

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

COLEGIO CANADIENSE

MEDELLIN, ANTIOQUIA PROVINCE

COLOMBIA

NOVEMBER 28-29, 2016

INTRODUCTION

On November 28-29, 2016 a Certification Inspection was completed on Colegio Canadiense in Medellin, Antioquia Province, Colombia, termed the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program (the Program) have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Inspector), appointed by the director of international education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), was Peter Drescher.

The School's B.C. Program has an enrolment of 109 students, in Grades 10, 11 and 12. The B.C. program is housed within a larger Pre-Kindergarten to Grade 12 school which has been in operation for 12 years. The B.C. program utilizes four classrooms in one of the eight buildings comprising the entire campus. The entire School, which houses the B.C. Program enrolls 1038 students.

During his visit to the School, the Inspector 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, the Academic Director responsible for the entire Pre-K-12 national program, the Principal of the Grade 8-12 national school program, B.C. teachers and support staff.

The Owner/Operator, Fundacion Colegio Canadiense, is responsible for the B.C. Program along with the larger school in which the B.C. Program is housed. Students graduating from Colegio Canadiense obtain both the B.C. Dogwood and Colombian National Bachillerata High School Diplomas. The School provides a rather unique program model which satisfies Colombian national education requirements for Pre-K through graduation and the B.C. Program requirements from Grades 10-through 12. The Pre-K to Grade 9 program is focused on



addressing national program requirements while at the same time ensuring that students are able to develop their English Language skills to the point that they are developmentally ready to undertake the dual diploma option beginning in Grade 10. A substantial number of weekly hours are devoted to English language instruction from Pre-K to Grade 9. Due to the nature of the dual diploma program, there is a high degree of interdependence between the B.C. and National Programs.

The School also offers a five-month Canadian immersion experience to its Grade 9 students in high schools located in Abbotsford, Burnaby, and Langley. This year, more than 60 students are participating.

The B.C. Program has embraced the mission, vision, values and beliefs of the larger School. Subscribing to the motto “Forming the Future Entrepreneurs of Colombia” its vision is to “be recognized as an International School with high quality education, where students are formed with a solid comprehensive education and broad entrepreneurial thinking.” Its mission is stated as follows:

- We are an academic community that contributes to forming honest people of an entrepreneurial mindset, with patriotic, ethical and Catholic values and principles.
- We strive to shape the future leaders of Colombia with an entrepreneurial vision, so that through their work, they can contribute to building a world that is more just and has more human social awareness.
- We have a team of highly qualified professionals who are in constant training and a pedagogical project built under the light of the Colombian and Canadian educational legislation, in order to address the world’s educational challenges.

The Inspector would like to thank Colegio Canadiense 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:

There were no requirements to be met contained in the previous inspection report. The previous report did provide a number of helpful suggestions focussed on growth, change and improvement for the School to consider. The School is to be commended for giving those suggestions full consideration and taking action on many of them. Some actions were completed while others are in progress. It is apparent that the School is focussed on growth, change and improvement and providing a quality education for its students.



Commendation:

The School is to be commended for giving suggestions offered in the previous inspection report their full consideration and taking action on many of them.

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 Inspector reviewed the Business Plan filed by the Owner/Operator. The Inspector noted the intake of 59 Grade 10 students into the Program for 2016/17, which is almost twice the Grade 10 enrolment from the previous year. Most, if not all, of the B.C. Program students enter from the Grade 9 cohort already registered in the school. This year's Grade 10s represent 70% of last year's Grade 9 cohort. The Owner/Operator's long term plan is to expand overall enrolment to 1400 students and the B.C. Program enrolment to approximately 100 students per grade.

The School has more than 60 students participating in a five-month English immersion experience to three B.C. Lower Mainland school districts this year. This is also a significant increase from the previous year. The Owner/Operator anticipates that this program will serve the School well in generating interest in the B.C. program and in making them aware of the B.C. post-secondary opportunities that await B.C. Program graduates. The School is to be commended for this highly successful English immersion experience.

The School's mission, vision, goals and key objectives are very much in keeping with the B.C. Ministry of Education's directions for education and are intended to shape the direction of the entire School as well as the B.C. program. They can be found in great detail in the School Handbook, also known as the Manual de Convivencia.

Promoting post-secondary enrolment of graduates in B.C. or Canadian institutions continues to be a challenge and is a work in progress. One of the twenty 2015/16 graduates is attending school in France and the remainder have stayed close to home. The age of graduates (one year younger), the desire to remain close to family, and costs are cited as challenges that need to be overcome.

