

Schoolwide Action Plan 2009 – 2012

Osaka YMCA International School

Action Item 1: Learner Profile

Rationale: The Learner Profile is central to the educational programme, a keystone to our wider philosophy. To monitor and improve the effectiveness of the academic programme, the school must develop and implement a systematic assessment regimen to determine the extent to which students are accomplishing the Learner Profile.

Learner Profile Characteristics Addressed: Inquirers ~ Knowledgeable ~ Thinkers ~ Communicators ~ Principled ~

Open-minded ~ Caring ~ Risk-takers ~ Balanced ~ Reflective ~ Lifelong Learner

Action Step: 1) The Expected Schoolwide Learning Results (ESLRs) need to be translated into Learner Profile. Student achievement of the Learner Profile needs to be recorded in the report card, and students and parents need to know them.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB Curriculum Sub-Committee ¹ ; Director; Principal; PYP Coordinator; OYISGB Curriculum Sub-Committee; Faculty.		
Resources	Timeline	Implementation / Reporting
<p>International Baccalaureate Documents and Texts</p> <p>The International Baccalaureate website: www.ibo.org/pyp/</p> <p>PYP (Primary Years Programme) East Asia Group Meetings and wiki.</p>	<p>Beginning in September of 2009</p>	<p>Report Cards</p> <p>Create in “elephant”, the computer server used by faculty within the school, a file for aspects of the Learner Profile rubrics; these marking keys are open to use by all teachers, thus creating a common approach.</p> <p>Learner Profile posters will be displayed in a designated Primary Years Programme area, beginning August 2009.</p> <p>Make aspects of the Learner Profile posters.</p> <p>Include child-friendly and teacher versions of Learner Profile and report cards on the OYIS webpage, so these may be looked at by parents with Internet access.</p> <p>Design new report cards for PYP, perhaps going to a format with less reliance on text and more information represented in a numerical fashion so that our parents – many of whom cannot read English well - can more clearly understand them.</p> <p>In six assemblies throughout the year, each homeroom teacher will recognize a Lion Learner winner by presenting them with a certificate for proficiency in one of the Learner Profile characteristics. The Learner Profile will relate to the Unit of Inquiry then under study.</p> <p>The “Bridge” Newsletter (paper and web-based) will report on the Lion Learners and the Learner Profile characteristic they were recognized for.</p> <p>The Principal’s report to the Governing Board will keep them informed.</p>

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Action Step: 2) Set aside time for teachers to assess student work in the light of Learner Profiles and Attitudes.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB Curriculum Sub-Committee ¹ ; Director; Principal; PYP Coordinator: OYISGB Curriculum Sub-Committee; Faculty.		
Resources	Timeline	Implementation / Reporting
International Baccalaureate Documents and Texts The International Baccalaureate website: www.ibo.org/ppp/ PYP (Primary Years Programme) East Asia Group Meetings and wiki. www.lasw.org "Looking at Student Work", a website to guide the teacher conferences. Student work Ontario marking keys (rubrics)	Periodic peer-to-peer meetings have been held since October 2006. Three groups, an upper elementary, lower elementary and an Early Childhood group will meet several times a year to discuss student work in light of the Learner Profile and Attitudes, beginning in September of 2009. The "Collaborative Assessment Conference" guides these meetings (www.lasw.org). The professional development opportunity during Orientation Week each August (yearly) provides a time to discuss Learner Profile and Attitudes, especially to introduce the programme to new teachers. The three Teacher professional development days may also be used.	Homeroom or the core-subject teachers will create an evidence file to be left on Elephant (in an electronic format): three times each year, covering some crucial aspect from three different Units of Inquiry. Each teacher will complete a "Student Work Sample" sheet on each of the student work samples presented in the peer-to-peer meetings and leave them, with copies of the work, and marking keys (rubrics) on Elephant in an electronic form. In these meetings teachers can share insights on how they assess aspects of the Learner Profile and Attitudes, but also discuss how they generally evaluate student work on the Level 1 to Level 4 standards drawn from the Ontario curriculum guide. From Preschool to Kindergarten teachers will include a mark from Level 1 to Level 4 (quantitative results) for each Learner Profile characteristic in the final marking period. Grade 1 to Grade 3, the teacher will make verbal (qualitative) comments on student progress in light of the Learner Profile. From Grade 4 to Grade 6, the teacher will also include a mark from Level 1 to Level 4 (quantitative results) for each Learner Profile characteristic in the final marking period.

