

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

LUWAN SENIOR HIGH SCHOOL

HUANGPU DISTRICT, SHANGHAI

PEOPLES' REPUBLIC OF CHINA

OCTOBER 24–25, 2022

INTRODUCTION

On October 24 and 25, 2022, a virtual certification inspection was completed on Luwan Senior High School (LSHS) in Shanghai, Peoples' 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 Bill Beeke and Edward Noot, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 74 students, in grades 10-12. The School shares a campus with an elementary and middle school (the host school), each housed within its own building. The entire school, which houses the BC program, includes 851 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), Deputy Superintendent, BC Principal, BC Vice Principal, BC teachers, students, and members of the host school's administrative team.

The Owner/Operator, CINEC Education Group Ltd., (CINEC), is responsible for the BC program at LSHS, which is one of four schools that it operates in the Peoples' Republic of China. CINEC has also been actively involved in bringing its offshore school students to BC for summer studies, immersion, and life experience by partnering with the University of British Columbia. These programs have been suspended due to COVID-19 travel restrictions. CINEC operates three additional schools in China including, Canadian Secondary Wenzhou No. 22 School, Jiaxing Senior High School and Shanghai Nanyang Model Private High School.



The BC program's philosophy, objectives and special features includes preparing students for success in a rapidly changing world by providing a dynamic and supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits, and promotes excellence.

The Team would like to thank Luwan Senior High School for its hospitality, 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>The previous inspection report contained no recommendations and several suggestions. The School considered the suggestions carefully and responded thoughtfully.</p> <p>The School has set the following goals for the 2022/23 school year:</p> <ul style="list-style-type: none"> • Maintain a 100% graduation and university placement rate. • Enhance professional development and cross-curricular projects related to the Literacy and Numeracy Assessments. • Increase efforts to incorporate First Peoples' Principles of Learning in planning and instruction. • Continue to better align school-based assessments to BC's curriculum. • Continue to develop the positive, collaborative and respectful learning environment by increasingly involving the parents and local community. 			

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 School's 2022/23 business plan was submitted to the Ministry of Education and Child Care. The Team reviewed the description of school facilities, student enrolment numbers, graduation and post-secondary transitions, the school growth plan, human resources plans, and alignment with international education in British Columbia.</p> <p>The School continues to foster a 21st century learner centered and collaborative learning environment among stakeholders, while focusing marketing efforts on increasing yearly</p>		



enrollments to the maximum allowable. The School is demonstrating a slow, but steady increase in student enrolment year over year. The Shanghai Education authorities continue to cap enrollment at 40 students per grade, and internal procedures only allow 40 offers to be extended each year. Given this limitation a key factor may be to seek ways to increase the acceptance rate of the 40 extended offers.

The Program remains small with all indicators pointing towards strong sustainability.

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 the requirements set forth in the Agreement and demonstrates a strong commitment to the ongoing success of the School.

The Owner/Operator works constructively with the School's leadership team, along with the Offshore School Representative (OSR) and other staff.

Commendation:

The Owner/Operator is commended for his strong commitment to the BC program at Luwan Senior High School. Given the parameters of this program's operation within the Huangpu Education Bureau the success of the School will not be measured by impressive student enrolment growth but by other more educationally meaningful measures, such as those outlined in their mission statement.

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 reviewed translated documents from the Huangpu District Education Bureau approving the BC program at Luwan Senior High School issued on January 1, 2012 along with a more up to date response from the Bureau which contains language in line with a 'Letter of No Objection' as requested by the BC Ministry. These approvals are valid and current.



The School also provided a translated copy of a valid business license issued by the Business Registration Ordinance Department in Hong Kong. This license is valid until March 2023 and will need to be renewed at that time.

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 campus was built in 1953, completely rebuilt in 1997, and repainted during the summer of 2021. There is a teaching building, multiple use building, and an entertainment building which includes a full-sized gymnasium and theatre.