Commendation:

The School is to be commended for enrolling 70% of the Grade 9 students in the B.C. Program. This is a significant increase from the previous year.



The School is to be commended for its highly successful English immersion experience offered to Grade 9 students.

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 Owner/Operator meets all requirements as outlined in the Agreement. Local government support is confirmed in a letter dated September 2011 from the Secretary of the Department of Education, Province of Antioquia.

The Owner/Operator was readily available during the inspection and freely responded to the Inspector's inquiries throughout the visit. Their commitment to providing a quality English language program was readily apparent.

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 Inspector conducted a campus tour of the facilities and reviewed the documents pertaining to municipal codes and safety requirements. An evacuation plan is in place for the entire school, and emergency drills are conducted two or three times yearly. The last drill was undertaken in October 2016. The Inspector confirms that the facilities are very suitable for supporting the B.C. Program.

The Colegio Canadiense campus is located on a 14-hectare hillside property and consists of eight buildings. Three of the buildings house classrooms and the B.C. Program occupies four classrooms in a three-story high school building which contains a total of 20 classrooms. The Program has access to the school library, computer labs, gymnasium, common areas, a stand-alone chemistry laboratory and various outdoor facilities. In keeping with long term plans to increase enrolment, there are proposals for new buildings and renovations to existing ones.

The previous inspection report suggested that improvements be made in order to remediate noise levels emanating from neighbouring classrooms. This has been addressed since the last



inspection. Physical Education classes continue to be scheduled in the outdoor area adjacent to the secondary building, which continues to be a noise problem. Plans are in place to remedy this and are currently awaiting various municipal permits and approvals.

Facilities modifications and improvements are taking place on a continuous basis and there are plans for more. The Owner/Operator is commended for undertaking ongoing property enhancements to buildings, roads, fields, and play structures that make the campus a safe and pleasant place to teach and learn.

The school cafeteria provides daily snacks and lunches and must conform to local government requirements. A school nurse is on duty to respond to health/injury concerns for the School.

Commendation:

The Owner/Operator is commended for ongoing property enhancements to buildings, roads, fields, and play structures that make the campus a safe and pleasant place to teach and learn.

ADMINISTRATION 3.0

3.2 Offshore School Representative (OSR) - The Owner/Operator may 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 Owner/Operator has appointed an offshore school representative who meets all of the requirements set out in section 14 of the Agreement. He has extensive experience with the B.C. Global Education Program. The OSR connects with the B.C. Program Principal on a regular basis, providing mentorship and support, and takes on an active advisory role with the Owner/Operator in terms of long term planning and advocacy for the B.C. Program. The OSR has also been actively involved in the Grade 9 English immersion visit to British Columbia. The OSR was on site during the Inspector's visit and was most helpful in responding to questions and providing support.

3.3 The Principal meets the requirements as outlined in Section 3.3 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Principal meets all other requirements as outlined in the Agreement. This is her second year as Principal. She has teaching experience in Canadian schools and in a B.C. offshore school



in China. She has undertaken part-time studies in a Masters degree program at Royal Roads University.

The Inspector reviewed the duties and responsibilities with the Principal. The Principal has an expressed desire to learn and a demonstrated commitment to exploring effective ways to improve student achievement.

The Principal teaches senior chemistry, physics, and mathematics half time. As the B.C. Program grows it is suggested that the Principal's administrative time be increased so that she can give her full attention to providing leadership and mentoring to her teachers, to ensure that significant curriculum changes that are occurring in the B.C. Program are effectively implemented, as well as attending to the various administrative tasks that are required of her each day.

Commendation:

The Owner/Operator is to be commended for investing in the leadership of the Program by contributing to the Principal's professional growth and development by supporting her graduate studies.

3.4 The School meets the Administrative Support requirements as outlined in Section 3.4 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Support staff includes an office administrator dedicated to the B.C. Program. The Program shares other support staff with the national program, including two technical support staff, a high school psychologist who acts as discipline coordinator and works with families of students in Grades 7-12, two staff in the human resources department, and an international relations coordinator.

The School meets the administrative support requirements as outlined in section 3.4 of the inspection catalogue.

3.5 The School meets the Student Record requirements as outlined in Section 3.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Student files are located in the Principal's office and are maintained by the administrative assistant. The files were found to be organized and met the requirements established by the



Ministry. Student progress reports are filed electronically. Staff requiring access to student files also has access to the progress reports.

