

*the* CDNIS  
**STUDENT ALUMNI**  
**FORUM**



Open Letters from the Canadian International School of Hong Kong  
Student Alumni Forum

*Addressed to the Education Bureau of Hong Kong (EDB), the International  
Baccalaureate Organization (IBO), Ontario Ministry of Education, Consulate  
General of Canada in Hong Kong and Macau, and the  
Canadian Chamber of Commerce in Hong Kong*

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## **Open Letters from Concerned Students and Alumni of the Canadian International School of Hong Kong**

*Addressed to: The Honourable Mr. Eddie Ng Hak-kim and Mrs. Marion Lai Chan Chi-ken of Education Bureau of Hong Kong (EDB), Mr. Ian Chambers of International Baccalaureate Organization (IBO), Ontario Ministry of Education, Mr. J. Ian Burchett of the Consul General of Canada in Hong Kong and Macau, and Canadian Chamber of Commerce in Hong Kong*

### **Introduction**

The Student-Alumni Forum is an independent group of students and alumni from the Canadian International School of Hong Kong (CDNIS), established in June 2015. We provide a safe, supportive environment for students and alumni to participate in active discourse about how we can effectively use our voice to enact positive change within the CDNIS community. Our primary objective is to elevate the voices and perspectives of students - the most important members of our educational community - in order to promote productive discussions and sustainable solutions.

Our group is currently comprised of 176 concerned students and alumni from 13 different graduating classes as of 26 June 2015. Current students, alumni and former students who have been at CDNIS for more than a year are all welcome. In this document we have compiled a series of open letters, to which ten classes contributed their time and effort, and which elucidate our current concerns and future hopes for the school.

In order to respect every individual's right to anonymity and privacy, we have decided to sign the letters as a class rather than as individuals. It is important to note that we do not claim to represent the voices of the entire student body; we are merely a group of concerned students and alumni hoping to express our opinions regarding CDNIS' current administrative and governance issues. We aim to demonstrate that students' critical thinking and awareness should be valued as a conduit to further understanding.

Ultimately, we hope that our efforts will help CDNIS once again reach its full potential as an educational institution that prioritizes the welfare of its stakeholders<sup>1</sup> through the enhancement of both transparency and accountability.

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<sup>1</sup> Stakeholders refer to students, parents, faculty members and administrators.

## **Concerned Students from the Canadian International School of Hong Kong, Class of 2015**

We are a group of concerned students from the Canadian International School of Hong Kong (CDNIS) Class of 2015. This letter presents our deep concerns regarding administrative matters that have had negative repercussions on the welfare of current students and staff in the 2014-2015 school year. We believe that a thorough investigation into the practices of the Board and the Head of School is vital for the continued health of our school community.

Our major concerns are as follows:

### **A. The handling of the termination of staff members on Thursday, 11 June 2015;**

1. On Thursday, 11 June 2015, at the end of the last school day of the 2014-2015 academic year, members of staff from both the Lower and Upper School received notice regarding the immediate termination of their employment contracts, some of which were given in the presence of students.
2. The members of staff who were given termination notices were subsequently placed under the supervision of security and given 2.5 hours to remove themselves and their belongings from the premises.
  - a. Many of the teachers had been employed by CDNIS for over a decade. Our school is one that used to emphasize respect and responsibility; in light of this ethos, we believe that requiring these teachers to depart with their possessions on such short notice whilst being supervised by security was both disrespectful and irresponsible. The gravity of the situation is amplified by how the dismissals occurred in front of current and previous students, provoking strong emotional responses. In addition, since CDNIS utilizes an integrated online database for communication and file storage, many teachers have invested a tremendous amount of time and effort in putting together teaching resources that they have saved online. Without any forewarning, the accounts of the staff in question were suspended, causing them to lose access to these documents, as well as contact with students they were collaborating with.
  - b. We understand that such methods may constitute standard procedure within the domain of corporations, but believe that such practices are inappropriate in a school that aims to foster empathy and compassion.
3. The sudden news of staff terminations, the overt issuance of these notices, and the subsequent visible presence of security guards caused notable distress among the student body. Students and teachers were in tears; it was a scene that was completely unprecedented in its emotional impact. As CDNIS students, we have been taught to be respectful towards ourselves and others. These actions, enabled by the Board and the Head of School, strike us as hypocritical. Many of us had the privilege of being taught by these educators; the fact that these actions were undertaken suddenly on the final day of the academic year deprived us of our chance to say goodbye to our beloved teachers and members of staff. This increased the anguish experienced by members of the student body, and was disappointing given the close student-teacher rapport that characterizes CDNIS.

### **B. The sudden deterioration of stakeholders' morale in the CDNIS community over the past academic year;**

As alumni, we are immensely proud to have been a part of the old CDNIS community, a place many of us still call our second home. Unfortunately, over the past year, our trust in the School has decreased gradually as the issues with school governance were brought to light.

It is a testament to our teachers' professionalism that we were not academically affected by the many administrative conflicts that unfolded throughout the year. Indeed, in our final and most important year of secondary school, our teachers maintained a high standard of teaching, all the while struggling with administration-level issues. What we observed – increased fatigue, heightened anxiety – was distressing, and led many of us to wonder what could have triggered such reactions.

We were also alarmed to learn from an article by *The Globe and Mail* that the administration looked into whether it could remove parental influence in internal matters by “booting their kids”, before determining that “it was not a possibility” (Appendix M). We are concerned by this overt indication of the Board's and Head of School's intent to punish students for their parents' actions to the extent of expulsion. This demonstration also implies unwillingness to accept or even entertain criticism. This dealt a huge blow towards students' confidence on their ability to voice pertinent concerns without facing repercussions that may affect their enrollment at CDNIS.

**C. Fears for the decline of the educational quality delivered by CDNIS given the dismissals, including:**

**1. The increasing lack of trust between the teaching body and the Board and Head of the School.**

- a. Teachers, especially those who have actively spoken out, are now subject to increased scrutiny by administration, which places them under immense pressure. Many of our best teachers are now considering leaving the School. This will undoubtedly have a negative impact on current students, as it is easy to replace teachers in numbers, but not in quality. According to an interim report written by the Council of International Schools (CIS) in light of a suspended visit on 11 March 2015, it was noted that “[t]he absence of a climate of trust between the Head, Board, Leadership Team and the staff is extremely damaging”. Although we believe that our teachers successfully maintained a "high level of professionalism and teaching quality" in the past, we fear that the current leadership may have "a detrimental effect on future staff morale", which will adversely affect students' learning in the future (Appendix L).
- b. Over the past few weeks, key members of staff, including one of the two Vice Principals of the Upper School, have resigned. It is likely that their resignations had been influenced by recent events such as the mass dismissals on 11 June 2015, as well as the atmosphere of fear established by administration throughout the academic year. These teachers are highly respected and loved by the CDNIS community. To many, they were more than educators; they were friends, coaches, and even parental figures. Their recent resignations have disheartened students, decreasing school-wide student morale and confidence in the upcoming academic year.
- c. The recent unprecedented dismissals of the 9 teachers and 1 staff member have led to a diminished trust in the School's administration. No longer do we have trust in the ability of the Board and Head of School to make terminations for objective and/or legitimate reasons. Instead, we are deeply concerned that staff terminations are not used to directly strengthen the quality of education at CDNIS, but rather for other, more questionable reasons such as the silencing of key voices within the community.

**2. The disruption of students' learning and academic work due to leaving of staff members.**

The unfavourable learning and teaching environment caused by lack of trust in the community has directly impacted the quality of student learning. Given that many teachers have indicated their desire to leave the School – and some already have – as a direct result of the tense atmosphere of fear and distrust stemming from administrative issues, there arises the issue of continuity, which is an essential consideration to any school.

For example, in order to attain both the Middle Years Programme (MYP) and Diploma Programme (DP) certificates in the IB, students are expected to complete a Personal Project (PP) and Extended Essay (EE) respectively. For both the PP and EE, each student is appointed one teacher supervisor with expertise on the topic chosen to guide him/her through the process, which occurs over two academic years and the summer breaks. However, in the case of a teacher supervisor resigning, a new supervisor is appointed only at the start of the new academic year. From past experiences and student accounts, it has been evident that the progress of those whose supervisors resigned are hindered due to discontinued communication, the absence of a new supervisor during the two-month break, and the inevitable change in supervision style.

In addition, as previously mentioned in A.2a), it is the practice of the current administration to have digital accounts, resources and personal teaching materials of those who have resigned or been dismissed immediately seized from them, leading many teachers to lose contact with their students. This serves as an example of how students' academics are negatively affected as a result of administrative action.

### **3. The deteriorated reputation of CDNIS in the eyes of external recruitment organizations.**

- a. As of Tuesday, 16 June 2015, CDNIS is no longer represented by Search Associates, an agency that aims to connect qualified and experienced teachers with international schools. This decision demonstrates that they no longer believe our school has an appropriate and healthy environment for prospective teachers. It is a change that will have negative repercussions on the quality of teachers hired to replace terminated staff members, as the ability of the human resources department to evaluate the full spectrum of qualified educators will be reduced. Such deterioration will affect the student body considerably, thus emphasizing the need for a thorough investigation on the part of the EDB, IBO and Ontario Ministry of Education.

## **D. The competency and validity of the current leadership**

It should also be noted that the validity of the institution's leadership by the current Board and Head of School is questionable. Based on our observations and understanding of the past academic year, we present our concerns regarding key administrative issues at CDNIS and their impacts on the students:

### **1. Incompatible corporate values between the Board and Head of School, and stakeholders of CDNIS.**

- a. This is evident from:
  - i. the letter to the Board dated 9 November 2014 from teachers, expressing growing concerns pertaining to their "unhealthy" surroundings which have had, in their opinion, a "significant, negative impact on teaching" and staff morale (Appendix K), and
  - ii. the multiple attempts by the Canadian International School Parents Association (CISPA) to instigate a political reform of the School's administration.
- b. The general clash of values between business administration, students, parents, teaching staff and faculty has damaged the school environment.
- c. According to an interim report published by the CIS, teaching staff have "expressed dismay" over the change in the School's atmosphere in the past year. Despite the Head of School's stated objective of "establish[ing] a culture of professional behavior", his and the Board's actions thus far have failed to reflect this ethos.

