

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADA ZIBO NO. 11 SECONDARY SCHOOL

ZIBO, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 17-18, 2016

## INTRODUCTION

On October 17-18, 2016, a Certification Inspection was completed on Canada Zibo No. 11 Secondary School (CZSS) in Zibo, Shandong Province, termed 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 Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Mr. Doug Lauson and Mr. Brian Jonker. Mr. Lauson served as the Chair of the Team.

The School's B.C. Program has an enrolment of 134 students, in Grades 10 – 12. The B.C. Program is housed in the International Department building of Zibo No. 11 Middle School, a public Chinese school. The entire School, which houses the B.C. Program, enrolls over 4,000 students.

During their 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, and B.C. teachers. The Team also met with Mr. Wang, Principal of Zibo No. 11 Middle School and his leadership team.

The Owner/Operator, Sunny Bai, Beijing KEZHI International Consulting Company (KEZHI) is responsible for the B.C. Program. Mr. Bai also operates five other B.C. offshore schools as well as other schools associated with another Canadian province. He also operates an international school in Vancouver, B.C.



The B.C. Program's philosophy, objectives and special features include providing its students with an education that develops the whole person to become a good citizen. Open communication with the parents, students and staff is a goal for the program.

The Team would like to thank Canada Zibo No. 11 Secondary School for its hospitality, cooperation and preparedness for the inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met <input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous inspection report (2015) contained two requirements:</p> <ol style="list-style-type: none"> <li>1. That the School review and revise its written long-term plan to improve student performance in English courses, raising the provincial exam mark to reduce the differential between the course mark and the exam mark. The written long-term plan emphasizes a variety of teaching and learning strategies and new programs to meet this goal. Of particular note is the locally developed <i>Speak Up</i> program that motivates the entire School to speak English, even in social settings.</li> <li>2. That the School develop a three-year written plan to develop the school library, by introducing technology into the library. The detailed three-year plan that the Team examined included the addition of computers and printers in the first year and other technology in subsequent years. In addition the print collection was to be expanded and a designated librarian appointed.</li> </ol>
<p>Commendation:</p> <p>The School is commended for meeting these two requirements by developing written plans, and is now in the middle of completing the goals stated in the plans, by the timelines noted. Discussions with the Principal and the OSR indicate that the two plans are progressing as expected.</p>

## BUSINESS PLAN

<b>The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the Program.</b>
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Business Plan was submitted with the 2016/17 British Columbia Offshore School Program Annual Report. The Plan describes student recruitment (max. two Grade 10 classes per year as controlled by the Shandong Provincial Education Branch) and marketing activities to grow the</p>



school to its target population of 180 students. These plans include having two open houses, advertising in local newspapers, radio and television, developing a brochure, presentations to students in Chinese junior school and updating the School's website. The Internet-based *WeChat* communication system has been successful, bringing in 140 applicants of which 50 were accepted into Grade 10.

**Commendation:**

CZSS is commended for a detailed Business Plan that clearly outlines the strategies for sustainability of the School. In particular, the Recruitment Report by the Offshore School Representative (OSR) is an example of clear and open communication with all stakeholders of the KEZHI schools to keep them informed of recruitment progress.

**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:**

Mr. Sunny Bai, Owner/Operator of Beijing KEZHI International Consulting Company, has been operating six B.C. offshore schools for several years in different cities within the People's Republic of China. His schools have the operational advantage of being part of a school system, sharing human resources including a common OSR for four of the B.C. offshore schools. The Owner/Operator meets the ownership requirements of Schedule A of the Agreement.

**Commendation:**

The Team thanks Mr. Bai for his ongoing support of the B.C. Program at CZSS.

