

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADIAN SECONDARY WENZHOU NO. 22 SCHOOL

WENZHOU, ZHEJIANG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 10-11, 2015

INTRODUCTION

On November 10-11, 2015, a Certification Inspection was completed on Canadian Secondary Wenzhou No. 22 School in Wenzhou, Zhejiang, People's Republic of China, termed the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Mr. Brent Koot and Mr. Peter Drescher, who served as Team chair.

The School's BC Program has an enrolment of 72 students, in Grades 10 (42) and 11 (30). The BC Program is accommodated on two floors of a five storey building within Wenzhou No 22 Middle School, a twelve year old Chinese public school enrolling more than 2000 students in Grades 10-12. There is capacity to expand to a third floor when the need arises. The spacious campus offers classrooms, laboratories, outdoor basketball courts, playing fields, cafeteria and dormitory facilities, all available to students in the BC program. A new gymnasium complex is scheduled to open this winter.

During their visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), Chinese Principal, BC Principal, and BC Teachers.

The Owner/Operator, CINEC Education Group, is responsible for the BC Program, which is one of four that it operates in the People's Republic of China. CINEC has also been actively involved



in bringing its BC Offshore School students to BC for summer studies, immersion, and credit courses.

The School's declared mission and stated objectives are as follows:

As part of the CINEC Education Group, we at Canadian Wenzhou No. 22

- *Build positive relationships with the students by developing their individual potential in acquiring the knowledge skills and attitudes necessary to contribute to a pluralistic society;*
- *Provide an environment that encourages innovation and a sense of common purpose;*
- *Support the development of the skills and potential of all staff;*
- *Set clear expectations with natural consequences for choices made;*
- *Provide a safe and comfortable learning environment;*
- *Model good citizenship and leadership;*
- *Help students set and achieve attainable goals;*
- *Teaching knowledge, skills;*
- *Encourage students to develop positive attitudes and to become independent learners;*
- *Utilize technology to facilitate learning/teaching and the sharing of educational resources;*
- *Provide effective curriculum and instructional programs and services.*

The School has identified the goal *to graduate students who meet or exceed BC Ministry of Education standards and can successfully enter post-secondary institutions in Canada or other countries of their choice* as their highest priority.

The Team would like to thank Canadian Secondary Wenzhou No. 22 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 to be met contained in the previous inspection report submitted in December 2014.



OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The Owner/Operator meets all other requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (The Agreement).

Requirement Met Requirement Not Met

Comment:

The Owner/Operator meets all requirements as outlined in the Agreement. The Team verified the Wenzhou Education Bureau's approval of the Program. The Owner/Operator was readily available during the inspection. The Team noted his high level of interest in providing a quality educational experience for all students and his desire to commit the necessary human and material resources to ensure that that happens.

CINEC Education Group operates four offshore schools in China which offer the BC Program. CINEC's efforts to develop and implement support systems which help ensure managed growth, quality, and the long term viability of each of its schools are particularly noteworthy. These include, but are not limited to teacher/administrator recruitment and retention, succession planning, professional development, networking, hosting a teaching/learning resources repository, marketing and student recruitment, and post-secondary transition activities.

Commendations:

The Team commends the Owner/Operator for his multi-faceted approach to having support systems in place that help ensure the managed growth, quality, and long term viability of CINEC's group of BC offshore programs.

2.1 (v) The Owner/Operator has completed and filed the Business Plan section with the BC Ministry of Education, confirming the sustainability of the Program.

Requirement Met Requirement Not Met

Comment:

The Team reviewed the Business Plan filed by the Owner/Operator. The Team noted the intake of 42 grade 10 students into the Program for 2015/16 and the extensive marketing and recruitment efforts that had been undertaken by the BC Principal, BC Office Administrator, and the Chinese Program Director. The principal of the Chinese school has been highly supportive of the BC Program and has also taken an active role in recruiting new students. There is a reasonable degree of confidence that a continuation of these efforts will help the School achieve its enrolment target of 180 students over the next few years.

The Team raised the issue of the School's mission, vision, values, and goals and their potential



to aid in its marketing efforts. The Team found that although they exist in various forms they do not find prominence or are not stated in a clear and consistent manner in its various handbooks, publications and promotional material. It is suggested that the School's mission, vision, values and key goals be revisited with a view to achieving consistency, adding value to the School's marketing and teacher recruitment efforts, and bringing clarity in describing what the school values and stands for.

The principal presented the Team with historical post-secondary transitions data which indicated that 86% of the School's graduates enrolled in Canadian institutions since the School graduated its first class in 2009. The province of British Columbia has been the first choice for graduates followed by Alberta and Ontario. The School is to be commended for its high level of success in encouraging students to continue their education in Canada.

