

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL-DALIAN

DALIAN, LIAONING PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 12-14, 2018

INTRODUCTION

On November 12-14, 2018, a certification inspection was completed on Maple Leaf International School – Dalian (MLIS-D), in Dalian, Liaoning Province, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (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 and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Sophia Malczewska and Dr. Laurie Anderson (Chair).

The School's B.C. program has an enrolment of 2021 students, in grades 10, 11 and 12.

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 B.C. principal, B.C. vice-principals, assistant superintendent of the B.C. program, the Chinese principal and B.C. teachers.

The owner/operator, China Maple Leaf Educational Systems (CMLES), has an extensive range of programs, including nine other B.C. offshore secondary schools, three certified foreign nationals schools, 17 pre-schools, 15 middle schools, and a secondary school on the grounds of Thompson Rivers University in Kamloops. Plans are underway for a secondary school in western Australia.

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

- Schools that promote an appreciation for diversity of peoples and culture;
- Schools that promote a diverse, dynamic and engaging learning environment;
- Schools that foster global citizenship;



- An educational program that seeks to blend the best of both western and Chinese educational principles and practices.

The Team would like to thank the Maple Leaf International School - Dalian (MLIS-D) 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 Not Met <input checked="" type="checkbox"/> Not Applicable
Comment: There were no requirements from the previous inspection report. There was a number of suggestions made in the previous report, and each one has been addressed, or is in process of being dealt with.

BUSINESS PLAN

The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
Comment: The School has submitted its business plan to the Ministry of Education. The plan identifies the factors contributing to declining enrolment (cultural demographic phenomenon, and economic slowdown in China being the main two) and concrete steps are being taken to increase enrolment. The plan is in its third of five years and deals with both enrolment goals and enhancement of the B.C. program.
Commendation: The School is commended for responding to declining enrolment with a detailed, realistic and integrated plan for ensuring MLIS-D continues to grow.



**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 meets all the requirements set forth in the Agreement.

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 meets all the requirements laid out in the Agreement. There are extensive safety protocols in place for evacuation, fire drills and food safety.

The School has a comprehensive contingency plan in place in the event of an unplanned temporary or permanent school closure. The School partnered with the local government to construct an underground pathway between the two campus sites separated by a busy arterial road.

Commendation:

The School is commended for the extensive and upgraded facilities, including a new library, new building on the boys' campus, a music room, study hall facility, an "Inquiry Hub/Learning Commons" and Success Rooms to facilitate student learning and collaboration.

The School is well suited to support the B.C. 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:

MLIS-D is supported by a highly qualified person in the role of offshore School representative (OSR). CMLES has also appointed both a superintendent and an assistant superintendent to provide supervision and support for the schools offering the B.C. 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 School meets the regulatory requirements. The School has moved to a co-principal model, one for each of the girls' and boys' campuses. Both principals have extensive offshore school leadership experience.

Commendation:

The School is commended for its innovative leadership model and the positive impact it has on both operations and program implementation.

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 exceeds the requirements, with three vice-principals, three education coordinators, 17 department heads, a registrar and the central administrative support of the CMLES system.

Commendation:

The School is commended for developing a comprehensive, distributed leadership model of administrative support.



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 record requirements, based on sampling at least 20 student files per grade at both boys' and girls' campuses. The School is using the updated student and parent consent form. The student files inspected were complete, including results of the English entrance (proficiency) test, their bilingual report cards and Ministry PSR cards.

The School recently conducted an audit of student records to identify and address any gaps in required information in student files.

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 School has five teachers in the approved "subject-restricted" category and eight teachers working with Letters of Exemption valid until December 5, 2018. The School's administration is working with teachers in the above categories to support their application for full TRB certification within the time allowed.

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

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 CMLES system has adjusted its grade 10 curricular planning to reflect the new B.C. program, with preparation for grades 11 and 12 underway. In classes observed by the Team, students were engaged in activities that foster the development of the core competencies, including collaborative project group work, hands-on experiential activities, inquiry projects and problem solving activities.



The Team observed evidence that MLIS-D are using strategies and instruments to support self-assessment in the area of core competencies. The Team also observed evidence of intentional integration of First Peoples' Principles of Learning into lesson planning.

The School transformed its "exam week" to "assessment week" with corresponding changes in the focus, away from mostly summative tests, etc. to multiple forms of formative and summative assessment practices.

Commendation:

The School is commended for its coordinated approach to professional development, and for ensuring that the school leadership teams have an in-depth understanding of B.C.'s new curriculum, so that they in turn may provide support to staff.

