

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA WEIFANG SECONDARY SCHOOL

WEIFANG, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 17-18, 2022

## INTRODUCTION

On October 17 and 18, 2022, a virtual certification inspection was completed on Canada Weifang Secondary School (CWSS) in Weifang, Shandong 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 Henry Vanderveen and Des McKay, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 51 students, in grades 10 to 12. The host school, which houses the BC program, enrolls 5,460 students.

During the visit to the 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 Program Office Manager/Executive Assistant, ten randomly selected students, the vice principal of the host school and the International Director of the host school.

The Owner/Operator is responsible for the BC program through his company, Canadian-Sino Education Exchange Centre (CSEEC). The Owner/Operator runs three other BC-certified schools in Shandong Province. These include Canada Yantai Secondary, Canada Qingdao Secondary School, and Canada Shandong Secondary School.

The BC program's philosophy, objectives and special features include providing educational opportunities for all students to experience success, to strive for excellence, and to appreciate the value of learning. These opportunities will be provided in an environment characterized by care, respect, cooperation, and personal integrity.



The Team would like to thank Canada Weifang Secondary School for its hospitality, cooperation, and preparedness for the virtual inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<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>The School had no requirements in its 2021/2022 report, and has implemented many of the suggestions contained in the report.</p>			
<p>Commendation:</p> <p>The School is commended for its response to implementing many of the suggestions listed in its 2021/2022 inspection report in spite of COVID-19 related issues.</p>			

#### BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<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 submitted a business plan to the BC Ministry of Education and Child Care confirming the sustainability of the program. The business plan projected an enrolment of 61 students for the 2021/22 school year; however, due to continuing COVID-19 related issues along with changing market trends and increased competition the current enrolment of 51 students fell short of the 61 projected. The Owner/Operator and the Offshore School Representative (OSR) are very aware of the need to increase enrolment and have a strategic marketing plan involving the new principal of the host school and the International Marketing Director. With the support of the host school and a targeted marketing strategy the Owner/Operator and the OSR are hopeful that enrolment at the School will increase by 30 students a year.</p>		



## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the Agreement.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team met virtually with the Owner/Operator and the Offshore School Representative (OSR) to discuss the School's business plan. It was noted that Covid 19 related issues, increased competition and changing market trends have negatively impacted the School's enrollment. Initially, parents were not accepting of online learning, but have become more accepting of it. They appreciate being able to view real time lessons with their children. The OSR explained that an unintended consequence is that many parents have become more familiar with the BC curriculum and more appreciative of student-centered instruction and learning. The hope is that their informed understanding of the BC Program will make them stronger ambassadors for CWSS.</p> <p>The Owner/Operator and OSR have a clear understanding of the highly competitive offshore schools' market; however, they are confident that the School will continue to grow because of their focus on student success and the international recognition of the BC Program. It appeared to the Team that all the metrics are in place for the BC Program at CWSS to begin growing once again.</p> <p>The Owner/Operator meets all the requirements set forth in the Agreement.</p>		
<p>Commendation:</p> <p>The Owner/Operator is commended for his personal involvement and commitment to promoting Canada Weifang Secondary School and the BC Program.</p>		

  

<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team confirmed that the Owner/Operator has written approval on file from the Shandong Weifang Bureau of Education that grants approval for CSEEC to operate a school with the Weifang No. 1 Middle School as outlined in section 5.03 of the Agreement. The Team noted that the certificate expires December 2022, but the Weifang Bureau of Education has renewed the certificate and it is being translated into English.</p>		



**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 has plans in place for an unplanned temporary emergency or permanent closure of the School as well as COVID-19 safety protocols. The Offshore School Representative (OSR) confirmed that he has reviewed all the plans for accuracy and functionality.

The following safety certificates/documents were reviewed and confirmed by The Team:

1. Food Business Certificate.
2. Construction Fire Fighting Inspection Certificate.
3. Lightning Inspection Certificate.

The Team reviewed the School's emergency plans and an additional comprehensive Pandemic Preparedness and Response Plan which follows the regulations established by the local Education Bureau and Health Authority.

