

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - HENAN

LUOYANG, HENAN PROVINCE

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 – Henan (MLIS-He) in Luoyang, Henan 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 Dr. David Loewen and Mr. Hugh Gloster (Chair).

The School’s B.C. program has an enrolment of 195 students, in grades 10-12. It is located on a campus that was built by China Maple Leaf Education Systems (CMLES) and includes 4 dormitory buildings, a building housing the elementary and middle school students and a separate building for the high school students. The campus also includes a gym and cafeteria building along with a dedicated building housing an auditorium as well as the administration and admissions offices. There are also 2 fields, complete with surrounding tracks and playground spaces located on the school grounds. The Maple Leaf Chinese program currently enrolls 694 students in the elementary program and 244 students in the middle school program. The entire School, which houses the B.C. program, enrolls 1,113 students on a campus that is designed to ultimately accommodate up to 2,700 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 assistant superintendent of schools of the B.C. program (who represented the owner/operator and the offshore school representative), the B.C. principal, B.C. teachers, the Chinese headmistress, Chinese principal and the foreign affairs and B.C. program secretary.



The owner/operator, China Maple Leaf Educational Systems Ltd. (CMLES), owned by Dr. Sherman Jen, is responsible for the B.C. program. MLIS-He is now in its 5th year offering the B.C. program. Along with MLES-He, Maple Leaf currently operates 90 schools in 20 cities in China, 3 in Canada and one in Australia. Overall enrolment in the system is approximately 40,000 students, with 7,100 students enrolled in the full B.C. Program and another 1,700 students in Bridging and Foundations Programs.

The B.C. program's philosophy, objectives and special features include its desire to develop and deliver a high-quality educational program with a global focus. System-wide, CMLES has a comprehensive description of its mission, vision, philosophy and direction. Highlights include:

- The desire to blend the best educational practices of the East and the West,
- The belief that every child has a strong desire to learn and to develop an understanding of the world,
- The desire to provide an international education that emphasizes academic excellence within a supportive community that also respects diversity and promotes global citizenship, and
- The goal to develop students to achieve their best potential and to provide them with a 'world of opportunity'.

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

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

Requirement Met Requirement Not Met Not Applicable

Comment:

The School was required to develop a plan to improve Wi-Fi speed and bandwidth in order to effectively deliver the B.C. program. In response, additional access points have been added to improve connectivity. CMLES has also developed a plan for the entire system that includes a set of standards for hardware and a 3-year schedule for equipment upgrades. The School has initiated a successful cell phone use policy whereby students can access the internet through their mobile networks. Additionally, during online provincial exams, all other network traffic is stopped to ensure there are no interruptions in service.



BUSINESS PLAN

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|---|
| 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>CMLES has developed comprehensive 5-year plans to guide future growth and development. In each case the system has typically met or exceeded the goals they have set for themselves. The latest of these plans includes ambitious targets for both increasing enrolment and adding new schools, both in China and abroad. The growth of the Maple Leaf system has resulted in it now being the largest kindergarten to grade 12 international school system in China. In the case of MLIS-He, the campus has been designed to accommodate increases in enrolment that are forecasted for the future.</p> |
| <p>Commendation:</p> <p>The owner/operator is commended for effective and ambitious planning that has resulted in the growth in student enrolment and the expansion of facilities both at MLIS-He and throughout the China Maple Leaf Educational System.</p> |

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

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| 2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement). |
| <input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met |
| <p>Comment:</p> <p>The Team confirmed that the owner/operator is meeting the requirements set forth in the Agreement and has the appropriate permits and licensing in place to operate the MLIS-He school. On file during the inspection were:</p> <ul style="list-style-type: none"> • An approval from the Henan Provincial Department of Education to operate; • A current Permit to run a private elementary, middle and high school from the Luoyang Education Bureau; and • A Registration Certificate from the Luoyang Civil Affairs Bureau. <p>During the inspection, the B.C. program assistant superintendent also indicated that CMLES is working on updating the agreement with the local authority to align with the language required by the province for local authority approval or no objection.</p> |



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:

MLIS-He is located on a 17-acre campus that also houses elementary and middle schools that all belong to the CMLES family of schools. This is a multi-building complex that includes all the necessary facilities to offer the B.C. program. There are specialty spaces such as science labs, a foods lab, art room, lecture theatre, library (that is being converted to a learning commons), music room and a gymnasium. An onsite cafeteria provides food services for the campus and dormitories house all the students during the week. The grounds are fully fenced, and access is monitored at all times by security staff. There are also artificial turf fields surrounded by running tracks, basketball courts and play areas for students.