It should also be noted that CINEC has organized an annual post-secondary fair, featuring representatives from institutions across Canada. Grade 12 students at all four CINEC schools are given the opportunity to attend this event.

Commendations:

The Team commends the School for its thoughtful and comprehensive marketing and recruitment efforts. It further commends the Chinese school, and its principal for taking an active role in marketing the BC Program.

The Team also commends the School for its high level of success in encouraging students to continue their education in Canada.

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

Requirement Met Requirement Not Met

Comment:

As the BC Program is housed within a larger school, Wenzhou No. 22 Middle School is responsible for the facilities as a whole. The Team conducted a campus tour of the facilities and reviewed the documents pertaining to municipal codes and safety requirements. It is noted that the School received a certificate of distinction for its cafeteria services. An evacuation plan is in place for the entire school, and emergency drills are conducted annually in December. The last drill was undertaken in December of 2014.

The BC Program currently occupies two floors of a five storey building on campus. There is capacity to expand the program to a third floor to accommodate enrolment growth. Students will also have access to a new gymnasium complex scheduled to open during the winter months.



The Team is satisfied that the facilities are in compliance and are suitable to support the BC Program.

ADMINISTRATION 3.0

3.2 Offshore Program Consultant (OPC) - The Owner/Operator may appoint an individual to act as Offshore Program Consultant. 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 Owner/Operator has appointed an OSR who meets all of the requirements set out in Section 14 of the Agreement. The OSR serves in a similar capacity with the three other CINEC operated BC Programs. He has extensive experience with the BC Global Education Program and, as superintendent, provides systemic oversight of all CINEC schools and programs.

The OSR had noted that CINEC is in the process of engaging its four school administrations in conversations about the BC Education Plan and its impact on teaching, learning, programs and services at CINEC's offshore schools.

The OSR was on site during the Team's visit and was most helpful in responding to our questions and providing support.

3.3 The Principal meets the requirements as outlined in Section 3.3 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The principal is in his third year as the school's educational leader. He has a graduate degree in Educational Leadership and had participated in an administrative internship program in another BC offshore school program.

The Team reviewed the duties and responsibilities with the principal. The Team found him to be very thoughtful and knowledgeable, with an expressed desire to learn and a demonstrated commitment to exploring effective ways to improve student achievement.

The Owner/Operator is responsive to the need for planning leadership succession and is committed to retaining its school leaders and developing future leaders. To this end, despite its small enrolment, the School also has a vice principal. The principal is ensuring that the vice



principal has exposure to a variety of leadership experiences, including, but not limited to responsibility for the ELL program, and for providing staff in-service.

The School is being well served by a leadership and administrative team consisting of the principal, vice principal, Chinese Program Director, and administrative assistant.

Commendations:

The Team commends the Owner/Operator for his attention to matters of leadership succession by supporting the position of vice principal at the School, and the principal for ensuring that the position offers opportunities to develop leadership skills.

3.4 The School meets the Administrative Support requirements as outlined in Section 3.4 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The School meets the requirements for administrative support. A full time administrative assistant has responsibility for maintaining student records, translation services, parent contact, Ministry data transfers, teacher apartment issues and a host of other duties. The School is well served by its highly capable administrative assistant.

The Chinese Program Director acts as a liaison between the BC Program and the main school, as well as playing a key role in marketing and recruitment. The Director also provides supplementary ELL support to students.

Technology support is provided by the main school's IT department. They have been reported to be very responsive in resolving technological issues as they arise.

One certified Chinese teacher is employed by the School to provide additional ELL assistance and to operate a "learning commons" space for students requiring extra assistance.

3.5 The School meets the Student Record requirements as outlined in Section 3.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Student files are located in the principal's office and are maintained by the administrative assistant. The files were found to be organized and met the requirements established by the Ministry.



3.6 The School meets the Teacher Certification requirements as outlined in Section 3.6 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 BC Teachers' Regulation Branch. The School has copies of local certificates for teachers of exempted courses.

Staff files are housed in the principal's office and contain all required elements. The principal indicated to the Team that first year teacher evaluation reports will be completed before the end of the year. The terms and conditions of employment are included in the teacher and principal contracts as required.

The School has a professional development plan for 2015/16 that is focussed on assessment of student learning. The vice principal is taking a leadership role in this effort. CINEC provides opportunities for capacity building and sharing of expertise by hosting an annual professional development day for teachers and administrators at its four schools, encouraging networking and pooling of resources, and providing virtual in-service opportunities using skype which are offered by CINEC's in house curriculum consultant.

