

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA BRITISH COLUMBIA INTERNATIONAL SCHOOLS - KUNMING

KUNMING, YUNNAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 2-3, 2020

INTRODUCTION

On November 2-3, 2020, an online certification inspection was completed on Canada British Columbia International Schools – Kunming (CBCIS-K) in Kunming, Yunnan Province, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Alan Schroeder and Peter Drescher (Chair).

The School's BC program has an enrolment of 81 students, in grades 10, 11 and 12. The BC program is housed in Kunming No. 10 Middle School which enrolls over 3200 students.

During their virtual visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the Offshore School Representative (OSR), BC Principal, the host school's International Director, BC teachers, Chinese head teachers, and members of student council.

The Owner/Operator, Sunny Bai, CEO of Beijing Kezhi Times International Consulting, is responsible for the BC program. Mr. Bai owns five other BC offshore schools in China, several more schools associated with other provinces, and Lowell High School, a Group 4 independent school in Vancouver, BC. Their "system" of BC schools is now known as Canada British Columbia International Schools or CBCIS.

The BC program's mission is stated as follows: "The School is dedicated to preparing its students for success in a rapidly changing world, by providing a supportive learning



environment that recognizes and respects individual differences, encourage students to challenge personal limits and promotes excellence”.

The School has experienced a challenging start to the 2020/21 school year. Staffed by three teachers and the Principal, the School had one teacher and the Principal teaching and leading remotely as they await the necessary permissions to travel to China. At the time of the inspection, this status had not changed. The Principal is hopeful that he and the teacher will finally make it to Kunming in early December. The host school, the Director of International Programs and the Chinese staff associated with the BC program have been very helpful and accommodating during this challenging time. They are to be commended for their support. The Principal is also to be commended for the leadership he has demonstrated in opening lines of communication with the host school, parents, the Chinese staff and his teaching staff, and working to ensure that student learning needs are being met.

The Team would like to thank Canada British Columbia International Schools – Kunming for its cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School had one requirement from the previous inspection, as follows:</p> <p>The School is required to submit a plan for the timely administration of an English language entrance assessment which:</p> <ul style="list-style-type: none"> • Ensures that CBCIS has clearly communicated its standard for acceptance to the School. • Is administered at a time which ensures that principal or designated BC-certified teacher is able to properly score the writing component of the assessment and conduct an oral interview. • Affirms an appropriate minimum score that is in keeping with the standard established by CBCIS. • Is administered and scored in a timely manner so that parents have time to pursue education alternatives should their son/daughter not qualify. <p>The Team was satisfied with the very active involvement of the School’s new principal in the ELL assessment and intake process. This is discussed in more detail in section 2.20.</p> <p>The previous inspection team also provided a significant number of suggestions for improvement in areas including marketing and student recruitment, staff retention, curriculum, assessment and reporting, and learning resources. The coronavirus epidemic and</p>			



turnover of staff and administration made it difficult for the School to address some of these suggestions in an appropriate manner. As a result, several of those suggestions are reappearing in this inspection report.

BUSINESS PLAN 1.0

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The BC program has a current enrolment of 81 students, representing a third year of relatively stable enrolment. The program desires to double enrolment in five years' time. Improving student academic success, parent satisfaction and teacher effectiveness, as well as creating an open and responsive environment are core priorities for 2020/21.

The Owner/Operator has submitted a comprehensive growth plan that focuses on five key initiatives:

1. Enhancing understanding among students and parents of the goals and value of the BC Global Education Program,
2. Continuing to fully implement the BC curriculum across all grades and teachers,
3. Enhancing understanding among Chinese faculty of the BC Global Education Program and how to collaborate and support BC teachers, students and parents in their education,
4. Having students increase ownership of their own learning, and
5. With the support of the host school and international director, increasing marketing of the BC program in the community.

The School's new principal has placed a priority on enhancing communication and collaboration among all key program stakeholders – between the BC program and the host school, the BC program and Chinese staff, and between the BC program staff, students and parents. This work is aimed at strengthening the BC program's foundation on which it desires to grow in the coming years.

Due to COVID-19 related travel restrictions, the Principal has not yet arrived at the School. Despite that, the Principal has implemented new and enhanced communication initiatives including weekly video conferences with the international director, twice monthly bilingual communications to parents to share information about the program and current events, daily video check-ins with BC teachers and Chinese head teachers, and successfully shifting some club activities online. The Principal looks forward to increasing engagement with stakeholders further once he arrives at the campus in the next few weeks.



Commendation:

The Principal is commended for his efforts at overcoming COVID-19-related challenges and working to enhance communication and collaborative relationships with key BC program stakeholders.

