

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADA HEFEI NO.1 SECONDARY SCHOOL

HEFEI, ANHUI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 7-8, 2018

## INTRODUCTION

On November 7-8, 2018 a certification inspection was completed on Canada Hefei No. 1 Secondary School in Hefei, Anhui Province, People's Republic of China, referred to as the School or CHSS 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 Alan Schroeder and Peter Drescher (Chair).

The School's B.C. program has an enrolment of 235 students, in grades 10-12. The B.C. program is housed within Hefei No. 1 High School, which has been operational since 1902. Two other programs, offering an American curriculum are also located on site. The entire campus enrolls more than 6000 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 Kezhi superintendent representing the School's owner/operator, B.C. principal, B.C. teachers, counselling department head, office manager responsible for the Chinese homeroom teachers, the director of international programs and the principal of the host school.

The owner/operator, Mr. Sunny Bai, Beijing Kezhi Times International Consulting (Kezhi), is responsible for the B.C. program. The Kezhi family of schools includes five other B.C. offshore schools, seven offshore schools operated in agreement with another province, one



independent school in B.C. and one in Ontario.

The B.C. program's mission is stated as follows:

*We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence.*

The Team would like to thank Canada Hefei No. 1 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 type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met <input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were no requirements stated in the previous inspection report. The School has responded thoughtfully to the suggestions offered and has taken action where possible. One suggestion, concerning bandwidth availability remains a standing item, which will be addressed later in this report.</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 Team reviewed the business plan filed by the owner/operator and confirms that there is a sustainable plan to ensure a quality program. The School has an enrolment intake cap of 90 students each year for a potential total of 270 students. At 235 students, the School appears to be reaching the limits of its capacity given the available instructional space and the size of many classrooms. The School is able to draw from a pool of students who have English language skills that are stronger than many jurisdictions in China. Many parents in the surrounding community send students to late afternoon or weekend English classes during the K-9 years.</p> <p>Each year, 60-80 students travel to B.C. for a four to six-week summer learning experience at the Kezhi affiliated Lowell High School in Vancouver. Students are able to complete credit</p>



courses, enjoy a Canadian cultural experience and have opportunities to visit university campuses.

A counselling department head provides support to students in researching prospective post-secondary institutions and preparing applications for admission. Under the direction of the counselling department head, Chinese homeroom counsellors are also engaged in supporting students with their applications. There has been considerable success in placing students in Canadian universities. All but four of the seventy 2017/18 graduates opted to attend post-secondary institutions in Canada. The University of Toronto was the preferred destination with 30% of graduates enrolling there, followed by the University of Alberta at 14%.

With Career Life Education 10 being implemented in the second semester and Career Life Connections 12 being required in future years, it is suggested that the School do what is appropriate to ensure a coordinated approach involving the Chinese homeroom counsellors, the counseling department head and CLE/CLC teachers in advising and teaching students about researching post-secondary options and helping them make informed decisions about their educational futures.

The School has had a very high graduation rate, exceeding the provincial rate every year. During the last two years, the graduation rate was 100%.

The School has invested considerable effort in building relationships and communicating with parents. A unique feature of the School is the establishment of grade level parent committees. Six to ten supportive parents are identified for each of the three grade cohorts. Their role is to help communicate understanding of the B.C. program to other parents, act as a sounding board to help the School deal with emerging issues, assist in problem solving, and participate in celebrations of learning.

**Commendation:**

The Team commends the School for its very high graduation rate, which has exceeded the provincial rate every year. During the last two years, the graduation rate was 100%.

The Team also commends the School for the relationships that it has been able to develop with parents through the organization of parent committees for each grade level.



**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 confirmed that the owner/operator, Sunny Bai, Beijing Kezhi times International Consulting Co., Ltd., meets all the requirements as set forth in the certification agreement.

The Team verified that the School has on file an original government approval document from the local municipal education bureau demonstrating support and permission for the B.C. program to operate. The B.C. program represents one aspect in the host school's annual inspection conducted by the local education bureau.

The School has a good relationship with the host school. The principal, in his second year at the School, has been successful at developing the relationship. The B.C. program office manager, an employee of the owner/operator who has been at the School since 2012, has been successful at forging a positive working relationship with the host school's director of international education. The director of international education is highly supportive of the B.C. program, contributes to its success, and advocates on its behalf.

