INTRODUCTION

On November 20, 21 2019 a virtual certification inspection was completed on Canadian Secondary Wenzhou No. 22 School (CSWS) in Wenzhou, Zhejiang Province, 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 (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 Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Mr. Alan Schroeder and Mr. Harry Moes (Chair).

The School’s BC program has an enrolment of 126 students, in Grades 10 – 12. The BC Program is accommodated on a very spacious campus, housed on three floors of a five-floor building within the Wenzhou No. 22 Middle School, a seventeen-year-old Chinese public school. The entire school, which houses the BC program, enrolls 2500 students, Grades 10 – 12.

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), BC principal, BC teachers and members of the host school’s administrative team.

The Owner/Operator, CINEC Education Group Ltd, (CINEC), is responsible for the BC program, which is one of four schools that it operates in the People’s Republic of China. CINEC has also been actively involved in bringing its offshore school students to BC for summer studies, immersion and life experience, partnering with School District 40 - New Westminster.

CINEC operates three additional schools in China:
- Luwan Senior High School, Shanghai
- Shanghai Nayang Model Private High School, Shanghai
• Jiaxing Senior High School, Jiaxing, Zhejiang Province

The School’s mission statement states the following –
CSW, becoming global citizens. CSW strives to create a bridge for which students can use their Chinese heritage as a foundation for living in an international world.

The BC program’s philosophy, objectives and special features include:
• Building positive relationships with students by developing their individual potential in acquiring the knowledge, skills and attitudes necessary to contribute to a pluralistic society
• Facilitating opportunities for students to use their Chinese heritage as a foundation in preparation of living in an international world
• Encouraging students to develop positive attitudes and to become independent learners in a safe and comfortable learning environment
• Utilizing technology to facilitate learning in the context of providing students with an environment that encourages innovation and a sense of common purpose.
• Offering intra-mural opportunities across the grades
• Supporting students transitioning to post-secondary institutions in Canada or other countries of their choice.

The Team would like to thank Canadian Secondary Wenzhou No. 22 School for its hospitality, cooperation and transparent preparedness for the inspection visit.

<table>
<thead>
<tr>
<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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<tbody>
<tr>
<td>☐ Requirement Met  ☐ Requirement Not Met  ☒ Not Applicable</td>
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<tr>
<td>Comment: There were no requirements noted in the previous inspection report.</td>
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**BUSINESS PLAN 1.0**

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<tr>
<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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<td>☒ Requirement Met  ☐ Requirement Not Met</td>
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<tr>
<td>Comment: The School has submitted a business plan that aims to have student enrollment reach full capacity of 50 students per grade, a level set by the local education bureau. The School’s marketing approach includes an online application portal, printed marketing materials, recruitment seminars, participation in a local international high school student recruitment...</td>
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fair, conducting entrance exams and interviews at a local middle school and a demonstration lesson to about 120 middle school teachers.

A major renovation to the BC program facilities and the introduction of a one-to-one laptop program, both innovations completed during the 2018/19 school year, have contributed to the School becoming a showpiece in the region, attracting increased attention from both prospective students and families and local government alike, and recruiting a full cohort of students for the 2019/20 school year. The School wishes to explore the possibility of lifting program capacity in consultation with host school leadership and the local education bureau.

The School offers a popular summer program in collaboration with New Westminster School District.

Commendation:
The School is commended for its commitment of time and financial resources in support of a multi-faceted business plan that aims to support enrollment and school competitiveness.

INSPECTION CATALOGUE 2.0

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

☐ Requirement Met  ☒ Requirement Not Met

Comment:
The Team confirmed that the Owner/Operator, Mr. Harvey Su, meets all of the requirements as set forth in the certification agreement. Mr. Su is highly supportive of and committed to the success of the School. Visiting the School several times annually, he has developed strong relationships with BC program administrators and teachers as well as the host school administration.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School has a letter on file from the Wenzhou Education Bureau dated November 23, 2018 that gives approval for the BC program to continue to be operated at the Wenzhou No. 22 High School. The approval is valid until July 2021.
2.04 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:
The School is located on the gated campus of its host school, Wenzhou No. 22 High School. The BC program comprises 12 classrooms, two computer labs, a staff room, a library and designated offices for program delivery and administrative needs. Dormitory, cafeteria, science labs, sports facilities, library and auditoriums are shared and located on the host school campus.

