

Summary of

Council of International Schools Accreditation Report

Tsukuba International School
June 2018



History of our Engagement with the Council of International Schools

December 2014 - Application for CIS Membership

May 2015 - CIS Membership Visit

July 2015 - Achieved **Membership** in CIS

May 2016 - CIS Preliminary Visit

July 2016 - Achieved **Candidacy Status** for CIS Accreditation

April 2018 - CIS Evaluation Visit

June 2018 - Achieved **Accreditation** by CIS

Major Commendations

This section details the areas in which the school excels.

Major Commendations: Guiding Statements

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The team commends **TIS** for developing a thoughtful and comprehensive **definition of international-mindedness** which represents community values.

The team commends **the TIS community** for **embracing the notion of international-mindedness** and for their commitment and passion to develop and embed these traits throughout the life of the school.

Major Commendations: Teaching and Learning (PYP)

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The team commends **the PYP staff** on their commitment to **developing their own Curriculum Overview** to cater for the learning needs of their diverse student body.

The team commends **the TIS students** on the confidence with which they can **articulate their learning**, showing their level of understanding.

The team commends **the teachers** for **designing meaningful assessment tasks** that allow students choice for demonstrating their learning in a variety of ways.

Major Commendations: Teaching and Learning (MYP)

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The team commends **the leadership and staff** for their efforts in **providing a varied range of engaging activities in the curriculum** to meet the social, emotional, and physical needs of its students.

The team commends **the school staff** for the **extracurricular activities** available (given time and facility constraints) to meet the needs of its diverse student population.

The team commends **the leadership team** for introducing and using **ManageBac** to provide real-time progress and comments to MYP and DP students and their parents.

Major Commendations: Teaching and Learning (Whole School)

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The team commends **the staff** for the manner in which **Japanese culture is integrated** into the student learning about international-mindedness.

The team commends **the Senior Leadership Team** for creating a school culture where **continuing professional learning** for teachers is able to drive curriculum development.

Major Commendations: Governance and Leadership

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The team commends **the board** for the development of a **Governance Handbook**.

The team commends **the board** for the appointment of a **Board Liaison Officer** whose role it will be to communicate the board's decisions and policies to the wider school community.

The team commends **the Principal and the board** for the development and maintenance of a **mutually respectful relationship** that benefits the school.

The team commends the **Principal** for the **passion, dedication and commitment** she brings to the role of Principal of TIS.

Major Commendations: Faculty and Support Staff

The team commends **the Administrative Team** for writing a comprehensive **Hiring Policy** which outlines the philosophies, procedures and screening checks that are in place to ensure high quality staff of sound moral character are recruited to work at TIS.

The team commends **the Administrative Team** for improving the documented staff **Job Descriptions and Terms of Employment** outlining specific responsibilities thus resulting in greater clarity for staff.

The team commends **the teachers** for developing **respectful and meaningful working relationships with students**, which are aligned with the vision and mission and make students feel supported and nurtured within the learning environment.

The team commends **the staff of TIS** for contributing positively to a **culture of mutual respect**, with positive morale engendered amongst colleagues.

Major Commendations: Access to Teaching and Learning

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The team commends **the teaching staff** for their extraordinary effort to assist parents in identifying the **best possible support system** for their child's learning needs.

The team commends **the TIS community** for its contribution to creating a **safe, inspiring, and compassionate learning environment**.

The team commends **the TIS staff** for being **open and approachable** in communication with all members of the school community.

The team commends **the school leadership and staff** for successfully creating **meaningful links with the local culture** through their Enrichment Programme.

Major Recommendations

This section details the areas in which the school should focus on improving over the next five years.

Major Recommendations: Guiding Statements

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The team recommends that the SLT establishes a system to **monitor the level of support for the school's guiding statements**.

The team recommends that the Principal, through a consultative process, **reviews the current vision and mission statements** to ensure they are aspirational, drive decision-making processes and outline clear expectations for student learning now and in the future.

The team recommends that the SLT collects and analyses survey data from all stakeholders to help the school **assess its success in achieving its aims as laid out in its guiding statements**.

Major Recommendations: Teaching and Learning (PYP)

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The team recommends that the teachers and SLT agree on **common school philosophy of teaching and learning** throughout the PYP years.

Major Recommendations: Teaching and Learning (Whole School)

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The team recommends that the curriculum coordinators consider a focus for school-wide professional development (PD) on **differentiated student learning** to support the development of vertically-aligned philosophy and teaching strategies.

The team recommends that the curriculum coordinators facilitate the completion of **vertical curriculum documentation** across all subjects.

The team recommends that the Senior Leadership Team use **a more strategic approach to PD** that incorporates analysis of student data, review of the school's goals, and the teacher appraisal process.

Major Recommendations: Teaching and Learning (Whole School)

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The team recommends that the teachers decide on common strategies and **coordinate support for students with learning differences**, both for those who need additional support and those who need extension.

The team recommends that the teachers agree on strategies and vertically align **support for students for whom English is an additional language**.

The team recommends that the Senior Leadership Team puts in place an effective system for **recording student achievement** in order to track and analyse student progression.

Major Recommendations: Governance and Leadership

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The team recommends that the board undertake proposed **formal orientation and training** for board members as a matter of priority.

The team recommends that the board introduce **succession planning** for the positions of Board Chair and Principal.

The team recommends that the board and the Principal clarify their **individual responsibilities** using the Governance Handbook as a reference.

The team recommends that the Senior Leadership Team develops and implements a systematic and regular **appraisal of the board's effectiveness**.

Major Recommendations: Governance and Leadership

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The team recommends that the board and the Senior Leadership Team proceed to **surface both the PYP and MYP playing fields** as a matter of priority.

The team recommends that the board engages with all stakeholders to finalise, communicate and implement a **strategic plan** linked closely to the school's guiding statements.

The team recommends that the board ensures that the school's **educational and financial plans are communicated clearly** and regularly to the members of the school community.

Major Recommendations: Faculty and Support Staff

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The team recommends that the Senior Leadership Team implements an **effective appraisal/performance management programme** that helps to build teacher capabilities and has direct effect on student learning.

The team recommends that the board and Senior Leadership Team finalize the **staff salary scale**, and communicate this information to staff in advance of employment or renewal of their contract.

The team recommends that the board and Principal monitor and review **staff compensation packages** to ensure they are adequate to allow the school to recruit and retain appropriately trained staff.

Major Recommendations: Access to Teaching and Learning

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The team recommends that the Senior Leadership Team ensures that the teachers who are supporting students with special learning needs, have access to relevant **special education training**.

The team recommends that the Senior Leadership Team plans for a more effective support system for **students with additional learning needs** within the school.

The team recommends that the Senior Leadership Team seeks to increase the level of **counselling services** to support students' well-being and to provide teachers with guidance when needed.

Major Recommendations: School Culture and Partnerships for Learning

The team recommends that the Senior Leadership Team should listen to **staff voice** as a method of improving staff well-being and morale.

Major Recommendations: Operating Systems

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The team recommends that the SLT should finalize and implement a new **maintenance plan** that will allow for repair and maintenance tasks to be prioritized and efficiently carried out.

The team recommends that the SLT develop and practise a **Crisis Management Plan** as soon as feasibly possible to provide a clear framework for action in the case of an unexpected crisis causing serious injury or death.

Where do we go from here?

Where do we go from here?

The school's Senior Leadership Team and Board will review the commendations and recommendations and consider how to include the feedback from CIS into our operational and strategic plans.