

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF FOREIGN NATIONALS SCHOOL - DALIAN

DALIAN, LIAONING PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 26 – 27, 2020

## INTRODUCTION

On November 26–27, 2020, an online certification inspection was completed on Maple Leaf Foreign Nationals School – Dalian (MLFNS-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 (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 Harry Moes and Terence Sullivan, who also served as Team Chair.

The School's BC program has an enrolment of 98 students, in kindergarten - grade 9. The School is divided between two campuses. The School in downtown Dalian has an enrollment of 16 students in kindergarten to grade 3 and the KaiFaQu campus has 82 students in kindergarten to grade 9. The School also has 24 students who have temporarily withdrawn due to COVID-19.

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 Superintendent of Schools: BC Program, who was acting for the Offshore School Representative, the BC Principal, BC teachers, the Director of Office Administration & Marketing and a select number of students.

The Owner/Operator, China Maple Leaf Educational System Ltd., is responsible for the BC program. Maple Leaf remains committed to the BC programs in the Foreign Nationals Schools in Wuhan (K-9), Dalian (K-9), and Yiwu (K-12). They plan to open further BC Foreign Nationals Schools in Hohhot and Jinan. COVID-19 has pushed back their plans and the Hohhot school opening will most likely be in September 2022 with Jinan the following year.



Maple Leaf High Schools (grades 10-12) will leave the BC program in two years. Maple Leaf presently has eleven high schools in China, three Foreign Nationals Schools in China, 57 pre-K elementary and middle schools in China, three high schools in Canada, one on the campus of Thompson Rivers University in Kamloops and one on the campus of Kwantlen Polytechnic University in Richmond and one in Ontario. Maple Leaf also operates schools in Australia, Singapore and Malaysia.

The BC program’s philosophy, objectives and special features include:

“the MLES educational philosophy which is based on the belief that through blending the best of the innovations and higher level thinking western educational model with the cultural richness and discipline of the traditional Chinese educational model, students will be best prepared to meet the challenges of living and working in a more internationalized society.”

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were no requirements from the previous inspection report. However, the School has had a focussed response to a number of the suggestions made during the previous inspection. The School, along with other Maple Leaf Foreign Nationals Schools, have created grade level cohorts, professional learning communities and have had multiple professional development sessions including how to increase student engagement in an online platform. The School has also met with their IT department to develop a plan for increasing bandwidth and have developed a plan to improve their library which will be implemented once the school is consolidated to one campus.</p>			
<p>Commendation:</p> <p>The School Principal and staff are to be commended for their response to a number of suggestions made in the previous inspection report.</p>			



## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>While the Maple Leaf System intends to phase out their secondary program, they intend to increase their Foreign National Schools Program over the next two years. Maple Leaf Foreign National Schools Dalian has submitted a six-year plan with an objective of increasing its enrolment to 300 students over the next five-year period. The School's Director of Office Administration and Marketing has been working closely with the Principal in marketing the School in the Dalian area. These efforts have continued throughout the pandemic.</p>		

## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).</b>		
<input checked="" type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator is presently in negotiations with representatives of the British Columbia Ministry of Education regarding the BC Global Education Program Offshore Schools Certification Agreement. These negotiations are nearing completion.</p>		

<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team examined a Certificate of Registration of Private None Enterprise Unit dated April 11, 2019 by the Civil Affairs Bureau of the Peoples Republic of China and a document titled License for Operating Schools for Foreigners Children in Dalian City issued by Dalian Education, dated March 8, 2019. The School has the approvals from local government authorities to operate the program.</p> <p>Documents were submitted in both English and in Chinese.</p>		



**2.04-2.05 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 Partially Met                       Requirement Not Met

**Comment:**

The Team examined documents approved by the local government authority including building compliance documents, dated March 2016, fire prevention verifications dated in the year 2017 and a catering service license dated November 11, 2016 and valid until November 10, 2021. All documentation was submitted in English and in Chinese.

Also examined were fire evacuation procedures for both school buildings, bus evacuation procedures, and a compliance document on epidemic prevention. China Maple Leaf Education System Ltd. has provided a letter dated July 12, 2018 to all Maple Leaf schools which allows for the continued education of students if a school has to be closed on a temporary or permanent basis.

The facilities are deemed to be suitable to support the BC program.

