

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

CANADA QINGDAO SECONDARY SCHOOL

QINGDAO, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 22-23, 2020

## INTRODUCTION

On October 22-23, 2020, an online certification inspection was completed on Canada Qingdao Secondary School (CQSS) in Qingdao, 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 (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 Doug Lauson (Chair) and Alan Schroeder.

The School's BC program has an enrolment of 146 students, in grades 10 to 12 (Source: Canada Qingdao Annual Report, September 23, 2020). The School is housed on the campus of Qingdao No. 9 Middle School, a large public Chinese school that has been in operation for 120 years. The entire school, which houses the BC program, enrolls 2,300 students.

During their 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 School's Owner/Operator, Offshore School Representative (OSR), Qingdao No. 9 Middle School vice-principal, BC Principal, BC teachers, support staff and students.

The Owner/Operator, John Zhu, is responsible for the BC program. In addition to the School, Mr. Zhu operates three other BC offshore schools in Shandong Province through his company, Canadian-Sino Education Exchange Centre (CSEEC). The three additional schools are:

- Canada Shandong Secondary School (Tai'an).
- Canada Weifang Secondary School (Weifang),
- Canada Yantai Secondary School (Yantai).



Each of these schools follows the same structural model of partnership with a local Chinese public school.

The BC program's philosophy, objectives and special features include a new Mission Statement that states: "CQSS aims to create global citizens who are focused on high academic achievement. By working in a safe and caring environment, students can find success in all aspects of life".

All 55 students of the June 2020 graduating class secured placements at various western universities throughout the world, (45 to Canadian, six to United Kingdom and three to Australian universities, one postponed studies due to the COVID-19 pandemic) - a testament to the School preparing them academically for post secondary studies.

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School had a follow-up meeting with the previous inspector of the 2019/20 inspection on September 24, 2020. The previous inspection report did not list any requirements. The School did choose to follow up on the six suggestions made by the previous inspection team. Of these suggestions, several have been completed and others are in the process of implementation.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The business plan submitted by the Owner/Operator indicates a decrease in enrollment from 154 last year to 146 this year, a decline of 5%. This slight decline was due to the fact that some admitted students changed their minds and chose to attend local domestic Chinese schools due to COVID-19 pandemic concerns. The business plan includes a forecast of an enrollment increase over the next 5 years to 180 students.</p>		



The School has introduced *myBlueprint* software to enable students to develop portfolios of their work for use in enhancing reporting to parents/guardians. Together with *Schoology*, parents/guardians are able to closely follow their children's progress.

The new principal brings with her a strong history of expertise of the BC program, having worked in two other BC offshore schools. Her experience of what works in an offshore school will benefit CQSS as it moves forward in its school growth plan that includes providing focussed professional development on assessment and reporting. Her introduction of *ReadTheory* and plans to benchmark reading performance will improve student reading comprehension at their levels.

There is a good relationship with the Chinese host school as evidenced in the Team's discussions with the host school's vice-principal who was previously the International Director and is therefore familiar with the BC program.

**Commendation:**

The Team commends the Owner/Operator and School leadership group for following through on the suggestions of the previous inspection that were designed to strengthen and grow the already robust educational program at the School.

## 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).

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

The owner operator, Mr. John Zhu, and his company (CSEEC) meet all the requirements as set forth in section 5.00, Qualification Criteria for Owners/Operators, section 37.00 Owner/Operator Representations, Warranties and Obligations and Schedule A of the Agreement. Mr. Zhu operates the three other CSEEC BC offshore schools in Shandong Province in the cities of Tai'an, Weifang and Yantai using a similar governance model, creating a system of four CSEEC schools.

**Commendation:**

Mr. Zhu opened his first BC offshore school in August 2009. He opened CQSS in 2011 and has been operating his four schools in conformity with the regulations of the BC Global Education Program for the past 11 years without any significant issues. This is largely due to his strong support for the BC educational program and the employees of his schools, following all the requirements of the Agreement.



**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:**

On March 9, 2011, the Qingdao Education Bureau approved the opening of a BC offshore school on the campus of Qingdao No. 9 Middle School. On December 12, 2017, the School obtained a second Letter of Approval from the Qingdao Education Bureau giving Canadian-Sino Education Exchange Centre permission to operate a BC offshore school program on the premises of Qingdao No. 9 Middle School. However, this second letter expressly approves and has no objection to (i) CSEEC operating Canada Qingdao Secondary School under a certification agreement with the Province of British Columbia (ii) delivering the BC education program to grade 10 - 12 students who will receive the BC Graduation Certificate upon successful completion and (iii) hiring teachers with certificates of qualification (COQ) issued by the BC Ministry of Education. This letter expires December 2022. Both documents were translated to English.

