

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

TCS EXPERIMENTAL EDUCATION

NEW TAIPEI CITY

TAIWAN

NOVEMBER 23-24, 2022

INTRODUCTION

On November 23 and 24, 2022, a virtual certification inspection was completed on TCS Experimental Education (TCS), 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 Inspector, 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, was Harry Moes.

The School's BC program has an enrolment of eight students, in grade 10.

During the visit to the School, the Inspector reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, School Board, Offshore School Representative (OSR), BC Principal, BC teachers and administrative staff.

The Owner/Operator, Infinite Education, is responsible for the grade 10 BC program. A director of Infinite Education was present during the inspection.

The BC program's philosophy, objectives and distinctive features include the objective:

- creating an inclusive, fair, and diverse education community, with a focus on students' personal and social development.
- developing individuals who are multilingual, responsible, and competitive global citizens imbued with caring hearts and a joy for learning.
- understanding the importance of a balanced life, having a strong sense of personal and national identity, and exhibiting a sincere devotion to be agents of change for their communities and for the world.

The Inspector would like to thank TCS Experimental Education for its cooperation, preparedness, and transparency for the virtual inspection visit.



The School has satisfactorily addressed requirements contained in the previous inspection report.

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

Comment:

The 2022/23 academic year is the School's first year of operation.

BUSINESS PLAN 1.0

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

☒ Requirement Met
 ☐ Requirement Partially Met
 ☐ Requirement Not Met

Comment:

The School is licensed in Taiwan under the Experimental Education legislation and is limited to fifty students per grade level. It has partnered with National Taiwan Normal University, a public institution, and as a result, the School's tuition rates are regulated by the Taiwanese Ministry of Education. There is a recognition for the need to meet enrolment targets with the need to build and maintain the School's reputation as a quality institution.

The School's marketing and student recruitment initiatives utilizes multiple social media platforms with all traffic leading to the school website, the primary lead management vehicle. VIP Orientation Sessions, and Campus Open Days are scheduled onsite.

The School was challenged this past year in its marketing efforts since it could not officially recruit and market until it received its formal Taiwanese Ministry of Education license.

Commendation:

The School is commended for the quality of the Annual Report that was submitted to the Ministry. It was detailed and comprehensive and a demonstration of the School's commitment to excellence and accountability.



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 Inspector confirmed that the Owner/Operator, Infinite Education, meets all the requirements as set forth in the Agreement.

Infinite Education is highly supportive of and committed to the success of the School. The Owners have developed strong relationships with the BC program administration and teachers in tandem with the Ministry of Education of Taiwan.

The Principal, Offshore School Representative (OSR) and a director of Infinite Education collaboratively participated and supported the November 23 and 24, 2022, certification inspection.

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 Inspector confirmed that the School has written approval from the Ministry of Education of Taiwan to operate the School, dated July 30, 2021.

The correspondence reviewed details no expiration date.

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 School is housed on the campus of the National Taiwan Normal University (NTNU) in the city of Linkou in New Taipei City District. The campus, more than twenty-three hectares in size, offers inviting green spaces and an abundance of outdoor and indoor athletic facilities.



At present, nine flexible spaces for learning are leased for instructional purposes, housed in the NTNU administration building. This includes eight classrooms and a multipurpose lab for either science or art instruction usage.

The learning commons brings together the best of physical and digital resources to support self-directed learning and features individual study areas, collaborative zones, and access to technology. The School's library collection at present has over eight hundred leveled fiction and non-fiction items and is available for viewing online.

It is hoped that the School can move into its leased facility early 2023. In the meantime, classes are conducted at Infinite Education's satellite campus. This facility features four teaching classrooms, two dedicated for the BC program classes. One room is equipped with an 84-inch ViewSonic Viewboard, which seamlessly connects with teacher laptops and student Chromebooks. A second classroom is equipped with an LCD projector.

The School has access to a small gym on the first floor, equipped with treadmills, stationary bikes, an elliptical machine, a universal weight machine and an indoor 20-meter swimming pool.

The School has a written emergency plan for natural disasters (i.e., fire, earthquake) with documentation on file which includes a protocol for unplanned temporary or permanent closure of the School. All staff and students take part in emergency drills.

The School's emergency plan was vetted for accuracy and functionality by the OSR and detailed in the 2022 Annual Report.

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 appointed Offshore School Representative (OSR) serves as the primary liaison between the Owner/Operator and the Ministry of Education and Child Care. He collaborates closely with the School's administrative team and teachers in his role to address Ministry recommendations and requirements and assists in arranging ongoing professional development.

The OSR is knowledgeable about all aspects of the School's operations and all related aspects of the Owner/Operator's business operations, governance, and administrative functions of



the School, and his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the operation.

Commendation:

The School is commended for maintaining a relationship with an experienced, competent and knowledgeable OSR, allowing for current counsel and ongoing professional development.

