

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

JIAXING SENIOR HIGH SCHOOL

JIAXING, ZHEJIANG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 26-27, 2022

INTRODUCTION

On October 26 and 27, 2022, a virtual certification inspection was completed on Jiaxing Senior High School in Jiaxing, Zhejiang 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 Sherri Ko, and Dr. John Churchley who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 91 students, in grades 10-12. The BC program is hosted by Jiaxing Senior High School. The entire school (the host school), which houses the BC program, enrolls 1700 students.

During the virtual inspection of School, 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, host school Principal and Vice-Principal, the Director of the International Department, and students.

The Owner/Operator, CINEC Education Group (CINEC) is responsible for the BC program. CINEC has three other BC offshore schools in China and offers a range of other programs in English language and international education. Their mission is to "...provide the highest quality education programs and services which are achievement driven and ensure the best possible academic and personal experiences for our educators and students."



The BC program's philosophy, objectives and special features include:

- an inclusive culturally responsive learning community;
- a focus on a holistic program of student development;
- a nurturing and respectful environment to develop intrinsically motivated individuals who pursue excellence in English; and
- supporting students to become independent thinkers who can self-advocate and communicate effectively.

The Team would like to thank Jiaying Senior High School for its cooperation and preparedness for the virtual inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were no requirements from the previous inspection report.</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.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator has submitted a detailed business plan and the Team confirms that it addresses the ongoing success and sustainability of the program.</p> <p>The School is located in Jiaying, in the northeast corner of Zhejiang province, and is a short train ride from the major cities of Shanghai, Suzhou, and Hangzhou. Within this large market there are many competing international schools. However, Jiaying is a large market in itself with a population of 5 million. The BC program is a day school for approximately 2/3 of the students, who live within commuting distance. The other 1/3 stay in the dormitory during the week. As COVID-19 restrictions ease, the School anticipates more boarding students will enrol from a larger geographic area. The School has a strategic approach to the recruitment of students to increase the enrolment dip caused by COVID-19. Marketing is coordinated by the host school and is supported by the BC staff. There are 40 grade 10 students enrolled this year, which is an increase from the previous two years' intake. Attrition is relatively low, so the School's target for enrolment growth over the next few years is achievable.</p>		



The School maintains a significant presence on social media which uses technology to share information about activities with parents and provides outreach to the broader community.

The School has strong post-secondary transitions with a 100% transition rate to post-secondary in 2021/22. Students were accepted at a wide variety of top universities in Canada and the United Kingdom.

The School's vision to develop intrinsically motivated students that are independent thinkers is well understood by students and staff, and is supported through school structures, activities, and pedagogical approaches. Student leadership, supported by teaching staff, is demonstrated through monthly school-wide activities which are organized by students.

The School is part of the CINEC system which brings with it senior staff that manage teacher recruitment and system-wide professional development.

Commendation:

The School is commended for building and implementing a shared vision that supports students holistically to become intrinsically motivated, independent learners and leaders.

The School is commended for using technology to facilitate school information and outreach to parents and into the community.

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 Team confirms that the Owner/Operator meets all requirements as set forth in the Agreement.

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 Team confirms that the Owner/Operator has approval from the Jiaxing Education Bureau which is valid for the 2022/23 school year.



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 located on the 90 acre campus of the host school, and shares some facilities with the host school, such as the playing fields, cafeteria, gymnasium, and library. The BC program has five classrooms, a meeting room, a dance/drama room, a reading room, computer lab, and offices. The entire school anticipates a new campus being built within two to three years.

The Team reviewed local building, safety and cafeteria documents and permits with translations and confirms that local requirements are being met.

The Team verified that emergency drills are conducted as required including earthquake drills. The School has policies and procedures to respond to a variety of emergency situations and are included in the teacher handbook.

Health and safety protocols have been implemented due to COVID-19 and are managed by the host school. The School also has written plans to manage the school through COVID-19 and in the event of a temporary or permanent closure. These plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

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 been acting in this role for approximately 16 years. The OSR has a great depth and breadth of experience and knowledge. The OSR's experience as a senior leader helps the School and the CINEC system to collaboratively build an educational vision and the strategies to meet that vision. The OSR is confirmed by the Province and meets all requirements in section 14 of the Agreement.

