



AICHI INTERNATIONAL SCHOOL LIMITED-TERM PROGRESS REPORT

**3-4, Nijigaoka, Meito-ku,
Nagoya, 465-0078, JAPAN.**

Private, for profit, kindergarten and elementary school.

Sunday 19th to Tuesday 21st April, 2015.

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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Appendices



I: Introduction and Basic Student/Community Profile Data

Include the following:

- A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics
 - A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students
 - The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.
- ➔ **Note:** *Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.*

Introduction

Aichi International School is a small kindergarten and elementary school in Nagoya, Japan. Begun in 1999 as an international class within a Japanese kindergarten, the school steadily expanded, with the program moving to its current location in 2006. Since then three classes have graduated, with students entering both Japanese and international junior high schools in Japan, as well as junior high schools overseas. In 2006, not only did the program move into a new facility, but also an elementary school faculty was added to the existing kindergarten.

The kindergarten offers a total English immersion program for 2-6 year old students, consisting of four classes. The elementary school has a bilingual program of English and Japanese, with students studying 70% of the time in English in Grade One, and that amount decreasing to 60% of lesson time by Grades Five and Six. There are no plans at present to extend the school into a junior high school, nor to move away from the current facilities.



Aichi International School building, a two floor building, about 20 meters away from Nijigaoka Koen (park). Home to both the elementary school and kindergarten programs since 2006.

The school building has 12 classrooms, all of which have sliding doors to connect with other rooms. Meaning that the school can accommodate larger sized classes, although each individual room can support 12 students. The majority of the curriculum is taught within this building, however, elementary school sports lessons take place in a local park 20 meters from the school gate, and annual swimming lessons (seven per year) take place at a local swimming pool, with the lessons taught by the sports center's own instructors (only AIS have access to the pool at that time). Similarly, as the school only has limited cooking and food preparation facilities, the school uses a lunch delivery company to provide lunches for the students each day; ie. they bring packed lunches or pre-cooked meals to school for the students to eat.

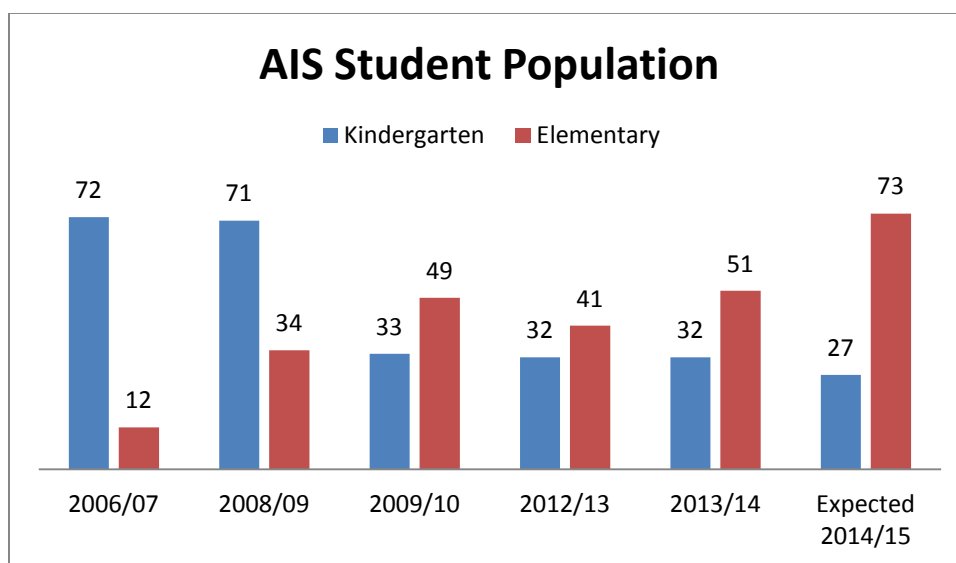


Student Enrollment

At the beginning of the 2013/14 school year there were 32 students in the kindergarten program, and 41 in the elementary school; a total of 73 students. The break-even number that was given during the WASC Self-Study visit was 82. At the beginning of the 2014/15 academic year there were 33 kindergarten and 51 elementary school students attending AIS. This number has increased throughout the school year, so that by the second term (of the 2014/15 school year), there were 43 students in the kindergarten, and 55 in the elementary school; meaning that the enrollment at the time of writing is 98 students, with additional students due to join at a yet to be determined date in the third term. This would take the number of attending students at AIS above 100 for the first time in seven years. The school building has a capacity of 120 students.

Graph A. shows the annual enrollment of students in AIS (at the beginning of school year) from the inception of the elementary school in the current location.

Graph A. Annual Enrollment of Students at AIS



AIS targets Japanese students as well as international/foreign students who are looking for an education with Japanese cultural acquisition. This acquisition depends on the experience of the students prior to entering AIS; some international students have attended Japanese kindergartens before attending AIS and thus they take English and Japanese lessons within the elementary school program, whereas others (usually those who have come to AIS directly from overseas) will follow an English only curriculum, with two supplemental JASL lessons a week.

The number of families that have shown an interest in joining AIS has been significantly high over the course of the last twelve months. In October 2013 and again 2014, AIS held its annual Halloween events, with admission to non-AIS kindergarten aged students, for free. Each year parents must accompany 2-6 year olds to this event, and as such it's a good opportunity for families to see the facilities at AIS first-hand. Around 300 non-AIS families attended both of these events. Similarly, on 31st March 2014, one day before the beginning of the 2014/15 school year, the Elementary School Principal organized an Open School day, where non-AIS students



could experience a regular school day at AIS, for free. This day was during the school holidays (Japanese schools did not return until around 5th April), and 50 students of kindergarten and elementary school ages attended that event. Also, since the commencement of the current school year a much higher number, compared to previous years, of visitors have taken private tours around the school. Lastly, on May 25th 10 families attended an information session, known as an “Open House,” where they could look around the school, receive information about the program, and ask questions about the school. More recently four families attended an Open House on Saturday 12th July, and around 10 more at an event in September and again in November. Both the Summer School and Winter School programs have been reasonably attended by non-AIS students. As well as a means of income, these programs also represent good opportunities for AIS to promote itself to non-AIS families.



Kindergarten Winter School 2014; twenty students, five were current AIS students. At the end of the week long program a number of families whose children attend other international kindergartens, expressed an interest in joining AIS from April 2015.

The Elementary School Principal and one of the Japanese teaching staff have taken over the responsibility of maintaining and updating the school website. A number of documents, such as uniform ordering forms, the school handbook, promotional videos; school tour, examples of student work, have been added to the website. The staff has received a lot of praise for their efforts, and the general consensus seems to be that the updated version of the website is easier to access and understand, plus it is updated more frequently than before. Between April to July 2014 the website had had 13,341 pages viewed, and 3,112 visits. The school also has Twitter and Facebook pages, as well as a Teacher’s Blog. All three of these receive significant amount of hits and ‘likes’, and are good ways of reaching out to the community to advertise events such as the Halloween party, the Christmas Musical, etc. The Teacher’s Blog has a page designated for the school mascot, Maurice Moose. Students can take a stuffed toy version of the school mascot away with them when they travel. Then, they send photos back to the school, and they are uploaded onto the page. Whilst this is a relatively minor and simple thing, it encourages families to feel as that they are a member of the AIS community, and it provides the school with an identity. Lastly, the school appeared in a national Japanese newspaper in May 2014 (see Appendix), plus the school appeared in the October 2014 USA Presidential Youth Fitness Challenge newsletter as a ‘featured school’ (see Appendix).

Following these improvements and attempts to increase the number of students attending AIS, there has been a relatively dramatic rise in the number of students attending the school. Since September 2014, 20 students have joined the kindergarten program, 12 students have joined the elementary school program, and another 5 students are expected to join the school following the



New Year's holiday.