**Commendation:**

The Team commends the positive relationships that have been developed by the principal, the director of international education, and the B.C. program office manager. These have provided a foundation of strong support and advocacy by the host school for the B.C. program.

**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 School is located on the fifth floor of the international building on the host school campus. The School is comprised of classrooms, administrative offices, teacher offices, a computer lab, a library and a conference room. Sixty percent of students live in on-campus



dormitories. The B.C. program has access to host school science labs, a cafeteria, athletic facilities, computer labs, main school library and two medical clinics that offer round-the-clock service.

At 235 students, the School appears to be reaching the limits of its capacity given the available instructional space and the size of many classrooms. The local education bureau caps the annual intake of students at ninety. There are currently no plans to expand school enrolment capacity.

The Team reviewed local building construction, fire control and cafeteria codes and permits and confirmed that all local requirements are being met. English translations of these documents would be helpful.

The School has well-detailed policies to respond to emergency situations. Since its previous inspection, Kezhi schools have added plans to its policy binder to support students and teachers in the event of temporary or permanent closure to one of the system's five B.C. programs in China, the one affiliated independent school in B.C., and other international schools within its system. The additional plans were reviewed by the offshore school representative for accuracy and functionality.

### 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 offshore school representative (OSR) has served in this position with the Kezhi system of schools for more than three years. He has more than ten years of experience as an educator at B.C. offshore schools. In addition, he has eight years of experience working in the field of international education at the post-secondary level in B.C.

The Team reviewed the contract of the OSR and confirmed that all the requirements related to the OSR in the Agreement are in compliance. The OSR has an enhanced level of engagement with the program.



During the inspection, the School was represented by the Kezhi system B.C. superintendent while the OSR was assisting with another Kezhi school inspection. The Team appreciated the assistance of the superintendent during the inspection.

### 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:**

This is the principal's second year in his position at CHSS. He has previous experience as a vice principal and department head in offshore schools in China and South Korea.

The principal is an energetic, resourceful, instructional leader. He is very knowledgeable about the current thinking around effective teaching, learning engagement and the professional growth of teachers. He has developed a very positive working relationship with his staff, who hold him in high regard. His style would be best described as that of a "servant leader" committed to supporting teachers in as many ways as he can.

**Commendation:**

The Team commends the highly supportive role that the principal plays in providing instructional leadership to his staff and for striving to do whatever he can to ensure that they have what they need to do their best work.

### 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 has several administrative staff that support the B.C. program including an office manager, an administrative assistant, a counselling department head who operates a post-secondary studies advising office, and a team of Chinese homeroom teachers working under the direction of the office manager. The homeroom teachers assist B.C. teachers with student learning, provide counselling and academic advising, handle disciplinary issues and communicate with parents.



The host school's director of international education acts as a liaison between the School and the host school. The international director assistant provides services related to teacher visas and salary matters.

The School is supported by a B.C.-based superintendent's office with administrative assistance, curriculum implementation, and resources.

Commendation:

The Team commends the administrative support team for its commitment to providing quality service to the B.C. program. They all serve as strong advocates for the 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 reviewed a selection of student record files and confirmed that the files contain requisite documents including a registration form, ELL entrance assessment results and copies of student report cards. The B.C. Ministry of Education's personal information consent form revised for 2018/19 has been completed by all students and parents.

The Permanent Student record (1704) is kept up to date and securely backed up on TESS and is also stored in each student's file on site in the principal's office.

### 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 confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.**

The Team reviewed each teacher's file and confirmed the presence of all necessary elements including copies of each teacher's Teacher Regulation Branch Certificate of Qualification, employment contract, teacher evaluations, B.C. Ministry of Education personal information consent form for teachers, contact information and work permit.



During the inspection, the Team verified that the School received a letter dated November 2, 2018 from the B.C. Ministry of Education, extending temporary exemption for three teachers whose Certificate of Qualification applications were in progress. The additional temporary exemption has been extended until December 19, 2018. The Team verified that the School is supporting these teachers to ensure that all proper documentation is submitted to the Teacher Regulation Branch in a timely manner.

For all locally-certified teachers delivering exempted courses, the Team verified local teacher certifications. The Team suggests that criminal records checks of all locally-certified teachers be obtained at the earliest opportunity and that all certification documents be translated into English.

