

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

LUWAN SENIOR HIGH SCHOOL

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 26-27, 2020

INTRODUCTION

On November 26-27, 2020, an online certification inspection was completed on Luwan Senior High School (LSHS) in Shanghai, 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 Laurie Anderson (Chair) and Wendy Hyer.

The School's BC program has an enrolment of 62 students, in grades 10-12. The entire school, which houses the BC program, enrolls 767 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), BC Principal, BC teachers, Chinese principal and vice-principal and BC Coordinator.

The Owner/Operator, CINEC Education Group (CINEC), is responsible for the BC program. CINEC operate three other schools in China, in the cities of Shanghai, Jiaxing and Wenzhou. CINEC has long-term working relationships with several BC school districts, providing offshore students with language immersion programs, summer school programs and placements for international students in BC schools.



The BC program's philosophy, objectives and special features include:

- a) Preparing students for success in a rapidly changing globally connected world;
- b) Fostering an inclusive, caring and supportive environment in which students can grow and develop;
- c) Challenging students to exceed personal limits;
- d) Developing learners who are collaborative, creative and positive problem-solvers.

The Team would like to thank Luwan Senior High School for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<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: There were no requirements from the previous inspection.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment: The Team reviewed the School's business plan. The elements of the plan are outlined clearly, with reference to recruitment activities, the School facilities and the various links to the host school. It was noted that the HuangPu Education Bureau currently limits enrolment to 40 students per grade.</p>		
<p>Commendation: The School is commended for its thorough, realistic and well-organized business plan. Despite being in the competitive Shanghai market of international schools, the School's positive reputation and strong partnership with the host school positions it well for enrolment growth.</p>		



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
<p>Comment: The Owner/Operator meets all the requirements in the Agreement. The CINEC organization operates four schools in China. The Owner/Operator plays a positive, supportive and instrumental role in the school's success.</p>		
<p>Commendation: The Team commends the Owner/Operator for being directly involved in ongoing support for the School and in its cooperative relationship with the host school.</p>		

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.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment: The Owner/Operator has documented, translated written approval from the HuangPu Education Bureau to operate an offshore school.</p>		

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.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment: The original 1953 campus that houses both the host school and the BC school was rebuilt in 1997. The School is self-contained on the 6th floor of the host school building, with access to the host school facilities (cafeteria, gymnasium, school grounds and science labs).</p> <p>The School has an updated emergency plan that includes written procedures for relocating staff and students in the event of a natural disaster.</p> <p>The School has COVID protocols in place and has had no cases at the School.</p>		



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 BC educator and a former Superintendent of a large school district in Greater Vancouver. The OSR has been part of the CINEC leadership team for many years and is instrumental to the organization's stability, growth, succession planning and professional development.

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 came to the School in September from a VP position at another CINEC school. The Principal brings a wealth of teaching and administrative experience in China (8 years) to the School and two years prior teaching in South Korea. The Principal obtained her MA in Educational Leadership from Royal Roads University, where she also successfully completed the IB Advanced Certificate in Leadership Studies.

The Principal is also an accomplished teacher of Inquiry methods of instruction, serving as a role model and inspiration to her staff.

Commendation:

The Principal is commended for establishing herself so quickly and successfully. The rapport between the Principal and her staff, the students and the officials in the home school was consistently evident. The Principal's skills teaching Inquiry methods has positioned her as an effective instructional leader.



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 meets the requirements for administrative support. In the building itself, the Principal and her assistant assumes these responsibilities, while the CINEC organization's OSR and Deputy Superintendent provide additional oversight, coordination and support.

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:

Random student records from all grades were checked to ensure all the necessary documentation was included. The files were found to be complete, well organized and kept secure, including student's English language assessment, parent consent forms and the Ministry's 1704 documents.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

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

Similarly, the locally certified teachers have current authorization documents on file, along with criminal record checks. The CINEC organization has well-developed teacher employment contracts.



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 reviewed documents and discussed implementation of the redesigned curriculum with teachers, students and the Principal. Documentation and conversations demonstrate that the BC Education Plan continues to be effectively implemented.

