

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL -TIANJIN

TIANJIN

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 16-18, 2020

INTRODUCTION

On November 16-18, 2020, an online certification inspection was completed on Maple Leaf International School-Tianjin (MLIS-T) in Tianjin, 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. Rob Comeau and Mr. Henry Contant (Chair).

The School's BC program has a reported enrolment of 616 students in grades 11-12 with 293 students enrolled in grade 11 and 323 students enrolled in grade 12. Since MLIS –Tianjin is transitioning from the BC curriculum to the Maple Leaf World School Program this current 2020-/1 school year, the 280 grade 10 students are no longer in the BC program. The launch of the World School curriculum and the impact of the COVID-19 pandemic accounts for the significant drop in enrolment numbers in the BC program. This number does not include 84 students currently enrolled in the ESL Bridging program and 113 students currently enrolled in the ESL Foundations program.

During their virtual visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met virtually with the School's Superintendent, BC Principal, two BC vice-principals, department heads of English, Social Studies, Math, Science and ELL. In addition, the Team also met with the academic advisors, administrative support staff and 6 high school students in grades 11-12.

The Team also reviewed the inspection survey responses of 17 BC program teachers.



The Owner/Operator, China Maple Leaf Educational Systems (CMLES) is responsible for the BC program. MLIS-T is one of fourteen Maple Leaf Educational Systems Schools in China offering the BC program. There are other educational programs being offered on the same campus as the BC program such as a Chinese elementary and middle school feeder program. All these programs are under the authority of China Maple Leaf Educational Systems.

During the current 2020/2021 academic year, MLIS -Tianjin has begun the transition from the BC program to the Maple Leaf World School Program, beginning with grade 10 this current year. MLIS-Tianjin supportive of the grade 11 and 12 students enrolled in the BC program and is committed to ensuring their graduation with the BC Dogwood certificate. The CMLES system continues to offer the BC curriculum in three foreign nationals schools, with plans to add more BC foreign nationals schools in the near future. CMLES's vision and direction continues to have the educational approach as follows:

The Maple Leaf Educational System BC program's philosophy, objectives and special features include:

- An educational philosophy that 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 global society.
- An educational philosophy that assumes that every child has a strong desire to learn and to develop an understanding of the world, to share their knowledge, and to communicate their understanding, thoughts, and feelings through wide-ranging personal expression.
- An international education that emphasizes academic excellence within a supportive community that respects and promotes cultural norms and traditions for both Chinese and international students.
- Each school promoting and appreciating the diversity of people and cultures, providing an optimal environment for learning and teaching, and offering a globally respected curriculum that inspires in its students the spirit and ideals of global citizenship.
- Measuring each school's success by the extent to which they guide each student in the exploration of their interests, assist them in the accomplishment of their goals and promote a sense of self-fulfillment and pride.
- Working to develop students to their best potential and to provide them with a world of opportunity.

The Team would like to thank Maple Leaf International School - Tianjin for its cooperation and preparedness for the inspection visit.



The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>Confirmation that it has a valid Letter of Exemption in place for the four new teachers currently without BC certification who have recently arrived at the School.</p> <p>The Superintendent reported that required Letters of Exemption were eventually received for the four teachers who had arrived at the School in November 2019.</p> <p>Complete the transition to the new curriculum in PHE 11, PHE 12, Digital Media 11, Digital Media 12, Marketing 11, Studio Arts 11 and Studio Arts 12.</p> <p>The Superintendent confirmed that curriculum documentation demonstrating compliance with the BC redesigned curriculum was completed shortly after the 2019 inspection for the following courses, namely, PHE 11, PHE 12, Digital Media 11, Digital Media 12, Marketing 11, Studio Arts 11 and Studio Arts 12.</p> <p>The Team is satisfied that the School has met all requirements of the previous inspection report.</p>			
<p>Commendation:</p> <p>The Team commends the School for the thorough follow-up on the requirements of the previous inspection report.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has experienced an overall declining enrolment trend with the COVID-19 pandemic being a major factor causing declining enrolment trends not only at MLIS-Tianjin but throughout the CMLES. The School reported that increasing enrolment is a goal shared by the BC and Chinese staff at the School.</p> <p>In MLIS-Tianjin the new Principal is tasked with participating in a variety of events to enhance the recruitment of students. There are events held onsite, as well as other sites including the Tianjin Huayuan campus. The PR/recruitment events are ongoing throughout the year.</p>		



As reported in the School's Annual Report, "CMLES target market is middle class families who have become very affluent in an expanding economic market in China. Families are familiar with the Maple Leaf brand and trust the organization to deliver an excellent educational program that will enable their children to graduate and successfully enrol in the top 100 universities in the world." In the previous (2019-2020) academic year, 78% of Maple Leaf graduates across China received offers from the top 100 universities. Chinese families appear very aware of global economics and politics and have an expectation that their children will work hard in achieving good results in high school, (presumably within the MLIS high school system and beyond.)