Commendations:

The Team commends the Owner/Operator for investing in the collective professional growth and development of staff by providing in-service opportunities, encouraging networking, and establishing a means to share teaching strategies and learning resources.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for English Language Assessment and Acquisition as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The School administers an English language assessment to all incoming Grade 10 students. The instrument is used by all four schools in the CINEC group. The assessment includes a reading comprehension component, a writing sample, and an oral interview. Each component is weighted 1/3 of the total score. BC teachers administer and invigilate the exam. The teachers score the interview according to a rubric designed for the assessment and the principal marks the other components as well as makes the final determination for acceptance. This year the



average score was 73%. There is a threshold of 60% for acceptance but a lower score may be accepted if there are other mitigating factors such as overall academic proficiency. No student is accepted if the score is below 50%. There is a second admission assessment at the end of June when a modified assessment tool is used. This resulted in an additional 9 students being accepted into the program.

Students in the program receive extensive ELL support. In addition to English 10 or 11, all students receive 120 hours of a BAA course – ELL 10 or 11. As part of their Chinese instruction there is a further 60 hours of ESL support. The BC teachers, administration, and the Chinese ESL teachers meet regularly to discuss ways to improve English support to students. Teachers in all subject areas incorporate language acquisition strategies into their courses and vocabulary building is a component of most classes in all courses.

This year, the vice-principal has time to also focus on ELL support for teachers. Professional development has ELL as a focus. An upcoming professional development day has all four CINEC schools meeting together to build collaboration and sharing of resources for the ELL students in the schools. This is a very important event for a small school where subject specific sharing does not happen to the same degree as it can in a larger school.

Commendations:

The School is commended for degree to which BC teachers, administration and local ESL teachers work together collaboratively to support the language acquisition needs of the students.

4.2 The School meets the Course Credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 4.2 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The School offers exemptions, course equivalencies, and BAA courses. All letters approving the exemptions and BAA courses are on file and meet requirements. Course overviews have been developed. They include content, timelines, teaching strategies, assessment indicators and links to the developed learning outcomes.

Courses offered in a given year can vary. For 2015-16:

Exempt courses: Music 10, Local History, and Mandarin 12.

BAA courses: ELL 10 and 11.

Equivalency courses: Mandarin 10, and 11.

Students can accumulate a total of 12 credits in exempt courses, below the threshold of a maximum of 20 credits.



4.3 The School meets the Course Overview requirements as outlined in Schedule B Part I (d) of the Agreement; namely, that all BC Program courses offered in the School meet or exceed the learning outcomes identified in the Educational Program Guides for each course, with a course overview for each course that includes content, teaching strategies, evaluation and assessment methods which are clearly linked to the BC learning outcomes.

Requirement Met Requirement Not Met

Comment:

The Team was provided with an extensive binder by the school that contained overviews for all courses that are taught in the School. The overviews contain the BC learning outcomes, teaching strategies and achievement indicators for each of the courses. In conversation with the teachers, they confirm that the overviews are essential planning tools for their instructional practices. Each teacher is required to submit the overviews to the principal at the beginning of the year and it is evident that considerable effort and thought has gone into their creation. While they are not 'reinventing the wheel' each year, this process assists them in creating a living document that changes with the teacher's experience and curriculum requirements.

In visiting the classrooms, there was evidence of short term unit planning as well as daily lesson planning. These show an alignment between teachers' long term plans, short term plans, and daily lesson plans. Student samples of work were provided to demonstrate a wide variety of formative and summative assessment techniques.

4.4 The School meets the Instructional Time Allotments requirements as outlined in Section 4.4 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), of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Not Met

Comment:

The team confirmed that the school meets the requirement for instructional time allotments. Student instructional time totals 965 hours per year, which exceeds the minimum requirements for Grade 10-12.

Students in Grade 10 meet the requirements for Daily Physical Activity through Physical Education 10 and a daily morning run which is compulsory for all students in the larger school. In Grade 11, students use a combination of the daily run and participation in clubs and teams to meet the requirements. All students in Grade 11 take IT 11 and the teacher of the course will utilize the electronic log which is available to students on the Learn Now BC website to track their physical activity. DPA requirements are reported on term and final report cards.



4.5 The School meets the Assessment Methods requirements as outlined in Section 4.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Assessment is an ongoing theme of school professional development. In addition to regular professional development days, the School has also implemented professional development sessions on a regular schedule throughout the year. Five of these sessions focus on assessment practices.

The School has developed policies and procedures to ensure that assessments are a valid measure of student achievement. All teachers use rubrics extensively and as a result, students understand how they are being evaluated on a given piece of work and what a quality piece of work looks like.

A notable feature of the School is a project called the ELL portfolio. Every student in the school writes practice provincial exams in English 10 and English 12 (for Grade 11 students). The first of these practice exams is written in the first week of the school and establishes a baseline for student achievement on these exams. They then write other practice exams three more times during the year and student achievement on the exams is compared for improvement over time and broken down into components – reading comprehension, writing, and poetry/short story analysis.

