

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA CHENGDU SHI SHI SECONDARY SCHOOL

CHENGDU, SICHUAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 29-30, 2018

INTRODUCTION

On October 29-30, 2018, a certification inspection was completed on Canada Chengdu Shi Shi Secondary School in Chengdu, Sichuan Province, People's Republic of China, referred to as the School or CCSSSS 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 and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Alan Schroeder and Peter Drescher (Chair).

The School's B.C. program has an enrolment of 62 students, in grades 10-12. It is located on the campus of Chengdu Shi Shi No. 4 Middle School. It has been operational since 2012. The host middle school which enrolls approximately 3500 students in grades 7-12 has operational history dating back to the Han Dynasty in 143 BC. Students in the B.C. program graduate with both a B.C. Dogwood and Chinese graduation diploma. There are two other international programs on the campus.

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 offshore school representative (OSR), B.C. principal, B.C. teachers, the Kezhi manager of programs (recruiting), the host school's principal and director of international education and principal and selected administrative support staff.

The owner/operator, Mr. Sunny Bai, Beijing Kezhi Times International Consulting Ltd. (Kezhi), is responsible for the B.C. program. The Kezhi family of schools includes five other B.C. offshore schools, seven offshore schools operated in agreement with another province, one independent school in B.C. and one in Ontario. Students at CCSSS have an opportunity to attend a two-week English camp at Lowell High School, a Kezhi affiliate school in Vancouver,



B.C. There is also a pathway agreement with Thompson Rivers University.

The B.C. program's mission is as follows:

Canada Chengdu Shi Shi Secondary School strives to be a model international school committed to preparing students to achieve their future academic and career goals. With respect and encouragement, we enable all our students to develop their potential to acquire the knowledge, skills and attitudes necessary for success in their future lives. We work to inspire students to develop high standards, strong work habits, and accountability in a multicultural environment. 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.

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
Comment: There were no requirements that needed to be met from the previous inspection report. There were five suggestions offered in the previous report to which the School has thoughtfully responded.

BUSINESS PLAN

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
Comment: The Team reviewed the business plan filed by the owner/operator and confirms that there is a sustainable plan to ensure the future growth of a quality program. First opened on 2012, the school has had a small enrolment. The Team noted the intake of 22 grade 10 students into the program for 2018/19. The School moved into newly renovated facilities this fall and there is now space to grow the enrolment. The host school's director of international education has indicated a desire to grow the enrolment to 150-180 over time, and the new program manager responsible for student recruitment is working to increase the grade 10 intake to at least two classes for the coming year. Two academic advisors provide support to students in researching prospective post-secondary institutions and helping with the application process. There is cooperation



between the teacher of Career Life Education and Graduation Transitions and the academic advisors to help ensure that students are making informed decisions about their post-secondary plans.

Over the last four years, 74% of CCSSSS graduates have enrolled in Ontario post-secondary institutions, 10% in B.C. and 10% in Alberta.

The School has had a very high graduation rate, exceeding the provincial rate each year, which has repeatedly been close to or at 100%.

Staff retention from the previous year has been quite good, despite the challenges presented by the teacher shortage in British Columbia. The owner/operator has undertaken several initiatives in an effort to retain staff.

Commendation:

The School is commended for the very high graduation rate, exceeding the provincial rate each year, which has repeatedly been close to or at 100%.

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 Team verified that the original government approval document from the local municipal education bureau demonstrating support and permission for the B.C. program to operate is on file at the School.

The School has a good relationship with the host school. The principal, in her second year at the School, has been successful at developing the relationship. The B.C. program manager, an employee of the owner/operator, has been successful at forging a positive working relationship with the host school's director of international education.

Commendation:

The Team commends the positive relationships that have been developed by the principal, the director of international education and the B.C. program manager which have provided a foundation of strong support and advocacy by the host school for 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:

The School comprises two floors in one building on a large host school campus. The B.C. program moved into a new, larger wing at the beginning of the 2018/19 school year. The new wing is equipped with wireless internet capability and has space to allow for future program growth. The B.C. program space comprises seven classrooms in addition to a principal's office, a teacher's office and a computer lab. The School also has access to chemistry and physics labs and athletic facilities that are shared with the host school.

