

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF INTERNATIONAL SCHOOL - CHONGQING

YONGCHUAN DISTRICT, CHONGQING

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 11-13, 2020

## INTRODUCTION

On November 11-13, 2020, an online certification inspection was completed on Maple Leaf International School – Chongqing (MLIS-C) in Yongchuan District, Chongqing, 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 John Churchley and Peter Drescher (Chair).

The School's BC program has an enrolment of 339 students, in grades 11 and 12. Students graduate with both a BC Dogwood and a Chinese graduation diploma. Another 152 grade 10 students also attend the school and participate in the Maple Leaf World School curriculum, which is being phased in over a three-year period.

During their 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 with the Offshore School Representative's (OSR) designate - Assistant Superintendent Curriculum and Professional Development, BC Principal, BC vice principal, BC teachers, Headmaster, Foreign Affairs Secretary, BC program secretary and a group of students.

The Owner/Operator, China Maple Leaf Educational System (CMLES), is responsible for the BC program. CMLES operates twelve (grades 10-12) BC programs across the PRC as well at three foreign national schools (kindergarten-grade 9) and 57 Chinese pre-kindergarten 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.



Additional schools have been opened on Ontario and Australia. More than 8000 students are enrolled in BC programs operated by CMLES.

The China Maple Leaf Education System’s 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.

In keeping with the overall mission of China Maple Leaf Education Systems and the foundational premises of the in BC curriculum, MLIS-C has the following vision, mission and beliefs statement:

***Vision***

*Provide a high quality supportive educational experience with a global focus for all learners*

***Mission***

*To equip students with the skills to excel in a global environment by bridging perspectives of Eastern and Western education.*

***Beliefs***

*Respect, Honesty, Competence, Discipline, Responsibility, Global Awareness, Innovative Thinking, Reflection*

The School has had its challenges finding its way back to some degree of normalcy as a result of the coronavirus pandemic. By the end of September, ten teachers out of a staff of twenty-four had arrived on campus with the remainder teaching virtually. At the time of the inspection, six teachers were still teaching virtually as they awaited the granting of appropriate visas to allow their return to China. The Principal had arrived just days prior to the inspection and the vice principal arrived at the end of September,

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<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: There were three requirements contained in the previous inspection report. These were satisfactorily addressed by the School.</p>			



## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially 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. The facility has considerable room for enrolment growth and there is confidence that enrolment will grow in the coming years. Approximately 65% of the grade 10 intake into MLIS-C is from the nearby K-9 Maple Leaf Chinese school. Students attending this school receive seven hours per week of English language instruction beginning in grade 1 from bilingual Chinese and international English teachers. The program has undergone a curriculum revision in recent years. The impact of this initiative is now beginning to be realized as an increasing number of students with stronger English language skills are being admitted to the BC program. The School's new principal plans to be very active in the School's comprehensive plan for student recruitment for the coming school year.</p> <p>The School is transitioning from the BC program to the CMLES branded World School curriculum accredited by the COGNIA organization. This transition now incorporates grade 10, with grade 11 following next year and grade 12 the year after.</p> <p><b><u>SCHOOL GOALS</u></b></p> <p>The new administration consulted with returning staff during the summer months to determine the School's priorities for the 2020/21 school year. They are as follows:</p> <p><i>1) MLIS Chongqing will continue to improve the working environment so that teachers feel supported, able to grow, and part of a community that looks after each other's well-being. This can be accomplished through teacher social initiatives (various clubs, sports events, and social gatherings), providing teachers and students the opportunity to embed in their lessons what they are passionate about, and by ensuring that support is provided from all, including colleagues, middle level leadership, and senior level leadership.</i></p> <p><i>2) MLIS Chongqing strives to embed in our students a sense of social responsibility. We believe that improvements can be made in the CMLES systems level goal of blending the best of the east and west, and that our students can further grow by embodying the traditional values of the east and west, including social awareness and responsibility as well as reflecting on their roles as global citizens.</i></p>		



The School's vision, mission and beliefs have also been recast, following discussions with teachers, the School's headmaster, and ESL director, while giving consideration to the CMLES mission for its schools and the foundational tenets of the BC curriculum.