**Commendation:**

The School is commended for obtaining the second Letter of Approval that meets specifically the requirements of section 5.03 of the Agreement.

**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:**

Qingdao No. 9 Middle School is housed on a new campus that opened in 2017. The campus resembles a small university with multiple teaching buildings and dormitories to house its 6,000 students. The BC program operates in the International Building of the host school. It is therefore subject to the building & safety rules and regulations that govern the host school. The School operates mainly in six classrooms equipped with SMART boards. In addition, the School has access to science labs., art rooms, computer labs., auditorium and its own library. There are two staffrooms and an administration office. The students have access to host school's many sports fields for outdoor activities.

The School provided the team with four building and safety documents in Chinese, all translated to English. These documents included:

- Food Business Licence for the cafeteria (Expiry March 12, 2022) issued by the Huangdao District Food and medicine Administration Bureau, Sino-German Branch,



- Huangdao District Construction Site Completion Certificate (Issued December 30, 2016) from the Huangdao District Construction Bureau,
- Construction Site Fire Drill Inspection Certificate (June 10, 2016) from the Qingdao Firefighting Bureau stating that all teaching buildings including the library, cafeteria, museum, dormitories, gym, lecture hall and all staff buildings have been inspected and passed.
- Electrician Equipment Inspection (Acceptance) Report (August 4, 2016) from the Meteorological Lightening Center that specifies no problems with the electrical equipment.

The School's emergency plan is the standard for the CSEEC group of schools and includes protocols for accidents, fire drills, security issues, earthquake drills, and evacuation. In addition, there is a section on the School Closure Contingency Plan that describes what would be done in any event that would cause an unplanned temporary or permanent closure of the school. This plan involves the creation of an Ad Hoc Contingency Plan Committee that includes the Owner/Operator, OSR, International Director, BC Principal and BC superintendent. This year, the emergency plan now includes a section that deals with pandemic responses.

The host school has an on-site medical clinic next to the cafeteria where emergency treatment may be obtained in the event of an accident.

**Commendation:**

The School is commended for providing the translations of the appropriate building and safety documents as required by the BC Ministry of Education. CSEEC is commended for developing a common emergency plan for its schools that includes actions that will safeguard the safety of students and teachers including relocation, if necessary, in the event of major unforeseen matters.

**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 veteran in BC offshore school programs. He meets the requirements and responsibilities as described in the BC Global Education Program Operating Manual, section 5, Roles and Responsibilities-Offshore Representative, section 14, and Schedule B of the Agreement. He is approved by the Ministry of Education and 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 operations.

The Team examined the OSR's job description and confirms that it meets the duties outlined in the BC offshore program agreements (section 2.06 of the inspection catalogue) including that he legally represents the Owner/Operator in dealings with the Ministry in his function as the liaison between the two authorities.

The OSR is also the approved OSR for the other CSEEC BC offshore schools as well as another non-CSEEC BC offshore schools.

**Commendation:**

Several teachers commented on the strong support they received from the OSR in helping them transition to the school under trying conditions caused by the COVID-19 pandemic. In particular, the new Principal appreciated the support given to her by the OSR in settling into her new position.

**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 of the School is new to the position this school year, having come from another BC offshore school in China. This is her third BC offshore school, and she brings with her a wealth of experience with the BC education program. Prior to working in China, she had experience administering and teaching in the public-school system of BC.

The Team examined the Principal's job description that contains nine general responsibilities of the Principal. Together with the Independent Personal Services Agreement (Contract), the documents satisfy the requirements of section 2.07 of the inspection catalogue.

The Team found the Principal eager to arrive at the School and to begin her tenure as educational and administrative leader. Her experience allowed her to administer the School remotely for several months until the PRC lifted the border controls, allowing her to travel to China to assume her new role. At the time of the inspection, she was still in quarantine in her arrival city of Xiamen and conducted the inspection from her hotel room with the logistical support of colleagues at the School.



**Commendation:**

The Team acknowledges and thanks the Principal and her assistant for preparing for the inspection process and ensuring that all documents and technology requirements were in order and available for the inspection.

**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 employs several support staff in the capacities of administrative assistants, teacher aides and guidance counsellor. The COVID-19 pandemic caused the new Principal to be prohibited from entering the People’s Republic of China until late October, so she had to manage and administer the School virtually from Canada. Her administrative assistant was invaluable to her in administering the School remotely. He functioned in many roles and was the “centre of the School”, helping teachers, liaising with parents, hiring/supervising teacher aides, etc. He performed all the responsibilities given him professionally and expeditiously.

