

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

WESTMINSTER CANADIAN ACADEMY

GYEONGGI-DO, SEOUL

REPUBLIC OF KOREA

NOVEMBER 2-3, 2016

## INTRODUCTION

On November 2-3, 2016, a Certification Inspection was completed on Westminster Canadian Academy (WCA) in Gyeonggi-Do, Seoul, Republic of Korea, 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 have been met, according to the *B.C. 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 *B.C. Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Des McKay and Henry Contant (Chair).

The School's B.C. Program has a current enrolment of 53 students, in Grades 1-12. Noteworthy is the fact that WCA is realizing its vision for a Grade 1-12 School this year with the addition of its first Grade 12 class. The School looks forward to its inaugural class graduating in June 2017. The School is housed within their own small private campus that consists of three buildings, two for teaching and one housing the cafeteria and some office/reception space.

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 Owner/Operator, B.C. Principal, B.C. teachers, B.C. and Korean support staff and WCA students.

The Owner/Operator, Mr. Jung Kung Woo is responsible for the B.C. Program. In addition to the School, he has many other entrepreneurial and business interests throughout Korea and Asia.

The School's stated philosophy is "*to offer a holistic education which enable students to develop their individual potential and to acquire knowledge, skills and attitudes needed to contribute to a healthy society and prosperous global economy*".



WCA's vision is to see their students as *"creative, self-directed problem solvers, who are confident in their own abilities and demonstrate an appreciation for the rich diversity of life"*.

Some of the School's unique features include:

- Effective use of technology within the School, particularly in the use of 'virtual labs' in the delivery of the senior science curriculum; and a 'Bring Your Own Device' (BYOD) computer policy.
- An extensive, well designed and executed English language learner program that provides focused support for students in their English language acquisition.
- An after-school club program that provides opportunities for students to participate in activities outside the classroom environment.

The Team would like to thank Westminster Canadian Academy 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:

The Team followed up on the two recommendations made in the previous (October 2015) Inspection Report.

**1. Develop a local school policy for adjudicating Challenge and Equivalency applications**

The Team was able to verify that the School has developed an appropriate **Challenge and Equivalency Policy**, and has actually used the newly adopted policy in adjudicating an admissions inquiry of a high school student considering transferring to WCA this year.

**2. Complete the facility upgrades necessary as outlined in the graduation planning document, to offer hands-on laboratory experiences to students who choose senior science electives.**

The Team noted that with the presence of the CSA 'guest school', WCA's previous science laboratory was reconfigured back into a 'temporary' classroom learning space for CSA students. Although WCA has made good use of technology in providing 'virtual labs', it also needs to offer hands-on laboratory experiences to students who are enrolled in high school science classes.

Requirement:

As outlined in the graduation planning document, the School is to complete the facility upgrades necessary to offer hands-on laboratory experiences to students who choose senior science electives.



## 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 Team carefully reviewed the revised Five Year Growth Plan for the School and is concerned that there are no new initiatives within the Five Year Growth Plan that could decidedly bring about the desired growth of the School.

The Team suggests that the School develop a new Five Year Growth Plan that addresses recruitment, program, staffing, learning resource, and facility requirements; complete with intentional strategies and measureable goals that are continually monitored and revised as needed.

## 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 School has met all the requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement.

The Team examined the documents regarding the operation and licensing of the School. The Team confirms the Owner/Operator has written approval on file that documents support for the B.C. Program.

**Commendation:**

The Owner/Operator is to be commended for his visionary and supportive leadership of the B.C. program.



**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:**

All required inspection documents as well as legal and building construction documents were on file by the Owner/Operator and made readily available for the Team to review.

The School meets all local building, safety and cafeteria codes and regulations. However, the new building 'C' has not yet had a final safety inspection as it is not yet completed. The building is not used by the B.C. program students.

The B.C. Program fully cooperates with local officials in regards to conducting joint fire and earthquake drills a minimum of twice a semester.

Since the previous inspection, the cafeteria has been redesigned and enlarged to accommodate an additional 100 students and has been inspected for food safety. In addition, the computer lab opened, the small playfield was completed, outdoor seating and balconies have been improved and expanded, and office/reception space has been created next to the cafeteria.

The Team examined the Fire Fighting Facilities Reports of the main building, second building and cafeteria. All three reports indicate that the School is in compliance with the local requirements. The Team also examined the written Emergency Action Plan that outlines responsibilities and roles of teachers in case of emergency.

The facilities are suitable for the current B.C. Program and will continue to be sufficient for projected program growth for the next several years.

The School documents safety drills in a safety drill log book and staff debrief accordingly after each safety drill has been conducted. The intent of doing so is to improve evacuation response times and review safety procedures and protocols.

**Commendation:**

The School is to be commended for the significant campus improvements.



### 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 the current Principal to also serve as the School's liaison as outlined in the Certificate Agreement, Schedule B, Part II 4.

**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 has ten years of experience in administration and an additional 11 years as a teacher. The Principal joined the school four years ago as Vice-Principal having previously served at an international school in Kuwait. He is now in his third year as Principal of WCA and fulfills the duties as outlined in Part III Schedule B of the Agreement.