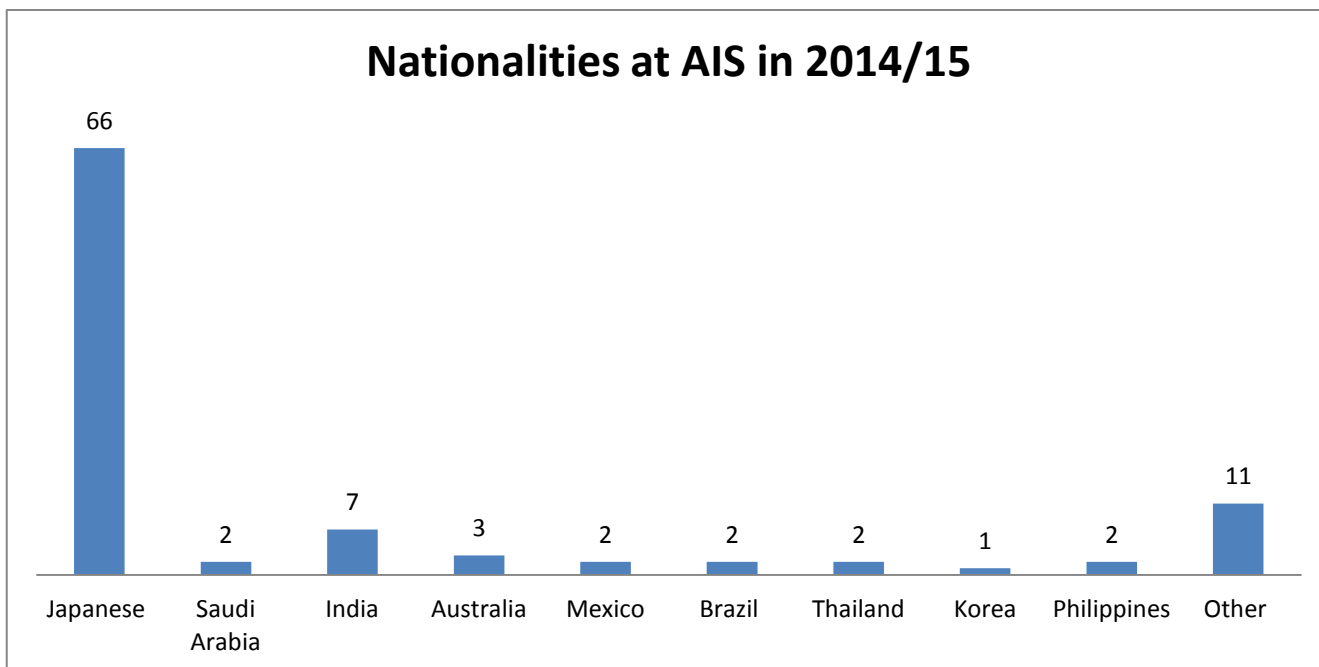
Difficulty in attracting new students can be attributed to the greater competition in the Nagoya area. There are at present 37 international kindergartens, with 3 having just opened in April 2014. However, as only 3 of those schools have attached complete elementary schools (from Grades 1 to 6), in recent years AIS has welcomed a significant number of graduates from other international kindergartens into the AIS elementary school program. For example, for the 2014/15 school year, there are 17 students, with 9 of those students not having graduated from the AIS kindergarten program (ie. they joined from elsewhere). At the present time 18 students are due to form the Grade One class for the 2015/16 school year, although there are still four months before this begins, so it is possible that the class will increase to the 24 student capacity by then.

A number of families continue to show an interest in joining the school, both Japanese and international. One alteration that would undoubtedly increase the student body would be if AIS were to offer a sibling discount. However, inquiries with regard to this suggestion have been dismissed by the President of the company.

Student Demographics

At the present time the large majority of students are Japanese (65%), with the other 24% from a variety of backgrounds. For the commencement of the 2014 school year other nationalities included;

Graph B. Breakdown of 2014/15 Student Population



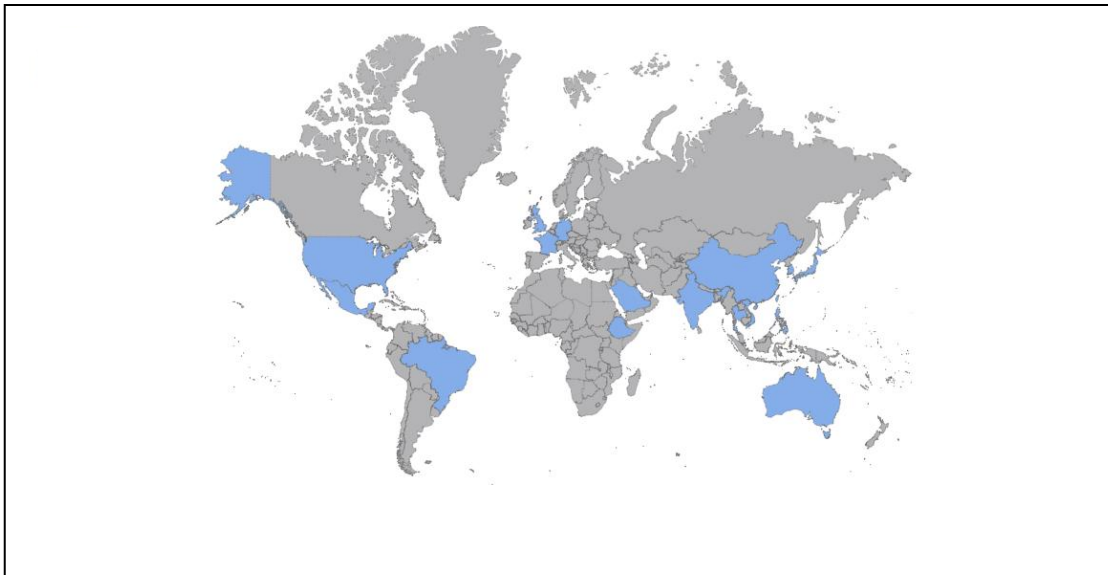
*Please note that 'Other' represents the student population who are Japanese nationals, from mixed heritage backgrounds.



Grades 1 and 2 from the elementary school, as well as the Orca Class from the kindergarten. Students have backgrounds from, India, Saudi Arabia, Korea, Taiwan, Germany, Australia, England, Philippines, Mexico and Brazil.

Map C. shows the locations of where the AIS student body is from, or at least where one parent is from.

Map C. Countries Represented by AIS Students in the 2014/15 School Year

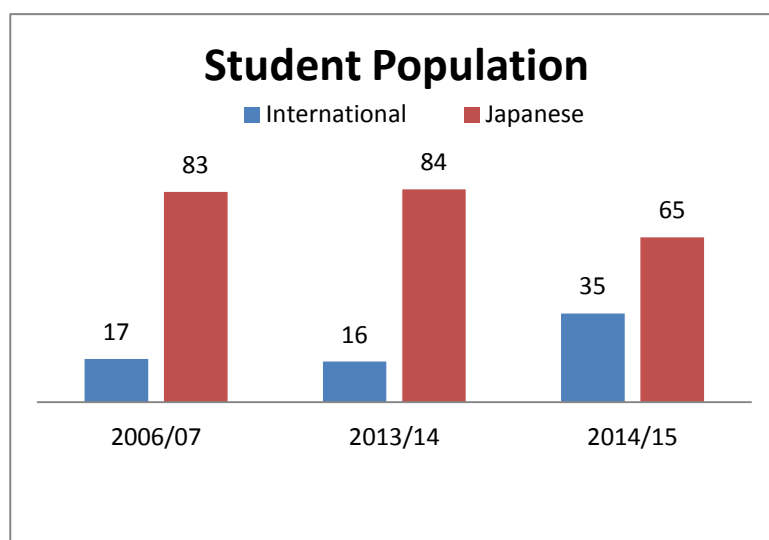




Graph D. shows the percentage of International v Japanese students over a number of years. The gap in the years is simply down to the lack of data available/provided. One noticeable feature of this graph is the increase in international students who have been attending AIS. This is primarily due to the type of families that are coming to Japan to work in the heavy industry sector.

Companies are bringing employees from non-English speaking countries, such as Vietnam, India, Mexico, Brazil, Saudi Arabia and France to Nagoya, and AIS is able to appear as an attractive option to these workers' families, due to its small classes, its homely welcoming nature (of the Japanese families), and the extra ESL support classes in the elementary school. This may well continue into the 2015/16 school year, with other Indian families, along with Russian and Australian/German families likely to join the school from April 2015.

Graph D. Student Demographics at AIS



In April 2014, the student population at AIS consisted of an 82% Japanese population, alongside 18% being international students. However, over the course of the first and second terms of the 2014/15 school year, the school had had visits and enquiries from families from India, the USA, Germany, France, Saudi Arabia, South Korea and Taiwan, with a number of these families joining AIS.

Primarily international families are introduced to the school by two relocation agencies based in Nagoya; *Relo Japan* and *Interlink*. AIS has good relationships with both of these agencies, and constantly provides them with documents to give out to both potential and existing clients. Over the course of the first term of the 2014/15 school year, Interlink in particular had introduced a number of families who work for Toyota America, to AIS.

External factors such as the location of the families' housing, whether the mother drives in Japan, etc. affect whether they choose AIS or not, as with AIS not having a school bus, families must devise their own way of getting to and from the school. The nearest subway station is a 10 minute walk from the school. The bus journey only takes around 5-10 minute. There are public buses from the subway station to a bus stop, around 25 meters walk from the entrance of the



school. Previously, information about public transportation was only available to parents dependent on their own findings, and with most international families not possessing Japanese language capabilities, accessing the relevant information was difficult, if not impossible. As of April 2014, all the necessary information was made available, along with uniform information, etc. on the school website in English and Japanese. This has helped attract more interest from families from Brazil, USA, France, India and Japan, between April-July 2014. Whether or not families actually join the school or not, are subject to other factors, such as where the families choose to live, or the cost of attending AIS.

