INTRODUCTION

On December 2-3, 2019, a virtual certification inspection was completed on Maple Leaf Foreign Nationals School - Dalian in Dalian, Liaoning Province, People’s Republic of China referred to as the School or MLFNS-D in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Susan Dick and Peter Drescher (Chair).

The School’s BC program has an enrolment of 137 students, in Grades K-9. The School operates out of two campuses, one in downtown Dalian (K-4 with 37 students) and one in KaiFaQu (K-9 with 100 students).

During their visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s superintendent, BC Principal, BC teachers, the Director of Marketing and Office Administration, and several students.

The Owner/Operator, China Maple Leaf Educational System Ltd. (CMLES), is responsible for the BC program. CMLES operates twelve (Grades 10-12) BC programs across China as well at three foreign national schools (Grade K-9) and 57 Chinese Pre-K elementary and middle schools. CMLES operates two high schools in British Columbia on the campus of Thompson Rivers University in Kamloops and Kwantlen Polytechnic University in Richmond. Additional schools have been opened on Ontario and Australia. More than 8000 students are enrolled in BC programs operated by CMLES.
The China Maple Leaf Education System’s educational philosophy is based on the premise that every child has a strong desire to learn and to develop an understanding of their world. They seek to offer students a supportive educational community which blends the innovative and inquiry-based western educational model with the culturally rich and disciplined traditional Chinese educational model to enable students to meet the challenges of living and working in an internationally diverse society.

The Team would like to thank Maple Leaf Foreign Nationals School - Dalian for its cooperation and preparedness for the inspection visit.

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

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Comment:
The there were no requirements listed in the previous inspection report.

**BUSINESS PLAN 1.0**

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.

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Comment:
The Team reviewed the business plan filed by the Owner/Operator and confirms that there is a sustainable plan to maintain a quality BC program.

The School enrolls 137 students at two campuses. This program is of interest to expatriate families who have relocated to Dalian for work purposes. Students currently represent 26 different nationalities. Their length of stay at the School can vary from one to nine years.

The two campuses have a combined capacity of approximately 400 students. There are plans to eventually move to a single campus. The ideal location remains to be determined.

MLFNS-D has not been immune to the enrolment challenges facing many international schools in China. Its enrolment has been in steady decline over the last five years but stabilized this year. Economic conditions, the political climate and the relationship between China and other countries and growing competition from other international schools have not been helpful in the quest to increase enrolment. A new school offering the International Baccalaureate program recently opened in Dalian.
The School takes a strategic multi-faceted approach to marketing and recruitment, including but not limited to reaching out to corporations located in Dalian, connecting with various chambers of commerce, using social media, reaching out to parents in the expat community through language classes, having a visible presence at community events and having strategic messaging about the quality of the BC program. The School is making every effort to make its presence known to the expat community and the businesses that employ them.

The Principal and staff are intensely focussed on continuous improvement, using the BC curriculum to provide a rich educational experience for all students, regardless of English language or other learning challenges. The School has identified four areas of focus for the 2019/20 school year:

- Improved mathematics instruction, especially for high performing students
- Better support for students with exceptionalities
- Continued focus on language development
- Strengthening parent, school, student community and relationships.

Comment:
The Team confirmed that the Owner/Operator, Dr. Sherman Jen, founder and chairman of China Maple Leaf Education Systems, meets all the requirements as set forth in the Certification Agreement. CMLES is a publicly traded corporation which operates more than 50 Chinese preschools, elementary and middle schools, three foreign national schools (English) and sixteen high schools (English) in China, Canada and Australia.
China Maple Leaf Educational Systems vision and direction is articulated in a detailed five-year systems growth plan.

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

☑ Requirement Met ☐ Requirement Not Met

Comment:
MLFNS-D has written approval from the Dalian Education Bureau date March 8, 2019 to operate a BC offshore school. The approval has an expiry date of August 31, 2022.

2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

☑ Requirement Met ☐ Requirement Not Met

Comment:
MLFNS-D operates out of two campuses. The downtown campus, enrolling Grades K-4 has seven regular classrooms on two floors, a small activity room, library, computer lab, auditorium and a small outdoor play area. The capacity is approximately 125 students. The KaiFaQu campus is housed in two buildings with 20 classrooms a science lab, computer lab, main and primary libraries, music room, art room, gym, activity rooms, maker space room (under development), cafeteria, playing field and outdoor play area. It has a capacity of 280 students.

