

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA ZIBO NO. 11 SECONDARY SCHOOL

ZIBO, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 7-8, 2018

INTRODUCTION

On November 7-8, 2018, a certification inspection was completed on Canada Zibo No. 11 Secondary School (CZSS), in Zibo, 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 125 students, in grades 10-12. The B.C. program is housed within a larger Chinese host school, Zibo No. 11 Middle School that enrolls 3,600 students and has been in operation for 62 years. The B.C. program is on the fourth floor of the host school's library building and has its own computer lab that was recently upgraded.

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 B.C. principal and vice-principal, B.C. teachers, Chinese host school principal and his staff including the international director. The Team did not meet with offshore school representative (OSR) because of conflicting schedules he had with other B.C. offshore school inspections. However, in his place, the Team did meet with the B.C. superintendent of the School. The Team did not meet with the School's owner/operator. The owner/operator, Mr. Sunny Bai is responsible for the B.C. program at Canada Zibo No. 11 Secondary School through his company, Kezhi Times International Consulting Company (Kezhi) which is located in Beijing. Kezhi also operates five other B.C. offshore schools in China: Canada Changchun Shiyi Secondary School (Changchun), Canada Chengdu Shi Shi Secondary School (Chengdu), Canada



Hefei No. 1 Secondary School (Hefei), Canada Kunming No. 10 Secondary School (Kunming) and Canada Langfang Secondary School (Langfang).

The B.C. program's philosophy, objectives and special features include preparing students for their future academic, career and personal lives by promoting excellence in a supportive and respectful school environment. The School provides inquiry-based learning to promote new perspectives to broaden the minds of students to deepen their sense of understanding. The School values communication, holistic learning and intercultural awareness to develop global citizenship in its students.

The Team would like to thank Canada Zibo No. 11 Secondary 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:

The previous inspection of October 2017 did not list any requirements. However, the school has followed the suggestions listed in having teachers develop their knowledge and understanding of the new curriculum for implementation this year. It also focussed on continuing to develop and improve English language learner teaching strategies and performed significant upgrades to the computer lab.

Commendation:

The School is commended for following up on the suggestions, in particular the focus on the new curriculum development and implementation and the hardware upgrades completed in the #1 IT lab.



BUSINESS PLAN

The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Not Met

Comment:

The owner/operator submitted the 2018 annual report in which there is a description of the School's business plan. The plan has four sections that (a) describe the School, (b) illustrate the School's growth plan, (c) list the human resources and (d) demonstrate the alignment with international education in B.C. The School was certified in 2009 and has been operating continuously for nine years and is therefore not required to produce audited financial statements.

The business plan includes having a small number of students travel to B.C. for summer and winter studies at the owner/operator's B.C.-certified independent school, Lowell High School, in Vancouver, B.C. The students receive credit for the semester that they attend Lowell High School.

Kezhi schools also have a pathway agreement with Thompson Rivers University that guarantees acceptance of CZSS graduates and office pre-arrival support and prioritize registration.

Through its affiliation with Lowell High School and Thompson Rivers University, the school's alignment with International education in B.C. is strong.

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 Team examined the Certification Agreement between the Minister of Education and the Beijing Kezhi Times International Consulting Company, dated July 1, 2018. It also reviewed the Letter of Declaration (November 11, 2009) between the Zibo City Bureau of Education



and Zibo No. 11 Middle School giving approval for the B.C. program to be operated at the host school.

The owner/operator provided the Team with a translated copy of the Letter of Approval (December 4, 2017) from the Shandong Zibo Bureau of Education to operate the B.C. Program within Zibo No. 11 Middle School until December 2022. The letter specifically expresses no objection to hiring B.C.-certified teachers to deliver the B.C. curriculum so that students can obtain the Dogwood Diploma. The Team also reviewed several agreements between:

- Zibo No. 11 Middle School and original OSR, Roger Lindstrom (October 30, 2009)
- Zibo No. 11 Middle School and B.C. Ministry of Education (November 5, 2009)
- Sunny Bai (Kezhi) and B.C. Ministry of Education (June 1, 2015)

The Team confirms that the owner/operator has met all the requirements of section 7.0 of the Agreement and section 5 of the *B.C. Global Education Program Operating Manual for Offshore Schools*.

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 inspection certificates for seismic safety of the International Building and Cafeteria (Zibo Building Evaluation Authority – October 19, 2009), Fire Department (August 25, 2017) and emergency plans and evacuation procedures.

