

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

HARBIN ZHONGSHI - CANADIAN INTERNATIONAL SCHOOL

HARBIN, HEILONGJIANG PROVINCE

PEOPLE'S REPUBLIC of CHINA

NOVEMBER 6-7, 2017

INTRODUCTION

On November 6-7, 2017, a certification inspection was completed on Harbin Zhongshi - Canadian International School (HZCIS) in Harbin, Heilongjiang Province, People's Republic of China, termed 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 Tom Grant and Henry Contant (Chair).

The School's B.C. program has an enrolment of 7 students in grade 10. The School is in its inaugural year of operation as a B.C. Offshore School. The School is housed within a large host school, Harbin Zhongshi School, a private school of 1350 students in grades 6-12 that has been in continuous operation since 1996. The B.C. program occupies the 6th (top) floor of the host school building.

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, three additional members of the administrative/management team, offshore school representative (OSR), B.C. principal, B.C. teacher, two bilingual administrative assistants, and two bilingual teaching assistants.

The owner/operator, Heilongjiang Zhongshi Group Ltd. is responsible for the B.C. program. The owner/operator also operates the aforementioned host school.

HZCIS's B.C. program's philosophy is built on a vision to form inquiring, confident and resilient learners, able to use sophisticated critical and creative thinking skills to solve the complex



challenges facing themselves and the world.

HZCIS is a private school with an objective to deliver the B.C. graduation program to students from Harbin, Heilongjiang and beyond. The School is dedicated to preparing students for university success through highly personalized instruction, focusing on both concept-based learning and the development of competencies that engage students in authentic tasks to connect to the real world. As an integral part of the School's program, the School expects students to be able to use English actively as the language of instruction and learning in all curricular settings.

Among its special features are the use of two full-time teacher assistants that provide support; a two hour Guided Study Time (GST) from 6:00-8:00 pm Monday- Thursday in which students work with B.C.-certified teachers and bilingual teacher aides in a supervisory/tutorial role supporting students in their studies; and a unique extra-curricular activities program that includes such things as Destination Imagination, participation in the Math League and Waterloo University Math Contests, a Music club, Cooking club, a TV station/website, a Yearbook/Media Arts club, an English Movie club, and after school leisure sports. By providing this wide variety of activities, the School strives to enrich the Canadian high school experience for Chinese students.

The Team would like to thank Harbin Zhongshi - Canadian International School for its warm hospitality, willing cooperation and thorough 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:

Since HZCIS is in its inaugural year of operation as a B.C. Offshore School, this is the first certification visit. Therefore, there were no previous inspection requirements.

Commendations:

The School is to be commended for the thorough preparation in ensuring the needed and crucial facility, philosophical, administrative, policy, instructional and curricular elements are in place to create a solid foundation on which a strong B.C. offshore school can be built.

Further, the School is commended for employing a full-time B.C.-certified teacher and a B.C. principal several months in advance of the school year commencing, making it possible for a solid foundation to be established.



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:

Although the School did not meet its initial admissions target with only 7 students enrolling in its first year, it did not compromise on its admissions standard nor lower the benchmark for English Language Learners.

The Team spent much time in discussion with the B.C. principal and OSR concerning the long-term growth plan for the B.C. offshore school program. The Team feels that the School has correctly identified several factors that will contribute to improved recruitment efforts in the subsequent school year. These factors include:

- developing a network of 'Education Agents' to help identify and direct suitable students to the School
- starting the active student recruitment season much earlier and not wait until after the Chinese grade 9 *Zhong Kao* exam results are known
- identifying strong candidates within the host school and actively engaging with them
- surveying students and their parents to determine their level of interest in international educational opportunities
- offering a free "pre- B.C. program" to interested students as part of their host school elective block
- initiating a 'Parent School' of weekend or evening workshops on topics relevant to parents considering pursuing international education for their children
- taking advantage of the School's B.C. offshore school network to actively host professional development events, sports events, and leadership camps

The Team believe the School had developed a list of realistic recruitment strategies that should contribute to increased enrolment and long term sustainability of the B.C. program.