The plans are clearly laid out in the staff and student / parent handbooks.

**EDUCATION COVID-19 PROTOCOLS AT CWSS**

In the event of a COVID-19-related lockdown, the School has protocols in place to transition to an online teaching environment using Teams digital platform. Staff have had to transition to an online environment because of Covid-19 lockdowns, therefore, they are very familiar with the virtual environment. Staff and students have been in serviced on the use of Teams and its many teaching/learning features.

**SAFETY COVID-19 PROTOCOLS AT CWS**

The School has instituted strict COVID-19 safety response protocols based on Chinese government agencies and the Weifang Education Bureau. These protocols include:

- Every two days an outside hospital company tests all students and staff at CWSS.
- Should a student or staff member scan positive for Covid-19 all the QR codes of students and staff at the school will automatically turn "Yellow" if moderate risk and "red" if high risk.
- A "yellow" or "red" QR code scan severely restricts movement. To enter stores or malls, QR testing is mandatory and must show the individual has been Covid-19 clear for the past seven days.
- If there is an outbreak in the city, QR code scanning will become mandatory for everyone entering the campus.
- Intermittent QR code scanning in conducted on a regular basis as an additional precaution.



The Team confirmed that the School has scheduled fire and earthquake drills each semester, and wayfinding signage is posted in classrooms indicating what to do and where to go in the event of an emergency evacuation.

The Team confirms that the emergency planning document and the additional pandemic plan deal with “any event that would cause an unplanned temporary or permanent closure of the School”.

The emergency response and Covid-19 plans have been vetted by the OSR for accuracy and functionality.

**Commendation:**

The School is commended for its emergency response planning.

The School is commended for its organizational agility to transition to an online instructional environment in the event of a Covid 19 lockdown.

**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) is a veteran educator whose career spans both the BC Public School and offshore school systems. The OSR was personally involved in the inspection of CWSS, and works closely with the Owner/Operator, administration and staff. This was evidenced in conversations with the principal, school staff and meetings with the Operator/Owner.

The OSR confirmed he 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.

**Commendation:**

The OSR is commended for the close working relationship he has with the School and the Owner/Operator.

The OSR is commended for his involvement in this inspection and for making himself available to the inspection Team.



**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, who graduated from Vancouver Island University, is in his first year of leadership at the School, but has three years of leadership experience in offshore schools, two of which were as principal.

The Team appreciated the Principal's candor and honesty when discussing the challenges facing the School this coming year.

At the start of the school year a teacher had to leave unexpectedly and there was no replacement available. The Principal assumed four teaching blocks in addition to his administrative responsibilities until a replacement could be hired. The Principal explained he is being compensated for the extra duties, and while he is coping well, he is looking forward to the new teacher's arrival. The Offshore School Representative (OSR) and the Owner/Operator assured the Team that a replacement teacher who resides in China has been identified and will hopefully be at CWSS by the end of October or start of November.

The Principal meets the requirements as outlined in section 2.06 of the Annual Report for offshore schools.

**Commendation:**

The Principal is commended for his commitment to the staff and students at CWSS and for taking on extra teaching duties until a replacement teacher arrives at the school.

The Principal is commended for the time and preparation he put into getting ready for this inspection under very challenging circumstances.



**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 meets the administrative support requirements as outlined in section 2.08 of the Annual Report.

The Administrative Assistant, who has been in her position since the inception of the School, manages the administration of the School. Her responsibilities include all data submissions to the Ministry, school recruitment activities, student admissions, student records and teacher records. She plays a lead role in marketing the School with the Owner/Operator, the Offshore School Representative (OSR) and Principal, and assists teachers with finding housing and serving as a translator.

**Commendation:**

The Administrative Assistant is commended for her dedication and tireless service to the staff and students of CWSS.

**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 submitted a random list of 15 students from grades 10 to 12 to the Principal. An examination of all 15 files confirmed that all the documents required in section 2.08 of the Annual Report were included.