Evidence of this includes: a) exposing students to a variety of instructional practices, such as inquiry learning, class discussion, journals, multimedia presentations, use of concept maps, mind mapping, literacy circles, role playing and jigsaw activities; and b) embedding First Peoples Principles of Learning into both the Core and Curriculum Competencies, e.g. using the children's book *"The Six Cedar Trees"* to demonstrate how the Core Competencies align with the First Peoples Principles of Learning and connecting social awareness and responsibility to topics explored in the study of genocide, discrimination and dictatorship.

The Team was impressed by both the passionate and committed approach by teachers in planning for and implementing the redesigned curriculum and by how enthusiastic and articulate students were about learning in the BC program. The use of content as the vehicle to develop concepts and the Core Competencies is evident.

This year, teachers wrote the Graduation Program Literacy and Numeracy assessments to better understand the assessment and to assist in their planning so they can better prepare students to the changes in format and process. The Team also noted that the CINEC network of schools has a professional development plan in place that focuses on ongoing, classroom-embedded, professional learning for teachers. Due to the pandemic, this program will be online this year.

Commendation:

The Team commends the School for its focus on student inquiry, which offers increased student choice and enables students to gain credits in an area of interest.

The Team commends the staff for their authentic engagement and dedication to making the new curriculum a reality in their day-to-day teaching.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School meets the requirements for English Language Assessment and Acquisition. The comprehensive entrance assessment includes grammar, reading, writing and speaking components. The Principal oversees the admissions process and is responsible for making final decisions with respect to student assessment and admission.

The Team saw evidence of a well-organized English program that supports English language acquisition. Students are enrolled in 8 English credits per grade level to support their English language acquisition. The library English book collection includes graphic novels and print resources that are high interest, low vocabulary to meet the needs of a wide range of readers. Cross-Curricular competitions, clubs, sports teams, Students Council and the *ChitChat* competition are examples of activities offered by the School to further support English language acquisition. As well, students are required to have a *ReadTheory* account, which offers online reading activities for all ability levels and students complete independent reading activities and skill building exercises during New Media 10, 11 and 12 class. The program provides detailed reports, allowing teachers to track student progress.

Teachers indicated that they support English language acquisition in classes, in addition to teaching their curricular content. Sharing of strategies amongst teachers occurs during the weekly staff meeting. Specific ELL learning strategies used in class include pre-teaching of vocabulary, using visual exemplars to support comprehension, providing a range of texts, allowing use of dictionaries and translators, and doing book walks prior to reading.

Commendation:

The School is commended for implementing a wide-ranging and engaging program in support of English language acquisition.

The Team commends the staff for offering a wide variety of clubs for students to engage in and the School for providing the necessary resources to support staff in doing so.



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:

Documentation confirms the School meets the course credit requirements as outlined in the inspection catalogue. The School currently offers two BAA course, Chinese Culture 10 (YSSC 10A, B, C, D) and Chinese Culture 11 (YSSC 11A, B, C, D).

The School offers several Ministry approved exempted courses: Mandarin 10, 11, and 12, Physical and Health Education 10 and Information and Communications Technology 10.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team reviewed curricular documentation providing evidence that grade 10-12 course documents are clearly linked to the BC learning standards. Course overviews for each course included the Big Ideas, Curricular Competencies, Core Competencies, content, unit plans and evaluation structure. As well, most of the plans included formative and summative assessment practices. Descriptors highlighting the integration of the First Peoples Principles of Learning and implementation of the Core Competencies were also embedded into all course overviews. Submitted documentation and interviews with teachers gave evidence that planning for instruction and assessment clearly reflects the grade 10-12 curricular frameworks of the new curriculum.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

All students in the School are working toward earning both a Dogwood Diploma as well as the Chinese High School Certificate. The School provides 6 hours of instruction per day over 187 days per year with a total of 1122 hours of instruction per school year, which exceeds the Ministry requirement of a 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 uses achievement results to analyze trends in student achievement and to set goals and areas of focus for student learning. Results are used to identify students requiring additional support or enrichment activities in support of their learning.