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Action Item 2: Professional Development

Rationale: The quality of the educational programme depends on the expertise of all staff. Improved student learning will result from the availability of a wide-range of professional development opportunities for all faculty and staff that will keep them abreast of research-based findings, effective teaching and assessment strategies, and current developments, theories and trends. The PYP programme also requires specific training.

Learner Profile Characteristics Addressed: Inquirers ~ Knowledgeable ~ Thinkers ~ Communicators ~ Principled ~

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Action Step: 1) OYIS will encourage and financially support professional development (PD) of all full-time staff. The direction for PD is based on the needs of the students and the requirements of the International Baccalaureate Primary Years Programme.		
Persons Involved and Responsible¹ for Monitoring Progress: Director ¹ ; Principal ¹ ; PYP Coordinator; OYISGB Curriculum Sub-Committee; Faculty.		
Resources	Timeline	Implementation / Reporting
International Baccalaureate Documents and Texts	Periodic peer-to-peer meetings guided by “Collaborative Assessment Conference” (www.lasw.org).	Three times per year, each homeroom teacher will complete a “Student Work Sample” sheet on three or four of their students. These will be placed in a designated folder on Elephant in an electronic form to create an evidence file.
The International Baccalaureate website: www.ibo.org/ppp/	The professional development opportunity during Orientation Week each August (yearly) provides a time to introduce the programme to new teachers.	“The Bridge” Newsletter (paper and web-based) will report on progress in professional development, especially as regards the PYP programme.
PYP (Primary Years Programme) East Asia Group Meetings and wiki.	The weekly staff meetings provide an opportunity for teachers to share PD experiences.	The Principal’s report to the OYISGB.
PYP in-house or Asian training sessions	PYP training opportunities occur at various times throughout the year.	Staff Meetings.
PD Policy	An EARCOS teacher representative will continue to be appointed each year, and OYIS will pay the cost for the teacher representative to attend EARCOS.	PD Policy on “elephant”.
TTC & PTC	Three PD / “No Teaching Days” are scheduled each year.	School Calendar.
EARCOS	OYIS is a candidate school to the International Baccalaureate Primary Years Programme.	
JASCD	All teachers have to attend “Making the PYP Happen” workshop in the 2009-2010 school year and other PYP workshops in subsequent years in keeping with PD policy.	

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Action Step: 2) Develop a Professional Development (PD) plan.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB Curriculum Sub-committee ¹ ; PYP coordinator ¹ ; Director; Principal; OYISGB Curriculum Sub-Committee; Faculty.		
Resources	Timeline	Implementation / Reporting
International Baccalaureate Documents and Texts The International Baccalaureate website: www.ibo.org/pyp/ PYP (Primary Years Programme) East Asia Group Meetings and wiki. PD Policy ESS Programme Other International Schools Curriculum programmes In-house expertise ¥50,000 is set aside each year for each full-time teacher; it can be banked for three years. (This may possibly change to reflect PYP training)	The PD policy will be amended to take into account OYIS becoming a PYP candidate school. A yearly review of the PD policy will keep it updated. OYIS will support and set a time in the schedule for on-site professional development, using the August orientation, the three floating annual professional development days, every second weekly staff meeting; and weekly park excursion time. The PYP Coordinator, in cooperation with the Administration, will identify key PYP training needs on an annual basis and tailor workshop involvement to address those needs.	The PD policy is on “elephant”. Staff meetings. August Orientation. PD / “No Teaching Days”

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Action Item 3: Curriculum Evaluation Initiative

Rationale: To ensure the school offers a rigorous, challenging, and coherent educational programme that meets the needs of the stakeholders, we will coordinate the implementation of units of inquiry and ensure the effective, sequential flow and thorough evaluation of learner outcomes through all grade levels. Special attention will focus on meeting the needs of English second language (L₂) learners and on implementing the International Baccalaureate Primary Years Programme.