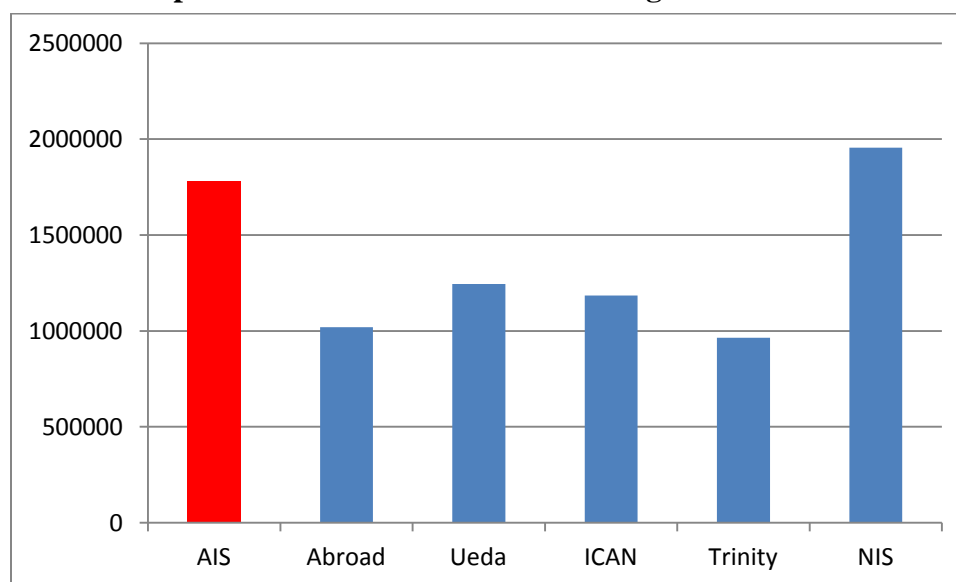


The Jellyfish class (2-3 years old), with children from five different backgrounds; Thailand, England, Mexico, Japan and Brazil.

Interlink in particular have commented that a deciding factor for families when choosing a school may be the cost itself. In general international family's employers pay for the children's tuition costs, etc. However, in the past 7 months a number of families have been introduced to AIS who have to pay for these costs themselves, either the employer does not meet the costs, or the employer does not meet the cost of children of a certain age (usually under 3 years old). In such cases relocation agencies have introduced clients to competitor international kindergartens as they are aware of AIS's inflexibility with regard to costs.

Compared to other international kindergartens and elementary schools, AIS remains the second most expensive option in the Aichi region. Graph E. shows the total cost of a selection of international kindergartens from in/around Nagoya city;

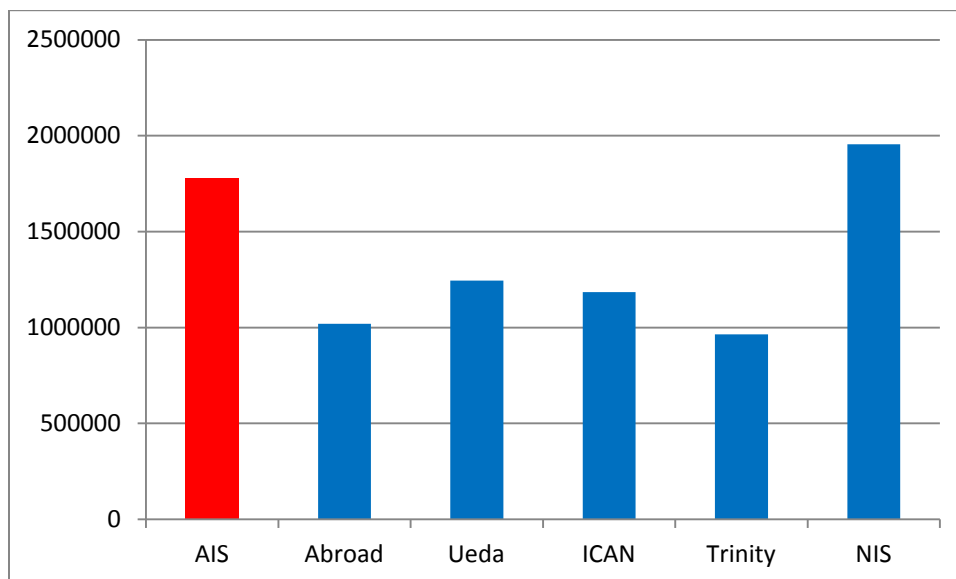
Graph E. Cost of International Kindergartens in Aichi





The following graph shows the total cost of a selection of international elementary schools from in/around Nagoya city;

Graph F. Cost of International Elementary Schools in Nagoya



**It should be noted that only AIS, ICAN and NIS offer full elementary school programs, from Grades One to Six.*

Student Attendance

Student attendance at AIS is high. The number of absences in the elementary school is lower than that of the kindergarten simply due to one or two students who have poor attendance, otherwise the overall attendance for the elementary school would be around 90%. In the course of a term the vast majority of AIS students have 90-100% attendance. However, there are factors such as the influenza season in January (students have to stay off school for four days), plus international families return home for extended breaks/vacations.

Table G. Student Attendance for 2014/15 School Year.

	April	May	June	July	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Kindergarten	94%	97%	95%	96%	95%	94%	95%	92%	90%	92%	89%
Elementary	95%	65%	77%	73%	98%	98%	98%	97%	95%	97%	94%

Academic Performance

Until the 2013/14 school year, AIS used two multiple measures to determine student academic achievement. They were the Stanford Assessment Test (SAT) and the Japanese Criterion Reference Test (CRT). During the school year in June, AIS students took SAT's on an annual



basis.

The following two tables show the class means for the SATs since the inception of the school in 2006/07. One factor that can account for the fluctuation in the percentiles is that, at AIS, if one student left the school then this would make a big difference to the data. For example, (in Math) in 2010 there were two girls and one boy in Grade Five, and the class had an average at the 51st percentile. During that school year, the boy left AIS for another school. The following year in Grade Six, the average of the class was at the 96th percentile.

Table H. AIS Performance in SAT Mathematics Examinations

	2013	2012	2011	2010	2009	2008	2007
Grade One	78	58	55	54	59	93	83
Grade Two	91	78	69	73	76	69	72
Grade Three	75	85	52	63	81	59	N/A
Grade Four	67	93	72	98	59	N/A	N/A
Grade Five	N/A	58	97	51	57	N/A	N/A
Grade Six	83	98	96	N/A	N/A	N/A	N/A

**The three highlighted sections of the above table highlight the three classes that have graduated from Aichi International School.*

Table I. AIS Performance in SAT Reading Examinations.

	2013	2012	2011	2010	2009	2008	2007
K-6	N/A	N/A	N/A	N/A	N/A	84	97
Grade One	73	60	52	61	57	80	62
Grade Two	60	41	43	47	60	40	50
Grade Three	30	48	30	43	63	55	N/A
Grade Four	30	48	38	78	32	N/A	N/A
Grade Five	N/A	25	77	55	34	N/A	N/A
Grade Six	46	72	68	N/A	N/A	N/A	N/A

**The three highlighted sections of the above table highlight the three classes that have graduated from Aichi International School.*



Due to the SATs being designed primarily for native English speakers in the United States, the elementary school faculty at AIS began to question the appropriateness of using it to assess the students. After initial discussions with WASC Visiting Committee in November 2013, followed by discussions within the faculty it was then agreed amongst the international teachers within the elementary school faculty that the school would move away from the SAT's, and that from February 2015, the students would take the International School Assessment. As well as being a more appropriate test; ie. not content driven, it also frees AIS from having to use a Social Studies program that is based around studying North America. As on April 2014, AIS has been able to implement an adapted version of the British Columbia curriculum for its Social Studies program, using a more Asian centered program of study, this allows students to learn more about the region that they are currently living in.

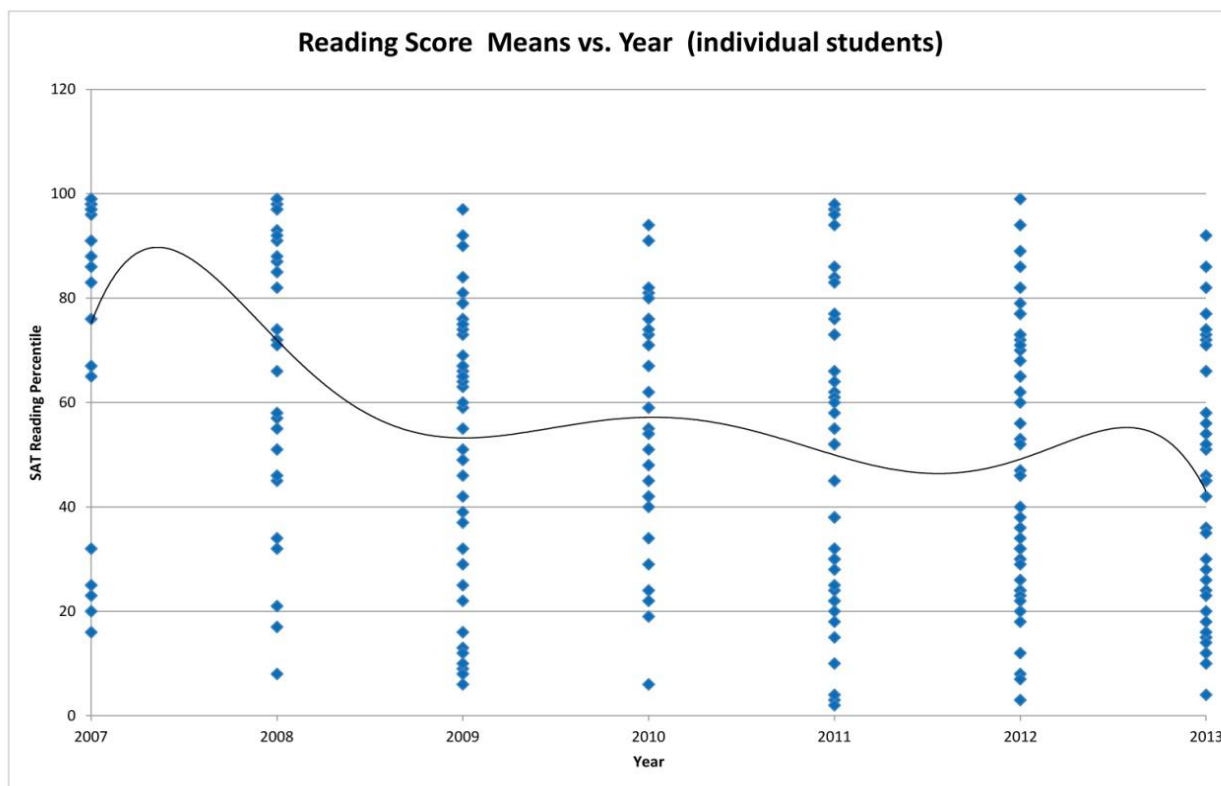
Table J. AIS SAT Reading Percentile by Grade and Year

		National Individual Percentile Rank of Class					Average
		2009	2010	2011	2012	2013	
Grade	1st	57	61	57	60	73	62
	2nd	61	47	43	39	60	50
	3rd	66	43	26	48	30	43
	4th	31	80	37	57	30	47
	5th	31	52	80	25		47
	6th			68	73	46	62
Weighted Average by class size		55	57	50	49	42	52

Reading results hovered around the 50th percentile for all students, primarily due to the fact that the majority of AIS students (both Japanese and Japanese bi-racial) go home and speak Japanese, based on the findings of both the Parent Surveys conducted in 2013 and 2014.



