Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - SHANGHAI

SHANGHAI

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 26-28, 2019

INTRODUCTION

On November 26-28, a virtual certification inspection was completed on in the 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 virtual inspection was to determine whether the requirements for the British Columbia (BC) education program have been met, according to the *BC Global Education Program – Offshore Schools Certification Agreement*. The virtual inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Laurie Anderson (Chair) and Des Mckay.

The School's BC program has an enrolment of 617 students, in Grades 10-12. There is also a middle school on the same campus, and two ELL transitional programs, Foundations and Bridging, that prepare students for the BC program.

During the virtual inspection of the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and communicated with the BC Principal, BC vice-principal, BC teachers and the CMLES assistant superintendent.

The Owner/Operator, China Maple Leaf Educations Systems Limited (CMLES), is responsible for the BC program. CMLES has approximately 90 schools in China, including 17 offshore BC schools with a total school enrolment of over 8, 000.

The BC program's philosophy, objectives and special features include a commitment to blending the best of Chinese and western educational principles to optimize student learning. The School's mission is also to promote diversity of people and cultures using the globally

respected BC curriculum.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.
☐Requirement Met ☐Requirement Not Met ☒Not Applicable
Comment: There were no requirements in the previous report. The School has followed up on the two suggestions made in the previous report

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.
☒Requirement Met ☐Requirement Not Met
Comment: The School's business plan, developed by CMLES, is comprehensive and ambitious. The School's goal for enrolment is to increase it from its current 617 to 1,045 in the next few years.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).
☒Requirement Met ☐Requirement Not Met
Comment: The School meets all the requirements as per the Agreement.

2.03 The Owner/Operator has written approval from the appropriate government entity to operate the offshore school, as outlined in section 5.03 of the Agreement.
☒Requirement Met ☐Requirement Not Met
Comment: The School is approved to operate as an offshore school as per section 5.03 of the Agreement.

2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.
☒Requirement Met ☐Requirement Not Met
Comment: The School uses the CMLES system-wide emergency plan. The School also developed its own fire drill policy and procedures. The facilities are suitable to support the BC program.

2.05 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 OSR meets all the requirements as per section 14. The OSR is a very experienced educator with a long history of working in China and with offshore schools in general.

2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.
☒Requirement Met ☐Requirement Not Met
Comment: The Principal is a very experienced educational leader. He is in his third year as an offshore principal in China, and previously was a superintendent of schools in BC.

Commendation: The Owner/Operator is commended for hiring a very experienced educational leader whose expertise and leadership style is having a demonstrably positive effect. As one example of many, the Principal developed an impressive welcome presentation for staff that included a comprehensive overview of the rationale for and the details of the new BC curriculum.

2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The School has a comprehensive administrative team. It includes a 0.5 VP, a 0.5 registrar, a 0.5 academic advisor and a full time bilingual administrative assistant.

2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The School meets the requirements as per section 2.08 of the inspection catalogue. Random student files were examined from each grade and they contain all the necessary items. The exception is the MoE 1704 PSR card which is filed in digital form, samples of which were printed out for the inspection.

2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 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 Ministry of Education.

The teacher files are in order. Three of the teachers have Ministry of Education approved Letters of Exemption as their applications are being processed.

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The MLIS-S has fully implemented the new BC curriculum frameworks. Under the direction of central office, curriculum writing teams developed course overviews for all subjects using a standard CMLES template. The overviews identify the Big Ideas, Core, Curricular and Content competencies for each subject and include suggested instructional and assessment strategies. The template overviews have been designed to standardize the implementation of the new frameworks throughout the Maple Leaf system. These planning documents are very helpful for teachers unfamiliar with the BC curriculum, particularly those from countries other than Canada. Teachers also have access to 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 Team saw evidence of incorporating First Peoples Principles of Learning into curriculum planning documents and lesson plans; however, staff identified this as an area requiring further development.

CMLES has invested in professional development and systems of support for implementing the new frameworks using a SharePoint management system that includes a training hub. A range of effective teaching/learning webinars and training videos can be accessed through the training hub. It was noted by a number of teachers that while the SharePoint and Training Hub are helpful, particularly for teachers new to MLIS-S and the BC curriculum frameworks, they are less so for more experienced teachers. Many expressed a desire for professional development that focuses on "the doing" of the new curriculum. A common theme was the desire for a "differentiated" and "department specific" model of professional development.

Commendation:
CMLES is to be commended for developing system wide curriculum planning documents which are particularly helpful for new teaches and teachers not familiar with the BC curriculum frameworks.

CMLES is to be commended for its development of a SharePoint and Training Hub to support the implementation of the new curriculum.

MLIS-Shanghai administration and staff are to be commended for their focus and commitment to implementing the BC curriculum frameworks.

2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
CMLES has initiated a new policy for the student admissions process that is now jointly administered by the BC Principal and the Headmaster of the school;

The BC Principal maintains full oversight of the English Language exam and admissions to the BC program. Students are not admitted into the BC program until they have successfully completed the BC entrance exam;

The School has a three-tier entry system. Students who do not have the requisite language skills to enter the BC program are placed in a Foundations Program (for students with very weak English language skills), or a Bridging program (for students with English language skills close to meeting BC program requirements).

