

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MALPLE LEAF INTERNATIONAL SCHOOL - HENAN

LUOYANG, HENAN

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 29 & 30, 2015

## INTRODUCTION

On October 29 - 30, 2015 a Certification Inspection was completed on Maple Leaf International School - Henan (MLIS-H), People's Republic of China (PRC), termed the School in this report. The purpose of this 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 inspection team (the Team), appointed by the Director of International Education (the Director), British Columbia Ministry of Education (MoE) in accordance with the *BC Global Education Program – Offshore Schools Certification Agreement (the Agreement)*, consisted of Gloria Metzger and Desmond McKay. Ms. Metzger acted as the Chair of the Team.

The School's BC Program has an enrolment of 155 students in Grades 10 - 12 (*Source: Inspection Catalogue for Offshore School Program certification*). The BC Program is housed in a stand-alone campus and is not within a larger Chinese school, as is sometimes the case with BC schools operating in the PRC. MLIS-H also operates, in separate buildings, a Kindergarten to Grade 9 Chinese program that enrolls 304 elementary and 184 middle school students.

During its visit to the School, the Team reviewed all standards required in the *BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual* and met with the Maple Leaf Educational Systems (MLES) Deputy Superintendent/Offshore School Representative, BC Principal, BC Teachers and the Chinese school Principal and some of his staff.

The Owner/Operator, Sherman Jen, is responsible for the BC Program through his company Maple Leaf Educational Systems (MLES). This company operates 46 schools (K – 12) across China, which enrol over 17,000 students.

The BC Program's philosophy, objectives and special features include the goal to blend the best of the East and West and provide an excellent quality educational program that prepares students well, regardless of race or country of origin for the global world of tomorrow.



The Team would like to thank Maple Leaf International School – Henan for its hospitality, cooperation and preparedness for the inspection visit. The documents were highly organized and immediately available, which assisted the inspection process to proceed in an efficient manner.

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

Requirement Met       Requirement Not Met

**Comment:**

The last Inspection Report (March 2015) contained no requirements. There were three suggestions for consideration all of which have been addressed by the School. One of the suggestions was to develop a school-wide system for formative and summative assessment practices within the School. This has been done and incorporated into each teacher's course overviews and lesson designs.

A previous report addressed the issue of resourcing and designing the library. Much work has been undertaken in that area, but the Team has noted that that work needs to continue and hopes the momentum of improvement and timely resourcing will continue.

**OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0**

**2.1 The Owner/Operator meets all other requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (The Agreement).**

Requirement Met       Requirement Not Met

**Comment:**

The Owner/Operator meets all the requirements listed in the Inspection Catalogue under Section 2.1 including the ownership requirements. The School provided documentation supporting each of the areas including a current Business Plan. Although the School does not have a specific 'twinning' arrangement, students have many opportunities to study in short and long term programs in BC.



**2.1 (v) The Owner/Operator has completed and filed the Business Plan section with the BC Ministry of Education, confirming the sustainability of the Program.**

Requirement Met       Requirement Not Met

**Comment:**

In the fall of 2014 Maple Leaf International School Systems (MLES) registered on the Hong Kong Stock Exchange (Stock Code #1317) as the public company China Maple Leaf Educational Systems (CMLES). An eight member Board of Directors who is assisted by a five-member Senior Administrative Team governs it. The President's Committee includes the Senior Administrative Team plus the School Headmasters, Director of Student Recruitment and the Director of Facilities.

The Team examined the Certificate of Incorporations for Sherman (Holdings) Ltd. (1992). In 2006 the company was renamed to Maple Leaf Education (Holdings) Ltd. and in 2007, renamed again to Maple Leaf Educational Systems. In 2014 it was registered as China Maple Leaf Systems (CMLES).

The Team also reviewed marketing and advertising brochures and the School's website.

**2.2 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:**

Documentation was provided and examined by the Team, which indicated local building, safety and cafeteria codes and regulations have been met.

