INTRODUCTION

On October 29-30, 2019, a certification inspection was completed on Bunka Suginami Canadian International School in Tokyo, Japan, referred to as the School, Program or BSCIS in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Marnie Mayhew and Peter Drescher (chair).

The School’s BC program has an enrolment of 96 students, in Grades 10, 11 and 12, an increase of 19 students from the previous year. The BC program is housed within a larger school, Bunka Suginami Junior/Senior High School. The host school has been in operation for 45 years and currently enrols 1046 students in Grades 7-12. The School has a robust English language development program for Grades 7-9 and is renowned for its high academic standards and student achievement in the arts and athletics. Approximately 50% of the host school’s Grade 7-9 enrolment is participating in the Double Diploma prep program. Students in the BC program work towards a dual diploma (DD) meeting both Japanese and BC Dogwood graduation requirements.

It is noted that the BC Program is intended to be an integral part of the larger school community, and its dual diploma students as members of the entire student body, in contrast to a semi-independent school-within-a-school model.

During their visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the Chair, Board of Directors representing the School’s Owner/Operator, Offshore School
Representative (OSR), BC Principal, BC teachers, the host school principal and vice principal and the host school’s manager of the international division. The Owner/Operator, Bunka Suginami Educational Foundation (BSEF), is responsible for the BC program. The BSEF oversees the Bunka Gakuen University in Tokyo. The BSEF is a well-established reputable non-profit foundation committed to broad educational goals of high academic, athletic, and artistic standards and achievement.

The BC program has established a partnership with two secondary schools in Qualicum School District (SD69). Approximately 40 students visit the district each summer for a five-week immersion experience, and many obtain credit for Social Studies 10.

The School’s Vision is developing innovative, bilingual leaders to live, learn and contribute within a global society.

The School’s philosophy places critical thinking, creativity and collaboration at its centre. The aim in this dual diploma school is excellence in scholastic achievement, athletics, and the arts.

The School’s website main page features the motto “Where the Journey Begins to a Global Future”. The motto has emerged as part of a process to review and revise the School’s vision and mission statements which was started this year. The Team was apprised that this process will continue throughout this school year.

The School has identified six student achievement goals for 2019/20. The following three goals were declared as receiving the highest priority:

1) Create a cross-curricular, student-centred approach to Project Based Learning which includes a STEAM (Science, Technology, Engineering, Arts, Mathematics) focus
2) Improve the numbers and quality of incoming Grade 10 students for the coming year by improving entrance exam and admissions standards with a heavier emphasis on looking for growth-minded attitudes and work habits.
3) Support the successful graduation of our current Grade 12 students and their admission into their choice of PSI.

The Team would like to thank Bunka Suginami Canadian International School for its hospitality, cooperation and preparedness for the inspection visit.
The School has satisfactorily addressed requirements contained in the previous inspection report.

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<th>Requirement Met</th>
<th>Requirement Not Met</th>
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Comment:
There were no requirements listed in the previous inspection report (2018). The School reviewed and took action on a number of suggestions provided by the previous inspection team. It is apparent that the school is clearly focussed on continuous improvement.

Commendation:
The School is to be commended for its commitment to continuous growth, change and improvement.

BUSINESS PLAN 1.0

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

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Comment:
The School is in year five of a five-year growth plan. The Owner/Operator, Offshore School Representative, the School’s principal and the host school principal are in the process of developing a plan for the next five years. The Team was able to see an early draft of the new plan. Both plans cover enrolment growth targets, recruitment strategies, budget, facilities, website development, scheduling, student achievement targets and other pertinent items.

There is a highly cooperative relationship between the Owner/Operator, the host school principal and the OSR. The host school has been very supportive of the BC program and sees it as an integral part of the larger school community. Its support has included but is not limited to:

- Support in terms of facilities and learning resources.
- A robust Grade 7-9 English language component as part of its D-D program where responsibility for its success is shared between the BC program and the host school.
- Making an effort to ensure that students registered in the BC program remain an integral and active part of the larger school community.
- The high level of cooperation between the BC program teachers and Japanese teachers affiliated with the dual diploma program.
- The shared vision around preparing students to be contributing members of a global society where skills in critical thinking, creativity and collaboration are deemed to be essential.
There is much to celebrate in this relationship and there are potential future partnerships that can be realized. That said, relationships require effort and nurturing if they are to remain healthy. The Team suggests that there be processes in place for managing operational issues and dealing with the shared interests of both the BC and Japanese programs. This would include but not be limited to communication issues, scheduling, different and sometimes conflicting expectations, and the sense of belonging of staff and students in a larger school community.