The Team reviewed local building, safety and cafeteria codes and permits and confirmed that appropriate safety and evacuation plans are in place.

The School has well-detailed policies to respond to emergency situations. Since the previous year's inspection, Kezhi has added plans detailing support for students and teachers in the event of temporary or permanent to one of the system's five other B.C. programs or elsewhere.

The Team verified that the School participates in all emergency drills conducted by the host school. The drills are held approximately twice per semester and focus on the areas of fire, earthquake and lockdown.

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 offshore school representative (OSR) has been OSR with the Kezhi system of schools for more than three years. He is an experienced educator with more than ten years of experience as an educator at B.C. offshore schools. In addition, he has eight years of experience working in the field of international education at the post-secondary level in B.C.

The Team reviewed the contract of the OSR and confirmed that all the requirements related to the OSR in the Agreement are in compliance. The OSR has an enhanced level of engagement with the program.



The Team appreciated the assistance of the OSR before and during the inspection.

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:

This is the principal's second year as principal of CCSSSS. She had previously served as a vice-principal at another B.C. offshore school and has two years teaching experience at an international school in Thailand. She meets all of the requirements as outlined in section 3.2 of the inspection catalogue.

The principal has established a very collaborative approach to leadership in working with her staff. They participate in policy development, determining school and student needs, and providing leadership in staff development. The School is being well served by this highly energetic and forward-thinking educational leader.

Commendation:

The Team commends the principal for the collaborative approach to school leadership she has undertaken with her staff.

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 several administrative support staff that provide service to the B.C. program including a program manager, principal's assistant, a four-member academic advising office and marketing office. The School is supported by a B.C.-based superintendent's office which provides administrative and curriculum development assistance.



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:

The Team reviewed a selection of student record files and confirms that the files contain requisite documents including a registration form, ELL entrance assessment results, copies of student report cards and the B.C. Ministry of Education’s personal information consent form.

The Permanent Student record (1704) is kept up to date and securely backed up on the TESS Student Information system and is also stored in each student’s file on site.

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:

The Team reviewed each teacher’s file and confirmed the presence of all necessary elements including copies of each teacher’s Teacher Regulation Branch Certificate of Qualification, employment contract, teacher evaluations, B.C. Ministry of Education teacher consent form, contact information and work permit.

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

For all locally-certified teachers, the Team verified local teacher certifications and criminal records checks.

The School works at creating a friendly and supportive atmosphere in an effort to strengthen teacher retention. The School offers a competitive salary and benefits package in addition to a teacher mobility program within the Kezhi family of schools. The system has created a professional development program aimed at supporting the professional needs of teachers while building team camaraderie.

The Program is served by a highly supportive team of Chinese teachers who are providing extra instruction to help students develop their English language skills.

Professional development during the previous and current years has and continues to be focussed around teaching, learning and assessment strategies that pertain to the new curriculum. Sessions are held almost monthly and follow-up occurs during biweekly staff



meetings. The staff is highly collaborative and support each other in their professional growth.

The principal is supported in leading the School's professional development initiatives by the Kezhi superintendent who prepares a suite of suggested Pro-D topics and sends resources, including professionally created webinar-style Pro-D sessions that Kezhi has purchased through a subscription.

The staff would benefit from having connections with colleagues teaching the same courses at other schools. Kezhi is finding ways to facilitate networking among its schools. The Team encourages Kezhi to continue this work and for the staff at CSSSS to take full advantage of the opportunities that this might provide.

Commendation:

The Team commends the dedication and commitment demonstrated by the teaching staff to grow as professionals and help students achieve success and the mutually supportive and interdependent work culture they have created.

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:

The School is well on its way to fully implementing the grade 10 curriculum. Course overviews, student learning experiences and assessment practices are reflective of the foundational principles of the new curriculum. Many grade 11 and 12 course overviews already address the new curriculum. Accommodations to support the English Language Learner have been implemented in all aspects of the new curriculum. Staff and administration recognize that there is more that needs to be done and have committed to addressing this priority during this school year. Instructional strategies and assessment pertaining to aspects of the new curriculum will be a significant part of their professional learning this year.