### **2. The instability and inconsistency of Board of Governors from year to year have had impacts on teaching staff, raising concerns about workforce morale, future strategic objectives of the institution, and the reputation of CDNIS to the public eye.**

- a. Within the academic year of 2012-2013, there were 24 Governors on the Board;
- b. In 2013-2014, nine governors withdrew and five were added;

- c. In 2014-2015, seven Governors, one Founding Member, and one Member (with 20 years of experience at the School) resigned due to the Board's refusal to implement governance reform, and the Chairman of the Board from 2012-2014 resigned at the demand of 1244 individuals; and
- d. According to the CIS, disagreements over the constitution and responsibilities of the Board have led to the creation of a Task Force on political reform under external consultancy, stressing the lack of unified political governance within the school community.

### **3. The current Board of Governors do not adequately reflect all stakeholder interests.**

CDNIS is an institution where different beliefs should be welcomed and reflected in the decision-making process for all operations that affect major stakeholders. However, in the wake of recent events, it has become evident that the decision-making power has become centralized around a single view from the Board and Head of School, parties that may not be fit to make decisions on behalf of the School and the students.

#### **E. Call for an apology**

In light of these arguments, we would like to call for a public apology from the Board and Head of School to the entire school community regarding the manner in which the terminations on 11 June 2015 were performed. Although we respect the School's right to terminate staff as they see fit so long as Hong Kong labour laws are adhered to, we maintain that the terminations were performed in a manner inappropriate for an educational institution and the culture of community that aims to be fostered at CDNIS. We feel that a more appropriate way of handling the terminations would be to conduct them in private, and to give teachers and staff ample time to pack their belongings before leaving the school campus.

#### **F. Transparency and Accountability**

**We hereby urge for an open and transparent investigation into the governance and administration of CDNIS.** In particular, we would like to call into question the pedagogical beliefs and practices of the school in its current state, and the ways in which they have failed to align with those outlined by the EDB, the IBO, and the Ontario Ministry of Education.

With reference to the *EDB School Administration Guide* for the 2014/2015 academic year, all schools in Hong Kong have a duty to ensure that its students "attain all-round development in the domains of ethics and intellect"(Appendix A). We believe that the current emphasis on "freedom, pluralism and openness" in Hong Kong society should be reflected in the institutions that operate within it, even more so in the institutions that bear its name (Appendix B).

As graduates of the CDNIS Class of 2015, we have come to understand and appreciate the significance of the mission statements of the School and the IBO: "to develop responsible global citizens and leaders through academic excellence" and to "understand that other people, with their differences, can also be right" (Appendix J, F). The atmosphere of fear and anxiety generated by the Board and Head of School have indicated that recently, these guiding principles have not been upheld. As mentioned previously, we fear that many voices have been silenced in order to preserve a façade of harmony and stability, and so we believe that increased transparency will enable discourse at every level of decision-making when the issue in question is relevant to all members of the community. Transparency is important because it makes everyone accountable for their actions, and facilitates constructive dialogue that seeks not to homogenize views but to build on divergent ideas.

The recent and unexpected changes in staff were approached with a concerning lack of said transparency. While we understand that the privacy of dismissed employees must be respected in accordance with Hong Kong labour law, the complete lack of information from the School with regards to

the tumultuous events of this academic year has forced students to turn to unsubstantiated news sources and rumors, resulting in widespread uncertainty and fear within the student body.

Additionally, transparency issues regarding the operations and composition of the Board, as well as the division of labor between the Board, Head of School and the rest of the senior administration, are matters that cannot be ignored. Currently, the unclear governance structure makes it difficult for either party to be held accountable for any action. We see the lack of transparency as a key issue to address in the investigations, as trust between major stakeholder groups is crucial to the successful running of CDNIS. Certain actions, such as the enhancement of communication channels and the opening of discussion forums between major stakeholders, may serve to remedy this issue. However, we believe that transparency should be continually sought after as a sustainable, long-term commitment.

Furthermore, it is evident to us that the School's current conception of professionalism is not conducive to attaining the IBO's vision of critical thinking and the acceptance of multiple viewpoints. According to Section A: Philosophy, Standard A of the IBO's *Programme Standards and Practices*, all IB World Schools must develop and promote "all attributes of the IB Learner Profile", as well as uphold the principles of "open communication based on understanding and respect" (Appendix E). Developing these philosophies has only been possible with the support and guidance of our highly accomplished teachers, all of them positive role models experienced in and committed to "addressing diversity and multiple perspectives". However, the growing atmosphere of fear throughout this academic year has caused students to worry about the ability of teachers to continue sustaining critical discourse about polarizing viewpoints, especially those pertaining to the school environment.

Moreover, it is important to consider Section B: Organization, Standard B1: Leadership and Structure of the same document, which stipulates that the Head of School or school principal must also demonstrate "pedagogical leadership aligned with the philosophy of the IB programme". Given that leadership includes the promulgation and exemplification of the "IB Learner Profile", we cannot help but question the extent to which our current governing body is able to uphold these principles, particularly given the severe lack of transparency that has accompanied many of its central decisions over the past academic year (Appendix F). The events of Thursday, 11 June 2015 serve as a reiteration of the lack of respect and moral accountability that have grown to be a hallmark of certain operations within the School. As a result, we believe that an investigation into these administrative procedures will allow CDNIS to more adequately and effectively model the qualities that it seeks to embody.

In further considering the Ontario Ministry of Education's *Policy and Program Requirements (2011)*, particularly its dedication to a vision of an inclusive system where all members of the school community "are welcomed and respected; where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society", it is clear that the values of our educational systems do not currently align with our senior administration (Appendix G). Moreover, according to the Citizenship and Immigration Department of the Government of Canada, Canadian values include "treating everyone with equal dignity and respect", guaranteeing "freedom of speech", and maintaining "a commitment to social justice" (Appendix I).

It is ironic that a Canadian institution of our calibre fails to apply these beliefs to community concerns. It is highly disappointing to us students that our school, once so successful in upholding these values, has in recent months demonstrated a failure to account for them, silencing the aforementioned stakeholders when making large-scale decisions. As a result, we believe that investigations into the institutional and governance structure of CDNIS is urgently needed in order to rectify this disparity between principle and practice.

## **G. Conclusion**

Through this letter, we have elucidated the problems we currently perceive within the administrative structure of the School in terms of its short-term and long-term effects on students, with particular reference to the terminations on 11 June 2015. We have also called for an apology from the



Board and Head of School to the CDNIS community given the handling of Thursday's events. Ultimately, the primary objective of this letter has been to call for a thorough investigation to be conducted, with particular regard to the extent to which the School's current educational philosophy adheres to that of the Education Bureau, the International Baccalaureate Organization, and the Ontario Ministry of Education.

As affirmed in the CIS Interim Report, CDNIS excels in fostering a community that promotes a high level of discourse and learning between its students and teachers. Hence, as an institution that seeks to develop ethical global citizens, it is of utmost importance that we value both transparency and accountability as moral imperatives at all levels. We firmly believe that investigations into the administrative structure of the School and the enhancement of transparency will allow us to reach our full potential as an educational institution that prioritizes the welfare of its stakeholders, and most importantly, its students.

Concerned Alumni from the Class of 2015

## **Open Letters from Concerned Current Students**

*Class of 2016*

*Class of 2017*

*Class of 2018*

*Class of 2019*

*Class of 2020*

## **Concerned Students from the Canadian International School of Hong Kong, Class of 2016**

### **A: Introduction**

We are a group of concerned students from the Class of 2016 of the Canadian International School of Hong Kong (CDNIS). On 11 June 2015, nine of our beloved teachers and one additional staff member were suddenly terminated at the end of the last day of the school year, and were only given 2.5 hours to pack their belongings under surveillance of a bodyguard 'escort' in an unprecedented move that remains without a proper explanation of causation nor circumstance. This was only the latest twist in a series of changes in the School's administration, which included the additional dismissal of one former Lower School principal and the subsequent resignation of the other earlier in the school year, where we as students were not well informed of the process and reasoning behind these changes. These incidents have raised alarms towards the practices employed by the School in respect to the rate at which senior, dedicated and adept members of the School faculty are being removed from their posts, as well as the lack of transparency behind those decisions. Hence, we sincerely request a thorough investigation to be launched by external organizations towards the internal administrative governance at CDNIS in order to guarantee a greater transparency and accountability for the School's future. We hope you take our proposals into consideration, and understand that we write to you with the hope that this will secure a brighter, smoother and more promising future for our school.

### **B: Values**

The terminated teachers and staff were once and are still of immense value to us students. Firstly, as long-time members of the teaching faculty (with some having been with us for over a decade), they all possessed high familiarity with the school environment. For example, many of these teachers were intensely involved with extracurricular activities of a great variety, from coaching sport teams to supervising clubs of special interests. Such commitment would only come from people who truly cared for the wellbeing and advancement of the School and the students. Their invaluable experience and expertise, as well as the relationships they have built over their many years here are things that are not so easily substituted. Their tireless efforts have been, and continue to be, appreciated by the many students that they have worked with. Their unwavering commitment and care for us has justified time and time again that they are not so easily disposed of.

To us, the nine teachers and one staff member that were dismissed were much more than mere members of faculty - they were family. They were never incompetent and never indifferent; they were extremely influential on who and what we have become today. Through these years, they have nurtured a strong sense of belonging in us, greatly shaping our personal identities, instilling pride in our institution. Their veteran experience allowed them to provide world-class education and service, as well as be the best role models that we could have ever hoped for. We feel blessed and privileged to have had the opportunity to form deep connections with them - connections which did not come spontaneously, but over many years. To some of us, the company, memories and experiences created by these teachers were just as important as our studies. The sudden dismissals on 11 June was not only a massive loss of academic teaching talent, but also a personal loss for many of us.

