

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - WUHAN

WUHAN, HUBEI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 31 – NOVEMBER 2, 2018

INTRODUCTION

On October 31 - November 2, 2018, a certification inspection was completed on Maple Leaf International School – Wuhan in Wuhan, Hubei Province, People's Republic of China, referred to as the School or MLIS-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 1507 students, in grades 10, 11 and 12. MLIS-W is located in the Maple Leaf Education Park. The Park is also the location of Maple Leaf Chinese elementary (K-6) and middle schools (7-9). The entire complex enrolls approximately 4300 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 deputy superintendent representing the owner/operator, B.C. principal, B.C. teachers, ELL coordinator, graduation centre coordinator, principal of the Chinese program, and the Education Park headmaster.

The owner/operator, Dr. Sherman Jen, China Maple Leaf Educational Systems (CMLES), is responsible for the B.C. program. CMLES operates eleven (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 schools 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 Systems' 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 International 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 contained in the previous inspection report dated October 17-19, 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>At 1500 students, the B.C. program is at capacity. There are plans to construct another building that would allow for expansion to 2800 students. It is anticipated that construction will begin during this school year.</p> <p>Approximately 70% of the grade 10 intake into MLIS-W is from the K-9 Maple Leaf Chinese school located on campus. There are two other Maple Leaf K-9 schools within the service area of MLIS-W and two more are proposed. MLIS-W has the benefit of its own feeder system to help grow its enrolment. This is complemented by a multi-faceted approach to student recruitment.</p> <p>The School has a very high success rate in helping place students in post-secondary schools in Canada and around the world. In 2017/18, 58% of MLIS-W graduates have enrolled in post-secondary institutions in Canada (6% in B.C.), 17% in Australia and 10% in the United</p>



Kingdom. Eight Chinese staff located in the School's graduation centre assist students with post-secondary options and university applications. Student University and Pathways fairs are organized for students and parents on an annual basis. Two academic advisors ensure that students have the appropriate credits for graduation and assist with applications. At the time of the inspection, one of the advisor positions was vacant. The School is working on finding a suitable replacement. Student university admissions data is very thoroughly maintained and used extensively to promote the School and support its recruiting efforts. Students are being well served by the efforts of the grad centre and academic advisors to help them pursue post-secondary opportunities.

The School is participating in an CMLES promoted initiative to address the quality standards of AdvancEd and the International Society for Technology in Education (ISTE). CMLES system goals centre on system wide monitoring of curriculum implementation, use of data to measure student performance and system effectiveness, and the use of technology.

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

- 1) Further develop the School's capacity to provide individualized support for students to overcome challenges and barriers that they might encounter on a personal and emotional level,
- 2) Improve academic performance as measured by English 12 provincial exam results, graduation rates, and university applications, and
- 3) Further develop cross-curricular strategies focussed on English language skills.

Commendation:

The School is to be commended for the extensive level of support provided to students in researching post-secondary opportunities, making informed decisions, and engaging in the application process.

The School is to be commended for addressing the quality standards promoted by CMLES and provided by AdvancEd and the International Society for Technology in Education (ISTE) and for the commitment to the use of data to inform decisions about programs and services.



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. The operating license is renewed on an annual basis following a school inspection. 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 System 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:

The School is one of China Maple Leaf Educational Systems' largest schools and comprises a teaching building, a cafeteria and gymnasium building, a medical clinic, male and female dormitories and extensive outdoor athletic facilities.

The teaching building houses classrooms, teachers' offices and administrative offices in addition to a large variety of educational and student support facilities aimed at enhancing students' academic and social experiences such as science labs, a conference room, a multimedia room/auditorium, a graduation centre, a 3D printing lab, English and Chinese



libraries, a Canadian art room, a psychologist's office, student counselor offices, a safe space room and a learning centre.

With approximately 1,500 students, the School is approaching full capacity. It has submitted plans to add a new teaching building and dormitories on the west side of the campus that will raise capacity to 2,800 students once completed. Construction will begin once municipal approval is secured and will take approximately one year to complete.

The spacious campus is also home to Chinese curriculum K-6 elementary and 7-9 middle schools and their associated facilities and dormitories. A short drive away is the Maple Leaf Foreign Nationals School - Wuhan, which moved from the campus to its new, larger facility in October of 2017.

