



Future Café Summary Report

Nagoya International School

October 2022



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Nagoya International School

Nagoya International School (NIS) has embarked upon an initiative to build and share a clear vision of the future. As part of the process, NIS held four future cafés in September 2022, with approximately 115 community members participating.

The purpose of each café was to engage students, parents and staff in conversations, providing them an opportunity to share their thoughts on NIS' present and future.

The participants of the Future Cafés engaged in dialogue over the following questions:

1. What does NIS mean to you? What do you value about our school? What do you treasure about our school? What is unique? What is special? What does NIS stand for that we should protect, celebrate and cherish?
2. What shifts are happening in the world beyond NIS (locally and globally) and how should NIS respond?
3. Considering your answers to the above two questions, now consider what you think what the top three weaknesses and top three opportunities are for NIS
4. Now consider the NIS mission: We inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute positively to the global community. Is this mission still relevant, meaningful and appropriate?
5. Your 'wishlist' for suggestions for things to add, improve, adjust or remove!

Nine community member also shared their ideas through an online survey. And, twenty-two members of the Board of Trustees and Board of Directors held a session where they discussed questions 1, 2, and 3.

It is important to recognize that each person who participated in the café had the opportunity to give multiple responses to each question. Main themes emerged in the responses and are reported in the summary of findings. Themes are presented in order of magnitude. Rounding is used in the display of percentages, so totals may fall within +/- one (1) percent of 100.

Question 1: What does NIS mean to you? What do you value about our school? What do you treasure about our school? What is unique? What is special? What does NIS stand for that we should protect, celebrate and cherish?

❖ verbatim example of response

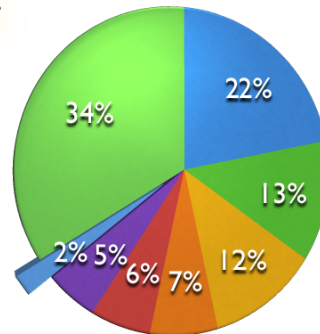
Seven (7) main themes emerged from a total of 253 responses. Two percent of responses were not categorized in a theme.

Inclusive, Nurturing and Empowering Learning Environment (34%)

- ❖ Safe space for students to inquire
- ❖ Support each students to grow, to gain confidence, encourage them to do what they pursue
- ❖ A place where we can open our mind
- ❖ Encourages students to speak their opinion
- ❖ Emphasizes each individual's strength
- ❖ Teachers are kind, very accessible and knowledgeable
- ❖ The teaching way - thinking broadly to let students try more possibilities
- ❖ Inquiry, not pursuing one answer, NIS is going beyond just teaching
- ❖ Learning is not all about passing a test - NIS cares more about being all rounded and creating a balanced student

Engaged and Inclusive School Community (22%)

- ❖ NIS has a strong spirit and community, everyone is accepted here, safe space
- ❖ More relaxed easier to adjust to - How easy I can access principals and head of school - cozy environment
- ❖ Strong relationships, tight knit community -> students, staff, parents - Small close-knit community
- ❖ The school acts like a family; community is valuable
- ❖ International, connected K-12, Interaction <- We really feel like "One School"
- ❖ Parents feel like they can be part of the school community and can participate fully
- ❖ Mutual supportive relationships between students
- ❖ (NIS is a) partner to raise my child
- ❖ "Home" we can come back anytime



School Facilities and Resources (5%)

- ❖ Bigger school with bigger facility that is close to nature, great campus and location in nature
- ❖ Nice and up-to-date facility and equipment, new building, computers/tech, gym

Miscellaneous Responses (2%)

Leadership Committed to Excellence (7%)

- ❖ Mission - puts the priority on Inquiry learning and the curriculum follows the mission, not the other way around
- ❖ Strong governance - (1) local and (2) international accreditations
- ❖ Commitment to improvement - ongoing improvement

Diversity (13%)

- ❖ How we celebrate the diversity of our students - language, identity, experiences
- ❖ NIS means diversity, finding inspirations for everyone
- ❖ NIS protects gender equality -> diversity
- ❖ Champion of diversity and inclusion that other schools cannot have

Balanced Educational Program (12%)

- ❖ NIS allows for many different paths
- ❖ IB school - make children to be creative, think deeply and can make their own futures, opportunity to learn how to learn
- ❖ Having Japanese class is important for native speakers and non-native speakers
- ❖ Protect the quality of the education that NIS is known for.