The Team appreciated the cooperation and participation of the OSR in the virtual inspection.



The OSR is aware of the 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.

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 Team confirms that the Principal meets all requirements as outlined in section 2.07 of the Annual Report.

The Principal is serving in his third year as principal of the School. He has previously served as Vice-Principal for three years at another CINEC school, and prior to that had taught for two years for CINEC. He has a background in sciences, humanities, and English language learning (ELL). This expertise is helpful in his support for teachers on a small staff as well as in building a shared vision to support students in a holistic manner.

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

The BC program has a principal, vice principal, and office administrator. Both the Principal and the Vice-Principal have teaching duties, which helps them connect with students. The host school supports the School through a Director for the International Program, the IT department, and also shares other administrative and operational supports for the School with the Owner/Operator.



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 as outlined in section 2.09 of the Annual Report for offshore schools, including the English language entrance assessment. Hard copies of student files are secured in a locked filing cabinet in the BC office, and digital student records are managed securely within Schoology and TurboSchool.

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. The Team also confirms that locally certified teachers have valid certification and criminal record checks as per local regulations. Teacher recruitment is done by the CINEC central office.

Professional development opportunities have been offered for all BC staff in the CINEC system, focussing on the assessment practices (with a BC-based presenter), and First Peoples Principles of Learning and Indigenous culture and ways of knowing. There is also professional development in leadership which is intended for teacher growth, succession planning, and development of student leadership. The Team noted formal and informal collaborative professional work among staff as an integral part of the school culture. School-based topics included assessment according to Curricular Competencies and the development of associated rubrics. Teachers indicated an interest in connecting with other specialists working with BC's curriculum for subject-specific professional development.

Teacher and administrator contracts of employment include all required information including a statement of acknowledgement that the Province is not party to the contract.

Commendation:

The School is commended for their collaboration with the CINEC system in developing a focused, on-going professional development plan that promotes an active professional learning community.



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:

Through a review of planning materials and online interviews with teachers, administration and a selection of grade 10, 11, and 12 students, the Team verified that BC's grade 10-12 curriculum is being fully implemented by teachers at the School.

Teachers new to the School and to BC's curriculum are supported with the provision of curricular planning tools and colleague mentorship, often in the form of co-teaching.

All teachers were able to speak effortlessly about incorporating collaborative learning, inquiry, and Core Competencies in their lessons. As students reflected on their learning, they shared overcoming initial challenges related to their Core Competencies as they adapted to BC's teaching methodologies. The students collectively acknowledged a growth in thinking skills because of inquiry learning. Project based learning was credited for growth in time management skills and independence. Presentation assignments and engagement in collaborative learning and flipped teaching assignments were referenced as helping their speaking and communication skills. Students were appreciative of the School's attention to their mental and physical well-being, and the opportunities to build leadership skills and contribute to the school community through planning of the monthly activities. Many sincere interconnections to holistic learning were described without prompting. Students felt they were being well prepared for both independent life and success at the post-secondary level.

The staff is committed to incorporating First Peoples Principles of Learning. Indigenous content and/or First Peoples Principles of Learning are being woven into inquiry project choices across all subjects. Teachers provided examples of students' research on the Indigenous history of maple syrup and on Indigenous medicine.

The School is implementing English First Peoples – Literary Studies and Spoken Language 11 to meet the 2023/24 graduation requirement of four credits of Indigenous-focused coursework. Students reflected on how much they were enjoying the course readings and how important the course was to their understanding of Canada.

Commendation:

The School is commended for creating varied learning opportunities that focus on meaningful inclusion and deepening awareness of Indigenous content and/or First Peoples Principles of Learning.



The School is commended for developing learning opportunities that promotes harmonious growth of the whole person, fosters the development of higher order learning, and prepares students for life-long learning.

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:

All prospective students are given an English language admission assessment. The Principal makes all entrance decisions. There is ongoing evaluation of language skills of all students. The acquisition of listening, oral communications and/or reading is reassessed monthly. A writing assignment is evaluated monthly, often embedded in a course.

English Language Learning (ELL) support is provided in the classrooms through an integrated focus on vocabulary development, embedding of collaborative learning, and use of ELL best practices. CINEC and the School provide workshops to teachers on how to incorporate ELL methodology. In addition, a teacher assistant is assigned to English courses to provide extra assistance to students. Also, the Chinese staff provides supplemental grammar classes and extra supports during designated daily support blocks.