Graph K. AIS Student Reading Scores; Means v Year



In order to address this student underperformance in reading, AIS piloted the i-Ready online program for three months (June to September 2014). Students had access to this, either Math or English, both at school and at home. The feedback from parents was that students had been going home and taking the online lessons independently. Following the summer break the WASC Home Group collected responses about the students' use of the program at home, and asked for feedback from the various stakeholders within the school. The results from data collection were relatively inconclusive, with parents perhaps needing more of an explanation to fully understand the use and purpose of i-Ready. At the time of writing whether the school is to re-continue to use the i-Ready program is dependent on funding; who will pay (school, parents or both).

If students were to have access to both the Math and English lessons and online tests, then students would have access to online lessons, with the instruction audio as well as visual. With AIS accepting students regardless of student's and/or parent's English abilities, iReady would offer a program where students could study without the issue of their being a lack of English in their household. Based on the results of the student's i-Ready Diagnostic test, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding. Other initiatives, such as Starfall have been piloted by individual teachers in their classrooms as

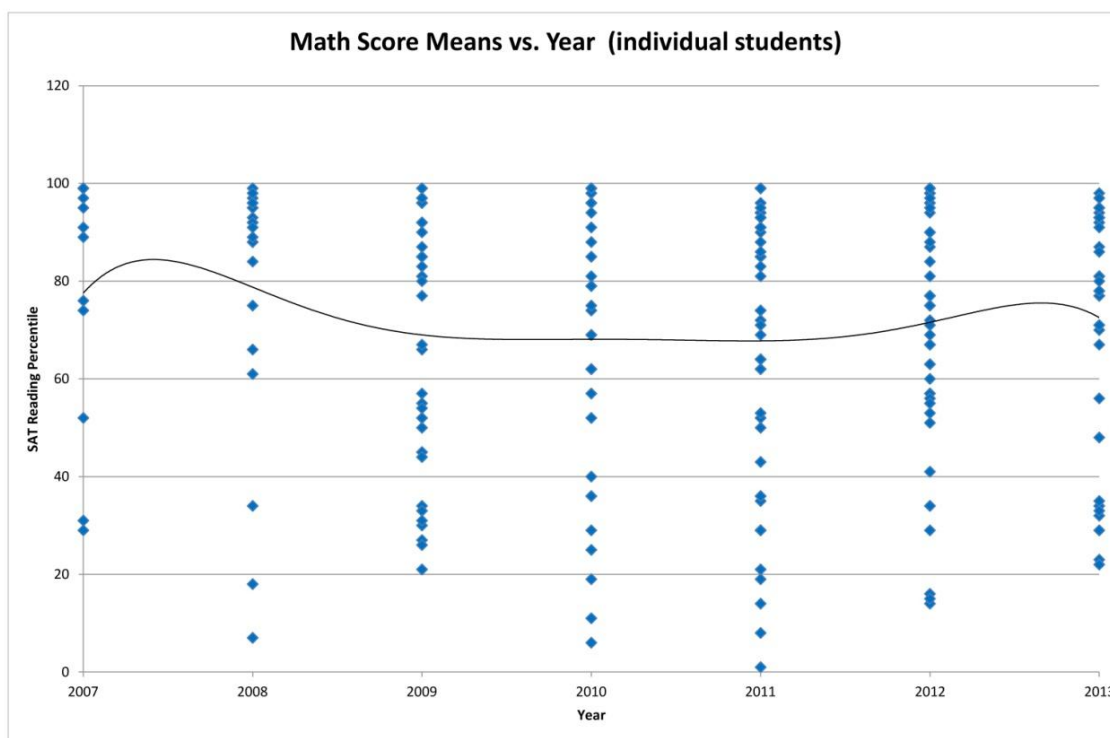


well. Parent Surveys show that only 13% of AIS students are exposed to English within their family time at home. As noted earlier in this report, most international families originate from non-English speaking countries, therefore at home students are learning/practicing the language native to that country; ie. Tagalog, Arabic, etc.

Participation in other reading initiatives has also been implemented, such as joining the Sakura Medal reading project, for international schools in Japan. Also, the Elementary School Principal has applied for the right to become a UNESCO Associated School. This would allow students the opportunity to participate in conferences, in English, such as one held in Nagoya in mid-November 2014. A major part of the preparation (for AIS students) for such an event would be to carry out independent research prior to attending the conference.

As part of the AIS Schoolwide Action Plan, professional development and collaborative planning time has been allocated to improving literacy skills at AIS. Outside resources, such as access to online learning videos/tools and presenters, have brought new ideas into the school with regard to alternatives for delivering lessons to students.

Graph L. AIS Student Reading Scores; Means v Year



Students overall performance Mathematics has consistently been good, with students having tuition in Mathematics in Japanese lessons at AIS (as part of the curriculum), and a number of the Japanese students attending cram schools in evenings and on weekends for extra Math tuition.



Obviously, with Mathematics there are fewer issues with English language, comprehension and vocabulary, etc. compared to the SAT Reading examination.

CRT (Japanese Assessment)

Similar to the SAT's, in Japanese, the students take a Criteria Referenced Test, every February. The following table shows the performance of the elementary school students in February 2013 and February 2014.

Table M. AIS CRT Performance

	Japanese Language		Social Studies		Math		Science	
	2014	2013	2014	2013	2014	2013	2014	2013
Grade One	90	115	N/A	N/A	101	113	N/A	N/A
Grade Two	108	106	N/A	N/A	107	99	N/A	N/A
Grade Three	84	103	86	94	98	111	84	100
Grade Four	104	101	96	101	117	101	106	95
Grade Five	N/A	94	N/A	99	N/A	93	N/A	109

**Scores are determined by the exam board, comparing each individual AIS student's score to the national average, then similarly comparing the AIS average score to the national average. Finally the school is provided with a mean for each grade and this score is either is above or below 100. The score reflects a plus or minus value; for example 85 points, means shows that the AIS average score was 15 points below the national average, similarly 132 points shows that the average AIS score was 32 points above the national average.*

The follow-up for the Japanese teachers has been to focus on improving reading comprehension in lessons. This has been done over the course of the first term in class, and then from the second term onwards the Sakura Medal project will incorporate this idea.

WASC Accreditation History

During the 2007/08 school year, AIS was awarded a three year term accreditation from WASC. Following this award, the long term principal returned to Canada, and subsequently the principal of the school changed twice in two years, plus the structure of the school changed on numerous occasions.

In March 2012, AIS was granted a one year extension to its accreditation, with a Visiting Committee to come to the school in the autumn of the following year. In November 2013, a WASC Visiting Committee completed a five day visit to AIS, and this resulted in AIS being awarded probationary accreditation until June 2015. Since the visit, new, experienced teachers have been appointed to teaching positions within the school, committees have been established



for Home and Focus Groups, plus this Limited Term Report has been prepared by the Elementary School Principal. Similarly, there is more experience and understanding of the WASC process, with only three teachers having never gone through the WASC accreditation process.

Student Involvement

Clubs

AIS has a number of after-school clubs available for student's to join. These are available for both the kindergarten and the elementary school students, and include a Board Game Club, Soccer, Art, Piano and Violin Clubs.

Also, there are language classes, such as Chinese lessons that students can enroll into, as well as classes to support students with their English studies, such as Eiken or ESL lessons. Teachers can make recommendations to parents that students should take ESL lessons; as time spent together with a teacher on a one-on-one basis may help with reading and writing difficulties, etc. However, parents have to pay a fee for lessons, therefore this extra support is optional. These classes are also extended to the outside community and non-AIS students can attend the classes.

Extra Curricular Activities

Aichi International School students have a field trip once a term in both the elementary school and the kindergarten. In the first term of the school year, elementary school students have the choice of staying overnight away from Nagoya. In May 2014 first to fourth graders went camping near Toyota, whilst 5th graders went to Kobe. Other times, students visit local places of interest around Nagoya city. Homeroom teachers have the responsibility for selecting a place to visit. There is a spreadsheet file on the school's Dropbox system containing information about where students have been previously, for teachers to refer to. The final approval for the destination, budget, is to be approved by the headmaster. Kindergarten parents are encouraged to attend and help on field trips, and attend if possible.

