

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAPLE LEAF FOREIGN NATIONALS SCHOOL – WUHAN

WUHAN, HUBEI PROVINCE

PEOPLE'S REPUBLIC OF CHINA

OCTOBER 31 - NOVEMBER 1, 2022

INTRODUCTION

On October 31 and November 1, 2022, a virtual certification inspection was completed on Maple Leaf Foreign Nationals School - Wuhan (MLFNS-W) in Wuhan, Hubei Province, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Thomas Thompson and Beverly Pulyk, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 36 students, in grades K-9. MLFNS-W, a stand-alone school, is about a ten minute drive from a larger Maple Leaf Campus. The larger campus houses the grades 10-12 Maple Leaf World School – Wuhan (MLWS-W) students, a K-9 Chinese School, and Maple Leaf Wuhan administrative offices.

During the visit to the School, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the China Maple Leaf Education Systems Ltd. (CMLES), Superintendent, Assistant Superintendent, the MLWS-W Chinese Headmistress, the BC Offshore School Representative (OSR), BC Principal, BC teachers, English language learning (ELL) staff, Chinese teachers, and five students in grades 8 and 9.

The Owner/Operator, China Maple Leaf Education Systems Ltd., is responsible for the BC program. Having been in operation for more than 25 years, CMLES has grown to include approximately 100 schools throughout China made up of international high schools, K-9 foreign national schools, and Chinese pre-school, elementary, middle and high schools.

As noted in the BC Offshore School Program Annual Report, the BC program's philosophy and objectives include "an educational philosophy based on the belief that through blending the best of the innovations and higher level thinking western educational model with the cultural



richness and discipline of the traditional Chinese educational model, students will be best prepared to meet the challenges of living and working in a more internationalized society”.

In addition to the CMLES philosophy, MLFNS-W generated vision, mission and values statements for its local context.

- Vision: We will ensure the growth of our school and build our reputation as a global competitor in the international school market.
- Mission: We aim to shape future generations of learners to become global citizens who contribute positively to our communities.
- Beliefs and Values: Multiculturalism and multilingualism; diversity and inclusion; global citizenship; engaging inquiry; risk-taking; growth mindsets; grit and perseverance; communication and teamwork; critical thinking and problem-solving; social and personal responsibility.

The Team would like to commend WLFNS-W for the development of the school’s vision, mission, and belief and value statements.

Special features and strengths of the School as identified by administration, staff, and students include house days (student-led learning days) that further develop the Core Competencies, and the multiculturalism/diversity of students and staff. Administration is proud of the perseverance and commitment of staff during the pandemic as well as the success the students have demonstrated on the Chinese national exam.

The Team would like to thank MLFNS-W for its cooperation and preparedness for the virtual inspection.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment: There were no requirements noted in the previous inspection report. Although the School is not “required” to address the suggestions, the staff of MLFNS-W did review the suggestions in the previous report. Actions taken as a result of the suggestions included: implementing the use of the BC English Language Learning (ELL) Instructional Support Planning Tool, expanding ELL data stored in the students’ permanent files, strengthening the co-planning opportunities that exist between the ELL support teachers and the BC certified homeroom teachers, and purchasing library/novel studies (K-3 novel studies, K-9 Indigenous stories).</p>			
<p>Commendation: The School is commended for thoroughly reviewing the suggestions offered in the previous inspection report and acting on them accordingly.</p>			



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 confirms the Business Plan noted in the *Annual Report* and appreciates the thorough and detailed information provided in Business plan.

Maple Leaf Foreign Nationals School – Wuhan (MLFNS-W) values the importance of good school/parent communication. The pandemic impacted many in-house events the last two years; the School is looking forward to re-initiating many programs and ventures this school year (i.e., open house, meet-the-teacher afternoon, student-led conferences, parent information sessions, student presenting assemblies, etc.). In addition, parents/guardians access school information via the parent/student handbook, the School’s YouTube channel, newsletters, teacher monthly learning plans, and formal and informal student progress reports. Staff use Canvas LMS, Microsoft Teams, and ClassDojo to support multilingual communication between parents, students, and teachers. At the end of last year, several parent surveys were sent home to collect feedback from the parent community.

