

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA QINGDAO SECONDARY SCHOOL

QINGDAO, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 20, 2017

INTRODUCTION

On October 20, 2017, an unannounced certification inspection was completed on Canada Qingdao Secondary School in Qingdao, Shandong Province, People's Republic of China, termed CQSS or the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Mr. Hugh Gloster and Mr. Harry Moes, Chair.

The School's B.C. Program has an enrolment of 180 students, in grades 10 - 12. Qingdao No. 9 High School, which houses the B.C. Program, enrolls 2100 students. All students are registered as boarding students.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's owner/operator, offshore school representative (OSR), B.C. principal, B.C. teachers and members of the host school's administrative team.

The Owner/Operator, Mr. John Zhu, is responsible for the B.C. Program. His company, Canadian-Sino Education Exchange Centre (CSEEC) operates three additional B.C. offshore schools in Shandong Province: Canada Yantai Secondary School in Yantai, Canada Shandong Secondary School in Tai'an, and Canada Weifang Secondary School in Weifang.

The School's mission statement is to create global citizens who are focused on high academic achievement by working in a safe and caring environment allowing students to find success in all aspects of life.



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

The School has satisfactorily addressed requirements contained in the previous inspection report.

Requirement Met Requirement Not Met Not Applicable

Comment:

No requirements were listed in the October 13-14, 2016 certification inspection report.

BUSINESS PLAN

The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Not Met

Comment:

The School's 2017-18 Business Plan, submitted to the Ministry of Education was reviewed by the Inspection Team.

The School is permitted, by the Shandong Education Bureau to recruit up to 60 students into grade 10 each year. The School's excellent reputation has resulted in enrollment reaching its maximum for the last three years, and this past year receiving permission to enroll an additional 6 students for a total of 66.

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 owner/operator, Canadian-Sino Education Exchange Centre (CSEEC), Mr. John Zhu, meets all the requirements as set forth in the B.C. Global Education Program – Offshore Schools Certification Agreement.

Along with the principal, the owner/operator and the offshore school representative, collaboratively participated and supported the October 20, 2017 certification inspection.



Commendation:

The School is commended for the assistance and transparency of the owner/operator and offshore school representative during the inspection.

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 housed in the International building of the architecturally designed and very inviting new Qingdao No. 9 High School campus. CQSS has the regular use of 6 classrooms, two staff rooms, library, shared computer labs and an administration office. Upon request, use is made of the science labs, art rooms, a campus library, tennis courts, track and artificial turf sports field, gymnasium, swimming pool and auditorium.

Local building, safety and cafeteria codes and regulations are met by the larger host school.

The school has a written emergency response plan, which continues to be updated and refined.

Commendation:

The School is commended for transitioning with Qingdao No. 9 High School to its new campus allowing for program delivery in a state of the art facility.

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 appointed offshore school representative (OSR), Mr. Roger Lindstrom, serves as the primary liaison between the owner/operator and the Ministry of Education.

The OSR is knowledgeable about all aspects of the School's operations and all related aspects of the owner/operator's business operations, governance, business and administrative functions of his operation of the school.



3.2 The principal meets the requirements as outlined in section 3.2 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal administers and supervises the School's operations and implementation of the B.C. curriculum; provides direct oversight of student admissions; ensures that provincial education standards and program requirements are met; oversees and monitors the development of course overviews; schedules and conducts teacher evaluations; and encourages and promotes staff professional development.

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's head teachers and secretary support the principal. The administration team works collaboratively providing professional development, promoting teacher collaboration, sharing staff meeting responsibilities and time tabling development, maintaining student records, and support staff culture acclimatization.

The university advisor assists students in understanding and completing university entrance examinations and applications and securing student visas.

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 School maintains and securely stores individual student record files for all students with current registration forms, English language assessments (verified by the principal), the last two report cards and the B.C. Ministry of Education's personal information consent forms.



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 verified that teacher files contain current teacher contact information and a copy of the teacher's work permit or visa.

Employment contracts between teachers and the owner/operator clearly outline the terms of employment.

The Inspector verified that locally certified teachers (of approved exempted courses) have valid local certification and that non-teaching staff criminal record checks were appropriately filed.

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 staff at CQSS have all worked together over the past two years. While they are still primarily focused on delivering the existing Graduation Program, they have begun to adjust their pedagogy to prepare for the upcoming launch of the redesigned curriculum. The obvious examples of this transition are the introduction of more student-centered activities in classrooms

During the visits to classrooms, the Team observed students engaged in inquiry-based projects, group discussions, presentations and problem-solving activities.

The staff plans to begin engaging in professional development activities later this month to explore other aspects of the redesigned curriculum. Specifically, they indicated that they would be looking at the competencies within the new curriculum and how they could adjust their program offering to focus on this important component. They also discussed looking at the changes to the provincial assessment program, including the upcoming Numeracy Assessment, and how to adjust their teaching to best support student success.



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 principal and teaching staff of CQSS administer a comprehensive English language assessment to prospective students in May each year. This process is conducted in Qingdao with each student being taken through a series of reading, writing, listening and oral activities to determine their level of fluency. Students achieving the benchmark set by the school are offered admission, along with a select number of other students who are conditionally accepted based on their commitment to continue to work on their English language skills. As the year progresses, the students who received conditional acceptance are monitored closely and are frequently re-tested to determine if they have reached the appropriate threshold to continue in the program. Parents of these students are also consulted as part of the process to solicit their support.