The ELL portfolio helps prepare students for the provincial English exams, shows them and their teachers their improvement over time, and lets them know the specific areas for ongoing concentration.

The discrepancy between provincial exam results and course marks are within Ministry guidelines. The results for one course, English 10, are noteworthy. Not only did the students do well on the exam (62% average) but their exam pass rate exceeded the provincial average for both offshore schools and all schools.

4.6 The School meets the Learning Resources requirements as outlined in Section 4.6 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Teachers confirm that they have sufficient learning resources available to support the implementation of the BC program. They noted that the School is very accommodating in providing textbooks and supplementary reading materials whenever they are requested.



The School has a learning resource centre that is extensively used. There are approximately 500 books in the centre many of which are high interest/low vocabulary books that appeal to the students in the program. These books are catalogued according to their reading level to make student selection easier. In addition to the books in the centre, there are a further 3000 titles in the main school library. These books are rotated on a regular basis with the books in the program centre although students have full access to all of the titles as needed. An assistant is available in the library during the day to help teachers with student support and to work with students during periods of self-study. The centre is also used as a primary meeting space for the school and for the school games club, which meets weekly, after school.

The centre has eight computers connected to the internet, which are used primarily for research. All classrooms have projection units and access to smart boards. There is also a full computer lab that is used by classroom teachers and for instruction in IT11. Students use e-dictionaries for translations extensively. The Chinese school however does not allow personal devices or cell phones in the school. This limits the ability of teachers to utilize instructional technology in their classes and will become more problematic as the BC curriculum begins the implementation of the BC Education Plan. The Team impressed upon the principal of the larger school that there is an increasing need for students to be able to access technology as part of their learning, and new directions in BC education will increase that need further.

The School has access to fully equipped science labs provided by the larger school. Teachers schedule lab time in advance, and a lab assistant prepares equipment and materials before the class arrives.

4.7 The School meets the Student Progress Report requirements as outlined in Section 4.7 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The School has four report cards per year. In addition, teachers send home interim progress reports each term for students who are achieving at an 'I' level. The interim report card states what the student must accomplish to turn the 'I' to a passing grade within a given timeline and the interim may also include a package of materials for the student to complete. If the 'I' is still in place at the end of term, a parent-teacher interview is set up to discuss the student's progress.

The report card shows achievement in all BC courses and provides marks in exempt courses.



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 Team confirmed that the Parent/Student Handbook meets the requirements as outlined in the Inspection Catalogue. It also provides helpful advice to students in terms of finding success in school, and preparing for transitions to post-secondary education. The handbook is updated annually and has been translated into Mandarin for the benefit of parents. Efforts are made to ensure that the handbook's contents are compatible with and not in contradiction to the handbook provided to all students and parents attending Wenzhou No 22 Senior Middle School. It is suggested that the School's mission, vision, values and key goals be included as a prominent feature in future editions of the handbook.

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 has been updated for the 2015/16 school year and the Team confirms that it meets requirements. Policy development is informed by broader policies adopted by the CINEC group of offshore schools. CINEC also provides broader guidance and oversight in policy development. It is noted that the School provides a second handbook for new teachers, offering advice on how to have a rewarding teaching and living experience in China.

Policies for the evaluation of teachers and administrators are in place. The evaluation process and criteria for teachers are very comprehensive and are well suited to helping teachers plan for future growth, change, and improvement.

Appendix 5 The School meets the Distributed Learning requirements as outlined in Section 18 of The Agreement and Appendix 5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School does not currently offer Distributed Learning courses to its students.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canadian Secondary Wenzhou No. 22 School for:

- The thoughtful and purposeful approach to supporting students to develop language acquisition skills throughout the curriculum and throughout their school experience.
- The degree to which BC teachers, administration, and local ESL teachers work together collaboratively to support the language acquisition needs of the students.
- The School's thoughtful and comprehensive marketing and recruitment efforts. It further commends the Chinese school, and its principal for taking an active role in marketing the BC Program.
- The School's high level of success in encouraging students to continue to post-secondary education in Canada.
- Attending to the matter of leadership succession, by supporting the position of vice principal at the School, and the principal for ensuring that the position offers opportunities to develop leadership skills.
- The multi-faceted approach taken by the Owner/Operator to have support systems in place that help ensure the managed growth, quality, and long term viability of its programs.
- Investing in the collective professional growth and development of staff by providing in-service opportunities, encouraging networking, and establishing a means to share teaching strategies and learning resources across the CINEC group of schools.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Director of International Education that the British Columbia Program offered at Canadian Secondary Wenzhou No. 22 School be recognized as a British Columbia Certified Program.