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

The Team noted a few issues throughout the teaching building that it felt could have an impact on student and staff safety and should receive attention. This included items such as electrical wiring and high thresholds in some classroom door frames. The Team raised these issues with the headmaster who provided assurances that they would be addressed immediately. The Team suggests that the School undertake a more thorough search for potential safety issues in the short term, and review its practices for identifying, reporting and acting upon safety and maintenance issues.

The Team verified that emergency drills are conducted four times per year with a particular focus on fire and earthquake response.

The School has well-detailed policies to respond to emergency situations. Since the previous year's 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:

The principal is in his third year as principal at MLIS-W. All of his experiences with China Maple Leaf Educational Systems has been in Wuhan. Prior to being appointed principal he served as vice-principal for two years, education coordinator for one year and Social Studies/ESL teacher for three years.

The principal is supported by two vice-principals and three educational coordinators roles (one of which is shared between two teachers). This administrative team shares



responsibility for various clearly defined management tasks and various leadership imperatives. The two vice-principals and three educational coordinators share responsibility in taking leadership and supportive roles with the various curriculum departments in the School and in shepherding various program initiatives. They are experiencing many opportunities to develop their skills as instructional leaders. The School is being well served by this administrative team who place a high value on cultivating positive working relationships.

The administrative team has been very successful in building positive working relationships with the K-9 school, the principal of the Chinese diploma program, and the campus headmaster. There is a high level of cooperation and a universal commitment to having all students on the campus experience success. Both the headmaster and the Chinese principal indicated a strong interest in reforming teaching practices and ways in which students learn.

The School has provided a significant number of other opportunities for staff to develop leadership skills. There are twelve department heads and several teachers have served as China Maple Leaf Educational Systems curriculum writers and coordinators.

Commendation:

The Team commends the highly collaborative administrative team comprised of the principal, two vice-principals and two education coordinators whose collective efforts have contributed to providing a positive learning climate for both students and staff.

The Team commends the School for providing numerous opportunities for staff to take on leadership responsibilities.

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:

In addition to its administrative leadership team of one principal, two vice-principals, three educational coordinators and two part-time registrars, the School has a large administrative support team comprising an admissions office, finance department, IT and general affairs department and a graduation centre. The highly capable front office staff handle the day to day operations of the School, manage student records, and support the work of teachers and administration. 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 ten 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 archives room across from 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.

The Team verified that the School has 16 teachers whose Certificate of Qualification applications were in progress. The Team confirmed that the School possesses a letter dated October 10, 2018 from the B.C. Ministry of Education providing a temporary exemption for the 16 teachers. The Team verified that the School is supporting these teachers to ensure that all proper documentation is submitted to the Teacher Regulation Branch in a timely manner.



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 and has added several positions designed to create leadership development and career growth opportunities such as educational coordinator, department head, athletics director, system coordinator, curriculum writer and academic advisor. The School 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.

There are many professional development opportunities directed at curriculum implementation and other educational priorities at both the system and school levels. Opportunities take the form of webcasts, on site workshops that are teacher or administrator led, monthly in-service sessions, department meetings, and a peer observation initiative known as “Watching Others Work”. Professional development topics are multiple and varied. The sharing of ideas and resources at the school and systems levels is pervasive. Teachers, especially in their first year, are being well supported by the School and their colleagues in the implementation of the new curriculum. There has been some effort to engage with Bridging, Foundations, and Chinese language teachers in professional development activities.

There is a very high level of collaboration among teaching staff at MLIS-W. The grouping of teacher work spaces by department has helped facilitate this. Teachers share ideas, co-plan units, assign each other units to reduce workload and provide mutual support. Department meetings are scheduled learning opportunities as well as business meetings. When asked to identify the School’s greatest strength, the high level of collaboration among teachers was cited most often.

Many teachers interviewed during this inspection indicated that they learn best by sharing ideas and learning from their colleagues in both formal and informal settings. The staff and administration should consider reflecting on its menu of professional development opportunities and method of delivery to determine how they might incorporate more of the attributes of quality professional development.

Commendation:

The Team commends staff for dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals and help students achieve success.



The Team also commends the staff for creating a professional work culture based on collaboration and interdependence where sharing ideas and supporting colleagues is pervasive.