The School has developed an extensive emergency response manual that outlines protocols to be followed in the event of any emergency in-school and out-of-school (field trips). These include procedures to follow when facing external threats (lockdown, bomb threat, missing child, death of student/staff member, etc.) In addition, the manual also contains protocols for dealing with emotional/social well-being of students and child abuse. The manual is well-written and clearly demonstrates the School's mission to provide a safe and caring learning environment to its students.

In addition, the School has developed a contingency plan for all Kezhi B.C. offshore schools that outlines the establishment of a committee to oversee an unexpected temporary or permanent closure of a Kezhi B.C. offshore school. This committee includes a representative from the local Parents Advisory Committee and will be responsible for placement of students



and B.C. teachers in other Kezhi schools. This plan has been developed and vetted by the superintendent and the 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 School's current OSR was approved by the Ministry of Education (June 1, 2015) to be the liaison for four of the six B.C. program schools operated by Kezhi. The team examined the OSR's job description and confirms that his role is to support the B.C. program through the principal and owner/operator as well as being the primary liaison between the owner/operator and the Ministry of Education. His job description also confirms that he has the ability to legally represent the owner/operator in dealings with the Ministry of Education.

In telephone conversation with the OSR, the team confirms that he is 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 operations.

Kezhi employs a B.C. superintendent who is responsible for supervising the educational program and administration of the six Kezhi schools. He works closely with the OSR to ensure that the requirements of the B.C. program are met in all Kezhi schools.

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 principal is a veteran administrator has taught for many years in Canada and Thailand as head teacher and as vice-principal in another B.C. offshore School in China. This is his third year as principal of CZSS. The team examined the job descriptions of the principal and the vice principal which is a new added position this year. The Team confirms that the principal is responsible for the duties as outlined in part III of schedule B of the Agreement.



The principal's contract covers the requirements as outlined in the inspection catalogue including his scope of work, term, salary and benefits, required visa and work permit.

Commendation:

The principal is a strong leader in the School being a master teacher and having the vision required to fully implement the new curriculum. His leadership style empowers his teachers to explore and develop their own teaching strategies and assessment instruments required of the new grade 10 curriculum.

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 School is supported by the B.C. superintendent who provides educational leadership to all the six Kezhi schools. His role is to ensure that the schools continue to meet the requirements of the B.C. offshore program and to inform the principals of changes and updates. The B.C. superintendent travels to China twice per year to assist the schools on site.

In addition, the principal has a vice -rincipal who has her defined job description. The administration of the School is supported by a local national administrative assistant and three other local national support staff who have the following responsibilities: librarian, academic advisor and general duties. The Chinese international director works closely with the B.C. principal and liaises with the host school.

The School team is cohesive and collaborative and work well with each other to support the students' educational program.

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 records that are stored in the principal's office in a four-drawer filing cabinet. Each student's file contained, in a very organized order, the student's



registration form, discipline record, current 2018 *Consent for Storage and Access of Personal Information* forms (for both student and parent), English entrance exam results, Kezhi Oral Language Interview Assessment, 1704 summary from the Windsor/TESS student information system, medical information and previous report cards. The student records are maintained by the principal and the administrative assistant.

The student records are well organized and contain all the information required and filed in a consistent manner.

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 Certificate Verification Response file dated September 25, 2018. It revealed that two teachers are on Ministry of Education Letters of Exemption. The Team examined the teacher files and confirms that they contain the elements listed in section 3.5 of the inspection catalogue. Each file contains a screenshot of the TRB website verifying that the teacher holds a valid and current Certificate of Qualification that expires on June 30, 2019, except for the two teachers who have been granted temporary Letters of Exemption while their TRB applications are being processed (both expire on December 7, 2018). Discussion with the OSR indicates that there are contingency plans to address this situation. **The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.**

The *Teacher and Principal Consent for Storage and Access of Personal Information* form is the current 2018 version. The files also contain performance evaluation reports of the principal (completed by the superintendent) and of the teachers (completed by the principal).

The Administrator Performance Evaluation Report is a comprehensive instrument that covers four domains of leadership: Moral Stewardship, Instructional Leadership, Relational Leadership, and Organizational Leadership. The teacher performance evaluation instrument covers four domains: Classroom Environment, Teaching and Learning, Student Results, and Qualities beyond the Classroom.

