

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA WEIFANG SECONDARY SCHOOL

WEIFANG, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 1-2, 2018

INTRODUCTION

On November 1-2, 2018, a certification inspection was completed on Canada Weifang Secondary School (CWSS) in Weifang, Shandong 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 (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Doug Lauson (Chair) and Sophia Malczewska.

The School's B.C. program has an enrolment of 70 students, in grades 10-12. The B.C. program operates on the third and fourth floors of the international building of Weifang No. 1 Middle School. The entire School, which houses the B.C. program, enrolls 4,500 Chinese students.

During its visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, offshore school representative (OSR), B.C. principal, B.C. teachers, Chinese host school vice principal and the international director.

The owner/operator, Mr. John Zhu, is responsible for the B.C. program through his company, Canadian-Sino Education Exchange Centre (CSEEC). Mr. Zhu operates three other B.C. program-certified schools in Shandong Province. These include Canada Yantai Secondary School (Yantai), Canada Qingdao Secondary School (Qingdao) and Canada Shandong Secondary School (Tai'an). All the B.C. certified schools operate within a larger Chinese host school and offer dual graduation diplomas, the B.C. Dogwood Diploma and the Chinese High School graduation diploma. This allows the graduates of the School to apply to any western university, as well as Chinese universities.



The B.C. program's philosophy, objectives and special features include providing educational opportunities for all students to experience success, to strive for excellence and to appreciate the value of learning. These opportunities are provided an environment characterized by caring, respect, cooperation and personal integrity. The School strives to set high expectations, encourage tolerance and diversity, help students set attainable goals and encourage them to become independent learners.

The Team would like to thank Canada Weifang Secondary School staff for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.
<input type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met <input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous inspection of October 2017 did not contain any requirements but did contain suggestions that the School reviewed and followed as necessary.</p>

BUSINESS PLAN

The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The owner/operators submitted a business plan as part of the 2018 Annual Report. The business plan provided demographic information about the B.C. program and the host school, which has been in operation since 1913. The business plan consists of four sections, each of which provides details pertinent to the school's continuing operation:</p> <ol style="list-style-type: none"> 1. Description of the School 2. School Growth Plan 3. Human Resources 4. Alignment with International Education in British Columbia <p>The B.C. program has been operating at CWSS since 2009 and was the first B.C.-certified school opened by the owner/operator in Shandong Province. Having been in successful operation for more than three years, the owner/operator is not required to provide audited financial statements of the previous year's operation to the Ministry of Education.</p>



**OWNERSHIP AND AGREEMENTS / BUILDING
AND SAFETY COMPLIANCE 2.0**

2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

The owner/operator has operated CWSS since its opening in 2009. He meets the roles and responsibilities described in section 5 of Agreement.

In accordance with the suggestion of last year's inspection report, the Canadian-Sino Education Exchange Centre has on file a Letter of Approval from the Shandong Weifang Bureau of Education (November 20, 2017) that grants express approval without objection to CSEEC to operate the School within Weifang No. 1 Middle School.

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

Requirement Met Requirement Not Met

Comment:

The Team examined the documents provided by the School that show evidence that the School is in compliance with local Chinese regulations in terms of building inspections/approvals and cafeteria licensing. These documents include the Construction Firefighting Inspection Certificate (Weifang Firefighting Bureau – October 6, 2016), Lightning Inspection Certificate (Weifang Meteorological Lightning Center – August 4, 2016) and the Food Business Certification (Weifang Gaoxin Area Market Supervisory Authority – March 15, 2017, valid to November 3, 2021).

The School has developed emergency plans for the 2018/19 school year that describe steps to be taken if any event that would cause an unplanned temporary or permanent closure of the school. The plans were developed by the Offshore School Representative (OSR).



ADMINISTRATION 3.0

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

Requirement Met Requirement Not Met

Comment:

The OSR has been working with the owner/operator for the past ten years, helping to open CWSS in September 2009. This marked the beginning of a long-standing relationship between the owner/operator, OSR and Ministry of Education. The team examined the OSR's job description in which it describes his responsibilities and duties as outlined in the Agreement. In addition, the OSR also serves as the primary liaison between the owner/operator and the Ministry of Education, including having the ability to legally represent the owner/operator in dealings with the Ministry of Education.

The job description of the OSR was updated in October 2018 to reflect changes in the Ministry of Education requirements. Among the updates was the owner/operator giving the authority to the OSR to sign off on learning resources purchases. The OSR is also aware of 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.