CMLES has identified a number of 2020/21 system goals that are being carried out at MLIS-Tianjin and the other MLIS schools that offer a BC program. These include:

- analyzing the external review completed in the spring of 2017 through the *Cognia* accreditation that focused on continuous improvement. The schools are working on the fourth year of the improvement strategy.
- continuing the use of the Maple Leaf 12 Teaching Strategies by all teachers in all lessons across all subject areas. CMLES will conduct a qualitative assessment to determine the success of these strategies.
- ensuring that the grade 1-12 BC program curriculum is delivered to students in an effective manner within the challenges of COVID-19, where some teachers are unable to return to China due to border closures and visa restrictions, and the curriculum is delivered in a blended face-to-face and online educational program.

Additional improvement priority goals include:

- enhancing opportunities for students to excel in English language learning.
- increasing student engagement; implement ELEOT Classroom Observation Tool.
- developing and maintaining the IT infrastructure to provide for the teaching, learning, and operational needs of teachers and students to reliably enable meaningful integration of IT in classroom learning.
- reviewing factors that impact on the retention of international teachers and develop a strategic plan for ongoing enhanced recruitment and retention.
- reviewing factors that impact on high school student satisfaction and their success in completing the requirements for graduation and develop strategies for student retention.

The Superintendent shared with the Inspection Team the 'big picture' expansion plans of CMLES over the next 5 years. These included:



Establishing 10 School Districts in China with an overall enrolment of 100,000 students. The current enrolment in 100 schools is 47,000 students. In addition to the Hianan, Hubei and Tianjin School Districts, Maple Leaf will expand to Yangtze River Delta, Liaoning, Southwest, Jiangsu, Henan, Guangdong-Hong Kong-Macau, Shandong, Xi'an and Inner Mongolia.

In addition, CMLES acquired two schools on three campuses in Malaysia and Singapore, increasing the overall enrolment by 4,500 students. Malaysia ML Kingsley International School with an enrolment of 1,050 students studying the A-Level curriculum and Canadian International School, offering the IB program to 3,450 students have been acquired by CMLES.

Plans are in place for a new high school to open in Hohhot in September 2021, with plans for a BC foreign nationals school as well.

Commendation:

The Team commends CMLES for its expanding vision of continued development, growth and global impact and commitment to the BC program through its expansion of BC foreign national schools.

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).

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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Comment:

MLIS-T holds appropriate Chinese provincial verification. Within the limitations of a virtual inspection, the Team is satisfied that the facilities are in compliance and are suitable to support the BC program.

Within the past two years it has been reported that the School has:

- Completed the construction of a new 10-story teaching building. Many MLIS-Tianjin teachers now have their own classrooms in the new building. The new instructional space also includes two new computer labs
- Completely refurbished 2 science labs and a Foods and Nutrition lab
- Added two media green rooms
- Added a dance studio
- Refurbished the playing field



Commendation:

The Team commends the School for its ongoing commitment to renovate current facilities and build additional facilities and learning spaces to support the BC Program.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

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

As reported, MLIS-Tianjin has written approval from the local government to operate a BC graduation program that offers a dual credit diploma to graduates. Because of the sensitivity to go back to authorities and ask for approval a second time after it has been granted, Maple Leaf's letter of no objection is not in the format as outlined in the Agreement but it still grants Maple Leaf the ability to provide the BC program to students in grade 10-12, even though the BC program is now only serving grade 11 and 12 students.

The Team confirms that translation of government-approved documents were submitted along with the School's Annual Report.

Commendation:

The Team commends the School for the positive relationships it has built and nurtured with the local government entity of Tianjin-TEDA.

2.04-2.05 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team reviewed translated copies of building and cafeteria inspections. All reports indicate that the School is in compliance with local regulations and authorities and facilities are suitable to support the BC program.

