

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF INTERNATIONAL SCHOOL - HAINAN

HAIKOU, HAINAN PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 26-27, 2018

INTRODUCTION

On November 26-27, 2018, a certification inspection was completed on Maple Leaf International School – Hainan (MLIS-Ha) in Haikou, Hainan, the 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 52 students, in grades 10 and 11. There are an additional 12 students in the Foundations program and 10 students in the Bridging program, all of whom are working toward reaching the language proficiency level necessary for entry into the full program. The B.C. program is housed in a dedicated building on the same campus with elementary, middle and secondary schools that are all operated by CMLES. The entire campus which houses the B.C. program, enrolls 3,500 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 B.C. program superintendent (representing the School’s owner/operator and offshore school representative), B.C. principal, B.C. teachers, Chinese headmistress, deputy headmaster, Chinese principal, ESL director and teachers, B.C. program secretary and office staff.

The owner/operator, China Maple Leaf Education Systems Ltd., (CMLES), owned by Dr. Sherman Jen, is responsible for the B.C. program. MLIS-Ha is now in its second year offering the program and moved into a new B.C. high school building 3 weeks prior to the inspection process. The B.C. program operates on the same campus with an elementary, middle and high school, all



operated by CMLES. 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 Schools - Hainan for its hospitality, 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 type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The only suggestion listed in the previous inspection report was to secure an updated letter of approval/no objection regarding the operation of the School from the local authority. During the inspection, the B.C. program superintendent indicated that the owner/operator is in the process of reconnecting with local authorities to request a renewal of their commitment following the guidelines provided by the Ministry of Education.</p>		

BUSINESS PLAN

The owner/operator has submitted a business plan to the B.C. Ministry of Education, confirming the sustainability of the program.	
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>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 include ambitious targets for both increasing enrolment and adding</p>	



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-Ha, the campus has been designed to accommodate significant increases in enrolment that are forecasted for the future.

Commendation:

The owner/operator is commended for the investment at MLIS-Ha that has resulted in the construction of a new school building that is dedicated for use by the B.C. program.

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

The Team 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 MLIS-Ha. On file during the inspection were:

- A June 19, 2017 approval from the Hainan Provincial Department of Education to open a bilingual education program and dual diploma program for high school students in Hainan National Science Park Experimental School. (The legal entity recognized by the local authority.)
- A June 2, 2017 Permit of the People's Republic of China, issued by the Haikou Educational Bureau, to Maple Leaf International Schools-Hainan to operate a private elementary, middle and high school. This certificate is valid until June 18, 2020.

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-Ha is located on a 17-acre campus that also houses elementary, middle and high schools that all belong to the CMLES family of schools. This is an 8-building complex that was taken over by Maple Leaf and has been offering the B.C. program since September 2017. It includes the necessary facilities to provide the existing program, although some finishing of



the new B.C. high school is still required to make the science labs operational. For now, students in the B.C. program are accessing lab space within the other buildings on campus. The new building has 35 classrooms spread over 6 floors and is estimated to have a 1,000-student capacity. Specialty spaces include a library/collaboration station and a 'maker space'. An onsite cafeteria provides food services for the campus and dormitories house many of the students during the week. The grounds are fully fenced, and access is monitored at all times by security staff. There is a grass field surrounded by a running track and there are also outdoor basketball courts and play areas for students. There is currently no gymnasium on the campus, however, staff indicated that the climate is conducive to holding most classes outside throughout the year. One classroom in the building is also designated as an activity room for use during inclement weather.

Students participate in club activities such as softball, yearbook, flower arranging, etc., after school from Monday to Thursday from 3:50 to 4:50 p.m. The clubs are run by Chinese staff on Mondays and by B.C. program teachers from Tuesday to Thursday. The students are then supervised by Chinese staff in the evenings who oversee the dormitories and liaise with the B.C. program staff as appropriate.

