also mechanisms for additional English support, alongside our Learning Support department.

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.

Our philosophy of academic aspiration means that we encourage all students to support each other in doing the best that they can. Grades should never be seen as a competition, or as an end in themselves; they are a tool to reflect on attainment and progress.

## 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 and wellbeing is fundamental to the life of the College. We aim to provide a friendly environment based on strong relationships, 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 their wellbeing is central and they are encouraged to have high expectations and standards.

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 leadership of a Senior Tutor, who reports to the Deputy Head (Pastoral and Upper School). The tutor's role is to support each student's academic development and wellbeing, 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 overall students' 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 discover and develop 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.

Students are also encouraged to take on responsibilities and help to improve school life. The Students' Leadership and Mentoring programmes are good examples of student involvement in the running of the school.

## Student Leadership

Student leadership takes many forms, from organising ECAs to taking on specific responsibilities in their House (sporting/cultural, for example) 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

The Mentoring programme helps students in Year 1 to adapt well at school. Selected students from Year 6 take care 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. Not only do Year 1 students benefit from the Mentoring programme, but Year 6 do also - taking responsibility for youngsters is a great life experience.

## The Art of Reflection - Experience Books and Pre-CAS Blogs

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 Pre-CAS blogs (Years 3-4) Students write their reflections of them - a summary of what they have learnt, what they have achieved and how to use this specific experience in future. 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 blog entries 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.

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



# University Destinations 2024

**89%**  
of students get to  
their first-choice  
university

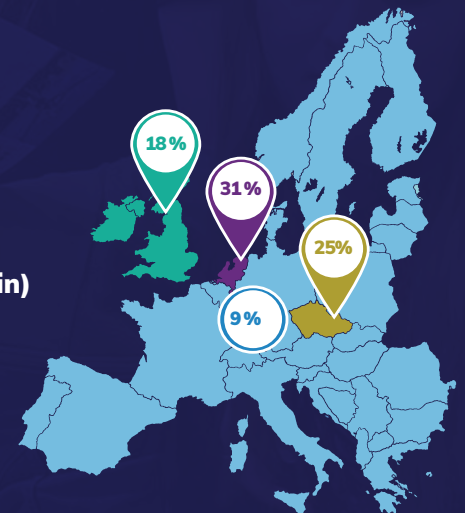
When they leave the English College, most students expect to go on to college or university in the UK, the Czech Republic, the USA or elsewhere in the world. Experienced teachers advise students on their choice of university and courses of study and help them with their applications. Students are encouraged 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 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. 24 ECP students have received offers from Oxford and Cambridge universities in the past 17 years, and most students who go on to the UK study at 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 76 students who left school in the summer of 2024, 63 were awarded places at their first choice university including King's College London, London School of Economics, Edinburgh University, University College London, Trinity College Dublin, Leiden University, the University of British Columbia, and Charles University. A further seven will be attending other prestigious universities around the world, with the remainder taking a gap year.

## University Destinations 2024

- 18%** UK
- 25%** Czech
- 31%** Dutch
- 9%** Rest of Europe (Germany, Belgium, Italy, Sweden and Spain)
- 7%** USA/Canada
- 7%** Australia or Gap Year



### UK University places in the past six years

Russell Group universities in bold

- Bath (6 students)
- Birmingham (5 students)**
- Brighton (2 students)
- Bristol (3 students)**
- CASS Business School, London
- Cambridge (3 students)**
- Cardiff (2 students)**
- City University (2 students)
- Durham (6 students)**
- Edinburgh (6 students)**
- Exeter (10 students)**
- Goldsmiths
- Greenwich
- Imperial College London
- King's College London (13 students)**
- Kingston
- Keele
- Kent
- Lancaster
- Leeds**
- Leeds Beckett

- Liverpool Institute of Performing Arts
- London School of Economics (3 Students)**
- Loughborough
- Manchester (5 students)**
- Nottingham**
- Northumbria
- Oxford (3 students)**
- Queen Mary London (6 students)**
- Royal Holloway
- Sheffield**
- Southampton (3 students)**
- St Andrews (5 students)
- Stirling (3 students)
- Sussex (2 students)
- Swansea
- University of Arts London (6 students)
- University College London (14 students)**
- University of West London (2 students)
- Warwick (7 students)**
- Westminster (4 students)
- York**



## Czech Universities

Charles University (39 students, 23 of whom read Medicine)  
ČVUT - České vysoké učení technické (11 students)  
DAMU - Divadelní fakulta Akademie múzických umění  
FAMU - Filmová a televizní fakulta Akademie múzických umění  
VŠE - Vysoká škola ekonomická (10 students)  
Anglo-American University, Prague (5 students)  
University of New York in Prague (12 students)  
Prague College (2 students)  
CEVRO Institute, Prague  
Jihočeská Univerzita v Českých Budějovicích