Similarly, throughout the school year AIS has a number of planned (put onto the school calendar at the commencement of the new school year) events. These events include a Halloween Party, a Christmas Musical and a Tanabata Festival (traditional Japanese event). Each of these events are chances for students to learn about Japanese culture, or cultures from outside of Japan. Secondly, the Christmas Musical, Speech Contest and Talent Shows are events where students can perform to an audience, thus they are opportunities to gain confidence when speaking, performing or presenting in front of others.

Through these events the school demonstrates its international outlook. Firstly, a number of these allow students to learn about 'other' cultures in preparation for the event. For example, cross-curricular work in Social Studies classes provides students with the knowledge required to access why AIS has a Thanksgiving event in November, plus a number of students have the opportunity to explain the meaning of Thanksgiving to the rest of the student body. Other annual functions such as Halloween, a Christmas Musical (in a theater), a Christmas Concert (outdoors) and a spring/Easter event also allow for students to learn about global ideas.



Events such as the annual AIS Thanksgiving Day Lunch provide students with the opportunity to learn about cultures outside of Japan.

Throughout each school year there are always new one-off ideas that are introduced to the students to allow them to learn about ideas or cultural events outside of Japan. In the 2014/15 school year the school opened earlier than scheduled to allow students eat breakfast with staff and watch a (soccer/football) live World Cup game, students entered an international school/student (Japan based) drawing competition, students carried out research projects (for their summer homework) about UNESCO landmarks (in conjunction with the school's application to become a UNESCO Associated School), and the school held a Movember competition throughout November.



Ice hockey game and football World Cup Breakfast; two events from the 2014/15 AIS calendar.



In November over twenty students opted to attend an ice hockey game along with a number of teaching staff. Again, this allowed students to experience something new, and something that is not traditionally a Japanese activity. In previous years students have attended Nagoya based professional baseball, futsal, rugby and basketball games, and have been able to meet the international players of the respective teams. The school also had a Chinese Day, in January 2014, to mark the beginning of the Chinese New Year, with all students wearing red, and the sub-contracted after-school Chinese teacher taking the weekly assembly. An Australia themed event was held in January 2015, to coincide with Australia Day, with all AIS students wearing green and gold/yellow.



Faculty and Staff

Currently Aichi International School employs twelve international teachers (8 elementary school, 4 kindergarten), five Japanese teachers (3 elementary school, 2 kindergarten), one headmaster (administrator), plus a part-time specialist violin teacher; she teaches nine elementary school violin classes as part of the regular timetable. For the 2014/15 school year, all of the teaching staff are all qualified teachers, with the exception of one kindergarten educator, who is in the process of acquiring her qualification via a long distance learning program. The school also employs a number of part-time instructors to teach the after-school classes of Art, Chinese, Piano and Violin, to both AIS and non-AIS students. In addition, there is a full-time office manager and a part-time janitor. The school has limited 24 hours surveillance. After school hours, one teaching member teaches ESL classes to non-AIS students (ESL lessons) and either another teacher or member of the administration team is based in the office to ensure that the school is locked and no one remains on site. The school does not have a nurse, but one teacher has received medical training from the US military, plus there is a hospital and a police station within 200 meters of the school in case of emergency.

Since the Visiting Committee came to AIS in November 2013, the number of administration staff has been reduced. At that time the Headmaster was a part-time position, with a General Manager and an Office Manager/Accountant also being employed. At the time of writing the school has dispensed with the position of General Manager, with the Headmaster now having sole responsibility for budgets, etc. The school hired a new Office Manager for the second term of the school year, as the previous one was absent from AIS for most of the first term of the 2014/15 school year due to health issues.

From the 2014 Student Surveys 90.2 of the Elementary School students are excited to go to school, and higher percentage of students (96.1%) enjoy being in school. However, from the Focus Group parent interview a concern was the teacher retention rate. Measures have been taken to ensure that the effective delivery of course content by highly motivated teachers, qualified in their respective fields and trained to address the various needs unique to AIS continues. The teaching staff, now have the option of signing a two year contract, rather than a one year rolling contract. Although the basic salary has not increased, the amount of completion bonus is now more than the previous contract's amount. With these improvements in the compensation package, the number of newly hired teachers for the 2014/15 school year is less than in previous years.

Table N. AIS Teacher Retention Rate

School Year	Total Number of Full Time Teachers	Number of New Teachers
2012/13	15	7
2013/14	15	7
2014/15	17	4
2015/16	17	5



Essentially AIS is a small school, with a limited budget for teacher recruitment. Of the four hired teachers for the current school year, two (one is Japanese) were already in Japan, and another was a teacher previously employed by AIS before going overseas. Only one teacher was hired from outside of Japan, and even then, they came to AIS from Thailand; ie. relatively local hire. All Japanese participants in the Focus Group interview struggled to understand that 3 years is the average for most teachers at an International school.¹ Of the five teachers leaving AIS in March 2015, three are returning to their home countries, one is leaving due to not wishing to complete the required teaching credentials, however at the time of writing, one wishes to stay but has been informed that their contract will not be renewed for the 2015/16 school year. The last case is contributes significantly as to why 58% partially agree and 23% disagree with the statement; “The teacher retention rate at AIS is adequate.”

In previous years there has been a high turnover of staff on a yearly basis, with potentially the quality of teaching instruction and the capability of building on previous year’s efforts diminishing. Whilst at the same time, funds used on hiring teachers on a yearly basis could have been used on areas that have been lacking funding and attention in previous years; professional development and implementation of IT.

The final decision about remuneration is decided by the President of the company. Japanese teachers and international teachers have different contracts. The Japanese teacher’s contracts is based on a traditional Japanese style, with the teacher receiving a bi-annual bonus, based on the company as a whole (three businesses, including AIS), performance. The international teacher’s contract is based on a more western style contract, with the teacher receiving a monthly salary, paid over 12 months, and a completion bonus paid after twelve or twenty four months (depending on whether the teacher has signed a one or two year contract).

Teachers work 200 days a year in 2014, with there being 180 days of education for elementary school students, and 184 for kindergarten students. The remaining 20 days are working days for teachers, for preparation, etc. A teacher receives 10 discretionary days a year, and is able to use them on these preparation days to have an extended vacation, however as established by Japanese Labor Law, employees cannot take these discretionary days until 6 months after the first day of the contract starting/work commencing. The hours that teachers work are recorded by clock in-out time card system, with a monthly 10,000 yen punctuality payment withheld, if a teacher is late three times a month. Teachers are contracted to work from 8am to 5pm, with the amount of contact time varying depending on the age of the students, but in general elementary school students arrive at 8.30am and depart at 3.50pm, and kindergarten students arrive at 9.30am and depart around 3pm.

Other schools around Nagoya contract teachers for a 40 hour working week, the same as AIS, but the working times vary depending on the school. Table O. is a comparison of teacher’s salaries and cost of attending schools within the same catchment area as AIS;

¹ – Average teacher tenure is 4.8 years in Europe; 3.4 years in the Middle East; 3.1 years in Latin America; 2.5 years in Asia; and 1.9 years in Africa. (Benson 2011).

**Table O. International School Salaries in Aichi**

School	Cost per student	Teacher Salary	Number of students on roll
Aichi International School	1,537,200 (K) 1,779,750 (E)	3,000,000 (plus experience based payments)	98
Abroad International School	1,020,000 (K & E)	3,000,000	50
Trinity International School	965,000 (K)	3,600,000	60
Kakuoan International School	835,800 (K)	3,600,000	60
Ueda	1,244,500 (K & E)	3,000,000	40
Aichi Kokusai Gakuen	1,296,000 (K)	3,600,000	31

*All salaries are based on per year. Please note that AIS is the only accredited school that has a policy to hire qualified teachers. All of the above schools are 'for profit' schools. Plus the data has been dependent on the availability of information, and AIS is only being compared to schools that have a similar size/capacity.

Outside of the AIS Community

Nagoya has around 40 international kindergartens, with only 3 schools (AIS being one) that offers a full G1-6 program. At junior high school level there are only two international schools that offer curriculums in English, with one of those having a high school program. At both of these schools the language of instruction is (basically) only in English.

Of the Japanese schools around Aichi, at the time of writing, none of them offer programs that have lessons other than English language classes, in English; ie. Math, Social Studies, Science are taught in Japanese. There are two schools that have English immersion programs, with one of them focusing heavily on English literature, however only returnee students or students of mixed heritage can take the entrance examination for that school. Therefore, only a small number of AIS students are eligible to actually take the exam. Another school is working towards implementing the International Baccalaureate program alongside a modified version of the Japanese national curriculum. However, the majority of AIS's students are likely to continue to enter Japanese private schools following graduating from the elementary school.

Since the opening of AIS's elementary school, a non-Japanese student has not graduated from the program at 6th grade level. Essentially this is because international families tend to only come to Japan for a short period of time, between 1-3 years usually, to work for their employer in the



Aichi region, before returning to their home countries. As a result the students who come to AIS from overseas tend to be; a. here for a relatively short period of time, and b. young (around kindergarten/early elementary school grade). Therefore, of the three graduations that have been held at AIS for elementary school aged students as of the present time, all of the students have been Japanese nationals.

