

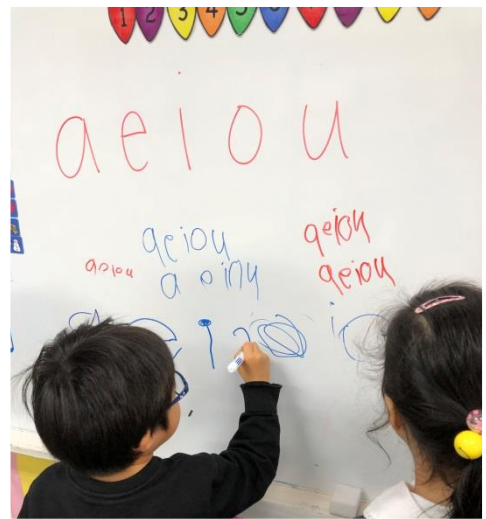
ASC WASC Focus on Learning SELF-STUDY REPORT 2020



TABLE OF CONTENTS

Preface.....	4
Chapter I: Progress Report	6
Chapter II: Student/Community Profile and Supporting Data and Findings.....	9
General Background and History.....	9
Demographic/Ethnicity Overview.....	15
AIS Mission Statement.....	25
Educational Philosophy and Model.....	26
Schoolwide Learner Outcomes.....	27
Learner Needs and Goals.....	28
Academic Achievement.....	29
Enrollment.....	42
Staff Demographics.....	43
Professional Development.....	48
Chapter III: Self-Study Findings	
A: Organization for Student Learning	52
School Purpose.....	52
Governance.....	57
Leadership.....	63
Staff.....	68
School Improvement Process	77
Resources.....	80
Resource Planning.....	87
B: Curriculum, Instruction, and Assessment.....	93
What Students Learn.....	93
How Students Learn.....	100
How Assessment is Used.....	109
C: Support for Student Personal and Academic Growth.....	118
Student Connectedness - Personal and Academic...	118
D: School Culture and Environment	126
School Environment and Child Protection.....	126

Parent/Community Involvement.....	130
Prioritized Areas of Growth Needs from Categories A through D	135
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs....	136
Chapter V: Schoolwide Action Plan.....	138
Appendices	148



Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

In February 2020, Aichi International School (AIS) is scheduled for a WASC Focus on Learning Self-Study visit. Through this process, the school hopes to review and renew its accreditation status. This document sets out the school's progress since its most recent full self-study inspection in 2014 and mid-cycle visit in 2017.

Our WASC Leadership Team for 2020:

WASC Coordinator & Self-Study Organization Lead Facilitator – Mark Hill

Assistant Lead Facilitator – Steve Morris

Focus Group Facilitators – Chris Redpath, Paul Richardson, Joshua Collett,

Matthew Fitzgerald, Michael Meek, Yoshimi Uno, Motofusa Hamano

In an endeavor to show marked improvement and stability over previous visits, the WASC leadership team sought greater understanding and cooperation from not only the facilitating team members and other staff, but also from all stakeholders with an interest in the school. Despite the challenge of a lack of staff experienced with the WASC accreditation process – either at AIS or previous schools – and a number of legacy issues to contend with over the past two years, leadership and facilitators have gone to great lengths to understand the process required to accurately gather, analyze and report pertinent data. Previous WASC facilitators/ coordinators having long departed and leaving little in the form of handover details similarly proved challenging, yet the initiative and professionalism of the current members to carry out the undertaking should be commended.

As a K-6 educational provider, focus groups were intentionally formed of members from both the kindergarten and elementary programs, as well as Japanese members of staff to provide greater insight into our special bilingual program. Moreover, all surveys were prepared in both English and Japanese to allow all the ability to respond regardless of language (please note that Japanese responses have been translated to English for this report). In particular, the 2019-20 school year brought a stable and strong group of educators ready to work together to analyze where we are as a school and where we are going (or, would like to be going).

After preparing a first draft of the Focus on Learning Self-Study, the facilitating team then presented the report to the entire staff. Members were asked to evaluate the Self-Study from the perspective of; “*Does this report accurately reflect the state of our school?*” The feedback was generally positive, but the leadership team listened to all constructive comments and took their analysis into consideration for the preparation of the final draft.

Having completed the Self-Study Report, the WASC leadership team at AIS will prepare for the Visiting Committee and subsequent follow-through with any recommendations provided, including increasing stakeholder involvement. The current leadership team aims to insure an ongoing process is put in place that is meaningful and sustainable, and deliberately focuses AIS on goal development and assessing effectiveness of the school’s learning programs.

The plan is to use the completed Schoolwide Development Plan, Critical Learner Needs and Areas of Growth and the corresponding data to present to groups of learners and parent/guardians. Not only will this give us an opportunity to gather feedback and build greater cooperation and understanding, it will provide an avenue for utilizing data to determine future direction.

Based on the analysis of multiple sources of data, an identified priority student learning need is that for which immediate attention must be given throughout the analysis of the school based on WASC criteria and the resulting actions of the schoolwide development plan. By the end of the Focus on Learning process, we had *eight* key [Areas of Growth](#) and *four* strong [Critical Learner Needs](#) that have been identified through self-study process (see pages 135 and 136 respectively for details).

It is envisioned that this Focus on Learning Self-Study process, including valuable recommendations and insight from the Visiting Committee, will set in motion proactive efforts to address each need and area to our best ability.

Mark Hill, November 2019

WASC Coordinator & Self-Study Organization Lead Facilitator



Chapter I: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas of follow-up* from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Since the last WASC visits (full inspection and mid-cycle), AIS has committed to following through with recommendations which set goals and actions for the schoolwide development plan (SDP). Below is an outline of what we have achieved since the last visit and which are on-going.

Recommendations from the WASC Self-Study visit, November 2013

1. *The governance team and administration need to revise and update the school's current mission statement and develop a vision statement.*

AIS reviewed and revised its existing mission statement and developed a vision statement also. Following these amendments, draft copies were given to all teaching staff for appraisal. Further amendments were made, prior to giving a final copy to the headmaster for both his and the president's attention. After receiving approval from both, the mission statement and vision statements were explained to parents at a whole school parent's meeting with an accompanying letter. Lastly, the mission and vision statements were added to the school website for the general public to be able to view, and gradually the statements have filtered through the documentation of AIS. The challenge now is to not allow the mission and vision statements to become something that exists in the background of the school, but to go on ensuring that they are the driving force behind all that we do with students.

2. *Correlate the student learning outcomes (ESLOs) with the mission and vision statements and provide evidence that they are embedded in teaching and learning.*

As with developing the mission and vision statements, the ESLOs were reviewed and revised by the staff at AIS. The WASC Focus group ensured that: (1.) ESLOs are visible throughout the school and (2.) the ESLOs permeate through the documentation of the school so that they become embedded in the day-to-day teaching and learning. This process has certainly started. The ESLOs are visible around school, from classroom to classroom and through the corridors and hall also. The ESLOs are also beginning to permeate documentation also, such as through the curriculum maps for each subject, the individual student portfolios and the end of term report card.

3. *The Professional Development program needs to be expanded and tied into ways to improve the instructional program.*

Beginning from the 2014/15 school year, AIS created time on Thursday afternoons for professional development and collaborative planning. The elementary school students are dismissed early, thus allowing teachers to be able to gather for an hour each week. Since that time, a professional development plan and a schedule for collaborative planning have been devised each year as part of the school's Action Plan. As well as utilizing the diverse experiences and expertise of staff at the school, AIS has started to explore various means of receiving input from outside the school. This has included hosting specialists from other institutions, as well as learning through online courses.

4. *A need exists to allocate time within the school day for collaborative planning related to curriculum implementation.*

Collaborative planning occurs both naturally and also through intentional efforts. In the elementary school, where students learn subjects in both English and Japanese, such as math, science and social studies, AIS has, where possible, designed the curriculum maps so that the international teacher and the Japanese teacher teach the same topics in tandem. As a result, there is a lot of natural collaborative communication between the international and Japanese teacher, regarding students' strengths and areas for development. In addition, part of the professional development slot on Thursdays is also dedicated to collaborative planning. Typically, there is some kind of training or provocation that leads to teachers talking in age-related groups about how this may apply to their situation. This kind of sharing of experiences has been so helpful for developing positive working relationships between staff and also has acted as a catalyst for inspiring ideas and application.

Recommendations from the WASC mid-cycle visit, February 2017 (in current SDP)

1. *Establish protocols and practices that ensure the continuity of the school program*

Of particular note since the mid-cycle visit recommendation has been the progress made in providing communications in both English and Japanese to all stakeholders, namely parents and staff. Striving to reduce frustration caused by a lack of mutual understanding and one-sided communication, the incoming headmaster utilized his skills to improve translations of all correspondence (letters, notices, etc.), policies (including teachers handbook and school development plan), and marketing materials (including the website).

Moreover, to ensure continuity of leadership administration, the headmaster and principals have created respective manuals outlining roles and responsibilities and scheduling of annual tasks. Due to the nature of the school, however, the manuals are designed to be flexible to changes and updated as necessary.

Regarding all teachers starting the year on an equal footing in terms of knowledge and data about the year ahead, at the April 2019 pre-service sessions a Google Drive document pack was provided to all teachers, which included pertinent updated documents for the coming year: the teacher's handbook, fire plan, student guidance protocol, annual calendar, event committee list, WASC review process information, updated schoolwide development plan, and some child development resources. Teachers were required to confirm perusal within a set timeframe.

2. *Explore opportunities for professional association with other leaders in education and support professional development in administration*

In an effort to avail both teachers and administrators the opportunity to actively learn and grow, AIS has endeavored to explore connections with other professionals. Despite an unsuccessful application to the Japan Council of International Schools, AIS is one of the founding members of the newly established Tokai International Schools Association. The group initially consists of nine heads of schools connecting to promote international education in the region. With the group forging a constitution, membership allows the headmaster of AIS to gain valuable leadership skills from peers, while professional

development opportunities for member school staff are envisioned.

Moreover, the headmaster has also formed various connections with other international kindergartens in the areas to forge links with the AIS elementary school program, as well as with schools overseas, such as New Zealand, Australia and the UK, to create pathways for our graduating students. The connections also provided the opportunity to examine other educational systems and leadership procedures.

3. *Develop a better understanding and practices of utilizing school wide data to inform teaching and enhance student learning*

Being integral to our mission, vision and ESLOs, we have endeavored to enhance student learning through improved professional development for teachers; analysis of the UN Eiken and ISA results to identify areas of curricular improvement; and increased awareness and understanding of ESLOs among students and parents.

While still room for further improvement, we have made use of various online-based resources, presentations, and discussion sessions to provide teachers with reference material on topics such as using data to determine student mastery, supporting children with dyslexia, development disorders, and multilingual students in the classroom. Additionally, the PD schedule for the current academic year seeks to build on the experience of the faculty for the development of all, initiating a peer mentoring program and having teachers leading literature discussions.

However, although identified as being a top priority for school improvement by the teachers and staff, progress in creating a rubric for tracking pupils' attainment from grade to grade needs to be readdressed/ prioritized.



Chapter II: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
 - Important questions to be discussed in the Focus Groups.

General Background and History

Overview of Aichi International School

Aichi International School (AIS) is a private, international kindergarten and elementary school located in Nagoya, central Japan, with a student population of over one hundred students. The kindergarten offers a total English immersion program for 2-6 year-old children, consisting of four classes. The Grade 1 to 6 elementary school has a bilingual program of English and Japanese, with students studying in English for about 70% of the time, and subjects in Japanese for about 30% of the time. AIS was founded primarily to foster bilingual Japanese students, who have the knowledge, skills and integrity to function successfully in an ever-evolving global environment. However, the school welcomes student applications from international families also, and is privileged to have a diverse student population from all over the world.

Aichi International School opened in its current guise in 2006. However, its history dates back to 1996 when an after school English program for preschool children was formed at Child Academy Kamiyashiro (re-established as CAI, a social welfare corporation, in July 2006), a Ministry of Health subsidized model childcare facility which opened in front of the namesake subway station in March 1993. Commencing with only forty students, AIS's predecessor Nagoya International Preschool (NIP) opened as a separate entity in 2000 built on the high reputation received for the English childcare curriculum offered at Child Academy. All of these facilities are based upon the global management ideals of the FOURIN Group's Screenplay Department which began publishing complete bilingual movie scenario books in 1988. The company's series of books drew much attention as useful material for learning conversational English at a time of rapidly growing globalization in Japan.

From early on, the group considered education for fostering global citizens with native level English proficiency from a young age would be indispensable for Japan to take its place within the world in the 21st century. Although AIS includes the word 'international' within its name, it is by no means a so-called in Japan 'American' style school which sacrifices attainment of the Japanese language – AIS places great importance on Japanese citizens retaining their national identity. The acquisition of two languages is merely part of the aim to become bilingual. Moreover, for families in the Nagoya area, AIS offers itself as a quality education option which fosters children with the personality and early education skills essential to become global citizens.

Opening its doors in 2006, the school got underway with six classes divided by age: 2 years-

old, 3 years-old, 4 years-old, 5 years-old, 6 years-old (Grade One) and 7 years-old (Grade Two). The intention was to add an age group each subsequent year through to Grade Nine, equivalent to the final year of junior high school in Japan. From then on, it was envisaged that students would take their acquired communicative and academic skills out into the world, ideally studying at a high school abroad. A relatively unique concept at the time, and still today, the school's philosophy and educational program found appeal with many well-to-do families.

AIS commenced with a philosophy of educating its students following Japanese education guidelines set forth by the Ministry of Education, Science and Technology (MEXT), with the aim of graduates attending a junior high school, high school or university overseas. For this purpose, the need to receive high quality lessons from a curriculum based on studying abroad at the abovementioned institutions was determined. AIS set out to provide such lessons, and also prepare students for studying abroad not only by developing their language and communication skills, but also by providing them with knowledge and techniques about how to study in a foreign country, cultural values and the ability to make decisions based on having a Japanese identity. As such, the kindergarten and elementary programs at AIS followed the MEXT guidelines for respective levels, with the difference being the language of instruction. Kindergarten classes were, and still are, held completely in English, while elementary school held classes other than Japanese Language Arts and Social Studies in English with a qualified native English-speaking teacher utilizing English translations of the MEXT-approved textbooks.

The approach would be a tough ask at the elementary level, with poor quality textbook translations compounded with teachers from overseas not trained in the MEXT curriculum. It was not long before more suitable resources from overseas were introduced, namely the Houghton Mifflin program. With the first Principal, Mr. Kim Lutz, who helped establish AIS while running the predecessor operation, being from Canada, the school adopted components of the education curriculum from that country. Shortly after, Mr. Lutz approached WASC about membership in an effort to gain credibility for AIS, particularly among foreign families looking for quality education opportunities while in Japan. The WASC Visiting Committee made its first visit in November 2008, granting AIS membership and coverage for K-Grade Three until June 2012. Subsequent application in 2013 extended the coverage to Grade Six, and thus, the entire program.

With AIS being only one of three WASC accredited schools in the Tokai region, membership has availed a sense of prestige compared to similar educational operators in the city. It has also availed two-way accountability for fully qualified teachers looking for a credible place of employment among the plethora of independent operations on offer in Japan.

AIS is also one of the founding members of the Tokai International Schools Association, which officially formed in 2019, aimed at promoting international education. As such, AIS has continued to consolidate its status since its small beginnings back in 1996.

Organization and Governing structure

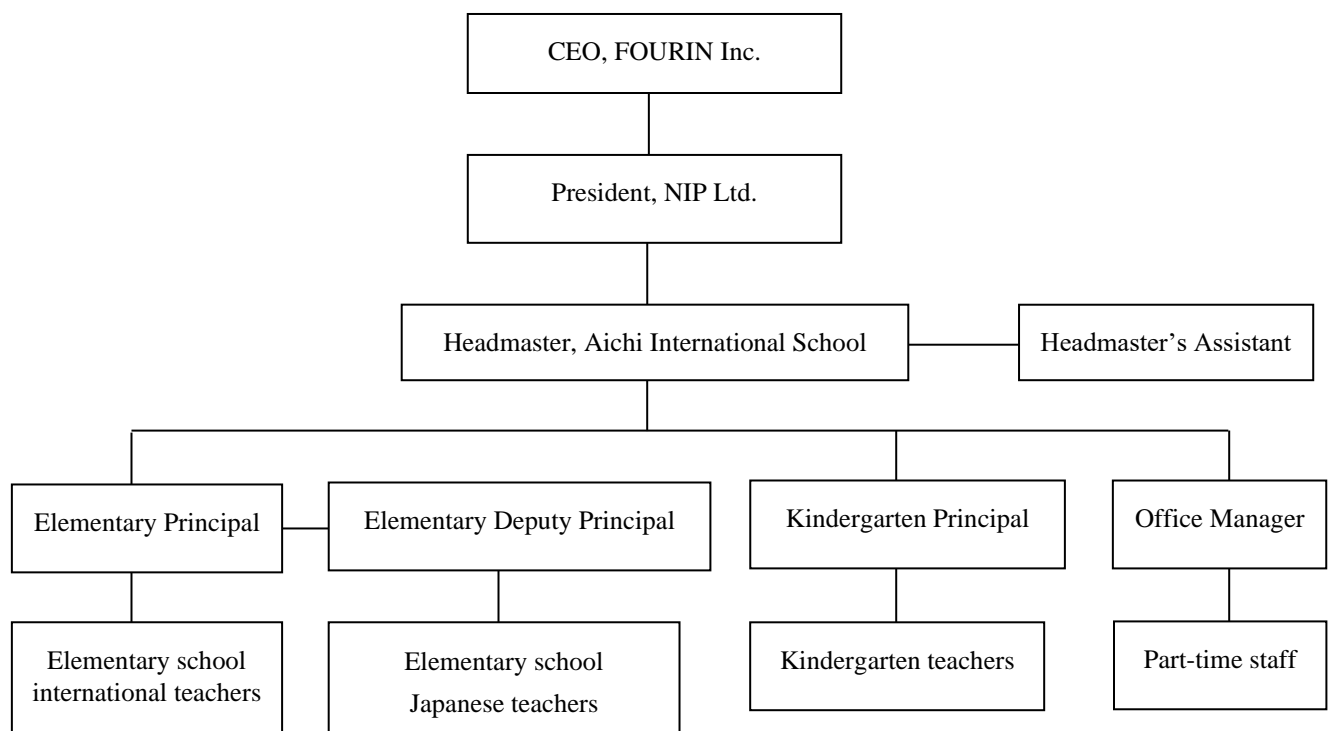
AIS is part of a private company group which has two core business operations: automotive industry research and language learning publications; and child care services. AIS is one of three child care service operations within the group, and is operated by the group company NIP Limited. Overall responsibility and management of the group lies with the founder and Chief Executive Officer, Mr. Masao Suzuki, while NIP Limited is helmed by his son, Mr. Makoto

Suzuki. Looking to foster effective and sustainable leadership within the group for when the elder Mr. Suzuki anticipates retirement in the coming few years, he restructured roles and titles in late 2016 which saw him become group CEO and hand the reins of each group company to subordinates, with the younger Mr. Suzuki stepping in as President/Executive Officer of NIP Limited. Nonetheless, the elder Mr. Suzuki still continues to provide directives for key tasks and projects, either directly or via the subordinates. The CEO also oversees all major incoming and outgoing finances of the group companies.

For AIS, the CEO (or School Chairman within the AIS community) and NIP Executive Officer take ultimate responsibility for the management of the school; therefore, provide directives to the school-based manager in charge of overall AIS school management, the Headmaster. Meetings with the CEO, NIP President, Headmaster and Office Manager are held at AIS each month, with the Headmaster to provide pertinent updates weekly. The role of Headmaster carries the highest authority among all AIS staff, and involves regular correspondence with the Chairman. The Headmaster is responsible for providing management related communications with staff and parents, hiring and placement of teachers for each academic year, and coordinating overall school undertakings, in particular attracting new students.

Other top-level management positions within the school are: the Office Manager responsible for office administration of AIS; the Kindergarten Principal, who has authority for all operations of the kindergarten, and responsibility for the well-being and development of the faculty; the Elementary School Principal, who has authority for all operations of the elementary school, and responsibility for the well-being and development of the faculty; and the Elementary School Deputy Principal responsible for administration of the elementary school Japanese program, and providing support for student issues and post-AIS guidance.

Organization Structure of Aichi International School (as of November 2019)



Parent and Community Involvement

AIS strives to build and retain strong bonds with past, present and future parents and families, as well as amicable relations with the neighboring community. As AIS is fully-funded by families, the onus is on the school to continually be transparent and accountable for the provision of a quality education relative to the high price. For this reason, the school has an open door policy which allows parents to convey their feelings, concerns and suggestions. Throughout the school year there are opportunities for parents to participate in various school activities. These range from interactive, such as parent-teacher conferences, Cultural Days, Sports Day, kindergarten birthday parties and field trips, to sideline encouragement and observations, such as attending various concerts, Speech Contest, Science Expo, and special assemblies.

On the other hand, the school has protocol in place to limit the influence parents can sometimes cast. In the early years of the school, priority on attracting students found management at times heeding to demands and requests from individuals and small cliques, which would cause tension with other families and question the integrity of the school. Frequent disagreement among members of the PTA brought the group's demise in the 2013-14 school year. Instead, termly parent meetings were held where the Headmaster would make whole school announcements and field questions from those in attendance. These continued in the first year of the current Headmaster's tenure; however, noting that it was the same few regular members each time and a letter to all families about the meeting content still needed to be sent out, it was decided to also discontinue with these meetings. Instead, families are informed at time of admission, new student orientations, start of the year meetings, and on a general daily basis the process for communicating with the school: Classroom and study queries should be made to the individual teacher(s); study program questions to the respective Principal; financial and administrative issues to the Office Manager; general school matters and clarification/liaison for any of the aforementioned issues to the Headmaster. All staff are also reminded that they should be approachable and supportive at all times.

An initiative to further promote close relationships between parents and teachers and convey mutual expectations were the 'Meet the Teacher' sessions held in each kindergarten and elementary grade on the first day of the new school year in 2019. These proved positive and insightful, and fulfilled the aim of endeavoring to keep parents informed through all processes, rather than waiting and subsequently dealing with any issues that may occur.

This change from a reactive to proactive approach came from the current Headmaster's observation of instances where noted but unresolved frustration among some parents carried over from previous leadership. In response, no matter the size or nature of a problem, the Headmaster has strived to create an attitude among the staff of addressing issues faithfully when small to not only alleviate escalation, but more so to gain the trust and cooperation of parents. While testing at times depending on the situation, this approach has fostered an atmosphere of satisfaction among parents over the past two years, as shown by over 90% agreement by current parents to survey prompts "Staff at AIS respond appropriately to parents' requests." and "AIS keeps parents informed of all aspects of school operation and activities." ([appendix B.3](#) p.205)

The school also continues to promote a positive image within the neighboring community. A mini concert of some of the Christmas concert songs is held in December at a square in the local shopping precinct. At certain times throughout the year, students and staff will pick up litter around the park across the road from AIS. Complaints over traffic congestion and noise in particular were a regular occurrence in the early years of the school. In recent years, however,

the school has taken efforts to alleviate any issues that could cause a strain with neighbors. For example, effective gate duty by staff at pickup time to alleviate traffic build up; letters sent to parents reminding them not to leave their cars in no-parking zones and blocking through-traffic by the playground after school; informing neighbors in advance of any events that may be noisy, such as fire drill, Halloween and Sports Day. However, due to the large number of students currently at AIS and concerns for building safety and child protection, some previous traditions of allowing anyone from the general public to freely join the Halloween party and Christmas concert, for example, have been stopped.

The school has also worked to form relationships in the community. Examples include the local children's clinic where all elementary students have a health check in April, and the nearby police box and fire station where students will visit for Japanese Social Studies. In addition, the Headmaster, on behalf of AIS, is one of nine community representatives invited to contribute at regular conferences held by the Meito Police Department to garner feedback, opinions and ideas to enhance local policing, particularly ways to support the foreign community.

Financial Base

As a privately owned school, entrance fees, tuition and sundry fees from students provide the entire funding and financial base for operations. Being operated as a company-run entity without jurisdiction from the local board of education, AIS receives no funding from the city to support teacher salaries, nor does it have any form of tax reduction or exemption as a community service or non-profit organization. It also owns the land the school is built on. As such, one of the main reasons for tuition at AIS being higher than other international preschools and elementary programs in the city, with the exception of Nagoya International School, is its location in a relatively upmarket neighborhood and the building itself being a unique and modern design. In comparison, many other similar operations would be renting their smaller facilities. In addition, hiring and retaining sufficient numbers of teachers with appropriate experience and qualifications keeps personnel costs high.

The various fees for joining and receiving an education at AIS are shown in the chart below. In addition, families will incur some other sundry costs, such as for school lunches, uniforms, Grade Five and Six overnight excursion, and costs for special events. AIS offers no discount for siblings or foreign students, although any staff member wishing to have their child learn at AIS is entitled to a 50% reduction in tuition fees. On top of income received for the standard classes, after school lessons and holiday programs also bring in revenue for AIS.

Due to the high cost of receiving an education at AIS, families joining will predominantly fall into two categories: Japanese or dual nationality families from high income brackets; and foreign families dispatched from overseas subsidiaries to engage in development or training at companies headquartered in Nagoya, such as Toyota Motor, Tata Group, or Mitsubishi Aircraft. The latter group, in general, has all housing and school tuition fully funded by the company while in Japan and are, thus, able to afford the fees at AIS.

AIS Tuition and Fee Structure (as of Nov. 2019)

Program	Class	Application	Entrance	Tuition	Supplies	Facilities
Kindergarten	2yrs	22,000	330,000	1,089,000	36,300	108,900
	3yrs					
	4yrs		220,000			
	5yrs		110,000			
Elementary	G1	33,000	440,000	1,210,000	48,400	108,900
	G2					
	G3					
	G4		220,000			
	G5		110,000			
	G6		55,000			

Note: All figures in Japanese yen, and exclude consumption tax of 10%.

Facilities

AIS boasts its own two-storey, log house-inspired building located on a quiet street in an upmarket neighborhood, directly opposite a public park. The school is only 850m from Hoshigaoka, the nearest station on the Higashiyama subway line 20 minutes from Nagoya station. Constructed in 2005 ready for the opening of the 2006 academic year beginning April, the building has 12 interconnecting classrooms and a multi-purpose concert hall, all which have heated floors. Upstairs, there is a library with over 1,000 graded English and Japanese books and a class set of Chromebooks. The majority of classrooms have projectors installed, while the hall has a large projector and automatic retractable screen and a sound system. There are two offices; one downstairs for administration use and the other upstairs for teachers. The building itself is a U-shape with an artificial turf-laid courtyard inside when arriving through the main gate. The main gate is locked when staff are not on drop-off or pick-up supervision duty, and persons wishing to enter outside these times must use the intercom to be let in through the side gate. The building has two large attics and several sheds outside for storage. Each room can access the school's WiFi internet connection, and each teacher has use of a computer. Downstairs toilets are designed for kindergarten age children, while upstairs toilets are for use by elementary students.

The school has no dedicated cooking facilities, science lab, or swimming pool. PE lessons are conducted in the park across the road from the school when the weather is fine; in the hall on days with inclement weather. Students can bring their lunch from home, or order on a monthly basis from the delivery service.

For security, cameras are mounted on the road side of the building and within the first-floor office. The school is fitted with a security system monitored by a reputable security company, which will come to the school in the event of any abnormality. Smoke detectors are located in all rooms, with alarm boxes upstairs and downstairs. As building manager, the Headmaster must

attend a two-day fire prevention management certification course (in Japanese) with the city fire department. The certification defines the rules and responsibilities of the building manager, and requires the carrying out of a daily check of the building and emergency equipment, updating the Fire Prevention Management Plan and evacuation procedures, and training of staff. The fire prevention equipment and systems are checked annually by a contracted company. AIS is also fortunate to be located about 100m from the nearest police box.

Although the building has been built to standard requirements for floor space per child, as noted further on in the self-study, the facilities feel cramped in comparison to the increasing school roll. Moreover, with the school originally conceptualized for kindergarten-age children, aspects such as the under-stair shoe boxes, added cubby holes, and 5m x 5m square rooms are not particularly suitable for upper grade elementary students.

Capacity in each individual room is set at 12 students; however, which classes are allocated to each room each year are determined according to student numbers forecast for April. As there are 12 classrooms but only 10 grades or age-groups, each year two classes are allocated connecting rooms which allow for double the capacity of students. For the 2019-20 school year, class capacity is as follows:

Kindergarten classes		Elementary classes	
Jellyfish	6*	Grade One	24
Turtle	12	Grade Two	24
Dolphin	12	Grade Three	12
Orca	12	Grade Four	12
*Due to difficulty in attracting 2 year-old children, from 2017 the capacity for Jellyfish class was limited to 6 students: the maximum number of 2 year-olds which can be supervised by one teacher.		Grade Five	12
		Grade Six	12

Demographic/Ethnicity Overview

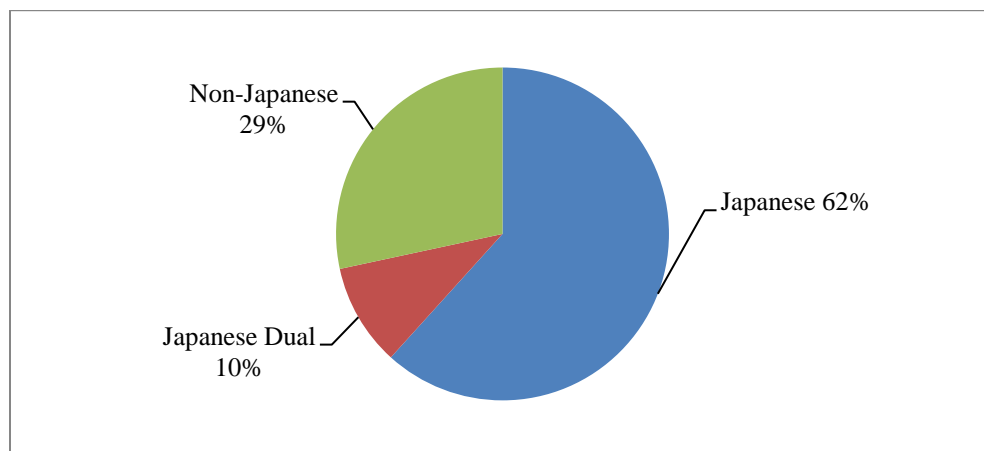
AIS is located in Nagoya City, the fourth largest city in Japan with a current estimated population of 2.3 million people. Located on the Pacific coast midway between Tokyo and Osaka, the city and its surrounds are home to the headquarters and major industrial bases of some of the country's leading companies, the most famous of which being Toyota Corporation. As well as a world-leading automotive industry, Nagoya and Aichi Prefecture also boasts one of the most productive agricultural regions, along with promotion in recent years to establish itself as an aerospace industry hub, centered around the aircraft and rocket development and manufacturing of Mitsubishi Corporation. As such, the city has a strong and stable work ethic in comparison to the bright lights in bigger centers which attract many. Nonetheless, the past two decades have seen Nagoya become more and more cosmopolitan, losing some of its conservativeness and gaining popularity among foreigners.

Although the push to improve English proficiency among the general population in Japan has

been going on for a while now, this has merely been to fulfil the reading and listening requirements of entrance exams for higher education, with little importance placed on practical application, particularly speaking proficiency. Upcoming changes to the National Center Test for University Admissions and an increasingly competitive society are seeing affluent families in particular look to give their child any advantage they can which may help their future prospects. One area they are looking towards is fostering their children with English skills and an independent nature.

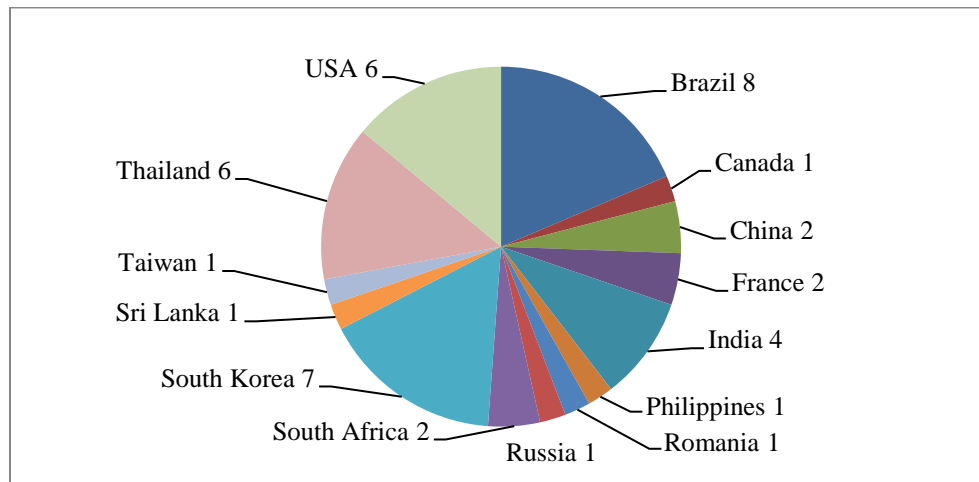
AIS was established to primarily serve Japanese families who wish for their children to learn English and become global-ready communicators. As such, the majority of its students are Japanese, with the other children having one or both parents from a non-Japanese background. As of September 2019, the percentage of students with both parents being Japanese was 62%, with 10% Japanese children with dual nationality, and 29% children with both parents from overseas. At present, the AIS community has family backgrounds from Brazil, Canada, China, France, India, Philippines, Romania, Russia, Singapore, South Africa, South Korea, Sri Lanka, Taiwan, Thailand, and USA.

Ratio of Students at AIS by Background (as of November 2019)



By and large, the majority of international families to AIS are on fixed-term dispatch to Japanese headquarters of the parent's company. As such, the companies pay all costs for accommodation and schooling, and often provide a car. While some of the companies deal directly with AIS, many go through relocation agencies, such as H&R Consultants (Relo Japan) or Interlink (Japan Mobility). AIS has formed links with these companies to keep them up-to-date with school information and invite any prospective families our way. In some cases the agency will contact AIS first, but often families will be given our details and contact the school directly by email to inquire about availability. The school has also been fortunate to have some families, particularly from Thailand and Europe, upon returning to their home countries recommending AIS to their colleagues.

Nationalities Other than Japanese Represented at AIS (as of November 2019)

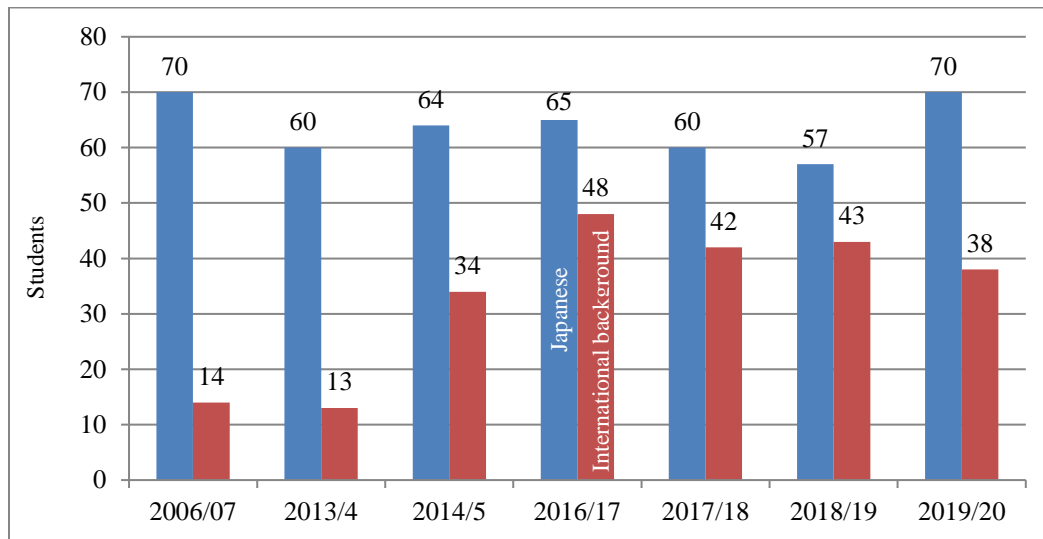


However, while such families are more than welcome at AIS and bring cultural diversity to the program and the Japanese students, plus an added revenue source for the school, key issues that commonly arise are: (1) while the fathers are highly proficient in English for their working roles, many of the families are not from native English-speaking countries and, thus, the children, and often mothers, arrive with low or no English ability, let alone Japanese skill. This can expend time for teachers having to support integration of the student into both the English and Japanese programs; (2) due to capacity limits in classes at AIS, short-term placements (1-2 years) help fill empty seats, yet take away the opportunity to gain students who will potentially stay through to Grade Six graduation. In general, families will come to Japan when their children are still small, but the number declines as the children get older. This means that it is difficult to fill the vacant space of a departing child, which can draw concern from Japanese parents who expect a foreign student in the class.

International families arriving in Japan for short periods are, by and large, unable to access the public education system due to language support required. For this reason they will seek privately-run schools offering an education in English, and, thus, look for schools such as AIS with 'international' in their name, which may give a false impression that all 'international' schools in Japan are of similar standard and ideals, such as offering IB programs. While international families give high praise for the educational approach at AIS, it should be noted that the number of those from countries in which English is their first language is comparatively low, particularly for the elementary years.



Japanese vs. International Background Student Numbers in April (2006-2019)



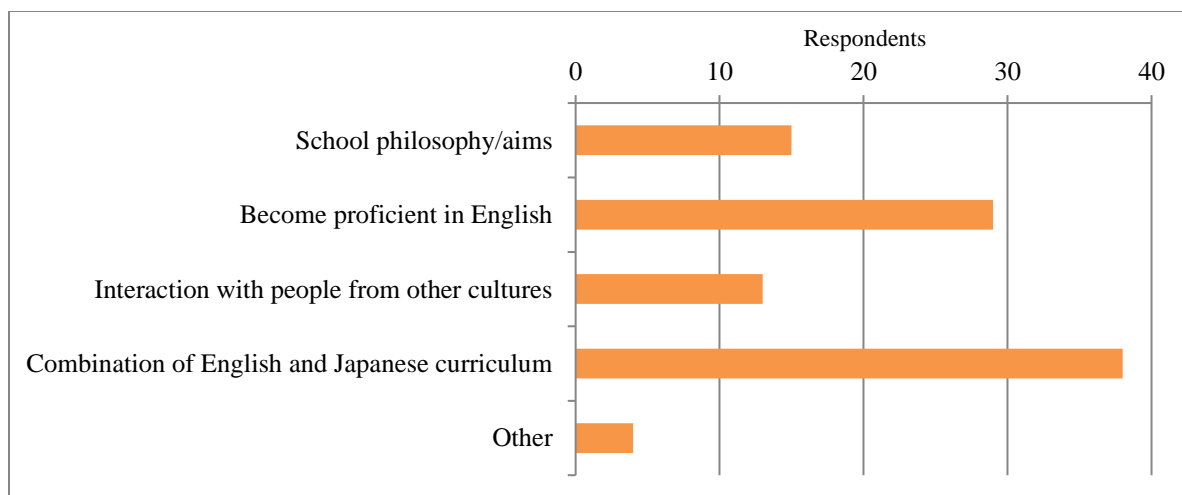
Note: International background students include those with one or more parent who is not Japanese.

Choosing AIS

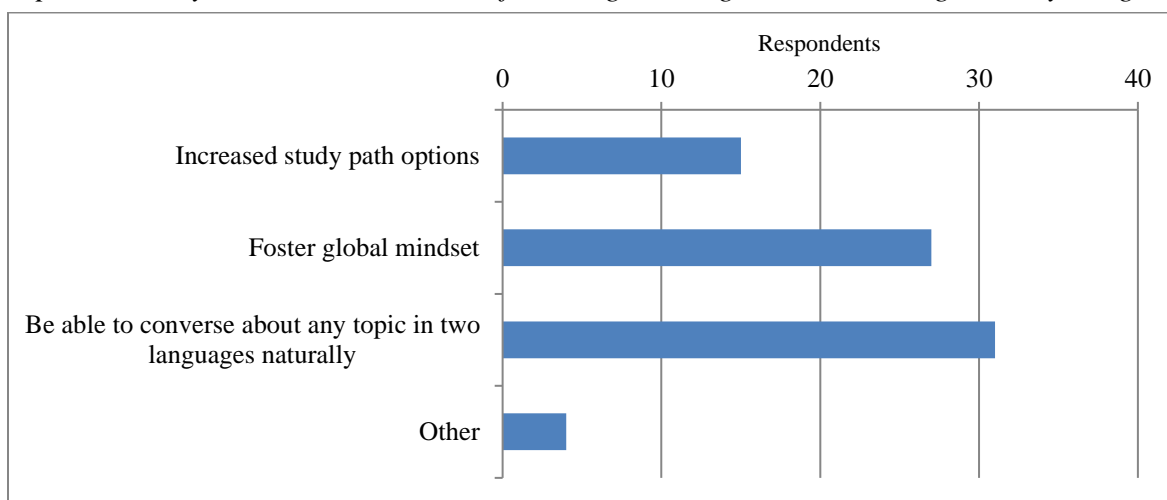
While the reasons for the majority of overseas families choosing AIS have been highlighted above, those of the core Japanese families are noteworthy. Many AIS students are from affluent families, with many parents doctors or company owners. As such, these parents are looking for preferential education for their child in the hope that they will continue in the same profession. Particularly for those in the medical field, parents have first-hand knowledge of the necessity to gain English proficiency.

A survey of all parents conducted for this Self-Study highlighted becoming proficient in English, while still acquiring Japanese education as key reasons for choosing AIS for their child. At the same time, the expectations of the bilingual program garnered strong responses for children to gain natural communicative skill, as well as have a more open mind about the world.

Main Reason of Current AIS Parents for Selecting AIS for their Child's Education

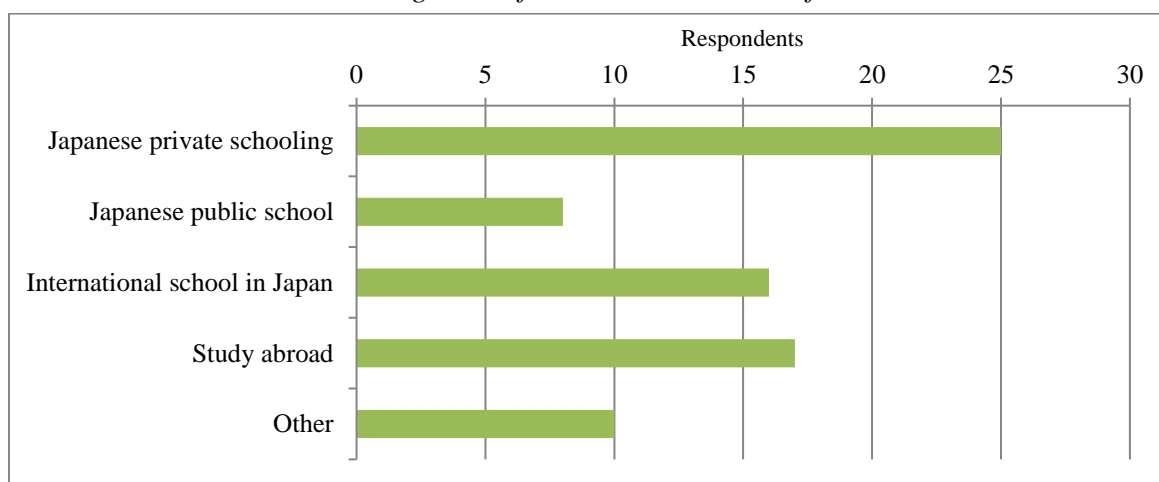


Expectations by Current AIS Parents of a Bilingual Program over an English-only Program



Post-AIS, most parents are hoping to continue to send their child through the Japanese private school system, while international education options are also being considered. It is interesting to note in the responses given for ‘Other’ (listed in [appendix B.1](#), page 202) the number of parents intending to leave the decision for a future pathway up to the child. Respecting and encouraging the child’s individual strengths in their own chosen direction is the best support a parent can impart, while at the same time fits in with the AIS mission of empowering its learners to become global-minded citizens equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment.

Desired Schooling Path of Current AIS Parents for their Child



Students

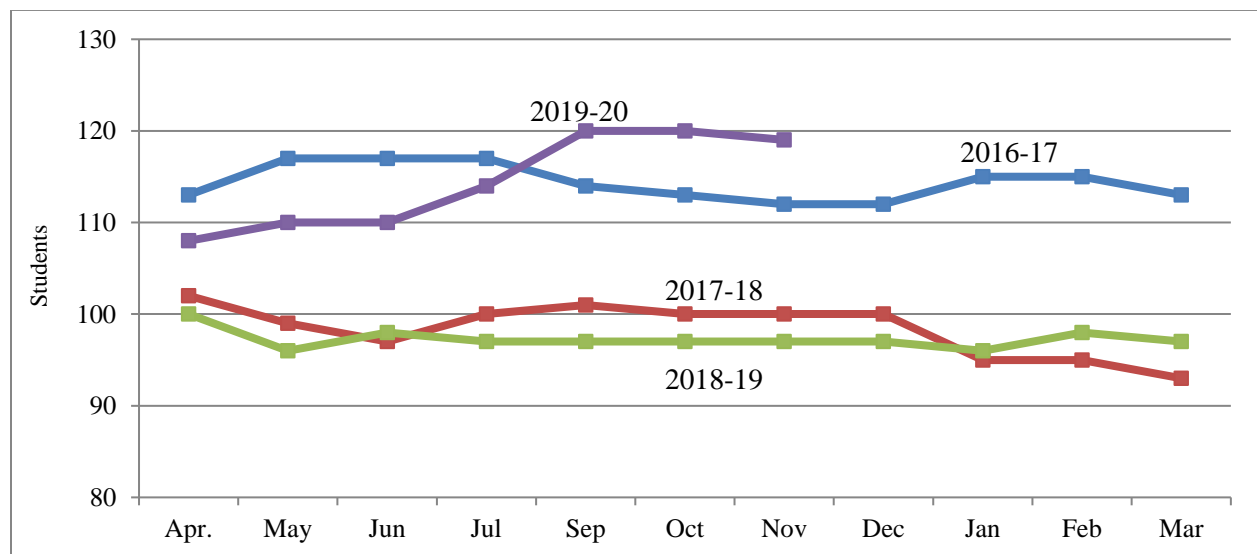
As of November 2019, there were 34 students in the kindergarten program, and 85 students in the elementary school, a total of 119 students. On paper, with 12 students per room the school building has a capacity of 144 students, and while financially such numbers would be beneficial

in many ways, the strain on facilities and resources going over 115-120 students raises an array of issues, including traffic congestion at pickup time, child supervision particularly during recess and PE class, and a drop in individual student-teacher time, the latter being the big drawcard for many families originally choosing AIS. The chart below shows most classes are nearing capacity.

Allocation of Students by Class as of November 2019

Kindergarten classes		Elementary classes	
Jellyfish	3	Grade One	21
Turtle	7	Grade Two	19
Dolphin	12	Grade Three	13
Orca	12	Grade Four	9
		Grade Five	11
		Grade Six	12

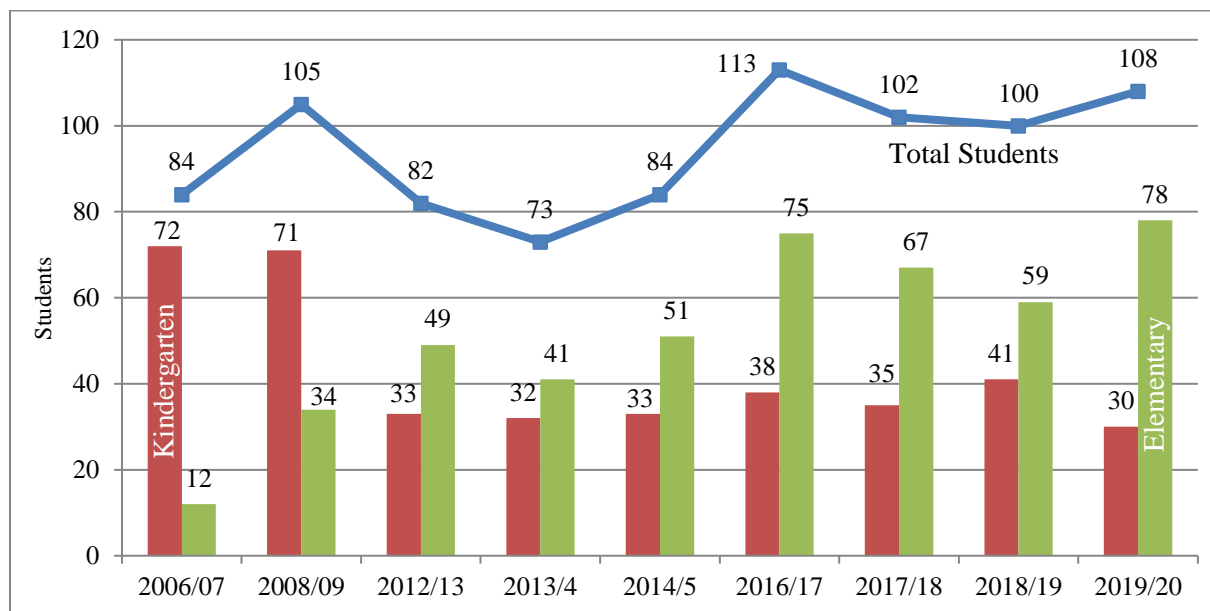
Total Number of Students Enrolled at AIS by Month (2016-2019)



Note: AIS is closed for summer during August; therefore, student numbers not shown on graph.



Total Number of Students Enrolled at AIS as of April (2006-2019)



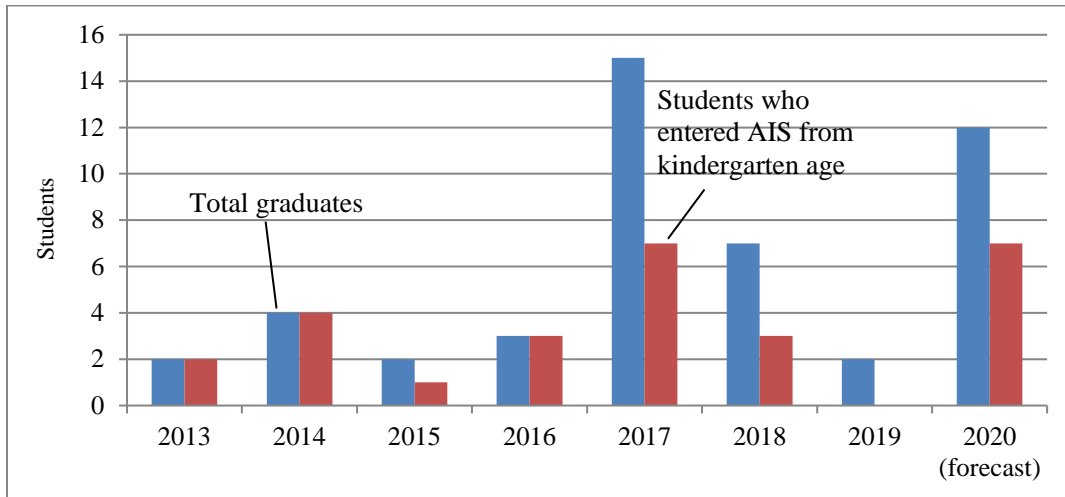
Note: Data prior to 2016/17 retrieved from previous WASC reports.

As with other private schools, retaining students across all age groups is a perennial challenge for AIS. The school was established as an integrated 10-year kindergarten and elementary program for Japanese children to become bilingual in English and Japanese; therefore, the vision is for them to join as early as possible and continue through to Grade Six. Data in the graph above shows that in the early years of the school, the ratio of kindergarten students far outnumbered elementary age children. However, as the full six-year elementary program finally came to fruition in 2012 with the first set of graduates, parents of younger AIS children and prospective families could see the school was built on stable foundations. As such, interest in the elementary program grew. Needing the space to accommodate the older children meant capacities for kindergarten classes reduced. Thus, the inverse ratio of kindergarten to elementary children has become the norm in the past seven years.

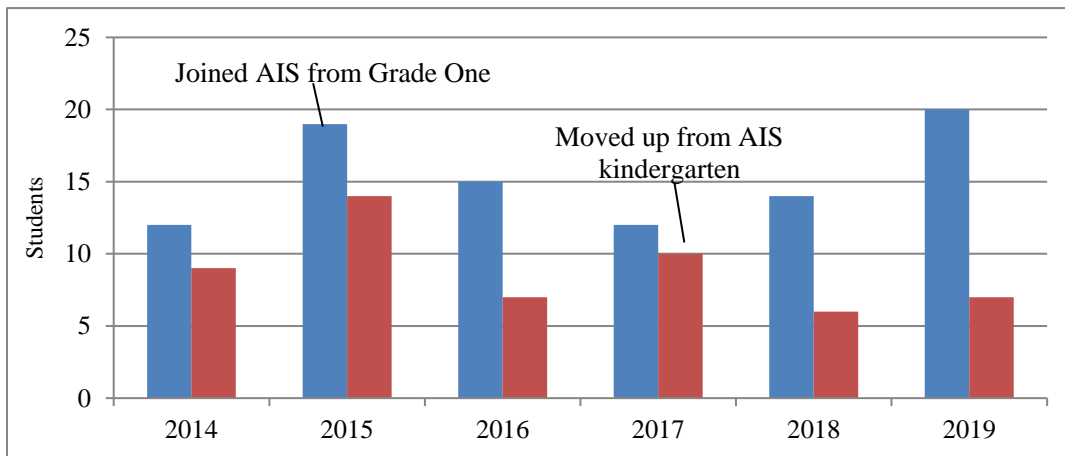
Nonetheless, as can be seen in following graphs, the number of those moving up from the AIS kindergarten into the elementary program is usually only half the graduating 12 Orcas, while of that figure, those going further and graduating from Grade Six drops further. The large number of Grade Six children in the 2019-20 year who have embraced the school's vision and been with us since kindergarten is a positive sign for future classes.