The Principal also serves as the Ministry Liaison and meets the qualifications set out in Part II Schedule B of the Agreement. He actively participates in the interviewing and final admission of students into the B.C. program, and evaluates teachers on a three-year cycle. The evaluation process encourages the development of teacher personal growth plans.

The Team examined the Principal's contract and job description and confirms that the employment relationship appears appropriate.

**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 has built in several administrative supports to strengthen the B.C. Program. The Principal is assisted by three support staff who work in the administration office in the areas of executive assistant, marketing translation and general duties. The Team reviewed the job descriptions of each of the Korean support staff and recognize the valuable role each plays to support the Principal and the B.C. Program.



The School does not have a Vice-Principal. When the Principal is absent from the school, he appoints a 'teacher-in-charge'. Although the School is small, it may wish to consider appointing a Vice-Principal in the future as part of an over-all leadership succession strategy.

The School does not utilize a school administration software product due to its small size. The student records are maintained manually.

The School has a computer lab available for internet connectivity as outlined in Schedule F of the Agreement. The School has demonstrated its capacity to facilitate the writing of provincial exams on-line.

As the School continues to prepare for its first Grade 12 graduation class, discussions around the development and support of Graduation Transitions for its inaugural graduating class continue. The Team discussed the School's upcoming role in the assistance of obtaining foreign student visas for its first graduates from the B.C. Program.

**Commendation:**

The School is commended for the harmonious and collaborative manner in which the B.C. program staff and Korean staff work together to ensure the success of the B.C. Program.

**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:**

The School meets the student records requirements as outlined in Section 3.5 of the Inspection Catalogue. Student files were examined and found to be complete in all required elements.

**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 B.C. Teacher Regulation Branch.**

All teacher files are securely stored and were found to be complete in all required aspects including a copy of each teacher's contract, TRB certification, B.C. Ministry of Education



personal information consent form, resumes and reference letters, and where applicable, teacher evaluations.

The Team confirms that the teacher responsible for teaching the exempt Mandarin course is locally certified and has a valid local criminal record check.

The Team was also able to confirm that the new B.C. Program teacher expected to arrive soon is fully certified by the TRB.

#### 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:

The Team is able to confirm that WCA staff is making good progress with implementing the redesigned B.C. Curriculum Grades 1-9, and that planning is underway for the implementation of the new Grade 10-12 graduation program. Graduation program teachers are using the Ministry website to stay current with the new draft course curricula and are using them to guide their unit and course planning.

WCA teachers attended a B.C. Offshore Schools conference on the redesigned curriculum in Seoul last February, and have used school-based professional development time to study the new requirements and explore ways to transition from their current practice to the redesigned curriculum. The planning for and implementing of the redesigned curriculum was the focus of WCA's professional development last year and remains the 2016/17 professional development focus. WCA teachers have worked collaboratively to develop unit plans that clearly reflect the "Big Ideas, Core Competencies, Curricular Competencies, Teaching, Learning and Assessment Strategies". Additionally, the Principal has kept parents informed through Ministry publications.

###### Commendation:

The WCA staff is to be commended for its progress toward implementing the Grades 1-9 redesigned curriculum.



**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 Team confirmed that students new to WCA undergo a comprehensive English language assessment as part of the admissions process. The five-part assessment consists of listening, vocabulary, grammar, reading, and writing composition. Students who meet the entrance language requirements are interviewed using an oral speaking assessment.

In addition to the entrance language assessment, two school wide writing assessments are conducted, one in September and the other in January. Students are required to produce two writing samples. The homeroom teacher marks one and the ELL teacher marks the other. The results of the assessments provide valuable planning, resourcing and staffing information for both the teacher and the school. A copy of the results are placed in each student's file and used to track their progress over time. The ELL teacher also develops individual tracking sheets that identify specific areas of weakness that the ELL teacher uses to provide targeted assistance.

**Commendation:**

The School is to be commended for its English language entrance assessment and English language acquisition programs. The targeted support, at the individual, classroom and school levels, has resulted in a very high level of English proficiency. The Team was impressed with the language proficiency of all students, particularly at the graduation level.

**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:**

WCA has developed an equivalency and challenge policy as required by the last Certification Inspection Report. The Team confirmed WCA has been given an exemption by the Ministry of Education to offer Mandarin 7 to 12 by a locally certified Korean teacher.



**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 Team reviewed course overviews for each B.C. Program course and classroom visitations confirmed the implementation and delivery of instruction as planned and outlined in the course overviews. Planning documents reflected the Ministry redesigned curriculum complete with the curricular “big ideas”, “core competencies” and “curricular competencies”. The planning documents also included teaching/learning strategies to teach the curricular competencies and assessment strategies to check for understanding. Several graduation program teachers commented that as they become more familiar with the redesigned curriculum and its philosophy of integration and project based learning they are recognizing more opportunities for thematic integration within their own and other content areas. ELL teaching strategies have been developed based on the data from the school wide assessments and individual student language learning plans.

