

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA CHENGDU SHI SHI SECONDARY SCHOOL

CHENGDU, SICHUAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 9-10, 2017

INTRODUCTION

On November 9-10, 2017 a certification inspection was completed on Canada Chengdu Shi Shi Secondary School in Chengdu, Sichuan Province, People's Republic of China, termed CCSSSS or the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Ms. Cathy Lowenstein and Mr. Terence Sullivan, who also acted as the Team Chair.

The School's B.C. program has an enrolment of 57 students, in grades 10, 11 and 12. Canada Chengdu Shi Shi Secondary School is located on the Wenmiao Campus on the northern perimeter of the city. The Wenmiao Campus has a stadium, track and field facility, and gymnasium as well as various science and computer labs. Also on campus are staff and student dining halls, a bookstore, and a small supermarket. The entire school, which houses the B.C. program, enrolls 3600 students.

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

The owner/operator, Beijing Kezhi Times International Consulting C. Ltd., is responsible for the B.C. program. The owner/operator operates five other B.C. offshore schools, agreements for seven offshore schools with another province, an agreement for one B.C. independent school and one Ontario independent school.



The B.C. program’s philosophy, objectives and special features include:
 “Chengdu B.C. offshore school at Chengdu Shi Shi Secondary School strives to be a model international school committed to preparing students to achieve their future academic and career goals. Our goal is to ensure that each student is prepared to face up to future challenges, and can discover his/her own potential to lead a successful life.”

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

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| The School has satisfactorily addressed requirements contained in the previous inspection report. |
| <input type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met <input checked="" type="checkbox"/> Not Applicable |
| <p>Comment: There were no requirements entered in the previous inspection report.</p> |

BUSINESS PLAN

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| The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the program. |
| <input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met |
| <p>Comment: The owner/operator has submitted a comprehensive business plan to the Ministry outlining how he wants to sustain and expand the program. The business plan includes thoughtful responses to the Ministry questions including advertisement and recruitment initiatives as well as renovation plans which are now in progress to further modernize and expand existing facilities.</p> |
| <p>Commendation: The host school and the owner/operator are to be commended for the renovations which are now in progress to further improve the facilities for the B.C. offshore school program.</p> |



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 on file British Columbia certification that indicates the owner operator has successfully met the annual requirements set out in the *British Columbia Global Education Program – Offshore Schools Certification Agreement*.

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 Team reviewed required documentation on file regarding building, fire and cafeteria compliance. Also, on file is a certificate of inspection indicating that the School meets the local standards of construction. The inspection documentation also included a contingency plan for future emergencies.

The host school is located on a large spacious campus which includes a large outdoor field space including track and field facilities, a running track and basketball courts as well as a large indoor gymnasium. The B.C. offshore school space within the host school includes three classrooms, one computer lab, a principal's office, a teacher's office, a support staff office and a multipurpose room which includes computers and book selections. The School also has access to the host school facilities which include the chemistry and physics labs, the gymnasium, athletic fields and three classrooms that are shared with the host school and are used for homerooms. The facilities are suitable to support the B.C. program.

Commendation:

The host school staff and the B.C. school staff are to be commended for the positive rapport and synergy they have established in support of the B.C. school program.



ADMINISTRATION 3.0

3.1 Offshore School Representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met Requirement Not Met

Comment:

The owner/operator has appointed Mr. Adrian Conradi to act as offshore school representative for the School. Mr. Conradi has been confirmed by the province and meets all the requirements set out in section 14 of the agreement. Mr. Conradi was present throughout the two days of the inspection.

Commendation:

The Team appreciated the presence, support and active participation of the offshore school representative throughout the inspection process.

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

Requirement Met Requirement Not Met

Comment:

The principal has two years of teaching experience in international schools and three years of administrative experience in B.C. offshore schools. She is in her first year as the principal of Canada Chengdu Shi Shi Secondary School and is fulfilling all of the requirements outlined in section 3.2 of the inspection catalogue.

Commendation:

The principal is to be commended for her energy, organizational skills and high level of preparedness which was noted by the Team throughout the inspection.

3.3 The School meets the administrative support requirements as outlined in section 3.3 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School has 1FTE administrative assistant, one program manager, one academic advisor and three other assistants to help coordinate the ordering of materials and textbooks, school



promotions and to assist with the administration of the entrance exams. There are also head teachers assigned to each grade level to help supervise student study in the evenings.

The School meets all the administrative requirements listed in the catalogue.