Grade Six Graduates Who Entered AIS from Kindergarten Years (2013-2019, 2020 Forecast)



AIS Kindergarten Students Who Entered AIS Elementary Program (2014-2019)



Key factors contributing to recent increases in elementary student numbers at AIS are:

- Despite a growing number of competing early years education providers, options available to continue an education in English are still limited. This is particularly relevant for overseas families who will find it difficult to enter the Japanese public school system.
- With the aforementioned trend in mind, AIS has formed ties with some of those providers, in particular other members of the newly established Tokai International Schools Association (TISA), along with independent contacts. AIS reached out to these providers to ask them to inform their parents about our Grade One program, in return for which, AIS recommends those schools to any families with kindergarten age children we have no availability for. The relationship not only helps extend the potential reach of prospective families, but also brings expectations for a higher entry level of English ability and cultural understanding, as more children come from English immersion settings.
- Effort of late to improve and stabilize the quality of the teaching staff and educational content at AIS, rather than in previous years where management and staff spent long hours on promotional activities, has helped build the school's reputation, particularly by word of

mouth from current families.

- A number of families recently have transferred their children to AIS due to negative experiences and dropping rolls at previous schools, mostly due to falling or unstable staff levels and changes in management not finding favor with the wishes of the families. During the past year alone, AIS has acquired at least ten such students of both kindergarten and elementary ages.

On the other hand, some possible factors for recent declines in kindergarten numbers are:

- High tuition fees compared to the growing number of competitors. The fees at AIS are the second highest in the city after Nagoya International School. Thus, the target range of families is restricted to high income earners. AIS justifies the high cost to establish a quality service in purpose-built facilities. Moreover, all AIS teachers are fully experienced and licensed, and, therefore, focus heavily on helping children acquire linguistic academic skills, rather than merely a play-based curriculum.
- Difficulty in attracting children to the 2-year-old Jellyfish class as it is one year earlier than the usual starting date for kindergarteners in Japan, but six months to a year later than infants whose mother returns to work soon after giving birth. Thus, it is an awkward age group to fill with new children, yet current AIS families whose mother has another child often join Jellyfish. Unfortunately, however, due to the recent continuation of low numbers, the Chairman has decided to close the class from the April 2020 year, allocating the room and teacher to further expand the elementary student intake.
- Some other TISA members also noted a lull in kindergarten age applications prior to the start of the current academic year. One suggestion for this has been put down to planned child care rebates to coincide with an increase in consumption tax from October and a lack of confirmation about which facilities will qualify or not. The rebates will basically make child care costs free or heavily reduced from 0 to 5 years, but only at city-approved providers. Final confirmation was announced after April 2019, however, the rules do not ideally favor international kindergartens such as AIS without city recognition. While merely speculation, it is possible that the uncertainty over how much families would or would not be required to pay may have put some off considering the high-priced English immersion education at schools like TISA members.

As noted in earlier paragraphs, inconsistent arrivals and departures of overseas students can bring conspicuous fluctuations to the school roll. Whereas Japanese families generally stagger the entry of siblings as each one reaches developmentally appropriate entry age, overseas families, often coming in groups, arriving with multiple siblings instantly swell numbers; however, their combined departure can similarly take a big bite out of student numbers. Uncertainty over exact departure dates makes it difficult to inform any potential replacement families when a space will open, and in some instances can lead to lost future students.

Nonetheless, it is hoped that recent efforts to improve the quality and understanding of the school and forge strong relationships with present and prospective families will help sustain student numbers.

Faculty and Staff

Currently in 2019, Aichi International School employs twelve international teachers (8 elementary school, 4 kindergarten), four Japanese teachers (3 elementary school, 1 kindergarten), and a part-time specialist violin teacher for the elementary program. Condition of employment at AIS is that all teachers must hold relevant qualifications and licenses. This sets the school apart from other small-scale ‘international’ schools in the area to provide families a sense of trust and integrity for our program and educational ability. As such, all of the native English-speaking teaching staff have qualifications and licenses from abroad, with the exception of one CELTA-qualified teacher who is mainly responsible for teaching ESL but is working towards acquiring full teacher credentials. The three Japanese teachers in the elementary school have local qualifications and licenses, along with experience teaching to various age children prior to AIS. While on paper a Japanese teacher is hired as ‘Headmaster Assistant,’ this teacher fulfills the necessary role of assistant in the kindergarten.

The school also employs a headmaster to oversee administration of the whole school and liaise with the elementary and kindergarten principals, a full-time office manager, and a number of part-time instructors to teach after-school classes of Chinese, Tea Ceremony and Violin. Cleaning of the building is outsourced. See [staff demographics](#) on page 43.

While high turnover of staff in the middle of academic years was noted widely in previous WASC reporting and came to be a critical source of concern for building continuity among the school community, the past three years has seen stability among the teaching staff, with the 2019-20 academic year being the first in the school’s history where every teacher from the previous year continued on. The past two years saw only minimal departures compared to previous years. Contributing to the recent stabilizing of the faculty have been an increase in the completion bonus paid to foreign teachers at the end of each year; the number of male teachers with families to support; an improved working environment with better communication, team work, and direction; and improved recruitment procedures to select teachers not only qualified, but also show enthusiasm and commitment to the job on offer. Unfortunately at time of writing, however, a Japanese elementary teacher with five years at AIS handed in her resignation at the end of term one. Although we were fortunate to be able to hire an excellent new Japanese teacher before the start of the new term, staff are reminded that such mid-year resignations cause uncertainty for children and parents and, therefore, leaving anytime other than the end of the school year in March is to be avoided but for unforeseen circumstances. For foreign teachers, this would result in the loss of the completion bonus, but unfortunately, it is difficult to penalize Japanese staff on permanent contracts in this way.

In terms of salaries, teachers at AIS may not be remunerated as well as the major IB program international schools in Japan, but for the size of the school, which is fully funded by student fees, teachers are paid above the market rate of their counterparts at small competitor schools or those working as assistant language teachers in public Japanese schools. On top of the monthly basic salary, teachers receive allowances for having teaching qualifications, previous teaching experience, and for diligence. As an education provider where teachers need to be responsible for teaching their students day after day, the latter is provided when the teacher does not leave early or arrive late more than twice in a pay-cycle month. Full transportation costs are also covered, along with the cost of a one-way air ticket for teachers hired from abroad. The company also contributes equal amount towards the teachers’ health and welfare costs. Due to the school being closed for six weeks from mid-July to the beginning of September, albeit for the summer school

program, teaching staff are not paid for the month of August. In order to receive a regular amount year-round, however, the eleven months of basic salary is divided into twelve equal payments.

All staff are required to complete an employment survey in September, giving their intention for the following academic year. This allows management to assess teacher allocations and give time to hire additional or replacement staff if necessary. The school utilizes paid and free employment search sites to recruit teachers, both which have their merits and demerits. Where possible, preference is given to candidates already in Japan, although quality of the teacher is foremost.

The recruitment process is conducted by the Headmaster in conjunction with the applicable Principal; however, final confirmation for the hire is made by the school Chairman based on the Headmaster's recommendation and provision of required documents from the candidate. These documents include the candidate's qualification/license, his or her agreement of the Employee Ethics and Employee Oath, and evidence of previous teaching experience. The teacher is then provided with a one-year contract. From the second year on, teachers are able to choose a one, two or three year contract with incremental completion bonus amounts. New employees are given induction training before the start of teaching and subsequent support and encouragement from colleagues along the way.

AIS Mission and Vision Statements

In modern society it is easy to see that there is a strong push towards globalization, and that a new set of skills are now required to be successful in the 21st century. AIS tries to equip students with the skills, knowledge and understanding needed to be lifelong learners. When students graduate the kindergarten or elementary programs for new schools there are a variety of educational environments which they may choose to enter. Therefore, AIS's aim is to prepare students with the skills necessary to thrive in any of these establishments, whether inside or outside Japan. As such, the school's mission and vision statements below were created with fostering "globally-ready citizens" in mind.

*"The **mission** at AIS is to empower its learners to become global-minded citizens who are equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment."*

*"AIS's **vision** is to be a premier international school, offering a bilingual curriculum in a vibrant, stimulating, multi-cultural, unique environment catering for boys and girls aged 2-12 years old."*

Moreover, in the survey conducted among AIS parents (see [appendix B.3](#), p.205), 92% of respondents agreed or strongly agreed with the statement that AIS achieves the aims and duties of its school philosophy.

Educational Philosophy and Model

Unlike many international schools, which are often founded to support a particular international community, AIS was founded to offer Japanese families an international education without having to give up their own language, culture or identity. AIS aims to foster children with rich language ability, and global and individual characteristics. To this end, in small size classes focusing on development of each child as an individual, AIS has a ten-year educational framework: four years of kindergarten and six years of elementary school. Through full immersion at the kindergarten level, a 70:30 English-Japanese ratio in lower elementary and 60:40 in the upper years, AIS students are able to achieve age-appropriate results in subjects both in English and Japanese. This provides children the grounding for the possibility and planning of entering higher education, either private or public in Japan or abroad. Also the number of students in the classroom ranges between 10 to 20, which allows students to learn more effectively and in more detail than in a larger class.

At AIS, kindergarten classes are taught exclusively in English, while the elementary school provides bilingual education in English and Japanese in order to help students develop their Japanese identity as well as a global mind. AIS administers its kindergarten and elementary school programs based on Japan's Ministry of Education (MEXT) curriculum guidelines and the curriculum of the Province of British Columbia, Canada.

At the beginning of the 2014/15 school year, AIS changed its standards from the California curriculum to those of British Columbia. The impact has been very positive, as the standards are more closely aligned to the mission and vision of the school. AIS also made the transition from using SATs to the ISA test for elementary students. The impact has been largely positive not only because it is a more appropriate test for an international student body, but also because the school is no longer obliged to focus exclusively on an American-centered course for the purposes of the test. This has been especially liberating for subjects such as Social Studies, where we continue to use the Houghton and Mifflin texts to teach concepts such as government, city, country etc., but now have the freedom to apply these concepts to an international theme, with a particular focus on Asia for some units.

A review of the AIS curriculum maps to check they were in line with the recently upgraded British Columbia curriculum was set as a faculty project in 2018, with the updated maps made ready for use by the start of the 2019-20 academic year. Staff discussion at the start of the project prompted consideration for changing to an alternative curriculum such as AERO; however, research into the possibility found updating to the latest British Columbia model the simplest to implement. Factors against a significant change included: not having a member on staff with the experience (or time) to introduce a complete K-6 curriculum; the requirement for a separate WASC inspection; replacing/upgrading entire resources; teachers from different backgrounds meaning it would be difficult to select one that everyone is happy with; the requirement to explain to the school Chairman the logic for making such a change (this was seen as a particular hurdle as the previous change to the British Columbia curriculum had not been passed on for his consideration and, thus, drew criticism when he became aware of this shortly after the current headmaster arrived).

Schoolwide Learner Outcomes

The schoolwide learner outcomes (ESLOs) at AIS, listed below, are based on four core values we expect our students to attain by the time they graduate elementary school – global citizenship, mutual respect, intelligent and effective communicative ability, and healthy self-confidence. The current ESLOs, which were updated around the time of the last full Self-Study in 2013 in order to better align with the school’s mission and vision to foster ‘global citizens,’ are permeated through all facets of both the kindergarten and elementary programs, with age-appropriate inclusion as evaluated items in end of term report cards. Previous ESLOs were apparently found to be lacking in direction and schoolwide penetration, thus, staff at the time discussed and developed what they thought to be most appropriate. Also at the same time, grade-by-grade and subject-by-subject rubrics for evaluating the ESLOs were devised.

However, with the exception of two Japanese teachers, only one foreign teacher with us today was a staff member at AIS at that time. As such, as new teachers with their own approaches and backgrounds have come into (and gone from) the faculty during the past six years, there have often been comments and discussions about the appropriateness of the set of ESLOs. In actual fact, there was no awareness at all of the existence of the ESLO rubrics until previous self-studies were retrieved in preparation for this report. Nonetheless, with the ESLOs embedded throughout the school, all staff have shown commitment to their integration to achieve consistency.

Survey responses from teachers in 2019 of ESLO awareness ([see appendix A.1](#), page 149) found that while in the main teachers are happy with the set, there is scope for improvement and realignment/ refinement. Although some of the upper grade teachers will outline the ESLOs to their students at the start of the year, the ESLOs in general are incorporated implicitly to fit in with their curriculum scope and other activities. This could explain why the aforementioned rubrics lost favor in having to meet extra and/or misaligned targets. However, although ESLO posters had been put up throughout the classrooms and corridors of the whole school, the lengthy and adult statements do little to entice awareness from the children they are designed for. Similarly, awareness among parents appears low. At the mid-cycle visit parent meeting in February 2017, very few could comment on the visiting committee’s questioning about ESLO appropriateness. As an initiative, the Headmaster redesigned the ESLO posters for 2019 to have a child-friendly, first-person (I am... / I can...) summarized ESLO statement in bold. This update was also announced at the WASC self-study information meeting for parents in May, drawing high praise and requests for a take-home copy of the posters. In response, an A4-size sheet with the 11 ESLO poster images is available in the pamphlet rack outside the school office. Moreover, as a further explicit attempt to create greater awareness among the elementary children, the Headmaster Award Challenge, which commenced in 2018 to encourage a self-starter attitude towards communication, was adapted to set each week’s award challenge task to meet an ESLO target. As with the preceding year, photos of the winner and the next ESLO challenge are posted on Class Dojo for parents to see and encourage their child. A simplified class-based version of the challenge is planned to be incorporated into the Orca class from Term Three.

The current AIS ESLOs and ‘child-friendly’ statements (*in italics*) are as follows:

1. AIS is preparing ‘global minded’ students that;

- a. Can use verbal and non-verbal techniques to communicate with others.
"I can communicate with others"
 - b. Develop an understanding and appreciation of their own cultures.
"I understand my culture"
 - c. Develop an understanding and open-minded approach towards other cultures and histories.
"I am interested in other cultures"
 - d. Enjoy learning, have a good attitude towards learning in all subjects and who demonstrate a desire to learn and understand.
"I enjoy learning all subjects"
2. AIS students develop a respect for themselves and others by;
 - a.Co-operating and working together on academic and non-academic group projects.
"I can work with others"
 - b.Demonstrating a positive attitude, enthusiasm and active participation.
"I am a positive player"
3. AIS develops intelligent and effective communicators that;
 - a.Can write and read in English proficiently
"I can read and write in English"
 - b.Can receive information and construct meaning through reading and listening.
"I understand written and spoken English"
 - c.Develop an appropriate competency and appreciation of Japanese language and culture.
"I understand Japanese"
4. AIS students develop a healthy self-confidence;
 - a.By showing they are prepared to risk take and challenge themselves by trying new things.
"I am confident"
 - b.Being motivated learners with a curiosity about the working universe around them.
"I am curious"

Learner Needs and Goals

AIS seeks to faithfully provide for the individual needs of each student and encourage the attainment of appropriate goals. At the early and primary years age, families choose the AIS program on their child's behalf based on their assessment that the school will meet those needs and realize goals. With the majority of students at AIS from high income professional Japanese families, early aspirations are to follow in their parent's footsteps. Nonetheless, as the child gets older, her or his proficiency and interest in certain subjects and activities may start to take precedence over others and influence future aspirations, social, emotional and body issues

become prevalent, and she or he may question the parent’s decision for being at AIS. In response to these perfectly normal development stages, AIS encourages motivation, forward-thinking and cooperation from both child and parents to instill a mindset that each child is special in their own way, yet keeps them on the pathways headed into their future.

Academically, different starting points of children in the same class for English, Japanese and other subjects means the teacher needs to be accommodating and alert to individual requirements. Students’ reading levels, for example, differ and, as such, books in the library are shelved by difficulty for which the teacher can advise the student which level is appropriate and support progression once proficient. Those struggling with foundation aspects of English or Japanese are recommended to take after school private sessions to supplement learning when not possible through additional help during the normal course of the day’s classes. Assistants helping in classes both in kindergarten and elementary provide valuable support to the lead teacher without slowing the other students unnecessarily.

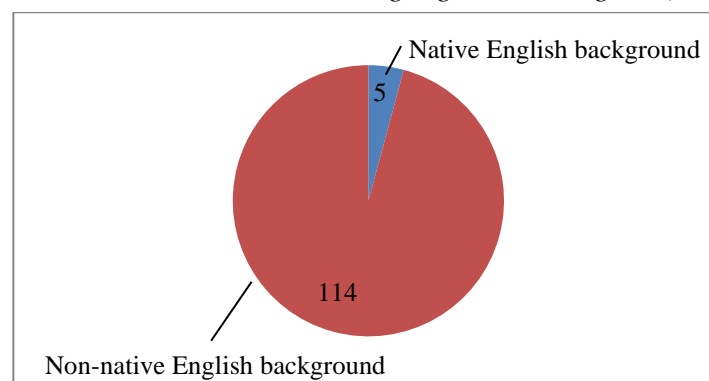
The incorporation of ‘hands-on’ activities, various forms of technology, field trips, and culturally diverse viewpoints also encourage learning by those who find textbooks alone abstract. Moreover, opportunity for classroom discussion and decision-making foster an environment of mutual respect for each other’s opinion and ideas, as well as developing leadership skills.

For the 2019-20 academic year, AIS sought a more proactive approach in fostering greater understanding and cooperation with parents by outlining individual class expectations and program details to parents prior to the start of classes. ‘Meet the Teacher’ sessions were held after the entrance ceremony on day one. These sessions were an opportunity for both homeroom and Japanese teachers to provide parents with information applicable to their child’s class(es), including scope of study, class expectations, age-appropriate development, parent communication. The purpose was to let parents know from day one what they can expect from the teacher and what the teacher expects from children and parents. Details for each class can be found in [appendix D](#) (page 208).

Academic Achievement

As the majority of students at AIS are not native English speakers, both the kindergarten and elementary programs place particular focus on helping students acquire and improve linguistic skills needed to meet the academic level of the English curriculum.

Ratio of Students Whose Main Home Language is Not English (as of Nov. 2019)



Note: Non-native English background includes students whose first language is also not Japanese.

At the kindergarten level, language skills are still in their early stages and children pick up communicative skill through immersion and repetition. Development in math, science, music, art and movement while still in the foundation stages of both home language and English can hinder early understanding, yet most children at AIS show abilities in these areas on par with their peers in standard early education settings. Classes from Turtle (3 years) onwards utilize a range of textbooks for language arts and math skills. Participation in standardized testing during Orca, as noted below, provides a sharp boost in reading skills necessary to understand increasingly difficult stories, written instructions, and classwork that awaits them in Grade One.

In the elementary school, academic achievement in language arts, math and Japanese are presented in detail below. In other subjects taught in English, most children generally enjoy Social Studies, Science, PE, Art and Music as, by nature, they are relatable to their everyday lives. Geography, for example, sees strong interest by the upper grades, most likely as many of them have traveled extensively and can talk about places other than their hometown. There are also strong links with Japanese Social Studies in terms of discussions about current events, civics and history. The violin program at AIS also brings an added appreciation of music, which transcends into other expressive activities such as the Christmas concert, world music performance, and assembly presentations. In the past, AIS students were typically not so athletically inclined; however, students recently are increasingly enjoying and making improvements in PE classes. By Grade Six, students are becoming more coordinated and showing greater maturity to play and exercise well. This will definitely help them with the step up to junior high school if they choose to join a sports club. Nonetheless, in general at AIS students seem to prefer playing games rather than drilled sports practice, possibly due to the limited play time available during the day and/or outside school sport participation.

Shadow education in Japan, namely cram schools and private tutoring, is well engrained in the Japanese psyche in pursuit of boosting academic achievement. Although as a school we would hope that the AIS program would be sufficient on its own merits to meet the academic requirements of entering a private Japanese junior high school, with only 30-40 percent of the elementary program availed to Japanese study, achieving this can be a big task for many. As such, a high proportion of upper grade AIS students also tend to start some form of supplementary study as their post-AIS pathway draws nearer. While it could be said that this may provide a ‘helping hand’ for the teachers at AIS, on the other hand, the long hours and added pressure can erode motivation to learn during the day. Helping students, and their parents, find a balance, accentuate talent, and be aware of the purpose for being at AIS are challenges faced by teachers.

Kindergarten

When AIS decided to adopt the K-6 curriculum of British Columbia, Canada, which starts at Orca age level, the kindergarten staff originally reverse-mapped the scope of study across the program to Jellyfish level (2 year-olds) in the aim of children working up to reach the expected attainments by Orca. As such, all four levels of the program have curriculum maps in place for core subject areas, with expected standards generally attained by most if not all students.

However, paying high tuition fees for their young children some, mostly Japanese, parents came to expect more than just age-appropriate social and study foundation skills from the AIS kindergarten program, particularly in terms of English. In response, the kindergarten program has come to focus more on academic achievement, particularly in terms of students’ acquisition

of reading and writing ability. A summary of the data would suggest that the students are being successful in meeting the high expectations, with all the students guided to achieve either a Pre-A or A-Grade in the United Nations Test by the end of the Orca Class. This test level would normally equate to the average Japanese junior high school student not in an English immersion setting, and thus, gives both the students and their parents a feeling of accomplishment and pride in terms of their English.

In the 2014/15 school year, AIS introduced the United Nations Associations' Test of English, at Pre-A and A-Level. The Orca class students sit the Pre-A Test at the end of June, with results received in July. In November, students sit a second round of tests, with each student either reattempting the Pre A-level Test or attempting the higher A-level Test. The results are mailed to the school in December and reported to parents. After both tests, the principal and teachers meet to draw conclusions, and when appropriate recommend updates to the curriculum and schoolwide plan. The results for the last three years are shown below:

United Nations Junior Test of English - Results of AIS Orca Students (2014-2019)

	Pre-A Level (June testing)		A Level (November testing)	
	No. of students	Average score % (Pass mark = 63)	No. of students	Average score % (Pass mark = 63)
2014-2015	19	79.20	11	78.13
2015-2016	10	79.80	8	74.50
2016-2017	10	80.80	10	76.60
2017-2018	11	79.36	10	74.60
2018-2019	11	81.91	9	67.22*
2019-2020	11	88.60	12	pending

*Unannounced increase in test difficulty meant pre-test preparation with previous test questions did not adequately match required level of actual test.

Whilst current and prospective parents are pleased to see students graduate with an above-age level competency in English, there can be reluctance by teachers to allow new students with low English level to join AIS during the Orca year due to the intensive supplemental teaching needed to guide even those who have been in the kindergarten program from preceding years. Students arriving from overseas, even from English-speaking countries, where formal reading and writing study may not begin so early, similarly can find the test a challenge. Moreover, arranging the testing around the other areas of study and the myriad of seasonal activities creates a heavy burden for the lead teacher.

Another important question in this regard for staff discussion is how the high level attained by the end of kindergarten at AIS impacts the students when they transition up to elementary. The elementary curriculum starts at Grade One level and assumes that it is the first time for students to formally study English language skills. For students that join Grade One from outside of AIS,

it is a well-matched curriculum that meets their learning needs. However, for students who move up from the AIS kindergarten program, the curriculum and resources can seem rather low-level to some. The explanation offered to AIS parents when their child starts Grade One is that upon entering the elementary school, the students go back and consolidate the foundations, and bring all students more closely in line. However, the reality is that it takes a skilled Grade One teacher to keep some previous Orca students engaged, particularly during the first term.

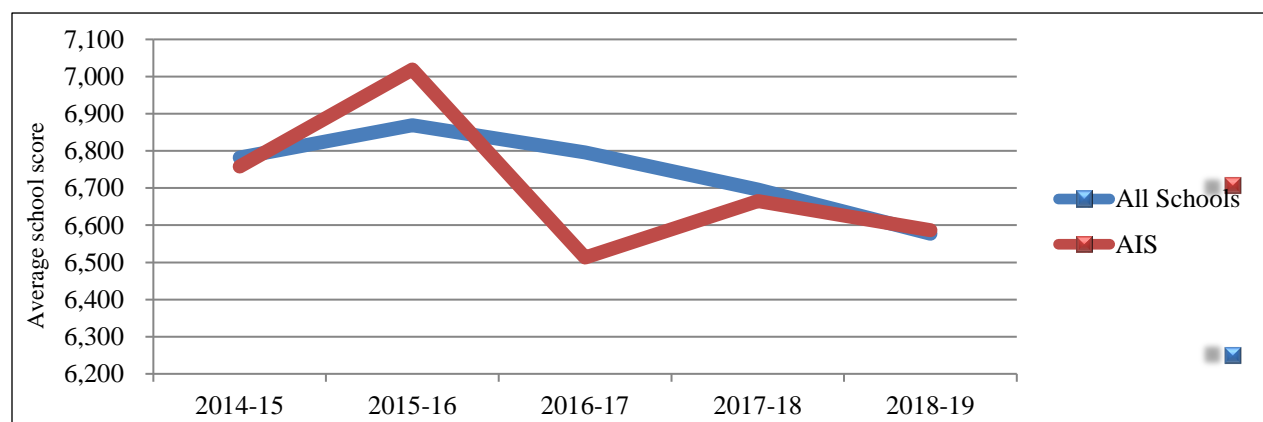
Elementary School

Until the 2014/15 school year, AIS used two measures to determine student academic achievement. They were the Stanford Assessment Test (SAT) and the Japanese Criterion Reference Test (CRT).

After initial discussions with the WASC Visiting Committee in November 2013, followed by discussions within the faculty, it was agreed that the school would move away from the SAT tests and that for the 2014/15 school year and beyond, students would instead take the International School Assessment (ISA). The ISA test is specially designed for students at international schools, and shows results against all schools taking the test, schools in Asia, and like schools (AIS is classified in Group 1, which is for schools with 15% or less students whose home language is English), and is therefore a good match for students at AIS.

In the 2014/15 school year, AIS introduced the ISA tests into the elementary school, for Grades Three to Six. The tests comprise of reading, writing and mathematics, with the writing test divided into two parts: narrative/ reflective writing (A) and exposition/ argument (B). With testing taking place in February and results being sent back to the school in May, the timing does not fit ideally with the AIS school year which finishes in March. Teachers would prefer the results before the start of the new academic year beginning April in order to prepare a scope of study reflective of the students' ability; however, albeit several weeks after the first term begins, after the results arrive and have been compiled by the principal, a session with the elementary faculty to analyze the results and discuss strengths and areas for improvement is held. Moreover, test results are generally sent home to parents prior to or at the first term parent-teacher conferences.

ISA Whole School Results for AIS vs All Participating Schools (2014-2019)



The following table shows subject analysis since implementation of ISA testing at AIS:

Reading	AIS average score	All Schools	+/-
2018-19	1341	1430	-89
2017-18	1359	1496	-137
2016-17	1288	1518	-230
2015-16	1505	1565	-60
2014-15	1427	1523	-96
Math	AIS	All Schools	+/-
2018-19	1690	1591	99
2017-18	1842	1637	205
2016-17	1766	1678	88
2015-16	1895	1659	236
2014-15	1775	1668	107
Writing A (Narrative/Reflective)	AIS	All Schools	+/-
2018-19	1682	1693	-11
2017-18	1633	1739	-106
2016-17	1648	1760	-112
2015-16	1733	1773	-40
2014-15	1722	1751	-29
Writing B (Exposition/Argument)	AIS	All Schools	+/-
2018-19	1874	1863	11
2017-18	1831	1824	7
2016-17	1811	1840	-29
2015-16	1886	1872	14
2014-15	1834	1840	-6

Looking at the results over the past five years in terms of subjects, achievement in mathematics tends to be above the international average. This may be partly due to the fact that the Japanese students also study math in Japanese classes and that many students also study math after school at various after-school programs elsewhere. The students' reading and writing abilities are mostly below average, and this is a regular focus area addressed in the results feedback sessions.

The main question for staff discussion is how we can further develop students' skills, especially in reading and writing. There are some things that we can do and some things that we cannot. For example, to address the mediocre reading and writing levels, the school has adopted computer-based tools such as i-Ready and Night Zookeeper to varying levels of success. Such tools can also be accessed at home for the motivated students and their families, yet soon become stale as the year rolls on. With the founding purpose of AIS being to help Japanese students become globally minded in an ever-evolving global environment, while at the same time ensure they are aware of and secure in their identity as Japanese citizens, the bilingual dual program offers English and Japanese education alongside one another. Whilst students continue to study in English for anything less than 100% for the scheduled time, it will always be difficult for AIS

students to reach the average of other international schools where students only learn in English. Nonetheless, for our non-native English speaking students to achieve scores close to the average of all schools should be commended.

Japanese Elementary School Program

At AIS, classes in Japanese instruction begin from Grade One, with eight periods per week for Grades One and Two, ten for Grades Three to Five, and 11 for Grade Six.

AIS is different to standard Japanese public and private elementary schools. These schools are approved by MEXT. It is difficult for AIS to receive such approval as there are many standards set by MEXT which we do not meet, such as number of class hours and facilities. For this reason, AIS is accredited by WASC. Some families decide to join AIS based on the reassurance the WASC accreditation provides.

AIS is a bilingual school. This is a major difference between us and other international schools in this area. However, just as there is insufficient time for classes in English instruction, there is also not enough time for the Japanese classes. For this reason, the Japanese teachers have arranged a meticulous schedule which operates in a bare bones timeframe. The table below gives a comparison of the weekly schedule at a public school versus AIS.

Weekly Class Time Allocation Comparison – Public School/AIS

Public school/AIS	G1	G2	G3	G4	G5	G6
Japanese Lang. Arts	9/4	9/4	7/4	7/4	5/4	5/4
Mathematics	4/3	5/3	5/3	5/3	5/3	5/3
Social Studies			2/1.5	2.6/1.5	2.9/1.5	3/1.5
Science			2.6/1.5	3/1.5	3/1.5	3/1.5
Life Science	3/1	3/1				
Total	16/8	17/8	16.6/10	17.6/10	15.9/10	16/10

As can be seen in the chart, the number of classes for Japanese Language Arts and Life for Grades One and Two are significantly less. In particular, in Grade One the teachers face a problem of there being children who can write *hiragana* (*katakana*) when they enter mixed with those who cannot, which can slow down the pace of the Language Arts class or mean the class has to proceed with some still not memorizing all the *hiragana*. At the orientation meeting held in February 2019, new Grade One parents were asked to have their children be able write *hiragana* by April.

Recently, the number of students from the AIS kindergarten stepping up to the elementary program is increasing, among which there are some who cannot write *hiragana*. For future integration of the kindergarten children into the bilingual elementary program, an example idea could be to introduce activities to learn *hiragana* and *katakana* in the latter half of the Orca year.

Evaluation of Japanese Subjects

The evaluation of Japanese-language subjects (Japanese, J Math, J Science, J Social Studies) is assessed according to target levels reached for each subject as prescribed in the course of study. At AIS, in addition to the textbook-based unit tests created by educational material publishers, evaluations are also made based on a student's usual class attitude, input from the student, notes, worksheets, and quizzes. These materials are regularly returned to parents and students so that both can always be aware of their individual learning situation.

Criterion Referenced Test

AIS makes use of the Criterion Referenced Test (CRT) for Japanese subjects at the end of each academic year (February). Through which, objective data is obtained to check the actual status of the yearly teaching goals. The results are shared with children, parents and teachers. From the results, teachers devise and improve teaching methods in the school. In addition, children and parents can check their strong and weak points, and can use them to set future learning goals.

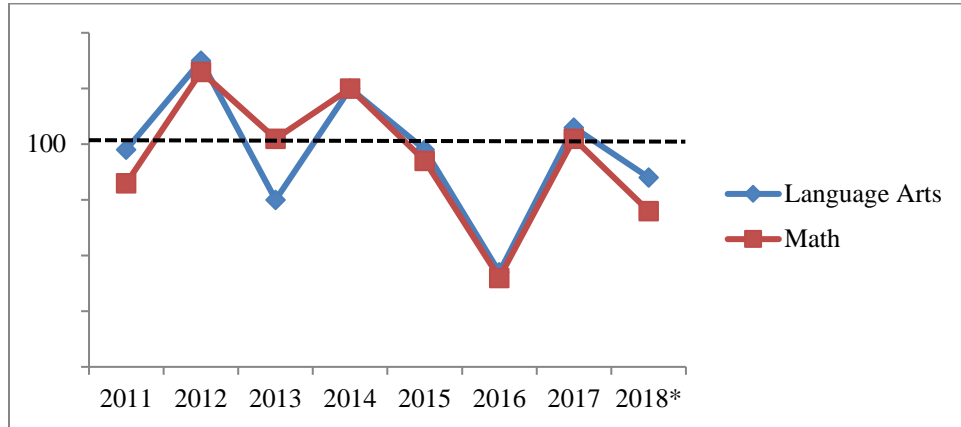
According to the results of 2018-19, AIS students are strong in Math since they have eight Math lessons in a week in both English and Japanese. On the other hand, AIS students are weak at Japanese Social Studies. They have J Social Studies lessons only 1.5 times in a week. It is half of the number as Japanese public schools. Also they have less chance to learn about local community. It will be the next challenge for AIS.

<i>AIS CRT Results (2018-19)</i> (%)					
		Japanese	J Social	J Math	J Science
G1	AIS	71.1		66.1	
	All Japan	73.7		74.3	
G2	AIS	80.6		76.6	
	All Japan	76.9		75.2	
G3	AIS	53.5	65.6	65.1	56.2
	All Japan	64.2	78	73.5	76.7
G4	AIS	75.1	72.7	74.7	78.6
	All Japan	68.9	72.9	66.1	74.6
G5	AIS	57.3	61.4	68.5	76.6
	All Japan	65.6	69.7	65.1	78.1
G6	AIS	78	53	69.5	71
	All Japan	71.2	66.5	68.2	76.8



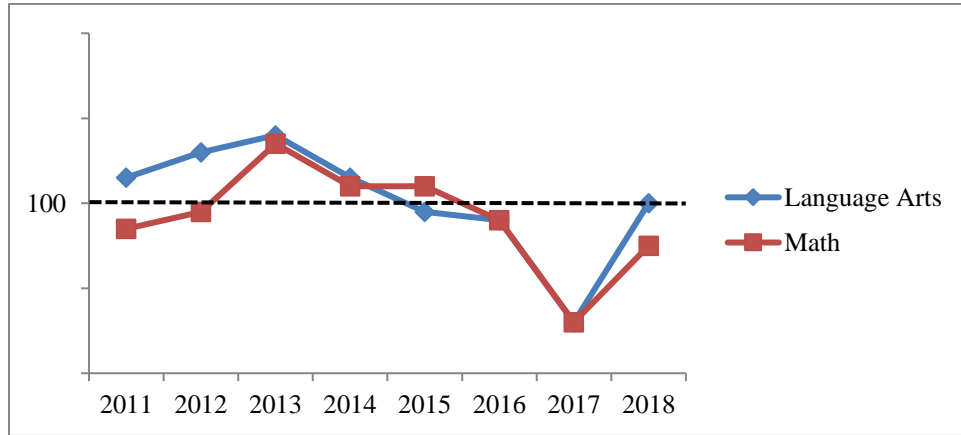
Higher than All Japan
Lower than All Japan

Grade One CRT Class Average vs National Average 100 Base (2011-2018)

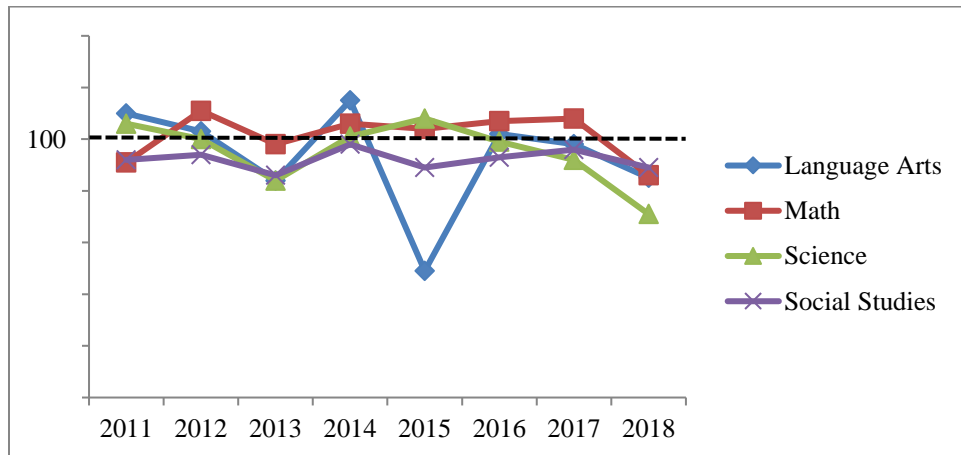


Note: CRT testing in 2018 included non-Japanese students.

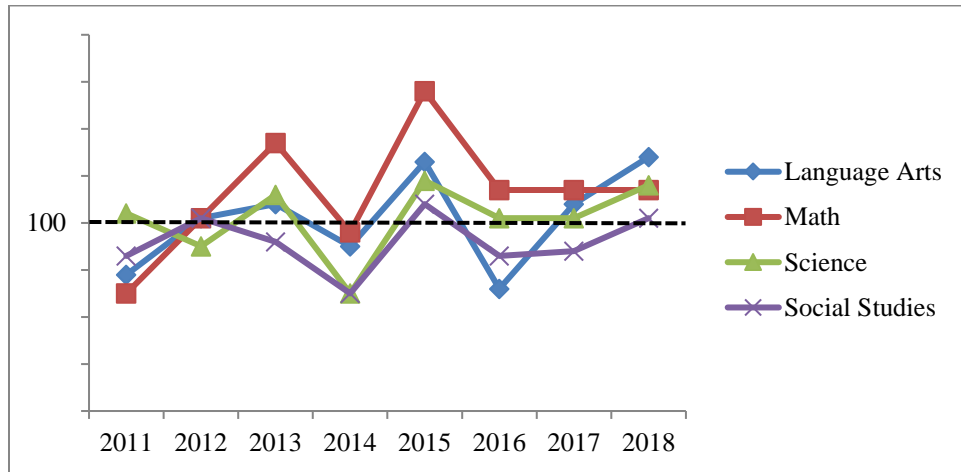
Grade Two CRT Class Average vs National Average 100 Base (2011-2018)



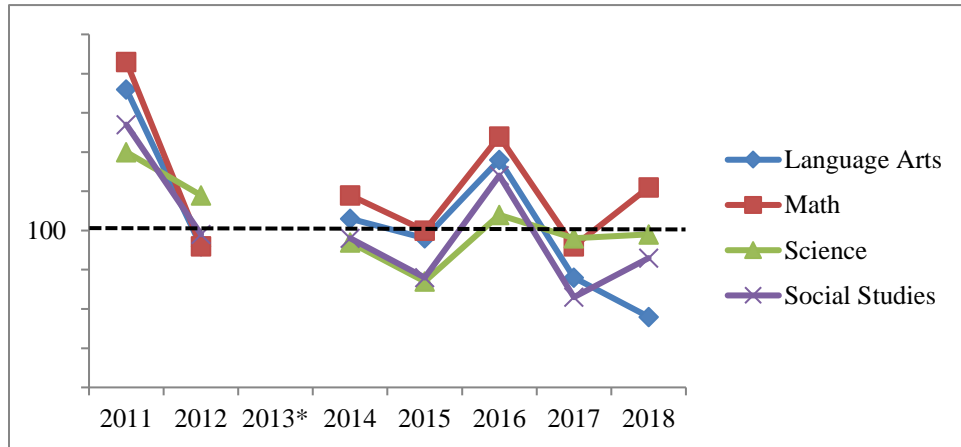
Grade Three CRT Class Average vs National Average 100 Base (2011-2018)



Grade Four CRT Class Average vs National Average 100 Base (2011-2018)

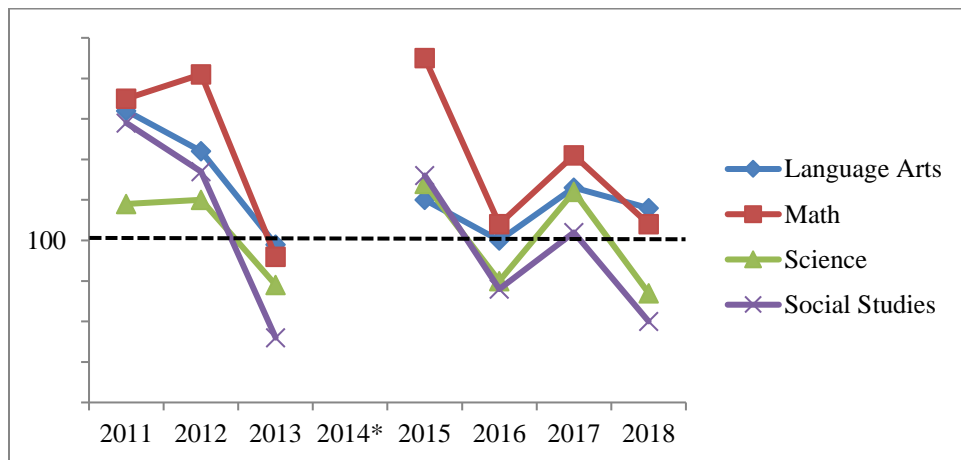


Grade Five CRT Class Average vs National Average 100 Base (2011-2018)



Note: *There were no Grade Five students at AIS in 2013.

Grade Six CRT Class Average vs National Average 100 Base (2011-2018)



Note: *There were no Grade Six students at AIS in 2014.

Participation by foreign students in classes of Japanese instruction

From the 2018-19 school year, participation of foreign students in classes of Japanese instruction changed. Whereas previously foreign students were sent to the library with a free international teacher while their class was having a lesson in Japanese instruction, the school Chairman had never been in favor of this setup due to concerns about supervision and that all children should be included in all aspects of AIS. The latter reason specifically drew sympathy from the incoming non-Japanese headmaster who felt all children should be availed the bilingual education on offer at AIS; not just because of frequent demands from foreign parents for their child to get more exposure to Japanese language while in Japan, but also as the so-called ESL sessions (including 1-2 JaSL sessions a week), which amounted to up to ten periods a week, were not a productive use of these children's learning time.

Garnering support from the Japanese teachers, who were previously reluctant to increase their burden, by offering assistance in the form of classroom support and translation of the textbooks, from the 2018-19 year all the Grade One students took part in all Japanese classes. Also, in consultation with parents, students in the upper grades could join in Mathematics class. From 2019, all Grade One to Three foreign students began participating in all Japanese classes, while for Grade Four to Six, all students participate in Mathematics and Science, and those students who meet the criteria set by AIS are also admitted to join the Japanese Language Arts and Social Studies classes. Foreign families are made aware of our inclusion policy and the possible need for supplementary after school lessons as a condition of admission at time of applying to join AIS, while Japanese families are similarly informed that foreign children join Japanese classes.

As the Japanese classes at AIS follow the same scope of study at public Japanese elementary schools, albeit at a condensed pace, it will always be inherently difficult for foreign students (particularly those from Brazil or Thailand, for example, who are also learning English as a second language) to be expected to start from zero or minimal Japanese and keep pace with native speakers. However, not only foreign students and parents, but also those from Japan have shown strong support for the way that AIS has organized this inclusive approach which supports foreign children without holding back Japanese children, which was a cause for concern among parents. Among the foreign children, some have gained very good proficiency to the extent of passing all unit work and the *Kanji Kentei* test (see below), on par with their Japanese counterparts. AIS hopes that this policy will also allow foreign children to acquire enough Japanese to be able to enter public Japanese junior high school or sit and pass the entrance tests to private Japanese junior high schools, providing greater options for those staying in Japan for extended periods. This policy has also helped attract new foreign students to AIS recently.

Kanji Kentei (The Japan Kanji Aptitude Test)

As a supplementary option for students, AIS began administering the *Kanji Kentei* tests and afterschool preparation classes from 2018. The test is a nationwide 10-level aptitude test of writing and reading Chinese characters. Each time at AIS almost 20 people (staff, parents included) sit the test, which is held three times a year, with the majority of participants gaining passing scores. Some children are challenged to the upper test levels which provide encouragement for not only Japanese but even non-Japanese children to improve their *kanji* proficiency. *Kanji Kentei* training not only helps students learn and review for Japanese classes in advance, but also helps students learn all subjects in Japanese because they can acquire vocabulary and reading skills.

Date of <i>Kanji Kentei</i> test	June 2018	October 2018	January 2019	June 2019
Number of candidates	20	17	18	23

<i>Kanji Kentei</i> level	5	6	7	8	9	10
Equivalent school level (Number of <i>kanji</i> acquired)	Grade 6 (1006)	Grade 5 (825)	Grade 4 (640)	Grade 3 (440)	Grade 2 (240)	Grade 1 (80)
Number of certificate holders at AIS	2	8	9	10	15	13

Sakura Medal Book Review Contest (<http://www.sakuramedal.com>)

AIS has participated in the Annual Sakura Medal Book Review contest since 2014. This contest is organized by a group of teacher-librarians from international schools throughout Japan. Books in both English and Japanese are reviewed each year and every year AIS has had some winners, although mostly in the Japanese book section for which students write a review in Japanese. Taking part in contests outside the school is a good opportunity to increase the children's motivation to read and to further improve the ability to write in Japanese.

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Numbers of winners from AIS	Gold 0 Silver 3 Bronze 1	Gold 0 Silver 1 Bronze 1	Gold 0 Silver 0 Bronze 1	Gold 1 Silver 0 Bronze 0	Gold 0 Silver 2 Bronze 2

Post-elementary transition

To date, 34 students have graduated from the elementary program at AIS. Approximately 70% moved on to private junior high schools. Also, about 15% of students went on to other international schools (e.g. NIS) or public junior high schools respectively.

As AIS is not approved by MEXT, AIS students may face hurdles to sit entrance exams for some junior high schools. For example, AIS students are not accepted to sit entrance exams at national-level junior high schools (e.g. Aichi University of Education Junior High School). To proceed to such a school, condition of entry is that the student must have studied at public or private elementary school for two years. As such, AIS students aiming for these schools will transfer to their local public school when they reach Grade Five. Moreover, there are some schools which require additional documents in order to confirm whether or not AIS is providing the same level of education as a standard Japanese school. Overall, however, as the table below shows, the majority of Japanese students sat and passed tests to enter private junior high schools of varying academic levels.

At the first-term parent-teacher conferences, the Japanese teachers will ask the parents of Grade Five students which junior high school they are considering. From this, the teacher will

provide guidance relevant to that school(s) and keep track of performance. At the same meeting when the students enter Grade Six, the Japanese teacher seeks updated information and will provide relevant deadlines etc. as appropriate. Although the Japanese teachers do support the transition to junior high school, the Japanese study program avails little time to provide more than the standard curriculum; therefore, they are unable to help students much in the way of exam preparation, particularly as each school has their own exam. As such, a number of children will begin attending cram schools after school and at weekends from Grade Four or Five (and sometimes earlier) as their parents want them to enter certain private schools. Whilst this can help boost their study in Japanese subjects, the long hours spent at evenings and weekends take their toll on some children, sometimes resulting in a lack of energy, unsatisfactory completion of homework, and a drop in interest towards English. Nonetheless, attending cram schools is common throughout Japan as parents buy into the notion that sending their child to a private school will give them an advantage in an increasingly competitive society. On a bright note, however, the recent trend in the larger centers to include English in the entrance exams of Japanese private schools is beginning to appear in schools in the Nagoya region; therefore, AIS students should increasingly see the advantage of keeping up with their English proficiency.

To provide parents with information about the transition and options for junior high school, meetings have been arranged in recent years with presentations led by the Headmaster. In 2016, the previous Headmaster invited some parents of graduating students to come and explain how their children entered prestigious junior high schools. Feedback from this session was generally positive; however, some had also hoped for the inclusion of other options, particularly international schools. At the session held in 2017 a parent of a graduating student was once again invited to talk about the private school her son entered, but for comparison, the incoming Headmaster also gathered and provided details and promotional materials about the two local international schools, as well as about public schools based on the experience with his own children and previous employment. The parents in attendance, the majority of whose children were in younger grades, appreciated a well-rounded, insightful presentation.

For 2018, under the directive of the school Chairman, the Headmaster visited several schools in Australia and New Zealand to check for suitability for AIS graduates. Upon return, a presentation to parents was held to provide information about the schools, accommodation options, and application procedures. While interest in the presentation was positive, those in attendance again were mostly from younger grades, so time will tell how many students make their way abroad after graduation. The Chairman also requested a similar observation trip to schools in the USA, Canada and the UK for which the Headmaster contacted around 25 schools in total; however, the Chairman shelved this plan until potential of the earlier trip could be established. Nonetheless, from contacts made in preparation for the second trip, the International Student Manager from Royal Russell School in the UK came and made a presentation at AIS while he was in Japan. Staff from one of the schools visited in New Zealand also subsequently came to meet AIS parents.

Of note about AIS students progressing to international schools in Japan, which we encourage for those wishing to continue in an international education setting, the out-of-sync calendars and grade years mean AIS students graduating in March either start straight away entering the final term of middle school year one or wait until August to enter from year two. The international schools would prefer that our Grade Six students join their middle years program from the beginning of year one, but this would mean leaving AIS after only one term and not staying through to graduation.

It is hoped that by forging ties with suitable junior high schools both in Japan and abroad and by offering greater support and up-to-date information, more and more parents will see the benefit of their child continuing through to graduation at AIS.

Destination of AIS Graduating Students by Year (2013-2019)

	Private	Public	International
2013	2		
2014	3		1
2015	1		1
2016	2		1
2017	11	2	2
2018	5	1	
2019			2

Extra-Curricular Activities

Throughout the year, AIS students enjoy numerous extra-curricular activities to supplement the ordinary class sessions, including study-related, such as the Spelling Bee, Science Expo and field trips, as well as seasonal and cultural events, such as a *Tanabata* summer festival, a talent show, Cultural Days celebrating a selected country, a large-scale Christmas concert, kindergarten picnic concerts in the park, etc. Families are generally invited to all events, while on field trips only Jellyfish parents come along for support due to the logistics of arranging transportation.

Many of the events require much preparation, but provide opportunity for cross-curricular work, such as for Social Studies, Art, Music, as the students will need to research other cultures and put their artistic skills to use. A good example of this is the change in format of the Halloween Party in 2018. To promote a greater global outlook and not stick solely to the typical pumpkins and bats ‘American’ flavor, Grades Two to Six were each asked to select a Fall/harvest festival from a country other than the USA. The classes then presented collages with photos and information about their chosen festival outside the classroom in the days leading up to the party, and inside on the day, games related to the festival were prepared. Downstairs in Grade One and the kindergarten was typical Halloween style. The new format gave all in attendance the chance to explore other cultures while the fun essence of the party remained. In 2019, the same arrangement is planned, although the classes will be asked to prepare games and decorations based on their two allocated Rugby World Cup teams which they will support during the coinciding two-month tournament.

After school, students are able to take supplementary English, Japanese or violin private lessons, or join the tea ceremony or programming clubs. Chinese lessons are also available for students wishing to become trilingual. The formation of afterschool clubs at AIS depends largely on the involvement of teachers with an interest in certain areas, and potential interest from children. Nonetheless, with a large number of teachers and students already tied up with afterschool ESL/JaSL and other commitments, organizing a sustainable program with sufficient numbers usually struggles to gain traction when put up for discussion. Nonetheless, a number of teachers have expressed the benefit of clubs which ‘use’ English would be better than merely doing more study. For this purpose, consideration for a drama/theater club in 2020 is being made.

Enrollment

As can be seen in the graph '*Total Number of Students Enrolled at AIS as of April (2006-2019)*' on page 21, total student enrollments at AIS since the current building opened in 2006 have been see-sawing. The trough after the peak in 2008 can be attributed to the Global Financial Crisis, rampant staff turnover, and parental issues, while pickup through to 2016 highlight the results of heavy promotional efforts by the previous elementary Principal and the experience of the previous Headmaster. After both departed, the current leadership team has endeavored to stabilize student numbers by improving communication, understanding and participation among all stakeholders: current and prospective, Japanese and international.

Interest in the elementary program, in particular, has been growing over the past 18 months, with many prospective families inquiring about availability after recommendations from current parents. Allocation of the classrooms to allow a larger intake of Grade One students has enabled more families to enter AIS; however, to justify the bigger classroom and additional teacher means there is a need to find large numbers of students who have not come through the AIS kindergarten system. This can lead to disparity in prior learning levels, behavior and motivation, and the admission of some students who may have some underlying or unreported development issues. The roll expanding to 120 students in 2019-20 has brought forth challenges for resources, both physical and human, which need to be considered to sustain revenue, while at the same time, continue to provide a quality educational environment.

To ascertain availability for the next academic year a survey of current students is conducted in September. Families must inform the school within a set period of their intention to continue, and are required in November to pay a deposit, which is deducted from the following year's tuition, to secure placement. Without this survey, it is difficult to publicize availability and allocate rooms and teachers. The current Headmaster has strived to get over 90% response rate by the due date in an effort to plan accordingly and begin processing of new applications.

Prior to processing applications, it is preferred that the child also visits the school, looks around, and takes part in a language level and character assessment. Aiming for consistency in the standards of incoming students, the Headmaster in consultation with various teaching staff has created a set of grade appropriate testing materials. Also, having the child come in for a trial lesson is also desirable for both family and school to assess suitability. Unfortunately such testing and trials are often difficult with international families applying from abroad, so there is reliance on the parents to supply accurate information. While the contacting parent is usually fluent in English, in many instances the child is not and can require extra support upon arrival.

Once an application has been received, the Headmaster will confer with the applicable teacher and Principal, and with their approval, pass on to the school Chairman who will give written approval. The school is not permitted to allocate placement or announce acceptance without his approval. This ensures he has accurate student figures, while at the same time, also prevents arbitrary decisions that may cause trouble. Similarly, any application to fill a forecast vacancy cannot be processed until the Chairman receives a leaving form from the departing family.

Whereas the majority of enrollments are by Japanese families entering their child from April, mid-year applications from foreign families set to arrive in Japan anything up to six months and sometimes more in advance, and Japanese children transferring from other kindergartens and schools for various reasons are prevalent. Many families from Japan and overseas have found the school through its bilingual website and are attracted by the school's mission and vision. Administration and updates to the website in both English and Japanese are carried out by the

Headmaster, who spent the first few months in the position matching the English and Japanese content. The Headmaster also translated all Japanese documents and materials, including the school leaflet, into English so that foreign families are availed the same information as Japanese families.