As the staff turns its attention to full implementation of the new curriculum in grades 11 and 12, it is suggested that close attention be paid to collaboratively ensuring that there is vertical alignment and appropriate scaffolding of content and skills development in each curriculum area. Cross-curricular approaches to addressing the core competencies, (communication skills in particular), should remain a high priority.



Commendation:

The staff is commended for the progress they have made in implementing the new 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 School administers a Kezhi systems admissions test to prospective students that includes listening, vocabulary, grammar, reading comprehension, writing, and oral interview components. Teaching staff are enlisted to mark the assessment at the end of the school year. The principal makes the final determination regarding admission.

English language learning is supported in many ways. Students in Grade 10 take a BAA English language development course concurrently with English 10, and Grade 12 students receive 200 hours of English language instruction, receiving credit for English 12 and Communications 12. There are expectations around the use of cross-curricular teaching strategies for English Language Learners and the Team notes that there is considerable evidence that these expectations are clearly being met. The bilingual Chinese teachers also provide support with additional classes in the evenings and English preparatory classes during the day.

Commendation:

The Team commends the supportive role that Chinese teachers are fulfilling in helping students acquire English language skills.

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 one BAA course, ESL10 (YESFL 10) which is taken concurrently with English 10 by all students. The course overview has been updated to reflect the new curricular framework and has the appropriate Ministry approvals.

The School provides exempted courses in Mandarin 10, 11, and 12 and Physical Education 10. The courses are taught by certified Chinese teachers. The health and other theoretical components of PE 10 are taught by certified B.C. teachers during Career Life Education 10



classes. The course will be scheduled with additional instructional time during the second semester in order to accommodate this.

There is a process in place for a student to challenge a course, but no student has requested a challenge to date.

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 Team confirms that course overviews for all Grade 10 curricula have been updated to reflect new curriculum frameworks. A school wide template for overview completion has been adopted. In anticipation of curriculum changes at the Grade 11 level, many overviews have already been updated.

The Team conducted interviews with individual teachers to review and discuss planning and assessment as well as making classroom visits. There was evidence of short and long-term planning that included content, teaching strategies, evaluation and assessment methods linked to B.C. curriculum. There was evidence that daily lesson plans and student work were consistent with course overviews. Classroom visits and planning documents provided considerable evidence that students are exposed to a variety of learning experiences and that English language development was consistently addressed.

Students can demonstrate their learning in a variety of ways and there was considerable evidence of active engagement.

Commendation:

The Team commends the staff for their thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated in creating interesting, relevant learning experiences.



4.5 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 Not Met

Comment:

The Team verified that the School offers 950 hours of instructional time in the B.C. program, which exceeds the required number of instructional hours per year. The Team noted that the students are working on a dual diploma and their school day runs from 8:00am until 5:30pm.

Additional supports are provided to students through after school ELL skills development, evening classes and other study programs.

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:

The Team reviewed provincial exam results for English 12 and Communications 12 and noted the difference between English 12 and exam and school marks was higher than the difference provincially. The School has made rectifying this a goal for this year, and the teacher of English 12 has been active in implementing strategies to address this issue.

This year, two professional development sessions will focus on the current Numeracy and soon to be implemented Literacy assessment and cross-curricular approaches preparing students for those assessments.

The Team noted the use of both formative and summative assessment practices. Students can demonstrate their learning in a variety of ways and receive regular and frequent feedback. The use of rubrics, derived from performance standards, designed by teachers, or drawn from other sources was apparent. Students are involved in self-reflection and self assessment in a variety of ways.

Elements of the core competencies are being incorporated into lessons, but assessment of those competencies is still in its early development stages.



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

Requirement Met Requirement Not Met

Comment:

Classroom resources appear to meet requirements in order to effectively deliver the B.C. curriculum. The School does not appear to have clear set of criteria for resource acquisition that address issues such as relevance to the curriculum, developmental and age appropriateness, effective instructional and technical design, copyright and cultural sensitivity. It is suggested that the Kezhi develop a policy for use by all of its B.C. programs.

