

School Name:	Tsukuba International School
Date of Completion of the Visiting Team Components:	April 27, 2018



The Reporting Booklet
for
THE CONCLUDING STATEMENTS
(FOR COMPLETION BY THE VISITING TEAM ONLY)

First Component – THE MAJOR COMMENDATIONS AND RECOMMENDATIONS

Second Component – THE CONCLUDING STATEMENT

Third Component – THE LIST OF TEAM MEMBERS

FIRST COMPONENT: THE COMPILED LIST OF MAJOR COMMENDATIONS AND RECOMMENDATIONS

The team should insert, using the headings below, its compiled list of the major commendations and recommendations chosen by the whole Visiting Team at its final full meeting.

The points chosen for inclusion here should be taken verbatim (both text and reference number) from the Significant Commendations / Recommendations in various Sections of the Report and listed under the following headings. The number of Major Commendations / Recommendations under each Section heading may be one, more than one, or none.

Major Commendations:

SECTION A

Standard A2-a,b,c

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

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.

SECTION B – Horizontal – PYP

Standard B1-a

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

Standard B2-a

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

Standard B8-c

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

SECTION B – Horizontal – MYP

Standard B2-b

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.

Standard B4-a

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

Standard B10-a

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

SECTION B – Vertical

Standard B1-c

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

Standard B9a,b,c

The SLT for creating a school culture where continuing professional learning for teachers is able to drive curriculum development.

SECTION C**Standard C1-a**

The board for the development of a Governance Handbook.

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.

Standard C2-b

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

Standard C3-a-f

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

SECTION D**Standard D1-a**

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.

Standard D1-d

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

Standard D2-d

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.

Standard D4-c

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

SECTION E**Standard E1-b**

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

SECTION F**Standard F1-a**

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

Standard F2-a

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

Standard F3-a

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

SECTION G

None

Major Recommendations:

SECTION A

REC A1-b

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

REC A1-c

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.

REC A1-e

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 GS.

SECTION B – Horizontal – PYP

REC B9-c

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

SECTION B – Vertical

REC B2-a,b,e

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

REC B3-a-f

Curriculum coordinators facilitate the completion of vertical curriculum documentation across all subjects.

REC B5-e

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

REC B6-c

The teachers should decide on common strategies and coordinate support for students with learning differences, both for those who need additional support and those who need extension.

REC B6-d

The teachers should agree on strategies and vertically align support for students for whom English is an additional language.

REC B10-a

The SLT to put in place an effective system for recording student achievement in order to track and analyse student progression.

SECTION C

REC C1-e

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

REC C1-f

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

REC C2-b

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

REC C4-a

The SLT develops and implements a systematic and regular appraisal of the board's effectiveness.

REC C5-a

The board and SLT should proceed to surface both the PYP and MYP playing fields as a matter of priority.

REC C5-b

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

REC C5-d

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

SECTION D**REC D1-e**

The SLT should implement an effective appraisal/performance management programme that helps to build teacher capabilities and has direct effect on student learning.

REC D3-c

The board and SLT finalize the staff salary scale, and communicate this information to staff in advance of employment or renewal of their contract.

REC D3-e

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

SECTION E**REC E2-a**

The SLT ensures that the teachers who are supporting students with special learning needs, have access to relevant special education training.

REC E2-b

The SLT to plan for a more effective support system for students with additional learning needs within the school.

REC E4-a

The SLT seeks to increase the level of counselling services to support students' well-being and to provide teachers with guidance when needed.

SECTION F

REC F1-b

The Senior Leadership Team should listen to 'Staff Voice' as a method of improving staff well-being and morale.

SECTION G

REC G2-a

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.

REC G4-b

The SLT should 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.

SECOND COMPONENT: CONCLUDING COMMENTS

Tsukuba International School (TIS) presents as a school that is justly proud of its short history, its many achievements and of all who make up the school's diverse community. The accreditation process has served the school well and provided an opportunity for meaningful dialogue between the students, staff, administrators, parents and the board. Preparation for the Team Visit and preparation for IB authorizations has provided the opportunity for the school to look closely at its operations and make detailed plans for improvement in the future. These processes have also allowed the school to reflect on its many strengths and to celebrate these with the school community. The Visiting Team (VT) was struck by the strength of the family and community feel in the school. This is one of the reasons why many families are choosing to educate their children at TIS.

