

NEXT GENERATION EDUCATION

THE FAMILY GUIDEBOOK TO BTBE

WE ARE ON A MISSION

BTBE is taking on the challenge of reshaping education in Barbados. We recognize that students are individuals whose individuality should be celebrated and encouraged. We aim to create passionate learners who drive their own learning from a young age. In the ever-evolving world we live in, it is high time that our young people be given the opportunity not only to grow with the times but to flourish.

*"At BTBE we believe in the power of creativity and innovation that each child holds within themselves. Our job is to cultivate not control."
-Founder, Gabrielle Logan*



VISION

ONE STUDENT'S EDUCATION AT A TIME.

Empowering each young person to realize their full potential through a personalized, holistic education that prepares them for a successful and meaningful life, both locally and globally.

MISSION

To cultivate a supportive and inclusive environment where every young person is guided on a unique educational journey, developing the skills, values, and awareness to thrive in a diverse and interconnected world while caring for their well-being, community and planet.

THE FAMILY GUIDEBOOK TO BTBE



THE INFANT DEPARTMENT

AGES 3-7

Our Infant Department is set up as a play based space, where deep learning happens through a mix of organic opportunities and advisor design. Advisors curate days filled with engaging activities both in and out of the classroom where students have the opportunity to learn from their peers or simply explore their own pathways. From as young as 3 students learn about and in the world around them. Each student has the opportunity to learn deeply about their own interests.

LEARNING

Learning is personalized and rooted in student interests. Our curriculum draws from Barbadian, and some international standards, while placing strong emphasis on real-world, project-based learning. Students explore mathematics, languages, sciences, and the arts holistically. Each child works toward mastery in our Competency Framework, which covers ten Areas of Learning — from Creativity and Communication to Social Reasoning and Quantitative Reasoning.

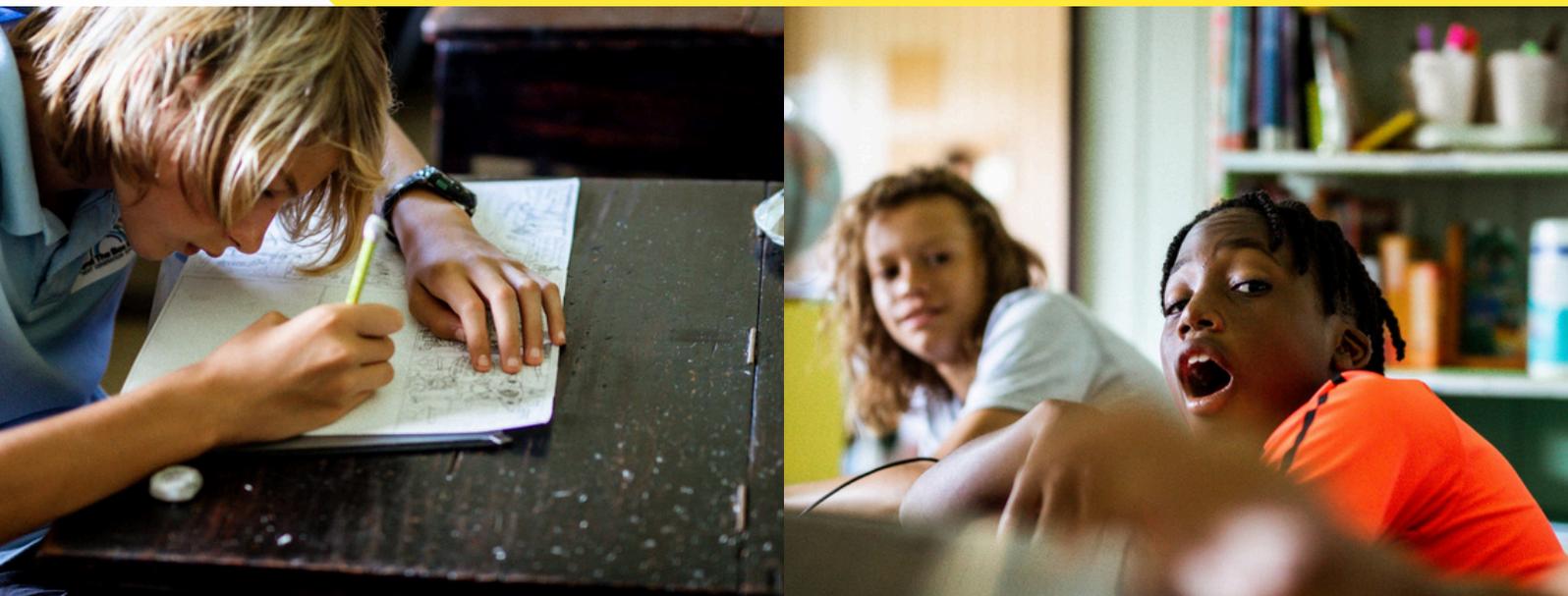
Assessment is continuous and individualized: students are never compared to peers but measured against their own growth. Learning is documented in BEACON, our digital portfolio system, where advisors credit skill levels based on projects, exhibitions, and real-world experiences. Parents can follow progress through BEACON updates, detailed reports, and student-led exhibitions each term, giving a rich picture of who their child is as a learner