Teacher interviews and submitted documents gave evidence that the School uses multiple formative and summative assessment practises that align with the BC Education Program. Formative assessment strategies include self reflection journals, classroom discussion, independent seatwork, in-class questioning, and exit slips. Summative assessment methods include presentations, labs, reflection journals/videos, assignments, projects, quizzes, unit tests, final exams, portfolios and rubrics.

As well, the School is engaging students in self-assessment of the Core Competencies at the end of each term, using a rubric developed by the staff.

Consistency in evaluation practices are discussed with teachers during orientation and at both staff meetings and professional development sessions throughout the year. As well, teachers of the Humanities use the rubrics developed by the Ministry of Education.

The Principal oversees the invigilation of in Numeracy and Literacy assessments in accordance with the security and invigilation procedures for BC provincial assessments.



Procedures include installing the e-assessment security controls, PEN's and passwords on computers, securing the exam rooms, supervising students and adhering to time restrictions.

Commendation:

The School is commended for expanding the diversity of assessment methods in alignment with the BC new curriculum.

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:

It was reported that the library English book collection includes print resources that are high interest, low vocabulary and includes graphic novels. Books for the library continue to be purchased. Two computers are connected to the internet and have links to online books and resources. The School is currently testing EBSCO-TOPICsearch, a search engine that assists students in finding reliable, age-appropriate content and develops the skills necessary to conduct research using databases.

The School has one computer lab, which has 35 computers connected to the internet. Each class has a wall-mounted touch-screen computer and a teacher computer workstation that prints to the photocopier. Due to the pandemic, improvements to the internet connection in classrooms were made to support virtual instruction. While adequate, teachers indicated connectivity is slow and there are connection issues, noting that improved Wi-Fi access would further enhance teaching and learning.

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 School reports to parents four times each school year. The School reports out on the Core Competencies as part of the grade 12 Capstone Project. This year, grade 10 students are creating e-portfolios. Parent-student-teacher conferences are held after first and third reports are issued and are facilitated with local teachers providing translations.

Ongoing communication with students and parents is established using the online program WeChat. Parents and students can also track student progress using the Schoology program. A monthly newsletter is also published and distributed by the CINEC organization.



The “comments” section of the report cards has been updated, with more meaningful and descriptive comments in the comments’ bank. Creating space for teachers to add anecdotal remarks could be explored by the School.

Commendation:

The Team also commends the School for its efforts in keeping parents informed about their child’s progress.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team verified that the parent/student handbook, available in English and Mandarin, has been updated for the 2020/21 school year. The handbook contains relevant information for both students and their parents regarding admissions, school organization, expectations for students, School Code of Conduct, reporting and grading, the BC Graduation Program, student supervision and appeals.

Commendation:

The School is commended for having the Handbook translated into Mandarin to assist parents and students in understanding and following the expectations of the School.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed the updated 2020/21 staff handbook. The handbook provides detailed information regarding teachers’ roles and responsibilities. The handbook consists of six sections: School Philosophy, Professional Responsibilities, School Organization, Assessment and Evaluation, School Routines and Procedures, and Appendices. Topics within the Handbook include teacher evaluation protocols, social media expectations, student conduct, emergency procedures, and appeals and dispute resolution policies. It clearly delineates expectations and procedures to be followed and satisfies Ministry requirements.



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

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Luwan Senior High School for:

- its thorough, realistic and well-organized business plan. Despite being in the competitive Shanghai market of international schools, the School's positive reputation and strong partnership with the host school positions it well for enrolment growth.
- the exemplary leadership of the Principal. She established herself quickly and successfully. The rapport between the Principal and her staff, the students and the officials in the home school was consistently evident. The Principal's skills teaching inquiry methods has positioned her as an effective instructional leader.
- their authentic engagement and dedication to making the redesigned curriculum a reality in their day-to-day teaching.
- implementing a wide-ranging and engaging program in support of English language acquisition.
- expanding the diversity of assessment methods in alignment with the new BC curriculum.
- offering a wide variety of clubs for students to engage in and the School for providing the necessary resources to support staff in doing so.
- keeping parents informed about their child's progress.
- having the handbook translated into Mandarin to assist parents and students in understanding and following the expectations of 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 Luwan Senior High School continues to be recognized as a British Columbia-certified school.