Multiple strategies were observed being used to help students with language acquisition. These included 'word walls' of important vocabulary as well as discipline-specific terminology for students to master in their courses. Additional support for students is also provided through a lunch-time homework room, where each teacher identifies students from their class who need additional time and support. These students are helped by the teaching staff who take turns volunteering their time to tutor in this class at lunch. All students also receive two blocks of English/Language Arts time each year through either ESL, Communications or English courses.

Teachers who are new to the staff are given time for orientation to the school and to their role at the time of their arrival. Part of this process includes a sharing of information about teaching in China as well as in an environment where all students are English Language Learners. Once on staff, teachers collaborate about strategies that work well with students.

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 Team confirms that all requirements described in the Operating Manual for Offshore Schools are being met.

The School supports student learning by offering the following BAA courses:

- ESL 10
- Psychology 11-12



- Photography 11

The following courses have been exempted from having B.C. certified teachers providing instruction:

- Mandarin 10-12
- PE 10

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 all requirements for course planning are in place, and that this is an area of strength for the staff of CQSS. The teaching staff consistently had detailed course overviews, unit plans and lesson plans. These planning documents typically included reference to the Prescribed Learning Outcomes, the resources, strategies and assessment techniques to be used. The units were deliberately structured to ensure that all PLO's would be addressed during the semester. In exceptional cases, teacher planning documents also referenced the redesigned curriculum during this transitional year.

Commendation:

The staff are commended for the detailed course, unit and individual lesson plans they have created to enhance the educational experience for their students.

4.5 The School meets the instructional time allotments requirements as outlined in section 4.5 of the Inspection Catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 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 confirms that the requirements for instructional time allotments have been met. The school currently offers 988 actual school hours per year, which is well above the minimum requirement of 850.

The School operates on a semester system with a timetable that offers two 60-minute blocks of time before morning break, followed by two 50-minute blocks prior to lunch. In the afternoon students attend a 40-minute tutorial or homeroom class where they continue to work on their



studies. Following this, the students attend their Chinese classes and their mandatory study time. All students currently live on campus in dormitories.

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 students at CQSS have traditionally performed well above the average for offshore schools on provincial assessments, and have particularly excelled in Math and Science. Teachers in Humanities courses have emphasized the performance of students on classroom-based writing assignments, as this ensures a closer alignment with provincial exam results in English.

To support enhancements to teaching and learning at CQSS, a Head Teacher has been appointed to work with colleagues and support staff development. This year, a major focus has been placed on formative assessment strategies.

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:

The School is well-equipped in terms of learning resources and is well supported by the host school. There is an adequate supply of textbooks and other print materials, and photocopying is available when needed.

As the School is new, each classroom has a large touch screen computer/presentation board at the front of the room. This can function like a white board, but it can also be used to project lesson materials and online information to the class. Students were also observed using this touch screen device to present information to their classmates.

There is currently one computer lab that is dedicated for use by the B.C. Program, however, this is currently oversubscribed and there is a demand for more computer access to support the course offerings in the timetable. This is a situation the Chinese principal of the host school has acknowledged and is committed to improving in the future.

The Library space is used on a daily basis to support the literacy program for the school. This is done by targeting at-risk students to receive extra support at lunchtime and through the afternoon tutorial time. Some of the collection of books in the Library are levelled according to reading level.



The staff are aware of the upcoming Graduation Numeracy Assessment and plan to look at this in more detail in upcoming professional development sessions.

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:

The school's report cards meet the current requirements of the Student Progress Report Order.

CQSS has also been working on improvements to their practice in terms of communicating with the parents of their students. Teachers send out bi-weekly reports to parents on students they have concerns about, however, they are also focusing on positive communication regarding students who are either improving significantly or excelling.

The School operates on a four-term system with formal report cards being sent home in November, January, April and June. Parent meetings are held following the first and third report cards.

Commendation:

The efforts to enhance the positive communication with parents are commendable.

POLICY DEVELOPMENT 5.0

5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The parent/student handbook detailing student behavioural expectations, graduation requirements, English language assessments, course descriptions and grading descriptions is reflective of current practices.



| |
|---|
| 5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the Inspection Catalogue for offshore schools. |
| <input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met |
| <p>Comment:</p> <p>The comprehensive teacher handbook details staff professional expectations and social responsibilities, parent and teacher appeal procedures, as well as the teacher evaluation policy.</p> <p>The teacher handbook has been recently updated and contains all currently required information.</p> |

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. |
| <input type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met <input checked="" type="checkbox"/> Not Applicable |
| <p>Comment:</p> <p>The School does not offer any Distributed Learning courses.</p> |

CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Canada Qingdao Secondary School for:

- The School's mission statement, and/or philosophical approach to educating students to create global citizens who are focused on high academic achievement by working in a safe and caring environment allowing students to find success in all aspects of life.
- The assistance and transparency of the owner operator and offshore school representative during the inspection.
- Transitioning with Qingdao No. 9 High School to its new campus allowing for program delivery in a state of the arts facility.
- The detailed course, unit and individual lesson plans that have created to enhance the educational experience for the students.
- The efforts to enhance the positive communication with parents.



SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education that the British Columbia education program offered at Canada Qingdao Secondary School continue to be recognized as a British Columbia- Certified School.