**2.06 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 Partially Met                       Requirement Not Met

**Comment:**

The Owner/Operator has appointed Mr. Jim Beeke to be the Offshore School Representative. Through the approval of the British Columbia Ministry of Education Mr. Beeke has delegated some of his responsibilities to the Superintendent and Deputy Superintendent of the Maple Leaf System. The Team was pleased to be able to meet with the Superintendent at the beginning of the inspection and at the close out meeting with the Principal.

The Superintendent is aware of his responsibilities to report critical information related to changes in the operation of the school or ownership structure that could have a significant impact on the School's operations.



**2.07 The Principal meets the requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Principal has extensive experience as a teacher in British Columbia schools as well as in the Maple Leaf system. He has experience at both middle schools and secondary schools and has served as a secondary administrator before assuming the principalship of Maple Leaf Foreign Nationals School - Dalian where he is now in his second year as principal.

He has extensive experience delivering professional development sessions and has experience in facilitating sessions on the new BC curriculum. He holds a Professional Development Program Certificate from Simon Fraser University and a Master of Arts in Teaching.

The Principal meets the requirements as outlined in the inspection catalogue.

**2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School has two head teachers who each have .5 of their position designated for administrative support. There are five secretaries divided between the two campuses and there is also a Director of Office Administration and Marketing.

The School has sufficient administrative support to deliver the BC program.

**Commendation:**

The Principal and administrative team are to be commended for their commitment to the staff and students of the School throughout the COVID-19 pandemic and for their efforts that resulted in all staff being able to return to the School.



**2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed 11 student files selected at random from across all grade levels. All school files examined contained the required documentation with the exception of the English language assessment.

Maple Leaf Foreign Nationals School - Dalian is a K to 9 school serving a diverse student population of foreign nationals who enter the school at various points of entry at different grade levels with diverse levels of English comprehension and expression. Classroom teachers do ongoing assessments of student's abilities in English in kindergarten, grade 1, and grade 2. At the end of grade 2 teachers meet to determine which students need English language support which starts in grade 3. This ELL support could be push-in support or pull-out support.

Students who enter the School after grade 3 may have to take an English language assessment test prior to being admitted if it is determined that their English skills are not at a level to be successful in the program. The test results for those students determine whether or not they will be admitted to the program at the School.

Student and parent consent forms have been updated for the 2020/21 school year.

**2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

All 16 teacher files for teachers on staff at Maple Leaf Foreign Nationals School - Dalian were examined by the Team. Each file examined contained all the required documentation.

**The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.**

The School employs four locally certified teachers for the teaching of Mandarin at the school. Certification documents and criminal records checks were provided for all locally certified teachers. All employees at Maple Leaf Foreign Nationals School – Dalian must have a Criminal Record Check.



**Commendation:**

The clerical staff are to be commended for the comprehensive and well-organized teacher files.

**2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed curriculum planning documents, which showed evidence of compliance with the BC curriculum in grades K - 9. The School's collaborative curriculum writing teams and individual teachers worked diligently to plan for the inspection by preparing all curricular documentation and being available for interviews. Course Curriculum documentation is housed on the BC Curriculum Hub SharePoint site.

Weekly Staff Meetings and monthly professional development sessions are scheduled.

The School continues to prioritize ongoing curriculum development, English Language Learners Program (Kagan Model) implementation and integration, Fountis & Pinell Reading Benchmarking, Flipped Classroom Model of Learning, differentiation in the classroom communication and thinking competencies, First Peoples Principles of Learning, scaffolding inquiry, and authentic assessment. The School is also planning to continue to work with the Performance Standards as they move towards standards-based reporting.

In response to COVID-19 pandemic program delivery challenges, the School staff completed two weeks of collaborative professional development with their sister schools in Yiwu and Wuhan on the Canvas Learning Management System. For teachers or students who are not able to be in the physical classroom, Canvas allows for video conferencing, creation and viewing of video lessons, online chat forums for the course, discussion boards, and emails between teachers and students. For both remote learners and in-class blended learning, the ability to upload content allows for students to review material at their own pace and in their own time. The Canvas calendar keeps students aware of due dates and upcoming assessments.

**Commendation:**

The Owner/Operator is commended for the ongoing empathetic and caring support for the School and individual teachers during stressful times of campus attendance and travel COVID-19 restrictions and uncertainty.