A differentiated support block is scheduled every lunch hour. During this time students can seek support with coursework. Biweekly, there are support blocks with additional teachers available including assistance preparing for International English Language Testing System (IELTS) examinations.

Daily reading, writing, and listening homework for 15 to 20 minutes is recommended for all students. A daily English challenge covering all aspects of English is produced and circulated by the Principal. Student completion of the daily challenge items is tied into the School's Core Competency reward program.

Additionally, the School has developed a house system that promotes the use of English. House teams plan monthly sports and cultural activities through which students can learn and grow in so many ways. Students mentioned development of vocabulary, expressive language skills, core competencies, leadership skills, and interpersonal relationships.

Commendation:

The School is commended for a concerted focus on improving student ELL acquisition and proficiency through a daily literacy challenge integrated with the Schools' Core Competency reward program, timetabling of number of extra instructional support blocks, and adoption of best ELL educational classroom practices.



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 Team confirms that the School meets the course credit requirements (equivalency, challenge, exemptions, and Board/Authority Authorized (BAA) courses) as outlined in section 2.21 of the Annual Report.

While not utilized this year, the School has an equivalency policy.

The School offers Chinese Culture 12 as a Ministry approved BAA course. The School reviews all overviews associated with BAAs on an annual basis.

The Ministry-approved exempted courses being taught this year by locally certified teachers are Mandarin 10-12, and Physical and Health Education 10 (PHE10). Mandarin courses have English course outlines and the instructor under the supervision of the BC School Administrator. PHE10 is co-delivered by a BC certified teacher responsible for delivering the health components of the course within the Career Life Education course.

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 course overviews, outlines, lesson plans, and assignment samples reviewed provide evidence that grade 10-12 course documents meet the requirements of BC's curriculum.

The course overviews/annual plans all have a standard format. Each has a course synopsis and links to the curriculum for the course. Big Ideas, Curricular Competencies, Core Competencies and appropriate content are outlined. An explanation of how First People's Principles will be embedded is provided. The units are listed with an approximate number of classes that will be dedicated to teaching the unit. A summary of assessments is broken down into formative, summative, and self-evaluations.



Planning documents and interviews with teachers and students confirmed that students experience a wide range of instructional strategies. These include models, sharing circle, partner talks, class/group discussions, flipped classroom, Socratic dialogue, incorporating the use of art and digital media, story charts, metacognitive strategies, PowerPoint presentations, oral presentations, written reports, experiments, surveys, and applications to real life situations. In addition, teachers spoke of the many choices that they offer students to allow them opportunities to best demonstrate their own learning.

Commendation:

The School is commended for engaging students as active and self-directed learners through collaborative learning and individualized assignment opportunities in all subjects which emphasize inquiry, problem-solving, and higher order thinking skills.

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 Team reviewed the school calendar and staff timetables. The School more than meets the minimum 850 instructional hour requirements with a total of 992.25 instruction hours for this school 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 Team confirms that effective formative and summative assessment methods are employed by teachers at the School. The School and the CINEC system are providing extensive professional development in support of developing alignment between Curricular Competencies and assessment. School staff are mapping Curricular Competencies to each assessment activity in a few courses and are exploring the idea for school-wide use.

Teachers use a broad variety of summative assessment methods including posters, science fair projects, presentations, essays, individual assignments, research and inquiry projects, speech projects, portfolios, performances, quizzes, and tests. The Team was shown samples



of student built electric cars, high quality digital children's books about molecules and enzymes, anatomy posters, infographic assignments, and math posters highlighting transformations and functions found in the environment. Students spoke of being appreciative for the ability to integrate their interests in art and digital media skills into a variety of assignments.

The Team also heard of extensive use of self-assessment. Each of the six students interviewed articulately expressed deep understanding of both their Curricular and Core Competencies. They spoke of frequent reflective writing assignments and daily English language challenges that incorporate self-reflection questions.

The School's invigilation and security procedures for the BC Graduation Numeracy and Literacy assessments are consistent with Ministry guidelines.

The School's practices and policies ensure that school grades accurately reflect individual student achievement in BC's curriculum. The School examines discrepancies between school grades and provincial assessment results.