Table P. Junior High Schools Entered by AIS Graduates

Year of Graduation	Number of Graduates	Junior High School Entered
2012	2	Ritsumeikan Junior High School (IB program, Kyoto based) Nanzan Women's Junior High School (Japanese)
2013	4	Nagoya International School (IB program) Toki Boy's Junior High (Japanese) Aichi Junior High School (Japanese)
2014	2	Nagoya International Junior & Senior High School (Japanese with a developing IB program) Oklahoma Christian Academy (USA based school)

Aichi International School's outlook is of an international nature, and the school encourages families to at least explore other possibilities away from the traditional Japanese schooling system. Speakers, such as Dr. Takahiko Hattori, have visited AIS to present about bilingual education, and, others to explain about boarding schools in Switzerland and Hawaii. Students have also visited international schools such as the Canadian Academy in Kobe (which offers boarding), but essentially as the majority of AIS graduates are likely to continue to be Japanese nationals, they are likely to enter schools where Japanese is the primary language of instruction.



AIS 5th grade students at the Canadian Academy School in Kobe, May 2014. As well as looking around the school, students were able to look at the boarding facilities. With so few international options around Nagoya, schools that offer boarding are real possibilities for students after graduating the elementary school at AIS.



As previously noted, AIS is one of only three schools that have a complete elementary school program, and of those schools it is the only one that offers a bilingual program. A recent trend has been that students from other international kindergartens have entered AIS at first grade level. Students have completed a kindergarten program elsewhere, graduated, then entered the AIS elementary school program in April. This is partly due to the increase in the number of international kindergarten school graduates around Nagoya, as shown in the table in the appendix; this table shows only the schools currently open and in operation. There will undoubtedly be more schools to open in April 2015, such as one that is planned for opening in Kiyosu in the north of Nagoya. Also, other kindergartens, such as Kakuoizan and Discovery and extended their premises, and opened second buildings due to the increase in the number of students attending those schools.

The increase in student numbers at AIS can also be attributed to the improvements in AIS's marketing; a newly developed website, Twitter and Facebook accounts, leaflet drops around the catchment area, Open House events, free days for students, the school appearing in a national newspaper and non-AIS families being allowed to attend events in and around the school, such as the annual Christmas Concert and Halloween events. The Teacher's Blog site alone had over 5,000 hits in the 2014 calendar year from sixty seven different countries.

However, despite the increase in interest in AIS from outside of the school, the key factor in having a Grade One class of a reasonable size is determined by how many students continue their studies at AIS after graduating from the Orca (kindergarten) class. Table Q. shows the number of students who have graduated the Orca (kindergarten) class at AIS, and then entered the Grade One class in the elementary school.

Table Q. Make up of AIS Grade One Classes

School Year	Orca Graduates <small>*Percentage indicates the retention rate into AIS Elementary School.</small>	Non-AIS kindergarten students entering Grade One
2010/11	12 (70%)	1
2011/12	11 (69%)	9
2012/13	10 (67%)	3
2013/14	3 (33%)	3
2014/15	9 (69%)	8

Over the course of the first term (April to July) of the 2014/15 school year, AIS had already started to receive applications for the Grade One class of April 2015. This was unprecedented, and highlights the importance of fostering good relations with other international kindergartens in and around Nagoya. This is an area where AIS would like reach out, and develop its communication (with other international kindergartens within the Aichi region). However, realistically this is a very difficult to do, with each school seeing others as competition. Therefore, it is highly unlikely that AIS will be able to establish a feeder school program with



other international kindergartens, nor meet with other schools, as takes place in Tokyo with the TAIP program (Tokyo Association of International Preschools).

Parent and Community Involvement

Throughout the school year there are opportunities for parents to get involved in school. These range from hands-on help, such as going on field trips with the kindergarten classes and attending the Halloween party, to simply supporting students by attending events such as the kindergarten concerts (in terms one and three), Sports Day, Christmas Musical, Science Expo and Speech Contest.

Previously the school had a PTA based on a class representative system, with a different parent each year being the PTA member. During the 2013/14 school year, this system was abolished. Firstly, many parents did not want to dedicate time to these positions, and secondly the PTA and the school's management could not work together effectively. Lastly, parents could not co-operate effectively with each other. For the past two years the school has held open meetings, inviting all parents to discuss and hear about the direction of the school. Through these once a term meetings, the school administration has been able to ask for parental support with bazaar sales, etc. The funds from these sales, was the majority of the money required to purchase the schools Google Chrome computers. There have also been substantial donations of iPads, a projector and screen, and a piano made to the school from AIS parents.

There are opportunities throughout the year for the local community to come into AIS to look around school. The school has annual events such as its Halloween party and Christmas Musical, where people can attend for free. Similarly, the Open House (school explanation event) provides opportunities for potential families to come and look around AIS. Also, in December 2013 over 40 AIS elementary and kindergarten students performed a mini-Christmas concert at a local shopping area, and this was repeated with over 60 students in attendance in December 2014. Previously a number of students had performed in a mall in Nagoya. AIS is trying to create opportunities for the local community, whether the children are Japanese or foreign nationals, to be able to attend.



Sixty five AIS students from the Orca class and the elementary school, performing at Hoshigaoka Terrace, a local shopping area, in December 2014.

In February 2015 there was an Open Day to allow AIS parents and the local community to come into AIS look around the facilities, as well as view students' portfolios, at a student led conference. Similarly in March 2015 there will be an Open School event to allow non-AIS students to experience a day at an international school. The language of instruction at these



events is English, and information is distributed to potential families via the school website and leaflets, in bilingual form.

School Facilities

Both the kindergarten and the elementary school are based in one building, with a custodian who works from 3am to 6pm every day looking after the cleanliness of the facilities.

The school has wireless internet, with a stationary projector in one classroom, a mobile project available for other rooms, and a projector with big screen is available in the multi-purpose/communally used hall. The new state-of-the-art building was constructed in 2005, and houses 12 classrooms, a library, concert hall, open-area learning centers, heated floors, and a courtyard. Directly across from the school is a large treed park (Nijigaoka Koen). The building was designed for 120 students in total. The school was designed as a kindergarten, with the original plan being for the school to be split over two campuses. The kindergarten would stay in the current building, with an elementary school and junior high school opening at a different location. Land had been chosen, plans and maps had been drawn up, but due to the financial implications Mr. Suzuki decided against continuing with these plans. The consequence is that AIS kindergarten and elementary school are housed in the same building, which was originally meant to be solely as a kindergarten.

Professional Development

The need for professional development opportunities along with time for collaborative planning within the school working day were highlighted in the WASC Visiting Committee Report of 2008. Then, in the November 2013 version they were listed as critical areas for follow-up. The school has created time between 4-5pm on Thursday afternoons for collaborative planning, WASC group meetings and professional development. The elementary school students have early dismissal on Thursdays, thus allowing for teachers to be able gather for an hour each week. Both a Professional Development Plan and a schedule for collaborative planning meetings have been devised as part of the school's Action Plan, see Appendix for a copy of the plan.

As the budget for professional development is limited the scope and scale of information that teachers have had access to is relatively small. For example, the budget will not be enough for staff to attend conferences outside of Japan. To this extent, the school has applied to become a JCIS (Japan Council of International Schools) member. This will allow the teachers access to professional development initiatives, within Japan. The outcome as to whether or not AIS can proceed with its application to become a member will be determined by the outcome of the AIS's WASC accreditation status. Also, online courses such as Smekens, have been identified as a possibility for professional development.

A longer term objective for AIS is to become an EARCOS member. Again, this would open conferences and workshops to AIS faculty members. However, even if an application was to be successful, whether staff could attend such events would again be determined by the budget made available.



II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Organizational Changes

Since the last full WASC visit, there have been several major changes:

Staffing

Aichi International School has welcomed a new full-time Headmaster, Mr. Inoue. In the 2013/14 school year he was employed on a part-time basis. For the first term, Mr. Kawai was the General Manager, with Mr. Inoue supporting him on a part-time basis. Then, Mr. Kawai left the school, and Mr. Amano took over as General Manager, again with Mr. Inoue supporting him on a part-time basis. At the end of the school year Mr. Amano left the school, and Mr. Inoue took over as the Headmaster of the school. Essentially, within this role Mr. Inoue controls the budget, admissions and has the final say on all matters. He is the direct link between the school, and the president of the owning company, Mr. Suzuki.

Mr. Coote was appointed to the position of Kindergarten Principal, in place of Ms. Patton. Due to teaching 2-3 year olds, Ms. Patton wished to focus her efforts on her class and the children, rather than split her time with administration duties, etc.

Several new teachers joined the school, both international and Japanese staff. The elementary school welcomed Mr. Collett and the kindergarten Mr. Niebuhr. Both hold teaching credentials from their respective home countries of Canada and the USA. Ms. Gayle was also appointed to a position in the kindergarten. At the time of writing Ms. Gayle does not hold a teaching license, but is enrolled on a Post Graduate Certificate of Education long distance learning course, to enable her to acquire teaching certification from the UK. Prior to the beginning of the school year Ms. Ong had already informed the school that she would be returning to Singapore, however she agreed to stay at AIS until June to allow for the transition with the new teacher, Ms. Chin, to go smoothly as she started at AIS in June. Lastly, a Japanese teacher, Ms. Inagaki, replaced Ms. Kondo, teaching within the elementary school at AIS. Ms. Kimura in turn replace Ms. Inagaki in the second term of the school year, after Ms. Inagaki decided to leave AIS.

