

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - CHONGQING

YONGCHUAN DISTRICT, CHONGQING

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 24-26, 2018

INTRODUCTION

On October 24-26, a certification inspection was completed on Maple Leaf International School - Chongqing in Yongchuan District, Chongqing, People's Republic of China, referred to as the School or MLIS-C in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Alan Schroeder and Peter Drescher (Chair).

The School's B.C. program has an enrolment of 629 students, in grades 10-12. 107 of these students were enrolled in the English language learner Foundations and Bridging programs. Students graduate with both a B.C. Dogwood and a Chinese graduation diploma.

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 China Maple Leaf Educational Systems B.C. program superintendent and deputy superintendent, the B.C. principal, B.C. teachers, principal of the K-9 Chinese school and the headmaster of the CMLES Chongqing education park.

The owner/operator, Dr. Sherman Jen, China Maple Leaf Educational Systems Ltd. (CMLES), is responsible for the B.C. program. In addition to the B.C. program, CMLES operates a Chinese language K-9 school of approximately 1200 students on the same campus. CMLES also operates twelve (grades 10-12) B.C. programs across the People's Republic of China as well as three foreign national schools (grades K-9) and 46 Chinese elementary and middle schools.



CMLES operates two high schools in British Columbia on the campus of Thompson Rivers University in Kamloops and Kwantlen Polytechnic University in Richmond. More than 8000 students are enrolled in B.C. programs offered by CMLES.

In keeping with the overall mission of China Maple Leaf Educational Systems and new directions in B.C. curriculum, MLIS-C staff collaboratively developed its own vision statement at the beginning of this school year, excerpted here:

MLIS-C strives to foster well rounded students using a holistic approach with an emphasis on social, emotional, physical and academic learning. MLIS-C staff are dedicated to upholding a safe nurturing, respectful, transparent and cooperative learning environment, which expands the students' global outlook by bridging perspectives of Eastern and Western education while developing core competencies.

The Team would like to thank Maple Leaf International School – Chongqing for its hospitality, 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 Not Met <input checked="" type="checkbox"/> Not Applicable
Comment: There were no requirements to be met from the previous inspection report.

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 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 construction of a new building to house the 1200 students enrolled in the K-9 Chinese program has provided space to allow expansion of the B.C. program. There is a plan to have managed enrolment growth of the B.C. program over the next few years. Enrolment has



dropped marginally from the previous year. The perceived cause is the lower birth rate resulting from the SARS breakout in China in 2002.

Approximately 65% of the grade 10 intake into MLIS-C is from the K-9 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 full impact of this initiative to have students with stronger English language skills admitted to the B.C. program will be realized in the coming years.

The School has a very high success rate in helping place students in post-secondary schools in Canada and around the world. Over the past six years, 68% of MLIS-C graduates have enrolled in postsecondary institutions in Canada (16% in B.C.), 9% in Australia and 7% in the U.S.A. Five Chinese staff located in the School's graduation centre assist students with post-secondary options and university applications. Two part-time academic advisors ensure that students have the appropriate credits for graduation and assist with applications. Teachers of Career Life Education 10 and Graduation Transitions support students in researching post-secondary options. Student placement data is very thoroughly maintained and used extensively to promote the School and support its recruiting efforts. A detailed catalogue highlighting university and college opportunities in Canada and particularly in B.C. is noteworthy. It is suggested that the academic advisors, career education teachers and the graduation centre staff build on established relationships to find ways to make the great support for students in pursuing their post-secondary aspirations even better.

The School is in the process of establishing a collaborative learning opportunity with two Maple Leaf Schools located in Richmond and Kamloops B.C.

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

The School has identified eleven improvement goals for this school year. When requested, the principal identified the three highest priorities as follows: (1) improving English 12 results, (2) strategies for assessment and evaluation, and (3) attending to the mental health and emotional needs of students.



Commendation:

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

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

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

The Team confirmed that the owner/operator, Dr. Sherman Jen, Chairman of MLES, meets all the requirements as set forth in the certification agreement.

Dr. Jen is actively engaged in the management of China Maple Leaf Educational Systems through his vision and direction for the system as demonstrated by the system's development of detailed five-year growth plans.