3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

A random sample of 30 student files were examined which included ten grade 10 files, ten grade 11 files and ten grade 12 files. All files were complete and contained all of the required items listed in section 3.4 of the inspection catalogue. Student records were secured in a filing cabinet in the principal's office.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

All teacher personnel files and the principal's personnel file were examined. All files were complete and up to date and contained all the records required in section 3.5 of the inspection catalogue. School documentation also included the record of TRB Certification for those teachers employed by the approved Distributive Learning provider who are providing courses to the School through distributed learning.

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.

Commendation:

The School is to be commended for the level of thoroughness provided to support the teacher certification requirements.



EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Examination of the teacher planning documents revealed that teachers have an emerging knowledge of the new redesigned B.C. curriculum and are using elements which are embedded in their daily practice. Upon inspection, lesson plans indicated that Big Ideas and curricular competencies/learning standards are being used. It was noted that the unit plan templates were closely matched with the design and focus of the new curriculum.

The Team had a discussion with the principal around the requirements for the redesigned curriculum implementation and she confirmed that the transition is in progress.

The School will be offering designated professional development centered around the re-designed curriculum. The topics include the philosophy of teaching and learning, instruction and assessment, and inquiry based learning.

Commendation:

An emerging knowledge of the new B.C. redesigned curriculum by all teachers was noted by the Team.

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 School actively engages in practices that encourage and support the acquisition of English language for all students.

The Team examined each students' file and found evidence that an English language assessment was done prior to placement in the B.C. program for grade 10 students. All students who were accepted into the program acquired a minimum score of 50% on the placement exam.

The School offers focused ELL instruction to grade 10 students but an important feature of the School is that all students are strongly encouraged to speak English only during the instructional day. Faculty are cognizant of the importance of creating opportunities for students to use English language in a variety of situations in and out of the classroom.



Students are provided additional English support by one of the Chinese head teachers after instructional hours and are in regular contact with the B.C. principal about English teaching methods and areas of focus.

This year the plan is to provide ongoing reading and writing assessments to students to be able to further track student progress. The principal indicated that the School will continue to find additional ways to incorporate English language usage into the instructional day

An interesting new development is the organization of a Parent Council for grade 10. The parents have initiated the purchase of English language books and a field trip for students outside of school for additional opportunities to practice English in a new environment.

Commendation:

The School is to be commended for engaging in practices that encourage and support the acquisition of English language for all students.

The Team commends the committed, professional and knowledgeable faculty that adjust their teaching approach for ESL learners and prioritize language acquisition as a foundational part of every teacher/student interaction.

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 the following courses with exemption status:

- Physical Education 10
- Mandarin 10
- Mandarin 11
- Mandarin 12

The School offers one approved BAA course: ESL 10

Currently, there is a process in place as indicated in the parent/student handbook for a student to challenge a course, but no student has requested that at present.

The Team reviewed the comprehensive course outline, annual plan and assessment methods for BAA course, ESL 10.



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

Requirement Met Requirement Not Met

Comment:

The quality of the planning documents used by teachers to organize their instructional practices was noted by the Team. The Team also observed committed, professional and knowledgeable faculty that adjust their teaching approach for EL learners and prioritizing language acquisition as a foundational part of every teacher/student interaction.

The School has a well-defined framework for the creation of teachers' course overviews as identified in the Educational Program Guide. The course overviews identify the timelines, course content, teaching strategies, assessment and evaluation practices as well as ELL practices. Teachers are experimenting with the new redesigned curriculum and have begun the initial steps of implementing planning documents that reflect these changes. They have been engaged in conversations about how best to transition to the new redesigned curriculum, while keeping an important emphasis on English language acquisition skills.

Commendation:

The quality of the planning documents used by teachers to organize their instructional practices was noted by the Team as well as important conversations about how best to transition to the new redesigned curriculum, while keeping an important emphasis on English language acquisition skills.

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

Requirement Met Requirement Not Met

Comment:

The Team confirmed that the School exceeds the instructional hour requirement (960 hours) as outlined in the inspection catalogue for offshore schools.

Course outlines, instructional strategies and professional development initiatives assist strong program delivery.

The School is in compliance with the delivery of daily physical activity requirements.



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:

Assessment is an ongoing theme at the School and part of the professional development plan that is delivered to all staff. The School has developed procedures to ensure that assessment is a valid measure of student achievement and these are carefully outlined in the parent/student handbook.

The Team established that the teachers are trained in both formative and summative assessment practices. They use these assessment strategies as part of their instructional practice. The staff keep appropriate assessment records which were reviewed by the Team upon inspection.

The teachers continuously build on the students' basic foundational skills to be successful in the B.C. program. Their goal of engaging students in English through various strategies has proved to be of importance to the success of all students.

