INTRODUCTION

On November 18-19, 2019, a virtual certification inspection was completed on Suzhou Industrial Park Foreign Language School (SIPFLS), 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 Laurie Anderson (Chair) and John Churchley.

The school’s BC program has an enrolment of 124 students, in Grades 10-12. The entire school, which houses the BC program, enrolls approximately 1500 students in Grades K-12.

During their virtual inspection of the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and talked to the School’s Offshore School Representative (OSR), BC Principal and the BC teachers.

The Owner/Operator, Suzhou Industrial Park Oriental Education Investment Co Ltd is responsible for the BC program. The Owner/Operator also operates two middle schools in other areas of China.

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

- Striving to develop responsible, educated global citizens for the 21st century;
- Maintaining high academic standards;
- Using multiple teaching approaches to support student learning;
• Providing students with a holistic program that includes extra-curricular activities

The Team would like to thank Suzhou Industrial Park Foreign Language 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 formal requirements contained in the previous inspection. The School did follow up on a number of specific suggestions made in the previous inspection: a) Further refinement of the School’s Entrance Exam; b) Extending professional development opportunities for teaching staff, including a focus on the First Peoples Principles of Learning; c) Implementing self-assessment strategies for students.

Commendation:
The School is commended for their sustained commitment to the implementation of the new BC curriculum.

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

☒ Requirement Met   ☐ Requirement Not Met

Comment:
The Owner/Operator submitted a business plan to the Ministry of Education. However, the School fell short of its declared target of enrolling 60 Grade 10 students into the BC Program by almost 50% (33 students enrolled in Grade 10). These numbers coincide with an increase in enrolment in the IB program housed in the same facilities.

Since the submission of the annual report to the Ministry in September 2019, the Owner/Operator has made a business decision to phase out the BC program: as currently planned, the new Grade 10 students will be the final graduates of the BC program in the 2021-2022 school year.

Commendation:
The School, its leadership and its teaching staff, are commended for the professional response to the Owner/Operator’s decision to phase out the BC program. As elaborated upon in other sections of this report, the staff have redoubled their collective commitment to
ensure all students succeed in the BC program, and that they graduate as “...globally educated citizens with well-developed capacities for learning, thinking, and doing.”

---

### INSPECTION CATALOGUE 2.0

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met ✓</th>
<th>Not Met ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment:</td>
<td>The Owner/Operator meets all the requirements as per the Agreement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met ✓</th>
<th>Not Met ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment:</td>
<td>The Owner/Operator has documented local government approval for operating an offshore school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Met ✓</th>
<th>Not Met ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment:</td>
<td>The School has a comprehensive emergency plan, incorporated into both the Student and Staff Handbooks, also translated in Chinese, and displayed on bulletin boards. There is also provision within the emergency plan to address unscheduled, emergency closures of the School, with contingency plans to accommodate the program at affiliate schools nearby.</td>
<td></td>
</tr>
<tr>
<td>Commendation:</td>
<td>The School is commended for having a comprehensive and clearly articulated emergency plan.</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
The Offshore School Representative (OSR) meets the formal requirements of section 14 of the Agreement.

**Commendation:**
The School is commended for retaining the former School Principal as the OSR (he returned to Canada to pursue doctoral studies). His knowledge of the School, his strong positive relationship with the host school, his familiarity with implementation of the revised BC program: these factors are instrumental in the School’s success.

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

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
The Principal meets all the formal requirements in the Agreement. He was the vice-principal for several years previously and previously taught in another BC offshore school in China for several years.

**Commendation:**
The School is commended for ensuring continuity in school leadership. The benefits of this were evident in both the preparation for the inspection, and in the Principal’s rapport with staff.

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

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

**Comment:**
The School has a Principal, a 0.5 FTE vice-principal, a fluently bilingual full-time administrative assistant, a part-time Academic Advisor, and a National Director of Student Affairs who also serves as the Chinese vice-principal.
2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The student records sampled from each grade contained all the required documents, including parent consent forms.

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.

☑ Requirement Met ☐ Requirement Not Met

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

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 give evidence of the school’s transition journey to the new BC curriculum in Grades 10-12. A template for curriculum planning was reviewed – it provides a planning approach to the curriculum framework that is inclusive of Aboriginal Perspectives and Ways of Knowing (including connections to Chinese culture) and ELL supports.

Staff have been involved in a number of different professional development activities regarding the new curriculum. These include BCOS teacher roundtables in China, summer workshops from the Ministry of Education, and the BCPVPA Leadership Development course. There are also opportunities for professional development as teachers collaborate with each other to develop their knowledge and skill in the new curriculum and pedagogies.

The School makes use of online materials regarding implementation of the new curriculum from the Ministry of Education and other partners. The teachers appreciate these resources and would like the development of further resources for offshore and onshore schools.
Commendation:
The School is to be commended for their implementation of the new curriculum, especially in regard to the collaborative teaching practices among teachers at the school.

### 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.

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

Comment:
The School’s English language entry assessment exam and ongoing ELL support meet the requirements outlined in the inspection catalogue.

Students are supported in their English language learning in a number of ways:
- English Language Arts courses are doubled (200 hours for grade 11/12, 8 credits for Grade 10). This ensures students have ample learning experiences and practice in the English language
- All teachers approach their courses with an ELL focus. This includes extensive work in vocabulary development.

The Principal is responsible for managing and making final decisions on student admission and assessment of English language skills.

