

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF FOREIGN NATIONALS SCHOOL – WUHAN

WUHAN, HUBEI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 5, 2018

INTRODUCTION

On November 5, 2018 a certification inspection was completed on Maple Leaf Foreign Nationals School - Wuhan in Wuhan, Hubei Province, People's Republic of China, referred to as the School or MLFNS-W 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 Alan Schroeder and Peter Drescher (Chair).

The School's B.C. program has an enrolment of 84 students in grades K-9. MLFNS-W is a satellite school affiliated with the Maple Leaf Education Park, which is located approximately a fifteen-minute drive away. MLFNS-W had started at the Education Park before moving to a newly renovated building in October 2017. The Education Park is also the location of the Maple Leaf International School – Wuhan, a B.C. program offering grades 10-12 and a Chinese elementary and middle school. The entire complex enrolls approximately 4100 students.

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 School's assistant superintendent representing the owner/operator, B.C. principal, B.C. teachers, ELL coordinator and the Education Park headmaster.

The owner/operator, Dr. Sherman Jen, China Maple Leaf Educational Systems Ltd. (CMLES), is responsible for the B.C. program. CMLES operates ten (grades 10-12) B.C. programs across the People's Republic of China as well as three foreign national schools (grades K-9) and 46 Chinese elementary and middle schools. CMLES operates two high school in British Columbia on the



campus of Thompson Rivers University in Kamloops and Kwantlen Polytechnic University in Richmond. More than 8000 students are enrolled in B.C. programs offered by CMLES.

The China Maple Leaf Educational 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 - Wuhan 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
<p>Comment:</p> <p>There were no requirements listed in the previous inspection report which was filed in October of 2016.</p>

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
<p>Comment:</p> <p>The Team reviewed the business plan filed by the owner/operator and confirms that there is a sustainable plan to ensure the future growth of a quality program.</p> <p>Since its inception in 2007, MLFNS-W has maintained an enrolment of less than 50 students. Since its relocation to a new, separate and larger building in October 2017, enrolment has grown to 84 students and is expected to be close to 100 students before the end of this school year. The capacity at the current site is 120-140 students. This program is of interest to expatriate families who have relocated to Wuhan for work purposes. Students from thirteen different countries currently attend the School. They commonly attend the School for 1-3 years, and a length of stay of more than 5 years would be considered uncommon.</p>



The School has been active in marketing its program including, but not limited to, an online presence using the web and social media, visits to various consulates and foreign affairs offices, and community events. Last year, the student body was involved in an exhibition at the Wuhan Art Museum with 30-60 student paintings on display. The introduction of a pre-kindergarten program this year also serves as a recruitment strategy. The corridors of the School are a recruitment tool. The various displays of national flags, country profiles and other indicators show that learning about membership in a global community is highly valued. The displays convey a welcoming atmosphere, international flavour and a celebration of cultural and linguistic diversity.

The School has developed strong relationships with parents, who are willing to give of their time and experience to assist the school in a variety of ways including, but not limited to, classroom voluntarism, fundraising, and career fairs.

The School has identified three learning goals for this school year. They are as follows:

- 1) Expand current and implement new school wide literacy programs,
- 2) Expand student support structures for students demonstrating social, emotional, or learning challenges beyond English language acquisition, and
- 3) Build professional connections with other foreign national school campuses.

Commendation:

The Team commends the School for its welcoming atmosphere, international flavour and celebration of cultural and language diversity provided by the various corridor displays of national flags, country profiles and other indicators that tell students and their parents that learning about membership in a global community is highly valued at MLFNS-W.

The Team commends the relationships that the School has been able to develop with parents and the resultant level of active parent support that has been generated.



**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 Team confirmed that the owner/operator, Dr. Sherman Jen, Chairman of CMLES, meets all the requirements as set forth in the certification agreement.

Dr. Jen is actively engaged in the management of China Maple Leaf Educational Systems through his vision and direction for the system as demonstrated by the system's development of detailed five-year growth plans.

The School has on file an original letter of approval for establishing the School and a valid private school operating license, both issued by the Wuhan Municipal Education Bureau to Maple Leaf International School - Wuhan. The operating license held by MLIS-W is renewed on an annual basis following its annual school inspection. Given its status as a foreign nationals' school, MLFNS-W is not required to undergo inspection by the local education bureau.