Reading program We use The Oxford Reading Tree scheme.

Student to teacher ratio 1 teacher = 7 students

Blended age groups Multi-age classrooms allow children to learn at their own pace, with younger students benefiting from peer role models and older students developing confidence and leadership, creating a supportive community that mirrors real life.





THE JUNIOR DEPARTMENT

AGES 7-11

Our Junior Department is where our students begin to take charge of their learning. This emerges in the lower years and is built upon until they reach the final year of Juniors where they get to create their very first independent LTI projects in preparation for the Senior Department. Students are given the time and space to explore and develop their interests.

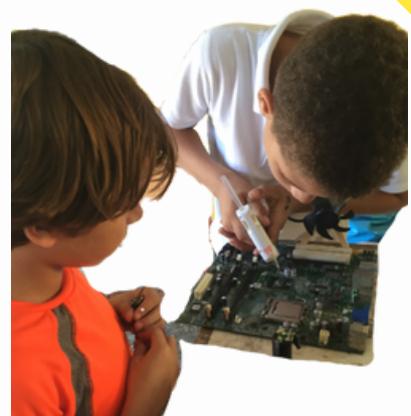
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THE SENIOR DEPARTMENT

AGES 11-16

Our Senior Department is where students are now in charge of their learning. Students in the Senior Department produce LTI projects each term that reflect deep exploration and learning. This a time for our students to work with their advisors to choose post-school pathways and truly dive into who they are as learners. Students begin to work towards their IBPLC.

LEARNING

In the Senior Department, learning is centered on student choice and independence. Each term, students design and complete Learning Through Interest (LTI) projects that require research, critical thinking, and real-world connections. They balance these projects with subject classes such as mathematics, science, languages, and social sciences, while also engaging in Leaving To Learn (LTL) experiences, internships, and community service. Daily schedules mix advisory time, classes, and independent project work, with advisors guiding students to connect their learning to personal passions and future goals. By the Graduate years, this daily rhythm builds toward the IBPLC, where students curate portfolios, present exhibitions, and complete internships aligned with their post-school pathways.

Assessment is woven into everyday activities. Advisors observe learning during classes, projects, and internships, while students gather evidence of their growth in BEACON portfolios. Progress is discussed regularly in advisory and showcased in exhibitions, where students present their work to families and peers. Instead of being ranked against others, each young person's achievements are measured against their own goals and the IBPLC assessment frames (from year 9). Reports and portfolios provide families with a clear picture of both academic growth and personal development, showing how daily learning in class, on projects, and in the community contributes to graduation readiness.

Student to teacher ratio 1 teacher = 14 students

Social Responsibility All Seniors are expected to work on community projects, service and engagement that promote equality and sustainability in our world.

Blended age groups Multi-age classrooms allow children to learn at their own pace, with younger students benefiting from peer role models and older students developing confidence and leadership, creating a supportive community that mirrors real life.





THE GRADUATE DEPARTMENT

AGES 16-18

Our Graduate Department is structured for our International Big Picture Learning Credential program. In these two years students will work on a chosen area of interest and create rigorous dynamic work resulting in a senior project and vast portfolio of work. At the end of the two years once all of the portfolio requirements have been satisfied the student will graduate with their IBPLC.

The IBPLC Explained

The IBPLC is the graduation pathway for our Senior and Graduate students. Unlike traditional exams that measure only academics, the IBPLC values the full range of a young person's growth. Students gather evidence of their learning each day through classes, projects, internships, and community service, which is curated in their graduation portfolio and shared in regular exhibitions.

Each student's work is assessed against the **Big Picture Learning Goals: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, Personal Qualities, and Knowing How to Learn**. Advisors carefully review progress over time and ensure evidence is used to show how a student knows something. Students graduate with a personalized digital credential, warranted by the University of Melbourne, that will go with them wherever they go. This unique record of learning is gaining recognition internationally from universities and employers and gives graduates multiple pathways to their future.

