

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

JIAXING SENIOR HIGH SCHOOL

JIAXING, ZHEJIANG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 12-13, 2015

INTRODUCTION

On November 12-13, 2015, a Certification Inspection was completed on Jiaxing Senior High School in Jiaxing, Zhejiang, People's Republic of China termed 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 Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Mr. Brent Koot and Mr. Peter Drescher, who served as Team chair.

The School's BC Program has an enrolment of 76 students, in Grades 10 (28), 11 (21) and 12 (27). The BC Program is housed on one floor within Jiaxing Senior High School, a seventeen year old Chinese public school offering Grades 10-12 to 1700 students. BC Program students also access other campus facilities which include conventional classrooms, laboratories, a gymnasium, fine arts classrooms, playing fields and cafeteria, along with dormitory buildings, a campus store and a medical centre. A move to a new campus is anticipated for 2017/18.

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), Chinese principal, BC principal, and BC teachers.

The Owner/Operator, CINEC Education Group Ltd., is responsible for the BC Program, which is one of four that it operates in the PRC. CINEC has also been actively involved in bringing its BC Offshore School students to BC for summer studies, immersion, and credit courses.

The BC Program's mission is captured by the following statement:

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

The School has identified two goals: (1) *increase the focus on vocabulary development and (2) reduce the gap between school marks and provincial exam results* as their highest priorities for this school year.

It became quickly apparent to the Team that Jiaying Senior High School has a strong sense of community, where positive working relationships between teachers and students are highly valued and where mutual support and collaboration among professional staff is the norm. There was evidence that the facilities provide a welcoming atmosphere, with photos of graduates and current students, staff, student projects and art work on display in hallways, stairwells, classrooms and reading room. Formal and informal interactions between teachers and students were observed as exhibiting a warm and caring demeanor, and teachers and support staff appeared to be a very cohesive group that places the interests of the entire Program at the forefront.

The Team would like to thank Jiaying 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.

Requirement Met Requirement Not Met Not applicable

Comments:

There were no requirements to be met contained in the previous inspection report submitted in December 2014.

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The Owner/Operator meets all other requirements as set forth in the BC 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. The Team verified the Jiaying Education Bureau's approval of the Program. The Team noted his high level of interest and active involvement in providing a quality educational experience for all students and his desire to commit the necessary human and material resources to ensure that that



happens. Staff were also very complimentary of the Owner/Operator's ongoing support.

CINEC Education Group operates four offshore schools in China which offer the BC Program. CINEC's efforts to develop and implement support systems which help ensure managed growth, quality, and the long term viability of each of its schools are particularly noteworthy. These include, but are not limited to teacher/administrator recruitment and retention, succession planning, professional development, hosting a teaching/learning resources repository, marketing and student recruitment, and post-secondary transition activities.

Commendations:

The Team commends the Owner/Operator for his multi-faceted approach to having support systems in place that help ensure the managed growth, quality, and long term viability of its programs.

2.1 (v) The Owner/Operator has completed and filed the Business Plan section with the BC Ministry of Education, confirming the sustainability of the Program.

Requirement Met Requirement Not Met

Comment:

The Team reviewed the Business Plan filed by the Owner/Operator. The Team noted the intake of 28 grade 10 students into the Program for 2015/16 and the extensive marketing and recruitment efforts that had been undertaken by the School. There are plans to implement additional strategies for the coming year. CINEC has been actively involved in offering English language support programs in elementary schools in the area and has plans to expand that to a nearby middle school with a view to adding to the BC Program's recruitment efforts. The OPC and principal are optimistic that, with this relatively new program now firmly established, the first graduating class now successfully enrolled in post-secondary programs across Canada, and the move to a new campus in the not too distant future, the enrolment will grow to attain its enrolment target of 175-180 students.

The Team noted that the School's mission statement, though clearly articulated did not figure prominently into any of the School's marketing efforts, teacher recruitment, or its daily activities. It is suggested that the School's mission, vision, and values be reviewed to determine how it can more accurately reflect what the BC program at Jiaying Senior High School values and stands for, and how it might add value to the Program's marketing efforts and teacher recruitment.

The School graduated its first class of grade 12 students in June 2015. Of the 19 graduates, 18 chose to attend post-secondary in Canada with 7 of those attending in British Columbia. The School's efforts to ensure that students are well positioned to make prudent and informed decisions about their post-secondary education are noteworthy. The principal has played a



major role in this effort. It should also be noted that CINEC has organized an annual post-secondary fair, featuring representatives from institutions across Canada. Grade 12 students at all four CINEC schools are given the opportunity to attend this event.