The Headmaster holds Open House sessions once a month to provide explanation to prospective families, while individual visits can be arranged at any time. Whereas previously the Open House sessions were only held once a term, the added dates allow families to see the popularity of the school. Open House sessions involve a general overview of the school, followed by a tour of the building, returning to the hall for admissions information and a Q&A session. Although the Headmaster runs the events single-handedly – depending on the audience this can be in both Japanese and English – teachers often organize their classes to be doing appealing activities when the tour group passes by. At one session before Christmas last year, the Turtle class students came and performed one of their concert songs for the visitors.

Half day trial lessons for those moving up to Grade One in the following year have been successful in attracting students. The children get the chance to experience two English class sessions and one in Japanese, while the parents are given an explanation about the admissions process. Other efforts to market the school have been participation at the Nagoya Festival, mini concerts at a local town square, and the formation of mutually-beneficial links with other schools. For the recent Grade One trial lesson, for example, such international kindergartens kindly put up flyers on their noticeboards or sent out to parents.

Such promotion events are part of annual planning aimed at achieving consistent student numbers and quality across all age levels.

Staff Demographics

As noted earlier, the school employs a headmaster, an office manager, twelve international teachers, four Japanese teachers, a part-time specialist violin teacher, and a number of part-time instructors to teach after-school classes. All current staff are highly dedicated to their roles and work as a team for the betterment of the school as a whole. Background information about each person and their current role is listed below.

School Leadership

Mark Hill (School Manager/Headmaster)

This year marks the 30th year since Mark Hill first visited Japan, and he has lived here permanently for the last 17 years. Before joining the main company which operates Aichi International School back in 2008 as an in-house translator and publication editor, Mark spent six years teaching English in various public elementary and junior high school settings in Japan, including in classes of children with special needs. Mark was selected by the company Chairman to manage AIS due to the retirement of the previous Headmaster. After a three-month transition period, he took over in April 2017.

Graduating with a Bachelor of Japanese Language from the Christchurch Polytechnic Institute of Technology (now Ara Institute of Technology), Mark believes that all children deserve the best asset for promoting greater understanding of diversity: communication skills. As such, a quality

education program should continually strive to promote communicative development in all children which stimulates potential academic, social and leadership qualities.

Steve Morris (Elementary Principal; Grade 1 lead teacher)

Steve Morris is from the UK. He studied a BA in Primary Education with Mathematics at the University of Warwick in England. After graduating, he was a class teacher at an elementary school in the UK for three years. He has lived in Japan and worked at Aichi International School for eight years. In his first year, he was the class teacher for the Orca Class. Since then, he has been a class teacher in the elementary school. For the past three years, he has also helped to coordinate the elementary program and oversee day-to-day operations. Steve strives to give children a broad and balanced curriculum that includes opportunities to grow both as individuals and as group members.

Motofusa Hamano (Elementary Deputy Principal; Grade 4 & 6 Japanese subject teacher)

Motofusa Hamano graduated from Aichi University of Education. He holds a teaching license and is certified to teach children at elementary school, junior high school and high school in Japan. He has had experience as a homeroom teacher for Grades 3 to 6 at elementary school and as a homeroom teacher for Grades 1 to 3 at several junior high schools. Motofusa joined AIS in April 2013 in the position of Elementary Japanese teacher. He has taught Japanese Language Arts, Japanese Math, Japanese Social Studies and Science, and Home Economics to all grades at AIS, and this year teaches to the Grade 4 and 6 classes. From the 2018 academic year the responsibility of deputy elementary principal was given to Motofusa and he takes charge of organizing the Japanese side of the program, including class scheduling of Japanese teachers, and leads the guidance team for next-level education advice and dealing with student issues.

Matthew Fitzgerald (Kindergarten Principal; Orca lead teacher)

Matthew Fitzgerald is currently the kindergarten principal at Aichi International School and is also the homeroom teacher for the Orca class (the oldest kindergarten students). Matthew holds a Bachelor of Teaching degree and also a Master of Applied Linguistics degree. He has well over 20 years of experience in teaching and education in both Japan and his home country of Australia, and has been involved in classroom teaching (elementary school, kindergarten & adult education), curriculum development, teaching training & support and school management & leadership. With regards to the latter area of experience/expertise, Matthew has been responsible for managing and leading individual schools as well as a large groups of schools (e.g., over 40 schools in one of his positions as an area foreign personnel manager for a private educational company).

It has been his experience that children have the most fun and also learn the most when learning experiences are enjoyable, fun, exciting, stimulating, discovery oriented and appropriately challenging. With this in mind, Matthew always endeavors to teach this way and facilitate this kind of learning environment for his students! He also believes it is vital that teachers are caring, compassionate and fair so that students feel safe and looked after.

Office Management

Midori Kato (Office Manager)

Midori Kato joined AIS in 2014 to take over from the previous manager who unfortunately had to leave due to serious illness. As such, Midori had to use her skill and initiative to learn the ins and outs of AIS on her own, and as a result, set in place solid processes to improve schoolwide administration. Her role involves: all school accounting tasks, including calculating staff salaries and monthly cash flow/ financial details, and reporting to the accountant and Chairman; processing new student applications and preparing documentation, including contacting relocation companies of families arriving from overseas; school purchases; uniform ordering; organizing holiday and afterschool programs; being a contact point for families both current and prospective; attending to sick and injured children; among a myriad of tasks.

Descriptions of teachers and their charge for 2019-20 are listed alphabetically below:

Joshua Collett (Grade 5 lead teacher, Grade 3-6 PE)

Joshua Collett is from Mississauga, Ontario, Canada, and has a Bachelor of Education from Brock University. Prior to joining AIS, Joshua garnered teaching experience at English language schools, and as an Assistant English Teacher in Japanese public junior high schools. Into his sixth year at AIS, Joshua has taught grades 3, 4, 5, 6. His overall goal as a teacher is to help students become responsible and independent people, and try to inspire them to live healthy, balanced lives. He also wants to help students understand the world better, and promote the idea of traveling and experiencing other countries and cultures, in the hopes of opening their minds to different ideas from around the world.

Rachel Franklin (Jellyfish lead teacher)

Rachel Franklin is from Tennessee in the United States. She received her degree in Early Childhood Education from Roane State Community College. She taught preschool for five years in America and was a lead teacher in several different age classes. 2019 is her second year working at AIS as the Jellyfish (2-3 year olds) teacher. Her teaching philosophy is to teach students in an enjoyable way with a mixture of teacher and child directed activities. She also strives for her students to excel not only in academic areas but also social and emotional areas.

Shawwna Hunter (Grade 2 lead teacher)

Shawwna Hunter is from Jamaica, and has a Master's of Science in Applied Psychology from the University of Liverpool, England, a Bachelors of Education (Elementary Education) from Mount Saint Vincent University, Nova Scotia, Canada, and a Diploma in Teaching (Primary Education) from Portland, Jamaica. Her previous teaching experience encompasses five years as an Assistant Language Teacher (ALT) for the Sendai City Board of Education, Sendai City, Japan, and as a teacher at Queen's Preparatory School in Kingston, Jamaica for nine years. Shawwna has worked at AIS for the past two and a half years guiding the grade one and two classes. Her educational belief is that all children are unique in their learning and that as a teacher one should be prepared to meet the needs that will foster growth and development through meaningful and purposeful lessons. At AIS, she aims to prepare students to be globally-minded and to become lifelong learners. Thus, she aims to equip students with the necessary skill sets on a daily basis in

an environment that welcomes open-mindedness, is safe, caring, a growth mindset approach, and is judgement-free.

Erika Korai (Turtle lead teacher)

Erika Korai is from the Philippines. She finished her college degree in the Philippines and took up Elementary Education Major in Preschool Education at the University of Santo Tomas. After she graduated in April 2010, she started teaching here in Japan until present. She's been teaching for almost 9 years. She has been working with children from as young as one and a half years old to six years old. It's her second year teaching at Aichi International School handling Turtle class until present. She believes that each child is unique and learns in different ways and requires varying amounts of time and support.

Sylvia Likami (Grade 3 lead teacher)

Sylvia Likami is from Kenya. She completed her Bachelors of Education (Primary) at the Australian Catholic University. She also has a Diploma of Commerce from the Melbourne Institute of Business and Technology (MIBT). After she graduated in 2012, she worked as a supply teacher at St Columbus Primary School and the King David Primary School in Melbourne for a year. She then went back to Kenya where she worked as a Primary Teacher at Nairobi International School then GEMS Cambridge International School for five years. In March 2018 she came to Japan and started working at Aichi International School as a Grade 3 homeroom teacher. She holds this position at the present. She aims to provide a safe learning environment in which children feel comfortable to learn at their own pace and are challenged to achieve to the best of their ability. She believes in encouraging students to express their opinions in an environment where they feel secure and supported.

Michael Anderson Meek (Grade 4 lead teacher)

Michael Anderson Meek is from Indiana in the USA, and has a Bachelor of Science - Education, from Indiana University along with a Proficient Practitioner's License issued by the State of Indiana. Michael has 13 years teaching experience in both the USA and Japan, joining Aichi International School in 2014. His duties at AIS include Homeroom Teacher for grades 2-4, Library Administrator, Class Dojo Mentor, Student Government Faculty Advisor, Social Studies Specialist, IT assistant. Michael believes that today, students have more demands placed upon them by their school than at any time before, and that our school has an especially demanding program. He endeavors to help students find a sense of balance. Students must be allowed and encouraged to find a balance between languages, subjects and interests in order to become well-rounded individuals and effective global-citizens.

Chris Redpath (Dolphin lead teacher)

Chris Redpath is from Northern Ireland, and earned a Bachelor of Science in Interactive Multimedia Design from the University of Ulster, and a Postgraduate Degree in Early Years Education from Edge Hill University, Liverpool. Chris taught primary classes across the 4-11 age groups in the UK for three years before coming to Japan. Since joining AIS in 2017, he has been the 4-5 year-old Dolphin class teacher. Chris believes in creating an atmosphere of respect

and fun in the classroom to get the best out of the children in one's care, especially Kindergarten children. Focusing on each child's individual interests and a joy of living will develop, making the academic goals of the class much easier to achieve.

Paul Richardson (Grade 6 lead teacher, Grade 1+2 PE)

Paul Richardson is from Cleveland, Ohio in the United States, and has a Bachelor of Arts in Political Science, a Multi-subject Teaching Certificate, and a Master of Education in Adult Learning and Development. Currently, Paul is the Grade 6 homeroom teacher, as well as the PE teacher for Grades 1 and 2, and has taught elementary, kindergarten, and after school classes at AIS. Before coming to Japan, Paul gained experience teaching in independent schools in San Francisco, CA, primarily in upper elementary, and coached Basketball, Futsal, and Volleyball. His educational belief is that every child deserves a champion and a safe place to learn at their own pace, through their learning style. That children can be successful starting at any level, as long as they have the proper support, structure, and environment that allows them to learn and grow.

Airi Sato (Kindergarten teacher; Headmaster Assistant)

Airi Sato is from Japan, but holds a Bachelor of Arts in Child Development and Learning with Teacher Licensure from the Maryville College in Tennessee, USA. Prior to joining AIS in 2018, Airi taught in the USA to Japanese 5th graders, assisted special ed class in an elementary school, as well as American 2nd graders. At AIS, she has been predominantly working with the Orca and Dolphin classes in the kindergarten, but also provides support in the Jellyfish and Turtle classes. Airi believes in building students' confidence, giving mathematical structures and fundamental knowledge, and providing a safe and comfortable environment to spend a day learning.

Hannah Shaw (Grade 1 Assistant, Grade 2 Art; Kindergarten support)

Hannah Shaw is from Wollongong, Australia, and has a Bachelor in History and Sociology from the University of Wollongong and a Masters in Teaching from Central Queensland University. She spent a year teaching primary school in Australia as well as a year teaching English in South Korea before joining AIS in March 2019. She currently works with grade 1 and 2 as well as kindergarten. Her educational belief is about creating a learning environment where students are encouraged to be responsible citizens of classroom and in turn globally. Students are encouraged to have flexible thinking and resilient minds by fostering an environment that focuses on problem solving, creative and critical thinking and strong social skills. Hannah support students in working collaboratively as often as possible and emphasizes the importance of listening to and respecting one another.

Yoshimi Uno (Grades 1 & 3 Japanese subject teacher)

Yoshimi Uno graduated from Aichi University of Education. She holds a teaching license and is certified to teach children at elementary school and junior high school in Japan. She has had experience as a homeroom teacher for Grades 1 to 4, team-teaching for Math for Grades 5 and 6 at several elementary schools and a part time teacher of Japanese at junior high school. Yoshimi joined AIS in September 2011 in the position of Elementary Japanese Teacher. She has taught

Japanese Language Arts, Japanese Math, Japanese Social Studies and Science, and Home Economics to all grades at AIS, and this year teaches to the Grade 1 and 3 classes, and provides a JaSL session for two foreign students.

Michael Wade (Elementary Math, Music, Science, Art; ESL)

Michael Wade is from Santa Barbara, California in the USA, and possesses a BA in Physical Education from Azusa Pacific University together with CELTA certification. He is currently working towards gaining licensure from the Massachusetts Department of Education. Michael has been teaching in Japan since 2009, joining AIS in 2015 initially to oversee the afterschool ESL program. He continues in this role today, but also teaches music to Grade 1 ~ 6, mathematics to Grade 3, and science and art to Grade 5. He also is responsible for organizing all facets of the Christmas concert. As a teacher at Aichi International School, Michael looks forward to helping his students learn the English language, become better citizens, and enrich their lives through interacting and understanding different cultures. His teaching philosophy can be summarized into the following 4 points.

First, he believes it is essential for successful teaching to sincerely care for students and maintain a healthy relationship with them. Second, he emphasizes active learning, encouraging his students to think actively and critically through the question-and-answer process and continuously motivate them to seek their own answer by asking questions for themselves. Third, he realizes that each student is unique and therefore attempts to respond to different learning styles and to accommodate different abilities. Finally, while stressing learning itself rather than achieving a good grade in his class, he also understands how important good grades are to the students and parents.

Rina Yokoyama (Grades 2 & 5 Japanese subject teacher)

Rina Yokoyama graduated from Gifu Shotoku Gakuen University. She is certified to teach children at nursery school, kindergarten and elementary school in Japan. Our newest member of staff, just joining AIS in September 2019, Rina previously taught at a kindergarten for Japanese children in Bangkok, Thailand.

Professional Development

The need for professional development opportunities at AIS has always presented itself as a challenge and area for development. The scale and operation of the school limits available time and funding, yet a lack of opportunities is not supportive or enticing for professionally licensed teachers, whom the school uses to promote its educational quality. AIS introduced its first formal program for ongoing professional development for teachers at the beginning of the 2014-15 school year. Since then, a range of topics via various mediums have been explored, albeit to varying degrees of satisfaction among staff. To secure regular time for professional development meetings, all students are released early on Thursday afternoons and teachers gather between 4-5pm.

Despite sporadic content in the early years due to time constraints and changing staff and leadership, recently efforts have been made to utilize the talents of all for the benefit of all. This includes Japanese teachers, who previously found participation difficult due to language level or

irrelevance with the Japanese program. A survey of teachers at the end of the last school year gathered proactive and workable ideas for forthcoming topics. In particular, professional literature discussions in specialist areas garnered appeal, particularly as the topics presented so far have been suitable for all age groups and not merely elementary school.

Moreover, a more productive series of pre-service days also incorporating time for collaborative planning was arranged for start of the 2019-20 school year. The schedule included general start of year information; re-familiarization of employment rules; an overview of the annual plan (for school and professional development); Elementary and Kindergarten general information; an overview of the Japanese program at AIS and comparison to the public school system overview; overview of the WASC self-study schedule; start of year/Term 1 Grade-level meetings; events overview (committees, timelines, field trip organization, etc.); start of year/Term 1 subject meetings, leadership meeting, emergency plan update and fire extinguisher training; an exercise in strategy sharing; a learning behavior issues support seminar presented by a visiting speaker (in Japanese, with English resources provided at a subsequent professional development session); and two ASCD webinars (for staff not attending the above seminar).

A proactive initiative from one of the experienced teachers this year has been a teacher mentoring program to provide constructive feedback to peers. Pre-arranged pairs of teachers observed each other's lessons and provided evaluation in areas such as what made the lesson effective; challenges or obstacles to the lesson's effectiveness; materials, supplies, resources or adaptations observed in use during the lesson. The first round of observations was received positively by all, with a second round scheduled for later in the year.

AIS has also sought external avenues for professional development. The school unsuccessfully applied for membership with the Japan Council for International Schools (JCIS) in 2017, which could have opened opportunities for staff to attend conferences and workshops. On the other hand, AIS is one of the founding members of the newly established Tokai International Schools Association. While still in its infancy, the group hopes to organize suitable professional events for teachers encompassing its mission of improving and promoting international education in the region.

From survey and discussion responses the general opinion among teachers highlights that the school is endeavoring to improve professional development, yet sentiment remains that it could be made more practical, for example, more of a focus on practical teaching techniques for certain kinds of students or practical teaching methodologies, and involve more professionals from outside the school. In addition, securing regular time for collaborative planning by subjects and grades needs to be given greater consideration.

Aichi International School 2019-20 Professional Development Overview as of 11 April 2019

Content

- Pre-service training (April 4/5)
- WASC-related:
 - ① Focus Group discussions, teacher surveys, drafting
 - ② SDP discussions aimed at making progress
 - ③ Visiting committee prep

- Teacher-led sessions (various)
- Literature/webinar discussions
- Guest speakers
- ISA (ES)/UN *Eiken* (Kindy)/CRT (Japanese) analysis
- Resource/strategy sharing
- End of term report writing time allocation
- End of term reflection and forward thinking sessions/collaborative planning
- Teaching resource library – electronic to Google Drive folder (categorize); arrange a book shelf for hard copy
- Suggestions welcome

Notes: Where possible, event plan explanation sessions/preparations shall be done on Fridays
 June 8/9 ‘Creating Connections Conference’ at NIS – anyone who attends, please provide feedback if appropriate.



Aichi International School Student & Staff (PD) Calendar 2019-2020

2019 April				May				June				Jul				August				September			
Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy	
1 M	Holiday	Discretionary Day		1 W	Holiday			1 S	Sports Day			1 M				1 T	Summer	Teacher Vacation		1 S			
2 T	Holiday	Discretionary Day		2 T	Holiday			2 S				2 T				2 F	Summer	Teacher Vacation		2 M			Start Term 2
3 W	Holiday	Discretionary Day		3 F	Holiday			3 M	Lieu Day			3 W	ES Swim			3 S				3 T			
4 T	Holiday	Pre-service		4 S				4 T	Bug Bus			4 T		Tana prep + WASC		4 S				4 W	ES Swim		
5 F	Holiday	Pre-service		5 S				5 W				5 F		Tanabata		5 M	Summer	Teacher Vacation		5 T	Hween/Xmas + 2020employ		
6 S				6 M	Holiday			6 T	SpoRes Tana expl/ WASC			6 S				6 T	Summer	Teacher Vacation		6 F			
7 S				7 T				7 F				7 S				7 W	Summer	Teacher Vacation		7 S			
8 M	Entrance Ceremony			8 W				8 S	NIS - CCC			8 M				8 T	Summer	Teacher Vacation		8 S			
9 T	Start Term 1			9 T			Sports/ES/Exp/ K-6 prep	9 S	NIS - CCC			9 T				9 F	Summer	Teacher Vacation		9 M	Eq drill		
10 W				10 F	ES field trip	Picnic/ concert		10 M	PT Conferences			10 W	ES Swim			10 S				10 T			
11 T	PD overview/ Easter prep			11 S				11 T	I			11 T		SpBee expl/ Report Cards		11 S				11 W	ES Swim		
12 F	Easter			12 S				12 W	I			12 F				12 M	Holiday			12 T	G6/G6 trip		WASC report
13 S	NIS			13 M				13 T	ISA analysis	I		13 S				13 T	Closed			13 F			
14 S				14 T				14 F	Cultural Day - Romania			14 S				14 W	Closed			14 S			
15 M				15 W				15 S				15 M		Holiday		15 T	Closed			15 S			
16 T				16 T	ES trip res	Mentoring Prog		16 S				16 T				16 F	Closed			16 M			Holiday
17 W				17 F				17 M	Call for PD participants			17 W				17 S				17 T			
18 T	ES Health	Yardsicks (Paul)		18 S				18 T				18 T	Vio Con	Term Reflection		18 S				18 W	ES Swim		
19 F				19 S				19 W	ES Swim			19 F		End Term 1		19 M	Summer	Teacher Vacation		19 T			WASC report
20 S				20 M				20 T	Literature discussion			20 S				20 T	Summer	Teacher Vacation		20 F			Open House
21 S				21 T				21 F	Open House			21 S				21 W	Summer	Teacher Vacation		21 S			
22 M				22 W				22 S				22 M	Summer	Discretionary Day		22 T	Summer	Teacher Vacation		22 S			
23 T	Fire Drill			23 T	WASC			23 S				23 T	Trial/OH I	Discretionary Day		23 F	Summer	Teacher Vacation		23 M			Holiday
24 W				24 F	Open House			24 M				24 W	Summer	Discretionary Day		24 S				24 T			
25 T	ES Health	Child Behavior/ Student Issues		25 S				25 T				25 T	Summer	Discretionary Day		25 S				25 W	ES Swim		
26 F	Open House			26 S				26 W	ES Swim			26 F	Summer	Discretionary Day		26 M	Closed	Teacher Vacation		26 T		SpBee prep	J Stages
27 S				27 M				27 T	3-6 SoEx prep	K-2 WASC		27 S				27 T	Closed	Teacher Vacation		27 F	Sp Bee		
28 S				28 T				28 F	Sol Expo			28 S				28 W	Closed	Teacher Vacation		28 S			
29 M	Holiday			29 W				29 S				29 M	Summer	Discretionary Day		29 T	Closed	Teacher Vacation		29 S			
30 T	Holiday			30 T	WASC			30 S				30 T	Summer	Discretionary Day		30 F	Closed	Teacher Vacation		30 M			
				31 F								31 W	Summer	Discretionary Day		31 S							
2019 October				November				December				2020 January				February				March			
Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy		Students	ES	Kindy	
1 T				1 F	Cultural Day - India			1 S				1 W	Holiday			1 S				1 S			
2 W				2 S				2 M				2 T	Closed			2 S				2 M			
3 T		Project 1		3 S				3 T				3 F	Closed			3 M				3 T			
4 F				4 M	Holiday			4 W				4 S				4 T				4 W			
5 S				5 T				5 T	Concert Rehearsal			5 S				5 W				5 T			Report cards
6 S				6 W				6 F	Christmas Concert			6 M	Closed		Staff	6 T		Talent prep + WASC		6 F			
7 M				7 T	Warmups (Likam)			7 S				7 T		Start Term 3		7 F		Talent Show		7 S			
8 T				8 F				8 S				8 W				8 S				8 S			
9 W				9 S				9 M	Open House			9 T		Talent/Speech/Bun expl		9 S				9 M			
10 T		Project 2		10 S				10 T				10 F				10 M		Open House		10 T			
11 F				11 M	PT Conferences			11 W				11 S				11 T		Holiday		11 W			
12 S				12 T	I			12 T		Term Reflection		12 S				12 W		ISA Test		12 T	Vio Con	Term/Year Reflection	
13 S				13 W				13 F	End T2	Party		13 M		Holiday		13 T	ISA Test	WASC prep		13 F			
14 M		Holiday		14 T	Empathy	I		14 S				14 T				14 F	ISA Test			14 S			
15 T				15 F				15 S				15 W				15 S				15 S			
16 W				16 S				16 M	Winter S	Discretionary Day		16 T		Project 4		16 S				16 M			
17 T		Project 3		17 S				17 T	Winter S	Discretionary Day		17 F		Open House		17 M				17 T			Graduation
18 F		Open House		18 M				18 W	Winter S	Discretionary Day		18 T				18 T				18 W			
19 S				19 T				19 T	Winter S	Discretionary Day		19 S				19 W		Orientation		19 T			End Term 3
20 S				20 W				20 F	Winter S	Discretionary Day		20 M				20 T		Speech prep + WASC		20 F			Holiday
21 M				21 T	TG prep/ Reports			21 S				21 T				21 F		Speech Contest		21 S			
22 T		Holiday		22 F	Thanksgiving			22 S				22 W				22 T				22 S			
23 W				23 S				23 M		Closed		23 T		Project 5		23 S				23 M	Spring S		Discretionary Day
24 T		Halloween prep		24 S				24 T		Closed		24 F				24 M	Holiday			24 T	Spring S		Discretionary Day
25 F		Halloween		25 M				25 W		Closed		25 S				25 T				25 W	Spring S		Discretionary Day
26 S				26 T				26 T		Closed		26 S				26 W	K Concert	WASC visit		26 T	Spring S		Discretionary Day
27 S				27 W				27 F		Closed		27 M				27 T	K Concert			27 F	Spring S		Discretionary Day
28 M				28 T		Report Cards		28 S				28 T				28 F	K Concert	Grad org + reports		28 S			
29 T				29 F	Open House			29 S				29 W				29 S				29 S			
30 W				30 S	Hoshigakka Concert			30 M		Closed		30 T		WASC prep						30 M	Closed		Discretionary Day
31 T		Literature (Collett)										31 F								31 T	Closed		Discretionary Day

Chapter III: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas.

Note: The criteria categories are:

- A. Organization for Student Learning
- B. Curriculum, Instruction, and Assessment
- C. Support for Student Personal and Academic Growth
- D. School Culture and Environment

Category A: Organization for Student Learning

A1. School Purpose Criterion

The school has established a clear vision and mission (purpose) that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes that reflect defined global competencies and form the basis of the educational program for every student.

Indicators with Prompts

Beliefs and Philosophy

Indicator: The written mission and vision reflects the beliefs and philosophy of the international school and its constituency.

Prompt: *Evaluate the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.*

Findings	Supporting Evidence
<p>AIS has a clearly stated mission and vision based on learners' needs for a global outlook, and the belief that all learners can achieve to their potential.</p> <p>AIS endeavors to equip students with the skills, knowledge and understanding needed to be lifelong learners. When students graduate the kindergarten or elementary programs for new schools there are a variety of educational environments which they may choose to enter. Therefore, AIS's aim is to prepare students with the skills necessary to thrive in any of these establishments, whether inside or outside Japan. As such, the school's mission and vision statements were created with fostering "globally-ready citizens" in mind.</p> <p>AIS is an educational model that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a noncompetitive manner that</p>	<p>AIS Mission and Vision Statements</p>

supports individuals to actively discover their own potential, recognize their own identity, and be responsible and respectful. To this end, AIS provides a safe, connected, and learner focused environment.

Purpose, Schoolwide Learner Outcomes, and Profile Data

Indicator: The student/community profile data and identified global competencies have impacted the development of the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the development of the school’s vision, mission, and schoolwide learner outcomes have been impacted by pertinent student/community profile data and identified future global competencies, and current educational research.*

Findings	Supporting Evidence
Leadership at AIS will use school data, such as test scores and parent, learner, and teacher sentiment, to establish, evaluate, and improve the provision of effect education and supportive school policies. With the purpose of the school across all levels being to foster children each with their own individual qualities, yet caring and interested in the world around them necessitates adults to facilitate active learning and social skills. To this end, through the revision of certain policies, such as to address student issues, efforts have been made to build teamwork and professionalism among all staff, and closer ties and understanding with parents.	<ol style="list-style-type: none"> 1) AIS Mission and Vision Statements 2) Various school policies addressing student issues 3) Staff discussions 4) “Meet the Teacher” Day One Parent Meetings (appendix D)

Involvement of All

Indicator: The school has a process for involving representatives of the entire school community in the defining of global competencies and the development/refinement of the core values, mission, vision, and schoolwide learner outcomes.

Prompt: *Evaluate the processes 1) to ensure the involvement of representatives from the entire school community in the defining of global competencies and the development/refinement of the core values vision, mission, and schoolwide learner outcomes and 2) to determine their effectiveness.*

Findings	Supporting Evidence
As a private school, families choose AIS for the program on offer as the philosophy matches the educational ideals they are seeking for their child. In the early years of the school, an active PTA provided support and guidance in various avenues; however, friction and discord within the association, largely due to a select few attempting to dictate the direction of the group and school procedure, saw the PTA disbanded. Instead, families are	<ol style="list-style-type: none"> 1) Staff discussions 2) “Meet the Teacher” Day One Parent Meetings (appendix D) 3) Class observation feedback form 4) Foreign students in

informed at time of admission, new student orientations, start of the year meetings, and on a general daily basis the process for communicating with the school: Classroom and study queries should be made to the individual teacher(s); study program questions to the respective Principal; financial and administrative issues to the Office Manager; general school matters and clarification/liaison for any of the aforementioned issues to the Headmaster. On the other hand, communication from the school to the school community is impartial and made to all in both English and Japanese via several mediums, such as paper notices and newsletters, emails and Class Dojo. As noted in the AIS Parent Rules, there is a message box located outside the main office, yet is never used. All staff are aware that their input on any matter is also welcome, either individually or through group discussion.

While the school community, parents in particular, may not have a direct voice in defining the school's competencies, mission/vision statements and ESLOs, the school constantly takes note of schoolwide data and sentiment to refine and make adjustments where applicable to keep the school and its programs relevant and appealing. Examples of this include: Introducing the UN *Eiken* testing; foreign children to Japanese classes; updated policy to deal with students with learning, social or developmental issues; feedback forms to parents to complete after coming to observe their child in class; "Meet the Teacher" day sessions at the start of the academic year.

In the parent survey conducted for this self-study, the majority showed high satisfaction for AIS. Nonetheless, such surveying should be carried out on a regular (annual) basis to keep track of sentiment trends and areas of improvement.

Japanese classes

5) AIS Parent Rules

6) AIS WASC Parent Survey ([appendix B3](#))

Consistency of Purpose, Schoolwide Learner Outcomes, and Program

Indicator: There is a strong degree of consistency between the school core values, vision, mission, the schoolwide learner outcomes, and the school program that reflects the school's explanation of global competencies.

Prompt: *Provide a range of examples that the school vision, mission, schoolwide learner outcomes, and program are consistent with the school's explanation of global competencies.*

Findings	Supporting Evidence
● Responses from parent surveys	1) AIS Mission and Vision Statements
● "Meet the Teacher" meetings	2) ESLOs
● Updating curriculum maps	3) Curriculum maps
● Simplification and explanation of ESLOs	

- Headmaster Award Challenge
- Cultural Days and other seasonal co/extra-curricular events
- Professional development sessions to address student development

- 4) AIS WASC Parent Survey ([appendix B3](#))
- 5) “Meet the Teacher” Day One Parent Meetings ([appendix D](#))

Communication about Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The school has means to publicize the vision, mission, and the schoolwide learner outcomes to the students, parents, and other members of the school community.

Prompt: *Examine the effectiveness of the means to publicize the mission, vision, and the schoolwide learner outcomes to the students, parents, and other members of the school community.*

Findings	Supporting Evidence
<p>Informing students, parents, and other members of the school community about the mission, vision, and the schoolwide learner outcomes of AIS is paramount to not only attracting new families but also to encourage current families to continue at AIS right through to Grade Six graduation. For this purpose, effective publicity materials, such as leaflets, the school website and notices on the school gate, are kept up-to-date. Parents at the beginning of April are also provided with an electronic version of the updated elementary or kindergarten Parents Handbook, while those arriving later in the year are given a hard copy. These handbooks give further written record of the school’s mission/vision statements and ESLOs for future reference.</p> <p>Non-Japanese families in particular have found AIS via the school website and make inquiries based on empathy towards the school values.</p> <p>At Open House sessions, individual school visits and new student orientation, parents are made aware of the overall school’s founding philosophy and ESLOs, while the “Meet the Teacher” day one parent meetings set in motion the ideals for the year in individual classrooms. The WASC Self-Study outline meeting also provided the opportunity for current parents to be reminded of the ESLOs and their purpose.</p> <p>Moreover, a letter sent home with elementary school report cards provides explanation to parents to understand the evaluation of their child’s ESLOs achievement.</p>	<ol style="list-style-type: none"> 1) AIS Mission and Vision Statements 2) ESLOs 3) Open House 4) Promo materials including school website 5) Parent Handbook 6) School visits by prospective families 7) Orientation session 8) “Meet the Teacher” Day One Parent Meetings (appendix D) 9) Report card explanation letter

Regular Review/Revision

Indicator: The school has a process for regular review/revision of the school's vision, mission, and schoolwide learner outcomes based on current and future learner needs and other local and global trends and conditions.

Prompt: *Evaluate the effectiveness of the regular process for review/revision of the core beliefs, school vision, mission, and the schoolwide learner outcomes. Include the degree to which the review/revision process addresses current and future learner needs and other local and global trends and conditions.*

Findings	Supporting Evidence
<p>As mentioned earlier, the school constantly takes note of schoolwide data and sentiment to refine and make adjustments where applicable to keep the school and its programs relevant and appealing. End of term and year staff discussion and reflection sessions provide opportunity for the teachers and leadership to review programs and progress, and seek opinions/ suggestions for overall improvement. Leadership will meet to discuss and implement applicable tasks which meet current and future learner backgrounds and needs, and will be effective in providing stable student and teacher numbers.</p> <p>However, it would be beneficial for the leadership team to have more time set aside for collective meetings which enable greater implementation, examination and follow-through of detailed formal review/revision processes.</p>	<ol style="list-style-type: none">1) Staff discussions2) Leadership meetings3) Meetings with owner and executive

A2. Governance Criterion

The governing authority (a) adopts policies which are consistent with the school's mission and vision and support the achievement of the schoolwide learner outcomes, i.e., global competencies, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

Indicators with Prompts

Written Procedures and Coherent Practices

Indicator: The governing authority/ownership has written procedures and coherent practices that define their roles and responsibilities.

Prompt: *Evaluate the clarity of the written procedures and coherent practices regarding the roles and responsibilities of the governing authority/ownership.*

Findings	Supporting Evidence
<p>Roles and responsibilities of the management and leadership members are stated clearly in the Management Oath drawn up by the school chairman and translated into English. All members resign the oath at the beginning of each new school year. The oath states the positions and roles as:</p> <ul style="list-style-type: none">● The company Chief Executive and Executive Officer are the representatives of NIP Ltd., and also responsible for management.● The Headmaster is the manager in charge of overall AIS school management, and has the highest authority among all AIS staff.● The Office Manager is responsible for administrative tasks of AIS.● The Kindergarten Principal is responsible for the kindergarten operation and in charge of kindergarten staff management.● The Elementary School Principal is responsible for the elementary school operation and in charge of elementary staff management.● The Elementary School Deputy Principal is responsible for administration of elementary school Japanese classes and post-AIS student guidance.	<ol style="list-style-type: none">1) AIS Management Oath2) AIS Management Rules (Leadership roles)3) Headmaster/ Principal manuals

Furthermore, the 2017 WASC mid-cycle visiting committee recommended the development of reference manuals for the headmaster and principals. Spanning more than a year to encompass all necessary tasks through the academic cycle, manuals were completed in early 2019. The purpose of the

manuals is to present the role, objectives, and core responsibilities of the headmaster and two instructional leaders (principals) at AIS. The content endeavors to cover all pertinent areas of responsibility for current and subsequent leadership in this administrative position; however, it must be noted that changes over time in the student mix, educational program, and business operating environment may necessitate reevaluation of tasks and approaches when dealing with particular problems. As such, the manuals should be considered a ‘work in progress’ by the incumbents, to be amended and enhanced for the further improvement of our school.

Relationship to Professional Staff

Indicator: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning — authorizing the administration to implement its decisions.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
Professional staff responsibilities are defined in hiring requirements, contract and recontracting stipulations, school policies, and pre-service meetings. Ongoing pertinent information from meetings between leadership and ownership is relayed to staff members. With the current headmaster being a native English speaker and having previous working experience under the owner, effort has gone into improving conveyance understanding of the directives and school philosophy among all staff, in particular those hired under previous Japanese administrators lacking English personnel management skills.	1) Management Oath 2) Pre-service training document pack – confirmation of content 3) Employee Oath/ Ethics 4) Employment questionnaire (September)/ Contract renewal
Class observations and end of year evaluation meetings with teaching staff by leadership are an opportunity to provide useful feedback and encouragement, and to garner suggestions for future practices. At the same time, the headmaster and principals will offer pertinent feedback, clarification and support for teachers throughout the year, particularly with regard to solving student/class behavioral issues.	
Whilst maintaining a stable and effective instructional team is beneficial for continuity and quality of learner needs and creating a solid reputation within the school community, it	

would be suggested that at the time of the contract renewal survey conducted in September that staff refamiliarize themselves with the school philosophy and purpose, together with their roles and responsibilities to avoid complacency and/or a drop in professional motivation.

Relationship of Policies

Indicator: The governing authority's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement.

Prompt: *Evaluate the adequacy of the policies and financial/educational plans to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations and the degree to which the governing authority is involved in their regular review and refinement.*

Findings	Supporting Evidence
<p>The governing authority, namely the off-site company owner, set the foundations and philosophy for the school at its establishment, but otherwise merely provides directives regarding business operations for its sustainability. He relies on the effort and experience of those involved directly in day to day teaching operations, namely the leadership team and school staff, to fulfil general school operation, promotion and educational instruction, and as such, undertake any review and refinement of the mission/vision and ESLOs based on appropriate learner needs.</p> <p>As such, involvement by the governing authority in regular reviews will predominantly be indirect, namely in terms of approving major financial decisions.</p>	N/A

Involvement of Governing Authority

Indicator: The governing authority is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *Evaluate the processes for the involvement of the governing board in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes and remaining current in research-based knowledge about effective schools.*

Findings	Supporting Evidence
<p>The governing authority, namely the off-site company owner, set the foundations and philosophy for the school at its establishment and provides directives regarding business</p>	<p>1) Meetings with owner and executive</p>

operations for its sustainability. He relies on the effort and experience of those at the coalface, namely the headmaster and school staff, to fulfil general school operation, promotion and educational instruction, and as such, undertake any review and refinement of the mission/vision and ESLOs based on appropriate learner needs. Where pertinent, such processes and significant changes are relayed to the governing authority for acknowledgment or approval.

Moreover, seeking to bolster knowledge about effective schools, the owner backs the participation of AIS as a founding member of the newly formed Tokai International Schools Association (TISA). It is envisaged that membership will not only form collaborative ties to promote international education in the region but will also support professional learning for our leadership and teachers.

2) TISA membership

Professional Development of Governing Authority/Ownership

Indicator: Governing authority/ownership will participate in professional development that will enhance their knowledge and skills essential to effective international school governance. The governing authority/ownership uses a variety of strategies to remain current in research-based knowledge about effective schools.

Prompt: *Evaluate the effectiveness of the training that is offered to the governing authority/ownership.*

Findings	Supporting Evidence
As noted in the preceding prompt, the governing authority, namely the off-site company owner, set the foundations and philosophy for the school at its establishment and provides directives regarding business operations for its sustainability. Otherwise, the non-educational background owner entrusts the day-to-day running of the school to the leadership team and staff. Monthly meetings are held with the owner to convey pertinent information. Also, the leadership team has scheduled meetings to relay information from the owner's meeting and vice versa.	1) Meetings with owner and executive 2) TISA membership 3) Leadership meetings 4) Professional training
Effective training to enhance the knowledge and skills of leadership is an area of growth currently being worked on. The headmaster and two principals recently partook in a personalized web based training session on the topic of 'Culture,' while the headmaster has been gaining connections and exposure to other schools and management practices through participation in TISA. Moreover, the leadership are also undertaking self-initiated development/ training, such as subscribing to professional publications; partaking in relevant	

topic webinars; completing EduCare online child protection courses; participating in locally-offered child development (ASD) and foreign student support courses (in Japanese).

School Community Understanding

Indicator: The school community understands the governing authority's role.

Prompt: *To what degree does the school community understand the governing authority's role?*

Findings	Supporting Evidence
<p>Understanding and awareness among the school community, in particular parents and staff, is somewhat split depending on how long they have been at AIS. Long-serving families will recall the early days when the school owner would often be at explanation sessions to help promote the school, send written correspondence, or come in person to resolve a PTA or personal dispute beyond the capability of the leadership at the time. Thus, some of the Japanese families in particular may hold on to that image of his role and what they were informed at the time.</p> <p>In recent years (i.e. less than 3 years), however, the leadership team has endeavored to instill a proactive management style and greater mutual understanding which looks to avoid reliance on the owner having to come in to take responsibility for issues. Prospects and new arrivals are informed that the school has a chairman, and it is he who has overall governance with regards to acceptance of applications, setting student capacity numbers, and providing authority for other major decisions, such as financial aspects. For this reason, direct connection between the school community and the owner in recent years has decreased significantly.</p>	<ol style="list-style-type: none"> 1) AIS Parents Rules 2) School community sentiment

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Prompt: *Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders.*

Findings	Supporting Evidence
<p>Under the current leadership team, the school has endeavored to foster an open door policy with regards to complaint and conflict resolution involving any stakeholders. This process forms part of the intentional shift from reactive to proactive problem solving by all members of staff, not only leadership,</p>	<ol style="list-style-type: none"> 1) AIS Parents Rules 2) AIS Parent Survey on School Culture and Environment (appendix)

and strives to display sensitivity, impartiality and empathy towards all parties involved.

Any received complaints shall be investigated in a timely manner by the relevant persons, who will ensure details are conveyed to a leadership member. Due to language barriers, at times the assistance of a bilingual member of staff may be necessary, yet impartiality must remain. In the case of a serious or potentially serious student issue, matters shall be dealt with as early as possible.

[B3\)](#)

3) **Student Guidance Plan and Procedures**

Evaluation Procedures

Indicator: The governing authority has clearly defined procedures for the evaluation of the school leadership, i.e., Head of School.

Prompt: *Comment on the clarity of the evaluation procedures carried out by the governing authority to evaluate the school leadership.*

Findings	Supporting Evidence
The leadership team is also required to complete the same employment survey which all staff are given each year in September. The headmaster will add an evaluation of each team member before handing in to the owner for consideration. The decision to approve recontracting in the following academic year is based on the headmaster's evaluations. On the other hand, evaluation of the headmaster is under the judgment of the owner, and generally will be based on current business operating performance and forecast student numbers.	1) Employment questionnaire (September)/Contract renewal 2) AIS Management Oath 3) AIS Management Rules (Leadership roles)

Evaluation of Governing Authority

Indicator: The governing authority evaluates its processes and procedures.

Prompt: *Review the effectiveness of the evaluation process.*

Findings	Supporting Evidence
Not applicable to AIS, as noted in preceding prompts due to the organizational structure of the governing authority.	N/A

A3. School Leadership Criterion

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

Indicators with Prompts

Defined Responsibilities, Practices, etc.

Indicator: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate these administrator and faculty written policies, charts, and handbooks. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Although AIS has had updated teacher handbooks available and provided to teaching staff at the beginning of each academic year, the 2017 WASC mid-cycle visiting committee recommended the development of reference manuals for the headmaster and principals. Spanning more than a year to encompass all necessary tasks through an academic cycle, manuals were completed in early 2019. The purpose of the manuals is to present the role, objectives, and core responsibilities of the headmaster and two instructional leaders (principals) at AIS. The content endeavors to cover all pertinent areas of responsibility for current and subsequent leadership in this administrative position; however, it must be noted that changes over time in the student mix, educational program, and business operating environment may necessitate reevaluation of tasks and approaches when dealing with particular problems. As such, the manuals should be considered a ‘work in progress’ by the incumbents, to be amended and enhanced for the further improvement of our school.</p> <p>In addition, the leadership team are bound by the roles and responsibilities noted in the AIS Management Oath.</p> <p>Responses from teaching staff regarding evaluation of policies and handbooks defining responsibilities, operational practices, decision-making processes, and relationships of leadership and staff were largely positive and that the content was adequate, with a comment that they could be more learner-focused and less based on company economic interest.</p> <p>An area for growth with regard to handbooks and policies</p>	<ol style="list-style-type: none">1) Headmaster/ Principal / Teacher manuals2) Management Oath3) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3; question 1)

could be to hold review/refinement discussions periodically throughout the year to assess relevance and priority of content, plus refamiliarize staff with pertinent procedures, such as dealing with student issues.

Existing Structures

Indicator: The school has existing structures for internal communication, planning, and conflict resolution.

Prompt: *How effective are the existing structures for internal communication, planning, and conflict resolution?*

Findings	Supporting Evidence
<p>Internal communication at AIS is mainly via short pre-work meetings each morning, by email, or directly to relevant persons. An electronic weekly schedule is sent from the elementary school principal to teachers, while the kindergarten principal endeavors to meet regularly with the kindergarten teachers. Extended whole staff meetings are held in place of PD sessions on Thursdays, or as necessary, to convey major topics for communication.</p> <p>An open door approach by leadership allows any member of staff to feel comfortable to pose suggestions, seek support or raise an issue. Moreover, anonymous feedback forms are provided at the end of PD and term/year reflection sessions. Such information provides the basis of consideration for future planning and implementation processes by the leadership team.</p>	<p>Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3)</p>

Involvement of Staff

Indicator: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on student learning and teaching in a global environment.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning in a global environment?*

Findings	Supporting Evidence
<p>Staff members are invited to contribute ideas to foster shared responsibility, actions, and accountability to support student learning throughout all programs. Staff have the opportunity to contribute at morning meetings; staff discussions; event committee explanations meetings to staff.</p> <p>Surveying of teachers drew positive response of the effectiveness of procedures, particularly with regard to the</p>	<p>Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3; question 2)</p>

impact on student learning, such as building up WASC portfolios; scheduling of the school events calendar, the school schedule, teacher's schedules, collaborative planning, etc. Increased opportunity for collaborative planning time is a particular area requested by teachers, although finding time during an already tight daily schedule is a perpetual challenge.

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning and teaching in a global citizenship.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning? Evaluate the effectiveness of the school leadership and staff to work collectively as a learning community in order to promote the desired global competencies.*

Findings	Supporting Evidence
<p>The leadership team endeavors to hold a meeting fortnightly, or in place of a physical gathering communication via email will seek clarification and progress of pertinent matters. Actions of the leadership and staff emphasize a focus on successful student learning, and reviews of student data and recent activities by teachers focus on identifying areas of student growth and need at appropriate stages and intervals.</p> <p>Priority and parameters for staff discussion topics are set by leadership, with subsequent staff responses and feedback assessed on their merits for the benefit of all, in particular learner needs and effective instructional processes.</p> <p>Efforts to avail teachers the opportunity to express suggestions and concerns have improved in the past couple of years. Moreover, when deemed appropriate, leadership will often give autonomy to staff members to carry out such suggested ideas themselves, which can improve job satisfaction. However, while it can sometimes be frustratingly difficult to gain consensus on every topic of discussion, leadership needs to select those for which input from all involved is beneficial.</p>	<p>Leadership meetings</p>

Child Protection

Indicator: The school has clearly defined leadership responsibilities for child safety and duty of care.

Prompt: Evaluate the clarity and effectiveness of the defined leadership responsibilities for child safety and duty of care.

Findings	Supporting Evidence
<p>Clearly stated in the AIS teacher handbook and employee code of ethics, the safety and duty of care of all children at the school is the primary responsibility of all staff, regardless of position. The AIS Parents Rules also state that: “AIS promises to parents that it will duly adhere to general laws regarding child welfare and education, and faithfully provide education in accordance.”</p> <p>Key written statements pertinent to leadership and staff responsibilities for child safety and duty of care:</p> <ul style="list-style-type: none"> ● Create a safe, healthy and inclusive institution which plays a pivotal role in fostering fundamental education for young children (<i>Headmaster Manual</i>) ● AIS will ensure the safety of the students <ul style="list-style-type: none"> ➤ We are aware that our primary duty is to ensure the safety of the students. ➤ We will pay special attention to the students’ health and safety and make every effort to prevent sickness and accidents. ➤ We will educate the students, while paying attention to their ages, so that they are healthy in both mind and body. (<i>Employee’s Ethical Regulations</i> (EER), and <i>Behavior Based on EER</i>) <p>AIS endeavors to foster an inclusive environment for all children, regardless of background, and as caring and dedicated professionals staff are committed to ensuring child protection practices that allow all students of AIS to feel free from any form of physical or emotional harm in their daily lives, whether while at school or at home.</p> <p>All AIS staff have a contractual obligation and duty in accordance with the ‘Employee’s Ethical Regulations’ and the ‘Behaviors Based on the Employee’s Ethical Regulations’ to defend and uphold the rights of children under their care. In the case that it is deemed that there is a possibility of risk to any child, AIS staff are committed to protecting the child.</p> <p>Although the above contractual obligations are in place at AIS, the current leadership has determined the need to develop a more encompassing child protection policy in accordance with the Child Welfare Act/Act on Child Abuse Prevention of Japan and general practice internationally. For</p>	<ol style="list-style-type: none"> 1) Teacher’s Handbook 2) Leadership manuals (Headmaster/Principals) 3) Employee’s Ethical Regulations 4) Draft child protection policy 5) AIS Parents Rules

this purpose, the Headmaster has drafted a fully encompassing policy, which includes definitions, recruitment checks, and reporting procedures, based on applicable local laws and international practice referenced from the Child Protection for International Schools online course offered by UK-based EduCare. Translation is currently underway to enable all stakeholders' full understanding of the content. Moreover, training sessions for staff as outlined in the policy will be conducted.

Interconnectedness of the School to the World

Indicator: The school leadership involves staff in assessing the school's interconnectedness to the world to promote a globally minded culture.

Prompt: *Evaluate these processes and the results in relation to the school's interconnectedness to the world to promote a globally minded culture.*

Findings	Supporting Evidence
<p>In pursuit of the AIS mission/vision, the school leadership encourages all staff to foster a global outlook in students of all ages and backgrounds. A subset of the ESLOs also strives to this end, and, thus, are entwined in many aspects of daily school life, both implicitly and explicitly.</p> <p>Cultural Days are held each term to celebrate a certain country, including Japan. Guests, usually a parent from the school community, are invited to give an introduction about their homeland to both the kindergarten and elementary schools. Recently, the children have had the pleasure of learning more about Romania and Kenya. Moreover, the school calendar contains various seasonal events from around the world, such as Halloween, Easter and Thanksgiving, with effort going into incorporating other diverse cultures which make up our community.</p> <p>A recent teacher-led initiative was the fostering of a pen-pal exchange between the Grade Two students and a school in the teacher's home of Jamaica. Students at AIS and Jamaica eagerly awaited their letters containing details of family and school life, their friends and hobbies. It is hope that such activities can foster lifelong interest in the world around them.</p> <p>On an unfortunate note, however, a lack of procedural handover from the departing previous elementary school principal regarding the school's status as a UNESCO Associate School meant the school had no knowledge that it needed to regularly report activities throughout the year. As a result, AIS had to end its participation.</p>	<ol style="list-style-type: none"> 1) Cultural Days 2) Traditional seasonal events from various countries/ cultures 3) Connections formed by teachers with home countries

A4. Staff Criterion

The school leadership and staff are qualified for their assigned responsibilities, are committed to the school's purpose and engage in ongoing professional development that promotes student learning in a global society.

Indicators with Prompts

Employment Policies/Practices

Indicator: The school has clear employment policies/ practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>AIS highlights to prospective families the quality of the school and its education program by stating that only teachers possessing teaching qualifications and licenses are hired. Qualifications of the teachers are displayed in the second floor corridor. Candidates must provide relevant qualification certificates during the application process, along with a current resume and reference documents. These requirements are stated clearly in job vacancy postings, and only those meeting the requirements will be contacted for an interview.</p> <p>For all teachers, a qualification from their home country is required, with the exception of the Japanese assistant in the kindergarten who must have a qualification issued outside of Japan. Candidates selected to work at AIS must sign the Employee Oath agreeing to the beliefs of the school before the school Chairman is contacted to prepare a contract.</p>	<ol style="list-style-type: none">1) Candidate selection criteria2) Employment Oath3) Reference checks

Qualifications of Staff

Indicator: The school reviews all information regarding staff background, training, and preparation, including international expertise.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, based on staff background, training, and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
<p>AIS hires staff members based on qualifications and previous teaching experience, and goes through an extensive interview process conducted by the headmaster and relevant principal. All teachers have relevant teaching qualifications for either</p>	<ol style="list-style-type: none">1) Staff bios (Community profile)2) Reference checks at time

kindergarten or elementary, or both, with the exception of one teacher with just a CELTA certificate who was hired initially to run the afterschool English program. This teacher is currently studying by correspondence towards a formal teaching qualification.

Spring pre-service training refamiliarizes continuing teachers and assists newcomers with the school philosophy and learner needs prior to the beginning of the school year. Evaluations and consultations with teachers throughout the year also make note of and aim to support teacher performance.

- of hiring
- 3) **Employment questionnaire + evaluations (September)**

Child Protection

Indicator: The school has recruitment policies and executes rigorous recruitment procedures that ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults. These procedures may include criminal records/background checks, training, and/or other such means as may be suitable.

Prompt: *Evaluate the effectiveness of the recruitment policies and procedures to ensure all employees and volunteers are of sound moral character and are suitable people to work with children and young adults.*

Findings	Supporting Evidence
<p>All candidates applying to work at AIS must agree to the contractual obligations and duties in accordance with the ‘Employee’s Ethical Regulations,’ ‘Behaviors Based on the Employee’s Ethical Regulations’ and Employee Oath to defend and uphold the rights of children under their care. To ascertain that the candidate is of sound character, reference checks to previous places of employment will be made, with particular inquiry made of the candidate’s behavior and interaction with children.</p> <p>As mentioned earlier, although the above contractual obligations are in place at AIS, the current leadership has determined the need to develop a more encompassing child protection policy in accordance with the Child Welfare Act/Act on Child Abuse Prevention of Japan and general practice internationally. For this purpose, the headmaster has drafted a fully encompassing policy, which includes definitions, recruitment checks, and reporting procedures, based on applicable local laws and international practice referenced from the Child Protection for International Schools online course offered by UK-based EduCare. Translation is currently underway to enable all stakeholders’ full understanding of the content. Moreover, training sessions for staff as outlined in the policy will be conducted.</p>	<p>1) Employee’s Ethical Regulations</p> <p>2) Draft child protection policy</p>

Also, connections formed with other school leaders, such as through membership in the Tokai International Schools Association, provides avenues to conduct accurate background checks of candidates coming from other local schools.