Upon discussion with the principal, there is some interest in restructuring the timetable to allow for more English teaching and learning opportunities throughout the day if possible for the 2018/19 school year.

The Team met with the principal regarding the grade 12 provincial examination results and most notably the English 12 marks, where there was some discrepancy between the school grades and the provincial examination results. As indicated in the annual report, teachers have access to exam results, including strengths and challenge areas of students. Teachers adjust instruction as necessary and look for patterns amongst the class results. This helps with ongoing planning of instruction and support required for current and future years. The team encouraged the principal to develop a formal plan to support students to ensure that no significant discrepancies between school grades and provincial examination/provincial assessment results.

4.7 The School meets the learning resources requirements as outlined in section 4.7 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School is adequately supplied with textbooks for the B.C. Program. All classrooms have access to technology but the host school provides internet access as well as IT support. At the



time of inspection, teachers were using smartboards to support classroom instruction.

The School has a large room that houses over 40 computers. Not all computers were fully serviced upon inspection, but there were enough in good order to support instruction.

The Team viewed the host school library which housed some English books mostly at the middle school level. There is a small dedicated library in the B.C. school but it had a sparse offering of appropriate print resources for student access.

The Team encouraged the principal and faculty to reimagine this library, by sourcing different ways to build the B.C. program library from modest English print resources to a more robust English language resource centre. Once the B.C. program moves to a new space in March 2018, the principal felt that this would be appropriate.

In B.C. schools, a library is an integral part of the school; a dynamic learning space where students can gather informally in groups, where learning is authentic and exciting. This kind of library would be beneficial to English language learners and offer additional opportunities for English language acquisition outside of the regular classroom.

The School had indicated in its annual report, that discussion surrounding the new numeracy assessment is ongoing. The principal and faculty have indicated that plans may be underway shortly to be ready for 2018.

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:

All student files contained report cards that included course names, credit hours, letter grades, percentages and attendance.

The School provides four reporting terms per year and parents are invited in at these times to hear about student progress and ongoing assessment. At risk students, or students with behaviour concerns are provided with I-plan reports, which include information about academic or behavioural concerns and provide opportunities for students to improve.

The principal indicated to the Team that she would like to move towards parent/teacher student conferences with individual classroom teachers at reporting periods. This individualized attention is part of a continued focus on meeting the needs of students while having direct dialogue with parents through a Chinese translator.



POLICY DEVELOPMENT 5.0

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

Requirement Met Requirement Not Met

Comment:

The parent/student handbook has been updated for the current school year. Information and procedures on distributed learning, challenge and equivalency have been incorporated into the handbook. Also included in the handbook are policy and procedures for appeals and dispute resolution and the handbook is printed in both English and Mandarin. It is distributed to all parents and members of staff.

The School meets the requirements for the parent/student handbook as outlined in section 5.1 of the inspection catalogue.

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 recently updated and contains all currently required information.

The School has policy and procedures in place for the evaluation of teachers. The policy and procedures are included in the teacher handbook.

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:

There are presently three students taking distributed learning courses through the Ministry approved provider for distributed learning. Courses include calculus 12 and Biology 12. The principal coordinates facilitation and supervision of students taking distance learning courses which are provided outside the timetable.



The approved provider is Global Education School District 73 Business Company. The School is meeting the distributed learning requirements outlined in section 18 of the agreement of the inspection catalogue.

Commendation:

The School is to be commended for the level of support provided to ensure the success of those students electing to take courses through distributed learning.

CONCLUSION

Commendations

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

- The recent renovations which are now in progress to further improve the facilities for the B.C. offshore School program;
- The positive rapport and synergy between the host school staff and the B.C. school staff in support of the B.C. program;
- The presence of the offshore school representative and his support and active participation throughout the inspection process;
- The energy, organizational skills and high level of preparedness of the principal, which was noted by the team throughout the inspection;
- The level of thoroughness provided to support the teacher certification requirements;
- The level of support provided to ensure the success of those students electing to take courses through distributed learning;
- An emerging knowledge of the new B.C. redesigned curriculum by all teachers was noted by the Team;
- For engaging in practices that encourage and support the acquisition of English language for all students;
- The quality of the planning documents used by teachers to organize their instructional practices was noted by the Team as well as important conversations about how best to transition to the new redesigned curriculum, while keeping an important emphasis on English language acquisition skills;
- Committed, professional and knowledgeable faculty that adjust their teaching approach for ESL learners and prioritize language acquisition as a foundational part of every teacher/student interaction.



SUMMATIVE RECOMMENDATION

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

