

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

SHANGHAI NANYANG MODEL PRIVATE HIGH SCHOOL

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 27-28, 2018

INTRODUCTION

On November 27-28, a certification inspection was completed on Shanghai Nanyang Model Private High School (SNMPHS) in Shanghai, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) Education Program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The Inspection Team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Dr. Heather Smith and Mrs. Beverly Pulyk (Chair).

The School's B.C. program has an enrolment of 255 students, in grades 10-12. SNMPHS is housed within a larger school facility, Shanghai Nanyang Model Private School (SNMPS). SNMPS is comprised of three programs: SNMPHS (grades 10-12), Shanghai Nanyang Model Private Junior Program (grades 6-8) and Shanghai Nanyang Model Overseas Centre Program (grades 11-12). The entire School, which houses the B.C. program, enrolls approximately 600 students.

During their visit to the school, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, chairperson of the board of directors, offshore school representative (OSR), SNMPHS Chinese principal, B.C. principal, B.C. teachers, Chinese teachers and Chinese support staff.

The Owner/Operator, CINEC Education Group Ltd., is responsible for the B.C. program. CINEC Education Group Ltd. operates three other B.C. offshore schools in China and offers a summer program for school-aged children to experience school in Canada.



The B.C. program's mission statement as noted in the Annual Report is:

We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence.

The School's educational approach is to:

- *Set clear expectations with natural consequences for choices made (accountability).*
- *Provide a safe and comfortable learning environment.*
- *Encourage tolerance and diversity by respecting individual differences.*
- *Model good citizenship and leadership.*
- *Help student knowledge and skills.*
- *Encourage students to develop positive attitudes and to become independent learners.*

During the inspection, the principal and offshore school representative commented that the special features of SNMPHS are: the distributed leadership among a number of the staff; the cooperative, professional culture that exists between the CINEC schools; and the genuine care shown for the students.

The Team would like to thank Shanghai Nanyang Model Private High School for its hospitality, cooperation and preparedness for the inspection visit.

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

Requirement Met Requirement Not Met Not Applicable

Comment:

There were no requirements noted in the previous inspection report, however the School established a number of SMART goals with respect to core competencies and curricular competencies, cross-curricular marking, intra-department communication and collaboration, and advanced placement.



BUSINESS PLAN

<p>The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.</p>
<p><input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met</p>
<p>Comment: The Team confirms the business plan items noted in the <i>B.C. Offshore School Program Annual Report</i>. The business plan confirms the sustainability and planned growth of SNMPHS.</p>
<p>Commendation: CINEC Education Group Ltd. is commended for its business plan which provides a solid foundation and long-term sustainability of SNMPHS. This includes the:</p> <ul style="list-style-type: none"> • number of B.C. trained teachers employed in the School; • retention rate and stability of staffing that exists from year to year; • administrative succession planning that has taken place; and • variety of twinning activities that exist.

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

<p>2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).</p>
<p><input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met</p>
<p>Comment: The Team verified all items noted in section 2.1 of the inspection catalogue. The owner/operator meets the requirements set forth in the Agreement, including:</p> <ul style="list-style-type: none"> • the qualification criteria for owner/operators as outlined in section 5.0 and schedule A of the Agreement. • public announcements regarding the school outlined in Section 8 of the Agreement. • that the owner/operator and principal are aware of the requirement to report the dismissal, suspension and/or discipline of teachers as required in section 17 of the Agreement. <p>A letter from the Shanghai Xuhui District Education Bureau is on file at the School confirming that that the Bureau approves and has no objection to the three specific items noted in section 5.03 of the Agreement. The letter is dated October 31, 2018 and valid to August 30, 2023.</p>



2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. program.

Requirement Met Requirement Not Met

Comment:

SNMPHS, located in the Xuhui District of Shanghai, is a gated school property with security guards positioned at the entrance. As previously mentioned, SNMPHS shares the facility with two other programs. The B.C. program includes administration offices, staff work areas, general classrooms, yoga/drama room and music room. Areas shared by all three programs are: three science labs, two computer rooms, a library, an activity room, gymnasium, cafeteria, small outdoor soccer pitch, and two outdoor basketball courts surrounded by a 200-meter track. Seventy percent of the B.C. enrolled students live in the residences on the nearby Shanghai Nanyang High School campus; it is a 10-minute walk from SNMPHS. Chinese staff members supervise students outside of school hours.