The School has on file a valid private school operating license issued by the Yongchuan District Educational Committee of Chongqing that is renewed on an annual basis following an inspection. The owner/operator of CMLES is reconnecting with Chinese authorities to request a renewal of their commitment to Maple Leaf to operate the B.C. program in the Maple Leaf locations in China where longer term agreements are in place.

Commendation:

The owner/operator is to be commended for his active engagement in the management of China Maple Leaf Educational System through his vision and direction for the system as demonstrated by the system's development of detailed five-year growth plans.



2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. program.

Requirement Met Requirement Not Met

Comment:

The School campus comprises a teaching building, multi-purpose building, cafeteria building, male and female student dormitories a gymnasium and outdoor sports fields. The School makes continuous improvements to the facilities and equipment such as recent upgrades to the wireless internet network accessible to all students throughout the School. The move of the K-9 Chinese program to a different part of the campus has opened additional space for the B.C. program, which has been used to provide additional teacher office space and enhanced academic and extracurricular offerings to students, such as a student union room, model united nations room and makerspace room.

The Team reviewed local building, safety and cafeteria codes and permits and confirmed that appropriate safety and evacuation plans are in place.

The School has well-detailed policies to respond to emergency situations. Since the previous year's inspection, CMLES has added to its policy binder plans to support students and teachers in the event of temporary or permanent closure to one of the system's 15 B.C. programs. The additional plans were reviewed by the offshore school representative for accuracy and functionality.

The Team verified that emergency drills are conducted five times per year with a focus on particular emergencies such as evacuation, earthquake and lockdown.

Commendation:

The School is to be commended for its proactive approach to the use of additional space inherited following the move of the K-9 Chinese program. The space has been used to provide additional teacher office space and enhance academic and extracurricular offerings to students, such as a student union room, model united nations room and makerspace room.



ADMINISTRATION 3.0

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

Requirement Met Requirement Not Met

Comment:

The offshore school representative (OSR) is an experienced education administrator with more than 20 years of experience as teacher and principal in public and independent schools in British Columbia and almost 10 years' experience as independent school inspector. He has acted as OSR for Maple Leaf for more than four years.

The Team reviewed the contract of the OSR and confirmed that all the requirements related to the OSR in the Agreement are in compliance.

The offshore school representative is aware of his obligation to report critical information relating to changes in the operation of the school or ownership structure that could significantly impact the school's operation.

The OSR is supported by a Dalian, China-based B.C. program superintendent and deputy superintendent, both of whom have extensive experience as educators and administrators in British Columbia.

The OSR and B.C. program superintendents maintain extensive communication and provide extensive support to the School.

The Team reviewed the contract of the OSR and confirmed that all the requirements related to the OSR in the Agreement are in compliance.

The Team appreciated the assistance of the superintendents during the inspection.



3.2 The principal meets the requirements as outlined in section 3.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal is in his fourth year at MLIS-C. He has been with the CMLES organization for ten years, having also served as deputy principal at MLIS-Tianjin and education coordinator/Social Studies teacher at MLIS-Dalian.

The principal is supported by a full-time vice-principal and a part-time educational coordinator. An educational coordinator is the equivalent of a vice principal. This three-person administrative team shares responsibility for various clearly defined management tasks and leadership functions. Both the vice-principal and educational coordinator are being well mentored in a highly collaborative arrangement. The School is being well served by this administrative team who place a high value on cultivating positive working relationships.

The administrative team has been very successful in building cooperative working relationships with the K-9 school, the Chinese diploma program, and the campus headmaster. There is a high level of cooperation and a universal commitment to having all students on the campus experience success.

Commendation:

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

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 School has a large administrative support team comprising of an office manager, B.C. secretary, foreign affairs secretary, human resources secretary, an admissions office, finance department, information technology (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.



Commendation:

The Team commends the administrative support team for their demonstrated commitment to provide quality service to the B.C. program.

3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team reviewed a random sampling of ten student record files from each grade and confirms that the files contain required documents including a registration form, English language learner (ELL) entrance assessment results, and copies of student report cards. The B.C. Ministry of Education's personal information consent form, revised for 2018/19, has been completed by all grade 10 students and parents. The student files are stored in a secure filing cabinet in the principal's office.