**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 local building and safety documents provided. These included a Letter of Declaration (November 11, 2009) giving permission from the Zibo City Bureau of Education to Zibo No. 11 Middle School to operate CZSS. The agreement between Zibo No. 11 Middle School and the M.C. Ministry of Education permitting Zibo No. 11 Middle School to operate a B.C. Program was signed on November 5, 2009. Other documentation included the cafeteria license



(expiry: May 19, 2017), Fire Inspection Report (October 8, 2015) and Seismic Safety Report (October 19, 2009). The Team concludes that the facilities are appropriate to support the B.C. Program.

### ADMINISTRATION 3.0

**3.2 Offshore School Representative (OSR) - The Owner/Operator may 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 is Mr. Adrian Conradi, who is in his second year as the Offshore School Representative for the Beijing KHEZI International Consulting Company. The Team verified his approval letter from the B.C. Director of International Education.

**Commendation:**

Mr. Conradi provides excellent service to the schools and has developed an expanded and revised teacher recruitment program.

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

Requirement Met       Requirement Not Met

**Comment:**

The Principal of CZSS is Mr. Anthony Aubin, who graduated from the University of Victoria and spent several years teaching in B.C. before moving to offshore school programs operated by the Province of Manitoba in Dalian, Beijing, Guangzhou, Thailand and Egypt. Mr. Aubin is in his first year as Principal of CZSS.

The Team examined the Principal's contract and job description and confirms that both documents meet the requirements of the Inspection Catalogue.

**Commendation:**

The Principal is well-organized and respected by his staff. His leadership style reflects many years of offshore educational experience.



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

Requirement Met       Requirement Not Met

**Comment:**

The Principal is assisted by two secretaries, one of whom is his executive assistant/translator and the other a part-time librarian and support member for the B.C. Program staff. In addition, the B.C. Program is well-supported by the Director of International Education, Mr. Tom, who supervises his team of Chinese homeroom supervisors who are responsible for the students in the school dormitories. In addition, the School contracts an academic advisor who works with students in their career choices and post-secondary applications.

**Commendation:**

The support staff and the administration of the School work well together to provide a cohesive and collaborative leadership team. This is strongly supported by the International Department of the Chinese school.

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

Requirement Met       Requirement Not Met

**Comment:**

The Team examined the student files that are located in a filing cabinet in the Principal's office and confirms that they contain all the records required by the Ministry of Education.

**Commendation:**

The student files are extremely well-organized, filed by grades, and subdivided according to the subsections required, making location of material and examination of the contents of the files easy to follow.

**3.6 The School meets the Teacher Certification requirements as outlined in Section 3.6 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team examined the teachers' certification documents and confirms that four B.C. Program teachers have valid and current Certificates of Qualification (COQ) from the Teacher Regulation Branch (TRB). The Team also confirms that four B.C. Program teachers have temporary exemption letters from the Ministry of Education that are valid for eight weeks, while their



applications for certification are processed.

Teacher records are kept in a binder in the Principal's office and contain the required elements including the teacher's résumé, COQ, copies of transcripts, letters of reference, Consent form, employment contract and evaluation reports.

KEZHI schools have employed a (central) teacher to develop professional development materials to assist classroom teachers in differentiated assessment, inquiry-based learning and course mapping. The Superintendent, Mr. Kyle Chong, assist the KEZHI schools in their administrative function as well as in the educational program.

The School also employs locally-certified teachers to teach exempted courses of Physical Education and Mandarin language. These teachers have appropriate local Chinese teaching certification and have undergone local criminal record checks.

#### EDUCATIONAL PROGRAM 4.0

##### **4.1 The School meets the requirements for curriculum implementation as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School has continued with the course overview construct for this year and is delivering the curriculum described in the current 2004 Graduation Program. The School's Annual Plan references active engagement in planning for the redesigned curriculum implementation in 2017-18. In anticipation of the curriculum shift Beijing KEZHI International Consulting Company has hired a Curriculum and Instruction Coordinator (CIC) who is developing professional development initiatives to be implemented in all KEZHI schools this year. In addition to sessions throughout the year related to instruction and assessment practices, there will be multiple professional development sessions dedicated specifically to understanding and implementing the redesigned B.C. curriculum.