Current enrolment is 96 students and there are plans to grow the enrolment to approximately 200 over the next five years, including adding Grade 9 to the BC program. This will make maintaining positive relationships between the BC program and the host school an even greater imperative.

Each summer, the cohort of Grade 10 students participate in a five-week immersion experience in Qualicum School District 69. Students fulfill requirements to attain credit for Social Studies 10.

The vast majority of graduates enrol in Japanese universities. Considerable effort is expended in ensuring that students are fully aware of the post-secondary options in British Columbia and Canada. BC post-secondary recruiters are invited to the School annually, and the Grade 10 summer program offers to take students on campus visits. Information pamphlets and posted information about post-secondary opportunities in BC are readily available. High international student tuition costs and the timing of the start of the post secondary academic year are cited as the major reasons why graduates choose to remain in Japan to pursue their post secondary education.

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<tr>
<th>Commendation:</th>
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<tr>
<td>The Owner/Operator is to be commended for the thorough and thoughtful approach to long term planning. The School’s five-year growth plans with their clearly stated benchmarks not only attends to the Program’s sustainability but also ensures there is a plan to help the program grow and flourish in the coming years.</td>
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**INSPECTION CATALOGUE 2.0**

| 2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement). |
| ☒ Requirement Met ☐ Requirement Not Met |
| Comment: |
| The Owner/Operator meets all requirements as outlined in the Agreement. |
The Owner/Operator, represented by the chair of the board of directors of BSEF, and the host school principal were readily available during the inspection and freely responded to the Team’s inquiries throughout. They take an active interest in ensuring the success of the BC program and have been very supportive in providing the necessary space and resources. Their commitment to providing a quality English language program as part of a dual diploma program was readily apparent.

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

☑ Requirement Met ☐ Requirement Not Met

Comment:
Local government support is confirmed in a letter dated September 19, 2018 and signed by the Senior Director, Private School Division, Tokyo Metropolitan Government. It is valid until 2023.

2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team conducted a campus tour of the facilities used by the BC program and confirms that they are highly suitable to house the Program. It is located in a four-story dedicated wing with six classrooms, office space and a teacher preparation room. The program has full access to shared spaces such as fully equipped science labs, art rooms, gymnasiums, computer lab, home economics room, library and cafeteria. Provision has been made to accommodate increased enrolment and staffing.

The Team reviewed the documents pertaining to municipal codes and safety requirements. Safety inspections are conducted regularly. There is a well-equipped medical room which is staffed by two nurses. An evacuation plan is in place for the entire school, and emergency drills are conducted three times yearly. The last drill was undertaken on September 26, 2019.

The school closure contingency plan clearly articulates options for students and BC teachers in the event that the School has to close temporarily or permanently.
2.05 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Owner/Operator has appointed an Offshore School Representative who meets all of the requirements set out in the Agreement. She is in her sixth year as OSR for BCSIS and has been instrumental in helping to establish a sister school in Osaka. She has extensive experience in international education as well as leadership experience in curriculum and instruction in British Columbia.

The OSR connects with the principal on a regular basis, providing mentorship and support, and takes on an active advisory role with the Owner/Operator in terms of long-term planning and advocacy for the BC program. Executive Planning Committee meetings to deal with operational issues involve the Owner/Operator, host school principal, principal, OSR and others and occur bi-weekly (using skype). The OSR meets twice yearly with the same group to discuss progress on the five-year plan. The OSR has also been actively involved in the annual Grade 10 summer program in British Columbia. The OSR was on site during the Team’s visit and was most helpful in responding to our questions and providing support.

The OSR is well suited to the position and is committed to ensuring that the program grows and flourishes during her tenure.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team reviewed the duties and responsibilities with the Principal. The Team was impressed with her energy and enthusiasm. They found her to have an expressed desire to learn and a demonstrated commitment to exploring effective ways to improve student achievement.

The Principal is in her second year at BSCIS and brings a vast range of teaching and leadership experience and training to her position. She has a dual Master’s degree in Administrative Leadership and Curriculum and Instruction. She has worked in education for 35 years including three years experience as an administrator in BC public schools. Her teaching experience has included distributed learning, English Language Learning, First Nations, Adult Education and post-secondary. She has served as a BC curriculum developer for Japanese
and other languages. Committed to ongoing professional learning, she possesses a strong working knowledge of current and emerging trends in teaching and learning.

