

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF INTERNATIONAL SCHOOL – TIANJIN

TIANJIN

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 8-11, 2016

## INTRODUCTION

On November 8 - 11, 2016, a Certification Inspection was completed on Maple Leaf International School (MLIS-T) in Tianjin, China, termed 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 Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Brent Koot and Raymond Sutton (Chair).

The School's B.C. Program has an enrolment of 1251 students, in Grades 10-12. Of these 363 are in the Bridging Program. At the time of the Team's visit there were an additional 150 plus students in the Foundations Program.

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 a representative of the School's Owner/Operator, the B.C. Principal, members of the administration team, B.C. teachers and support staff.

The Owner/Operator, Maple Leaf Educational Systems (MLES), is responsible for the B.C. Program. In addition, MLES offers a Kindergarten to Grade 6 Chinese Program, a middle school (Grade 7 to 9) Chinese program and an English as a Second Language (ESL) high school program; all located on the same property but in different facilities. MLIS-T is one of eight Maple Leaf high schools in China offering the B.C. Program. MLES operates three foreign nationals K-9 schools and approximately 30 other pre-schools, elementary, and middle schools throughout China. This year MLES has opened a secondary school in Kamloops B.C.

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



- The blending of the best of the 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.
- Guiding students to explore their interests, assisting them in the accomplishment of their goals and promoting a sense of self-fulfillment and pride.
- The creating of a diverse, dynamic, and engaging learning environment where students feel safe, supported, and empowered to fully develop their abilities, interests and creative talents.

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>		
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
Comment: The 2014 report did not identify any requirements.		

## BUSINESS PLAN

<b>The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the Program.</b>	
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met
Comment: The Team reviewed all the items as outlined in the Business Plan submitted to the Ministry and confirms that the Business Plan is an accurate reflection of the School.	

## OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

<b>2.1 The Owner/Operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).</b>	
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met
Comment: The Team, after discussion, observation and review of the relevant documents, confirms that	



the Owner/Operator meets all the requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement.

**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:**

Copies of documents relating to the local building, safety and cafeteria codes and regulations were made available to the Team prior to their visit. During their time at the School the Team reviewed and confirmed the original documents.

The MLIS-T campus has adequate classrooms, specialist areas and office space to support the B.C. Program.

The construction of a new ten-story academic building with 55 classrooms, a library, an auditorium and office space is underway. A new ten-story dormitory and cafeteria building is scheduled to start construction in 2017.

**ADMINISTRATION 3.0**

**3.2 Offshore School Representative (OSR) - The Owner/Operator may 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 MLES Superintendent of Global Education serves as the Offshore School's Representative for MLIS-T. He is an experienced B.C. educator with extensive experience in the B.C. Offshore School Program.

**3.3 The Principal meets the requirements as outlined in Section 3.3 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Principal has applied for B.C. certification and is currently serving under a Letter of Exemption while certification is in process. He is fluent in English and has extensive experience



working at a Vice-Principal and Principal level.

### 3.4 The School meets the Administrative Support requirements as outlined in Section 3.4 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

Comment:

The Principal has an administrative support staff including a Vice-Principal, a registrar, three teachers (2.5FTE) filling the roles of Educational Coordinators and Academic Advisors, and two secretarial/clerical staff. The Team was impressed by the high level of communication and support that existed between the members of the administration team. Under the leadership of the Principal and with the support of the System Superintendent, the roles and responsibilities of the administrative staff are being reviewed and updated to better meet the needs of the School and to match the skill sets of the individuals involved.

Commendations:

The Team commends:

- the Principal and the Administrative Support staff on the collaborative and effective way they operate.
- MLES on the support they are giving to the School by providing the resources necessary to reorganize and expand the administrative staff at MLIS-T.

### 3.5 The School meets the Student Record requirements as outlined in Section 3.5 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

Comment:

The Team was able to confirm that MLIS-T meets all the requirements for student records as outlined in section 3.5 of the inspection catalogue for offshore schools. The School has had not completed the full installation of the new school management system, *Power School* and some of the data in other locations had not been uploaded to *Power School*.