Learner Profile Characteristics Addressed: Inquirers ~ Knowledgeable ~ Thinkers ~ Communicators ~ Principled ~

Open-minded ~ Caring ~ Risk-takers ~ Balanced ~ Reflective ~ Lifelong Learner

Action Step: 1) Begin a systematic process of curriculum review and analysis.		
Persons Involved and Responsible¹ for Monitoring Progress: Principal ¹ ; PYP Coordinator; Faculty ¹ ; OYISGB Curriculum Sub-Committee.		
Resources	Timeline	Implementation / Reporting
International Baccalaureate Documents and Texts The International Baccalaureate website: www.ibo.org/pyp/ PYP (Primary Years Programme) East Asia Group Meetings and wiki. ACER ISA testing The Ontario Curriculum www.edu.gov.on.ca Curriculum adopted from other sources Text books and Internet sites.	<p style="text-align: center;"><u>Curriculum Review</u> Science 2009 – 2010 P.E. / I.T. 2010 – 2011 Music / The Arts / Japanese 2011 – 2012</p> <p style="text-align: center;">ACER ISA Since October 2004</p> <p>From September 2009, OYIS will enter the Candidate Phase of the IB PYP, with a pre-authorization visit anticipated for the 2010-2011 school year and an authorization visit slated for the 2011-2012 school year. From September 2012 onwards, OYIS aims to become an IB World School, with a revisit in three years and then in five year intervals. (The IBO may require a twelve to eighteen month gap between the preauthorization and the authorization visits.)</p>	Staff Meetings. Updates on the OYIS webpage information will accordingly appear. PD / Non Teaching Days. Updated curriculum documents available on “Elephant” and some will appear on the OYIS webpage. The Curriculum Coordinator has computer files and a file of materials that support the committee’s development. “The Bridge” Newsletter (paper and web-based) will report on progress in professional development, especially as regards the PYP programme. The Principal’s report to the OYISGB. An analysis of three consecutive years of ACER ISA results will occur in May and June of the 2011 school year, adding to the three year analysis derived by February of the 2009 school year for inclusion in the WASC Full Self-Study Report.

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Action Step: 2) Integrate content learning outcomes, and ongoing assessment.		
Persons Involved and Responsible¹ for Monitoring Progress: Principal ¹ ; PYP Coordinator; OYISGB Curriculum Sub-Committee; Faculty.		
Resources	Timeline	Implementation / Reporting
International Baccalaureate Documents and Texts	From September 2009, OYIS will enter the Candidate Phase of the IB PYP (International Baccalaureate Primary Years' Programme). With this in mind, we should move towards a Process Portfolio, and consider a change in the key methods of reporting, keeping with a report card for each of the three marking periods, then a student-led process portfolio conference in June. Grade Six will also have an Exhibition.	Staff Meetings. Unit plans on "Elephant". The process portfolio. Teacher goals.
The International Baccalaureate website: www.ibo.org/pyp/		The Year-End Writing Tasks are kept on Excel spreadsheets on "Elephant".
PYP (Primary Years Programme) East Asia Group Meetings and wiki.	From June of 2010 a dedicated, regular school day for Student led conferences was selected. This will continue.	The June Student led conference.
The Ontario Curriculum www.edu.gov.on.ca	In the 2010 to 2011 school year, we will have acquired three-years of data on the end-of-year writing task for Grades One through Six, and this data should be analyzed.	100 Book per Year Charts tailored for each classroom.
Curriculum adopted from other sources	Data should also be collected on student reading levels, using the Houghton Mifflin leveled reading assessment kit.	
Text books and Internet sites.	Students will be encouraged to read 100 English books a year, a proven method of increasing academic performance.	
	<i>Mathletics</i> , an online mathematics programme, will be available to teachers from Kindergarten to Grade Six from September of 2009.	