The Team reviewed local building, safety and cafeteria codes and permits. The Team confirms that local requirements are being met.

The Team verified that emergency drills are conducted four times per year (November, January, March, May). The School has well-detailed policies to respond to emergency situations. CMLES has provided system-wide policy that supports students and teachers in the event of temporary or permanent closure to one of the system’s 15 BC programs. The Team confirms that additional plans were reviewed by the Offshore School Representative for accuracy and functionality.
2.05 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 Offshore School Representative (OSR) is an experienced education administrator with more than 20 years of experience as teacher and principal in public and independent schools in British Columbia and almost 10 years’ experience as independent school inspector. He has acted as OSR for Maple Leaf for many years.

The OSR is supported by a Dalian, China-based BC program superintendent and deputy superintendent, both of whom have extensive experience as educators and administrators in British Columbia.

The Team notes that due to the size of the CMLES organization and its multiple school campuses, many OSR duties such as teacher recruitment and regular contact with schools have been delegated to other individuals (superintendent and deputy superintendent) or departments (Human Resources) to carry out. The Team also notes that the OSR acts as the Superintendent for ML Global Educational Systems as well as serving on the MLES Board of Directors as Executive Director. The Team reviewed the OSR requirements stated in section 14 of the Agreement and is concerned that there may be a conflict of interest. It would be prudent for CMLES to seek clarification from the Ministry of Education regarding the status of its OSR.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

☒ Requirement Met    ☐ Requirement Not Met

Comment:
This is the Principal’s first year at MLFNS-D. His previous experience includes two years as an education coordinator and vice principal at Maple Leaf International-School-Dalian, and ten years teaching experience in British Columbia. He has been actively involved in organizing providing professional learning opportunities to his teaching colleagues on a variety of topics and has demonstrated a commitment to using student achievement data to inform professional practice.

The Team reviewed the duties and responsibilities as outlined in Schedule B of the Agreement with the Principal. The Principal attends to both the leadership imperatives and management tasks of his role. School operational routines appear to be well defined and the Principal has nurtured a collaborative work culture among his staff. He is very
knowledgeable about the current thinking around effective teaching, learning engagement and the professional growth of teachers. It is apparent that the School is a place of learning for both students and professional staff.

The Principal’s two head teachers both have been given opportunities to develop their leadership skills.

**Commendation:**
The Principal is to be commended for his commitment to ensuring that all students achieve success regardless of their learning challenges, his use of achievement data to inform practice, and his proactive role in making the School a place of learning for professional staff as well as students.

### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

☑ Requirement Met   ☐ Requirement Not Met

**Comment:**
The Principal is assisted by two head teachers, one assigned to each campus, a Director of Marketing and Administration, a foreign affairs secretary, a general secretary and several other office staff. The foreign affairs secretary secures teacher work visa, permits, and accommodation, manages teacher files and student files at the downtown location. The general secretary manages student files at KaiFaQu and performs a range of other duties. The director and the two secretaries are highly valued for the work that they do to support the School. Technology support is provided by the CMLES head office located in Dalian. The School is also supported by the Dalian-based superintendent’s office with administrative, financial and curriculum development assistance. The School meets administrative support requirements.

### 2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

☑ Requirement Met   ☐ Requirement Not Met

**Comment:**
Student files are securely stored and are maintained by school secretaries at each campus. They have had this responsibility for several years and they ensure that files are well organized using well established routines to meet the requirements established by the Ministry. The structure of the virtual inspection made it difficult for the Team to do a thorough inspection of the files. However, the Team is confident that due to past practice by
the same administrative secretaries, previous positive inspection reports and personal assurances by the Principal, the student files meet requirements.

2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirms that all but one authorized persons under the Agreement possess valid and current certification under the Ministry of Education. One teacher is still awaiting certification and has been granted exemption until January 31, 2020. The Team verified that all BC certified and pending certification staff have the appropriate work visas.

Mandarin is taught to all students from K-9 by locally certified teachers. The Team verified that they have valid local certification.

Nine of the nineteen BC-certified and pending staff are new to the School. It was reported that this is unusual, as the staff turnover rate is typically 25-30%. The School has measures in place to sustain momentum and ensure continuity for various initiatives and programs. The Principal ensures that new staff are oriented to the BC curriculum, and teaching colleagues support newcomers by sharing ideas and resources and welcoming them to visit their classrooms.

