

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

CANADA YANTAI SECONDARY SCHOOL

YANTAI, SHANDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 18-19, 2017

INTRODUCTION

On October 18-19, 2017, a certification inspection was completed on Canada Yantai Secondary School in Yantai, Shandong Province, People's Republic of China, termed CYSS 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 Mr. Hugh Gloster and Mr. Harry Moes, Chair.

The School's B.C. Program has an enrolment of 65 students, in grades 10 - 12. The entire School, which houses the B.C. Program, enrolls 6000 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, offshore school representative (OSR), B.C. principal, B.C. teachers and members of the host school's administrative team.

The owner/operator, Mr. John Zhu, is responsible for the B.C. Program. His company, Canadian-Sino Education Exchange Centre (CSEEC) operates three additional B.C. offshore schools in Shandong Province: Canada Qingdao Secondary School in Qingdao, Canada Shandong Secondary School in Tai'an, and Canada Weifang secondary School in Weifang.

The B.C. program's philosophy, objectives and special features includes:

- Offering students an authentic BC education
- Preparing students for the linguistic and cultural challenges they will face in western universities



- Building on, rather than replacing, the learning that takes place in the Chinese program.
- Encouraging mutual respect between Canadian and Chinese cultural views, and
- Offering both the Chinese Graduation Certificate from Yantai N. 1 Middle School and the B.C. Dogwood Diploma to its graduates.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School has responded to the requirements set out in the October 11-12, 2016 inspection report.

The principal has confirmed to the B.C. Ministry that he has authority over the process of testing of student applicants and over the admission of students into the B.C. Program.

The Team verified that the School's formal report card was modified to report on courses that are not taught by B.C. certified teachers; that these courses meet the B.C. curricula and have been appropriately designated on the report card; and that provincial education standards and program requirements are met for all exempted courses.

BUSINESS PLAN

The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Not Met

Comment:

The School's 2017-18 Business Plan, submitted to the Ministry of Education was reviewed by the Team. It was noted and observed that the School continues to maintain its mission statement and/or philosophy statements presented in the 2016-17 Annual Report.

The School is permitted, by the Shandong Education Bureau to recruit up to 60 students into grade 10 each year. Recent marketing efforts have included highlighting the new curriculum initiatives, and have included scheduled open houses, newspaper and website advertisements, recruitment brochures, and student testimonials.

A partnership with B.C. School District No. 43 (Coquitlam) affords students the opportunity to



study in Canada during the summer months.

The School published a yearbook, and enrolled students in the University of Waterloo International Mathematics contests since the last inspection occurred.

Commendation:

The principal prioritises meaningful and ongoing professional development , which has contributed to all staff returning to the School for the 2017-18 academic year.

**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 owner/operator, Canadian-Sino Education Exchange Centre (CSEEC), Mr. John Zhu, meets all the requirements as set forth in the B.C. Global Education Program – Offshore Schools Certification Agreement. Along with the principal, the owner/operator and the offshore school representative, collaboratively participated and supported the October 18-19, 2017 certification inspection.

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 is housed on the North Campus of Yantai No. 1 Middle School. The campus is gated and secure. Four classrooms, two computer labs, physics and chemistry labs, four designated offices and a Learning Commons are available for program delivery and administrative needs. Local building, safety and cafeteria codes and regulations are met by the larger host school.

The School has a written emergency response plan, which continues to be updated and refined.



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 appointed offshore school representative (OSR), Mr. Roger Lindstrom, serves as the primary liaison between the owner/operator and the Ministry of Education.

The OSR is knowledgeable about all aspects of the School's operations and all related aspects of the owner/operator's business operations, governance, business and administrative functions of his operation of the school.

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 experienced school principal has been with the School since its inception (2014) and fulfills the requirements outlined in Section 3.2 of the Inspection Catalogue and detailed in his job description.

He leads by example, and employs a collaborative style working closely together with the owner/operator, OSR, the host school, administrative staff and teachers, as they collectively manage and evaluate the total educational program at the school.

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:

An administrative assistant, whose task is clearly outlined in her job description, capably and effectively supports the principal, owner/operator and OSR. The School Guidance Counsellor assists students in understanding and completing university entrance examinations and applications; securing student visas; and along with the administrative assistant, liaises with parents to ensure that the social and academic needs of the students are met.