To learn more please enquire about our IBPLC brochure.

Student to advisory ratio 1 advisor = 14 students

Social Responsibility All Graduates are expected to work on community projects, service and engagement that promotes equality and sustainability in the world around us.

Internship Part of the IBPLC is a student internship with a mentor(s) in their field of interest. This internship can be done during or outside of school hours.

International Big Picture Learning Credential

A passport to the world

Zed Layson

Zed is a student with an interesting school story. He received a scholarship to study abroad in Italy. Unfortunately, the abrupt onset of the COVID-19 pandemic forced him to return home, where he attended Beyond The Box Education. Growing up in Barbados taught Zed to never take opportunities for granted and to work relentlessly for what he wants. At 17, he will follow his passions regardless of the challenges they pose. Zed is a critical thinker and possesses strong analytical skills. He has always been fascinated by the world of commerce. Fittingly Zed chose to focus on finance for his senior year and wrote a thesis on "How World Events Impact The U.S. Stock Market" and how Covid-19, in particular, influenced the Stock Market. As a part of his senior project, Zed worked with mentors to develop his own trading strategy and share it with the world through his website and podcast. Zed hopes to study Finance and Banking at University and potentially pursue a career as an investment banker

Knowing How to Learn - Level 5
Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Social Reasoning - Level 5
Students at this level define and analyze social issues using relevant frameworks and perspectives and take responsible social action.

Communication - Level 5
Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Personal Qualities - Level 5
Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 5
Students at this level understand the systematic nature of mathematics and the power of it in modeling the physical or social environment.

Empirical Reasoning - Level 5
Students at this level systematically refine hypotheses to develop authoritative knowledge from their investigations.

Achievements:

- Founder and Developer of [swingtradingwithzed.com](#)
- Owner/Host of Podcast, *Swing Trading With Zed*
- Barbados Entrepreneurship Foundation, BEF, Awardee
- Completion of Swing Trading Course Investopedia
- Ongoing, Yale Financial Markets, Courses

Real World Experiences:

- Member of Equilibrium Trading Academy
- Mentorship with First Commodities International INC.
- Member - Model United Nations
- Volunteer - I.T.I.S., Retirement Home, Trieste
- Volunteer - Ark Barbados

What do these levels mean?

Big Picture Education Australia | THE UNIVERSITY OF MELBOURNE

THE DAY TO DAY

School hours

7:45 a.m. Doors open

8:15 a.m. School begins

2:30 p.m. School ends

3:00 p.m. Doors close

Students must be collected by 3:00 p.m. There is no aftercare available. If students in the Infant or Junior Department are left after 3 p.m. it will result in a \$20 fee being charged to the parent/guardian. Seniors can remain on the premises after 3 p.m. but will not be supervised.

At drop-off we'd love for parents to come say hi, but please be conscious of air time with your child's advisor. Schedule office hours if you need to more time.

At collection please allow your child to come to you, please do not come into classrooms or wait at doors. Teachers will bring the students out to the front of the school for collection. Please wait at the gates.

Attendance

Daily attendance is mandatory for all students except IBPLC graduates. A student is not permitted to miss more than 2 consecutive days of school for illness without a certified note from a healthcare professional.

Dress Code

All students are required to wear a t-shirt, of their choosing, with the school logo on it with bottoms and running shoes. Students will not be permitted to attend school if they are not wearing a shirt with the school logo on it.

School shirts are printed at M-Powered in Sky Mall, Haggatt Hall, St. Michael or by a teacher on site.

Students should all wear pants/shorts/tights. If dresses or skirts are worn tights or shorts are required underneath. All of the B's must be covered, bums, boobs, bras, boxers and bellies.

Students are to wear running shoes (that they can exercise in) to school each day and pack a pair of comfortable shoes (that they can easily take on and off). We don't wear shoes indoors.

Shuttle

There is a shuttle service operated by Rondie Lavia. Please get in touch with him to arrange transportation if needed. **The school is not responsible for the payment or operation of the shuttle service, for any questions/ concerns contact him directly.**

BTBE can confirm that Rondie is a long-standing, responsible and trusted service provider.

Rondie (246) 828-5372



THE DAY TO DAY DURING THE SCHOOL WEEK



MOVE (some form of organized physical activity) is done each day by all advisories at the school. We have a variety of different physical activities, skills and sports run daily.