### **C: Concerns**

Our school's governance and administrative woes have damaged our reputation with various organisations, and subsequently also resulted in otherwise non-existent hindrances. Earlier this year, the Council of International Schools (CIS) and CDNIS decided to mutually suspend the School's bid for accreditation as a result of said issues. Given that the CIS accreditation process was one of the School's primary educational initiatives this year, its eventual suspension hindered CDNIS from growing as a leading educational institution. In a CIS report on the state of our School, they echoed many of our own concerns, such as how the School's style of leadership had "a detrimental effect on staff morale, which inevitably may eventually affect student's learning adversely." Additional points of interests within the report worth mentioning include quotes on how the School was "descending into a crisis of morale that

represents a major threat to the continuance of outstanding teaching and learning” and how the professional environment “was not healthy, and was deteriorating rapidly” (Appendix L). Moreover, the online international education network, Search Associates, has also recently suspended our school from its services. While no official word has been given regarding the reasoning behind the suspension, the timing would appear to suggest that the decision was related to the recent turn of events at CDNIS.

Following the termination of the nine teachers and one staff member, their school email accounts were also locked up, meaning they suddenly could not access their various important correspondences. These abrupt dismissals have resulted in the severe disruption of many two-year plans implemented for various Diploma Program (DP) courses, most predominantly the Extended Essay (EE), a critical project within the DP which requires students to have intricate guidance from one-on-one teacher supervisors. Unfortunately, some of the terminated staff were supervisors of the EE, and as a result, students from the Class of 2016 who were under their supervision were suddenly left without the cooperative partnership that had already existed for months. Although these students were since provided with replacement supervisors, we call into question the School’s foresight and regard for student interests, for the consequences of their actions were an impairment towards the academic interests of the latter.

Another manner towards which student academics may be potentially affected is in the School’s specifications for the recruitment of replacement staff for the dismissed teachers. In their job recruitment notice, they did **not** require the said replacements to have any Canadian or International Baccalaureate (IB) qualifications, criteria that are integral not only to our education ethic, but also definitive towards our identity as a school.

The irony of the School’s actions are clear: we chose to attend a school in which both Canadian and IB values are taught, yet those values were noticeably missing in the dismissal of the faculty members. The IB Learner Profile trait “principled” comes to mind, which has far less to do with legality than it does with morality, integrity, fairness, and respect of dignity. Where was the morality in the last-minute dismissals of teachers, with no forewarning and no consideration given to their needs, such as arrangement of personal belongings and emotional wellbeing? Where was the integrity of the School’s administration in informing the teachers in the last few hours on the last day of school, leaving them with little time to find new employment opportunities for the next year, and leaving the education of their children in question? Where was the respect of dignity in handing the notices to some teachers while class was still in session, and then having security guards watch as they packed their belongings? Little to no “initiative” was exercised “in making reasoned, ethical decisions,” nor was any “empathy, compassion and respect” shown (Appendix F). It is beyond us how the School administration can preach Canadian values of respect, integrity, and kindness, as well as the Learner Profile traits of being critical thinkers and caring, all the while acting in such an abhorrent manner.

As a community founded upon trust and respect, there are practices that when applied to an environment as such, cannot be regarded lightly. The manner in which the dismissals were attended to were not only unnecessary, but reflect an unjustified disrespect and disregard to the emotional well-being of other staff, parents, and most essentially, students. Even though what has already happened cannot be changed, we nonetheless call for the School to publically apologize for what we perceive to have been an unnecessarily provocative handling of the events on 11 June.

## **D: Conclusion**

In his 2015 Yearbook message, our Head of School, Dr. Gregg Maloberti, asked us to “reflect upon the actions you’ve taken and the relationships in which you have built.” Although we have hopefully over the course of this letter shown that we have the ability to do just that, we continue to question the School administration’s ability to do so themselves, and whether the 11 June incident would have occurred if they truly believed in adhering to that principle. As senior students of CDNIS in the 2015-2016 school year, we are worried for the later generations of CDNIS students whom we share the same campus with on a daily basis. With the ever-worsening situation, we fear that the effects of business politics may permeate even further into student life.

We greatly appreciate the attention you have given to our plight, as well as the time you have taken to read about our concerns, and it is to our hope that you will understand that everything we have written comes from our profound love for the School we go to everyday and the people in it. We would like to conclude this letter by reinforcing what we wish to see in the future. We would once again like to reiterate our request that your respective institutions conduct an investigation into the recent actions of the School's administrative and governance issues during the 2014-2015 academic year. Our ultimate desire would be that you be able to suggest and advocate for effective solutions that will increase the degree of transparency, accountability and consultation regarding key decisions within the School.

Concerned Students from the Class of 2016

## **Concerned Students from the Canadian International School of Hong Kong, Class of 2017**

We are a group of concerned students from the Class of 2017 of the Canadian International School of Hong Kong (CDNIS).

The joy that we shared on our final day of school was tragically interrupted by the abrupt and unexplained dismissal of nine of our cherished teachers and one staff member, leaving us in a state of sorrow, anger, and confusion. Many of these teachers have been in our school community for a very long time, and some were supposed to continue supporting us on our final and arguably most important stage of the International Baccalaureate (IB) program, the Diploma Program (DP). One of our concerns is with the School's inability to replace not only the excellent teaching that our teachers provided, but also the invaluable trust and relationships that we students have built with them over the years - relationships that are highly essential to both the success and the learning environment of students, especially due to our imminent entry into the DP. The current situation places our remaining educators in an unstable environment, and the duress that they have come to bear naturally has a high possibility of being passed on to the students in the next school year, affecting our quality of learning. After all, a student is only as inspired as their teacher is motivated.

Our community and the foundation of trust between the staff and student body is what sets the CDNIS apart from other schools; our teachers' ability to inspire students and their genuine care for our education and welfare is what makes this community special and what allows us to achieve academic excellence. The lack of explanation and the manner in which the dismissals of several beloved members of our community were carried out are in no way acceptable. It is an inaccurate and unjust representation of what CDNIS stands for and prides itself on. As students who were privileged to have been taught by such outstanding educators, we plead that you help restore this nurturing environment so we have the opportunity to reach our full potential in our final two years of the IB, and that future students can have the same calibre of mentors that we have had the privilege of learning from. In order to be able to speak out for what we believe in, we urge the School to model "responsible, global citizens and leaders" (Appendix J).

Our teachers were given last-minute notice, with only 2.5 hours before their forced removal from the School. Security guards were hired, and assigned to each teacher to ensure their departure. For some Lower School teachers, this was carried out while classes were still in session. This is a display of complete and utter disrespect towards teachers, students, and the general school community. Our School prides itself on being one of Hong Kong's leading educational institutions that operates under the IB curriculum, yet the methods that have been used in recent events are a direct contradiction to the its mission statement, which is to develop young people "who help to create a better and more peaceful world through intercultural understanding and respect" (Appendix D). Students cannot be expected to exemplify this when the School's very own leaders show a complete neglect of these principles.

**We are calling for an apology from the School for the manner in which the terminations were executed.** These typical corporate practices were unnecessary and inappropriate in the academic environment of CDNIS.

Over the course of this school year, measures have been taken to anonymously collect teacher's opinions on the new Head of School, Dr. Gregg Maloberti. The results show a clear distrust of his inability to lead the School. At the same time, we understand that the problems our School is facing run deeper than just one organization, such as the Board of Governors. Our entire school community is in disarray, and while we understand that it will take a while to rebuild our trust in the administration, we would like to make real progress to help restore faith in all stakeholders.

**Additionally, we strongly encourage the undertaking of open and transparent investigations into the internal governance affairs of CDNIS.** Currently, the School's lack of clarity in its recent actions have not been in alignment with the pedagogical philosophy of the Education Bureau (EDB), International Baccalaureate Organization (IBO) and the Ontario Ministry of Education.

The IBO clearly states on their website that “we value our hard earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers” (Appendix D). Recently at CDNIS, the governing body has not been taking into consideration the views of various stakeholders when making important decisions. In the process of hiring a new Head of School, a Search Consultation Group (SCG) was created. It was composed of Members, Governors, teachers, parents, alumni and students, and was created in order to ensure that the new Head of School met all needed requirements. To our understanding, however, very little transparency was granted to the community and even to members of the SCG during the hiring process. Since then, the events that took place and their explanations have been heavily unclear, and has built wariness and distrust of the Board of Governors in the school community. An investigation is necessary in order to ensure full transparency, and also full accountability, to those responsible for the negative repercussions of these important decisions.

To be frank, we are terrified for our futures. Our teachers mean the world to us, and this past academic year has impacted them, and therefore us, hugely. Now it is a matter of the quality of education for our final two years. The Class of 2017 does not have the luxury of time for these issues to die down and settle. While the percentage of students who left this year kept with that of previous years, because of the unannounced removal of staff members that took place at the end of the school year, many students are considering leaving the School and looking for alternative options that give them much needed academic stability. Panic has arisen amongst students and their families. The imperativeness that comes with a student’s final two years has meant that parents are having to make impulsive decisions that would have significant implications on their child’s future. This pressure to look for “backup plans” is growing. This is why it is of utmost urgency that action be taken **now**.

Concerned Students from the Class of 2017

## **Concerned Students from the Canadian International School of Hong Kong, Class of 2018**

We are a group of concerned students from the Class of 2018 of the Canadian International School of Hong Kong (CDNIS). CDNIS is the home of over a thousand students, and always contained the warmth and kindness of teachers, students, and parents until this year. Unfortunately, many students have experienced major discomfort as a result of the change in atmosphere of the School following changes in administration at the beginning of the year.