The aforementioned teacher aides are graduate students who were hired to help specifically the online teachers in classroom management and individual student assistance. The online teachers praised the work of the teacher aides for their classroom support.

The job description of the guidance counsellor describes assisting students in a choices of program studies and preparation/application for studying at post secondary institutions. The Team was impressed with the thorough and professional assistance provided to students as they discerned their vocations and the post-secondary options open to them.

**Commendation:**

The Team commends both the Office Manager and the Guidance Counsellor for the excellent work that they do in providing a smooth operating school that caters well to the future wellbeing of the students. Both persons were knowledgeable of their responsibilities and both exceeded these responsibilities with commitment and dedication to their respective jobs.

The Team commends the School for the extensive support provided to graduates for post secondary applications, processes, and follow-up after they have left the School.



**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 examined the sample student records submitted and verifies that they contain the nine items required by section 2.09 of the inspection catalogue. In addition, the School includes the current Parent/Guardian consent form, a signed copy (by student and parent/guardian) of the School's Code of Conduct policy, and a Health Information form.

The formal school records are maintained through the Windsor TESS school administration system that are maintained by the Principal's administrative assistant.

The submitted student report card was still missing several items mentioned in last year's inspection. These included a definition of all letter grades used in the template, number of days that the student was absent/late during the reporting period and the signature of the Principal. The sample submitted also still had references to the Daily Physical Activity program.

The new Principal shared with the Team the report card that she used in her previous school and she said she would implement a similar report card when she physically arrived at the School, after completing her two-week quarantine period.

**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 School employs seven teachers, including the Principal. The Team examined the Teacher Verification File (September 30, 2020) as well as three Letters of Exemption and confirms that the teaching staff of the BC program are appropriately certified. The Team noted that the three Letters of Exemption expire in early 2021 and therefore the School should ensure that those teachers continue to be certified for the remainder of the second term or develop a plan of replacement.

The Independent Personal Services Agreement (Teacher Contract) is a standard contract used in all CSEEC schools and contains 17 clauses and three schedules that govern the working relationship between the employer and the BC-certified teacher. The 12-page document meets the requirements of section 2.16 of the inspection catalogue.



The School employs seven locally certified Chinese teachers. Based on the translated documents provided by the School, all have local Certificates of Teacher Qualification that qualifies the holder to work in a school as a teacher in the People’s Republic of China. The School also employs five local teacher aides to assist the Canadian online teachers. Several of these are graduates of the School who are studying in Canada but were unable to return to their studies due to the Canadian border closures caused by COVID-19.

The Team examined the translated Criminal Record Checks (September 25 & 26, 2019) of all local Chinese certified teachers and teacher assistants and found them to be complete, confirming that the School meets the requirements of section 2.15 of the inspection catalogue.

**Commendation:**

The School is commended for implementing the teacher assistant program to help students with their online studies during the COVID-19 pandemic restrictions. Several online Canadian teachers commented how helpful the teacher assistants were in their roles.

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

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The Team verified through the review of planning materials and interviews with teachers that the BC curriculum has been implemented at the School. Key elements of the BC curriculum including Big ideas, Core Competencies and Curricular Competencies, First Peoples Principles of Learning and student assessment appear throughout planning materials employed by teachers.

Professional development aimed at further exploring and integrating First Peoples Principles of Learning in classes has been conducted already and the School has planned further professional development in a variety of areas including standardization of curricular planning and supporting English language learners.

Teachers provide students with a variety of engaging projects and lessons that stimulate their creativity and involve them in their own learning.

The Team was impressed to hear of the variety of ways that teachers have worked to integrate First Peoples Principles of Learning in classes and connect to students’ lives.



**Commendation:**

The School is commended for providing students with engaging projects and lessons that stimulate their creativity and involve them in their own learning.

**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 Team confirms that the School meets the requirements for English language assessment and acquisition. The Principal is responsible for administering, managing, and making final decisions on student admission and assessment of English language skills.

Ongoing assessment of students' English language proficiency has traditionally been the responsibility of the School's English department. The Principal intends to benchmark students' reading comprehension using *Reading A-Z* and use *ReadTheory* to improve their reading comprehension and to further stimulate students' interest in reading.

The School employs several strategies aimed at enhancing students' English language proficiency including having all students take an English language arts course in each of their semesters, offering a BAA ESL course to grade 10 students, scheduling weekly reading times, identifying key vocabulary for students in each class, organizing special events such as English movie night and offering Speech and Drama clubs. The School also creates Individual Education Plans for students that are struggling.

**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 BAA course approved by the Ministry: Teaching English as a Second Language / Foreign Language 10.

There are four courses that are delivered by locally certified teachers (Mandarin 10-12 and Physical and Health Education 10).