The school facilities have been built for the future and are more than adequate for the BC Program. There is much room available for future growth. The buildings include well-resourced classrooms, science labs, food room, art room, offices, staffrooms, music rooms, gymnasium and cafeteria. The outdoor facilities include a synthetic track with an all weather field and basketball courts. Whiteboards and overhead projectors have been provided in each classroom this year. A Foods lab has been created this year, but was not ready for a September start of the new program.

Virtually all of the students in both the Chinese Program and the BC Program are housed in the dormitory buildings, which are supervised by the Chinese Principal and staff who work closely with the BC staff.

The School provided documented evidence of safety drills and evacuation processes, which are carried out on a regular basis. Safety processes and equipment such as eye wash stations and



fire blankets were evident in all science labs.

**Commendation:**

The campus of MLIS-H is a modern well-designed educational facility that has been specifically equipped for teaching and learning in the 21st century.

### ADMINISTRATION 3.0

#### **3.2 Offshore Program Consultant (OPC) - The Owner/Operator may appoint an individual to act as Offshore Program Consultant. 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 Team was provided with a letter of exemption from the Director of International Education, dated May 24, 2014, approving the current Offshore School Representative to serve as the OPC for MLES.

The OSR is a certified educator with many years of experience with BC independent schools and Offshore Schools. He has been approved by the MoE and has authority to act on behalf of the Owner/Operator and meets all the qualifications described in Pat II (1-9) of Schedule B of the *Agreement*.

#### **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 has 12 years of administrative experience within the MLES system as an academic advisor and vice-principal in several locations in China. He is the educational leader of the BC Program with a primary responsibility to promote the success of each student at MLIS-H. His job description is clear and detailed.

The Principal's contract meets the requirements of the duties stated in Part III Schedule B of the *Agreement*.

**Commendation:**

The Team commends the administrative team under the leadership of the Principal for creating an environment and culture within the school that clearly values, promotes and enhances teaching and learning. The Team also recognizes and appreciates the complete and



thorough manner in which the documents were prepared for the inspection process.

### **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:**

A Superintendent and Deputy Superintendent provide system wide administrative and financial support to all Maple Leaf schools. In addition, MLES through the Superintendent's Office has assigned specific system coordinating responsibilities for English Enhancement, Information Technology and Inter-school Athletics.

At MLIS-H, administrative support is provided by way of the following support roles: bilingual BC secretary, bilingual Foreign Affairs secretary, bilingual admissions team, Chinese finance department, Chinese Headmaster and a bilingual office manager.

### **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:**

The Team examined the student files which are stored in a locked filing cabinet. Each student file has a cover/index page that lists the contents of the file. Content items are checked off with initials and dates, creating a very robust filing system that ensures all the required components of the file are included. At the front end of the filing cabinet drawer there is a Class Index File that lists all the students in that grade, including photocopies of their student Identity cards.

Each student has a Permanent Student Record (1704) in the file and medical and legal alerts have been indicated where required.

**Commendation:**

The School is to be commended for creating a highly organized system to ensure student files contain all the required documentation and are up-dated regularly.



### 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 examined all teacher files and found them to be complete in all required elements. Each teacher file contains two folders - one for BC Program data and the other for Foreign Affairs data.

The BC Program folder contains:

- TRB Certificate
- Consent form
- Biographical information
- Emergency contacts
- Teacher evaluations
- Medical information

The Foreign Affairs folder contains:

- Teacher contract
- Passport information
- Residence permit
- Health documents
- Banking information
- Resume.

One teacher has received an exemption valid until June 30, 2016 from the Director of International Education. Supervision by a BC certified administrator occurs regularly.

**The Team confirms that all Authorized Persons under The Agreement possess valid and current certification under the BC Teacher Regulation Branch.**

In addition to BC certified teachers the School employs locally certified Chinese teachers to teach exempted courses such as Mandarin and Chinese Social Studies. Documentation of teaching certificates, which include a Criminal Record Check were provided for each of these teachers.

