

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF INTERNATIONAL SCHOOL - ZHENJIANG

ZHENJIANG, JIANGSU PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 19-21, 2016

## INTRODUCTION

On October 19-21, 2016, a Certification Inspection was completed on Maple Leaf International School – Zhenjiang (MLIS-Z) in, Zhenjiang, Jiangsu Province, People's Republic of 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 Shawn Chisholm, Sheila Johnsrude and Hugh Gloster (Chair).

The School's B.C. Program has an enrolment of 530 students, in Grades 10 to 12. The School is located on a campus that was established in 2011 and also houses an elementary school with 294 students and a middle school with 214 students.

The B.C. Program building has five floors that contain administrative offices, classrooms, a library, computer labs, science and foods labs, a multi-media presentation room and Drama and Art rooms. An adjacent building houses the cafeteria and a gymnasium. The campus also has two separate dormitory buildings that provide housing for 95% of the students who attend the B.C. Program. There is also on-campus housing available for teachers in the B.C. Program. A separate administrative building also contains the offices for Maple Leaf staff who deal with registration, finance and general affairs for the campus.

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 Superintendent of Schools-B.C. Programs for Maple Leaf Educational Systems, who represented the Owner/Operator and the Offshore School Representative (OSR) during the inspection. The team also met with the Headmaster of the Chinese Program, the Principal of



the Chinese Program, the B.C. Principal, B.C. Teachers, the ESL Director, and the support staff working with the B.C. Program.

The Owner/Operator, Maple Leaf Educational Systems (MLES), also operates schools in 13 other cities throughout China. Partnership agreements also exist between Maple Leaf and post-secondary institutions in Canada.

The B.C. Program's philosophy, is to:

“blend the best of the East and West to provide an excellent education program that prepares students for success in western post-secondary institutions and in the international world of tomorrow”.

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

**The School has satisfactorily addressed requirements contained in the previous inspection report.**

Requirement Met       Requirement Not Met       Not Applicable

**Comment:**

While no specific requirements were listed in the previous inspection report of 2014, there were suggestions made to further enhance the program offered at MLIS-Z. The suggestions and the response from the school included:

1. *Distributing the policy on parent appeals to all parents as soon as possible.* This policy was translated from English to Mandarin and was communicated to the parents of the students in the B.C. Program. It will also be sent out to parents with the next report card and a Mandarin version will be included in future publications of the Parent Handbook.
2. *Encouraging ways to support teachers with further professional development as well as to explore the potential of establishing mentorship arrangements.* The Team noted that several teachers on the staff were teaching courses for the first time. Since this recommendation was made, MLES has instituted Curricular Leaders in major subject areas who provide support to all schools in the system. They have also brought teachers from throughout the system together to develop effective approaches to teaching 35 B.C. courses that work well for English language learners. At MLIS-Z, experienced teachers are matched up with new teachers to support them during their first experience teaching a new course.
3. *As the School grows, to review exam results yearly and use data to set targets for student learning.* MLIS-Z has established a school goal for 2016-2017 to focus on exam results, particularly in English 12. Staff members spent time during the first professional development day reviewing the data from the previous year.
4. *Increasing the number of computers for student use in the library and continue to*



*develop the area of technology throughout the school to enhance student learning.* Significant improvements have been made to the library, including moving it into a much larger facility with spaces to accommodate different functions. There have also been improvements to internet access and the school has added new equipment, such as 3-D printers.

**Commendation:**

The School is commended for the deliberate efforts made to respond to the suggestions included in 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.**

Requirement Met       Requirement Not Met

**Comment:**

MLIS-Z has grown by more than 200 students in the B.C. Program since the 2014 inspection, and the long-term growth plan projects the expansion to continue. The existing facilities have a capacity of 750 students for the high school program and another 750 for the elementary and middle school programs. Once the current building has reached its capacity, there is a plan to build a twin school and additional dormitories on the existing campus.

A multi-faceted strategy has been adopted to continue the existing growth trajectory. Along with marketing and promotional materials prepared by the Maple Leaf organization, MLIS-Z also focuses on unique strategies to attract students from neighbouring middle schools into the B.C. Program.