Commendation:

The OSR has developed a good working relationship with the owner/operator, principal of the School and the administration of the Chinese host school resulting in cohesive support for the B.C. program.

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

Requirement Met Requirement Not Met

Comment:

The Team examined the principal's job description and confirms that he is responsible for the administration of the B.C. program, including the educational component. The principal's job description has been recently revised to reflect his responsibilities in supervising the new curriculum.

The principal's contract is the standard contract for CSEEC principals and includes 17 sections that describe his scope of work, term, payment, benefits, termination, etc.



The principal is in his second year of administration at CWSS. Prior to that, he had many years of administration experience both as a vice principal and principal in Vernon and Surrey, B.C.

Commendation:

The principal provides the leadership to the staff to guide them in their continuing development and implementation of the new curriculum. His leadership style supports and encourages teachers to be successful in their practice.

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

Requirement Met Requirement Not Met

Comment:

The support staff of the B.C. principal include an executive assistant whose job description describes the many responsibilities she has, including being the liaison/translator between the Chinese host school and the B.C. school. She is responsible for operating the school's student information system, Windsor/TESS. The Team randomly examined the data of several students randomly selected from each grade and confirms that the data is complete and accurate containing all the elements outlined in the inspection catalogue and schedule B of the Agreement. A second administrative assistant assists with the day-to-day operation of the school.

The director of international education acts as the liaison with the Chinese host school and is very supportive of the B.C program, wanting it to be a success. The relationship between the owner/operator, BC. principal, OSR and the international director is collaborative.

The support staff have successfully completed the appropriate Criminal Record Checks through the local Chinese police.

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

Requirement Met Requirement Not Met

Comment:

The Team examined the student record files which are stored in a four-drawer filing cabinet in the main office. Each student's file contains the registration form, English entrance examination results, permanent student record summary (generated from the Windsor/TESS school information system), PEN number, 2018 edition of the student and parent *Consent for*



Storage and Access of Personal Information forms, and the last two report cards, if applicable.

The Team confirms that the student records meet the requirements of section 3.4 of the inspection catalogue and the British Columbia Global Education Program Operating Manual for Offshore Schools.

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

Requirement Met Requirement Not Met

Comment:

The Team examined the certification verification response file (September 27, 2018). Certificates of Qualification expire June 30, 2019. **The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.** Further, all B.C. teachers have Residence Permits for Foreigners in China, which enables them to work in China.

The teacher's contract is the standard CSEEC teacher's contract that describes the scope of work, term, payment, benefits, termination/severability, etc. The teacher files each contain a copy of the respective teacher's contract. The principal has developed an ongoing process of teacher evaluation that allows him to support them in their professional growth as well through classroom visits. The teacher files contain, where appropriate, summative teacher evaluations.

The Team also examined the Chinese teaching certificates of the three local nationals who teach Mandarin 10, 11 and 12 and confirms that they are certified to teach and have undergone the appropriate criminal record checks.

EDUCATIONAL PROGRAM 4.0

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

Requirement Met Requirement Not Met

Comment:

The CWSS staff has adjusted its curricular planning to the new grade 10 curriculum, and is preparing for full implementation of the grades 11 and 12 curricula in the following ways: offering a number of new courses (Human Geography 12, Fitness and Conditioning 11 and Media Arts 10 and 11); piloting the literacy assessment in November 2018; developing



curricular overviews and unit plans for some grades 11 and 12 courses in alignment with the Understand/Know/Do model of the new curriculum; and implementing a Passion Project this school year as an intentional strategy to prepare students for the Capstone Project, a key component of Career Life Connections, which will be implemented in 2019-20.

The Team also observed lesson plans and assessment instruments that are aligned with the learning standards of the new curriculum. In addition, the Team observed a school-wide approach to engaging students in self-assessment of the core competencies. Teachers have a strong understanding of how core competencies fit into the new curricular framework and have worked closely with students to develop their understanding and to provide them with opportunities to self-reflect.

The staff seeks meaningful opportunities to incorporate First Peoples Principles of Learning into teaching strategies. One example observed by the Team was a weekly Talking Circle, an educational activity that represents a foundational approach to indigenous pedagogy and provides students with the opportunity to learn about the principles in an experiential manner. The principal is overseeing and planning the school-wide incorporation of the nine principles over the course of the school year.

