

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - TIANJIN

TIANJIN

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 5-8, 2018

INTRODUCTION

On November 5-8, 2018, a 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 (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 Theo Vandeweg and Cathy Lowenstein (Chair).

The School's B.C. program has an enrolment of 1202 students in grades 10-12. This encompasses the Bridging program which has 216 students and the Foundations program which has 120 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 B.C. principal, B.C. superintendent, B.C. teachers, department heads, support staff, and administrative team. The Team met with school personnel and reviewed files, certificates, handbooks and policies.

The owner/operator, China Maple Leaf Educational Systems (CMLES) is responsible for the B.C. program. MLIS-T is one of ten Maple Leaf high schools in China offering the B.C. program. There are other educational programs being offered on the same campus as the B.C. program such as a Chinese elementary and middle school feeder program. All these programs are under the authority of China Maple Leaf Educational Systems.



The B.C. program's philosophy, objectives and special features include:

- The blending of the best innovations and higher-level thinking, western educational model with the cultural richness and discipline of the traditional Chinese educational model in order to prepare students to meet the challenges of living and working in a more internationalized society,
- Supporting students to learn and develop an understanding of the world, to share their knowledge and to communicate their understanding, thoughts and feelings through a wide range of personal experiences,
- An international education that emphasizes academic excellence within a supportive community,
- Promotion of and appreciation for the diversity of people and cultures, and optimal environment for teaching and learning, and a globally respected curriculum that inspires in its students the spirit and ideals of global citizenship,
- Guiding students in the exploration of their interests and assisting them in the accomplishments of their goals,
- The creation of a diverse, dynamic and engaging learning environment where students feel safe, supported and empowered to fully develop their abilities, interests and creative talent so that they meet their best potential in a world of opportunity.

The Team would like to thank Maple Leaf International School-Tianjin (MLIS-T) 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
Comment: There were no requirements entered in the previous inspection report from 2016.

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
Comment: The Team reviewed the 2018/19 annual report that includes a business plan outlining the long- term sustainability of the B.C. program. The School is working on goals for the 2018/19 year which include: <ul style="list-style-type: none"> • CMLES system goals as developed by B.C. superintendent and senior leadership.



- Ministry of Education goals as required for the implementation of the graduation program.
- *AdvancED* accreditation goals which are in the second year of improvement initiatives which address system wide school improvement goals with Maple Leaf schools. The two-year improvement strategy outlines the goals and strategies in achieving success as well as evidence that validates improvement.
- Staff and community goals as developed by the school goals committee.

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:

MLIS-T holds appropriate provincial verification. The Team is satisfied that the facilities are in compliance and are suitable to support the B.C. program.

Since the last annual certification inspection, the School has:

- Improved the internet connectivity which was a suggestion from the last report,
- Implemented a new *Power School Data System* with a parent portal so parents can better monitor their child's attendance and progress,
- Realigned their administrative structure,
- Celebrated its 10th year in operation.

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 Team viewed 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 B.C. program.

During the inspection, the Team noted that the MLES emergency plans for the 2018/19 school year had not been operationalized at the school level, nor had the plans been vetted by the offshore school representative for accuracy and functionality.



This documentation was done during the inspection and plans to operationalize the plan is scheduled for the coming weeks.

The School must operationalize its emergency plans for 2018/19 and ensure that these procedures are specific to MLIS-T.

The School is also required to confirm that initial drills have been completed and will conduct subsequent drills as per schedule.

Requirement:

The School must operationalize its emergency plans for 2018/19 and ensure that these procedures are specific to MLIS-T. The School is also required to confirm that initial drills have been completed and will conduct subsequent drills as per schedule.

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) roles and duties meet requirements as per the Agreement with the province.

The superintendent of schools: BC program represented the OSR during the inspection and 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 operations.

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 first year of leadership at the School but is an experienced educational leader with a range of experience in B.C. schools. He meets the requirements as outlined in section 3.2 of the inspection catalogue.

The principal's job description is comprehensive, outlining all elements required in the Agreement.



As the principal is in his first year and adjusting to a large school, the Team encouraged the principal to take advantage of the CMLES robust network of leadership support.