The most notable change and challenge impacting MLFNS-W has been the significant enrolment decline experienced as a result of the pandemic, continued lockdowns, and border restrictions. It is anticipated that the enrolment will return to expected levels once the borders restrictions are lifted. Many staff and students left China at the start of the pandemic and have been unable to return. Until travel and pandemic restrictions are lifted or eased, it is exceptionally hard to recruit foreign students and BC certified staff.

Last year, the School was the recipient of the MLES Innovation in Teaching Award for the development of “Foreign National School (FNS) House Days”, an accomplishment the School is most proud of. House Days are monthly student-led learning days where pre-determined cross-grade teams work together to solve various subject/theme-based challenges.

CMLES’s governance structure is guided by the Chairman/CEO and the CMLES Board of Directors. The Finance Office together with the Superintendent develop the budget for the School, as well as provide oversight of the expenditures, including human resource allocations. The educational program is developed and guided by a System Steering Committee and directed by the Superintendent with support from system and school administrators. The structure of CMLES supports cross-school partnerships; as such, the three foreign national schools within CMLES communicate regularly with each other.



CMLES continues to engage with Cognia accreditation which addresses system-wide school improvement. Based on the needs and wants of the students, staff, and parents of MLFNS-W, annual goals were established taking into consideration the Maple Leaf Systems Cognia Improvement Priorities. MLFNS-W goals for this year include:

- continue to implement and expand school-wide literacy efforts to support student learning.
- strengthen student and staff community-building efforts, through a variety of measures.
- strengthen and refine assessment practices.
- increase active learning opportunities across all curricular areas.

Within each goal, strategies were developed and acted upon and target data was determined.

The School has capacity for 260 students. The target market is expatriate families living in Wuhan (and sometimes the province of Hubei). MLFNS-W competes with two other international schools in Wuhan (one that just recently opened). Prospective students and parents are provided with CMLES as well as MLFNS-W information and recruitment materials (i.e., brochures). Prospective parents can access school information and the School's promotional video via social media, YouTube, and system and school websites. A dedicated admissions team, local recruiters, and school administration all actively promote/market MLFNS-W. The Principal attends various community events, such as consulate or government sponsored events. Existing families often help to recruit other foreign national families. Even students help promote the School in the local community by participating in art exhibits, caroling, etc.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the Owner/Operator has met the requirements related to the following items noted in the Agreement: the ownership requirements outlined in Schedule A, the criteria outlined in section 5.00, the public announcements outlined in section 8.00, and awareness to report any dismissals, suspensions or discipline of a teacher as outlined in section 17.00.



2.03 The Owner/Operator has written approval from the appropriate government entity to operate the School, as outlined in section 5.03 of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team verifies that the Owner/Operator has the following written approvals to operate:

- School License for Foreign Nationals School in Hubei Province issued by Education Department of Hubei Province (November 28, 2021 – November 2024); extension of Hubei Education Approval No. 6 (2014) which was also available for review.
- Memorandum of Understanding between Wuhan Education Bureau and BC Ministry of Education and Child Care agreeing to entrust CMLES to open MLFNS in Wuhan (March 19, 2007).
- Document from the Education Bureau of East Lake New Technology Development District authorizing MLFNS-W move to a Jiufeng Street (September 25, 2018).

Two additional documents were provided regarding Maple Leaf International High School (MLIHS). Administration indicated that Maple Leaf was able to be established in Wuhan but when it came to registering the two schools, as they were on one campus with one Principal, the high school's name was primarily used with the understanding that there would also be a FNS operating within that umbrella. One document was a letter from the Wuhan Education Bureau agreeing to establish MLIHS to operate (June 5, 2007) and the other document was a Tax Registration Certificate issued by Wuhan Local Taxation Bureau.

All documents were in Mandarin with a certified translation in English.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Based on information reviewed during the inspection, the Team deems the facilities suitable to support the BC Program. Six translated building safety documents available for review related to catering services, construction permits, lease contract, and fire safety.

MLFNS-W is a stand-alone building located ten minutes from the larger Maple Leaf School campus in Wuhan. The property is secured with 24-hour gated security. The gymnasium, science lab, two classrooms, washrooms and storage room are located on the first floor of the building. The administration and staff offices, library, 120-seat cafeteria, washrooms, two classrooms, and computer lab are on the second floor. The third floor includes nine



classrooms, washrooms, a storage/photocopy room, and network center. There is a rooftop field and an outdoor basketball court on ground level.