**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 reviewed every teacher's file and teaching assignment. Each file was checked to include the following items: teacher certification or letter of exemption, teacher contract, teacher evaluations, personal consent form, teacher emergency contact information, and work permit and visa.



The School also presented the required documentation for a locally certified teacher who has a locally recognized university degree. The School also produced a criminal record check (translated into English) from the Qingchi Police department.

**The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.**

**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:

Prior to the inspection, the School provided sample overviews and unit plans for each grade in the Graduation Program for the Team to review.

Curriculum planning documentation and ongoing teacher professional development as well as support for teachers were reviewed during teacher video conferences. The Team conducted a thorough review of the curriculum planning documents, student work samples and assessment procedures, all of which demonstrated evidence of implementation compliance of BC's curriculum in grades 10, 11 and 12.

Teachers prepared for the inspection by preparing curricular documents and supplementary materials for each of the courses they are responsible, and all teachers were available for interviews.

The Team confirmed that all required elements of BC's curriculum; Big Ideas, Curricular Competencies, diversity and inclusion, First Peoples Principles of Learning, Core Competencies, formative and summative assessment strategies, and student self-assessment are all evident in teaching practices.

Teachers utilize a variety of teaching strategies, including project-based and inquiry-based learning. Relatively small classes allow teachers to customize projects to allow for individuality. Students are fully engaged in their own learning.

It is clear from projects undertaken by the students, discussions with teachers about how they interact with students, student work samples, and assessment records, that BC's curriculum is fully implemented in the School.

Planned professional development activities this year emphasize classroom practices that reflect implementation of the BC program.





**Commendations:**

The School is commended for authentically implementing all elements of BC's curriculum into its program.

The Principal is commended for providing professional development guidance for teachers focused specifically on pedagogical and assessment strategies designed to optimally implement BC's curriculum in every course.

**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:**

English language assessment and acquisition is a primary focus of the school program. Prior to being admitted, each student is required to pass a rigorous admissions test, which includes assessment of written and oral proficiency. A certified teacher administers the admission test to prospective students in May of each year and only those students who can demonstrate a working knowledge of English are admitted into the grade 10 program.

Once students are admitted into the program, every teacher provides instruction in English and students are expected to use proper grammar and speak appropriately in each course. In addition to that, an English Enhancement Program has been developed this year to provide additional support for students.

The Team was able to interview the English Enhancement Program Team, made up of three very qualified individuals who are passionate about providing meaningful support to all students to improve English language proficiency. The program focuses particularly on grade 10 as students join the program and grade 12 as students are preparing for university.

The program emphasizes both written and spoken English language skills and challenges students to write increasingly complex stories, learn and use vocabulary introduced in academic courses, give oral presentations, and keep journals. Assessment is ongoing and appropriately recorded.

The success of the English Enhancement Program is in part due to daily communication among the three members of the team and a commitment to help every student develop the English skills necessary to do well in English speaking universities.

The Inspection Team was also able to interview several students from each of the three grades. Students were able to comprehend questions asked of them and respond appropriately.



It is clear that the School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report for offshore schools.

Commendation:

The School is commended for the quality of its English Enhancement Program and the three instructors responsible for program delivery.

**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 has an Equivalency and Challenge Policy that is in compliance with the International Student Credit Policy.

The School does not currently offer any Board/Authority Authorized (BAA) courses. Mandarin 10, 11, and 12 are taught by locally certified teachers.

**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 was able to review course overviews, unit plans and weekly lesson plans developed by the teachers to guide instruction and learning opportunities throughout the school year.

The plans have been developed prudently and systematically but allow for a measure of flexibility when that is called for. Course plans have been developed by each teacher but planning standards have been developed collaboratively.

Teachers are intent on developing their plans according to BC's curriculum guidelines and are intent on following the plans authentically; ensuring that there are obvious connections among course overviews, unit plans, daily lesson plans and classroom practices.

Overviews, unit plans and lesson plans include the required Learning Standards (First Peoples Principles of Learning, diversity and inclusion, Big ideas, Core Competencies and Curricular



Competencies). Big Ideas and learning intentions are incorporated into regular classroom instruction.

