



Achieving Excellence Together

ADVANCED FOR EDUCATION



# BRITISH ACADEMY OF TUNIS

**DP ADMISSION POLICY**

**2023/2024**



Achieving Excellence Together



# IB learner profile

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

As IB learners we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.





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**\*BAT: British Academy of Tunis**

## **BAT Mission**

British Academy of Tunis is engaged in preparing inquisitive, well-informed, caring, and internationally well-educated students who are aware and tolerant of a cross-cultural environment as future global citizens. We value intellectual curiosity and independent, critical and creative thinking to promote learners' potential and maximize their growth. We train our learners to be compassionate, ethical, respectful of differing views, beliefs, and cultures, and responsible individuals who positively contribute to the well-being of global communities concerned with making a difference.

## **BAT Vision**

Our vision at BAT is to foster a distinguished learning community committed to excellence, innovation, collaboration, life-learning, and tolerance. We inspire our students to become creative, caring, and compassionate members of a global society. The school's vision also involves educating all students to the highest levels of academic achievement to reach and expand their potential and prepare them to become productive and responsible students with solid ethics.

## **BAT Values**

British Academy of Tunis (BAT) believes effective teaching and learning both occur in a safe and structured educational environment. BAT practices a holistic approach to education where students, teachers, and families are unified in the educational best interests of all students. BAT's model for success incorporates the right for each student to become a reflective, well-informed, and open-minded inquirer with solid principles. Our values involve attributes representing a wide range of human capacities and responsibilities surpassing intellectual development and academic success. All students and teachers at the British Academy are treated with respect regardless of age, race, gender, religion, or nationality. We are a community, and we achieve excellence together.

## **BAT principles**

- A – **ability** nurtured, flourishes
- C – **curiosity** fostered, grows
- H – **INTEGRITY** is the best practice, and our policy builds on it
- I – **integrity**, lead by example
- E – **excellence** takes unending work
- V – **veracity** is the foundation of education
- E – **encouragement** is provided by all of us together

## **Admission and the Learner Profile**

Keeping the Learners Profile in mind, BAT is committed to consider all applicants equally, regardless of nationality, race, gender, color, and/or religion.

## **Admission and Language**

In order to be admitted, students should demonstrate age-appropriate literacy and proficiency in the English language (school language of instruction). All previous school records must be translated into English. The BAT document “BAT Language policy” explains the academic language expectations for all students entering and studying at BAT.

A student’s level of language proficiency will be assessed as part of the admissions process. Students entering DP who, in their BAT language assessment, have not yet reached the English Phase 3 or above will be required to receive extra English tutoring. Parents need to be aware that this will be at their expense. Once admitted, students will be asked to complete language tests. This will contribute to the decision on language group placement and choice for the DP exam. Language teachers will place newly admitted students into the appropriate language group within two weeks of enrollment. We aim to balance the levels of language proficiency, while considering our resources and class make up, to ensure diversity among our students.

## **Admissions and Inclusion**

In harmony with the IB philosophy, BAT believes in an inclusive approach to education. The school is open to all students, including those with specific academic, physical or other learning needs and/or gifted students. However, students needing Learning Support may be admitted if it is believed that the school can offer appropriate support through the existing resources and personnel, and that the students can be placed in the regular classroom. The school presently provides the services of a speech therapist, a psychologist, a counsellor and a specialist for mild special needs.

Parents of applicants with a specific need must submit complete reports with the application, these may include Individualised Education Programs (IEPs), Educational Psychologist reports or speech and language reports.

Admission requirements in BAT IBDP states that only students with very mild special needs can be accepted in the program, considering the small scale of the school. We are hoping that resources and personnel benefitting SEN students will expand in the future along with the growth of the school.

## **Admissions and Assessment**

In DP, we assess admissions based on previous report cards, a placement test (Math and English) and an interview). If it is a remote applicant, students may be required to engage in a face-to-face Google Meet and complete tests on arrival.

## **Admission team**

The IBDP team comprises of:

1. BAT Director
2. BAT Principal
3. IBDP Coordinator
4. Team of IB Teachers
5. University Counsellor

## **BAT Admission Procedures**

In alignment with the IB philosophy, and in adherence with our mission and core values, our admission policy aims to guarantee equal opportunities for all students wishing to join our school. It is based on our conviction that every student deserves to be given the opportunity to learn and pursue an education of excellence.

BAT offers admissions to internal as well as external students to the IBDP. Admissions are subject to availability of seats and adherence to BAT admission requirements.

- Submission of relevant documents and qualifications
- Applicants must pass the BAT Entrance Exams and the interview
- Applicant and Parents/Guardians meet all financial obligations
- Confirmation of Admission is at the sole discretion of the School's management team.

Documents to be submitted:

- Registration form
- 2 sets of passport size photograph of Mother, Father and/or guardian, and student,
- 1 copy of passport of Mother, Father and Student,
- Student's Medical Examination Report (all immunizations must be current and certified by a Physician)
- Original Birth Certificate of the student PAN Card (both parents)
- Leaving Certificate from the last school attended
- School records of the 2 previous years (Grade 9 and 10 report cards)
- Any Psycho Educational Assessment/ Speech/ Occupational Therapy Report, if any
- Recommendation Letters from two teachers of the last school attended, if any,
- Any brief explanation of the student's extracurricular and community service activity, if any.

### **Policy and Review Process**

This policy is adopted by the Board of Directors after consultation of the parties concerned and will be revised annually, at the end of the school year by the admission committee.

In a process of transparency, a copy of this policy is accessible in the school library and is also communicated to all parents via our website.

\*This policy has been developed by the Admission policy committee, reviewed by all staff and approved by the board of governors.

Academic Integrity Committee: Ms Jouda Daoud

Ms Mayssa Raissi