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Action Step: 3) Provide time for teacher conversation on implementing themes into the curriculum taught in class.		
Persons Involved and Responsible¹ for Monitoring Progress: PYP Coordinator ¹ ; Principal ¹ ; Faculty.		
Resources	Timeline	Implementation / Reporting
International Baccalaureate Documents and Texts The International Baccalaureate website: www.ibo.org/pyp/ PYP (Primary Years Programme) East Asia Group Meetings and wiki. The Ontario Curriculum www.edu.gov.on.ca Curriculum adopted from other sources Text books and Internet sites.	From September 2009 to December 2010, OYIS will enter the Candidate Phase of the IB PYP (International Baccalaureate Primary Years' Programme) culminating in a pre-authorization visit. With this in mind, we should move towards collaborative work with peers on planning Unit of Inquiry type activities, more integrated thematic units. Perhaps these could even begin to be coordinated with the specialist teachers: Music, Japanese and Physical Education. <p style="text-align: center;">Non-Teaching Days.</p> <p style="text-align: center;">August Orientation Week.</p> <p style="text-align: center;">Periodic peer-to-peer meeting between teachers.</p> <p style="text-align: center;">Small group meetings with the Principal.</p> <p style="text-align: center;">Dedicated time derived from Staff Meetings.</p>	Staff Meetings. IB Programme of Inquiry and Unit plans on "Elephant". Unit plans on "Elephant".

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Action Item 4: Integrated Marketing

Rationale: ‘Integrated marketing involves the widespread acceptance and incorporation of marketing and marketing practices to the level that it becomes part of the fundamental set of values of all staff’ (Holmes 2003). Integrated marketing has a major impact on the school’s culture and is dependant on alignment of key marketing strategies.

Learner Profile Characteristics Addressed: Inquirers ~ Knowledgeable ~ Thinkers ~ Communicators ~ Principled ~

Open-minded ~ Caring ~ Risk-takers ~ Balanced ~ Reflective ~ Lifelong Learner

Action Step: 1) Relationship Marketing provides and builds good relationship with potential, current and past parents and students.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB PR Sub-Committee ¹ ; Director; Principal; PYP Coordinator; OYISGB PR Sub-Committee; Faculty.		
Resources	Timeline	Implementation/Reporting
Provide free bag of OYIS goods, i.e. calendar, pen, etc	From September 2009, the PR Committee will review yearly what items will garner the most attention from prospects	Increasing prospects interest in our school
OYIS Newsletter’s IT section, OYIS Webpage Community Access	Webpage content will be refreshed and updated regularly. IT Director will continue to increase the ease of use of technology	Encourage the parents to actively use the webpage
Professional development opportunities for administrative staff	Occasional meetings to review current service and manner.	Review the administration staff’s service
Increase parents involvement in events, i.e. Christmas Bazaar, Christmas Decorations, International Festival stalls	Ongoing meetings to determine how best to include PTA in events.	Further develop in-house events
NSSE survey, “Coffee with the Principal”	Ongoing	Analyze more details of the parents’ and students’ needs and satisfaction level
OYIS webpage, Database, In-house events	From September 2009, utilize resources to begin process of creating an alumni group	Establish an Alumni organization