Admissions to the School are handled by MLES and registration information is entered into Chinese software, *OA*. The School needs to ensure a way is found to upload the information contained in the *OA* data base to *Power School*.

There were questions about the processes to gather and share student health information with appropriate staff. Currently the MLES counselors who handle admissions, ask the parents directly during the admissions process whether there are any health concerns. They are then expected to pass on these concerns to the School.



**3.6 The School meets the Teacher Certification requirements as outlined in Section 3.6 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

At the time of the Team's visit there were 44 teachers/administrators employed in the B.C. Program. Of these six are working under letters of exemption issued by the International Education Branch of the B.C. Ministry of Education, as their applications for teacher certification are in progress.

**The Team confirms that all Authorized Persons under The Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.**

**EDUCATIONAL PROGRAM 4.0**

**4.1 The School meets the requirements for curriculum implementation as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

Maple Leaf Educational Systems is in the process of revising 35 courses in order to meet the requirements of the redesigned B.C. curriculum. All Maple Leaf schools will use these courses. MLIS-T has begun to implement elements of the redesigned curriculum. The team saw evidence of draft copies of the revised curriculum in teachers' binders and teachers spoke knowledgeably about core competencies and big ideas. Professional days focus on the redesigned curriculum. The School has established curriculum committees to look at the impact across subject areas and the Principal has begun the process of informing parents about the redesigned curriculum.

**Commendation:**

For the degree to which the School has begun the process of preparing for the redesigned curriculum.

**4.2 The School meets the requirements for English Language Assessment and Acquisition as outlined in Section 4.2 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The School utilizes two language assessment instruments that are used by all schools within the



Maple Leaf system. One is the B.C. Program entrance exam and the second is a language proficiency exam. These exams are supervised by the School Administration and the Principal of the School approves all students who are admitted to the program. Students are accepted into one of three tracks in Grade 10 – the full B.C. program; the Bridging Program for students who required some additional language support before transitioning to the full B.C. program; and the Foundations program for students who require significantly more time.

The School has extensive supports in place to help students in their English language learning. There is a school-wide daily silent reading program. Educational coordinators and advisors track and support students who are having difficulties. The School has a Success Room to provide one-on-one support for those students who require additional assistance. Student programs are adjusted to add additional English courses including Introduction to Literature 10, Communications 11, Communications 12, Journalism 12 and Creative Writing 12. These pathways are individualized to best meet the needs of each student. Most students would take two Language Arts courses per year.

**Commendation:**

For the way in which the School personalizes pathways through English courses for students, to give them the best opportunities to achieve academic success.

**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 Team confirms that the School meets course credit requirements as outlined in the Agreement. The School offers BAA courses entitled Canadian Academic Essentials 10 and Introduction to Literature 10 for students in the Bridging program as well as Psychology 12 and Chinese Social Studies 12. These courses are taught in the current school year.

The School has received permission to exempt Grade 10-12 Mandarin and Chinese Social Studies 12. Course overviews are in place to ensure that locally certified teachers meet B.C. program learning outcomes in all exempt courses.



**4.4 The School meets the course overview / course planning requirements as outlined in Schedule B Part I (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:

Teachers in MLES schools benefit from the well-prepared course overviews that are available to all teachers in Maple Leaf schools. These overviews meet or exceed learning outcomes for the courses and are clearly linked to B.C. learning outcomes. The overviews include content areas, teaching strategies, as well as evaluation and assessment suggestions. Teachers in the School have also prepared and use short term planning documents and showed evidence of daily lesson preparation. A number of teachers also included the redesigned Ministry curriculum information in their package of planning documents.