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:

With the support of curriculum coordinators and developers provided by China Maple Leaf Educational Systems, the School has implemented the grade 10 curriculum. CMLES has also provided curriculum enhancements for each course that respond to the specific needs of English language learners. These are identified as the CMLES global curriculum. Cross-curricular approaches to addressing core competencies and twelve cross-curricular teaching strategies directed at English language learning have been incorporated. Classroom teachers are able to adapt curriculum overviews to their student's needs and build on what is provided. Work is underway at the CMLES systems level to address grade 11 and 12 new curriculum implementation. Attention is being paid to grade to grade scaffolding and sequencing of concept attainment and skills development.

At MLIS-W, a departmental approach has been taken in implementing the curriculum. The Team notes that the staff have taken a lead role in addressing the grade 10 curriculum in advance of the required implementation date. There was also considerable evidence of having addressed the new grade 11 and 12 curriculum in advance of the required implementation in 2018/19 and 2019/20. The work done by several staff as curriculum coordinators and writers has contributed to the CMLES systemic approach to curriculum implementation.

It was also 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 Team commends the staff for the rich and varied learning experiences in which they engage their students and for the leadership they have shown in addressing the new curriculum for grade 10 prior to required implementation this year, and for grades 11 and 12 prior to their required implementation dates.



The Team also commends the high level of support provided to teachers by the School and CMLES and especially the systemic contributions made by teachers in this School in implementing the new B.C. curriculum in the current and previous years.

4.2 The School meets the requirements for English language assessment and acquisition as outlined in section 4.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School administers a systemic entrance examination to prospective grade 10 students. It has listening, speaking, reading, writing and self-reflection components. A cadre of B.C teachers and Bridges/Foundations teachers mark each assessment in pairs during two sittings in June and August. Results are used to determine placement in bridging, foundations, or directly in the B.C. program. The principal is the admissions gatekeeper. Where there may be an issue regarding placement, the principal meets with parents in person.

The School takes a multi-faced approach to English language development, including, but not limited to cross curricular teaching strategies, two hundred hours of English language instruction in grades 10 to 12, silent reading in homeroom, vocabulary building activities Bridging and Foundations courses, additional support for at-risk learners, and weekly self-reflection rubrics on English language usage in all classes.

The developing continuum of English language instruction that begins in kindergarten in the K-9 Maple Leaf Chinese school, bridging and foundations courses at MLIS-W and the B.C. program is noteworthy. A recent English program revision was undertaken. As the revised program matures, a cadre of students from the K-9 school will enter MLIS-W with nine years of English language instruction on the revised program.

Commendation:

The School is commended for its intense, multi-faceted approach to English Language development, including, but not limited to cross curricular teaching strategies, two hundred hours of English in grades 10 to 12, reading in homeroom, Bridging and Foundations courses, and weekly self-reflection rubrics on English language usage in all classes.



4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School offers the following BAA courses to their students:

Scientific Inquiry 10	YMIS 10
Chinese Social Studies – Politics	YSSC 10C
International Relations 12	YSSC 12A
Psychology 12	YPSYC 12A

These courses are available to all CMLES schools. They are approved at the systems level and course outlines are systemic. Grade 10 level course outlines have been updated to reflect new curriculum principles.

The following courses are exempted and taught by locally certified teachers.

Mandarin 10/11/12
Chinese Social Studies 10/11/12

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:

Through the work of individual teachers, curriculum coordinators and writers, CMLES has provided systemic overviews for each course. Teachers at MLIS-W work collaboratively at the department level to adjust the overviews yearly and develop detailed plans for instruction.

Course planning was reviewed during classroom visits and meetings with department heads. Short term planning, instruction and assessment were consistent with the yearly plans. There is a high level of collaboration among staff at MLIS-W, and a high level of consistency in terms of planning and assessment where there is more than one teacher for a course. Collaborative planning by departments and sharing of ideas was evident. There was also evidence of cross-curricular collaboration between departments.



There was considerable evidence of the use of teaching strategies that actively engaged students in rich and varied learning experiences. A cross-curricular focus on vocabulary and opportunities for students to express themselves orally and in writing was evident.

The use of technology as a teaching tool by staff and a learning tool by students is very pervasive.