CMLES provides policies to guide schools in dealing with emergency procedures (i.e., earthquake, fire, lockdown, pandemic protocols, and unplanned temporary or permanent closure of a school). The plans are adapted and formalized at the local level. The Team verifies the existence of these plans at MLFNS-W. The Team confirms the documents meet the requirements expected by the Ministry. Students practise fire, earthquake, and evacuation drills over the course of the year.

Illness and minor injuries requiring first aid are managed at the School by the administrative staff. For student illness, parents are contacted about pick up plans (if necessary); otherwise students remain in the office to rest until the end of the school day. Students are transported immediately to the nearby hospital for injuries requiring further treatment or examination. In that case, parent contact occurs immediately.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in section 14 of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the suitability of the Offshore School Representative (OSR). The OSR, appointed by the Owner/Operator and approved by the Province, represents all CMLES schools offering BC's curriculum. His extensive experience as a BC public and independent school educator (teacher, principal, superintendent, executive director of Federation of Independent School Association) as well being the previous Superintendent of CMLES provides him more than enough knowledge and expertise required of the position.

CMLES functions as a large school district with a Superintendent and Assistant Superintendent, who live in China. They assist the OSR to ensure all duties noted in section 2.06 of the Annual Report are completed.

2.07 The Principal meets the requirements as outlined in section 2.07 of the Annual Report for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal has been employed by CMLES since 2011, having been a teacher, department head, curriculum writer, educational coordinator, and vice-principal at various schools in the



System. Effective the 2017 school year, he was appointed principal of MLFNS-W and is responsible for all the duties of a principal as noted in section 2.07 of the Annual Report. His experience and leadership with CMLES are a tremendous asset in his role. In addition, the consistency of having the same principal for six years and through the pandemic has been of benefit to the School.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal is supported by a variety of staff. Administrative support at the School is provided by the school secretary and a teacher-in-charge when the Principal is away from the building. The CMLES Superintendent and Assistant Superintendent support the BC Principal and teachers at MLFNS-W with such things as policy development, teacher recruitment, curriculum development, and professional development. The Chinese Headmistress and staff in the finance and admissions departments on the larger Maple Leaf campus also support the School.

PowerSchool Student Information System is used to store and transmit school and student data to the BC Ministry of Education and Child Care; the Principal manages it.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Student files, housed in the administration office, are maintained by the Secretary. A random review of student files confirms they contain all elements as outlined in section 2.09 of the Annual Report. Additional elements in students' files are school wide writes, and copies of passports and visas. The files are stored in filing cabinets, although student information is available digitally as well. The Principal shared that the Form 1704 of the students' Permanent Student Record is printed and added to the paper files at the end of every year.

The Team informed administration that going forward the updated BC Ministry of Education and Child Care's personal information consent forms are to be used.



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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the items in sections 2.10 through 2.18 of the BC Offshore School Program Annual Report.

Annual recruiting and hiring for all schools are organized through head office. The Global Recruitment Office recruits teachers from English-speaking countries (i.e., Canada, the United States of America, the United Kingdom, Ireland, Australia, New Zealand). There continues to be a strong recruiting emphasis for teachers from BC.

Staff retention is a priority for CMLES but as mentioned previously the pandemic and travel restrictions have impacted the ability to recruit and retain teachers. To be competitive, teachers are provided a comprehensive salary and benefit package, and a variety of professional learning opportunities are available.

MLFNS-W employs six BC teachers (including the Principal); two teachers completed their teacher education program in BC. There are three teachers whose BC teaching certificate applications are in progress; those teachers have valid Letters of Exemption (LOE) from the Ministry of Education and Child Care on file at the School. The Principal meets with these three teachers regularly to ensure the teachers' COQ application is complete. The Team confirms that all Authorized Persons under the Agreement possess valid and current certification or an LOE from the Ministry of Education and Child Care.

