

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADIAN INTERNATIONAL SCHOOL GUANGXI GAOJIE

NANNING, GUANGXI PROVINCE

PEOPLES REPUBLIC OF CHINA

NOVEMBER 7-8, 2022

INTRODUCTION

On November 7 and 8, 2022, a virtual certification inspection was completed on Canadian International School Guangxi Gaojie (CISGG) in Nanning, Guangxi Province, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Rebecca Block and Peter Drescher, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 16 students in grade 11 and 39 students in grade 12 for a total of 55 students. The majority of these students (34) commute to the School daily. There was no intake of grade 10 students this September, as restrictions were placed on student recruitment. The BC program is housed with Nanning #3 High School which has an enrolment of 3300 students.

During the virtual inspection visit, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers, student advisor and a group of students.

The Owner/Operator, Nanning Gaojie Education Consultant Co. is responsible for the BC program. CISGG has had a long-standing relationship with a high school located at Vancouver Island University (VIU) as well as VIU itself. Students attended there every summer for credit courses and English immersion activities. All these activities have been on hold since the COVID-19 pandemic and with the BC program possibly closing in June 2023 and current Chinese travel restrictions they are unlikely to resume.



The BC program's mission is stated as follows:

CISGG aspires to prepare each student as a responsible and positively contributing new generation global citizen who is empowered with the requisite knowledge, skills and attitudes he/she will acquire from the well-articulated BC curriculum delivered in the context of long-established Chinese culture. CISGG will prepare each student for success in an increasingly globally interconnected world.

The Team would like to thank Canadian International School Guangxi Gaojie for its cooperation and preparedness for this virtual inspection.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were two requirements contained in the previous inspection report:</p> <p>1) <i>The School must communicate the status of local government approval, which is set to expire in July 2022, to the BC Ministry of Education and Child Care no later than December 10, 2021.</i></p> <p>The status was confirmed in a memorandum from the Nanning No. 3 High School dated January 18, 2022 which indicated that the five-year contract expiring in June 2022 will not be renewed, new cohorts of grade 10 students may not be admitted as of September 2022, and the current cooperation agreement will end once the current grade 11 and 12 cohorts have graduated.</p> <p>2) <i>The School is required to notify the Ministry of its future status immediately once it is known. It must then develop a wind-down plan in the event of a permanent school closure or a transition plan in case of another scenario that demonstrates how students and BC-certified teachers will be supported throughout the transition and how the School will communicate the transition to all of the School's stakeholder groups.</i></p> <p>The grade 11 cohort of 16 students may be the last to graduate from the BC program in 2023/24. The Owner/Operator has developed a plan that ensures that these students will obtain the necessary required and elective credits to obtain their graduation diploma. Both students and their parents have been given assurances that they will be able to complete the program. The Owner/Operator has continued to make efforts to relocate the program to another school but has not met with success thus far. The Team was given the most recent update (as of November 2, 2022) and the Owner/Operator will forward this to the Ministry in the near future. This is discussed further in section 1.0.</p>			



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 Partially Met ☐ Requirement Not Met

Comment:

The Future of the BC Program

As previously mentioned, the five-year contract expiring in June 2022 with Nanning No. 3 Middle School will not be renewed, new cohorts of grade 10 students may not be admitted as of September 2022, and the current cooperation agreement will end once the current grade 11 and 12 cohorts have graduated. The Owner/Operator has submitted a business plan that is supplemented with a strategy (dated November 2, 2022) which discusses options for closing the program or relocating it to another school.

First and foremost, the Owner/Operator wants to ensure that the current grade 11 cohort of 16 students will be able to obtain sufficient credits to obtain a BC Dogwood Diploma. Secondly, the Owner/Operator continues to pursue options to continue the Program. The options include the following:

Plan A –the remaining grade 11 students graduate from the CISGG location in June 2024.

Plan B – relocate the program to one of two possible host schools, subject to local education authority approval. The Owner/Operator has given himself a self-imposed deadline of the end of February 2023 to pursue this option.

Plan C – transfer students to one of the other China-based Canadian offshore schools chosen by the parents.

The plan discusses the advantages and disadvantages of each option.

It is suggested that the Owner/Operator work with the Offshore School Representative (OSR) and the Principal to identify more clearly the courses/credits that could be offered to grade 11 students next year which will enable them to fulfill graduation requirements.

School Goals

The BC program has identified three goals for the 2022/23 school year:

- 1) *ensure the success of all students through increased contact with staff and appropriate course selection by students. Success will result in 100% graduation rate.*
- 2) *greater emphasis on student leadership of special events, athletic activities and assemblies. The student council will be increasingly self-run.*



3) keeping morale high at the school despite the School's imminent closure.

