

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

SHANGHAI NANYANG MODEL PRIVATE HIGH SCHOOL

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 27-28, 2023

INTRODUCTION

On November 27 and 28, a certification inspection was completed on Shanghai Nanyang Model Private High School (SNMPHS) in Shanghai, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Sherri Ko and Doug Lauson, who served as Chair for this inspection.

The School's BC program has an enrolment of 284 students, in grades 10-12. The School is located on the west campus, one of the two campuses of the larger Shanghai Nanyang Model Private High School. It shares this stand-alone campus facility with a UK A-level international school of approximately 169 students. The new campus facility comprises a six-story teaching building and a cafeteria building separated by the common playground. The entire Shanghai Nanyang Model Private High School, which houses the BC and UK programs, enrolls 1,031 students (578 on the Tianyaoqiao campus and 453 on the west campus).

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representatives (OSRs), BC Principal, BC teachers, host school Principal and Vice-Principal.

The Owner/Operator, CINEC Education Group Ltd. (CINEC), is responsible for the BC program. CINEC operates three BC offshore schools in the People's Republic of China. It opened its first BC offshore school in 2005. The two other BC offshore schools are Jiaxing Senior High School and Luwan Senior High School. In addition to operating the BC offshore schools in China, the Owner/Operator operates a summer school program with partners in BC.



The BC program’s philosophy, objectives and special features are encapsulated in its mission statement: *“We are dedicated to preparing our students for success in a rapidly changing world by providing a supportive learning environment that recognizes and respects individual differences, encourages students to challenge personal limits and promotes excellence.”*

The Team would like to thank Shanghai Nanyang Model Private High School for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous inspection was conducted virtually in November 2022. The inspection report indicates that the School had no requirements. However, four suggestions were given to the School for consideration of implementation. The School reviewed the four suggestions and implemented them before this inspection.</p>			
<p>Commendation:</p> <p>The host school is commended for supporting the BC offshore program by funding the renting of an additional football field and hiring a lab technician. Discussions with the BC Principal revealed strong support for the BC program from the host school leadership.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, 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 confirms that the Owner/Operator has included a business plan in the Annual Report submitted to the Ministry of Education and Child Care. The business plan indicates enrolment growth in the next five years, predicting that the School will reach 360 students (maximum capacity) by 2027/28 in four years. Supporting this prediction is the increase in enrolment over the last two years.</p> <p>The business plan also details how the School intends to meet some potential challenges, including competition from nearby international schools and learners’ English language acquisition. In addition, the School has described its strategic plan for continuous</p>		



improvement of student outcomes, focusing on student well-being in the 2023/24 school year.

Commendation:

The School is commended for working with the host school to provide more school activities to help make the environment more comfortable and welcoming. This is an intentional strategy to support student mental health and well-being. The partnership with a local health clinic to have their resident psychologist visit the School and meet with students is a practical way of supporting student health.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Owner/Operator has been involved with BC offshore programs since the first CINEC high school was opened in 2005. The Team confirms that the Owner/Operator meets all the requirements stated in sections 5.00 – 7.00 of the Certification Agreement and the requirements in Section 2.02 of the Annual Report.

Commendation:

The Owner/Operator was onsite for the school inspection. He is to be commended for his commitment to and strong support for the BC program and the good relations with the host school, Shanghai Nanyang Model Private High School.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team examined the documentation supporting local government approvals to operate the School in the People's Republic of China. These included:

- approval for SNMPHS to provide BC's curriculum using BC certified teachers (Shanghai Xuhui District Education Bureau, issued September 15, 2023, expires August 30, 2028)
- Business Licence, issued April 2, 2023, expires April 2, 2024
- Building Occupancy Permit, dated August 1, 2023



2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team examined the documentation supporting safety and food preparation. These included:

- Shanghai Xuhui District Fire Supervision and Inspection, dated May 9, 2020
- Fire Safety Advisory Evaluation Report (Shanghai Tianjiao Anyu Fire Engineering Technology Co. Ltd., dated September 28, 2022)
- Food Service Operation License, issued August 19, 2022, expires August 18, 2027