**4.5 The School meets the Instructional Time Allotments 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), of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.**

Requirement Met       Requirement Not Met

Comment:

MLIS-T exceeds the instructional time requirements required for offshore schools. Students in the School receive approximately 1150 hours of instruction per year. Students also meet the requirements for daily physical education (DPA). This is accomplished through their Physical Education course, daily tai chi, and through participation in extramural activities. Students are required to record and submit physical activity logs to their homeroom teachers and their DPA is reported on all formal report cards.

Teachers in the School recognize the importance of supporting students through purposeful language enhancement activities. Professional development activities focus on ELL instruction strategies. All teachers use common, language acquisition strategies. They have identified three - visual exemplars, think-pair-share, and vocabulary enhancement as key strategies and have identified how these strategies can be used in all subject areas.



#### 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:

Through classroom visits, observations of student work, review of course planning documents, and assessment records, the Team confirms that the School is implementing appropriate assessment practices and strategies. Both summative and formative assessment methods are being used to determine student performance. Assessment practices are linked to the Provincial Learning Outcomes and provide evidence of student understanding in relation to the learning outcomes. As part of the discussion about the implementation of new curriculum, teachers are also engaged in the discussion of changing assessment practices.

Provincial examination results and exam/course discrepancies fall within the requirements of the Agreement. The staff is engaged in discussions about the implications of the transition to the new literacy and numeracy assessments.

#### 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 Team confirmed that the School has sufficient learning resources available to students to implement the B.C. Program. Students have access to and are supplied with educational print resources such as textbooks, novels, and workbooks.

The Team observed innovative teaching practices that integrate educational resources with classroom technologies including the use of smart boards and online internet resource materials. The School has two dedicated IT labs. The Team noted the increased use of individual student technology including the use of laptops and other personal devices.

It is noted that the current library is in a temporary (and small) location. Imminent new construction includes the creation of a new and much larger library facility. There are resources and materials to support English language instruction for teachers and English language opportunities for students. Out-of-date resources are being culled and there is a commitment to providing additional funding for the purchase of new resources. In its current location, internet bandwidth is problematic for using online resources.

Teachers noted that internet reliability and strength throughout the School has improved in recent years. However, there are still some areas of need. Bandwidth in the IT labs and library are not sufficient to meet needs and management practices restrict efficient use of the Internet



in the building.

**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 the School complies with the student progress report requirements. Four formal report cards per year are sent home to parents. These reports include letter grades, percentages, work habit marks, and anecdotal comments. All subject areas including the exempted courses and DPA are reported. In addition, there are two interim reports that go home to parents for any student who has an 'I' grade at the time of the interim. The educational coordinators monitor student progress and they are in frequent communication with Chinese counsellors who initiate meetings with parents as needed.

**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 handbooks used at MLIS-T are those developed by the Maple Leaf Education System. The students are each given a bilingual hard copy of the Student Handbook. The information is also available on the School's website.

A Chinese version of the Parent Handbook is available in hard copy and on the web. The handbooks are reviewed and updated as needed. Students are informed of changes by the homeroom teachers and parents are updated by the counsellors and through the web. All the policies identified as being required in the catalogue are in place.

**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 Teacher Handbook is extensive and informative. It clearly lays out the working conditions and requirements as well as providing general information on working at the School and in



Tianjin and China.
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### COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

<b>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.</b>
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<input type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met <input checked="" type="checkbox"/> Not Applicable
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Comment:
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MLIS-T does not offer any credits through Distributed Learning courses.
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## CONCLUSION

### Commendations

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

- On the collaborative and effective way the administrative team operates.
- On the support MLES are giving the School by providing the resources needed to reorganize and expand the administrative staff at MLIS-T.
- For the degree to which the school has begun the process of preparing for the redesigned curriculum.
- For the way in which the school personalizes pathways through English courses for students, to give them the best opportunities to achieve academic success.

### SUMMATIVE RECOMMENDATION

**The Offshore Inspection Team recommends to the Director of International Education that the British Columbia Program offered at Maple Leaf International School-Tianjin be recognized as a British Columbia Certified Program.**