### GRADUATES

The School's graduation rate has exceeded the average for all BC offshore schools as well as the average for public and independent schools located in British Columbia. The School has a very high success rate in helping students gain acceptance in post-secondary schools in Canada and around the world. Twenty-three percent of MLIS-C graduates from last year have enrolled in post-secondary institutions in Canada (4% in B.C.), 61% registered in other countries (primarily Australia and the United Kingdom), 13% remained in China and 4% did not transition to post-secondary.

Four Chinese staff located in the School's Graduation Centre assist students with post-secondary options and university applications. A part-time (.5 FTE) academic advisor ensures that students have the appropriate credits for graduation and assist with applications. Teachers of Career Life Connections support students in researching post-secondary options.

#### Commendation:

The School is to be commended for its very high graduation rate and for its very comprehensive support program to help students in researching post-secondary opportunities, making informed decisions, and engaging in the application process. In particular, academic advisors, Career Life Connections teachers, and the Chinese staff in the School's Graduation Centre are to be commended for their efforts.

## 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).**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

#### Comment:

The Team confirmed that the Owner/Operator, Dr. Sherman Jen, founder and chairman of China Maple Leaf Education Systems, meets all the requirements as set forth in the Certification Agreement. CMLES is a publicly traded corporation which operates more than 50 Chinese preschools, elementary and middle schools, three foreign national schools (English) and sixteen high schools (English) in China, Canada and Australia.

China Maple Leaf Educational Systems vision and direction is articulated in a detailed five-year systems growth plan.



**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:**

MLIS-C has written approval from the Chongqing Yongchun District Education Committee dated September 25, 2018. There is no apparent expiry date.

**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 School campus comprises a main teaching building, multi-purpose building housing offices, meeting rooms and an auditorium, cafeteria building, two student dormitories, a gymnasium complex, and outdoor sports fields.

The Team reviewed local building, safety and cafeteria codes and permits. The Team confirms that local requirements are being met.

The Team verified that emergency drills are conducted as required. The School has well-detailed policies to respond to emergency situations. CMLES has provided a system-wide policy that supports students and teachers in the event of temporary or permanent closure to any one of the system's BC programs. The Team confirms that additional plans were reviewed by the CMLES superintendent representing the Offshore School Representative for accuracy and functionality.

Health and safety protocols have been implemented due to the COVID-19 pandemic and have been incorporated into the School's emergency plans.



**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:**

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 many years.

The Team notes that due to the size of the CMLES organization and its multiple school campuses, many OSR duties such as teacher recruitment and regular contact with schools have been delegated to other individuals (superintendent and assistant superintendent) or departments (Human Resources) to carry out.

The Team is aware that the OSR acts as the Superintendent for ML Global Educational Systems as well as serving on the CMLES Board of Directors as Executive Director. The Team notes that CMLES and the BC Ministry of Education have come to an agreement around potential conflicts of interest that may emerge from the OSR's dual role within the CMLES organization.

The OSR is supported by a Dalian, China-based BC program superintendent and assistant superintendent, both of whom have extensive experience as educators and administrators in British Columbia. The assistant superintendent has regular and frequent communication with the principals around leadership, curriculum and instructional matters and visits her schools at least two times per year. With the help of her team of system coordinators she provides support for curriculum implementation and professional development across all of the Maple Leaf International Schools.

The assistant superintendent was present at the School during the visit and was most helpful to the Team and to the school administration who are both new to their positions.

**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:**

This is the Principal's first year at MLIS-C and his first year as an administrator in a BC program. He has had a variety of international experiences having served as a Headmaster at



a British school in Sofia, Bulgaria, Director at Oxford International School in Bishkek, Kyrgyzstan, IB Coordinator at Chengdu Meishi International School, PRC, and principal of United World International School in Bishkek, Kyrgyzstan. He has a Master of Arts in Educational Leadership and Management from Royal Roads University in British Columbia. He has a letter of exemption from the BC Ministry of Education.

