INTRODUCTION

On December 3-5, 2019, a virtual certification inspection was completed on Maple Leaf International School-Wuhan (MLIS-W), in Wuhan, Hubei Province, the 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 Mr. Des McKay (Chair) and Dr. John Churchley.

MLIS-W is located in the Maple Leaf Education Park in Wuhan. The School’s BC program, which is located in the main building, has an enrolment of 1,494 students in Grades 10, 11 and 12. The campus also includes an elementary school with 1,793 students and a middle school with 940 students. All three Maple Leaf programs are under the oversight of headmaster Mr. Zhu. Documentation provided to the Team indicates that MLIS-Wuhan has an enrollment capacity of 4,350 students, and at the writing of this report the total number of students registered at the entire school, including the BC program, is 4,227 students.

While China Maple Leaf Educational Systems did not realize the projected enrolment of 14,000 students in the BC program by 2019/2020, MLIS-W is at capacity and had expected to double its enrollment when construction of its new teaching building and three additional dormitories is complete. Construction is well underway, and occupancy is expected to be in May 2020.

The Owner/Operator, Dr. Sherman Jen, China Maple Leaf Educational Systems Ltd. (CMLES), is responsible for the BC program. CMLES operates 15 schools offering the BC program, three foreign national schools (Grades K-9), 24 Chinese elementary and 23 Chinese middle schools. CMLES operates two high schools in British Columbia, one on the campus of Thompson Rivers.
University in Kamloops and the other on the campus of Kwantlen Polytechnic University in Richmond. More than 8000 students are enrolled in BC programs offered by CMLES.

The CMLES educational philosophy 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.

During the virtual inspections of 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 assistant superintendent of the Maple Leaf Education Systems who represented the Offshore School Representative, the assistant headmaster, the counselor general, the BC Principal and BC teachers.

The Team would like to thank Maple Leaf International School-Wuhan for its cooperation and tireless work preparing for this virtual inspection.

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The School had one requirement resulting from its previous inspection: In order to properly address the technology needs of the new curriculum, the School must take steps to provide adequate and reliable access to Wi-Fi connectivity and begin an accelerated plan to upgrade classroom projection devices throughout the school.

To address this requirement the School has re-bundled the signal and projection lines into the main trunk line, replaced 21 projectors and 15 screens in classrooms, increased the bandwidth of the Wi-Fi from 500m to 700M, updated the network software and installed hubs to increase Wi-Fi strength and coverage. This year students have been given a Microsoft Office 365 Account which provides them with a communication and learning connectivity tool. While the School and CMLES have taken action to address the technological requirements in its previous inspection report, it acknowledges that keeping up to the technological requirements of the School is a work in progress.

Commendation:
The School and CMLES are to be commended for their commitment to increase the bandwidth of the School and investment in software and hardware to improve its connectivity.
The Principal is to be commended for the time and work put into preparing for this virtual inspection. From interviews with teachers and teacher surveys, it is clear his leadership and support are very much appreciated.

**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 Owner/Operator has a business plan on file with the BC Ministry of Education which includes future growth and development of MLIS-Wuhan. A major component of that plan was to increase enrollment across the system. Up to the writing of this report, MLIS-Wuhan had undertaken a number of initiatives to increase enrollment. These initiatives included recruitment at local middle schools, web advertising and the use of social media, as well as information sessions for the public and parents. The BC program, which currently enrolls 1,494 students, was expected to double when construction of the new teaching building and dormitories is complete.

**INSPECTION CATALOGUE 2.0**

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

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Comment:
The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement.

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.

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Comment:
The Team examined inspection approval certificates from the local fire authority, the local municipality for the inspection of the school buildings as well as the certificate to operate the school cafeteria. The Team confirmed that the Owner/Operator is meeting the requirements.
set forth in the Agreement and has the appropriate permits and licensing in place to operate the MLIS-W. The following permits and licenses were made available to the Team:

- The Ministry of Education, People’s Republic of China Licence to run a private school
- A permit from the Education Bureau of Wuhan City for Wuhan Maple Leaf International School
- A Private Non-Enterprise Organization registration certificate
- People’s Republic of China Construction and Land Planning Permit
- A Food Distribution Permit for Catering Service Premises

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<th>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.</th>
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Comment:
The School produced documents from the local authorities confirming that the safety and cafeteria codes and regulations are being met. The School has a schedule of fire, earthquake and lock-down drills for the year.