LTL Each week advisors create Leaving To Learn activities for the students. A LTL is a way to get students outside the classroom and learning from experiences. These can be in the natural surroundings of the island, businesses, on our farm or any other activities to be learnt from.

Homework

The Infant and Junior Departments do not receive written homework. They do however have reading assignments, review and LTI work to do at home. **Classwork not completed during class time may be given as homework.**

BEACON

All of our advisors and teachers use BEACON to assign, assess and track learning for students. As a parent, you should check your child's BEACON regularly so that you can follow along.

Keeping up

All of our advisors and teachers use BEACON to assign, assess and track learning for students. As a parent, you should check your child's BEACON regularly so that you can follow along.

Technology

All junior and senior students are required to have a laptop or a tablet with keyboard that is compatible with Google Drive for school each day.

There are to be NO cell phones at school. All phones are to be dropped to the office at the start of the day and collected at the end. Message/ call the office if you need your child.

Nutrition

What we eat and drink has a direct impact on our brains and bodies.

All students should pack a HEALTHY snack, lunch and ample water each day in accordance with the National School Nutrition Policy.

The following foods are not to be packed in lunchboxes:

Candy, chocolate bars, store-bought cookies and cakes, food dyes (including chips, eg. doritos), cereals and bars with high sugar content.

Unhealthy choices will be returned home.

Please pack ample food that is nutritious and balanced.

Water is the only drink allowed at school.

On select days the café will offer lunches for purchase.





SOCIAL RESPONSIBILITY

Community Service

Recognizing the importance of giving back to both the BTBE school community and larger island/ world community is an integral part of being a student or staff member at BTBE. Community service teaches responsibility and empathy while strengthening the community.

- Infants** 1 give back each term
- Juniors** 1 give back each term
- Seniors** 2 give backs each term
- Graduates** 3 give backs each term

Environmental awareness

We aim to be more conscious of the way we are living, becoming more sustainable and trying to do our part to preserve the planet we live on. This begins with the day to day activities of the school, its staff and students, in our immediate surroundings. Small changes made will hopefully continue to lead to bigger impact.

Chores

Time is set aside at the end of each day and school term in which students are expected to contribute to managing and maintaining their environment. They are taught to be responsible for their surroundings and to take pride in doing their part to ensure their school remains a place to be proud of. Chores build self-esteem, responsibility and good life-long habits. We rely on the entire staff and student body to take care of the school.

Social Impact

We work with all BTBE students to find ways in which their work can impact the world around them. This can be in small or large ways, through projects or simply shared information and skills.



CONDUCT AGREEMENT

In this school, we respect differences and each other.

This agreement has been carefully constructed by the students and staff at BTBE. We all acknowledge and understand the importance of restorative practices when student behaviours affect the safety of the classroom and the school and interfere with the learning of all students. Consequences paired with meaningful instruction and guidance offer students the opportunity to learn from their mistakes.

There are four relationship pillars to the conduct agreement:

- Student** → **student** All students are expected to treat their peers with respect, acceptance and kindness at all times.
- Student** → **advisor** All students are expected to put their trust into their advisors, treat them with respect, show effort and cooperation and aim to be understanding.
- Advisor** → **student** All advisors are to treat their students with care, kindness and respect, offering them support and understanding.
- Individual** → **surroundings** All individuals are to respect, care and take responsibility for their surroundings at school, both on and off site.

Students are held accountable for their behaviours at school. They have the opportunity to accept assigned consequences and fully participate in the interventions designed to address specific behaviours. Some of these consequences and interventions exist already and are directly connected to specific behaviours, others are created to address specific problems. Reflection and understanding are a large part of the process and we welcome parents into this practice.

In addition to consequences, we implement restorative practices for the person(s) who caused harm and those who were harmed. These may include: family counselling, student counselling, reparation of harm, restorative circles and third party input from specialists such as psychologists or specialised therapists.

Many factors affect the way matters are handled at the school, such as age, student history, nature of behaviour, impact on community, disabilities, harm caused. This is just another instance of “One student at a time”.

There are levels and responses to behaviours at BTBE and they can be viewed [here](#). [Levels and Resolutions](#)



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FEES

(All fees are in BDS \$)

Capital Levy, \$5,000 - One time non refundable fee due from age 5 and up for ALL students upon enrollment.

