

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF FOREIGN NATIONALS SCHOOL - YIWU

YIWU, ZHEJIANG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 9-10, 2020

INTRODUCTION

On November 9-10, 2020, an online certification inspection was completed on Maple Leaf Foreign Nationals School – Yiwu (MLFNS-Y) in Yiwu, Zhejiang Province, People's Republic of China (PRC), referred to as the School 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 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 John Churchley and Peter Drescher (Chair).

The School's BC program has an enrolment of 82 students, in grades 1-11. It occupies two floors of the former Maple Leaf International School - Yiwu high school campus and has access to many of its facilities.

During their 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 Offshore School Representative's (OSR) designate – Assistant Superintendent for Curriculum and Professional Development, BC Principal, BC teachers and several students.

The Owner/Operator, China Maple Leaf Educational System (CMLES), is responsible for the BC program. CMLES operates twelve (grades 10-12) BC programs across the PRC as well as at three foreign national schools (kindergarten-grade 9) and 57 Chinese pre-kindergarten elementary and middle schools. CMLES operates two high schools in British Columbia on the campus of Thompson Rivers University in Kamloops and Kwantlen Polytechnic University in Richmond. Additional schools have been opened on Ontario and Australia. More than 8000 students are



enrolled in BC programs operated by CMLES.

The China Maple Leaf Education System’s educational philosophy is based on the premise that every child has a strong desire to learn and to develop an understanding of their world. They seek to offer students a supportive educational community which blends the innovative and inquiry-based western educational model with the culturally rich and disciplined traditional Chinese educational model to enable students to meet the challenges of living and working in an internationally diverse society.

The MLFNS-Yiwu mission statement is as follows:

*To provide cognitive tools and ideas that promote self-learning and self-confidence.
Teachers, students and their peers are guides in a learning journey toward mastery and finding themselves.*

The Schools vision is:

- *To achieve a comfortable and safe learning environment for all students*
- *For students to come into their learning with excitement and curiosity*
- *To create an environment that nurtures respect, choice and voice.*

The School has had its challenges finding its way back to some degree of normalcy as a result of the coronavirus pandemic. At the time of the inspection, two teachers out of a professional staff of ten were teaching virtually as they await the granting of appropriate visas to allow their return to China. The ELL support teacher was also teaching virtually. Of the 82 registered students, 47 students are learning virtually as their expat families also await the appropriate clearance to come to China.

The Team would like to thank Maple Leaf Foreign Nationals School - Yiwu for its cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input checked="" type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were three requirements cited in the previous inspection report. One of three requirements was appropriately addressed. A second requirement referenced the need to ensure that permanent student records are kept up to date. This requires additional attention and is discussed in section 2.09 of this report. The third, requiring approval to extend grade level offerings beyond grade 9, will be addressed in a new BC Offshore Schools</p>			



Program Certification Agreement currently being discussed between Maple Leaf Education Systems and the BC Ministry of Education.

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
Partially Met

Requirement
Not Met

Comment:

The Team reviewed the business plan filed by the Owner/Operator and confirms that there is a sustainable plan to maintain a quality BC program.

Following several years of enrolment growth, the September 2020 enrolment fell by 50 students – largely the result of the pandemic and expat families not being able to return to China. Since school opening the enrolment has grown by 10 students and is anticipated to continue growing as more families return to Yiwu. Of the 82 students enrolled at the time of the inspection, 47 were learning virtually while awaiting their family’s permission to return to China. The School is changing its grade configuration from grades 1-9 to 1-12, having added grade 10 last year, grade 11 this year and potentially grade 12 next year.

Students represent about 18 different nationalities and the typical length of stay for a student is estimated to be 2-3 years for grades 2 to 5 and 3 to 5 years for grades 6 and higher. Approximately 50% of the students would be considered English language learners based on BC’s ELL standards.

The School staff has recently been engaged in a review of the School’s vision mission and beliefs. The statements included in the introduction of this report are the result of this review thus far and should be considered a draft. The Team advises the School that, during the course of its review, consideration be given to 1) the implications of the School’s current and future expansion to accommodate grades 10, 11 and 12 in addition to grades 1-9, 2) the demographic makeup and academic/social needs of its students and the community it serves, 3) continues to reflect the CMLES systemic educational philosophy and 4) is suitably aligned with the foundational premises of the BC curriculum.