Program Changes

Curriculum

The school has changed its standards to those of British Columbia. When the school was initially opened it was using the standards of Ontario. At that time Mr. Kim Lutz, Principal of Aichi International School, was from Canada, and AIS was based on a bilingual model, similar to those found in Canada. Since Mr. Lutz departed from Japan, AIS changed to match the standards of the California curriculum. This was essentially based on the idea that the school was using SAT's. With the school no longer tied to SATs (see next point, below), along with the lack of access or training for teachers about the Common Core, it seemed a logical time for AIS to break



away from the curriculum of California, and return to using standards that are more aligned to those of the mission and vision of AIS.

As there is a lack of funding available at AIS to put a new curriculum or standards in place, being able to offer the IB program or the International Primary Curriculum are not options for AIS. Besides the initial cost of membership, the management of AIS is not prepared to fund the purchasing of texts required for these courses or to pay the annual membership fees. Therefore, AIS is limited to using a state or national curriculum, as it is free. After looking at what other international schools offer, and why, it seemed that using the standards of the British Columbia curriculum were the best option for the school. In the short term, the resources that are already in AIS match a North American curriculum, and in the longer term it has been noted that the number of schools outside of Canada using Canadian provincial curricula at the kindergarten to grade twelve levels is growing in response to demand, especially in the Asia-Pacific region. There is a unique policy in place, where provinces accredit schools overseas. Again, depending on available funding, this may be a future possibility for AIS; to attempt to acquire accreditation.

AIS has made the transition from using SATs to the ISA test. Prior to the WASC Visiting Committee report, the school was already considering changing to another norm-referenced assessment, rather than continuing with the SATs. During the WASC visit, the AIS teaching staff were able to enquire and ask for ideas about what would be a good test to put into place (ie. what should replace the SATs). From the 2014/15 school year AIS elementary school students will take the International Schools' Assessment (ISA), as it is felt that that is a more appropriate test for an international student body.

The AIS kindergarten has never offered a formal test to students before, but it was felt by the senior teaching staff that an English based test should be offered to families, so that students have certification to document their achievements within the kindergarten program. As all of the current students within the kindergarten program are non-native English speakers AIS has introduced the United Nations Associations Test of English. This test offers parents and teachers a good indicator as to the students reading and listening abilities in English. It also allows those families who wish for their children to enter Japanese elementary schools, or return to their home countries, to leave AIS with a qualification, which can then be built on when (Japanese) students take Eiken or STEP tests at a later date. This data can also obviously be passed on to the AIS elementary school teachers with regard to students entering the AIS elementary following graduation from the Orca class.

With AIS students no longer taking SATs the elementary school Social Studies program is no longer tied to focusing on an American centered course; ie. to provide students with the knowledge to be able to answer the questions on the SATs. Therefore, amendments were made to the Social Studies program, with a curriculum being developed around a more Asian-centered scheme of work. Texts were purchased to support this program, with the already existing Houghton and Mifflin texts still used to teach concepts such as government, city, country, etc. The curriculum is more appropriate for students currently living in Japan, the majority of which are Japanese.

Resources

Recently the students have benefitted from a surge in access to information technology within the school. Funding from the PTA, combined with private donations from parents, have allowed



AIS to acquire 14 computers. This was combined with a strengthening of the school's infrastructure and implementation of various security and safety measures to ensure student safety. Having this technology in school has allowed for the elementary school to pilot the use of the i-Ready program in term one of the 2014/15 school year, and to have contact with overseas students via Skype.

Students have been using the devices to carry out guided independent research for projects such as the annual Science Expo and Speech Contest. Using Google Education Services has allowed for real-time online peer to peer and teacher to student collaboration, revision and editing. In addition, a number of educational applications have allowed for students to take part in simulation activities in Mathematics and Science (such as simulations of cell interiors or of the solar system), facilitating student centered learning of these topics.

Devices are kept in an easily accessible changing station off the main hallway. Devices are taken by teachers or students into their classrooms for use. Increasing access to ICT within the school is in direct response to the 58% who partially agreed and the 16% who disagreed that their children had adequate access to IT at AIS, from the 2014 Parent Survey. As such, further investment is required in IT, not only for students, but AIS teaching staff as well. At the time of writing the school is in the process of acquiring four new laptop computers for the teaching staff.

However, the integration of IT into student learning remains limited by a number of factors. As of this time, no budget has been allocated for IT and any budgeting process is not made transparent to staff. All IT equipment and hardware have either been the result of private parent or PTA donations, or has been the result of legacy equipment; from other businesses within the Fourin group. Acquisition of new equipment is dealt with by individual requests to management. This has prevented prioritization of IT development needs and the creation of an IT development plan, to include the replacement of aged teacher laptops, acquisition of enough tablets to satisfy student needs, installation of projectors in all classrooms, professional development and training on integration of IT into teaching, and the installation of a more secure Wi-Fi network that would allow for wireless roaming. Until a budget for IT is set with the discretion of the IT coordinator, it will be impossible to reach these goals.

Similarly, at the present time, AIS is in the process of applying for a Physical Education grant from the Presidential Youth Fitness Challenge organization. Again, this is with a view to improving and upgrading the sports equipment available at AIS. Despite the student number having increased by 34% between April 2013 and January 2015, plus the school being 16 students over the break-even point, the school has been operating on a 20% spending reduction in the 2014/15 school year, compared to the 2013/14 academic year.

Administration

The maintenance of the school website has been taken over by the Elementary School Principal (English version) and a member of the elementary school teaching staff (Japanese version). From the initial feedback from guests and visitors it has been commented on that the new-look website is easier to follow, more eye catching, more informative and is updated more frequently than ever before. The developed website is also connected to the increase in international visitors to the school, as they can access information about AIS prior to visiting the school.



Student portfolios have been introduced and implemented, with the goal to be that student led conferences become an integral part of the AIS calendar. For the 2014/15 school year a Friday evening student led conference will be piloted. The portfolios also ensure that all AIS students have a body of work to take with them upon departure from AIS. Teacher folders have been implemented so that visitors can get an idea of who the teacher is, and what is going on in the classroom, as well as their pedagogy.

A Safety Plan and resources have been implemented as prior to the last WASC visit there was no plan in place and information was passed down orally; new teachers were unaware of the procedures. Similarly, first aid kits are now fully stocked, and others have been ordered.

Internationalism

The majority of students at Aichi International School come from families where at least one parent is Japanese. However, as mentioned earlier in the report, the school is truly an international school, and over the course of the 2014/15 there has been a conscious effort to make links with other international schools in Japan, and to join international projects.

In June 2014 AIS joined the Sakura Medal scheme; a book reviewing project involving international schools around Japan. Similarly students between the ages of 4-12 were able to enter a drawing competition organized by Kyodai Remittance, for international school students in Japan. AIS submitted an application to become a UNESCO Associate School; if successful, students will have access to the UNESCO ASP net, plus they will be able to attend conferences such as the one in Nagoya in November 2014 for school students, in English.

As Nagoya has only one school with an international program for both junior high and high school, grade five students visited The Canadian Academy in Kobe in May 2014, as part of their overnight trip to Hyogo, to view the boarding facilities, as well as take a tour of the campus, classrooms and sports facilities.

In March 2014, nine elementary school students went to Ipswich, Australia, for a seven day homestay experience. The students attended regular lessons with the local students, and stayed with local families. This was the first time that AIS had ever organized such an excursion overseas, and it offered AIS students the chance to fully immerse into a total English environment, where they could use their English language skills in lessons (where obviously Japanese nationals are not the majority of students present in the classroom).

At the time of writing it should be noted that only three of the ninety-eight students on roll are native English speakers, and that when returning home the other ninety-five students are primarily speaking Spanish, Portuguese, German, Tagalog, Thai, Korean, Cantonese, Arabic and . Even students from families where one parent is English, Australian or American are likely to be using Japanese the majority of the time as it is the mother who is Japanese, and that is who the child spends most of their time with, as the father is at work. Although opportunities such as the homestay are available to all families, with the majority of international families being in Japan for the short term, 1 to 3 years, they are unlikely to take up such opportunities.



AIS students were able to enter a full range of lessons at West Moreton Anglican College, in Queensland, Australia, in March 2014.

Such study trips as the one to Queensland in March 2014 are likely to be exclusively attended by Japanese students, and this is again the indication for if a trip is to be organized for March 2016. However, it is important to note that this kind of homestay trip is different to a one organized by a private or public school. Essentially Japanese school students attend homestays to develop their English language skills through intense ESL lessons, etc. The purpose of AIS's homestay practice is to allow students to gain exposure to all subjects in English, interact as part of a much larger community, and participate in a whole range of extra-curricular activities and free time activities with their homestay family.



III: Process for the Development of the Progress Report

- Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.
- Describe the process to present the progress report to the governing board.

Follow Up Process

The Limited-Term Progress Report was prepared by the Elementary School Principal. He was assisted by a member of teaching staff from the kindergarten who has had experience of the WASC process at his previous school of employment.

With the school administrators allowing for collaborative planning time on Thursday evenings it was possible for the Elementary School Principal to establish both Home and Focus groups to aid with the research, documentation and writing of the report. With the previous WASC report this had not been possible as teachers simply had a full working load, plus other existing commitments at school, and were therefore unable to contribute as much as was needed.

