INTRODUCTION

On October 29-30, 2019, a certification inspection was completed on Osaka Gakugei Canadian International School in Osaka, Japan, referred to as the School 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 consisted of Alan Schroeder, Director, Offshore School Program, Independent Schools and International Education, British Columbia Ministry of Education (the Inspector).

The School’s BC program has an enrolment of 12 students in Grade 10. The BC program is housed within a larger school, Osaka Gakugei Junior and Senior High School. The entire School, which houses the BC program, enrolls approximately 2,300 students.

During his visit to the School, the Inspector reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual* and met with the School’s Owner/Operator, Offshore School Program Consultant, BC Principal, BC teachers, locally certified teachers and administrative support staff.

The Owner/Operator, Hiroki Morimatsu, representing the Osaka Gakugei Educational Foundation, is responsible for the BC program.

The School recently developed a new mission statement: “To empower future mindful leaders who will flourish in and enrich a global society.”

The Inspector would like to thank Osaka Gakugei 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.

☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable

Comment:
This is the school’s first inspection following its start of operations in April 2019. An onsite application verification inspection was conducted on November 1-2, 2018 during which no requirements were identified.

BUSINESS PLAN 1.0

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

☒ Requirement Met  ☐ Requirement Not Met

Comment:
The School is committed to the long-term growth of the BC program while ensuring program quality and respecting high admission standards. It has submitted a comprehensive and realistic five-year business plan that incorporates several elements including measured student recruitment, quality teacher recruitment, bilingual website, promotional materials and initiatives, annual budget commitments, facility enhancements, professional development, learning resources and technology requirements. The School plans to evaluate the success of the growth plan through measures including enrollment growth, student performance and teacher satisfaction.

The School offers a popular summer program in which students take the Social Studies 10 course in Sooke School District. This program is expected to be an attractive feature in the recruitment of new students going forward.

Beginning in April 2020, the School will offer a new program entitled “Language Arts Plus” targeting middle school students planning on continuing to the BC program in high school. It aims to equip students with language skills required to be successful in the BC program. Students in the Language Arts Plus program will take an additional three blocks of English classes on top of the currently required five blocks for a total of eight blocks of English classes per week.

Commendation:
The owner/operator organization, Osaka Gakugei Educational Foundation, is commended for its commitment to and extensive investment of time, staff and financial resources in the BC program aimed at creating a strong program and supporting teachers and staff to create the best possible atmosphere for student success.
## 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).

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**Comment:**
The Inspector confirmed that the Owner/Operator, Mr. Hiroki Morimatsu, representative of the Osaka Gakugei Educational Foundation, meets all of the requirements as set forth in the certification agreement.

Mr. Morimatsu is highly supportive of and committed to the success of the School. He has been an educator with Osaka Gakugei High School for more than 30 years and a member of the board of Osaka Gakugei Educational Foundation for more than 10 years. He was appointed principal of Osaka Gakugei High School in 2018.

**Commenation:**
The Owner/Operator representative, Mr. Morimatsu, is commended for his vision, demonstrated support and encouragement of the BC program and its staff.

### 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.

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**Comment:**
The School has two letters on file approving the addition of the British Columbia program:

1. A letter dated March 20, 2018 from the Osaka Prefectural Private Schools Independent Commission informing the Superintendent of the Osaka Prefecture Board of Education, Mr. Masahiro Mukai, that it has approved the addition of the new international program.

2. A letter dated March 30, 2018 from the Director, Private Schools Division, Osaka Prefectural Board of Education, informing the Chair of the Osaka Gakugei Educational Foundation that the establishment of the British Columbia Double Diploma Program was appropriate and acceptable with no objection.

The approval from the Osaka Prefectural Board of Education is valid indefinitely or until there is a change in content or curriculum in the program.
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.

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Comment:
The BC program is housed in the host school’s main building and currently comprises a classroom and an office for the BC program principal, teachers and support staff. The classroom is bright, spacious and is equipped with a large digital monitor to which teachers connect their Surface Go devices to project lesson content. Students are each issued a Surface Go device and are required to use the device for note-taking and work submission.