The BC program is housed on the sixth floor of the Luwan Senior High School building. The School utilizes various office areas, ten classrooms, a newly renovated library, and computer lab, and has access to the host school's physics, chemistry, biology and computer laboratories, as well as the gymnasium and entertainment buildings.

An on-site nurse provides medical services to students and staff. Being housed within an existing Chinese public school allows the local building, safety and cafeteria codes and regulations to be met by the larger host school. Compliance documentation is in good order.

The Team reviewed documents confirming compliance of buildings and cafeteria.

The School has a written emergency plan for natural disasters (i.e., fire, earthquake) and holds regular drills for students to practice these protocols. The documentation includes a protocol for unplanned temporary or permanent closure of the School.

The School's emergency plan is annually vetted for accuracy and functionality by the Offshore School Representative (OSR) and detailed in the 2022 Annual Report. A health and safety campus-wide protocol developed in response to the COVID-19 pandemic remains in place and is employed should a future outbreak occur.



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 Owner/Operator appointed an experienced individual to act as Offshore School Representative (OSR). The OSR meets the requirements set out in section 1 of the Agreement and has been confirmed by the Ministry as suitable for this position. The OSR is supported by the Deputy Superintendent and a Director of International Programs of CINEC schools.

The OSR contract was renewed and runs through July 1, 2024. The OSR is instrumental in hiring staff and in providing ongoing professional development and support to school staff. The OSR visits the School regularly and participated in this virtual inspection.

The Team confirms that the OSR is knowledgeable about all aspects of the School's operations and all related aspects of the Owner/Operator's business operations. He is fully 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 operation.

The OSR also acts as Superintendent and is involved with strategic planning, and school development and improvement.

Commendation:

The Team commends the OSR's career in BC schools and long history with the Owner/Operator which provides comprehensive knowledge of the BC offshore school system and valuable organizational stability.

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 an experienced BC administrator who meets the experience and training requirements for this role. She is in her third year in this role, having previously served as a vice-principal at another BC offshore school operated by CINEC. Collaboration with CINEC administrators to generate system-wide resources, policies, and training supports her leadership at Luwan Senior High School.



The Principal's job description outlines the expected role in compliance with the Agreement. The contract is comprehensive and complies with all requirements under the Agreement.

The Principal possesses a valid Certificate of Qualification from the BC Teacher Regulation Branch (TRB) which meets the requirements outlined in the Agreement.

The Team noted with appreciation, that the School benefits from leadership continuity. The Principal understands the BC program and enthusiastically oversees its implementation. Even though this inspection was conducted virtually the Team witnessed the Principal's passion for the BC program and care for the students and staff at LSHS.

Commendation:

The Principal is commended for her passion for the BC program and care for the students and staff at LSHS.

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 the Annual Report. Administrative duties are shared by the Principal, Vice-Principal, a BC coordinator and an administrative assistant.

The Offshore School Representative (OSR), the Deputy Superintendent and the Director of International Programs provide administration oversight, supervision, and direction. The CINEC head office staff in Vancouver support the School with teacher hiring, professional development activities, visas, and travel arrangements.

The host school assumes the lead for marketing the BC program, with input and support of the BC Principal. The host school is also responsible for the physical space, furnishings, general maintenance, and information technology.

Chinese homeroom teachers play a central role with all activities involving parents. They provide translation services at parent meetings, parent-teacher conferences and during administrative meetings with the Chinese administration. They also communicate directly with parents as issues arise throughout the year, at the request of the BC teachers or administrators.

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 School verified that student files are securely stored, properly backed up and can be reproduced if necessary. The virtual inspection process allowed for the Team to view only limited files. They are maintained by the Administrative Assistant, overseen by the Principal, and contain all required elements.

The School utilizes web based TESS (Windsor) administrative software to manage student data.

The School is reminded that student and parent consent forms have been updated for the 2022/23 school year. The forms are available on the BC Offshore School Program SharePoint site and reflect the updated name of the BC Ministry.

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, as confirmed by Teacher Regulation Branch (TRB) verification response file dated September 9, 2022.