The School has three stated goals for this school year:

- Curriculum: Continue to build planning skills, i.e. Subject Overviews, Unit Plans, and day plan, that model the BC curriculum effectively. Make the ELA structure in our school consistent throughout grade levels.



- **Data:** Establish a variety of assessment strategies, including a standardized writing and reading assessment using Fountas & Pinnell, which will be used to level and track student language progress.
- **Technology:** Finish implementation of our automated library system that will better manage and improve accessibility of books, textbooks, learning resources, teaching resources, and e-resources. We will continue to build system FNS SharePoint using our current school SharePoint system as a model, which was built on OneDrive this year.

The Team notes that these differ from the goals identified in the parent/student handbook. The Team suggests that the School ensure that it is consistent when expressing its highest priorities for growth, change and improvement to ownership to staff the Ministry, CMLES, and its various stakeholders, and give consideration to having at least one of its goals focus on improving some aspect of student achievement, including the identification of key performance indicators and desired outcomes.

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).

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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Comment:

The Team confirmed that the Owner/Operator, Dr. Sherman Jen, founder and chairman of China Maple Leaf Education Systems, meets all the requirements as set forth in the certification agreement. CMLES is a publicly traded corporation which operates more than 50 Chinese preschools, elementary and middle schools, three foreign national schools (English) and sixteen high schools (English) in China, Canada and Australia.

China Maple Leaf Educational Systems vision and direction is articulated in a detailed five-year systems growth plan.

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.

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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Comment:

MLFNS-Yiwu has written approval from the Zhejiang Province Education Department dated July 2, 2019. The approval has an expiry date of July 2, 2023.



2.04-2.05 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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Comment:

MLFNS-Yiwu is housed on two floors of the former MLIS-Yiwu high school campus. The School has access to a computer lab, art room, library, gymnasium, cafeteria, auditorium and outdoor facilities and has significant room to accommodate growth in the years to come.

The Team reviewed local building, safety and cafeteria codes and permits. The Team confirms that local requirements are being met.

The Team verified that emergency drills are conducted as required. The School has well-detailed policies to respond to emergency situations. CMLES has provided a system-wide policy that supports students and teachers in the event of temporary or permanent closure to any one of the system's BC programs. The Team confirms that additional plans were reviewed by the CMLES superintendent on behalf of the Offshore School Representative for accuracy and functionality.

Health and safety protocols have been implemented due to the COVID-19 pandemic and have been incorporated into the School's emergency plans.

2.06 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.

<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
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Comment:

The Offshore School Representative (OSR) is an experienced education administrator with more than 20 years of experience as teacher and principal in public and independent schools in British Columbia and almost 10 years' experience as independent school inspector. He has acted as OSR for Maple Leaf for many years.

The Team notes that due to the size of the CMLES organization and its multiple school campuses, many OSR duties such as teacher recruitment and regular contact with schools have been delegated to other individuals (superintendent and assistant superintendent) or departments (Human Resources) to carry out.



The Team is aware that the OSR acts as the Superintendent for ML Global Educational Systems as well as serving on the CMLES Board of Directors as Executive Director. The Team notes that CMLES and the BC Ministry of Education have come to an agreement around potential conflicts of interest that may emerge from the OSR's dual role within the CMLES organization.

The OSR is supported by a Dalian, China-based BC program superintendent and assistant superintendent, both of whom have extensive experience as educators and administrators in British Columbia. The assistant superintendent has regular and frequent communication with the Principal around leadership, curriculum and instructional matters and visits the School at least two times per year. In her leadership role as Assistant Superintendent of Curriculum and Professional Development she has created many opportunities for new and veteran teachers, most of whom had received their training outside of Canada, to become comfortable with the BC curriculum and to engage in continuous professional learning. She has also served an important mentoring role with the novice Principal at the School.

The assistant superintendent was present at the school during the visit and was most helpful to the Team.