The Team was able to verify that inspection of the new teaching/classroom building was completed and required certifications appear to be in place.



All Maple Leaf schools are provided with policies to guide schools in dealing with emergency procedures, fire and earthquake plans. These are documented and outlined in the CMLES Handbook of Policies and Procedures, Section III, under Emergency Evacuation Procedures. Unplanned temporary closures are also covered, such as an electrical blackout procedure.

The School has implemented specific health and safety protocols due to the COVID-19 pandemic.

The Superintendent reported that CMLES continues to develop additional system-wide school emergency plans, protocols and guidelines reflective of the current realities of the COVID-19 global pandemic. These system-wide emergency plans, protocols and guidelines will then direct further specific plans at each Maple Leaf School, including MLIS-Tianjin. Local plans will continue to be vetted by the Offshore School Representative for accuracy and functionality.

Commendation:

The School is commended for its implementation of specific health and safety protocols due to the COVID-19 pandemic.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Maple Leaf has provided the MOE with a letter that the present OSR is permitted to remain in his position until June 2023 when Maple Leaf transitions from the BC program to the ML World School Program.

The OSR also acts as the Superintendent for ML Global Educational Systems as well as serves on the CMLES Board of Directors as Executive Director.

In the absence of the OSR, Maple Leaf authorizes the Superintendent of Schools and Assistant Superintendent to act on behalf of China Maple Leaf Educational Systems (CMLES) in the following capacities:

- The Superintendent/Assistant Superintendent are appointed by the OSR and the CEO, Dr. Sherman Jen to act for the company.
- The Superintendent is authorized to make binding decisions on behalf of Maple Leaf.



- During the inspection process, the Superintendent/Assistant Superintendent act on behalf of the OSR in the following capacities:
 - Act as the ownership liaison representative to the Inspection Team
 - Ensure compliance by the schools of the terms of the Offshore Certification Agreement
 - Ensures that schools address the suggestions and requirements arising out of the inspection
 - Supports and directs the administration of the school in delivering the BC Education Program
 - Assists in teacher recruitment and hiring
 - Directs school administrative and support staff to assist new teachers with work permits, visas, accommodations, professional development and dispute resolution
 - Assists the OSR in the transfer to data as outlined in Schedule F that is required for the annual reports
 - Participates in and supports the inspection team in conducting the annual inspection.
 - Reports any school operational changes to the Ministry in a timely manner
 - Hires principals and vice-principals for BC International Schools
 - Determines staffing requirements for BC International schools
 - Adjudicates teacher professional conduct and informs the Commissioner for Teacher Regulation when a teacher has breached the BC standards for educators

Essentially, the Superintendent/Assistant Superintendent are the ML representatives on the ground in China who work in co-operation with the OSR in meeting BC Ministry policy and compliance issues that regulate the BC program in BC-certified offshore schools in China.

The Team confirms that the Offshore School Representative is aware of his/her 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 Team commends the OSR and Superintendent for the level of administrative and curricular support given to the School's leadership team, the administrative support staff and BC program teachers.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School has a new administration team with a new principal coming to MLIS-Tianjin after serving as a principal in Eastern Ontario for many years. The Principal was appointed in the spring of 2020 and served remotely as principal for several months due to the international travel restrictions resulting from the COVID-19 pandemic. However, following a 14day quarantine he was able to be onsite at the School by the beginning of October 2020.

The School applied for an exemption for the Principal of MLIS-Tianjin from the requirements to have a minimum of three years of experience in a British Columbia public, independent or offshore school and to hold a current and valid BC Certificate of Qualification or an Independent School Teaching Certificate.

The Team confirms that the Ministry approved the request to exempt the Principal from the above with four conditions.

The Principal's job description is comprehensive, outlining all elements required in the Agreement. He is supported by a returning VP and a new VP/Registrar who was previously employed at MLIS-Tianjin as an academic advisor. Two educational coordinators and two new academic advisors also serve on the leadership team.

In addition, the Leadership team is supported by department heads in ADST, Business/IT, English 11, English 12, Math, PE, Science, and Social Studies.

Commendation:

The Team commends the School and Principal for developing a strong culture of leadership development as evidenced by the role of department heads, educational coordinators, and vice principals within the school system.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that two VPs are responsible for day-to-day discipline issues, meetings with students and parents and supporting the principal with various tasks. The School



employs two education coordinators, who work closely with the Chinese counsellors. These counsellors make connections regarding attendance and school rules issues and work closely with the VPs.