It is evident that there are a variety of learning experiences and assessment strategies used in the School that demonstrate the pedagogical approaches of BC's curriculum in action.

The Team confirms that curriculum planning documentation is compliant with BC's curriculum requirements for grades 10 to 12.

**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 confirms that instructional time in the School totals 868 hours, which meets the requirement of a minimum of 850 instructional hours, as outlined in section 2.22 of the Annual Report for offshore schools.

**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:**

Professional development activities so far this year have focused on assessment, providing teachers with a framework for student assessment that includes assessment *as* learning, assessment *for* learning and assessment *of* learning.

It is evident that teachers are using a variety of assessment instruments to determine student progress. The Team was able to review several rubrics created by the teachers collaboratively, others made by individual teachers and still others created by students and teachers together. Teachers also utilize pre-assessment strategies, as well as quizzes and unit tests. Student self-assessment and peer assessment practices are also used regularly.

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



**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 a modest library made up of books that support instruction as well as several class sets of novels.

Students also have access to computers in the computer lab for research projects and create classroom presentations.

Classrooms are equipped with Smartboards to enhance program delivery. There are adequate textbooks and supplementary materials for each course.

The Team confirms that the School meets learning resources requirements.

**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 Team had opportunity to review a Final Term report card from last year, which will be used as the template to report student progress during the current school year. The report card uses generic comments that are translated into Mandarin for parents.

Report cards are issued twice in each semester; an interim report half-way through the semester and a cumulative report at the end. Parent/teacher conferences are held each semester shortly after interim report cards have been issued.

The Team confirms that the School meets the Ministry's student progress report requirements.



**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 reviewed the School's updated 2022/23 parent/student handbook which is published in English and Mandarin. It includes information about BC's curriculum framework and its underpinning philosophy. Links to the Ministry of Education and Child Care curriculum sites have been included. The handbook is very user friendly and a valuable source of information about the philosophy, policies and procedures of the School.

**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 completely revised and updated for the 2022/2023 school year. It contains a wealth of information regarding the School, its operations, policies and procedures, and is an excellent resource for all teachers, particularly those new to CWSS. The handbook contains the disclaimer acknowledging "that the Province of British Columbia is not party to the contract of employment between the Owner/Operator and the teacher and the Province of British Columbia is not liable in any event, instance or circumstances."

**Commendation:**

The Principal is commended for completely revising and making the student and teacher handbooks very user friendly.

**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:**

Students have the option of enrolling in online courses not offered by the School through SD73 Global Education Business Company. The Principal is responsible for overseeing students enrolled in online courses. He makes himself available to assist students with teacher communication, academic support, and invigilate tests and quizzes as needed. Currently only one student is taking a course through Global Education.



**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 currently offering Remote Instruction.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Canada Weifang Secondary School for:**

- its response to implanting many of the suggestions listed In its 2021/2022 inspection report in spite of COVID-19 related issues.
- personal involvement and commitment to promoting Canada Weifang Secondary School and the BC Program.
- emergency response planning.
- organizational agility to transition to an online instructional environment in the event of a Covid 19 lockdown.
- the close working relationship the OSR has with the School and the Owner/Operator.
- the involvement of the OSR in this inspection and for making himself available to the inspection Team.
- the commitment to the staff and students shown by the Principal at CWS and for taking on extra teaching duties until a replacement teacher arrives at the school.
- the time and preparation the Principal put into getting ready for this inspection under very challenging circumstances.
- the School Admin Assistants dedication and tireless service to the staff and students of CWS.
- authentically implementing all elements of BC's curriculum into its program.
- providing professional development guidance for teachers focused specifically on pedagogical and assessment strategies designed to optimally implement the BC curriculum in every course.
- the quality of its English Enhancement Program and the three instructors responsible for program delivery.
- completely revising and making the Student and Teacher handbooks very user friendly.



## 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 Canada Weifang Secondary School *continues to* be recognized as a British Columbia-certified school.