Moreover, observations and evaluations at various times throughout the year endeavor to keep all staff aware of their obligations as a trusted adult within the school community.

Indicator: The school has developed and adopted a code of conduct and written guidelines for appropriate behavior of adults towards children and children towards other children. All faculty, staff, volunteers and contractors agree to abide by this code of conduct.

Prompt: *Evaluate the effectiveness of the code of conduct and written guidelines for appropriate behavior of adults toward children and children towards other children.*

Findings	Supporting Evidence
<p><u>Adults to children:</u> As mentioned above, although AIS clearly outlines the contractual obligations of employees at the time of hire and at annual recontracting and pre-service days, the current leadership has determined the need to develop a more encompassing child protection policy in accordance with the Child Welfare Act/Act on Child Abuse Prevention of Japan and general practice internationally. For this purpose, the headmaster has drafted a fully encompassing policy, which includes definitions, recruitment checks, and reporting procedures, based on applicable local laws and international practice referenced from the Child Protection for International Schools online course offered by UK-based EduCare. Translation is currently underway to enable all stakeholders' full understanding of the content. Moreover, training sessions for staff as outlined in the policy will be conducted.</p>	<ol style="list-style-type: none"> 1) Employee's Ethical Regulations 2) Draft child protection policy 3) School rules (for children) 4) Student Guidance Plan and Procedures

Children to children: The Student Guidance Plan and accompanying Procedures set the steps to be taken in the event of having to deal with significant trouble between students. Moreover, parents are informed of the school's key daily behavior rules at time of admission (listed below), and these are also key areas of assessment provided to parents at term one and two parent-teacher conferences.

- Speak English throughout the school day and use Japanese appropriately.
- Keep the classroom tidy and take care of own materials and uniform.

- Be well organized, responsible and punctual.
- Observe rules and directions.
- Show kindness, consideration and respect towards others.

Indicator: The school provides training for all faculty and staff in the implementation of child protection policies.

Prompt: *Evaluate the effectiveness of the training for all faculty and staff in the implementation of the child protection policies.*

Findings	Supporting Evidence
<p>As mentioned above, although AIS clearly outlines the contractual obligations of employees at the time of hire and at annual recontracting and pre-service days, the current leadership has determined the need to develop a more encompassing child protection policy in accordance with the Child Welfare Act/Act on Child Abuse Prevention of Japan and general practice internationally. For this purpose, the headmaster has drafted a fully encompassing policy, which includes definitions, recruitment checks, and reporting procedures, based on applicable local laws and international practice referenced from the Child Protection for International Schools online course offered by UK-based EduCare. Translation is currently underway to enable all stakeholders' full understanding of the content. Moreover, training sessions for staff as outlined in the policy will be conducted.</p> <p>Moreover, staff are also made aware of the school's no-tolerance approach towards bullying as detailed in the anti-bullying policy and student guidance plan and procedures. Nonetheless, there is a need for further staff training in this area to make sure guidelines for reporting, and who to report to, are clear and consistent.</p>	<ol style="list-style-type: none"> 1) Teacher handbook 2) Employee Ethics and Oath 3) Draft child protection policy 4) AIS Anti-bullying Policy 5) Student Guidance Plan and Procedures

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
<p>Staff completing the employee questionnaire in September to indicate their intention for the following academic year, are also asked to note preferred class responsibility. Once</p>	<ol style="list-style-type: none"> 1) Employment questionnaire and

received, the respective principal and headmaster assign teachers to classes according to their experience, qualifications and suitability to work with certain levels and previous classes taught at AIS, and where possible in accordance with their request. Allocation of staff also requires consideration of assigning any new hires appropriately, for example, it is preferred that a continuing teacher leads Grade One to set the foundations for the special program in place at AIS.

Staff are informed of their class allocations early in Term Three of the preceding year to allow enough time to prepare. The Japanese school calendar commencing in April provides minimal turnaround time for new year preparations compared to most other countries which begin after at least a two-month break. For this reason, it can be difficult for both the foreign and Japanese teachers to feel they have adequate prep time.

Pre-service training in April endeavors to set the year in motion professionally with updated information and the chance for discussion on various matters, either as a whole faculty or in various group formations, such as grades, subjects. Moreover, weekly professional development sessions strive to focus on items which will support teachers throughout the year.

evaluations (September)

- 2) **Pre-service staff training document pack**

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Information regarding the responsibilities, operational practices, decision-making processes, and relationships of leadership and staff are defined in the employment/management contracts and AIS Teacher Handbook, while procedures for dealing with student issues and emergencies are noted in relevant documents. In particular, the Fire Plan assigns supervisory and leadership roles to staff in the event of an emergency requiring evacuation; therefore, it is essential that all staff read and understand all documents thoroughly. At pre-service sessions when the handbook is provided to staff,	<ol style="list-style-type: none"> 1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 1) 2) Employment/Management contracts 3) Teacher Handbook 4) Annual calendar 5) Fire Plan/ Emergency exit

key points are highlighted for particular attention. Moreover, when a new policy is considered for implementation, such as to deal with a particular student issue for example, staff discussions are held to provide clarity and seek opinions.

maps

When asked to evaluate the clarity and understanding of these, the majority of responding staff provided positive responses of adequacy. However, consideration should be given to further defining the roles and responsibilities (job descriptions) of staff members to align better with not only learner needs, but also to benefit greater collaboration and cooperation with colleagues.

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, and group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
Staff questioned on this prompt for the WASC self-study largely found the processes and procedures effective, although there is scope for development. Unity and cooperation among all staff has greatly improved over the past couple of years at AIS, providing a positive impact on student learning, motivation and enjoyment.	<ol style="list-style-type: none"> 1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 2) 2) Event committees

Examples of processes which impact on student learning:

- WASC portfolio
- School calendar
- School events calendar, school annual schedule, teacher's schedules, collaborative planning, creation and implementation of ESLO rubrics, technology targets/tools
- Surveying teachers as to their desired grades and subjects to teach as a good way to ideally allocate teachers to classes
- Providing students real accessible materials that appeal to their interests, rather than solely from texts
- Professional development sessions
- Repetitive practice

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. Teachers are involved in experiences such as visits, exchanges, and professional development to strengthen their understanding of global competencies.

Prompt: *How effective is the support of professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes? Provide evidence and examples.*

Findings	Supporting Evidence
Professional development for all teachers is scheduled for Thursday afternoons during the school year; however, the scale and operation of the school limits available time and funding. When questioned for the WASC self-study on this prompt, staff responded in a similar tone in that while improvement has been made over recent years, more effective content would be more beneficial and encouraging, particularly in areas to support learner needs. Examples given of how any professional development/learning has had a positive impact on student learning include: <ul style="list-style-type: none">● Sessions on dyslexia, intrinsic vs. extrinsic, Yardsticks literature discussion● ClassDojo/Libib tutorials (facilitated communication with parents, which has in turn facilitated accountability of students doing their work and homework)● Student-appropriate teaching methods and behavioral characteristics● Beginning of year webinar which provoked conversation around how we use language to increase students' ownership and involvement	Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3 , question 3)

Indicator: The school supports professional learning of the staff members that develops their use of important skills that are inherent in developing the global competencies of the students; these include collaboration, communication, creativity, and problem-solving.

Prompt: *Evaluate the effectiveness of the professional learning in relation to global competency skills being applied in individual classes and the learning results.*

Findings	Supporting Evidence
As can be seen in staff responses to the question “ <i>How effective has any professional development/learning provided facilitated achievement of the academic standards and schoolwide learner outcomes by all students?</i> ” there is a	Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3 ,

degree of appreciation for recent efforts to improve collaboration, communication, creativity, and problem-solving among teachers, yet there is always room for growth. More of a focus on current research and practical teaching techniques for certain kinds of students or practical teaching methodologies, and involving more professionals from outside the school are particular areas for growth. It is hoped that the school's membership in TISA will avail opportunities in this area. In addition, securing regular time for collaborative planning by subjects and grades needs to be given greater consideration. question 3a)

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence how the professional development/learning has had a positive impact on student learning, e.g., developing the students' global competencies.*

Findings	Supporting Evidence
<p>Although difficult to determine a measurable effect, recent professional development content has created a greater sense of participation and contribution from most teachers, which in turn provides impetus to transfer new knowledge to the classroom. In particular, those who have partaken in the teacher mentoring program have found benefit in not only having a peer observe and evaluate their style of instruction style, but they also get to observe their peer for reference.</p> <p>Other examples given of how any professional development/learning has had a positive impact on student learning include:</p> <ul style="list-style-type: none"> ● Sessions on dyslexia, intrinsic vs. extrinsic, Yardsticks literature discussion ● ClassDojo/Libib tutorials (facilitated communication with parents, which has in turn facilitated accountability of students doing their work and homework) ● Student-appropriate teaching methods and behavioral characteristics ● Beginning of year webinar which provoked conversation around how we use language to increase students' ownership and involvement 	<ol style="list-style-type: none"> 1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 3b) 2) Professional development calendar (ref page 50) 3) Teacher mentoring program

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff in 21st century skills and thinking. Teachers regularly reflect on their approaches to develop global competencies in the students.

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>As well as the written staff evaluations compiled for the re-contracting surveys in September, the headmaster and principals also conduct end of year face-to-face evaluation meetings with each teacher. However, before leadership gives an evaluation comment to the teacher, teachers are asked to provide self-reflection on the following:</p> <ul style="list-style-type: none">● Challenges and how handled● Successes and how achieved● Overall self-reflection● New-year strategy (including personal PD) <p>This method allows for better self-awareness of one's own practices, while at the same time, allows leadership to assess the feelings and opinions of teachers and how they can be supported better.</p> <p>Moreover, as mentioned earlier, the peer mentoring program has also availed teachers another avenue to assess and seek improvement of their style of instruction and classroom management. Also, as a small school, leadership promotes an open door policy which encourages all staff to feel free to seek time to talk about any issue, challenge or idea.</p> <p>However, increasing the frequency of casual observations and comments to and from teachers throughout the year would be beneficial in helping teachers assess if their approaches are effectively developing global competencies in the students.</p>	<ol style="list-style-type: none">1) Employment questionnaire and evaluations (September)2) Teacher mentoring program3) Year-end Teacher Reflection

A5. School Improvement Process Criterion

The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Indicators with Prompts

Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>Staff at AIS demonstrate care and concern for all students of all backgrounds. In small classes, teachers strive to provide the best possible individualized support for each child, although this can be demanding at times due to the constraints of the program and staffing structure. As a private school, AIS endeavors to meet the high expectations of students and parents, in terms of both academic and age-appropriate social development. Dedication by staff to communicate effectively with parents has also improved in recent years, which has supported efforts to inform concerns or suggestions for supplemental study if necessary. This can be highlighted in the current academic year with the Meet the Teacher meetings held on the first day of school which received positive response from both parents and teachers.</p> <p>Teachers surveyed on this prompt were largely supportive, particularly due to the small class sizes and procedures for discouraging bullying. On the other hand, when asked, “<i>How caring and concerned do you feel the teachers and staff are about students?</i>” the majority (82%) of students responded all or most are caring.</p>	<ol style="list-style-type: none">1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 4)2) AIS Student Survey on Support for Student Personal and Academic Growth (Appendix A.9, question 4, 6)3) Meet the Teacher meetings

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
<p>Staff feedback and discussion opinions are considered and included where pertinent in the planning of the school calendar and events. In particular for the 2019-20 year, end of term and year discussions in the preceding year provided opportunity to reflect on certain event planning and organization with consideration of the forecast increase in student numbers.</p> <p>Moreover, due consideration of staff working time has been made since 2018 to allow for a day off in lieu of the Sports Day held on a Saturdays, along with adjustment of starting times when evening activities are planned, such as the Halloween party and Christmas concert.</p> <p>Parent and family participation has also been given greater consideration recently, particularly due to the number with siblings in both kindergarten and elementary. Efforts such as rearranging spring kindy concerts and individual parent-teacher conference scheduling are highlights.</p> <p>A summary of responses from teacher surveyed about the effectiveness of the school planning process shows that while there is a degree of satisfaction for clarity and inclusion, some feel the process requires greater availability of time for discussion/ consultation and implementation.</p>	<ol style="list-style-type: none"> 1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 5) 2) Annual calendar 3) Event committee schedule

School Plan Correlated to Student Learning

Indicator: The school's action plan is directly correlated to the analysis of student achievement data about the critical student learning needs, schoolwide learner outcomes, and academic standards.

Prompt: *How does the school ensure that the analysis of student achievement about the critical student learning needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>Both the kindergarten and elementary programs have endeavored to analyze respective standardized testing data and incorporate into subsequent planning since being introduced to AIS. Since 2017, however, the elementary school has used the ISA and CRT test data, in particular any areas for development indicated by the data, to inform future planning and teaching. Achievement data analysis discussions</p>	<ol style="list-style-type: none"> 1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 6) 2) ISA testing 3) CRT testing

strive to prioritize areas for improvement, while individual teachers' efforts in maintaining portfolios of student work and determining the best approach for their class composition ensures they are always thinking about and analyzing their progress.

4) **Student work portfolios**

Systems Alignment

Indicator: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Prompt: *What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?*

Findings	Supporting Evidence
At the end of each academic year, the headmaster and respective program principals hold evaluation/ self-reflection meetings with individual teachers. Sessions in the 2018-2019 year with the headmaster, in particular, provided teachers with the opportunity to discuss their own performance and that of their class and the program, while at the same time, talk about possible professional goals for the next academic year. The latter provided valuable feedback towards enhancement of the professional development organization for the upcoming year. Noteworthy contributions from these teacher feedback sessions included the peer mentoring program, ideas for improved park supervision, project-based development, and areas to address students with special needs	Teacher evaluations

Correlation between All Resources, Schoolwide Learner Outcomes, and Action Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Prompt: *Examine and evaluate the degree to which the allocation of time/fiscal/personnel/material resources support the implementation, monitoring, and accomplishment of the schoolwide action plan.*

Findings	Supporting Evidence
Mr. Reed, the former elementary school principal, made a school action plan, the last copy being produced in 2016. Mr. Reed then left AIS and his replacement, Mr. Morris updated the school development plan in 2017, with actions based off the latest WASC inspection and the mid-cycle reports. During 2018 and 2019, we have been gradually completing actions from the development plan with the resources available. Some are yet to be completed.	School Development Plan

A6. Resources Criterion

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes, i.e., global competencies.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical student learning needs, the schoolwide learner outcomes and the academic standards? Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>The school is dependent on the financial commitment of the owner in order to improve facilities and increase resources, in other words, top down decision making; therefore, current and forecast student numbers dictate financial planning. Nonetheless, the off-site owner makes decisions for large-scale resource allocation based on the request and judgment of the school from the headmaster and/or office manager. This system prevents the school from allowing arbitrary purchases by staff, or any without reasonable consultation and justification in regards to current and forecast student numbers and learning requirements. In this way, the office manager has authority to allow resources to be procured within reasonable limits, or will consult with the headmaster if necessary.</p> <p>A point of contention under this system, however, is a feeling among teachers that there is a lack of funding available for various aspects to make the program interesting and effective, such as off-site day excursions which may require chartering a large bus, and professional development training. However, consideration of the merits for learning and other subsequent activities throughout the year needs to be given.</p>	<ol style="list-style-type: none">1) School fee table2) Profit and Loss Statement3) Balance Sheet4) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3, question 7)

Practices

Indicator: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Prompt: *Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.*

Findings	Supporting Evidence
<p>Details of the school's financial base are provided in the profile on page 13. All financial matters are dealt with by the school's office manager in consultation with the headmaster and owner/chairman. The school is dependent on the financial commitment of the owner in order to improve facilities and increase resources; therefore, current and forecast student numbers dictate financial planning. As the school owns the building and land it sits on, periodic refurbishment and large-scale repairs, such as re-roofing in 2019, necessitate sizeable funding, which may not be entirely provided from facilities fees collected with tuition fees.</p> <p>The office manager prepares and submits a financial update of income and expenditure to the owner and company accountant at the end of each month after calculating staff salaries. Each May, the office manager conducts annual year-end financials with the accountant for auditing.</p> <p>It should be noted that the diligence of the current office manager has brought a marked improvement and stability in the recording, reporting and transparency of all financial matters.</p>	<ol style="list-style-type: none"> 1) School fee table 2) Profit and Loss Statement 3) Balance Sheet

Facilities

Indicator: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learner goals, and educational program.

Prompt: *Evaluate the adequacy of the facilities in relation to the health and safety needs of students and supporting the school's mission, desired learner goals, and educational program.*

Findings	Supporting Evidence
<p>As the physical and emotional safety of both learners and staff is paramount, AIS is kept safe, clean and orderly on a daily basis so that it is conducive to learning. Any breakages or irregularities should be reported to the headmaster who will endeavor to rectify problems.</p> <p>AIS has regular fire and earthquake drills, and evacuation-use student and staff name lists are kept current and close at hand for swift retrieval to conduct a head count. Staff training has been provided to ensure that they are well prepared for any emergency. One of the first tasks undertaken by the current headmaster was to update the school's fire plan and</p>	<ol style="list-style-type: none"> 1) Fire Plan 2) Protocol for conducting a fire or earthquake drill 3) Use of EPI PEN for AIS student 4) AIS Epilepsy Information 5) AIS Infectious Disease Policy 6) Kizuna-net

emergency procedure protocol to better meet fire department regulations and clarify roles and actions of staff. First-aid and emergency food supplies are maintained in the office, while every classroom has a first-aid kit. Staff have received training in CPR, AED, Epi-pen, and fire extinguisher use, and have received procedures for dealing with our students with severe allergies and epilepsy.

AIS also has in place procedures to deal with children with known severe allergies and epilepsy, based on information provided by parents. The school also has a policy for preventing the spread of contagious illnesses, which includes sending out letters to all families when a first case is known, and defining the period of time before a child may return to school.

When any child shows symptoms of illness, discomfort or injury, parents are called. In the event of any emergency affecting the whole school, a message in both Japanese and English will be transmitted to parents via the Kizuna-net service, a commercial service which AIS began using from April 2019. Previously, similar messages were sent directly from the school to parents' emails. The only significant difference is the Kizuna-net service allows the school to see which parents have not received or read the emergency message. These parents will be contacted directly by phone if necessary.

Supervision of children is also given priority when going out of school grounds, such as for recess or PE in the park, and during kindergarten water play sessions in the courtyard.

Child Protection

Indicator: Due regard is given to building and facility design, layout and use to ensure best practice in child safety and protection.

Prompt: *Evaluate the building and facility design, layout and use with respect to child safety and protection.*

Findings	Supporting Evidence
AIS was purpose-built for use as a school for early and primary years children. Nonetheless, although the building has been built to standard requirements for floor space per child, as noted earlier, the facilities feel cramped in comparison to the increasing school roll. Moreover, with the school originally conceptualized for kindergarten-age children, aspects such as the under-stair shoe boxes, added cubby holes, and 5m x 5m square rooms are not particularly	<ol style="list-style-type: none"> 1) Evacuation map 2) Location of resources map 3) Safety posters 4) Grade Five meditation sessions

suitable for students as they grow up through elementary school.

For security, cameras are mounted on the road side of the building and within the first-floor office. The school is fitted with a security system monitored by a reputable security company, which will come to the school in the event of any abnormality. Smoke detectors are located in all rooms, with alarm boxes upstairs and downstairs. The ground floor rooms all have exits both to the main gate through the courtyard, and outer side of the building. In the kitchen on the upper floor, which would be the greatest distance from the main gate, there is a folding ladder to go through the rear window, which can be utilized should the normal evacuation route be blocked.

AIS also provides children with head protection cushions, which are kept on the back of their chairs or in an easy to reach location. Common in Japan, these cushions are fireproof and provide protection from falling items during a fire or earthquake.

Due to a spate of injuries in the first half of 2019, the school has endeavored to raise safety awareness among children and supervising staff, while at the same time, trying to pinpoint causes and remedies. A number of those who broke their arms did so when falling awkwardly onto safety mats designed to prevent injury. The type of shoes worn by children indoors are unsuitable for PE, so parents will be asked to replace with better protective ones.

Safety posters around the school and post-recess ‘cool-down’ meditation sessions are initiatives by the headmaster to reduce risk on stairways, which increases with children rushing to and from recess.

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction.*

Findings	Supporting Evidence
AIS uses both Japanese and foreign texts. The purchasing of foreign texts is undertaken in February each year to allow time for texts to arrive (generally from the USA) in time for	Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3 ,

the start of the new school year in April. AIS sources these foreign books through Kyoto-based SmartEd (formerly BookSmart), and prior to the start of the 2018-19 school year, the company representative visited AIS with samples and provided current details about available resources. This was a valuable opportunity for teachers to evaluate texts to meet their individual teaching styles and student level. Phonics texts for kindergarten level are sourced from Letterland Japan.

Japanese texts are sourced through local educational resource distributors. The study texts are the same as used in public elementary schools in Nagoya.

Orders for textbooks and other materials are made based on the number of students expected to attend AIS from April, with subsequent copies purchased as needed. Perishable textbook costs are borne by students and range from around 10,000 yen for kindergarten to 20,000 yen for elementary. Art supplies, common-use class and library books, etc. are covered by supply fees charged with tuition.

There are no set ratio-based budgets allocated for class or student resources. Teachers are asked to take reasonable prudence with purchases, and confirm with the headmaster and office manager prior to purchasing any high priced items. Online ordering is done by the office manager if links are sent by teachers, and refunds are made to staff who provide receipt for bought items.

The school set of Chromebooks was initially acquired via fundraising and a kind donation from parents. Some of the machines have become worse for wear and need replacing. Due to the cost of one unit being at least 30,000 yen, approval from the chairman is required. Discussions among staff earlier in the year suggested students provide their own device. This is under consideration, but with children at AIS already asked to buy 50,000 yen violins (perhaps up to three over six years), the request for a similar priced device, particularly for Grade One and Two students who use them infrequently, may distract some families.

Teachers have also commented that it can be difficult to find relevant textbook materials for subjects such as English and Social Studies. There are a lot of resources that require yearly subscriptions, and some of them could be useful, but there is a reluctance to spend the money necessary for them, ostensibly due to budget constraints. It can also be difficult gaining access to English materials, or for English-speaking teachers to find a resource they would like to use, due to the school being in Japan.

question 7)

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources available enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, including online instruction and college/career.*

Findings	Supporting Evidence
<p>For AIS, the key resource for hiring is allocation of time. Free online recruitment sites, such as Teacher Horizon and Indeed, have been effective in attracting well-qualified candidates in a reasonable timeframe. Paid recruitment site services have also been used, but return on investment is questionable. Ironically, however, difficulty arises when trying to recruit Japanese staff despite being in Japan. Currently in Japan many industries are struggling to find workers, in particular there is a chronic shortage of local teachers in Japan as recent strong sentiment in the labor market as the economy picks up and large numbers of baby boomers retire has seen university graduates head into the private sector over the teaching profession. As such, compared to 5-6 years ago, it is difficult to attract Japanese teachers to the elementary program. Moreover, the requirement for the Japanese teacher in the kindergarten to have credentials from abroad and be fluent in English also proves a challenge. Another challenge can be attracting candidates from major Northern Hemisphere countries where academic years do not line up with Japan's April start.</p> <p>Once hired, teachers arriving from outside Japan are reimbursed the cost of a one-way ticket to Japan and are given support to find housing. Upon arrival, new staff go through induction training with the headmaster and respective principal, and will undertake pre-service training with the entire staff.</p> <p>Subsequent nurturing of staff, however, is all in-house or self-initiated. Leadership and other teachers at AIS show empathy and cooperation towards their colleagues and are always generous with advice. However, with a lack of financial resources committed for professional development, experienced teachers can find the weekly professional development sessions less than stimulating and practical.</p> <p>Despite the monetary constraints, efforts to improve professional development over the past two years have brought forth increased interest by most teachers to both</p>	<ol style="list-style-type: none">1) Cat A - AIS Teacher Survey on Organization for Student Learning (Appendix A.3)2) AIS Professional Development schedule (ref page 51)

participate and contribute. These efforts include notification of external opportunities, such as the two-day Creating Connections Conference held at Nagoya International School in June, and training courses for supporting children with ASD. Staff are also encouraged to build up their professional skill set through self-study in areas which match educational interest and specialty. Finding structure and purpose; however, are key to creating and sustaining an effective professional mindset which benefits both teachers and learners at AIS.

A7. Resource Planning Criterion

The governing authority and the school leadership execute responsible current and future resource planning.

Indicators with Prompts

Long-range Resource Plan

Indicator: The governing authority and the school has developed and implemented a long-range resource plan. The governing authority and the school have a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Prompt: *Evaluate the process for regular examination of the long-range resource plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning. Provide evidence that the school has financial reserves and a strategy in case of natural disasters and/or economic fluctuation.*

Findings	Supporting Evidence
<p>A process for developing plans which extends beyond each academic year is pertinent for AIS, and as such, the WASC process is a perfect opportunity to look at our long term plan. As a private school fully reliant on student fees for its financial resources, the governing authority (owner) needs to collaborate with leadership to put in further effort to establish a sustainable/ consistent long-range plan to remain attractive and relevant to all students. This should begin by striving to retain recent improved stability in student and teacher numbers to foremost support the school's vision, mission, and student learning.</p> <p>As with any private business, keeping numbers strong and costs to reasonable levels provide AIS with reserves for down cycles due to market fluctuations, either from increased competition from similar schools, or domestic/global recession. The school-owned facilities are covered by insurance in the event of a disaster; however, depending on the severity of any disaster, plans need to be made to continue to accommodate students should the building unfortunately need to be repaired or rebuilt. If other sites are undamaged, holding classes temporarily at the company's daycare facilities could be considered.</p>	

Use of Research and Information

Indicator: The governing authority and the school use research and information to form the master resource plan.

Prompt: *To what extent do the school leadership and staff use research and information to develop the long-range plan?*

Findings	Supporting Evidence
<p>A process for developing plans which extend beyond an academic year is pertinent for AIS.</p> <p>While the School Development Plan goals are generally intended to be met over a period of multiple years, the action points are typically addressed within the space of one academic year due to fluctuation in student and staff numbers and makeup. Nonetheless, it is hoped that with the recent improved stability in students and teachers, long-term planning can be given greater consideration. It is also envisioned that membership in the newly formed TISA group will provide leadership with greater access to current market and educational trends and information which enable the school to look further ahead.</p>	<ol style="list-style-type: none">1) School Development Plan2) TISA membership

Involvement of Stakeholders

Indicator: Stakeholders are involved in the future planning.

Prompt: *Evaluate the effectiveness of the involvement of stakeholders in the school's future planning.*

Findings	Supporting Evidence
<p>Although stakeholders, namely parents, do not directly contribute to the future planning of the school, as a private school, AIS must pay heed to their concerns and comments to maintain a quality, value for money program that meets learner needs. Sentiment from current parents and reasons why families choose an international/bilingual education are taken on board and considered where possible. Occasionally certain parents will demand the implementation of accelerated or higher level instruction, for example. AIS will look at the merits of such demands, yet needs to keep in mind the makeup of students in classes and the purpose of the program. Nonetheless, an area of growth for the school is to be open to involvement by stakeholders to continue to deliver a viable and effective program for the future.</p>	<ol style="list-style-type: none">1) WASC Parent surveys2) Parent sentiment

Informing

Indicator: The governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Comment on the evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
Not applicable – AIS is a privately-owned, company operated school without accreditation from any government or educational body in Japan. Nonetheless, as a fully-fees funded school which relies on continued patronage, the school needs to follow standard financial, auditing and taxation procedures. Moreover, any discrepancies in financial reporting or tax payments, for example, can have ramifications for foreign staff when requesting extensions to their visa status with the immigration office. This will make it difficult to have future teacher visa applications approved, and therefore, imperative for the school.	N/A

Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program.

Prompt: *How effective are the marketing strategies to support the implementation of the developmental program?*

Findings	Supporting Evidence
<p>In an endeavor to ascertain how prospective families found out about AIS, a question is included on the visitor information form filled out when coming for a tour of the school. Top responses are from a friend at AIS, followed by the school website. Understanding that word of mouth is a valuable marketing tool, teachers are reminded that everyone must play a part in promoting the school. Due to the growing number of competitor schools in town, particularly at the kindergarten level, AIS must continue to offer a quality program in order to cultivate interest in the school. This is a growth area.</p> <p>AIS needs to put in further effort to establish a sustainable/consistent annual plan to remain attractive and relevant to all students. In recent years, large-scale marketing efforts arranged by the off-site owner, such as leaflets in the newspaper, a booth at the city's two-day festival, and a short TV commercial, have been costly and ineffective. A better</p>	Annual marketing calendar

target-appropriate marketing strategy which highlights the purpose and quality of AIS is necessary. For this reason, the current headmaster has been forming connections with local international pre-schools and kindergartens to promote the AIS elementary program to families who would otherwise end their child's full-time English education at six years old. This has been effective in attracting interest to the elementary program; however, similarly effective ways to gain kindergarten children are needed in the annual plan.

ACS WASC Category A. Organization for Student Learning: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Aichi International School is now into its 13th year of operation in its current form. Time has allowed management and staff to align the school purpose with the needs of all learners from varying backgrounds. A stabilization of staff turnover and student numbers in recent years provides the impetus to seek medium to long-term development in accordance with the skill set of faculty against the achievement data and parent/student expectations. To this end, an approachable culture within the organization sets the stage for further potential.

Nonetheless, education is an ever-evolving environment for not only students but also teachers and leaders. For this purpose, the merits of professional attainment, collaboration, and discussions need to be considered essential in various facets and disciplines, from academic achievement and age-appropriate child development to child protection and peer mentoring.

Prioritize the areas of strength and growth for Category A.

Category A: Organization for Student Learning: Areas of Strength

- AIS provides a safe, connected, and learner focused environment. AIS is kept safe, clean and orderly on a daily basis so that it is conducive to learning.
- Efforts have been made to build teamwork and professionalism among all staff, and closer ties and understanding with parents.
- The school constantly takes note of schoolwide data and sentiment to refine and make adjustments where applicable to keep the school and its programs relevant and appealing.
- Founding member of the newly formed Tokai International Schools Association (TISA). It is envisaged that membership will not only form collaborative ties to promote international education in the region but will also support professional learning for our leadership and teachers.
- Proactive management/leadership style.
- Open door approach by leadership allowing any member of staff to feel comfortable to pose suggestions, seek support or raise an issue.
- Leadership encourages all staff to foster a global outlook in students of all ages and backgrounds.
- Teacher mentoring program.
- Marked improvement and stability in the recording, reporting, and transparency of all financial matters.

Category A: Organization for Student Learning: Areas of Growth

- Surveying of parents/students should be carried out on a regular (annual) basis to keep track of sentiment trends and areas of improvement.
- Need more time set aside for collective meetings which enable greater implementation, examination and follow-through of detailed formal review/revision processes.
- Effective training to enhance the knowledge and skills of leadership.
- Review/refinement discussions periodically throughout the year to assess relevance and priority of content, plus refamiliarize staff with pertinent procedures, such as dealing with student issues.
- Implementation and ongoing training of comprehensive child protection policy.
- Further definition of the roles and responsibilities (job descriptions) of staff members to align better with not only learner needs, but also to benefit greater collaboration and cooperation with colleagues.
- More effective professional development content would be more beneficial and encouraging, particularly in areas to support learner needs.
- Increased frequency of casual observations and comments to and from teachers throughout the year would be beneficial in helping teachers assess if their approaches are effectively developing global competencies in the students.
- Consideration of the merits of funding allocation for learning and other subsequent activities throughout the year.
- Consideration of safety and supervision as student numbers increase.
- Developing sustainable/ consistent plans which extend beyond each academic year to remain attractive and relevant to all students.
- Be open to involvement by stakeholders to continue to deliver a viable and effective program for the future.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion

The school provides a challenging, coherent and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered.

“Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate.” One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The comprehensive and sequential documented international curriculum is modified as needed to address current educational research; other relevant community, national, and international issues; and the needs of all students.

Prompt: *Comment on the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff members revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
As shown by the survey conducted 3/4 of respondents in question 1 of the survey believe the current curriculum meets the needs of all students. There is room for improvement as a quarter of respondents believe some action needs to be taken to address their concerns with the curriculum. This is partly achieved every year by each department within the school undertaking a curriculum mapping review to make sure curriculum goals follow current educational standards. The curriculum mapping found in the supporting evidence showcases the learning outcomes for each subject. This helps meet the learning needs of all students.	1) AIS WASC Self Study Curriculum Survey (Appendix A.4 , question 1) 2) Curriculum Mapping 3) Grade 5 Math

Academic Standards for Each Area

Indicator: The school provides a comprehensive and sequential documented international curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.*

Findings	Supporting Evidence
More than 75% of respondents of question 2 in the curriculum survey believed the school has a comprehensive international curriculum that is well articulated across all grade levels. Less than a quarter of respondents believed there was room	1) AIS WASC Self Study Curriculum Survey (Appendix A.4 , question 2) 2) Curriculum Mapping

for improvement.

3) Grade 1 Music

This data can be supported by the curriculum mapping and planning conducted by the school's faculty. Also, as shown in the learning outcome column of every subject's curriculum map you can see the expected learning goals tied to the British Columbia curriculum. This ensures both teachers and students alike have targets within the mapping to ensure academic standards are kept at a high level

Embedded Global Perspectives

Indicator: The school leadership and certificated staff ensure that global competencies*, perspectives, and issues are embedded within the curricular areas.

Prompt: *Examine the curricular documentation and observe the delivered curriculum to determine the extent to which there is integration of global concepts, perspectives, and issues.*

Findings	Supporting Evidence
Through examination of the current curriculum mapping you are able to see how the school adheres to the integration of global concepts, perspectives and issues. For example, in Grade 3 Science in the month of December recycling is a focus of study. This provides the children with an understanding of this global issue and prepares them for the future. Also, in Grade 5 in the month of November we have the children learning about the importance of helping others and community involvement. These topics are spread throughout each subject area to make sure the school curriculum integrates the world around us.	1) Curriculum Mapping 2) Grade 3 Science 3) Curriculum Mapping 4) Grade 5 English

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree of congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
In each classroom and throughout the school the learner outcomes are easily referable. Each teacher and student can then always be aware of the standards they can push towards in the future. This helps provide congruence between what is taught and the learner outcomes as everybody is aware of what they need to achieve.	1) ESLO (Expected Schoolwide Learner Outcomes) 2) AIS WASC Self Study Curriculum Survey

*Global competencies include 1) the use of concepts, knowledge, skills and languages of various disciplines to research current global issues; 2) the understanding of the interdependence of economic, political, technological, environmental, and social systems worldwide; 3) the understanding of multiple perspectives; 4) the valuing of diversity; 5) the ability to communicate with multilingual skills, through fluency in reading, writing, speaking, and listening and through the use of technologies; 6) engaging responsibly in action and service to improve conditions both locally and globally; and 7) the ability to function effectively in an interdependent world.

Also, in the supporting survey question over 80% of respondents were positive in their reply to this very concept. This shows the faculty believes we have the congruence needed to provide a strong and focused curriculum.

([Appendix A.4](#), question 3)

3) **Curriculum Mapping**

4) **Grade 5 English**

Furthermore, when children leave AIS to higher education they can look at the learner outcomes as a guide to their future goals. For example, one of the outcomes simply states, “I am confident” but this is such a vital trait for a child to have.

The only question for the school is to keep being positive about the learner outcomes for each child’s individual learning so they see their education as a path not a mountain.

Lastly, in the Grade 5 English map you can see the journey the children take from the start of the school year to the end and how this ties the academic standards with the learner outcomes by following the outcome “I can read and write in English”.

Student Work — Engagement in Learning

Indicator: The school’s examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Observation of student engagement in learning demonstrates students’ awareness of their own learning as well as the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work show consistent critical analysis and application of thought in different contexts. Evaluate observations of students engaged in learning to determine the degree to which students are aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The school has been able to show consistent critical analysis and application of thought in different concepts through observations of students and their work. For example, in samples A and B the student has shown remarkable improvement in their written work and understanding of the English language. Through the curriculum maps the teacher is able to let each child focus on their individual learning and then the learner outcomes provide a connection, focus and base for all the learning taking place.	1) Sample A – Sight Words Lesson (Appendix A.4) 2) Sample B – Sight Words Lesson (Appendix A.4)

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum that prepares students to be global citizens is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students toward achieving the standards.

Prompt: *What has been learned about the accessibility of a rigorous, relevant, coherent, and globally focused curriculum to all students through the various courses/program offered, e.g., online instruction? What has been learned from examining the demographics and situation of students throughout the class offerings? Evaluate how the instructional practices and other activities facilitate access and success for all students toward achieving the standards.*

Findings	Supporting Evidence
<p>In the supporting survey questions AIS shows it is capable of facilitating access and success for all students by providing an environment that caters for all students. In question 3 more than half of respondents had a positive response and again more than half had a positive response concerning the integration of special needs students in question 4.</p> <p>In relation to question 4 one of the comments stated, “it would be good if we could also access support from a dedicated special needs teacher too”. This could a way of improving the curriculum in relation to special needs students.</p> <p>In addition, the school provides areas to help the fulfillment of curriculum goals. There is the library to improve your English and Japanese levels, the hall for musical and recreational activities and the park outside for P.E and recess time. All these areas help further the standards the school sets.</p>	<ol style="list-style-type: none"> 1) ESLO (Expected Schoolwide Learner Outcomes) 2) AIS WASC Self Study Curriculum Survey (Appendix A.4, questions 5 & 6)

Acceptable Student Achievement

Indicator: The school identifies and defines performance indicators in order to monitor acceptable student progress toward achievement of the academic standards and the schoolwide learner outcomes.

Prompt: *What evidence demonstrates a school’s identifying and defining performance indicators in order to monitor acceptable student achievement of the academic standards and the schoolwide learner outcomes?*

Findings	Supporting Evidence
<p>In the supporting survey question we can see how over two thirds of respondents believe the school is able to monitor student achievement effectively. The school achieves this by using the curriculum mapping to focus on the learning outcomes, allowing each child to have a focused target if they complete an activity. For example, in the Grade 1 Art mapping you can see the activities for each month guided by the learning outcomes. Each teacher can then use these targets for each child to aim towards in the future.</p>	<ol style="list-style-type: none"> 1) AIS WASC Self Study Curriculum Survey (Appendix A.4, question 9) 2) ESLO (Expected Schoolwide Learner Outcomes) 3) Curriculum Mapping 4) Grade 1 Art

Integration Among Disciplines

Indicator: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.*

Findings	Supporting Evidence
The school is able to provide integration among all disciplines and subjects areas in the school curriculum. As shown in the supporting survey question over 80% of respondents believe there is an appropriate level of integration among all disciplines. This is supported by the weekly meetings held by the faculty for professional development and also discussion on how to further improve standards at the school. Furthermore, if you compare curriculum mapping across all grades in the supporting evidence you can see the linked learning outcomes for each subject.	<ol style="list-style-type: none"> 1) AIS WASC Self Study Curriculum Survey (Appendix A.4, question 8) 2) Curriculum Mapping 3) Grade 1 Music 4) Curriculum Mapping 5) Grade 5 Math

Curricular Review, Revision, and Evaluation

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to determine the impact of these on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the effectiveness of the school's curriculum review and evaluation processes for each program area and the impact on providing a challenging, coherent, and relevant curriculum for all students. Evaluate the effectiveness of the processes to assess curricular gaps and modify the curriculum to ensure that specific student needs are being met.*

Findings	Supporting Evidence
The school is able to review and evaluate each subject area to provide a challenging, coherent and relevant curriculum for all subjects. This is achieved through cross collaboration across all grades. Every year the curriculum mapping is updated to provide a current and workable curriculum for all age groups. Furthermore, the curriculum mapping is constantly reviewed throughout the school year so it is open to review so we can see the differences between the school years for each curriculum map, as shown in the supporting evidence.	<ol style="list-style-type: none"> 1) Curriculum Mapping 2) Dolphin English 2019-2020 3) Curriculum Mapping 4) Dolphin English 2018-2019 5) AIS WASC Self Study Curriculum (Appendix A.4, question 10)
However, as shown in the survey comment; "Careful assessment of different instructional methods can improve the transitioning between grades". This further assessment of the curriculum and instructional methods could improve the relevance of the current curriculum and help continue to guide the school on a coherent and effective path.	

Collaborative Work

Indicator: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Prompt: *Comment on the collaborative strategies used to examine curriculum design and student work and its effect on refining lessons, units, and/or courses.*

Findings	Supporting Evidence
Administrators and teachers use lots of strategies to keep lessons refined for the students in their care. Every year teachers are observed by the school principal to ensure standards are kept at a high level. This is followed by constructive feedback to improve the teaching of lessons and units. Also, all the teachers observe each other throughout the school year as shown in the supporting evidence. This gives everybody an extra chance to further their professional development, examine curriculum design, student work and refine lessons.	Peer Feedback for Teachers Form (Appendix A.4)

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Prompt: *Evaluate the effectiveness of the process through which key stakeholders assess the curriculum in relation to these school's policies.*

Findings	Supporting Evidence
The school is able to assess the curriculum effectively so it can make the most out of the use of completion of courses, grading, homework and technology. As shown in the supporting survey question two thirds of respondents believe AIS is able to provide a rigorous, relevant and coherent curriculum. As stated previously, the school constantly reviews and updates the curriculum in accordance with school policies and the school's learning outcomes. This wholesome approach brings forth an effective teachable curriculum.	1) Curriculum Mapping 2) Grade 5 English 3) ESLO (Expected Schoolwide Learner Outcomes)

Articulation and Follow-up Studies

Indicator: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
The school is able to prepare students for further education and meet their personal goals. If you look at the supporting survey question over half of respondents believe AIS communicates regularly with schools to ensure successful	1) AIS WASC Self Study Curriculum Survey (Appendix A.4 , questions 7 &10)

transitions for students. This provides a solid base for the students in their higher education in the future.

Also, the learning outcomes are the goals for every age group within the school community. This provides students with ongoing goals they can push towards and when they leave AIS they can feel a source of pride and accomplishment by completing these targets. Further work could be done to improve transitioning between the school and higher education as shown in the survey comment; “A formal assessment / record will provide greater recognition on testing and assessments”. This could be a possibility in the future to improve the transition period for students as they would have a more coherent record for when they enter further education and the workforce in the future.

2) **ESLO (Expected
Schoolwide Learner
Outcomes)**

B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Indicators with Prompts

Research-based Knowledge

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
All of the respondents replied that they make an effort to read journals, articles, books, and refer to other sources of information on education, child psychology and development, as well as garner useful skills/tips from professional development sessions for help with classroom instructional strategies. They also mention the internet as a valuable tool or resource for keeping up to date with such matters (e.g., teacher forums, educational/professional websites etc.).	Instruction Survey by Teachers (Appendix A.5 , question 1)

Goals: It is very encouraging to see from the survey results that AIS teachers are indeed striving to remain current in research-based professional knowledge, and are applying that knowledge to improve teaching and learning in their classrooms (through a large variety of different methods, as outlined in the analysis section above).

An ideal next step or goal would be to set up a platform to enable teachers to easily share (with other faculty members) the kinds of individual/personal knowledge that they are learning in this area through their own research and how they are applying it in their classrooms.

With this in mind, we would like to recommend that a set session be established in professional development sessions at least once a term, where teachers are able to have the opportunity to freely do this. The main benefit of the aforementioned would be that AIS teachers would have access to a large pool of current teaching and instructional research that their peers have learned and studied about.

Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Prompt: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>All of our respondents gave examples of how they conduct formative assessments, including quizzes, diagnostic tests, discussions, question and answer sessions, etc. Some respondents indicated that they use those assessments to plan accordingly and appropriately.</p> <p>Goals: Again it is positive to see that teachers are using a large array/variety of formative assessment tools in their classrooms. However, it was not always clear from the responses how the results or outcomes of the formative assessment tasks were being concretely used to further student learning.</p> <p>With the above in mind, we feel a professional development seminar on formative assessment tools and how they can be proactively used in classrooms to support and promote student learning, would be highly beneficial for AIS teachers.</p>	<p>Instruction Survey by Teachers (Appendix A.5, question 2)</p>
<p>Professional Collaboration</p> <p>Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.</p> <p>Prompt: <i>Comment on the effectiveness of how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem-solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.</i></p>	<p>Instruction Survey by Teachers (Appendix A.5, question 3)</p>

Goals: While it was encouraging to see that teachers are

collaborating with each other, there does appear to be some scope for improvement here. Our reasoning for this is that it was mentioned that time factors restricted opportunities for teacher collaboration. It also appears that most collaboration was being done informally. This is of course extremely important, but we also propose that specific meeting time be set aside for teacher collaboration, as well. For example, during the set teacher training days prior to the start of the academic year, collaboration sessions could be allocated for teachers who work with the same classes together.

Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt: *Comment on the effectiveness of how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
<p>From the responses the general opinion appears to be that the school is endeavoring to conduct professional development when it can, but some sentiment was also expressed that it could be improved by making it more practical (e.g., more of a focus on practical teaching techniques for certain kinds of students or practical teaching methodologies), and involved more professionals from outside the school.</p>	<p>Instruction Survey by Teachers (Appendix A.5, question 4)</p>
<p>Goals: We feel that professional development at the school is already heading in a more practical and positive direction. For example, we have recently had a webinar on positive approaches to student feedback, a professional in the field hosted a seminar on special needs children, and AIS teachers have also held seminars on practical teaching methods (e.g., learning through dramatic play etc.).</p> <p>The headmaster (Mr. Mark Hill) also emails out invitations to professional development sessions that are held at Nagoya International School. While these are for the most part scheduled on weekends, we could encourage teachers to think about how they could rearrange potential weekend commitments in order to attend these valuable opportunities for professional development and growth.</p> <p>Mr. Hill has also indicated that more AIS teachers will be running professional development sessions pertinent to their individual areas of expertise, as we move into the final two terms of our school year.</p>	

Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Prompt: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.*

Findings	Supporting Evidence
Some of the examples provided of employing a variety of instructional strategies include: using IT; varying independent and group work time; varying instruction methods, such as direct instruction, kinesthetic learning, modelling, scaffolding; using various resources, such as text, practical, visual, and physical resources; having students do research projects and presentations; using word problems to allow students to connect Math to real life.	Instruction Survey by Teachers (Appendix A.5 , question 5)

Goals: As outlined in the analysis section above, teachers employ a large variety and array of instructional strategies to enhance student engagement, understanding, and achievement. 70% of teachers indicated they always do this, and 30% responded that they often do so. The high prevalence of AIS teachers employing a large multitude of such strategies is very encouraging for the quality of education at AIS.

With this in mind, our goal here would be to maintain the high quality of instruction in this area by continuing to foster a strong professional development program for AIS teachers.

Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
Most teachers integrate technology into their lessons, but it seems to depend on the age of the students. For instance, it is important for young children (e.g., kindergarten children) to develop strong penmanship skills and fine motor skills before they begin using computers to type out creative writing	Instruction Survey by Teachers (Appendix A.5 , question 6)

texts/tasks etc.

Goals: One of the main goals we have at AIS is to foster a high level of interpersonal communication among and between students and teachers, so the use of technology is not a central focus at the school.

Having said that though, the use of age appropriate technology is certainly encouraged within the school, and the appropriate use of technology is also strongly instilled in students.

For example, with regard to the former point, while young children at the school are learning/developing fine motor skills, they will generally use pencil and paper to write journals or creative writing tasks, however as they consolidate these skills and move into elementary school they begin using online writing tools like Night Zookeeper to inspire a creative passion for writing.

In terms of the latter aforementioned point, our school also strongly promotes the safe and appropriate use of technology for children. For instance, one of the upper elementary school teachers has his students sign and abide by the digital pledge -

- Communicate responsibility and kindly with one another
- Respect each other's ideas and opinions
- Protect our own and others' private information
- Give proper credit when we use others' work
- Stand up to cyberbullying

With the above points in mind, our goal at the school is to continue to respect the important role that technology plays in education and society, but to also ensure that a strong sense of interpersonal communication is fostered at AIS.

Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
Most of the responses were examples of how the teachers try to foster critical and creative thinking, and other skills in their students. One excellent example shared was about how students use creativity with play during recess, or physical	Instruction Survey by Teachers (Appendix A.5 , question 10)

education class.

Goals: An impressive 80% of respondents indicated that their students work often demonstrates critical and creative thinking, problem solving, and knowledge attainment (and 10% said they always do so).

In order to continue to maintain excellence in this area, it would be ideal to allocate some professional development sessions to fostering critical and creative thinking (in students). There are some excellent webinars available online in this area and professional organizations like the International Baccalaureate also offer relevant online workshops and courses for teachers.

Student Understanding of Learning Expectations

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.*

Findings	Supporting Evidence
<p>According to our teachers, they strive to make sure their students know what is expected of them with their work. Some have started doing it more recently after other teachers shared their strategies during a professional development session. It seems that some teachers explicitly state their expectations, while others might use other methods, such as rubrics.</p>	<p>Instruction Survey by Teachers (Appendix A.5, question 9)</p>
<p>Goals: It has been established that setting clear unit and lesson goals for students provides them with a strong focus for successful learning. For example, when students understand the purpose of lessons they know exactly what they need to learn (knowledge, skills etc.), in order to master and excel with the learning focus.</p>	
<p>Considering this, it was encouraging to find that 70% of teachers at AIS regularly ensure that their students know the expectations or performance levels expected of them, before individual lessons or new units of study (30% always and 40% often).</p>	
<p>It was positively noted in the analysis section that a recent professional development session on goal setting held at the school, provided teachers with an additional repertoire of valuable teaching tools in this area and also sparked renewed motivation among the faculty to focus on ensuring students</p>	

are suitably supported through clear goal setting.

With the above in mind, we propose that the previously held professional development session on goal setting for students be followed up with a more formal session on the subject, to consolidate the positive teaching changes already noticed and observed in this area (e.g., through a relevant online webinar).

Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>Our surveys of students' perceptions of learning expectations and experiences show that they are aware of the AIS ESLOs, but could be more familiar with them, and also have a better understanding of their purpose. Students seem to be more familiar with the four schoolwide rules, as those have been stressed regularly in assembly time for many years now. The ESLOs have more recently been simplified for students to better understand, but perhaps teachers need to focus on them more often, and discuss them with their classes. Our data shows that students feel that the information they are learning is sufficient for them to be tested on, but sometimes require more explanations for challenging material. Most of our respondents reported that the teachers care for the students, respect their learning differences, and give them praise when appropriate.</p> <p>Our goals are to continue to increase awareness of the school ESLOs by tying them into lessons and school events as much as possible. We hope that students' awareness of the ESLOs will motivate them to make the effort to do their best for each and every ESLO.</p>	<ol style="list-style-type: none"> 1) Cat C - AIS Teacher Survey on Support for Student Personal and Academic Growth (Appendix A.8) 2) Cat C - AIS Student Survey on Support for Student Personal and Academic Growth (Appendix A.9; questions 4, 6, 8, 9)

Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
<p>Some of the ways teachers address individual needs in their classrooms include being flexible with their own teaching style; giving students of varying abilities more appropriate texts to work with; varying instructional methods, such as</p>	<p>Instruction Survey by Teachers (Appendix A.5, question 7)</p>

inquiry-based and game-based learning; providing a range of activities, and using IT when necessary. It was also mentioned that students who join the school late into an academic program (kindergarten or elementary school) from non-English (or non-Japanese) speaking backgrounds are given parallel tutoring in foundational school skills to give them a foundation for success in the classroom.

Goals: It is extremely encouraging to find that 80% of teachers regularly address students' individual learning styles and needs through a variety of instructional methods (the detailed examples listed, bear witness to this, as well).

However, being such a vital area for student support, stimulation, development, growth and achievement (among other things) we feel that it would be worthwhile reflecting on or considering how we could improve even further. One way, for instance, could be by looking at what kind of additional measures could be positively instigated outside of regular AIS classes.

For example, the headmaster indicated that most requests for ESL after school support classes come from parents. While it does appear that teachers are very proactive in their classes about supporting individual students learning styles and needs, this support could be expanded further by recommending specialist afterschool programs most appropriate to help, support or challenge individual students further.

Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
From teacher responses, it appears to be evident that our students have ample opportunities to access learning from and through a large array of resources, other than textbooks,	Instruction Survey by Teachers (Appendix A.5 , question 8)

Goals: A high percentage of teachers (70%) indicated that they employ a large variety of resources in their classroom to promote learning beyond set class texts.

However, a sizeable minority of teachers responded that they only sometimes or rarely/never use resources in addition

to texts (20% and 10% respectively).

Using a large variety of resources in addition to assigned textbooks is vital for creating a rich and stimulating learning experience for students, so in order to boost and encourage the use of such resources, we feel that AIS could better coordinate additional teaching and learning resources that are available to the faculty. For example, the school has a subscription to Education.com, but not all of the teachers at AIS are fully aware of this.

With this in mind, we propose that a database be established and maintained on teaching resources that AIS teachers could freely access and make use of.