The School employs two secretaries that work with the administration team—the BC secretary for the Principal provides translation support along with clerical support for the Principal & VPs. The other BC secretary works with the rest of the BC teaching staff.

Support includes procuring supplies, organizing transcripts and providing translation for teachers as needed. In addition, the School employs two additional secretaries in the Foreign Affairs Office that also work closely with the leadership team regarding new hires and finance. Their tasks include such things as assisting teachers in obtaining an annual visa update, medical exams, and such things as supporting staff regarding obtaining housing, banking, phone sim cards etc.

The School’s admissions staff is part of the Chinese staff, working closely with the principals’ office, and the Registrar.

Commendation:

The Team commends the administrative support staff for their tremendous support to the BC Principal, vice-principals, and BC program teachers. Their efforts and willingness to ‘go the extra mile’ in support of others has only been made even more evident by the crisis brought on by the COVID-19 pandemic.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Considering the limitations of a virtual inspection, the Team relied on previous inspection reports to confirm that student records are securely stored in filing cabinets in the Records Room. In addition, each student had a Permanent Student Record (PSR) card showing the Personal Education Number (PEN), school and attendance record and historical achievement records by grade/year. The file also contained the student’s report cards and English language assessment, as well as Chinese policies and letters.

The Team was unable to confirm that all student and parent consent forms have been updated based on the Ministry guidelines for the 2020/21 school year.



Requirement:

The School must confirm that all student and parent consent forms have been updated based on the Ministry guidelines for the 2020-21 school year.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

Most of new teachers hired are in the process of applying for either a Certificate of Qualification (COQ) or an Independent School and Subject Restricted (ISSR) certificate. Due to COVID-19 restrictions, a number of teachers who are 'caught' behind border closures, university office closures and documentation accessibility issues, are struggling to provide the TCB with the documents needed to apply for the COQ or ISSR certificate.

It was reported that currently 11 teachers who are applying for a COQ or an ISSR certificate possess a Letter of Exemption (LOE) issued by the Independent Schools and International Education Branch.

At the time of the inspection 3 BC program teachers' certification remains in process. The Team encourages the School apply for a second Letter of Exemption for these teachers.

One teacher was terminated last year due to unprofessional conduct and was reported to the Commissioner for Teacher Regulation.

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

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team acknowledges that the School has worked hard over the last year to fully implement the new grade 11 and 12 BC curriculum. There is evidence of the Big Ideas and First Peoples Principles of Learning woven into the curriculum. There is also evidence that the School has devoted a large part of their professional development to learning about and implementing strategies to support student success in the new curriculum. Under the MOE-



Maple Leaf Transition strategy, grade 10 students are currently enrolled in the ML World School Program, grade 11's will follow in 2021/2022 with the first graduates of the ML World School program take place in 2022/2023.

The MLIS Assistant Superintendent of Curriculum and Professional Development, together with the system coordinators and department heads in each of the core curricular subjects have worked collaboratively to ensure that teachers are familiar with the new BC curriculum and the pedagogical shifts that accompany the new curriculum. The full graduation program was implemented in 2019/2020, with all teaching and learning happening online during the second semester.

Commendation:

Given the landscape of online and face-to-face opportunities that have plagued the educational scene since the outbreak of the COVID-19 pandemic, the Team commends the School for their vigorous and effective approach to professional development around the redesigned curriculum, the swift implementation of the "Canvas" platform to support their students and the continued professional atmosphere created by the leadership team.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets the requirements for English language assessment and acquisition. The Principal is responsible for administering, managing and making final decisions on student admission and assessment of English language skills. The assessment is comprehensive in nature consisting of an oral interview and reading, listening and speaking components. Students are then enrolled in a graduated system for entry into the BC program, consisting of a Foundations program, Bridging program or direct entry in the BC program.

Students are supported in their English language learning in a number of ways:

- Key teaching strategies shared by ELL staff at staff meetings
- School-wide encouragement of spoken English through a "Speak English Wednesday" initiative in the school.
- Students that might need more support in academic studies are offered help in the "Success Center".