## Other European Universities

Sciences Po, Paris, France (2 students)  
IE University, Madrid, Spain  
Complutense University of Madrid, Spain  
Les Roches, Switzerland (4 students)  
EHL, Switzerland  
Poznan University, Poland  
Uppsala University, Sweden  
Webster, Vienna, Austria  
Sigmund Freud University, Austria  
Accademia del Lusso, Italy  
Bocconi, Italy  
Turin University, Italy  
Politecnico Di Torino, Italy  
Padova University, Italy  
University of Bologna (2 students)  
Schiller International University of Paris, France  
BIMM (Berlin), Germany  
Frankfurt School of Finance, Germany  
KIT, Germany  
Leipzig University, Germany  
KU Leuven, Belgium  
ESCP Business School (2 students)  
MGIMO, Russia  
Trinity College, Ireland (4 students)  
TU Munich (3 students)  
JAMK UAS, Finland  
Karolinska Institutet, Sweden

## Dutch Universities

Amsterdam (24 students)  
Groningen (26 students)  
Leiden (7 students)  
NHL Stenden (3 students)  
Lund University  
Maastricht (5 students)  
University College Utrecht  
Tilburg (3 students)  
Twente (2 students)  
Hague University of Applied Sciences  
Rotterdam Erasmus University (4 students)  
Vrije University (7 students)  
TU Delft (2 students)

## Rest of the World

Berkeley California, USA  
Georgetown University, USA  
UPENN (University of Pennsylvania), USA (2 students)  
UCLA, California, USA  
UCF, Florida, USA (3 students)  
Chapman University, California, USA  
Boston University, USA  
NYU (3 students), USA  
University of Austin Texas, USA  
UC Santa Cruz, USA  
Memorial University of Newfoundland, Canada  
Simon Fraser University, Canada  
University of Alabama  
University of British Columbia, Canada (5 students)  
University of Toronto  
UIC Yonsei University, South Korea  
University of Melbourne, Australia  
University of Queensland, Australia  
University of Sydney, Australia  
University of Nottingham in Ningbo, China  
The University of Hong Kong, China  
Beijing University, China



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 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

The English College Foundation, the charity that set up and still supports the English College, for many years arranged a programme of work experience in London in the autumn term for about 10 final-year students at the College. This involved finding placements in organisations working in areas of interest to the students, who stayed for the week with volunteer host families. The programme was halted by the Covid crisis but the ECF continues to support with career information and advice where required.

With the generous support of ECP parents, we now offer a series of Parental Work Experience Placements in Prague to current students in Year 4 as they are making their IB subject choices, and in Year 5 when they are considering their university plans. We are grateful for the parents' support in enabling us to offer this opportunity to a greater number of students, and look forward to further cooperation in developing our students' preparations for their future careers.



## 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.

### **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.



### **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 18 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.



**Michal Zapletal** (IB 2018) *Architecture & Urban Planning, University of Kent and CTU*

After graduating from the ECP, I obtained the Part I ARB/RIBA Certificate in Architecture from the University of Kent at Canterbury and moved back to Prague to work as a junior architect at monom architects and lead a major project for an international UK-based client, designing their European headquarters in Prague, which was largely made possible through the international experience I have gained so far.

Through 2023 to 2024 I became the teaching assistant to Winy Maas from MVRDV, a leading architecture studio based in Rotterdam, to co-lead his architectural think tank at the CTU focusing on future liveable cities.



On nearly a daily basis I can draw from the skills and experience the ECP taught me. From critically analysing the issue at hand - where nearly all architectural projects begin - or keeping an open mind - an aspect key to designs that serve a wider user group, I am proud to say The English College has shown me how to approach and solve the challenges life can bring.



**Karolína Zvoníčková** (IB 2020) *Biomedical Sciences, University of Oxford*

Since early in high school, I have had a keen interest in neuroscience and biomedicine, which I had the opportunity to develop and explore further at the English College in Prague. I believe that the journey I began at the ECP in 2017 represented the first step towards reading Biomedical Sciences at the University of Oxford, where I am currently in the final year of my studies. I dreamed of studying at this prestigious university for a long time, but it always seemed like a very distant, daunting idea that I was not sure was realistic at all before I joined the ECP. Yet, thanks to the support of my educators and scholarship sponsors at the ECP, I was able to turn this into reality. In particular, I am grateful to ECP alumnus, Jan Barta, who has generously supported a number of students financially over the years - myself included - through his Barta Scholarships.