Commendations:

The Team commends the Owner/Operator and School's efforts to ensure that students are well positioned to make prudent and informed decisions about their post-secondary education.

2.2 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 Not Met

Comment:

As the BC Program, housed within a larger school, Jiaying Senior High School is responsible for the facilities as a whole. The Team 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 twice yearly in terms two and four. The Team notes that each summer, all grade 10 students are taught risk prevention skills, fire safety awareness, and appropriate response in case of earthquake or other disaster. This training takes place over five days.

The campus facilities include conventional classrooms, laboratories, a gymnasium, fine arts classrooms, playing fields and cafeteria, along with dormitory buildings, a campus store and a medical centre. A move to a new campus is anticipated for 2017/18.

The Team is satisfied that the facilities are in compliance and are suitable to support the BC Program.

ADMINISTRATION 3.0

3.2 Offshore Program Consultant (OPC) - The Owner/Operator may appoint an individual to act as Offshore Program Consultant. 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 OSR who meets all of the requirements set out in Section 14 of the Agreement. The OSR serves in a similar capacity with the three other CINEC operated BC Programs. He has extensive experience with the BC Global Education Program



and, as superintendent, provides systemic oversight of all CINEC schools and programs.

The OSR had noted that CINEC is in the process of engaging its four school administrations in conversations about the BC Education Plan and its impact on teaching, learning, programs and services at CINEC's offshore schools.

The OPC was on site during the Team's visit and was most helpful in responding to our 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:

This is the principal's first year in her current position. She had served as vice principal at Jiaxing Senior High School the previous year, and was a vice principal at another BC offshore school prior to coming to Jiaxing. She is currently working on her Master of Arts in Educational Leadership and Management with Royal Roads University. She was highly complementary of the School's previous principal (now retired) and the mentoring received from her.

The Team reviewed the duties and responsibilities with the principal. The Team was impressed with her strong and growing knowledge base pertaining to educational leadership, the value that she places on cultivating positive working relationships, and her desire to build and sustain a professional work culture based on collaboration and interdependence.

The Owner/Operator is responsive to the need for planning leadership succession and is committed to retaining its school leaders and developing future leaders. To this end, despite its small enrolment, the School also has a vice principal. The principal and vice principal are a cohesive administrative team, and the School is being well served by their leadership.

Commendations:

The Team commends the Owner/Operator for attending to matter of leadership succession, by providing for the position of vice principal in the school.

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:

The School meets the requirements for administrative support. A full time administrative



assistant (new to the school) has responsibility for maintaining student records, translation services, parent contact, Ministry data transfers, and a host of other duties. She also assists in marketing activities to promote the BC Program. As she also has her teacher certification in China, she also acts as a support teacher in ELL 10/11 classes. The School is well served by its highly capable administrative assistant.

An International Program Director acts as a liaison between the BC Program and the main school, She also serves as a mentor for the Program's Grade 10 students, monitoring their progress, ensuring that they are adjusting well to campus life, and communicating with their parents. Mentors are also in place for the grade 11 and 12 students.

Technology support is provided by the main school's IT department. They have been reported to be very responsive in resolving technological issues as they arise.

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.

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 Team confirms that all Authorized Persons under *The Agreement* possess valid and current certification under the BC 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. One first year teacher report needs to be completed before the end of the year. First year reports on all other teachers had been completed by the previous principal, and were found to be thorough and comprehensive. The terms and conditions of employment are included in the teacher and principal contracts as required.

The School's professional development plan for 2015/16 is focussed on its primary goal of vocabulary development and reducing the gap between school marks and exam results. The



vice principal is taking a leadership role in this effort. CINEC provides opportunities for capacity building and sharing of expertise, by hosting an annual professional development day for teachers and administrators at its four schools, encouraging networking and pooling of resources, and providing virtual in-service opportunities using skype which are offered by CINEC's in house curriculum consultant.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for English Language Assessment and Acquisition as outlined in Section 4.1 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 the late spring and again in late June. The instrument used has been developed for use in all four CINEC schools. The assessment includes a reading comprehension component, a writing sample, and an oral interview. All of the BC teachers are involved in the administration and marking of the exam, under the supervision of the principal. There is training in the use of the marking rubrics to assure consistency. The principal makes the final determination to accept students. The threshold for acceptance is 60% on the assessment.