Numerous administrators, teachers, staff members, have, in the past school year, resigned or have been dismissed. These integral members of our CDNIS community are admired and respected by the student body. Throughout the year, we, as students, felt threatened by the School's tense and hostile atmosphere and were afraid to voice our opinions. We believed that if we did so, the School may target even more teachers whom we love, and we honestly cannot afford to lose any more. Students have been conscious of their actions, and anxious about the consequences that may follow, when in fact discussions and opinions should be allowed to be shared at CDNIS, a school that teaches us to be respectful towards one another. To us, CDNIS felt like a different school this year due to the inability of the Board and Head of School to be accountable for their actions.

The termination of the contracts of the nine teachers and one staff member on Thursday, 11 June 2015 were carried out in an undeniably disrespectful manner. They were given termination letters at the end of the school day, some even in front of their students, and were given 2.5 hours to leave the building. Our treasured educators and role models were left with an overwhelming sense of shock and disturbance. Students from the Lower and Upper School hugged their teachers and said their goodbyes. Under the Middle Years Program (MYP), we learned to embody the IB Learner Profile attributes, yet would like to question how the School's current behavior demonstrates the attributes of "principled" and "caring" (Appendix F). As students from Class of 2018, we strongly urge for the School to publicly apologize to the CDNIS community for the way the dismissals of the teachers were handled.

Without the presence of these significant role models to provide knowledge and guidance, many students in our Class are worried about completing our MYP Personal Project (PP), which are crucial for our final MYP grade and for obtaining the MYP Certificate of Participation. We are under a significant amount of pressure and stress as many of us do not have supervisors during the summer for our PPs. As we get closer to the Diploma Program, continuity within our education without further fragmentation in the school community is more necessary than ever.

Therefore, we would like to request for investigations into the Board and Head of School's actions on the part of the Education Bureau, International Baccalaureate Organization and the Ontario Ministry of Education. We would also like to call for more transparency within the school system. In order to prevent further unacceptable acts, the Board and Head of School must be held accountable for their decisions, and should also allow all stakeholders to be free to voice their concerns and stand up for their own beliefs. We hope that this issue will be resolved swiftly and effectively before any more damage is done.

Concerned Students from the Class of 2018



## **Concerned Students from the Canadian International School of Hong Kong, Class of 2019**

We are a group of concerned students from the Class of 2019 of the Canadian International School of Hong Kong (CDNIS). We decided to express our thoughts and concerns regarding our School's governance through this letter, and call for a thorough investigation into the actions of the Board and Head of School. CDNIS is facing some very difficult obstacles, and so we are asking external organizations, Education Bureau, International Baccalaureate Organization and Ontario Ministry of Education, to help us increase transparency within our school community. This is to allow us and other stakeholders to understand the issues we are facing, and to help enliven the currently negative atmosphere at CDNIS. The majority of us are 14 years of age, and we understand that our input may not always be helpful and relevant, but we believe that if we can do something to save our school, then we will do whatever it takes.

As current students of CDNIS, we have experienced evident changes in the overall atmosphere of the community as a consequence of the events that have happened in the past school year. Some of our teachers have been deeply affected by the ongoing conflict, and this has inevitably affected our mood and outlook as well. The terminations that occurred on Thursday, 11 June 2015 have also had a great impact on students considering the number of us that have personal connections with these teachers. Although the positions may have been replaced, we worry that the quality of education that will be delivered in the upcoming years will deteriorate since teachers are being put under great pressure due to their lack of trust in the Board and Head of School. As a result of these unexpected events, many students, teachers, staff and administrative members have decided to, or are thinking of leaving the school community, which also has an effect on students as many important members of the community are no longer present.

Considering the events that have occurred over the past academic year, **we request a public apology from the Board and the Head of School to the rest of the school community in regards to the terminations that took place on Thursday, 11 June 2015.** The terminations were handled inappropriately, especially since they happened in a school environment where respect is taught to students. Having been a part of the CDNIS community and the International Baccalaureate (IB) program, we have been taught to "take responsibility for our actions and their consequences" (Appendix F). We believe that the Board and the Head of School owe the school community an apology for the fact that teachers were given so little time to leave school grounds with all their belongings, and for some teachers, terminating their contracts while classes were still happening, thereby causing great distress to many.

Many events this year have also been handled without complete transparency from the Board and Head of School. Information, whether true or false, spread throughout the school community, causing a sense of insecurity within the student body. The positive atmosphere that has always been a part of CDNIS has been partly replaced by the constant fear of not having a clear understanding of the events taking place at our School. Thus, **we ask that the rationale behind and implications of the actions of the Board and Head of School be transparent, and for all stakeholders to be able to contribute to important school decisions.** Information is critical at this point in time, and we believe that transparency and accountability is necessary for the community to redevelop a sense of trust and security.

We believe that the School can recover from its current state, but we need your help. External organizations play a big part in CDNIS' future; therefore, we hope we can work together to resolve the multiple challenges ahead.

Concerned Students from the Class of 2019

## **Concerned Students from the Canadian International School of Hong Kong, Class of 2020**

We are a group of concerned students from the Canadian International School of Hong Kong (CDNIS) Class of 2020. This letter is intended to present our great concerns over our educational and emotional welfare as a result of the Board and Head of School's actions over the course of the 2014-2015 academic year. We believe that thorough investigations into the practices of the Board and Head of School, as well as clear, honest and detailed explanations of the School's current situation for students, parents, teachers, and staff are vital for the continued health of our school community.

After the dismissals of teachers and staff on Thursday, 11 June 2015, many students in the Class of 2020 have very little confidence that the School's administration team can continue to lead CDNIS forward in a positive direction. The school was once fun, loving, and kind, but the end of the 2014-2015 school year brought terror, sadness and disbelief into the community.

Incidents that have triggered our deep concern regarding the Board and Head of School include the dismissal of our former Lower School Vice Principal, the ensuing resignation of the Lower School Principal, the terminations of nine wonderful and inspirational teachers and one staff member on the last day of school, and the recent suspension of CDNIS as a suitable school for the international school hiring agency, Search Associates. These issues have affected us emotionally, and will likely affect us academically in the school years to come as lots of teachers do not want to work here anymore.

Throughout this academic year, the number of students deciding to leave the school, including many long-time members of the community, seemed to increase dramatically. It is very sad to see our good friends, people we have known since kindergarten, leave us because of the issues the School is facing.

**We want the school to publicly apologize for how they dismissed our teachers and staff.** Teachers who have worked at CDNIS for a long time were terminated without notice, and some of this was done in front of students. It was difficult seeing our own teachers who have nurtured and taught us meaningful life lessons being given only 2.5 hours to pack their belongings and say their last goodbyes before leaving the school premises. Seeing teachers who taught us in grade two or five be terminated in such a manner really breaks our hearts.

Throughout the year, we have noticed an emotional change in staff and teachers as they are experiencing turmoil. This change has damaged CDNIS spirit as many are worried and disappointed by what the School has now become. The environment of CDNIS for the past year has not been what it was before, becoming more tense, and students do not deserve this.

**We hope for external organizations to investigate the actions of the Board and the Head of School.** We have little faith in the governance of the School. Their actions throughout the year were unacceptable. We are deeply concerned the School is not following the requirements of the Education Bureau, International Baccalaureate Organization, and Ontario Ministry of Education, which can lead to serious consequences for us. We want to ensure our School upholds the same qualities as its educational systems, because we want to continue to benefit from this great community.

We believe our School has a chance of turning around from its current state if these external organizations help us. We all have a deep relationship with the CDNIS community and want to rebuild it and have our CDNIS spirit as it used to be. "To develop responsible citizens and leaders through academic excellence" is our School mission, and we wish to achieve it, but currently the School is not helping us nor themselves to achieve this. We hope CDNIS and external organizations can work together to take the necessary steps to resolve this long term issue.

Concerned Students from the Class of 2020

## **Open Letters from Concerned Alumni**

*Class of 2014*

*Class of 2013*

*Class of 2012*

*Class of 2008*

## **Concerned Alumni from the Canadian International School of Hong Kong, Class of 2014**

We are a group of concerned alumni from the Canadian International School of Hong Kong (CDNIS) Class of 2014. This letter is intended to express our deep discomfort and distress caused by the recent administrative behaviour of the Board and Head of School. Other administrative issues and the general environment in the School over the past year, as well as the dismissal of nine teachers and one staff member on 11 June 2015, have had significant negative ramifications on the wellbeing of both students and staff. The main purpose of this letter is to ask for your help in restoring CDNIS to a path of stability and unity, support and openness, through realignment with the pedagogical values your institutions hold dear, especially those those of respect and discourse.

The Class of 2014 was fortunate enough to graduate before the turmoil that transpired throughout the 2014-2015 academic year, that so adversely affected students, parents, staff and senior administration. Although none of the events that happened directly impact us, CDNIS is still a place that many consider home, a place where many of us grew up. Thus, we feel the urge to step in and voice our concerns. We are the last group of students who graduated under the leadership of Mr. Dave McMaster and we fear the School we once knew and love is no longer recognizable. Many feel powerless in the face of the growing atmosphere of fear and insecurity as a result of the decisions of the Board and Head of School. This letter aims to voice our concern that the student body is negatively affected by current affairs to a greater degree than some might believe.

Many of the students that study at CDNIS are international students, meaning they have studied at many other schools as well, constantly moving between countries. Countless times, students expressed the view that the experience of studying at CDNIS was unlike any other international schools, particularly with reference to the student-teacher relationships that our fostered here. In the following paragraph we will attempt to share that special environment with you, though it won't come close to the reality.

We had in-jokes with our teachers. We high-fived them in the corridors. They cared about our understanding of the world, not just grades. They taught us life lessons as well as academics. They hugged us good luck before exams. They bought us muffins when we were having a bad day. They comforted us and listened when we cried. They reminded us that we are more than numbers, that we can do anything we want to. They cared. We are friends with them on Facebook, and we catch up with them when we return to Hong Kong. They are true friends to us. They are amazing, inspiring individuals and educators. We feel immensely honoured to have met them and to be taught by them was an incredible privilege. They are the life and soul of CDNIS. At the end of the day, a school without its teachers is simply a building.