School-based professional development activities during 2018/19 focussed on core competencies, literacy-running records, mathematics enhancement, STEM and inclusion. This year the focus turns to assessment and cooperative learning in an ELL environment. CMLES also provides a wide range of systemic professional development activities for its teachers.

The staff is very collaborative. They make each other better. Their professional growth is well supported through CMLES systemic opportunities for staff development, their sharing of ideas in working together, and by the Principal who makes a point of introducing relevant new ideas around teaching, learning and assessment. The Principal has reached out to his colleagues at the other two foreign nationals schools with a view to encouraging networking among the teaching staff at the three schools and creating a “curriculum hub” as a repository of lesson ideas, teaching strategies and learning activities. The Team supports this idea and encourages staff to be active in making professional connections with their colleagues at the other schools for the purpose of sharing ideas and contributing to each others’ professional growth.
Commendation:
The Team commends the dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals and help students achieve success and for creating a strong, mutually supportive professional work culture.

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

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Comment:
The staff have made great progress in fully implementing the new K-12 BC curriculum. The Team was very impressed with ongoing efforts to continually refine and improve its implementation.

Momentum in fully embracing the new curriculum has been maintained despite the high percentage of new teachers and new principal this school year. Steps have been taken to ensure meaningful orientation for new teachers. This includes an online practical curriculum orientation that the new teachers complete before they arrive at the School. Once the new school year begins, the Principal, head teachers and returning teacher colleagues provide continued support.

There is a high degree of collaboration between teachers at each of the two campuses, and to a certain extent at the School level. The Team also observed a high level of contagious excitement among teachers as they share ideas and discuss their concerns as colleagues. The principal has facilitated opportunities for teachers to engage in peer observation, even across the two campuses.

Commendation:
The Staff is commended for their ongoing, purposeful and meaningful effort to fully meet the requirements of the redesigned curriculum as well as their demonstrated resourcefulness, creativity and innovation in engaging students in rich and varied learning experiences.

2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

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Comment:
The BC English language learner standards are used to determine placement and appropriate ELL supports. The Principal oversees the assessment and makes the final decision regarding
entry into the BC program. Two approaches are used to assess English language skills of prospective students. Kindergarten to Grade 3 applicants (the students and their parents) participate in an oral interview with the Principal, who ultimately determines eligibility. Students seeking admission to the School after Grade 3 complete a 30-minute English proficiency test to determine program eligibility and placement. This consists of an oral/listening skills assessment done in a one-on-one interview, a writing skills assessment, and a reading proficiency and comprehension skills assessment with leveled texts and questions.

The parents, student, teacher and Principal participate in a post-assessment interview about assessment results, past academic performance, work ethic, parent support of learning at home and potential levels of support that may be needed by the student.

The School employs a large repertoire of teaching strategies and assessment tools to help improve students’ English language proficiency, including but not limited to 20 minutes of sustained silent reading of English novels, a wide variety of leveled readers, Daily 5 literacy instruction, and on-going professional development offered to staff in the area of ELL teaching.

Both campuses provide additional ELL support for students with “developing” English language skills. It consists of both “push-in” and “pull-out” support. The “pull-out” support takes place during the class’s daily language arts lessons. Students work with an ELL teacher in a separate classroom. “Push-in” is in-class support is provided to designated students in other curriculum areas.

Commendation:
The School is commended for the many ways it supports and promotes English language acquisition and development covering a wide range of skills and abilities.

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<thead>
<tr>
<th>2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.</th>
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<td>☒ Requirement Met</td>
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Comment:
MLFNS-D offers Mandarin instruction to students from Kindergarten through to Grade 9. It is taught by locally certified Mandarin teachers. In many cases this is actually an opportunity for students to learn a third language. This satisfies the ministry requirement for a second language in Grades 5-8.
2.19(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 the ministry learning outcomes/learning standards identified in the educational program guides for each course.

☐ Requirement Met ☐ Requirement Not Met

Comment:
The Team reviewed course overviews and planning documents for the School and determined that all the necessary requirements for curriculum planning have been met. Documents at each grade level and subject area reference Big Ideas, Essential Questions, lesson objectives tied to the “Know, Do and Understand” curriculum model, varied assessment strategies, appropriate learning activities, opportunities for teacher reflection, coverage of curricular competencies, core competencies and First Peoples Principles of Learning.

Students at MLFNS-D are very familiar with the core competencies, which are reinforced using the First Nations children’s book Six Cedars. This book features a set of animal characters which exhibit honorable traits that are well matched to the core competencies. Teachers are intentional in encouraging students to recognize the core competencies in themselves and each other relative to the various animal characters.