The School is being well served by her demonstrated ability to attend to the management tasks that ensure operational efficiency as well as the leadership imperatives that pertain to continuous growth change and improvement. She has been instrumental in ensuring that implementation of the new curriculum for Grades 10-12 has been effective, and that teachers have been well supported during the various stages of implementation.

As the school enrolment grows, and the number of teaching staff increases, there will be significantly greater demands on the principal’s time, especially in providing leadership and mentorship to a young staff. It is suggested that the Owner/Operator consider the need to provide additional administrative time to accommodate increased enrolment.

**Commendation:**
The Team commends the highly supportive role that the Principal plays in providing instructional leadership to her staff and for striving to do whatever she can to ensure that they have what they need to do their best work.

### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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**Comment:**
The School is well served by a highly efficient administrative assistant. Although she is assigned to the School full-time, the host school sometimes requires her services. Increasing enrolment and increased requirements for records management will require increased administrative support in the future.

Technology support, access to counselling, medical services, and library services are all provided by the host school.

The School appears to be well supported with internet connectivity. Staff and students are heavy users of technology in the School. Every student has a laptop. The internet connectivity appears to be able to accommodate the numerous devices that may wish to access the internet at a given time.
### 2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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**Comment:**
Student files are located in the principal's office and are maintained by the administrative assistant. The files were found to be well organized and met the requirements established by the Ministry. The student files can also be accessed electronically through the Edsembli (formerly Maplewood) student information system.

### 2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education. The School has copies of local certificates for teachers of exempted courses.

Staff files are housed in the principal’s office and contain all required elements. The Principal indicated that first year teacher evaluation reports will be completed before the end of the school year. The terms and conditions of employment are included in the teacher and principal contracts as required.

Teacher professional growth is supported through scheduled professional development days, bi-weekly staff meetings with a professional growth component, and bi-weekly collaboration time. The staff is very collaborative. They are highly supportive of each other and very open to sharing ideas. They are led by a principal who stays current in terms of trends in teaching and learning and makes a point of introducing relevant new ideas around teaching, learning and assessment.

Policies for the evaluation of teachers are in place and are provided in the staff handbook. In addition, each teacher is required to complete an inquiry based professional growth plan which is reviewed with the Principal three times during the school year.

**Commendation:**
The staff are to be commended for their dedication, commitment, energy and enthusiasm in their desire to grow as professionals and help students achieve success. They are also commended for creating a strong, mutually supportive professional work culture.
### 2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

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**Comment:**

The School has fully embraced the new provincial curriculum, for Grades 10, 11 and 12. Course overviews, unit plans, lesson plans, student learning experiences and assessment practices are reflective of the foundational principles of the new curriculum. Inquiry based learning, First Peoples Principles of Learning, and the core competencies have been woven into lessons that address learning standards for each curriculum area. Staff have been collaboratively addressing vertical alignment and appropriate scaffolding of content and skills development in each curriculum area. Several curriculum areas explore current and historical themes and issues common to First Nations in Canada and indigenous people in Japan.

One School initiative is most noteworthy. A cross-curricular project-based learning initiative was undertaken which gave students opportunities to demonstrate their learning in multiple ways and learn that the application of knowledge and skill (Knowing and Doing) is meant to be integrated and not segmented. One of the Schools’ major goals for this year is to expand on this initiative and the Team encourages staff to do so.

The Team also notes that there is more than a passing curiosity on the part of Japanese program teachers in the methodologies used to deliver the BC program and in the notion of integrated studies. The principal of the host school is also committed to education reform and innovation. The Team suggests that there may be cross-curricular and cross-program opportunities for BC and Japanese program staff to collaborate on a project-based learning initiative or inquiry-based learning design.

**Commendation:**

The staff is to be commended for the attention they pay to collaboratively ensuring that there is vertical alignment and appropriate scaffolding of content and skills development in each curriculum area. The strong alignment with the fundamental principles of the BC curriculum is also noteworthy.

The staff is also to be commended for the cross curricular collaboration in developing at least one integrated project-based learning experience.
2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School has made changes to its English language entrance assessment to include additional criteria for admission besides the customary reading, writing, comprehension and oral components. Consideration is also given to evidence of independent thinking, work ethic, self-assessment/reflection and prior report card data. The School is well positioned to set a high bar for admission. Approximately 50% of applicants get admitted. The principal is assisted by staff in administering the entrance assessment and makes all decisions regarding admission.