The Team reviewed the School’s emergency procedures document that covers accidents, fire, security, earthquakes, natural disasters and COVID-19 pandemic situations. The policy contains a statement that “for any event that would cause an unplanned temporary or permanent closure of the School, CINEC would fulfill the Personal Services Agreement with their employees”. Further, “CINEC would endeavor to have the BC program continue to the end of term and would support and assist in continuing to have a BC program available to students for the next term”.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Last year, the long-serving Offshore School Representative (OSR) for the CINEC BC offshore schools passed away mid-year. Before that, plans were already underway to transition to a new OSR, who assumed the position for the balance of the school year. In 2023/24, CINEC has decided to employ two OSRs for its three BC offshore schools, one which resides in Vietnam and the other in Richmond, BC. This Team presents an ideal support system for the schools because of the sharing of duties and the locations in the different time zones, providing 24/7 support.

The current OSR for SNMPHS is an experienced BC educator of 26 years who has worked in various capacities, including teacher, curriculum coordinator, vice-principal, principal and university lecturer. He has 13 years of experience with the BC Offshore School Program, including two principalships. He holds a PhD in Educational Leadership and Policy Studies from the University of Alberta. He is on a two-year contract with CINEC. The Team met several times with the OSR and confirms that he is exceeding all the requirements of the Certification Agreement and the Annual Report. The written job description of the OSR is



thorough and complete. Discussions with the OSR indicate that he is fully aware of his job responsibilities, including 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 Owner/Operator is commended for employing two OSRs to ensure that the needs of both CINEC and the CINEC schools are met on both continents. The Team confirms that the two OSRs work synchronously to support the CINEC BC offshore schools in all the required responsibilities of an OSR.

2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal is an experienced BC-trained educator with nine years of experience in BC offshore schools. Before joining SNMPHS as Principal last year, he was a teacher, vice-principal and principal in another BC offshore school. The Principal strongly advocates for physical activity and extra and co-curricular activities and has taught various courses in the BC graduation program.

The Team reviewed the job description of the professional responsibilities of the Principal and the Independent Personal Services Agreement (contract). The Team met with the Principal during the inspection. It is confirmed that he is fully aware of his responsibilities as the chief educational leader and carries them out well.

Commendation:

The Principal works well with the host school leadership and has established a good rapport, resulting in the School attaining many of its goals from the last inspection report. He also works well with the BC leadership and the staff.



2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal is assisted by a team of staff members, including the Vice-Principal, who has been with the School for many years. He is bilingual and assumes many administrative responsibilities, including liaising with the host school leadership, staff, and parents. The Vice-Principal is also in charge of the university visits and tech services and is the Athletic Director, organizing the after-school competitive leagues with other schools. The Ultimate Frisbee Shanghai Junior Open is organized by the Vice-Principal, as is the participation of the school teams in the various BC offshore schools leagues.

The School has an administrative assistant shared with the UK A-levels school. She is in charge of registrations. The BC Principal operates the Harts/TESS school administration system and manages the student files that are kept in his office.

In addition, other staff members are in charge of marketing and admissions, dormitory management, field trips, etc.

Commendation:

The Vice-Principal is a valuable asset to the School, being relied upon to supervise, facilitate and implement many school-related activities.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal maintains student records, and they are kept in his office and filed by graduation year. The Team inspected these paper student records to ensure they contained all the documents as stated in the Annual Report. The Team confirms that the paper records are complete.

The Team confirms that the student and parent consent forms are current and complete for the 2023/24 school year.

The School also uses the Harts/TESS school administration software to keep student demographic data and electronic copies of the Permanent Student Record (PSR – 1704). The Principal demonstrated the software as he is the software operator. The TESS data is kept on two computers onsite and backed up to the CINEC SharePoint for safekeeping.



2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School employs 16 teachers, all of whom are certified by the Teacher Regulation Branch (TRB). 15 teachers have valid Certificates of Qualification (COQ), and one has a Letter of Exemption (LOE) from the Director of the Offshore School Program to teach in the BC program. All BC teachers have valid Chinese visas to work in the People’s Republic of China.

The teacher with the LOE is awaiting the TRB to certify them, but there is a delay due to the teacher’s PhD papers being delivered by the originating university. The teacher and the Principal are monitoring the situation closely. The Team confirms that all Authorized Persons under the Agreement possess valid and current certification with the BC Ministry.