Every effort is being made to sustain a positive school culture and a climate that is conducive to providing a positive learning experience for students in the face of the imminent closure of the BC program. Student leadership is actively promoted in many ways, a strong sense of community among students is being nurtured and the advantages of being a small school community are being fully explored.

Graduates

Australia was the preferred post-secondary country/province of choice for many of the 2021 graduates with 11/35 registering there, followed by the United Kingdom (6) and Ontario (6). The prospect of a three-year bachelor's degree and lower admissions standards were cited as reasons for choosing Australia and the UK. The School's student advisor ensures that students are well prepared to make prudent decisions about their future education.

Commendation:

The School is commended for making every effort to sustain a positive school culture and a climate that is conducive to providing a positive learning experience for students in the face of the possible closure of the BC program.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Owner/Operator meets all requirements as identified in the Agreement. The Owner/Operator has been involved with the BC program since its inception in 2012. He is a former educator who has a number of other business interests. He has been actively involved with the program. His efforts to provide a quality BC program over the years are commendable.

Commendation:

The Owner/Operator is commended for his commitment to providing a quality English language program and an engaging learning experience for all students.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Owner/Operator has a five-year agreement to operate the School at its current site which expires on July 31, 2022. A Letter of Notification stipulates that this agreement will not be renewed and the Owner/Operator has written approval to operate the School until the current cohort of grade 11 students have graduated. The Letter of Notification also stipulates that no further enrolment of grade 10 students are permitted as of September 2022. The building currently housing the BC program has been designated for demolition, to be replaced with a new structure intended to provide additional classrooms for the expanding Chinese national program.

2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes and regulations. The facilities are deemed to be suitable to support the BC program.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed the following building and safety compliance documents with the indicated approval dates. The documents are non-expiring.

- Building Safety – September 2020;
- Fire Safety – May 2020;
- Cafeteria – Food Service – March 2015; and
- Emergency Preparedness – September 2020.

The School's emergency plans include language addressing unplanned temporary or permanent closure of the School. A COVID-19 joint prevention and control emergency plan that is in keeping with Nanning Education Bureau requirements is in place. The Team confirms that the plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

The School has had access to eight classrooms on two floors including a computer lab, a small library/learning commons and a space for art classes. The School has had limited access to specialty areas used by the Chinese program. It was reported that scheduling these spaces can be challenging.



2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in section 14 of the Agreement.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Offshore School Representative (OSR) has held this position for more than ten years and currently provides service to two schools in China. He has a wealth of experience in BC education having served as a public school district Superintendent and Dean of the Faculty of Education at a BC university. He has a Doctorate in Educational Leadership. He meets all of the requirements set out in section 14 of the Agreement.

The OSR is aware of his 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 OSR has been integral in successfully recruiting teachers to the School.

The OSR made himself available throughout the inspection process and was very helpful in responding to the Team's inquiries.

2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal is in his first year as a school principal, having served as a vice-principal and head teacher at the School in the two previous years. This is his sixth year at the School. He had previously taught in Haida Gwaii in BC and has a Bachelor of Education from the University of Lethbridge in Alberta. He currently has a Letter of Exemption permitting him to serve as principal. In addition to his administrative role, his teaching assignment comprises 75% of his time.

The Principal receives mentorship from his immediate predecessor at the School. They connect through email on a regular basis.

The Team reviewed the supervisory duties and responsibilities of the Principal and appreciates the challenge of attending to leadership imperatives and administrative tasks while having a 75% teaching assignment. The Principal expects to complete teacher evaluations on all three of his teachers before the end of this school year.



Commendation:

The Principal is to be commended for his tireless efforts to provide a quality education program and sustain staff and student morale even as the School is downsizing with the prospect of an imminent closure.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School is supported by a secretary, a post-secondary consultation team, a cadre of Chinese homeroom teachers and an International Director. Some of the support team are new to their positions and are navigating a steep learning curve in terms of the student information system and technology support needs.

2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed a sampling of student records and confirmed the presence of all required elements including BC program registration form, English language entrance assessment results, Permanent Student Record, student and parent consent forms (updated for 2022/23) and prior year report cards.

The School uses the PowerSchool student information system.



2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team confirms that all Authorized Persons under *The Agreement* possess valid and current certification under the Ministry of Education and Child Care. The School is very fortunate to have such an experienced staff who have made a long-term commitment to the program. This is the sixth year at the School for three of the staff and the fifth year for another.

Education assistants have criminal records checks on file. There are no locally certified teachers of exempted courses.

The Team reviewed staff files and found they contain all required elements. The terms and conditions of employment are included in the teacher and principal contracts as required.