Commendation:

The principal and OSR are to be commended for the thorough and comprehensive business plan that was submitted to the Ministry of Education. It is an accurate reflection of the School's education program and required policies, as reported in the B.C. Global Education Annual Report.



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 confirms that the owner/operator meets all the requirements as set out in the operating manual for offshore schools.

Commendation:

The owner/operator is to be commended for his long term vision for the School and his demonstrated and active support for the B.C. offshore 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 Team confirms the School meets local building, safety, and cafeteria codes and regulations. The School has developed an extensive Safety Plan in accordance with the B.C. Ministry of Education's *Emergency Management Planning Guide for School Districts and Authorities*. The School has conducted Fire and Safety drills apart from those within the host school. In addition, it has conducted separate inspection and testing of fire extinguishers and other safety equipment. The last such inspection was completed on August 29, 2017 just prior to the start of the school year. There is an appropriate level of consciousness regarding school safety and security issues.

The current facilities are excellent for the delivery of the B.C. program and will continue to be sufficient for projected program growth well into the future. All 6 classrooms, the library and resource center are all well-designed for 21st century learning, each one appropriately furnished with built-in technological support to effectively deliver the new B.C. Education plan. Two additional adjacent classrooms, a music room and art room are also available for extracurricular/school club usage.

In addition, the School has access to chemistry, physics, and biology labs and a cafeteria within the host school. HZCIS has exclusive use of some outstanding gymnasium and recreational space in the basement of the host school building. These facilities include a 50 meter indoor running track, basketball courts, several badminton courts, a dozen ping pong tables, a dedicated dance studio and other multi-purpose areas. Occasionally, the School also shares



usage of the host school's outdoor basketball courts.

Commendation:

The School is commended for the acquisition of excellent learning spaces for delivering the new B.C. Education Plan's Graduation program.

ADMINISTRATION 3.0

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

Requirement Met Requirement Not Met

Comment:

The OSR's experience with B.C. offshore schools goes back to 1998, when he taught the first graduating class in a B.C. offshore school. For 5½ years the OSR worked at Thompson Rivers University (TRU) as Associate Director International Student Services and Study Abroad. In his role at TRU the OSR visited B.C. offshore schools across China, as well as in Thailand and Qatar. He first took on an OSR role with a B.C. offshore school in 2014 and currently serves as OSR with five B.C. offshore schools in China. He is highly qualified to serve as an OSR for the School.

Commendation:

The OSR is to be commended for both his visionary and practical leadership, extensive network across the B.C. offshore school community, continued support of the B.C. Principal, and passionate advocacy of the B.C. graduation program.

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

Requirement Met Requirement Not Met

Comment:

The principal is an experienced school administrator and well suited to be the founding principal of HZCIS. He began his career in education in 1990, teaching high school English in Ontario for 16 years, before moving overseas to begin his international education career Colombia. There he initially taught English and Social Studies, became the English/Humanities department head, and eventually the secondary school principal.

After leaving Colombia, the principal continued his international education career in China. He has served as the secondary school director for an International School in Beijing and the B.C. program principal at two other offshore schools before coming to HZCIS.



Commendation:

The Team commends the principal for his positive proactive preparation and leadership in developing a school climate conducive to positive relationships with staff and students, policy and planning documents and administrative procedures, all of which are foundational for the growth of the B.C. graduation program.

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 built-in administrative supports to strengthen the B.C. program. The principal is assisted by two full time bilingual administrative assistants who act as secretaries, perform certain HR duties as required, manage the school office, order supplies, and perform other administrative duties as required. Both also play a role in communicating with parents and translating school documents.

The principal is supported by a school education committee/management team consisting of the Chinese school principal, and three additional members that function like a board of directors and serving as academic liaisons to the Chinese administration within the host school and being responsible for business operations. The management team assists in the appeals and conflict resolution process, policy and procedures approval, teacher contracts, student recruitment, marketing and budget development. Each member has a vested interest in the long term development and success of the B.C. program.