The School is also commended for ensuring teachers have access to both ongoing site and web-based professional development to support them in helping them meet the goals of the new curriculum and in meeting the particular needs of 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 meets the requirements for English language assessment and acquisition. The school administers a comprehensive English language assessment that has three components: a standardized reading/listening comprehension test; a written test; and an oral proficiency test. The staff who grade the oral and written components engage in moderated marking sessions to ensure consistency. The principal supervises all three components. The School administers entrance assessments four times per year and develops two versions of the assessment for each session to ensure its integrity. MLIS-D has a graduated system for entry into the program in grade 10.

Students who are not ready to enter the full program are placed in ELL Foundations or the Bridging Program. Students who are in the ELL Foundations programs are primarily engaged in ESL courses. Students in the Bridging Program take courses that the School has identified as appropriate for students who are still working towards acquiring a level of English that will enable them to be successful in the full B.C. graduation program.

This year, MLIS-D is focussing on the development of reading comprehension. To support this goal, students have accounts on readtheory.org. Students use the program during homeroom once a week and are encouraged to access the resources on their own. Librarians and



teachers have access to students' reading comprehension level via PowerSchool, which allows them to provide appropriate additional supports. Readtheory.org is also being used in the English classes.

Maple Leaf global curriculum identifies and addresses the specific needs of the second language learner in China. The curriculum identifies 12 additional English acquisition strategies, including the "3-key system instructional strategies," which all teachers are required to employ. Ongoing professional development is offered to staff in the area of ELL teaching strategies. Before the start of the 2018-19 school year, MLIS-D provided professional development sessions (August 2018) that included a focus on supporting English language learners for new staff and school-based sessions for all returning staff. Integrated academic supports are offered to students who are at risk through school-based teams and scheduled blocks in the Success Room. Both campuses have a Success Room, and are organized/staffed in a similar manner.

The Success Room is staffed by a full-time educator who coordinates learning supports on each campus, with an additional revolving roster of subject specialists. The Success Room is also used by students who have approval for study blocks. Students with study blocks often act as peer tutors to support students who have academic challenges. The School has a well-developed system for the coordination of supports that is linked to PowerSchool, the student information system.

Commendation:

The School is commended for its suite of strategies to support English language learners and its proactive approach to ensure all students are successful in the 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:

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. The School supports student learning options by offering over 20 approved BAA courses. Grade 10 BAA courses have been rewritten to align with the new curriculum. The following courses have been exempted from having B.C.-certified teachers providing instruction: Mandarin 10, Mandarin 11, Mandarin 12, Chinese Social Studies 11 (Geography), Chinese Social Studies 11 (History) and Chinese Social Studies 12 (Humanities).



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 School meets the requirements for course planning/overviews as per the Agreement. The China Maple Leaf Education System has updated its grade 10 B.C. Ministry of Education courses and related curricular documentation to align with B.C.'s new curriculum. The grade 10 board/authority authorized courses have also been updated.

The administration and teachers themselves are engaging all the staff in ongoing professional development around the new curriculum. The Team observed a high level of engagement and enthusiasm among the teaching staff.

For example, teachers formed “professional learning communities” where teachers share their teaching and assessment practices with their colleagues. The Team observed that teacher understanding of the goals of the new curriculum is well developed.

The administration is supportive of teachers demonstrating responsiveness in their approach to implementing the new curriculum. While CMLES provides system-wide curricular planning documents that can be quite granular, it is expected that teachers will adapt planning in order to respond to the unique needs of their students. The Team confirms that many of the teachers observed or chatted with are adapting the CMLES documents to their own teaching style and the learning needs of their students.

The Team observed a collaborative approach to developing resources and assessment instruments to support implementation of the new curriculum.

Commendation:

The Team commends the administration of MLIS-D for their leadership around curriculum implementation in two specific ways:

1. creating the conditions under which teachers feel able to take risks and feel inspired to do so;
2. providing substantive and ongoing professional support.



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

Requirement Met Requirement Not Met

Comment:

The School exceeds the instructional time allotment requirements as outlined in section 4.5. The School is in session 6.5 hours daily for 181 days a year.

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 School meets the assessment methods articulated in the inspection catalogue. The staff and administration review course/provincial exam mark differentials on a regular basis and adjust school assessment practices for better alignment to provincial standards.

The data report provided by the Ministry of Education shows that the 2016-17 English 12 and Communications 12 course/exam mark differentials are within the acceptable range.

The administration has an established process for monitoring classroom assessment, and regularly checks in with staff in cases where there may be a lack of alignment with provincial standards. The Team observed a variety of assessment methods, both formative (exit slips, teacher-developed rubrics, teacher observation, questioning and quizzes) and summative. The Team also observed evidence of peer assessment and student self-assessment, including self-assessment of the core competencies. Teachers in all grades are in the process of adapting their assessment practices to better align with the new curriculum.

Commendation:

The teaching staff is commended for its work in developing assessment tools and instruments that align with the goals of the new curriculum.