The School employs four locally certified teachers with completed criminal record checks (CRCs) as part of their Chinese certification process. These teachers teach exempted courses. The School provided a translated document (Application Requirements for Teacher Qualification Certificate) that describes the qualification requirements for a teacher of a senior high school to have “a bachelor’s degree or higher from an institution of higher normal education”.

The School does not use teacher assistants.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

In the past year, the School offered professional development presentations on integrating First Nations content within the curriculum and truly understanding First Peoples Principles of Learning (FPPL). The School is continuing work in this area. The School offers English First Peoples: Literature Studies and Writing 11 to meet the new Indigenous-focused graduation requirement. This course is offered in grade 11. The School confirmed that the current grade 12 students completed the new Indigenous-focused graduation requirement last year.

The administrative team and staff work diligently to integrate Core Competencies within each course’s learning opportunities and all extra-curricular activities. Students self-assess through reflection assignments and journaling and this is well documented. The School has developed a token reward system to recognize and promote the use of Core Competencies. In line with

this, student recognition at award ceremonies has been revamped to acknowledge Core Competencies rather than letter grade standings.

When reviewing curricular planning, visiting classrooms, checking student assignments and projects, and interviewing staff and students, it is clear that the School meets the requirements for curriculum implementation outlined in Section 2.19 of the Annual Report for offshore schools.

Commendation:

The Team commends the School for its concentrated efforts in acknowledging students' developmental growth within the core competency domains.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School conducts English language assessments for each student before acceptance. These student intake assessments occur monthly until all BC program spots are filled. Administration and six to eight staff members ensure every potential student undergoes an interview to assess listening and speaking skills. Prospective students also write an English exam encompassing reading, comprehension, writing and grammar. The Principal determines admission based on whether students entering the BC program are at a baseline proficiency level that will set them up for success.

Every curricular overview integrates English language learning (ELL) strategies as an overview statement of practices or elements woven into the teaching practices and learning opportunities sections. Classroom observations and interviews with staff and students confirm all courses require students to use their English skills consistently. Classroom teachers support ELL by emphasizing vocabulary development, providing ongoing opportunities for students to communicate, and incorporating best practices.

The School requires grade 10 students to take six English credits and grade 11 students to take eight English credits.

BC teachers are available during lunch hours and breaks to help students with their work or to practice their language skills. Each term, the administration reviews the progression of English language development for all students. Students with persisting struggles with English acquisition are referred to the Principal for one-on-one support and/or outside tutor referrals.



To promote speaking English outside of the classroom, the School has developed lunch-break games, clubs in English, and continued to use a token economy system called Real Talk English. Students start with three cards daily, and if caught speaking Chinese in class, a card is removed. Bonus cards are earned for collaboration, communication and responsibility. At the end of term, the Team of students with the highest points goes on a field trip.

The BC program does not have a specific instructional program for ELL or a timetabled International English Language Testing System support block within the BC program.

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 Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the School fulfills the requirements for course credits (equivalency, challenge, exemptions, and Board/Authority Authorized (BAA) courses) outlined in Section 2.21 of the Annual Report.

The School offers Chinese Culture 11 and 12, and Inquiry-Based Learning 10 as BAA courses approved by the Executive Director of the Offshore School Program. The Team confirms that the School reviews BAA and exempted courses on a scheduled cycle or when necessary due to changes in the provincial curriculum.

Locally certified teachers are currently teaching Ministry-approved exempted courses. There's a record of permission for exemptions for Mandarin 10-12 and Physical and Health Education 10 (PHE10). The Mandarin courses follow English outlines, and the Chinese teachers operate under the supervision of the BC Principal. PHE10 is co-delivered by a BC certified teacher responsible for delivering the health components and First Peoples Principles of Learning within the Career Life Education course.

Currently, no students at the School have received equivalency credit. The School has an established equivalency policy in place.



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 Ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Inspection of the course overviews/outlines, lesson plans, and assignment samples provide evidence that all grade 10-12 course documents meet or exceed the requirements of BC's curriculum. Likewise, teachers' interviews showed that instructional planning clearly reflects the grade 10-12 curricular frameworks of BC's curriculum. The frameworks of the curricular plans include Big Ideas, Core Competencies, curricular competencies, content, learning activities, assessment methods and First Peoples Principles of Learning (FPPL).

Curricular overviews typically begin with an overview statement followed by a statement about teaching FPPL in the course. Many overviews include further details on how FPPL will be integrated into planned units. Ongoing efforts are being made to establish meaningful connections between individual learning activities and projects.

