

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - SHANGHAI

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 15-16, 2018

INTRODUCTION

On November 15-16, 2018, a certification inspection was completed on Maple Leaf International School – Shanghai (MLIS-S) in Shanghai, 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 an enrolment of 457 students, in grades 10 – 12, a bridging program that enrolls 50 students and a foundations program that enrolls 65 students for a total of 572 students in the B.C. offshore program. The campus also has a middle school which has an enrollment of 418 students.

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, offshore school representative (OSR), B.C. principal, B.C. vice-principal, B.C. teachers and the Chinese head mistress.

The owner/operator, China Maple Leaf Educational Systems Limited (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 enrollment of 8100 students.

The B.C. program’s philosophy, objectives and special features include a belief that through blending the best of the innovations and higher level thinking western educational model with



the cultural richness and discipline of the traditional Chinese educational model, students will be best prepared to meet the challenges of living and working in a more internationalized society.

The CMLES educational philosophy assumes that every child has a strong desire to learn and to develop an understanding of the world, to share their knowledge, and to communicate their understanding, thoughts, and feelings through wide-ranging personal expression.

The Team would like to thank Maple Leaf International School - Shanghai 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
<p>Comment:</p> <p>The School had no requirements in the previous inspection report but has responded positively to a number of the suggestions that were made in that report. The responses included a positive, informed pragmatic approach to the new curriculum</p>
<p>Commendation:</p> <p>The School is to be commended for its initiatives with respect to the new curriculum implementation which included mentoring for new staff, professional development sessions, information distributed to parents, parent meetings, information posted to the website, changes to assessment practices and changing the curriculum structure to allow for greater flexibility for teachers in curriculum implementation.</p>

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
<p>Comment:</p> <p>The School has submitted a comprehensive business plan to the Ministry. The School is in year three of a five-year strategic plan developed by CMLES. A major component of that plan is to increase enrollment across the system. Maple Leaf International School – Shanghai has undertaken a number of initiatives to help increase enrollment. These initiatives include recruitment at local middle schools, web advertising and the use of social media, as well as information sessions for the public and parents.</p>



The school administration, through CMLES, is working hard to continue to increase the long-term sustainability of the program.

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 examined written certification from the local government authority giving the School legal permission to operate. The owner/operator meets all the requirements set forth in the 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 Team examined inspection approval certificates from the local fire authority, the local municipality for the inspection of the school buildings as well as the certificate to operate the school cafeteria. The School consists of three buildings on a spacious campus. One building houses a middle school and a high school component, one building is just the high school and one building houses the cafeteria and the gymnasium. The facilities are suitable to support the B.C. program.

China Maple Leaf Educational Systems has developed a system wide emergency evacuation plan for all schools in its system. In addition, the School is in the process of developing its own emergency response manual. The assistant superintendent of Maple Leaf Educational Systems was present for the reporting out component of the inspection and is aware of and supportive of the emergency evacuation plan for the system and the progress being made on the School's emergency response plan.



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:

China Maple Leaf Educational Systems has appointed Mr. Jim Beeke as the offshore school representative (OSR) for the system. Mr. Beeke has been confirmed by the province and meets all the requirements set out in section 14 of the Agreement. Mr. Beeke was represented at the inspection by the assistant superintendent of China Maple Leaf Educational Systems. The OSR is aware of all his responsibilities under the agreement including 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.

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 has served in British Columbia as a secondary teacher, a secondary vice principal, a secondary principal and has for the past four years been the principal of Maple Leaf International School Shanghai. The principal has a B.C. Certificate of Qualification and meets all the requirements set out in section 3.2 of the inspection catalogue.

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 vice-principal, a B.C. secretary, a foreign affairs secretary, 0.6 of a position for academic advising, eight department heads, a Chinese counselling office and a Chinese graduation center. The School also receives additional administrative support from the China Maple Educational Systems central office.

The School meets the support requirements as outlined in section 3.3 of the 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:

All the information required to be in the student files was available to the team. However, some of the information was digitized on the School's Power School System, some of the information was digitized in Mandarin on the Chinese OA system and what could not be digitized was in hard copy form on the student's file. The student and parent consent forms, updated based on the ministry guidelines for the 2018/19 school year, have been signed and placed in the student files.

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 files of all B.C. teachers on staff were reviewed by the team. Three teachers have received exemptions while their applications to the Teacher Regulation Branch (TRB) are in process. One of the teachers has recently received approval and the other two teachers are being supported by the school administration and the Maple Leaf human resources department in their application for TRB approval within the given timeframe. All other teachers on staff meet the teacher certification requirements as outlined in section 3.5 of the inspection catalogue for offshore schools.

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:

The China Maple Leaf Educational Systems (CMLES) has adopted a systems approach to implementing the new B.C. curriculum. Curriculum teams, under the direction of CMLES curriculum co-ordinators, have prepared grade 10 course overview documents that incorporate all the elements of the new curriculum. Teachers also use a CMLES lesson



planning template to identify Big Ideas, First Peoples' Principles of Learning, core and curricular competencies, and key English language learning strategies for each lesson.