B3. How Assessment is Used Criterion — Reporting and Accountability Processes (Facilitators: Meek, Uno)

The school leadership and staff use effective assessment processes to collect, disaggregate, analyze and report school performance data to all stakeholders about student progress toward accomplishing the schoolwide learner outcomes and academic standards. The analysis of the data guides the school's programs and processes, the allocation and usage of sources, and forms the basis for the development of the action plan.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report school performance data to appropriate stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>The assessment process at AIS is divided into Japanese/English processes. The English-language courses are assessed by classroom teachers using the means listed in Survey Follow-up Assessment. (See below)</p> <p>The Japanese teachers use separate assessments which are listed elsewhere in this report.</p> <p>The school uses several standardized assessments including the ISA test, United Nations Junior Test of English (UN EIKEN) proficiency exam and others listed in the links below. The homeroom teachers meet approximately once per year to discuss/adapt planning based on the most current test results and metrics. However, over 36% of the teachers responding to the assessment questionnaire had answers ranging from 'neutral' to 'disagree' or 'strongly disagree' in response to the above prompt. One teacher even responded that they were unsure whether or not the school had or needed an assessment policy. The school leadership should consider revisiting the school's assessment policies. Additionally, teachers have mentioned concerns regarding the timing of ISA reports specifically, as said reports do not provide metric data before the start of the Japanese school year. There have also been concerns raised regarding the ISA's lack of recognition by public schools. One teacher has also suggested that the kindergarten's UN EIKEN English proficiency assessment be expanded to more grades. It is currently only offered to the upper kindergarten class (Orca).</p>	<ol style="list-style-type: none"> 1) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.1) 2) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2, question 1)

Basis for Determination of Performance Levels

Indicator: The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Regarding the Initial Assessment Findings, the teachers surveyed responded generally in positive terms with over 60% responding 'Agree' to the above prompt. However, over 36% of the teachers responding to the assessment questionnaire had answers ranging from 'neutral' to 'disagree' or 'strongly disagree' in response to the above prompt. It has been suggested by some teachers that the report card system currently in place shows a disconnect between reporting prompts and academic standards. Updating the report card prompts and grading system to better reflect academic standards as well as ESLO targets is an area of possible growth. A few teachers are also using online reporting systems on a class-by-class basis. It might be beneficial for the school to consider adopting a schoolwide online reporting platform. This has been suggested by teachers in the survey below.	<ol style="list-style-type: none"> 1) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.1) 2) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2, question 2)

Modifications based on Assessment Results

Indicator: The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.

Prompt: *Comment on how assessment results have caused modifications in the school program, professional development activities, and/or resource allocations demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
Teachers' responses have been split on this prompt. Five agree with the above prompt. Four Disagree and Two responded as 'Unsure'. There may be a lack of transparency regarding the allocation of resources and adaptation of the school's curricular program. That being said, there is evidence that the school has used data, specifically ISA test results, to develop a focus on reading targets in professional development meetings. Areas include dyslexia and other reading disabilities, a narrative-play workshop and a published materials review in 2017. These show a willingness to develop the school PD program based on metrics and data from assessments. Recent months have also seen an expansion of professional development to include more external sources. Hopefully, said trend will continue.	<ol style="list-style-type: none"> 1) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2, question 3) 2) AIS School Professional Development Plan (ref p.51)

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the system used to monitor the progress of all students toward meeting the academic standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
Once again, the teachers' responses to the Initial Assessment Survey are split. Four teachers agree with the above prompt. One strongly agrees. Three disagree and three are neutral. The school allows teachers to act relatively independently in regards to monitoring student progress. This is evident in the results in the 'Assessment Follow-up Questionnaire' listed below. This has both positive and negative aspects. The positives are apparent in the ability of classroom teachers to adjust and apply assessments toward individual student needs. The cost of said positive is a possible disconnect between the types of monitoring systems in place and the standards/ outcomes being monitored. More follow-up concerning the monitoring of student progress might be advisable.	<ol style="list-style-type: none"> 1) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.1) 2) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2, question 4)

Reporting Student Progress

Indicator: There are effective processes to inform the board, parents, and other stakeholders about student progress toward achieving the academic standards and the schoolwide learner outcomes, i.e., global competencies.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, schoolwide learner outcomes, i.e., global competencies).*

Findings	Supporting Evidence
As suggested by one teacher in the survey below, the ESLO reporting system may be in need of review. Also stated above the report card system currently in place shows a disconnect between reporting prompts and school-adopted BC academic standards. Updating the report card prompts and grading system to better reflect academic standards as well as ESLO targets is an area of possible growth. A few teachers are also using online reporting systems on a class-by-class basis. It might be beneficial for the school to consider adopting a schoolwide online reporting platform. That being said, the addition of ESLO's to the school's report cards and rewording of the language to make them more accessible to a wider group of learners is an area where the school has shown positive growth during the last review cycle.	AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2 , question 11)

Security Systems

Indicator: The school employs security systems that maintain the integrity of the assessment process.

Prompt: *Evaluate the selection of and the use of proctors, the security systems for text documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>The security systems in place are largely effective because of the school's limited size. The school's computer systems use Google Apps Suite to record and report data. The proctors of metrics at the school are homeroom teachers and on-site security beyond this level has not been recognized as necessary. In fact, many of the respondents to the assessment questionnaire responded as 'unsure' to said prompt. Future discussion regarding the nature of security systems protecting school assessment data may be advisable.</p>	<p>AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2, question 5)</p>

B4. How Assessment is Used Criterion — Classroom Assessment Strategies

Teacher and student uses of assessment are frequent and integrated into the learning/teaching process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; and (b) regular evaluation, modification, and improvement of curriculum and instructional approaches to support the educational progress of every student.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc. (This includes the global competency areas of students being able to investigate the world, recognize multiple perspectives, communicate ideas effectively to diverse groups, and take action to improve the situation.)

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, including global competencies?*

Findings	Supporting Evidence
As stated in response to earlier prompts, the school allows teachers to act relatively independently in regards to monitoring student progress. This is evident in the results in the 'Assessment Follow-up Questionnaire' listed below. Teachers seem to feel that this is a strength, with 9-out-of-11 teachers responding either, 'agree' or 'strongly agree' to said prompt on the Initial Assessment Questionnaire. Parent Responses were also 100% positive to said question. However, two teachers did respond as either, 'neutral' or 'unsure'. One teacher clarified this by stating that they did not know what strategies were in use by other teachers on the staff. Steps might possibly need to be taken to ensure that teachers maintain open reporting and communication of findings and administrators ensure that said communication is frequent and effective.	<ol style="list-style-type: none"> 1) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.1) 2) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2, question 6) 3) AIS WASC Self Study Parent Survey - Assessment (Appendix B.2, question 1)

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Prompt: *Examine and evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Among teachers, the consensus seems to be positive with regard to the above prompt, with 8-out-of-11 respondents choosing to respond with either 'agree' or 'strongly agree'.	<ol style="list-style-type: none"> 1) Curriculum Maps 2) AIS WASC Self Study Teacher Survey -

Parents have also responded positively with all respondents choosing either ‘agree’ or ‘strongly agree’ when surveyed. It would appear that using varied assessments is a strength that the school can build upon to ensure an effective education experience for students and families

Assessment ([Appendix A.7.1](#))

- 3) AIS WASC Self Study Teacher Survey - Assessment ([Appendix A.7.2](#), question 7)

Modification/Decisions based on Assessment Data

Indicator: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation.*

Findings	Supporting Evidence
As previously stated, the school has used data, specifically ISA test results, to develop a focus on reading targets in professional development meetings. Areas include dyslexia and other reading disabilities, a narrative-play workshop, and a published materials review in 2017. These show a willingness to develop the school program based on metrics and data from assessments. That being said, most of the school’s professional development is performed in-house, by AIS staff. Recent months have seen an expansion of professional development to include more external sources. Hopefully, said trend will continue.	1) Curriculum Maps 2) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.1) 3) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.2 , question 8)
In regards to curriculum development, the school is currently updating curriculum maps to meet targets in the British Columbia New Curriculum Standards. As time elapses, understanding of how said update to curriculum will affect student learning and how current assessments meet and influence best practices may become a subject for review and discussion.	4) AIS School Professional Development Plan (ref page 51)

Teacher Feedback to Students

Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and schoolwide learner outcomes.

Prompt: *How effective is teacher feedback in supporting students in achieving learning targets, academic standards, and schoolwide learner outcomes?*

Findings	Supporting Evidence
This area would appear to be an area of strength for the school. Teachers responded to the above prompt mainly positively with 9-out-of-11 respondents choosing either ‘agree’ or ‘strongly agree’ to the above prompt. However, one teacher chose ‘unsure’ and another chose ‘neutral’, so there may be room for growth in the	1) AIS WASC Self Study Teacher Survey - Assessment (Appendix A.7.1) 2) AIS WASC Self Study

future, at least in terms of maintaining lines of communication between teachers so all members of staff are aware of what manner of feedback teachers are giving to parents and caregivers. That being said, the parent responses to said prompt were all positive, with all respondents choosing either ‘agree’ or ‘strongly agree’ when presented with the above question prompt.

**Teacher Survey -
Assessment** ([Appendix
A.7.2](#), question 9)

ACS WASC Category B. Curriculum, Instruction, and Assessment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

The unique educational philosophy and dual curriculum program at AIS provides a challenging and relevant international flavor learning environment for each student, regardless of background. The program also draws on the experience and diversity of the teaching faculty to encourage and empower student achievement of both curricula and co-curricula components, and the school's own schoolwide learner outcomes.

With both the English-language and Japanese-language curricula used at AIS designed for native speakers, some students can find the pace of study difficult to keep up with due to language proficiency. However, immersion in the age-appropriate scope of study facilitates the need for students to develop critical cross-language cognitive skills. As such, the content of both curricula avails students at AIS the double benefit of being able to build up linguistics skills at the same time as acquiring scope of study knowledge. Nonetheless, this can pose a challenge to students who have entered with low target level language skills or other special needs, for which, teachers at AIS see the need for further professional development in this area.

The size, organization and student makeup of both the kindergarten and elementary school allows individual teachers to tailor instruction within the scope of the curricula to best meet learner needs. For this, teachers utilize a variety of strategies to provide learning experiences which actively engage students and encourage them to be consistently inquisitive. Teachers also utilize a mix of both 'hands-on' and traditional learning skills, with current technology trends to give students a well-rounded, future-ready skill set. Nonetheless, keeping up to date with these trends and having the time for planning effective lessons, both singularly and collaboratively are necessary.

The school makes use of appropriate assessment and reporting processes, which analyze each individual student's performance in both academic and learner outcomes. Analysis of standardized testing for upper level students forms the basis for developing specific focus areas, such as reading skills. Improvements have also been seen in the reporting of achievement to all stakeholders, which brings transparency and consistency in accomplishing the schoolwide learner outcomes and academic standards. While the assessment results are the basis for measuring each student's progress over the course of the academic year and seek improvement of curriculum and instructional approaches, there is the need for better monitoring of the child's progress throughout the multi-year learning journey at AIS.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Areas of Strength

Curriculum

- Regular curriculum map planning, reviews and updates to keep relevant to individual learner needs.

- Learner outcomes easily referable to form congruence between concepts and skills taught.
- Monitoring and critical analysis of student work.
- Observation and feedback from principals and peers to improve awareness of own teaching.

Instruction

- Teachers strive to remain current in their professional knowledge.
- Strong interest and initiative to utilize expertise of teachers.
- Utilization of a wide range of instructional strategies and resources.
- Appropriate balance of technology skills and ‘hands-on’ interpersonal communicative skills taught.
- Instructional goal setting and explanation of expectations to students.

Assessment

- Use of student assessment data to develop a focus on reading targets and other professional development areas.
- Efforts to increase awareness of ESLOs.
- Relative independence for teachers to monitor student progress to match individual student needs.
- Effective demonstration and feedback of student achievement to students and parents.

Category B: Standards-based Student Learning: Areas of Growth

Curriculum

- Integrate engaging learner outcomes which go further to meet individual needs.
- Incorporate curriculum aspects to support students with special needs.
- Assess different instructional methods to improve transition between grades.
- Adoption of formal assessment records to facilitate progression to next levels.

Instruction

- Establishment and collaborative buildup of a professional resource platform/database.
- Organize specialist instruction on use of formative assessment tools to meet components of the curriculum.
- Allocation of time for greater collaborative planning.
- Continue to foster a strong professional development program to improve classroom planning and bolster students’ critical and creative thinking.

Assessment

- Use of more effective assessment procedures.
- Update report cards to better align reporting prompts with academic standards and ESLOs.
- Consider utilization of a schoolwide online reporting platform.
- Monitor cross-grade student progress.
- Consideration and awareness of need for security of school assessment data.
- Maintain open reporting and communication of student progress among faculty and administration.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion — Personal and Academic

Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including intervention and referral services, to support all students in such areas as health, career and personal counseling, and academic assistance. There is appropriate application of assessment tools and processes for determining interventions.

Prompt: *Evaluate the availability and the adequacy of services, including intervention and referral services, to support students in such areas as health, career and personal counseling, and academic assistance. Determine if there is appropriate application of assessment tools and processes for determining interventions.*

Findings	Supporting Evidence
<p>AIS draws on the experience and training of all staff to provide students with the best possible support services for health, social, and academic (including post-graduation) issues. Although desirable and a constant request from some staff, as can be seen in the response to question 1a of the Support for Student Personal and Academic Growth survey conducted among AIS teachers, the scale and allocation of human resources at AIS make it difficult to hire dedicated support service staff to deal with such issues. AIS has had teachers with nursing and special education credentials and their assistance has been called upon when necessary, but in general most will utilize their experience of classroom/child observation to spot and determine any problems, or send their student to the office for treatment or intervention from the Office Manager or Headmaster. However, without a dedicated nursing room, children needing to lie down, have wounds treated, or have a counseling session with teachers or the Headmaster, must do so within the confines of the administration office, which is far from ideal, particularly when visitors arrive.</p> <p>For this reason, families interested in having their child enter AIS are informed that we are unable to accept any child with serious physical, health or behavioral issues. However, with some children joining at a very young age for the kindergarten program who have yet to be assessed of any issues, and/or</p>	<ol style="list-style-type: none"> 3) Cat C - AIS Teacher Survey on Support for Student Personal and Academic Growth (Appendix A.8; questions 1, 2, 3) 4) Aichi International School Student Guidance Plan & Procedures 5) Aichi International School Anti-bullying Policy 6) Determining Need for Special Support for Students (K-6) at AIS 7) Red Cross First-aid training session 8) Contact with referral services

some families unforthcoming about any issues with their child, there have been instances where children subsequently needing support have been accepted. In response over the past two years, leadership and faculty have collaborated to put in place protocol to firstly, determine the need for special support, and secondly, processes for dealing with issues when they arise. These can be found in the supporting evidence. Key to the effectiveness of these protocols has been to initiate early response and reporting, particularly to parents, to show that the school places priority on the child's health and welfare. Improving the method of approach and communication with parents has also brought greater understanding and trust.

AIS has also sought to improve support for students, staff and parents by incorporating Red Cross first-aid training into the pre-service training in April, invited professionals to give presentations, and of late, created connections with some external services to provide student support when necessary. Recent contact with the Nagoya City Support Center for Developmental Disorders, for example, has provided staff with useful advice and insight into dealing with children with ASD, ADHD and LD issues.

With the majority of staff members being native English speakers while the majority of students are Japanese, it is not surprising to note among the responses from the survey the opinions that some children may feel their language ability hinders them from seeking help when necessary. For this reason, Japanese-speaking staff tend to carry a higher burden when dealing with matters, particularly with communication to parents, despite the non-Japanese teachers best intentions to provide support. Non-Japanese teachers are informed at time of hiring that they are encouraged to learn Japanese in this respect; however, it requires a high level of language skill to communicate such matters proficiently.

Strategies Used for Student Growth/Development.

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Responses from the Support for Student Personal and Academic Growth survey (4a&b) show that teachers feel the strategies in place are effective overall to some degree. Teachers make use of individual instruction with suitable level resources, peer assistance, and recommending supplemental ESL sessions after school. In addition, with teachers in the elementary school being freed up from looking after non-Japanese children in the library during Japanese classes, they have been able to provide assistance to their peers in large classes as the roll has grown for the 2019-20 school year. While predominantly providing extra supervision for Grades One and Two, particularly during PE and violin classes, the realignment of teaching resources also has allowed support for foreigners in Japanese classes and math in Grade One.</p> <p>In the kindergarten, the teacher hired in 2019 as the assistant to the Grade One class also helps with certain sessions in the Turtle class to allow the Japanese kindergarten assistant more time in the upper two classes.</p> <p>Schoolwide, measures to allow effective integration and transition of new students with low English and/or Japanese proficiency into the program continue to be an area for discussion.</p> <p>Support Services and Learning</p> <p>Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.</p> <p>Prompt: <i>Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.</i></p>	<ol style="list-style-type: none"> 1) Cat C - AIS Teacher Survey on Support for Student Personal and Academic Growth (Appendix A.8; question 4a+b) 2) Determining Need for Special Support for Students (K-6) at AIS

Findings	Supporting Evidence
<p>Low student to teacher ratios at AIS provide the opportunity to support and facilitate students' learning needs, with the majority of respondents to the Support for Student Personal and Academic Growth survey (5a) in agreement with this prompt. While busy with overall classroom administration, teachers are able observe, assess and seek support for individual students easier than they would in a standard school setting with 30-40 children in their care. At the same time, the small and close faculty enables communication, resource-sharing and mostly amicable discussion to solve trickier problems, and to garner support from leadership and</p>	<ol style="list-style-type: none"> 1) Cat C - AIS Teacher Survey on Support for Student Personal and Academic Growth (Appendix A.8; questions 5, 6) 2) End of term report cards 3) Parent-Teacher conference comments

parents.

The international nature of the teaching faculty and student body allow for greater consideration and empathy towards individual needs depending on background, rather than a one-size-fits-all approach. Local and overseas focused activities throughout the year support the inclusion of all, while efforts over the past couple of years to promote a better open-door policy and accountability of report card assessments has allowed parents to communicate with teachers and leadership when they feel their child is in need of extra support.

A common response by survey participants regarding processes used to identify and support under-performing or struggling students was their attention to providing early and constant observation, and based on which, take appropriate measures. This is particularly relevant in terms of curtailing social and personal issues, which can take their toll on not just the individual learning, but whole class atmosphere when left unresolved for too long.

The afterschool program at AIS offers students the opportunity to build up non-native, and for some Japanese students their native, language skills to meet the requirements of the curriculum designed for same-age level native children. While usually only for a 30 or 60 minute session once a week, these one-on-one sessions tailored to the students' learning needs help boost study level and confidence in the daytime classes.

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes, i.e., global competencies. Students have the opportunity to communicate with diverse audiences locally and worldwide. Students contribute to local and/or global actions and service opportunities.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes, i.e., the global competencies. How effective are these efforts?*

Findings	Supporting Evidence
The majority of teachers feel the link between curricular and co-curricular activities to the academic standards and ESLOs is sufficient at AIS. Incorporating the scope of study from both Japanese and British Columbia, Canada, curriculums to develop its bilingual program, coupled with the efforts to foster 'global citizens,' AIS strives to give its students a mixed variety of experiences to improve not only language proficiency, but also real-world opportunities. These co-curricular activities such as Cultural Days, concerts, and field trips help students to become well-rounded and allow them to	<ol style="list-style-type: none"> 1) Cat C - AIS Teacher Survey on Support for Student Personal and Academic Growth (Appendix A.8; question 7) 2) Cultural Days 3) School visits (Police, Fire Department, Bug Bus, etc.)

learn not only by the four walls but also in the outside world. 4) **Field trips**
Curricular activities, on the other hand, are frequently assessed by AIS homeroom teachers.

While there is some debate among staff that there are too many non-curriculum based activities which use up a large amount of study time, most tend to agree that it is from these activities that children can become more diverse, improve social skills, and set themselves apart from children at other schools. Moreover, such activities are also a highlight and appeal point of both current and prospective AIS families.

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. This includes students involved in projects on global issues, joining networks, and exchanges.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>With small class sizes at AIS, and for some long-serving children feeling the school offers a somewhat family atmosphere, students can tend to feel less hesitant to seek support from teachers and staff for various reasons. Similarly in this sense, teachers and staff are more able to note any changes in behavior or learning at an early stage.</p> <p>Responses from representative students in the Student Survey on Support for Student Personal and Academic Growth generally showed satisfaction for the way their needs and concerns are dealt with in a caring and discreet manner.</p> <p>Small classes also help to boost independence, confidence, and leadership skills among students at AIS. Recent activities to support this trend have been the assistance of older students during half-day trial lessons for 5-6 year-old children considering joining our Grade One class, and participation in the newly formed student council in 2018-19.</p>	<ol style="list-style-type: none"> 1) Cat C - AIS Student Survey on Support for Student Personal and Academic Growth (Appendix A.9) 2) Student Council participation

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>In general, responses to the Student Survey on Support for Student Personal and Academic Growth were positive about the personal and study services availed to them at AIS and gives support to the caring approach shown by all staff.</p>	<p>Cat C - AIS Student Survey on Support for Student Personal and Academic</p>

However, it must be noted that extracting responses from such young children, coupled with a native language which is not English, made understanding of the questions and purpose of this survey difficult for some. **Growth** ([Appendix A.9](#))

ACS WASC Category C. Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

Regardless of the scale of any learning institution, sufficient systems which support academic attainment of students physically, personally and emotionally are vital. AIS despite its small size, makes full use of its limited but professional resources and close relationships with families to allow students to feel comfortable to seek and be availed help with any matter. The school has recently endeavored to step up measures to determine and support students' individual needs, while at the same time, linking this support with the curricular and co-curricular programs in order to better achieve the schoolwide learner outcomes is an area for further discussion and effort.

The majority of students at AIS are Japanese, whose parents have enrolled them at AIS for the individual attention our small class sizes should offer. In addition, each class has at least one or more student of a different cultural background. Staff from all corners of the globe at AIS bring greater empathy towards the inherent challenges faced by children at a multicultural school, including developing multiple language acquisition, and retaining one's identity while respecting other's opinions and cultures.

The areas of strength and growth below highlight that while AIS has made strides in student support services, the need for further specialized staff training in certain areas should be prioritized.

Prioritize the areas of strength and growth for Category C.

Category C: Support for Student Personal and Academic Growth: Areas of Strength

- Improved protocol to address issues, including bullying, student conflict, development disorder assessment
- Improved efforts in communication to gain understanding and support from parents
- Variety of inclusive experiences and activities that allow children to grow and learn according to their individual characters and interests

Category C: Support for Student Personal and Academic Growth: Areas of Growth

- Effective integration and transition of new students with low English and/or Japanese proficiency into the program
- Need for dedicated school counselor or similarly-trained member on staff
- Procedures for dealing with students who have been determined/ assessed as having issues which are difficult to support fully at AIS, e.g. can individual education plans be effective or implemented; how to provide adequate classroom assistance with minimal staff levels; at what point are parents recommended that AIS is not suitable for their child

ACS WASC <Aichi International School> Self-Study Report

- Training for teachers in effective methods of English/Japanese as Second Language
- Greater focus on moral education and communication skills for elementary children
- Improved method for children of any language to feel comfortable in speaking to adults about any issues

Category D: School Culture and Environment

D1. School Environment and Child Protection Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Indicators with Prompts

Caring, Concern, High Expectations

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
The school community feels that AIS does demonstrate caring, concern, and high expectations for students in an environment that honors individual and cultural differences.	1) Cat. D Teacher Questionnaire (Appendix A.12 ; question 1) 90% Agree or Strongly Agree 2) Cat. D Student Questionnaire (Appendix A.11 ; question 4) 88% Agree or Strongly Agree

Student Self-Esteem

Indicator: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Prompt: *To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?*

Findings	Supporting Evidence
The school community feels that AIS does foster student self-esteem through high expectations for each student and recognition of successes.	1) Cat. D Teacher Questionnaire (Appendix A.12 ; question 2) 90% Agree or Strongly Agree 2) Cat. D Student Questionnaire (Appendix A.11 ; question 7, 8) 88% Agree or Strongly Agree

Collaborative Culture of Mutual Respect, Inquiry, and Communication

Indicator: A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.

Prompt: *What evidence supports a collaborative culture of mutual respect, inquiry and effective cross-cultural communication among and between staff, students, and parents?*

Findings	Supporting Evidence
The school community feels that a collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident, and that there is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.	1) Teacher Questionnaire (Appendix A.12 ; question 3, 4) 90% Agree or Strongly Agree 2) Student Questionnaire (Appendix A.11 ; question 9) 82% Agree or Strongly Agree

Teacher Support and Encouragement

Indicator: There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.

Prompt: *How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?*

Findings	Supporting Evidence
Generally speaking, the school community feels that AIS does have a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning. A proportion of staff is unsure.	Teacher Questionnaire (Appendix A.12 ; question 5) 70% Agreed or Strongly

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on your analysis of the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
The school community feels that AIS has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.	Teacher Questionnaire (Appendix A.12 ; question 6) 80% Agree or Strongly Agree

Child Protection

Indicator: The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial

exploitation and inappropriate behavior of children towards other children.

Prompt: *Evaluate the developed and adopted definition of child abuse to ensure it is appropriate.*

Findings	Supporting Evidence
The school community are somewhat split as to whether AIS has developed and adopted an appropriate definition of child abuse.	Teacher Questionnaire (Appendix A.12 ; question 7) 60% Agree or Strongly Agree

Indicator: The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips and student exchanges. These policies and practices are reviewed regularly.

Prompt: *Evaluate the effectiveness of the specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students within boarding facilities, homestay and residential arrangements and on excursions, trips, and student exchanges. Determine if these policies and practices are reviewed regularly.*

Findings	Supporting Evidence
The school community is split as to whether AIS has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students on excursions, trips and student exchanges. It is unclear whether these policies and practices are reviewed regularly.	Teacher Questionnaire (Appendix A.12 ; question 8) 50% Agree or Strongly Agree

Indicator: The school has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.

Prompt: *Evaluate the effectiveness of the scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.*

Findings	Supporting Evidence
The school community is split as to whether AIS has a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.	Teacher Questionnaire (Appendix A.12 ; question 9) 40% Agree or Strongly Agree

Indicator: The school has in place formal learning programs through the school experience related to child protection.

Prompt: *Review and evaluate the formal learning programs through the school experience related to child protection.*

Findings	Supporting Evidence
The school community is split as to whether AIS has in place formal learning programs through the school experience related to child protection.	Teacher Questionnaire (Appendix A.12 ; question 10) 40% Agree or Strongly Agree

Indicator: The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.

Prompt: *Evaluate the effectiveness of the structured procedures for reporting suspected or disclosed maltreatment or abuse and formal policies identifying actions to be taken, including informing appropriate authorities.*

Findings	Supporting Evidence
Generally speaking, the school community feels that the school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities. However, the feeling is not unanimous and some are unsure.	Teacher Questionnaire (Appendix A.12 ; question 11) 60% Agree or Strongly Agree

Indicator: The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Prompt: *Evaluate if the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.*

Findings	Supporting Evidence
Generally speaking, the school community feels that the school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.	Teacher Questionnaire (Appendix A.12 ; question 12) 60% Agree or Strongly Agree

D2. Parent/Community Involvement Criterion

The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Indicators with Prompts

Long-Range Resource Plan

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

Findings	Supporting Evidence
<p>Responses for the questions, "AIS makes a good effort to involve parents as partners in their child's education." and "AIS makes a good effort to help non-English speaking parents stay informed and be involved," show that parents are very satisfied with the school's efforts.</p> <p>AIS felt that the school should promote inclusive learning of all subjects for both Japanese and non-Japanese students, and as such, from last year (2018) the procedure of taking non-Japanese students out of Japanese classes was phased out. However, rather than simply just abandoning the previous system, efforts have been made to arrange team-teaching for some class sessions to support those who do not have the language skill to keep up with the class flow.</p> <p>Also, under the leadership of the headmaster, the school has created an atmosphere in which parents feel open and welcome to engage with teachers and management. As a result, many parents feel more comfortable approaching AIS if they have any concerns or questions.</p> <p>Without being complacent with the above results, AIS needs to continue to seek ideas to further create an approachable school, such as organizing class observations days for school families. (above findings translated from Japanese)</p>	
AIS is welcoming of parents and students from all backgrounds	Parent Questionnaire (Appendix B.3) 94% Agree or Strongly Agree
AIS makes a good effort to communicate the goals of the school to families during the admissions process	87% Agree or Strongly Agree
AIS makes a good effort to help non-English speaking parents stay informed and be involved	98% Agree or Strongly Agree

AIS makes a good effort to involve parents as partners in their child's education	87% Agree or Strongly Agree
AIS provides appropriate report cards to show the study level of my child	92% Agree or Strongly Agree
AIS keeps parents informed of all aspects of school operation and activities	100% Agree or Strongly Agree
Staff at AIS respond appropriately to parents' requests	96% Agree or Strongly Agree

Use of Community Resources

Indicator: The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>While our focus group survey did not include a question specifically matching this prompt, the statement "AIS makes efforts to resolve any trouble between students" offers insight. In response to the statement, most parents feel that AIS is proactive in its efforts to support students.</p> <p>In an effort to spot any trouble between students at AIS at an early stage, homeroom teachers and Japanese teachers work closely together on a daily basis, sharing information about students. In this way, in the event that any trouble occurs, the student guidance leader facilitates a coordinated approach seeking the best possible resolution.</p> <p>Moreover, AIS sometimes invites experts in education related fields to come and hold presentations. Through Q&A sessions with such experts AIS staff are able to gain further knowledge and useful skills. Also, holding such seminars allows AIS to form connections to seek advice when necessary at a later date. AIS aims to foster a desirable school for each child. (translated from Japanese)</p>	<ol style="list-style-type: none"> 1) Uniform fitting company 2) After-school activity teachers 3) Student developmental disorder assessor/ Speech and language therapist 4) Emergency services involvement (E.g. Police, Fire Department) 5) Bug bus 6) Field Trips 7) Moriyama Theatre 8) Kizuna-net

The school uses community resources of the host country to support students such as professional services, partnerships, speakers, etc.

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. Evaluate the understanding level and involvement of parents in the focus on students demonstrating global competencies.*

Findings	Supporting Evidence
<p>Responses to the statements “AIS provides appropriate report cards to show the study level of my child.” and “AIS makes a good effort to promote international culture and global-mindedness among parents and students.” show that parents are very satisfied with these two facets at AIS.</p> <p>Bilingual report cards also promote the previously mentioned efforts to include both Japanese and non-Japanese students in all learning activities at AIS. Evaluation and comments of English instruction subjects and Japanese instruction subjects are provided on separate pages within the same report card. As a result, the school receives favorable response from both children and parents for a layout which is easy to read and understand regardless of language.</p> <p>Moreover, once a term at AIS, a special Cultural Day assembly is held to celebrate a selected country. Guests, usually a parent(s) from the school community, are invited to give a presentation about their home country, and to date, the children have been fortunate enough to enjoy more than 10 Cultural Days. In this way, AIS students gain greater global awareness by meeting someone from countries and cultures other than their own. (translated from Japanese)</p>	<p>Parent Questionnaire (Appendix B.3)</p>
<p>AIS achieves the aims and duties of its school philosophy</p>	<p>94% Agree or Strongly Agree</p>
<p>AIS has an appropriate set of ESLOs, which my child achieves</p>	<p>83% Agree or Strongly Agree</p>
<p>AIS has a well-balanced curriculum of study and other activities</p>	<p>98% Agree or Strongly Agree</p>
<p>AIS makes a good effort to promote international culture and global-mindedness among parents and students</p>	<p>96% Agree or Strongly Agree</p>

ACS WASC Category D. School Culture and Environment: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs.

Summary (including comments about the critical student learning needs)

- The school community **generally agrees** that AIS has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.
- The school community is **less sure to what extent** AIS has developed specific child protection policies, practices and staff training programs to ensure the safety and welfare of all students.
- The school community is in **firm agreement** that the school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.
- These conclusions are all supported by the responses of parents, teachers and students in the questionnaires.
- Measures taken by AIS in recent years have helped improve the parents' understanding of the school and its workings. Nonetheless, continuation of such measures by all staff on a daily basis is vital to sustaining the good reputation and understanding. (translated from Japanese)

Prioritize the areas of strength and growth for Category D.

Category D: School Culture and Environment: Areas of Strength

- The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.
- The school fosters student self-esteem through high expectations for each student and recognition of successes.
- A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident. There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.
- The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.
- The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school works with the parents to help them understand the focus on global competencies and their involvement as partners in the learning.

Category D: School Culture and Environment: Areas of Growth

- Develop and adopt an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect and commercial exploitation and inappropriate behavior of children towards other children.
- Develop specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students. These policies and practices should be reviewed regularly.
- Have a scheduled program of regular, systematic professional training for volunteers, contractors, faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.
- Have in place formal learning programs through the school experience related to child protection.
- Develop structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.
- Be cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.

Prioritized Areas of Growth Needs from Categories A through D

Prioritize the growth areas from the categories.

- Develop sustainable/ consistent plans which extend beyond each academic year to remain attractive and relevant to all students.
- Allocation of more time set aside for collective meetings which enable greater implementation, examination and follow-through of detailed formal review/ revision processes.
- Develop specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students. These policies and practices should be reviewed regularly.
- Continue to foster a strong professional development program to improve classroom planning and bolster students' critical and creative thinking.
- Effective training to enhance the knowledge and skills of leadership.
- Consideration of the merits of funding allocation for learning and other subsequent activities throughout the year.
- Maintain open reporting and communication of student progress among faculty and administration.
- Surveying of parents/students should be carried out on a regular (annual) basis to further improve tracking of sentiment trends and areas of improvement.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

- Summarize the identified critical student learning needs based on profile, progress, and Focus Group findings.

Critical Student Learning Needs

Definition: Based on the analysis of multiple sources of data, an *identified critical student learning need* is that for which attention must be given throughout the analysis of the school based on WASC criteria and the resulting schoolwide action plan.

- 1) *Integrate engaging learner outcomes in the curriculum which go further to meet individual needs.*

The unique educational philosophy and dual curriculum program at AIS provides a challenging and relevant international flavor learning environment for each student, regardless of background. Nonetheless, education is ever-evolving and study content needs to remain up to date to satisfy and motivate all our students. For our current students – many of whom have been at AIS since kindergarten – they have become accustomed to the school procedures and activities throughout the year, and without fresh stimulation and new ideas from their teachers, attainment of their individual goals can become staid. As such, keeping up to date with recent trends and having the time for planning effective lessons, both singularly and collaboratively are necessary.

Moreover, there is a need to support students arriving with different abilities, particularly English ability, while at the same time, not curtailing the level of current students. With both the English-language and Japanese-language curricula used at AIS designed for native speakers, some students can find the pace of study difficult to keep up with due to language proficiency. Nonetheless, this can pose a challenge to students who have entered with low target level language skills or other special needs, for which, teachers at AIS see the need for further professional development in this area.

To this end, leadership and teachers need to combine their efforts towards discussion, collaboration, then implementation of effective methods to keep both the kindergarten and elementary programs progressive.

- 2) *Assess different instructional methods to improve transition between grades.*

Through the curriculum maps for each grade and subject the teacher is able to set learning in place over the course of an academic year. Nonetheless, AIS needs to seek improved alignment of instructional approaches and targets by teachers to better avail students' progress throughout the multi-year learning journey at AIS.

- 3) *Implement more effective assessment procedures.*

Although the school has adequate assessment and reporting processes in place to analyze each individual student's performance in both academic and learner outcomes, there is a need for systems which are better aligned with the annual calendar to improve effectiveness of grade transition planning, as well as developing strategies for specific focus areas, such as reading skills.

- 4) *Establish and put into effect procedures for dealing with students who have been determined/assessed as having issues which are difficult to support fully at AIS.*

With a general increase in the number of children being assessed or showing signs of various development issues such as ASD, ADHD and LD, there is a need for AIS to be suitably accommodating. For this, there is a growing need to provide teachers with protocol and professional skills, and the opportunity for collaboration and discussions to be as supportive as possible under the limited scope of the school.

Chapter V: Schoolwide Action Plan

- A. Revise the schoolwide action plan.**
- B. State any additional specific strategies to be used by staff within each subject area/ support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

The Schoolwide Development Plan (SDP) of Aichi International School sets out the ambitions and goals of the school, in line with its mission and vision statements. The SDP represent a synthesis of goals and actions that were identified in the most recent WASC visit, the analysis of AIS test data, and through the discussion and recommendations of teachers and staff. The goals are generally intended to be met over a period of multiple years. The action points are typically to be addressed within the space of one academic year. The school headmaster and principals are chiefly responsible for the completion of the action points throughout the year with the support and cooperation of all teachers and staff. Progress will be documented once per term and recorded electronically. The headmaster and principals will evaluate the goals and actions in Term Three, with the support of the teachers, and a revised copy of the SDP will be produced and shared with staff for the beginning of each academic year.

Following are the goals, actions and progress statements of the current 2019-2020 SDP, together with additional goals for the 2020-2021 SDP based on the identified critical student learner needs.

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 1

Establish protocols and practices that ensure the continuity of the school program (WASC, 2017)

Rationale

A premier international school has documented policies and protocols for all areas of school life, which ensures the continuity of the school program despite inevitable staff turnover.

Action

- a) Continue to develop Dropbox as a central base for storing school documentation and planning
- b) Create a teacher's admin folder to ensure that all teachers start the year on an equal footing, in terms of knowledge and data about the year ahead
- c) Create a headmaster's manual & principal's manual to support future administrators
- d) Improve communication and understanding of protocols and practices among all stakeholders by translating all items in English and Japanese

Progress

- a) April 2017 - Ongoing throughout the year
October 2017 - Discussed transferring data from Dropbox to Google Docs. Decided it was not a high priority action.
June 2018 - Transfer of data from Dropbox to Google Docs raised again during staff discussion.
July 2018 - Mark Hill surveyed staff regarding transfer - consensus reached to transfer.
September 2018 - Data transferred to Google Docs, with Dropbox account to be kept active while all staff become accustomed to new system.
- b) April 2017 - Completed at staff training. To update and repeat annually.
April 2018 - Completed at staff training. To update and repeat annually.
April 2019 - Completed at staff training. To update and repeat annually. A Google Drive document pack was provided to all teachers, which included pertinent updated documents for the coming year: the teacher's handbook, fire plan, student guidance protocol, annual calendar, event committee list, WASC review process information, updated schoolwide development plan, and some child development resources. Teachers to confirm perusal.
- c) April 2017 - Joseph Coote wrote about the role and responsibilities of the kindergarten principal.
July 2017 - Kaori Morris wrote a kindergarten principal's yearly calendar.
July 2017 - Steve Morris began writing an elementary principal's calendar.
February 2019 - Mark Hill created a headmaster's manual, which includes role, responsibilities and annual task list for headmaster.
April 2019 - Steve Morris and Matthew Fitzgerald completed respective principal's manuals, which includes role, responsibilities and annual task list for principal of each program.
- d) From March 2017 - Mark Hill provides translation services for letters to parents (Japanese), documents for staff (English)
March 2018 - Mark Hill adds Japanese translation to Teacher Handbook

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 2

Explore opportunities for professional association with other leaders in education and support professional development in administration (WASC, 2017)

Rationale

In a premier international school, everybody is actively learning and growing, including teachers and administrators.

Action

- a) Finalize the details for AIS' entry into the Japan Council of International Schools
- b) Participate in the formation of a new network of international schools in Nagoya
- c) Visit and learn from other schools and organizations that specialize in kindergarten and elementary international/bilingual education

Progress

- a) July 2017 - JCIS committee has processed AIS' application.
Three-person team visited Nov 2017.
May 2018 - Application result received; however, unsuccessful
- b) May 2017 - Mark Hill attended the first meeting of TISA, held at NIS.
November 2017 - Mark Hill attended the second TISA meeting, held at ICAN.
August 2018 - Mark Hill attended TISA meeting at Discovery International School.
November 2018 - Mark Hill attended TISA meeting at Kids International Network.
March 2019 - Mark Hill attended TISA meeting at Mie International School.
June 2019 - Mark Hill attended TISA founding meeting at NIS
- c) February 2018 - Visit to Gunma Academy and other 'like' schools to be considered.
February/March 2018 - Mark Hill visited various schools in New Zealand and Australia as an observation for post-AIS entry. During which, programs in place for inclusion and support of international students were observed.
May 2018 - Mark Hill visited No Borders and met with school director to discuss recent trends and collaboration.
August 2018 - Mark Hill visited NIS and met with head of school and admission's director to gather updated information of NIS entry requirements and recent trends.

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 3

Develop a better understanding and practices of utilizing school wide data to inform teaching and enhance student learning (WASC, 2017)

Rationale

Informed teaching that leads to the enhancing of student learning is integral to our mission, vision and ESLOs

Action

- a) Professional Development for teachers: ASCD Using Data to Determine Student Mastery
- b) Analyze the UN *Eiken* and ISA results to identify areas of curricular improvement
- c) We need a rubric for tracking pupils' progress that goes with the student from grade to grade.
- d) Increase awareness and understanding of ESLOs among students and parents

Progress

- a) May 2017- Completed (adapted for AIS).
- b) June 2017- Completed. To repeat/build upon annually.
June 2018 - ISA analysis session held to review Feb. 2018 test results.
March 2019 - Analysis sessions for ISA, UN *Eiken* and CRT scheduled in to PD schedule.
- c) October 2017 - Identified as being a top priority for school improvement by the teachers and staff.
- d) February 2018 - Mark Hill explained ESLOs and their purpose to new families joining from April at orientation session. A take-home list was provided. To continue annually.
February 2019 - Mark Hill devised child-friendly (first-person) ESLO posters. To replace for new academic year beginning April.

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 4

Students to become increasingly proficient at speaking, listening, reading and writing in English (ISA Analysis, 2017)

Rationale

Proficiency in English is crucial to being able to function successfully in a global environment. ESLO 3a, b

Action

- a) Ongoing professional development for teachers in the areas of speaking & listening, reading and writing in English
- b) Continue to develop a curriculum and extra-curricular programs that are rich in literacy-strengthening opportunities
- c) We need a system to deal with students who join AIS with zero English and need to make rapid progress to be able to participate in class
- d) We need to evaluate the textbooks we are using to decide whether to continue using them or switch to something more appropriate
- e) Introduce the *Eiken* test from G1-6 as a meaningful marker to indicate students' English level in Japan

Progress

- a) July 2017 - Ran a PD session where teachers shared resources that have helped enhance the teaching and learning of literacy in their classrooms.
September 2017 - Introduced a termly self-evaluation for teachers to evaluate their students' strengths / areas for development and plan accordingly.
October 2017 - Elementary principal promoted the Houghton Mifflin Harcourt Lead the Way to Literacy webinar series to all staff.
September 2018-January 2019 - Ran a six-session long online course entitled: "Supporting Children with difficulties in reading and writing" (University of London, UCL Institute of Education).
- b) April 2017 - Made a year-long commitment to Night Zookeeper, a digital learning tool that inspires writing through competition.
September 2017- Celebrated International Literacy Day in the elementary school.
September 2017- Introduced a Spelling Bee event in the elementary school. To repeat annually.
January-March 2018 - Sakura Medal book competition from Orca to Grade Six.
- c) July 2018 - Informal survey of students found many students have already taken *Eiken* test privately. To revise approach in 2019-20 and offer as optional afterschool test similar to *Kanji Kentei* test introduced in 2018.

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 5

Non-Japanese students to take part in all facets of the bilingual program

Rationale

While in Japan, non-Japanese students should be given the opportunity and encouraged to learn Japanese language, which will enable them to also have greater options for study post-AIS

Action

- a) Create a protocol for non-Japanese to take part in classes with Japanese instruction
- b) Develop Japanese study resources to enable greater understanding of Japanese language for non-Japanese students

Progress

- a) June 2017 - Protocol for non-Japanese students created by Motofusa Hamano and Mark Hill.
From September 2017 - Extra JaSL session for non-Japanese students added per week, taught by Mark Hill to foster proficiency.
April 2018 - All non-Japanese G1 students included in Japanese program for year. Classroom assistance by Mark Hill provided once a week. Increased to two periods with the arrival of new students in Term 3.
February 2019 - Protocol for non-Japanese students revised by Motofusa Hamano to add greater inclusion of upper grade students through the use of team-teaching.
- b) From September 2018 - Mark Hill began translation of the Grade One Japanese language arts textbook. Completed sections used by Japanese teacher as necessary.
February 2019 - Mark Hill created the Japanese Guide for Foreign Students and presented to participants at new student orientation. Students encouraged to use in preparation for April.
March 2019 - Translation of entire Grade One Japanese language arts textbook completed. To be used from April with new G1 non-Japanese students.
March 2019 - Provided preview vocabulary lists of initial pages of Grade Two Japanese language arts textbook to non-Japanese G1 students returning in April.

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 6 (addition for 2020)

Integrate engaging learner outcomes in the curriculum which go further to meet individual needs

Rationale

Implementation of effective teaching methods and approaches keeps both the kindergarten and elementary programs progressive and supportive of different learning needs.

Action

- a) Collaborate cross-school/school-wide teaching methods and approaches
- b) Develop library (physical/digital) of current teaching resources for common use
- c) Provide professional development opportunities in areas of learner needs

Progress

- a) To be added
- b) To be added
- c) To be added

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 7 (addition for 2020)

Assess different instructional methods to improve transition between grades

Rationale

Improved alignment of instructional approaches and targets by teachers better avail students' progress throughout the multi-year learning journey at AIS

Action

- a) Collaborate cross-school/school-wide teaching methods, approaches and targets
- b) We need a common-use rubric for tracking pupils' progress that goes with the student from grade to grade
- c) Provide professional development opportunities in areas of grade transitioning

Progress

- a) To be added
- b) To be added
- c) To be added

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 8 (addition for 2020)

Implement more effective assessment procedures

Rationale

Systems which are better aligned with the annual calendar improve effectiveness of grade transition planning, as well as developing strategies for specific focus areas, such as reading skills.

Action

- a) Consider the use of alternatives to the ISA testing, in terms of scheduling and data provision
- b) Provide professional development opportunities for improving learner skills in focus areas
- c) Provide opportunities for teachers to discuss and collaborate AIS-specific strategies for effective use of test data
- d) Create a document for standardizing student data/details to aid teachers at grade transition

Progress

- a) To be added
- b) To be added
- c) To be added

AICHI INTERNATIONAL SCHOOL - SCHOOL DEVELOPMENT PLAN

Goal 9 (addition for 2020)

Establish and put into effect procedures for dealing with students who have been determined/assessed as having issues which are difficult to support fully at AIS

Rationale

Adequate protocol and professional skills, and the opportunity for collaboration and discussions enable teachers to be as supportive as possible towards all students and their needs.

Action

- a) Establish criteria for teachers to recognize, report and support learning/development issues in students
- b) Develop library (physical/digital) of student support teaching resources
- c) Provide professional development opportunities in areas of supporting students with learning/development issues

Progress

- a) To be added
- b) To be added
- c) To be added

Appendices

A. Results of student/teacher questionnaire/interviews

A.1	Community Profile - AIS ESLO Awareness Survey (Teachers).....	p.149
A.2	Community Profile - AIS Teachers Feedback - Strengths/Areas for Development.....	p.154
A.3	Cat A - AIS Teacher Survey on Organization for Student Learning.....	p.156
A.4	Cat B - AIS Teacher Surveys for Curriculum, Instruction and Assessment – Curriculum..	p.160
A.5	Cat B - AIS Teacher Surveys for Curriculum, Instruction and Assessment - Instruction...	p.168
A.6	Cat B - AIS Student Surveys for Curriculum, Instruction and Assessment - Instruction....	p.178
A.7	Cat B - AIS Teacher Surveys for Curriculum, Instruction and Assessment - Assessment..	p.179
	A.7.1 Professionally Acceptable Assessment Process Indicator	
	A.7.2 Initial Assessment Questionnaire	
A.8	Cat C - AIS Teacher Survey on Support for Student Personal and Academic Growth.....	p.185
A.9	Cat C - AIS Student Survey on Support for Student Personal and Academic Growth.....	p.191
A.10	Cat D - AIS Student Survey on School Culture and Environment (1).....	p.195
A.11	Cat D - AIS Student Survey on School Culture and Environment (2).....	p.197
A.12	Cat D - AIS Teacher Survey on School Culture and Environment.....	p.198

B. Results of parent/community questionnaire/interviews

B.1	Community Profile – Parent Survey on Reasons for Choosing AIS.....	p.202
B.2	Cat B - AIS Parent Surveys for Curriculum, Instruction and Assessment.....	p.203
B.3	Cat D - AIS Parent Survey on School Culture and Environment.....	p.205

C. Master schedule.....p.206

D. Additional details of School Programs

	Overview of Programs by Year/Grade.....	p.208
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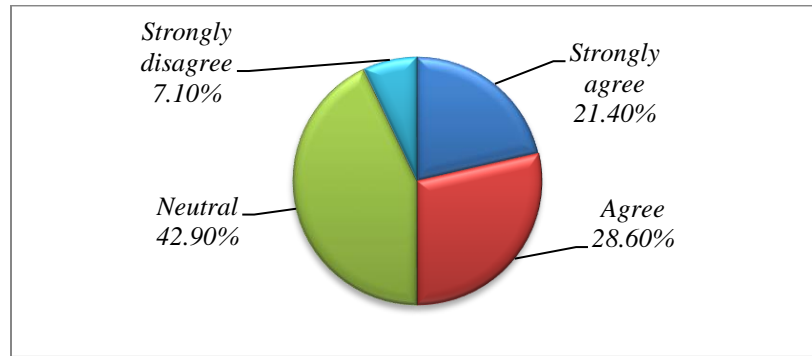
E. Graduation requirements.....p.220

Appendix A: Results of student/teacher questionnaire/interviews

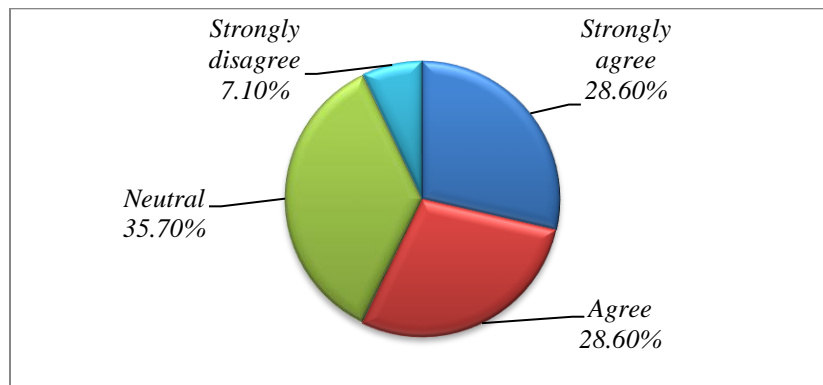
A.1 Community Profile - AIS ESLO Awareness Survey (Teachers)

Survey questions and responses (14 responses)

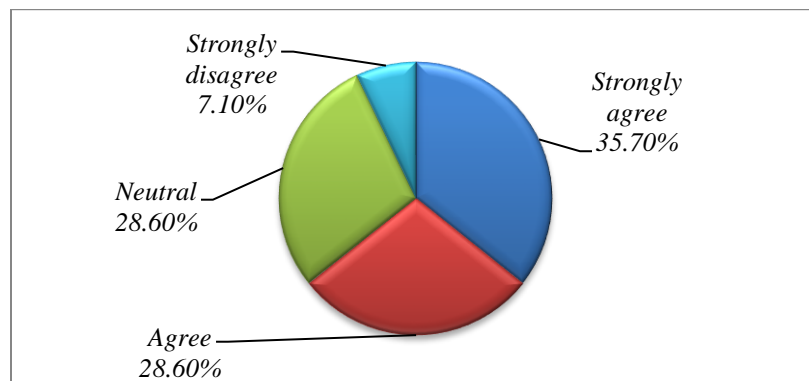
AIS is preparing 'global minded' students that can use verbal and non-verbal techniques to communicate with others.