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 has extensive teaching experience overseas, having served in both Columbia and China. He received his undergraduate university training at the University of Windsor (Ontario) and completed a Master of Arts in Education at Trident University (California). He taught and administered in Canada before embracing offshore opportunities.

The Principal is well versed in the latest trends of pedagogy excellence. He provides encouraging leadership and articulates a compelling educational vision. He is described as an encouraging professional leader.

Commendation:

The School is commended for the Principal providing dedicated leadership, cultivating, and modelling a collaborative teaching and administrative culture, allowing the School to be a safe place for young adults to learn.

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's administration team is comprised of the Principal, Administrative Director, and Administrative Assistant. The School's administration requirements are shared by members of the administration team and supported by the Offshore School Representative (OSR) and Infinite Education. They employ a collaborative leadership style, capably and effectively supporting the Principal, as they manage, supervise, and evaluate the educational programs at the School.



Collectively, professional development activities are promoted and scheduled, and teacher visas and travel arrangements are finalized.

The experienced and bilingual Executive Assistant offers student support and provides a communication bridge between the School and parental community.

Commendation:

The School is commended for its governance structure that includes a leadership team that is enthusiastic about the BC educational program and collaborates with each other to create the best possible educational environment for students and teachers.

The School is commended for the excellent maintenance of student and teacher records by the Principal and administrative support staff.

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:

A review of student files revealed that the Principal and Administrative Assistant maintain and securely store all student records. Files contain current registration forms, English language assessments (verified by the Principal), the last two report cards and the BC Ministry of Education and Child Care personal (student/parent) information consent forms.

The student progress report cards verify (a) the number of days that students are absent during reporting periods, and (b) the number of days students are late during reporting periods.

The School utilizes TESS (Harts System) as a school administration software application and TRAX to process and transmit student data to the Ministry. Student information is appropriately and safely backed up as required.



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 Inspector reviewed teacher files and **confirmed that all Authorized Persons under the Agreement possess valid and current certification under the BC Ministry of Education and Child Care.**

The Inspector verified that teacher files contain current teacher contact information, a copy of the Authorized Person's work permit or visa, as well as copies of teacher evaluations and teacher growth plans.

Employment contracts between teachers and the Owner/Operator clearly outline the terms of employment. Employment contracts acknowledge that the Province of British Columbia is not party to the contract of employment between the Owner/Operator and the teacher and that the Province is not liable in any event, instance, or circumstance.

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:

Aspects of the School's curriculum planning documentation were reviewed during the inspection and teachers were given the opportunity to offer perspective and context during interviews.

Teachers shared planning documentation and techniques which revealed a degree of flexibility to allow teachers to express their individual creativity in implementation.

The School has developed course planning documentation and implemented curriculum delivery to reflect all the required elements and provided evidence of curriculum documentation compliance.

The School's planning documentation template details the (a) integration of the Big Ideas, learning standards, Curricular Competencies, Core Competencies, First Peoples Principles of Learning (FPPL), and (b) ensures that assessment (self-assessment and classroom assessment) supports student learning in each course.



A small staff has allowed for common planning consultations providing opportunity to plan instruction and create relevant activities linking the core competencies and First Peoples Principles of Learning (FPPL).

Commendation:

The School is commended for the purposeful curriculum planning which revealed teachers as reflective practitioners as they manage ongoing curricular development.

The School is commended for the ongoing shift from teacher centered learning to inquiry based, collaborative, and Core Competency-based learning and assessment.

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:

The Principal oversees the admissions process and is responsible for making final decisions with respect to student assessment and admission.

The School's admission process is extensive and rigorous. In addition to completing language assessments, all applicants are interviewed and are required to present writing competency documentation. The School has partnered with Ballard and Tighe to provide English language proficiency assessment in each year of the School's program to provide data on the gains made by students and inform program delivery.

Students are offered four English course offerings—Composition 10 and Spoken Language 10, as well as Spoken Language 11 and Composition 11.

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 does not offer Board/Authority Authorized Courses (BAA).



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:

Curriculum planning documentation was reviewed by the Inspector, and virtual classroom tours and teacher interviews provided clarity and context. The usage of a common template provided school wide direction in ensuring that all required elements are incorporated when course planning.

Teachers spoke knowledgeably about curriculum implementation and about their assessment practices. It was clear that teachers understood the intersections between the Big Ideas, learning standards, Curricular Competencies, Core Competencies, First Peoples Principles of Learning (FPPL) and teacher assessment and student self-assessment.

There was evidence of a wide range of learning activities, including inquiry-based questions, global citizenship connections and potential English language learner (ELL) teaching strategies. The staff employs a variety of formative and summative assessment practices.

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:

All students in grade 10 are in their first year, working towards dual graduation certification, earning both a BC Dogwood Diploma and a Taiwan High School Leaving Certificate.

