

TISPA – Mar 8 2016

Head of School Report

Alberta Accreditation Inspection

We have concluded another year's annual accreditation inspection and the preliminary results are a resounding success!

I want to thank the teachers who agreed to be observed, the students who assisted with the parent surveys and all of the parents who contributed their perspective on the school whether it was through a survey or a face-to-face discussion.

Leah presented the admin team and members of the board with her preliminary findings. She will be recommending to the minister that we maintain our accreditation. She had 6 commendations to share with us, 1 required change (a policy adjustment to reflect some recent changes in Alberta) and 2 recommended changes.

Commendations

Allow me to share the 6 commendations with you as I feel that they echo the strength and determination of our staff and program over the past year:

1. Leadership - TIS continues to lead the way in Alberta Accredited International Schools. Not only do we meet the standard for accreditation, we set the standard for excellence. We have a well-developed, highly intentional model of distributed leadership that remains agile and flexible to meet our constantly changing needs and assist our students to strive for excellence.
2. Communication - our comprehensive methods of communicating within our school and to our community is to be applauded. Our staff portal, school website, teacher blogs, digital newsletters, push notifications, our annual publications and our new school app demonstrate our commitment to share the great things happening at TIS.
3. Innovation & Risk Taking - we have created an environment when risk taking is encouraged by students and modeled by staff and the school. Our Inclusive Education program pushes the boundaries of typical international schools but ultimately assists more students to be successful.
4. Capacity Building - our staff are constantly striving to improve themselves and their practice. Our staff's commitment to continuous improvement is supported by our internal and external PD opportunities.
5. Collaboration and Networking - evidence of collaboration permeates the school. Our staff work well together and persevere through the inevitable challenges of conflict within collaboration. In addition to internal collaboration, our school has developed an extensive external network as well. Despite being here for a short period of time, Leah was impressed with the sense of community and engagement of parents at TIS.

6. High Expectations - we hold our staff to exceptionally high expectations. Our committed staff meets and exceed these expectations consistently. Their commitment has a direct impact on creating a positive learning community for students and parents.

These commendations would not have been possible without all of your hard work. We do not attain such favorable inspection results by just picking up our game during the week of inspection. We can only attain this standard by constantly living it out day by day. While there is a lot of excitement around the new building, the real heart of the school has always been, and will always continue to be, the passion and commitment of the people inside of it.

Required and Recommended Changes

The required change is centred on some changes to the Alberta School Act in regards to Safe, Caring and Welcoming schools. In Alberta, the media has focused on the LGBTQ issues. We will need to have conversations about ensuring our LGBTQ students are properly supported but it also goes along with larger discussions about anti-bullying and positive discipline practices. All of these discussions fall within our broader Student Support Services.

The recommended changes will be shared with each school. One area for the whole school is better understanding of inclusive education and that inclusive education is not just about atypical identified students. All students within the school will benefit from increased personalized learning and support structures. Within TIS, we need to have continued conversations about inclusive education as it pertains to DSEJ, Alberta and our own TIS context.

The other recommendation is an elaboration of the previous recommendation on assessment practices. Leah noted that we have made considerable improvement in this area and gave some specific next step suggestions for each school.

Parent Communication and Engagement

Lastly, the survey results show that parents still want greater engagement with their child's learning and involvement in school decisions. Leah said that our school is definitely leading the way in communication and that the engagement item will continue to improve as more parents take advantage of the communication options. We want to continue to find ways for parents to be more involved in the education process of their children.

澳門國際學校家長會 (TISPA) – 2016 年 3 月 8 日

校長的報告

艾伯塔評審

總結年度評審報告的初步結果，學校再取得成功。

本人在此感謝所有參與調查的老師、協助家長進行問卷的學生以及透過調查或面談向學校反映意見的家長們。

Leah 向管理層及董事會成員提交了初步調查結果，建議對本校繼續給予認可，並提出了六項表揚，一項改革要求（以配合近來艾伯塔的變革）以及兩項建議。

表揚

本人很榮幸在此分享六項因教職員於過去一年所作出的努力和決心而取得的表揚。

1. 領導能力 – 本校一向循艾伯塔認可的國際學校模式運作，不僅符合評審準則，還樹立了卓越的標準。我們擁有一隊完善、緊密度高的分散式領導團隊，靈活地滿足本校不斷變化的需求，協助學生們迎接挑戰。
2. 溝通 – 本校全面性的溝通渠道值得讚許。無論是教職員網絡站點、校網、老師博客、電子校報、訊息推送、年報甚至是新開發的手機應用程式，均展現了本校的優越性。
3. 創新和挑戰 – 我們創造了一個適切的環境並由老師以身作則，鼓勵學生接受挑戰。本校的融合教育項目致力突破傳統國際學校的限線，盡最大努力協助學生取得成功。
4. 建立能力 – 本校教職員不斷透過努力和實踐提升自己。其中，教師的內、外培訓項目發揮了重大作用。
5. 合作與經營人際網絡 – 本校教職員合作無間，無懼在合作中不可避免的衝突，這些努力均有迹可尋。除了內部協調外，本校同時構建了對外網絡。儘管逗留時間尚短，但 Leah 表示對上述努力及家長的參與印象深刻。
6. 厚望 – 本校對員工均寄予厚望，而他們亦不負眾望的不斷超越期待。教職員的努力為學生及家長樹位了一股積極的學習風氣。

少了您們的努力，絕不可能獲得上述表揚。而這些讚許，靠的是日復日的努力，而非一週的評審表現而獲得的。懷著興奮的心情迎接第二期新校舍落成，本校會秉承一貫宗旨，把熱忱和員工的承諾傳承下去。

要求和建議改革

要求改革的內容主要是迎合艾伯塔就安全、關愛以及接納等事項而進行的。當前艾伯塔當地媒體都把焦點放在 LGBTQ (L: 女同性戀者 G: 男同性戀者 B: 雙性戀者 T: 跨

性別者 Q：對性別認同感到疑惑者）議題上。本校需要展開討論，確保 LGBTQ 學生們獲得支持的同時，也要討論反欺凌和紀律問題。有關議題均與學生支援事務有關。

建議改革的項目將與各校部分享。學校最好是對融合教育有全面了解，而並非只將學生歸類。所有學生都能從提升個人化的學習計劃和支援框架中受益。無論是就教青局、艾伯塔甚至是本校，都有必要就融合教育事項繼續進行討論。

其他建議改革是針對先前的改革而作出的有關評核的操作，Leah 謂本校已取得相當大的進步，也具體的向其他學校作了下一步建議。

家長的交流和參與

調查結果顯然示家長們很期望更多參與孩子的學習以及學校的決策。Leah 深信本校掌握了家校溝通的方式，隨著越來越多家長採用學校的溝通渠道，相信有關方面這會持續改善。本校致力採用不同方式讓家長更多地參與孩子教育過程。