The host school campus comprises three main buildings containing 64 classrooms and extensive facilities to which BC program students have access including a gymnasium, outdoor athletic fields, cafeteria, auditorium, home economics room, industrial and fine arts room, library, convenience store, judo dojo, dance studio, IT classroom, science lab, music room and art room. It is bright, clean and very well maintained throughout.

The host school is well-equipped and has capacity to accommodate the growth of the BC program. The School’s growth plan includes a provision to allocate more classrooms and eventually its own building as BC program enrollment grows.

The Inspector reviewed several building and facility inspection reports, including a local building structural inspection report, cafeteria operating license, comprehensive fire inspection report, cafeteria nutrition inspection report, cafeteria hygiene inspection report, automatic door inspection report, air conditioning system inspection report, drinking water inspection report and elevator inspection report.

The School has well-detailed policies to respond to emergency situations including a school closure contingency policy vetted for accuracy and functionality by the Offshore School Representative that details plans in the event of an unexpected temporary or permanent closure of the BC offshore school.

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.

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Comment:
The Offshore School Representative (OSR) is an experienced education administrator with 34 years in British Columbia schools including 15 years as a BC school and district level
administrator and also 15 years as an OSR within the BC offshore school program. The OSR has been working with Osaka Gakugei Canadian International School since its inception.

The OSR is supported by an offshore program consultant who has many years of experience as an administrator in public schools in British Columbia and as a consultant to several BC offshore schools in Western Asia, North Africa and Japan.

The OSR maintains regular communication with and provides extensive support to the School through monthly meetings with the Principal and Owner/Operator and periodic visits to the School.

The Inspector reviewed the OSR’s job description and confirmed that the OSR is aware of her 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.

The Inspector appreciated the assistance of the offshore program consultant during the inspection.

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 principal is the founding principal of the School. He has more than 30 years’ experience as an educator in a BC public school district including more than 20 years as a school-level and district-level administrator. He was described by staff as a great coach, a mentor.

In his first year at the School, the Principal has accomplished much including creating and offering several professional development opportunities for school staff, both BC and Japanese, on themes such as school core values and mission statement, literacy strategies, aboriginal education and career education and aligning the BC and Japanese grade equivalency. He has introduced student-led conferences at the School.

He has created an atmosphere of innovation and creativity among teachers and support staff aimed at strengthening the BC program and supporting student success. A couple of highlights are: (1) a teacher-developed online library portal in which books are tracked and students are encouraged to write a review of each book that they have read, and (2) a support staff member has developed a “Language Arts Plus” program that has been approved for delivery at the middle school level to ensure that students transitioning to the BC program have language skills necessary to succeed.
### Commendation:
The BC program team, comprising the Principal, teaching staff and administrative support, are commended for their dedication, commitment, energy and enthusiasm to grow as professionals and help students achieve success. They have created a professional work culture based on collaboration and interdependence where sharing ideas and colleagues supporting each other is pervasive.

### 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 BC program has an administrative support team comprising a BC program director, communications officer and bilingual office manager. The team is conscientious, focussed on the success of the BC program and its students, and works well with the BC program faculty.

The Inspector appreciated their assistance during the inspection.

### 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:**
The Inspector reviewed all student record files and confirms that files contain required documents including a registration form, permanent student record (1704), ELL entrance assessment results and copies of student report cards from the School’s first semester. The BC Ministry of Education’s personal information consent forms have been completed by all students and parents. Student records and files are backed up in the BC office on a secure external hard drive and the main school server.

### 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 Inspector confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.
The Inspector reviewed each BC certified teacher’s file and confirmed the presence of all necessary elements including copies of each teacher’s Ministry of Education Certificate of Qualification, employment contract, teacher/principal evaluation, updated BC Ministry of Education personal information consent form, contact information and Japanese work permit.

For all locally-certified teachers, the Inspector verified local teacher certifications and criminal record checks.

The Owner/Operator works at creating an attractive, comfortable and supportive atmosphere in an effort to support teacher retention. The School offers a competitive salary and benefits package including furnished accommodations and monthly commuter pass.

The BC program is served by a highly supportive staff of Japanese teachers who work collaboratively with the BC program faculty to ensure a high level of student success. The homeroom teacher assists with communication between BC teachers and parents and monitoring student progress.