The Class of 2014 would therefore like to express grievances in light of the recent terminations of some of these amazing teachers and staff members. We believe that this action is highly uncharacteristic of an international school that used to pride itself on its ability to promote a "strong sense of belonging and social responsibility" (Appendix J). The abrupt terminations of nine teachers and one staff member has furthered the fragmentation of the CDNIS community. This action would not have taken place under the CDNIS we were a part of when we graduated. Now, many members of staff and students are withdrawing from CDNIS or are thinking of doing so because of the declining reputation of the School. We wholeheartedly denounce the inhumane manner in which their contracts were terminated on June 11.

It used to be an honour to study at CDNIS, a school renowned for its incredible education standards and friendly family environment. A school that taught us so many valuable life lessons as well as academics. A school that supported love of the arts. A school that understood the difficulties of moving countries and helped ease and support the transition. A school that encouraged and nurtured, but never forced. We were proud to be a part of this school, and given its current state, many feel that pride diminishing.

Only when the Board and Head of School place students' best interests first can the School function as an academic institution to achieve its mission statement: "to develop responsible global citizens and leaders through academic excellence". As evidenced by the recent behaviour of the Board and

the Head of School, the interests of students and other stakeholders have been continually neglected for no clear reason.

The Class of 2014 urges for a public apology to the school community be made for the events of 11 June 2015. Furthermore, we call for increased transparency regarding future dealings between students, parents, staff and the administration of CDNIS, and request external investigations on the part of the Hong Kong Education Bureau, International Baccalaureate Organization, and Ontario Ministry of Education into the governance issues the Board and Head of School are currently struggling with in order to restore the CDNIS we still consider home.

Concerned Alumni from the Class of 2014

## **Concerned Alumni from the Canadian International School of Hong Kong, Class of 2013**

As a group of concerned alumni of the Canadian International School of Hong Kong (CDNIS) Class of 2013, we are writing to express our concern with regard to the fragmentation of the school community in the past year. In the two years since our graduation, the School's environment has turned from welcoming to toxic: multiple staff members and senior administrators, including the Head of School, principals, and guidance counsellors, have resigned. Many of our former teachers have either left or are considering leaving due to rising tensions between the school administration and the teaching staff. In particular, we are alarmed by the sudden and unexplained termination of nine teachers and one staff member on Thursday, 11 June 2015, an action that we strongly believe has been detrimental to the School's morale. As proud members of the CDNIS community, we feel obliged to ensure that the institution continues to provide a positive and nurturing environment for its students. As such, we call for thorough investigations on the part of the Education Bureau, International Baccalaureate Organization and the Ontario Ministry of Education, into the actions of the Board and Head of School, as well as a public apology from them to the school community for the handling of the most recent terminations.

Near the end of the School day on 11 June, nine teachers and one staff member were handed letters informing them of their dismissal; some even received their notices in front of students. Having been given no prior warning, the teachers were instructed to pack up their belongings and depart by 5pm, and were accompanied by security guards until their departure. Such a manner of termination, though appropriate in a corporate setting, is highly unprofessional for a school, where student welfare and community values should be prioritized. Students were shocked and distressed as they watched their teachers being treated in such a manner. The dismissed staff are all highly respected among the CDNIS community; some of them worked at the School for over a decade, including a kindergarten teacher who taught at the CDNIS for 17 years. The treatment they received was not only humiliating, but also upsetting to a student body that relied on these teachers as a backbone to the CDNIS community. Furthermore, the abrupt terminations reflect the Board's and Head of School's lack of respect towards their staff, and a lack of tolerance towards dissenting voices. Such attitudes are problematic as they imply a threat to the freedom of expression all members of a school community deserve. We believe the relevant bodies should issue a public apology to the school community for their unprofessional conduct regarding the terminations.

We are also concerned with the lack of transparency in the decisions of the Board and Head of School in the past year. For example, it still remains unclear who is responsible for the dismissal of the faculty members on 11 June; the email announcement sent to parents was unsigned. While we understand that the Head of School has the right to dismiss teachers, the unusual manner in which the terminations were carried out warrant explanation. Similarly, there has been a lack of information regarding the establishment of the new administration, including the hiring of the new Head of School. That the Board's position in the School has never been explicitly defined makes it difficult to hold anyone accountable. Therefore, we request for investigations into the internal practices of the Board and Head of School, as well as into the governance issues that CDNIS has been embroiled in for the past year. We also call for increased transparency for all future decision-making processes that involve the welfare of stakeholders.

The contrast between the school environment in the 2013-2014 and the 2014-2015 academic year is troublingly apparent. During our time at CDNIS, there were no noticeable internal tensions between the school administration and community or sudden dismissals of staff members. The number of administration and staffing changes over a period of two years is alarming, especially in contrast to the stable environment that CDNIS had previously enjoyed. Regardless of who is responsible, there is clearly a problem with the governance of the School that the administration refuses to publicly address. As alumni, we feel that only through comprehensive investigations into and a public apology from the Board and Head of School can the school community begin to heal. CDNIS has long been recognized as a leading international school in Hong Kong with a long legacy of graduating students who look back on their school years with fondness and appreciation. We call for action to be taken so that the integrity of the School we know and love will not suffer further.

Concerned Alumni from the Class of 2013

## **Concerned Alumni from the Canadian International School of Hong Kong, Class of 2012**

We are a group of concerned alumni from Canadian International School of Hong Kong Class of 2012. On 11 June 2015, nine teachers and one staff member were unexpectedly dismissed, resulting in shock and emotional turmoil throughout our community. The teachers and staff member were terminated without any prior notice and justification, and their dismissals were executed in a manner inconsistent with the School's core values and moral code. Most of these respected educators watched and supported our development into successful adults; we are highly disappointed at the lack of respect, dignity, and care that they were given by the Board and Head of School. Numerous controversial events happened within the 2014-2015 academic year, such as the termination of the Lower School Vice Principal and the Lower School Principal's resignation which followed, reflected a school community that is a far cry from the one that we loved and cherished. Thus, we are extremely concerned about the future development of this School regarding its integrity, quality of education and learning environment.

Based on our concerns, we are calling for the following actions to be taken:

**1. An open apology from the School to the school community with regards to how the terminations were handled.**

- a. *Terminated teachers:* The nine teachers and one staff member, who have put their heart into growing this special community for years, were informed of their dismissal through letters delivered by office administrative staff, some in front of their students. They were given only 2.5 hours to pack up all belongings and were then escorted out of the School by specially-hired security guards. This treatment is a stark contrast to how other departing teachers were acknowledged at the Farewell Assembly earlier that day. Although the School did not break any laws, their actions resemble that of corporations. It should be apparent that an educational institution should not be run like a business as it is not an appropriate environment for learning and growth. Not only were the dismissals executed without compassion or consideration, they completely go against the School's goal to assist students in developing "a respectful and caring nature", in order to "gain a strong sense of belonging and social responsibility" (Appendix J).
- b. *Students:* Since teachers were unaware of their terminations, some unknowingly opened their notices in front of students. This caused distress and panic in the student body, as many witnessed the emotional breakdown of their teachers. It is unacceptable that the administration had not considered this, because a school must provide its students with a safe environment for physical and emotional growth. Moreover, students who left school early and did not witness the incidents for themselves are also deeply hurt, because they were not given a proper chance to say their final goodbyes to their beloved teachers. It is important to remember that gestures and moments like these are extremely important and highly valued in the CDNIS community, because we consider each other akin to family. To take that away is, once again, a violation of the School's values.

**2. A thorough investigation into the actions of the Board of Governors and Dr. Gregg Maloberti, and their consequent negative impact to the School.**

We firmly believe that a thorough investigation is needed to provide the community with an accurate account and explanation of what has been happening behind the scenes at CDNIS for the past year. It is necessary, because we cannot rely on the School to provide us with proper justifications for these events. Throughout this academic year, many attempts have been made to understand the situation and put a stop to the stream of poor decisions being made. Students have also actively initiated communication with the Board of Governors, with limited success. We understand that the Board and Head of School are not required to be completely transparent with students, parents, and staff but these are special circumstances - the School is not acting in the best interests of its stakeholders, and we, as alumni, are entitled to know why. We are especially concerned about how these events will affect remaining students at the School,

who are currently the largest stakeholders.

It is evident that the decisions and actions of the Board and the Head of School will significantly affect the quality of education at CDNIS.