The 2018/2019 school year professional development focus for MLIS-S is the implementation of the new B.C. curriculum. Departments and teams of teachers are exploring instructional strategies and teaching resources to initiate student centered/student directed learning, student self-assessment and First People's Principles of Learning. CMLES central coordinators are also working with teachers across the curriculum to integrate numeracy and literacy strategies that will prepare students for the literacy and numeracy assessments.

Commendation:

MLIS-S staff is to be commended for its commitment to students and the implementation of the new curriculum.

MLIS-S staff is to be commended for investigating ways to integrate First People's Principles of Learning across the curriculum.

MLIS-S administration and staff are to be commended for creating a culture of learning and support for each other and for their students.

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 the B.C. entrance exam, and those who are unable to do so are streamed into a foundations language development program. As their English language skills improve they ladder into a bridging program that allows them to enroll in discussion focused English program courses in addition to receiving English language learning (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.

Commendation:

MLIS-S is to be commended for the level of English language support it provides all students, grades 10 through 12. In addition to scheduling a tutorial block every week for remedial assistance, students are enrolled in English classes year-round.



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-S meets the course credit requirements as outlined in section 4.3 of the inspection catalogue for offshore schools. Twenty-one BAA courses have been developed to appeal to a wide range of interests and abilities in the areas of Art, Sports, Culture, and Academics. All grade 10 BAA course outlines have been re-written to meet the course planning requirements of the new B.C. curriculum.

Commendation:

MLIS-S is to be commended for offering a full suite of BAA courses that appeal to a wide range of interests and abilities in the areas of art, culture, sports and academics.

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 schools in China and enrolls approximately 8,100 students. 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.

Several MLIS-S grade 11 and 12 teachers have started the process of migrating their course overviews and instructional planning over to 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 framework.

Commendation:

MLIS-S is to be commended for committing to professional development, particularly in the areas of assessment and First People's Principles of Learning.



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-S students are in session 6.17 hours per day for 190 days per year for a total of 1,171.7 hours per year, thus exceeding the 850 hours per year required by the Educational Standards Order.

Commendation:

MLIS-S is to be commended for providing students extended learning opportunities and English language support by exceeding the minimum 850 hours of instruction per year.

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-S, English department teachers have made consistency in marking a professional development focus. Department marking rubrics have been created for common assessments and 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.

MLIS-S 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;
- having three invigilators in the examination room at all times; and



- recording student confirmation codes and times of exit by one of the invigilators.

Commendation:

MLIS-S is to be commended for developing strict protocols to protect the security of B.C. provincial exams and assessments.

The MLIS-S English department is to be commended for developing department marking rubrics for common writing assessments and for creating team marking exercises to develop departmental marking consistency.

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:

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 MLISS 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.

Parents whose children attend MLIS-S 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 and often speak directly to parents by telephone, at grade meetings and through the PowerSchool parent portal.



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 school year and contains a process for parent appeals and dispute resolutions which is also distributed to parents in a letter to parents at the beginning of the school year. The dispute resolution process is also discussed with staff at the first staff meeting of the school year.

The School meets the student handbook requirements as outlined in section 5.1 of the inspection catalogue.

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 as required for the 2018/2019 school year and contains policies on dispute resolutions for staff, policies on teacher evaluation and administrator evaluation as well as an acknowledgement that the Province of British Columbia is not party to the contract of employment between the owner/operator and the teachers.

The School meets the teacher handbook requirements as outlined in section 5.2 of 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:

The School does not have any students taking courses through distributed learning.



CONCLUSION

Commendations

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

- the initiatives with respect to the new curriculum implementation which included mentoring for new staff, professional development sessions, information distributed to parents, parent meetings, information posted to the website, changes to assessment practices and changing the curriculum structure to allow for greater flexibility for teachers in curriculum implementation;
- the commitment to students and the implementation of the new curriculum;
- the investigative ways to integrate First People’s Principles of Learning across the curriculum;
- the ability to create a culture of learning and support for each other and for their students;
- the level of English language support it provides all students, grades 10 through 12. In addition to scheduling a tutorial block every week for remedial assistance, students are enrolled in English classes year-round;
- the commitment to professional development, particularly in the areas of assessment and First People’s Learning Principles;
- the development of strict protocols to protect the security of B.C. provincial exams and assessments;
- the development of the English department marking rubrics for common writing assessments and for creating team marking exercises to develop departmental marking consistency;
- the offer of a full suite of BAA courses that appeal to a wide range of interests and abilities in the areas of art, culture, sports and academics; and
- the extended learning opportunities provided to students and English language support by exceeding the minimum 850 hours of instruction per year.

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 International School – Shanghai continue to be recognized as a British Columbia-certified school.