**Commendation:**
The highly supportive staff of Japanese teachers who work collaboratively with the BC program teachers to ensure high levels of student success.

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**2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.**

☑️ Requirement Met   ☐ Requirement Not Met

**Comment:**
The Inspector confirmed that the new curriculum has been fully implemented in all classes. Through the examination of planning documents, conducting classroom visits and having conversations with staff, the teachers are demonstrating resourcefulness, creativity and innovation in engaging students in the new curriculum.

Curricular competencies, core competencies and Big Ideas are all integrated into course overviews and daily lesson plans. Teachers’ course overviews and lesson plans incorporated various forms of assessment and the use of rubrics. The Inspector observed the incorporation of student self-assessment and reflection and First Peoples Principles of Learning in some areas.

The School also places an emphasis on supporting students’ future success through its career education course. Highlights of the course include inviting career experts to speak to
students about their educational and professional futures and providing training to students on performing well in interviews.

The Inspector was impressed with the variety and creativity in which students demonstrated learning.

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.

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Comment:
Incoming students must complete an English language entrance exam that contains assessment of skills in reading, writing, listening and speaking. The inaugural entrance assessments were conducted by the Principal, Offshore School Representative, native English-speaking BC program director and communications officer. Going forward, BC teachers will participate in entrance assessments; the English Language Arts teacher has spearheaded their revision ahead of the next recruitment cycle. The Inspector confirmed that the Principal has ultimate authority over student admission.

Through classroom observation and meetings with teachers and staff, the Inspector learned that the School employs a wide variety of techniques to support English language learning. Of note, students receive a double-block of English Language Arts totaling a generous 264 hours of instruction per semester.

The School has also approved the introduction of a “Language Arts Plus” program for the next school year at the middle school level aimed at ensuring that students transitioning to the BC program have the necessary language skills to succeed.

Commendation:
The School is commended for the variety of language supports it provides to students and for the establishment of a new program at the middle school level to ensure that students transitioning to the BC program have language skills necessary to succeed.
### 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.

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**Comment:**
The Inspector confirmed that the School has an exemption letter dated September 3, 2019 from the BC Ministry of Education permitting it to deliver the following courses by a locally certified teacher: Physical and Health Education 10, Arts Education 10 and Home Economics. Course overviews have been developed.

There are no BAA courses offered at this time.

### 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.

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**Comment:**
The Inspector confirmed that course overviews for all curricula reflect the new curricular framework of the BC curriculum, with clear links between what the goal of the lesson was (Know, Do, Understand), what was being taught (content) and by what means (instructional strategy and tools), how student learning was being measured, and how a particular lesson or learning activity build on previous learning. The School places high priority on scaffolding to ensure smooth transition between lessons. There is a high-level of collaboration in lesson preparation among staff at OGCIS. Core competencies are addressed in all unit outlines and lesson plans. Competency display posters appear prominently throughout the School.
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.

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Comment:
The Inspector verified that students receive 1,302 hours of instruction during the school year, which exceeds the required number of instructional hours per year. Students receive 264 hours of English Language Arts education during the school year.

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

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Comment:
Student achievement is monitored by classroom teachers daily, weekly and monthly. Students and their homeroom teacher employ a journal that is updated daily and includes a self-assessment of the day’s learning.

To support consistent evaluation practices, BC teachers and Japanese program teachers discuss student performance and appropriate evaluation rubrics to note on student report cards and during parent/teacher conferences.

OGCIS students will participate in the Grade 10 Graduation Literacy Assessment in November 2019 and the Grade 10 Graduation Numeracy Assessment in January 2020. The School conducts mock tests to support students’ preparation. Assessment results will be analyzed to measure student performance, compare to provincial performance levels and inform future planning. The Principal will invigilate the provincial assessments, which will be conducted on a secure browser on each student’s laptop device.

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

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Comment:
School and classroom resources meet requirements in order to effectively deliver the BC curriculum. The Principal and teachers comment that the Owner/Operator is very responsive.
to requests for resources as they are needed. The Owner/Operator has allocated a sufficient annual budget to enable the School to secure all resources necessary to develop a high-quality program and create an atmosphere for student success and teacher satisfaction.

