

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADIAN SECONDARY WENZHOU NO. 22 SCHOOL

WENZHOU, ZHEJIANG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 17-18, 2020

INTRODUCTION

On November 17-18, 2020, an online 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 Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Mr. Henry Vanderveen and Mr. Harry Moes (Chair).

The School's BC program has an enrolment of 125 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/Senior School, an eighteen-year-old Chinese public school. The entire school, which houses the BC program, enrolls 2500 students.

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 active in the past 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 -

- Jiaxing Senior High School, Jiaxing
- Luwan Senior High School, Shanghai
- Shanghai Nanyang Model Private High School, Shanghai

The BC program's philosophy, objectives and special features include the:

- goal for all students to graduate while meeting or exceeding the BC Ministry of Education graduation program requirements
- aim to provide students with a comprehensive academic and social grounding to prepare them to be successful in a complex and competitive globalized world
- necessary means for students to walk seamlessly between eastern and western cultures
- opportunity to speak English in academic and social settings in preparation for international post secondary studies
- encouragement of students to develop positive attitudes and to become independent learners in a safe and comfortable learning environment
- support of 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 virtual hospitality, cooperation, and transparent preparedness for the November 2020 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
Comment: There were no requirements noted in the previous inspection report.			

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
Comment: The School submitted a business plan that aims to maintain a yearly grade 10 student enrolment of 50 students, while ensuring that attrition levels remain low. COVID-19 resulted		



in parents not being able to visit the campus and attend many of the planned onsite marketing events. Recent Health Authority updates have allowed the School to once again employ their successful market initiatives employed in the past - demonstration lessons available to middle school teachers and the public, recruitment seminars, participation in a local international high school student recruitment fair and conducting entrance exams and interviews in-house. Printed marketing materials continue to be distributed to all district grade nine students, and parents and students have access to an online application portal.

The BC program's facilities 2018/19 upgrade continues to attract attention from both prospective students and families and local government. The School's commitment to their one-to-one laptop program allowed for a seamless transition to online/remote program delivery this past February/March.

Summer 2020 travel restrictions resulted in the School not being able to offer its popular summer program in collaboration with New Westminster School District.

Commendation:

The School is commended for its shared commitment of time and financial resources with the host school in the establishment and maintenance of student recruitment, student retention, and school competitiveness.

The host school is commended for its encouraging assistance during the challenging COVID- 19 shifting landscape in providing (a) additional competent staffing classroom supervision support; and (b) excellent school-and-home learning platforms (Dingtalk).

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
Partially Met

Requirement
Not Met

Comment:

The Team verified all items noted in section 2.1 of the BC Offshore School Program Inspection Catalogue and 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. His frequent connections with the School have allowed for the development of strong relationships with BC program administrators and teachers as well as the host school administration.



Commendation:

The Owner/Operator is commended for his ongoing empathetic and caring support to the School and individual teachers during stressful times of campus attendance and travel COVID-19 restrictions and uncertainty.

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
Partially Met

Requirement
Not Met

Comment:

The School has a translated 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 Middle/High School. The approval is valid until July 2021.

2.04-2.05 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
Partially Met

Requirement
Not Met

Comment:

The School is located on the gated campus of its host school, Wenzhou No. 22 Middle/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) which includes 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.



There has not been a need for Health and Safety Protocols implemented due to COVID-19 to be incorporated into the school's emergency plans. School life has almost returned to pre-COVID. Social distancing recommendations are considered, but masks are not worn/required. Campus safety protocols require all students and school personnel to have their temperature taken upon arrival each morning.

The cafeteria operates daily, with students separated by plexiglass partitions.

2.06 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 Partially Met

Requirement Not Met

Comment:

The appointed Offshore School Representative (OSR)/superintendent, Mr. Tom Harris, serves as the primary liaison between the Owner/Operator and the Ministry of Education. Mr. Harris fulfills his responsibility of meeting with the ministry in-person or via teleconference. He, along with recently appointees, a Deputy Superintendent and a Director of International Instruction, work with the School's administrative team and teachers to address Ministry recommendations and requirements and provide and arrange 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) operation(s).

Commendation:

The School is commended for its relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and professional development oversight.



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

Requirement Met

Requirement Partially 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 and current educational vision. There is consensus that the Principal is a strong, capable, education leader, and for that he has the respect of his teaching staff. He is appreciated for his vision, leadership, pedagogical direction and attention to administrative directives.

The Principal continues to be described as caring, professional, dedicated, committed and team leader, making the school a safe place for young adults to learn.

Commendation:

The Principal is commended for providing caring and dedicated consistent leadership, articulating a current and compelling educational vision, attentiveness to administrative directives, allowing the school to be a safe place for young adults to learn.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Administratively, the BC program is anchored and supported by an experienced and talented administrative assistant. The vice principal has responsibility for mentoring new teachers and assists with managing the house league 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 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 enrollment stability and shared facility usage.

2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

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.