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 School maintains and securely stores individual student record files for all students with current registration forms, English language assessments (verified by the principal), the last two report cards and the B.C. Ministry of Education's personal information consent forms.

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

The Team verified that teacher files contain current teacher contact information and a copy of the teacher's work permit or visa.

Employment contracts between teachers and the owner/operator clearly outline the terms of employment.

The Team verified that locally certified teachers (of approved exempted courses) have valid local certification and that criminal record checks were appropriately filed.

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 staff at CYSS benefit from their small size and minimal turnover when it comes to collaborating over education transformation. While they are still delivering the existing Graduation Program, they are focusing efforts on preparing for the implementation of the redesigned provincial curriculum.



During the team's visit, a variety of instructional strategies were observed being used. These included the use of inquiry and project-based learning as well as the creative grouping of students and the assignment of different learning outcomes at appropriate times to meet individual readiness levels. Teachers were also observed adjusting both their instruction and assessment practices to support their students. This included the use of strategies such as visual cues/graphic organizers, scaffolding and providing more time for students to master skills or concepts. The School's efforts to 'place students at the heart of their own learning', and to structure classes that are far less teacher-centered are commendable.

The teaching staff are also looking at the online resource materials that have been posted by the Ministry of Education pertaining to self-assessment and the upcoming Numeracy Assessment. Additionally, work has begun on how student progress reporting will be done in the future including reporting on core competencies. While this work is ongoing, the initial focus of the staff has been on project/inquiry-based learning and assessment strategies this year.

Commendations:

The staff are commended for:

- the time and effort they have already put into adjusting pedagogy to align with the student-centered focus of the redesigned curriculum; and
- the collaborative way that they work together to deliver curriculum and support their students.

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 comprehensive English Language Assessment between April and June each year to determine student eligibility for the B.C. Program. The instrument currently used includes sections examining Listening, Reading, Grammar, Writing and Oral English and is administered over a two-hour time period. This assessment has been revised by the staff to make it as accurate as possible in helping to predict the potential success of candidates seeking entry into the Program. The Principal oversees the administration of the language proficiency assessment and makes the final decisions as to which students will be admitted into the B.C. Program. The principal also typically conducts the oral English component that includes the use of five open-ended questions, to gain a greater understanding of the 'whole child'.

The teaching staff at CYSS collaborate with each other over strategies that work well for English language learners, and routinely talk about the unique needs of the students in their care. All teachers have several years of experience teaching in ELL classrooms where they have to be



very deliberate in their planning and explicit in their instruction.

All students in the program are currently required to take a double block of English to help them improve their language skills. In Grade 10, students take ESL 10 and English 10, while in the subsequent grades they take both Communications and English 11 and 12. Additional supports are available to students outside of the regular class time through their teachers, the Library and through peer tutoring.

Commendation:

CYSS is commended for the comprehensive English Language Assessment they use to determine eligibility for entry into the BC program.

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:

CYSS currently offers one Ministry-approved BAA course, ESL 10, which was introduced to support Grade 10 students with their English language proficiency. There are also 4 courses, (PE 10 and Mandarin 10, 11 and 12) with exemptions in place allowing them to be taught by locally certified teachers. Students complete their BC Program course work during the day and then take Chinese classes in the late afternoon and evening.

The report card has been adjusted since the last inspection took place to include the reporting of student progress in the courses that are exempted.

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 visited all classrooms and reviewed course overviews, unit plans, student work and assessment records. Evidence from this review supports that the BC courses being offered meet Ministry requirements. It was also noted that some teachers had looked at the drafts of the redesigned curriculum at <https://curriculum.gov.bc.ca/curriculum/10-12> and were incorporating elements into their existing planning. There was further evidence that some of the faculty were considering the planning resources that are listed at <https://curriculum.gov.bc.ca/tools>.



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:

Students at CYSS currently attend school for 5.25 hours per day over the course of the school year. This results in 945 actual school hours which is well above the minimum requirements established by the province.

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 data report was not available to the inspection team in time for the on-site visit, however it was possible to review the overall success of the previous year's graduating class with the faculty. This was a small group of students who typically got higher marks in their Math and Science courses than in the Humanities, however they did successfully graduate and gain entrance to well-recognized post-secondary institutions in Canada.