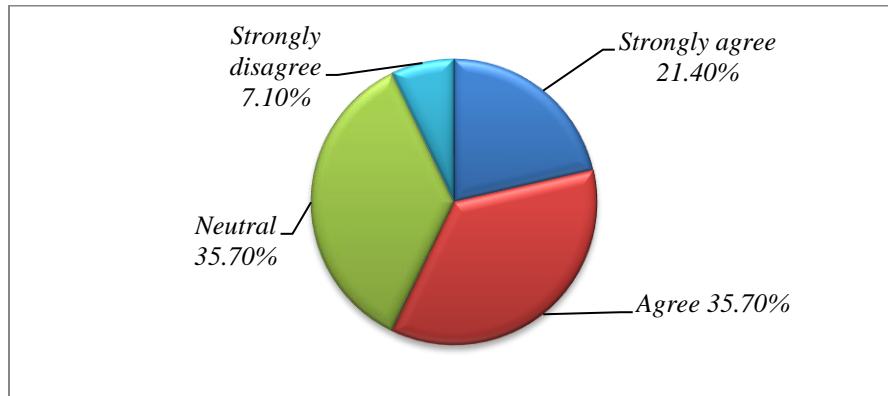
AIS is preparing 'global minded' students that develop an understanding and appreciation of their own cultures



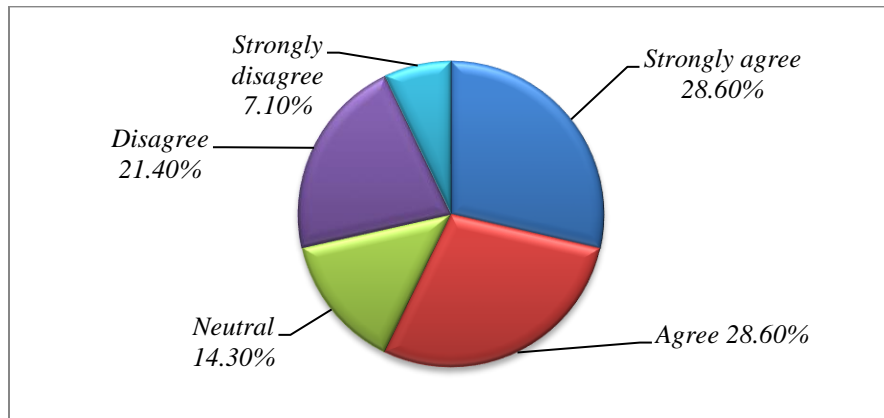
AIS is preparing 'global minded' students that develop an understanding and open-minded approach towards other cultures and histories



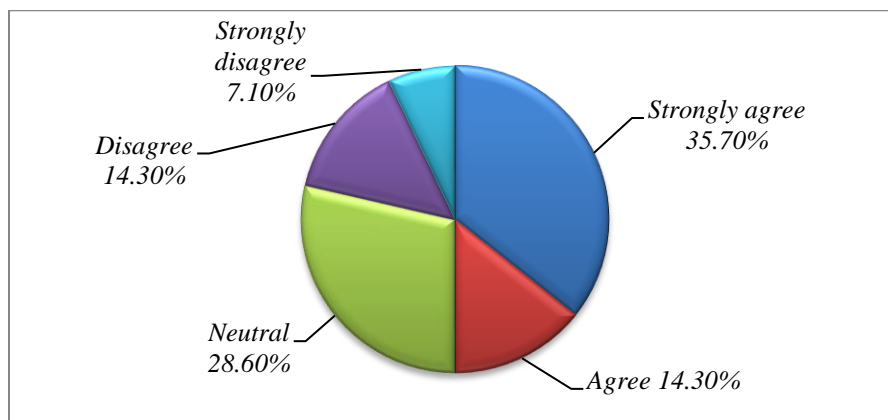
AIS is preparing 'global minded' students that enjoy learning, have a good attitude and desire to learn and understand in all subjects



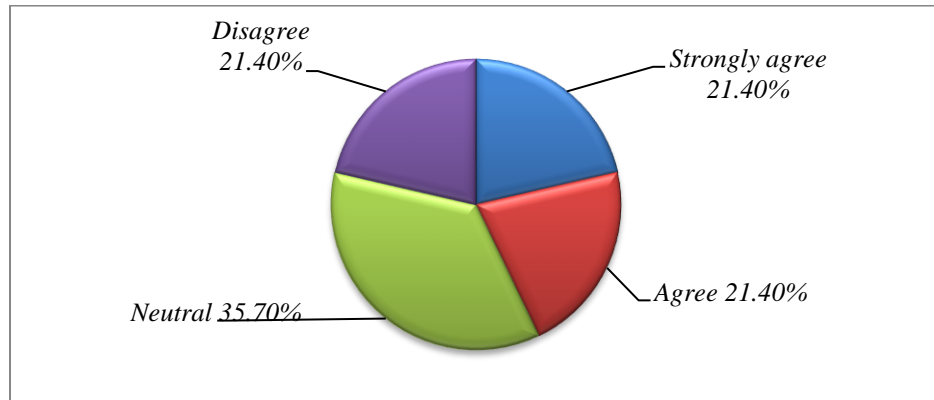
AIS students develop a respect for themselves and others by co-operating and working together on academic and non-academic group projects



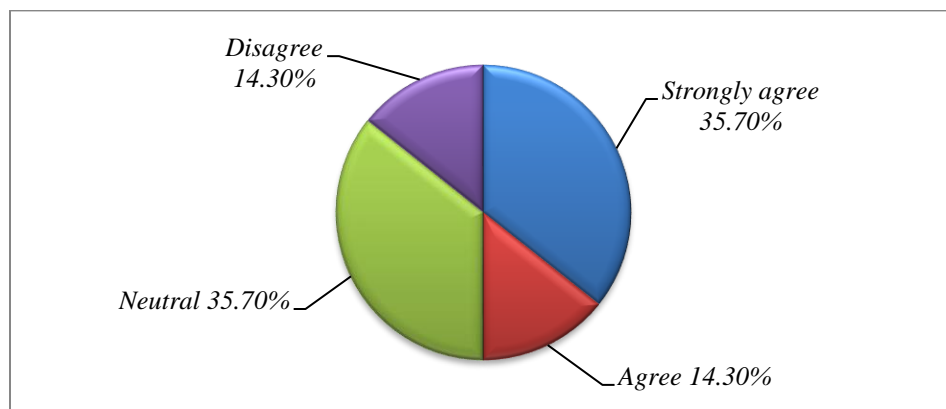
AIS students develop a respect for themselves and others by demonstrating a positive attitude, enthusiasm and active participation



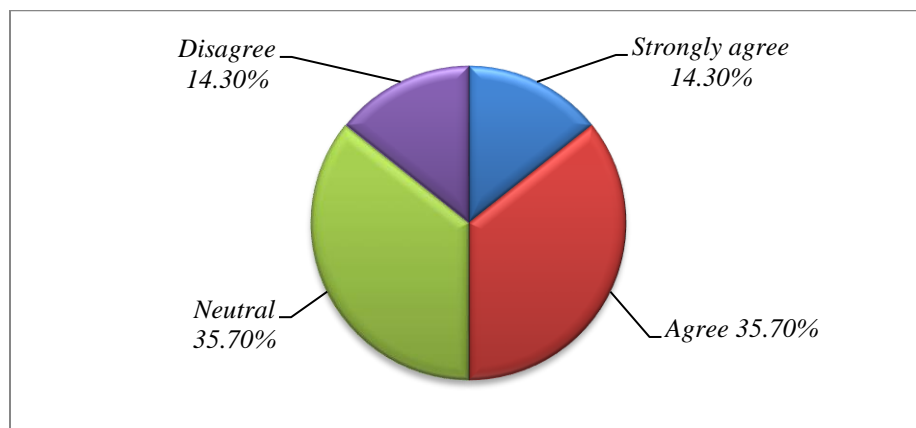
AIS develops intelligent and effective communicators that can read and write in English proficiently



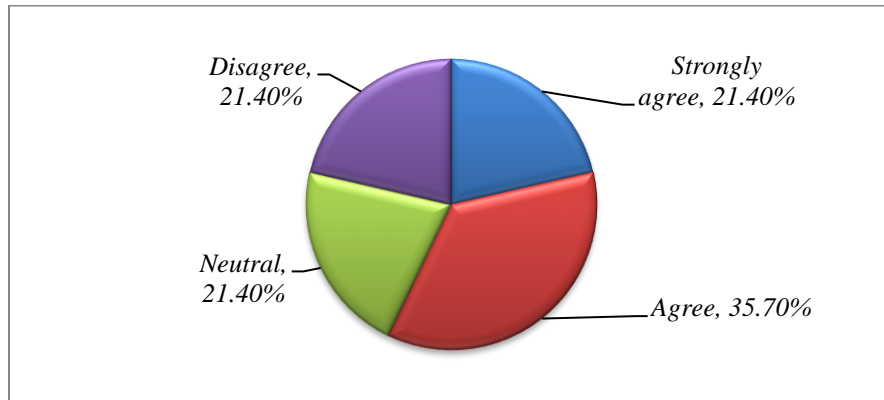
AIS develops intelligent and effective communicators that can receive information and construct meaning through reading and listening



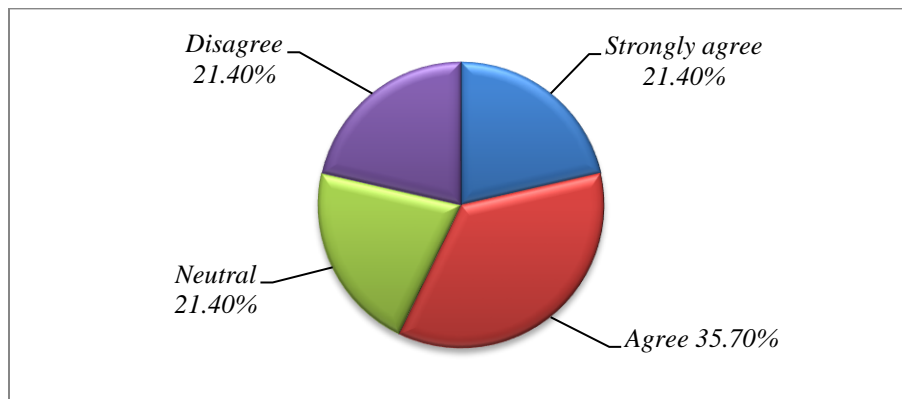
AIS develops intelligent and effective communicators that develop an appropriate competency and appreciation of Japanese language and culture



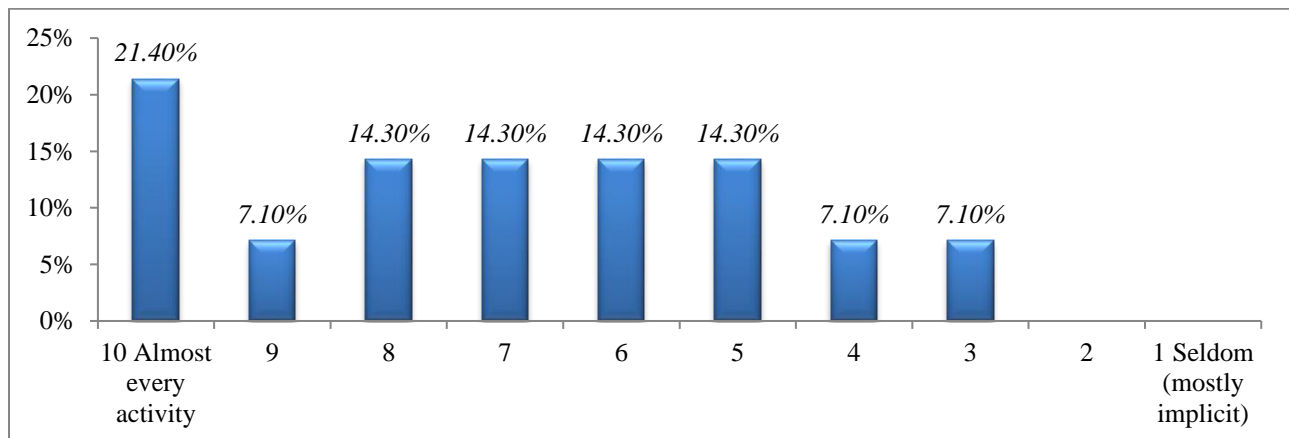
At AIS, students develop a healthy self-confidence by showing they are prepared to risk-take and challenge themselves by trying new things



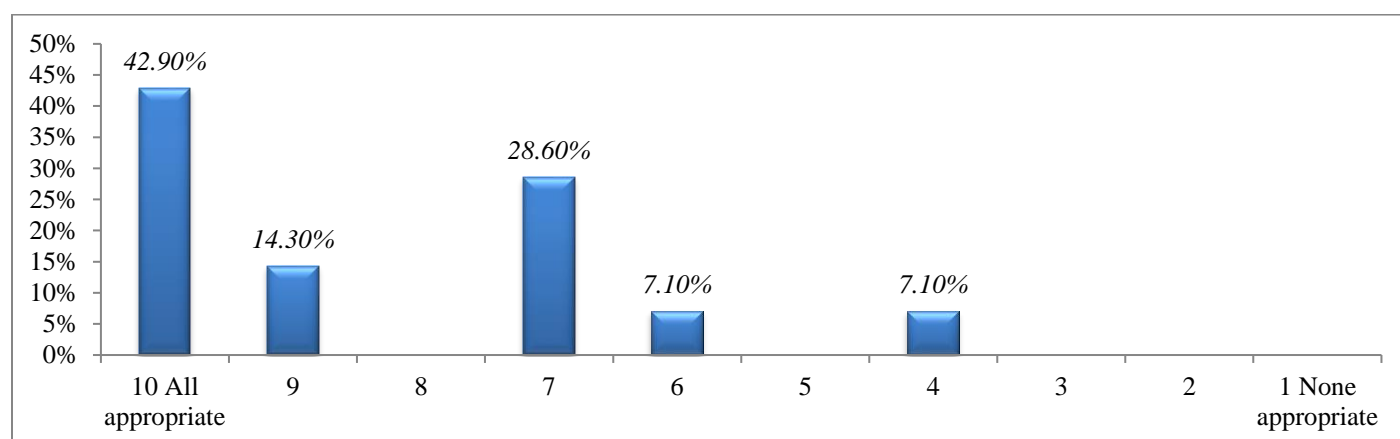
At AIS, students develop a healthy self-confidence being motivated learners with a curiosity about the working universe around them



How often do you explicitly emphasize a specific ESLO(s) to students prior to or during class activities?



How appropriate do you feel the ESLOs are for AIS?



Give some suggestions for updating the ESLOs to better match the student community at AIS.

- *Our school needs to make the ESLOs more balanced.*
- *I think they match good enough*
- *When considering students as global minded citizens we could also include developing an understanding of the earth from an environmental perspective and fostering a greater knowledge of our relationship with the natural world and our responsibility to care for it.*
- *They are all ideal goals for the students, however some I don't feel can be 'expected', such as being interested in other cultures, being curious, understanding Japanese, understanding my culture. I think those depend on the student's personality, background, etc. Perhaps those ones could be eliminated, and the focus be on academic and social aspects.*
- *Looking at the curriculum and aligning it more, so that it is streamline with the ESLO. Providing time to do this outside of the regular schedule.*
- *To better match the student community at AIS, the ESLOs would need to be from the vision, mission and purpose that governs the school or what it is built on. In that way, it will reflect what defines AIS both locally and internationally.*
- *I am going to answer this a little differently. I think it would be best to have a brainstorming session with all of the teaching faculty about this. We could use the current ESLOs as a base for discussion etc (e.g., how they could be tweaked to better suit our school, what kind of things could be added or given the chop etc etc). A panel of select teachers could then use ideas from the brainstorming session to update our ESLOs.*

A.2 Community Profile - AIS Teachers Feedback - Strengths/Areas for Development

Survey questions and responses (13 responses)

What are some strengths of AIS?

- *AIS has many strengths. I would say some of the biggest strengths are: a dedicated and kind staff, our bilingual program, and constant strive to be better.*
- *多様なバックグラウンドを持つ子ども達と個性豊かな教員がいること。バイリンガル教育をしていること。少人数で目が届きやすいこと。(translation: Children from diverse backgrounds and unique teaching staff. Bilingual education. Easy to supervise children in small size classes.)*
- *Teaching talent, small (but rapidly becoming large) class sizes, student body*
- *The Building, Bilingual Program, Small Class Sizes, Highly Diverse Staff.*
- *Small community. Warm environment. Close relationships between the teachers and the parents. Respecting other cultures.*
- *Supportive colleagues, dedicated teachers.*
- *A good culture, consisting of warm and friendly staff who are supportive and helpful. Also clear communication provided from leadership to staff.*
- *AIS values its teachers, staff and parents as agent of student's success. Teachers always try to make their lessons enjoyable for the learners. Everyone is trying to help each other to make a difference in the society. AIS staff always strive to work together and create a well-rounded environment.*
- *Working conditions, Admin support, Schedule flexibility*
- *Multicultural Lessons and environment, Small class sizes, Providing bilingual program*
- *Small class sizes and community feeling; effort to expose students to different cultures; interesting and fun events; caring, dedicated staff; high expectations of students considering dual curricula*
- *国際的な視野が身につく (translation: Fostering a global outlook)*
- *1. Highly qualified teachers who are passionate about their jobs and love teaching children. 2. Quality is kept high by requiring teachers to have formal teaching credentials/degrees. 3. I think communication is very good here - teachers are always kept appropriately informed about matters that are important (e.g., about special events etc) and parents are always kept abreast of any developments at school (e.g., issues with students etc). 4. Nice friendly atmosphere, everyone gets along well (generally) and has a great time at school.*

What are some areas for development for AIS?

- *Some areas for development would be more access to teaching resources for all staff, opportunities for parent education/involvement, and a bigger variety of professional developments.*
- *第二外国語としての英語教育、日本語教育を充実させるための効果的なカリキュラムを考えること。日英カリキュラムの連携。校内施設や備品の充実。(translation: Thought needs to go into an effective curriculum which fulfils both second language English education and Japanese education.)*

- *Staff morale, communication from office staff, focus on learning, not earnings, time-clock, limited facilities for increasing numbers of students*
- *Professional Association With Other Leaders In Education*
- *We need more space. The students are not being able to release their energy.*
- *Purchase a library managing program to keep track of the books in the library.*
- *Easier storage and organisation of school materials such as art supplies.*
- *Bigger classrooms would help the students and teachers move more freely; thus, helping them be more active for everyday activities.*
- *Admission standards, Learning Difference support, Professional development, Technology integration/up keep, Staffing (number of teachers vs size of classes)*
- *Remedial Classes, Guidance Counseling, Very little time to conduct sessions for students who may need extra help, Tight schedule, developing the skills of the educators (attending workshops, engaging with other international schools to stay current in teaching practices and strategies)*
- *Get rid of time-clock system; more investment into academic resources; reconsider daily schedule and violin program; be more selective when admitting students (ie. language level, prior education, behavioural/learning challenges); consider a class size-cap; have a definitive curriculum for English program (are we teaching ESL or a curriculum for native level English speakers?)*
- *質問の意味が分からない (translation: I don't understand the question)*
- *I really think AIS teachers need to be given more opportunities to attend professional development sessions organized/delivered by educational professionals from outside the school (during working hours, when everyone can make it/is available). This is currently very limited.*

A.3 Category A - AIS Teacher Survey on Organization for Student Learning

Survey questions and responses (7 responses)

School Leadership Criterion

1. How would you evaluate the policies and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff?

- *I think the handbooks are useful and clear.*
- *Fair*
- *I would make them considerably more learner-focused and less based on company economic interest.*
- *They are adequate, and much clearer and more detailed than a few years ago.*
- *It is very detailed, doable and benefits both the staff and the school.*
- *Good*
- *よく (translation: Good)*

2. a) How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?

- *They are very effective.*
- *Incomplete*
- *They are under development. I have hopes that they will eventually prove effective.*
- *The processes are adequately effective.*
- *Very effective. The staff usually support each other to solve problems in a very detailed manner. Everyone in AIS is very cooperative.*
- *Very effective*
- *よく分からない (I don't know)*

b) Please provide examples of processes which impact on student learning.

- *WASC portfolio*
- *School calendar*
- *The school events calendar, the school schedule, teacher's schedules, collaborative planning, creation and implementation of ESLO rubrics, technology targets/tools.*
- *Surveying teachers as to their desired grades and subjects to teach is a good way to ideally allocate teachers to classes.*
- *I provide my students real accessible materials that allow their interests, I also make sure that they learn not just by the book.*
- *Drop Off/Lunch/Water Tank/Pick up/Aftercare Rotas, Committee List For School Events, Professional Development Sessions*
- *反復練習 (translation: repetitive practice)*

Staff Criterion

3. a) How effective has any professional development/learning provided facilitated achievement of the academic standards and schoolwide learner outcomes by all students?

- *I think our professional development has been effective but there is always room for improvements.*
- *Not effective*
- *Limited, but showing improvement.*
- *Professional development with specific classroom strategies has probably facilitated some level of achievement, at least indirectly.*
- *Somewhat effective.*
- *Very Effective*
- *あまり効果的ではない。(translation: Not very effective)*

b) Please provide an example(s) of how any professional development/learning has had a positive impact on student learning.

- *Dyslexia PD, intrinsic vs. extrinsic PD, yardsticks PD.*
- *None up until this point*
- *The focus on effective PD seems to be growing, but has often been sporadic. A focus on methods/best practices is beginning to manifest, (i.e. Wood's Stages, ClassDojo/Libib Tutorials) but still needs to become more regular.*
- *The implementation of Class Dojo has facilitated communication with parents, which has in turn facilitated accountability of students doing their work and homework.*
- *We learn new teaching methods and behavioral characteristics that is appropriate for our students.*
- *Beginning Of The Year Webinar Provoked Conversation Around How We Use Language To Increase Students' Ownership and Involvement*
- *十分ではないので、良い影響を与えたとは言えない。(translation: PD sessions have not been sufficient, so cannot say that they have had a positive impact)*

School Improvement Criterion

4. To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

- *To great extent*
- *Not clear*
- *Somewhat.*
- *Since class sizes are relatively small, and parent contact is frequent, the school demonstrates the above adequately, within its means. Since staff resources are limited, there are some limitations to the extent to which the school can demonstrate the above qualities.*
- *The school makes sure that bullying is strongly discouraged and will be handled accordingly.*
- *To a great extent*
- *半分くらい(translation: Somewhat)*

5. Please comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the staff.

- *It seems like most of the time we have a clear plan and processes.*
- *Not sure*
- *Admins must follow-up. Currently, admins seem over-committed and offer limited follow-up. Admins must have/take more time with the updating/implementation of school policy/operations documents and the overseeing of teacher implementation of said policies.*
- *Since time for collaborative planning is limited throughout the year, the planning process is sporadic, and sometimes inadequate, or last minute. If there was more time devoted to meeting as a group, and going over plans for the year, or the next year, it would improve the program we offer.*
- *The school usually thinks of the welfare of the staff. They usually provide what can benefit all. They are always open for any new ideas.*
- *Since 2018, All Staff Have Been Thoroughly Included In The School Planning Process*
- *わからない (translation: Not sure)*

6. Please comment on whether you feel that the school ensures the analysis of student achievement about the critical student learning needs, schoolwide learner outcomes, and academic standards impacts the development, implementation, and monitoring of the plan.

- *I think our work on our portfolios ensures we are always thinking and analyzing our progress.*
- *I don't think we do this well.*
- *Somewhat.*
- *Most of this seems to come down to individual teachers and how they determine what and how they will teach. As a school, some things such as the effectiveness of programs like "Night Zookeeper" or "I-Ready" may have determined whether they were continued the next year.*
- *The school ensures that each learner is provided what they need to be well-rounded and I feel that that is adequate.*
- *I Feel That The School Does Ensure The Analysis Of Student Achievement Impacts The Development, Implementation And Monitoring Of The Plan.*
- *与えると思う (translation: I think there is an impact)*

Resources Criterion

7. How effective are the procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction?

- *I think we could be more effective with available technology and resources.*
- *Not effective*
- *Lacking. Need more budget/support.*
- *It can be difficult to find relevant textbook materials for subjects such as English and Social Studies. There are a lot of resources that require yearly subscriptions, and some of them*

could be useful, but there is a reluctance to spend the money necessary for them, ostensibly due to budget constraints. It can also be difficult gaining access to English materials, or for English-speaking teachers to find a resource they would like to use, due to the school being in Japan.

- *Highly effective: Instructional materials and equipment are readily available in AIS.*
- *Somewhat Effective*
- *かなり (translation: Quite effective)*

Category B - AIS Teacher Surveys for Curriculum, Instruction and Assessment

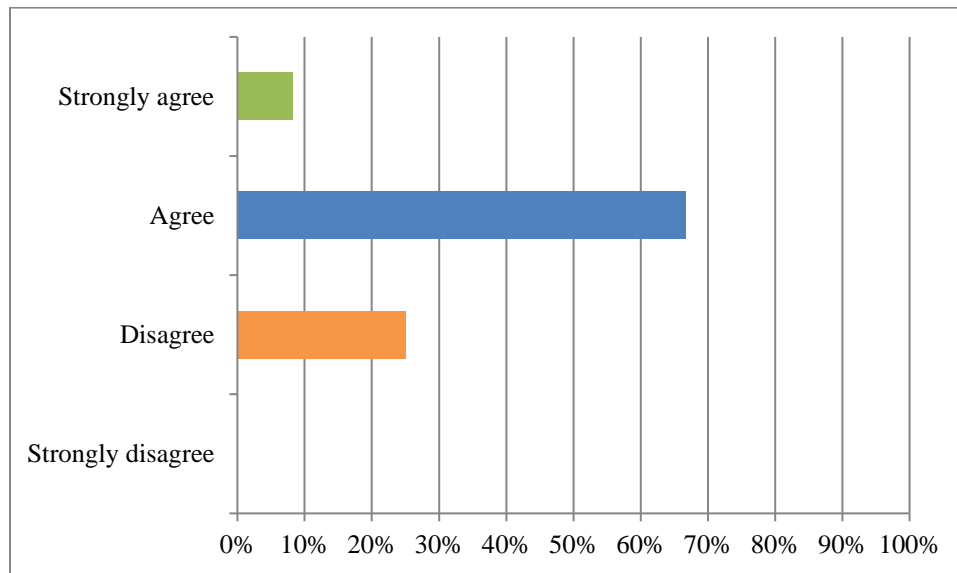
Survey questions and responses

A.4 Curriculum

Responses 12

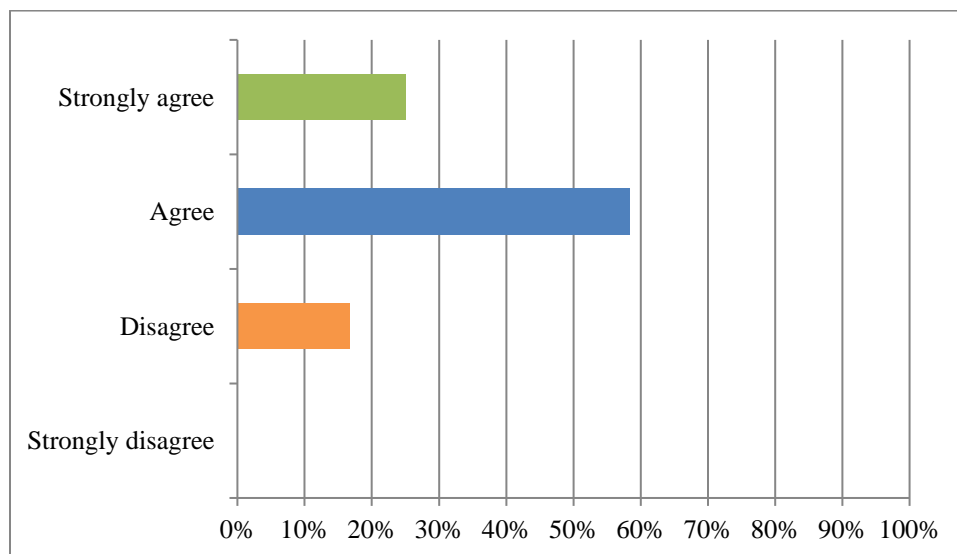
Question 1

AIS provides examples and structures that document the use of current educational research related to the curricular standards in order to maintain a viable, meaningful instructional program for students.



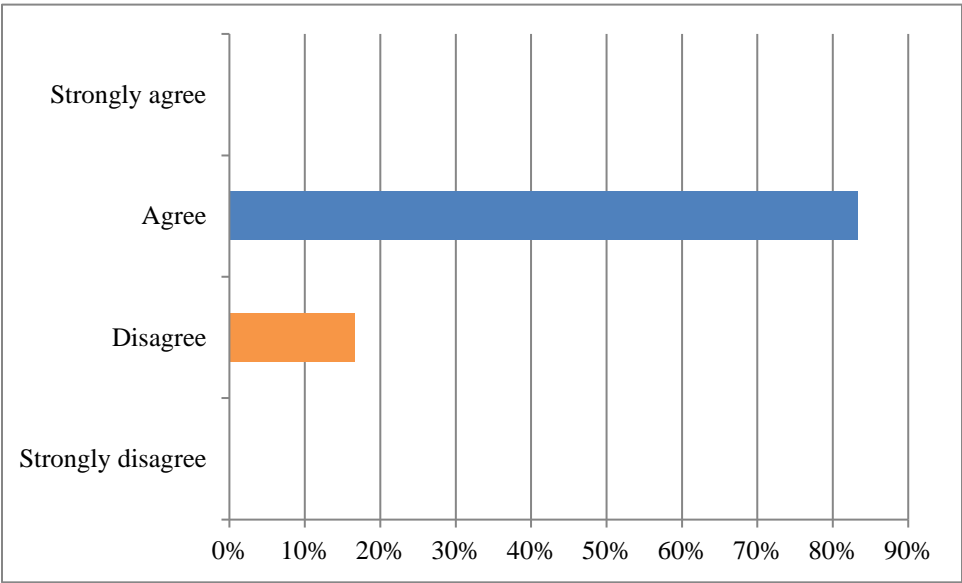
Question 2

AIS has defined academic standards for each subject area, course, and/or program.



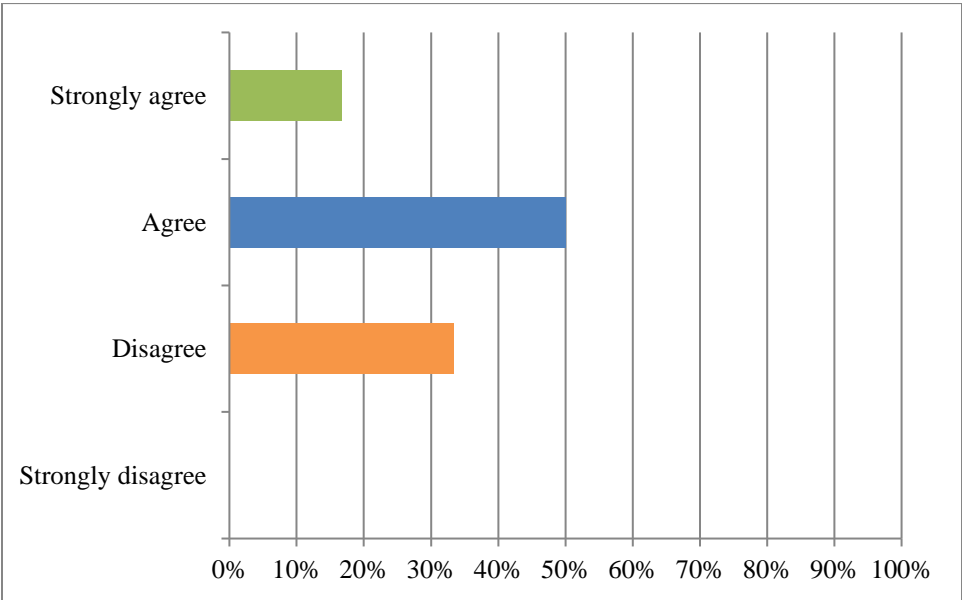
Question 3

There is congruence between the actual concepts and skills taught and the ESLO standards.



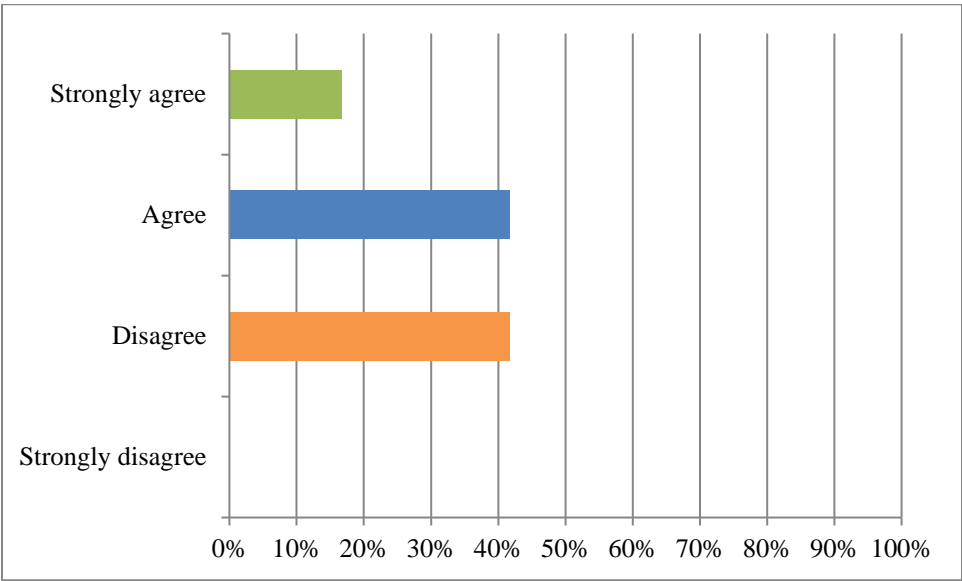
Question 4

A rigorous, relevant and coherent curriculum is accessible to all students.



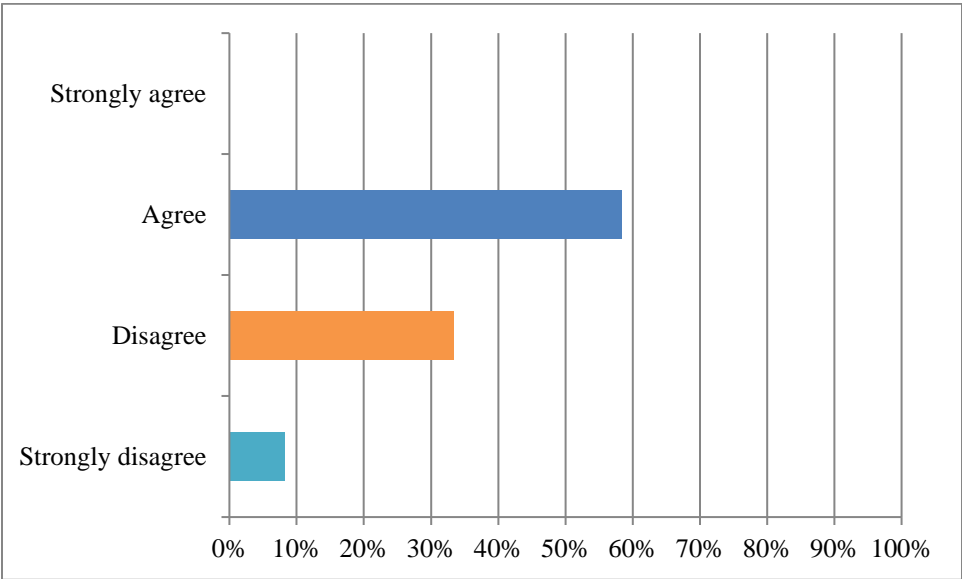
Question 5

AIS regularly examines the demographics of students to ensure equity and access for all students.



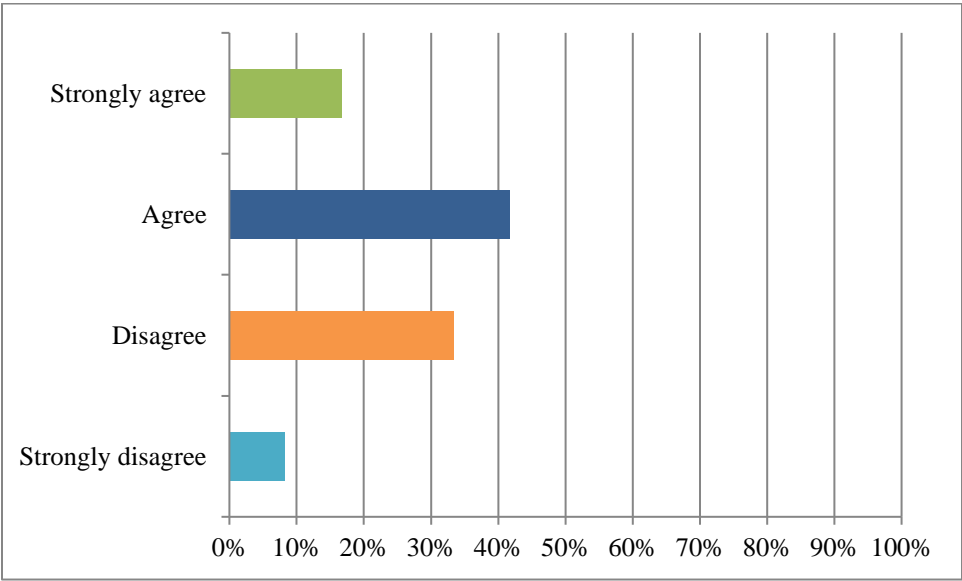
Question 6

AIS’s instructional practices and other activities allow access and success for special needs students.



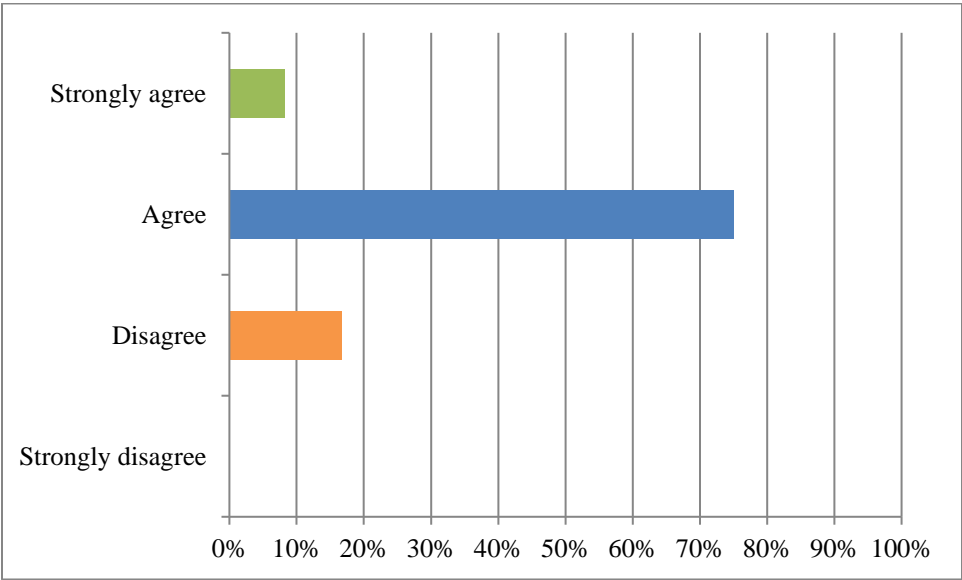
Question 7

AIS communicates regularly with schools to ensure successful transitions for students.



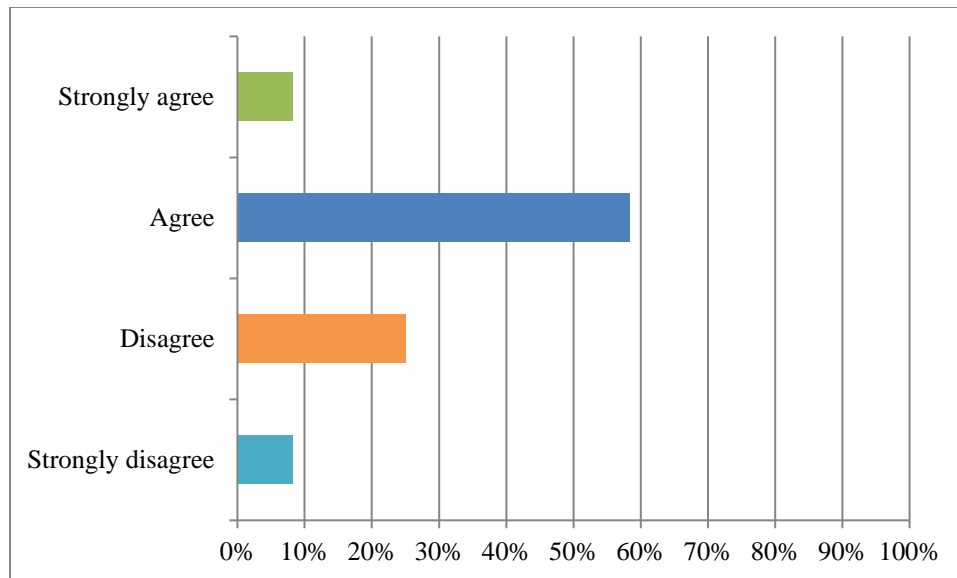
Question 8

There is integration among the disciplines and cross-curricular planning.



Question 9

AIS implements academic support programs to ensure students are meeting all requirements of the curriculum.



Question 10

Overall feedback regarding the school's curriculum including possible improvements:

- *I think classroom teachers at AIS provide special needs students/students with special learning requirements with lots of amazing support, but it would be good if we could also access support from a specially dedicated special needs teacher too. However, I do understand we are a small school so careful thought would need to be put into how this could be achieved. Thank you!*
- *It is my suggestion that the school start putting a monthly in-service day into the calendar so teachers can have adequate dedicated time to develop and refine standards-based curriculum, create and maintain IEPs, and review/improve curricular accessibility.*
- *We need to establish a firm direction as to how we adapt the B.C. curriculum to make it relevant to our student body, needs, and future projections.*
- *Careful assessment of different instructional methods can improve the transitioning to grades. A system of formal assessment for records for all stakeholders. Where students transfer to other schools both locally and internationally, a formal assessment/record will produce greater recognition on testing and assessments.*

Sample A Sight Words

I the like

1. I want to play.

2. Do you like dogs?

3. Where is the cat?

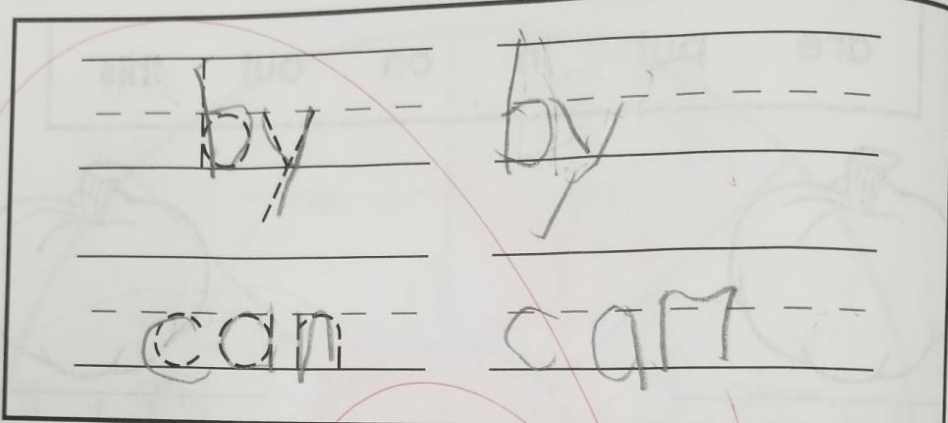
Directions: Find and circle the word **like**. It can go → or ↓

l	i	k	e	b	r
i	t	l	i	k	e
k	l	i	k	e	x
e	z	k	w	p	v
m	o	e	a	d	c

Sample B Sight Words

Target words: by, can

Directions: Say each word as you trace it. Then, write each word on the line.




Directions: Write the missing word in each sentence. Then, say the words as you write the whole sentence.

I can see a bird.

I can see a bird.

It is sitting by the tree.

It is sitting by the tree.



*Peer Feedback Form for Teachers***Peer Feedback for Teachers**

Sometimes, it helps to have another set of eyes. We may be a small school, but we can still grow together as educators. Be a peer-mentor! Share your experience and expertise with a colleague. Support and help your fellow teachers to be better teachers. They'll return the favor!

1. Observing Teacher

Mr. Redpath

2. Lesson Teacher

Mr. Richardson

3. What subjects/learning targets did you observe?

The construction and completion of a life story for each student.

4. What made this lesson effective?

Well defined lesson structure for the students to follow. Constant reinforcement of the goals of the lesson.

5. Were there any challenges/obstacles to this lesson's effectiveness?

One child forgot to bring their story so they could not complete it.

6. What materials/supplies/resources/adaptations did you observe in use during this lesson?

Chromebooks.
Whiteboard.

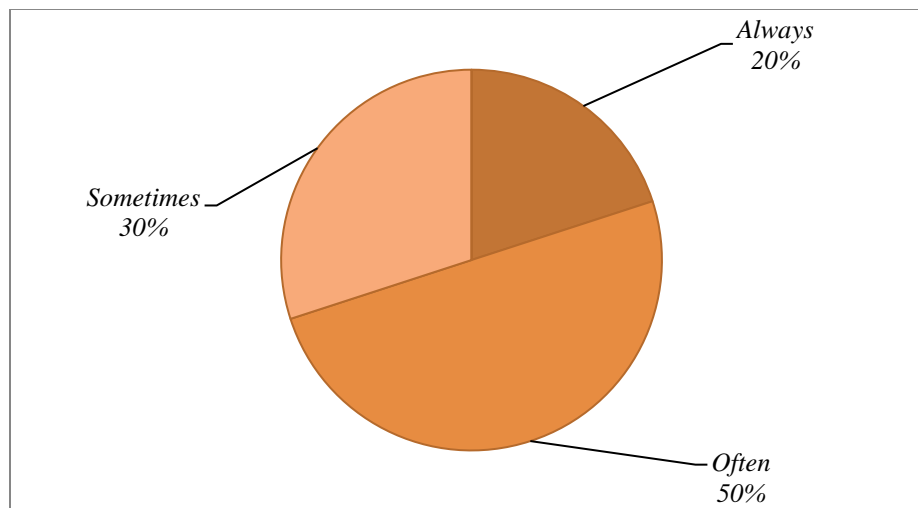
Category B - AIS Teacher Surveys for Curriculum, Instruction and Assessment

Survey questions and responses

A.5 Instruction

Responses 10

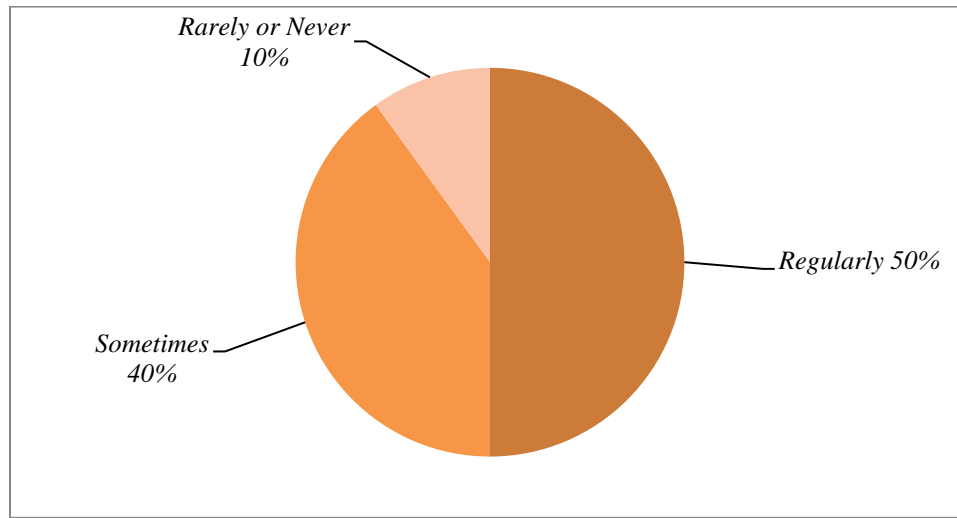
1. a) I strive to remain current in research-based professional knowledge, and apply that knowledge to improve teaching and learning.



b) Please provide examples or reasons for your answer.

- *For a subject like Social Studies, there are aspects that are subject to change. An example can be a new archaeological discovery that changes some aspect of history. For those types of examples, I try to stay current by paying attention to news, or reading books about those topics. As for teaching methodologies, the only real research I pay attention to is psychology, which I use to inform myself of how elementary school students learn, their level of development, and how that all pertains to the classroom.*
- *I usually search the internet for some new ideas and join teachers' groups wherein various information are shared with each other.*
- *Read Journals. Look to implement in best practices.*
- *Attending professional development sessions and reading current articles and online information.*
- *I believe it is important to always try to improve your teaching. Reading the most current articles and research on child development is one important way to improve.*
- *I often check some articles about education/child development*
- *Even if it's only one thing, I try to take away something from every professional development session.*
- *I often do this, but I must admit that this is mainly with regard to students with special needs or special educational/learning requirements. For example, there is a student in one of the kindy classes who possibly has autism.*
- *I have never taught a student with autism before, so I asked teachers with expertise in this area to pass on concrete tips that could help me with this child. I also did my own personal research on ways teachers can help children with autism.*

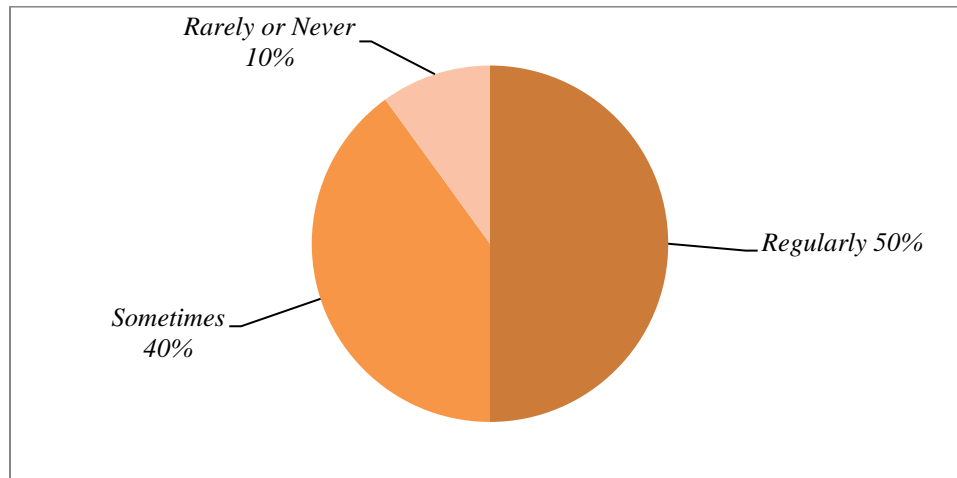
2. a) I include formative assessments in my planning processes to focus on engaging students in a high level of learning consistent with our academic standards and learning outcomes.



b) Please provide examples or reasons for your answer.

- *In P.E. I plan the next lessons based on the abilities of the students. For example, I might decide to play a real baseball game in PE class if the students can demonstrate the necessary skills to play a game relatively well, and also demonstrate an understanding of the rules and procedures of the game.*
- *I usually teach them hand signals like thumbs up and thumbs down to show if they understood a particular topic. I make sure to answer all their “whys”.*
- *Regular feedback and ST conferring.*
- *Allowing time at the end of each lesson to ask formative assessment questions analysing learning and amending and differentiating planning according to the answers.*
- *I am always doing assessments in my head but especially near the end of the terms I tend to write them down.*
- *I always include some work for kids to collect data of how much they have learned from the lesson.*
- *I usually begin any unit of teaching by ascertaining what the students already know and what misconceptions they have, so that I have a starting point to teach them.*
- *I always do this, but to provide one specific example, in phonics sessions (reading/spelling component) I give children mini reading & spelling quizzes to ascertain how well they have internalized a new phonics rule. Based on this, I may go back and revise certain rules etc, so that the children are able to adequately consolidate the new skill/concept.*
- *We have quizzes.*

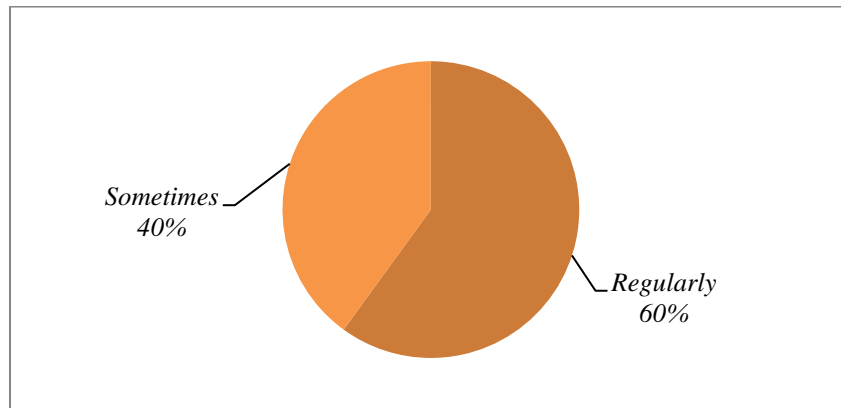
3. a) I collaborate with colleagues to examine curricular design and student work to improve teaching and learning.



b) Please provide examples or reasons for your answer.

- *Wish to have more time to talk to co-teachers.*
- *This past spring I met with several colleagues to work out the Social Studies curricula for the upper grades.*
- *I believe that teachers working together has a positive impact that can contribute to the school's improvement.*
- *Time is limited.*
- *I speak regularly to the teachers I share classes with, discussing individual student development through work analysis.*
- *I try to collaborate with co-workers to make my curriculum as developmentally appropriate as possible.*
- *My kindy team always talk together to improve teaching and learning for our kids to have the best education and environment*
- *I sometimes collaborate with my Japanese teacher to ensure we are echoing one another.*
- *To give one example, the kindy teachers collaborated together on ways to make the kindy start of year picnic more enjoyable, focused & educational. After much brainstorming & cogitation we decided to intertwine the picnic with the kindy spring concerts. The end result was the kindy picnic concert which was a great success! Everyone got to enjoy a lunch on the grassy hill across from AIS while they watched the kindy kids perform songs & dances! Parents were invited to this event, as well.*

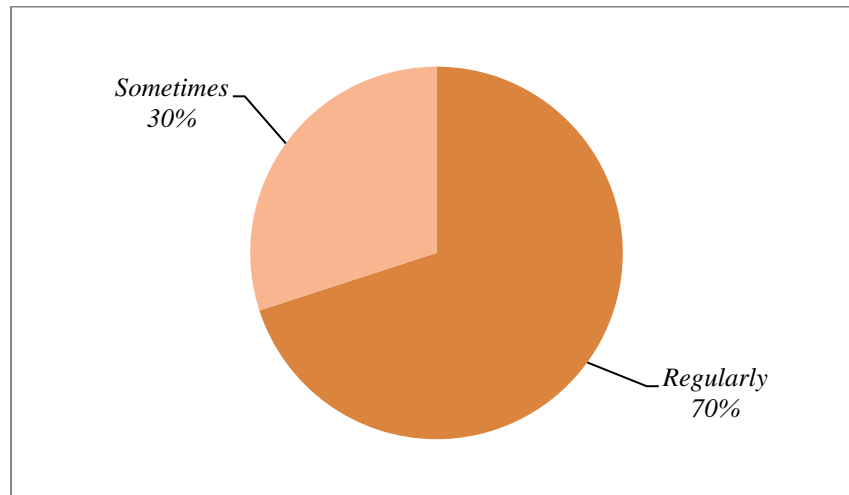
4. a) Our school provides opportunities for professional development to enhance the curriculum and improve teaching and learning.



b) Unless you answered Rarely or Never to 4a), please comment on the effectiveness of the professional development.