The Staff is commended for the resiliency and innovation utilized in shifting their education paradigm, quickly and efficiently, when rebuilding their courses and modules in response to



the COVID-19 Pandemic, which allowed for a proactive transition to remote and blended learning program delivery.

The Staff is commended for preparing comprehensive electronic portfolios shared with the Team detailing their biography, educational philosophy, course overviews, unit plans, sample lesson plans, student work and assessment, as well as student self-assessment.

**2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The principal determines Kindergarten to Grade 3 student enrollment eligibility at the conclusion of a student and parent oral interview. Students enrolling at the grade 4-9 levels, need to satisfactorily complete an English proficiency test. The test assesses oral, listening and writing skills as well as reading and comprehension proficiency to determine program eligibility and placement.

The majority of the students upon entry are at a BC ELL Developing (2) Level and are able to understand the spoken language and classroom protocols. The School has experienced that Basic Interpersonal Communicative Skills (BICS) develops quickly and Cognitive Academic Language Proficiency (CALP) follows.

In addition to classroom language immersion, the School provides language support, starting at grade three, to ELL students using a push-in (ESL teacher in the classroom) or pull-out model (ESL teacher working with groups of language learners outside the classroom) depending on the needs of the student and the particular class.

Teachers receive instruction in the Maple Leaf 12 Teaching Strategies which provide support on a daily basis for English language learners. Collaboration between classroom and ELL Support workers is ongoing and is supported by lesson demonstrations, peer observation, and coaching.



**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 inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

Comment:

The Team confirms Mandarin instruction is scheduled for all students, K–9. The courses are taught by locally certified teachers. This satisfies the Ministry requirement for a second language in grades 5–8.

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

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

Comment:

The Team confirms that curriculum planning documentation is in compliance with the required curriculum frameworks for grades K-9.

The School's digital curriculum planning documentation was utilized during the inspection. Curriculum planning documentation and ongoing teacher professional development and support was reviewed during teacher video conferences.

It was very evident that the teachers continue to prioritize curriculum development. The Team observed clear evidence of the ongoing shift from teacher-centered learning to inquiry-based, collaborative, and core competency-based learning and assessment.

Teacher interviews and a review of curriculum documentation revealed teachers consistently demonstrating (a) integration of the - Big Ideas, Learning Standards, Curricular Competencies, Core Competencies; (b) ensuring Assessment (Self-Assessment & Classroom Assessment); and c) providing opportunities for differentiation and individualization/personalization of curriculum, supporting student learning in each course.

A review of teacher documentation revealed that teachers continue to update their course overviews and unit plans to incorporate and manage ongoing curricular development.

Students, when interviewed, competently reflected on their relationship with teachers, the school's academic offerings, the positive learning environment and the variety of club offerings.



## Commendation:

The School is commended for the intentional primary and intermediate curriculum planning documentation and multiple evidence of being current and “alive.”

**2.22 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  
Partially Met

Requirement  
Not Met

## Comment:

The Team confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 1027 hours per year, which exceeds the minimum requirements for grades K-9.

The School has a tradition of staff sponsoring and participating in the School’s club offerings – academic, fine arts, applied skills and athletics.

**2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

## Comment:

The matter of using student performance data to inform and support future strategic planning for continuous school improvement and enhanced student learning was reviewed during the inspection.

Teachers prioritize the ongoing analysis of formative and summative assessment results and adjust their instruction and evaluation accordingly.

Teacher interviews revealed that the School assessment strategies are (1) consistent with the school philosophy of educating the whole child; (2) allow students to demonstrate that the curriculum learning outcomes in curriculum can be met, at any stage and time; and (3) are consistent with the general expectations and standards of the course curricular competencies.



The School’s Assessment Policy is specific in that assessment is differentiated and employs the four pillars of assessment practice: pre-assessment; ongoing for/as learning (formative); summative (of learning); and re-assessment.

Assessment methods and tasks include, but are not limited to, observation, student self-reflection, student peer assessment, rating scales, adapted rubrics, oral and written reports and the assembling and presenting of portfolios. Best practice dictates that the assessment methods are varied and used as much as possible in conjunction with the BC Performance Standards.

