

# Certification Inspection Report

## BRITISH COLUMBIA PROGRAM

*at*

MAPLE LEAF INTERNATIONAL SCHOOL - ZHENJIANG

ZHENJIANG, JIANGSU PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 26-28, 2018

## INTRODUCTION

On November 26 – 28, 2018, a certification inspection was completed on Maple Leaf International School – Zhenjiang (MLIS-Z) in Zhenjiang, Jiangsu Province, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education and Independent Schools, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Terrence Sullivan (Chair) and Desmond McKay.

The School's B.C. program has 206 students in grade 10, 187 students in grade 11 and 174 students in grade 12. The 206 students in grade 10 include 56 students in a bridging program and 31 students in a foundations program. The B.C. program has a total enrolment of 567 students. The Maple Leaf campus also includes a middle school with 247 students and a primary school with 472 students. The B.C. program shares a large spacious building with the other two Maple Leaf schools. The entire school, which houses the B.C. program, enrolls 1286 students. The campus also includes an administration building and a third building which houses the gymnasium and cafeteria.

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's offshore school representative (OSR) who represented the owner/operator, the assistant superintendent of China Maple Leaf Educational Systems, a member of the board of directors of China Maple Leaf Educational Systems, the Chinese head master, the B.C. principal, the B.C. vice-principal and the B.C. teachers.



The owner/operator, China Maple Leaf Educational Systems (CMLES), is responsible for the B.C. program. China Maple Leaf Educational Systems has 80 schools in China which include 15 B.C. offshore schools. Those 15 B.C. offshore schools include 12 high schools and 3 foreign nationals schools for a total enrolment of 8100 students.

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

- promotion and appreciation for the diversity of people and cultures, an optimal environment for learning and teaching, and a globally respected curriculum that inspires in its students the spirit and ideals of global citizenship

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>		
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The School did not have any requirements from their previous inspection but there were a number of suggestions in the previous inspection report.</p> <p>MLIS-Z has a plan in place to accommodate future increases in enrolment and the present school facility can accommodate up to 800 students in its existing facility with plans in place for a future additional building when needed. MLIS-Z has the resources in place to update courses to the new curriculum. It is also developing a policy for course challenge and equivalency. The School has implemented an online schedule for booking the shared laboratories and a translated version of the appeals and dispute resolution policy has been inserted in the parent/student handbook.</p>		
<p>Commendation:</p> <p>The School is commended for acting on all of the suggestions in the previous inspection report.</p>		



## BUSINESS PLAN

<b>The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.</b>
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The owner/operator has submitted a business plan to the Ministry of Education. Representatives of the School attend recruitment fairs throughout Jiangsu Province. The principal has provided material to the school representatives, which has been translated into Mandarin, which describes the new B.C. curriculum and the philosophy of the Maple Leaf system. The principal has also personally attended a number of these fairs. Directors from the School go to different communities to talk about the School and the School also advertises on different social media platforms. The School has been active in ensuring the sustainability of the B.C. program.</p>

## OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

<b>2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).</b>
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>China Maple Leaf Education Systems has the signed copy by the Ministry and China Maple Leaf Education Systems of the B.C. Global Education Program Offshore Schools Certification Agreement. The team also viewed an English translation from the local Zhenjiang Education Bureau giving the School the authority to operate the B.C. program.</p> <p>The owner/operator meets all the requirements as set forth in the Agreement.</p>

<b>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.</b>
<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team examined English copies of approvals to operate cafeteria services at the School as well as approvals from the local fire service to operate the buildings on campus. Local government building inspectors also inspect the school buildings on a regular basis.</p>



The School has regular fire drills during the school year involving all school students and staff on the campus. As well, the School has a comprehensive critical response plan and China Maple Leaf Education Systems has developed a system wide plan in the event of a temporary or unforeseen closure of any of the schools in the system. The system wide plan has been signed by the B.C. offshore school representative and the superintendent of schools for the Maple Leaf system.

### 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 School has appointed Mr. Jim Beeke as offshore school representative (OSR) for the schools in the Maple Leaf system. Mr. Beeke has been confirmed by the province and meets all the requirements set out in section 4 of the Agreement. He is aware of his responsibility to report critical information relating to changes in the operation or ownership of the schools in the Maple Leaf system that could significantly impact school operations.