MLES has also initiated an innovative program to encourage graduates of Maple Leaf Schools to consider being trained in Canada to become B.C. certified Math/Science teachers and return to join the teaching staff of their schools in China. This could help to address the challenge of securing teachers to fill the anticipated openings.

**Commendation:**

The School is commended for offering professional development to ESL teachers in the area's public middle schools, enhancing the connection with potential feeder schools.



## 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:**

Maple Leaf Education Systems has received authorization from the Province of British Columbia to operate MLIS-Z as a Certified British Columbia Program. The School continues to meet all the requirements under 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:**

The School provided documentation from the appropriate local authorities indicating their compliance with local safety codes and ordinances. Both original and translated versions of the Food Business License to operate the school cafeteria and serve hot food, and the successful Zhenjiang Public Fire Resistance Inspection certificate were provided.

The MLIS-Z campus includes modern facilities that provide an excellent learning environment for students. Located in the Dagang New District, MLIS-Z has the space to allow for future expansion.

## 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:**

MLES has appointed Mr. Jim Beeke as the Offshore School Representative for MLIS-Z. Mr. Beeke is the Superintendent of Global Education for the Maple Leaf organization and brings a wealth of experience to the role. Mr. Beeke works closely with Mr. Bob Gardner, the Superintendent of Schools: B.C. Programs, in supporting the Maple Leaf schools that are



operating under the Certification Agreement.

**Commendation:**

MLIS-Z is well represented by having highly experienced educators in the roles of Offshore School Representative and Superintendent of Schools: B.C. Programs.

**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 is in her first year at MLIS-Z, having been an educator in B.C. since 1994. She comes to the school with extensive experience as both a lead teacher and school administrator. For the past 6 years in B.C. she has been in the role of either Vice Principal or Acting Principal. Prior to that her teaching background included being a Learning Support Teacher and a lead Literacy and Numeracy teacher. This experience ensures that she can assume all the duties as outlined in Part III Schedule B of the Agreement.

**Commendation:**

The Principal's background and experience is helping to establish an inquiry-based approach to school improvement and staff development. She is also well prepared to lead the work toward the implementation of B.C.'s redesigned curriculum.

**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:**

Along with a full-time Principal, MLIS-Z also has a 0.5 Education Coordinator, who shares in the educational leadership duties. The office is also staffed with a B.C. Secretary and a Foreign Secretary who deals with the Local Education Bureau and the Foreign Expert Bureau. An Office Manager oversees this clerical support team.

A separate finance department and general affairs office also provide support with matters such as the procurement of materials and resources.

**Commendation:**

The office staff are fluently bilingual and provide excellent support to staff and students in the B.C. Program.



### 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:**

Individual student records contain all required documents and are stored in a secure, locked location in the Administration building. Documents indicate that MLIS-Z students are sometimes placed into a Bridging or Foundations Program before enrolment in the full B.C. Program.

### 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:**

**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:**

The team looked for evidence of the redesigned curriculum being implemented in the course plans that were reviewed. Conversations with staff indicate that many of the teachers are new to the School, have limited exposure to the redesigned curriculum and are looking forward to collaborating with their colleagues to establish a plan for the trial implementation of components of the draft curriculum during this school year.

To support this curriculum transition, this past summer, MILS-Z provided the opportunity for the Principal and a MLIS-Z teacher to attend the Ministry of Education Offshore Schools Professional Development Workshop that focused on the implementation of the redesigned curriculum. The School has also scheduled several half-day professional development days throughout this school year for staff to work with the redesigned curriculum and explore the incorporation of inquiry-based learning, differentiated instruction and assessment practices.



**Commendation:**

The Team commends the School for including time in the schedule for teachers to better understand and plan for the implementation of 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:**

MLIS-Z has an established process to meet the requirements for English Language Assessment and Acquisition as outlined in Section 4.2 of the Inspection Catalogue. Prior to acceptance into the B.C. Graduation Program, MLIS-Z administers an assessment of English Language skills, using a system-developed Placement Exam that measures Listening, Grammar, Reading Comprehension and Writing, as well as a personal interview by MLIS – Z staff. The team noted that Placement Exam results appeared in all students' files.

For students whose English language skills are not deemed to meet the standards required for success in the B.C. program, a process is followed to enrol them in a preparatory program, either Foundations or the more advanced Bridging Program. Additional ESL support blocks are provided as necessary, and the Placement test is administered throughout the school year at regular intervals so that students may progress at their own rate into the B.C. Graduation Program.