In addition to the six BC teachers, there are two Chinese teachers who teach Mandarin. The Team confirms that these teachers are locally certified; a valid criminal record check (CRC) is required as part of the Chinese teacher certification process. There are two ELL support staff employees working with students; valid CRCs are on file. The Principal and English language learning (ELL) support staff provide coverage when teachers are away ill. If/when there is a longer-term illness, two classrooms will be merged where class enrollments are low or at times a teacher from another CMLES school will be transferred to the School.

The Team completed a random review of teacher files. The files reviewed indicate they contain the necessary employee information (contract, evaluation, consent form, contact information and work permit and/or visa). The terms and conditions of employment are clearly outlined in the teacher and principal contracts.

Professional Development in 2021/22 centered on Cognia Continuous Improvement efforts, system and school professional learning communities (PLC), and improving school goals (literacy, team building and assessment). In addition, the CMLES training hub provides access to a variety of webinars. Administrators attended two days of professional development in



August and leadership development sessions took place throughout the year. All CMLES principals and vice-principals participated in the five-session “Leading a Culture of Learning” course offered by the BC Principals’ & Vice Principals’ Association (BCPVPA).

For the 2022/23 school year, teachers participated in seven days of professional development (pro-d) in August; topics included team building, understanding BC’s curriculum and pedagogy, curriculum planning, system networking, subject specific topics, and assessment. Two additional pro-d days took place in September with topics of online learning and planning for the inspection. CMLES is planning for a system-wide pro-d day in spring. Once a week teachers participate in PLC time; reporting and assessment have been the focus for recent sessions. Teachers may also participate in individual pro-d of their choosing.

It is noted that the Chinese teachers are fully integrated into pro-d events.

Commendation:

CMLES and the MLFNS-W are commended for the amount of professional development available to staff.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Through a review of teacher planning documents, and interviews with staff and students, the Team confirms the School is fully implementing BC’s curriculum.

Teachers receive ongoing support and professional development to further refine and develop their understanding of BC’s curriculum. These opportunities include teacher mentoring opportunities, release time for observing lessons and for collaborating with each other, and weekly emails from the BC Principal with suggested resources. The BC Principal is actively involved in ongoing discussions with all staff regarding effective strategies for implementing the Core Competencies, First Peoples Principles of Learning, and methods of inquiry and literacy development.

All teachers spoke knowledgeably about the Core Competencies and how they inform their lessons. In addition, there was evidence of individual and school-wide approaches on integrating First Peoples Principles of Learning. There was a common theme of teachers trying to make learning more experiential, personalized, and inquiry focused. At the time of inspection, teaching was taking place remotely. At the end of each week, teachers send home supplementary learning activities to the students.



Staff were enthusiastic about the recent school-wide Orange Shirt Day. There was also an activity where all students wrote their name on paper and used them to construct a chain. Follow up lessons on “Every Child Matters” were integrated at all levels to promote empathy and compassion for each other. These beliefs were related back to the historical context of residential schools in Canada.

Challenges implementing BC’s curriculum relate to the number of teachers hired from other countries this year and parental expectations regarding assessment. To address these challenges, the CMLES and MLFNS-W provide ongoing professional development and conversations with parents are ongoing.

Commendation:

School administration is commended for the level of support provided to teachers in implementing BC’s curriculum.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal conducts a language assessment after each new student is admitted to the school. Following this assessment, the Principal identifies the students that require English language learning (ELL) support and refers them to the ELL Coordinator for further assessment. Approximately 40% of students this year are receiving ELL support.

Support plans for ELL students are decided in a collaborative manner between the classroom teacher and the ELL teacher. Students receive six to eight hours of targeted ELL instruction/support each week. Tracking is used to monitor what interventions are implemented, what programs and supports are effective, and how much support is given and to whom. Students receiving ELL support receive frequent detailed reading and writing assessments that are tracked.

In 2021/22, MLFNS-W added and retained an additional ELL teacher to provide extra support to the kindergarten to grade 3 students which follows a push-in support model. Grades 4–9 students identified as needing ELL support are scheduled into the ELL teacher’s program during their English Language Arts block. The teacher and ELL team prioritize this time using a needs-based model.

English language proficiency is monitored using the BC ELL standards across oral language, reading, and writing. The School also conducts three school-wide writes annually and school-wide reads to assess students’ ongoing proficiency within their grade levels. The School uses this data to track and set school-wide literacy targets on an annual basis.