It is suggested that the School begin to identify resources that will support the new curriculum for grades 11 and 12. This too could be a Kezhi systems initiative.

Students have access to the large library that serves the entire campus. It does contain a selection of English language fiction and non-fiction print materials. It is not known to what degree it is able to support the new curriculum. The B.C. program has a limited collection of fiction to support the school English program and literacy initiatives. Now that the program has moved to a newly renovated section of the campus, there are plans to develop one large space as a multipurpose learning area or “learning commons” and supply it with appropriate non-fiction print and electronic resources to support the new curriculum. It is suggested that the principal work closely with staff, the director of international education and the B.C. program manager to clearly articulate a vision that, among other considerations, attends to the following:

- How and for what purposes the space might be used to support the new curriculum,
- How and when it might be accessed by students,
- How it can overcome the space limitations of classrooms,
- How it might be furnished and equipped to support multiple ways of learning, and
- How it might be resourced to support research and inquiry-based learning.

The School has access to a large computer lab. Each classroom is equipped with a smart board and these are widely used by both teachers and students. Wi-Fi connectivity is available but would be severely taxed with multiple users accessing it at the same time. Improvement is needed. There is a policy and a practice that allows students to bring their laptops or tablets to class when required for a learning activity. Reliable and convenient access to technology and connectivity will grow in importance and frequency of use as full implementation of the new B.C. curriculum is realized. It is suggested that the principal work with staff, the director of international education and the B.C. program manager to develop a plan which ensures that technology can fully support all aspects of the new curriculum.



The School has access to Physics and Chemistry labs that are shared with the host school. Visits to the labs are scheduled in advance and a lab technician is available to prepare lab supplies and equipment in advance. The labs appear to be well equipped.

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:

Four formal reports are issued by the School each year. Large scale parent meetings are held at each reporting period. Report card comments have been translated. Last year, the staff began reviewing and revising the comment database so that comments are more indicative of what students are able to do, what they need to improve, and suggested strategies for improvement. The Team encourages the staff to continue this work.

Students who are struggling receive translated I-plan reports, and students are provided with additional time to achieve learning outcomes.

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 verified that there is a detailed student/parent/teacher handbook that has been updated for the 2018/19 school year. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student admission, student assessment, student conduct and student supervision.

Commendation:

The School is commended for producing a fully bilingual student/parent/teacher handbook that facilitates parent and student understanding of school policies and practices.



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 verified that the teacher handbook has been updated for the 2018/19 school year. It is comprehensive and includes content in support of teachers' professional and personal needs.

The teacher handbook has been updated to satisfy Ministry requirements for the 2018/19 school year.

The Team verified that the School has policies in place for the evaluation of teachers and administrators. Criteria for teacher evaluations have been derived from Charlotte Danielson's work in this area. Principals reports are based on the BCPVPA Leadership Standards.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The Team verified that the School offers two courses – Calculus 12 and Biology 12 – through international distributed learning (DL) and that the courses are offered by the prescribed DL provider – Kamloops SD73 Business Company – Global Education. For these DL courses, the school principal serves as the on-site facilitator.



CONCLUSION

Commendations

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

- The dedication and commitment demonstrated by the teaching staff to grow as professionals and help students achieve success and the mutually supportive and interdependent work culture they have created.
- The thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated in creating interesting, relevant learning experiences.
- The progress that staff have made in implementing the new curriculum.
- The collaborative approach to school leadership the principal has undertaken with her staff.
- The School's very high graduation rate, exceeding the provincial rate each year, which has repeatedly been close to or at 100%.
- The positive relationships that have been developed by the principal, the director of international education and the B.C. program manager which have provided a foundation of strong support and advocacy by the host school for the B.C. program.
- The supportive team of Chinese teachers who are providing extra instruction to help students develop their English language skills.
- Producing a fully bilingual student/parent/teacher handbook that facilitates parent and student understanding of school policies and practices.

SUMMATIVE RECOMMENDATION

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