3.6 The School meets the Teacher Certification requirements as outlined in Section 3.6 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Inspector confirms that all Authorized Persons under the Agreement possess valid and current certification under the B.C. Teachers' Regulation Branch. The School has copies of local certificates for teachers of exempted courses.

Staff files are housed in the Principal's office and contain all required elements. The Principal indicated to the Inspector that first year teacher evaluation reports will be completed before the end of the school year. The terms and conditions of employment are included in the teacher and Principal contracts as required.

Professional learning for B.C. teachers occurs in a variety of formal and informal ways. Staff relies on and grow their formal and informal networks of professional colleagues. There are plans in place to provide for pairing of teachers with a secondary school in Abbotsford and the staff are encouraged to develop these relationships further. In 2015/16, the Owner/Operator funded a lengthy visit by an English language learner specialist from Canada who worked with staff at virtually every grade level.

In June of 2016, B.C. Program staff engaged the teaching staff of both programs in a "Teacher Talks" session centered on assessment practises, classroom management, and time management. There are plans for another session this year. The B.C. Program staff is commended for taking on this initiative and the Inspector encourages the School to find as many ways as possible for such professional dialogue among all teachers to continue on a regular basis.

Commendation:

The Owner/Operator is commended for funding the extended visit of an English language learner specialist to work with staff in both the B.C. and national programs.

The B.C. Program staff is commended for taking on the "Teacher Talks" initiative to foster a professional work culture of collaboration and professional dialogue among all teachers at Colegio Canadiense.



EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

B.C. Program staff are at various stages of implementing the redesigned B.C. curriculum. All staff are aware of the impending changes and have introduced some elements as appropriate. One teacher has found the new directions very empowering and has incorporated them into her lesson design.

B.C. Program teachers have demonstrated leadership and initiative in beginning to implement the redesigned curriculum. For the benefit of future teachers coming to the program and to sustain any progress that is made, it is suggested that B.C. Program teachers find ways to develop some common expectations around short and long term planning.

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:

Incoming Grade 10 students must successfully complete an English language intake assessment that is administered in late spring. The assessment includes a reading comprehension component and a writing sample. All of the B.C. teachers and the Grade 9 B.C. prep teacher are involved in the administration and marking of the exam, under the supervision of the Principal. Group marking using the writing assessment rubric ensures consistency. The Principal makes the final determination in accepting students. The threshold for acceptance is 50% on the assessment. Two other criteria also determine admission – overall academic performance and a demonstrated level of maturity required to undertake dual diploma studies.

Students are introduced to the English language in the primary years and the focus intensifies as they progress through the grades. B.C. prep, as it is called, provides students with four weekly hours of English language instruction. Students also receive five hours of ELL instruction by instructors with C1 level English. The School is committed to upgrading the skills of the ELL instructors through training and new hires. The six B.C. Prep teachers are capable English speakers at level C2 or higher who have trained to be teachers and have lived abroad for several years in an English speaking country. A B.C. certified Humanities teacher has been assigned a coordinating role with the B.C. prep program. She has worked with the B.C. prep teachers to align with B.C. curriculum while at the same time adhering to Colombian national requirements for English language instruction. Teaching methodology has been gradually



changing to better reflect what is known to be effective practice in English language learning (ELL). B.C. prep teachers are also focussed on helping students develop the kinds of learning and personal management skills that will help them be successful in the B.C. Program. B.C. prep has already shown positive results as students transition into the Grade 10 B.C. Program.

It was apparent that the ELL and B.C. prep program operate as two parallel systems with differing objectives. There is a potential for significant additional gains to be made in developing students English language skills if there is a much higher level of coordination and some harmonization of learning outcomes between the two programs.

The School is to be commended for its attention to ensuring that students are well grounded in their English language skills before starting the B.C. Program, and for seeking to continuously improve on its efforts. There is no question that these efforts are yielding positive results in terms of student achievement in the B.C. Program.

Commendation:

The School is to be commended for its attention to ensuring that students are well grounded in their English language skills before starting the B.C. Program, and for seeking to continuously improve on its efforts.

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 five exempted courses including Spanish 10 and 11, Physical Education 10 and 11, and Arts Education 10. Artistic Education 10 is offered in one of 3 ways: Music 10, Art 10, or Dance 10. Music 10 and Art 10 are exempted courses taught by certified Colombian teachers employed by the School. Dance 10 is currently being taught by a B.C. teacher with technical assistance from an external instructor. There are no BAA courses offered at this time. All letters approving the exemptions are on file and meet requirements. Course overviews have been developed.