The School has a valid permit to run a foreign nationals' school in Hubei Province issued by the Hubei Department of Education. The School also has a letter of permission to relocate to its current location issued by the Educational Bureau of East Lake New Technology Development District, Wuhan.

The owner/operator of CMLES is reconnecting with Chinese authorities to request a renewal of their commitment to Maple Leaf to operate the B.C. program in the Maple Leaf locations in China where longer term agreements are in place.

Commendation:

The owner/operator is to be commended for his active engagement in the management of China Maple Leaf Educational Systems through his vision and direction for the system as demonstrated by the system's development of detailed five-year growth plans.



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:

In October 2017, the School moved to its new, larger four-storey facility, approximately a 15-minute drive from the MLIS – Wuhan campus. The facility comprises classrooms, a teacher room, a gymnasium, a library, a computer lab, administrative offices, a cafeteria and two outdoor play areas.

The Team reviewed local building construction, fire control and cafeteria codes and permits and confirms that all local requirements are being met.

The Team verified that emergency drills are conducted at least four times per year with a particular focus on fire and earthquake response. The School also has multiple visits annually by representatives of the local fire and police stations to deliver messages to students and staff related to fire safety, personal safety and crime prevention.

The School has well-detailed policies to respond to emergency situations. Since its previous inspection, CMLES has added plans to its policy binder to support students and teachers in the event of temporary or permanent closure to one of the system's 15 B.C. programs. The additional plans were reviewed by the offshore school representative for accuracy and functionality.

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:

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 more than four years.



The Team reviewed the job description of the OSR and confirmed that all the requirements related to the OSR in the Agreement are in compliance.

The offshore school representative is aware of his obligation to report critical information relating to changes in the operation of the school or ownership structure that could significantly impact the School's operation.

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

The OSR and B.C. program superintendents maintain extensive communication and provide extensive support to the School.

The Team appreciated the assistance of the deputy superintendent during the inspection.

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:

This is the principal's second year as principal of MLFNS-W. He has worked with CMLES for 9 years. He had previously served as a vice principal, education coordinator, Social Studies department head, and curriculum writer.

The principal is a highly energetic, resourceful, instructional leader. He is very knowledgeable about the current thinking around effective teaching, learning engagement and the professional growth of teachers. His style would be best described as that of a "servant leader" committed to supporting teachers in as many ways as he can.

The principal works closely with the School's administrative officer, who provides support with school finance, maintenance issues, management of Chinese staff, and purchasing. The School is being well served by this administrative tandem.

Commendation:

The Team commends the highly supportive role that the principal plays in providing instructional leadership to his staff and for striving to do whatever he can to ensure that they have what they need to do their best work.



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 principal is assisted by a school-based administrative support team of two full-time staff - a school secretary and an administrative officer. In addition, the School shares the services of the MLIS-W based Admissions Office, Finance Department, IT and General Affairs Department. The School is also supported by the Dalian-based Superintendent's office with administrative, financial and curricular development assistance.

Commendation:

The Team commends the demonstrated commitment of the administrative support team to provide quality service to the B.C. program.

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 Team reviewed a random sampling of student record files from each grade level and confirmed that the files contain required documents including a registration form, ELL entrance assessment results, and copies of student report cards. The B.C. Ministry of Education's personal information consent form revised for 2018/19 has been completed by all students and parents. The student files are stored in a secure filing cabinet in the principal's office.

The Permanent Student record (1704) is kept up to date, securely backed up on the PowerSchool education technology platform.



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

The Team reviewed all B.C. certified teachers and administrators' files and confirmed the presence of all necessary elements including copies of each teacher's Teacher Regulation Branch Certificate of Qualification, employment contract, teacher evaluations, updated B.C. Ministry of Education teacher consent form, contact information and work permit.

For all locally-certified teachers, the Team verified local teacher certifications and criminal records checks.

The School works at creating an attractive, comfortable and supportive atmosphere in an effort to address teacher retention. The School offers a competitive salary and benefits package. It has a well-developed professional development and staff building program aimed at supporting the professional needs of teachers while building team camaraderie. The School also offers the opportunity for teachers to transfer to other Maple Leaf schools in addition to a stock incentive bonus plan.