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. The Team inspected the School’s building inspection compliance report and catering service license.

The School has a written emergency plan for natural disasters (i.e., fire, earthquake) and has revised the documentation to include a protocol for unplanned temporary or permanent closure of the school. The School’s emergency plans have been vetted by the Offshore School Representative for accuracy and functionality. The School conducts two emergency drills per year, one focussed on earthquake preparedness and the other on fire.

2.05 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 appointed Offshore School Representative (OSR), Mr. Tom Harris, serves as the primary liaison between the Owner/Operator and the Ministry of Education. He works with the School’s administrative team and teachers in his role as superintendent to address Ministry recommendations and requirements and provides and arranges ongoing professional development.

The OSR is knowledgeable about all aspects of the School’s operations and all related aspects of the Owner/Operator’s business operations, governance, and administrative functions of the school, and 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 School is commended for its ongoing relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

☐ Requirement Met    ☐ Requirement Not Met

Comment:
The Principal has twelve years of experience, eleven in BC offshore schools (two in Korea and nine in China), and since September 2012 has served as principal at the School. He provides consistent leadership and articulates a compelling educational vision. He is described as caring, professional, dedicated, committed and a team leader, making the school a safe place for young adults to learn.

The Principal continues to motivate and encourage the staff to remain professionally current, while employing a collaborative approach, working closely with the Owner/Operator, OSR, the host school, administrative staff and teachers.

Commendation:
The Principal is commended for articulating a compelling educational vision, providing administrative excellence, while employing a collaborative leadership approach.

2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

☐ Requirement Met    ☐ Requirement Not Met

Comment:
The BC program is supported administratively by an experienced and talented administrative assistant. The vice principal has responsibility for school operations in the areas of new curriculum professional development, distributed learning program and house league management system.

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.

CINEC program staff provides administrative support related to teacher work visas, housing, professional development and curriculum support.
The Team appreciated the support of the administrative support team during the inspection.

**Commendation:**
The School is commended for fostering and promoting a collaborative and respectful relationship with the host school, which has allowed for increased enrollment and facility usage improvements.

### 2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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**Comment:**
The Team reviewed sampling of student record files and confirms that files contain required documents including a registration form, permanent student record (1704), ELL entrance assessment results and copies of recent student report cards. The BC Ministry of Education’s personal information consent forms have been completed by all students and parents. The files are stored in a secure filing cabinet in the BC Principal’s office and managed by the BC program administrative assistant.

The School employs Turbo School as a school administration software application and Turbo Trax to process and transmit student data to the Ministry.

### 2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

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

The Team reviewed a sampling of teacher files and confirmed the presence of all necessary elements including copies of the Ministry of Education Certificate of Qualification, employment contract, teacher evaluation, updated BC Ministry of Education personal information consent form, contact information and Chinese work permit.

The Team confirmed that the School has two teachers whose Certification of Qualification applications were in progress. The Team verified that the School possesses a letter dated September 9, 2019 issued by the BC Ministry of Education providing a temporary exemption for the teachers. The Team verified that the School is supporting the teachers to ensure that
all proper documentation is submitted to the BC Teacher Certification Branch in a timely manner.

For all locally certified teachers, the Team verified local teacher certifications and criminal record checks.

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☑ Requirement Not Met

Comment:
The Team reviewed curriculum planning documents, which showed evidence of a full transition to the new BC curriculum in Grades 10, 11, and 12.

The School is commended for the intentional Graduation Program (10-12) curriculum planning documentation shared with the Team. Teachers worked diligently to plan for the inspection by preparing all curricular documentation and being available for interviews.

The School continues to prioritize the ongoing development of the new curriculum, English Language Learners (ELL) program implementation and integration, and the embedding of First Nations Principles of Learning and core competencies into all curriculum planning documentation.

The School is commended for its integrated Career Life Education/Connections and House League program. This school culture shaping initiative promotes and encourages English speaking throughout the day, and the modeling and sharing of core competencies.

Teachers at the School actively participate in the annual CINEC Professional Development Day. This setting provides the opportunity for over forty of the system’s teaching staff members to gather, discuss, and put into practice, new curriculum ideas and strategies.