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

The School identified further development of the School's capacity to provide support for students to overcome challenges and barriers that they might encounter on a personal and emotional level as a primary school goal. There has been a multifaceted approach to addressing this goal including but not limited to the hiring of a school psychologist, establishing a student support learning centre, and having staff learn about identifying signs of social and emotional issues. The personal and social aspect of the core competencies is being addressed in classes. The Team has noted the positive interpersonal relationships that teachers have developed with their students. Interviews with students confirmed that teacher/student relationships as the feature they liked best about MLIS-W. These relationships provide a firm foundation upon which to base all of the strategies that are being undertaken to address this goal.

Commendation:

The Team commends the staff for their 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.

The Team commends the School for the multi-faceted approach to supporting students who are struggling with social, emotional and academic challenges.



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 1,128.5 hours of instructional time each year, which exceeds the required number of instructional hours per year. Students have 200 hours of English scheduled annually.

Additional supports are provided to students through a daily extended homeroom period, club activities and tutorials and a variety of special events, which allow for language development.

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, especially as it pertains to the core competencies and English language usage in class.

Several departments have made plans to have students demonstrate their learning in a variety of ways during assessment week other than performance on a test.

The teachers work collaboratively to improve their assessment practices to ensure that assessments are consistent, accurate, valid and reliable. Where there is more than one teacher for a course, sharing and joint development of assessment tools takes place. Formal or informal group or paired marking is a regular occurrence. Performance standards are used where applicable and teacher designed rubrics are used in all subject areas. Each department has developed an assessment policy.

The practice of reassessment, which provides students with a second opportunity to demonstrate that they meet learning standards following some remedial work is a noteworthy school-wide feature at the School.



The School has made improving performance on the English 12 provincial exam one of its top priorities for 2018/19. With the inevitable replacement of the exam with a literacy assessment, the School and CMLES are exploring the use of other benchmark assessments that might be used to supplement the literacy assessment.

Commendation:

Staff are to be commended for the collaborative approach to learning about, developing and using quality assessment practices including, but not limited to:

- Exploring the use of alternative assessments during mid term assessment week.
- Ensuring the accuracy, validity and reliability of classroom assessment through regular sharing of assessment tools and group or shared marking.
- The practice of reassessment, which provides students with a second opportunity to demonstrate that they meet learning standards following some remedial work
- The extensive use of student self reflection and self assessment, especially as it pertains to the core competencies and English language usage in class

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. Print resources are stored primarily in the school library and the inventory is managed by the librarian.

CMLES recently issued a resource acquisition policy which provides criteria for the selection and purchase of appropriate learning resources.

Students have access to two libraries. The Chinese library has a collection of about 14,000 holdings and the B.C. library has approximately 11,500 holdings. The trained B.C. librarian is provided with an annual budget to expand the collection. It is suggested that the current collection be culled, with titles that have low circulation and no longer support the curriculum removed. The librarian has plans to expand the collection of fiction with more high interest language developmentally appropriate titles. There are also plans to have the library become much more of a research and inquiry-based learning centre, in support of the new curriculum. The librarian has also indicated an interest in increasing her involvement with classes directly with a view to helping students develop their research skills. The Team suggests that the librarian work with staff to grow the electronic resource collection in a managed way in order to support the new curriculum.



The School is equipped with two computer labs which are used primarily by the School's ADST department and a third which serves as a Chinese e-library. The School has reduced its dependence on computer labs by providing grade 10 students with a laptop upon admission and providing Wi-Fi connectivity throughout the building. Staff have indicated a desire to make more frequent use of this technology in their classes, but the capacity of the Wi-Fi and its reliability have been a challenge when there are multiple users. All classrooms are equipped with LCD projectors, but many are showing their age, and in many cases, the projected images are not that clear and not very bright. Adequate, reliable and convenient access to technology and connectivity are a resource imperative which will grow in importance as full implementation of the new B.C. curriculum is realized. The Team has determined that in order to adequately address the technology needs of the new curriculum the School must take steps to provide adequate and reliable access to W-Fi connectivity throughout the school and begin an accelerated plan to upgrade classroom projection devices throughout the school.

Requirement:

In order to adequately address the technology needs of the new curriculum the School must take steps to provide adequate and reliable access to Wi-Fi connectivity throughout the school and begin an accelerated plan to upgrade classroom projection devices throughout the school.

