

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADIAN INTERNATIONAL SCHOOL GUANGXI GAOJIE

LIUZHOU CITY/ NANNING, GUANGXI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 19-20, 2020

INTRODUCTION

On October 19-20, 2020 an online certification inspection was completed on Canadian International School Guangxi Gaojie (CISGG) in Liuzhou and Nanning cities, Guangxi Province, People's Republic of China referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the 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 Mr. Shawn Chisolm and Ms. Cathy Lowenstein, who served as Chair for this inspection.

The School's BC program has an enrolment of 164 students, in grades 10, 11 and 12 and is enrolled in one campus. This is a new change since the last inspection in 2019 when the second campus in Liuzhou Railway #1 was still in operation. It has since closed permanently.

Nanning, #3 which is the host school enrolls 3300 students. CISGG has a twinning relationship with the High School at Vancouver Island University in Nanaimo.

During their visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's Offshore School Representative (OSR), BC Principal, BC teachers and integral support staff.

The Owner/Operator, Nanning Gaojie Education Consultant Co. is responsible for the BC program. The BC program's philosophy, objectives and special features include:



Preparing each student as a responsible and positively contributing new generation global citizen who is empowered with the requisite knowledge, skills and attitudes he/she will acquire from the well-articulated BC curriculum delivered in the context of long-established Chinese culture. The School recognizes and respects the distinctiveness of each student and the need for differentiated and personalized instruction. CISGG will prepare each student for success in an increasingly globally interconnected world.

The Team would like to thank Canadian International School Guangxi Gaojie 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 checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There was one requirement in the previous inspection report from 2019:</p> <ul style="list-style-type: none"> 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. <p>The above requirement was approved last year adhering to the time frame stated in the 2019 report. However, the Team had an opportunity to review the same document with the timeline that was sent to the Ministry. While the document is comprehensive, the Team could not find sufficient evidence that the plan had been put into regular practice yet and the clarity around the competencies was varied amongst the staff. A focused plan of support by the Principal will be critical to ensure that teachers understand and can implement the core competencies into their teaching. Furthermore, a cohesive professional development plan around the core competencies is an important measure that will yield greater understanding and meaningful curriculum delivery for students.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed the business plan filed by the Owner/Operator. The Liuzhou government and the host school have recently forbid new enrolments in international schools. The</p>		



Liuzhou campus has now formally closed its operation due to Liuzhou city policy. All educational services and programming are run out of the Nanning #3 BC campus.

One grade 10 class has been situated offsite from Nanning #3 to enable admission of students not deemed eligible by the host school as they have not yet demonstrated capacity for academic success in the BC program. Discussions with both the OSR and the school Principal confirmed a plan for students who are enrolled in the BC program to transfer into the main school in grade 11.

The Team discussed a future marketing plan with the Principal. However, the marketing plan is still largely informed by the host school and in fact, the BC school is heavily reliant on the name and reputation of the host school as they are a leading academic performer in the area of Nanning. The Team suggested that the School must develop a comprehensive marketing plan for recruitment of students with capacity to do well in the BC program. Furthermore, the School must be able to stand alone on its own merit once they move to a new locale.

The School has set three important goals for the 2020/21 school year:

- Implement a minimum of two school-wide experiential learning opportunities for students.
- Increase the involvement of all teachers in the development of language skills both in and out of the classroom. Ensure all teachers work across the curriculum to develop students' IELTS/TOEFL test taking skills.
- Develop and implement extra-curricular activities designed to enhance development of the Core Competencies.

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 Partially Met

Requirement Not Met

Comment:

The Owner/Operator continues to be strongly supportive of the BC program, remaining actively and appropriately involved with the school. There appears to be a good working relationship between the Owner/Operator, the OSR and the Principal.

At the present time, the Owner/Operator has identified a new locale for the School. This is a necessary step due to the untenable relationship between the host school and Nanning #3, BC program school. It is clear that a new location separated from the current host school will enable the BC program to have additional offerings for their students without strict control



by the host school. This situation was articulated during the inspection by every staff member as an impediment for full school success.

The Team commended the staff and Principal for their creative and visionary plans to ensure students received a fulsome educational program despite many limitations from the host school.

Commendation:

The Team commended the staff and Principal for their creative and visionary plans to ensure students received a fulsome educational program despite many limitations from the host school.