The ECP has not only helped me grow academically, but it has also enhanced my intercultural understanding and allowed me to explore many other areas. Thanks to the ECP's Caritas programme, for instance, I had the opportunity to become involved in charitable initiatives, where I could give back to the community. Such programmes cannot always be found in other educational institutions and that is one of the many things that makes the ECP so unique. Furthermore, the ECP has taught me not to mindlessly accept facts and knowledge that we are constantly exposed to, but to question their origin, their credibility as well as their standing in comparison to alternative sources of information. Overall, among other things, it has taught me to think critically and to approach everything from multiple perspectives, which resonates with me to this day.

**Tereza Karbanová (IB 2021)**  
*Medicine, Trinity College, Dublin*

I graduated from the ECP in 2021 and am currently a medicine scholar at Trinity College Dublin.

When I think back to my time in ECP, I am most thankful for the support I received from all the staff. Admittedly, the IB was a gruelling experience on both an academic and a personal level, but what made it just that little bit more manageable, was the passion and care teachers put into our education. I carried that positive attitude towards learning with me into my years in college and I can wholeheartedly say the IB prepared me for the academic challenge like none other.



In my experience, the ECP has always encouraged its students to follow their ambitions, promoting healthy academic and personal development, which has helped me grow into a scholar with a drive for self-improvement in all facets of my life, as a marathon runner, President of the Trinity College Dublin Surgical Society, and female Captain of the Boxing Club.



**Tomáš Nepala (IB 2022)**  
*Economics, University of Pennsylvania*

The English College is a unique school thanks to its rich history that marked a significant milestone in uniting Czech and British education, and I am glad I could be part of its story.

I highly valued that ECP allowed me to attain a top education in English through the IB Diploma, but at the same time, it still enhanced my Czech language skills and cultural understanding through the Czech Maturita. I found the English College also exceptional in fostering a very supportive environment for its students. This was achieved through passionate teachers who do their best to explain everything in an entertaining and clear manner, as well as an administration that understands individual needs. I, for example, decided to study abroad for one year, and the school spent a lot of time communicating with me and figuring out a way to make the transition abroad and back to Prague possible, even despite significant Covid-19 challenges with which ECP was among first in the nation to adapt to the adverse situation.

I would not be here today, at the Wharton School of Business, University of Pennsylvania, if it weren't for ECP.

## 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 because of 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**

Denis has been Chairman of Governors since 2021. He is a diplomat by profession, retiring in 2022 after three years teaching at the Royal College of Defence Studies in London. He 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) Moscow (as Minister) and Belgrade (as Ambassador). 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. Denis was a Governor of the ECP from 1998-2002, re-joining the Board in 2019. He has six children (four of whom attended primary school in Prague), and speaks Czech.



**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**

Barbara came to Prague to study Czech theatre in the mid-1960s, after graduating in Drama from Manchester University. She then worked in theatres in London, Bromley, Stoke on Trent and Bristol, and in drama in education, before completing a PhD at Bristol University on the Czech theatre of the 1960s. In 1985 she organised the Bristol Czechfest to celebrate independent elements of the Czech arts such as the Theatre on a String, Chorea Bohemica, Magdalena Jetelová and Jiří Stivín. After moving to London she worked for the Jan Hus Educational Foundation, which provided lecturers, books and other materials for the underground seminars in Prague, Brno and Bratislava, and supported the samizdat press (in 1988 the secret police described the JHEF as “a highly dangerous organisations of an ideologically subversive nature operating from Great Britain against the CSSR”.) After 1989 Barbara moved with the JHEF to set up its office in Brno, and since 1994 has lived in Prague, teaching at SIT, CERGE-UPCES and DAMU, translating for Prague Castle, Charles University, Museum of Czech Literature, Czech Academy of Sciences, National Gallery, and writing – alongside academic papers and articles her work includes *Czech Plays* (1992), *The Velvet Philosophers* (1999) and *Trial by Theatre: Reports on Czech Drama*. She received the Commemorative Medal of President Václav Havel in 1998 and an MBE in 2002 and one of USTR's awards for Freedom, Democracy and Human Rights for 2022.

Barbara is a Founder Governor of the English College, serves on the Education Committee and is Chairman of the School Council.

### **Simon Eliot**

Simon read History at Queens' College, Cambridge before working in insurance in the City of London. He taught briefly at Radley College before joining the Winchester College staff in 1976 where he taught History and English and directed many productions during the following 24 years. He was a Housemaster from 1988 until 2000. Headmaster of Sherborne School in Dorset from 2000 to 2010 and served as Chairman of HMC South West. Now a Senior Advisor for RSAcademics, an educational recruitment company, Simon is a Trustee of the Ernest Cook educational trust and acts as a Chairman of Stewards for the British Horseracing Authority. Simon has been a Governor of several schools in the UK and of the English College since 2010. He is a member of the Education Committee.