The Principal is a proponent of distributed leadership, empowering his vice principal and department heads to take key leadership roles in curriculum implementation, assessment, and professional development. He values the importance of relationship building as a foundational premise upon which to build a collaborative professional work culture.

The Principal had arrived just a few days prior to the inspection having experienced delays in obtaining the necessary work permit to enter China and then having to quarantine for two weeks.

The Principal is supported by a very capable vice principal who has experience with the BC curriculum having taught in Surrey, BC and several offshore schools in China. She is very knowledgeable about the BC curriculum and has demonstrated leadership in its implementation at the School and in previous positions. This is also her first year at the School.

**Commendation:**

The School's new administration is to be commended for their efforts to build a positive learning climate for both students and staff, taking a methodical approach to determining the School's needs, engaging staff in a focus on growth, change, and improvement, and providing leadership in curriculum implementation and assessment practises.

**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 School has a large administrative support team comprising of an office manager, BC secretary, Foreign Affairs secretary, Human Resources secretary, an Admissions Office, Finance Department, IT and General Affairs Department, and a Graduation Centre which provides advice and support on post-secondary admissions. The School is also supported by the Dalian-based Superintendent's office with administrative, financial and curricular development assistance.

There have been significant technology improvements in the past year. Bandwidth exceeds the requirements outlined in Schedule "F" of the Certification Agreement. CMLES was highly



responsive in improving technology infrastructure and investing in Microsoft 365 and the Canvas online learning platform. Staff and students report that connectivity is significantly improved but can sometimes be challenging when significantly large numbers of users are live streaming at the same time.

**Commendation:**

The administrative support team are commended for their dedication and commitment to providing quality service to the BC program and responding to the needs of program staff and students.

**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:**

The Team reviewed a sampling of student records. They contained all required elements. Medical alerts were duly noted on PSRs and consent forms had been updated 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:**

The Team confirms that twenty out of twenty-five authorized persons under the Agreement possess valid and current certification under the Ministry of Education. Five teachers are still awaiting certification and have letters of exemption on file. At the time of the inspection, ten staff had appropriate work visas, four were teaching remotely as they await approval to re-enter the country, and one was close to concluding his quarantine. The pandemic has resulted in procedural changes in obtaining the necessary work permits causing delays. The issuance of work permits has returned to normalcy in recent weeks and the School's Foreign Affairs Secretary is working to ensure that all staff have the appropriate work and residency permit in short order. The process has been taking approximately six weeks upon entering the country, when it normally takes two weeks. The local government authority has granted a "notification of work permit" for staff to begin teaching pending issuance of the actual work permit.



Fifteen teachers are returnees and ten are new to the School. Ten of the returnees have been at the School for two or more years. Teacher retention appears to have improved over recent years.

For all locally certified teachers, the Team verified local teacher certifications and criminal records checks. The School's lab assistant also had a criminal records check.

Teaching staff are well supported in their professional growth through CMLES systemic opportunities for staff development. There are many opportunities for new and veteran teachers, most of whom had received their training outside of Canada, to become comfortable with the BC curriculum and to engage in continuous professional learning. The assistant superintendent, with the help of a team of nine system coordinators, work to ensure the effective implementation of curriculum initiatives. These coordinators are school-based teachers with reduced teaching loads that allow them to take on a subject based systemic role.

The teaching staff at the School are very collaborative and supportive of each other. Professional development and thoughtful conversations about teaching, learning and assessment occur both formally and informally in departments and on a school-wide basis.

A significant part of the students' dual diploma program involves taking Chinese curriculum taught by Chinese teachers. With the common goal of success for all students, and in keeping with the School's mission to "equip students with the skills to excel in a global environment by bridging perspectives of Eastern and Western education it is suggested that the teachers in the BC program explore ways to engage with the teachers of the Chinese curriculum as part of their professional learning community".

**Commendation:**

The Team commends CMLES, its assistant superintendent for curriculum and professional development and her cadre of curriculum focussed system coordinators for providing many opportunities for new and veteran teachers to become comfortable with the BC curriculum and to engage in continuous professional learning.