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 Partially Met

Requirement Not Met

Comment:

The Team viewed a letter of approval/no objections from the Education Department of the Guangxi Autonomous Region, dated January 4, 2018. The letter is dated December 15, 2017 and contains the required elements as outlined in the inspection catalogue and Certification Agreement.

The letter indicates the required approval from the department for the operation of the BC program at Nanning #3 High School in collaboration with Nanning Gaojie Education Consulting Co. Ltd. The letter contains all of the required documents as outlined in the inspection catalogue and the certification agreement. The letter is valid until July 2022.

The location of the BC program has remained in the Nanning #3 campus, even though there has been discussion of a change of locale. This discussion is still in the works but has not been formalized as of yet.

The Owner/Operator is moving forward in his plan to move the campus to a new location. This is a critical step to enable a more fulsome program to students enrolled in the BC program

Commendation:

The Owner/Operator is moving forward in his plan to move the campus to a new location. This is a critical step to enable more fulsome program offerings to students enrolled in the BC program.



2.04-2.05 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 Partially Met

Requirement Not Met

Comment:

The Team viewed documented approvals regarding local and provincial building, safety and cafeteria codes and regulations which were translated into English.

The Team examined documents provided by the School that show evidence that the School is in compliance with local Chinese regulations in terms of building inspections, approvals and cafeteria licensing.

The Team reviewed emergency plans and protocols that describe action that is to be taken in the event an emergency should occur that would cause an unplanned temporary or permanent closure of the School. The School holds regular earthquake and fire drills. Alternative facilities have been identified for unplanned emergencies. The plans were developed by the School and vetted by the Offshore School Representative (OSR) for accuracy and functionality.

The Team had a discussion with the Principal regarding COVID-19 and at this point, there are no specific protocols implemented due to the COVID-19 pandemic in the School's emergency plans or elsewhere. The Team recommended that the School incorporate COVID-19 protocols into their emergency plans.

The BC program is in an expansive and large campus and includes facilities such as auditoriums, science labs, music rooms, outdoor fields, cafeteria, swimming pools and a track. However, those facilities are not usually available to BC students and in fact, the access is becoming more difficult as time goes on. This has impacted the ability for teachers to offer different aspects of their programming. Creative planning has ensured that the BC students are receiving appropriate teaching and learning despite the physical barriers at the School. At present, the host school has limited the ability for parents of BC students to enter the campus.

The Team verifies that the facilities are at this time deemed to be suitable to support the BC program

Commendation:

Creative planning has ensured that the BC students are receiving appropriate teaching and learning despite the physical barriers at the School.



2.06 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
Partially Met

Requirement
Not Met

Comment:

The OSR is an experienced educator with many years of experience as an educational leader. He has been the OSR for Nanning #3 for more than a decade. His contract is renewed yearly.

The Team appreciated the participation throughout the inspection. His committed support will be helpful in enabling the School to address the current difficult relationship with the host school. He will also be integral in supporting teachers in their understanding and implementation of the Core Competencies.

The Offshore School Representative is 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 operations.

Commendation:

The OSR's committed support will be helpful in enabling the School to address the current difficult relationship with the host school. He will also be integral in supporting teachers in their understanding and implementation of the Core Competencies.

2.07 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Principal is in his first year as Principal of Nanning #3. However, he acted as co-Principal last year and before that was on faculty since 2014. The Principal has had several years of offshore experience and meets the requirements outlined in 2.06 of the inspection catalogue.

The Principal's job description is comprehensive, outlining all elements required in the Agreement. The Principal is working on being increasingly proficient and knowledgeable with the new BC curriculum. However, the competing needs at the School as this time as well as the COVID-19 pandemic have not enabled him to focus solely on the teaching and learning at the School.



The Principal is to be commended for leading the School during this difficult pandemic. The hybrid model of teaching and learning has taken strong professional leadership to manage effectively.

It is suggested that the Principal carefully prioritize his time so that faculty are able to receive more regular support with teaching and learning.

Commendation:

The Principal is to be commended for leading the School during this difficult pandemic. The hybrid model of teaching and learning has taken strong professional leadership to manage effectively.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School meets the requirements for administrative support as outlined in section 2.08 of the inspection catalogue. An English-speaking experienced Chinese principal's assistant has responsibility for maintaining student records, daily administrative needs within the School as well as acting as a homeroom teacher. She is also responsible for the translation of documents and acts as an interpreter between the parents and the School.