### **Petr Fiman**

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, also serving on the Finance Committee. Petr first started volunteering for the ECP in 2012, serving until 2019 as a Director of the English College Foundation, the UK charity that founded and still supports the College.

Petr has a BSc in Economics and an MSc in Finance from the London School of Economics and Political Science and started his professional career in 2007 at Deutsche Bank in London on a graduate scheme in Credit Risk Management. In 2010, Petr joined Bank of America Merrill Lynch where he covered hedge funds from the counterparty risk perspective, most recently as a Director in the Global Markets Risk area. In 2019, he relocated from the UK back to the Czech Republic and joined Ezpada Group, a commodities trading company. In May 2023, Petr left Ezpada Group for another position with a private investment company based in Prague.

### **Jan Grozdanovič LLB**

Jan Grozdanovič has been a Governor of the English College in Prague since 2004 and also serves on the Finance Committee. Born in Czechoslovakia in 1959, he studied law at Charles University before defecting to the UK in 1980, graduating with a law degree from the London School of Economics in 1985. He qualified as an English Solicitor and was also admitted to practise law in the Czech Republic as an advocate, one of only a small number of dual-qualified English and Czech solicitors.

After eighteen years with City of London and international law firms, including Managing Partner of Seddons Solicitors' Prague office, Jan set up his own practice, JGA Legal, in 2006. He is also an arbitrator, registered at the Arbitration Court attached to the Economic and Agricultural Chambers of the ČR and at the Vienna International Arbitral Centre. A founding member of the Association for Foreign Investment in the Czech Republic, he is Chairman of the British Czech and Slovak Law Association of the United Kingdom. He is also a founding and current Board member of the International Business Forum, frequently speaking to business audiences on the legal aspects of doing business in the Czech Republic.

### **James Kazi**

Since 2018, James has been the Under Master (Deputy Headmaster), Designated Safeguarding Lead, and a teacher of English at Westminster School in central London. Previously, he was Acting Second Master, Deputy Headmaster (Academic) and the founder IB Diploma Programme Coordinator at Charterhouse in Surrey.

Having straddled both the academic and pastoral sides of the schools in which he has worked, James is passionate about the intellectual communities in which pupils live and does all that he can to promote strongly positive and reflective relationships in that context.

For a number of years he was an examiner for IB English A (Literature), sat on the IB Schools and Colleges Association steering committee and he still acts as an IB site visitor. Whilst having an eye for compliance matters and regulation, he appreciates seeing how culture and policy dovetail.

He has a Royal Air Force Air Cadets (RAFAC) commission, holding the rank of Squadron Leader in his capacity as Course Commander for the national RAF Air Cadet Leadership Course and is currently contributing to the national review of cadet leadership across the RAFAC.

James is half Pakistani – half British and a proud Lancastrian, having been born and bred in Blackpool in the north west of England. He has an MA from Cambridge, in Oriental Studies (Chinese) and English, having been a choral scholar at Gonville and Caius College and he continues to sing in various choirs in London. After university, he went to work in the wine trade before returning to Cambridge to complete his PGCE (English and Drama). He takes full advantage of living and working in central London to follow his passion for the theatre.

### **PhDr. Miroslava Kopicová**

Former Czech Minister of Education, Youth and Sports and a graduate of Charles University, Miroslava has a lifelong interest in competitiveness, education and development of human resources.

After the Velvet Revolution, she completed internships at the European Commission, the OECD, a course on Effective Top Management – Henley Management College, UK, a study stay at the Field Institute in the USA, an intensive course on ESF in France, the Netherlands and Germany and an intensive course on EU policies and institutions at the European Centre for Public Administration. She worked as an analyst in the qualification department of the Federal Ministry of Labour and Social Affairs and the State Commission for Scientific, Technical and Investment Development.

Since 1991, she has prepared and managed European education and employment programmes on a national level. In 1994, she became the first director of the National Training Fund. She participated in the formulation of decisive Human Resources Development policies by managing the most important programmes of European assistance to the Czech Republic in the field of education, employment, social policy and management.











More recently, she has been working on human resources issues for Industry 4.0; Work 4.0; Mapping the innovation environment in the Czech Republic in the period of 2014+. She has represented the Czech Republic in a number of European institutions, such as the ETF, EFMD. She has worked as an EU expert in Kosovo, an expert at USAID, OECD LEED Committee and an external examiner for the MBA at Sheffield Hallam University, in the UK. She was 1st Vice-Chair of the Government Council for Human Resource Development.

Miroslava also deals with research management issues. For eight years, she was 1st Vice-Chair of the Government Council for Research, Development and Innovations. She led the preparation of the reform of the research system in the Czech Republic, managed the work on the National Policy on Research, Development and Innovation (RDI) and co-authored the Priorities of Applied Research of RDI, etc.