The level of organization of all files was exceptional.



## EDUCATIONAL PROGRAM 4.0

### 4.1 The School meets the requirements for English Language Assessment and Acquisition as outlined in Section 4.1 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

**Comment:**

MLIS-H has as a very structured BC Program entrance policy that has been centrally developed and is followed by all Maple Leaf schools. Students entering the BC Program take an English proficiency test that is administered by the EFL Center of each school after the student completes the initial English assessment at the Admissions Office. Students with weak English language proficiency skills are screened into a “Foundations” program. As they become more proficient in English they move into a “Bridging” program which transitions them into the full BC Program.

The assessment testing, which is invigilated by the BC Principal or his/her designate, has three components: a standardized test based on reading comprehension and listening skills; a written component comprised of an original composition; and an oral component comprised of an interview with a native English speaker.

The Team confirmed that a scored copy of the English Language Assessment is placed in each student’s file.

MLIS-H has a very structured approach to student registration into the BC Program that clearly identifies the proficiency level of each student and the level of support they will require to be successful. The School has developed a guide for incorporating ELL teaching/learning strategies into the design of every lesson. This and other ELL resources are shared with new teachers when they go through their orientation and introduction to the BC Program. The School has a strong focus on providing the resources and support teachers require to incorporate ELL teaching/learning strategies into their unit and daily plans.

### 4.2 The School meets the Course Credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in Section 4.2 of the Inspection Catalogue for Offshore Schools.

Requirement Met       Requirement Not Met

**Comment:**

The Team confirms that the School meets the course credit requirements for equivalency, exemptions and BAA courses. The School offers Teacher Assistant 11 (YED 11A), Introduction to Math and Science 10B (YESL 10B, Applied Skills 11A (AS 11A) and Applied Skills 11B (AS 11B). Exempted courses are Mandarin 10, 11, 12 and Chinese Social Studies 12. The Team also confirmed the local certification of the Chinese teachers is current and in order.



**4.3 The School meets the Course Overview requirements as outlined in Schedule B Part I (d) of the Agreement; namely, that all BC Program courses offered in the School meet or exceed the learning outcomes identified in the Educational Program Guides for each course, with a course overview for each course that includes content, teaching strategies, evaluation and assessment methods which are clearly linked to the BC learning outcomes.**

Requirement Met       Requirement Not Met

Comment:

Course Overviews for MLIS-H are well organized and standardized throughout the Maple Leaf system. All the subject area course overviews were reviewed by the Team and found to include content, planning for assessment, evaluation and assessment methods that were linked to the BC Learning Outcomes. The Team also noted that teachers had personalized the overviews and unit plans to reflect the learning needs of their students. Of particular note was the extent to which staff had incorporated second language learning strategies into their planning and lesson delivery.

Commendations:

Staff commitment to personalizing course overviews and unit plans to reflect class needs and the thoughtful and purposeful incorporation of ELL teaching/learning strategies.

**4.4 The School meets the Instructional Time Allotments requirements as outlined in Section 4.4 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:

MLIS-H exceeds the instructional time requirements with 6.58 hours of instruction a day for 180 days for a total of 1185 instructional hours.

The School has encouraged teachers to work collaboratively in establishing common methods that can be used in the classroom to enhance the instruction for English language learners. One such resource is the “English Teacher’s Utility Belt” with tried and tested instructional strategies such as learning logs, comprehension strategies, storyboards, and various cooperative learning strategies. Memory strategies, cognitive strategies, and compensation strategies (guessing intelligently) were also observed as part of the lesson planning and instructional design.



**Commendations:**

The Team noted the language acquisition support that is available to the students during and after school hours.

Staff has created a nurturing learning environment in which students are expected to speak English. In the classes observed, students felt very comfortable using their English skills in communicating with each other, while working in groups, and making class presentations.