The School constantly monitors student progress and closely examines the difference in student achievement between school and provincial assessments. Teachers were also observed using formative assessment strategies with their students by giving them regular feedback about their progress. This took different forms in different classes, but included teachers conferencing with students on a regular basis to discuss progress and providing them with written feedback to help them consider how they could improve.

The School is also beginning to consider how it will prepare students for the new Graduation Numeracy Assessment.

Commendation:

The teachers are commended for their use of formative assessment strategies to keep students informed as to their progress.



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 well equipped in terms of learning resources, with a full complement of text books for core courses as well as teacher-generated workbooks and classroom support materials. A dedicated photocopier is available to the staff as are the services of the print room in the host school.

Computer technology is also readily available with a computer lab on the second floor of the facility that was very well used by classes during the inspection process. A second computer lab is also available on the third floor, and both spaces can be used for the administration of provincial exams.

The Library is an attractive and comfortable space for use by staff and students. It is staffed by a teacher assistant who keeps the collection well organized and provides support to students by recommending reading materials from the levelled reader program. Currently grade 10 students requiring additional support are also referred to the Library as part of the school's overall literacy plan. The Library houses other resources such as curricular videos, e-readers and teacher resource materials to support the educational program in the school.

The Library space also serves as a home-base for the guidance counsellor. This person works with students and parents to help them explore their future post-secondary options and to complete applications for admission. The counsellor is also very involved in the summer program, where grade 10 students travel to B.C. to engage in both language and cultural experiences. This helps to get the students excited about the possibilities of studying in B.C. after graduation.

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:

CYSS has a comprehensive approach to communicating with parents and to reporting student progress. Through the parent handbook and parent information meetings, parents are informed that they may contact the School at any time to discuss their child's progress. Phone calls, along with electronic communication such as 'WeChat' and email are used to send information out to parents about upcoming report cards and parent teacher conferences. In each semester, the staff complete interim reports that are sent home within the first two months, and these are followed by a mid-term report card. Immediately following the formal



reports being sent home, parent-teacher interviews are held at the school with parents being scheduled to have 10 to 15 minutes with the teachers of their children to discuss student progress. Qualified translators are assigned to each of these meetings to ensure effective communication with the parents. Throughout the semester, teachers also use an 'At-Risk Intervention Form' where they can request assistance to help them deal with students who are being unsuccessful in areas such as attendance, assignment completion, concept attainment or behavior. This frequently results in a meeting that involves the student and their parent. At the end of each semester, Final Report Cards are issued for all of the subjects the students are taking in the B.C. program.

The formal report cards have been adjusted since the last inspection was completed. They now include percentage and letter grades for each course, along with a work habits assessment and attendance information. They also include comments from each of the teachers that are printed in both English and Mandarin. The report cards also include information about Daily Physical Activity and Grad Transitions, as well as those courses that have received exemptions to be taught by a locally certified teacher.

During the inspection, examples of work being done in the area of student self-assessment were also noted.

Commendation:

CYSS is commended for its thorough approach to communicating with parents and reporting student progress.

POLICY DEVELOPMENT 5.0

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

Requirement Met Requirement Not Met

Comment:

The bilingual parent/student handbook, with designated sections dealing the School's mission statement, philosophic underpinnings, staff, organizational structures, procedural expectations, as well as assessment and evaluation descriptions, continue to be updated.



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 comprehensive teacher handbook details staff professional and social responsibilities, parent and teacher appeal procedures, as well as the teacher evaluation policy.

The teacher handbook has been recently updated and contains all currently required information.

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 School does not offer any Distributed Learning courses.

CONCLUSION

Commendations

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

- The meaningful and ongoing staff professional development, which has resulted in all staff returning to the School for the 2017-18 academic year.
- The time and effort staff have already put into adjusting pedagogy to align with the student-centered focus of the redesigned curriculum.
- The collaborative way the staff work together to deliver curriculum and support their students.
- The comprehensive English Language Assessment the School uses to determine eligibility for entry into the B.C. program.
- The use of formative assessment strategies to keep students informed as to their progress.



- The School's thorough approach to communicating with parents and reporting student progress.

SUMMATIVE RECOMMENDATION

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