Commendation:

The Team commends the ELL resources of 10 staff, combined with the use of detailed rubrics and assessments to assist with student placement into the correct pathway into the BC program. This shows a high level of commitment to English language acquisition.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the inspection catalogue for offshore schools.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The School follows procedures and maintains records that align with the International Student Graduation Credit Policy. The School offers one BAA course: Psychology 12. The course documentation has been updated by CMLES to reflect the redesigned curricular framework and have the appropriate Ministry approvals.

The following courses fall under the exempt course category to support the acquisition of a Dual Chinese / BC Dogwood Diploma.

-Chinese Social Studies 11 (YSSC11), 12 (YSSC12)

-Chinese Mandarin 11 (Man 11), 12 (Man 12)

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

Course overviews are developed centrally through CMLES and ensure consistency throughout the teaching staff. The student learning experiences, and assessment practices outlined in the documents are congruent with the foundational principles of the new curriculum.

Accommodations to support English language learners have also been implemented in the curriculum, and a phased-in entry into the BC program is in place to help students develop the language skills to be successful. Those struggling students have access to a 'Success Room' (Learning Resource Center) to work on enhancing their skills.



Maple Leaf hires teachers from US, UK, Ireland, Australia, New Zealand and South Africa, where the teaching methodologies are more teacher directed. Therefore, department heads and system coordinators have been very helpful in transitioning teaching methodologies to support inquiry-based learning within the new BC graduation program. In summary, the implementation of the redesigned curriculum has progressed smoothly, largely due to the structured support offered by Maple Leaf System coordinators, curriculum writers and oversight by the head office by the Assistant Superintendent of Curriculum and Professional Development.

There are a limited number of staff currently at the School due to the COVID-19 pandemic with other teachers teaching remotely from other countries throughout the world (Canada, Ghana, Jamaica, South Africa, etc.). Therefore, a significant focus of the administrative team has been to continue to connect teachers with their department heads in discussions related to instructional strategies and assessment pertaining to aspects of the redesigned curriculum.

Commendation:

The leadership team along with their support staff are commended for modelling and tirelessly providing support for the whole staff during a difficult time. They have created an environment where staff feel connected to the School even though several teachers are still teaching remotely from their country of origin.

2.22 The School meets the instructional time allotment requirements as outlined in section 4.5 of the inspection catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

At MLIS- Tianjin, each course consists of the following approximate lengths:

- 1 Term = 45 days
- 1 Semester = 90 days
- Linear = 180 days. The minimum number of instructional hours for a 4-credit course is 100.

The school day provides for 6.2 hours of instruction per day, totalling 1116 hours per year, exceeding the Ministry requirement of 850 hours. The reason for this is to allow sufficient time to fully cover all curricular and core competencies of the course in the English language.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

This year all CMLES schools have renamed the mid-term week “Assessment Week”, rather than “Exam Week”. This was done recognizing that by holding an exam week, the School creates the expectation that teachers use only exams as a mid-term assessment. By changing the focus to “Assessment Week”, the leadership team encourages teachers to choose a variety of assessment strategies, not only written exams.

The Team confirms that the School meets the requirement for assessment methods. Departments ensure consistent evaluation through some shared marking. 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 be reassessed 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 labs.

The Team review the Ministry of Education Inspection Data Report with the English department.

Commendation:

The Team commends the Social Studies department for their lead on team marking and calibrating activities they are involved in. Teachers across all departments are exploring deeper learning in the area of assessment and are asking the right questions regarding improving their assessment practices.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Two Science labs have been recently renovated and upgraded with sufficient resources to support the grade 11-12 students. The purchase of online library resource (ProQuest: Canadian Curriculum Edition E-Library) also support in-class research.



The School has a 400 Mbps bandwidth to support online learning.

There is also a clear policy in place to ensure all learning resources used in the School are approved by either the assistant superintendent if purchased from head office, or the BC Principal if purchase locally.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The School uses *PowerSchool* as its marks gathering and report card generator. Progress is reported to parents through this program and parents are updated on student progress by teachers through email.

The School utilizes six reporting periods, four formal reports and two interim reports. Transcript evidence confirms the addition of the Numeracy and Literacy assessment results on the report card. The report card complies with the program requirements as outlined in Schedule C of the Agreement.

Student self-assessments on the core competencies are reported on the final report card of the year.

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

Requirement
Met

Requirement
Partially Met

Requirement
Not Met

Comment:

The Team reviewed the School's updated 2020/21 parent/student handbook. A Chinese translation of the 53-page handbook follows the English version, section by section for easy reference in both languages. Currently the handbook references grades 10-12, making little to no distinction between the ML World Curriculum (current grade 10's) and the BC curriculum.