The staff is very collaborative. Their professional growth is supported through systemic opportunities for staff development, their sharing of ideas, and by the principal who makes a point of introducing relevant new ideas around teaching, learning and assessment. The principal is supported in leading the School's professional development initiatives by the Kezhi superintendent who prepares a suite of suggested professional development (Pro-D) topics and sends resources, including professionally created webinar-style Pro-D sessions that Kezhi has purchased through a subscription.

Professional development during the previous and current years has and continues to be focussed around teaching, learning and assessment strategies that pertain to the new curriculum.

Several staff have developed or maintained connections with colleagues teaching the same courses at other schools. Kezhi is finding ways to facilitate networking among its schools. The Team encourages Kezhi to continue this work and for the staff at CHSS to take full advantage of the opportunities that this might provide.

**Commendation:**

The Team commends the dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals and help students achieve success and for creating a strong, mutually supportive professional work culture.



## 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 School is well on its way to fully implementing the grade 10 curriculum. Course overviews, student learning experiences and assessment practices are reflective of the foundational principles of the new curriculum. Staff have made a good start in implementing the new grade 11 and 12 curriculum. Many grade 11 and 12 course overviews have already been rewritten and the Team observed many student learning activities which were very much in keeping with new directions. One School initiative is most noteworthy. Teachers of English, Science, Drama and Computer Studies have engaged in cross curricular collaboration by developing integrated studies units or projects for Chemistry 12/English 12 and Science 10/Drama 10/Computer Studies 10. Students have opportunities to demonstrate their learning in multiple ways and learn that the application of knowledge and skill (Knowing and Doing) is meant to be integrated and not segmented.

Staff have been collaboratively addressing vertical alignment and appropriate scaffolding of content and skills development in each curriculum area.

Staff and administration recognize that more that needs to be done in implementing new curriculum in grades 11 and 12 and have committed to addressing this priority during this school year. Instructional strategies and assessment pertaining to aspects of the new curriculum will be a significant part of their professional learning this year. They understand that cross curricular approaches to addressing the core competencies, (communication skills in particular), should remain a high priority.

#### Commendation:

The Team commends the resourcefulness, creativity and innovation that staff have demonstrated in engaging students in the new curriculum. The cross curricular collaboration in developing integrated studies units for Chemistry 12/English 12 and Science 10/Drama 10/Computer Studies 10 is particularly noteworthy.



**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 Kezhi systems admissions test to prospective students in June and August. It includes listening, vocabulary, grammar, reading comprehension, writing, and oral interview components. The principal marks the assessment with some support from teachers and makes all final determinations regarding admission. The School is able to draw from a pool of students who are high achievers and have some background in the English language, with many having attended private language classes during their K-9 school years.

English language learning is supported in several ways. Students in grade 10 take a BAA English/Social Studies language development course prior to taking English 10, grade 11 students take English 11 and Communications 12 and Grade 12 students receive more than 200 hours of instruction in English 12. Students receive additional English language instruction in IELTS classes taught by Chinese homeroom teachers.

The Chinese homeroom teachers have a very positive and supportive working relationship with the B.C. program teachers. In addition to teaching IELTS classes, they assist students with their studies where they can, provide academic and personal counselling and communicate with parents on a regular basis.

**Commendation:**

The Team commends the supportive role that Chinese homeroom teachers are fulfilling in helping students acquire English language skills as well as providing academic assistance and personal counselling and communicating with parents.

**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:**

The School offers one BAA course, introduction to English and Social Studies 10 (YESFL 10) which is taken by all students prior to taking English 10. The course overview has been updated to reflect the new curricular framework and has the appropriate Ministry approvals.



The School provides exempted courses in Mandarin 10, 11, and 12, Physical Education 10 and Fine Arts 12. The courses are taught by certified Chinese teachers. The health and other theoretical components of PE 10 are taught by certified B.C. teachers during Career Life Education 10 classes.

**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 confirms that course overviews for all grade 10 curricula have been updated to reflect new curriculum frameworks. A school wide template for overview completion has been provided. In anticipation of curriculum changes at the grade 11 level, many overviews have already been updated. That work will continue in preparation for grade 11 implementation in the next school year.

The Team conducted meetings with groups of teachers to review and discuss planning and assessment as well as making classroom visits. There was evidence of short and long-term planning that included content, teaching strategies, evaluation and assessment methods linked to B.C. curriculum. There was evidence that daily lesson plans and student work were consistent with course overviews. Classroom visits and planning documents provided considerable evidence that students are exposed to a variety of learning experiences and that English language development was consistently addressed.