Commendation:

The Assistant Superintendent of Curriculum and Professional Development is to be commended for her systemic leadership role in creating many opportunities for new and veteran teachers, most of whom had received their training outside of Canada, to become comfortable with the BC curriculum and to engage in continuous professional learning. She is also to be commended for serving an important mentoring role with the novice Principal at the School.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

This is the Principal's first year at MLFNS-Yiwu and his first year as a school Principal. He spent twelve years at another Maple Leaf foreign nationals school as an intermediate and middle school teacher. He served as a head teacher for four of those years at one of the two campuses occupied by the school. He has an Education degree from the University of BC and a master's degree in Education from Lakehead University in Ontario. The Principal meets requirements as outlined in the inspection catalogue.

The Team reviewed the duties and responsibilities as outlined in section 2.06 of the inspection catalogue. The Principal attends to both the leadership imperatives and



management tasks of his role. School operational routines appear to be well defined and the Principal is nurturing a collaborative work culture among his staff. He values the important of relationship and trust building as a foundation for helping teachers grow and develop as professionals. He is the only professional on his staff who received teacher training in BC. He is very knowledgeable about current thinking around effective teaching, learning engagement and the professional growth of teachers, and he makes his own professional growth a priority.

The Principal is receiving mentoring, not only from the CMLES assistant superintendent but also from his more experienced colleagues at the Foreign Nationals Schools in Wuhan and Dalian.

Commendation:

The Principal is to be commended for the energy and enthusiasm he brings to his new position, his demonstrated willingness to be the “head learner” on his staff, and his approach to attending to leadership imperatives and management tasks which is based on a foundation of trust and positive working relationships.

2.08 The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Principal is assisted by a school based administrative support team including a school secretary, a foreign affairs secretary, and a half-time high school education coordinator. There has been some turnover in the position of school secretary in recent years. In addition, the School shares the services of the MLIS-Zhejiang based Admissions Office, Finance Department, IT, General Affairs Department and a medical clinic staffed by a nurse. The School is also supported by the Dalian-based Superintendent’s office with administrative, financial and curricular development assistance.

The School’s bandwidth exceeds the requirements outlined in Schedule “F” of the certification agreement. CMLES has made a substantial investment in the Canvas online learning platform and Microsoft Office 365 is used extensively. The bandwidth has been tested at times when there are a very large number of students live streaming at one time.

The School meets the administrative support requirements as outlined in section 2.08 of the inspection catalogue.



2.09 The School meets the Student Record requirements as outlined in section 2.09 of the Inspection Catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed a sampling of twenty student files. Several files did not provide grades for required second language courses in Grades 5-8 (Mandarin) and several more did not provide an entry date for starting the BC program. There are indications that there has been an improvement in student recordkeeping since the previous inspection. That said, there are still required items that need to be attended to.

Requirement:

The School is required to ensure that all Permanent Student records (1704) are updated and that student files contain all of the required documents as outlined in section 2.09 of the inspection catalogue for offshore schools.

2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that three out of ten authorized persons under the Agreement possess valid and current certification under the Ministry of Education. Three teachers are still awaiting certification. One has been granted exemption until December 15, 2020 and two have been granted exemption until February 17, 2021. Eight staff have appropriate work visas and two are teaching remotely as they await approval to re-enter the country. The entire staff are returnees from the previous year.

Mandarin is taught to all students in grades 1-11 by locally certified teachers who have valid certification. Teaching assistants have criminal record checks. Staff files are appropriately maintained and contain the required documents.

Teaching staff are well supported in their professional growth through CMLES systemic opportunities for staff development. The assistant superintendent, with the help of gifted and talented teachers from the three foreign nationals schools work to ensure that new staff are well oriented to the new curriculum. The principals of the three schools have been collaboratively forming and growing teaching networks among their schools, providing for sharing of ideas and resources, and contributing to each others' professional growth. The



Team encourages the three school principals to continue helping these professional connections to grow and flourish.

The teaching staff at the School are very collaborative and supportive of each other. Professional development and thoughtful conversations about teaching, learning and assessment occur both formally and informally.

Commendations:

The Team commends the dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture.