Commendation:

CWSS staff is commended for their engagement with the new curriculum. Teachers at the School have gone beyond requirements by implementing new grade 11 and 12 courses this year. Human Geography 12 is being offered to meet the Social Studies requirement and Fitness and Conditioning 11 is being offered as an elective. Media Arts 10 and 11 will be offered in the second semester to deliver the Fine Arts curriculum and to support English language acquisition. Teachers are also actively collaborating to update curricular documentation for some Grades 11 and 12 courses in anticipation of full implementation in 2019-20.

The teaching staff is commended for its school-wide approach to incorporating the Core Competencies into teaching and learning.

The School is also commended for the introduction of a Passion Project this year.

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

Requirement Met Requirement Not Met

Comment:

The School administers a comprehensive English language assessment in the spring to ensure that students joining the program have a sufficient level of English proficiency. The



assessment includes sections examining reading, listening, grammar, vocabulary, written language and oral proficiency. The principal oversees administration of the language proficiency assessment and determines which students will be admitted into the program.

Additional literacy support is provided to students in a variety of ways. ESL 10 provides additional language support to students in grade 10. In grades 11 and 12, students are required to take both English and Communications. Students are also able to access additional supports outside of classroom time by arrangement with the teachers and during tutorials on Thursday afternoons. Students who are struggling with English language acquisition are required to attend the tutorials. In addition, students whose proficiency in English was marginal at the time of admission into the program are re-tested periodically. Parents are informed if a student required additional supports, such as private tutoring.

The School will be offering Media Arts 10 and 11 in the second semester to deliver the Fine Arts curriculum and to offer students the opportunity to further develop their language proficiency.

English language proficiency is evaluated twice per semester, in ESL and in English Studies classes and student progress is monitored regularly through ongoing assessment. The Team observed a high degree of awareness of the needs of English language learners throughout the school in both classroom practise and lesson planning.

Commendation:

The School is commended for the many creative ways that the school has adapted its program to support the needs of English Language Learners, while also ensuring pedagogy is aligned with the new curriculum.

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

Requirement Met Requirement Not Met

Comment:

CWSS offers one BAA course, YESL 10, which supports grade 10 students with their English language proficiency. The OSR gave the Team a copy of the updated YESFL 10 BAA course overview, that he submitted to the Ministry of Education prior to the July 1, 2018 deadline.

The following courses have been exempted from having B.C.-certified teachers providing instruction: Mandarin 10, 11 and 12.



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

Requirement Met Requirement Not Met

Comment:

The Team visited almost all of the classrooms and reviewed all of the course overviews, unit plans, and assessment records. It was observed that all grade 10 course overviews have been updated to align with the new grade 10 curricula, and that the curricular documentation for some of the grade 11 and 12 courses had been updated.

The Team observed that teaching staff are continuing to use the traditional 'course overview' method to show curricular compliance in some grade 11 and 12 courses for the 2018-19 school year.

Commendation:

CWSS staff is commended for its collaborative approach and ongoing efforts to ensure the program offered by the School aligns with the new curriculum. The School is also commended for using the new curriculum and adapting its course offerings to the needs and interests of its students.

4.5 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Not Met

Comment:

Students at the School currently attend school for 4.5 hours per day over the course of the school year (193 days). This results in 868 actual school hours, which is above the minimum requirements set by the Province.



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

Requirement Met Requirement Not Met

The data report provided by the Ministry of Education shows that the 2016-17 English 12 and Communications 12 course/exam mark differentials are within the acceptable range (below 20%). It was noted that the differential for English 12 has been lower than the Province course/exam mark differential since 2014-15. The school annually reviews course marks and provincial exam marks to ensure strong alignment of assessment practises.

The principal, administrative assistants and two B.C. -certified teachers invigilate all exams. The correct software and security is installed on each computer and is updated before each exam session.

In the planning documents and lesson plans that were reviewed, it was observed that teachers are using both formative and summative assessment, and that they are providing regular feedback to students based on a variety of types of formative assessment.

The School has elected to pilot the new literacy assessment in November 2018.

Commendation:

The School is commended on the minimal course/exam mark differential on the English 12 Provincial Exam in 2016-17. The School is also commended on taking the initiative to be a part of the literacy exam pilot later this month (November 2018).

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

Requirement Met Requirement Not Met

Comment:

The School is well-equipped in terms of learning resources, with a good supply of textbooks for core courses. There is a dedicated photocopier that teachers can use as required.