**Commendation:**

Beijing KEZHI Consulting Company has recognized the complexity of curriculum implementation and has appointed a dedicated resource individual to assist the KEZHI schools in implementation planning and professional development



**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 has a locally developed assessment tool which is used to admit students to the program, if they meet the minimum score. In addition, the School has developed a BAA course framework to better support English language acquisition. The course, ESL/Social Studies 10, (YESL 10) is a locally required course for all Grade 10 students and is offered in a double block. This provides significant English language acquisition opportunities and provides foundational knowledge of Canadian Social Studies. This is followed by students completing Social Studies 10 in their Grade 11 year and Social Studies 11 in their Grade 12 year.

The results of the English Entrance exam forms an integral part of the students' files.

**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:**

Course and course credit offerings align with the requirements of the Agreement. The Team examined the BAA course frameworks and aligned long-range planning documents and confirms that they are in compliance with requirements. Equivalency, challenge and exemption policies were in place and being followed by staff.

CZSS provides Physical Education and Mandarin courses through instruction by locally certified Chinese National teachers. The school has an exemption letter for P.E. (April 2, 2012) and Mandarin (February 2, 2010) from the Ministry of Education permitting this practice.

**4.4 The School meets the course overview / course planning requirements as outlined in Schedule B Part I (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 School offers Grades 10-12 and is currently using the 2004 curriculum with the corresponding course overview construct to demonstrate curricular compliance. Classroom visits confirm that teachers are actively attempting to complete the required compliance



documentation.

Teachers are individually creating a variety of planning documents including course overviews, annual plans, short-term plans, lesson plans and daily plans. It is evident that teachers are not opposed to meeting the expectations for planning documentation but that they have different levels of understanding with regard to the context of the courses they are teaching. Due to the newness to the philosophy of the B.C. curriculum there is a lack of foundational understanding of the planning documents' purposes within the BC context. This was evidenced through the inconsistent usage and understanding of achievement indicators, assessment strategies and teaching strategies.

The inconsistent level of detail related to daily, unit/short-term and long-term planning made it difficult for the Team to ascertain if course delivery was on-track with the Annual Plan and/or course overviews. In some cases, there was a disconnect between what was observed being taught in class and the course overviews. While supportive of the individualized approach to planning and giving teachers autonomy to develop their plans in a way that is meaningful and useful for them, the Team feels that a school-wide approach to planning needs to be implemented to ensure the completion of the learning outcomes.

The varying degrees of documentation alignment also re-confirmed the complexities associated with the late arrival of teachers and the Principal to the school. This also highlights an opportunity for the leaders of the KEZHI educational system to consider developing a systematic set of orientation materials for the B.C. Program.

**Commendation:**

Several teachers were incorporating self-assessment into their courses using a variety of activities.

**Requirements:**

All teachers need to align short-term and daily plans with the course overviews provided by the School in terms of content/skills taught and their stated timelines. Alternatively, course overviews should be amended to reflect the timelines and content occurring in the classroom as reflected on short-term, unit and daily plans.

The School Principal is required to confirm he has reviewed and approved all amended planning documents submitted by teachers.



**4.5 The School meets the Instructional Time Allotments 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), of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.**

Requirement Met       Requirement Not Met

Comment:

The School meets the instructional time allotments as outlined in the Agreement and confirmed this against the Annual Plan submission and the timetable provided to the Team.

Several teachers have additional subject-specific vocabulary lists that are used to help students in understanding the subject being taught. In addition, some teachers have various strategies to encourage the speaking of English during class time.

**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

Comment:

The School has plans in place for an ongoing review of the assessment methods used in the classroom. Classroom visits confirm that teachers are using a variety of assessment strategies to inform student progress reporting, including self-assessment, peer evaluation, observations and traditional quiz and exam frameworks.

