

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

BRITISH COLUMBIA INTERNATIONAL SCHOOL - BANGKOK

BANGKOK

THAILAND

NOVEMBER 9-10, 2023

INTRODUCTION

On November 9 and 10, a certification inspection was completed on British Columbia International School – Bangkok (BCIS-B) in Bangkok, Thailand, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The Inspector, appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, was Peter Drescher.

The School's BC program has an enrolment of 22 students, in grades 10-12. There is also a preschool to grade 9 program on the same site with a total enrolment of 533 students. This program also employs a number of BC certified teachers and uses an international curriculum that has a strong English language component and by design is considered an appropriate pathway for students leading into the BC graduation program. The entire pre-K to 12 international school complex is owned by the Tharnpanya Group.

During the visit to the School, the Inspector reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, Secondary Department Head, BC teachers, the Admissions Director, Learning Resources Officer, and eight students.

The Owner/Operator, Dr. Pakdee (Tharnpanya Group) is responsible for the BC program and the pre-K to 9 programs. The Tharnpanya Group operates a number of other schools including a large private pre-K to 9 Thai school of approximately 1,300 students adjacent to the BCIS-B campus, and a technical university of approximately 4,000 students. The total number of students enrolled in educational institutions operated by the Tharnpanya Group is approximately 5,600 students.



The School and the BC program’s mission and vision are stated as follows:

BCIS-B Mission Statement:

Through exemplary teaching in an inquisitive environment, BCIS-B inspires students to be creative and critical thinkers, multilingual communicators and proactive global citizens, who lead active, healthy and balanced lives.

BCIS-B Vision Statement:

Empowering each student to think critically, to create an innovative, caring, and supportive learning environment that prepares global citizens for tomorrow.

BCIS-B students are:

- Brave, creative, imaginative thinkers (Thinking)
- Expressive communicators who are thoughtful and reflective (Communication)
- Analytical individuals who question and critique (Thinking)
- Respectful of the physical and emotional well-being of themselves and others (Personal & Social)
- Socially active and culturally aware (Personal & Social)

The Team would like to thank British Columbia International School - Bangkok for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: There were no requirements contained in the previous inspection report. The School considered and took action on the suggestions offered in the previous report.			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Through an accreditation process provided by the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC) the School has developed an ambitious, comprehensive action plan for BCIS-B's vision for student learning. The action plan addresses student achievement, teacher professional learning and program growth and sustainability. Eight goals are supported by a rationale, specific objectives, actions to be taken and timelines. The goals are as follows:

- 1) Expand the collection of student achievement data and utilize the data to inform instructional strategies to promote and monitor academic success.
- 2) Retain middle and high school students within our school community to allow for students to graduate from BCIS-B and maintain our secondary program.
- 3) Increase student support schoolwide to ensure that BCIS-B is creating a learning environment that is inclusive and supports student centered learning.
- 4) Increase teacher knowledge of BC's curriculum and improve teacher orientation on materials, resources and programs that are available and support the BC program.
- 5) Actively find ways to implement technology and integrate technology school wide.
- 6) Establish Professional Learning Communities (PLC's) that will lead to collaboration in instructional strategies, assessment techniques, vertical alignment in curriculum and to promote transdisciplinary units of instruction.
- 7) Increase professional development (pro-d) school wide and offer all teachers including specialist and Thai teachers the opportunity to seek pro-d opportunities both internally and externally to help improve best practices.
- 8) Increase compensation packages for foreign hires to help promote teacher retention.

With regards to goal one, the School's student achievement data has identified literacy as a very high priority.

Enrolment in the BC program over the past six years has ranged from 13 to 24 students. The School has taken aggressive steps to increase the enrolment in pre-kindergarten and the primary grades to help enrolment in the high school years in the longer term. In the short term, there has been an increase in enrolment in grade 9 and steps have been taken to improve student retention in transitioning from grade 9 to the start of the BC program in grade 10. The Owner/Operator and the Principal are very optimistic that their efforts will be rewarded. The attraction of a grade 10 pre-university program offered by local post secondaries remains a competitive challenge.



Commendation:

The School is commended for the development of its comprehensive action plan focussed on student achievement, teacher professional learning, and program growth and sustainability.