Both campuses of MLFNS-D offer robust music programs and frequent opportunities for the students to showcase their musical talents. A campus-wide Christmas musical is well under way for the Downtown campus and students at the KaiFaQu campus are busy preparing for a Christmas concert. In addition, the students often perform at assemblies and events which parents are invited to.

Last year the staff and students at the KaiFaQu campus were excited about the school-wide initiative Mission to Mars. This was a School-wide project-based learning event that integrated Science, Social Studies, Language Arts, Fine Arts, Applied Design and Skills Technology and the Core Competencies. This year the theme is Saving Atlantis and will again involve students from both campuses.

Commendation:
The staff is commended for:
- The thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated by creating learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others.
- Their dedication to student learning and all the collaborative work that they provide in order to present memorable musicals, concerts and school wide theme events.
- The unique practical and meaningful ways in which they address the core competencies, using First People’s symbolism to help students engage in self-reflection.
2.20 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 of 850 instructional hours by providing 1027 instructional hours each year.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☒ Requirement Met ☐ Requirement Not Met

Comment:
MLFNS-D is fortunate to have a small cadre of veteran teachers who have taught in Canadian educational jurisdictions and bring knowledge and expertise to bear on the School’s assessment practices. With their guidance and the leadership of the Principal, staff have become proficient with benchmarking assessments (Fountas and Pinnell), running records, scoring of School-Wide Writes, frequent use of rubrics, BC performance standards, and ELL standards. Results are used to inform their practice and are tied to various teaching, learning and grouping strategies such as inquiry, and project-based learning, platooning of some subjects in combination grades, cooperative learning, the Daily Five literacy program and specific supports for struggling learners.

The scoring of the Grade 4 and 7 Foundation Skills Assessment (FSA) is used as a professional learning opportunity for teachers. For example, Grade 4 FSA papers are group marked by the Kindergarten through Grade 4 teachers and the Grade 7 assessments are group marked by the Grade 5-9 teachers. Teachers take a collective look at the results and identify where the weaker areas of understanding are in numeracy and literacy and then discuss ways in which they can support these areas at their own specific grade levels.

The Team reviewed Grade 4 and 7 FSA results for the 2018/19 school year. The vast majority of Grade 4 students were at the OT (on track) or EX (extending) level in reading and writing and all students were OT or EM in Numeracy. There were similar results for Grade 7 in reading and writing. In Grade 7 Numeracy nearly half the students were at the EX level while the rest were at the OT level.
Commendation:
The Team commends the staff for their focused efforts in ensuring the validity and reliability of their assessment practices, checking their alignment with provincial standards and using results to inform their practice.

2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☑ Requirement Met ☐ Requirement Not Met

Comment:
Classroom resources appear to suitably meet requirements to effectively deliver the BC curriculum. Over the last three years, additions have been made to print resources and support materials for Mathematics, Social Studies, and Science which are aligned with the BC curriculum. All classrooms have a collection of guided reading materials. Additional print resources focussed on language learners and K-6 literacy have also been purchased. Grades K-6 classes have an online subscription to “Raz-Kids” an online reading application that students can access at school and at home. A mathematics application called IXL provides remedial and enrichment activities which can also be accessed at school and at home.

CMLES has a Resource Acquisition Policy which provides criteria for the selection and purchase of appropriate learning resources and helps guide decision-making by the Principal and staff.

The School library has about 15,000 fiction and non-fiction titles for student use divided between the two campuses (10,000 at KaiFaQu and 5300 at Downtown). Students are involved with their teachers in determining which high interest fiction should be recommended for purchase. Staff had commented that there is a need to expand the collection as well as to cull the existing collection of titles that may no longer be appropriate given current selection criteria.

Both campuses have a computer lab with 20-22 student workstations. There are plans to upgrade the computers at the downtown campus, which have reached the end of their useful life. The computers at the KaiFaQu campus are also in need of replacement. Wi-fi connectivity is reported to be poor and there are plans to improve internet speed and capacity. The School has a “bring your own laptop” program for students in Grades 6-9. Teachers of various classes at other grade levels also encourage students to bring their own devices in order to access educational software applications. The ability to access, analyze, evaluate, synthesize and present information is a fundamental skill that all students need to be able to demonstrate. This requires reliable and convenient access to technology with adequate connectivity. The Team encourages the School to ensure that improved
connectivity provides sufficient bandwidth to support multiple users in several classrooms at one time. The Team also suggests that the School consider alternatives to simply replacing computer lab desktops with newer models. Mobile labs of laptops or tablets may be a preferred solution to supporting the BC curriculum.