An on-site nurse provides medical services to students and staff. The cafeteria is inspected annually; the current Cafeteria Operation Certificate is posted on a wall in the cafeteria. The Food Services Certificate, valid to 2023, is located in the same area.

The staff handbook includes emergency plans for accidents, fire, security, earthquake and emergency evacuation. Students practise fire and earthquake drills twice a year. A separate emergency document notes that “in the case of an emergency such as a natural disaster or for any event that would cause an unplanned temporary or permanent closure of the School, CINEC would fulfill the personal services agreement with their employees. CINEC would endeavor to have the B.C. offshore school program continue to the end of term and would support and assist in continuing to have a B.C. program available to students for the next term.” The offshore school representative has vetted the emergency plans for accuracy and functionality.

The Team completed a review of the facilities and deemed them suitable to support the B.C. program.

ADMINISTRATION 3.0

3.1 Offshore School Representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the Province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met Requirement Not Met

Comment:

The offshore school representative, appointed by the owner/operator, began his appointment in September 2014. He also serves as the superintendent for all CINEC schools.



The OSR's extensive teaching and administrative experience in both B.C. and offshore schools, provide him with the requisite background knowledge and expertise for this position. The Team confirmed that the OSR meets all of the requirements set out in section 14 of the Agreement. The OSR is supported by the deputy superintendent of CINEC schools. The OSR is aware of his obligation to report to the Ministry of Education critical information relating to changes in the operation of the school or ownership structure that could significantly impact the school(s) operation(s).

3.2 The principal meets the requirements as outlined in section 3.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal was appointed to her position at SNMPHS effective the 2018/19 school year and is responsible for all of the principal duties as noted in section 3.2 of the inspection catalogue. She previously served as a teacher, vice-principal and principal for another CINEC school in China.

3.3 The School meets the administrative support requirements as outlined in section 3.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal of SNMPHS is supported by the vice-principal, B.C. school secretary and three department heads. The secretary is responsible for all office duties including translations. Chinese staff that work with and/or support the B.C. program include: the principal, vice-principal, secretary, counsellor, education coordinator, director of student affairs, and one head teacher for each class in each grade. In addition, the superintendent and deputy superintendent of CINEC support the principal and staff of the school.

Web TESS, a WINDSOR data management system, is used to store and transmit school and student data to the B.C. Ministry of Education. TESS and TRAX are managed by the B.C. principal and vice-principal.

The School meets the level of internet connectivity as required by the B.C. Ministry of Education.



3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Student files, housed in the principal's office, are maintained by the principal and the secretary. Student files contain a copy of the student registration form, student demographic information, English language assessment exam, results of those exams, report cards and signed B.C. Ministry of Education's Personal Information Consent Forms. The Permanent Student Records (Forms 1704) were available in electronic format only. Student and parent consent forms have been updated based on the Ministry guidelines for the 2018/19 school year. All necessary information is stored electronically so could be reproduced in case of calamity.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch. The Team also confirms all items outlined in Section 3.5 of the inspection catalogue. B.C. teachers plan, evaluate and provide instruction. Locally certified Chinese teachers teach Mandarin, Information Technology, Physical Education and Chinese Culture. The locally certified Chinese teachers who teach exempted courses have appropriate documentation on file. There are no teacher assistants employed by the School.

Teacher files are stored in the principal's Office. These files include: Employment Application, Teacher Regulation Branch Certificate and Current Membership, Observation and Evaluation Reports, Contracts, signed Personal Information Consent Forms, Work Visas, and Permanent Residency Documents. The terms and conditions of employment are included in the teacher and principal contracts, with the exception of language regarding the "availability of instructional supplies".

Professional development events for teachers this year includes: a two-day orientation prior to starting classes in September; one professional development day with the other CINEC teachers with a focus on implementation of the new B.C. Curriculum; and English, Socials and Mathematics/Science roundtables with other B.C. offshore schools. This past summer, the principal attended the Professional Development Workshop offered by the Ministry of Education for offshore administrators and teachers. Professional sharing time has been built into the schedule; it is a time where teachers present on a topic that reflects a current



challenge in the School. Additional funds are available to teachers to attend professional development of their choosing.