The staff is very collaborative. Their professional growth is well supported through systemic opportunities for staff development, their sharing of ideas as they work together, and by the principal who makes a point of introducing relevant new ideas around teaching, learning and assessment. He has started a professional library for staff. The School has set a goal to strengthen connections with other foreign nationals' schools. The Team supports this idea and encourages staff to be active in making professional connections with their colleagues at 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.



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 School has fully implemented the new K-9 curriculum. The staff have fully embraced its underlying principles and continue to collaboratively find ways to engage students in multiple ways of meeting learning standards and addressing the core competencies, while at the same time attending to the language development of the 30% of the student body who are classed as English language learners.

It was apparent from examining planning documents, making classroom visits, and having conversations with staff, that teachers are demonstrating resourcefulness, creativity and innovation in engaging students in the new curriculum.

Commendation:

The staff is commended for the resourcefulness, creativity and innovation they have demonstrated in engaging students in the new curriculum.

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:

Student admission is determined on the basis of an oral interview and two levelled reading assessments for fluency, accuracy, comprehension, and vocabulary. It is based on the Reading A-Z benchmarks. The principal does the assessment and makes decisions regarding admission and levels of support that might be required. Depending on the results, students are placed in the full B.C. program, B.C. program with ELL support, B.C. program with grade retention and ELL support, or are not admitted. Students designated as English Language Learners receive a more detailed assessment from the ELL coordinator.

Approximately 30% of the students receive ELL support. They receive six to eight hours of ELL instruction per week and an additional 8 hours per week of in-class support is provided by an ELL specialist. Staff utilize the twelve CMLES key teaching strategies in addressing the



needs of ELL students in their classes. Literacy strategies such as Daily 5, CAFÉ and Reading Writing Power Language are used to support literacy in the school. Electronic resources such as IXL and Reading A-Z give parents an opportunity to support their children at home. Students' English language proficiency is assessed monthly.

Commendation:

The Team commends the School for its focus on literacy and language proficiency and multi-faceted approach to implementing strategies for improving literacy.

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:

All students in grades K-9 participate in one of two levels of Mandarin instruction. Chinese as a second language is taken by approximately 50% students and Mandarin “academic” for native speakers is taken by 50% of the students. 45 minutes of instruction per day are provided for both levels.

For approximately 55% of the students, Mandarin classes present a welcomed opportunity to start learning a third language.

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:

Course planning was reviewed during classroom visits and meetings with classroom teachers. Short term planning, instruction and assessment were consistent with the yearly plans. There is a high level of collaboration among staff and attention is paid to scaffolding and sequencing in addressing learning standards at different grade levels.



There was considerable evidence of the use of teaching strategies that actively engaged students in rich and varied learning experiences. Teachers were masterfully differentiating instruction to accommodate the wide range of English language abilities in their classes. The use of technology as a teaching tool by staff and a learning tool by students is very pervasive, especially in grades 6-9 where students supply their own laptop.

Core competencies are addressed in unit outlines and lesson plans. Competency display posters are mounted in classrooms throughout the school.

Commendation:

The Team commends staff for the thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated in creating learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways. Their efforts to differentiate instruction for combined grade level classes with a huge range of English language skills/levels is also very noteworthy.

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 Team verified that the School offers 1,006.25 hours of instructional time each year, which exceeds the required number of instructional hours per 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:

There was evidence of the use of both formative and summative assessment practices in all classes visited. Students can demonstrate their learning in a variety of ways and receive



regular and frequent feedback. The use of student self-reflection and self-assessment is pervasive. Students are engaged in conversations about what quality work looks like and often participate in identifying the “success criteria” for a given project or assignment. Student-led conferencing, scheduled twice yearly, serves as a culminating self-assessment activity, allowing students to communicate their achievements to parents, and highlight areas which they could improve upon.

The School is expanding its use of benchmarking to track student progress. All staff participated in the group marking of the writing portion of the Foundation Skills Assessment. A monthly review of running records helps target additional supports. Reading A-Z benchmarks are used to assess reading comprehension accuracy, fluency, and expanding vocabulary.

Commendation:

The Team commends the staff for the creative ways in which students are involved in discussions about what quality work looks like, the use of self-assessment and self-reflection tools and the opportunities for students to communicate to parents what they have learned, their strengths and areas for growth through student-led conferencing.