MLIS-Ha provided certificates of compliance for fire safety, building inspection, cafeteria operation and dormitory safety 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-Ha has also created detailed plans specific to their campus dealing with topics such as classroom safety/injuries, fire and earthquake drills, power failures, typhoons and evacuation plans. There is a medical clinic onsite that is staffed 24 hours a day by either a nurse or a doctor.

Commendation:

The School is commended for creating a detailed safety/emergency procedures plan.



ADMINISTRATION 3.0

3.1 Offshore school representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

Requirement Met Requirement Not Met

Comment:

MLIS-Ha is supported by a highly qualified person in the role of offshore school representative (OSR). 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 superintendent of the B.C. program represented the owner/operator and offshore school representative during the inspection process and shared detailed information regarding system level supports for MLIS-Ha.

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 originally from B.C. and completed her bachelor's degree at Simon Fraser University and her teacher education program through the University of British Columbia. She subsequently moved to accept an international assignment at a British international school in Moscow, Russia in 2005. During this time, she also became a deputy head (vice-principal), while also teaching at the elementary, middle and secondary levels. In 2016, she moved to China to be principal of a different B.C. offshore school and then moved to MLIS-Ha in May of 2017.

Commendation:

The principal is commended for her work in maintaining a strong educational program while being short two teachers for the first term of the school year.



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:

MLIS-Ha has a support staff to help with the delivery of the B.C. program. The Chinese headmistress has responsibility for overseeing this Maple Leaf district, that includes all programs on the MLIS-Ha campus as well as at their other school in Hainan Province. She has extensive experience with the Maple Leaf school system and expressed full support for the B.C. program during the inspection. Other Chinese administrative staff include a deputy head as well as a Chinese principal. The School is further supported by a B.C. program school secretary who assists the teachers and principal with their day-to-day needs. The campus also has staff who deal with admissions, finance, IT and general affairs (maintenance) to support the School.

The School is currently using PowerSchool software and there appeared to be a good level of internet connectivity for staff and students engaged in the B.C. program.

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 and verified that they include program application forms, B.C. program entrance exams, student/parent demographic information, permanent student records, student and parent/guardian consent forms, and previous report cards.

The School has updated the student and parent consent forms based on the new 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 confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.



An additional B.C. certified teacher joined the staff on the first day of the inspection. His certificate of qualification with no restrictions was already on file.

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 classes.

The School has prepared for this implementation by directing most of its professional development towards training teachers in the new curriculum. CMLES curriculum coordinators, department heads and curriculum writers are assisting grade 10 teachers with implementation and providing grade 11 teachers with the opportunity to try out the elements of the new curriculum over the course of the 2018-2019 school year. CMLES 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. The School is currently offering Literary Studies 11 and Explorations in Social Studies 11. All B.C. teachers and students are part of the core competencies inquiry to gain a thorough understanding of how the core competencies relate to their education and their futures. Last year the School conducted a similar inquiry with the First Peoples' Principles of Learning. Throughout the year the School also conducts curriculum focus periods (1 week to 1 month long) in which teachers have the opportunity to integrate other curriculum areas into their curriculum area and for students to incorporate a range of strategies, core competencies, and other mediums into their learning.

CMLES 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.

CMLES 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.

The School is commended for the variety of methods it is using to implement the new curriculum, including but not limited to: curriculum focus periods, inquiry projects, visual displays and reminders, celebrations of learning, and course and unit planning.

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 12 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. During daily home room time (20 minutes) teachers alternate between units of study (like innovation station) and focused attention on the read theory program. The latter has students reading books at their own level and allows teachers to track student reading skill progress over time. The School requires students to create their own vocabulary 'books' based on the words they are using in all of their classrooms. This helps them better understand the words in their context and usage. The School has also developed a guided reading program that they are planning on implementing in the immediate future. CMLES also supports all teachers with ongoing professional development in the area of 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.



Commendation:

The School is commended for implementation of a rigorous English language proficiency assessment and advancement program, as well as many extra supports (guided reading, reading theory, student-generated vocabulary books, etc.) for those students for whom English language acquisition is more difficult, all of which more readily ensures students are ready to be successful in the full B.C. program.