The other B.C.-certified teacher has been appointed vice-principal and has been given limited release time to allow for further training into the role and to perform additional administrative duties as needed.

The School uses *Windsor-TESS* administrative software for the electronic transfer of data to the Ministry as outlined in Schedule F of the Agreement.

The School has a computer lab available for Internet connectivity as outlined in Schedule F of the Agreement. Although not yet required to do so, the School has the capacity to facilitate the writing of provincial exams on-line.

Commendation:

The School is commended for the collaborative manner in which the owner/operator, the school education committee/leadership management team, B.C. principal, teaching staff and the Chinese support staff work together to ensure the success of the B.C. program.



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 meets the student records requirements as outlined in Section 3.4 of the inspection catalogue. Student files were examined and found to be complete in all required elements.

The Team noted that the School had no identified students with medical or legal alerts.

All student records include the appropriate ELL assessments and an individualized student learning profile.

Commendation:

The School is commended for the way it has organized student files, and compiled and documented the required forms that were signed by students and parents as part of the School's admission process.

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.

All teacher files are securely stored and were found to be complete in all required aspects including a copy of each teacher's contract, TRB Certification, and B.C. Ministry of Education personal information consent form.

The Team confirms that the teacher assistants have a valid local criminal record check.

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:

As a new school, HZCIS has made the decision to commit to the full implementation of the new



curriculum but will be using older curricular documents this year while the teachers concurrently develop courses and materials based on the new curriculum design. The School draws heavily on the theoretical foundations of the new curriculum as they design their documents. The Team observed lessons and reviewed unit plans and course outlines built around Big Ideas, Core Competencies and Key Learning Skills.

The School has taken a professional approach to ensure that teachers are prepared to deliver the new curriculum by providing professional development opportunities even prior to the arrival of students in September. Staff were involved in professional development during their teacher orientation week, have monthly Pro-D afternoons organized into their schedules and have planned one full Pro-D day dedicated to implementation strategies for the new curriculum.

Commendations:

The Team commends the School

- for its pre-planning and preparation for the implementation of the new B.C. Grade 10 – 12 redesigned curricula and for the opening of a new school based on the foundations of the new curriculum.
- for its development of templates for course outlines, unit plans and lesson planning.
- for its very well-organized and professional approach to professional development.

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 Team concurs through observation that the School has a very well-articulated process to manage student admission. The B.C. Principal has designed a process that includes an assessment of writing, reading and oral abilities based on the IPT (Idea Placement Test). There is also an interview with the principal following the submission of the required admission documents. The principal uses the process to select students for admission into the B.C. program.

The Principal also develops a 'student learning profile' from the data collected as part of the admission process. This information is used to guide teaching and instruction. The School staff are committed to help and support each student perform to the best of their abilities and to improve their proficient use of the English language. They have incorporated an integrated approach to program design, specific language/curricular support courses, a 'school wide reading program', use of an academic vocabulary notebook, and the use of a daily student planner to further support English language development.

The School also offers after school programs, scheduled remedial help for students on a weekly



basis, daily 'guided study time' (GST) led by staff, clubs and extracurricular activities as opportunities to further develop language abilities. These strategies are enhanced through the support of the bilingual education assistants, and a follow up with at-risk students by the principal.

The students have access to leveled reading materials both within classrooms and the learning commons (library).

The School, through the B.C. program principal supports teachers incorporating enhanced ELL instruction through regular and frequent professional development opportunities and the provision of resources to help staff learn and implement ELL pedagogy. The principal has also provided templates for unit and lesson development which are used by other staff. Appropriate implementation and effectiveness of the strategies is supported through the modeling of effective teaching and active supervision of instruction by the principal.

Commendations:

The Team commends the School for its integrated approach to supporting language acquisition. Every activity in the School is used as an intentional opportunity to enhance the students' use of the English language.