Students can demonstrate their learning in a variety of ways and there was considerable evidence of active engagement. Communication skills demonstrated in its various forms receive a high priority.

**Commendation:**

The Team commends the thoughtful planning for instruction by staff, and the resourcefulness that they have demonstrated by creating learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways.



**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:

The Team verified that the School offers 962 hours of instructional time each year, which exceeds the required number of instructional hours per year. Students have at least 200 hours of English language instruction scheduled annually.

Additional supports are provided to students through late afternoon or evening IELTS preparatory courses, after-school club activities and a variety of special events, all of which allow for English language development.

**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 Team noted the use of both formative and summative assessment practices. Students can demonstrate their learning in a variety of ways and receive regular and frequent feedback. The use of rubrics, derived from performance standards, designed by teachers, or drawn from other sources was apparent. Students are involved in self-reflection and self-assessment in a variety of ways.

Staff work collaboratively to improve their assessment practices to ensure that assessments are consistent, accurate, valid and reliable. Sharing and joint development of assessment tools takes place. Performance standards are used where applicable and teacher designed rubrics are used regularly. Staff indicated the importance of having a collection of exemplars to help students identify quality attributes to strive for when completing assignments. The team suggests that staff expand on their efforts to ensure accurate, valid, and reliable assessment by engaging in formal or informal group or paired marking exercises using writing performance standards or other benchmarks.

Elements of the core competencies are being incorporated into lessons, but assessment of those competencies is still in its early development stages.



The Team reviewed provincial exam results for English 12 and Communications 12 and noted the difference between English 12 and exam and school marks was considerably higher than the difference provincially. The School is addressing the issue in the short term in English 12 classes. In the longer term, greater attention to scaffolding curriculum from grades 10 through 12, and increased use of exemplars along with other cross curricular literacy initiatives are directed at attaining positive results on future provincial literacy assessments.

The Team notes that the School had 88% of its students achieve “Proficient” or “Extending” on the provincial numeracy assessment. Given the language intensive nature of the assessment this is an excellent achievement.

**Commendation:**

Teachers are to be commended for their collaborative approach in learning about, developing and using quality assessment practices.

**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:**

Classroom print and other resources appear to suitably meet requirements in order to effectively deliver the B.C. program. The School does not appear to have a clear set of criteria for resource acquisition that address issues such as relevance to the curriculum, developmental and age appropriateness, effective instructional and technical design, copyright and cultural sensitivity. It is suggested that the Kezhi develop a policy for use by all of its B.C. programs.

It is suggested that the School work with the owner/operator, Kezhi, to identify online resources that will support the new curriculum for grades 11 and 12.

The School has a small library with a limited collection of approximately 500 fiction and non-fiction titles. A recent investment of 12,500 RMB was used to bolster the collection. The library is managed by a small group of students with oversight provided by one of the Chinese homeroom teachers. The library also serves as a student reading room and a place where students can access a printer and photocopier. The library lacks sufficient space to accommodate an entire class. Staff have indicated that online resources offer adequate support to have students do research and engage in inquiry-based learning and there is little



need to access non-fiction print resources. After an inquiry about an inspection report prepared several years ago there was a discovery of a 2000 title collection of eBooks which has had limited or no use in recent years. It is suggested that accessibility to these books be given a high priority. It is also suggested that before further library collection investments are made, the principal work closely with staff and the director of international education to clearly articulate a vision that describes the role that a library space and its collection might play in supporting the new curriculum.

The Team further suggests that a revisioning of the school library be incorporated into a much larger vision for space and technology utilization in the School. Given the new curriculum's focus on inquiry and problem-based learning, the active engagement of students in multiple forms of learning and the space limitations of existing classrooms, consideration should be given to reconfiguring or making more effective use of the following areas:

- Testing Centre
- Library
- Counselling and Conference Centre
- Computer Lab
- Corridor connecting B.C. program to Science building

Among other considerations, the vision might attend to the following:

- How and for what purposes a space might be used to support the new curriculum,
- How and when a space might be accessed by students,
- How the space limitations of classrooms for certain learning activities can be overcome,
- How space might be furnished and equipped to support multiple ways of learning, and
- How space might be resourced to support research and inquiry-based learning.