Enriched Co-Curricular and Extra-Curricular Activities (6%)

- ❖ Good balance between education/sports/activities
- ❖ Trips, tournaments, ASAs, retreats, field-trips
- ❖ The school treasures not only academics but also things about the outside world (leaderships, ATL, SDGs)

Question 2: What shifts are happening in the world beyond NIS (locally and globally) and how should NIS respond?

❖ verbatim example of response

Seven (7) main themes emerged from a total of 209 responses.

Three (3) percent of responses were not categorized in a theme.

Education Trends (21%)

- ❖ Transferable skills (language/culture, problem solving) will persist, but future jobs may not even exist yet
- ❖ Things we learned from COVID and how we can use it to our advantage
- ❖ NIS needs to promote innovation, biodiversity, new tools/techniques and real problem-solving
- ❖ Stronger International mindedness
- ❖ Remote work and remote learning - education should change
- ❖ Building leadership capacity, understand the real world challenges, find out the viable solutions
- ❖ More connections with other schools
- ❖ NIS needs to stay at the forefront

Environmental Issues (7%)

- ❖ Environmental changes - how can NIS reduce our environmental footprint
- ❖ Climate change -> responding to this reality eg rising temps, our energy as well as how campus is used
- ❖ NIS can educate the community about issues (global warming, deforestation)

Miscellaneous Responses (3%)

Political Factors (11%)

- ❖ Political polarization dialogue
- ❖ War - tensions, more flexibility to discuss more about current affairs
- ❖ Little change in Nagoya (Nagoya is slow to change)
- ❖ Regional changes (China, HK) putting focus on Japan

Community Diversity (10%)

- ❖ Disabilities - NIS being better equipped for people with diverse physical needs
- ❖ How can we ensure all "foreign" "expat" "international" families can access NIS, not just the wealthy or big business
- ❖ Pandemic - leads to a decrease in expats
- ❖ The community is becoming more diverse than before. Ensure that the community has a lot of chance to learn from each other's diverse backgrounds

Digital World (21%)

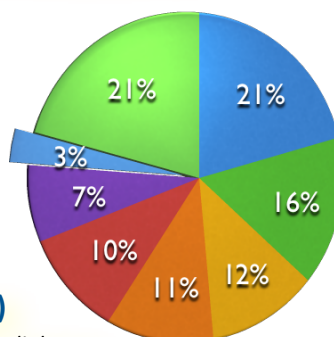
- ❖ Up our digital awareness, safety learning for students
- ❖ "Remote" learning, working online
- ❖ Post pandemic - more virtual learning, meetings - we learned the importance of face-to-face contact
- ❖ Having a balance with using tech and socializing
- ❖ Internet footprint - mindful of what you put into the world
- ❖ Online learning has taught us we might need a coding class, tech, creation using tech etc
- ❖ Digital curriculum with a set of standards
- ❖ What infrastructure do we need at NIS to be able to use tech in many and varied ways? (live streaming, online PD etc)

Economic Conditions (16%)

- ❖ Nagoya's industries (automotive/aerospace) are changing
- ❖ Gap between those with the opportunity to go to NIS vs those who can't is getting larger
- ❖ Since the population and the workforce shrinking, NIS should be able to be ready for that
- ❖ Financial viability of the school (International students and Japanese families and Asian boarding schools)
- ❖ Shift from globalization to more nationalistic focus - will globalization continue to happen?

Social, Emotional and Mental Concerns (12%)

- ❖ Social learning -> How to communicate online, connect real and virtual social skills and problem solving
- ❖ How is NIS going to welcome LGBTQ community in a country where it is largely ignored?
- ❖ COVID - changes in behavior
- ❖ Increase in teen mental health issues - NIS should have a plan to address this - NIS (schools in general) need to take responsibility for student well being



Question 3a: Considering your answers to the previous two questions, now consider what you think the top three opportunities are for NIS.

❖ verbatim example of response

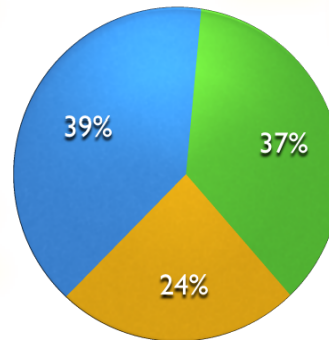
Three (3) main themes emerged from a total of 98 responses.