3.3 The School meets the administrative support requirements as outlined in section 3.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team viewed a detailed organizational structure of administrative support that is clearly designed to support and strengthen the B.C. program.

There are two vice-principals who have teaching responsibilities when deemed necessary. Three education coordinators work between the B.C. program and the Chinese School on issues of attendance and school policies. They are considered vice-principals in training for the B.C. program.

The B.C. secretary to the B.C. principal is responsible for student records, translation support and various clerical duties.

There are other various employees that provide administrative support for the B.C. program. The Team confirmed that the School has suitable administrative support for the program and meets the requirements outlined in the inspection catalogue.

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 requested to inspect the student record documents as outlined in section 3.4 of the inspection catalogue. The School could not easily produce the information and the documents were not maintained or stored in an organized space.

The Team reviewed student files from grades 10, 11 and 12 which contained past report cards only. Upon further inspection, individual student records were missing critical documents that are necessary as set out in section 3.4 of the inspection catalogue.

The Team had a detailed conversation with the principal and outlined the expectations in this regard indicating that all individual student records must have the necessary components as outlined in the inspection catalogue and must be maintained and securely stored.



The School is transitioning to paperless records; however, this process requires careful attention. Current individual paper-based student records were missing required documents. Furthermore, electronic student records were missing appropriate distributed learning (DL) enrolment references. All individual student records must have all the necessary documents and must remain current and securely stored.

The student and parent consent forms have been updated based on ministry guidelines for the 2018/19 school year but have not yet been filed.

Requirement:

Current individual paper-based student records were missing required documents. Electronic student records were missing appropriate DL enrolment references. All individual student records must have all the necessary documents and must remain current and securely stored.

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:

MLIS-T has 10 teachers on staff who are currently awaiting Teacher Regulation Branch (TRB) certification and are working on an approved exemption until December 5, 2018.

The Team requested verification from the principal demonstrating that all required documents had been submitted to the TRB for evaluation.

As the School attempted to gather the requested information, it became clear to the team that some teachers had not yet submitted mandated documents to the TRB that are necessary for certification by December 5, 2018.

The Team strongly suggests that CMLES develop a systematic tracking process for teacher certification to support system and school level needs.

The Team had a discussion with the superintendent and principal regarding contingency planning for the potential staffing issues that may arise due to teachers not meeting the approved exemption date deadline for certification.

This will become a critical issue when the approved exemption expires on December 5, 2018.

It is recommended that the school and system address this issue immediately.



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:

Both the China Maple Leaf Education Systems (CMLES) and the Maple Leaf International School - Tianjin (MLIS-T) are commended for having actively prepared during both 2017-18 and current school year for the 2018-19 implementation of the grade 10 curriculum.

Significant School-based (MLIS-T) and system-wide (CMLES) professional development opportunities, include:

- July Offshore School Professional Development Workshop and B.C. Principals and Vice-Principals Short Course in July 2018,
- Orientation and introduction to the Maple Leaf Global and B.C. Curriculum for new staff in August 2018,
- Ministry Outreach presenter, prepared 2 webinars on the B.C. system and core competencies that were used as an introduction for Maple Leaf staff,
- System-wide and School-based Pro-D in August 2018,
- System-wide Professional Development Day with two notable presenters, held in Dalian, China.

Both CMLES and MLIS-T have developed extensive professional learning communities. It is evident that in all grade 10 subject areas, Big Ideas and Curricular Competencies are being addressed. Also, at the grade 11 and 12 levels, many courses are including new curriculum explorations. Furthermore, First Peoples Principles of Learning are being integrated into grade 10 subjects and explored in other grades. The teaching staff is commended for creatively promoting realistic student self-assessment opportunities (including weekly self-reflective journaling) with this school year focusing particularly on the communication core competency.

The Team noted multiple professional development opportunities (both system-wide and school-based) are planned throughout the current school year with focus on new curriculum, administration, and technology.

Commendation:

CMLES and MLIS-T are commended for extensive system-wide and school-level professional development and collaborative new curriculum implementation (grade 10) and exploration (grades 11 and 12).

The teaching staff is commended for creatively promoting realistic student self-assessment opportunities.