The Team commends the dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture.



**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 reviewed curriculum planning documents and interviewed teachers, which provided evidence that the School is fully implementing the new BC curriculum for grades 11 and 12 courses.

The School has a professional development focus on core competencies and authentic assessment practices. The focus directly connects with the implementation of the BC curriculum and also reflects the Maple Leaf World School curriculum. This will help make the professional development relevant and sustainable over the long-term to move the school forward using effective practices.

Other evidence of instructional practices that reflect the BC curriculum included:

- Active learning experiences and group work
- Student choice of project topics, and ways of demonstrating their learning
- Co-teaching and re-teaching to ensure student understanding

Professional development activities and resources to support the ongoing work in curriculum implementation have been provided at school professional development days and department meetings. In addition, there is evidence of informal ongoing professional development among the teachers. There is expertise and support for subject areas through CMLES system level Coordinators and Department Heads. The School also plans to have a BC-based expert in literacy join a professional development activity using the Zoom platform. Accessing this type of onshore expertise in addition to the system's curriculum leaders will help the School build capacity.

**Commendation:**

The School is commended for its concentrated focus on the core competencies and assessment methods to help ensure that the School is continuously improving and using effective practices.



**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 oversees the administration of an English language assessment to all students who apply to enter BC program and makes the final decision on admission. The transition of the School from the BC program means that there was no cohort intake at grade 10, and there is a limited number of new students requiring assessment.

Grade 11 students take twice the required number of English Language Arts courses. Students that are struggling with English or other academic issues receive support from the “Charging Station” centre as well as at regular tutorials.

There is a weekly teacher-initiated professional development session called “Literacy Lunch Bites” that promotes cross-curricular English literacy strategies. This activity also builds cohesion and a community of practice with staff.

English language learning is also supported in a number of other ways including but not limited to:

- A focus on active learning activities which make extensive use of spoken English
- ReadTheory online literacy program
- Using common and direct language based on the CMLES 12 strategies, so that students are familiar with ELL strategies

**Commendation:**

The School is to be commended for the teacher-initiated “Literacy Lunch Bites” program to support every teacher in cross-curricular English literacy strategies.

**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 offers the following exempted courses using locally certified teachers: Mandarin 11, 12.



Currently, the School does not offer the opportunity for students to challenge courses or for equivalency. The School offers the following BAA courses: Chinese Social Studies 11, 12; Psychology 12; Golf 12; and Teacher Assistant 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:

The Team confirms that the School meets the requirements for overview/course planning. Teachers use of the new curriculum is very apparent in their course overviews, unit plans and daily lesson plans. Yearly overviews for all courses include the Big Ideas, Core and Curricular Competencies, assessment strategies, and learning activities. While many overviews are based on standard CMLES templates, there are some teacher-created overviews which demonstrate innovative and thorough approaches to curricular planning. These include mapping of learning standards to specific formative and summative assessment strategies. Teachers also collaborate to ensure vertical scope and sequence alignment of the curriculum.

There is evidence of a rich variety of engaging learning experiences and assessment strategies that demonstrate the pedagogical approaches to the BC curriculum in action.

Commendation:

The School is commended for the thoughtful work teachers have put into creating thorough and innovative curricular planning documents and their authentic engagement in making the BC curriculum come to life in their unit planning and day-to-day teaching.

**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:

The Team confirms that the School meets the requirement for instructional time allotments for the BC program.



**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:**

The Team confirms that the School meets the requirement for assessment methods. The School is maintaining a focus on assessment methods this year and has implemented a number of key initiatives such as: a “no-zero” policy; allowing students to re-write assessments; and assessing students for what they know, do and understand, and not on their behaviour.

Staff work to ensure that their assessments are valid, reliable and consistent indicators of student achievement through shared marking activities. Collaborative marking takes place informally in various subject areas. Collaboration is readily enabled by the sharing of office space by various departments. A CMLES system-wide English Studies 12 exam (replacing the discontinued provincial exam) also provides an opportunity for group marking and calibrated use of assessment criteria.