English language learning is also encouraged through:
- Positive behaviour system (using Classroom DOJO)
- English clubs
- English speaking is encouraged in all activities (including extracurricular groups and teams)

Commendation:
The School is commended for using a robust English language examination for students applying to attend the School. The School is also commended for providing continuous English language support for students, particularly with the Owner/Operator decision to close the Foundations program that provided a transition program for incoming students.

### 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.

<table>
<thead>
<tr>
<th>Requirement Met</th>
<th>Requirement Not Met</th>
</tr>
</thead>
</table>

Comment:
The School does not offer equivalency, challenge exceptions or BAA 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.

<table>
<thead>
<tr>
<th>☒ Requirement Met</th>
<th>☐ Requirement Not Met</th>
</tr>
</thead>
</table>

Comment:
The Team confirms that course overviews meet the requirements. Planning documents and lesson descriptions refer to the new curriculum frameworks for Grade 10-12 courses.

The Team also confirms that in addition to the planning, there is evidence of instructional practices that reflect the pedagogical direction of the new curriculum. Lessons were described by teachers that indicate the shift to new curricular and pedagogical practices. These include:

- Formative assessment strategies (exit ticket, feedback on assignment drafts)
- Questioning strategies that encourage deep thinking (Why? How...?)
- Flipped classrooms in a number of courses
- The development of a student portfolio system in CLE to be used school-wide for core competency self-assessment and the CEC course.
- Educational technology applications such as DESMOS and edpuzzle.
- Approaches that support the gradual release of responsibility for student learning
- Student work made on windows with markers
- Talking circles (reflecting First Peoples Principles of Learning)

Commendation:
The School is to be commended for the MIC (Multi-grade Interdisciplinary Connections) program, and the philosophy behind it which gives students time and teacher mentors to create group passion projects which are presented each semester. This supports personalized learning, collaborative work, and inquiry. It also encourages self-assessment of core competencies and scaffolds to the CLC capstone project.

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 1014 hours per year, which exceeds the minimum requirements for grade 10-12.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The teachers use a variety of learning assessment tools including cross-grade exams and assignments which are collaboratively marked. There is evidence that a variety of formative and summative assessment strategies are used to inform students about their learning and to help guide instruction for teachers. Peer Mentors and the Credit Recovery block also assist students in demonstrating their achievement of learning standards.

BC provincial exams and assessments are invigilated according to Ministry of Education requirements.

Commendation:
The School is to be commended for the Credit Recovery block and the philosophy underlying it which ensures that students are able to demonstrate their achievement of learning standards when they have been unable to do this during the normal timeline for a course. This is supportive of student learning and a focus on learning standards.

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

☐ Requirement Met  ☐ Requirement Not Met

Comment:
The Team confirms that School meets the expectations for learning resources as outlined in section 2.22 of the inspection catalogue for offshore schools.

The BC program wing of the School has 2 computer labs as well as a mini-lab for Media Studies. Wi-Fi is available in each classroom when needed. Students also have access to
computers in the library, including a set of iMacs which has been used by the Music Production class.

The School shares a large library/learning commons with the host school. As the host school is international, there is a large collection of books in English. This facility is available to students after hours.

All subject areas are supported by appropriate text resources. The operating practice is for the Principal to approve all learning resources.

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 has four report cards per year and an interim report sent out early in Semester I. There are two formal sets of parent-teacher interviews. Parents are also contacted individually as needed – the communication being facilitated by Chinese teachers.

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 parent/student handbook is thorough and informative, meeting the requirements of the inspection catalogue.

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 School’s teacher handbook meets the formal requirements of the Agreement. It includes a clause clarifying the contractual relationship between teachers and the Owner/Operator, as well as thorough policies on evaluation and dispute resolution.

Commendation:
The School is commended for the comprehensive teacher handbook, an important resource for incoming and current teachers.

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:
The School does not have any students enrolled in distributed learning courses.

CONCLUSION

Commendations
The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Suzhou Industrial Park Foreign Language School for:

- Maintaining a school-wide professional commitment to student success in the BC program despite the Owner/Operator’s plans to discontinue the program;
- Developing a comprehensive and clearly articulated emergency plan;
- Retaining the former School principal as the OSR (He returned to Canada to pursue doctoral studies). His knowledge of the School, his strong positive relationship with the host school, his familiarity with implementation of the revised BC program: these factors are instrumental in the School’s success.
- The School’s sustained commitment to the implementation of the revised BC curriculum, and for implementing collaborative teaching practises;
- Ensuring continuity in school leadership. The benefits of this were evident in both the preparation for the inspection, and in the Principal’s rapport with staff;
- Developing the Credit Recovery block and the philosophy underlying it which ensures that students are able to demonstrate their achievement of learning standards when they have been unable to do this during the normal timeline for a course. This is supportive of student learning and a focus on learning standards;
- Developing a comprehensive teacher handbook, an important resource for incoming and current teachers.
- Developing and implementing the MIC (Multi-grade Interdisciplinary Connections) program, and the philosophy behind it which gives students time and teacher mentors to create group passion projects which are presented each semester. This supports personalized learning, collaborative work, and inquiry. It also encourages self-assessment of core competencies and scaffolds to the CLC capstone project.
• Using a robust English language examination for students applying to attend the School. The School is also commended for providing continuous English language support for students, particularly with the Owner/Operator decision to close the Foundations program that provided a transition program for incoming students.

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 Suzhou Industrial Park Foreign Language School continues to be recognized as a British Columbia-certified school.