Commendation:

The School is commended for effective and purposeful formative and summative assessment including the use of curricular competencies to drive assessment practices and the active use of student self-assessment and reflection to inform instruction.

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:

CINEC provides a learning resource budget for the school. The Principal confers with staff to determine the required resources. The School reports having sufficient subject specific texts, accompanying workbooks, and a number of supplemental print and online materials. Teachers identified that for some students the reading levels of textbooks can be a challenge and appreciate having alternative print and digital options. The School staff is resourceful and play a key role is sourcing hands-on materials to enhance teaching and learning.

The School has access to the host school's library and has its own library (reading room) that acts as a learning commons with 11 networked computers. The reading room has a collection of approximately 300+ print resources and 1000 online e-books, which students can access remotely. Students report using the reading room during lunch for playing board games, studying, socializing, planning leadership activities, and completing homework assignments.



The School has its own computer lab with 40 computers available during lunch break, as well as class times. The lab enables the School to administer the BC provincial assessments. The School has Wi-Fi access throughout, with an internet bandwidth of 100 Mbps. Teachers and students report that the internet can be slow, dependent on the number of devices connecting to the network. Student use of school technology is always under the direction/supervision of school staff.

A technology agreement with the host school provides opportunity for grade 10 students to bring e-readers to class, grade 11 students to bring either tablets or e-readers, and for grade 12 students to bring laptops.

Commendation:

The School is commended for supporting the use of student technology devices. The support includes a graduated increase in responsibility for the type of devices used at each grade and a clear policy for safe and efficient use of technology.

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 provides four informal interim reports a year (October, December, March and May) and four formal report cards each school year (November, January, April and June).

Parent/teacher interviews are offered at the close of each semester and as needed. The Principal reaches out to parents continually as a best practice. The Chinese homeroom teachers support ongoing teacher communications with families through emails, phone calls, and the use of WeChat, a Chinese social media platform. Additionally, the School uses Schoology to keep students and parents continuously informed of learning progress and attendance.

Commendation:

The School is commended for the level of continuous progress reporting and communication with families.



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 confirms that the parent/student handbook meets the requirements as outlined in section 2.26 of the Annual Report for offshore schools. It has been updated for 2022/23 and includes a table of contents.

A section on appeals and dispute resolution is included in the parent/student handbook as well as in the teacher handbook.

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 Team confirms that the teacher handbook meets the requirements as outlined in section 2.27 of the Annual Report for offshore schools. The handbook is easy to use with a table of contents and includes the following sections: the school philosophy; professional responsibilities, including professional expectations of teachers; school organization; assessment and evaluation; and school routines and procedures.

There is a section outlining the policy and procedure for teacher evaluation and school-based administrator evaluation as well as the policy and procedures for parent/student appeals and dispute resolutions.

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 have students enrolled in Online Learning this year.



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 is not offering Remote Instruction this year.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Jiaxing Senior High School for:

- building and implementing a shared vision that supports students holistically to become intrinsically motivated, independent learners and leaders.
- using technology to facilitate School information and outreach to parents and into the community.
- collaboration between the School and the CINEC system in developing a focused, on-going professional development plan that promotes an active professional learning community.
- creating varied learning opportunities that focus on meaningful inclusion and deepening awareness of Indigenous content and/or First Peoples Principles of Learning.
- developing learning opportunities that promote harmonious growth of the whole person, fosters the development of higher order learning, and prepares students for life-long learning.
- a concerted focus on improving student ELL acquisition and proficiency through a daily literacy challenge integrated with the School's Core Competency reward program, timetabling of number of extra instructional support blocks, and adoption of best ELL educational classroom practices.
- engaging students as active and self-directed learners through collaborative learning and individualized assignment opportunities in all subjects which emphasize inquiry, problem-solving, and higher order thinking skills.
- effective and purposeful formative and summative assessment including the use of curricular competencies to drive assessment practices and the active use of student self-assessment and reflection to inform instruction.



- the support for use of student technology devices. The support includes a graduated increase in responsibility for the type of devices used at each grade and a clear policy for safe and efficient use of technology.
- the level of continuous progress reporting and communication with families.

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 Jiaxing Senior High School *continues* to be recognized as a British Columbia-certified school.