Mr. Beeke was present during the inspection and was also joined during the inspection by Ms. Jackie Kersey, Assistant Superintendent of the B.C. program and Mr. Peter Owen, member of the Board of Directors of China Maple Leaf Educational Systems.

**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 of the School has the necessary Certificate of Qualification from the Teacher Regulation Branch (TRB) and has twenty-three years of experience as a teacher and administrator in British Columbia schools. She has served six years as a school administrator in B.C. and three of those years were as an acting principal. She is now in her third year as the principal Maple Leaf International School – Zhenjiang.

The Team was impressed by the planning and organizational ability of the principal and her leadership in preparing and moving staff forward in the implementation of the new B.C. curriculum.



**Commendation:**

The principal is to be commended for her calm, organized, effective and transformational leadership of the School.

**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 principal, 1 FTE vice-principal, a 0.5 registrar, a 0.75 academic advisor, a 0.5 success room teacher, a 0.75 librarian, a 1.0 foreign affairs Secretary, a 1.0 B.C. secretary, a 1.0 staff secretary, and a 1.0 library secretary. The School uses Power School as its approved administrative software.

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

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

Requirement Met       Requirement Not Met

**Comment:**

The Team examined the records of a random sample of 30 students which were representative of the students enrolled in the B.C. program. There were ten records from grade 10, ten records from grade 11 and ten records from grade 12. All files examined contained the updated student and parent consent forms and fully meet the requirements outlined in section 3.4 of the inspection catalogue.

**Commendation:**

The School is commended for its highly organized and comprehensive student records which facilitated the work of the Inspection Team.



### 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 examined the records of all B.C. teachers and administrators employed at the School. The Team viewed the exemption documents for four teachers who have not yet received their Certificates of Qualification from the Teacher Regulation Branch (TRB). The Team was informed that the TRB has indicated that all four teacher applications are complete. The teachers with exemptions are being supported with their applications to the Teacher Regulation Branch by the Maple Leaf central office. All teacher records fully meet the requirements outlined in section 3.5 of the inspection catalogue. The Team viewed local equivalents and criminal records checks for teacher assistants employed by the School.

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

The Team observed some large classes in the senior grades due to delays in teachers receiving their Chinese visas due to new demands for the verification of documents. China Maple Leaf Educational Systems is aware of the issue and is working hard to facilitate the process for new teachers to ensure that teachers can arrive in time for preparation meetings prior to the start of the school year and so they can begin their assignment at the beginning of the school year.

#### Commendation:

The School is to be commended for the up to date, thoroughness and very well-organized teacher files.

## 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:

MLIS-Z has fully implemented the grade 10 program, and all new draft grade 11 and 12 courses. Teachers have also converted all grade 11 and 12 course overviews to the new curriculum frameworks using CMLES course overview templates. All staff use the CMLES lesson planning template that identifies the core and curricular competencies as well as assessment and First People's Principles of Learning strategies in the lesson. The Team noted that the use of system overview and lesson planning templates has created a common



language for staff and students around the new curriculum frameworks. Core competency posters are posted in classrooms and students are often required to do a self-assessment reflection on one of the competencies.

The major thrust of professional development for the 2018/2019 school year is the implementation of the new curriculum framework, grades 10 to 12. This is a significant challenge for MLIS-Z, and most offshore schools, because many teachers are not familiar with the new B.C. curriculum. Administration collaborated with staff to develop a detailed professional development plan for the school year that includes using staff meetings to provide additional professional development time. The last week of August was used to in-service all staff on Power School, the core competencies, formative and summative assessment, student self-assessment and supporting English language learners. Each professional day has a pre-planned agenda dedicated to exploring instructional strategies and teaching resources to initiate student centered / student directed learning, student self-assessment and First People's Principles of Learning. The core competencies are imbedded in all the professional development sessions throughout the year.

Commendation:

MLIS-Z is to be commended for implementing the new curriculum framework, grades 10 through 12.

MLIS-Z is to be commended for developing a professional development plan that has a clear focus on curriculum implementation and student centered instructional practice.