The Core Competencies and First Peoples Principles of Learning (FPPL) have been the focus of school-based professional development last year and continuing this year. The staff use a “study group” collaborative model of professional learning in teaching to support each other.

Commendation:

The staff are commended for supporting each other’s professional growth through a collaborative “study group” professional learning model. The focus last year and continuing this year has been the Core Competencies and First Peoples Principles of Learning (FPPL).

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team held virtual interviews with all teachers to discuss planning, assessment, reporting and student engagement with BC’s curriculum with specific attention given to the school-wide integration of Core Competencies and First Peoples Principles of Learning (FPPL). It was apparent that the staff and Principal of the School have prioritized the incorporation of the Core Competencies and FPPL into planning and instruction and have woven them both implicitly and explicitly into various school-wide initiatives. The successful efforts of staff were readily apparent during an interview with five grade 12 students when they effortlessly referenced critical and creative thinking, social responsibility, communication and reflection as essential skills they have learned from their time in the BC program.



Staff are very collegial and collaborative, consistently engaging in their own reflective practice and sharing ideas with colleagues with a view to refining their teaching practice in relation to meeting curriculum outcomes and improving student achievement.

Commendation:

Staff are commended for the explicit implementation of the Core Competencies and First Peoples Principles of Learning (FPPL) through a combination of weekly professional development, reflective practice, and a willingness to try new things.

Staff are also commended for the level of creativity, passion, and commitment demonstrated in helping students successfully navigate a pathway to a BC graduation diploma.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Incoming grade 10 students must complete an English language entrance assessment prior to being admitted to the BC program. The assessment includes sections on grammar, reading comprehension and writing. The BC Principal directly manages the student admissions process, including making final decisions within respect to student assessment and admission. There was no intake of grade 10 students this year for reasons cited in section 1.0 business plan.

The School has various educational supports in place to enhance English language proficiency, including:

- double-blocked English in grade 11;
- several supplemental after-school English programs;
- guided and silent reading in all English classes;
- various English-focused clubs such as grammar club and debate club;
- a dedicated reading program and leveled readers for lower-proficiency students; and
- newspaper subscription aimed specifically at Chinese students learning English.

Teachers utilize English language learning (ELL) strategies in their individual subject areas and often share what has been successful with one another as part of their collaborative practice.



2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School is not offering Board/Authority Authorized (BAA) courses and there are no exempted courses taught by locally certified teachers. An equivalency policy is in place to accommodate Online Learning courses which is discussed in section 2.28.

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. € of the Agreement; namely, that all BC program courses offered in the School meet or exceed Ministry learning outcomes/learning standards identified in the educational program guides for each course.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed curriculum planning documents which included course overviews and detailed unit plans. Unit plans included Big Ideas, Core Competencies, Curricular Competencies, content, First Peoples Principles of Learning (FPPL), teaching/learning strategies, and assessment methods.

The Team found planning documents to be thoughtfully prepared and focussed on student engagement. It was evident that students are able to demonstrate their learning in multiple ways, engage in critical thinking and self-reflection, and practise multiple forms of communication.

Commendation:

Staff are commended for their thoughtful and thorough planning for instruction, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.



2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report 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 Partially Met ☐ Requirement Not Met

Comment:

The School's instructional time allotment exceeds the provincial minimum of 850 hours. The School reports it provides over five hours of instruction per day over 188 days per year with a total of 996.4 hours of instructional time each year.

2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The CISGG Assessment Policy describes fair and consistent practices and procedures for assessing student work. Teachers utilize both formative and summative assessment practices and include these in planning documents which are reviewed by the Principal at the beginning of the school year. Students have opportunities to demonstrate their learning in a variety of ways that often include an element of choice. Rubrics are used to set expectations for student project work, and helpful exemplars are provided if the project has been done in the past. Assessment practices are an ongoing professional conversation among staff.

The School takes a pro-active approach in supporting students who may be struggling academically. This includes holding extra tutorial sessions during the lunch hour, sending additional individualized communications home to parents, and scheduling meetings with parents, students, and teachers to create personalized learning goals and targets. I-plans are also assigned to students who are not yet meeting the requirements of a course.

Proper security and invigilation procedures are in place for BC graduation assessments, including installation of the proper security software from the Ministry website on all computers, utilizing physical dividers to separate students, and ensuring students are checked for prohibited materials prior to writing exams. Two invigilators are assigned to supervise each BC assessment session.

The Team reviewed the most recent BC graduation assessment data available and found this to be an area warranting additional attention. It was apparent that the challenges of becoming language proficient in a short period of time has hampered student performance



on these assessments. The Team encourages the School to review its practices for improving curriculum-specific English language proficiency and change its strategies for preparing students for these assessments.