Program Enhancements (39%)

- ❖ Work with a local trade or job - on the job experience
- ❖ Opportunities for students to connect with peers in Japanese schools -> Including Japanese languages, celebrations, festivals
- ❖ Opportunities to teach specific foods, dances, and social traditions within the classroom setting.
- ❖ Clubs run without teacher supervision and rather a senior student to allow for more student freedom
- ❖ Possible expansion into other tech job disciplines to be ready for employment right after school.
- ❖ Understanding how to work/nuances to work with others (embrace vs just navigate)
- ❖ Connecting to Japan culture
- ❖ Summer and winter trips- excursions and holiday camps
- ❖ Lots to do on campus - sports, ASAs, drama, clubs
- ❖ Possible expansion into other tech.job disciplines to be ready for employment right after school
- ❖ Provide resources to high school students on summer internships either in Japan or their home state. Connect local or global employers with students on projects/hands-on learning opportunities or worksite tours (in person or online). Have employer reps be a mentor on a project that relates to their line of work such as a design engineer coming in to talk about what they do or leading an activity. The NIS curriculum is great at looking at real-world problems and developing solutions and it could be impactful to have someone from the industry speak first hand about their experience. I would encourage diversity here so that mentors are a good representation of your student population. This could be a challenge since NIS is a global community, but just wanted to share that idea.

Strengthening of Community Relationships - Local and Global (37%)

- ❖ Connections and relationships with community
- ❖ Expecting more new families post COVID
- ❖ Teacher retention -> need consistency
- ❖ Making more connections with outer community (city, companies)
- ❖ Building community and culture in dynamic school population (teachers and students)
- ❖ How to integrate dynamic/shifting populations
- ❖ Networking and PD between schools in local area
- ❖ Looking for partnerships (partnering with schools/ sister schools) - What can partnerships create?
- ❖ Community outreach
- ❖ Create a network system to connect other schools around the world to share knowledge and classes.
- ❖ Nurture culture inclusion, belonging
- ❖ Share problems globally and solve together, come together as one
- ❖ Share resources around the world



School Finances and Infrastructure (24%)

- ❖ Cost-reduction initiatives and tuition
- ❖ Tuition costs
- ❖ Expand facilities -> design and arts
- ❖ Is the school policy in long term plans to mitigate costs/fees (energy sustainability)
- ❖ New vendors needed for school bus, cafeteria and apparel (spirit wear)- everything has to be renewed under fair valuations- to eliminate unnecessary spending
- ❖ Attraction with the new facilities (new field, buildings) for the future

Question 3b: Considering your answers to the previous two questions, now consider what you think the top three weaknesses are for NIS.

❖ verbatim example of response

Nine (9) main themes emerged from a total of 106 responses.

Changing Demographics (21%)

- ❖ "Language" cultural barrier to participation
- ❖ Less diversity of student - school size
- ❖ Declining Expat population in Nagoya
- ❖ Reliance on a few key companies in the region
- ❖ Turnover of families over short time

Educational Program (19%)

- ❖ Limited subjects to learn, limited choice of class
- ❖ Lack of languages
- ❖ Not enough ASA/Sports/extra/co-curricular activities
- ❖ Are NIS students getting enough exposure to be competitive in the world?

External Forces (5%)

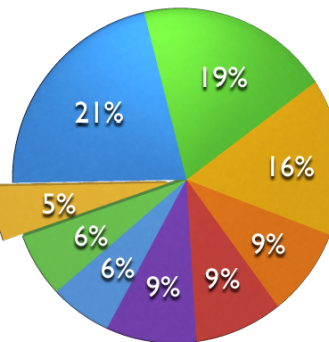
- ❖ Resilience to energy price shocks <- Japan (& NIS) is dependent on imported energy. It would be better if we produce our own

Digital Programs (6%)

- ❖ Technology- DP, lack of digital literacy, programs, wifi - infrastructure
- ❖ Digital values, privacy - What is NISs digital policy? - How to protect students on social media/online

School Size (6%)

- ❖ Size of school - only so much money available
- ❖ Small student population - problems between students can be harder to mitigate



Location and Infrastructure (16%)

- ❖ The location of the school - time consuming to commute, parking space is so hard to access
- ❖ Parking lot and transportation - business, environmental impact, commute
- ❖ Only one location (no branches or 2nd campuses)
- ❖ Infrastructure (buildings) in 20 years time