The handbook contains appropriate information for students and their parents on such topics as the vision, mission and beliefs of CMLES, the curricular programs for the BC graduation program grades 10-12, the ESL Pathways (Foundations and Bridging program), assessment,



the School's schedule / timetable, and a number of school policies that directly impact students and their parents.

These include such items as Student Behavior Policy, Attendance and Lates, Appeal Process, Wi-Fi and Laptop Student use, Course Drop & Course Change, Academic Advising, Summer School Program and Student Athletic Code of Conduct.

In short, the MLIS-T parent/student handbook is relevant, informative and very helpful for parents and students alike.

Commendation:

The Team commends the School for developing a parent/student handbook that is relevant, informative and helpful for parents and students alike.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed the School's updated 2020/21 teacher handbook. The extensive handbook contains detailed information required by teachers to help them understand their unique roles and responsibilities as professional teachers with the BC Offshore School Program in China.

Topics covered within the Handbook include such items as:

Section I: Maple Leaf International High School System Calendar for Year 2020/21

Section II: Student Matters

Section III: Student Safety

Section IV: Professional Conduct

Section V: Performance Management

Section VI: Payroll Administration and School Budgeting

Section VII: Hours of Work

Section VIII: Employee benefits

Section IX: Conditions of Employment

Section X: Communications

Section XI: Employment Separation

Appendices

APPENDIX 1 – Teacher Recruitment

APPENDIX 2 - Required HR Forms

APPENDIX 3 - Student Safety Instructions for Extracurricular Activities



- APPENDIX 4 - Employee Travel and Reimbursement Policy
- APPENDIX 5 - Field Trip Forms
- APPENDIX 6- Foundations, Bridging, and Full BC Program Requirements

In summary, the Staff Handbook is clear, extensive, and informative.

Commendation:

The Team commends the School for the development of a clear, extensive, and informative staff handbook.

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

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
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Comment:

The School provides the opportunity for students to take the following courses via Distributed Learning this semester:

- Anatomy and Physiology 12 (3 students)
- Chemistry 11 (9 students)
- CLE (19 students)
- Fashion Industry 12 (1 student)
- Foundations of Math and Pre-Calculus 10 (6 students)
- Food Studies 11 (2 students)
- Physics 11 (10 students)
- Pre-Calculus 11 (8 students)
- Pre-Calculus 12 (24 students)
- Science 10 (3 students)

All these courses are offered through the Ministry approved distributed learning service provider: School District #73 Global Education, Kamloops, BC.

The School is aware that credit for DL courses that cover the graduation program, and which meet the graduation requirements can only be given by the offshore school following equivalency review by the offshore school.

The School uses members of the administrative team (academic advisors, success room teachers and education coordinators, department heads) to support students taking DL courses.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Maple Leaf International School – Tianjin for:

- the senior leadership team’s thorough preparedness, active engagement and full cooperation both before and during the virtual inspection. The submitted 2020 Annual Report was excellent and an accurate reflection of the School’s current situation.
- its ongoing commitment to renovate current facilities and build additional facilities and learning spaces to support the BC Program.
- its implementation of specific health and safety protocols due to the COVID-19 pandemic.
- the level of administrative and curricular support given to the School’s leadership team, the administrative support staff and BC program teachers by the OSR, Superintendent, and Assistant Superintendent.
- the School and Principal developing a strong culture of leadership development as evidenced by the role of department heads, educational coordinators, and vice principals within the school system.
- a full complement of administrative support services that are all designed to support the School’s administration, teachers and EA’s in the effective delivery of its educational program.
- the implementation of a rigorous English language proficiency assessment and advancement program that more readily ensures students are prepared to be successful in the BC graduation program.
- the vigorous and effective approach to professional development around the new curriculum, the swift implementation of the “*Canvas*” platform to support their students, particularly when remote learning was needed due to COVID-19 restrictions, and the continued professional atmosphere created by the leadership team.
- the system and school support, including personnel and professional development that have been applied to the implementation of the new BC curriculum.



Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2021, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The School must confirm that all student and parent consent forms have been updated based on the Ministry guidelines for the 2020/21 school year.

NOTE FROM MINISTRY:

The requirement listed above has been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.

SUMMATIVE RECOMMENDATION

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