INSPECTION CATALOGUE 2.0**2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).**

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Owner/Operator meets the requirements set forth in the Agreement.

The Owner/Operator owns a system of six BC offshore schools in China, under the Canada British Columbia International Schools (CBCIS) brand, and an independent school in Vancouver.

The Owner/Operator employs a BC-based superintendent that is responsible for supporting system schools and teachers with curriculum implementation, professional development and program administration.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team reviewed a letter dated December 15, 2017 from the Education Bureau of Panlong District, Kunming that authorizes the BC Offshore School Program on the premises of Kunming No. 10 Middle School with validity until December 2022.

The Team also reviewed a business incorporation license for the Owner/Operator company issued by the Dongcheng Branch of Beijing Administration for Industry and Commerce with validity until January 30, 2030, and a Certificate of Public Institution with Legal Person Status issued to the host school by the Kunming Panlong Administration for Public Institution Registration with validity until September 2, 2024.



2.04-2.05 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team verified that the facilities are deemed to be suitable to support the BC program.

The Team reviewed a “Food Business License” issued by the Panlong District Market Supervision and Regulation Bureau with validity until April 19, 2021, a “Testing Report of the Kunming No. 10 Middle School Qui Shi Campus Teaching Building” issued by the Kunming Testing Center of Construction Quality dated June 13, 2008, and a “Statement of Fire Safety for Completion of Construction Project” issued by the Kunming Public Fire Detachment dated January 7, 2009.

The School’s emergency response manual is extensive and contains procedures for a variety of incidents and emergencies. The Team also reviewed a plan for temporary or permanent closure of the School in case of fire, earthquake, and other security related issues. It has been vetted by the Offshore School Representative for accuracy and functionality.

The School conducts four emergency drills each school year with a focus on fire, earthquake emergency evacuation and accidents. The first drill, with a focus on fire, emergency and earthquake, was conducted on September 18, 2020.

In response to the COVID-19 pandemic, the host school has created a bilingual “Epidemic Prevention” document containing input from the local health and education authorities.

The BC program is housed on one floor of the host school on a large campus. CBCIS-K currently utilizes 5 classrooms with some extra room for expansion if necessary. There are three additional offices, an administrative office, an academic advising office and a computer lab with 32 workstations. The School has recently created a new student lounge that houses the School’s collection of library books. It is a popular spot among students and is used for student collaboration inside and outside of the classroom. The host school shares its science lab facilities for chemistry and physics lab work.



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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Offshore School Representative (OSR) is an experienced educator and administrator who has served as OSR within the BC Offshore School Program since 2015. He was appointed OSR of the School in 2019.

The OSR 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's operation.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Principal is an experienced educator serving in his first year as principal of the School. While it is his first year in the BC education system, he has five years of experience teaching and leading another Canadian curriculum school in China. He also has several years of experience teaching and leading other schools in China and South Africa. The Owner/Operator has an exemption letter dated August 27, 2020 from the BC Ministry of Education authorizing the Principal to be principal of the School while he gains the required experience in the BC education system.

The Team examined the Principal's job description, which is standard among the CBCIS schools. It also reviewed the Independent Personal Services Agreement (Contract) of the Principal. The Team confirms that both documents satisfy the requirements of section 2.07 of the inspection catalogue.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School is supported administratively at the school level and system level. At the school level, the Principal is supported by the International Director of the host school, an administrative assistant and three Chinese head teachers, one for each grade level, who also provide guidance to students on their postsecondary study plans.

At the system level, the School is supported by a BC-based superintendent of BC programs who provides support in the areas of program administration, curriculum implementation and professional development.

The School meets the required bandwidth standard established by the Ministry of Education.

TESS is the approved administrative software and school information system that is used to store and transmit school and student data to the BC Ministry of Education.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed a sampling of student records and confirmed the presence of all required elements including BC program registration form, English language entrance assessment results, Permanent Student Record, student and parent consent forms and previous year report cards.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

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



The Team reviewed a sampling of teacher files and confirmed the presence of all necessary elements including verification of British Columbia teacher certification, employment contract, teacher evaluations, BC Ministry of Education personal information consent form, contact information, work permit and residence permit.

The Team verified that the School has in its possession letters from the Ministry of Education dated August 27, 2020 and October 2, 2020 providing temporary exemption until January 29, 2021 and February 8, 2021 for teachers whose teacher certification applications are in progress. The Team confirmed that CBCIS is supporting the teachers to ensure that all proper documentation is submitted to the Ministry in a timely manner.

For all locally certified teachers delivering exempted courses, the Team verified local teacher certifications and criminal record checks.