During her working life she has been an advisor to two Prime Ministers and for two periods she was Secretary General for the preparation and negotiation of Structural Funds documents with the EC. She is the chairperson of the Board of Trustees of the Anglo-American University in Prague, a member of the governing bodies of the Prague University of Economics and Business, Brno University of Technology and Pardubice University. 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 lectures an advanced banking course at Charles University. 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. In 2022, he was appointed Chef de Cabinet to the Minister of Foreign Affairs.

### **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 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.

### **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 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, where she 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 – a pan-European property developer owned by the Singapore government's sovereign wealth fund – since January 2015, with responsibility also for sustainability strategy and reporting. She joined the ECP Board of Governors in 2016 and is a member of the Finance Committee.

### **Natálie Skácelová LL.M.**

Natálie originally comes from Moravia. Supported by a scholarship from the Open Society Fund, she completed her A-Levels at Felsted School in Essex in the UK and went on to study Law at the London School of Economics. Having qualified as a solicitor, Natálie practised corporate and finance law in London, Frankfurt and Hong Kong at top global law firms. She then turned her focus back to Central and Eastern Europe in her role as legal counsel at the European Bank for Reconstruction and Development where she worked on projects in its countries of operation including Estonia, Ukraine and Croatia. Since her return to the Czech Republic Natálie, as Legal Manager at a commodities trading company with a global presence, is responsible for its legal function and her team.

She is passionate about education and its power to change people's lives – which she experienced first-hand. She served a four-year term as a Governor at the Mulberry Stepney Green Maths, Computing & Science College in London where she learned to understand both day-to-day and long term strategic challenges for a school. During the pandemic, Natálie became an amateur teacher to her nieces and nephew and enjoyed exploring how to make learning engaging, efficient and entertaining. She loves bringing people together through networking and charity events.

Natálie would like everyone to have a fair chance at maximising their potential, to that end she participates in various mentoring programmes and has started workplace initiatives aimed at promoting gender equality.

### **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 o.p.s. 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.





# Admissions Procedure for the Academic Year 2025/2026

**Open Days:** 13 November 2024, 16 January 2025 and 5 February 2025

**Entrance Examinations:**

<b>1. Entrance Examinations to Y1 - 1st round</b>	
• CERMAT State Entrance Examinations	15 and 16 April 2025
• Internal Entrance Examinations	1 April 2025
<b>2. Entrance Examinations to Y1 - 2nd round</b>	1 April 2025
<b>3. Entrance Examinations to Y2</b>	1 April 2025
<b>4. Entrance Examinations to Y3</b>	1 April 2025
<b>5. Entrance Examinations to Y4</b>	1 April 2025

Before being invited for the entrance exams, **all candidates** will attend an **introductory interview** with the Headmaster or the Senior Deputy Head. The interview forms an integral part of the admissions process, it is **in English** and it takes about **20 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 or gymnázium) need to take a combination of **State Entrance Exams** in Czech and Maths provided by **CERMAT** and our internal exams in Maths, 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**. The submission deadline is **20 February 2025**.

#### **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** not taking CERMAT exams and **candidates for Y2, Y3 and Y4** need to submit the online application by **7 March 2025**. They will be invited to sit written **internal entrance exams** in English language, Mathematics, Czech language (those who speak Czech) and a diagnostic Non-Verbal Reasoning test. All written exams take place at the school on the date specified above.



Stanislava Jirešová  
Registrar  
admissions@englishcollege.cz

## Admissions Criteria

- During the interview candidates need to show the Headmaster or the Senior Deputy Head 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 need to reach at least 50% in both Czech and Maths CERMAT exams and a sufficient standard of achievement in the internal entrance examination papers to satisfy the College's academic requirements.

### Entry is possible at:

ECP Year	Equivalent of	Brief Description	Expected Intake for 2025*
<b>Year 1</b>	8th grade of Czech primary schools, Yr 8 UK	A full 6-year bilingual gymnázium programme, culminating with the final two studying for the IB and, if they so choose, the Czech Maturita.	44
<b>Year 2</b>	9th grade of Czech primary schools, Yr 9 UK	Students may choose to enter Year 2 for a variety of reasons (for example, if coming from abroad or re-applying if previously unsuccessful).	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. After this they enter the IB Diploma Programme for the last two years of their study.	16
<b>Year 4</b>	2nd year of Czech secondary schools, Yr 11 UK	Entry to 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.	6
<b>Year 5</b>	3rd year of Czech secondary schools, Yr 12 UK	The two-year IB Diploma Programme; a high level of academic English is required.	Only exceptionally

\*We aim to accept primarily students of Czech origin although around a quarter of our students are from international backgrounds.