Commendation:

The staff are commended for their effort in implementing the School's assessment and evaluation policy and applying fair and consistent assessment practices to student work. Furthermore, the School is commended for the simple, clear and informative procedures on classroom assessment stated in the policy contained in the teacher handbook.

2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has been provided with the appropriate resources required to administer a successful BC program. Teachers expressed their satisfaction with their access to professional learning materials as well as appropriate classroom resources such as textbooks, reading materials, and digital programs. The School has a resource acquisition budget accessible for additional requests.

The library has a wide range of literature with approximately 1,000 titles. The School has purchased a reading program called "Fiction Express" which provides further access to current and relevant young adult fiction. The library is currently maintained by the Principal with the help of the Student Council, who also uses the space for meetings.

Students have access to three computer labs containing 100 computers but are also encouraged to bring their own personal device to the classroom. Technology is viewed as an important tool for learning and students and teachers use a digital platform called "Dingtalk" for sending and receiving assignments, recording and viewing grades, and communicating.



2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.

☒ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met

Comment:

The School issues formal reports at mid-term and at the end of each semester. They meet requirements. Communication between teachers and parents is translated by the Chinese support staff, and parents have the opportunity to speak with each one of their child's teachers as well as the Principal. Parents are invited to attend student-led conferences twice a year.

The School creates a monthly newsletter for parents, containing a snapshot of upcoming activities and important dates. Throughout the year, several grade-level parent meetings are held covering topics like post-secondary information, upcoming events, and issues of concern for parents.

PowerSchool is used as the student management system for grade reporting, attendance and behavior tracking. Parents and students have ongoing digital access to this information.

2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Annual Report for offshore schools.

☒ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met

Comment:

The Team verified that there is a detailed parent/student handbook that has been updated for the 2022/23 school year. A Chinese translation is available.

The handbook exceeds expectations in terms of the depth and breadth of its content. It includes the School's mission and goals, all of the required policies outlined in section 2.26 of the Annual Report, information about courses and graduation requirements, emergency procedures, and responsibilities of both staff and students. Upon review of the handbook, both parents and students can acquire a very deep understanding of the manner in which the BC program operates and the expectations of students enrolled in the program.



2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The teacher handbook has been updated for the 2022/23 school year and the Team confirms that it meets requirements as outlined in section 2.27 of the Annual Report. It contains all of the relevant information that teachers would receive as part of a thorough orientation, including, but not limited to the School's mission, teaching and professional conduct expectations, emergency procedures, appeals, student assessment and evaluation, teacher evaluation and course outline expectations.

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in section 18 of the Agreement and section 2.28 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met ☐ Not Applicable

Comment:

Five students are taking three courses (Life Sciences 11, Computer Programming 11, Anatomy and Physiology 12) through the approved Online Learning service provider, Global Education SD73 BC. The School is granting course credits through its equivalency review policy. The School meets the Online Learning requirements as outlined in section 18 of the Agreement.

The Principal was reminded of the need to ensure that course credits earned through equivalency are identified as such in the student information system.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in section 2.29 of the Annual Report for offshore schools.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met ☐ Not Applicable

Comment:

One teacher is providing Remote Instruction to grade 11 students (Chemistry 11, Pre-Calculus 12 and grade 12 students (Physics 12, Pre-Calculus 12 and Calculus 12). The School is meeting all of the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy. A teaching assistant with subject matter expertise is always present in the classroom during Remote Instruction. The Principal is in regular contact with the remote instructor.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Canadian International School Guangxi Gaojie for:

- making every effort to sustain a positive school culture and a climate that is conducive to providing an engaging learning experience for students in the face of the possible closure of the BC program.
- the support and commitment by the Owner/Operator to providing a quality English language program that leaves students well positioned to have success in the post-secondary phase of their learning journey.
- the tireless efforts by the Principal to provide a quality education program, while sustaining staff and student morale even as the School is downsizing with the prospect of an imminent closure.
- the thoughtful and thorough planning for instruction by staff, and the creativity and resourcefulness that they have shown in designing learning experiences that allow students to demonstrate their learning in a variety of ways.
- the efforts of staff in the explicit implementation of the Core Competencies and First Peoples Principles of Learning (FPPL) through a combination of weekly professional development, reflective practice, and a willingness to try new things.
- the support that staff provide to each other and their professional growth through a collaborative “study group” professional learning model.
- the role that staff has played in implementing the School’s assessment and evaluation policy and applying fair and consistent assessment practices to student work. Furthermore, the School is commended for the simple, clear and informative procedures on classroom assessment stated in the policy contained in the teacher handbook.
- the level of creativity, passion, and commitment demonstrated by the Principal and staff in helping the current students at the School successfully navigate a pathway to a BC graduation diploma.

SUMMATIVE RECOMMENDATION

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