Communication (9%)

- ❖ Student lacking power and control over school commitments
- ❖ Communication between students and staff

School Finances (9%)

- ❖ The cost of the school - not everyone can attend, we don't offer full aid/ scholarship for those that can't afford it
- ❖ Revenue source is heavily reliant on tuition and fees - we do not have a lot of fundraising

Staffing (9%)

- ❖ Not enough teachers to encourage students to learn different subjects at various levels
- ❖ Size of faculty, culture change with staff turnover

Question 4: Now consider the NIS mission: We inspire and empower our students to think creatively and critically, pursue lifelong learning, and contribute positively to the global community. Is this mission still relevant, meaningful and appropriate?

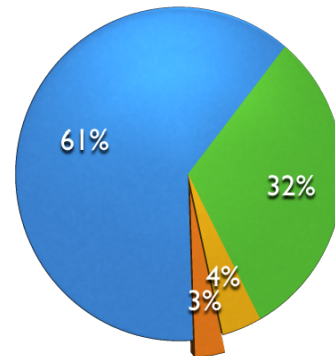
❖ *verbatim example of response*

Three (3) main themes emerged from a total of 108 responses.

Three (3) percent of responses were not categorized in a theme.

Recommend adjustments to language (61%)

- ❖ *Still relevant - however, needs modification as a statement*
- ❖ *Add kindness and empathy etc to mission*
- ❖ *Lens of looking at "inclusion"*
- ❖ *It would be nice to add "inclusivity" to this mission statement. The rest of the mission statement is fine as is.*
- ❖ *Add local (and global) community*
- ❖ *Missing - valuing other people, valuing individuals, relational learning*
- ❖ *Should the mission evolve?*



Mission continues to be relevant (32%)

- ❖ *It is extremely relevant.*
- ❖ *Ultimately about students having knowledge, skills to be successful in future*
- ❖ *YES! Students are contributing to the global community, encouraged to be open-minded, and learning to become a learner rather than solid knowledges*

Lack of awareness of mission (4%)

- ❖ *Most students don't know about NIS mission*

Miscellaneous Responses (3%)

Question 5: Your 'wishlist' for suggestions for things to add, improve, adjust or remove!

❖ *verbatim example of response*

Ten (10) main themes emerged from a total of 113 responses.
Three (3) percent of responses were not categorized in a theme.

Infrastructure & Facilities (21%)

- ❖ Accessibility
- ❖ Add AC / fans in the gym
- ❖ More parking spaces
- ❖ Add a new drop-off/pick-up point that is more accessible for cars
- ❖ Space for students (people) to hang out when not studying or playing sports (where should I be aside from lunchtime?)

Miscellaneous Responses (3%)

Student Schoolwork (4%)

- ❖ More balance in regards to typed vs. handwritten assignments (better prep for handwritten exams)
- ❖ Uniformity of google classroom use (general practices)

Parent Engagement (4%)

- ❖ More opportunities for parent/teacher interaction
- ❖ More parent events that include students and staff

Food Options (4%)

- ❖ Healthier food options (less junk/unhealthy food)
- ❖ More cheap / more variety of food/cafeteria options (like SOIS)

Easing of Covid Restrictions (7%)

- ❖ No masks (make voluntary)
- ❖ Being able to talk during lunch with partitions

Swimming (6%)

- ❖ Swimming - weekly classes at a local pool for all students
- ❖ Swimming pool

Co-Curricular and Extra-Curricular Activities (17%)

- ❖ Help strengthen extra-curricular activities by making more local connections
- ❖ More variety of ASAs
- ❖ Language clubs - Chinese, French, Spanish
- ❖ Expand the music program! (Size of groups/selection of instruments)
- ❖ A full year whole school focus on improving the environment
- ❖ More inter-grade activities

School Practices (17%)

- ❖ Commonize communication mediums (too many streams)
- ❖ Clearer technology policy for students & communicate
- ❖ Allow more freedom outside/off campus for lunch
- ❖ Can we utilize local university students to come in as translators for school events?

Class Offerings (12%)

- ❖ Expanded language program (eg. French)
- ❖ Language acquisition classes for English
- ❖ More IT education

School Schedules (7%)

- ❖ Starting school later and have activities in the AM (take one period out of the schedule)
- ❖ A period to work on club stuff (HSSC, Dolphin Wave, MUN, etc.)