The Team noted that the School reports (a) the number of days students are absent during reporting periods, and (b) the number of days students are late during the reporting period, when completing student progress reports.

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

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 School submitted a current Teacher Certification Verification Response file. The Team confirmed that the School has three teachers whose Certification of Qualification applications were in progress. The Team verified that the School (a) possesses letters dated



September 28 and October 19, 2020 issued by the BC Ministry of Education providing a temporary exemption for the teachers and (b) 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.

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

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Inspection Team had access to the School's digital curriculum planning documentation before and during the inspection. The current school staff are all delivering the required curriculum for the first time.

Curriculum planning documentation and ongoing teacher professional development and support was reviewed during teacher video conferences. The Team reviewed the curriculum planning documents and student work samples, which demonstrated evidence of implementation compliance of the BC curriculum in grades 10,11 and 12.

Teachers worked diligently to plan for the inspection by preparing all curricular documentation, providing samples of student work, and being available for interviews.

The School continues to prioritize the implementation of the BC curriculum and the English language learners program, as well as the embedding of First Peoples Principles of Learning and Core Competencies into all curriculum planning documentation.

Teachers new to the School and to the BC curriculum are provided with an extensive curriculum writing guide in the School's teacher handbook and have all followed the guide to develop curriculum overviews for their respective courses.

The School is commended for its House League program, which integrates core competencies and First Peoples Principles of Learning.



2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

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).

The School's English language assessment and acquisitions has all incoming grade 10 students enrolled in double (four times a week) Composition 10 and Spoken Language 10 Courses. Upon completion, in the following years, students are enrolled in Literary Studies 10, Composition 11, Literary Studies 11, and English Studies 12.

ELL focussed topics within joint staff meetings provide opportunities for collaborative dialogue between the 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. The School has also developed a Success Club, which provides ELL support to struggling and at-risk students.

Teachers receive ongoing professional development in strategies for ELL support. Professional Learning Community meetings are employed to showcase best practices for ELL instruction.

The Team had the opportunity to interview several students, all of whom expressed appreciation for their teachers, describing them as kind and helpful. It is clear that a positive culture, one that supports academic achievement as well as individual well-being, exists in the School.



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 inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

Currently the School offers the following courses exempted from requiring delivery by BC-certified teachers – Mandarin 10-12; Physical Education 10-12; Arts Education 10-12; Information and Communications Technology 10-12 and Technology Education 10-12.

Letters stating exemption are on file and curriculum planning documents in English and were reviewed by the Team.

The Team confirms that the School meets the course credit requirements for equivalency, exempted and the Chinese Culture 10, 11 and 12 BAA courses.

2.21(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.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team confirms that curriculum planning documentation is in compliance with the BC curriculum frameworks for grades 10-12.

Course planning documents reflect the collaborative work of administration and teachers planning and implementing the curricula together.

The Team also confirms that in addition to the planning, there is evidence of instructional and assessment practices that align with the stated curriculum objectives. Since the curriculum is new to the majority of the teachers, however, it is not yet fully implemented consistently. The Team encourages the School to work collaboratively to fully implement the curriculum in all classes.

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-certified teacher, which is scheduled to take place in the second semester. Curriculum planning documentation clearly provided evidence of curriculum topics related to health and wellness.

2.22 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 Partially 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 intramural and extra-curricular athletic and academic enrichment programs.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Teachers utilize a wide variety of formative and summative assessment strategies to measure student progress. The teacher handbook has a chart that supports the alignment of formative and summative assessment strategies with the Learning Standards. While the strategies were evident in curricular planning documents, there is not a school-wide approach to implementing assessment strategies.



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.

Commendation:

The School is commended for embedding the annual practice of completing the Literacy and Numeracy Assessments in the teacher PLC expectation contracts.

2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

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 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.

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.



2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially 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.

2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially 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.



2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially 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.

2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially 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, staff and Offshore School Representative of Canadian Secondary Wenzhou No. 22 for its:

- shared commitment of time and financial resources with the host school in the establishment and maintenance of student recruitment, student retention, and school competitiveness
- encouraging host school assistance during the challenging COVID-19 shifting landscape in providing (a) additional competent staffing classroom supervision support; and (b) excellent school-and-home learning platforms (Dingtalk)
- empathetic and caring support to the School and individual teachers during stressful times of campus attendance and travel COVID-19 restrictions and uncertainty
- relationship with a highly qualified, competent and knowledgeable OSR, allowing for experienced counsel and professional development oversight



- Principal providing caring and dedicated consistent leadership, articulating a current and compelling educational vision, attentiveness to administrative directives, allowing the School to be a safe place for young adults to learn
- collaborative and respectful relationship with the host school, which has allowed for increased enrollment and facility usage improvements
- annual practice of completing the Literacy and Numeracy Assessments embedded in the teacher PLC expectation contracts
- 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, contingent on responding to the above requirements to the satisfaction of the Executive Director, the British Columbia education program offered at Canadian Secondary Wenzhou No. 22 School continues to be recognized as a British Columbia-certified school.