CINEC provides incentives promoting the retention of teachers, such as completion and signing bonuses.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

There is evidence of the adoption of the new B.C. curriculum and curricular change at SNMPHS. The School has implemented the new curriculum in grade 10 and is planning implementation next year for grades 11 and 12. The School is already offering some of the newer courses in the Graduation Program outlined in the B.C. Education Plan. Teachers are conversant in content changes to the curriculum and they are working towards a greater understanding of a competency-based approach and how to facilitate student self-reflection in a cross-curricular, yet integrated manner.

The staff at the School has discussed the new curriculum extensively and some staff members from SNMPHS have attended the B.C. offshore schools conference and additional summer workshops in Richmond over the past couple of years. They are familiar with the format and requirements of both the new numeracy and literacy assessments.

Teachers can articulate the changes in content that are occurring across the B.C. curriculum and school goals reflect transitions occurring within the curriculum. The English and Social Studies departments indicate they are striving to develop the language of the core competencies with their students and to create a means of student self-assessment, while the Math and Science departments set goals around applying First Peoples' Principles of Learning in all Math/Science classes.

The First Peoples' Principles of Learning, along with the core competencies are posted throughout the school. The staff attended a CINEC-hosted professional development session that addressed how to incorporate the First Peoples' Principles of Learning into teaching practice as well as how to include aboriginal content in their teaching. The Team saw evidence of the school beginning to engage with these aspects of the new curriculum.

The staff has scheduled time for teacher-led collaboration throughout the school year and the 2018-19 schedule suggests that peer-resourcing will occur in the following areas: Inquiry; First Peoples' Principles of Learning within Science; Meeting Diverse Needs – Connecting to



Mental Health Supports; Giving Feasible Feedback to Students; Differentiated Learning; and Best Practices for Class Size. These topics were generated by teachers and the sessions will be led by teachers on staff.

Commendation:

The teaching staff is to be commended for their thorough review of course content and for the changes they have already made to the curriculum in grade 10-12. It is evident that SNMPHS has implemented a number of content changes already within the Graduation Program.

4.2 The School meets the requirements for English language assessment and acquisition as outlined in section 4.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Students applying to SNMPHS complete an English proficiency entrance assessment prior to acceptance at the School. The assessment includes an oral interview, two text passages with comprehension questions, grammatical questions and two writing prompts. These tests are administered three times a year by B.C. certified teachers with the principal overseeing the process.

Once students have been admitted, teachers assess each student's English proficiency on an ongoing basis. Aside from evaluating class assignments, grade 11 English teachers administer essay writing benchmarks twice a year. The School has been offering a Communications 12 option for the small number of students who score below 70% on their English and Social Studies 11 courses.

There is an emphasis on developing both written and spoken English at SNMPS. The Team saw many students presenting orally across the curriculum as they rehearsed their language skills in various courses. Currently, the School uses *Read Theory* as a means to differentiate reading levels and to challenge students to improve reading fluency.

Real Talk, an English-speaking incentive program designed to encourage students to speak more English throughout their school day, is being re-launched by school staff. A form of the program has been in place at the School in the past, but the program is currently being re-branded with teacher input. The School is striving to incorporate both core competencies and Aboriginal content into this program and expect to implement it shortly.

Grade 12 students are currently being prepared to serve as buddies for those grade 10 students who are finding the English language particularly challenging. Through this "Buddy Program", the grade 12 students will interact weekly with their buddies, providing differentiated support according to individual areas of student need. SNMPHS is commended



for developing, mentoring and investing in student leadership in innovative ways such as Real Talk and the Buddy Program. This is also evident in other areas of the school: the Leadership Team, students writing the school's newsletter, and in other activities offered, such as the Hockey Club.

The School strives to support teachers in the area of instructional strategies, study skills, work habits and best practices in English language learner (ELL) instruction. Administration recently met with the teachers to discuss how to best offer consistent support to students who are performing at lower levels of proficiency in English. They are continuing to pursue resources and strategies to best scaffold these learners.

As directed, the Team reviewed the English language learning resources on the Ministry website with the School on this visit.

Commendation:

SNMPHS is commended for developing, mentoring and investing in student leadership in innovative ways, and in a manner that encourages growth in both spoken and written English.

4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

At this time, SNMPHS does not grant credit for equivalency nor challenge credits. Two BAA courses were listed in the inspection catalogue (Chinese Culture 10: YAES10A and Chinese Culture 12: YAES12B) and in practice, students take these Chinese culture courses in grades 10 and 12. These are exempted courses and taught by Chinese-certified teachers. Students are graded and receive two credits for each course.