INSPECTION CATALOGUE 2.0**2.02 The Owner/Operator meets all requirements as set forth in the Agreement.**

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Owner/Operator, Dr. Pakdee and his Tharnpanya Group, have had a long association with the BC program and with Canada over the past thirteen years. In addition to operating the BC program, the pre-k to grade 9 Thai program, and a technical university, he has brought many groups of students to Canada for cultural visits over the years. He has demonstrated a very strong commitment to providing a quality education to thousands of students. He meets all of the requirements as set forth in the Agreement.

Commendation:

The Owner/Operator is commended for his full commitment of time and resources to ensure the operation of a quality BC program, his capital investments to improve and expand the School's facilities and his determination to expand its enrolment.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector confirmed that the Owner/Operator is meeting the requirements set forth in section 5.03 of the Agreement. The School has a "Licence for Establishment of a School from the Secretary General of the Private Education Commission" (non-expiring) dated September 1, 2006 and certification from the "Office of National Standards and Quality Assessment" dated June 23, 2023.



2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector reviewed inspection/safety certification for building occupancy, safety inspections, cafeteria/food service operation and emergency preparedness. They meet requirements.

The School has a very detailed emergency prevention, preparation, and response plan in place. The plan contains roles and procedures to be followed in the event of any emergency or major disaster. The Inspector confirms that it includes provisions for any event that would cause an unplanned temporary or permanent closure of the School. These plans have been vetted by the Offshore School Representative (OSR) for their accuracy and functionality.

The School has one main building with four floors and 36 operating classrooms. The School added a gymnasium in the 2016/2017 academic year that can serve as a full-length court for basketball, volleyball, floor hockey, badminton, or futsal etc. In 2019 the School successfully renovated their science lab to bring it up to international school standards. The School also installed a full-sized swimming pool which is being used for physical health education activities and sporting events with other schools. Construction of a new pre-kindergarten building will create more space for enrolment growth at the high school level. The School is most suitable to offer the BC program.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Offshore School Representative (OSR) has had an eleven year association with the School. In addition to BCIS-B, he is also the OSR for four other schools in China. He visits BCIS-B and his other schools at least once each year and more often as necessary. He maintains contact with the Principal and Owner/Operator on a regular basis. It was apparent that he has developed a positive working relationship with both the Principal and the Owner/Operator. The OSR meets all the requirements set out in the Agreement.

The OSR is aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operations.



Commendation:

The OSR is commended for his long-term support of the School, the positive working relationships that he has developed with the Owner/Operator and the Principal, and the counsel and assistance he has provided in dealing with emergent issues and supporting the delivery of a quality educational program.

2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal and Head of School is in her first year in the position. It is her fourth year at the School having served as the Principal of the kindergarten and elementary program for two years and Vice-Principal and Head of Secondary School for one year. She has been an educator for 15 years, having worked in international schools for much of that time.

The Inspector reviewed the duties and responsibilities as outlined in section 2.07 of the Annual Report. The Principal is an energetic, resourceful, instructional leader who attends to both the leadership imperatives and management tasks of her role. She values the importance of relationships and trust building as a foundation for helping teachers grow and develop as professionals. She is well respected by both staff and students. The School is being well served by the leadership provided by the Principal.

The Principal is well supported by a full-time Secondary Department Head who takes on an instructional leadership role with the BC program. His efforts to support and coordinate professional learning and build a collaborative work culture among his teachers is noteworthy.

Commendation:

The Principal is to be commended for the energy and enthusiasm she brings to her position, for her approach to attending to leadership imperatives and management tasks based on a foundation of positive working relationships, and for her efforts to do whatever she can to support her teachers in their work. Her Secondary Department Head is also to be commended for his leadership contributions in supporting and coordinating professional learning among teachers in the BC program and building a collaborative work culture.

The Principal is to be commended for her thoughtful and thorough preparation for the inspection. The Annual Report was highly informative, all requested documents were made readily accessible to the Inspector and planning of the school visit was extremely well coordinated.



2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School is fortunate to have a competent team of bilingual support staff who support both the K-9 and BC programs. These include:

- Secretary /Administrative Assistant to the Principal
- Accounting Executive
- Admissions Director
- Student Registrar
- School Nurse
- IT Coordinator
- Learning Resources Officer

The Inspector interviewed the Admissions Director to learn about the intake process. The very welcoming and informative approach taken by her and her admissions staff was readily apparent. Their knowledge of the fundamental tenets of BC's curriculum, the attractive features of the pre-K to 9 program and their ability to make comparisons with programs at other international schools was also impressive. They are well positioned to explain the BC program's features and its similarities/differences to parents.