Students also have access to the large library that serves the entire campus. The Team visited the library and confirmed that it does contain a selection of English language fiction and non-fiction print materials. It is not known to what degree it is able to support the new curriculum. The head librarian has agreed to provide a list of all available English language resources and it is suggested that B.C. teachers review the holdings to determine which ones may be relevant and of value in supporting the B.C. curriculum.

The School has exclusive access to a large computer lab and has shared access to other labs elsewhere on the campus. Each classroom is equipped with a smart board and these are



widely used by both teachers and students. Wi-Fi connectivity is available but would be severely taxed with multiple users accessing it at the same time. Students are allowed to bring their laptops or tablets to class when required for a learning activity. Reliable and convenient access to technology and connectivity will grow in importance and frequency of use as full implementation of the new B.C. curriculum is realized. It is suggested that the principal work with staff, the director of international education and the host school to ensure that technology can fully support all aspects of the new curriculum.

The School has access to Physics, Chemistry and Biology labs that are shared with the host school. The labs appear to be well equipped. Visits to the labs by students in the B.C. program have been limited to this point.

**Commendation:**

The Team commends the host school for the many technology improvements that have been made in recent years.

**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:**

Four formal reports are issued by the School each year. Large scale parent meetings are held at the end of terms 1 and 3. A review of a sampling of formal reports indicates considerable variation in the content and length of anecdotal comments provided in support of reported grades. It is suggested that staff work together to establish a set of guidelines for preparing report card comments that indicate what students are able to do, what they need to improve, and suggested strategies for improvement. These guidelines should also be reflective of new curriculum directions.



## 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 verified that there is a detailed student/parent handbook that has been updated for the 2018/19 school year. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student admission, student assessment, student conduct and student supervision.

### 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 verified that the teacher handbook has been updated for the 2018/19 school year. The teacher handbook is comprehensive and includes content in support of teachers' professional needs.

The teacher handbook has been updated to satisfy Ministry requirements for the 2018/19 school year.

## 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 Team verified that the School offers two courses, Calculus 12 and Biology 12 through distributed learning and that the courses are offered by the prescribed DL provider, Kamloops SD73 Business Company – Global Education.



Sixty-seven students are enrolled in Calculus 12 and ten students in Biology 12. For these iDL courses, the principal screens students prior to course selection to ensure that students have enough English language skills to succeed. Chinese homeroom teachers provide support to students in terms of time management and oversight of their homework during evening studies. All iDL tests are invigilated by the B.C. principal.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the owner/operator, principal and staff of Canada Hefei No. 1 Secondary School for:**

- The dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals and help students achieve success and for creating a strong, mutually supportive professional work culture.
- The thoughtful and thorough planning for instruction, and resourcefulness that staff have demonstrated by creating learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in many ways.
- The creativity, innovation and resourcefulness that staff have demonstrated in engaging students in the new curriculum. The cross curricular collaboration in developing integrated studies units for Chemistry 12/English 12 and Science 10/Drama 10/Computer Studies 10 are particularly noteworthy. Students have opportunities to demonstrate their learning in multiple ways and learn that the application of knowledge and skill (Knowing and Doing) is meant to be integrated and not segmented.
- The collaborative approach taken by staff in learning about, developing and using quality assessment practices.
- The highly supportive role that the principal plays in providing instructional leadership to his staff and for striving to do whatever he can to ensure that they have what they need to do their best work.
- The demonstrated commitment of the administrative support team to provide quality service to the B.C. program. They all serve as strong advocates for the program.
- The supportive team of Chinese homeroom teachers who are providing extra instruction to help students develop their English language skills, academic and personal counselling and a means of communication with parents.
- The relationships that the School has been able to develop with parents through organization of parent committees for each grade level.



- The School's very high graduation rate, exceeding the provincial rate each year, which has repeatedly been close to or at 100%. The Team also commends the School for the students' success on the provincial numeracy assessment where 88% of the students who wrote the assessment achieved "Proficient" or "Extending".
- The positive relationships that have been developed by the principal, the director of international education, and the B.C. program office manager. These relationships have provided a foundation of strong support and advocacy by the host school for the B.C. program.
- The Team commends the host school for the many technology improvements that have been made in recent years.

### **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 Hefei No. 1 Secondary School continue to be recognized a British Columbia-certified school.**