All BC program teachers hold valid BC TRB certification. Despite pandemic travel restrictions, all teaching staff have been able to enter China to assume their teaching duties on site.

All locally certified teachers have evidence of valid certification and local criminal records checks on file.

Staff contracts were reviewed and found to be comprehensive, addressing all the required areas. The staff expressed deep appreciation for their leadership and colleagues at the School highlighting a strong sense of community.

All teachers are employed under proper work permits and appropriate visas. Teacher files are in order and well maintained and include evidence that teacher evaluations are occurring as per school policy. A principal evaluation has occurred as per school policy.

The Team noted the high percentage of teachers staying for multi-year assignments at the School.



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 reviewed the documents and engaged in virtual conversations with the teachers, the Principal, Vice-Principal and students. It is evident that BC's curriculum is being implemented with enthusiasm and success. The teaching staff explained in detail how the competency focus of BC's curriculum was the goal in their lesson planning and instruction.

Engagement with Core Competencies was described in detail by the teachers and students when interviewed by the Team. The teachers demonstrated an in-depth knowledge of the way they were implementing Core Competencies in the classroom. Some of the strategies being used include incorporating the language of the Core Competencies to build understanding with the students of the type of learning that is self assessed and making intentional connections to subject specific work so the students understand when they are growing their skills. The students spoke of their personal growth and soft skills acquired through the focus on Core Competencies on their learning journey.

The First Peoples Principles of Learning are being implemented. The teaching staff expressed a growing understanding of the scope and intentions of this aspect of BC's curriculum.

Commendation:

The teachers are commended for their in-depth understanding and implementation of all aspects of BC's curriculum.



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 Team has found evidence of a comprehensive approach to support English language acquisition.

Students are enrolled in eight credits of English courses per grade level.

Grade 10 – Spoken Language (2 credits), English First Peoples Writing (2 credits).

English First Peoples Literature Studies (2 credits) and New Media (2 credits).

Grade 11 – New Media (4 credits) and English First Peoples Literary Studies and Writing (4 credits).

Grade 12 – English Studies (4 credits) and New Media (4 credits).

The planning documentation shows evidence of each teacher planning learning activities for English language acquisition in their subject areas. A wide variety of strategies are used by the teachers to enhance English language learning both inside and outside of the classroom. Some examples include the Read Theory accounts, lunch hour games, and online reading opportunities.

The library has increased the availability of English literature at a variety of reading levels.

English language acquisition is also enhanced through ChitChat competitions. Through this competition students are encouraged to use and grow their command of the English language in a friendly competitive game.

Staff meetings are held weekly and a standing point on the agenda is a focus on at-risk students. This allows the staff to make plans to support students that may be struggling with English language acquisition in a timely manner.

Commendation:

The Team commends the School for the fulsome approach to English language learning by the teachers both in and out of scheduled class time.



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 offers two Board/Authority Authorized (BAA) courses: Chinese Culture 10 and Chinese Culture 11. Course overviews have been updated by the School to reflect BC's curriculum framework and have the required Ministry approvals.

Exempted courses include Art Studio 10, Physical and Health Education 10 (PHE10), Computer Studies 10 and Mandarin 10, 11 and 12. The School has a Letter of Exemption on file, as needed, allowing the delivery of these courses by locally certified teachers.

PHE10 is offered in grade 10 and is co-delivered by a certified BC instructor who is responsible for teaching the health components of the course that are not covered by the locally certified teacher. These health components are delivered in Career Life Education.

The Team confirms the School has an Equivalency Review Policy in place.

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, providing evidence that the grade 10-12 courses reflect BC's curriculum documents. Moreover, interviews with teachers gave evidence that planning for instruction clearly reflects the grade 10-12 curricular frameworks of BC's curriculum. Course overviews include the Big Ideas, Curricular Competencies, First Peoples Principles of Learning and Core Competencies. The planning documents also include content, unit plans, suggested activities, and a suite of formative, summative and student self-assessment strategies.