The teachers' personal services contract contains the elements listed in section 3.5.5 of the inspection catalogue. The files also contain copies of the employee's passport and work permit. The teacher files are well organized and maintained.



The School has an exemption letter from the Ministry of Education (April 2, 2012) to teach PE 10 by a locally certified teacher. The School also has on file a letter of approval from the Ministry of Education to grant Mandarin 10, 11 and 12 credits to Chinese students who have been instructed in Mandarin in their Chinese elementary school. The local national Mandarin and PE teachers have Chinese teaching certification and have completed appropriate criminal record checks.

The School has comprehensive evaluation instruments that provide formative and summative feedback to the employees.

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:

There is evidence that the teaching staff is working towards full implementation of the new grade 10 curriculum this school year. There is also evidence of teachers beginning to prepare for the full implementation of the new grades 11 and 12 curricula in the 2019-20 school year.

All of the CZSS teachers have pedagogy that is aligned with the focus of the new curriculum. During visits to the classroom, students were engaged in activities that foster the development of the core competencies. The following types of teaching strategies were observed: collaboration, inquiry projects and problem-solving activities, with an emphasis on creative and critical thinking. The teachers are planning to work collaboratively in some subject areas and engage students with interdisciplinary projects next term. The teaching staff is commended for the strong alignment between its pedagogical approach and the goals of the new curriculum. Teaching and learning strongly supports the development of the core competencies.

Although the Team observed evidence of First Peoples Principles of Learning in the pedagogical approach in the classes observed, they were not made explicit.

The B.C. superintendent of Kezhi schools will be providing ongoing support to the schools in the organization to incorporate the First Peoples Principles of Learning and student self-assessment of the core competencies more intentionally into teaching strategies.



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 to prospective students each year in the Spring. The assessment consists of reading, writing, listening, grammar and oral proficiency to determine students' level of ability. The Principal oversees the admissions process and determines eligibility into grade 10.

To support grade 10 students in their English language acquisition, the program requires students to take ESL 10, a board/authority authorized (BAA) course that provides ESL support to students at the beginning of the program while also preparing students for Social Studies 10, that they take when they reach grade 11.

This year, students in grades 11 and 12 are taking the Communications 12 course, thus providing all students with an extra block of English Language Arts, in addition to the opportunity to write two provincial exams.

The School has a partnership with Lowell High School, a Group 4 independent school in Vancouver that is operated by the owner/operator of CZSS. Students have the option of participating in for credit courses in both summer and winter.

CZSS teachers employ a variety of strategies that work well for English language learners and consider the unique needs and interests of their students.

Commendation:

CZSS staff is commended for creating a positive and encouraging learning environment for English language learners. The Team observed students speaking English with each other both in and out of the classroom. Teachers facilitate a variety of extra-curricular activities, which students clearly enjoy, and contribute to a balanced education. There is also an emphasis on student leadership at the School.



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:

CZSS offers one BAA course, YESFL 10, which supports grade 10 students with their English language proficiency and prepares students for Social Studies 10. As required by the Ministry, the BAA course framework has been updated to align with the new curriculum.

The following four courses have been exempted from having B.C.-certified teachers providing instruction: Mandarin 10, 11 and 12 and PHE 10. The school has the appropriate documentation for the four locally certified teachers who are teaching these courses.

PHE 10 is being co-delivered with a B.C.-certified teacher who is responsible for teaching parts of the course that are not covered by the Chinese physical education curriculum. The B.C.-certified teacher also has administrative oversight of the course.

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 all of the classes and reviewed planning documents for all courses taught at the School. CZSS staff has updated its curricular planning to align with the new grade 10 curriculum, but some teachers are still refining planning documents to clearly reflect the Know/Do/Understand model of the new curriculum.

The Team observed that teachers of grades 11 and 12 courses have aligned their pedagogy with the focus of the new curriculum. Planning for grades 11 and 12 courses follows the “traditional overview” method but includes reference to the Big Ideas and some lesson plans for grades 11 and 12 courses reference Curricular Competencies.



Commendation:

Teachers are commended for the thorough approach to course and lesson planning and willingness to refine course outlines to more strongly align with the goals of the new curriculum.

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 CZSS currently attend school for 5 hours per day over the course of the school year. This results in 950 actual instructional hours, which is well 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

Comment:

The principal has a system of sampling teacher assessments of student work to ensure assessment practices are aligned with B.C. learning standards. Professional development opportunities are provided to teachers to help them understand how to apply the standards.