The School has three head teachers who are classified as Teachers' Assistants (TAs) for the purposes of this report. The host school certified that each TA has cleared a criminal record check with the local police station.

Staff are supported through various professional development opportunities provided by the CBCIS system of schools. Teachers at their six schools have access to resources, online professional learning community platforms, and workshops. CBCIS aspires to improve the level of system-wide networking occurring among teachers.

CBCIS casts a wide net in recruiting its teachers. Coming from many different English-speaking countries with different kinds of training and different approaches to teaching and learning, many if not most of the new hires have their first exposure to the BC curriculum and its foundational principles in a CBCIS school. It would be in the best interests of the system and all the students it serves to make improvements to its orientation of new staff. A summer institute focussed on the BC curriculum with general and subject matter breakout sessions may be helpful in not only providing an introduction to the new curriculum and to new colleagues but could also serve as a catalyst for building a strong networked community of practice.

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

<input type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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Comment:

Implementation of the new curriculum is progressing but is not at the level that one could describe as "fully implemented". High turnover of staff and administration (100% this year) has continued to be a challenge, preventing year to year progression toward full



implementation. Unfamiliarity with the curriculum on the part of new staff, most of whom have had training and experience from outside British Columbia has also slowed the implementation process. The challenging start to the school year with the Principal and one other teacher having to work remotely while they await permission to return to China has also hampered progress. There is evidence found in planning documents that the language of the new curriculum has been adopted (big ideas, curricular competencies, learning intentions) and there is evidence that the learning experiences that one would expect are an integral part of the new curriculum such as inquiry and project based learning, research and group assignments are being provided in some courses.

There was limited evidence of the core competencies being incorporated as an intentional and ongoing part of the student's educational program. There was also limited evidence of BC First Peoples Principles of Learning being intentionally included in the educational program.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The School uses an English language entrance assessment developed for and used by all CBCIS schools in China. It includes listening, vocabulary, grammar, reading comprehension, writing and an interview. The issues around process and outcomes in the administration of the entrance assessment in previous years resulted in a requirement for change and improvement in last years inspection report. The Team reviewed all of this year's admissions scores with the Principal (26 students). The Team can confirm that the Principal has taken full responsibility for admission of the students and was very familiar with each individual case. Nine students who fell well below the admission threshold were given conditional acceptance or parents were required to sign a letter of indemnity. The Principal was quite persuasive in maintaining that these students can be successful with proper supports and with the proviso that some might require more than three years to complete the graduation program. This was made clear to parents. The Principal indicated that this year's admissions were influenced by the exceptional circumstances created by the pandemic and a different, higher admissions threshold may be used next year.

The School provides a variety of supports for English language learning including, but not limited to:

- Two English Language Arts courses taken at each grade level,
- Conscious efforts by classroom teachers to teach the vocabulary necessary to address particular competencies,
- A daily reading block, and



- Additional English classes after school run by the Chinese head teachers.

The School plans to conduct a language proficiency test every six weeks with the results being used to target students requiring interventions in regular classes.

There would be a significant benefit in also having a cross-curricular focus on writing with all classroom teachers involved in the application of a writing standards rubric. A periodic school-wide writing assessment scored collaboratively by all teachers can help inform instruction. Perhaps the planned language proficiency test could focus on writing.

The Principal has begun work on revamping the English language support program provided by the Chinese head teachers and plans to make this a high priority upon his arrival in Kunming. He is focussed on building relationships and a team approach (BC teachers and Chinese staff) to addressing student learning needs.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School offers one approved BAA course ESL10-Canadian Studies (YESFL 10B). There are two exempted courses (PE10 and Mandarin) taught by locally certified teachers. No course challenges have been granted.

Equivalency reviews of distributed learning courses will become a requirement for the 2021/22 school year. This is discussed further in section 2.28.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed course overviews, unit plans, and lesson plans and interviewed each teacher to review and discuss planning, assessment, resources and assorted School-wide matters. Course outlines generally follow a template provided by CBCIS which addresses big



ideas, curricular competencies, learning intentions, teaching/learning strategies and assessment methods linked to the BC curriculum.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team verified that instructional time meets requirements. Students have at least 200 hours of instructional time committed to English Language Arts courses in each grade. Students also receive additional tutorial time to develop English language skills and receive post-secondary counselling from their Chinese head teachers

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Staff use a variety of assessments as student demonstrate their learning in a variety of ways. This was more evident in Language Arts and Social Studies classes and significantly less so in Mathematics and Science classes. What is unclear is whether their formative and summative assessments are accurate, valid, and reliable indicators of student progress in developing curricular competencies. The Principal has identified this as an area of focus for future professional learning.