- a. *Loss of nine highly-qualified educators:* Many of the dismissed teachers were long-term employees and were extremely familiar with the School's high standard of education, its curriculum, and its values. Some of these educators were the pioneers that successfully implemented our transition from an Ontario Secondary School Diploma-only (OSSD) curriculum to a dual IB and OSSD program. Furthermore, they were all mentors to students, and had great understandings of how to support students' growth and development. With these teachers' terminations, the Board and the Head of School have stripped our community of valuable members and resources.
- b. *Lowered hiring standards:* Current administration has shown little interest in finding suitable replacements for the dismissed staff. The administration currently does not require that new teaching applicants be qualified to teach the IB program, nor the OSSD. These lowered standards for applicants further undermine CDNIS's mission to provide students with a high quality of education. It is unreasonable to expect less qualified candidates to adequately replace the nine dismissed teachers, all of whom are certified IB educators with years of teaching experience. Moreover, it is unrealistic to expect CDNIS' prestigious reputation to be unaffected by continued abuses of power, and the loss of qualified, respected staff. Rather, reduced hiring standards and a reputation for draconian dismissals will predictably discourage qualified teachers from seeking positions at CDNIS in the future.
- c. *Fragmentation in CDNIS community:* The tensions that have been present at the School and the emotional distress from Thursday's incident have caused the community to disintegrate. This is especially true within the teacher community. There is grief about lost colleagues, lack of trust with the administration, and even uncertainty about the security of their own employment at the School. If the teachers are unhappy, how can we expect them to perform their job responsibilities to the best of their ability? It is not difficult to understand that it is extremely important for teachers to be working in a stable environment, because this increases their productivity and the effectiveness of their teaching. If CDNIS wants to compete with other international schools of the same calibre, then it needs to improve itself by building a strong foundation, instead of breaking it apart.
- d. With our particular concerns described above, we would like to request investigations that will make known what changes and adjustments the Board of Governors is planning to execute in the next academic year. This will allow the community to gauge whether the school is making proper accommodations to maintain the quality of education at CDNIS. We also ask that the investigations look into the decisions made by the Board and Head of School to provide justifications for Dr. Maloberti's appointment as Head of School Elect, the terminations of the Lower School Vice Principal and the resignation of the Lower School Principal, as well as the recent terminations of nine teachers and one staff member. This is extremely important to us, because once again, the lack of transparency makes the administration's actions very suspicious. As a result, we believe that it is important for a culture of accountability to be established and upheld at CDNIS. We want to know whether information is kept confidential to rightly protect individuals, or to avoid accountability for irresponsible actions. All details and planning of the investigations should involve all stakeholders at the School to ensure that all perspectives are considered, and the findings should be made available to the entire community.



3. **A reform to be made to the structure of the Board of Governors that prioritizes transparency, an open decision-making process, and alignment of the School with the principles of the Education Bureau (EDB), International Baccalaureate Organization (IBO) and Ontario Ministry of Education.**

It is apparent that the actions of the School do not align with the principles of the EDB, IBO and Ontario Ministry of Education. Below are a few examples that can affirm this statement:

- a. *EDB principles:* CDNIS is an international institution that is supposed to abide by the principles set by EDB as the School bears its name and is situated in this city. Falling under Chapter 7.2.1, Section 3C of the EDB's *School Administration Guide for the 2014/15 School Year* (Appendix A), the appointment of a Head of School condones "professional leadership", and it is "essential that the headship be taken up by a person who demonstrates the qualities to inspire and lead the staff and students". If this is the case, then why did a vote of 114 out of the 118 teachers from both the Lower and Upper School who participated reveal that over 92% had "no confidence in [Dr. Maloberti's] ability to serve effectively", as reported by the *South China Morning Post* (Appendix N)? The CDNIS teaching staff is comprised of extremely well-educated, worldly, and most of all, loving and caring individuals who have helped build the reputation that the School has today. If these people do not trust the Board of Governor's decision to appoint Dr. Maloberti as the Head of School, it is clearly not without reason.

Additionally, under Chapter 7.8.3, Sections 5 and 6, the School Administration Guide determines: "[before] any disciplinary action, other than summary dismissal, is taken, every effort should be taken to ensure that staff are provided with the necessary support and guidance to make improvement", as well as stating that "[staff] concerned must be given adequate opportunity and reasonable time to improve their performance and to address/redress an accusation". Evidently, this was not the case for the events on 11 June 2015. While it is not necessary to disclose to students – both former and current alike – the reasons behind their dismissal according to HK law, we question whether or not these beloved members of staff were terminated due to issues unrelated to performance. The lack of communication from administration with regard to the annulment of these educators' careers at CDNIS is completely contrary to the policy of transparency, which is outlined in the Independent Commission Against Corruption (ICAC)'s publication of Governance and Internal Control of Schools in Chapters 1.3 and 1.4 as "make transparent the school's operations" and "enhance [...] transparency in school management" (Appendix C).

- b. *IBO principles:* As CDNIS is an IB World School, we believe the management of the state of affairs for the past year shows discrepancy between the principles that we, as former students, have learned while being under the program. The IB "[values and offers] opportunities for students to become active and caring members of local, national, and global communities [focusing] attention on the values and outcomes of internationally minded learning described in the IB learner profile". How can we expect the current students of CDNIS to learn this code of behaviour if the administration is unable to adhere to it themselves? Under the governance of the current Board and Head of School, the School's upholding of the IB value of "promoting open communication based on understanding and respect" is utterly hypocritical (Appendix H).
- c. *Ontario Ministry of Education:* The Ontario Ministry of Education has a goal of enhancing public confidence through "an education system that is sustainable, responsible, accountable, and transparent". However, given the Board's and Head of School's decision to dismiss ten highly qualified teachers and staff members, are we

truly able to determine that CDNIS' actions are responsible, accountable, and transparent? As stated previously, over 92% of the School's Lower and Upper School teachers voted that they had no confidence in Head of School's ability to effectively lead CDNIS. This has shown to have impacted parents as well; close to 900 parents signed a petition to ask for the resignation of the Head of School, and parents attempted to schedule a meeting with the Board to raise concerns and questions, but unfortunately, the meeting did not happen. We cannot expect the students of CDNIS to continue their education and personal growth in an environment without full disclosure.

- d. As shown by the discrepancies between the actions of the School and the values of its associated educational organizations, it is clear that urgent school reform is necessary to rectify the governance of the School. Due to the nature of this letter, we will not specifically outline what changes should be made, but will urge for structural changes that go beyond simple changes in leadership. A mere change in leadership cannot adequately address the deeper problems that are entrenched in the school governance structure. We seek a system that promotes transparency through better communication with all stakeholders, insists upon morally-responsible decision making, and includes staff and students in future decision-making processes.

## **Conclusion**

When someone mentions CDNIS, the image of Mr. Alan Dick - our late Lower School Principal - welcoming students at the front of the School every morning is what always comes to mind. He was there everyday regardless of the weather, and brought tremendous warmth and joy to students. There were also his enveloping hugs, unwavering love for his community, and the Friday assemblies where he would sing songs with us. Mr. Dick was the embodiment of CDNIS values, and we have all worked very hard to keep his spirit at the School alive after he passed away. Can you imagine how heartbreaking it is to see our community slowly disintegrate? In a quick span of just one academic year, the Board and Head of School managed to turn this beautiful school into a hostile environment. Although we are not directly affected as alumni, we cannot help but be worried about those who are still at CDNIS, especially our younger siblings. At this last juncture, we can turn to no other, but your organizations for help. We ask that our demands be met in the primary interest of the students at the School, so that they can thrive in a place where the spirit and values of Mr. Dick live on.

Concerned Alumni from the Class of 2012

## **Concerned Alumni from the Canadian International School of Hong Kong, Class of 2008**

We are a group of concerned alumni from Canadian International School of Hong Kong (CDNIS) Class of 2008 who believe that controversial decisions made by the Board and Head of School in the 2014-2015 school year do not align with the values CDNIS used to foster. We believe that an investigation into their practices is necessary for the School to maintain its status as one of the top international schools in Asia.

On Thursday, 11 June 2015, a number of teaching staff in CDNIS received notices of their immediate terminations, some shockingly in front of students. Teachers were then asked to remove their belongings and leave the campus within 2.5 hours; many of those teachers were employed for more than 10 years. We believe such employment practices are inappropriate in a school that in the past, promoted respect and compassion. Students, CDNIS' most important stakeholders, were intimidated by Thursday's practice and were emotionally distressed by the open and unnecessary way in which their beloved teachers were dismissed.

Consequently, the public now considers CDNIS a school with an unfavorable learning and teaching environment, a perception which could directly impact students' learning quality in August when the new academic year starts. A number of teachers have already decided to leave CDNIS due to the tense atmosphere created by the administration. Our first priority is that the sudden dismissal of high-quality and experienced teaching staff will result in a deterioration of the quality of education at CDNIS, especially given some of the decisions made by the Board and Head of School. The current atmosphere of hostility, fear and anxiety within which teachers now work is one that we believe is absolutely un conducive to CDNIS' growth as an educational institution that places its community first.

In addition to the sudden dismissal of experienced teaching staff, we believe that the current Head of School of CDNIS, is lacking proper qualifications. Based on our understanding, when CDNIS attempted to hire a new Head of School, a few requirements were heavily emphasized, three of which are experience in managing an international school overseas, managing a school with IB diploma qualification and having been previously employed as a Head of School. However, Dr. Gregg Maloberti does not meet any of these requirements. Based on our knowledge of his past experiences, we are doubtful of his ability to manage a leading institution like CDNIS, and believe that an investigation into the administrative issues of our school will lend itself to a more critical appraisal of what steps the School can take to remedy this inconsistency.

Starting from the 2014-2015 academic year, CDNIS began to lose its reputation as one of the best international schools due to intransparent school governance by the Board and Head of School, and the threatening environment created by them. 92% of teachers question Dr. Maloberti's ability to manage CDNIS based on a survey conducted by CDNIS parents. Dr. Maloberti's rash statements in a newspaper reveals his intentions to threaten current students, as he describes that he looked into "booting [out] kids" whose parents who actively speak out against his actions (Appendix M). This altogether has proven that further investigation into the capability of our current Head of School to continue putting the interests of the most important stakeholders of the School – the students – is a priority.

In conclusion, we request a thorough investigation into the administrative affairs of the Board and Head of School, and how current practices of the School do not represent the pedagogical values that are upheld by to the Education Bureau, International Baccalaureate Organization and the Ontario Ministry of Education. We believe that CDNIS is still one of the best international schools in Asia, but the current situation must change to maintain such status. A more transparent school governance process is needed in order to rebuild the reputation of CDNIS. We hope that the external investigations will help CDNIS maintain its position leading educational institution in Asia.