All students in the School receive 240 hours of English instruction per year. In Grade 10 and 11 they take English and a BAA course (ELL 10 or 11). In Grade 12, all students take English 12 and Communications 12. Students who are having difficulty can also receive additional ESL support, which may take the form of small group or individual support as needed. Teachers in all subject areas embed language strategies into their courses. Course overviews and other planning documents show evidence of thoughtful and purposeful planning for language acquisition. The School has two key goals for the year one of which is to "Increase student's English ability in speaking and vocabulary development." To this end, a main focus of the vice-principal is to provide leadership and professional development for staff in order to build student language acquisition skills. Evidence of this focus is pervasive in staff planning documents and in their instructional practices.

A notable initiative at the School is a program called Speak Out. Administered and developed by the principal, it involves dividing all students into teams that are rewarded for speaking only English during the school day. It has evolved into an elaborate game that has huge buy-in from both the students and the staff. In place for six weeks, there is evidence that it is creating a shift in out-of-class conversations, from Mandarin to English. This is particularly important in Grade 10 where the comfort level in speaking English is just developing.



Commendations:

The School is commended for the thoughtful and purposeful approach to supporting students to develop language acquisition skills throughout the curriculum and throughout their school experience.

4.2 The School meets the Course Credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 4.2 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The team confirms that the School meets all of the requirements for course exemptions, BAA courses, and course equivalencies as outlined in Section 4.2 of the inspection catalogue. All letters approving exemptions and BAA courses are on file. Overviews for these courses have been developed. They include content, timelines, teaching strategies, assessment indicators and links to the developed learning outcomes.

Courses offered in a given year can vary. For 2015-16:

Exempt courses: IT 10/11, Mandarin 11 and 12, Chinese History 12

BAA courses: ELL 10 and 11.

Equivalency: Mandarin 10.

Students can accumulate a total of 16 credits of exempt courses, which is within the allowable of 20 credits.

4.3 The School meets the Course Overview requirements as outlined in Schedule B Part I (d) of the Agreement; namely, that all BC Program courses offered in the School meet or exceed the learning outcomes identified in the Educational Program Guides for each course, with a course overview for each course that includes content, teaching strategies, evaluation and assessment methods which are clearly linked to the BC learning outcomes.

Requirement Met Requirement Not Met

Comment:

The team confirms that all of the courses in the BC Program at the School meet or exceed the learning outcomes identified in the educational program guides. As part of the classroom visitation process, each teacher provided overviews for all of the courses that are taught in the school. These overviews contain evidence of both long term and short term planning. Each of the overviews has links to the BC learning outcomes, shows teaching strategies, and lists achievement indicators for the courses. In addition, many of the overviews also include a section on ELL support strategies and vocabulary. In conversation with the teachers, they confirm that the overviews are essential planning tools for their instructional practices. Each teacher is required to submit the overviews to the principal at the beginning of the year and it



is evident that considerable effort and thought has gone into their creation. Many of them were annotated for later revision. Unit plans and daily lesson plans were also in evidence and they both link back to the course overviews.

It is evident from the classroom visits that the quality of instruction is outstanding. The teachers are knowledgeable, committed, and engaging. Outside of their classes, they are often involved in professional discussions as they work together to better support their students.

A student assembly showed the degree to which there is mutual caring and respect between the staff and students. In short, the staff has created an environment in which student learning can flourish.

Commendations:

The staff is commended for their outstanding quality of instruction and their commitment to create a caring environment where all students strive to achieve.

4.4 The School meets the Instructional Time Allotments requirements as outlined in Section 4.4 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:

The school operates a linear timetable, divided into four terms. All courses with the exception of a split Math 10/PE 10 block meet daily for 90 minutes. The school day begins at 7:30 AM and ends at 2:15 PM. The team confirms that the school exceeds the minimum requirements for instructional time.

For Grade 10 students, Daily Physical Activity (DPA) requirements are met through Physical Education 10 and a daily morning run. This run is compulsory for all students in the BC program and for all students in Jiaxing Senior High School. In Grade 11 and 12, in addition to the morning exercise, all students play a series of sports that practice and play throughout the year. Participation is compulsory.

4.5 The School meets the Assessment Methods requirements as outlined in Section 4.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

It is evident that there has been an emphasis on assessment at the School. All staff talk



knowledgably about relating their assessment to the learning outcomes of the course. Their planning documents provided frequent evidence of the use of marking rubrics and performance standards. Teacher marks books provided many examples of both formative and summative assessment.