The Team commends the Principal for working with his colleagues at the foreign nationals schools in Wuhan and Dalian to form and grow teaching networks among their three schools, providing for sharing of ideas and resources, and contributing to their collective professional growth. The Team encourages the three school principals to continue helping these professional connections to grow and flourish.

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed curriculum planning documents and interviewed teachers, providing evidence that the School has fully implemented the new curriculum for grades 1-11.

The School has a focus on core competencies, using the Six Cedars Program for grades 1-7, which also has connections to Indigenous Perspectives and Knowledge. This reflects the revised BC curriculum as well as Standard #9 of the revised Standards for BC Educators. There is evidence of Applied Design, Skills, and Technologies integration/modules and Indigenous Perspectives and Knowledge integration in some classes.

Other evidence of instructional practices that reflect the BC curriculum included the use of active learning strategies, especially during online and blended learning (some face-to-face, some online) due to the pandemic. Students have access to their teachers and learning resources despite the challenges of living in time zones that differ from the School and their teachers. Teachers continue to engage students in active learning, group work, projects, and differentiated learning no matter their location or that of their students.

Professional development activities and resources to support the ongoing work in curriculum implementation have been provided on regular professional development days and at staff



meetings. Teachers across the three Maple Leaf foreign nationals schools are able to connect and collaborate in grade groups. In addition, there is evidence of informal ongoing professional development among the teachers and the Principal, including peer observations in classrooms.

Commendation:

Staff are commended for their professional growth mindset and the commitment demonstrated in their effective shift to online and blended learning while maintaining a student-centered and engaged approach to learning.

Staff are also to be commended for creating a collaborative and collegial working and learning environment that supports their professional growth in implementing the BC curriculum.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in section 2.20 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets the requirements for English language assessment and acquisition. The Principal administers an English language assessment to all students who apply to enter the BC program and makes the final decision on admission.

Pull-out support for ELL is provided by an experienced ELL teacher and as one-on-one afterschool support. Currently this support is provided online.

As many students at the School are not from China, their English language learning background varies, and English may be their third or fourth language. Because of their multi-lingual backgrounds, students find English the most common language to use with each other and with teachers. This reinforces the use and practice of English in the School.

2.21(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.21 (a-e) of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The School does not offer course challenges, equivalencies or BAA courses. All students take Mandarin language from a locally certified teacher. The students have a wide range of



abilities and experience in Mandarin, which will continue to expand as the School grows to include grade 12. Addressing this range may be limited by the current Ministry course offerings of Mandarin 10/11/12. CMLES may wish to consider seeking Ministry approval for the addition of a fourth level of Mandarin (perhaps as a locally developed BAA course) to challenge those students whose mastery of Mandarin 12 curricular competencies far exceeds expectations.

2.21(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 Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets the requirements for overviews and course planning. Yearly overviews include the Learning Standards as well as essential questions, activities, assessment, and differentiation. The School has a goal to continue building planning skills and the development and use of these documents.

In G]grades 1-9, subject overviews have activities and assessments which are colour-coded to connect with the Core Competencies. Some subjects have references to Indigenous perspectives but there are no specific references to Applied Design, Skills, and Technologies Learning Standards. Teacher daily plans are customized by each teacher and reflect the blended learning situation created by the pandemic.

Secondary courses use the CMLES overview and lesson plan templates which include all aspects of the Learning Standards.

2.22 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 Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets the requirements for instructional time allotments for grades 1-9 and for grades 10-11.



2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets the requirements for assessment methods.

The School has a goal to introduce a variety of standardized assessment strategies including a writing and reading assessment (Fountas & Pinnell) which will be used to level and track student language acquisition progress.

Report cards use the BC Performance Scale for primary students. Mark books and summative assessment samples from all grades show the use of checklists and rubrics as well as some 10-point and 100-point marking systems.

A variety of summative assessment strategies are used in classes with opportunities for students to demonstrate their learning in a number of ways. Teachers use self-reflections and a variety of other formative assessment strategies to inform their instruction.

Teachers at the School have had professional development sessions on assessment and shared marking to calibrate marking standards. Teachers also use the BC Performance Standards as reference tools for their assessment practices.