The permanent student record (1704) is kept up to date, securely backed up on the PowerSchool education technology platform.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.

The Team reviewed all B.C. certified teachers and administrators' files and confirmed the presence of all necessary elements including copies of each teacher's Teacher Regulation Branch Certificate of Qualification, employment contract, teacher evaluations, updated B.C. Ministry of Education teacher consent forms, contact information and work permits.

The Team verified that the School has four teachers whose Certificate of Qualification applications were in progress. The Team confirmed that the School possesses a letter dated October 10, 2018 from the B.C. Ministry of Education providing a temporary exemption for



the teachers. The Team verified that the School is supporting these teachers to ensure that all proper documentation is submitted to the Teacher Regulation Branch in a timely manner.

For all locally-certified teachers, the Team verified local teacher certifications and criminal records checks.

The School works at creating an attractive, comfortable and supportive atmosphere in an effort to support teacher retention. The School offers a competitive salary and benefits package and has recently added several new positions designed to create career growth opportunities such as Educational Coordinator, Department Head, Curriculum Writer and Academic Advisor. The School has a well-developed professional development and staff building program aimed at supporting the professional needs of teachers while building team camaraderie. The School also offers the opportunity for teachers to transfer to other Maple Leaf schools in addition to a stock incentive bonus plan.

The Program is served by a highly supportive team of Chinese curriculum teachers who are working collaboratively with B.C. program teachers to ensure high levels of student success.

There are many professional development opportunities directed at curriculum implementation and other educational priorities at both the system and school levels. Opportunities take the form of webcasts, on site workshops that are teacher led or by invited presenters, monthly in-service and department meetings, and peer observation. Professional Development topics are multiple and varied. The sharing of ideas and resources at the school and systems levels is pervasive. Teachers, especially in their first year are being well supported by the School and their colleagues in the implementation of the new curriculum. Every teacher interviewed during this inspection indicated that they learn best by sharing ideas and learning from their colleagues in both formal and informal settings. The staff and administration should consider reflecting on its menu of professional development opportunities and method of delivery to determine if they address the attributes of quality professional development.

Commendation:

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



EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

With the support of curriculum coordinators and developers provided by China Maple Leaf Educational Systems, the School has implemented the grade 10 curriculum. CMLES has also provided curriculum enhancements for each course that respond to the specific needs of English language learners. These are identified as the CMLES global curriculum. Cross curricular approaches to addressing core competencies and twelve cross-curricular teaching strategies directed at English language learning have been incorporated. Classroom teachers are able to adapt curriculum overviews to their student's needs and build on what is provided. At MLIS-C, a departmental approach has been taken in implementing the curriculum.

Work is underway at the CMLES systems level to address grade 11 and 12 new curriculum implementation. Attention is being paid to grade to grade scaffolding and sequencing of concept attainment and skills development.

It was also apparent from examining planning documents, making classroom visits, and having conversations with staff, that teachers are demonstrating resourcefulness creativity and innovation in engaging students in the new curriculum.

Commendation:

The Team commends both CMLES and the School for the high level of support provided to teachers in implementing the new B.C. curriculum.

The Team also commends the staff for the resourcefulness, creativity, innovation and collaborative approach that they have demonstrated in implementing the new 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 administers a systemic entrance examination to prospective grade 10 students. It has listening, reading, writing and self-reflection components. A cadre of teachers marks the examination during the summer months. Results are used to determine placement in Bridging, Foundations, or directly in the B.C. program. The principal is the admissions gatekeeper. Where there may be an issue regarding placement, the principal meets with parents in person.

The School takes a multi-faced approach to English language development, including, but not limited to cross curricular teaching strategies, two hundred hours of English in grades 10 to 12, reading and language development activities in homeroom, Bridging and Foundations courses, participation in a writing centre, and after school tutorials.

The developing continuum of English language instruction that begins in grade 1 in the K-9 CMLIS Chinese school, Bridging and Foundations courses at MLIS-C and the B.C. program is noteworthy. A recent English program revision was undertaken. As the revised program matures, a cadre of students from the K-9 school will enter MLIS-C with nine years of English language instruction on the revised program.

Commendation:

The School is commended for the multi-faceted approach to English language development, including, but not limited to cross curricular teaching strategies, two hundred hours of English in grades 10 and 12, reading and language in homeroom, Bridging and Foundations courses, and writing centre, and after school tutorials.