A **nonrefundable** admission deposit of \$2,500 is required to secure enrollment and must be paid in full at the time of acceptance. Provided that the school receives written notice of withdrawal at least one full academic term in advance (including at the conclusion of any school year), the deposit will be applied against the student's tuition fees for their final enrolled term. If such notice is not provided, the deposit will be forfeited.

Annual resource and activities fee, \$2,100 - Includes: all books, stationery, technology, LTLs (including transport), activity supplies, art supplies, classroom resources, online subscriptions, LTI materials and more.

Annual Pre School Building & Development Fee, \$750 - Charged to students ages 3-5 in our Lower Infant group.

Tuition (termly)

	LOCAL (STUDENT MUST HOLD A BARBADOS PASSPORT OR I.D. CARD)	WELCOME STAMP/ CARICOM (STUDENT MUST POSSES PROOF OF STATUS)	ALL OTHERS
Infant Department 3-5	3,500	3,500	3,500
Infant Department 5-7	3,600	4,300	5,000
Junior Department	4,600	5,000	6,000
Senior Department	5,500	6,000	8,000
Graduate Department	5,500	6,000	8,000

Tuition Remission and scholarships may be available for qualifying students.

Schedule

June 1 Resource Fee due

July 1 Term 1 tuition due

November 1 Term 2 tuition due

February 1 Term 3 tuition due

Payment plans available for Barbadian residents only.

Nonrefundable Fees:

The Capital Levy, Building & Dev., Resource and Activity Fee, and Admission Deposit are strictly nonrefundable once paid, without exception.

Tuition Fees:

No refund, whether full or partial, will be given on tuition fees once a student has attended one (1) day of school within an academic year.

Withdrawal Notice Requirement:

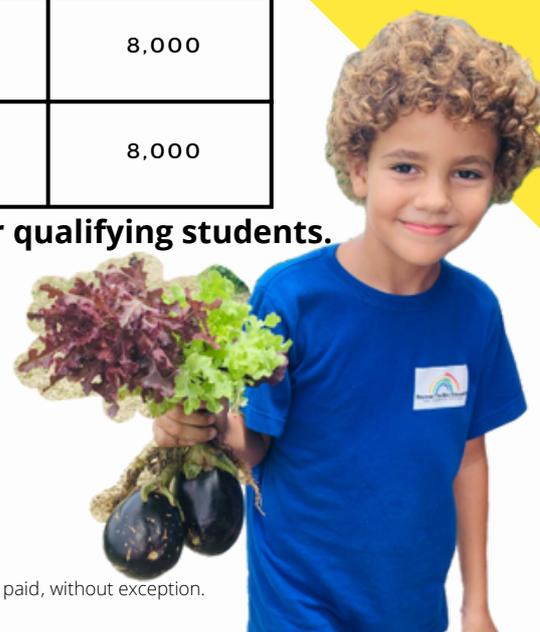
Parents/guardians are required to provide the School with one full term's written notice (minimum twelve [12] weeks) during the academic year if they intend to withdraw a student.

Failure to provide such notice will result in the next full term's tuition fees being charged and payable in lieu of notice, regardless of whether the student attends.

This requirement applies at all times, including at the end of a school year. Parents/guardians must notify the School in writing by the beginning of the final term if the student will not be returning the following academic year.

In the event a student is expelled, all fees paid (including tuition, levies, deposits, and activity fees) are forfeited and no refund will be issued.

Accounts not settled within thirty (30) days of the due date will accrue interest at the rate of five percent (5%) of the outstanding balance for each month (or part thereof) that the account remains unpaid. Accounts more than sixty (60) days overdue may result in the suspension of the student's attendance until all outstanding fees and charges are paid in full.



GLOSSARY

Advisory: The group of students your child will work closely with during their time at school.

Advisor: This is your home room teacher in a Big Picture school. They will be the ones to lead each advisory and will be your point of contact if you need anything.

LTI: Learning Through Interest. This is a project or area of exploration chosen solely by the student.

LTL: Leaving To Learn. This is exactly what it sounds like. Getting out of the classroom into the world around us to learn from it.

BPL: Big Picture Learning. This is who we are. Go check them out. www.bigpicture.org

IBPLC: International Big Picture Learning Credential. This is our accredited Graduate programme. To learn more please enquire.



WHAT DO WE NEED FROM YOU...

- A completed application and questionnaire on your understanding of Big Picture Learning and BTBE.
- Two previous school term reports for the student applying.
- Student's picture ID.
- One parent or guardian's picture ID.
- Proof of residency or citizenship, including Welcome Stamp.
- Any previous academic assessments for the applying student.