Weekly staff meetings introduce staff to various pedagogical approaches to instruction, which is then experienced on a trial basis, reviewed at a subsequent staff meeting, and then fine-tuned for possible implementation.

Teachers engage in Professional Learning Community (PLC) on site and attend the annual BC Offshore Professional Development Conference held in Richmond, BC during the month of July.
Commendation:
The School is commended for the intentional Graduation Program (10-12) curriculum planning documentation.

The School is commended for its culture shaping Career Life Education/Connections and House League integrated program, which anchors the academic and boarding programs, supporting teacher and student learning, social and emotional needs, and while providing quality life experiences.

2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

| ☒ Requirement Met | ☐ Requirement Not Met |

Comment:
The Team confirms that English language assessment and acquisition meets the requirements.

The Principal is responsible for managing and making final decisions on student admission and assessment of English language skills, ensuring that students meet or exceed the learning outcomes identified in the Education Program Guide (section 9.09 (a) of the Agreement).

ELL focussed topics within joint staff meetings provide opportunities for collaborative dialogue between the Chinese (host school) and the BC program ELL teaching staff.

Students are supported in their English language learning in the deliberate scheduling of English Courses over the course of their three years at the School.

**Grade 10** Spoken Language 10, New Media 10 (double hour courses - 240 hours each)

**Grade 11** Composition 11 and New Media 11, (double hour courses - 240 hours each)

**Grade 12** English 12 (Double hour course - 240 hours)

Teachers receive ongoing professional development in strategies for ELL support. Professional Learning Community Meetings are employed to showcase best practices for ELL instruction. The much-appreciated Success Club, provides ELL support to struggling and at-risk students.

The Original Composition (OC) School Wide English Language Learners Proficiency Program provides the opportunity for all students to write original compositions (four-page maximum), based on historical English provincial examination writing prompts. BC ELA qualified teachers independently mark the compositions using the six-point written response
rubric. Marks are forwarded to the School’s administration for marks comparison, consolidation and review. The OC program is scheduled twice each semester.

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<tr>
<th>Commendation:</th>
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<tr>
<td>The School is commended for the initiation and implementation of the Original Composition (OC) Program.</td>
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### 2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirms that the School meets the course credit requirements for equivalency, exempted and BAA courses.

Currently the School offers the following courses exempted from requiring BC certified teachers: Mandarin 10, 11, 12; Music 10, 11, 12. Letters stating exemption are on file and curriculum planning document in English and were reviewed by the Team.

The School continues to offer the Board Authority/Authorized Chinese Culture 10, 11 and 12 courses to their students.

Currently, the School does not offer the opportunity for students to challenge courses.

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

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**Comment:**
The Team confirms that curriculum planning documentation is in compliance with the new curriculum frameworks for Grades 10-12.

Course planning documents reflect the collaborative work of administration and teachers planning and implementing the curricula together. Planning documents also show evidence of individual teachers experimenting with different approaches which reflect their own pedagogical philosophy and practices.
The Team also confirms that in addition to the planning, there is evidence of instructional and assessment practices that align with the new curriculum frameworks. These practices include the use of technology, active learning involving group work, peer and self-assessment, and project work such as the science fair.

The School provides support for teachers on how to adjust pedagogy to enhance instruction for English language learners. Staff receive professional development on how to manage and create lesson plans that include vocabulary, collaborative learning and visual display components. Teachers are encouraged to employ pedagogy that address multiple learning styles by creating a dynamically rich learning environment.

Students, when interviewed, competently reflected on their growth in the core competencies, and expressed appreciation for the positive school culture.

The Team was informed, that in response to student surveys, the School scheduled physical education courses with a BC qualified teacher. Curriculum planning documentation clearly provided evidence of curriculum topics related to health and wellness.

2.20 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:
The Team confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 1050 hours per year, which exceeds the minimum requirements for Grades 10-12.

The majority of the staff and students sponsor and participate in the School’s House League extensive intra-mural and extra-curricular athletic and academic enrichment programs.
2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

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Comment:
Teachers prioritize the ongoing analysis of formative and summative assessment results and adjust their instruction and evaluation accordingly. The teacher handbook has a chart that supports the alignment of formative and summative assessment strategies with the Learning Standards. This alignment was evident in curricular planning documentation.