#### **4.5 The School meets the Assessment Methods requirements as outlined in Section 4.5 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirmed MLIS-H is implementing appropriate assessment practices and strategies in all areas of the curriculum. Classroom visits, observations of student work, review of course planning documents, and assessment records indicated the use of summative and formative assessment methods to provide evidence of student understanding in relation to the learning outcomes. The Team also noted the extensive use of performance standards with six point scales, which provide students with the knowledge and skills to do self and peer assessments.

The Team noted that school strategies such as grade wide exams, cross marking of in-school final exams and the use of provincial performance standards have contributed to students performing well on Provincial Exams. Discrepancies between Provincial Exam results and school marks are well within acceptable limits with a low of 0 % in Foundations of Math/Pre-calculus 10, 9% in English 10, and 3% in Social Studies 10 and Science 10.

**Commendations:**

The difference between school marks and provincial exam marks is commendable.

Staff commitment to purposefully link formative and summative assessment strategies to second language acquisition strategies.

#### **4.6 The School meets the Learning Resources requirements as outlined in Section 4.6 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirmed that the School has an extensive inventory of textbooks and sufficient learning resources available to implement the BC Program. Teacher developed and on-line resources are used to supplement and enhance instruction within the classroom. The Team



observed teaching staff utilizing a variety of instructional strategies that integrate educational resources and classroom technologies. Students have access to the school Wi-Fi, which allows them to use their personal communication devices to access on-line resources.

While the library's English collection is sparse, MLIS-H has developed a formal plan to increase its hard copy collections and access to web based resources. Mandarin Oasis has been implemented as the library management system and licenses for E-library and Tumble Book Cloud have been purchased. These two programs provide students and teachers, who have their own account, access to a rich database of web-based resources that can be accessed from most places on the Maple Leaf campus. Students are able to do visual searches of library and on-line resources using picture prompts of subject areas, a tool that is particularly helpful for students with language barriers

**Commendations:**

The library development plan for MLIS-H includes increasing the English hard copy collection and student access to web-based learning resources.

**4.7 The School meets the Student Progress Report requirements as outlined in Section 4.7 of the Inspection Catalogue for Offshore Schools.**

Requirement Met       Requirement Not Met

**Comment:**

The Team confirmed that MLIS-H complies with the Student Progress Report requirements, and uses the "Power School" management system and "Power Grades" to track student marks. Four formal report cards are sent home to parents that include letter grades, percentages, work habit marks, and anecdotal comments. Parent teacher interviews are held after each report, and Chinese homeroom teachers provide regular updates to parents.

**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:**

MLIS-H publishes a Student-Parent Handbook each year. The Handbook contains policy and procedures for appeals and dispute resolution as required under Sections 8.11/ 8.12 of the *Agreement*. It also contains useful information about the school, academic information, student conduct and expectations, student activities, student responsibilities and school rules regarding general department.



**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:**

MLES provides a common system wide teacher Handbook of Policies and Procedures. This Handbook is comprehensive and inclusive of the following areas:

- Student matters
- Student safety
- Professional conduct
- Performance management
- Payroll administration and school budgeting
- Hours of work
- Employee benefits
- Conditions of employment
- Communications Employment separation

## CONCLUSION

### Commendations:

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

- The campus of MLIS-H is a modern well-designed educational facility that has been specifically equipped for teaching and learning in the 21st century.
- The administrative team in place under the leadership of the Principal for creating an environment and culture within the school that clearly values, promotes and enhances teaching and learning.
- Creating a highly organized system to ensure student record files and teacher files contain all the required documentation and are regularly up-dated.
- The incorporation of English language learning strategies into daily instruction across the curriculum.
- The caring and support the staff is giving students beyond the prescribed curriculum and the regular school day.
- The quality of purposeful instruction and lesson design.
- The use of formative and summative assessment strategies. It was noted that students were familiar with the BC Performance Standards and were able to self assess using those standards.
- The close alignment of classroom and provincial exam marks.



**SUMMATIVE RECOMMENDATION**

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