The School meets the administrative support requirements for the BC program.

Commendation:

The School is commended for having a well-prepared admissions counselling staff who are welcoming, helpful and well positioned to explain the unique features and advantages of the BC program to prospective parents. The personal attention given to each prospective family is also very noteworthy.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector reviewed a sampling of student records and confirmed the presence of all required elements including BC program registration form, English language entrance assessment results, Permanent Student Record, student and parent consent forms (updated for 2023/24) and prior year report cards. The files also contain a learner profile – the results of the most recent MAP testing undertaken by students.

Student files are located in the Principal's office and are maintained by the student registrar. The files were found to be well organized and met the requirements established by the Ministry as outlined in section 2.09 of the Annual Report.

2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector confirms that seven BC program teachers hold BC teaching certificates. One additional teacher has a current and valid Letter of Exemption (LOE) that expires on February 5, 2024. The Inspector confirms that the Teacher Regulation Branch (TRB) has received all of the documentation required to review the teacher's application for a Certificate of Qualification (COQ). The Inspector also confirms that the Offshore School Representative (OSR) understands their obligation to provide an application status update by the first business day of each month, using the template provided during this exemption period until the teacher applicant's certification decision has been made.

All BC teachers have returned from the previous year. The Principal reports that over the past five years the average teacher turnover has been approximately 50%.

One locally certified teacher is involved with the BC program, teaching the Thai language. His local certification is current and he has a valid criminal record check (CRC).

The Inspector reviewed teacher files and found that they contained all of the required elements.

The School has had a history of hosting student teachers from various universities. This year nine student teachers from the University of Saskatchewan will be on campus for a one-month practicum.

In addition to professional development days, teachers have collaboration time every other week. Topics pertain to curriculum and assessment, improving student achievement and other elements contained in the School's strategic plan.



2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School has fully embraced BC’s curriculum and all that it offers in terms of the rich and varied learning experiences that it provides students. During an interview with students, some of whom had experienced education at other international schools, they expressed their appreciation for the opportunities to move away from a predominantly rote learning approach to one that allows them to demonstrate learning in a variety of ways and to develop their essential communication and critical/creative thinking skills.

Despite the small enrolment, the School is able to offer sufficient required and elective course credits leading to graduation. English First Peoples 12 fulfills the Indigenous-focused graduation requirement.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

All students admitted to the School take an English language and numeracy assessment. These are reviewed by the primary, middle and high school department heads. The Principal has the final say in terms of admission.

The School has an English language learner (ELL) student support centre that consists of both push-in and pull-out student support. In this support area, students are frequently assessed to help determine their English language proficiency and to help best prepare them for the most suitable track of programming at BCIS-B.

Some BC program students are referred to “Student Success Club”, an extra hour of instruction scheduled for the end of each day. Students would typically be referred for support for 2 hours per week.

English language acquisition is assessed frequently through the use of school-wide writes and the North West Evaluation Association MAP testing system.



2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 2.21 (a-e) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School meets the course credit requirements for equivalency, challenge, and exemptions as outlined in the Annual Report. An equivalency/challenge policy is in place and the Principal adjudicates all requests with the support of the Offshore School Representative (OSR) when needed.

The School does not currently offer Board/Authority Authorized (BAA) courses. The School has permission to offer two exempted courses required by the Thai education authorities, namely Thai Language and Thai Language Foundations. This allows students to graduate with two diplomas – the BC Dogwood Diploma and a graduation certificate from the Ministry of Education in the Kingdom of Thailand certified by the Office for National Education Standards and Quality Assessment (ONESQA).

Occasionally, the School permits a student to enroll in an online course offered through the approved service provider, School District 73 Business Company Global Education. Credit for the course is granted by the School following an equivalency review.

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed Ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector reviewed curriculum planning documents which included course overviews, unit plans and detailed lesson plans. Unit plans and lesson plans included Big Ideas, Core Competencies, Curricular Competencies, content, First Peoples Principles of Learning, teaching/learning strategies, and formative, reflective and summative assessment methods. All of the information was provided using standard planning templates designed for this purpose. The lesson plan template also encourages teachers to comment on their impressions and observations as to how well each lesson went.