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 BAA course, Canadian Culture and Language 10, and the 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 B.C.-certified teachers teach the course in English: Mandarin 10 and 11, Chinese Social Studies 10 and 11 – Geography, Chinese Social Studies 10 and 11 – History, and Chinese Social Studies 10 and 11 – Humanities. The course overviews for these courses are 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.

Grades 11 curriculum: The Team observed course overviews for grade 11 that already show evidence of implementation of the new curriculum.



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 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 1154 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 7:50 AM and ends at 3:40 PM.

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 will conduct its first provincial examination – Communications 12 – this June and therefore is just at the beginning stages of gathering data to analyze trends in student achievement. All teachers are aware of the Ministry’s policies regarding class grades vs. provincial grades discrepancies and are working to ensure students are graded in a manner consistent with provincial exams. The School sets achievement standards that align with the outcomes provided by the Ministry.

The School encourages teachers to utilize both formative and summative assessment by providing regular professional development opportunities. Formative reading assessments are conducted to identify students who need intervention in order to strengthen their skills. These results are also tracked to ensure every student makes continual progress. The implementation of a ‘Collaboration Station’ success room is an added form of support where students can get extra help in the area they need.

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.

At this point teachers are not using B.C. performance standards in planning their units and lessons. They are using CMLES-generated rubrics that are based on the B.C. performance standards.

The School applies a rigorous security and invigilation procedure for B.C. 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.
- Invigilators check each ID and each room has 2 invigilators and one hall invigilator for support.

This entire operation is overseen by the BC Principal.

Commendations:

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.

The School is commended for creating a ‘Collaboration Station’ space where students can get extra help in the area they need.

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 students have access to online library resources (ProQuest: Canadian Curriculum Edition E-Library and TumbleBookCloud) to support their 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 are currently sufficient course-specific print materials available for the current student numbers, however, as the School is only in its second year of operation there are minimal fiction print materials evident in the BC Library 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.

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 student access to online resources by requiring individual student laptops and acquiring improved online library resources.

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, who 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. Grade level parent meetings are held each semester and as needed. 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 also utilizes student behaviour management software, 'Class Dojo', and parents have access to their student's file as well. The School gives progress reports through the Powerschool parent portal online. All students who receive an I-report will also receive a telephone call home via the Chinese counselor. There are 4 formal reporting periods and 2 informal reporting periods each year.

Commendation:

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



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 student/parent handbook. It contains appropriate information for students and their parents on such topics as school conduct, student services, the curricular program with an emphasis on the components of the redesigned curriculum, assessment and reporting, pathways to graduation, home-school communications and a number of school policies that directly impact students and their parents. The policy and procedures for appeals and dispute resolutions are also clearly articulated in the handbook, along with useful information about the school timetable, calendar and upcoming events.

The School is commended for incorporating useful information about the new B.C. curriculum within the handbook.

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. It is a very comprehensive document that is shared with teachers electronically before they arrive and is then reviewed during the orientation week that takes place prior to them commencing work.

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-Ha 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 - Hainan for:

- the investment at MLIS-Ha that has resulted in the construction of a new school building that is dedicated for use by the B.C. program;
- creating a detailed safety/emergency procedures plan;
- the centralized support structures that are in place to assist the School in its operation;
- maintaining a strong educational program while being short two teachers for the first term of the school year;
- the 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;
- the variety of methods it is using to implement the new curriculum, including but not limited to: curriculum focus periods, inquiry projects, visual displays and reminders, celebrations of learning, and course and unit planning;
- the implementation of a rigorous English language proficiency assessment and advancement program, as well as many extra supports (guided reading, reading theory, student-generated vocabulary books, etc.) for those students for whom English language acquisition is more difficult, all of which more readily ensures students are ready to be successful in the full B.C. program;
- 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 for the 2019-2020 school year;
- 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;
- creating a 'Collaboration Station' space where students can get extra help in the area they need;
- improving student access to online resources by requiring individual student laptops and acquiring improved online library resources; and
- making information regarding student progress readily available to parents in their own language in a variety of ways.



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