The School does not currently offer any courses via distributed learning (DL). A new Ministry requirement introduced this year is that credit for courses offered via DL be granted



following an equivalency review by the School. The School may consider obtaining the equivalency review policy used at other CSEEC schools so that it has one on-hand that could be employed should CQSS offer any DL courses in the future.

**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:

In reviewing unit and lesson planning documents provided by the School, the Team noted a variety of planning templates being employed by teachers, some of which did not include all of the key elements of the BC curriculum framework including Big ideas, core competencies and curriculum competencies, First Peoples Principles of Learning and assessment. The Team encourages the School to consider using standardized planning templates for overviews and unit plans in order to provide teachers with a more consistent way of approaching the planning and preparation of individualized daily lesson plans.

**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 School offers 186 instructional days per year with 4.67 hours per day of instruction for a total of 869 hours per year of instruction, exceeding the required minimum of 850 hours.

**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:

The Team confirms that the School meets the requirements for assessment methods.



The School employs a variety of methods to assess student achievement. The use of rubrics and teacher observation are methods commonly employed at the School. Formative and summative assessment activities are noted in many planning documents and teachers are expected to provide feedback at a minimum weekly.

Through interviews and reviewing planning materials, the Team noted a variety of creative and engaging techniques by which students demonstrate learning including a variety of group projects and presentations, a diverse range of creative writing activities, research projects, artwork including graphic design, and frequent self-reflection.

Provincial graduation assessments are invigilated by the Principal who, with the support of office assistants and other BC teachers, ensures that computers in the computer lab are prepared according to Ministry guidelines.

#### **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:

The Team confirms that the School meets the expectations for learning resources. The School has an annual budget which is used for the purchase of textbooks and other resources for the library.

The School has a library of approximately 500 English language books, which have been catalogued according to level and are used as part of the School's literacy program. The School has introduced the *myBlueprint* software application to provide students with a platform to develop their portfolios and career planning as well as the *ReadTheory* program in an effort to improve reading comprehension and enhance students' interest in reading.

The School has a computer lab and can also access host school computer labs when necessary. Each classroom is equipped with a computer and smartboard. Students frequently use personal computers as part of classroom activities.

As the School is part of the CSEEC group of schools, the Owner/Operator is encouraged to continue to develop and refine the sharing strategy in which learning resources are purchased and shared/rotated through the CSEEC system of schools thereby maximizing efficiencies.

##### Commendation:

The School is commended for introducing *myBlueprint* software to provide students with a platform to develop their portfolios and career planning and the *ReadTheory* program aimed



at improving upon students' reading ability while encouraging them to develop an interest in reading.

**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 confirmed that the School meets the student progress report requirements as outline in section 2.25 of the inspection catalogue for offshore schools.

The School reports to parents four times each year at the end of each of the School's four terms. Parent meetings, offered by grade level and with participation of all BC teachers, are offered twice annually to coincide with the issuance of student progress reports at the end of the first and third terms. The School uses social media as an additional tool to support communication with parents regarding their children's learning.

The School is encouraged to review and refine its progress report template to reflect all of the requirements of the Student Progress Report Order.

**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 confirms that the parent/student handbook, offered in English and Chinese, has been updated for the 2020/21 school year and meets all of the requirements identified in section 2.26 of the inspection catalogue for offshore schools.

The handbook contains all required elements including detailed information about BC program admission, the BC curriculum and graduation program, parental appeal procedure, library program, student advising and student code of conduct.



<b>2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has a staff handbook that includes content in support of teachers' personal and professional needs. The Team verified that the handbook contains guidelines for teacher and Principal evaluation as well as a teacher appeals.</p> <p>While the handbook has been updated for the 2020/21 school year, the School is encouraged to conduct a thorough review to ensure that there is no misunderstanding on elements such as working conditions and policies.</p>		

<b>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.</b>			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School does not currently offer distributed learning courses.</p>			

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, Staff and Offshore School Representative of Canada Qingdao Secondary School for:**

- continuing the smooth operation of the School despite the COVID-19 pandemic that forced a number of teachers to provide online learning from Canada,
- hiring an excellent group of teacher assistants (graduates of the School) who worked in tandem with the online teachers in Canada to provide the students with a continuity of instruction,
- providing students with engaging projects and lessons that stimulate their creativity and involve them in their own learning,
- introducing *myBlueprint* software to provide students with a platform to develop their portfolios and career planning and the *Read Theory* program aimed at improving upon students' reading ability while encouraging them to develop an interest in reading.



- extensively supporting graduates for post secondary applications, processes, and follow-up after they have left the School.

### **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 Qingdao Secondary School continues to be recognized as a British Columbia-certified school.**