It was clear that the items listed in the Annual Report were in the process of being implemented and the classroom visits confirmed teacher awareness of expectations, with varying degrees of implementation given the late arrival of a few teachers.

**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:

Learning resource requirements are met. Teachers are using a variety of resources from books, print materials and online resources to support instruction and learning.

The School continues to work on meeting the requirement from the last inspection which required the School to review the functionality of the library and the availability of appropriate learning resources.



The School's revamped library now contains nine desktop computers connected to the Internet. New fiction and non-fiction books are added each year, and the addition of a part-time librarian helps maintain circulation. The Team met with the librarian and discussed her role in supporting the B.C. teaching staff.

#### **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:**

Student progress reporting is occurring as required in the Agreement and evidenced in student files and teacher grade books. Teachers are using a variety of assessment strategies including self-assessment, peer evaluation, observation and traditional quiz and test frameworks.

Report cards are issued at the end of each semester, with one interim in mid-semester. The report card provides parents with a percentage, letter grade and work habits for each subject, as well as attendance data. Parent-Teacher meetings are held after the first and third report cards. Interim meetings with parents are held throughout the year, as required.

### **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 Parent/Student Handbook is a bilingual extensive document consisting of four sections: Mission Statement/Philosophy, School Staff, School Organization and Procedures, Assessment and Evaluation. The Handbook contains a simplified parent complaint and appeal procedure.

#### **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 Staff Handbook is also a comprehensive document consisting of seven sections:

- Mission Statement and School Philosophy



- CZSS - a unique teaching environment
- Professional Responsibilities
- School Organization
- Assessment and Evaluation
- School Routines and Procedures
- Appendices

It describes all the information a new teacher of the School needs to know when joining the CZSS school community.

### **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:

CZSS enrolls students in the Distributed Learning Program offered by School District 73 Business Company in select specialty courses such as Biology 12.

## **CONCLUSION**

### **Commendations**

**The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canada Zibo No. 11 Secondary School for:**

- The School is commended for meeting the two requirements by developing written plans, and is now in the middle of completing the goals stated in the plans, by the timelines noted. Discussions with the Principal and the OSR indicate that the two plans are progressing as expected.
- CZSS is commended for a detailed Business Plan that clearly outlines the strategies for sustainability of the School. In particular, the Recruitment Report by the Offshore School Representative (OSR) is an example of clear and open communication with all stakeholders of the KEZHI schools to keep them abreast of recruitment progress.
- The Team thanks Mr. Bai for his ongoing support of the B.C. Program at CZSS.
- Mr. Conradi provides excellent service to the schools and has developed an expanded and revised teacher recruitment program.



- The Principal is well-organized and respected by his staff. His leadership style reflects many years of offshore educational experience.
- The support staff and the administration of the School work well together to provide a cohesive and collaborative leadership team. This is strongly supported by the International Department of the Chinese school.
- The student files are extremely well-organized, filed by grades, and subdivided according to the subsections required, making location of material and examination of the contents of the files easy to follow.
- Beijing KEZHI Consulting Company has recognized the complexity of curriculum implementation and has appointed a dedicated resource individual to assist the KEZHI schools in implementation planning and professional development.
- Several teachers were incorporating self-assessment into their courses using a variety of activities.

## Requirements

**In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2017 the Owner/Operator provide the Director of International Education, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for the proposed implementation of the following items:**

- All teachers need to align short-term and daily plans with the course overviews provided by the School in terms of content/skills taught and their stated timelines. Alternatively, course overviews should be amended to reflect the timelines and content occurring in the classroom as reflected on short-term, unit and daily plans. The School Principal is required to confirm he has reviewed and approved all amended planning documents submitted by teachers.

## SUMMATIVE RECOMMENDATION

**The Offshore Inspection Team recommends to the Director of International Education that, contingent on responding to the above requirements to the satisfaction of the Director of International Education, the British Columbia Program offered at Canada Zibo Secondary School be recognized as a British Columbia Certified Program.**