- *It would be great to know effective teaching methods for bilingual students.*
- *The professional development is interesting and informative, and sometimes has some practical advice, but more focus on classroom strategies would help.*
- *These opportunities are highly effective and help us become more proactive in school.*
- *Developing but needs to be sustained.*
- *The school provided personal development sessions almost weekly and leadership provide a large deal of information about extra sessions teachers may choose to attend.*
- *I often really like our professional developments! I do wish that we had more relating to the children (development, teaching strategies, etc.) and also P.D. that apply to all age (often my class is too young so the subject matter does not apply or my age children aren't in the scope of the subject).*
- *We have a meeting every week and that maintains all the teachers with fresh motivation and new knowledge toward education.*
- *I think that Mr. Hill is making a very good effort. He is also releasing others so that they can share what is important to them.*
- *Professional development is provided on a regular basis at AIS, but I would like to see more professional development lead by educational professionals from outside the school too.*

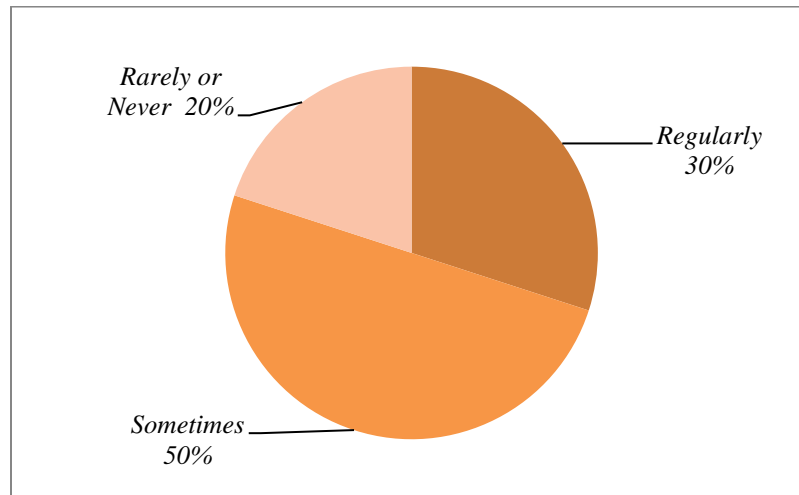
5. a) I employ a variety of instructional strategies to enhance student engagement, understanding, and achievement.



b) Please provide examples or reasons for your answer.

- *In English classes, I use different reading assignments and strategies, but try to focus on independence. In Math, I try to use word problems that simulate real-world situations that students can relate to. I also get them to make up their own word problems.*
- *In Social Studies, I have the students do research projects, using different platforms for presenting their findings. I also use a variety of resources for content.*
- *I always research for new visual aids that are appropriate for my student's needs and capabilities. I make sure that I provide aids that they CAN use depending on their level of interest and age.*
- *I engage students using practical and theoretical exercises. To put it simply, "I get their hands dirty". I use a variety of text, practical, visual, and even realia/physical resources.*
- *I implement a varied range of instructional strategies in the classroom. These include direct instruction, kinesthetic learning, modeling, cooperative learning and scaffolding.*
- *I think it is important to try a variety of strategies with young kids to find out what strategies work best with them.*
- *I try to teach in different ways, but not all the time because of the kindy kids' capability.*
- *Within a week's worth of lessons, I want to give the students opportunities to grow both as individual learners and as a member of a group. Therefore, I provide opportunities for them to work independently, with support from the teacher, with support from peers, and collaboratively with others.*
- *I am always looking at different ways to teach certain things so as to keep my students constantly & actively engaged and stimulated.*
- *I incorporate IT by teaching using PowerPoint presentations, playing educational videos, playing educational games.*

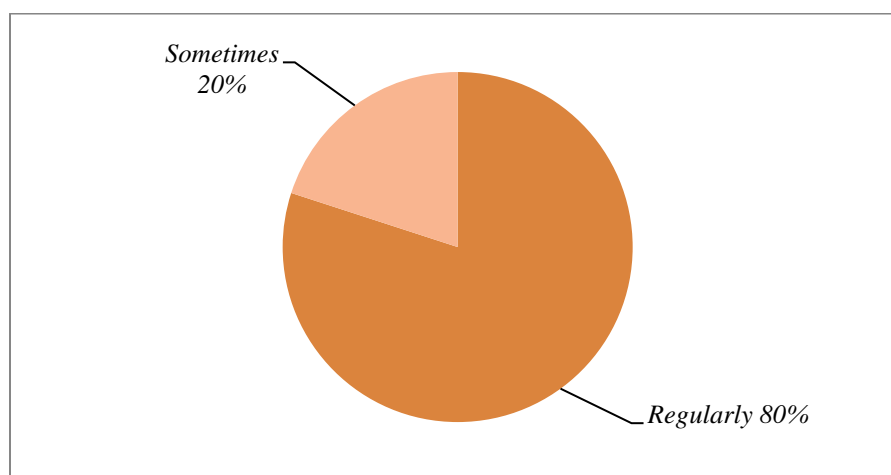
6. a) I integrate technology in my lessons to allow students to develop a wide range of technological skills.



b) Please provide examples or reasons for your answer.

- *Personally I prefer papers & pencils to IT to teach elementary aged students.*
- *I have students type their weekly journals after editing, to give them some typing practice. For research projects, my students have a few computer-based choices for presentations. I also regularly use videos on the projector for content instruction and discussion. Finally, I strive to find child-friendly websites for activities, content instruction, and research, for the students to use in class.*
- *There is no sufficient equipment that can help them improve their technological skills at a very young age.*
- *Keyboarding, coding, publishing tools, media tools, etc.*
- *I use digital media in the form of songs and music.*
- *My class is very young so it is hard to incorporate technology, but I attempt to when appropriate.*
- *I use computer to show examples/introduce the concept*
- *The projector is on for virtually the entire day.*
- *It is extremely important to develop fine motor skills in small kindy children (e.g., penmanship skills), so we don't use computers as much as the elementary school do (e.g., for creative writing tasks etc).*
- *However, I do use iPad games to help children consolidate certain literacy & math skills in a fun filled way!*
- *Students get to research for topics on the internet. They type out reports and presentations.*

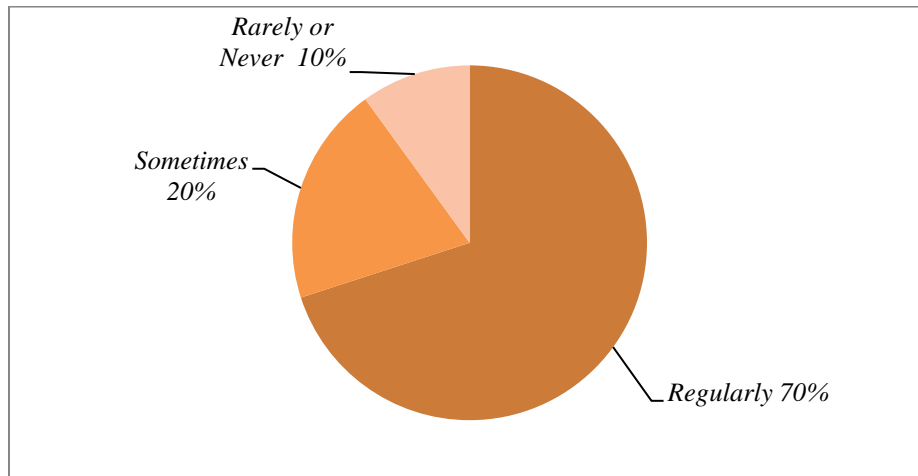
7. I address student needs, such as learning styles, individual needs, through a variety of instructional methods.



b) Please provide examples or reasons for your answer.

- *Having students of varying English levels in class, I assess them for their level, and give them some extra workbooks to use. I also give them some extra help in class to understand what they are reading and doing. I am flexible with regards to artistic presentations to allow for students' individual strengths to be demonstrated.*
- *I adjust my teaching style with each student because I know that each student's capability is different; I make sure that each student understood the lesson perfectly before moving on to a new topic.*
- *I aim to ensure that each lesson contains components of varied instructional methods. These include methods such as game based learning, inquiry based learning and direct instruction. This ensures that concepts are introduced to students and enforced in a range of ways to tailor to individual learning styles and needs.*
- *I do my best to figure out how each child learns best and incorporate that into my teaching style.*
- *Each student is different, so we need to build a variety of ways to reach goals.*
- *I try to provide a wide range of activities and outcomes so that the students have a broad and balanced curriculum.*
- *For example, the Orca class as a whole has quite advanced English literacy skills for their age (the reading and writing level is comparable to around a grade 2 elementary school level, at a minimum), but I have a couple of children who joined quite late into the kindy program.*
- *During silent/individual reading I do basic literacy practice with these children (e.g., alphabet chants, songs, puzzles, writing etc & simple reading) to give them a good foundation to be able to keep up with other areas of our program.*
- *I incorporate IT by teaching using PowerPoint presentations, playing educational videos, playing educational games.*

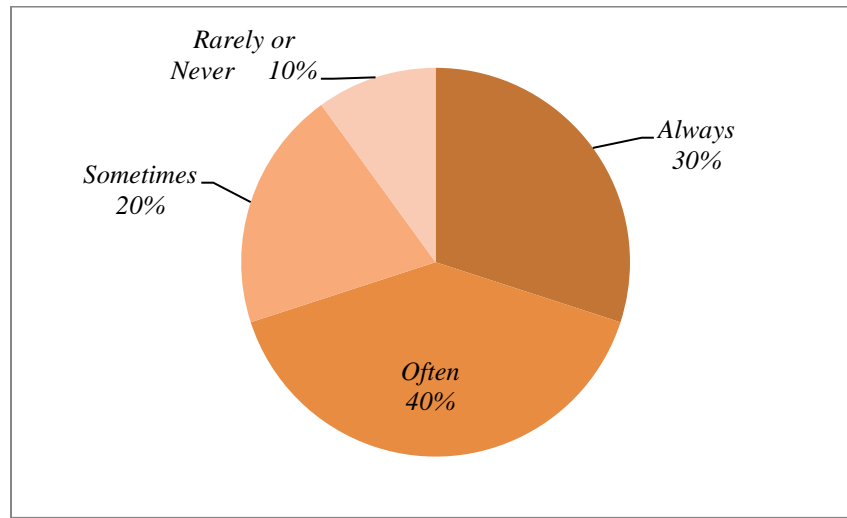
8. a) I integrate a variety of resources for students to access in lessons, including but not limited to: technology, library, media, collaborative activities, community-based resources.



b) Please provide examples or reasons for your answer.

- *Use local library to provide my students books/resources for the class.*
- *My students can use library books, appropriate websites, kid-friendly news sites, collaboration with peers, local field trips, for learning content, and developing skills.*
- *I make sure that the students have a hands-on experience in our lessons that can improve their fine and gross motor skills. I also make sure that they get to improve their sensory skills; they also use their senses during the lessons. Example, during the sense of smell, I let them smell a variety of things.*
- *Using resources such as information from a picture book to teach a maths lesson or incorporating music into an art lesson.*
- *I try to incorporate as many resources into a lesson as appropriate for my age group.*
- *Kindy kids are too young so it is difficult to integrate different resources.*
- *I am a little too textbook/workbook driven at times. When I noticed this, I pull away from the workbook and try to give students a different kind of experience.*
- *I use a plethora of different resources for lessons. For example, library books for reading/story time/projects etc, media for dance lessons (e.g., children dance along to Go Noodle songs on the big screen in the hall), visits from soccer professionals to teach soccer skills for P.E. etc etc*

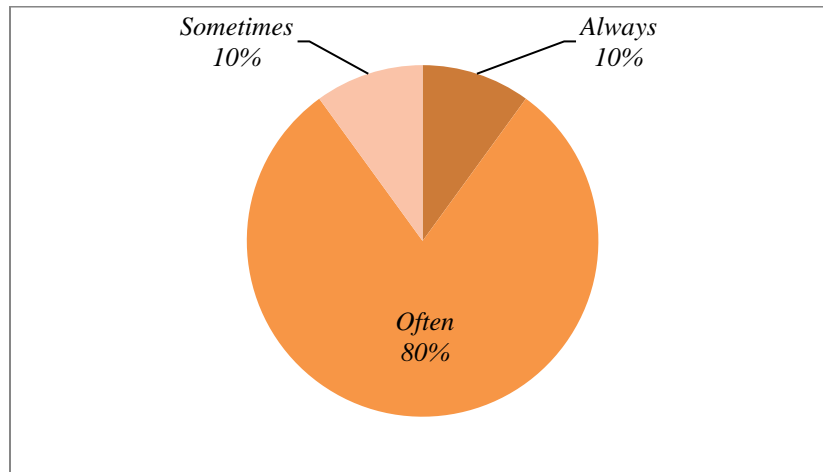
9. a) My students know the expectations or performance levels expected of them, for example, before a new unit of study or individual lessons.



b) Please provide examples or reasons for your answer.

- *When we start a new Math unit, the students are made aware of what they need to already know, and what we are going to study. For English writing assignments, I give them an/some expectation(s) for that particular writing task. I always explain what we are going to do that period, day, week, and explain what is expected of them.*
- *Not applicable*
- *Rubrics are provided but left deliberately ambiguous in certain areas to promote creative responses and problem-solving skills.*
- *I model to students what I expect of them throughout the lesson and unit. I also inform the students of the lesson objective at the beginning of lessons.*
- *My students often know what is expected of them for a lesson but at this point in term one it doesn't always register with them.*
- *I always tell my kids what we are going to learn and what I am expecting to see from them. I constantly mention about it during my lesson as well*
- *I really liked what Ms. Likami said about always sharing a lesson objective at the beginning of each lesson. I am trying to do this more consistently.*
- *At the beginning of each lesson I clearly outline what we will learn, how we will learn the relevant concepts/skills and also highlight the expectations of students (and benefits for students etc).*
- *I write the Success Criteria on the Whiteboard.*

10. My students work demonstrates critical and creative thinking, problem solving, and knowledge attainment.



b) Please provide examples or reasons for your answer.

- *In Math, a lot of the focus is on problem solving. When writing essays on complex topics, I try to challenge the students' assumptions, and have them examine their beliefs. Sometimes they demonstrate critical thinking in their work. The most creativity I see is in PE during games, and during recess at play. The students seem to enjoy coming up with various ways of modifying games.*
- *Most of my students' actions are based on green (good) or red (bad) choices.*
- *One strives for all four, but sometimes one must accept improvement "bit-by-bit" on the student's terms.*
- *Students are encouraged to show creativity in the work they provide, they are encouraged to discuss and display problem solving techniques and share their knowledge with their peers.*
- *I often see vast improvement in my student's thinking skills and from the beginning of the year to the end they retain quite a lot of knowledge.*
- *From my instruction, I make sure that my kids don't just learn but try themselves, so they can build different skills as well.*
- *I try to search out interesting and creative challenges for every topic.*
- *"If you don't have something in your brain to think with, you can't think!" John Michael Greer*
- *I believe it is important to teach students high quality base/foundation skills & knowledge, so they can use them as a springboard for/to foster creative thinking, personal/group problem solving & further knowledge attainment through a naturally inquisitive mind!*

Category B - AIS Student Survey for Curriculum, Instruction and Assessment

Survey questions and responses

A.6 Instruction

Responses 12 (Grades 4-6)

1. Have you seen the ESLOs on the walls and in your report cards?

8 out of 12 students have seen the ESLOs on the walls and in their report cards

2. How many AIS ESLOs can you name?

Each student could name an average of 2.83 ESLOs each.

3. When did the teacher talk to you about the AIS ESLOs?

4 out of 12 students indicated that their teachers talked to them about the AIS ESLOs at the beginning of the year; 6 out of 12 said that they regularly did so and finally 2 out of 12 reported that their teachers never did.

4. Can you remember the four school rules at AIS?

As a whole, students achieved a score of 65% for correctly naming the four school rules.

5. Do you feel that you achieve the ESLOs and school rules?

All of the students surveyed feel that they achieved at least some of the ESLOs.

6. Before you start a new study unit or class, does the teacher explain what you are going to learn?

All of the respondents reported that at least some of the time their teachers explain what they are going to learn before a new unit of study or class. Specifically, 8 out of 12 responded that they always do so, 2 out of 12 indicated that they usually do so and 2 out of 12 said that they sometimes do so.

7. Do your teachers give you enough information before doing a test?

11 out of 12 respondents said that their teacher gives them enough information before doing a test.

8. What is an area(s) you are trying to improve to make sure you can go to your first choice junior high school?

When asked about what area(s) they wanted to improve in, some students responded they wanted to improve in Math, English, or more specifically, English vocabulary.

9. How do you think your teachers can help you perform better?

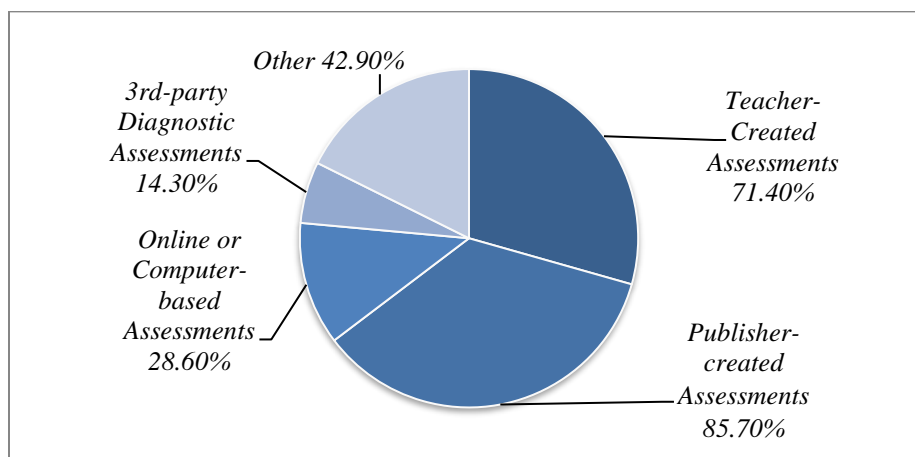
The students who responded to the question regarding how teachers could help them perform better; they said that the teacher could take more time to explain things such as Math concepts, or meaning of certain vocabulary.

Category B - AIS Teacher Surveys for Curriculum, Instruction and Assessment

Survey questions and responses

A.7 Assessment**A.7.1 Professionally Acceptable Assessment Process Indicator (7 responses)**

1. Types of formal assessments in use in your class: Please check ALL that apply.



If you checked "Publisher-Created Assessments", please list which ones are in use by your class.

- *H&M Go Math Tests*
- *Evan Moore writing assessments, Hot Topic reading comprehension assessments, HM Math Unit/Chapter*
- *Pre-Post Tests, Top Science Worksheet Assessments/Project Assessments*
- *Houghton Mifflin Theme Skills Tests - About once per month.*
- *Houghton and Mifflin inside book Tests.*
- *Publisher created Reading Test by HM.*
- *Publisher created Reading Test by Top Science.*
- *In term 1 the Orca students sit the Pre-A level United Nations Junior EIKEN English proficiency test.*
- *In term 2 they sit the A level United Nations Junior EIKEN test (the highest level of this particular test).*

If you checked "Online or Computer-Based Assessments", please list which ones are in use by your class.

- *Whoos's Reading individual book quiz*
- *Tynker.com coding assessments, EdPuzzle.com video quiz assessments*

If you checked "3rd-party Diagnostic Assessments", please list which ones are in use by your class.

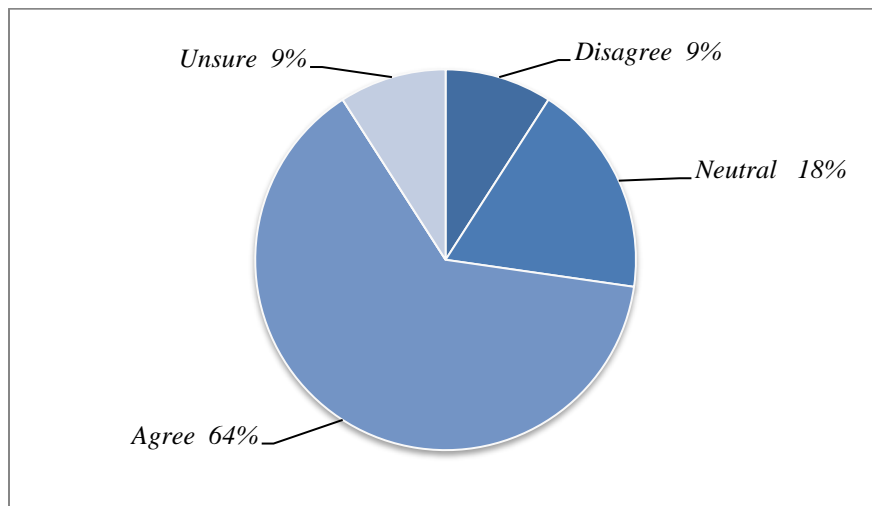
- *F&P reading assessments, Oxford Reading Tree assessments, Words my Way Phonic assessments*

If you checked "Other", please list what other assessments are in use by your class.

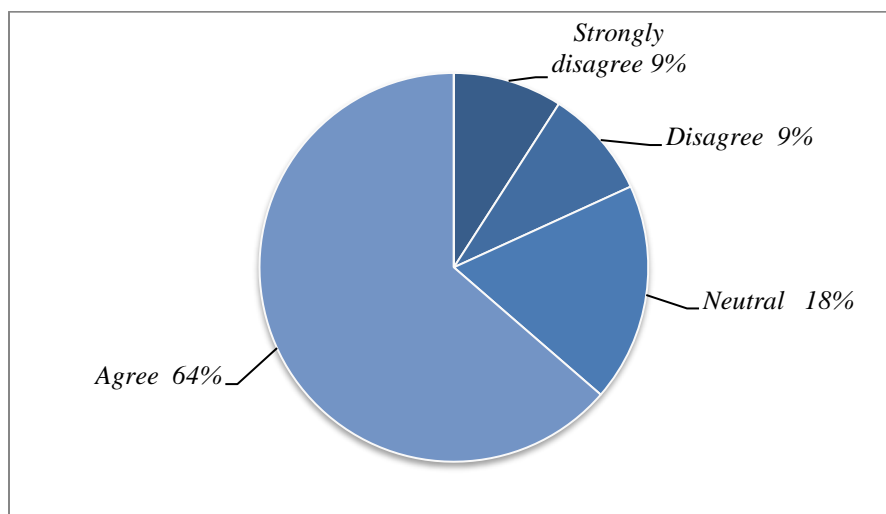
- *Science Expo Projects w/ teacher-designed rubric.*
- *(1) Weekly spelling tests. (2) Once a term, I give the students the task of writing a self-introduction. I observe their progress.*
- *I use assessments that I have created specially around my class level.*
- *Twinkl grammar assessments.*

A.7.2 Initial Assessment Questionnaire (11 responses)

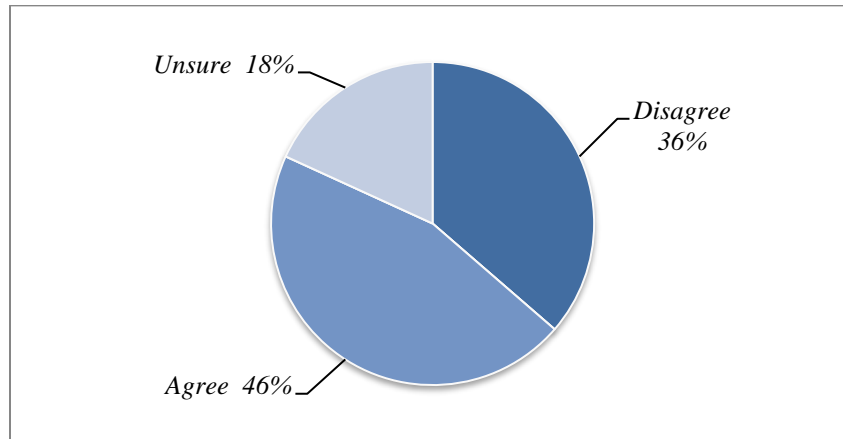
1) The school leadership and instructional staff use effective assessment processes to collect, dis-aggregate, analyze, and report school performance data to appropriate stakeholders.



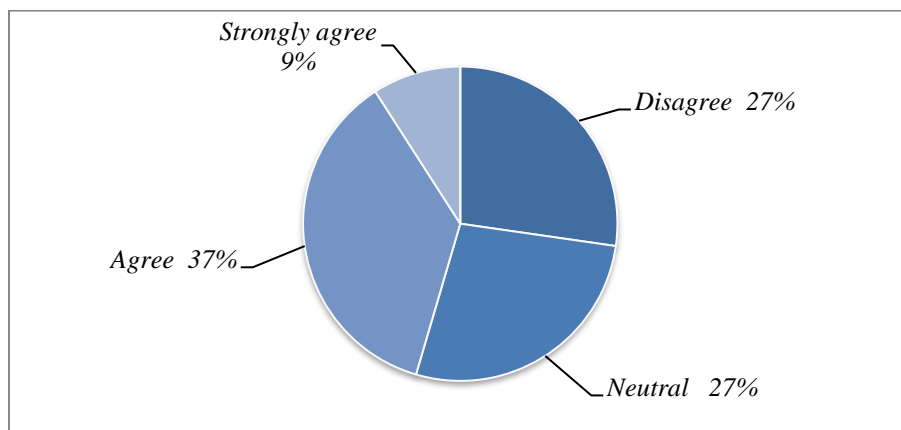
2) The school leadership and instructional staff determine the basis for students' grades, growth and performance levels to ensure consistency across and within grade levels and content levels.



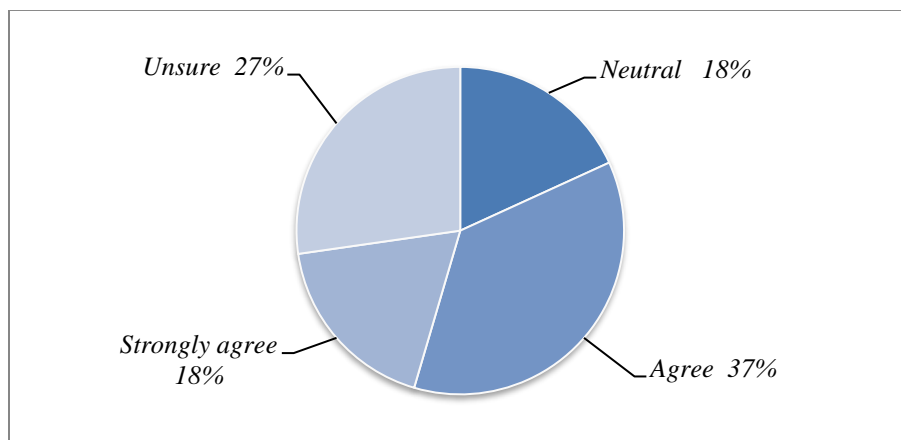
- 3) The school uses assessment results to modify the school program, professional development activities, and make decisions about resource allocations to demonstrate a results-driven continuous process.



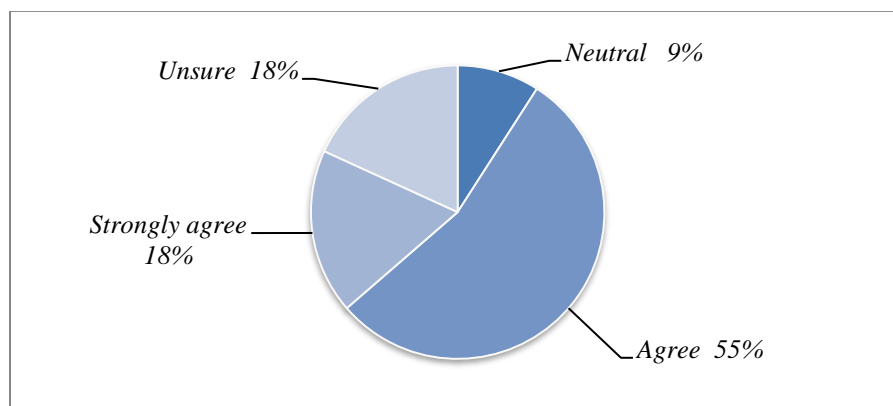
- 4) The school has an effective system to monitor all students' progress toward meeting the academic standards and school wide learner outcomes.



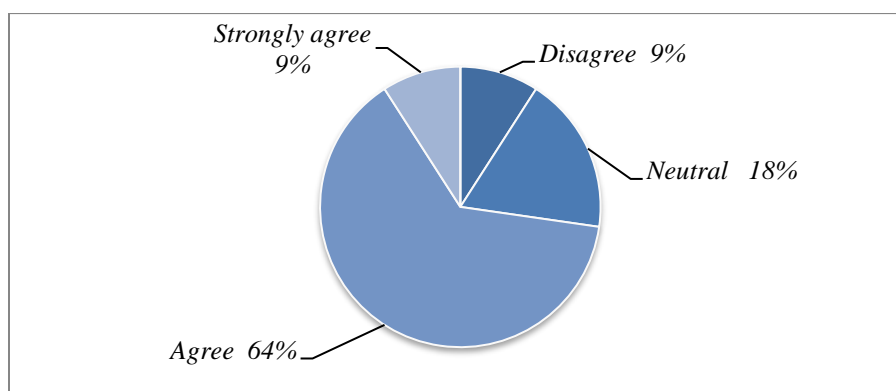
- 5) The school employs security systems that maintain the integrity of the assessment process.



- 6) The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

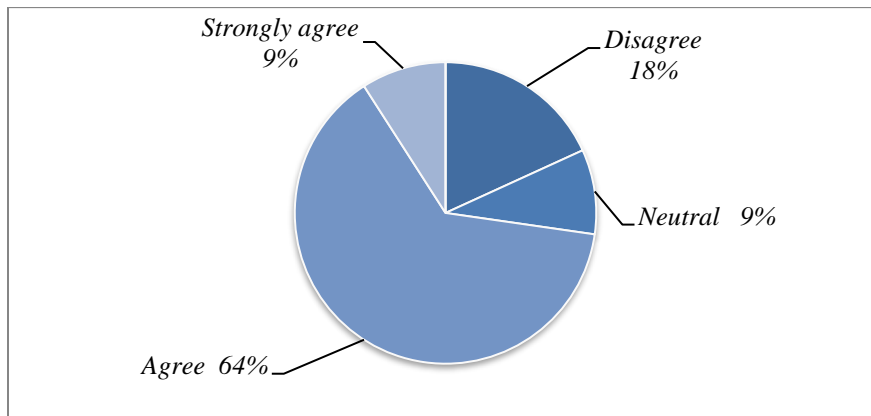


- 7) A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the school wide learner outcomes, including those with special needs.

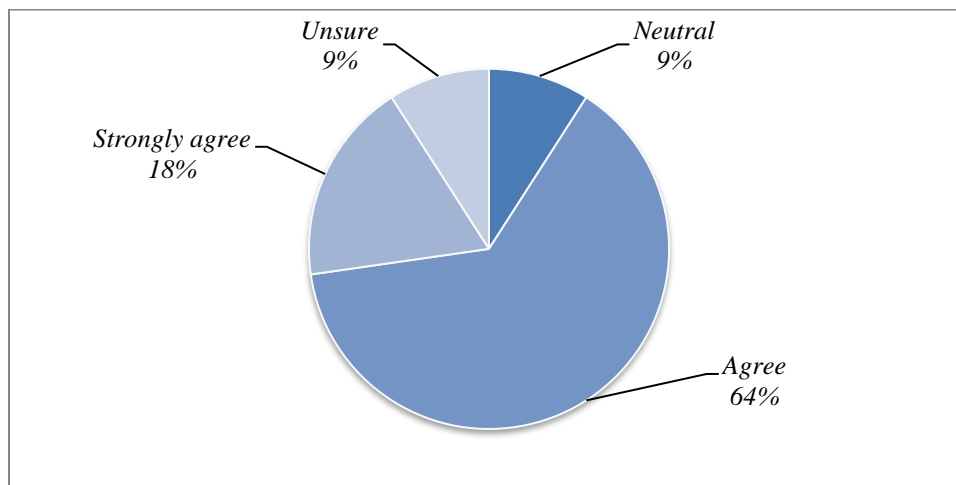


- 8) Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

ACS WASC <Aichi International School> Self-Study Report



- 9) Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and school wide learner outcomes.



- 10) Do you have any questions regarding the school's assessment and accountability policies and practices? Please write them here:

- *When will the school be updating the ESLOs to eliminate redundancy between the "Global" and "Communicate" ESLO targets?*
- *What are the standard (formal) assessment(s) used to reflect the policies and practices of AIS?*
- *Other than using ISA, are there any actual policies from administration regarding assessment? Does there need to be?*

- 11) Please use this space to write any additional information you feel might clarify your responses regarding the prompts above.

- *For the first statement, I selected neutral because although we use assessments, such as ISA, I am not sure how 'effective' they are. I am unsure of security systems for the assessment process, but if left alone a clever student could possibly get into a teacher's computer and find assessment data. I am unsure if all teachers use 'timely, specific, and descriptive feedback', but I try to as much as possible.*
- *I don't think there is anything pressing that needs further clarification. Thanks very much.*

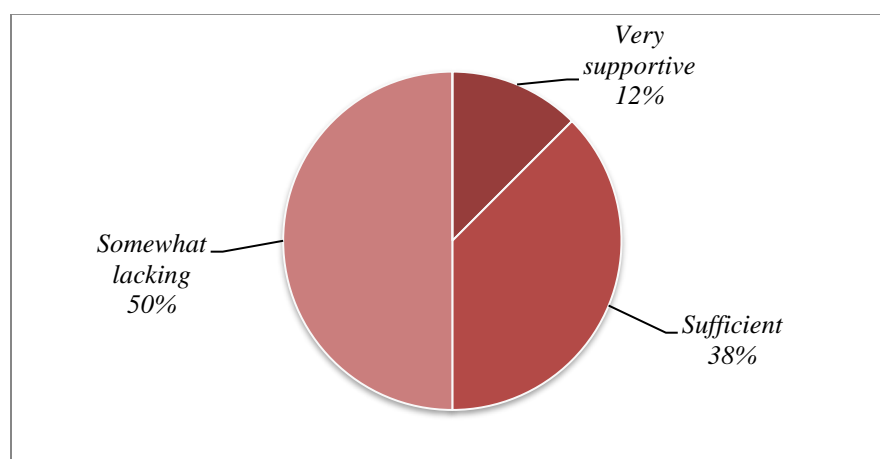
12) Please use this space to offer suggestions regarding student assessment and accountability.

- *While offering translation in to Japanese regarding student assessment feedback methods makes it easier to involve families in the feedback and accountability process, forcing teachers to use report cards tied to Japanese targets rather than to the BC academic standards makes it nearly impossible to give meaningful feedback regarding the assessments in use for non-Japanese language subjects.*
- *The school needs to update its reporting systems to better align with the BC learning targets as well as Japanese MEXT formats and more rigorously apply a school-wide rubric for assessment regarding ESLOs. On the subject of assessment methods, the school needs to make a financial commitment to using a pre-and-post assessment tool, such as iReady to make ongoing assessment results more readily available to stakeholders in a timely manner.*
- *As an international school which have students transferring schools both locally and internationally, AIS could benefit from having a formal/standard assessments that are recognized. It will also offer a level of credibility to the institution's testing and/or formal reports.*
- *The ISA test results come back in the middle of term 1, which doesn't give much time for teachers to analyze them and plan for or consider implementing different strategies in class. If we had results before the beginning of the school year, it would help with planning the first term's focus areas.*
- *The United Nations Junior EIKEN test is used to formally assess English proficiency for Orca class students in our kindergarten program (the kindergarten runs a full English language immersion program). The Orca children are also in the final year of the kindergarten program here at AIS. However, English language proficiency is not formally tested in our younger classes in kindy. The Junior EIKEN test however, has age-appropriate tests for these classes, so we could look at introducing this test for some of our younger classes too.*

A.8 Category C - AIS Teacher Survey on Support for Student Personal and Academic Growth

Survey questions and responses (8 responses)

1. a) How would you evaluate the availability and the adequacy for students to seek support in such areas as health, personal counseling, guidance for higher education (kindy to elementary/ elementary to junior high), and academic assistance?



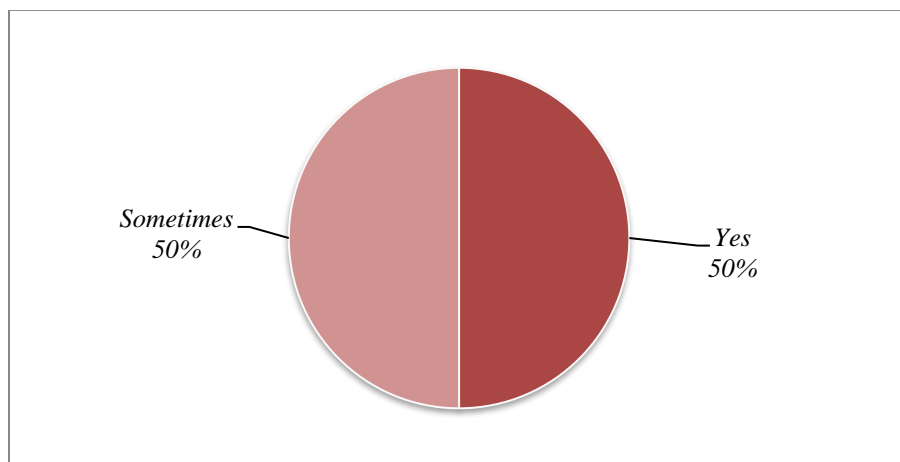
b) Please provide examples or reasons for your answer.

- *Japanese students tend to seek out Japanese teachers, and foreign students tend to seek out foreign teachers in these situations due to the obvious language barriers. I think we try to make it clear that students can come to someone in times of need. I think secretary may get overwhelmed at times with the number of students feeling sick or needing a band-aid, but I haven't heard of any troubles. Overall, considering the numbers, I would say our services are adequate.*
- *Personal counseling... Sometimes have a difficulty to find time for the students who have problems. Also, it seems challenging for some students to explain their feeling/issue/etc. in English.*
- *We don't have a qualified guidance counseling dept. We don't have a trained medical professional on staff. Parents are often secretive concerning forward planning regarding post-graduation.*
- *The school leaders have created an environment where parents and students feel comfortable talking with them on all matters of assistance.*
- *Even though some of these areas are somewhat lacking, all the AIS staff are very supportive and well-rounded that's all these areas are still managed.*
- *There are ESL classes available for students that require academic assistance.*
- *Because we have limited numbers of teachers and they are always so busy, I feel like the students are not really being able to talk to teachers*

2. Please give example(s) of the support you provide/advise in the following situations:

a) Health issues b) Personal issues c) Higher education guidance d) Academic assistance

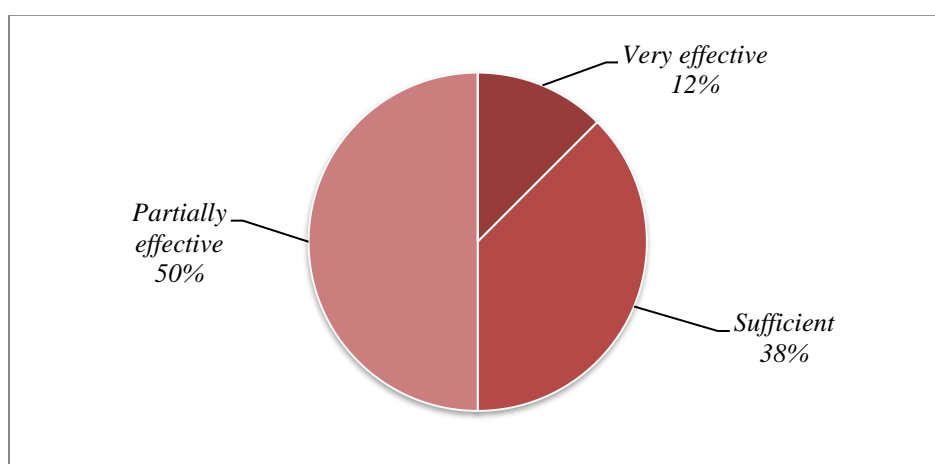
- *For the higher grades, I teach health classes throughout the year that focus on nutrition, exercise, and changes during puberty. I haven't really counseled anyone on these issues though. b) I have dealt with students who have had family issues, bullying issues, etc. I basically listen to them, try to get to the root of the issue, and let the student know what they can do to deal with the situation. c) Throughout the year, I remind the students of their goals, and if they are trying to get into a particular school, what they need to do to get there. d) For students who are struggling, I provide them with materials more appropriate for their level, and talk with the parents about having them take some extra classes. I also tailor each year to the class since every year has a different demographic.*
 - *Keep in touch with parents to work together.*
 - *a+b+c) Add a school health/guidance professional or have office/faculty staff trained to said effect. d) Add a Study-Hall/Media Center period.*
 - *I provide after school ESL support for academic assistance to students improving language knowledge.*
 - *I make sure that I am always transparent with the parents: that I always update them with their child's health, personal and education status. I do this by updating their message notebooks all the time. And if the parent is present, I see to it that I get to talk to them about their child's performance.*
 - *Health/Personal issues - Homeroom teacher; Higher education guidance - Mr. Hill and Mr. Hamano; Academic assistance - Homeroom teacher*
 - *If the student had a health issue and is already reported to school, I would keep my eyes on him and make sure that he is okay for a day. If a student happened to have some health issues at school, I would take care of it (eg put some bandage on, take a temperature, reduce the amount of lunch, etc). B) I would first talk to the student, then report it to the parents. I would also share about it with my colleagues. C, D) I would talk to both of the parents and the students, so we can have the same purpose of study. I will help setting an educational goal as well.*
3. a) Do you feel appropriate assessment tools and processes/protocols are made use of in the classroom and schoolwide for determining and dealing with student issues?



b) Please provide examples or reasons for your answer.

- *In terms of dealing with behavioral problems, we have improved over the last couple of years by implementing protocols, and communicating with parents. It is a work in progress implementing other necessary processes for issues such as determining whether students have learning and/or developmental disorders.*
- *Discuss with homeroom teachers, Japanese teachers and head master to solve the problems.*
- *It depends on the teacher. Most protocols are left to the teacher to develop and implement.*
- *One on one records of reading and literacy growth are completed weekly with the teachers.*
- *A lot of assessment tools for determining and dealing with student issues are readily available in AIS and I feel that that is sufficient.*
- *Mr. Hill made a sheet for recording student issues and circulated it to staff, but I am not sure how many staff have used it.*
- *We have paper works for different types of students' issues and assessments.*

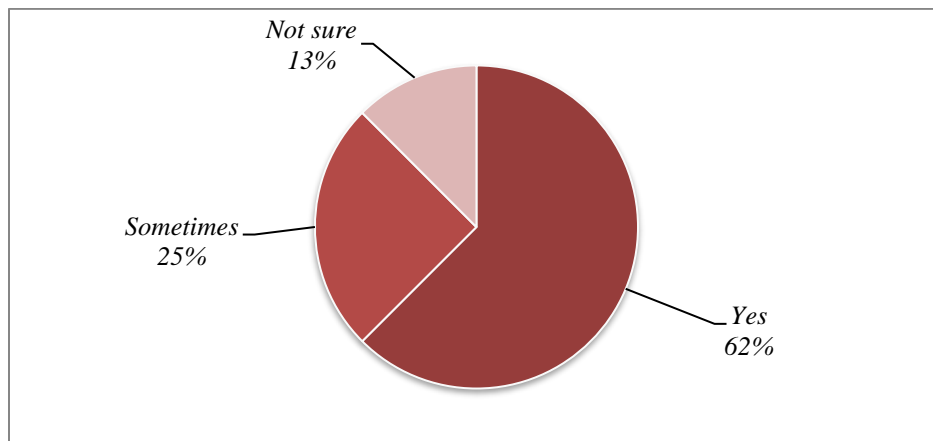
4. a) How effective are the strategies used to develop personalized approaches to learning and alternative instructional options which allow students access to and progress with the study curriculum?



b) Please provide an example of a method(s) used to help students entering with low target language proficiency to make progress.

- *Individualized instruction*
- *Peer-assistance. Lexile-adjusted readers, Teacher-created picture/realia dictionaries.*
- *Use of visual aids and nonverbal language allow students to interact with the language and become more proficient.*
- *Lower level materials are available in the form of textbooks, or printables from the Internet, for these kinds of students. These strategies may work with students who are more internally motivated to learn English, but with others, it may not work for myriad reasons. Some more practical professional development for this matter would be helpful.*
- *I provide remedial teaching by re-teaching the topic that was not easily picked up by a certain student.*
- *ESL classes.*
- *Use of very simple words and sentences, gestures, facial expression, etc.*

5. a) Do you feel that the school leadership and staff ensure support services and related activities have a direct relationship to student involvement in learning within and outside the classroom?



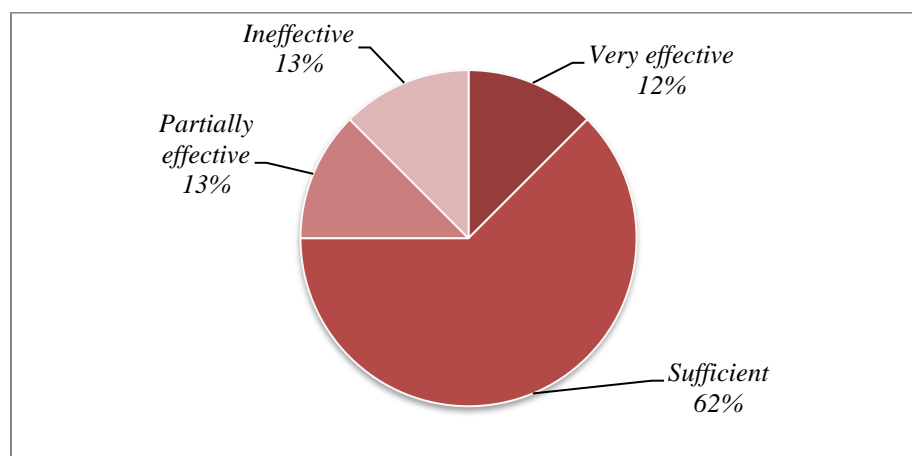
- b) Please provide examples or reasons for your answer.

- *Cultural Days are an example of an activity that allows foreign families to explain about their culture, which students can learn from. Those families may make connections to the school community, which can help them feel more at-home.*
- *They are supportive.*
- *We do not appear to have a budget/plan for support services. School events/activities do not seem to have a clear learning goal in many cases.*
- *In PD sessions school leadership provides information and access to sources that will support teachers to identify and respond to the additional learning needs of students.*
- *It's only in AIS that I have met supportive, accommodating and hands on leaders.*
- *Mr. Hill is slowly building up contacts within the Nagoya area.*
- *I can see how students are doing at school, and get good comments about how they are doing with their knowledge from school at home from the parents*

6. What processes are used to identify and support under-performing or struggling students at AIS?

- *Private tutoring*
- *Teacher feedback. Parent conferences.*
- *Identification is completed through formative and summative assessment through activities such as whole class and one on one questioning as well analysis of students work and more formal testing.*
- *Observation and reading assessments are useful to determine a student's reading level. Some extra materials and after-school classes are available for students.*
- *I identify struggling students through keen observation and their social interaction with their peers. I use remedial teaching and introduce innovative tools and takeaways as a way to support these students.*
- *Identification- Day to day observation, Testing. Support- Differentiation within lessons, Assistants for some lessons, ESL classes.*

- *After school program can be very beneficial for those students who need more support on educational field*
 - *Observation and reading assessments are useful to determine a student's reading level. Extra materials and after-school classes are available for students.*
7. a) How effective are these efforts to link curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes?



- b) Please comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

- *Sometimes we share ideas and opinions about events, and feedback on how we can improve them. This is good, but it needs to be more consistent.*
- *Each teacher seems to operate independently. The school needs to develop a transparent, comprehensive plan for support activities and services, with effective oversight.*
- *Classroom organisation is high and is constantly being monitored to ensure students are engaging with relevant curriculum materials, also class schedules are analysed to ensure appropriate time is allocated for each curriculum subject.*
- *Co-curricular activities such as concerts and field trips help our students become well-rounded and allow them to learn not only by the four walls but also in the outside world. Curricular activities, moreover, are frequently assessed by AIS homeroom teachers.*
- *I think that Midori san documents these things pretty well.*
- *These students who take aftercare program tend to show more improvement in their academic work. For example, my ESL student won the 3rd place on speech contest which was his first time ever since he joined AIS as Jellyfish.*

8. In what area(s) would you like to see greater efforts made to support student personal and academic growth at AIS?

- *New students with low-level language skills need more support to try to bring them up to grade level. While it is beneficial for students to be immersed in an English environment, it is difficult for them if they cannot perform the tasks expected of them in the regular class,*

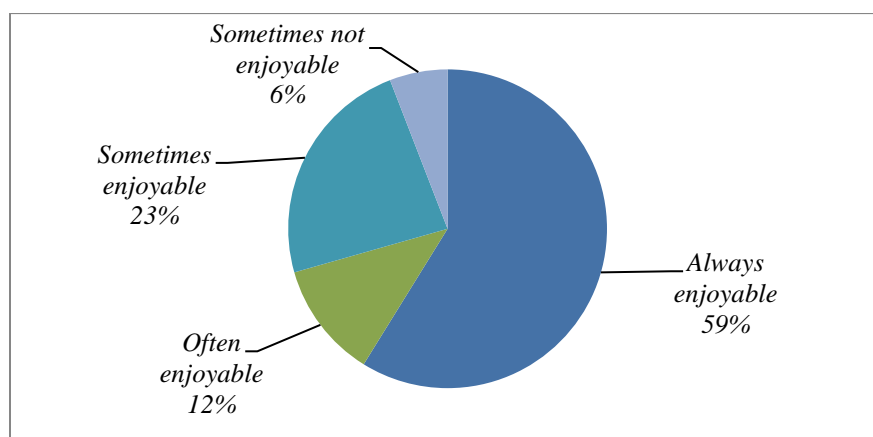
especially in the upper grades. Expectations can be different for them, but we could use a good system for them to work through to improve their English, such as an age-appropriate ESL textbook system. We have some resources scattered around, and of course the American textbooks, but those are not for ESL students.

- *To learn effective teaching method of English/Japanese as Second Language. Moral education & Communication skills.*
- *If we are going to promise support for students, we should make an effort to approach learning holistically. We need to make our activity/support planning more coordinated and transparent with effective and continued oversight.*
- *Unsure*
- *I recommend the availability of a guidance counselor in AIS to support both personal and academic growth of each student.*
- *Maybe we need to go on building an emotional growth component into our curriculum?*
- *We should give wide opportunities for all the students to talk to the teachers, even if that is about their personal topics*

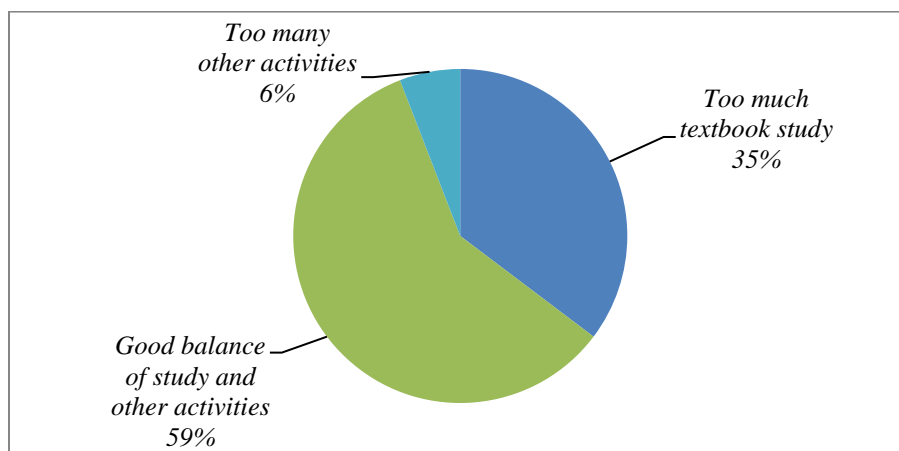
A.9 Category C - AIS Student Survey on Support for Student Personal and Academic Growth

Survey questions and responses (17 representative responses from Orca, G1, G2, G3, G4, G5, G6)

1. How enjoyable do you find studying at AIS?



2. What do you think of the balance between textbook study and other activities at AIS?



3. What would you recommend to a friend about AIS? (multiple answers possible)

International friends 7; International teachers 2; Learning in English 8

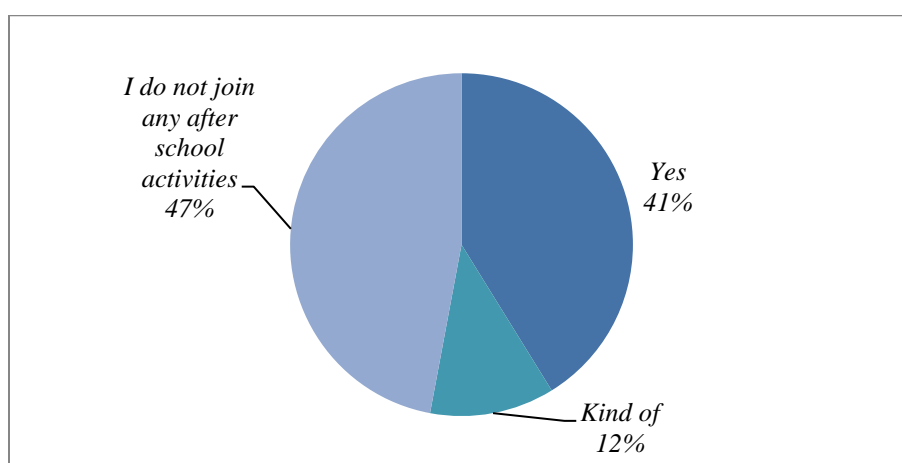
Small size school 1; Cultural activities 4; Other: Learning Japanese

4. What do you find difficult at AIS? (multiple answers possible)

Pace of study 2; Speaking English all the time 7; Amount of homework 6

Making friends 1; Other 3 (nothing difficult)

5. Do you find the after school program helps your study and confidence?



6. Who do you seek help from if you have a problem with the following at AIS? (multiple answers possible)

Injury/illness

Homeroom teacher 6 / Japanese teacher 1 / Other teacher 1 / Office staff 8 / Friend 2 / Parent 5

Personal/social

Homeroom teacher 6 / Japanese teacher 1 / Other teacher 1 / Office staff 1 / Friend 4 / Parent 3

Study related

Homeroom teacher 11 / Japanese teacher 3 / Other teacher 1 / Office staff 0 / Friend 4 / Parent 2

Next-stage education

Japanese teacher 1 / Other teacher 1 / Office staff 0 / Friend 1 / Parent 0 / N/A 13*

**Respondents too young to be considering/understanding next-stage education.*

7. Do you feel comfortable asking for help for the following at AIS?

Injury/illness Yes 15 / No 2

If no, why? A little hesitant; feel like wasting other's time

Personal/social Yes 15 / No 1

If no, why? Personal reason

Study related Yes 14 / No 3

If no, why? *Sometimes uncomfortable; sometimes too difficult to ask; friends are busy*

Next-stage education *Yes 3 / No 0 / N/A 14*

8. If you have ever asked for help at AIS, how satisfactory was the support provided?

Injury/illness

Very supportive 5 / Sufficient 6 / Somewhat lacking 0 / Unsatisfactory 1 / N/A 5

Personal/social

Very supportive 3 / Sufficient 8 / Somewhat lacking 2 / Unsatisfactory 1 / N/A 3

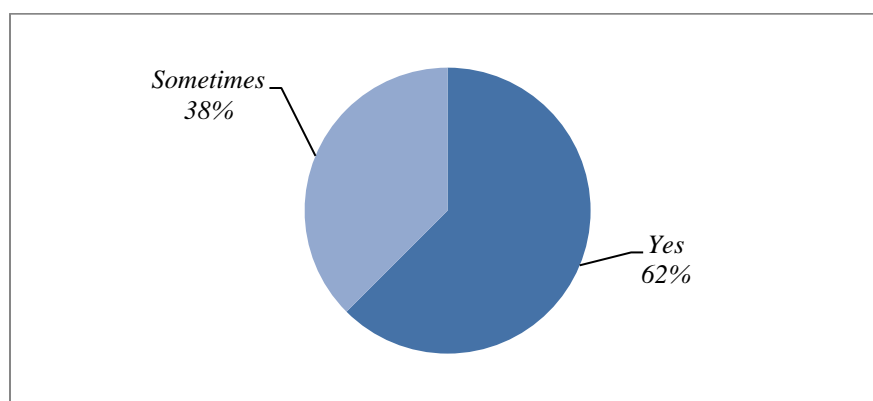
Study related

Very supportive 8 / Sufficient 7 / Somewhat lacking 0 / Unsatisfactory 0 / N/A 2

Next-stage education

Very supportive 0 / Sufficient 2 / Somewhat lacking 1 / Unsatisfactory 0 / N/A 14

9. a) Do you find your language proficiency stops you seeking sufficient support at AIS?