Students are also supervised after regular school hours by Chinese staff who oversee the dormitories and liaise with the B.C. program staff as appropriate.

MLIS-He provided certificates of compliance for fire safety, building inspection and cafeteria operation during the inspection process.

CMLES has recently created a detailed emergency plan that is adapted for individual school sites and this was available for review during the inspection. Deliberate plans exist for dealing with emergencies that could involve keeping the students on campus or having to relocate them elsewhere. There are also contingencies within CMLES in the event of an unplanned temporary or permanent closure of any one of their schools for any reason. MLIS-He has also created detailed plans specific to their campus dealing with topics such as lockdown procedures, fire drills and evacuation plans.

Commendation:

The owner/operator is commended for the quality of the facilities and equipment being provided to operate the B.C. program at the MLIS-Hr campus.



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:

MLIS-He is supported by a highly qualified person in the role of offshore school representative. CMLES has also appointed both a superintendent and an assistant superintendent to provide supervision and support for the schools offering the B.C. program. These individuals are further supported by staff located at the Maple Leaf head office in Dalian.

The assistant superintendent represented the owner/operator and offshore school representative during the inspection process and shared detailed information regarding system level initiatives to support the implementation of the new B.C. curriculum and how individual schools participate in this work.

Commendation:

The owner/operator is commended for the centralized support structures that are in place to assist the School in its 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 is in his second year at MLIS-He and assumed the role following an extensive teaching and administrative career in Canada that included working at the elementary, secondary and district office levels. He is well qualified for the position with a bachelor's degree in secondary education and Masters degrees in both Administration and Curriculum.

The principal has fostered very positive relationships between the B.C. program and Chinese teachers and ESL staff, as well as with the Chinese principal and headmistress. He has also been very effective in building the leadership capacity of his staff by assigning positions of special responsibility to the majority of teachers.



Commendation:

The School is commended for building excellent relationships between the B.C. and Chinese programs and staff.

The is also commended for developing school improvement plans with clear alignment to provincial and system goals.

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:

Administrative support for MLIS-He comes from both the head office in Dalian, especially from the B.C. program superintendent and assistant superintendent, as well as from the on-campus staff. Assisting the principal with the operation of the School is an admissions office, a finance department as well as an IT and general affairs (maintenance) department. There is also a B.C./foreign affairs secretary, Chinese principal and head mistress who work in support of the B.C. program.

At MLIS-He, the principal has also developed a model of distributed leadership by engaging virtually all staff in posts of special responsibility where they get to build their own leadership capacity.

Commendation:

For the model of distributed leadership that builds the capacity of all staff in the School

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 student records that are securely stored in filing cabinets in the school office. These files include program application forms, B.C. program entrance exams, student/parent demographic information, medical alert information, permanent student records, student and parent/guardian consent forms, and previous report cards. A sampling of report cards also provided evidence of other ESL assessments/supports and ireport records when a student had received an incomplete mark in any of their courses.

The School has updated the new student and parent consent forms based on the Ministry requirements for the 2018/19 school year.



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 School's updated Teacher Regulation Branch (TRB) verification file and compared it to the list of teachers who are currently teaching in the B.C. program.

The Team also reviewed a Letter of Exemption (expiry December 5, 2018) from the Independent Schools and International Education Branch of the Ministry of Education that allows one teacher permission to teach in the B.C. program. This teacher's application was still 'in process' at the time of the inspection. The School is fully aware of this situation and will be following up on the progress of the TRB application.

Notwithstanding the teacher for whom a letter of exemption has been granted, the Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.

EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team observed evidence of the new curriculum being implemented in grade 10. This included the use of core competencies, big ideas, curricular competencies and the integration of First Peoples' Principles of Learning into course overviews and daily lesson planning. The Team also observed that the school is beginning to explore the new curriculum in their grade 11 and 12 classes, especially the integration of core competencies into daily lesson planning. The School has prepared for this implementation by directing most of its professional development towards training teachers in the new curriculum. The Maple Leaf system has prepared several grade 11 courses including: New Media 11, Literary Strategies 11, and Explorations in Social Studies 11 for teachers to experiment with this school year. System Coordinators are also working with teachers across the curriculum to integrate Numeracy and Literacy in order to prepare students for the Literacy and Numeracy assessments.

The teaching staff are also organized into collaborative learning teams and each of these teams will choose a goal related to the new curriculum to work together on achieving this school year.



The school system has an assistant superintendent position solely directed towards supporting teachers in curriculum development and implementation.