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

Requirement Met Requirement Not Met

Comment:

The School offers the following BAA courses to their students:

Optimum Learning Essentials 10	YPA 10A
Golf 12	YLRA 12A
Film Studies 12	YLE 12A
Psychology 12	YPSYC 12A
Applied Skills 11A/11B Active Living	ASK11A/ASK 11B
Teacher Assistant 12	YED 12A

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

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

Requirement Met Requirement Not Met

Comment:

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

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

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



capitalized on student interest and talent in art by blending art and language development into a learning activity. This was evident in many courses. That interest and talent in art is also on full display in many school corridors, products of the School's engaging art program.

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

There is a conscious effort to address the Thinking and Communications aspects of the core competencies. Addressing the Personal and Social competencies is in its developmental stages.

The Team notes that attending to the mental health and emotional needs of students is one of the School's three highest priorities and that it is an emerging social and cultural issue for students and their parents. This is being and will be addressed primarily through the efforts of the student support department head and Chinese counsellors and by providing a range of activities taking place in homeroom and during designated mental health weeks. Staff have engaged in professional development on the topic of social emotional learning, a part time school psychologist has been hired, and a Mental Health Action Team has been put in place to help provide guidance for this initiative. The goal is very much in keeping with the personal and social aspect of the core competencies.

Commendation:

The Team commends the staff for their thoughtful and thorough planning for instruction, and the resourcefulness that they have demonstrated by creating learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others within the CMLES family of schools.

The Team commends the staff for the rich and varied learning experiences in which they engage their students. Capitalizing on student interest and talent in art by blending art and language development into a learning activity in most curriculum areas is particularly noteworthy. That interest and talent in art is also on full display in many school corridors, products of the School's engaging art program.



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

Requirement Met Requirement Not Met

Comment:

The Team verified that the School offers 1,128 hours of instructional time each year, which exceeds the required number of instructional hours per year. Students have 200 hours of English scheduled each year.

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

4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

There was evidence of the use of both formative and summative assessment practices in all classes visited. Students can demonstrate their learning in a variety of ways and receive regular and frequent feedback. Student work is displayed in classrooms and is illustrative of the variety of ways in which students are learning. Student use of both artistic and language expression on their poster projects is particularly noteworthy.

The teachers work collaboratively to improve their assessment practices to ensure that assessments are consistent, accurate, valid and reliable. Where there is more than one teacher for a course, sharing and joint development of assessment tools takes place. Performance standards are used where applicable and teacher designed rubrics are used in all subject areas.

During classroom visits, several teachers were preparing students for mid-term assessment week. It was encouraging to see plans to have students demonstrate their learning in a variety of ways during assessment week other than performance on a test.

The School has made improving performance on the English 12 provincial exam and addressing the discrepancy in the course and exam mark compared to the provincial rate one



of its top priorities for 2018/19. With the inevitable replacement of the exam with a literacy assessment, the School and MLES are exploring the use of other benchmark assessments that might be used to supplement the literacy assessment.

Assessment of the core competencies is still in the developmental stages.

Commendation:

Teachers are to be commended for their collaborative approach to learning about, developing and using quality assessment practices and for exploring the use of alternative assessments during mid term assessment week.

4.7 The School meets the learning resources requirements as outlined in section 4.7 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Classroom resources appear to suitably meet requirements to effectively deliver the B.C. curriculum. The owner/operator and the school principal appear to be very responsive to requests for resources as they are needed. The principal signs off on all acquisitions.

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

The library is currently undergoing a transformation. The Chinese resource collection has been separated from the English collection and moved to another location. A trained librarian has been hired and is in the process of reviewing the current collection and making plans for future growth. The plan is to make improvements directed at creating a library that is much more of a research and inquiry-based learning centre. The librarian plans to work with staff to grow the print and electronic resource collection in a managed way in order to support the new curriculum

The School is equipped with two wireless computer labs and Wi-Fi connectivity is available throughout the building. Grade 10 students are issued a laptop upon admission. The School also has eight 3D printers allowing all grade 10 students to complete a 3D printing unit in their grade 10 computer course. The school is quite well positioned to provide reliable and convenient access to technology, which will grow in importance as full implementation of the new B.C. curriculum is realized.