The Team also spoke with the BC program coordinator who is the formal liaison between the BC School and the host school. She works closely with the BC Principal and reports directly to the Owner/Operator. The program coordinator assists with teacher visas and facilitates the housing and some foreign affairs. The program coordinator also looks after teacher housing and visa applications. She has an excellent working relationship with the Principal.

The Principal's assistant and the BC program director work collaboratively with the Principal to collectively manage the operational requirements of the School. The Team commends the School for establishing a competent administrative leadership team that ensures the administrative details and supports are in place to run the BC program.

Commendation:

The Team commends the School for establishing a competent administrative leadership team that ensures the administrative details and supports are in place to run the BC program.

2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.



<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team had a comprehensive discussion with the Principal's assistant who is directly responsible for the student records.</p> <p>The structure of the virtual inspection made it difficult for the Team to do a thorough inspection of all files. However, through our conversation on the different aspects of the student files, it was clear that they were in good order and have all of the necessary components.</p> <p>The Team made a suggestion that the files be structured so that medical or legal alerts were clearly identified on the physical file.</p> <p>Furthermore, the Team asked the School to update their student and parent consent forms based on the ministry guidelines for the 2020/2021 school year.</p>		

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>All teachers at the School hold valid COQs. The Team commends the Principal and the OSR for their diligence in ensuring that all teachers had their certification in order.</p> <p>The Team reviewed the files and noted that all local support staff (homeroom teachers) have evidence of local criminal records checks on file.</p> <p>The Team verbally confirmed that all teachers are employed under proper Chinese work permits. Teacher files are in order and well maintained and include evidence that teacher evaluations are occurring as per school policy.</p> <p>The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.</p>		
<p>Commendation:</p> <p>The Team commends the Principal and the OSR for their diligence in ensuring that all teachers had their certification in order.</p>		



2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

A review of teacher course plans demonstrated the School responded to last year's inspection requirement to have teacher plans explicitly identify core competencies in their planning. Individual virtual meetings with teachers revealed a value for the "Know-Do-Understand" curriculum framework, but individual teachers reported different levels of confidence in the actual implementation of the core competencies into their daily practice.

Teachers reported they took it upon themselves to prioritize implementing competency-based learning and First Peoples Principles of Learning as part of their own personal professional growth. Several teachers expressed their appreciation for the opportunities to collaborate with colleagues informally to share expertise and experiences. The Team heard a strong desire for continued professional development and structured staff collaboration opportunities, primarily focusing on the implementation and assessment of the core competencies and improved integration of First Peoples Principles of Learning.

After the 2019 fall inspection, the School submitted a core competencies implementation plan to the ministry, outlining the steps it would take to support address their teachers' growth in this area. Due to the global pandemic, the School was unable to institute much of the plan so the Inspection Team, in consultation with the Principal, requires that the School recommit to the goals of last year's plan. The School will provide the ministry with an updated 2020/2021 professional development plan, focusing on in-class implementation of the core competencies and the First Peoples Principles of Learning.

Requirement:

The School recognizes that circumstances beyond their control affected their ability to provide the support to their teaching staff to fully implement the core competencies and First Peoples Principles of Learning into their programs. Therefore, the School will update last year's teacher professional growth plan for implementation during the 2020/2021 school year.



2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed the English placement test and discussed the assessment process with the Principal, who oversees the admission process and makes the final decision on student enrollment.

This year several grade 10 student applicants met the School's English proficiency requirement but, due to the high-grade point average required to attend the host school, these students cannot be on the host school campus until their grade 11 year and must receive their programming offsite.

Each CISGG student's English proficiency is assessed three times throughout the school year and the School uses an IELTS-based assessment instrument. One of this year's school goals is to provide additional, less formalized, extra-curricular opportunities for students to develop their English proficiency.

Commendation:

The School is commended for providing extra, out of the regular class schedule opportunities for students to enhance their English proficiency.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team observed that the School has course equivalency and challenge policies in place that are accessible by all members of the school community.

The School does not offer any BAA or exempted courses this school year. CISGG students may receive credit for Mandarin 10, 11 and 12, through the School's course equivalency policy.



2.21(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.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team received the teacher planning documents on the day the inspection was to commence, which provided little opportunity to review the documents in advance of the virtual teacher interviews.

A subsequent review of course plans revealed CISGG teachers are fully aware of the expectations for BC curriculum planning and continue to develop, and more effectively incorporate, core competencies and First Peoples Principles of Learning into their planning.

