INTRODUCTION

On December 8–10, 2019, a virtual certification inspection was completed on Canadian International School Guangxi Gaojie with campuses in Liuzhou and Nanning cities, Guangxi Province, People’s Republic of China, referred to as the School or CISGG in this report. This was a virtual inspection, conducted over the internet, with no on-site visit. The purpose of this virtual inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Hugh Gloster and Edward Noot, who served as the team chair.

The School’s BC program has an enrolment of 161 students, in Grades 10-12 across the two campuses. Students are only enrolled in the BC Program for graduation with a BC Dogwood Diploma. The BC program campus at the Liuzhou Railway # 1 School enrolls 35 students and the BC program campus at Nanning # 3 School enrolls 126 students. Liuzhou Railway #1 school enrolls 3300, while Nanning #3 enrolls some 4000 students. CISGG has a twinning relationship with The High School at Vancouver Island University in Nanaimo.

During their visit to the School, the Team, as they were able, reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal and BC teachers.

The Owner/Operator, Nanning Gaojie Education Consultant Co. Ltd., is responsible for the BC program in both locations. The BC program’s philosophy and objectives, as outlined in the parent/student handbook, is to prepare students to be global citizens, empowered with the
requisite knowledge, skills and attitudes that will help them succeed in life. The School recognizes and respects the distinctiveness of each student and the need for differentiated and personalized instruction.

The Team would like to thank Canadian International School Guangxi Gaojie for its hospitality, cooperation and preparedness for the inspection visit.

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The previous inspection report contained no requirements. The Team held a conversation with the School about the suggestions that were a part of the 2018-2019 report.

BUSINESS PLAN 1.0

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<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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Comment:
A business plan has been developed to outline plans for program growth and sustainability. The School is experiencing declining enrolment, mostly due to the pending closure of one campus.

The 2018 certification inspection report noted that, “the relationship with the Chinese leadership at both campuses has become somewhat complicated in recent years and the School has decided to sever its relationship with both host schools at the end of the 2018-19 academic year. At this point plans are underway to relocate the BC program to a more suitable environment. These plans could likely include the merging of the two campuses into one central location. While each campus will have to process the loss of programs they have worked hard to develop, such a merger could have significant long-term benefits for the BC program such as teacher workload efficiencies, balanced teacher retention, greater access to specialized teaching areas and course expansion opportunities. The OSR has informed the MoE of these pending changes and will keep them informed as decisions are finalized.”

Plans to make the transition as outlined above have been postponed for one year. The current situation remains untenable, and the Owner/Operator believes that a change in location is required. The Liuzhou campus is in the process of winding down its operations this year, to facilitate the necessary transition for next year.
INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirms that the Owner/Operator meets the criteria listed in section 5 and Schedule A of the Agreement.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Owner/Operator has secured a letter of approval / no objection from the Education Department of the Guangxi Autonomous Region, dated January 4, 2018. The letter indicates the required approval from this department for the operation of the BC program at Nanning #3 High School in collaboration with Nanning Gaojie Education Consulting Ltd. The letter contains all required elements as outlined in the inspection catalogue and the certification agreement. The letter is valid until July 2022.

As the location of the BC program is likely to change for the 2020-21 academic year, the Owner/Operator will need to secure a new letter of approval / no objection from the appropriate authority. This letter must be on file before the School opens in a new location.

Commendation:
The Owner/Operator is commended for his desire to mitigate an untenable situation with a bold plan for school renewal.

2.04 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:
Both the Liuzhou and Nanning campuses are expansive and well equipped, and include facilities such as: science labs, computer labs, music rooms, gymnasiums, outdoor fields, track, outdoor swimming pool, gardens, dormitories and auditoriums.
The School has appropriate access to these facilities to deliver the BC program – although increasing constraints on available space are beginning to have an impact. The Team reviewed local building, safety, and cafeteria codes and permits and confirms compliance with local construction, health and safety regulations.

Emergency preparedness plans were reviewed. The School has clear plans in place for fire, earthquake and security related issues (bomb threat, etc.). Plans include a protocol in the event of an unplanned temporary or permanent closure of the facilities.

2.05 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.

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Comment:
The Owner/Operator appointed an experienced individual to act as Offshore School Representative (OSR). The OSR meets the requirements set out in section 1 of the Agreement and has been confirmed by the BC MoE as suitable for this position.

The OSR contract was renewed and runs through June 2020. The OSR is instrumental in hiring staff. The OSR was on-site for this virtual inspection.

The Team confirms that the OSR is knowledgeable about all aspects of the School’s operations and all related aspects of the Owner/Operator’s business operations; particularly the governance, business and administrative functions of the Owner/Operator’s operation of the School and that he is fully aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School’s operation.