It is suggested that staff engage in a number of more formal “standard setting” rubrics-based assessment activities, such a large group marking of writing assignments and major projects. It is also suggested that a set of “exemplars” of student work be collected that can be used to help future teachers that come to the School. The extent of involvement of students in developing rubrics and engaging in self-assessment appears to be in its formative stages and should also be an area of focus.

There were no results available for literacy and numeracy assessments held in the last school year. The results reported in the previous year’s report has prompted this inspection team to reiterate that given the language intensive nature of the numeracy assessment, low language proficiency would factor significantly in producing low results.



The structure of both the literacy and numeracy assessments is designed to assess those skills as they are applied to a variety of cross-curricular competencies. It would be in the students' best interests to ensure that both applied numeracy and literacy skills receive attention in all curriculum areas. They are not intended to fall under the sole domain of Mathematics and English teachers.

With the end of formal English 12 exams and the informative but infrequent and time-delayed results of BC literacy and numeracy assessments, the School is encouraged to identify one or two key performance indicators of student achievement to track progress over time and inform instruction. Progress in English language skills acquisition would be one obvious area to consider.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Teachers report that, generally, learning resources are adequate to support the curriculum. The Science teachers report that they have access to Physics and Chemistry labs in the host school and have assistance from lab technicians.

The School's library and 32-station computer lab had been housed in one location last year. The School's student council has been active in establishing a "student lounge" where students can engage in quiet study, reading, and rest. The School's growing collection of fiction and non-fiction titles has been relocated to this space and the former lab/library is now a computer lab with considerable space for other potential learning activities. Student council has taken on the task of managing the collection. The Team was given a virtual tour of the lounge and lab by the council's president and saw the potential for the lounge to be a positive learning environment.

The large computer lab has the potential to be much more than that providing a functional multi-purpose space that can be used for a variety of large and small group events and activities.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed a sampling of report cards issued since January 2020. The School uses the TESS student information system. The Team noted that the School had addressed the issue of reporting on 1) attendance, 2) tardiness and 3) a scale of letter grades and percentages raised during the previous inspection. Although the “fix” meets requirements, it appeared to be quite labour intensive. It is suggested that the superintendent of CBCIS schools work with the TESS service provider to implement a more effective system-wide remedy for this issue.

The School issues four formal reports each year. Interim reports are issued 6 weeks prior to each reporting period. Three parent/teacher/student conferences are planned for this year.

The content of a sampling of report card comments was reviewed. The Team believes that more can be done to have comments add more value to the reporting of percentages and letter grades than is currently the case.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team verified that the parent/student handbook meets the requirements as outlined in section 2.26 of the inspection catalogue. It is a comprehensive, bilingual document that contains sections related to student conduct, introduction of School staff, overview of the BC educational program and graduation requirements, admission requirements, emergency procedures and parental appeals.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirmed that the teacher handbook is comprehensive and meets the requirements as outlined in section 2.27 of the inspection catalogue.



It is prepared centrally by the CBCIS system and contains content related to professional matters, school organization, assessment and evaluation, and school policies and procedures. It contains details of the system's teacher evaluation procedures as well as staff resolution policy and procedures.

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

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School will be offering one distributed learning course, Calculus 12 to an estimated 15 students in semester 2. One student is currently registered in a DL course in Career Life Education 10 and Physics 11. All courses are provided through the approved service provider, Global Education. The Team obtained instructor-specific a course outlines for the courses and determined that they are appropriate matches to the BC curriculum.

Equivalency reviews of distributed learning courses has become a requirement for the 2020/21 school year. It is suggested that the School work with the superintendent of CBCIS schools to develop an equivalency policy that provides guidance and direction to its schools in undertaking a review of all distributed learning courses to ensure that there is an appropriate match to the BC curriculum.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Canada British Columbia International Schools – Kunming for:

- the leadership and effort of the school principal in overcoming COVID-19-related challenges while managing from afar, working to enhance communication and collaborative relationships with key BC program stakeholders including but not limited to the host school, the Director of International Programs, parents, the Chinese staff and his teaching staff.
- the preparedness of the principal supported by his highly capable administrative assistant for this inspection.
- the number of extra-curricular opportunities sponsored by teachers and/or organized by student council which contribute to building a sense of community among students.



- the dedication and commitment of teachers in responding to the needs of students, helping them find pathways to success.

The Inspection Team also wishes to recognize

The host school, Director of International Programs and the Chinese staff associated with the BC Program. They have been most helpful and accommodating during this challenging time. They are highly commended for their support as the Program finds its way back to some semblance of normalcy.

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 Canada British Columbia International Schools – Kunming continues to be recognized as a British Columbia-certified school.