The matter of the required Literacy and Numeracy Assessment was reviewed. The School participates in the BC Ministry of Education Foundation Skills Assessment at the grade 4 and 7 levels. Three major school-wide reading and writing initiatives are used to benchmark student progress, facilitating lesson plans review and performance standards calibration.

**2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.**

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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**Comment:**  
The Team confirms that the School meets the expectations for learning resources as outlined in section 4.7 of the inspection catalogue for offshore schools.

The School integrates technology in all aspects of program delivery. Classrooms use projected display/internet connections that allows for the use of teacher created and/or purchased electronic curriculum support material as well as remote teacher program delivery.

Canvas and Office 365 suites are fully integrated between the two campus. Students have been assigned an e-mail address and have access to online productivity tools (MS Suite).

Teachers continue to develop classroom routines and teaching mechanisms that transition well to online learning. Daily lessons are “doubled” and deposited on the Canvas Management system. Should the school need to shut down again due to a pandemic, students would be able to continue their learning without disruption.

There are 60 instructional computers available for student use, including 20 at the downtown campus and 22 at the KFQ campus computer labs. Students receive defined computer instruction once per week. The School has instituted a laptop program for students in grades 6, 7, 8 and 9 focusing on curricular integration, and hopes to expand its technology availability by purchasing an iPad lab for the primary students.



The School has sufficient print resources to support student learning for its current enrollment and courses offered. The Library recently acquired Sora/Overdrive which houses a collection of electronic fiction and non-fiction books.

**2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Maple Leaf Foreign Nationals Schools have developed report cards that utilize the Performance Standards for English Language Arts. A priority for the current academic year is to further incorporate BC Performance Standards into all subject areas.

Parent communication and engagement takes place through WeChat, Class Dojo, Canvas, Meet the Teacher Night, Student Presenting Assemblies, and the annual – School Science Fair, ADST Fair and Public Speaking Celebration.

The School reports to parents three times a year. Parent/teacher conferences and student led conferences are scheduled to allow for discussion concerning student progress and strategies to support learning.

**2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

Maple Leaf systems produces a parent/student handbook which is used by Maple Leaf schools throughout the system. However, this centrally produced handbook is oriented towards the secondary program. It was the intention of the Maple Leaf Foreign Nationals Schools to have representatives meet earlier this year to develop a new handbook that was oriented towards the Foreign Nationals Schools. That initiative was delayed due to the onset of the COVID-19 pandemic.

The School publishes a parent student/handbook which has not been fully updated since 2017. This handbook is made available to the parents of students who are new to the school. The School has uploaded comprehensive policies to their SharePoint site, but those policies are not available to parents. If it is the intention of the school to use the existing parent/student handbook in the interim, until a new parent student handbook is developed



for Maple Leaf Foreign Nationals Schools, then the handbook needs to be updated and it needs to include relevant policies that would be of importance to parents. The updated handbook should be made available to all parents

**2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met

**Comment:**

The teacher handbook is produced by the district office of Maple Leaf Systems. It has been updated as required and contains the required policies on the evaluation of teachers and administration, dispute resolution and the liability statement with respect to the province of British Columbia not having liability with respect to teacher's employment arrangements.

The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue

**2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.**

Requirement Met                       Requirement Partially Met                       Requirement Not Met                       Not Applicable

**Comment:**

The School does not have any students taking courses through distributed learning.

## CONCLUSION

### Commendations

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

- its focussed and thorough response to the suggestions made during the previous inspection.
- the administrative team's commitment to the staff and students of the school throughout the COVID-19 pandemic and for their efforts that resulted in all staff being able to return to the School.



- the clerical staff's comprehensive and well-organized teacher files.
- the ongoing empathetic and caring support for the School and individual teachers during stressful times of campus attendance and travel COVID-19 restrictions and uncertainty.
- the resiliency and innovation utilized in shifting their education paradigm, quickly and efficiently, when rebuilding their courses and modules in response to the COVID-19 pandemic, which allowed for a proactive transition to remote and blended learning program delivery.
- preparing comprehensive electronic portfolios shared with the inspection team detailing their biography, educational philosophy, course overviews, unit plans, sample lesson plans, student work and assessment, as well as student self-assessment.
- the intentional Primary and Intermediate curriculum planning documentation and multiple evidence of being current and "alive."

### **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.**