Commendation:

The School is commended for its authentic implementation of the new curricular frameworks in grade 10 and its beginning work towards the implementation of the new curricular frameworks in grade 11 for the 2019-2020 school year.

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:

The School has developed the 'ML 3 key instructional strategies' for use by all teachers and the 'ML Global Curriculum' which meets the certification requirements of the Ministry of Education and which identifies and addresses specific needs for second language English learners in China. The School also has a system coordinator for English language instructional support and a computer-assisted English learning program for individual self-study. During daily home room time, students spend 20 minutes engaged in a variety of literacy acquisition activities. These activities are designed by the Schools' literacy advocate and delivered by homeroom teachers. The School also supplies vocabulary books to each student and supports all teachers with ongoing professional development in the area of English language learning (ELL) teaching strategies.

The School has established a graduated system for entry into the B.C. program at grade 10. Students' English proficiency is assessed, and they are placed accordingly in a Foundations, Bridging, or full B.C. program. These assessments include a reading assessment, a written assessment and an oral communication assessment interview conducted by a 'native' English speaker. In Foundations, students are focused primarily on English language acquisition and take one course for credit in their first year. These students typically complete the B.C. graduation requirements in four years. In Bridging, students will take two courses for credit in their first year and continue to enhance their English language skills. These students typically complete the B.C. graduation requirements in three and a half years. Those deemed proficient in English enter the full B.C. program and typically complete the B.C. graduation requirements in three years. Students advance based on successful completion of the B.C. entrance exam. All components of the assessment and advancement of students are under the supervision of the B.C. principal.



In order to provide additional ELL support, BC teachers volunteer on a rotational basis to provide evening student support and the School has developed a Peer Tutor program for students to help classmates who struggle with language.

Commendation:

The School is commended for implementation of a rigorous English language proficiency assessment and advancement program, as well as student support services structures to help those students for whom English language acquisition is more difficult.

4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team observed evidence that the School demonstrates compliance with the International Student Graduation Credit Policy for equivalency and challenge. The School offers the following BAA courses: Developmental English 10, Psychology 12, Applied Skills 11A/11B: Active Living, and Teacher Assistant 11/12. The Developmental English 10 course overview is consistent with the new BAA framework and has received approval from the Ministry. The School offers the following courses that are exempted from having BC-certified teachers teach the course in English: Mandarin 10/11/12, Chinese Social Studies 11 – Geography, Chinese Social Studies 10/11 – History, Chinese Social Studies 12 – Humanities. The course overviews for these courses are fully developed.

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:

Grade 10 Curriculum: The Team observed evidence that grade 10 course overviews met the requirements of the new curricular frameworks. This was observed in yearly overview documents, unit plan/course overview documents, and in daily lesson plans. These documents also gave evidence of the Schools' unique vision for developing globally minded citizens. Planning for assessment was demonstrated to be consistent with the new grade 10 curricular frameworks.

The Team observed that the PHE 10 course overview has not yet been fully developed to meet the requirements of the new curricular frameworks.



Grades 11-12 curriculum: While most of the grade 11 and 12 course overviews were primarily the traditional 'course overview' method to show curricular compliance, the Team did observe evidence of the School reviewing and experimenting with the grade 11 and 12 draft curricula, especially in terms of implementing the core competencies.

Commendation:

The School is commended for ensuring its course overviews meet or exceed the learning outcomes/standards identified in the educational program guides for grade 10 and beginning to work towards the implementation of course overviews that meet the new curricular frameworks in grade 11 and 12 for the 2019-2020 school year.

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:

The School provides 1158 hours of instruction per school year which exceeds the Ministry requirement of a minimum of 850 hours. All four credit courses also meet the instructional time allotment requirements. The school year is divided into two equal semesters and the school day begins at 7:40 AM and ends at 3:30 PM.

Commendation:

The School is commended for providing evening tutorial time, increasing the amount of instructional time for students.

4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School uses data to analyse trends in student achievement. The School takes strong steps to ensure that the school grades and the provincial exam results are aligned in English language arts. The School also sets achievement standards that align with the outcomes provided by the Ministry. A literacy advocate has been designated to provide literacy strategies for teachers in both homeroom settings and across the curriculum. The School has



also initiated an after school English support block for students struggling with English language proficiencies.