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:

MLIS-W provides four formal and two interim reports to parents each year. They meet requirements. Report card comments are provided in English and Mandarin. They are chosen from a large systemic database of comments, which is reviewed on a regular basis. Courses taught in the Chinese program also appear on the report card. Staff are instructed to provide two comments, one on academic performance and the other on behaviour. Before being issued, report card marks and comments are verified for accuracy by administration. The Team suggests that the School review its practices around comment selection in order to achieve greater consistency in terms of the information that they convey, so that comments more accurately reflect what students are able to do and how they can improve.

Scheduled parent meetings are held following the first and third formal reporting periods. At-risk students are monitored by academic advisors, the student support department head, Chinese counselling staff and school administration. With the assistance of the Chinese counsellors, issues are communicated to parents. The issuance of "I" reports give parents early notification of students who are struggling with their studies.



The PowerSchool Student and Parent Portal provides an opportunity for parents to monitor student progress and attendance on an ongoing basis. There is evidence that many parents and students take advantage of this opportunity.

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 student/parent 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 admission, student assessment, student conduct and student supervision. Chinese translation of parts of the handbook is noted. The handbook is also distributed to all teachers.

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 or vice principal.

The Team also verified that the School has a school administrator evaluation policy whereby the vice principals are evaluated by the principal and the principal is evaluated by the Dalian-based B.C. superintendent, both 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
<p>Comment:</p> <p>The Team verified that the School does not currently offer distributed learning courses. If it were to offer any distributed Learning courses, they would be provided by the prescribed DL provider – Kamloops SD73 Business Company – Global Education.</p>		

CONCLUSION

Commendations

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

- The dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals and help students achieve success.
- Creating a professional work culture based on collaboration and interdependence where sharing ideas and colleagues supporting each other is pervasive.
- The thoughtful and thorough planning for instruction by staff, 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.
- The creativity, innovation and collaborative approach that staff have demonstrated in implementing the new curriculum and for the leadership they have shown in addressing the new curriculum for grade 10 prior to required implementation this year, and for grades 11 and 12 prior to their required implementation dates.
- The collaborative approach to learning about, developing and using quality assessment practices including, but not limited to:
 - Exploring the use of alternative assessments during mid-term assessment week.
 - Ensuring the accuracy, validity and reliability of classroom assessment through regular sharing of assessment tools and group or shared marking
 - The practice of reassessment, which provides students with a second opportunity to demonstrate that they meet learning standards following some remedial work



- The extensive use of student self reflection and self assessment, especially as it pertains to the core competencies and English language usage in class
- The highly collaborative administrative team comprised of the principal, vice principal and education coordinator whose collective efforts have contributed to providing a positive learning climate for both students and staff.
- Providing numerous opportunities for staff to take on leadership responsibilities.
- The demonstrated commitment of the administrative support team to provide quality service to the B.C. program.
- The high level of support provided to teachers by the School and CMLES and especially the systemic contributions made by teachers in this School in implementing the new B.C. curriculum in the current and previous years.
- The intense, multi-faceted approach to English Language development, including, but not limited to cross curricular teaching strategies, two hundred hours of English in grades 10 to 12, reading in homeroom, Bridging and Foundations courses, and weekly self-reflection rubrics on English language usage in all classes.
- The extensive level of support provided to students in researching post-secondary opportunities, making informed decisions, and engaging in the application process.
- The support provided to students who are struggling with social, emotional and academic challenges.
- Addressing the quality standards promoted by CMLES and provided by AdvancEd and the International Society for Technology in Education (ISTE) and for the commitment to the use of data to inform decisions around programs and services.
- The active engagement of the owner/operator in the management of the China Maple Leaf Educational System through his systemic vision and direction as demonstrated by the system's development of detailed five-year growth plans.

Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 28, 2019, the owner/operator provide the Executive Director of International Education and Independent Schools, responsible for B.C. Global Education Program - Offshore Schools, with a plan and an accelerated timeline for proposed implementation of the following items:

- 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.



SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools that, contingent on responding to the above requirement to the satisfaction of the Executive Director, the British Columbia education program offered at Maple Leaf International School – Wuhan continue to be recognized as a British Columbia-certified school.