In 2015, the School was granted Ministry approval to offer a single 4-credit BAA course, Chinese Culture 10-12. The Ministry required the revision of all grade 10 BAA courses to align with the new curriculum as of July 1, 2018. Accordingly, the School updated the grade 10 Chinese Culture BAA course to reflect the new curricular framework and are in the process of submitting the paperwork to the Ministry.

The School was granted exemptions in 2010 for seven courses that do not require instruction from B.C.-certified teachers. The courses are: Physical Education 10 and 11, Information Technology 10 and 11, and Mandarin 10, 11 and 12. The School is currently offering all but Physical and Health Education 11 (PHE 11).



Physical and Health Education 10 is mostly taught by a Chinese teacher. Specifically, the standards pertaining to health and well-being have been moved from PHE 10 into the third term of the Career Life Education 10 class. Curriculum planning documents clearly indicate which standards are being covered in each course.

4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (d) of the Agreement; namely, that all B.C. program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met Requirement Not Met

Comment:

SNMPHS offers the B.C. Graduation Program over a student's three years at the School and requires completion of 80 credits in three categories of courses, with 16 credits at the grade 12 level. Students take an Information Technology course in grades 10 and 11 to meet the Applied Design, Skills and Technology (ADST) or Fine Arts requirement. In 2018-19, students will write the provincial exam for English 12 and Grade 11 students will write the numeracy assessment.

The School has revised previous course overviews to demonstrate curricular compliance and is continuing to work on how to personalize the curriculum and demonstrate this in curriculum planning.

The School meets the learning standards identified in the new B.C. curriculum.

Grade 10 Curriculum

The teachers have implemented the new curriculum for grade 10 and yearly planning documentation includes the Big Ideas, the curricular competencies and content, First Peoples' Principles of Learning and core competencies. There is evidence of the school pursuing inquiry-based learning, particularly in the Science department.

Four of the five new English courses are being offered this year in grade 10: New Media, Spoken Language, Composition and Literary Studies. Students at SNMPHS take all of these four courses in their program to assist with English language acquisition.

Teachers encourage self-reflection in classrooms at SNMPHS. Teachers are encouraged to further develop linkage between practices already occurring in the classroom with core competency language. The School has recently experimented with WordPress portfolios in which students self-reflect on the core competencies as part of Career Life Education 10. The School is aware that core competencies are to be embedded in the learning strands of all curriculum and continues to explore how to collect evidence and how to best have students reflect on their growth in competencies as they will progress through grades 11 and 12.



Grades 11-12 Curriculum

In this draft year, course planning documents at SNMPHS already demonstrate significant changes to the grade 11 and 12 curriculum at the School. Grade 11 students take both Composition 11 and Literature Studies 11. The School offers the new Anatomy and Physiology Course to grade 12 students. Teachers have recognized changes in content standards and have pursued supplemental or alternate resources to meet these learning standards.

As part of grad transitions, students create a video to demonstrate their learning and development, in addition to meeting all requirements for the B.C. Graduation Program.

The School currently offers advanced placement (AP) courses in Psychology, Calculus AB, World History and Macro-Economics.

4.5 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue 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 Not Met

Comment:

SNMPHS operates on a linear timetable with nine periods a day; three of the nine periods are taught by Chinese teachers.

Students attend classes for six hours a day and the school calendar shows 186 days of instruction; the total annual hours surpass the requirement of 850 instructional hours per year.

A number of teachers provide extra-curricular opportunities for students that enhance the school program beyond instructional hours. During this visit, the Team sensed positive teacher-student relationships, a sense of student mentoring, and observed that teachers made themselves accessible to coach student learning. There is a willingness by staff members at SNMPHS to invest additional time outside of their teaching responsibilities at the school.

Commendation:

The staff is commended for their care and concern for student as well as the level of student/teacher engagement that extends beyond the classroom and their teaching responsibilities.



4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The SNMPHS teachers review and monitor student performance data regularly. The School has three curriculum coordinators who oversee Humanities, Math/Science, and AP and Athletics. These coordinators, along with the principal, are responsible to ensure that student assessment is accurate and consistent. Performance is monitored in relation to gender, cohort and subject areas.