The School uses the Atlas learning management system to support teachers in their planning.

The Inspector found planning documents to be thoughtfully prepared and focussed on student engagement. It was evident that students can demonstrate their learning in multiple



ways, engage in critical thinking and self-reflection, and practise multiple forms of communication.

Commendation:

The Inspector commends staff for their thoughtful and thorough planning for instruction, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.

2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, including the requirements set out in Sections 1.1 to 6, with the exception of s. 4(5)(b), 4(6), 5(8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School's instructional time allotment – five hours/day for 180 days (900 hours/year) exceeds the Ministry's minimum of 850 hours/year.

2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School has an assessment policy that outlines when assessments take place throughout units of instruction. There is an expectation that there be a minimum number of recorded summative and formative assessments for each unit taught. Teachers utilize the student information system, Alma, to store their gradebooks and balance between both summative and formative assessments during the school year. The reporting period happens twice a semester with a progress report mid-cycle and a final report at the end of the semester.

School wide writes and the North West Evaluation Associations MAP testing system are used to benchmark student progress and inform instructional practice.

Commendation:

The School is commended for its comprehensive assessment practices, and its evidence-based approach to informing teaching practice, improving student achievement and making decisions about programs and services.



2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School is well resourced and meets requirements as outlined in section 2.24 of the Annual Report. The Owner/Operator is very responsive to the needs of the program, ensuring that teachers have what they need to do their best work. The School employs a Learning Resource Officer, a position which is intended to support teachers. Tasks include keeping track of consumable supplies in the supply room, proactively ordering consumable materials, keeping track of classroom budgets and having regular contact with teachers.

The School has a full-time librarian and a well resourced library for grades K-9. The library is used for classes, study sessions, and research. The library also includes multimedia resources such as online books and online periodical engines. The high school resource section of print material is limited. However, high school students have full access to online resources. The School should consider expanding the collection of fiction for high school students. The library space itself is oriented more toward the younger grades. In anticipation of future enrolment growth of the BC program in the coming years, it is suggested that the School engage in a process of reimagining or determining what a library or what is now increasingly referred to as a "learning commons" might look like, how it might best serve graduation program students, and what kinds of print and digital resources it might contain.

The School maintains a resource room and a supply room. Teachers can sign out items such as games, science and math kits, models for science and health as well as scales, beakers, cylinders and other measuring tools. Teachers, teacher assistants, and administrators are encouraged to sign out books to use in the classroom, for professional development or for personal use. There are numerous teacher resources which may be signed out for the entire year. Consumable teacher/classroom supplies are readily available in the well stocked supply room. The Learning Resource Officer documents what has been taken and restocks supplies as required, and additional materials can be requested by completing a request form All teachers have a modest classroom budget that is recorded by the Learning Resource Officer.

The resource procurement process can take some time between when a request is made and fulfilled. It is suggested that the School review its processes for requesting, approving, tendering, ordering and receiving supplies and resources to streamline the process.

The School is supported by 100Mbps bandwidth which meets requirements. All BC program students have access to a laptop (paid for by parents and provided by the School) and there is a new Mac lab. The School is supported by a full time IT Coordinator. The use of technology by staff as a learning management system and by students as a tool for learning is pervasive.



As the School enrolment grows and the size of professional and support staff grows larger, it would be prudent to have a learning resources acquisition policy in place to help ensure that resources selections are appropriate.

Commendation:

The School is commended for the pervasive use of technology by staff and students as a tool for learning and as a learning management system. Furthermore, staff are commended for helping students develop skills in using technology responsibly to search, evaluate, analyze, synthesize and present information.

2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comments:

The School provides four formal reports each year (two each semester). Student led conferences are held twice each year and parents are invited to attend an annual “celebration of learning” where students showcase their work in their courses. Parents and students have ready access to viewing and monitoring their progress through the online gradebook system. Reporting on standardized test results is provided each year.