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 Annual Report for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

MLFNS-W is a K-9 school, and therefore, does not offer Board/Authority Authorized (BAA) courses or credit for courses for which equivalency or challenge policies are necessary. Mandarin instruction is provided for 45 minutes per day to all students as a second language or as an academic class. Locally certified teachers teach the Mandarin classes.

2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. € of the Agreement; namely, that all BC program courses offered in the School meet or exceed 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 interviewed all teachers and inspected planning documents to verify that the School meets course overview and planning requirements. Teachers at MLFNS-W work collaboratively together by sharing and using planning documents stored within SharePoint. These documents are accessible by all teachers for further refinement as the year progresses. Course overviews and planning documents demonstrated alignment with all subjects in BC's curriculum.

There is evidence of grade level plans at every grade. These plans show detailed learning activities, assessment strategies and opportunities for differentiation to personalize learning. Planning documents describe what students need to know, do, and understand for each grade level.

Commendation:

The Team commends the CMLES System and MLFNS-W for their thorough long-range planning documents made available to all teachers at the School.



2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Annual Report 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 verified that the School exceeds the required instructional time allotment. There are 182 instructional days in 2022/23 with 5.75 instructional hours per day for a total of 1,046.5 instructional hours per year.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

In interviewing teachers and in reviewing planning materials, the Team confirms evidence of both formative and summative assessment methods. The MLFNS-W staff incorporate standards-based assessment practices using BC Performance Standards and BC English Language Learning (ELL) Standards while regularly communicating achievement to students, parents, and support staff. Some teachers mentioned using peer assessment, rubrics, and “I can” statements to familiarize students with grade level expectations. Teachers focus their efforts on encouraging their students to focus on what they can do, as opposed to what they cannot.

Evidence was presented showing many students as either “on track”, or “extending” with their literacy and numeracy results. The data was consistent between Foundation Skills Assessment (FSA) data and teacher data. Staff at the School regularly calibrate assessments across schools as part of CMLES professional development.

The School’s administration collects school-wide data on a term-by-term basis to analyze the progress of student literacy with an emphasis on reading comprehension. The School uses this data to set targets for student growth and to inform professional development topics for staff. The School recently set goals for literacy, student and staff community building, assessment practices, and active learning along with targets for each goal.

Collaborative marking of the FSAs takes place to ensure all staff have a clear understanding of the BC Performance Standards. Throughout the school year, staff also work on collaborative projects to seek consensus on grade level expectations and consistency in teacher judgment using the BC Performance Standards and the BC ELL Standards. Teachers at MLFNS-W



collaborate regularly, focusing on ways to improve learning for their students and to improve their own professional practice.

Students participate in the grade 4 and grade 7 FSAs. The School's security and invigilation procedures for the assessments meet the Ministry requirements.

Commendation:

The School is commended for the investment in collaboration time for teachers to improve learning for their students and to improve their own professional practice.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the School meets the expectations for learning resources as outlined in the requirements. The library has a collection of over 7,000 titles with classroom libraries holding additional titles.

The library uses three online databases that increases the number of books and research documents students can access online. Teachers and students also have access to numerous online resources focusing on numeracy, literacy, and other subject areas to promote inquiry and exploration. Print material is acquired on a yearly basis as identified by teachers which are deemed as high value for student research.

The library recently transitioned to a larger space and is recognized as a learning commons space that is welcoming for students to learn and to read. The librarian is developing a plan for encouraging student access, enhancing First Nations themed books, hosting school-wide read-a-thons and literacy events, and starting a library club.

All students have an Office 365 account which is accompanied by their own personal email and access to Office 365 software including Word, Excel, Teams, etc. As a result of the temporary lockdown, these tools are being used exclusively while students and teachers interact remotely. The School's internet bandwidth is currently 200 Mbps and is deemed sufficient for the teachers' and school's needs.

The School receives a budget for acquiring library resources that is based on a per student formula. In the past, the School has benefited from one-time grants to boost resources. Other fundraisers are often held with a library-specific focus to add additional resources and additional in-class tablet devices for younger students (K-3).