OYIS Community OYIS Alumni	From September 2009	Celebration o f OYIS' 10 th Anniversary in 2010-2011
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Action Step: 2) Internal marketing emphasizes that employees are customers of the school and are recognized as a real asset upon which a competitive advantage can be built.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB PR Sub-Committee ¹ ; Director; Principal; PYP Coordinator; OYISGB PR Sub-Committee; Faculty.		
Resources	Timeline	Implementation/Reporting
Budgetary allocation for competitive salary and benefit package. Teachers that remain with OYIS will receive an extra monthly salary every 3 years for renewing contract.	Yearly OYIS will analyze their competitiveness in recruiting and retaining fulltime teachers.	Recruitment of quality full-time teachers by actively advertising employment opportunities within Japan as well as attending overseas recruitment fairs if necessary. Offering an attractive salary and benefits package (competitive with other international schools in Japan). Getting PYP training would be attractive
TIE online recruitment, ISS, CIS, and other recruitment groups and news groups, OYIS homepage		Retention of quality fulltime teachers based upon ongoing evaluation and performance with an appealing retention and/or bonus package for years of service and appreciation gifts.
In-house expertise	Yearly analyze staff abilities, education and performance	Acknowledge staff in both their professional and personal lives.
Maintain and improve professional library	Yearly OYIS will add to library	OYIS will continue to add to its resources to help and improve staff knowledge.
Budgetary allocation to promote and show appreciation for volunteerism.	Yearly OYIS will actively seek and show appreciation for volunteers	OYIS will ensure that volunteers are actively sought and appreciation gifts provided for those volunteers who exceed expectations and make contributions to the school.
International Baccalaureate Documents	From September	Motivation of staff to achieve and exceed expectations by involving staff in decision-making, setting professional goals, timely and personal evaluation in achieving those goals, and overall increasing morale

<p>and Texts</p> <p>The International Baccalaureate website: www.ibo.org/pyp/</p> <p>PYP (Primary Years Programme) East Asia Group Meetings and wiki.</p> <p>PD Policy</p> <p>¥50,000 is set aside each year for each full-time teacher; it can be banked for three years. (This may possibly change to reflect PYP training)</p>	<p>2009, OYIS will enter the Candidate Phase of the IB PYP (International Baccalaureate Primary Years' Programme).</p> <p>The PD policy will be amended to take into account OYIS becoming a PYP candidate school. A yearly review of the PD policy will keep it updated.</p> <p>OYIS will amend its schedule for PYP training and set a time in the schedule for on-site PD, using the August orientation, the three floating annual PD days, every second weekly staff meeting and Thursday park days.</p>	<p>amongst staff. This also includes training and funding for professional development.</p> <p>Information systems (communication between people in the school) using the IB PYP to ensure open communication amongst all stakeholders (community members). This includes setting aside time for meetings.</p>
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Action Item 4: Integrated Marketing

Rationale: ‘Integrated marketing involves the widespread acceptance and incorporation of marketing and marketing practices to the level that it becomes part of the fundamental set of values of all staff’ (Holmes 2003). Integrated marketing has a major impact on the school’s culture and is dependent on alignment of key marketing strategies.

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Action Step: 3) External marketing involves the articulation of ‘a clear identity and profile’ and the communication of ‘uniqueness to potential and existing customers’ (Holmes 2000). It usually involves the promotional and advertising aspects of marketing.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB PR Sub-Committee ¹ ; Director; Principal; PYP Coordinator; OYISGB PR Sub-Committee; Faculty.		
Resources	Timeline	Implementation /Reporting
Budgetary allocation; media	The school will carry out targeted advertising campaigns annually	Targeted campaigns will be reported on to the Administration and OYISGB.
Budgetary allocation; staff and faculty; PTA; students; community	The school will utilize and continue to develop specific annual events as marketing opportunities	The Administration, working in conjunction with the faculty and staff, will continue to promote the school through the yearly calendar events and create new events when deemed appropriate. Such events will be reported in the Homepage, Newsletter and to OYISGB.
Saturday School staff; curriculum; community	The school will continue to promote its Saturday School and Intensive Courses	The Administration, working closely with Saturday School personnel, will report on progress made to OYISGB and to the general community in promotional material.
Scholarship budgetary allocation	The school will continue to use the scholarship as a means of attracting students who are strong academically and linguistically	Scholarship students will be reported on to OYISGB during the yearly scholarship review process.
Budgetary allocation; events; organizations	Yearly review of organizational memberships	Organizational memberships will be reported on in the Homepage and in the Newsletter. The school will continue to maintain and expand, where possible, its professional and charitable organizational memberships. Priority will be given to the IBO and associated organizations (e.g. PYPEAN)
Yearbook, calendar, “The Bridge” newsletter	Ongoing	The school will continue to use publications as a marketing tool.