The iCentre is a large and welcoming space that fulfils the function of a library as well as a computer lab and is regularly used by classes for Internet research. The iCentre provides independent reading material for student use during evening and study time, and is also used by teachers to give talks, conduct workshops and provide remedial support. There is also an emerging Maker Space in the iCentre.

Each classroom is equipped with a ceiling-mounted projector, which the team observed teachers using effectively.



There is budget in place to support the acquisition of additional resources throughout the year, as required. The Principal is intending to spend a significant portion of this year's learning resource budget on equipment required for the new Media Arts courses.

Commendation:

The School is commended for creating and investing in a Maker Space at the school. The Maker Space will be a resource for students as they engage in their Passion Projects and for the Media Arts courses that will be offered in the second semester.

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

Requirement Met Requirement Not Met

Comment:

The School is based on a two-semester and four-term system. Report cards are issued at the end of each term (November, January, March and June). Parent meetings are scheduled after the first report card for each semester. Translation is provided by staff members who are fluent in both languages. In addition, regular communication with parents is maintained by the school's executive assistant. Parents are encouraged to contact the school at any time regarding questions or concerns.

Report cards are generated using Windsor/TESS student information system. They include letter grades, percentages, an indication of the students' work habits and general comments relating to behaviour and achievement. Teacher comments come from a school-generated comment bank and are provided in both English and Mandarin.

Commendation:

The teachers are commended on their commitment to providing students and their families with regular feedback on student progress.

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 CWSS parent and student handbook (2018 – 19) is a comprehensive document written in English, covering topics from the school's mission statement to emergency/evacuation drills.



Included in the document are expectations for students and the School's code of conduct including classroom rules. There is a section on assessment and reporting to parents as well as a list of assessment activities that teachers use to gauge student academic achievement, attitude and effort. There is also an appeals procedure for complaints.

The handbook is published in two versions – English and Chinese.

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 Team examined the 2018-19 staff handbook which consists of six sections plus an Appendix. These sections detail the information needed by teachers to understand the philosophy and operation protocols of the school in order for them to fulfill their responsibilities:

Section 1: Mission Statement and School Philosophy

Section 2: CWSS: A Unique Teaching Environment

Section 3: Professional Responsibilities

Section 4: School Organization

Section 5: Assessment and Evaluation

Section 6: School Routines and Procedures

The Appendix contains sample forms (teacher evaluation and self-assessment, principal's observation, accident reports) and student contracts for lab. use.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

Three grade 12 students study Biology 12 through the Ministry-approved distributed learning program offered by Global Education, a School District 73 Business Company. The students are assisted in their studies by the School's science teacher who provides opportunities for tutoring after regular school hours. The students are formally supervised by the principal who administers DL tests, assignments, etc.



The Team confirms that the School meets the requirements of section 6.0 of the inspection catalogue and section 18 of the Agreement.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Canada Weifang Secondary School for:

- the cohesive support for the B.C. program as the OSR has developed a good working relationship with the owner/operator, principal of the School and the administration of the Chinese host school,
- the leadership of the principal who guides the staff in their continuing development and implementation of the instructional strategies in implementing new curriculum,
- the engagement with the new curriculum and collaboration to update curricular documentation for some grades 11 and 12 courses in anticipation of full implementation in 2019-20,
- the school-wide approach to incorporating the core competencies into teaching and learning,
- the introduction of a Passion Project this year and the creation and investment of a Maker Space,
- the many creative ways that the School has adapted its program to support the needs of English language learners, as well as ensuring pedagogy is aligned with the new curriculum, e.g., Talking circles, Passion Project, Maker Space, etc.,
- the collaborative approach and ongoing efforts to ensure the program offered by the School aligns with the new curriculum and also for using the new curriculum and adapting course offerings to the needs and interests of students,
- very good progress the school has made in implementing the new B.C. curriculum at the grade 10 level and on the leadership displayed by the principal and teachers in working collaboratively and cohesively to ensure a common approach,
- exploration with the new grade 11 and 12 curriculum and the introduction of new courses such as Human Geography 12, Fitness and Conditioning 11 and Media Arts 10/11 in the second semester, and for electing to participate in the Literacy assessment pilot in November 2018,
- the minimal school course/exam mark differential on the English 12 Provincial Exam in 2016-17,
- the commitment to provide regular feedback on student progress.



SUMMATIVE RECOMMENDATION

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