The School provides six hours of BC program instruction per day over 180 days per year for a total of 1080 hours of instruction per school year; this exceeds the Ministry's minimum requirement of instructional hours per 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 Inspector confirmed that teachers use multiple formative and summative assessment practices that align with BC's curriculum. Students are required to complete all formative assessments before being able to attempt summative assessments (Student Accountability Component) and must achieve at least 70% on formative assessments before being able to attempt summative assessments (Mastery Learning Component). Throughout each semester, ongoing student achievement is measured and reported based on the BC Ministry of Education and Child Care's 4-point proficiency scale. Final course grades are reported as percentages.

Teaching students to become self-directed learners is a major goal of the School's programs. Parents, teachers, and students believe that the primary purpose of assessment and evaluation is to guide further student learning. Students engage, as a key component of the School's inquiry-based model of learning, in thorough reflection of what they have and have not learned and use this information to set their own targets for further learning.

Teachers provided examples of how they are using competency-based assessments to inform students learning. Students interviewed confirmed they receive opportunities to demonstrate their learning in a variety of ways.

The BC Graduation Numeracy and Literacy Assessments have been scheduled for Spring 2023. The School is aware of the requirements that (a) all devices used for the assessments need to have installed the e-assessment security control; (b) each workstation and device that will be used for Provincial graduation assessments meets the computer and browser requirements; and (c) that only BC certified teachers invigilate the assessments.

Commendation:

The School is commended for utilizing student performance data to inform and support current and future strategic planning for continuous school improvement and enhanced student learning.



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:

It is the School's vision that the developing Learning Commons will bring together the best of physical (books) and digital resources to support self-directed learning in a diverse, interactive environment. It was designed to inspire learning, foster collaborative study, and promote engagement with peers.

The leased classrooms feature super-fast broadband, ASUS Chromebooks and ViewSonic Viewboards, allowing teachers and students to learn collaboratively, share files, access online resources, and use educational software.

Teachers are provided with ongoing training in how to best utilize Chromebook and ViewSonic Viewboard technology.

The School's library print collection is used extensively to support the curricular program and its Wide Reading Program. The initial collection contains approximately nine hundred volumes which are catalogued with the School's inhouse library management software system. Students access books from the collection with their Chromebooks, based on topics, keywords, and reading level.

As with all learning resources, computer technology used in the School is evaluated and approved with consideration given to curriculum fit, pedagogy, social considerations, age and developmental appropriateness.

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 reports to parents four times each school year. Progress reports include attendance, work habits, letter grades, Core and Curricular Competencies progress, and teacher comments. Parent-teacher interviews are held following the November and April interim reports. If necessary, parents of students struggling with curriculum requirements are contacted via Line, email, or telephone.

Student self-reflection of the Core Competencies are scheduled to be filed appropriately.



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 parent/student handbook, available in English, is descriptive, informative, and current. It includes a message from the Principal and details the School's mission/vision/Core Competencies; TCS curriculum model; Dogwood Diploma Graduation Program; calendar; student and parent code of conduct as well as academic integrity expectations; parental dispute resolution process, attendance; assessment and evaluation; learning resources; extra curricular; and emergency procedures.

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 details the School's mission/vision/Core Competencies; TCS curriculum model; Dogwood Diploma Graduation Program; professional responsibilities; communication with parents; classroom assessment and reporting, lesson planning and delivery; supporting English language learners; professional development support, teacher assessment; complaint process for resolution of concerns, school safety and medical services.

Teachers and administrators' evaluation policies were reviewed.

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:

The School does not currently offer Online Learning courses.



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:

The School does not currently offer Remote Instruction courses.

CONCLUSION

Commendations

The Inspector wishes to recognize the Owner/Operator, Principal, staff, and Offshore School Representative (OSR) of TCS Experiential Education for:

- the quality of the Annual Report that was submitted to the Ministry. It was detailed and comprehensive and a demonstration of the School's commitment to excellence and accountability.
- maintaining a relationship with an experienced, competent, and knowledgeable OSR, allowing for current counsel and ongoing professional development.
- the caring and dedicated leadership of the Principal, cultivating, and modelling a collaborative teaching and administrative culture and allowing the School to be a safe place for young adults to learn.
- its governance structure that includes a leadership team that is enthusiastic about the BC educational program and collaborates with each other to create the best possible educational environment for students and teachers.
- the excellent maintenance of student and teacher records by the Principal and administrative support staff.
- the purposeful curriculum planning which revealed teachers as reflective practitioners as they manage ongoing curricular development.
- the ongoing shift from teacher centered learning to inquiry based, collaborative, and Core Competency-based learning and assessment.
- utilizing student performance data to inform and support current and future strategic planning for continuous school improvement and enhanced student learning.

SUMMATIVE RECOMMENDATION

The Offshore Inspector recommends to the Executive Director of the Independent Schools and International Education Branch that, the British Columbia education program offered at TCS Experimental Education be recognized as a British Columbia-certified school.