2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
MLIS – Shanghai offers four BAA courses, all of which have the required Ministry approvals and course overviews.

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

☒Requirement Met ☐Requirement Not Met

Comment:
A review of MLIS-S curriculum planning documents confirmed the School is in compliance with Ministry curricular planning requirements. CMLES has centrally developed course overviews that have been created by curriculum teams comprised of teachers from throughout the CMLES system. These documents have been designed to profile the core, curricular and content competencies at a glance making them prominent filters for unit and

lesson planning. However, the Team noted that some unit and lesson plans were not aligned with the CMLES overviews.

The CMLES SharePoint also houses lesson plans, training videos, and other resources to assist with implementing the new frameworks. During teacher interviews The Team noted that first year teachers and teachers new to the BC curriculum found these resources very helpful

Commendation:
The MLIS-S administration and staff are to be commended for creating a collaborative culture of support.

The staff is to be commended for its efforts to create student centered, flexible learning classrooms.

2.20 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-Shanghai exceeds the instructional time allotment requirements with 1,094.24 hours per year.

2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
MLIS-S curriculum planning documents clearly identify formative, summative and student self-assessment activities. Interviews with teachers confirmed that summative assessments are common, and formative and student self-assessments play a major role in developing student learning profiles. Teacher interviews also confirmed assessments are purposefully used to guide instruction and direct remedial and enrichment interventions.

During teacher interviews, the Team noted that the use of learning logs, student reflections, student self and peer assessment are common practice. The Team also noted that several teachers have students do self-assessments/reflections on their growth in the core competencies.

MLIS-S has introduced a literacy block in which students are immersed in language development activities and re-assessed on their speaking, listening, reading and writing skills. CMLES has a system wide "Assessment Week" in which students will be required to demonstrate their learning in creative ways other than writing a formal midterm exam.

MLIS-S has common English exams at each grade level and this year English Studies 12 students will have a literacy assessment modeled on the initial BC literacy assessment. The School has developed strict exam/assessment protocols that include:

- student computers, which are school issued, being locked out of all sites;
- students being separated into groups of 25 and assigned to different rooms;
- invigilators booting up student laptops and entering student PEN and
- passwords;
- invigilators recording the last 6 digits of student confirmation codes in the event there
- are connectivity or other technical issues.

Commendation:
MLIS-S is to be commended for introducing a literacy block to assist students with their English language acquisition.

MLIS-S staff is to be commended for its use of formative, summative and student self-assessments.

2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
Textbooks and other print resources are purchased centrally through the BC Superintendent's office. Each year the School places an order for textbooks and other print resources teachers selected from a head office generated list. The Principal reviews the requests prior to placing the order.

All students are issued school laptops and the School has two computer labs; however, use of the internet is very restricted with the result many online sites and resources cannot be accessed. The School's library does have a well-developed collection of fiction and non-fiction books and has access to Tumblebook Cloud and ProQuest elibrary.

Teachers who teach courses that require the use of technology and online resources indicated that having access to and acquiring teaching/learning resources is extremely difficult.

Commendation:
MLIS-S staff is to be commended for developing and searching out digital and online learning resources that can be accessed by students.

2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The School issues a formal report at the mid-semester point and at the end of the semester using PowerSchool.

Parents and students have access to the PowerSchool system that gives real-time information about student progress and attendance. Parents are also kept informed through the School's website and WeChat channel.

2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The parent/student handbook includes a section on dispute resolution and all the pertinent information about the BC program, school rules of conduct, etc.

2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

☒Requirement Met ☐Requirement Not Met

Comment:
The teacher handbook meets the requirements as per section 2.25. The document includes information on teacher evaluation, school policies and contractual obligations.

2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

☐Requirement Met ☐Requirement Not Met ☒Not Applicable

Comment:
The School does not offer distributed learning courses.

CONCLUSION

Commendations

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

- The Owner/Operator is commended for hiring a very experienced educational leader whose expertise and leadership style is having a demonstrably positive effect. As one example of many, the principal developed an impressive welcome presentation for staff that included a comprehensive overview of the rationale for and the details of the new BC curriculum;
- CMLES is to be commended for developing system wide curriculum planning documents which are particularly helpful for new teaches and teachers not familiar with the BC curriculum frameworks;
- CMLES is to be commended for its development of a SharePoint and Training Hub to support the implementation of the new curriculum;
- MLIS-S administration and staff are to be commended for their focus and commitment to implementing the BC curriculum frameworks;
- The MLIS-S administration and staff are to be commended for creating a collaborative culture of support;
- The staff is to be commended for its efforts to create student centered, flexible learning classrooms;
- MLIS-S is to be commended for introducing a literacy block to assist students with their English language acquisition;
- MLIS-S staff is to be commended for its use of formative, summative and student self-assessments.

SUMMATIVE RECOMMENDATION

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