Students have access to two libraries: a bright and spacious library within the host school with Japanese-language titles and a small collection of English-language levelled readers, and a small English-language library collection within the BC program space. The Owner/Operator has allocated a suitable annual budget to grow the number of holdings for the BC program in addition to providing space within the host school library to house the English-language collection. A BC teacher has taken responsibility for resource acquisition and leverages Amazon and Kidsbooks Vancouver for purchases. The teacher has also created a digital catalogue of the BC program collection on Librarika.com to facilitate student borrowing. The teacher requires students to post a review of each book they’ve read on the library portal.

The School makes extensive use of technology throughout the school setting. Each student is provided a Surface Go tablet device along with an Office 365 account. The School has robust WiFi networks throughout the School including a secure network for students that provides access to a limited number of websites suitable for students. Teachers are also issued Surface Go devices that they are able to connect to a large digital monitor in the classroom to cast content. Students are encouraged to take notes using OneNote and are required to submit assignments through the same application. The School recently purchase a GoPro video camera, stabilizer and tripod to enable video projects including during their summer session in Sooke School District. Through classroom observation and review of course planning documents, the Inspector observed a variety of software applications being employed in classes.

Commendation:
The School and teachers are commended for their embrace and extensive use of technology aimed at equipping students with digital skills to prepare them for their futures.

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 formal report cards at the end of each of the School’s three terms and interim progress reports mid-term. They meet requirements. Interim reports include the use of rubrics. Parent/teacher meetings are held twice yearly in November and March. To enhance student engagement with their learning, the Principal has introduced student-led conferences which will be held for the first time in November 2019.
The School employs the Maplewood student information system to maintain student records. It is exploring the use of another system such as PowerSchool to improve staff usability.

The School actively engages in communication with parents. The bilingual Japanese homeroom teacher facilitates communication between teachers and parents while the principal sends a monthly newsletter. The School employs Edmodo to facilitate communication with parents and provides weekly updates on school activities.

### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

- Requirement Met
- Requirement Not Met

**Comment:**
The Inspector verified that there is a detailed teacher/student handbook that was created for the School’s first year of operation. The Inspector verified that the handbook contains required elements including policies related to appeals and dispute resolution, student admission, student assessment and reporting, student conduct, student supervision and emergency evacuation. Japanese translation of much of the handbook is noted.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

- Requirement Met
- Requirement Not Met

**Comment:**
The Inspector verified that there is a comprehensive teacher handbook created for the School’s first year of operation that contains content in support of teachers’ professional needs.

The Inspector verified that the School has a teacher evaluation policy in place. Teacher evaluations were completed by the Principal towards the beginning of the second term.

The Inspector also verified that the School has a principal evaluation policy in place. A detailed principal evaluation highlighting his many accomplishments was conducted by the offshore school representative towards the beginning of the second term. The Inspector recognized that teachers also provide an evaluation of the principal, a testament to the School’s pursuit of professional excellence.
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.

☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable

Comment:
The School currently does not offer any distributed learning courses.

CONCLUSION

Commendations

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

- The Owner/Operator organization, Osaka Gakugei Educational Foundation, is commended for its commitment to and extensive investment of time, staff and financial resources in the BC program aimed at creating a strong program and supporting teachers and staff to create the best possible atmosphere for student success.
- The Owner/Operator representative, Mr. Morimatsu, is commended for his vision, demonstrated support and encouragement of the BC program and its staff.
- The BC program team, comprising the Principal, teaching staff and administrative support, are commended for their dedication, commitment, energy and enthusiasm to grow as professionals and help students achieve success. They have created a professional work culture based on collaboration and interdependence where sharing ideas and colleagues supporting each other is pervasive.
- The School is to be commended for the variety of language supports it provides to students and for the establishment of a new program at the middle school level to ensure that students transitioning to the BC program have language skills necessary to succeed.
- The highly supportive staff of Japanese teachers who work collaboratively with the BC program teachers to ensure high levels of student success.
- The School is commended for its embrace and extensive use of technology aimed at equipping students with digital skills to prepare them for their futures.

SUMMATIVE RECOMMENDATION

The Offshore Inspector recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at Osaka Gakugei Canadian International School be recognized as a British Columbia-certified offshore school.