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:

Classroom resources appear to suitably meet requirements to effectively deliver the B.C. curriculum.

CMLES recently issued 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 4000 fiction and non-fiction titles for student use. The collection is growing, supported by a modest school budget and the fundraising efforts of parents. It is suggested that future investments focus on the growth of the levelled fiction collection for grades 7-9. The School should also consider building the levelled in-class reading collection in the primary grades.



The School makes extensive use of online resources. Staff, students and parents have access to ProQuest, TumbleBook Cloud, Reading A-Z, Science A-Z, RAZ kids and IXL. The latter provides students and parents an opportunity to engage in learning activities at home. It provides enrichment, remediation, and extra practice opportunities in language arts, science, and mathematics.

The School is well equipped with Wi-Fi accessible technology including desktop workstations and Smart TVs in every classroom, a computer lab, and a “bring your own laptop” program for students in grades 5-9. The School should consider upgrades to various peripheral devices. The print quality of the photocopier and accessibility to printing stations could use specific attention. Also, as the School grows in size, attention should be paid to ensuring that Wi-Fi bandwidth remains sufficient to accommodate multiple users concurrently.

Commendation:

The Team commends the School for its extensive access to online resources, especially those that allow students and parents to access enrichment, remediation, and guided practice learning activities at home.

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 issues three formal reports each year and offers three opportunities for parents to speak directly with teachers during parent teacher interviews in the fall and student-led conferences in the winter and spring. A review of a sampling of school report cards indicated that teachers are providing informative, highly detailed anecdotal reports describing what students are able to do and where they can improve in each curriculum area.

The School has also subscribed to Class Dojo, an online platform that provides for direct communication with parents. It has a feature which allows for automatic translation into multiple languages. Additional parent meetings are also scheduled for specific students as needed.

Commendation:

The School is commended for providing students with two annual opportunities to demonstrate and talk about their learning during student-led conferencing.



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 Team verified that there is a detailed parent/student handbook that has been updated for the 2018/19 school year. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student assessment, student conduct and student supervision. The School has discussed creating a bilingual or multilingual version of the handbook but given that virtually all parents are expatriates with a strong command of the English language, the School decided that there was not a need for one.

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 Team verified that the teacher handbook has been updated to satisfy Ministry requirements for the 2018/19 school year. The teacher handbook is comprehensive and includes content in support of teachers' professional and personal needs.

The Team verified that the School 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 the School has a school administrator evaluation policy whereby the principal is evaluated by the Dalian-based B.C. superintendent on a regular cycle.



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.		
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: The School does not offer distributed learning courses.		

CONCLUSION**Commendations**

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

- 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.
- 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. The learning experiences in which they engage their students are rich and varied and allow students to demonstrate their learning in a variety of ways. Their efforts to differentiate instruction for combined grade level classes with a huge range of English language skills levels is also very noteworthy.
- The resourcefulness, creativity and innovation they have demonstrated in engaging students in the new curriculum.
- The creative ways in which staff involve students in discussions about what quality work looks like, the use of self-assessment and self-reflection tools and the opportunities for students to communicate to parents what they have learned, their strengths and areas for growth through student-led conferencing.
- The welcoming atmosphere, international flavour and celebration of cultural and language diversity provided by the various corridor displays of national flags, country profiles and other indicators that tell students and their parents that learning about membership in a global community is highly valued at MLFNS-W.



- The extensive access to many online resources, especially those that allow students and parents to access enrichment, remediation, and guided practice learning activities at home.
- The highly supportive role that the principal plays in providing instructional leadership to his staff and for striving to do whatever he can to ensure that they have what they need to do their best work.
- The demonstrated commitment of the administrative support team to provide quality service to the B.C. Program.
- The focus on literacy and language proficiency and multi-faceted approach to implementing strategies for improving literacy.
- The relationships that the School has been able to develop with parents and the resultant level of active parent support that has been generated.
- The active engagement in the management of China Maple Leaf Educational Systems by the owner/operator, whose vision and direction for the system are demonstrated by the system's development of detailed five-year growth plans.

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 Foreign Nationals School - Wuhan continue to be recognized as a British Columbia-certified school.