The Team also commends the comprehensive nature of the extra-curricular opportunities to support student learning.

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 Team confirms that the School meets the course requirements of the inspection catalogue for offshore schools.

School records and documentation of successful completion of courses are stored in a locked cabinet in the principal's office. Access to materials is through the principal.

The School offers two BAA courses. These are B.C. Learning Foundations 10 (YESL 10A) and B.C. Math & Science Foundations 10 (YESL 10B). The process for the adoption of these courses was appropriate and the course overviews were developed to align with the re-designed curriculum. They include content to be learned, teaching strategies, assessment procedures and links to intended learning outcomes.

The School does not offer any courses that are exempted from having B.C. certified teachers



teaching the courses in English.

Commendation:

The Team commends the School on the appropriate development and use of BAA courses which are designed to be fundamental building blocks in the acquisition of the English language.

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 the School meets the overview/course planning requirements of the Agreement. During visits to classrooms the Team reviewed course overviews provided by the teachers which contained descriptions and links to core values, big ideas, curricular competencies, core/key learning skills and content knowledge. Many of the overviews also included sections on key new vocabulary and lesson sequencing.

The Team recognized the inclusion of information in the overviews which reflected and supported the School's educational philosophy and practice.

Commendation:

The Team commends the School for its development of comprehensive course overviews frameworks and course outlines. The principal has developed the templates to help teachers incorporate the key aspects of the re-designed curriculum.

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

Requirement Met Requirement Not Met

Comment:

The Team confirms that the School meets the instructional time allotment requirements of the Agreement. The School operates a rotating linear timetable divided into 2 semesters. The school day begins at 7:50 am and ends at 4:10 pm. The School offers 6 hours of instruction per day and is in session for 180 days per year.



In addition to the formal daily instructional time, the School offers GST (Guided Study Time) supervised in turn by the principal, vice-principal and the teaching assistants every Monday to Thursday from 6:00 pm until 8:00 pm. This time is an adjunct to the instructional program and provides further opportunities for language development.

Commendation:

The Team commends the School for its effective and generous use of instructional time.

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 confirms that the School is developing appropriate assessment strategies to reflect student achievement and provide support for students in their learning. Since the students have yet to write provincial exams or assessments there is no ability to compare the schools' grades to provincial examination results.

The School believes that the primary purpose of assessment should be to guide further student learning. Teachers use assessment results to guide instructional strategies such as reinforcement and re-teaching where necessary. Students are also taught the skills of self-reflection and planning.

The teachers clearly differentiate between formative and summative assessment and examples of both abound in the classrooms observed. The School encourages regular discussion on the use of assessments and the use of professional development time to review and learn how to best apply principles of assessment to support student learning.

Commendation:

The Team commends the appropriate use of multiple assessments to support student learning.

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 Team concurs that the School has resources appropriate to support student learning. The School has organized an inviting and comfortable 'Learning Commons' or library. There are video viewing areas, multiple learning environments, private study areas and areas designed to



support small group collaborations. There is access to both electronic and print material. Future plans include a subscription to on-line data bases.

There is a growing collection of fiction and non-fiction materials which are part of the “School Wide Reading Program”. Reading materials are carefully selected for readability and connection to the B.C. curriculum. Library resources are appropriate for ELL learners and include Scholastic magazines, levelled reading books, access to *NewseLA* and other websites.

The classrooms are designed as 21st Century learning environments with state of the art technology including interactive white boards, document cameras, sound systems and Wi-Fi connectivity. Teachers are beginning to use learning platforms as *Edmodo* to support classroom instruction. Acoustic design sound technology is a unique and innovative feature of every classroom.

The School has an annual budget commitment to increase their library resources.

The School will be conducting their initial formal provincial assessments this year. The Team reviewed and commends the School for its preparations in this area. These include the installation of e-exam security control, appropriate computer workstations to be used for examinations, and the development of appropriate guidelines for both student behaviour and teacher invigilation.