Teacher interviews revealed that the School employs assessment strategies that (1) are consistent with the school philosophy of educating the whole child; (2) allow students to demonstrate that the curriculum learning outcomes in curriculum can be met, at any stage and time; and (3) are consistent with the general expectations and standards of the course curricular competencies.

At the beginning of each academic term, teachers are encouraged to prepare pre-assessment tests to gauge student pre-knowledge of the required course curriculum, and to adjust their practices accordingly.

Assessment methods and tasks include, but are not limited to, observation, student self-reflection, student peer assessment, holistic rating scales, oral and written reports and the assembling and presenting of portfolios. Best practice dictates that the assessment methods are varied and used as much as possible.

Students at the School have registered for the April sitting of the required Literacy and Numeracy Assessments.

2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

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Comment:
The Team confirms that the School meets the expectations for learning resources as outlined in section 4.7 of the inspection catalogue for offshore schools.

The School integrates technology in all aspects of program delivery. Classrooms use projected display/internet connection that allow for the use of teacher created and/or purchased electronic curriculum support material.
Students have access to two computer labs with a total of 50 computers. Students have their own laptops and e-readers which are supported with Wi-Fi access throughout the School. The use of e-readers was chosen due to their positive impact on ELL students, both for engagement and the lack of translation shortcuts.

The School has sufficient print resources to support student learning for its current enrollment and courses offered. The library has a collection of over 500 English hard copy books (fiction, non-fiction, and reference.) These books are from a larger collection in the host school library and are refreshed from that collection. Many e-books are available for use with student laptops and e-readers.

The School has created/developed an open educational resource repository hub on Schoology, and key resources are archived annually in a central hard drive at the end of the school year.

2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School utilizes Schoology, a social networking service and virtual learning environment, that allows parents, teachers and students, to manage, and share academic content. This real-time reporting has helped support students to ensure their work is complete. Parents are also updated and kept informed through WeChat.

Report cards are issued four times a year. At each reporting period, parents are invited to meet with teachers to discuss student progress and strategies to support their student’s learning. Meetings are also scheduled during reporting periods with parents to discuss students that fail to demonstrate satisfactory work.

2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The School is commended for its descriptive, detailed, informative, current, and hyperlinked English and Chinese parent/student handbooks. Designated sections deal with the School’s mission statement; principal, academic advisor, teacher, homeroom teacher and student responsibilities/conduct; organizational structures, communication and emergency
procedural expectations; assessment and evaluation descriptions; and a graduation timeline, requirements, IELTS and post secondary institutions application expectations.

The School has developed policy and procedures for appeals and dispute resolution which is distributed to parents and students at the start of each school.

**Commendation:**
The School is commended for its descriptive, detailed, informative, current, and hyperlinked English and Chinese parent/student handbooks.

**2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

☑ Requirement Met ☐ Requirement Not Met

**Comment:**
The comprehensive teacher handbook details staff responsibilities and conduct, professional development protocol, social media and facility usage policies, instructional and supervision expectations, curriculum planning and assessment guidelines, parent communication, extra curricular (house leagues and clubs), and is updated yearly.

Teachers and administrators are evaluated as required under section 9.14(a) of the Agreement and respective policies were reviewed.

**2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.**

☐ Requirement Met ☐ Requirement Not Met ☒ Not Applicable

**Comment:**
Currently no students are enrolled in courses offered through distributed learning.
CONCLUSION

Commendations

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

- its commitment of time and financial resources in support of a multi-faceted business plan that aims to support enrollment and school competitiveness.
- the ongoing relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and ongoing professional development.
- the Principal’s compelling educational vision, administrative excellence, and collaborative leadership approach.
- fostering and promoting a collaborative and respectful relationship with the host school, which has allowed for increased enrollment and facility usage improvements.
- the intentional Graduation Program (10-12) curriculum planning documentation.
- its culture shaping Career Life Education/Connections and House League integrated program, which anchors the academic and boarding programs, supporting teacher and student learning, social and emotional needs, while providing quality life experiences.
- the initiation and implementation of the Original Composition (OC) Program.
- the descriptive, detailed, informative, current, and hyperlinked English and Chinese parent/student handbooks.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at Canadian Secondary Wenzhou No.22 School continue to be a British Columbia-certified school.