The School is encouraged to continue investing in its library, technology, and classroom reader collection with the aim of refreshing and building upon its collection.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the presence of all the required progress reporting elements including, but not limited to, subjects taught, summaries of learning, Core Competency self-assessment, work habits and social responsibility. As required, progress reports for students in kindergarten to grade 3 include a performance scale and reports for students in grades 4 through 9 include letter grades. Report cards from previous years did not contain the School's address and phone number. The report card template for this school year was updated during the inspection to reflect those two additions.

The School provides three formal (December, April and July) and three informal (October, March, and May) student progress reports to students and their parents each year. In addition, they also schedule parent-teacher interviews in the first two terms and student-led conferences in term three.

To increase parental involvement, a regular newsletter is sent home regarding important information about the School. In order for parents to support learning at home, a teacher monthly learning plan is sent home detailing what each class is planning to learn and do in the upcoming month. This year, the School is adding an end-of-month mini-progress report for parents to communicate learning progress back to the School about their own child.

Monthly assemblies are scheduled throughout the year for students to present their learning in front of their peers and parents. These events are open for parents in addition to parents being able to request a meeting with administration or teachers to discuss their child's progress.

Commendation:

The School is commended for the frequency and variety of ways parents engage in knowing what their child is learning and how they are progressing.



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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the parent/student handbook is current for the 2022/23 school year. The 60-page handbook includes the Principal's message, school vision/mission/values, goals, anthems, behaviours leading to success, school programs and schedules, admissions, student assessment and reporting, code of conduct, school/parent communication, emergency evacuation procedures, health and safety procedures, and appeal processes. This year the handbook was translated into Chinese. Students are provided a print copy of the handbook at the start of the year and the handbook is shared digitally with parents through ClassDojo.

Commendation:

Administration is commended for translating the parent/student handbook to support school families in better understanding the school programs, operations, and policies.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the two 2022/23 teacher handbooks and confirms that the School meets the teacher handbook requirements as outlined in the Annual Report. The 155-page CMLES handbook addresses system policies and procedures while the MLFNS-W 17-page Campus Operations Manual addresses topics specific to the local school. The documents contain detailed information to enable teachers to be successful in their roles within the BC program and functioning in Chinese society. Staff access digital copies of the parent/student handbook as well as staff handbooks through ClassDojo.

Polices are in place for the evaluation of staff. As all teachers are new to the School this year, teacher evaluations will take place as the year progresses. The Principal's evaluation was delayed due to the pandemic; the Superintendent assured the Team that this evaluation will be completed this year.



2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in section 18 of the Agreement and section 2.28 of the Annual Report for offshore schools.

Requirement Met
 Requirement Partially Met
 Requirement Not Met
 Not Applicable

Comment:
The section does not apply as MLFNS-W is a K-9 school.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in section 2.29 of the Annual Report for offshore schools.

Requirement Met
 Requirement Partially Met
 Requirement Not Met
 Not Applicable

Comment:
All teachers at MLFNS-W were teaching on-site, therefore, this section does not apply.

Of note, at the time of inspection, students enrolled at the School were learning remotely from home because local authorities implemented COVID-19 restrictions preventing students from attending in-person.

In interviews with teachers, they expressed the importance of being adaptable with their expectations while ensuring students felt connected to their school, and to their learning. To further support student learning, all teachers send home materials at the end of each week. Some of these materials are unique and innovative. Samples include learning how to grow a plant, creating a cereal box, designing a mask, acting out a word/scene, and conducting a science experiment.

Staff displayed optimism, at the same time, a great awareness of the challenges of learning remotely. They valued connecting with each other, their students, and school administration during this challenging time. In interviews with students, they reported missing the social aspects of attending school.



CONCLUSION

Commendations

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

- thoroughly reviewing the suggestions offered in the previous inspection report and acting on them accordingly.
- the amount of professional development available to staff.
- the level of support provided to teachers in implementing BC's curriculum.
- their thorough long-range planning documents made available to all teachers at the School.
- the investment in collaboration time for teachers to improve learning for their students and to improve their own professional practice.
- the frequency and variety of ways parents engage in knowing what their child is learning and how they are progressing.
- translating the parent/student handbook into Chinese to support school families in better understanding the School programs, operations, and policies.

SUMMATIVE RECOMMENDATION

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