Teacher planning demonstrates an aim to incorporate student interest and promote active engagement. To foster engagement, teachers provide dynamically varied introductions to lessons. Staff shared that they launch lessons by using demonstrations, essential questions, modelling, explicit teaching, films, YouTube clips, podcasts, music and media arts.

Teacher plans confirm that differentiation of learning occurs through enrichment, guided practice as necessary and adjustments in materials and assignment expectations. Support structures are evident in assignment designs.

Interviews with staff and students confirm the provision of various learning experiences and presentation options for students to demonstrate their learning in a variety of ways. Students expressed ardently how the BC program's inquiry methodology and project learning aspects are helping them grow in knowledge, independence, critical thinking skills, communication skills, collaboration and confidence. The Team observed continual evidence through student self-reflections of assignments and Core Competencies.

Commendation:

The Team commends the School for the unique, innovative learning opportunities through a concentrated focus on collaborative learning and developing inquiry projects within each course offering.



2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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:

The School operates 186 days per year, 6 hours per day, including the courses taught by locally certified staff. The Team confirms the School's 1116 instructional hours for the 2023/24 school year more than meets the 850 minimum instructional hour requirement.

2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School's assessment policy emphasizes using varied assessment methods whenever possible. The Team confirmed that teachers utilize multiple formative and summative assessment practices through curricular overviews, student assignments, quizzes, projects, exams and teacher grade books. Rubrics are consistently provided to students. Assessments emphasize fostering collaboration skills, critical thinking and creative thinking.

Formative assessment methods listed in curricular documents and spoken of by teachers include several standard and creative approaches such as observations, student conferencing, guided practices, concept drawings, think-pair-shares, jigsaw activities, Jeopardy games, summary writes, self-assessments, journal writes, daily skills practice, domino mazes and campfire group sharing.

Summative assessments include essays, quizzes, tests, presentations, research papers, posters, lab reports, portfolios, video productions, video essays, oral storytelling, story maps, Socratic seminars, movie trailers and various inquiry-based projects, among others.

The School is directing professional development towards aligning assessment standards with the new Student Reporting Order. Emphasis is being placed on separating student behaviour and work habits from the grading, and teachers are reviewing their assessment weighting practices.

The Principal oversees all aspects of the BC provincial assessments. With four to six invigilators present, a hundred students at a time write the assessments within the School's two computer labs. Privacy screens are raised at each station, and invigilating guidelines and security requirements are strictly followed as outlined in the Grade 10 and Grade 12 Literary



Assessments Administration Guide. The School mandates that students receiving 1 or 2 on the assessments use their second/third rewrite option. The initial write for grade 10 students is January, followed by opportunities in April, June, and/or the following November for their second and third attempts, score dependent. Grade 12 students write initially in November and rewrite either January and/or April if required.

2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School library has been under renovation for some time and remains closed to students and staff, with no set date for completion. The Team was informed that books have been culled, coinciding with the library reformation. The BC and host school administration are committed to enhancing the remaining library resources. In the meantime, students are either accessing books through open-source recommendations or purchasing their own. Students are also welcome to access the host school's extensive library resources.

CINEC allocates a learning resource budget to the School. The Principal consults with teachers to identify learning needs and acquire the necessary resources. Teachers indicated that school administration and CINEC are responsive to their resource requests. It was evident to the Team that the staff resourcefully located and developed lesson supplemental materials.

Regarding the CINEC SharePoint repository of teacher lessons and materials, opinions varied among teachers. Some found plenty of materials, while others felt insufficient resources for their subjects.

All classrooms, labs and meeting rooms are outfitted with interactive whiteboards, speakers and document readers. Staff members have received new laptops from the host school. Students have their own laptops or tablets, and some have e-readers. Teachers confirm that the School's internet bandwidth of 300 Mbps is generally sufficient for educational purposes.

Students interviewed expressed concerns about overcrowding on the basketball courts during breaks. Arrangements have been made for the School to access the middle school's facility for physical education classes.

The host school provides access to extremely well-equipped lab facilities. The host school has two dedicated computer labs and separate chemistry, biology, physics, and environmental science laboratories with assigned staff for setting up labs. The BC program can book access to all labs. Teachers shared that their uptake of the labs is low to nil, particularly for the chemistry lab, due to timely booking challenges, the host school's inability to acquire certain chemicals, and some restrictions on labs permitted.