The Principal identified the School's successful offsite, weeklong, learning-in-place project at a local village, as one of the highlights of the past school year. While the pandemic will not allow for this project to take place this year, both students and staff look forward to the resumption of this creative, learning-filled endeavor.

2.22 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 Partially Met

Requirement Not Met

Comment:

A review of the School's calendar and timetable confirmed that the School provides instructional hours beyond the ministry's instructional time allotment requirement. The teaching staff also indicated that additional, less formal instruction occurs outside of the regular school schedule.



2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed the most recent data comparing the School's English and Communications 12 course grades and their student's achievement on provincial assessments. Although data such as this will no longer be available, as future provincial assessments are no longer course-based, the Principal acknowledged that a 20% spread between the English 12 course grade and the provincial assessment results from 2018/2019 initiated a review of the School's assessment practices. This year the School plans to facilitate greater teacher sharing of effective assessment resources and practices.

Student achievement is regularly monitored by CISGG teachers and administration with the goal of identifying students that require supplemental supports. The School's teacher assistants play a pivotal role in assuring that parents are aware of any learning concerns and that parents are consulted when shaping targeted learning interventions.

The Team confirms the School has comprehensive provincial assessment invigilation and security procedures in place.

2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School continues to invest in print materials designed to enhance student learning and English language acquisition. The School has a print resource budget and staff are consulted for their requests, but the Principal provides the final approval of resource purchases. The School is focused on acquiring fiction offerings that cater to their target audience and the School reports an increase in student reading due to the availability of fiction resources that are more relevant to the reader.

The School staff members expressed concern over the consistency of internet access and the strength of the Wi-Fi signal. The School must rely on the host school for this access and there is hope that if the School locates to an independent school site, this challenge will improve.

During the pandemic, the School was obliged to offer remote learning opportunities for students and relied on Moodle and Zoom platforms. With the return to in-class instruction the School has retained Moodle as a resource to support student learning.



2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School provides formal reports to parents at the midpoint and end of each semester. A review of the student report contained in the School's annual report lacked important data such as the date of the report and student attendance. In discussion with the Principal, the school was able to provide virtual evidence that the student report generated by their new school management system (PowerSchool) brings their student reports into compliance with ministry requirements.

Parents are provided with the opportunity to formally meet with their child's teacher twice a year and "as required" parent communication occurs throughout the year, with the assistance of the Chinese support staff.

2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed the School's updated parent/student handbook. The handbook provides parents and students with the required information, including dispute resolution policies for a variety of complaint scenarios.

As the impact of COVID-19 continues, the School is encouraged to update their handbook to include pandemic protocols that address student safety and potential implications on the student learning environment.

2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.



<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has an extensive teacher handbook that is updated yearly. The document meets the requirements of section 2.27 of the inspection catalogue and outlines expectations and responsibilities for teachers, administrators, and the employer.</p> <p>The teacher and administration staff evaluation policies were reviewed by the Team and meet the ministry's requirement.</p>		

2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>Three students are each accessing one online course (Fashion Industry 12, CLE 11 and Workplace Math 11) through Global Ed BC. The School is aware that they are required to apply their course equivalency policy to grant credit for these online courses.</p>			

CONCLUSION

Commendations

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

- their creative and visionary plans to ensure students received a fulsome educational program despite many limitations from the host school.
- the Owner/Operator's plan to move the campus to a new location. This is a critical step to enable more fulsome program offerings to students enrolled in the BC program.
- the creative planning that has ensured that the BC students are receiving appropriate teaching and learning despite the physical barriers at the School.
- the OSR's committed support will be helpful in enabling the School to address the current difficult relationship with the host school and the focus needed to support teachers in their understanding and implementation of the Core Competencies.
- the Principal's role in leading the School during this difficult pandemic. The hybrid model of teaching and learning has taken strong professional leadership to manage effectively.



- providing extra, out of the regular class schedule opportunities for students to enhance their English proficiency.
- establishing a competent administrative leadership team that ensures the administrative details and supports are in place to run the BC program.
- the Principal and the OSR for their diligence in ensuring that all teachers had their certification in order.

Requirements:

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 5, 2021 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:

- The School recognizes that circumstances beyond their control affected their ability to provide the support to their teaching staff to fully implement the core competencies and First Peoples Learning Principles into their programs. Therefore, the School will update last year's teacher professional growth plan for implementation during the 2020-2021 school year.

NOTE FROM MINISTRY:

The requirement listed above has been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.

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.