The principal oversees the invigilation of all exams. The correct software and security programs are installed on each computer and is updated before each exam session.

Assessment has been an ongoing focus of professional development. So far this year, the School has had one workshop in differentiated assessment. Assessment in relation to the new curriculum has been an ongoing topic of discussion at staff meetings.

In many course planning documents there was evidence of “backwards planning” (planning that is clearly linked to assessment). The Team also observed the use of rubrics, assessment maps and well-established criteria for success in assignment overviews and lesson plans.



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%). The data report also reveals a very strong first time grade 12 graduation rate, which is in fact higher than the offshore schools average and the average provincial first-time grade 12 graduation rate.

Commendation:

CZSS staff is commended for the school-wide focus on assessment and progress thus far in ensuring the learning standards embedded in the new curriculum are clearly reflected in assessments.

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:

CZSS is well-equipped with learning resources. The library has a good variety of fiction and non-fiction titles, including class sets of novels and a pod of computers. It is a well-organized and welcoming space, with several tables, each accommodating three to four students and is staffed by a teacher assistant. The School acquires new titles annually. This year the school has ordered several new titles for the library and a number of additional teaching resources.

The School also has a good collection of textbooks for classroom use. The classrooms are equipped with SMART boards and a projector and the teachers are supplied with desktop computers in the classrooms that have internet access.

IT lab #1 has recently been upgraded and IT lab #2 will be completed by the Fall of 2019. Teachers regularly bring their classes to the IT labs to support classroom learning.

Commendation:

CZSS is commended for providing teachers with professional development opportunities early in the school year in using SMART board technology in the classroom.

CZSS staff offers an excellent variety of clubs for students to engage in, and the School has provided the necessary resources to support staff in doing so. Students at CZSS benefit from an environment that supports a whole-child approach to education.



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:

Formal student progress reports are issued four times per year. I-Plan reports are issued for students who are struggling in advance of the formal reporting period. The School also issues interim reports from time to time, as required. Student-led conferences are held following the first and third formal report cards. Parents are informed that they can request a meeting regarding student progress at any time.

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

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 Team examined the 2018-19 student and parent handbook that is written in both English and Mandarin, easy for both groups to understand. It consists of four sections: (a) Mission Statement and Philosophy, (b) School Staff, (c) School Organization and (c) Procedures and Assessment & Evaluation. The handbook clearly expresses to the students and parents the school's policies and protocols from courses offered that lead to graduation to emergency procedures. The School has also developed specific policies to address the issues of discipline, attendance and the use of electronic devices.



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 that is written in English. It consists of seven sections: (a) Mission Statement and School Philosophy, (b) CZSS: A Unique Teaching Environment, (c) Professional Responsibilities, (d) School Organization, (e) Assessment and Evaluation, (f) School Routines and Procedures and (g) Appendices. The handbook includes the basic information that the teacher needs to know when beginning to teach at CZSS. The school also has a staff complaint resolution process and a staff evaluation procedure that provides formative and summative evaluations as well as self-evaluation.

The staff handbook is detailed and provides helpful information to new teachers.

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:

The School offers two courses via the Province's distributed learning provider, GlobalEd, the business company of Kamloops S.D. 73. There are 13 students registered in Calculus 12 and six students in Biology 12. The School provides a B.C.-certified teacher to supervise these students at school and give them learning supports. The newly renovated IT lab. Is available to these students for their DL courses.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Canada Zibo No. 11 Secondary School for:

- following up on the suggestions from the previous inspection, in particular the focus on the new curriculum development and the implementation and the hardware upgrades completed in the #1 IT lab,
- strong leadership from the principal, empowering teachers to explore and develop their own teaching strategies and assessment instruments required for the new grade 10 curriculum,
- providing a good educational program to the students, in particular English language learners, in a safe and caring learning environment. The Team observed students speaking English with each other both in and outside the classroom,
- the thorough approach to course/lesson planning and willingness to refine course outlines to more strongly align with the goals of the redesigned curriculum,
- its school-wide focus on assessment and its progress thus far in ensuring the learning standards embedded in the new curriculum are clearly reflected in assessments,
- providing teachers with professional development opportunities early in the school year in using SMART board technology in classrooms,
- making the students' school experience similar to that of onshore B.C. students by providing student activities, functions, celebrations and clubs,

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 Zibo No. 11 Secondary School continue to be recognized as a British Columbia-certified school.