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Action Step: 4) Innovation and learning perspective: OYIS will provide systems for students to use new technologies in their learning.		
Persons Involved and Responsible¹ for Monitoring Progress: Chair of the OYISGB PR Sub-Committee ¹ ; Director; Principal; PYP Coordinator; IT Director; OYISGB PR Sub-Committee; Faculty.		
Resources	Timeline	Implementation /Reporting
School Website	Periodic updates	Class and After School Club web pages will provide information and showcase student work. School Wiki, forums and blogs will be available to be used as research and collaboration tools. Photo and Video galleries will showcase events and student work. Classes will utilize <i>Mathletics</i> as a part of mathematics programs.
Web Resources	September 2009. Reevaluated yearly	Remote access will allow students to utilize ICT resources off site.
OYIS Intranet	September 2009, with continued development April 2010 onwards	Desktop publishing and media editing packages will be available that cater to the needs of all students. Purchase non-web based software packages that support learning across all subject areas.
Software	April 2010 onwards	Ensure that computer hardware can accommodate current software and internet-based systems. Extend the ratio of students to computers in the school to ensure equity of access to technology.
Hardware	Regular updates Annual purchases of computer hardware	Purchase hardware that supports interactive and collaborative learning. Training will be provided in the use of new technologies.
Professional Development	As needed	

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Action Item 5: Resource Areas

Rationale: In order to further strengthen the curriculum and instruction offered at OYIS, it is essential to ensure the necessary development and provision of resources.

Learner Profile Characteristics Addressed: Inquirers ~ Knowledgeable ~ Thinkers ~ Communicators ~ Principled ~

Open-minded ~ Caring ~ Risk-takers ~ Balanced ~ Reflective ~ Lifelong Learner

Action Step: 1) The OYIS will review and provide necessary resources for students and teachers.		
Persons Involved and Responsible¹ for Monitoring Progress: Business Manager; Principal; OYISGB Curriculum Sub-Committee; Faculty; PYP Coordinator; Office Administration Staff;		
Resources	Timeline	Implementation /Reporting
OYIS funds/budget PTA Fund Donations Fund rising event PYP publications Catalogues Publishing Company sales Representatives and/or sponsored workshops PYP coordinator OYISGB Curriculum sub committee Business Manager Teachers Principal Volunteer librarians	Working closely with PYP coordinator to develop necessary resources for PYP implementation. For the Units of Inquiry, bins will be developed to store materials where necessary. Other materials will be stored in subject locations – Math, English, Science and the library. The school will regularly review and update school resources following the curriculum cycle. The school will develop classroom and specialist resources. The school will develop library and IT resources in line with students and curriculum needs. Enhance the resource management logistics.	Keep compiling the resources inventory list and library inventory. The progress should be reported through the OYIS Newsletter, OYIS webpage, Staff Meetings and OYIS GB principal’s report.

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Glossary of Terms

ACER ISA	Australian Council for Educational Research International Schools' Assessment
EARCOS	East Asia Regional Council of Overseas Schools
“Elephant”	Staff computer network
IBO	International Baccalaureate Organization
IB PYP	International Baccalaureate Primary Years' Programme
JASCD	Japan Association of Supervision and Curriculum Development
OYISGB	Osaka YMCA International School Governing Board
PD	Professional Development
PTC	Principal's Training Centre (for International School Leadership)
PYPEAN	Primary Years Programmer East Asia Network
TTC	Teacher's Training Centre (for International Educators)
YMCA	Young Men's Christian Association

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