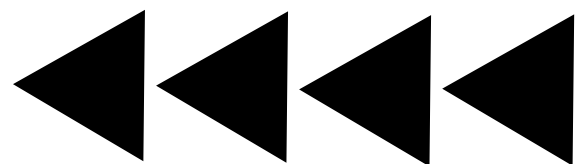


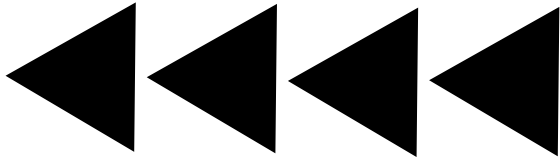
BC. OFFSHORE SCHOOLS IN CHINA: PAST, PRESENT AND FUTURE

WEDNESDAY 11 MARCH
1:00 - 3:00 PM
LOCATION SCARFE 206



The panel will be followed by a
discussion chaired by Dr. Fei Wang.

PROGRAMME



DR. PEI RAN

Associate Professor of
Sociology of Education,
School of
Humanities, Harbin
Engineering University

Problems and Solutions in the Construction of BC Offshore Schools in Canada

The number of Canadian BC offshore schools in China has been increasing. As the leader of the 35th Canadian offshore school construction team in China, my presentation summarizes the construction of offshore schools, identifies the existing problems in the process, and explores potential solutions and methods in addressing the relevant issues.

DR. YING LI

Associate professor at Harbin
University of Science and
Technology.

Obstacles in offshore program operation

Many problems emerge in the process of offshore school program operations. My talk will focus on the obstacles in program operation and how we cope with them. The main obstacles include cultural conflicts and marketing, which could be overcome but there are situations that are beyond control such as governmental policy change and intensity of the international political situations.

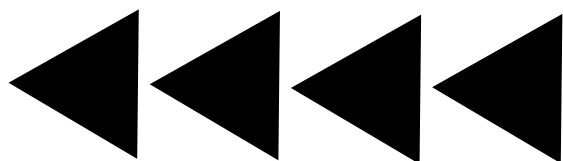
LUKAS BENNETT, MED

Adult Educator and Training
Coordinator

A rollercoaster few years: My time as a BC offshore school educator

My presentation will mainly focus upon a few themes. The first is the decision-making process to both enter and leave the offshore program. The second theme will be the importance of a tight-knit education community while working in the offshore program. My last topic will discuss how my offshore program experience created an almost unrealistic learning environment, particularly when it comes to classroom management techniques, content delivery and other topics.

PROGRAMME



DR. GLORIA LIN

International Education
Specialist

BC offshore schools' challenges and opportunities

Between September 2006 and November 2019, the number of BC offshore schools received accreditation from the BC Ministry of Education and the respective authorities, increased from 7 to 46. Out of 46 BC certified offshore schools, 39 are in China. Despite the rapid expansion of BC offshore schools, there is a lack of systematic research about these schools. This presentation discusses the challenges and opportunities of BC offshore schools based on case studies of two upper secondary BC schools and one Grade 10-12 program that is embedded in a Chinese public school in China.

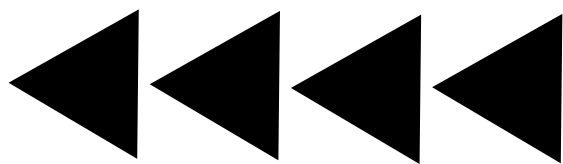
DR. FEI WANG

Associate Professor,
EDST/Faculty of Education

BC. Offshore Schools in China: Past, Present and Future

Internationalisation, a longstanding feature of higher education, has now begun to permeate K-12 education. One striking example is the establishment and proliferation over the last 20 years of offshore schools. The criteria for the establishment and operation of offshore schools have changed significantly over the years, outpacing research into the impact of the regulatory and legal framework of the international collaboration on offshore schools involved in both B.C. and China. How to integrate disconnected and differing regulatory regimes of education for the purpose of delivering a formerly domestic program across international lines is clearly an on-going dilemma. This presentation looks into these pressing issues concerning current and future offshore schools.

BIOS



DR. PEI RAN



Former Deputy Director of Academic Affairs Office of Harbin Engineering University

Associate Professor of Sociology of Education, School of Humanities, Harbin Engineering University

Team Leader of Harbin CITIC Canada Offshore School Construction Team

Principal of Boya Book College, BC, Canada

DR. YING LI



Ph.D. in Comparative Literature and World Literature.

Associate professor at Harbin University of Science and Technology.

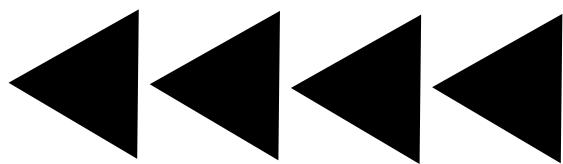
Connected with the BC offshore school program in Harbin as one of its founders and served as the liaison.

LUKAS BENNETT, MED



I received my teaching certification in December 2009 from SFU, and completed my MEd. at UBC in 2019. From 2010 - 2014 I was employed as a high-school teacher, including two years (Sept 2010 - June 2012) at Shanghai Nanyang Model High School (aka Nanmo), working in the BC Offshore Program. In 2014, I started working for the offshore program as a program coordinator: working out of the Vancouver head office, where I recruited teachers to work abroad, worked on curriculum and helped organize summer programs. Following that opportunity, I began working at a local post-secondary institution, where I was a student recruitment officer and program designer. For the last 2.5 years, I have been working as an adult educator and training coordinator for Ritchie Bros. Financial Services.

BIOS



DR. GLORIA LIN



I am an international education specialist with over ten years of education and experience in programs and research projects related to international learning, media and citizenship and education policy. I recently graduated with a doctoral degree in Education from UBC. My dissertation examines the social imaginaries of BC's international education phenomenon.

DR. FEI WANG



Dr. Fei Wang's research and teaching focus on educational leadership and administration, educational policy studies, international and comparative education, Aboriginal education, and social justice and diversity in schools. Drawing from social justice and leadership theories, Wang is involved in research in four interrelated areas: a) the changing nature of school principals' work, particularly, their work intensification in Ontario and British Columbia (funded by SSHRC Insight); b) principals' subversive strategies in contexts where their day-to-day operation of schools is significantly constrained by policy initiatives and academic standards of educational reform (funded by UBC Hampton Award); c) principals' strategic leadership through the philosophical teachings of The Art of War to understand school principals' social justice advocacy and activism (funded by SSHRC IDG); and d) leadership challenges in cross-cultural contexts (e.g., offshore schools) in transnational education (funded by UBC HSS Seed Grant). These projects focus on leadership and social justice issues concerning principals' and vice-principals' work and their engagement with equity and justice in education.