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## Preparation for Entrance Exams

Please note that the **preparation courses** that we provide are aimed at preparation for Y1 entry. All candidates can take our **mock entrance exam** 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, Mrs Jirešová.

### English Course

Candidates from Czech schools who would like to study at ECP but are perhaps feeling unsure about whether their English is strong enough are offered a 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, practise reading & writing skills and build speaking confidence to make sure they have the appropriate skill set and confidence to join our school. The course is not suitable for those who:

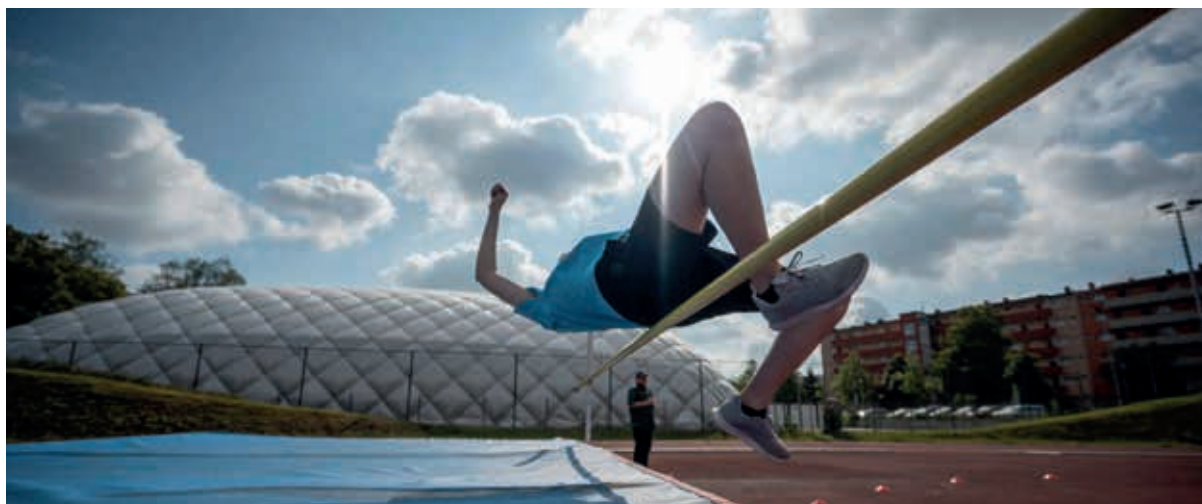
- attend a school whose language of instruction is more than 50% in English
- routinely speak English at home with family members

### Mathematics Session

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 session is held on a Saturday in February or March and 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 are in both English and Czech so as not to disadvantage students who do not yet know all of the relevant terminology.

### Mock Entrance Exam

To help you make your final decision, the College provides a mock entrance exam before the actual entrance examination. The test will be held on **22 and 23 January 2025** and will consist of three short papers: English, Maths and 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 as soon as possible as the places are limited.



# 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 usually spends up to 8% of its fee income on various forms of fee reduction.

The application deadline for 2025/26 is **4 April 2025**.

## Bursaries

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

### Criteria for Ordinary Bursaries

Ordinary bursaries are dependent on an assessment of family income and can be of any value. Assessments are made by the Business Operations Manager, who then brings their recommendations to the Headmaster for approval.

A bursary is granted for one school year only and new applications must be submitted annually. These are evaluated based on the most recent attendance and effort grades (see section below - **Ongoing Eligibility**) and the latest family income statements.

### 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.



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# Scholarships

## Criteria for Scholarships

Each scholarship is awarded on a slightly different basis as described below. However, a prerequisite for all scholarships (except the Academic Scholarship) 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 ordinary bursaries. Academic scholarships differ in that they are awarded independently of financial circumstances and therefore no financial details are required.

## Individual Scholarships Programmes

There are seven scholarship programmes. Holders of all scholarships (except academic scholarships) need to fulfil certain community engagement obligations such as the annual fundraising concert for the Václav Havel Scholarship or the annual innovation event run as part of the “Changemaker” team.