The Team found evidence of current and effective formative and summative assessment methods in all courses. Examples include formative group work presented on white boards for inquiry-based projects, creating study books for peers, and culminating unit activities involving project-based learning.

With the discontinuation of formal English 12 exams and the informative but infrequent and time-delayed results of BC literacy and numeracy assessments, and the CMLES English 12 assessment the School is encouraged to identify one or two key performance indicators of student achievement to track progress over time and inform instruction. Progress in English language skills acquisition would be one obvious area to consider.

BC provincial assessments are invigilated and kept secure according to Ministry of Education requirements.

**Commendation:**

The School is commended for its concentrated and sustained focus on learning about and implementing effective 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:**

The Team confirms that the School meets the expectations for learning resources. The School has a dedicated library/learning commons which is managed by a teacher-librarian. There is a large collection of English language books and there have been recent additions. The School uses the Sora reading database which allows students to access books and resources online.

The teacher-librarian's predecessor had prepared a manual help to ensure continuity of library management over time. The new teacher-librarian had just arrived at the School during the inspection.

Students are assigned laptops and wireless connectivity is provided in each classroom. Classrooms are equipped with projectors and webcams which had been used extensively with many teachers working remotely during the pandemic. The hardware and infrastructure combined with the Canvas learning management system, MS 365 and Teams were instrumental in allowing students and teachers to connect seamlessly, regardless of their location. Many teachers have indicated that they intend to continue the use of these tools. The School has two wireless computer labs equipped with 3D printers and a number of specialty classrooms including but not limited to a drama space, dance studio, music room, art room and foods lab.

The School has adequate resources to support learning. The Principal signs off on the acquisition of all learning resource requests.

**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 Team confirms that the School meets the requirements for student progress reports.

The School has four report cards per year and two interim reports. Parents are also contacted individually as needed – the communication being through Chinese counsellors, as well as "I" reports. Parents have access to the Parent Portal of PowerSchool.



In the past, an Open House has been held for parents, but the School is considering a transition to student-led conferencing which would engage students in presenting their learning to parents as well as addressing language barriers in the open house model.

**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 verified that there is a detailed student/teacher handbook that has been updated for the 2020/21 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 the handbook is noted.

**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 verified that the teacher handbook has been updated to satisfy Ministry requirements for the 2020/21 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.

The Team also verified that the School has a principal evaluation policy whereby the Principal is evaluated on a regular cycle by the Dalian-based BC superintendent.

**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.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Not Applicable

**Comment:**

The School does not currently offer distributed learning courses.



## CONCLUSION

### Commendations

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

- the School’s very high graduation rate and for its very comprehensive support program to help students in researching post-secondary opportunities, making informed decisions, and engaging in the application process. In particular, academic advisors, Career Life Connections teachers, and the Chinese staff in the School’s Graduation Centre are to be commended for their efforts.
- the efforts of the new school administration to build a positive learning climate for both students and staff, taking a methodical approach to determining the School’s needs, engaging staff in a focus on growth, change, and improvement, and providing leadership in curriculum implementation and assessment practises.
- the dedication and commitment of the administrative support team to providing quality service to the BC program and responding to the needs of Program staff and students.
- the efforts of CMLES, its assistant superintendent for curriculum and professional development and her cadre of curriculum focussed system coordinators in providing many opportunities for new and veteran teachers to become comfortable with the BC curriculum and to engage in continuous professional learning.
- the dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture.
- the concentrated and sustained focus on the core competencies and assessment strategies to ensure that the School is continuously improving and using effective practices.
- the teacher-initiated “Literacy Lunch Bites” program to support every teacher in cross-curricular English literacy strategies.
- the thoughtful work teachers have put into creating thorough and innovative curricular planning documents and their authentic engagement in making the BC curriculum come to life in their unit planning and day-to-day teaching.

### SUMMATIVE RECOMMENDATION

**The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that the British Columbia education program offered at Maple Leaf International School - Chongqing continues to be recognized as a British Columbia-certified school.**