Commendation:

The Team commends the School for its pre-planning and administrative organization during its initial year of operation. The administrative organization will form a firm foundation for the School’s future growth and development.

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:

The Team concurs that the School meets the student progress report requirements as outlined in the Inspection Catalogue.

As per the Ministerial Order on Student Progress, report cards contain letter grades and teacher comments in relation to expected learning outcomes. The principal has indicated plans to revise the formal report card to reflect the redesigned curriculum. Achievement levels are discussed with both students and parents. Reporting is not just a quarterly activity but part of the daily and ongoing operation of the School. In addition to report cards, the teachers use student planners as communication vehicles with parents, review achievement in student/parent/teacher conferences, and maintain connection with parents through the



effective use of *WeChat*, the School's website and translation through the Chinese Teaching Assistants. Parents are actively included in the various aspects and activities of the school. The Team noted their presence during the signing of the cooperative agreement with Thompson Rivers University (TRU).

Commendation:

The Team commends the School for its reporting procedures and the active connections they are developing with the parents of the students.

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 reviewed the School's current 2017-18 student Handbook. It contains appropriate information for students and their parents on such topics as the British Columbia Education Program, HZCIS vision, mission and core values, student code of conduct, overview of the B.C. program at HZCIS, yearly calendar, daily bell schedule, classroom facilities, personalized learning, clubs and activities, promoting student excellence - student recognition and awards. It also has an extensive section on school policies such as:

- Assessment and Evaluation Policy
- Homework Policy
- Passing and Repeating courses
- Attendance Policy
- Academic Integrity Policy
- English Only Policy
- School Safety Policy/Discipline Policy
- Uniform Policy
- Discipline Measures
- Dispute Resolution Process
- School Safety Plan
- Academic Support
- Parent and School Communication
- Admission & Language Assessment
- Our English Language Supports
- Individual Academic Support Plans
- Academic Probation
- Textbooks
- Classroom Materials



- Library
- Use of Technology

Commendation:

The School is to be commended for developing a student handbook is relevant, informative and helpful for parents and students alike.

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 reviewed the School's 2017-18 teacher handbook. The extensive handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the B.C. offshore school program.

It outlines HZCIS's vision, mission and core values, student code of conduct, and overview of the B.C. program at HZCIS. In addition, it provides the yearly calendar, monthly schedules daily schedule, and the timetable.

Topics such as supervision guidelines for staff, emergency evacuation procedures, fire & earthquake procedures, school nurse, first aid, student accident report form, and guidelines for field trips dealing with supervisory and safety issues.

Sections on teacher supervision and evaluation guidelines, professional growth plans (template), are all contained within the teacher handbook.

Commendation:

The School is commended for developing a thorough teacher and staff handbook.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the Distributed Learning requirements as outlined in section 18 of the Agreement and Section 6 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School does not make use of DL courses at this time.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Harbin Zhongshi – Canadian International School for:

- The principal's positive, proactive preparation and leadership in developing a School climate conducive to positive relationships with staff and students, policy and planning documents and administrative procedures, all of which are foundational for the growth of the B.C. graduation program.
- The thorough preparation led by the principal in ensuring the needed and crucial facility, philosophical, administrative, policy, and curricular elements are in place to create a solid foundation on which a strong B.C. offshore school can be built.
- The respectful and professional manner in which the Chinese leadership team and Chinese support staff and the B.C. program teaching and support staffs work together to ensure the success of the students of HZCIS.
- The significant curricular effort made to develop the grade 10 program reflective of the new B.C. education plan.
- The comprehensive and intensive professional development which has already taken place and which is scheduled for the remainder of the year, designed to ensure all staff have a commonality of instructional purpose and methods.
- The School for its integrated approach to supporting language acquisition. Every activity in the School is used as an intentional opportunity to enhance the students' use of the English language.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education that the British Columbia education program offered at Harbin Zhongshi Canadian International School be recognized as a British Columbia-certified School.