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 meets the learning resources requirements outlined in the Agreement. The School is well-equipped with learning resources and has extensive facilities to support student learning. Each campus has a well-stocked library which contains fiction and non-fiction, textbooks, teacher resources, periodicals and audio-visual material. Library resources support classroom instruction (including the School's Sustained Silent Reading Program), as well as general interest reading and/or reading for pleasure. Students also have access to Pro Quest e-library. Learning resource needs are reviewed regularly by the teaching staff and additional resources purchased as needed.

There are three computer labs on each campus. Classrooms have LCD projectors and a screen, which the Team observed teachers using to good effect. Each campus has science labs, drama, music and art rooms, a foods' lab and a gym. The girls' campus has a newly constructed foods' lab, which is almost complete. The girls' campus has a classroom that is outfitted for Theatre Production, as well as the school auditorium. There is also a good amount of open space on each campus, where students can play outdoor sports and gather at break time.

The Student Success Room on each campus is a central hub, where students and teachers gather throughout the day. This dedicated space supports students who are at risk and provides a supervised area for students with study blocks. Recycled materials have been used to adapt furniture to create a more collaborative space.

The central indoor space on the girls' campus is particularly welcoming and well-utilized by staff and students. There is a large mirror for girls who want to practice dance and a grand piano that students play during breaks. The administration expressed a desire to create a similar communal space on the boys' campus.

The Team found the classrooms and halls to be welcoming spaces with student work and art on display.

Commendation:

The School is commended for its extensive facilities and resources to support student learning in many different domains.



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 School meets the student progress report requirements as outlined in the inspection catalogue. Teachers meet with parents regularly during the school year, using the Chinese counsellor for translation as needed. Report cards are bilingual and parents are encouraged to connect with teachers when they have questions or concerns. The School uses the parent-user group in social media (QQ and Weixin) to connect with parents, and the PowerSchool parent portal is frequently used by parents to access students' progress and attendance.

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 School updated its parent/student handbook for the 2018/2019 school year. The handbook is comprehensive, including a section on how parents can appeal school decisions. The School uses the PowerSchool program to provide parents and students with access to student grades, timetable, progress and attendance. In the last school year, 2017-18, the PowerSchool Portal had more than 2.9 million sign-ins.

The School also adopted an evidence-based, data-driven project aimed at reducing absenteeism. In its first year of implementation, the School experienced a 50% decrease in student absenteeism, from 16% to 8%.

Commendation:

The School is commended for finding innovative, data-driven ways to reduce absenteeism.



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 teacher handbook – common to all CMLES schools - meets the requirements outlined in section 5.2 of the inspection catalogue. The document is extremely thorough, including sections on the CMLES system mission and values, school policies and procedures, employee benefits and responsibilities, and student safety.

Commendation:

The School is commended for developing a very comprehensive, professional teacher handbook, as well as an additional document to support new teachers in acclimatizing to working and living in China.

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 meets the distributed learning (DL) requirements outlined in the inspection catalogue. 115 students are enrolled in a total of 13 courses being offered by Global Education – SD73 Business Company. The School assigns two teachers as on-site facilitators and uses several online learning resources (TumbleBook, Cloud and the Canadian edition of ProQuest) to support student research activities



CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Maple Leaf International School - Dalian for:

- Responding to declining enrolment with a detailed, realistic and integrated plan for ensuring the School returns to incremental, steady growth;
- Enhancing the School’s learning facilities, including a new library, new building on the boys’ campus, a music room, study hall facility, a Foods’ classroom, an “Inquiry Hub/Learning Commons” and Success Rooms to facilitate student learning and collaboration;
- Its innovative leadership model and the positive impact it has on both operations and program implementation;
- Developing a comprehensive, distributed leadership model of administrative support;
- Its coordinated approach to professional development, and for ensuring that the school administration teams have in-depth understanding of B.C. ‘s new curriculum;
- Ensuring teachers have access to both ongoing site and web-based professional development to support them in helping them meet the goals of the new curriculum and in meeting the particular needs of their students;
- Using a suite of strategies to support English language learners and its proactive approach to ensure all students are successful in the program;
- Providing leadership around curriculum implementation in two important ways:
 1. creating the conditions under which teachers feel able to take risks and feel inspired to do so;
 2. providing substantive and ongoing professional support;
- Developing assessment tools and instruments that align with the goals of the new curriculum;
- Supporting student learning in many different domains with its extensive facilities and resources;
- Finding innovative, data-driven ways to reduce absenteeism;
- Developing a very comprehensive, professional teacher handbook, as well as an additional document to support new teachers in acclimatizing to working and living in China.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools that the British Columbia education program offered at Maple Leaf International School – Dalian continue to be recognized as a British Columbia-certified school.