During the first term of 2014, the Elementary School Principal presented to the teaching staff, then to parents, in two separate meetings the Critical Areas for follow up that were recommended by the last WASC visiting team. Additionally, the Action Plan was distributed to the Headmaster for review, and to discuss with the President of the company. As different members of staff were assigned to Home and Focus groups there has been discussion on identifying specific members to help write portions of the report. The Leadership Team did not establish focus area leaders, but there are plans to have those leaders in place for future WASC visits.

During the fall of 2014, Home Group members were asked to help gather input regarding the formation of this limited term progress report. The goal was to include input from as many different perspectives as possible. The Home Group was also responsible for gathering data from parents. The input from staff was collected and organized by the Home Group, then passed onto the Elementary School Principal. A draft of the limited term progress report was distributed to administrators and teaching staff for review and feedback.

The members were asked to evaluate the limited term progress report from the perspective of; *“Does this report accurately reflect the state of our school ?”* The Elementary School Principal revised this first draft a few months before the WASC visit.

School's Response to progress on the School's Action Plan

From the initial WASC visit in 2008 there were too many Critical Areas for the school to address, plus there was a period of more than four years when no time or resources had been allocated to working on the WASC self study report. With the school not having had any outside guidance, such as access to professional development etc., it was always going to be a challenge to develop a self study that addressed all of the Critical Areas highlighted in that initial report.

Following the WASC Visiting Committee report of November 2013, the school was able to focus its attention on just four Critical Areas, and these have been addressed in the school's Action Plan, but Professional Development for example, is still in its infancy at the time of writing.



IV: Critical Areas for Follow-up Progress

- List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.
 ➔ **Note:** The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.
- Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

School's Progress on Critical Areas for Follow-Up

Critical Area #1.

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

The Elementary School Principal reviewed the existing mission statement, and revised the statement, as well as developed a vision statement. 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 in May 2014, with a letter explaining about what the statements are, going home after the meeting (in both English and Japanese). Lastly, the mission and vision statements were added onto the school website for the general public to be able to view, plus copies of these statements have been issued to staff for their handbooks. For the 2015/16 school year this will be extended to having the information in the Parent Handbooks, in both the kindergarten and elementary school editions.

Critical Area #2.

2. Correlate the student learning outcomes (ESLRs) 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 ESLR's were reviewed and revised by the staff at AIS. Then the WSC Focus group ensured that; (1.) ESLR's are visible in classroom, on corridor and in communal areas, (2.) ESLR'S are in student homework planners (elementary school), in daily planners (kindergarten) and portfolios, and (3.) the curriculum is tied to the ESLR's.

The school developed student portfolios to show how students are working towards achieving the ESLR's in the 2014/15 school year. An open evening was set up to allow parents (especially those who work during the day time) the opportunity to come and view students' work, portfolios and ask questions (to the students) about when, why and how they had been studying this year.

The ESLR's have become a focus of teacher's collaborative planning time on Thursday evenings,



with some time allocated to review past experiences at AIS; eg. have made a document to record where classes have gone on field trips, and will use this document to aid teachers where to go this year, but also to show how they should consider the ESLR's when choosing a location for a field trip.

Curriculum mapping has been introduced into the school with each teacher producing a map for their homeroom class, and/or their areas of the curriculum. Again, these have been developed based around the ESLR's on the school.

At the present time the Elementary School Principal is in the process of transferring the AIS curriculum onto the British Columbia curriculum. The kindergarten process has already been completed, as essentially there is only one class, the 5-6 year old one that the BC curriculum is applicable to. The younger classes' curricula are based around a one devised by AIS teachers over a number of years (a backwards design). Over the course of the 2014/15 school year the kindergarten teachers have been working on mapping for their individual subjects, and cross referencing their curriculum for each age to ensure that by the time the students complete the year, they have the necessary knowledge and skills to progress to the next year.

Critical Area #3.

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

Critical Area #4.

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

Following discussions between the Elementary School Principal and the Headmaster it was agreed that time could be allocated during the school day for professional development and collaborative planning to take place. This was then relayed to the President of the school, who approved having an early finish for students on Thursday afternoons to allow for time for staff training and planning. The need for time to be allocated for both of these critical areas was highlighted in the school's first WASC visit, as well as the one in November 2013. As a result both the Headmaster and the President understood that this has been a need for some time that has gone unaddressed.

As with new projects at AIS, the budget is reflective of the tentative nature of the school in terms of investment. The Professional Development budget is somewhat limited. It will allow for teachers to be able to access courses within Japan, but will not be sufficient to pay for teachers to attend conferences overseas, such as EARCOS, etc. Therefore, the school's application to become a JCIS member is important, as it will allow teachers to access professional development opportunities within Japan, which the professional development funds should be adequate enough to cover.

Secondly, AIS has been looking to bring specialists into the school to work with the teaching staff. For example, professionals in bilingual education have been approached about doing some professional development work with the teachers, such as the supplier of the i-Ready program, and Dr. Takahiko Hattori. Teachers have been able to access low cost online professional development opportunities, such as the Smekens WebPD, The Presidential Fitness Challenge online resources and the online resources of the British Council. Lastly, with Thursdays being



allocated as an early finish day, there is also the option for teachers to do in-house training.

Similarly, collaborative planning has taken place on Thursdays, following the earlier dismissal of the AIS elementary school students. For a full overview of the timetable for professional development and collaborative planning please refer to the Professional Development Plan in the Appendix.

Obviously, in trying to address these two Critical Areas time and money are two of the key considerations, as well as retaining key members of teaching and administration staff. To this extent, the next stage has to be for a visible budget to be allocated, and clearly defined to meet the needs to the teaching staff and the school's action plan. At the present time the allocation of funds for all projects, including PD, is decided by the Headmaster.



V: Updated Schoolwide Action Plan

- **Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment on the integration of plans into one single schoolwide action plan.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Following the last full WASC visit, staff prioritized the committee's Key Issues and began to address each item in accordance with the timelines established in our Action Plan. Our action plan is monitored regularly by the Elementary School Principal, the site Headmaster and staff. Plus, at least annually by the President, via meeting with the Headmaster.

Our action plan is broad and encompasses a wider spectrum of our school improvement efforts, although this too is primarily focused on student academic achievement. Staff at Aichi International School have always viewed the Action Plan as a continuum, not a finish line, as we are always seeking improvements to our school, our programs and our student's academic achievement results. As such, we are constantly updating the Action Plan, whether formally editing or simply exploring new methods or strategies to implement. There are two factors that hinder these efforts. Firstly, there is a lack of finance to support professional development, for new resources, etc. thus members of the WASC Focus group are in the process of applying for grants to fund key areas of the curriculum, such as PE.

Although the school vastly increased its number of laptops and Ipads in the school, we must note that the majority of these were donated by parents or mainly funded by the efforts of the PTA. Secondly, the school continues to have a one-top, top-down system. For the 2015/16 school year the President of the company had decided that there would be no Jellyfish class. Not one member of teaching staff was in agreement with that decision, as it was felt that simply cutting out the youngest class in the school would not be a good idea, even if it is for squeezing a grade six class into the building for the new academic year. Simply if there was no Jellyfish class, when siblings wished to join AIS, if one was 2-3 years old, and could not enter, then both children would go to another school. Also, by having a 2-3 year old class, AIS is able to offer parents a complete ten year program, which is relatively unique in Nagoya for international education.

This form of leadership continues, although much less than before, to be a crux of AIS, as one person basically having the final say on all matters, even though their position is the owner of the school, and they rarely visit the school due to health issues. Control of the budget impacts other areas of the school, especially staffing and the number of teachers made available for the number of classes.

Despite these two hindrances the Elementary School Principal has applied for JCIS status, to allow teachers to have professional development opportunities. Similarly the school has applied for UNESCO Associated School status, has become a member of the Presidential Youth Training Program, and has been able to secure a weekly time when teachers can collaboratively plan. Prior to the November 2013 WASC visit, the school wide action plan was broad, covering all of the nine critical areas for follow up, from the November 2008 visit. After the visit in 2013, the Elementary School Principal tried to develop a more concise and focused action plan, based around the four critical areas for follow-up.



As new programs are introduced into the school, and the number of students attending AIS continues to increase, it is period of improvement for the school. However, there is still a lot of scope to continue with these plans in the future.



Appendices





Appendix A. Supporting Documentation.

- I. Action Plan – Aichi International School 2013/14.
- II. Action Plan – Aichi International School 2014/15.
- III. Mission and Vision Statements
- IV. ESLR Poster.
- V. Teacher’s Portfolio Checklist.
- VI. Teacher Contract.
- VII. PD and Collaborative Planning Doc.
- VIII. Enrolled Students 2014/15
- IX. AIS 2014/15 Calendar.
- X. AIS Leaflet (for promotional purposes).
- XI. Additional AIS literature (Enrichment programs)
- XII. Newspaper report (in Japanese) about AIS.
- XIII. Presidential Youth Fitness Program newsletter; AIS as the ‘Featured School.’
- XIV. Table of International Schools in and around the Aichi region
- XV. WASC Focus Group Results
- XVI. Cross-Curricular and Co-Curricular Activities



XVII. Elementary School Parent Handbook 2014/15

XVIII. Kindergarten School Parent Handbook 2014/15

Aichi International School has a 4 member WASC team, composed of the Elementary School Principal, a kindergarten teacher (with previous WASC experience), an elementary school teacher and the kindergarten principal.