BC provincial assessments are invigilated and kept secure according to Ministry of Education requirements.

2.24 The School meets the learning resources requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets the requirements for learning resources and has an adequate collection to support learning. The Principal signs off on the acquisition of all learning resource requests.

The School has a library/commons room that is managed by a teacher-librarian. The collection has been automated this year to allow for tracking and data collection about library use. There are leveled books available for elementary students as well as online



resource databases and eBook collections. Students learning from home online are able to access books and other resources through these sources.

The School has a computer lab and Wi-Fi is available in each classroom. Laptops are provided to all grade 10 and 11 students and are supported in classrooms. Online and blended learning has been supported through the use of Canvas and Office 365 (including MS Teams). The School and CMLES have dedicated a great deal of effort in a short period of time to implement Office 365 and Canvas to support learners during the pandemic. Teachers have quickly learned to use these platforms effectively to support and engage with all of their students, regardless of their location while being cognizant of the technical and logistic limitations students may have at home. This has ensured continuity of learning and support for all students.

Commendation

The School is commended for the integration of technology into an online and blended learning environment ensuring that students have continuity and equity in their learning experiences in spite of the impacts caused by the pandemic.

2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that the School meets all requirements for student progress reports. The School has four report cards per year and two interim reports. There are also two sets of parent-teacher interviews. Parents are also contacted individually as needed.

2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team verified that there is a detailed parent/student handbook that has been updated for the 2020/21 school year. The Team verified that the handbook contains required elements including policies related to appeals and dispute resolution, student assessment, student conduct and student supervision.



2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The staff handbook is a standard issue document provided by CMLES for all of its schools. It has been updated for the 2020/21 school year. It meets requirements.

The Team notes that the three foreign nationals school principals are working on a staff handbook that is more reflective of their operation as K-9 foreign nationals schools. This is in response to the issue around the current staff handbook appearing to have a policy orientation toward the grade 10/11/12 high school program with little or no reference to K-9 foreign nationals' schools. Operationally, admission requirements for foreign nationals' schools appear to be different than those for high school and this does not seem to be reflected in handbook.

2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.

Requirement Met

Requirement Partially Met

Requirement Not Met

Not Applicable

Comment:

The School does not currently offer distributed learning courses.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Maple Leaf Foreign Nationals School - Yiwu for:

- The systemic leadership role of the Assistant Superintendent of Curriculum and Professional Development in creating many opportunities for new and veteran teachers, most of whom had received their training outside of Canada, to become comfortable with the BC curriculum and to engage in continuous professional learning. She is also to be commended for serving an important mentoring role with the novice Principal at the School.
- The energy and enthusiasm that the Principal brings to his new position, his demonstrated willingness to be "head learner" on his staff, and his approach to attending to leadership



imperatives and management tasks which is based on a foundation of trust and positive working relationships.

- The work of the Principal and his colleagues at the foreign nationals schools in Wuhan and Dalian to form and grow teaching networks among their three schools, providing for sharing of ideas and resources, and contributing to their collective professional growth. The Team encourages the three school principals to continue helping these professional connections to grow and flourish.
- The dedication demonstrated by the teaching staff to help students achieve success, their commitment to grow as professionals and their creation of a mutually supportive professional work culture. Staff are also commended for the commitment demonstrated in their effective shift to online and blended learning while maintaining a student-centered and engaged approach to learning.
- The collaborative and collegial working and learning environment created by staff that supports their professional growth in implementing the BC curriculum.
- The integration of technology into online and blended learning implemented by the School to ensure that students have continuity and equity in their learning experiences in spite of the impacts caused by the pandemic.

Requirement

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by January 31, 2021, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- The School is required to ensure that all Permanent Student records (1704) are updated and that student files contain all of the required documents as outlined in section 2.09 of the inspection catalogue for offshore schools.

NOTE FROM MINISTRY:

The requirement listed above has been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of Independent Schools and International Education that, contingent on responding to the above requirement to the satisfaction of the Executive Director, the British Columbia education program offered at Maple Leaf Foreign Nationals School - Yiwu continues to be recognized as a British Columbia-certified school.