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:

CMLES has developed several proprietary system-wide strategies to enhance student success in English language acquisition, including:

1. A graduated entry system at the grade 10 level uses proficiency testing (which includes a standardized test based on reading comprehension and listening skills, a written component comprised of an original composition and an oral component comprised of an interview with a native English speaker) and places students either in the Foundations, Bridging or full B.C. program. Students are able to advance from Foundations to Bridging or from Bridging to full B.C. program upon successful completion of a B.C. entrance exam.
2. Maple Leaf has 3 key English language instructional strategies for use by all teachers throughout the system. The Maple Leaf vocabulary books which teach the GWL and AWL word families to students
3. 'Maple Leaf Global Curriculum' (which encompasses 12 specific English acquisition strategies) addresses the specific needs for the second language English learner in China and aligns with B.C. ministry curricular requirements.

Furthermore, each CMLES school receives support from English language system coordinators and has instituted a 20-minute literacy block daily homeroom time focus on sustained silent reading of English novels.

Commendation:

The support for ESL students through targeted intervention and acquisition strategies addresses the specific needs of second language learners in China and aligns with the B.C. ministry curricular requirements.

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 does not offer equivalency, challenge or exemptions. Several CMLES developed BAA courses are offered at MLIS-T, including Canadian Culture and Language 10, Developmental English, Psychology 12, Applied Skills: Active Living, and Teacher Assistant 12.



These courses were reviewed by the inspection Team and are redesigned according to the new BAA course template.

A review of the exempted courses (Mandarin 10/11/12 and Art 10/11/12) confirms a rigorous course of study. The School is commended for an excellent collaborative and mutually supportive working relationship between Chinese and B.C. program teachers.

Commendation:

MLIS-T is commended for developing an excellent collaborative and mutually supportive working relationship between Chinese and B.C. program teachers.

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:

CMLES has assigned a curriculum team to develop and support curriculum development that ensures alignment of its CMLES global curriculum with B.C. ministry new curriculum, ensuring the inclusion of the elements of the new BC curriculum. These include Know, Do, Understand; Big Ideas; First Peoples' Principles of Learning; project and inquiry based learning; and authentic assessment.

The CMLES system coordinators, department heads, and curriculum writers are assisting grade 10 teachers with implementation and providing grade 11 and 12 teachers with the opportunity experiment with all of these elements over the course of the next year.

Several grade 11 courses (New Media 11, Literary Strategies 11, and Explorations in Social Studies 11) have been developed for teachers to explore this year. The CMLES system coordinators for Math and English language Arts are working with teachers across the curriculum to integrate numeracy and literacy to ensure students are prepared for the literacy and numeracy assessments.

The Team noted the intentional and thorough implementation of the grade 10 curriculum changes and the strong professional collaborative effort.

Curriculum changes and implementation of core competencies are part of staff meetings and professional development activities.



MLIS-T has addressed the need for more literacy at the school level and have changed daily homeroom blocks into a newly purposed literacy block. This daily block requires students to purposefully focus on literacy though reading, speaking, or writing English. MLIS-T uses a variety of literacy activities on Fridays with mandatory written self-reflections through journaling.

Commendation:

The School is commended for intentional and thorough implementation of the grade 10 curriculum changes and making it a professional collaborative effort.

MLIS-T is commended for addressing the need for more literacy by introducing a daily literacy block to focus on literacy though reading, speaking, or writing English.

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 School meets the instructional time allotments requirements as outlined in the inspection catalogue for offshore schools. The timetable provides 6.2 hours per day and 1,128 hours per year. The School is in session for 180 days annually.

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:

Exam invigilation is rigorous and designed with utmost security in mind. Students are carefully invigilated during exam sessions, which are conducted as per exam schedule requirements.

The 2017 inspection data report tabulating exam and school mark correlations was discussed with the principal.

Overall performance was lower than provincial averages and school versus exam mark discrepancies were larger than provincial averages. The principal recognized that teaching classes with only ELL students makes it difficult to maintain assessment standards.



With respect to assessment strategies, teachers use clearly communicated performance rubrics to set evaluation guidelines and performance expectations. Assessments include formative and summative tools as well as self-assessment where appropriate. Department heads meet with their teachers regularly and they collaboratively review the student learning targets.