Classes at WCA are small; therefore, students receive a great deal of personalized learning support. The learning environment is rich and very focused. In all the classes visited, students worked collaboratively and were very engaged in their studies. The integration of technology and the use of personal devices such as iPads and computers, made it possible for students extend their learning far beyond the boundaries of their classroom.

**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:

The Team confirmed the School exceeds Ministry instructional time requirements. Students at WCA receive 1014 hours of instruction yearly, which is well above the minimum requirement of 850 hours, and are in session 169 days for six instructional hours a day.

Daily Physical Activity (DPA) is now part of Physical and Health Education (PHE), however, in addition to their PHE classes students participate in structured play during their recess and lunch breaks. Students in the graduation program keep an activity log of their DPA as part of their Graduation Transitions.



Teachers work closely with the ELL teacher to develop language acquisition strategies based on the school wide and individual student language assessments. Classroom visits confirmed the use of ELL strategies. Students at WCA eagerly and fluently conversed in English with Team members.

#### 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:**

Classroom visits, observation of student work, review of course overviews and student marks, confirm that WCA teachers are providing summative and formative assessment strategies to reflect individual student achievement. The use of B.C. Performance Standards and outcome-based rubrics were widely used as part of teachers' assessments of student achievement.

Students write grade level provincial exams and the exams are appropriately supervised, invigilated and assessed by B.C. certified staff.

**Commendation:**

WCA is to be commended for its strong academic achievements as evidenced on strong provincial exam results.

WCA will celebrate its first graduation class as a "milestone event" this coming June, recognizing the personal and academic achievements of the students.

#### 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:**

**Library**

While not ideal, the library is temporarily housed in the Grade 1 classroom. WCA will reinstate the library, complete with all its collections in December 2016. In the interim, the use of technology, software programs and a computer lab are providing students with supplementary learning/library resources.

**Technology**

The use of technology to support teaching and learning is very evident at WCA, and the School has excellent connectivity in all its classrooms. Students make good use of the computer lab for research and use their own computers when working during classes. All the classrooms have projectors that are used for instructional purposes, most notably when using internet resources



such as virtual lab experiments, documentaries, and math based teaching/learning modules. The Team noticed that the use of internet and other digital resources has become a natural part of teaching and learning at WCA.

#### **Print Resources**

The Team observed adequate print resources to deliver the B.C. curriculum. Textbooks were current and sufficient for the subject areas taught. Teachers also use a wide variety of supplementary resources, including the internet and other digital resources, to support teaching and learning.

#### **Commendation:**

The teachers are to be commended for their integrated use of technology to support and enhance student learning.

#### **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 Team confirmed that WCA complies with the student progress report requirements. Four formal report cards are sent home to parents that include letter grades, percentages, work habit marks, and anecdotal comments. All subjects are noted, including the exempted courses. In addition to the letter grade mark the report lists the “curricular competencies” for each term and students receive a competency progress level mark of 1 to 4, one being “Not Yet Meeting” and 4 being “Exceeding”. The School implements a number of additional communication methods to report student progress including parent meetings following each reporting period and interim report cards for at-risk students. Teachers also communicate with parents on a regular basis using email for their newsletters and, when necessary, sharing concerns about a student’s progress.

### **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 reviewed the School’s updated 2016-17 Parent / Student Handbook. It contains appropriate information for students and their parents on such topics as student code of conduct and discipline, raising parental concerns and protocols, admissions, after school clubs,



attendance, bussing, B.C. curriculum, dress code, field trips, homework, Information Technology and computer usage, parental involvement and volunteers, and student reporting.

**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 Team reviewed the School's updated 2016-17 WCA Teacher Handbook. The extensive handbook is divided into five main components: (I) Mission Statement and School Philosophy (II) Professional Roles and Responsibilities (III) School Organization (IV) Assessment and Evaluation, and (V) School Routines, Procedures, Forms and Information.

Each component contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the B.C. Offshore School Program.

**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:**

One student was granted credit for Physics 11. The student successfully completed the course through School District No. 73 Business Company's Distributed Learning program.

## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Westminster Canadian Academy for:**

- Successful implementation of their vision for a Grade 1 - 12 B.C. Offshore School program by adding their inaugural Grade 12 class, and anticipating their first graduation in June 2017.
- Exceeding the 2015-16 average provincial exam results in English 10, Foundations of



Math 10 and Science 10.

- A dedicated, nurturing administration, teaching and support staff, committed to serving the needs of all its students within the unique context of a B.C. Program and Korean culture.
- Korean support staff that provide strong support of the B.C. Program and B.C. staff personnel.
- Its transition towards implementing the Grade 1 -9 redesigned B.C. Program curriculum and for using the same course and unit planning template for the Graduation program courses.
- Maintaining high standards and expectations for English language acquisition and assessment and providing support to those few students who need extra help. The level of English language proficiency amongst students at all grade levels was notable.
- Embracing technology as an important teaching and learning tool and providing the resources to empower staff and students to be successful in this endeavour.

## Requirements

**In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 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:**

- Complete the facility upgrades necessary to offer hands-on laboratory experiences to students who choose senior science electives as outlined in the graduation planning document.

## 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 Westminster Canadian Academy be recognized as a British Columbia Certified Program.**