CMLES has a centralized plan for the evacuation and accommodation of students in the event of an unplanned temporary or permanent closure of MLIS-W. This plan involves a coordinated response by CMLES senior administration, local authorities and MLIS-Wuhan administration to insure the care and safety of students and staff.

The School has gone well beyond meeting the basic requirements for student safety. The School has also developed the following policies and procedures for student safety:

- School Bus/Van Safety Incidents and Off-Campus Safety Incidents Response Plan
- Anti-Terrorist Response Plan
- Clinic Safety Management Plan
- Personal Safety Incidents Response Plan

Commendation:
The School is to be commended for developing policies and procedures that ensure student safety on and off the School’s campus.
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 assistant superintendent represented the OSR during the inspection. Her attendance throughout the inspection was very helpful and much appreciated. It is the Team’s understanding that due to the rapid growth of the CMLES organization, the OSR is unable to attend every school inspection. It is also the Team’s understanding that as the organization has expanded the roles and responsibilities of the OSR have changed to include Superintendent of Global Education and Executive Director: Board of Directors. With the increase in responsibilities the OSR has delegated many of his responsibilities to system leaders such as teacher recruitment to human resources and regular contact with schools to the superintendent and assistant superintendent of BC programs.

The assistant superintendent, as the OSR’s representative, has confirmed the OSR’s obligation to report critical information relating to changes in the operation of the school or ownership structure that could significantly impact the School’s operations.

Commendation:
The assistant superintendent is to be commended for her commitment to the School and the virtual inspection process.

The assistant superintendent is to be commended for her role as a leader mentor and staff/system developer.

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:
The Principal has extensive experience in education and in business. He was a classroom teacher for 16 years, and a Principal for three years in Manitoba, Canada. In China he has held a number of leadership positions, including one year as a vice principal at MLIS-Wuhan, five years as Principal of Maple Leaf Foreign Nationals School-Dalian, and as of August 2019 the Principal of MLIS-Wuhan. In addition to his educational experience and leadership, he was a business owner/operator for 11 years.

The Principal and his administrative team have made a strong commitment to staff and professional development. In addition to implementing the new BC curriculum frameworks,
the administrative team has made community building using Michael Fullan’s “The Right Drivers” a major goal.

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

Commendation:
The administrative team is to be commended for its focus on creating a MLIS- Wuhan community through collaborative effort.

The Principal is to be commended for his style of distributive leadership, which was noted in the teacher surveys and interviews.

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 School has a principal, two vice principals, two .5 Educational Coordinators who track student progress, a full-time registrar whose responsibilities include instructional technology and Microsoft Office 365 support, and two school secretaries. CMLES also provides each campus with an admissions office, finance department, and IT and general affairs department. The assistant superintendent of CMLES provides guidance and oversight and The School receives support through a CMLES system network of curriculum, professional development and technical coordinators.

The School also has a very strong relationship with the Chinese side of the organization and receives valuable support from the headmaster, assistant headmaster and counselor general.

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

Commendation:
The assistant superintendent and CMLES are to be commended for developing a personalized network of support for its schools, MLIS-Wuhan in particular.
2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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Comment:
The Team randomly selected 30 students, 10 from each grade level, and presented the list to the School’s administration on the first morning of the inspection. All 30 files were individually reviewed by the Team using through video conferencing. Each of the required documents outlined in section 2.08 of the inspection catalogue was verified by the Team. All files reviewed by The Team included updated student and parent consent forms.

Commendation:
The Principal and his office staff are to be commended for their record keeping system and preparedness for the virtual review of 58 teacher files and 30 student files.

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.