Commendation:

The School is commended for its multi-faceted and comprehensive approach to reporting student progress, supplementing formal reporting with student led conferences, exhibitions of student learning, online access to grades, and standardized test results.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Inspector verified that there is a detailed parent/student handbook that has been updated for the 2023/24 school year. The handbook contains appropriate information for students and their parents on such topics as the mission, vision, and core beliefs, student assessment, the schedule/timetable, and a number of policies that directly impact students and their parents. These include such items as expected student behavior and discipline procedures, health and safety issues, emergency procedures, student attendance responsibilities and unexcused absences, computer and internet usage, social media policy, appeal process, and tuition fees and refunds.



The School's website serves the dual purpose of promoting the BC program and providing useful and relevant information to both current and prospective families.

2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The teacher handbook, referred to as the BCIS-B Operations Manual, has been updated for the 2023/24 school year and the Inspector confirms that it meets requirements. This highly comprehensive handbook contains all the relevant information that teachers would receive as part of a thorough orientation, including, but not limited to teaching and professional conduct expectations, assessment, emergency procedures, and dispute resolution process. Particularly noteworthy are the detailed role descriptions for all positions of special responsibility in the School. Teachers can readily determine who to see for assistance.

The policy, procedures and criteria for teacher evaluation are also very noteworthy. They are comprehensive and well suited for evaluating teacher performance given the kinds of teaching methodologies that one would come to expect with BC's curriculum. Teacher evaluations take place on an annual basis. Given the size of the staff, and the number of new staff arriving each year, it is suggested that the School review the frequency with which these evaluations must occur. Using a professional growth plan model during years when an evaluation does not take place may be a preferred method to get teachers to be self-reflecting practitioners and target areas for professional growth.

Commendation:

The School is commended for its comprehensive teacher evaluation policy, procedures, and criteria, which are very well suited for evaluating teacher performance given the kinds of teaching methodologies that one would come to expect with BC's curriculum.

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School does not have students accessing courses via Online Learning at this time. Occasionally, the School permits students to enroll in an online course offered through the approved service provider, School District 73 Business Company Global Education. This is subject to an equivalency review.



2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: The School does not currently offer courses via Remote Instruction.			

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of British Columbia International School for:

- the thoughtful and thorough preparation for the inspection by the Principal and her staff. The Annual Report was highly informative, all requested documents were made readily accessible to the Inspector and planning of the school visit was extremely well coordinated.
- the development of the School's comprehensive action plan focussed on student achievement, teacher professional learning, and program growth and sustainability.
- the full dedication and commitment by the Owner/Operator of time and resources to ensure the operation of a quality BC program, his capital investments to improve and expand school facilities and his determination to expand its enrolment.
- the long term support of the School provided by the Offshore School Representative (OSR), the positive working relationships that he has developed with the Owner/Operator and the Principal, and the counsel and assistance he has provided in dealing with emergent issues and supporting the delivery of a quality educational program.
- the energy and enthusiasm that the Principal brings to her position, for her approach to attending to leadership imperatives and management tasks based on a foundation of positive working relationships, and for her efforts to do whatever she can to support her teachers in their work. Her Secondary Department Head is also to be commended for his leadership contributions in supporting and coordinating professional learning among teachers in the BC program and building a collaborative work culture.
- the thoughtful and thorough planning for instruction by staff, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.
- the comprehensive assessment practices implemented by the School, and its evidence-based approach to informing teaching practice, improving student achievement and making decisions about programs and services.



- the multi-faceted and comprehensive approach to reporting student progress, supplementing formal reporting with student-led conferences, exhibitions of student learning, online access to grades, and standardized test results.
- the well prepared admissions counselling staff who are welcoming, helpful and well positioned to explain the unique features and advantages of the BC program to prospective parents. The personal attention given to each prospective family is also very noteworthy.
- the comprehensive teacher evaluation policy, procedures, and criteria, which are well suited for evaluating teacher performance given the kinds of teaching methodologies that one would come to expect with BC's curriculum.
- the pervasive use of technology by staff as a tool for learning and as a learning management system. Furthermore, they are commended for helping students develop skills in using technology responsibly to search, evaluate, analyze, synthesize and present information.
- the strong sense of community that exists within the School. Given the low student enrolment and small class sizes, teachers are able to build meaningful and caring relationships with students. A collaborative atmosphere also exists among the staff.

SUMMATIVE RECOMMENDATION

The Offshore Inspector recommends to the Executive Director of the Independent Schools and International Education Branch that, the British Columbia education program offered at British Columbia International School - Bangkok continues to be recognized as a British Columbia-certified school.