4.4 The School meets the course overview / course planning requirements as outlined in Schedule B Part I (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 Inspector interviewed each teacher to review and discuss planning and assessment as well as making classroom visits. Some teachers have begun to embrace the redesigned B.C curriculum and have incorporated many aspects of it into their planning. 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 rich and varied set of learning experiences.

Teachers incorporate technology in planning, in their lesson presentations, and in providing feedback to and communicating with students. Student use of technology in the learning process during school time is rather limited. This is discussed further in section 4.7 (learning resources) of this report.

Commendation:

B.C. Program teachers are to be commended for their extensive use of technology in planning for instruction and for providing students with a rich, engaging, and varied set of learning experiences.

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), of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement Met Requirement Not Met

Comment:

Given the school year as it is structured and the length of the school day during which students attempt to meet dual diploma requirements, it is possible for the B.C. Program to meet the minimum instructional time allotment of 850 hours. There appear to be many demands on the school schedule that reduce the necessary time to address the B.C. curriculum including, but not limited to bimestrial national program examinations taking place four times each year, various extra-curricular, social and cultural activities, open days for parent visits and report card delivery, all day field trips, and the frequency of Monday statutory holidays which affect the



hours of instruction in some classes of a given subject but not others. The latter was partially addressed but still remains a problem.

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:

Provincial exam results for 2016 were reviewed. Exam marks were at the provincial average in English 12 and Socials Studies 11, and exceeded the average in Communications 12, English 10, Foundations of Math and Pre-Calculus 10 and Science 10. The differences between school and exam marks were within reasonable ranges compared to provincial results. The B.C. Program, B.C. prep program and the K-9 national school program are to be commended for the positive provincial exam results achieved by students.

There was evidence of the use of both formative and summative assessment practices. Students are able to 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 pervasive.

Commendation:

Teachers in the B.C. program, B.C. prep program and the Pre-K-9 national school are all to be commended for the positive provincial exam results achieved by students. Their success is the result of the collective efforts of the entire staff of Colegio Canadiense.

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 resources appear to suitably meet requirements in order to effectively deliver the B.C. curriculum.

The library has had extensive renovations and there are plans to add several more computer workstations. The non-fiction collection is growing and, at the time of the visit, a significant number of new arrivals were in the process of being catalogued. Investments in non-fiction resources should be the result of conversations with B.C. teachers around how best to support the redesigned curriculum.

The use of technology is growing in importance in the teaching/learning process and this will



continue as redesigned curriculum directions are implemented in the B.C. program. The ability to access, analyze, evaluate, synthesize and present information is a fundamental skill that requires ready access to technology.

The school is equipped with two computer labs which are available for student use. One lab is committed to providing required technology instruction to the elementary grades. B.C. teaching staff has found it a challenge to schedule their classes into the one remaining lab. The staff is sufficiently skilled to make extensive use of technology as a teaching tool, and computers and tablets are not unfamiliar to students. If the advantages of technology as a teaching and learning tool are to be fully realized, issues of connectivity, reliability and accessibility need to be addressed.

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 has four report cards per year and, in past years, have met requirements. The Inspector reviewed samples of the first term report card issued in November. Comments appeared to be quite detailed and prescriptive where necessary. All courses including B.C. program and national program courses appeared on the report card. Percentages are provided in both systems. This year, the B.C. Program, with good intentions, had attempted to harmonize the seven point letter grade scale with the four point scale used in the national program to make it more understandable for parents. It is a requirement that the B.C. approved letter grade scale is used when reporting student progress to parents. The School must take steps to fulfill this requirement, and to ensure that students and parents understand the differences between the two systems.

Four open days without classes for the entire School are made available for parents to meet with teachers.

Parents and students of the B.C. Program and the entire School have access to continuous progress reporting. B.C. teachers and students use “Beam”, a learning management system that provides student and parent access. This allows parent and student review of grades, lessons, and attendance on an ongoing basis.

Commendation:

The School is commended for implementing the learning management system “Beam” to provide for continuous progress reporting by teachers to their students and parents.



Requirements:

It is a requirement under sections 1-9 of the Ministerial order 191/94 (Student Progress Report Order) that the B.C. approved letter grade scale be used when reporting student progress to parents. The Program must take steps to fulfill this requirement, by the next available reporting period and to ensure that students and parents understand the differences between the two systems.