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Comment:
The Team reviewed every teacher’s file, 58 in total, via video conferencing. Each file was checked to include the following items: COQ/LOE, teacher contract, teacher evaluations, personal consent form, teacher emergency contact information, and work permit/visa. 43 staff members had COQ’s, 11 had letters of permission and 4 had neither a COQ nor a LOP. The School produced documentation to confirm all four teachers have made application for their COQ and have been issued an application reference number. The School has also received temporary exemptions from the Ministry of Education requesting a temporary exemption for the four teachers while their COQ applications are in progress.

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 Team observed evidence of the School’s transition journey to the new BC curriculum in Grades 10 - 12. The “notice it, name it, nurture it” approach to implementing the changes is being used to support teachers in this journey. The authentic integration of core competencies in all courses is evident in lesson plans and descriptions. Students self-assess on the core competencies regularly which assists them in establishing their own learning.
goals. The School is building on its integration of Aboriginal Perspectives and Knowledge into all courses. This is particularly evident in humanities subjects.

Staff have been involved in a number of different professional development activities regarding the new curriculum. This includes formal activities at the School and through CMLES system supports. Additionally, a great deal of professional development takes place within each department at the School, both formally and informally under the leadership of department heads.

Commendation:
The School is to be commended for their implementation of the new curriculum, especially the “notice it, name it, nurture it” approach to supporting teachers.

The School is to be commended for its concerted effort to authentically integrate the core competencies into all courses.

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.

☐ Requirement Met  □ Requirement Not Met

Comment:
The Team confirms that the School meets the requirements for English language assessment and acquisition.

The Principal is responsible for administering the managing and making final decisions on student admission and assessment of English language skills.

Students are supported in their English language learning in a number of ways:
- Key teaching strategies common to all Maple Leaf schools
- A redesigned approach to daily reading
- School-wide encouragement of spoken English

Teachers demonstrated awareness of student language challenges and are able to adapt their instruction accordingly, especially for Grade 10. In addition, students that might need more support in academic studies as well as ELL are supported through Student Services.

These include:
- The Learning Centre
- Evening mentoring
- Teacher tutorials
- Safe Space to support student mental health
**Commendation:**
The School is commended for the student services provided, including the Safe Space, Learning Centre and the commitment of all staff to ensure the success of all students both in their English language learning as well as their overall learning.

**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.**

☑️ Requirement Met  ☐ Requirement Not Met

**Comment:**
The School offers the following courses not requiring BC certified teachers: Mandarin 10, 11, 12.

Currently, the School does not offer the opportunity for students to challenge courses. Equivalencies are available but used infrequently. The School offers the following approved BAA courses: Chinese Social Studies 10, 11, 12; Science Inquiry 10; and Psychology 12. An additional BAA course, International Relations 12 may be offered in Semester II if approval is granted.

**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 noted evidence from lesson descriptions and lesson plans from all courses that they meet the requirements of the new curriculum. Overview and planning documents developed by CMLES and by individual departments all follow the learning standards.

The Team also confirms that in addition to the planning, there is evidence of instructional practices that reflect the pedagogical direction of the new curriculum. These include:

- project based learning and inquiry approaches
- applied projects such as the Business Fair, Financial Literacy simulation, and case studies
- Socratic seminars, debates, plays, group work, and other active and engaging active learning experiences.
These activities are often collaboratively planned in an interdisciplinary manner.

Many of these activities proactively support English language learning as well as the learning standards.

Commendation:
The School is commended for its implementation of engaging and active student learning experiences in implementing the Learning Standards as well as supporting English language learning.

The School is commended for the collaborative planning both within and between departments to develop innovative student learning activities and projects.

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 Team confirms that the School meets the requirement for instructional time allotments. Student instructional time totals 1098 hours per year, which exceeds the minimum requirements for Grade 10-12.

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:
The Team confirms that the School meets the requirement for assessment methods. Departments ensure consistent evaluation through some shared marking professional development. The use of rubrics is evident, and the use of BC Performance Standards is encouraged.