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

Requirement Met Requirement Not Met

Comment:

MLIS-C provides four formal and two interim reports to parents each year. They meet requirements. Report card comments are provided in English and Mandarin. They are chosen from a large systemic database of comments, which is reviewed on a regular basis. Staff are instructed to choose comments that reflect the student's classroom achievement and ways in which they can improve. Before being issued, report cards are verified for accuracy by staff and administration.

At-risk students are monitored by academic advisors, the student support department head and school administration. With the assistance of school counsellors, issues are communicated to parents. The issuance of "I" reports give parents early notification of students who are struggling with their studies.

The School also has a credit recovery program. This allows students who have not quite met learning outcomes for a course to do make up work as an alternative to repeating the entire course.

The PowerSchool student and parent portal provides an opportunity for parents to monitor student progress and attendance on an ongoing basis.

Commendation:

The School is commended for the support provided to students who are struggling with emotional and academic challenges.



POLICY DEVELOPMENT 5.0**5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the inspection catalogue for offshore schools.**

Requirement Met Requirement Not Met

Comment:

The Team verified that there is a detailed student/teacher handbook that has been updated for the 2018/19 school year. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student admission, student assessment, student conduct and student supervision. Chinese translation of parts of the handbook is noted.

5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team verified that the teacher handbook has been updated to satisfy Ministry requirements for the 2018/19 school year. The teacher handbook is comprehensive and includes content in support of teachers' professional and personal needs.

The Team verified that the School has a teacher evaluation policy for new and experienced teachers.

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 B.C. superintendent.



COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The Team verified that the School does not currently offer distributed learning courses although it has in the past. Should it offer any in the future, the courses would be provided by the prescribed DL provider – Kamloops SD73 Business Company – Global Education.</p>		

CONCLUSION

Commendations

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

- The dedication, commitment, energy and enthusiasm demonstrated by the teaching staff to grow as professionals and help students achieve success.
- Creating a professional work culture based on collaboration and interdependence where sharing ideas and colleagues supporting each other is pervasive.
- The thoughtful and thorough planning for instruction by staff, and the resourcefulness that they have demonstrated by creating learning experiences based on their own ideas, collaborating with colleagues and drawing on the ideas of others within the CMLES family of schools.
- The creativity, innovation and collaborative approach that staff have demonstrated in implementing the new curriculum.
- The collaborative approach to learning about, developing and using quality assessment practices and for exploring the use of alternative assessments during mid term assessment week.
- The rich and varied learning experiences in which they engage their students. Capitalizing on student interest and talent in art by blending art and language development into a learning activity in most curriculum areas is particularly noteworthy. That interest and talent in art is also on full display in many school corridors, products of the School's engaging art program.
- Engaging the teachers of the Chinese curriculum as part of their professional learning community with the common goal of ensuring high levels of student success.



- The highly collaborative administrative team comprised of the principal, vice principal and education coordinator whose collective efforts have contributed to providing a positive learning climate for both students and staff.
- The demonstrated commitment of the administrative support team to provide quality service to the B.C. program.
- The high level of support provided to teachers by the School and CMLES in implementing the new B.C. curriculum.
- The multi-faceted approach to English language development, including, but not limited to cross curricular teaching strategies, two hundred hours of English in grades 10 to 12, reading and language in homeroom, Bridging and Foundations courses, the writing centre, and after school tutorials.
- The extensive level of support provided to students in researching post-secondary opportunities, making informed decisions, and engaging in the application process.
- The support provided to students who are struggling with emotional and academic challenges.
- Addressing the quality standards promoted by CMLES and provided by AdvancEd and the International Society for Technology in Education (ISTE) and for the commitment to the use of data to inform decisions around programs and services.
- Its proactive approach to the use of additional space inherited following the move of the K-9 Chinese program. The space has been used to provide additional teacher office space and enhance academic and extracurricular offerings to students, such as a student union room, model united nations room and makerspace room.
- The active engagement of the owner/operator in the management of the China Maple Leaf Educational System through his systemic vision and direction as demonstrated by the system's development of detailed five-year growth plans.

SUMMATIVE RECOMMENDATION

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