If yes or sometimes, why? *Japanese skill not perfect; don't know some words; English skill*

b) Which language do you usually use to seek support for the following at AIS?

Injury/illness (multiple answers possible due to staff in office)

Home language 6 / English 11

Personal/social

Home language 5 / English 12

Study related (multiple answers possible depending on language of study)

Home language 2 / English 17

Next-stage education

Home language 4 / English 2 N/A 13

10. Is there any special support you would like to have available at AIS?

Have junior and senior high school; Nurse; Study support teacher Band-aid vending machine; Kindness advisor; Bananas

A.10 Category D - AIS Student Survey on School Culture and Environment (1)**Orca** survey questions and responses (11)

Please choose “Yes” or “No” for the sentences below.

	About me	Yes	No
1	I listen carefully to the teacher.	11	
2	I read many books.	11	
3	I have many friends.	11	
4	I say “Good Morning” and “Goodbye” every day.	10	1
5	I talk to an adult when I have a problem.	11	
6	I am friendly with everyone.	11	
7	I like to play outside.	11	
8	I enjoy eating my lunch.	11	
9	I like AIS.	11	

Grades 1, 2 & 3 survey questions and responses (47)

Please choose A, B, C or D for each statement below.

A = Strongly agree B = Agree C = Disagree D = Strongly disagree

Area		Statement	A	B	C	D
Study	1	I listen carefully to others and can tell others my opinion.	17	25	3	2
	2	I understand the classwork.	21	15	7	4
	3	I read many books.	21	10	8	8
	4	I always do my homework and read books at home.	27	13	6	1
Daily life	5	I have made many friends.	24	19	3	1
	6	I always greet others and follow rules.	21	19	7	0
	7	I talk with a friend or adult when I have a problem.	25	14	3	5
	8	I am friendly with everyone.	22	13	10	2
Health & safety	9	I enjoy playing outside.	38	7	1	1
	10	I try my best not to get hurt when playing outside.	21	16	5	5
	11	I enjoy eating my lunch.	20	16	6	5
Over all	12	I like AIS.	31	7	5	4

ACS WASC <Aichi International School> Self-Study Report

If you have a message for your teacher, please write below.

- *To Ms. Kimura, please teach me many things about Life Science, Japanese and Math. (G2)*
 - *In Life Science class, I want to catch insects. (G2)*
 - *Our teacher is very kind. She is cool. I want you to keep teaching us. (G2)*
 - *Thank you for teaching us. (G2)*
 - *A few in the class are noisy. (G3)*
 - *Thank you for always teaching when I don't understand. (G3)*
 - *I want to stay at AIS forever. (G3)*
 - *Thank you for always teaching us. (G3)*
 - *I come to school happily every day without telling any lies. (G3)*
 - *It would be good if people don't argue. (G3)*
 - *I want the teachers to stop finishing up PE and violin class early. (G3)*
 - *I tell a classmate that I want to be friends, but I don't like it when that person ignores me. (G3)*
- (all translated from Japanese)*

Grades 4, 5 & 6 survey questions and responses (26)

Please choose A, B, C or D for each statement below.

A = Strongly agree B = Agree C = Disagree D = Strongly disagree

Area		Statement	A	B	C	D
Study	1	During lessons, I listen carefully to others and can tell my opinion.	4	18	2	2
	2	I understand all class lessons.	11	10	5	0
	3	I read many books.	11	3	11	1
	4	I do homework, study and read books at home.	12	10	4	0
Daily life	5	I do not allow bullying or any harm to others.	11	11	3	1
	6	I always greet others and follow rules.	10	14	2	0
	7	I talk with a friend or adult when I have a problem.	5	11	7	3
	8	I am friendly with everyone and respect my friends.	16	5	5	0
Health & safety	9	I enjoy doing exercise in PE class and recess.	15	6	4	1
	10	I take care of my health, and try not to get hurt when playing outside.	12	7	7	0
	11	I enjoy eating my lunch and finish in the time allowed.	8	10	4	4
Over all	12	I am happy at AIS.	19	4	3	1

If you have an idea or opinion to make AIS better, please write below.

- *I wish we could cut one class a day and have more recess time. (G6)*
- *I wish they would change the school lunch. (G6)*
- *Join the desks together like in G6. (G6)*

(all translated from Japanese)

A.11 Category D - AIS Student Survey on School Culture and Environment (2)

Survey questions and responses (17 representative responses from Orca, G1, G2, G3, G4, G5, G6)

1. What do you like about AIS?

Responses:

Playing; Craft; Playing games; Art; Swimming; Teachers; Math; Talking with and understanding teachers; PE; Many teachers from many countries; Teachers talking and explaining well; Celebrations throughout the year; Events; Long recess; A lot of fun events; Many things; Lots of kind students

2. What do you dislike about AIS?

Responses:

When people fight; Angry teachers; English sometimes; Nothing (6 responses); Scared when reading; Boys; JMath; Other students running in the corridor; Science – too many things to do; Mr. Hill’s meditation; JSocial Studies; Many things

3. Do you think your lessons are interesting and you usually learn something?

Yes 15 / No 0 / Unsure 2

4. How caring and concerned do you feel the teachers and staff are about students?

All very caring 7 / Most caring 7 / Some caring 1 / Few caring 1 / Unsure 1

5. Do you feel the AIS students usually treat each other with respect and care?

Yes 8 / No 2 / Unsure 5 / Some not 2

6. Do you feel the teachers and staff show respect and support for students’ individual learning?

Yes, always 5 / Yes, most of the time 8 / Sometimes 4 / No, mostly feels group-focused 0

7. Do you feel the teachers encourage you to do your best?

Yes 14 / No 0 / Unsure 3

8. Do you feel the teachers give you praise when you do your best?

Yes 14 / No 0 / Unsure 2 / Not really 1

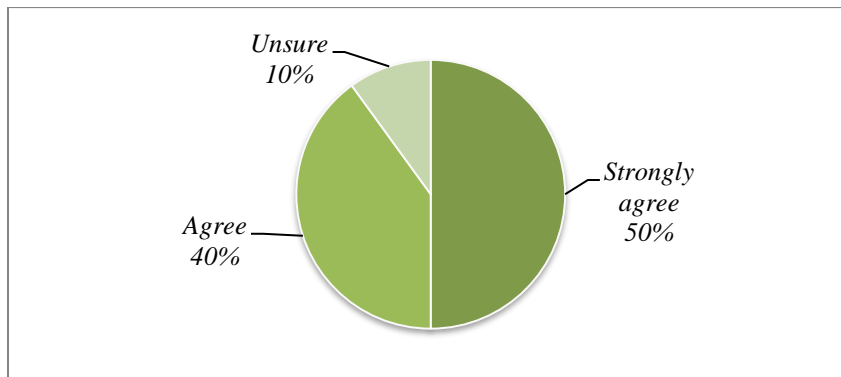
9. Do you feel the teachers communicate effectively with students?

Yes 14 / No 0 / Unsure 3

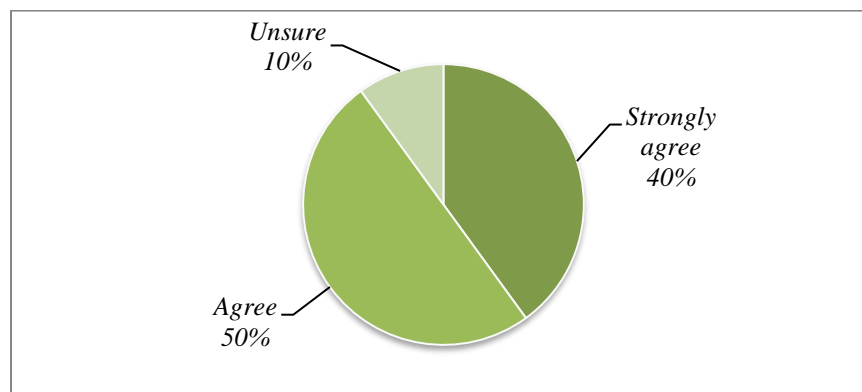
A.12 Category D - AIS Teacher Survey on School Culture and Environment

Survey questions and responses (10)

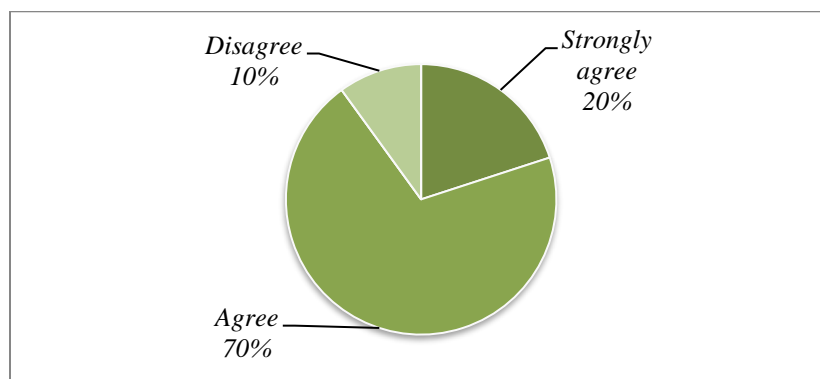
- 1) AIS demonstrates caring and concern for students in an environment that honors individual and cultural differences.



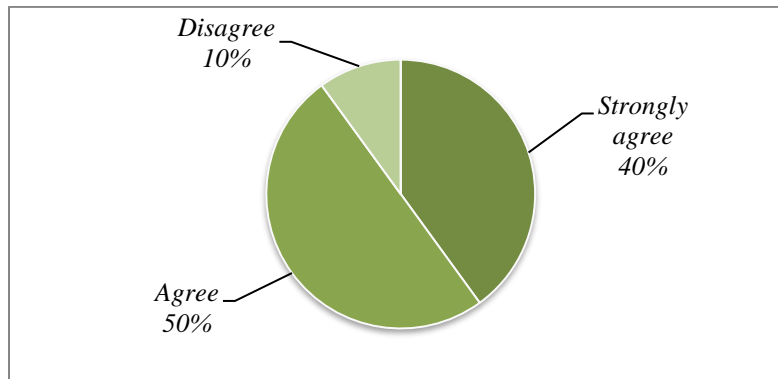
- 2) The school fosters student self-esteem through high expectations for each student and recognition of successes.



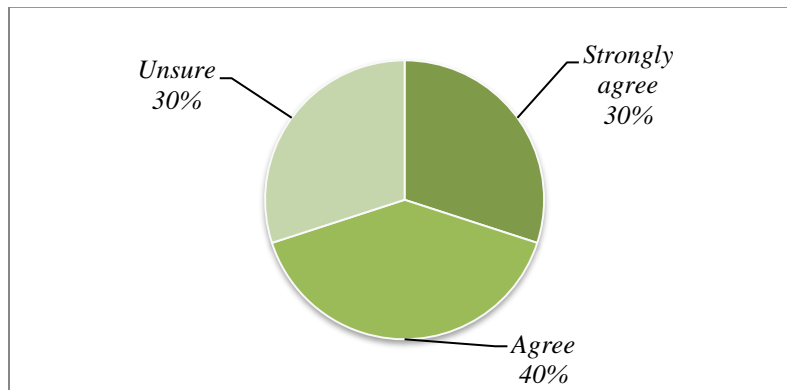
- 3) A collaborative culture of mutual respect, inquiry and effective communication among and between staff, students, and parents is evident.



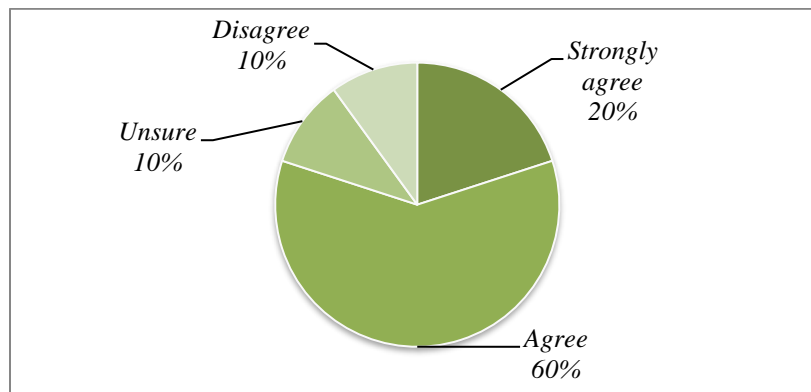
- 4) There is understanding of the importance of cross-cultural communication in improving teaching, learning, and management.



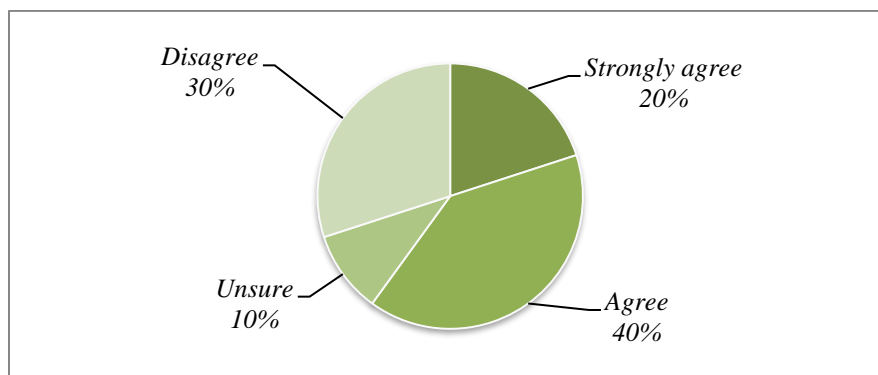
- 5) There is a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning.



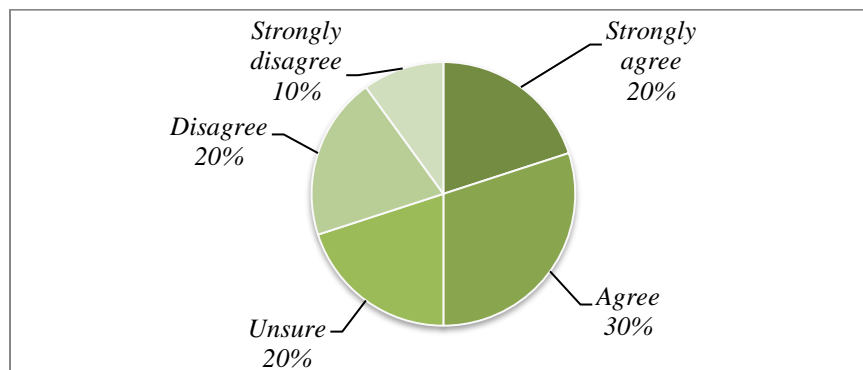
- 6) The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.



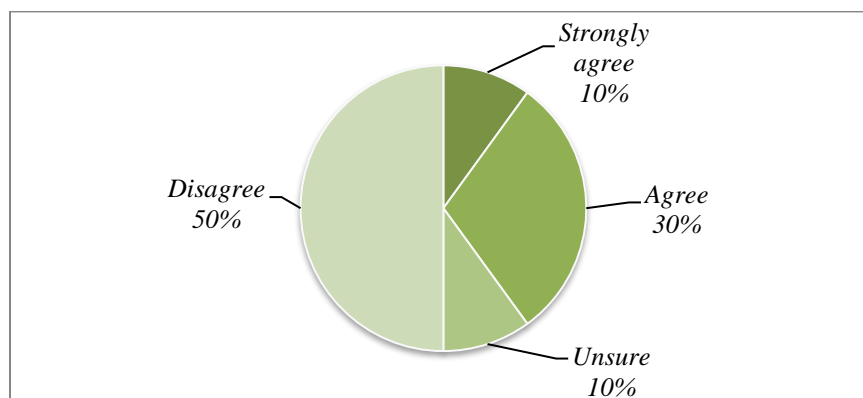
- 7) The school has developed and adopted an appropriate definition of child abuse and inappropriate behavior of children towards other children.



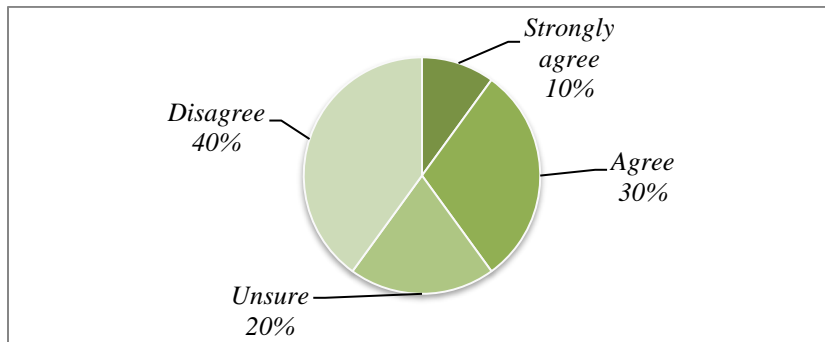
- 8) The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students on excursions and trips. These policies and practices are reviewed regularly.



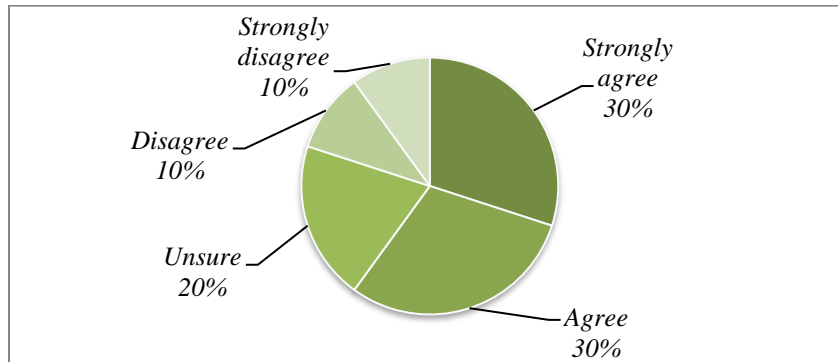
- 9) The school has a scheduled program of regular, systematic professional training for faculty and staff on student safeguarding, child abuse prevention, recognition, intervention and reporting.



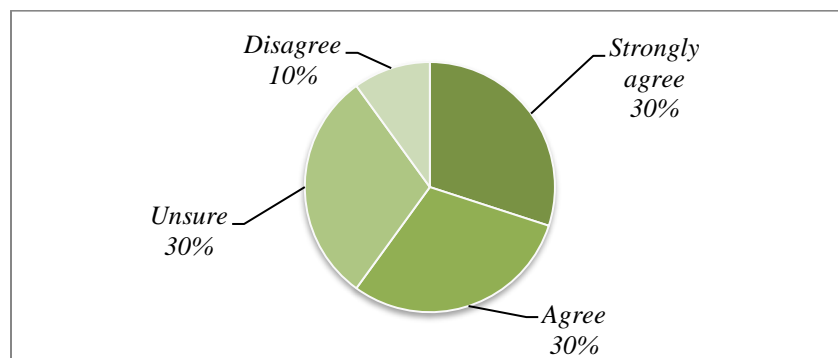
- 10) The school has in place formal learning programs through the school experience related to child protection.



- 11) The school has developed structured procedures for reporting suspected or disclosed maltreatment or abuse and adopts a formal policy identifying actions to be taken, including informing appropriate authorities.



- 12) The school is cognizant of cultural expectations and complies with the legal and ethical expectations and requirements regarding child abuse within the country in which it operates.



Appendix B: Results of parent/community questionnaire/interviews

B.1 Community Profile – Parent Survey on Reasons for Choosing AIS

Survey questions and responses (53 total respondents; multiple choice responses shown in ())

1. What was your main reason for selecting AIS for your child's education?
 - ☐ School philosophy/aims (15)
 - ☐ Become proficient in English (29)
 - ☐ Interaction with people from other cultures (13)
 - ☐ Combination of English and Japanese curriculum (38)
 - ☐ Other (total 4: Agreed with school philosophy and educational aims stated by school chairman at Open House; 'At home' atmosphere, character of Headmaster and Office Manager at Open House; Our child's wish; no reason given)

2. What is your expectation of a bilingual program over an English-only program?
 - ☐ Increased study path options (15)
 - ☐ Foster global mindset (27)
 - ☐ Be able to converse about any topic in two languages naturally (31)
 - ☐ Other (total 4: Current education is sufficient; Immerse with diverse cultures and develop creativeness; develop critical thinking; suited to the environment one lives in, expect our child to do one's best without feeling held back by language skill)

3. What is your desired schooling path after AIS for your child?
 - ☐ Japanese private schooling (25)
 - ☐ Japanese public school (8)
 - ☐ International school in Japan (16)
 - ☐ Study abroad (17)
 - ☐ Other (total 10: School in home country (2 responses); Leave up to child (3 responses); undecided; Japanese private junior high school; still considering; Japanese private junior high school then depending on father's job location, considering both options of high school qualifications from Japan and abroad; no reason given (2 responses))

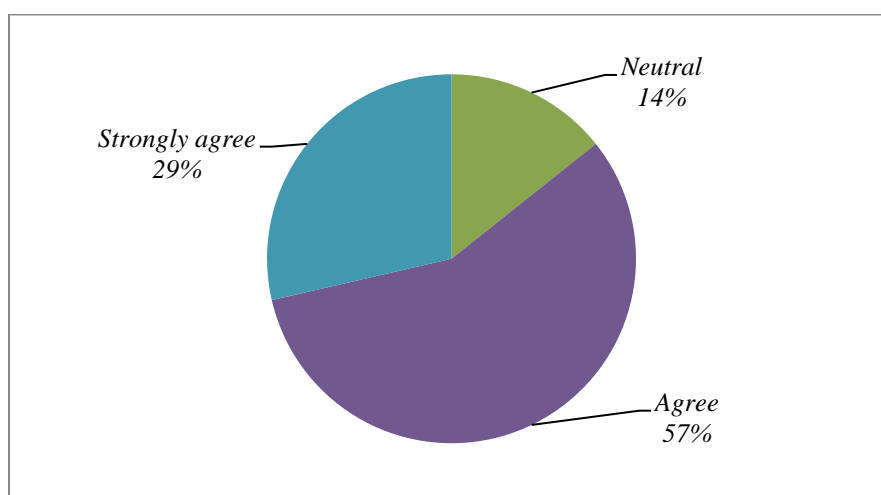
B.2 Category B - AIS Parent Surveys for Curriculum, Instruction and Assessment

Survey questions and responses

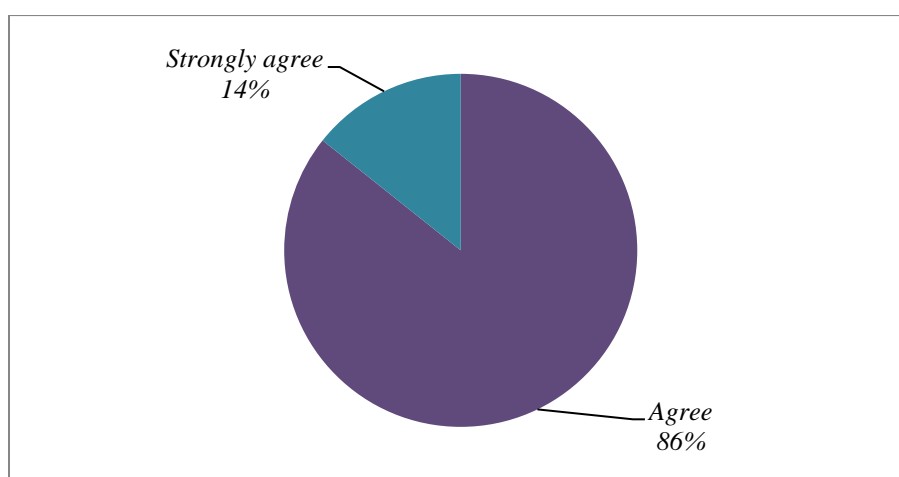
Assessment

Initial Assessment Questionnaire (7 responses)

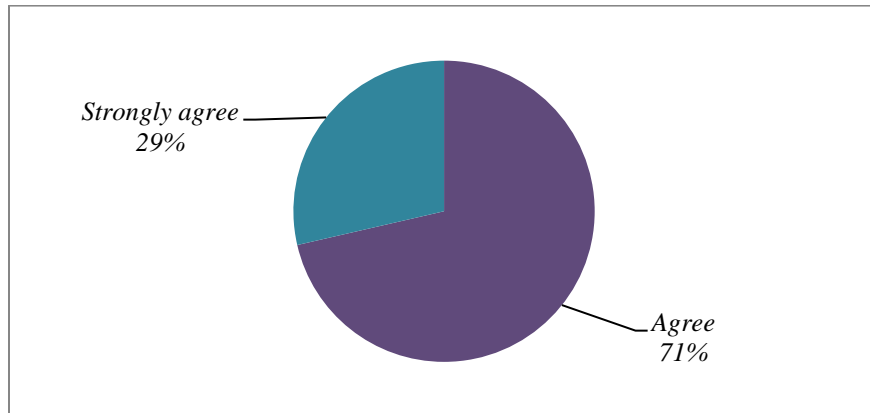
- 1) The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.



- 2) A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the school wide learner outcomes, including those with special needs.



- 3) Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning targets, academic standards and school wide learner outcomes.



- 4) Do you have any questions regarding the school's assessment and accountability policies and practices? Please write them here:

No responses received.

- 5) Please use this space to write any additional information you feel might clarify your responses regarding the prompts above.

No responses received.

- 6) Please use this space to offer suggestions regarding student assessment and accountability.

No responses received.

B.3 Category D - AIS Parent Survey on School Culture and Environment

Survey questions and responses (53)

Current impression of AIS

Aichi International School conducted a survey of parents and students this year to seek opinions for us to further improve our school. After collating the survey data, the results were discussed among the other staff members, with consideration given to subsequent action areas.

For this survey, parents were given the survey papers and an explanation of its purpose when attending the parent teacher conferences in term one. Moreover, the survey was anonymous and voluntary; therefore, we had a response rate of roughly 55%. Responses are as follows. (passage translated from Japanese)

Please respond to each statement on a scale of A-E

A=Strongly agree B=Agree C=Disagree D=Strongly disagree E=Unsure

Area	Statement	A	B	C	D	E
General	AIS makes a good effort to communicate the goals of the school to families during the admissions process.	26	20	3	0	4
	AIS achieves the aims and duties of its school philosophy.	25	24	1	0	3
	AIS has an appropriate set of ESLOs, which my child achieves.	19	25	1	0	8
	AIS makes a good effort to help non-English speaking parents stay informed and be involved.	44	8	0	0	1
	AIS is welcoming of parents and students from all backgrounds.	42	8	1	0	2
	AIS makes efforts to resolve any trouble between students.	24	23	3	0	3
	AIS makes efforts to teach children that bullying and disrespect are not acceptable.	29	19	1	0	4
	AIS has a well-balanced curriculum of study and other activities.	31	21	0	0	1
	AIS makes a good effort to involve parents as partners in their child's education.	29	18	2	0	4
	AIS makes a good effort to promote international culture and global-mindedness among parents and students.	37	14	1	0	1
	AIS provides appropriate report cards to show the study level of my child.	39	10	1	0	3
	AIS keeps parents informed of all aspects of school operation and activities.	41	12	0	0	0
	Staff at AIS show professionalism when dealing with children.	40	12	0	1	0
	Staff at AIS respond appropriately to parents' requests.	35	16	1	0	1
Study	My child understands lessons well, and has developed an appropriate academic level.	23	23	6	0	1
	My child has developed an appropriate level of English/Japanese.	23	23	5	0	2
	My child is curious, and has confidence to convey one's own feelings.	23	25	4	0	1
	My child does homework, self-study and reading at home.	31	18	1	3	0
Daily skills	My child makes friends easily and treats others kindly.	37	13	1	0	2
	My child is happy at AIS.	43	9	1	0	0

Appendix C: Master schedule

WASC Self-Study for 2020 Timeline.....(lead members)	
<i>Dec 13</i>	WASC for 2020 Self-study process webinar..... <i>Hill</i>
<i>Jan-Feb</i>	Self-study schedule prep..... <i>Hill + Morris</i>
<i>Apr 4</i>	Outline WASC self-study process and timeline to whole staff..... <i>Hill + Morris</i>
<i>Apr 4</i>	Designation of roles - Facilitator and Focus Group (FG) leaders..... <i>Hill</i>
	WASC Coordinator & Self-Study Organization Lead Facilitator... <i>Hill</i>
	Assistant Lead Facilitator..... <i>Morris</i>
	FG1: Student Learning: Curriculum (ES+K)..... <i>Richardson + Redpath</i>
	FG2: Student Learning: Instruction (ES+K)..... <i>Collett + Fitzgerald</i>
	FG3: Assessment and Accountability (ES+K)..... <i>Meek + Uno</i>
	FG4: School Culture & Stakeholder (parents & students) Support <i>Morris + Hamano</i>
<i>Apr 8-12</i>	FG training meetings - roles and responsibilities including strategies in group dynamics and data analysis Points to emphasize:
	● Essential participation
	● Importance of verification of in-depth gathering and analysis of evidence
	● Understanding the use of schoolwide learner outcomes, academic standards, standardized testing and reporting of assessment data
	● Categories with indicators and prompts
<i>Apr 26</i>	FG progress report 1 - tasks and timeline preparation..... <i>Hill</i>
	FG1 received: Yes
	FG2 received: Yes
	FG3 received: Yes
	FG4 received: Yes
<i>May 14</i>	Parents meeting..... <i>Hill</i>
<i>Jun 1</i>	FG progress report 2..... <i>Hill</i>
	FG1 received: Yes
	FG2 received: Yes
	FG3 received: Yes
	FG4 received: Yes
<i>Jul 1</i>	FG report..... <i>Hill</i>
	FG1 received: Yes
	FG2 received: Yes
	FG3 received: Yes
	FG4 received: Yes
<i>Jul/Aug</i>	Drafting Self-Study report..... <i>Hill</i>
<i>Sep-Oct</i>	Finalize and confirm Self-Study report..... <i>Hill</i>
<i>Dec</i>	Submit to visiting committee..... <i>Hill</i>
<i>Jan</i>	Visiting committee preparations..... <i>Hill + Morris</i>
<i>Feb</i>	Visit by 3-person committee..... <i>Hill + Morris</i>

*Refer to the *FOL School Self-Study Coordinator Self-Study Report Preparation Checklist*

WASC Accreditation Cycle for Aichi International School

Cycle Year 5 (June 2018/2019)	
Profile update, refinement of schoolwide action plan	
Dec	WASC for 2020 Self-study process webinar
Jan-Feb	Self-study schedule prep; apply for Self-Study Committee visit
Apr	Outline WASC self-study process and timeline to whole staff
Apr	Designation of roles - Facilitator and Focus Group (FG) leaders
Apr	FG training meetings - roles and responsibilities
Apr	FG progress report 1 - tasks and timeline preparation
May	Parents meeting
Jun	FG progress report 2

Cycle Year 6 (June 2019/2020)	
Self-Study: Completion of self-study, refinement of schoolwide action plan after visit	
Jul	FG progress report 3
Jul/Aug	Drafting Self-Study report
Sep/Oct	Finalize Self-Study report, stakeholder discussion/ confirmation
Dec	Submit to WASC
Dec-Jan	Visiting committee preparations; staff briefing
Feb	Visit by 3-person committee
Mar/Apr	Announcement of decision for renewal
Apr	Staff discussion; refinement of schoolwide action plan based on WASC visit report
Apr/May	Parents meeting – Self-study feedback

Cycle Year 1 (June 2020/2021; anticipated)	
Profile update, progress visit/interim report, refinement of schoolwide action plan	
Dec-Jan	Discussion/feedback to refine schoolwide action plan
Feb-Mar	Revise schoolwide action plan
Apr	Provide staff with refined schoolwide action plan
	Schedule other tasks as necessary
	Prepare and submit interim report (send by June)

Cycle Year 2 (June 2021/2022; anticipated)	
Profile update, refinement of schoolwide action plan	
Dec-Jan	Discussion/feedback to refine schoolwide action plan
Feb-Mar	Revise schoolwide action plan
	Progress report schedule prep; apply for mid-cycle committee visit
Apr	Provide staff with refined schoolwide action plan
	Outline WASC mid-cycle visit process and timeline to whole staff
	Designation of roles and tasks

Cycle Year 3 (June 2022/2023; anticipated)	
Profile update, progress report and/or two-day mid-cycle visit, refinement of schoolwide action plan	
Sep	Drafting Mid-Cycle report
Oct.-Nov	Complete Mid-Cycle report, submit to WASC
Dec-Jan	Visiting committee preparations; staff briefing
Jan-Feb	Visit by 2-person committee (date to be confirmed)
Mar	Announcement of decision for renewal
	Staff discussion; refinement of schoolwide action plan based on WASC visit report

Cycle Year 4 (June 2023/2024; anticipated)	
Profile update, refinement of schoolwide action plan, interim report	
Dec-Jan	Discussion/feedback to refine schoolwide action plan
Feb-Mar	Revise schoolwide action plan
Apr	Provide staff with refined schoolwide action plan
	Schedule other tasks as necessary
	Prepare and submit interim report (send by June)

Appendix D: Additional details of School Programs

Overview of Programs by Year/Grade

The following information was provided to parents of respective classes at the 2019-20 start of year ‘Meet the Teacher’ sessions. These sessions were an opportunity to provide parents with information applicable to their child’s class(es), including scope of study, class expectations, age-appropriate development, parent communication. The purpose was to let parents know from day one what they can expect from the teacher and what the teacher expects from children and parents. AIS initiated these ‘Meet the Teacher’ sessions in 2019 as a proactive approach to further improving communication and understanding between parents and teachers. Having the opportunity to speak with respective teachers about the year ahead – previously only offered to Grade One and incoming new students – drew positive and appreciative responses from attending parents.

Jellyfish (K1)

Class Goals for 2019

These basic skills will be incorporated into our larger monthly themes!

- Building a vocabulary of 200+ words and improve ability to communicate
 - Letter Recognition (A-Z)
 - Number Recognition, Counting, and Sorting (1-10)
 - Gross Motor Skills such as running, jumping, and catching
 - Fine Motor Skills such as pencil grip, using scissors, and building with blocks
 - Social Skills such as sharing, cooperation, and following directions
 - Self-Help Skills such as toileting, dressing, blowing nose, etc.
 - Green and Red Choices
- “Green and Red Choices” is the way we talk about our behavior/choices in the Jellyfish class!

Turtle (K2)

English:

- 500+ vocabulary words
- Learn theme vocabulary through songs, books and play.
- Be able to identify lowercase and uppercase alphabet
- Be able to repeat short sentences
- Speak clearly and with confidence
- Can talk about everyday topics
- Able to follow instructions

Math:

- Able to count numbers 1 to 30
- Recognize number 1-20
- Can sort items, color, size, purpose, etc.
- Can sequence numbers 0-20

Science/Art:

- Display observation and predicting skills
- Enjoy making art and experimenting with different kinds of materials.

P.E.:

- Gross Motor Skills such as running, jumping, catching/throwing/kicking balls, etc...
- Fine Motor Skills such as pencil grip, using of scissors, etc...

Music:

- Enjoy music and singing
- Use the whole body for creative movement and dance

Dolphin (K3)

Welcome to Dolphin class! As the children move up to Dolphin class we will focus more on the academic side of the curriculum. We will still have activities such as art and craft but not on the same scale as Turtle class. There will be more phonics, reading and math learning this year as the children enter a more structured and disciplined environment.

Below you will find our scope of study in Dolphin class.

Scope of Study (BC Curriculum)

Phonics and Sight Words	Math and Science
<u>Books :</u> Letterland Phonics Level 2 Spectrum Writing Spectrum Sight Words Journal <u>Scope:</u> Build up phonics and sight words knowledge to better understand the English language. Every Friday children will complete a journal page to practice expressing themselves on paper.	<u>Books :</u> Spectrum Math <u>Scope:</u> Two lessons per week starting at basic counting building up to adding and subtraction up to 10. Learn about learning areas such as float and sink, heavy and light etc....
Art and Craft	P.E and Music
<u>Scope:</u> Craft items created in correlation with the monthly theme and events.	<u>Scope:</u> Start with basic running and build up to overhead throwing, catching, body movement and soccer.

Class Expectations and Age – Appropriate Development
<ul style="list-style-type: none"> ● Use verbal and non-verbal techniques to communicate with others. ● Co-operating and working together on academic and non-academic projects. ● Class prepared to take risks and challenge themselves by trying new things. ● Start to read age-appropriate books without any guidance. ● Enjoy learning and have a good attitude towards learning in all subjects ● Behave responsibly and meet the expectations for Dolphin class.

Parent Communication
<ul style="list-style-type: none"> ● Use of class message books to stay in touch with teachers about current events in classroom. ● Opportunities at the start and end of the school day to talk and converse.

Orca (K4)

As the children move into Orca class there will continue to be more of an emphasis on the academic side of the curriculum. Students will consolidate and learn all of the fundamental literacy skills in English and with these skills they will be able to read and write more independently. For example, one of our aims is for children to pick up books that they are personally interested in and be able to read them on their own.

Below you will find our scope of study in Orca class.

Scope of Study (BC Curriculum)

English and Phonics	Math and Science
<p><u>Books/Materials :</u> Letterland Phonics Level 3 UN Junior EIKEN English Test (level pre A, level A) Journal Oxford Reading Tree books</p> <p><u>Scope:</u> Build up phonics and sight words knowledge to better understand the English language and improve literacy skills. For instance, Orca students will learn & consolidate all of the extended phonics/spelling patterns in English (e.g., <u>toy</u> – <u>noise</u> etc).</p> <p>Learn to write stories & ideas independently through journaling.</p> <p>Learn presentation skills</p> <p>Undertake formal English language testing in term 1 & term 2 (UN Junior EIKEN English Test).</p>	<p><u>Books :</u> Spectrum Math (Grade 1)</p> <p><u>Scope:</u> Two to three lessons each week initially focusing on consolidating addition & subtraction up to the number 10. Later in the school year children will learn how to add and subtract with 2 digit numbers.</p>
Art and Craft	P.E and Music
<p><u>Scope:</u> Craft items created in relation to the monthly theme and events.</p>	<p><u>Scope:</u> Consolidate basic running skills and also overhead throwing, catching, body movement and soccer.</p>

Class Expectations and Age – Appropriate Development
<ul style="list-style-type: none"> ● Use verbal and non-verbal techniques to communicate with others. ● Co-operating and working together on academic and non-academic projects. ● Class prepared to take risks and challenge themselves by trying new things. ● Be able to read age-appropriate books without any formal guidance. ● Start to learn how to write stories and ideas in English, independently.

- | |
|---|
| <ul style="list-style-type: none"> ● Enjoy learning and have a good attitude towards learning in all subjects. ● Behave responsibly and meet the expectations for Orca class. |
|---|

Parent Communication

- | |
|--|
| <ul style="list-style-type: none"> ● Use of class message books to stay in touch with teachers about current events in classroom. ● Opportunities at the start and end of the school day to talk and converse. |
|--|

Grade One

Overview

6-7 year old class

With the international teachers, students study English mathematics, life, art, music and PE. These lessons account for about 70% of the weekly lessons.

With a Japanese teacher, students study Japanese, Japanese math, Japanese science and Japanese life. These lessons account for about 30% of the weekly lessons.

With a specialist violin teacher, students learn to play violin twice per week.

English

After revising the basic letter and sound correspondents, students will engage in a rigorous phonics program, and will learn to say, read and write words with short and long vowel sounds, digraphs and other word classes. This learning will be consolidated and applied through the Houghton Mifflin textbook work, reading books, playing pair and group dice games, and beginning to write simple sentences. The students will also build up their reading and comprehension ability through reading and responding to stories from the Houghton Mifflin anthology.

Mathematics

Students will count to 100 in different ways, and describe and estimate quantities to 20. They will understand and apply strategies for addition facts up to and including $9 + 9$ and related subtraction facts, and recall addition facts to a sum of 5 and related subtraction facts. They will connect numbers to their everyday life, and find geometric shapes in their surroundings. Children will solve problems involving numbers, patterns and measurement.

Life

Grade One students see the importance of establishing healthy habits, eating well and following safety rules at home and in school. They understand that they can be a good friend by taking turns, being kind and sharing. They also learn how to set goals to work toward.

Art

In Grade 1, students will create visual art by using a variety of media and techniques and will begin to think about what visual symbols mean. Through the four major components of the art program, they will explore form and function and develop decorative styles.

Music

Grade One students will explore and describe the sounds around them, noting whether they're high or low. They will echo rhythms and express their feelings by using action songs, singing games and rhythm instruments.

PE

Students will take part in various activities that will help them to lead a healthy, active lifestyle. They will grow to appreciate the importance of physical activity, while discovering essential life skills, such as cooperation, leadership, fair play and teamwork.

Grade Two

Guiding Principles – Growth Mindset Strategies

Belief: Every student can learn.

Vision: Every student is prepared to use growth mindset to help them achieve their goals in grade two.

Mission: To implement positive reinforcements and growth mindset principles so that each student can achieve milestones.

To receive relevant, standards-based instruction in the classroom for their academic achievement.

Core Values: Positive character development, positive leadership, positive social behavior, and ongoing positive reinforcements.

What is expected from the teachers

The teacher's role:

Students come first.

To foster a welcoming, safe and judgment-free environment.

To nurture students' learning and development

Decisions are made with the students in mind.

To support learning and discovery.

Foster healthy and positive relationships that lead for positive outcomes.

Effective communication with students, parents, colleagues and administration to help students' develop life and academic skills.

Curriculum

We are teaching to the British Columbia Curriculum

Language Arts – Houghton Mifflin

Mathematics – Houghton Mifflin

Life – Top Science

Art – Houghton Mifflin

Class work Expectations

Positive attitude towards learning will help children handle challenges

Exercise diligence, patience, teamwork, discipline when working in pairs, groups or independently

Late work will be completed for homework

Consistent failure to complete or hand in homework in a timely manner will result in a Parent/Teacher discussion.

English Teaching Targets

Developing sentence structure

Using parts of speech

Telling and retelling stories

Writing short stories

Journaling

Developing their oral and written communication

NOTE: English sessions will be divided into the following areas of study (communication and culture, spelling and vocabulary, journaling, grammar and reading and comprehension)

End of Year Expectations

By the end of the year, students in second grade should read and comprehend literature and informational text.

In math, students should be able to add and subtract proficiently through 1000.

Manage some their emotions and social behaviors.

Display age-appropriate social and emotional behaviors.

Learning about their personal interests.

Grade 2 Japanese

Reading aloud - It is very important to practice Japanese at home. Please encourage your child to do so.

Japanese Language Arts - A further 160 kanji will be introduced this year using kanji repetition notebooks. Students will also complete learning katakana during Grade Two. Composition writing will also steadily increase.

J.Math - Students will learn multiplication using the Japanese “*Kuku*” system in Term 2. This will lead into the study of division in Grade Three. Reading out loud is an effective way for Grade Two age children to remember learned items. By the end of Grade Two students should be able to say “*Kuku*” completely.

Grade Three

Welcome to Grade 3!

I am pleased to be teaching your children this year.

You will find as you read below my expectations of the Grade 3 students this year.

1. I will be sending English homework every day. The students are to hand it in the following day completed.
 - On Fridays the students will receive spelling words which they have to use to write sentences of their own in their Spelling books. This will be due on Monday.
2. The students are to read a page out loud every day from an English book they have borrowed. Please listen to them read if you can.
3. For communication between school and you:
 - The students will put their notices in their zip folders. Please check or ask them to show you.
 - The students will write their homework in their planners. Please sign when they are done.

If you would like to contact Ms. Uno or I please feel free to email us via Class Dojo or write a note in the student’s planner.

Grade Four

OVERVIEW & PURPOSE

The following will provide information regarding the 2019-20 Grade Four class at A.I.S. including communication information and a list of student learning goals and expectations,

delineated by core subject. More detailed information is available on the Grade Four Class Dojo and Google Classroom webpages.

COMMUNICATION

We will be going semi-paperless in our communications methods for G4 this year. Each child will have a school email provided to him/her on the first day of school. Each student also has a Class Dojo account and access to Google Classroom.

Homework, bulletins, and other communicae will be posted on the above-listed sources. Students will also have a journal notebook for those rare occasions where hand-written notes might be necessary. Of course, phone calls to the A.I.S. office will also be a viable method of communication.

VISITS, MEETINGS AND OBSERVATIONS

I quite like having parents, siblings, etc. involved in class. If you have a skill, art or demonstration you would like to share with the students, I would be happy to work with you toward adapting it into a lesson or assembly. Parents are also welcome to come observe their children in class or schedule a meeting with teachers/faculty to discuss their child, his or her needs and progress. However, as scheduling can be quite tight given the number of subjects studied here at A.I.S. please try to arrange meetings/observations at least one week in advance.

GOALS/EXPECTATIONS

The following is a list of student learning goals and expectations, delineated by core subject:

Language Arts

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

1. Comprehend and connect (reading, listening, viewing)
2. Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
3. Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
4. Consider different purposes, audiences, and perspectives in exploring texts
5. Apply a variety of thinking skills to gain meaning from texts
6. Identify how differences in context, perspectives, and voice influence meaning in texts
7. Recognize the role of language in personal, social, and cultural identity
8. Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
9. Respond to text in personal and creative ways
10. Recognize how literary elements, techniques, and devices enhance meaning in texts
11. Show an increasing understanding of the role of organization in meaning
12. Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
13. Identify how story in cultures connects people to land
14. Create and communicate (writing, speaking, representing)
15. Exchange ideas and perspectives to build shared understanding
16. Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences
17. Use language in creative and playful ways to develop style

18. Communicate in sentences and paragraphs, applying conventions of spelling, grammar, and punctuation
19. Develop and apply expanding word knowledge
20. Use oral storytelling processes
21. Transform ideas and information to create original texts

Mathematics

Students are expected to be able to do the following:

1. Reasoning and analyzing
2. Use reasoning to explore and make connections
3. Estimate reasonably
4. Develop mental math strategies and abilities to make sense of quantities
5. Use technology to explore mathematics
6. Model mathematics in contextualized experiences
7. Understanding and solving
8. Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
9. Visualize to explore mathematical concepts
10. Develop and use multiple strategies to engage in problem solving
11. Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to global communities, the local community, and other cultures
12. Communicating and representing
13. Communicate mathematical thinking in many ways
14. Use mathematical vocabulary and language to contribute to mathematical discussions
15. Explain and justify mathematical ideas and decisions
16. Represent mathematical ideas in concrete, pictorial, and symbolic forms
17. Connecting and reflecting
18. Reflect on mathematical thinking
19. Connect mathematical concepts to each other and to other areas and personal interests
20. Incorporate worldviews and perspectives to make connections to mathematical concepts

Arts/Humanities

Students will be able to use creative processes to:

1. Exploring and creating
2. Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making
3. Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
4. Explore identity, place, culture, and belonging through arts experiences
5. Explore relationships among cultures, societies, and the arts
6. Reasoning and reflecting
7. Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate
8. Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
9. Reflect on creative processes and make connections to other experiences

10. Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art
11. Communicating and documenting
12. Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
13. Interpret and communicate ideas using symbolism to express meaning through the arts
14. Express, feelings, ideas, and experiences in creative ways
15. Describe and respond to works of art and explore artists' intent
16. Experience, document and present creative works in a variety of ways
17. Demonstrate increasingly sophisticated application and/or engagement of curricular content

Science

Students are expected to be able to do the following:

1. Questioning and predicting
2. Demonstrate curiosity about the natural world
3. Observe objects and events in familiar contexts
4. Identify questions about familiar objects and events that can be investigated scientifically
5. Make predictions based on prior knowledge
6. Planning and conducting
7. Suggest ways to plan and conduct an inquiry to find answers to their questions
8. Consider ethical responsibilities when deciding how to conduct an experiment
9. Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate
10. Make observations about living and non-living things in the local environment
11. Collect simple data
12. Processing and analyzing data and information
13. Experience and interpret the local environment
14. Identify First Peoples perspectives and knowledge as sources of information
15. Sort and classify data and information using drawings or provided tables
16. Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends
17. Compare results with predictions, suggesting possible reasons for findings
18. Evaluating
19. Make simple inferences based on their results and prior knowledge
20. Reflect on whether an investigation was a fair test
21. Demonstrate an understanding and appreciation of evidence
22. Identify some simple environmental implications of their and others' actions
23. Applying and innovating
24. Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches
25. Co-operatively design projects
26. Transfer and apply learning to new situations
27. Generate and introduce new or refined ideas when problem solving
28. Communicating
29. Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate
30. Express and reflect on personal or shared experiences of place

Social Studies

Students are expected to be able to do the following:

1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
2. Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
3. Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)
4. Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)
5. Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
6. Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)
7. Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)

Grade Five

Philosophy and Goals

Help students:

- become literate in English
- be able to use Math in real life
- become aware of and interested in the world outside of their comfort zone
- become independent and competent in their daily lives

Expectations (General)

- be on time (arrive by 8:30 every morning)
- bring what is needed (books, PE gear, etc.)
- always speak English, except during Japanese classes
- be responsible (for HW, belongings, personal hygiene, class jobs)

Expectations (School work)

- DLR done on own time, shown to me by 8:30 every morning
- any other HW done on time (check Class Dojo for homework every day)
- read English texts as much as possible

Concerns

- not enough time to read/do HW
- juku -> interfering with school work, play and rest time
- using computers at home for HW
- overuse of computers/smart phones, video games, etc.
- not being responsible for belongings, HW, keeping clean
- communication with peers, especially during P.E.

Grade 5 Japanese

Japanese Language Arts - The level and amount of content, such as reading, speaking and speeches, will increase. There will be a shift in the scope of kanji study to align with changes in the MEXT curriculum of study from 2020. An additional new 21 kanji will be studied.

Study of kanji in class alone is not sufficient to increase proficiency. Self-study efforts, such as attempting the Kanji Kentei test, is recommended.

J.Math - Learning in preparation for junior high school, such as multiplication and division of decimals, reduction of fractions, reduction to common denominators, solid objects, etc. In cooperation with Mr. Collett, similar content may sometimes be covered in English Math, along with repetition practice and math word problems.

Homework - Reading aloud, kanji notebook, drill book, worksheets. Apart from reading aloud, there are times when this work may be completed at school. As there is no planner, homework will be written on the reading card paper.

Grade Six

Overview

11 year olds (Common Developmental Traits)

Physically

Restless, very energetic (Growth spurts)

Need lots of food, physical activity, sleep

Mentally

Challenge assumptions – their own & those of adults

Want to learn new things vs review previous work

Social/Emotional

Moody; Sensitive about changing bodies

Like to challenge rules, test limits

Peer focused; need to save face with peers

Teachers for 6th Grade

Mr. Richardson – English, Math, Social Studies, Art, Homeroom

Ms. Kimura – Home Economics

Mr. Collett – P.E.

Ms. Watanabe – Violin

Mr. Hamano – Japanese, J. Math, J. Science, J. Social Studies

Ms. Likami – Science

Mr. Wade – Music

English

Term 1

Autobiography project; *I Am Malala* group read; Spelling Bee prep

Term 2

Family migration project; *If the World were a Village* group read

Term 3

Speech contest essay; *The Giver* group read; Graduation reflection

All-year Activities

Grammar, spelling, reading responses, current events, journaling

Social Studies

Term 1

Being Media Aware; Government; Identity

Term 2

Migration; Urbanization; Indigenous Peoples
Term 3
Globalization; International Issues and Conflict

Math

Term 1
Symmetry, Fractions, Figures, Math Sentences
Term 2
Area, Perimeter, Volume, Data, Proportion
Term 3
Units, Integers, Algebra, Angles

Art & Tech Lab

Term 1
Drawing, Painting, Team Banner, Coding
Term 2
Fall & Winter Holidays, City Design, Clay
Term 3
Yearbook, Game Design, Wood Working

Appendix E: Graduation requirements

As a K-6 education provider, there are no specific requirements for children to graduate either the kindergarten or elementary school at Aichi International School. Nonetheless, both programs will provide graduating students with achievement/attainment records, report cards, and any other necessary documentation as required for subsequent higher levels. The school is also happy to complete referral/recommendation forms required by families seeking entry in another international school or a school in their home country.

The same applies for the Japanese program in line with other public elementary schools in Japan under the compulsory education system; however, necessary items for entry to Japanese junior high schools are:

- 1) Health check reports (general/ teeth)
- 2) Assessment data
- 3) Physical ability test (not done at AIS due to resources; this is explained to the junior high school at time of application)