The host school’s Grade 7-9 English language program plays a significant role in ensuring that English language skills are appropriate for admission. Although the program is not formally a part of the BC program, its curriculum and teaching methodology has been heavily influenced by the BC program principal and staff. At least one certified staff member teaches in both programs. The Team was able to witness firsthand the results of this initiative and can say with confidence that the BC program will have students with English language skills far stronger in the years to come than at present. There are plans to incorporate Grade 9 into the BC program within the next three years.

Additional English Language Learning supports are provided in many ways. A second teacher is co-teaching or taking on the role of learning assistance in many of the English classes. There are after-school help sessions provided by the Principal, lunch hour English club sponsored by teachers, an English chat lounge is open daily, and an English-speaking Japanese science teacher is available to Science 10 students for in-class support.

Formal and informal language assessments occur regularly and students having difficulties (Students on the Radar) are discussed at regular staff meetings. Two required national standardized English assessments (Eiken and GTEC) are written by Grade 10 and 11 students once each year and results are used to identify students with English language learning challenges.

2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School confirms Ministry approval to offer the following exempted courses:
- Instrumental Music: Choral Music 10
- Physical and Health Education 10
- Family and Society 10
- Fitness and Conditioning 11
- Fitness and Conditioning 12.

Planning documents were found to be aligned with new BC curriculum directions. The Principal had done an “equivalency analysis” for each course to ensure that there was alignment with the BC curriculum. The Principal teaches the health component of the PE curriculum where it is necessary.

There are no BAA courses offered at the School.

2.19(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 the ministry learning outcomes/learning standards identified in the educational program guides for each course.

☐ Requirement Met ☐ Requirement Not Met

Comment:
The Team interviewed groups of teachers to review and discuss planning and assessment as well as making classroom visits. The Team reviewed course overviews, unit plans, and lesson plans. Planning could best be described as meticulous, incorporating content, teaching strategies, and assessment methods linked to BC curriculum. There was considerable evidence that students are exposed to a rich and varied set of learning experiences.

Teachers incorporate technology in planning, in their lesson presentations, and in providing feedback to and communicating with students. Student use of technology is pervasive. Every student has a laptop and can access daily lessons and other resources through the Schools’ Edmodo learning management system.

Commendation:
The Team commends staff for their thoughtful and thorough planning for instruction, and the creativity and resourcefulness that they have demonstrated in designing learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways.
2.20 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, 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 Not Met

Comment:
The Team verified that instructional time meets requirements. Students have at least 200 hours of English language instruction scheduled annually. During the month of January, Grade 12 dual diploma students do not have Japanese curriculum classes, so additional instructional time is scheduled for the BC program. It should also be noted that dual diploma students attend classes six days each week.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
There was evidence of the use of both formative and summative assessment practices. Students are able to demonstrate their learning in a variety of ways and receive regular and frequent feedback.

Staff work collaboratively to improve their assessment practices to ensure that assessments are consistent, accurate, valid and reliable. In addition to informal dialogue around assessment issues, formalized group marking activities are scheduled. There is regular consultation around student achievement at staff meetings. Sharing and joint development of assessment tools takes place. Performance standards are used where applicable and teacher designed rubrics are used regularly.

2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
Classroom print and other resources appear to suitably meet requirements in order to effectively deliver the BC program. The School relies on the host school’s set of criteria for resource acquisition to address issues such as relevance to the curriculum, developmental and age appropriateness, effective instructional and technical design, copyright and cultural
sensitivity. There is a need to bring clarity to a set of criteria that are specific to the BC curriculum.

The School has fully embraced technology as a tool for learning and as a learning management system that is accessible to students and parents. Every student has a laptop and there is access to a computer lab. Connectivity is quite good.

The School’s library collection includes a good selection of levelled fiction and a collection of reference materials. The collection is located in the main library as well as in an “English lounge”. The host school librarian is responsible for managing the collection in both locations. Students also have access to the library at nearby Bunka Gakuen University (also affiliated with the Owner/Operator) as well as the library collection housed at the Canadian Embassy.

The Science labs appear to be well equipped. A determination of how well the equipment is aligned with the new BC curriculum has yet to be made.

Teachers are consulted on the purchase of additional resources. Given that the new BC curriculum is less prescriptive in terms of required learning resources, there is greater responsibility for teachers to exercise professional judgement in terms of determining the appropriateness for and goodness of fit with the BC curriculum.