Last year there was a 25% differential between the course mark and the exam mark in English 12. There were no significant discrepancies in other courses. The School's response to the English 12 discrepancy has been an increased emphasis on the use of different ELL acquisition activities as described in 4.1, above. The School has also implemented quarterly benchmarking of their language acquisition growth by using components of the English practice exams. This provides the teachers with feedback on areas they should focus on with their students

4.6 The School meets the Learning Resources requirements as outlined in Section 4.6 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

Classroom learning resource materials meet requirements. Teachers confirm that they have sufficient textbooks and support materials for their classes and they comment positively on the process for ordering and approving materials as they need them.

The School's library/common room is used extensively. It houses a small but growing collection of print materials. The principal has just placed an order for a collection of high interest low vocabulary books designed to appeal to ELL learners. An important feature of the library is its extensive e-book collection. Most students have e-readers and make heavy use of the available books to download and read.

The library also has six connected computers, which are used by students for research purposes. In addition, there is a computer lab for use by the school. It is used by the IT classes and by classroom teachers. Every classroom has a projection unit and Wi-Fi internet access. The School has a policy which allows Grade 12 students to bring their own computer devices to class. Students have access to wifi and teachers also use this capacity in their instruction. At the Grade 10 and 11 levels, students can bring their own devices only when explicitly asked to do so by the teacher. The School is aware of the new BC Education Plan and the focus on personalized learning in which students will utilize their computer devices as an integral part of their learning. The School is taking a thoughtful look at how this may occur so that students are ready when the new curriculum is implemented.

The School has access to fully equipped science labs provided by the larger school. Ventilation and safety equipment is available. Teachers schedule lab time in advance, and a lab assistant prepares equipment and materials before the class arrives.



4.7 The School meets the Student Progress Report requirements as outlined in Section 4.7 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The School has four report cards per year. The report card includes letter grades, percentages, work habits, and comments. Subject courses are included on all four report cards. Exempt courses appear on term two and four report cards. This is reflective of the different reporting structures in place in the larger school.

In addition, there are two formal interim reports that go out to parents of all students. As needed, teachers also communicate with parents when a student is struggling in a course. Twice a year, the School hosts grade level parent meetings and once a year there are formal Parent-Teacher interviews.

POLICY DEVELOPMENT 5.0

5.1 The School meets the Parent / Student Handbook requirements as outlined in Section 5.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met

Comment:

The Team confirmed that the Parent/Student Handbooks meet the requirements as outlined in the Inspection Catalogue. The Team noted that there are two separate handbooks for students and parents with both similar and different content. The handbooks are updated annually and have been translated into Mandarin for the benefit of parents. Efforts are made to ensure that policies and procedures contained therein are compatible with and not in contradiction to those of the larger Jiaxing Senior High School. The Team suggests that the School reconsider the need for two separate handbooks, and if appropriate, consolidate them into one handbook. It is further suggested that the School's mission, vision, values and key goals be included as a prominent feature in future editions of the handbook(s).

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 2015/16 school year and the Team confirms that it meets requirements. Policy development is informed by broader policies adopted by the



CINEC group of offshore schools. CINEC also provides broader guidance and oversight in policy development.

Policies for the evaluation of teachers and administrators are in place. The evaluation process for teachers, implemented by the previous principal, is clearly articulated and well suited to helping teachers plan for future growth, change, and improvement.

Appendix 5 The School meets the Distributed Learning requirements as outlined in Section 18 of The Agreement and Appendix 5 of the Inspection Catalogue for Offshore Schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School does not currently offer Distributed Learning courses to its students.

CONCLUSION

Commendations

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

- Building a strong sense of community, where positive working relationships between teachers and students are highly valued and where mutual support and collaboration among professional staff is the norm.
- The thoughtful and purposeful approach to supporting students to develop language acquisition skills throughout the curriculum and throughout their school experience.
- The outstanding quality of instruction provided by staff, and their commitment to create a caring environment where all students strive to achieve.
- The School's efforts to ensure that students are well positioned to make prudent and informed decisions about their post-secondary education.
- The School's first graduating class, 18 out of 19 of whom chose Canada to continue their education.
- Attending to the matter of leadership succession, by providing for the position of vice principal in the school.
- The multi-faceted approach taken by the Owner/Operator to have support systems in place that help ensure the managed growth, quality, and long term viability of its programs.



- Investing in the collective professional growth and development of staff by providing in-service opportunities, encouraging networking, and establishing a means to share teaching strategies and learning resources across the CINEC group of schools.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Director of International Education that the British Columbia Program offered at Jiaxing Senior High School be recognized as a British Columbia Certified Program.