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 grades 10-12 work toward earning both a Dogwood Diploma and Chinese high school diploma. The School provides up to six hours of BC program instruction per day over 187 days per year for a total of up to 1,122 hours of instruction per school year; all grades exceeds the Ministry's minimum requirement of 850 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:

Each teacher demonstrated through conversation and their course outlines that they include a variety of assessment methods throughout the units they teach. These methods align with BC's curriculum as many are competency focused.

The teachers regularly discuss and implement assessment strategies that are focused on student enrichment. Some examples are creating clubs, providing more challenging reading material and a focus on individual development through summative, formative and Core Competency assessment.

The Principal monitors each teacher's assessment practice and participates in orientations to ensure the assessment of students continues to be aligned with BC's curriculum. The BC Performance Standard in Writing is used to maintain consistency throughout the program.

CINEC provides professional development opportunities for teachers to meet. These opportunities have been used to discuss, develop and implement assessment strategies.



The School maintains a rigorous security and invigilation procedure for the BC Graduation Numeracy and Literacy assessments. This includes review of testing expectations prior to the exam being conducted and entering PEN numbers and preparing computers for individual students. Digital devices are placed in a separate location by students prior to beginning the exam. The invigilators, who are not classroom teachers, circulate during the assessment to ensure that behavior remains appropriate.

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 teachers have access to textbooks, a designated 35 station computer lab, a wall mounted touchscreen computer for instruction and a workstation with a computer, which prints to the staff photocopier.

The School continues to grow its library collection of English print books. This fall, 60 new textbooks and paid online resources were made available to students. The library also has five computers that provide access to online English books and resources.

Students have Wi-Fi access in the classroom, allowing for laptops to be used for instructional purposes. The students also have accounts on Schoology. This allows for e-portfolios to be used for self assessment of Core Competencies and other progress reporting.

CINEC allocates a learning resource budget to the School. The Principal consults with teachers to identify learning needs and acquire the resources needed.

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 formal reporting periods in the school year. There are two parent-student/teacher conferences held annually. The teachers also make connections with parents through Wechat, an online social media platform, and via email, phone calls and face to face meetings. Schoology, an online learning management system, is used to communicate student progress to parents regularly through showing progress and grades.



Progress reports include attendance, work habits, letter grades, comments and a link to their child's Schoology portfolio so that parents can access the student's Core Competencies self assessment and other learning progress information. Parent-teacher interviews are held after the first and third progress report. Additional parent-teacher interviews are scheduled when necessary.

Commendation:

The students are commended for their dedication, joy in learning and for embracing the key components of the BC program such as Core Competencies.

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 well-developed parent/student handbook. It includes school vision and goals, student code of conduct, Ministry policies, appeals process, school calendar and other required information.

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 comprehensive teacher handbook details the school organization, mission statement, professional covenant, student-teacher covenant, marking and grading procedures, professional development, dispute resolution, computer and internet usage, email protocol, emergency procedures, progress reporting and appeal procedures, and the learning assessment policy and accompanying activities.

Teachers and administrators are evaluated as required, and respective 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 is not offering Online Learning at this time.

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 at this time.

CONCLUSION

Commendations

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

- the Owner/Operator's strong commitment to the BC program at Luwan. Given the parameters of this Program's operation within the Huangpu Education Bureau the success of the School will not be measured by impressive student enrolment growth but by other more educationally meaningful measures, such as those outlined in the School's mission statement.
- the OSR's career in BC schools and long history with the Owner/Operator which provides comprehensive knowledge of the BC Offshore School Program and valuable organizational stability.
- the Principal's passion for the BC program and care for the students and staff at LSHS.
- the Chinese administration's understanding of and support for the BC program.
- the teachers' understanding and implementation of all aspects of BC's curriculum, which was evident among conversations with staff and students.



- the fulsome approach of English language learning by the teaching staff both in and out of class time.
- the students' dedication, joy in learning and acceptance of key components of the BC program such as Core Competencies.

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