Commendation:
The OSR is commended for hiring a full complement of BC-certified staff, all of whom have training or experience in BC, and all of whom were on site at the beginning of the school year.
### 2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

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**Comment:**
The School continues to operate with a co-principal model across the two campuses. Both principals meet all requirements as outlined in the Agreement. They are both BC-certified educators with appropriate training and experience.

The job description is comprehensive and clear, outlining all elements required in the Agreement. The Team notes that the School has addressed previously expressed concerns about leadership transition as they currently enjoy leadership stability and well-planned leadership succession.

Although the School is small it has appointed vice principals at each campus to provide additional leadership support. This decision provides the potential for leadership continuity into the future and provides the School with a team leadership approach to meet the varying leadership responsibilities.

The Principals also enable a system of distributed leadership that allows several staff to utilize and develop leadership skills throughout the school by participating in decision making, offering professional development workshops for other staff, mentoring colleagues and the like.

**Commendation:**
The Principals are commended for enabling a system of distributed leadership that allows several staff to utilize and develop leadership skills throughout the School.

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### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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**Comment:**
The School meets the administrative support requirements as outlined in the inspection catalogue. Each campus has appropriate administrative support for the BC program.

Chinese homeroom teachers continue to support students and are available to serve as translators in communications with parents and the Chinese host schools.
2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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**Comment:**
The catalogue indicates that student files are stored in an administrative office. Selected files were reviewed on a shared drive and were found to be in good order. They are maintained by the administrative assistant and contain all required elements including the newly developed personal information consent forms for parents and students.

The School utilizes PowerSchool administrative software to manage student data.

2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

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

All 13 BC program teachers hold valid COQs. All local support staff (homeroom teachers) have evidence of local criminal records checks on file.

Staff contracts were reviewed and found to be competitive and comprehensive, addressing all the required areas.

Staff turnover at the School is not currently an area of concern. The Team appreciated that the staff are highly committed to building a strong program and to maintaining a positive school culture.

The Team verbally confirmed that all teachers are employed under proper Chinese work permits and Z visas.

Teacher files are in order and well maintained and include evidence that teacher evaluations are occurring as per school policy. A principal evaluation will be conducted this year as per school policy.
2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School has aligned its course offerings with the new BC curriculum and provides students with the necessary options in order to meet all graduation requirements.

The Team reviewed the “New Curriculum Implementation Plan” that was adopted by CISGG and found it to include a thoughtful and deliberate approach. The School was also realistic in recognizing ongoing areas of challenge that need further attention in the future, including the incorporation of First Peoples Principles of Learning.

The School also expressed a desire to network with others to continue their ‘learning journey’ as they strive to provide their students with the maximum benefits that come from the new curriculum.

2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
BC program principals have responsibility for overseeing the application and admission of students applying for entry to the School. The Team reviewed the placement test that is used and discussed the process with the administration. In the case of the Nanning campus, the host school places restrictions on students having to first meet a high grade point average before being allowed to apply to the BC program. In the case of Liuzhou, the City has barred CISGG from recruiting students to that campus, so the School is supporting the 35 students who remain to ensure they can graduate on-site or transfer to Nanning’s new campus in the future.

Once in the program, the School offers a variety of support structures, including Educational Assistants who work with struggling students and IELTS training outside of class time. There is also a robust extra-curricular club program that is designed to give students more opportunities to practice their English and improve their fluency.

CISGG conducts three English language assessments each year to monitor student progress and the staff have developed a teacher’s guide for integrating IELTS skills into the classroom.
2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

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**Comment:**
The School is currently providing equivalency credit for Mandarin 10, 11 and 12, consistent with the Handbook of Procedures for the Graduation Program. They are also offering one BAA course, Psychology 11, and the Team was able to review the planning documents to confirm that it has been updated to align with the new curriculum.

The School indicated it no longer offers any exempted courses taught by locally certified teachers.

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

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**Comment:**
During the virtual inspection, the Team was able to review the planning documents and interview teachers delivering the new curriculum. In all cases, teachers were familiar with the ‘Know-Do-Understand’ model to support student learning and this was well represented in their preparation to teach their courses. A school-wide planning template had been created to focus on the new curricular frameworks and the School was making good progress in most areas.

Teachers seemed to understand the move toward a concept-based and competency-driven approach to learning, however, this was not universally recognized in teacher planning. As well, First Peoples Principles of Learning and student self-assessment of core competencies, were areas that were identified as requiring further attention as the work on full implementation of the new curriculum continues.

The School shared the model that has been developed for the delivery of the Career Life Connections course, taught over Grades 11 and 12, and the corresponding Capstone project. While there are different approaches being taken on the two campuses, both are noteworthy. The one-week field research done by the Liuzhou campus in a remote village was particularly innovative. This work is being well received by students and parents and will be a positive way for students to showcase the development of their core competencies that has taken place over their three years at the school.
Commendation:
The School is commended for the development of a comprehensive approach to the delivery of the Career Life Connections course and to the development of a meaningful Capstone project.