The Team notes that the host school has been highly supportive in funding the learning resource needs of the BC program.

Commendation:
The Team commends the School for fully embracing technology as a tool for learning and as a learning management system accessible to students and parents. (Edmodo)

2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☑ Requirement Not Met

Comment:
The School issues three formal written reports and two informal reporting sessions yearly. Informal reporting includes student-led conferencing. The Team reviewed a sampling of student report cards and noted that, in general, report card comments were positive and prescriptive, indicating what students are able to do, what they need to improve, and suggested strategies for improvement. Progress report requirements are being met.
Parents can be informed of student progress in a number of additional ways. The Edmodo learning management system allows students and parents to view assignments and rubrics and allows parents to communicate with teachers. The Ocrenger app is used to communicate directly with parents about curricular, extra-curricular and safety concerns. Parent meetings and an open house are also held in order to educate parents about the BC curriculum and what their child has been learning. Parents of under performing students are asked to come in for a meeting with the principal, the teachers and the Japanese homeroom teacher.

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<th>2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.</th>
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<td>☒ Requirement Met    ☐ Requirement Not Met</td>
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<td>Comment:</td>
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<tr>
<td>The Team confirms that the parent/student handbook, translated into both Japanese and English contains all of the required elements and has been updated for the 2019/20 school year. The Team found the rather extensive section on graduation requirements, post-secondary opportunities and financial aid to be particularly noteworthy.</td>
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<td>The Team notes that although the topic of assessment is addressed, it could be articulated in more detail, especially given the new curriculum directions.</td>
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<th>2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.</th>
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<td>☒ Requirement Met    ☐ Requirement Not Met</td>
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<td>Comment:</td>
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<tr>
<td>The Team confirms that the teacher handbook has been updated for the 2019/20 school year and contains all of the required elements. It is a very comprehensive document with clearly articulated roles and responsibilities, guidelines, policies and procedures. It is indicative of a well managed offshore school program.</td>
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<th>2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.</th>
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<td>☐ Requirement Met    ☐ Requirement Not Met      ☒ Not Applicable</td>
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<td>Comment:</td>
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<tr>
<td>The School does not currently offer Distributed Learning courses to its students.</td>
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CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, OSR, Principal and staff of Bunka Suginami Canadian International School for:

- The dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals, help students achieve success, and create a strong, mutually supportive professional work culture.
- The thoughtful and thorough planning for instruction, creativity and resourcefulness that staff have demonstrated by creating learning experiences based on their own ideas, in collaboration with colleagues and drawing on the ideas of others. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways.
- The attention that is paid to collaboratively ensuring that there is vertical alignment and appropriate scaffolding of content and skills development in each curriculum area. The strong alignment with the fundamental principles of the BC curriculum is also noteworthy.
- The cross curricular collaboration in developing at least one integrated project-based learning experience. Students have opportunities to demonstrate their learning in multiple ways and learn that the application of knowledge and skill (Knowing and Doing) is meant to be integrated and not segmented.
- The highly supportive role that the principal has played in providing instructional leadership to her staff and for striving to do whatever she can to ensure that they have what they need to do their best work.
- The School is to be commended for its thorough and thoughtful approach to long term planning and its commitment to continuous growth and improvement. The School’s five-year growth plans with their clearly stated benchmarks not only attend to the program’s sustainability but also ensure that there is a plan to help the program grow and flourish in the coming years.
- The positive changes that have been made to the English language entrance assessment which now goes beyond the typical reading, writing and oral components to include additional entrance criteria such as work ethic, independent thinking, self assessment/reflection, and prior report card data.
- Fully embracing technology as a tool for learning and as a learning management system accessible to students and parents. (Edmodo)

The Inspection Team would also like to commend the host school for its high level of support for the program including but not limited to:

- Support in terms of facilities and learning resources.
- A robust Grade 7-9 English language component as part of its DD program implemented cooperatively between BC program and Japanese program teachers.
- Making an effort to ensure that students registered in the program remain an integral and active part of the larger school community.
- The high general level of cooperation between the BC program teachers and Japanese teachers affiliated with the dual diploma program.
- The shared vision around preparing students to be contributing members of a global society where skills in critical thinking, creativity and collaboration are deemed to be essential.

**SUMMATIVE RECOMMENDATION**

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that, the British Columbia education program offered at Bunka Suginami Canadian International School continues to be recognized as a British Columbia-certified school.