Commendation:

The School is commended for its highly secure examination protocol.

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:

The School has adequate resources to support student learning. The Team viewed the dedicated English library for the B.C. program. While no books have been purchased for this year as of yet, the library is organized, and a very welcoming space for students to collaborate for project work or to read a book in the *young readers' centre*. China Maple Leaf Educational Systems has purchased ProQuest: Canadian Curriculum Edition E-library and TumbleBook Cloud E-book Collection which is a website that has an enormous collection of books for reading, including some audio books and videos. The library also has books that are part Chinese and English.

All classrooms have Wi-Fi connectivity, LCD projectors and laptops for teacher use. The Team confirmed that teachers use a variety of on-line and digital resources to support and extend student learning.

The School has a computer lab with 40 networked computers for student use. In order to provide sufficient laboratory safety, the School is required to address the lab infrastructure and safety equipment, especially in light of the fact that the School uses alcohol burners.

The Team verified that the principal has signed off on learning resources purchased for the School.

Requirement:

In order to provide sufficient laboratory safety, the School is required to address the lab infrastructure and safety equipment.



4.8 The School meets the student progress report requirements as outlined in section 4.8 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team confirmed that MLIS-T complies with the student progress report requirements. The reports include letter grades, percentages, work habits and anecdotal comments. All subjects, including daily physical activity (DPA) were reported.

The School reports to parents six times per year. There are four formal report cards that are issued in November, January, April and June and three informal interim reporting periods in September and March.

The School holds planned parent meetings at different points in the year. The meetings are extra assurance that all academic information is communicated effectively, and progress is understood by students and their families.

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 School has a comprehensive parent/student handbook which has been updated for the 2018/19 school year.

The School has developed policies and procedures for appeals and dispute resolution as required under sections 9.14 of the Agreement.

The policies and procedures for appeals and dispute resolutions are printed in each of the student handbooks in both English and Mandarin. Students and parents are encouraged to read this carefully upon admittance to the B.C. program and in each subsequent year to ensure familiarity with all of the procedures.



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 reviewed the School's 2018-19 teacher handbook. The extensive system wide handbook detailed important information required for teachers to help them understand their unique roles and responsibilities as professional teachers with the B.C. offshore school program.

The handbook contains appropriate information for teachers and support staff and is categorized into eleven major sections and five appendices.

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.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School presently has 11 students taking courses through distributed learning (DL). The School has confirmed that all students taking DL courses are doing so through the Ministry approved distributed learning provider, Global Education SD #73. The School confirms that it provides B.C. staff to oversee the DL program and collects the final school percentages from the D.L. provider and sends the students final marks to the ministry.

Please refer to additional comments in Section 3.4 pertaining to student records.

CONCLUSION

Commendations

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

- An excellent, collaborative and mutually supportive working relationship between Chinese and B.C. program teachers,
- Extensive system-wide and school-level professional development and collaborative new curriculum implementation (grade 10) and exploration (grades 11 and 12),
- Teaching staff that are creatively promoting realistic student self-assessment opportunities,



- The support for ESL students through targeted intervention and acquisition strategies addressing the specific needs of second language learners in China and aligns with the B.C. Ministry curricular requirements,
- An intentional and thorough implementation of the grade 10 curriculum changes and making it a professional collaborative effort,
- Addressing the need for more literacy by introducing a daily literacy block to focus on literacy through reading, speaking, or writing English,
- A highly secure examination protocol.

Requirements

In order to meet the requirements of the *B.C. Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by April 30, 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 timeline for proposed implementation of the following items:

- The School must operationalize its emergency plans for 2018/19 and ensure that these procedures are specific to MLIS-T. The School is required to confirm that initial drills have been completed and will conduct subsequent drills as per schedule.
- Current individual paper-based student records were missing required documents. Electronic student records were missing appropriate distributed learning enrolment references. All individual student records must have all the necessary documents and must remain current and securely stored.
- In order to provide sufficient laboratory safety, the School is required to address the lab infrastructure and safety equipment.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education and Independent Schools 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 continue to be recognized as a British Columbia-certified school.