### 2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

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**Comment:**
The School issues three formal report cards each year. They meet student progress report requirements. Parent/teacher conferences are held in October and student-led conferences are held in April. Additional contact with parents of students who are struggling or are at the developmental stages of English language acquisition also takes place. Parents also have opportunities to monitor student work through such applications as ClassDojo, SeeSaw and FreshGrade.

### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirms that there is a parent/student handbook that has been updated for the 2019/20 school year. It is written in both English and Mandarin. The Team verified that the handbook contains policies related to appeals and dispute resolution, student conduct, supervision, health and safety, admissions and assorted other information. The handbook appears to be silent on the topic of student reporting and assessment.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

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**Comment:**
The staff handbook is a standard issue document provided by CMLES for all of its schools. It has been updated for the 2019/20 school year. The handbook does not appear to include language around an acknowledgement that “the province is not party to the contract of employment between the Owner/Operator and the teacher and that the Province is not liable in any instance where the Owner/Operator is found to be in contravention of the laws or
requirements of the country of operation”. The Team did find the aforementioned language in the teachers contract of employment.

At the Team’s request, the Principal provided a copy of the CMLES Resource Acquisition Policy which was developed over a year ago. CMLES has a policy covering a permanent school closure.

The CMLES staff handbook appears to have a policy orientation toward the Grade 10/11/12 high school program with no reference to K-9 foreign nationals schools. Operationally admission requirements for foreign nationals schools appear to be different than those for high school and this does not seem to be reflected in handbook. There is other policy language contained in the handbook that pertains to Grade 10/11/12 but does not include or may not necessarily apply to K-9. The Team also noted that there was no reference to student assessment and reporting in the handbook.

The Team verified that CMLES has a teacher evaluation policy for new and experienced teachers whereby teachers are evaluated on a regular cycle by the Principal.

The Team also verified that CMLES has a school administrator evaluation policy whereby the Principal is evaluated by the Dalian-based BC superintendent on a regular cycle.

MLFNS-D has its own site-based policies covering a variety of operational issues. It is suggested that the School develop its own site-specific policy manual that would serve as a supplement to the CMLES systems manual. Alternatively, an indexed, easily accessed online repository of school based operational policies, procedures and established practices could be developed. A few items that might be considered for inclusion are as follows: assessment and reporting, emergency evacuation procedures, scheduling arrangements, coverage in case of absence, student supervision instructions, staff roles and responsibilities, and office procedures. This is not intended to be a full and complete list.

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<th>2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.</th>
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<td>☐ Requirement Met</td>
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<td>Comment: No distributed learning courses are being offered.</td>
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CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, and Principal and staff of Maple Leaf Foreign Nationals School - Dalian for:

- The School’s multi-faceted approach taken in marketing and recruitment, sparing no effort to make the School’s presence and its quality program known to the expat community and the businesses that employ them.
- The School’s focus and commitment to continuous improvement, using the BC curriculum to provide a rich educational experience for all students, regardless of English language or other learning challenges.
- The Principal’s commitment to ensuring that all students achieve success regardless of their learning challenges, his use of achievement data to inform practice, and his proactive role in making the School a place of learning for professional staff as well as students.

The Inspection Team wishes to recognize the staff of Maple Leaf Foreign Nationals School – Dalian for:

- Their dedication, energy and enthusiasm and commitment to continuous improvement, to grow as professionals and help students achieve success and for creating a strong, mutually supportive professional work culture.
- Their ongoing, purposeful efforts to fully meet the requirements of the redesigned curriculum. The unique, practical and meaningful ways in which they address the core competencies, using First Peoples symbolism to help students engage in self-reflection is particularly noteworthy.
- Their thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated in creating rich and varied learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others.
- The many ways that they support and promote English language acquisition and development covering a wide range of skills and abilities.
- Their dedication to engaged student learning and their collaborative efforts in providing students with opportunities to showcase their skills and talents by organizing memorable musicals, concerts and school wide theme events.
- Their focused efforts in ensuring the validity and reliability of their assessment practices, checking their alignment with provincial standards and using results to inform their practice.
SUMMATIVE RECOMMENDATION

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