Concerned Alumni from the Class of 2008

**Individual Accounts and Comments from  
School Community**

*in support of the 9 teachers and 1 staff member  
who were dismissed on 11 June 2015*

## **Individual Accounts and Comments from School Community**

*To respect these teachers' privacy, we decided not to publish their names, but please be assured that each comment refers to that specific teacher.*

### **Fired Teachers - Lower School**

#### Staff 1

You were the best prep teacher I, and the rest of Prep C, could have asked for, thank you for everything and for giving so many students of all ages wonderful experiences and memories. All the hugs. (Student)

If I had to pick, my favorite grade in Lower School was Gr. 2, because I had the kindest, funniest and most caring teacher I could ever ask for - I had you. Back then, my English was so poor that I had no confidence in myself, but you guided me through the spelling and grammar, and supported me through all the work. Thank you for teaching me how to read an analog clock, how to spell "Santa Claus" and how to be confident enough to present in front of the class during "Star of the Week". Also, thank you for the gotcha baskets, little library at the back of the classroom, and the hugs I was so scared of back then. I'm so glad I got the opportunity to say hi before you left, and I'm sure that CDNIS will miss you so much. All the best in the future! (Student)

I had the honor of being taught by you twice during my CDNIS journey and it is an honor I will always cherish. Your welcoming and caring manner made me feel so loved from the very first moment I stepped into the doors of CDNIS. I always looked forward to your wonderful treats for every students' birthday from the chocolate bird-nests to the delicious cupcakes and you have always been extremely supportive and encouraging of my dreams and pursuits from the very beginning and always asked after me and had a warm hug for me whenever I saw you in the hallway. I know you will do wonderfully wherever you go next - best of luck, and I'll be thinking of you! (Student)

I was always in awe of you! You were born to teach. Your passion for student success and engagement was just part of your everyday conversations about 'work'. You, too, are part of those top 5 educators I have ever worked with. I know how dedicated you were to CDNIS and I am proud of you for trying to stand by your belief of what CDNIS should be. All the best to you and your family. You will thrive no matter where you go. (Staff)

I count myself so very very lucky for having had the chance to work alongside you over the years. Your passion and dedication to the craft is inspiring and amazing!! I also am lucky to call you a friend. Your strength and faith and compassion and grace will no doubt carry you through these turbulent times into smoother, better ones. Good luck to you. (Staff)

#### Staff 2

To this day, grade 3 and grade 4 with you as my homeroom teacher remains to be one of my favorite years at CDNIS. I remember your friendly, laid-back, yet intelligent nature that guided disjointed, rowdy homeroom into a fairly cohesive bunch. I will never forget the daily readings of 'The Hatchet' by Gary Paulsen, and the brain teasers you liked to feed us. I also vividly remember your spiky hair, and how we would bother you as a class to allow us to take turns touching it. Your kindness and patience is beyond admirable. Thank you for all the good times I can fondly recall from CDNIS, and I wish you all the best. (Student)

It has been 12 years since I had you as my homeroom teacher, so that the concrete memories are somewhat fuzzy, but I have always remembered grade 3 with a fond smile. I remember you as a fun, easygoing teacher who really enjoyed interacting with the students, and who made us laugh with your sense of humor. I was a shy kid then, but I was never afraid of speaking to you. Most of all, thank you for standing up for

what you believe in for the sake of the CDNIS community. You've been a great teacher here, and will continue to be one in the next institution that is lucky enough to have you. (Student)

Thank you for being such a fun and caring homeroom teacher back when I was in grade 4! The intense 1-minute multiplication drills, "The Hatchet" reading sessions, and storytelling times will always be in my memory. Even though I was separated from everyone I knew when I first entered your class, I quickly made friends and had them best time with them in 4D because you made the classroom such a welcoming and supportive environment. I feel so lucky to have been your student, and good luck in your future career! I know you won't need it :) (Student)

You are a great loss to the amazing grade team. It was a joy watching the.... kids mature under your care this year. It is so sad to lose committed passionate teachers who care so deeply about the school that they felt compelled to speak out. I am proud that my children were able to learn such IB values from you this year. You will be an asset to another school and we wish you well. (Staff)

### Staff 3

Thank you for everything you've done for my family! From teaching my brother and watching him grow, to watching me grow. Thank you for always being around and checking up on the two of us. I remember when you would take care of me, like I was your own daughter and I'm so thankful for everything you've done for my brother and I! You're an amazing teacher, so good luck with everything! Thank you and we love you! (Student)

You were my G6 homeroom teacher, and maybe I can't remember many moments that we had that year because it's already been so long, but I do remember the love you had for us with your smile and hugs that you gave us everyday. I do also think we were in your class of [retracted] when swine flu broke out and school needed to be cancelled some days early, you were with us when we all cheered then commenced to cry when we found out school was over. Students will miss you dearly- I wish you all the very, very best. Thank you for giving so much to the school, and to the swimming program as well throughout the numerous years that you've been here. (Student)

I had the best time in grade 6 with you and the rest of 6E. You modelled kindness, and cared about every one of your 6th graders not only educationally, but also emotionally. I'll never forget your constant words of encouragement, hugs and positive attitude towards everything. We'll miss you so much and we wish you the best in your future endeavours! (Student)

Thanks to you, Grade 5 was my favorite year in CDNIS. Under your leadership, the classroom environment was always friendly, cheerful, and open - I would wake in the mornings looking forward to a day spent with a teacher and classmates whom I trusted completely. 10 years later, I still remember how you had played a significant role in my life: you encouraged me when I felt insecure about performing in a class play, offered me counsel when I hit a classmate out of frustration, and taught the Ancient Civilizations unit with so much enthusiasm and creativity that I have fallen in love with classics ever since. It saddens me to see that you have been forced to leave in such a manner. I wish you the best of luck in your future career, and I'm confident that wherever you go, you will be equally beloved as you have been in CDNIS. (Student)

It's very very hard to imagine you not being part of CDNIS. You're the foundation of the place and have played a pivotal role in making it the great place it has been. We will all really miss you. You deserve better now though, and after you recharge the batteries I'm sure you'll find it. Much love to you, xxx (Staff)

And, you legend! How I wished you could have been [my daughter's] teacher one year. You are an inspiration for your principled stand, and for living the way a good and decent person should, as a shining example to your students. Every parent who has been blessed to have their children in your care should be forever grateful for their incredible good fortune! Keep standing up for your beliefs and fight the good fight! (Staff)

Wonderful teacher and I never heard anything but the highest praise from parents of your students. (Staff)

You have made my daughter's year in Prep wonderful! You are one of the best teachers that I know and we will always be grateful that we had the opportunity to spent one school year with you! Love & hugs! (Parent)

#### Staff 4

My little Pre-Reception [child] has learned big things from you. She's grown a love for measuring, counting, patterning, grouping, etc. but I think she'll remember the hugs, smiles and love the most. (Parent)

#### Staff 5

I'm so proud of how you have carried yourself throughout a very difficult year. You are the strongest person I know, to handle everything that has been thrown at you this year, and now to have the year end in this way. NEVER doubt your excellence as an educator. You will rise far above those who have tried to hurt you, and keep on moving forward and upward. Love you forever! (Staff)

You stood firm, remained strong and stuck to your principles. You're a winner and will eventually feel like one. (Staff)

### **Fired Teachers - Upper School**

#### Staff 6

Ever since the first day I've stepped into the doors of the library, which was also the first day of my school, you've been a really kind, and sweet overseer in our community. I remember back when in the Middle Years Program I had the pleasure to be taught the importance of academic honesty and how to navigate through the school library. You've always remembered and kept up with alot of the students and radiated your sense of care throughout the community although you were never obliged. (Student)

Thank you for sharing your passion for books, school spirit, and of course, noodletools, with the CDNIS community. Although my time in the USSC was short, thank you so much for being the most kind-hearted and supportive mentor. I will never forget your contagious smile, warm hugs, and your delicious banana bread. Take care, and all the best! (Student)

You are one of the few people I thank for my love of literature and reading which has sustained me even in the many years since I have left the school - and for this I must thank you. The library was always a welcoming place where I could come to read in peace, and I am incredibly sad that you will not be there when I visit in August. Thank you for everything you have done for me, and for every other student. (Student)

Thank you for everything you've done for me and the school community - teaching us the wonders of NoodleTools and how to use the library catalogue, supporting me during USSC, helping me with Habitat for Humanity activities and establishing such a great Tutor Club to not only help CDNIS students with their academics, but also support Room To Read's mission to improve literacy and gender equality in education. Your basket of goodies, loving hugs and constant words of encouragement meant so much to me. CDNIS will definitely be different without you next year. Please keep in touch; I will truly miss you! (Student)

You've been amazing in the library and I really appreciate your work there. Battle of the Books was so

much fun, and we would never have had that much fun if it wasn't for your hard work and preparation. Your book recommendations were great and I am so glad to have been able to spend time in library reading whatever you had given me. Thank you for all the candy (the Snickers were so good!) and I wish you all the best. (Student)

The library will not be the same without your comforting presence. How could we have learned how to do MLA citations/find books on the catalogue/use all of the amazing library databases without you? Thank you for always being so supportive of all of us. We love you, and will miss you dearly, and we will stay in contact! (Student)

Thank you for everything that you've done for the students. You are very supportive kind and warm to be around. I cant imagine the school without your existence. Also thank you for supporting tutor club continuously! As the executive of Tutor Club, I enjoyed three years that I spent with you. I love you!! (Student)

When I look back on my 13 years of CDNIS, you have been there from the very beginning - from those practices for Battle of the Books, all those books you let me borrow over the summer, those books you bought for the library without question when I needed them for my projects, those two years I spent CAS week working in the library, the fun days in Tutor Club, and of course, researching for history and those memorable talks on the MLA and plagiarism :) I truly cannot imagine CDNIS without you - we have lost something precious in your teaching. I know you will continue enriching students with your care and humor. Best of luck and we'll keep in touch! (Student)

You have been an integral part of our school community for so many years, and have watched countless numbers of us students come and go. The dedication, love and concern that you have shown towards us as students, fellow members of staff, as well as the school as a whole was unwavering, and the honour is mine to have had the privilege to have known you. You are an absolutely amazing person, never forget that! Please take care and stay strong, the school misses you dearly! (Student)