There is evidence that a variety of formative and summative assessment strategies are used to inform students about their learning and to help guide instruction for teachers. Students are able to re-submit work - departments have developed procedures for students to “re-test”, “re-project” and otherwise demonstrate their achievement of learning while reflecting on the learning process.
The teachers use a variety of authentic assessment tools including projects and presentations and performance assessments. The mid-term “exam week” is now an “assessment week”. Some departments have created a variety of major unit summative assessments that are active and not based on traditional written exams.

BC Provincial assessments are rigorously invigilated according to Ministry of Education requirements.

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### Commendation:
The School is to be commended its implementation of a variety of authentic and performance assessment tools, especially as major summative assessments.

#### 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:
The Team confirms that School meets the expectations for learning resources.

Students are assigned laptops and Wi-Fi is available in each classroom.

The School has a library which is a visible focus for the School. It has a large collection which includes a variety of accessible and engaging literature. The library is open early and after hours to ensure students have access to books and a learning and studying space. The Library offers special events and proactively supports Homeroom reading and English language learning.

The School hosts MS Teams for shared communication and classroom resources for teachers and students. Some teachers also use other systems such as Schoology and FreshGrade.

All subject areas are supported by appropriate text and online resources. The operating practice is for the Principal to oversee and approve all learning resources, upon recommendation by the library which is in consultation with departments. Further support and oversight is provided from Maple Leaf schools.

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### Commendation:
The School is commended for offering a comprehensive Library program that supports student learning, especially literacy.
### 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 has four formal report cards per year and two interim reports. There are two formal sets of parent-teacher interviews. Parents are also contacted individually as needed by counsellors. Parents have access to student achievement information online through the PowerSchool Parent Portal.

### 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 reviewed the School’s updated 2019-10 parent/student handbook. It contains updated information about the new BC curriculum frameworks and the underpinning philosophy. The handbook is a valuable source of information about the philosophy, policies and procedures of the school, including the policy and procedures for appeals and dispute resolution. The appropriate sections are also written in both English and Mandarin to facilitate effective communication.

### 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 teacher handbook is prepared centrally by CMLES and has been updated to reflect the current year. It contains all the required elements as part of the Agreement. The policy regarding the evaluation of teachers was also being adhered to at MLIS-W.

### 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.

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**Comment:**
MLIS-Wuhan does not currently offer any distributed learning (DL) courses.
CONCLUSION

Commendations

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

- The School and CMLES are to be commended for their commitment to increase the bandwidth of the school and investment in software and hardware to improve its connectivity.
- The Principal is to be commended for the time and work put into preparing for this virtual inspection. From interviews with teachers and teacher surveys, it is clear his leadership and support are very much appreciated.
- The School is to be commended for developing policies and procedures that ensure student safety on and off the School’s campus.
- The assistant superintendent is to be commended for her commitment to the School and the virtual inspection process.
- The assistant superintendent is to be commended for her role as a leader mentor and staff/system developer.
- The administrative team is to be commended for its focus on creating a MLIS- Wuhan community through collaborative effort.
- The Principal is to be commended for his style of distributive leadership, which was noted in the teacher surveys and interviews.
- The assistant superintendent and CMLES are to be commended for developing a personalized network of support for its schools, MLIS-Wuhan in particular.
- The Principal and his office staff are to be commended for their record keeping system and preparedness for the virtual review of 58 teacher files and 30 student files.
- The School is to be commended for their implementation of the new curriculum, especially the “notice it, name it, nurture it” approach to supporting teachers.
- The School is to be commended for its concerted effort to authentically integrate the core competencies into all courses.
- The School is commended for the student services provided, including the safe space, learning centre and the commitment of all staff to ensure the success of all students both in their English language learning as well as their overall learning.
- The School is commended for its implementation of engaging and active student learning experiences in implementing the learning standards as well as supporting English language learning.
- The School is commended for the collaborative planning both within and between departments to develop innovative student learning activities and projects.
- The School is to be commended its implementation of a variety of authentic and performance assessment tools, especially as major summative assessments.
• The School is commended for offering a comprehensive library program that supports student learning, especially literacy.

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 International School - Wuhan continues to be recognized as a British Columbia-certified school.