The School does access the computer labs in the host school when required (provincial assessments). Students of both schools access the host school's state-of-the-art STEM (science, technology, engineering and mathematics) rooms during club times.

Commendation:

The Team commends the staff for their dedication and resourcefulness in discovering resources and crafting lessons and activities that create a variety of learning opportunities and experiential learning.

2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School releases learning updates at the close of each term – November, January, and April. A summary of learning will be issued in June. In November and April, parent-teacher conferences between the BC teachers and parents take place, facilitated by an interpreter. Parents are provided continuous access to their child's progress through the School's Schoology platform.

The School is updating its reporting framework. All learning updates feature letter grades, percentages and descriptive feedback. Using an artificial intelligence (AI) program, the School is developing a reporting template that allows staff to create and utilize comments that will be translated into Mandarin by AI.

The School has recently updated their graduation status update template for parents. The document now includes the percentage standing for each course. This graduation status update will aid students in self-assessing their university admission requirements.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School's parent/student handbook is a 28-page bilingual document that covers eight topics pertinent to students and their families. Section 7.2 deals with dispute resolutions and includes an appeals process that clearly describes the steps to be taken in an appeal.



The Team confirms that the parent/student handbook meets the requirements of the Annual Report.

2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The teacher handbook is a 35-page document consisting of five sections:

1. Mission Statement & School Philosophy
2. Professional Responsibilities
3. School Organization
4. Assessment and Evaluation
5. School Routines and Procedures

Section 2 contains a disclaimer: “The BC Ministry of Education and Child Care is not responsible for the employment relationship, including any employment disputes, between a teacher and an offshore school Owner/Operator, which is governed by a teacher’s, principal’s or vice-principal’s contract of employment. The Ministry of Education and Child Care is also not responsible for and does not participate in the process of obtaining or vetting work visas for BC offshore school teachers”.

The Team confirms that the teacher handbook has been updated for 2023/24 and that there are detailed evaluation procedures for formative and summative evaluation of teachers (page 11) and also for principals and vice-principals (page 13). The handbook also includes a dispute resolution for Authorized Persons (BC certified teachers and administration).

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

The School offers limited Online Learning courses through the approved service provider, School District 73 Business Company Global Education: Pre-Calculus 11 and 12, and Workplace Mathematics 10 and 11. Students enrolled in pre-calculus courses aim to improve their letter grades by retaking the course. The School rarely has students seeking Workplace Mathematics courses, so Online Learning is the only option offered. In a unique case, one student was enrolled mid-term in online Chemistry 11 to fulfill a credit requirement needed for university entrance.



The School grants credit for online courses following supervised assessments and an equivalency review.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.

<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
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Comment:

The School is not currently providing Remote Instruction. However, it briefly implemented this method for a couple of courses in September while the School was waiting for visa approvals for a couple of teachers. It was also utilized last year for a few classes, during two short periods, as a COVID-19 measure. The School reports awareness and compliance with the Remote Instruction Course Planning Form. During each short time of remote instruction, the School ensured:

- certified teachers conducted the courses,
- teachers were employed by CINEC and utilized the School's equipment, facilities, and resources,
- teachers followed the School's timetable and taught single classes of students,
- an English-speaking teachers assistant supported students during the remote classes,
- the School was ready to provide professional development to assist teachers in Remote Instruction, and
- students were enrolled at the School and were onsite unless restrictions prevented them from attending in person.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Shanghai Nanyang Model Private High School for:

- being well prepared for the inspection by providing supporting documents in an organized manner that facilitated the inspection process
- providing a multi-story education facility that is modern and well-equipped with specialty rooms and labs



- supporting teachers to offer students a variety of extra and co-curricular activities to frame their academic education in a typical BC high school environment that develops the whole child
- their concentrated efforts on acknowledging students' developmental growth within the core competency domains
- offering unique and innovative learning opportunities through a concentrated focus on collaborative learning and development of inquiry projects within each course offering
- the dedication and resourcefulness of staff in discovering resources and crafting lessons and activities that create a variety of learning opportunities and experiential learning

SUMMATIVE RECOMMENDATION

The Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at Shanghai Nanyang Model Private High School continues to be recognized as a British Columbia-certified school.