Requirement:
Teacher planning documents must include a more explicit focus on the core competencies and how these are integrated into the program of study for students.

2.20 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 timetables for both campuses of the School were reviewed during the virtual inspection process. While there are subtle differences between the Nanning and Liuzhou locations, both provided evidence that their instructional hours exceed the minimum requirements. It was also noteworthy that both sites offer extra-curricular and/or co-curricular activities outside the regular hours of instruction that support students with their English language acquisition.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
Teachers are using the PowerSchool platform to manage their assessments of student progress. The results are monitored closely by the school administrators so that interventions can be planned and implemented when students are struggling or underperforming. The School routinely identifies ‘at-risk’ students and arranges for supports such as extra tutorial time at lunch or meetings with their classroom teachers. Parents are also invited to meet with their child and the appropriate school personnel to review the situation and set goals for the future. Teachers also issue ‘I-Plans’ to students when their work is incomplete.
During the virtual inspection, the Team was able to review the planning documents and samples of student assessments being used by teachers. Evidence of both formative and summative assessment strategies was seen in the documents reviewed. The Team noted both the number of ways that students were encouraged to demonstrate their learning, as well as the variety of rubrics teachers were using to both assess the work and give feedback.

During interviews, many teachers also shared their efforts to have students engage in both personal and peer assessment, and that this was an area for further growth in the future.

The Team confirmed that appropriate security and invigilation procedures were in place for the administration of provincial examinations and assessments.

**Commendation:**
The School is commended for the variety of ways students are encouraged to demonstrate their learning and for the rubrics teachers have developed to assess student progress.

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### 2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

- **Requirement Met**

- **Requirement Not Met**

**Comment:**

The Principals reported having adequate resources to deliver the BC program and support student learning. They also indicated that they receive an annual budget from the Owner/Operator for resource acquisition and that more resources would be purchased once they move to the new campus location.

It was reported that students have access to a variety of reading materials through the library and that the School has also purchased the reading program ‘Fiction Express’. This program is designed to engage readers at different levels and provide them with feedback. The School also has a subscription to a newspaper that is designed to appeal to Chinese students learning English.

Both campuses have access to computer labs and students are also invited to bring their own laptops to support them in class. Internet and Wi-Fi connectivity was reported to be adequate, although interruptions in service and the blocking of valuable websites does cause some frustration for BC program staff and students.
### 2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

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**Comment:**
CISGG currently produces four formal report cards each year, sent out at the middle and end of each semester. Student-led conferences are also scheduled to be held each semester, with Chinese support staff in place to translate for parents.

The School indicated that they are in the process of transitioning from the Windsor TESS administrative software program onto PowerSchool, which will be used for reporting in the future.

### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

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**Comment:**
The School has a parent/student handbook which addresses all required areas in sufficient clarity and detail. This handbook is bilingual, so it is of use to both students and parents and contains appropriate information on such topics as the School’s statement of purpose and vision, admissions, communicating with parents, use of digital devices, code of conduct, dispute resolution and required courses for graduation from the BC program.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

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**Comment:**
The School has a teacher handbook which addresses all required areas in sufficient detail. This handbook meets the requirements as outlined in sections 2.25 of the inspection catalogue and contains the requisite policies on staff dispute resolution, teacher evaluation, principal/vice principal evaluation, human resources policies, student supervision, and student admissions.

Teacher and principal evaluation policies are in place. Teacher evaluations are underway and will be completed throughout the year as scheduled. The OSR has committed to evaluating one of the co-principals who is in his first year of service as per school policy.
2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

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Comment:
The School currently has 2 students taking Physics 11 and 1 student taking Anatomy and Physiology 12 through Distributed Learning. These courses are delivered by the approved supplier, the School District #73 Business Company, ‘Global Education’, and students are supervised by the School Principals.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Canadian International School Guangxi Gaojie for:

- the desire to mitigate an untenable situation with a bold plan for school renewal;
- hiring a full complement of BC-certified staff, all of whom have training or experience in BC, and all of whom were on site at the beginning of the school year;
- enabling a system of distributed leadership that allows several staff to utilize and develop leadership skills throughout the School;
- the development of a comprehensive approach to the delivery of the Career Life Connections course and to the development of a meaningful Capstone project; and,
- the variety of ways students are encouraged to demonstrate their learning and for the rubrics teachers have developed to assess student progress.

Requirements

In order to meet the requirements of the BC Global Education Program – Offshore Schools Certification Agreement, the Team requires that by March 17, 2020, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- Teacher planning documents must include a more explicit focus on the core competencies and how these are integrated into the program of study for students.
SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that, contingent on responding to the above requirements to the satisfaction of the Executive Director, the British Columbia education program offered at Canadian International School Guangxi Gaojie continues to be recognized as a British Columbia-certified school.