#### **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:

Students entering the B.C. grade 10 program are required to pass a B.C. entrance exam. Students who pass the exam and have done well in their ESL classes are admitted directly into the B.C. program. Students who are close to meeting the standard, but still require language development, are admitted into a bridging program where they receive ESL support while taking English developmental BAA courses. Students who are unable to pass the exam and require significant language development are streamed into a foundations language development program. As their English language skills improve they ladder into the bridging program. First semester students take Canadian culture and language (BAA course) in addition to ELL support. Second semester they enroll in Developmental English 10 (BAA) as well as discussion focused English courses such as Planning 10, Art & Drama 10, P.E. 10 or Science 10 while continuing to receive ELL support. Students are re-assessed at the end of



each semester and are admitted into the B.C. grade 10 program after passing the entrance exam.

The entrance exam is administered by ESL teachers, under the oversight of administration, using the same protocols for Ministry assessments. B.C. certified teachers are paired with ESL teachers to mark the exam. The exam results are forwarded to the principal who makes the final decision about student placements based on the exam marks and ESL teacher recommendations. These exams are written in August and at the end of each semester.

The Team noted that the ESL co-ordinator for the B.C. program collaborates with her counterpart in the Chinese school and together have introduced a number of ESL initiatives in the elementary and middle schools. These include providing ESL instruction in the elementary schools, middle school students visiting classes in the high school, high school students providing ESL support in the middle school and coordinating a middle/high school science fair. Other ESL initiatives include speech contests open to surrounding schools, an English Arts Festival, and reading stories to elementary students in the library.

**Commendation:**

The School is to be commended for its B.C. program screening process.

The School is to be commended for developing a student-centered language development program of support for ESL students entering the B.C. program.

The School is to be commended for initiating ESL programs, activities and events that connect the elementary and middle Chinese schools with the B.C. high school 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:**

MLIS-Z meets the course credit requirements as outlined in section 4.3 of the inspection catalogue for offshore schools. All grade 10 BAA course outlines have been re-written to meet the course planning requirements of the new B.C. curriculum.



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

Requirement Met       Requirement Not Met

**Comment:**

CMLES has 15 B.C.-certified schools in China (12 B.C. high schools and three foreign nationals schools) and enrolls approximately 8,100 students. CMLES has adopted a systems approach to implementing the new B.C. curriculum. Curriculum teams, under the direction of CMLES curriculum coordinators, have prepared overview and lesson planning templates that incorporate all the elements of the new curriculum. To maintain a standard of consistency and quality throughout their system, CMLES curriculum teams have updated all grade 10 course overviews, including all BAA courses, to reflect the new curriculum frameworks. These overviews and accompanying lesson plan templates are a valuable instructional planning support for teachers, particularly those new to the B.C. curriculum.

MLIS-Z grade 11 and 12 teachers have updated their course overviews and instructional plans to reflect the new B.C. curriculum frameworks using the CMLES course overview and lesson planning templates. Centrally, CMLES curriculum teams have updated course overviews for Explorations in Social Studies 11, New Media 11 and Literacy Strategies 11 to reflect the new curriculum frameworks. Six MLIS-Z teachers are involved in writing new curricula under the direction of CMLES curriculum coordinators, and the Math department teachers are prepared to write curriculum for the new Math 11 and 12 courses coming online.

Staff frequently commented that the MLISZ overview and lesson planning templates are very effective instructional planning tools because they identify the Big Idea, First People's Principles of Learning, core and curricular competencies, and key ESL learning strategies for each lesson. The Team noted that while CMLES has developed system overviews and lesson planning templates, many teachers have personalized them to create curriculum unit maps to reflect the specific learning needs of their students.



**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:

MLIS-Z students are in session 6.25 hours per day for 181 days per year for a total of 1,131.25 hours per year, thus exceeding the 850 hours per year required by the Educational Standards Order. The Team also noted that the School has created a strong extracurricular program with a wide range of sports and activities.

**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:

A major challenge for offshore schools, and senior English teachers in particular, is keeping the gap between school marks and exam marks within the 25% allowable range. At MLIS-Z, English department teachers have made consistency in marking a professional development focus. Department marking rubrics based on the performance standards and Ministry 6 point marking scale, have been created for common assessments. Team marking exercises are used to develop departmental marking consistency.