Yearly planning documents reflect traditional assessment practices. The School is processing the role of formative assessment and delineating the components they wish to consider summative. The School's Administrative Team indicates that there are ongoing discussions in this area. Descriptive feedback is routinely provided to students at SNMPHS and the Team observed rubrics in use across the curriculum. Formative assessment practices were evident, as marked assignments demonstrate that students are provided with detailed input from their teachers.

The School is working on aligning assessment across each grade through creating consistent expectations and aligning assessment practices. The English and Social Studies teachers have set a SMART goal for the year to work together in cross-curricular "marking scrums" to better ensure consistency among grading practices. Teachers will mark five pieces of writing together using a common rubric with criteria. The goal is to discuss grading practices until consistency is developed and teachers grade within 0.5 of each other on a 6-point scale. The administrators at SNMPHS also encourage teachers to exchange assignments and to incorporate peer marking in their personal assessment practice so as to generate discussion regarding criteria and evaluation.

The principal has measures in place to ensure the security and adequate invigilation for provincial assessments. The principal retains the password until the exam; and students complete the assessments in supervised computer labs where access to other websites has been locked down on student work stations.

The teachers have reviewed provincial numeracy and literacy assessments and some teachers attended the numeracy training session in Vancouver over the summer of 2018. The Team reviewed the inspection data report with the principal. The School has noted an increased discrepancy between the school and exam marks and is taking measures to align assessment practices.



4.7 The School meets the learning resources requirements as outlined in section 4.7 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team observed a combination of learning resources being used by students including textbooks. The School has recently purchased a number of new textbooks to support the new B.C. curriculum. During the visit, teachers expressed that they extract texts from a variety of sources as they support the new curriculum and department heads coordinate the acquisition of new learning resources. The principal of SNMPHS is required to sign off on the purchase of new learning resources.

The library is a frequently visited venue in the school. It was apparent that students appreciate this space and use it as a workplace. Significant efforts have been made to build a collection of relevant English library resources and to create an inviting and accessible space for students to read and learn.

The Team observed document cameras in consistent use across the School in lesson delivery. Classrooms are equipped with projection units and Smart Boards to enhance teaching. There are two computer labs onsite that are shared with the other programs in the school. Big screens have been installed in common areas to allow multi-media presentations when students gather.

4.8 The School meets the student progress report requirements as outlined in section 4.8 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School is following the Student Progress Report Order. Student performance data is stored on the TESS data management system. Report cards are issued four times a year, recording student attendance and performance through percentages, letter grades and work habits. The Team saw evidence that “incomplete” (I) is being used to report on students with incomplete terms and that appropriate documentation was attached to report cards.

During the year, the Chinese homeroom teachers facilitate ongoing communication with the parent community. The School hosts parent/teacher/student interviews each semester where grade 12 students are trained to serve as translators.



POLICY DEVELOPMENT 5.0**5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the inspection catalogue for offshore schools.**

Requirement Met Requirement Not Met

Comment:

The parent and student handbooks are updated each year by the principal. These handbooks are written in both English and Chinese and the Team confirmed that the handbook meets the requirements as outlined in the inspection catalogue (i.e. Appeals and Dispute Resolutions Policy, policies related to assessment, admissions, student conduct and supervision).

5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The teacher handbook is updated annually by the principal and meets all requirements as outlined in the inspection catalogue.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0**6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.**

Requirement Met Requirement Not Met Not Applicable

Comment:

The School does not offer any course through distributed learning.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Shanghai Nanyang Model Private High School for:

- The CINEC Education Group Ltd. business plan which provides a solid foundation and long-term sustainability of SNMPHS. This includes the:
 - number of B.C. trained teachers employed in the School;
 - retention rate and stability of staffing that exists from year to year;
 - administrative succession planning that has taken place; and
 - variety of twinning activities that exist.
- The thorough review of course content and for the changes the teachers have already made to the new curriculum in grades 10-12. It is evident that SNMPHS has implemented a number of content changes already within the Graduation Program.
- Developing, mentoring and investing in student leadership in innovative ways, and in a manner that encourages growth in both spoken and written English.
- The care and concern for students as well as the level of teacher/student engagement that extends beyond the classroom and their teaching responsibilities.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools that the British Columbia education program offered at Shanghai Nanyang Model Private High School continue to be recognized as a British Columbia-certified school.