The School encourages teachers to utilize both formative and summative assessment by providing regular professional development opportunities. Teachers' lesson plans reflect a variety of assessment methods including, but not limited to, observation, collection of work, anecdotal notes, self-assessments, projects, and tests and quizzes. Teachers are encouraged to choose a variety of assessment strategies for their final assessments. This year the School has renamed the mid-term week "assessment week", rather than "exam week. This has further encouraged teachers to be creative in using a variety of assessment methods

Teachers are using B.C. performance standards in planning their units and lessons and they are given to students to set guidelines for expectations and evaluation of student work. Teachers are encouraged to develop rubrics, goal setting sheets and student-self assessment criteria together with their students using the B.C. performance assessment standards as a guide.

The School applies a rigorous security and invigilation procedure for BC provincial examinations and provincial assessments:

- E-exam rooms are sealed off from student use during exam time and students are assigned a computer terminal;
- Invigilators arrive early and input the PEN and passwords for all students based on a seating plan and exam register;
- Passwords are never revealed to students and they are led into the exam areas 15 minutes prior to the exam once they have shown their picture ID, left all bags outside and have turned out their pockets when entering;
- Student sit at their assigned terminal, confirm their name and PEN on the screen and place their ID on their desk; and
- Invigilators check each ID and each room has 2 invigilators and one hall invigilator for support.

This entire operation is overseen by the B.C. principal.

Commendation:

The School is commended for conducting a rigorous and secure exam process and for striving to create multiple assessment processes to better ensure an accurate understanding of students' competency in the B.C. program.



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:

The Team observed that the School is making use of online library resources (ProQuest: Canadian Curriculum Edition E-Library and TumbleBookCloud) to support student learning. Staff members have also worked to make the B.C. library more accessible and inviting for students to use for study, research and reading. There is a sufficient variety of print materials evident to support student learning.

Each student at the school also has their own laptop and is therefore able to readily access the above noted online resources as well as other online information. The School has also moved to encouraging student use of smart phones in class and teachers are growing in their proficiency in utilizing this technology to support and enhance learning.

There is also a clear policy in place to ensure all learning resources used in the school are approved by the B.C. principal.

Commendation:

The School is commended for improving its online learning resources and for its creative use of student smart phones to support and enhance learning.

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 School communicates progress reports directly to students and parents may currently receive this information by telephone or at grade level parent meetings, which are held each semester as needed. This process is a collaborative effort between the B.C. office and the Chinese counselors. Parent communication also occurs through Chinese social media such as QQ and Weixin platforms where the School maintains official parent user groups, and through the School's Chinese website. The School is moving towards giving progress reports through the Powerschool parent portal online.

At this time there was no evidence of self reflection as an essential component of the progress reporting process.



Commendation:

The School is to be commended for making information regarding student progress readily available to parents in their own language.

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 Team reviewed the School's updated 2018-19 parent/student handbook. It contains appropriate information for students and their parents as well as detailing school policies that directly impact students and their parents, including the policy and procedures for appeals and dispute resolution. The appropriate sections are also written in both English and Mandarin to facilitate effective communication.

The School is commended for developing a parent/student handbook that is relevant, informative and helpful for parent and students alike.

5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the inspection catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The teacher handbook is prepared centrally by CMLES and contains all the required elements as part of the Agreement. The policy regarding the evaluation of teachers was also being adhered to at MLIS-He.

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:

MLIS-He does not currently offer any distributed learning (DL) courses.



CONCLUSION

Commendations

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

- effective and ambitious planning that has resulted in the growth in student enrolment and the expansion of facilities both at MLIS-He and throughout the China Maple Leaf Educational System;
- the quality of the facilities and equipment being provided to operate the B.C. program at the MLIS-He campus;
- the centralized support structures that are in place to assist the school in its operation;
- building excellent relationships between the B.C. and Chinese programs and staffs;
- developing school improvement plans with clear alignment to provincial and system goals;
- the model of distributed leadership that builds the capacity of all staff in the School;
- its authentic implementation of the new curricular frameworks in grade 10 and its beginning work towards the implementation of the new curricular frameworks in grade 11 for the 2019-2020 school year;
- implementation of a rigorous English language proficiency assessment and advancement program, as well as student support services structures to help those students for whom English language acquisition is more difficult;
- ensuring its course overviews meet or exceed the learning outcomes/standards identified in the educational program guides for grade 10 and beginning to work towards the implementation of course overviews that meet the new curricular frameworks in grade 11 and 12 for the 2019-2020 school year;
- providing evening tutorial time, increasing the amount of instructional time for students;
- conducting a rigorous and secure exam process and for striving to create multiple assessment processes to better ensure an accurate understanding of students' competency in the B.C. program;
- improving its online learning resources and for its creative use of student smart phones to support and enhance learning; and
- making information regarding student progress readily available to parents in their own language.



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 - Henan continue to be recognized as a British Columbia-certified school.