Department heads and school administration also review marks assigned by each teacher and for each course to ensure they are within a reasonable range consistent with past years. This also ensures that marks between teachers teaching the same course and marks within the department are reasonably consistent.

MLISZ has developed protocols to protect the security and integrity of B.C. provincial examinations and assessments. These include the following:

- clearing all materials from the examination room the evening before the exams;
- having the lab technician install and test the provincial security protocols under the supervision of an administrator;
- locking and securing the lab;
- having staff in the lab before students arrive to direct them to pre-assigned stations.
- having an administrator enter the exam password into each student's computer; and
- having two invigilators in the examination room at all times.



**Commendation:**

MLIS-Z is to be commended for developing assessment marking protocols for keeping the English 12 exam mark and school mark within the 25% variance.

**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:**

MLIS-Z meets the learning resources requirements outlined in section 4.7 of the inspection catalogue for offshore schools.

To provide consistency across the system, and ensure teaching resources are age and culturally appropriate, CMLES curricular teams review and select teaching/learning resources recommended by CMLES teachers. The review team submits its list of recommended resources to the superintendent, or his/her designate, for approval. All school-based learning resources are approved by the principal.

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

Requirement Met       Requirement Not Met

**Comment:**

The Team confirmed MLIS-Z teachers use a variety of formative, summative and student self-assessment practices to assess student growth and development. It was also noted that teachers use a variety of marking rubrics and the B.C. performance standards when planning their lessons and when assessing student learning. Students regularly assess their progress on the core and curricular competencies using a range of rubrics and assessment strategies in all their classes.

MLIS-Z parents receive six reports per year; two formal and one informal report card per semester. Chinese counsellors and B.C. homeroom teachers distribute the reports in grade meetings and homeroom classes. Chinese counsellors are often used to speak directly to parents by telephone, at grade meetings and through the PowerSchool parent portal.

**Commendation:**

MLIS-Z is to be commended for having students regularly assess their progress on the core and curricular competencies using a range of rubrics and assessment strategies.



**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 parent/student handbook has been updated for the 2018/2019 academic year. The handbook contains the requisite policies for appeals and dispute resolution, student assessment, student admissions, student conduct and supervision. The dispute resolution policy for parents and students is discussed at school staff meetings and is posted on the school website. The handbook is printed in Mandarin and English and is distributed to all students and parents.

**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 has been updated for the 2018/2019 school year. China Maple Leaf Educational Systems has acknowledged that the Province of British Columbia is not a party to the contract of employment between the owner/operator and the teachers. The handbook also includes policies for the evaluation of teachers and administrators and is implementing the policies. The principal has been evaluated according to policy and the vice-principal will be evaluated during this academic year. The team observed requisite teacher evaluations which have been placed in teacher files.

**COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0****6.1 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and Section 6 of the inspection catalogue for offshore schools.**

Requirement Met       Requirement Not Met       Not Applicable

**Comment:**

The School has approximately 10 students enrolled in distributed learning courses which are provided by Global Education – SD73 Business Company (GlobalEd) which is the Ministry approved distributed learning service provider. Students receive support from staff including the school librarian. The administration has established a clear relationship with GlobalEd



teachers. Parents have to give signed permission before a student can take a GlobalEd course and all courses are updated to meet the new curriculum requirements.

## CONCLUSION

### Commendations

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

- the principal’s calm, organized, effective and transformational leadership of the school.
- the School’s highly organized and comprehensive student records which facilitated the work of the inspection team.
- the School’s up-to-date, thoroughness and very well-organized teacher files.
- implementing the new curriculum frameworks, grades 10 through 12.
- developing a professional development plan that has a clear focus on curriculum implementation and student centered instructional practice.
- its B.C. program screening process.
- developing a student-centered language development program of support for ESL students entering the B.C. program.
- initiating ESL programs, activities and events that connect the elementary and middle Chinese schools with the B.C. high school program.
- developing extensive extra-curricular and house team activities that appeal to a wide range of talents and interests.
- developing assessment marking protocols for keeping the English 12 exam mark and school mark within the 25% variance range.
- having students regularly assess their progress on the core and curricular competencies using a range of rubrics and assessment strategies.

### 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 – Zhenjiang continue to be recognized as a British Columbia-certified school.**