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:

A new parent/student handbook specific to the B.C. Program in both English and Spanish has been under development and is nearing completion. This supplements another school wide parent/student handbook. The Inspector reviewed the new draft and confirmed that it meets requirements. The new handbook emphasizes student and parent obligations and responsibilities as they pertain to the B.C. Program.

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 teacher handbook has been updated for the 2016/17 school year and the Inspector confirms that it meets requirements.

Policies for the evaluation of teachers and administrators are in place. Criteria for teacher evaluation are provided through a comprehensive set of rubrics with room for appropriate commentary at the end. The evaluation process for teachers is clearly articulated and reviewed during teacher orientation at the start of the school year. It is well suited to helping teachers plan for future growth, change, and improvement.



COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the Distributed Learning requirements as outlined in Section 18 of The Agreement and Section 6 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School offers Distributed Learning courses but currently does not have any students taking such courses.

CONCLUSION**Commendations**

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Colegio Canadiense for:

- Being responsive to the suggestions offered in the previous inspection report by giving them their full consideration and taking action on many of them.
- The enrolment of 70% of the Grade 9 students at Colegio Canadiense in the Grade 10 B.C. Program. This is a significant increase from the previous year.
- The highly successful English immersion experience offered to Grade 9 students.
- The ongoing property enhancements to buildings, roads, fields, and play structures that make the campus a safe and pleasant place to teach and learn.
- Investing in the leadership of the Program by contributing to the Principal’s professional growth and development through supporting her graduate studies.
- Its attention to ensuring that students are well grounded in their English language skills before starting the B.C. Program, and for seeking to continuously improve on its efforts.
- Funding the extended visit of an English language learner specialist from B.C. to work with staff in both the B.C. and national programs.
- Launching the “Teacher Talks” initiative undertaken by B.C. Program staff to foster a professional work culture of collaboration among all teachers at Colegio Canadiense.
- The extensive use of technology in planning for instruction by B.C. Program teachers and the rich, engaging, and varied set of learning experiences they provide to their students.
- The positive provincial exam results achieved by Colegio Canadiense students. The collective efforts of B.C. Program teachers, B.C. prep teachers and the Pre-K-9 national school are appreciated.
- Implementing the learning management system “Beam” to provide for continuous progress reporting by teachers to their students and parents.



Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 28, 2017, the Owner/Operator provide the director of international education, responsible for B.C. Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- It is a requirement under sections 1-9 of the Ministerial order 191/94 (Student Progress Report Order) that the B.C. approved letter grade scale be used when reporting student progress to parents. The School must take steps to fulfill this requirement by the next available reporting period.

Suggestions

The Inspection Team encourages the Owner/Operator and School to consider:

- It is recommended that the School find ways to maximize the learning time for Grade 10, 11, and 12 students in the B.C. Program so as to at least meet the minimum instructional hours. The School is to take whatever steps it can to increase the number of hours for the Program during the remainder of the school year and develop a plan to achieve the minimum required number of hours in 2017/18.
- Examining, from time to time, how the School policies and classroom practices reflect its mission, vision, goals and key objectives and address those areas that do not appear to stay true to the School's stated purposes. One area that is suggested for a focus of attention is that of consistently high student expectations in terms of achievement and deportment.
- Providing acoustical remedies in some classrooms to reduce noise levels that are quite evident when students are engaged in group activities.
- Increasing the Principal's administrative time as the B.C. program grows so that, in addition to the various administrative tasks that require her time, she can give her full attention to providing leadership and mentoring to teachers, to ensure that significant curriculum changes that are occurring in the B.C. Program are effectively implemented.
- Finding as many ways as possible to build on the "Teacher Talks" initiative undertaken by B.C. program teachers by providing opportunities for professional dialogue among all teachers at the School on a regular basis.
- For the benefit of future teachers coming to the B.C. program and to sustain progress that is being made in implementing the new curriculum, find ways to develop some common expectations around short and long term planning.



- In the interest of improving on its very successful program of English language skills development even further, take steps to have a more coordinated approach to ELL and B.C. prep instruction.
- Making access to technology for teaching and learning less dependent on the availability of computer labs. The purchase of mobile labs of tablets or laptops along with provision of improved connectivity throughout the School is an initial step that would help address the issues around access to technology for students.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Director of International Education that, contingent on responding to the above requirements to the satisfaction of the Director of International Education, the British Columbia Program offered at Colegio Canadiense be recognized as a British Columbia Certified Program.