- **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.
- **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 would 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.
- **English College Foundation Scholarship** - The English College Foundation is the UK charity that established the English College in Prague in 1994. Today the Foundation supports the English College both by coordinating social events for alumni living in the UK and by fundraising for the school. The English College Foundation Scholarship is a financial award designed to support a student joining the ECP in Year 4 or Year 5 and wishing to study for the International Baccalaureate and the Czech Maturita, who would not have had the funds to join the school earlier. The value of the award will be a minimum of 20% of the annual English College fees, but may rise to 80% in exceptional cases.
- **Jan Barta Scholarships** - These scholarships are for the student’s entire time at the school and are funded up to 50% directly by the College and up to 50% by Mr Barta, who is an alumnus of the school. There are two strands to this scholarship programme: the Changing Lives and Changemaker Scholarships. The Changing Lives Scholarship programme is primarily aimed at students whose life choices or life chances are likely to be significantly changed by attending ECP. They are expected to actively support Diversity and Inclusion issues. The Changemaker Scholarship is aimed at those who are interested in innovation and the positive disruption of existing norms for the good of society and humanity.
- **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. The school endeavours to reach out as widely as possible into the community to attract suitable candidates. Such candidates need to pass through the normal entrance procedures, but obviously account will be taken of their specific circumstances when assessments are made about their suitability for ECP.
- **Prague 9 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 the 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.



■ **Academic Scholarships** – These scholarships 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%.

Academic Scholarships, bursaries and sibling discounts may be combined, but only up to a maximum discount of 50%.

### How to apply

Lower-income families can apply for a scholarship. The application process is generic in that you do not apply for a particular scholarship programme. The school will allocate available scholarships according to the circumstances and interests of the applicants.

- Download the request for reduced tuition fee form from the website and submit the completed form to our Registrar.
- Submit a motivational letter of approximately 800 words, written by your child in English, explaining why they would like to study at the English College in Prague. (Those with a particular interest in the Changemaker or Changing Lives programmes should make reference to their interest in this programme and what personal ideas and opinions they have in these areas).
- Pass the school's entrance exams in English, Czech, Maths and non-verbal skills. If selected, attend a selection panel consisting of the Headmaster and three independent, external members during which the motivational letter will be discussed in detail.
- Scholarship interviews will take place at the beginning of May.



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## 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 (applicable only on siblings studying at ECP at the same time).

### 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 attitude and attendance.



## Finance and Fees 2024/2025

By paying a refundable deposit of 50,000 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 15,000 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 determined 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 4 April 2025. The form is available on the College's website.

### School Fees in Year 2024/2025

	Per Term	Per Year
<b>Years 1 - 2:</b>	CZK 122,000	CZK 366,000
<b>Years 3 - 4:</b>	CZK 128,000	CZK 384,000
<b>Years 5 - 6 IB &amp; Maturita</b>	CZK 137,000	CZK 411,000
<b>Years 5 - 6 IB Only*</b>	CZK 157,000	CZK 471,000

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



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## Renovations of our building

The renovation of the original building next to Vysočanská metro in Sokolovská street is well underway now. When completed the building will keep the very best of the character of the old building, but provide a modern glass, concrete and steel extension housing a wonderful new auditorium, drama studio, 11 new classrooms and a vaulted atrium containing lots of working pods for students to relax and work between lessons as well as a fully equipped canteen so we can offer reasonably priced, locally cooked healthy meals.

The project will allow the school to run more efficiently and of course, increase our sense of community. We are all very excited by this project and feel the slight disruption will be a small price to pay for such a wonderful facility.

We anticipate that we will move into the old renovated part of the Sokolovská building in or shortly after September 2025 - i.e. within a few weeks or months of your son or daughter starting with us. We will retain the old "annexe" building until the renovation is fully completed later that academic year and at that point we will, for the first time, have all 400 of our students under the same roof!



## Key Facts you should know

**1694**

Successful graduates

**24**

Oxbridge offers in the past 17 years

**100%**

Students taking the full IB Diploma

**30 yrs**

IB experience

**89%**

of students get to their first-choice university

**165**

Students with over 40 pts at IB



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.