Course outlines were reflective of the new MLES Global Curriculum, a purpose-designed program to support the teaching of English language learners in China. Classroom observations demonstrated that teaching strategies, topics and materials used provided an atmosphere whereby students were encouraged and expected to interact spontaneously in English and to be engaged with peers and instructors about the class content.

**Commendation:**

The ESL staff and the School Principal are to be commended for their attention to ensuring that students have multiple opportunities to improve their English language proficiency, both prior to and while enrolled in the B.C. Program.

#### **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 reviewed section 4.3 of MLIS-Z's inspection catalogue and the master list of 2016-2017 course offerings and Board /Authority Authorized Course [BAA] verification pages to



confirm that all course offerings comply with the B.C. Offshore School Agreement. The School offers the following BAA courses: Teacher Assistant 11 & 12; Introduction to Math and Science 10; Introduction to English and Social Studies 10; Psychology 12 and Leadership 12. Courses identified as exempted are Chinese Social Studies 10, 11 and 12.

The Principal indicated that MLIS-Z follows the procedures for Course Challenge and Equivalency as communicated in the B.C. Global Education Program Operating Manual, however they have yet to develop school-based policies.

**Commendation:**

The Team commends the School for offering BAA courses specifically designed to support English language learner success in English, Social Studies, Math and Science.

**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:**

The Team met with all teachers and reviewed their course overviews, unit plans and lesson plans. All plans demonstrated a link between long and short-term plans and meet or exceed the Ministry expectations for course planning.

MLES has developed comprehensive course plans for most courses offered at MLIS-Z. The Team commends MLIS-Z and MLES for developing plans that support teachers that are new to the profession, the School and the B.C. Offshore School Program.

During the inspection, the Team discussed the importance of engaging in a course planning review process in the future that will result in plans that reflect personalized learning and alignment with the redesigned B.C. Curriculum. The less prescriptive draft curriculum provides the freedom and opportunity for the MLIS-Z staff to explore planning that reflects the specific needs of a B.C. Offshore School.

**Commendation:**

The Team commends the School and MLES for the efforts they have made to create comprehensive course plans.



**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:

The Team's review of the MLIS-Z schedule confirms that the School offers instructional hours well in excess of Ministry requirements. The School is commended for the additional hours staff also provide for student instructional support through tutorials that are well attended by MLIS-Z students.

The MLIS-Z staff participate in orientation activities one week prior to the beginning of the school year and attend workshops to identify language and cultural differences they will experience with English language learners. The Maple Leaf Global Curriculum also incorporates teaching strategies that have proven to be effective in meeting the learning needs of MLIS-Z students.

Commendation:

The Team commends the staff for the significant time that they commit to students outside of regular school hours.

**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:

The Team examined data related to student performance in Provincially-examinable courses, which is satisfactory overall, with particularly good results in Mathematics. Significant improvement has been noted since the 2013/14 school year in the correlation between course marks and achievement on the Provincial examinations in English 10, English 12, Communications 12 and Social Studies 11. The School is to be commended for the work that has been done to address this area over the past three years.

The teachers utilize a variety of assessment tools to assess student progress. The team observed that teachers were employing teacher, peer and self-assessments using rubrics and rating scales, some of which are provided in the Maple Leaf Global Curriculum materials. It was also noted that student work, as seen in classroom postings and in their notebooks, has received specific feedback from the teacher. Teachers reported that ongoing communication with students through the new Moodle platform also provides a venue for formative assessment and ongoing feedback. The Principal reported that the School has an extensive



exam protocol to ensure that summative assessments accurately reflect the students' best effort, both for school-based summative examinations and for Provincial examinations.

**Commendation:**

The School is to be commended for the improvement in the correlation between school assessments and Provincial exam results in English 10, English 12, Communications 12 and Social Studies 11.

**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:**

MLES has purchased digital resources to increase access to materials necessary for research and inquiry-based study, including both ProQuest and Tumblebooks. Teachers also report that Moodle is a platform whereby they can upload research articles and media for students to use for research projects, reducing dependence upon sometimes unreliable or slow internet service.