The VT members were impressed with the friendly, articulate and enthusiastic students who were actively engaged in their learning and enjoying positive and respectful relationships with their teachers and their peers. The VT also noted the safe and caring learning environment that supported student learning and well-being at TIS.

The TIS guiding statements are in need of review. They must permeate all school operations if they are to continue to have a positive impact on the education of all students and the school's quest for continuous improvement. It was obvious to the VT that the school demonstrates a genuine desire to develop a spirit of internationalism and interculturalism in its student body.

The VT appreciates and thanks TIS for its commitment to the accreditation process and for engaging in a thorough and rigorous self-study. The organisation and presentation of the self-study and the associated evidence was highly satisfactory. Planning documents, samples of student work, assessment results and reports assisted the VT's understanding of teaching and learning at TIS. The VT's impressions of the school were generally consistent with those expressed in the individual reports. On the whole, the VT agreed with the accuracy of the ratings in the self-study.

The VT also noted that attempts had been made to address the areas of suggested action made in the Preliminary Report but that others had received little attention. Part Three of the self-study outlined action plans for a considerable number of initiatives. It is the view of the VT that these plans should be rationalised into a manageable and synchronised format, so that each is implemented in a thorough and logical manner.

It was very apparent to the VT that the board and the school Principal enjoy a positive working relationship, and this in turn manifests itself in a well administered school that lives out the spirit of its guiding statements. There is evidence that the school has a clear vision for the future and plans for school improvement. The VT also noted that there are grounds to be confident that future plans will come to fruition due to the management abilities of board members and the prudent financial skills of the school's administration, the Principal, school and finance managers in particular.

The VT report contains commentary and advice from professional peers reflective of the school's current stage of development. There are many signs that TIS has the vision, human resources and ability to act on the recommendations to be found within this report. There are grounds to be confident also that the administration, with the support of the board, will continue to develop effective strategies to allow the school to achieve its goals.

On behalf of all members of the Visiting Team, I wish to thank all members of the TIS community for their frankness and the friendly way in which we were received. Nothing was too much trouble and the Visit ran very smoothly. We extend our thanks to Shaney Crawford, the TIS Principal, for all her support in arranging the many details of the Visit. We extend sincere thanks to Joanne Handa, the School Manager for her excellent administration (and beautiful food), Peter Congreve, the Chair of the Self-Study Committee and the TIS school community for their warm welcome and their preparedness to speak so honestly about their school in the spirit of self-improvement.

To the VT, I offer my thanks and appreciation for their hard work and the high degree of professionalism they have demonstrated throughout the week. My special thanks to Brenda Cook, Co-Chair, for the support she has provided to me and all members of the team. This was an excellent team. There was a good balance of skill and experience, and the level of support the team members supplied for one another was exceptional. All members of the team contributed their considerable talents and experience to producing a final report that we are confident will assist TIS to make sound educational decisions as it moves forward.

The VT wishes Tsukuba International School every success as it continues its pursuit of excellence and school improvement.

Richard Bennetts
Team Chair
27 April 2018

THIRD COMPONENT: LIST OF TEAM MEMBERS

Please do not indicate which members of the team drafted which sections of the overall report. This is because the report should be the result of a whole-team effort and a consensus document.

Name, School and Position of Team Member	Agency Represented
Team Chair: Richard Bennetts Principal (Retired)	CIS
Team Co-Chair: Brenda Cook Principal Glenealy School, Hong Kong	CIS
Secretary: Emma Short PA Head of Teaching & Learning, Heads of School Was Kormilda College, now Haileybury Rendall School, Darwin, Australia	CIS
Team member: Stephen Dixon Middle School Science Teacher St Mary's International School, Tokyo, Japan	CIS
Team member: Lorna Faber Head of Mathematics Jakarta Intercultural School, Jakarta, Indonesia	CIS
Team member: Sumita Rakshit Upper Key Stage Coordinator The British School, New Delhi, India	CIS
Team member: Marjan Slaats Senior School Librarian Dulwich College Shanghai, Pudong, China	CIS