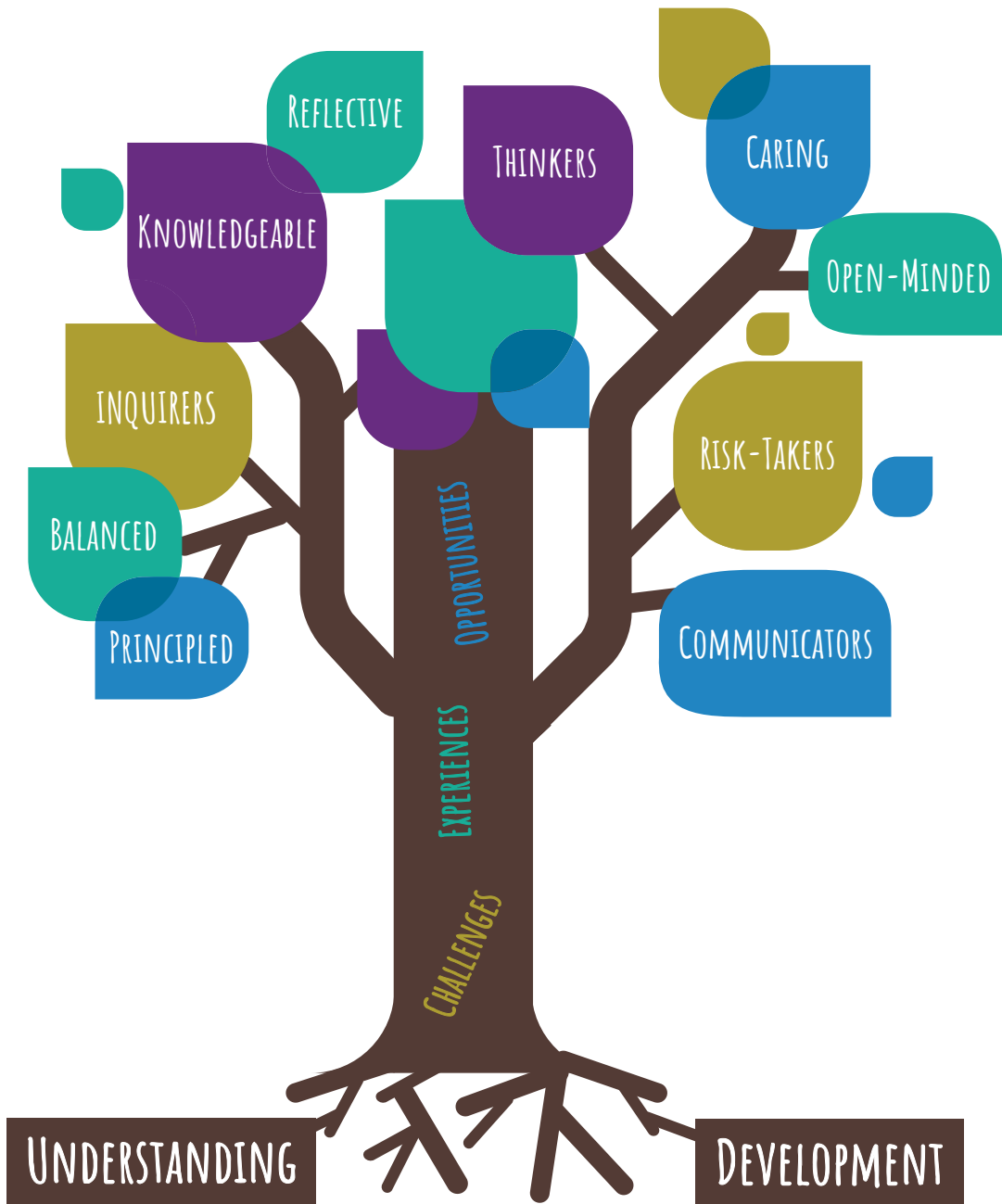


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programme

ENJOYMENT

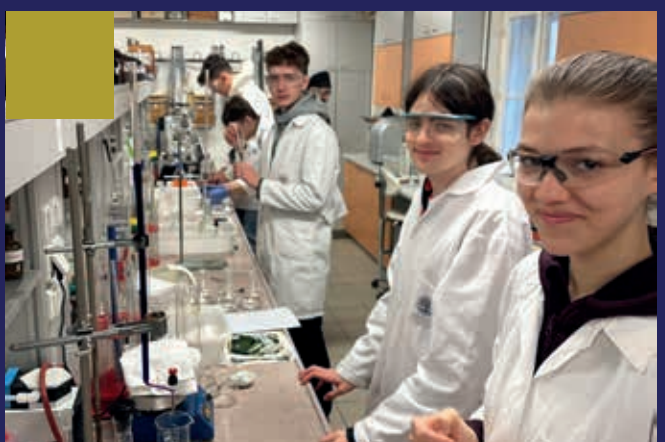
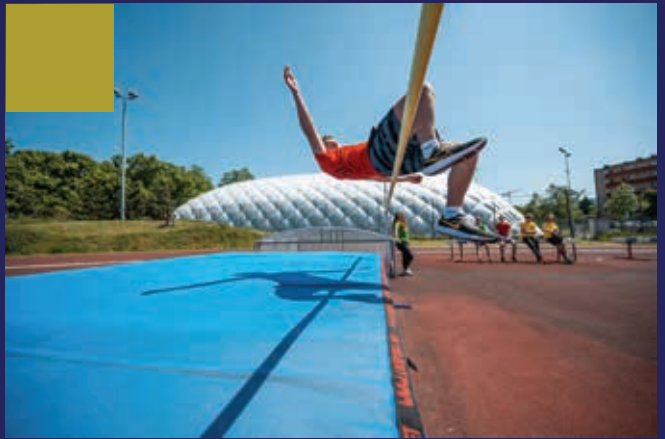
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ASPIRATION



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

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