The team noted that Science classes have access to lab facilities housed in neighbouring buildings. During class visitations to the senior Science classes, the team observed that teacher demonstration of labs, rather than students conducting experiments, was common practice.

There are several full class sets of novels for classroom use. These include classic titles traditionally used in senior English courses, graphic novels, and books with modern themes of interest to adolescent learners. The School plans to purchase novels for use in literature circles, which would greatly enhance the options for differentiation in the ESL and English classrooms.

Reading material, teacher resources, reference materials and nonfiction material form a smaller part of the library, with many teachers reporting that they find most of their material online through the new digital platforms. Periodicals, which have reportedly circulated regularly in the past, will continue to be made available for student recreational reading and research use.

As part of a recent upgrade, a new and larger library space. The Team observed that large numbers of students used this area after school to gather. The pleasant atmosphere provided a venue for students to interact with the printed materials and to converse or study.

**Commendation:**

MLIS-Z is commended for its investment in resources to support student learning and for plans to continue to purchase needed resources.



**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:**

Progress Reports are distributed four times per year, supplemented by interim reports at the middle of each term. Reports include both letter and numerical grades. Work Habits are reported separately, using a Fully Meeting, Partially Meeting and Not Yet Meeting rating scale. Anecdotal comments are provided in both English and Mandarin to facilitate communication with parents/guardians. Students in need of improvement are provided with an interim report before mid-term reporting, which results in the student meeting with the teacher and counsellor to develop an action plan to improve the student's success.

The School has other avenues of communication with families. Parents may request an interview through the school's counsellor, or the Chinese Principal/Head Counsellor. An interpreter is provided for Parent - Teachers interviews to discuss progress and concerns. Parents may also monitor their child's progress on an ongoing basis through Power School.

Reports contained in student files demonstrate that each teacher provides anecdotal comments as part of the reporting process. Each teacher also presented a file of his or her most recent Interim reports and the follow-up/action plan was completed in all cases observed.

**Commendation:**

The follow-up process initiated by an interim report demonstrates a concern for student progress and a willingness to help students take steps to improve their performance.

**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 Student and Parent Handbook is updated for 2016 and is detailed, providing all the required information outlined in section 8.11 of the Agreement. Valuable information regarding Student Services, Student Conduct, Academic Information, Educational Pathways and accessing Post Secondary Programs is outlined. A section titled "Process for Resolving Student and Parent Concerns" is also in place in the Handbook.



**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 produced by Maple Leaf's Head Office and is updated on an annual basis. The most recent version was dated September 2016 and includes all necessary requirements outlined in the Inspection Catalogue.

**COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0**

**6.1 The School meets the Distributed Learning requirements as outlined in Section 18 of The Agreement and Section 6 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met       Not Applicable

**Comment:**

Distributed Learning has only been used on one occasion to provide Pre-Calculus 12 to an individual student. This student was supported by the Principal, and the School has no plans to expand the offering of DL courses in the future.

## CONCLUSION

### Commendations

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

- The deliberate efforts made to respond to the suggestions included in the previous Inspection Report.
- Offering professional development to ESL teachers in the area's public middle schools, enhancing the connection with potential feeder schools.
- Having highly experienced educators in the roles of Offshore School Representative and Superintendent of Schools: B.C. Programs, to represent the School.
- Appointing a Principal with the background and experience to help establish an inquiry-based approach to school improvement and staff development. She is also well prepared to lead the work toward the implementation of B.C.'s redesigned curriculum.
- Having an office staff that are fluently bilingual and provide excellent support to staff and students in the B.C. Program.



- Including time in the schedule for teachers to better understand and plan for the implementation of the redesigned curriculum.
- Ensuring that students have multiple opportunities to improve their English language proficiency, both prior to and while enrolled in the B.C. Program.
- Offering BAA courses specifically designed to support English language learner success in English, Social Studies, Math and Science.
- The efforts they have made to create comprehensive course plans.
- The significant time staff commit to students outside of regular school hours.
- The improvement in the correlation between school assessments and Provincial exam results in English 10, English 12, Communications 12 and Social Studies 11.
- Its investment in resources to support student learning and for plans to continue to purchase needed resources.
- The follow-up process initiated by an interim report that demonstrates a concern for student progress and a willingness to help students take steps to improve their performance.

### **SUMMATIVE RECOMMENDATION**

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