We thank you for everything you have done for us and we are always family. (Parent)

Unfortunately, although the kids or myself have heard of these teacher's names, there is only one that has actually taught [my son], and even then, it was an after school math tutorial which she tutored [him] twice, only because the normal Gr.10 student couldn't be there. We can say that she was very helpful and patient with [him]. I think she was in charge of starting up this after school math tutorial and funds would go to [Room to Read]. Parents like me are very grateful for these extra help programs after school for kids who can use just an extra bit of reinforcement to solidify what they are learning. For this reason, I will always be very grateful that she cared enough to devote more of her time and offer this program and not to mention, donate the fees to charity. This is a sign of a dedicated teacher. (Parent)

#### Staff 7

Thank you for everything you've done for the [service club I was a part of]. From my very first meeting, you were always enthusiastic, kind, and welcoming. We will miss you, and we are so happy to have had your support and guidance. (Student)

Thank you for always teach us how to be organize and always ask us to blow our nose. I will miss those lesson when we can do some exercise before we start our maths lesson. Thank you for always playing old music to entertain us when we are doing the maths paper. I will miss the time when you bring us to the field or sit in a circle and talk for 10 minutes, that really help us, especially when we have maths for the first lesson. Thank you for making sure we do our homework neatly and correct us when we did something wrong. We will miss you so much. I hope you have a great summer and a better life. [redacted] will miss you so much. Thank you so much for your hard work in CDNIS. (Student)



Thanks for all the memories from G8 - that was a really rough but memorable year for our graduating class and it's a wonder that you were able to handle us at the time. It made us all the more stronger in the end - look at where we are now! (Student)

Thank you so much for all the YouTube videos you show in class. This year has been truly wonderful and I still can't believe that it's over. You were such a great homeroom teacher this year and all of those memories will never be forgotten. [retracted] Homeroom loves you and misses you already! We will never forget all that you have taught us. We love you, and Bob's your uncle! (Student)

Never had the pleasure of having you teach my kids, but I will miss our chats in the cafeteria. (Parent)

#### Staff 8

I still cannot imagine you have been fired from our school. You have truly been an great inspiration to not only me but I believe to every child you have taught. In the start of term 2 the Art program started for us grade 7s, Art was not a popular subject within the community of boys at that time. You have not only made us interested in Art, but also taught us Grade 7s how to enjoy art. I have been in this school for 10 years now and I haven't seen any other teacher as passionate as you in their subject. It is truly heartbreaking what the Board and Dr. Maloberti have done to you. It is unfair to get fired by standing up for your values... [retracted]. These few days friends of mine were crying and very depressed because of you and others getting fired, we have very little belief the school can turn around at this point. Many of my close friends has left the school due to these firings, it is really sad to see them leave this once great community. No one can ever replace you as an art teacher at this school, the mark you have left on us students is too great to forget. We will never forget the great memories you gave us and thank you for everything you have done for us. I wish you all the best in the future! (Student)

Thank you for giving us a place we can make friends and place we can talk and play. I really appreciate the food you gave us and all those jokes you made during class. It is a shame that the grade 7 next year won't be able to have you as an art teacher. I hope we can message more through my sister's Facebook. Thank you for everything you did to us, hope you have a great summer and a better life. (Student)

In all honesty, I [didn't take] art class so seriously until grade 7, where your guidance and patience tested my artistic abilities, and pushed me to really get to know the different elements of art. I will always remember your constant encouragement and kindness; these characteristics thoroughly exemplified in classes and outside (I remember the year when I joined the knitting club for charity with no experience of knitting at all, you taught me how). Thank you for all the love and dedication shown to us students and for CDNIS. All the best <3 (Student)

Thank you for guiding me in G7 with whatever crazy ideas I had in class! I wasn't the easiest student to work with at the time, but you've always been so supportive and understanding. I'm gonna miss your presence when I go up to the LLAC art room - that room and that balcony was duly yours. (Student)

The grade 8s are forever grateful for giving us all a gaming and hang out spot in the art room during lunch <3 (Student)

You are the best art teacher in the world!!! I cannot believe what the Board and Dr. Maloberti have done to you!!! You do not deserve to be fired!!! The Board and Dr. Maloberti should be the ones getting fired!!! You have helped me through art this year and I could not thank you enough!!! I hope for the best for our school and you. (Student)

I remember the first time I ever met you was when I was in Grade 6. I was crying on the steps of the library because I messed up knitting my scarf and didn't know what to do. I heard you were in charge of the knitting club so stopped by to ask for help. Although it was after school and your time off, you kindly and eagerly helped me and taught me how to knit, a student you have never even met. In Grade 7 and 8, I

was also fortunate enough to be your art student. You sparked my interest in the arts and I can still remember you opening your art classroom for all the students during lunch and after school so we could do our work and socialise. You are one of the best teachers I ever had and I truly regret not stopping by on the last day to have been able to say one more goodbye. I wish you all the best in the future and hope maybe one day our paths will cross again. (Student)

I truly look back at my art classes with you with fondness. My favourite unit was when we had to replicate a famous piece of work, and I remember using pastels to paint a complicated floral piece. It took a lot of time, but you were so supportive with your constant words of encouragement. I worked hard but wasn't the best artist, yet you gave me the art award at the end of grade 8 - that meant so much to me. Your dedication to students by sparing every lunchtime so students can hang out and work on art in the art room, and love for the subject is truly admirable. Thank you for everything you've done for me and CDNIS - you will be missed greatly. (Student)

You was one of the teachers that gave me so much encouragement in art from grades 7 to 8. While only having some faint memories of grade 7 and 8, I will never forget the encouragements you gave me in art class, and how important it was to me. I still remember there was a summative art piece in which I spent hours and hours on, but was not able to finish it before the due date. Seeing my hard work and effort, you weren't even mad at all when I could not submit the artwork on time and told me it was fine to give me an extension, without marks reduced at all. Your action was small yet really impactful. I could tell that you could see more than a mere checkmark beside my name for completing my work on time or not, and that me not meeting the deadline did not mean that I was not dedicated enough or that I didn't put enough effort in. It was because I was so dedicated that I couldn't rush my artwork just to meet the deadline. You understood so well without me telling you, and I am still really grateful for that. You are a great teacher who cares so much for you students. It is a pity that CDNIS will lose such an amazing teacher. (Student)

#### Staff 9

Neither Math nor running were my strong suit. As my coach and teacher for four years, [you] always encouraged me to try my best. I learned to roll up my sleeves and work through the tedious parts of school, to finish a race strong. Thanks for being a great guy. (Student)

You are my coach, mentor, and more than anything, the friend that I could unravel with after an intense Track or XC practice. You helped me achieve, not only excellence in Mathematics, but also in developing an integrity as a person. Through your teachings, I trained not only the mind and the body, but also the soul. It pains me deeply that my potentially last words to you at 2:30 PM on Thursday, June 11th, were "See you next year, [Staff 9]". (Student)

You are one great guy! You've been my XC and Track coach since forever... You always push everyone in X Country and Track and I feel motivated all the time when I see you at the end of the race course. I am going to miss you dearly but I hope I bump into you in Causeway some time and perhaps a run maybe in Happy Valley? :) Stay awesome. (Student)

#### Staff 10

What a team player! [You are] the most savvy, smart, collaborative exec. ass't. [You] took initiative playing lead off and would bat last playing clean up if need be (a baseball analogy). What a prize this young professional is to any team. I wish I could have packed [you] in my suitcase to Canada! You will thrive in whatever job you choose to do because you're so multi talented! So proud and privileged to have worked with you! Best xo (Staff)

They have advertised your job already. I read the job description today and it said, "Must be able to do everything asked of you within a two minute time frame. The previous employee who held this post could

simultaneously read and respond to queries off of three monitors at once. We are looking to find eight qualified individuals to fill a position that previously required only one. Please be aware that you will still not live up to the expectations of staff as the bar has been set too high." (Staff)

It has been my privilege to have worked with you. I am certain that you will do wonderfully wherever you go. You are very talented...don't ever forget that!

## **Appendices**

*Appendix A: School Administration Guide (2014/15 School Year)*

*Appendix B: LCQ5: Freedom of Speech and Expression*

*Appendix C: Governance and Internal Control in Schools*

*Appendix D: IB Mission Statement*

*Appendix E: Programme Standards and Practices (For use from 1 January 2014)*

*Appendix F: IB Learner Profile*

*Appendix G: Policy and Program Requirements 2011*

*Appendix H: MYP: From principles into practice*

*Appendix I: What are Canadian Values?*

*Appendix J: CDNIS Mission Statement*

*Appendix K: Staff Letter to the Board Members and Governors (9 November 2014)*

*Appendix L: Interim Report of the CIS Visiting Team to the Canadian International School of Hong Kong (March 2015)*

*Appendix M: Canada's Private School in Hong Kong a 'Dysfunctional Mess' (11 May 2015)*

*Appendix N: Teachers vote no-confidence in Hong Kong Canadian International School principal*

\*this is a condensed version;  
the full appendices can be found on [studentalumniforum.com/fullappendices](http://studentalumniforum.com/fullappendices)

**Appendix A:**

School Administration Guide (2014/15 School Year)  
*Education Bureau of Hong Kong*

## 1.4 Parameters

1. A self-managing school is not free from regulation. It operates within a framework of policies, standards and accountability. In parallel with the autonomy given to schools in the context of school-based management, schools are also required to be publicly accountable for their educational achievements and proper use of public funds.
2. The SBM framework operates in the following ways:
  - a. There will be increased transparency of school governance through direct participation of the key stakeholders in school decision-making and management.
  - b. Schools measure and report on their own performance through self-evaluation processes.
  - c. EDB oversees quality assurance and offers schools an external perspective on their performance.
  - d. EDB develops performance indicators and assessment tools for the schools' reference in conducting their self-evaluation.
  - e. School management is regulated by the requirements laid down in legislation and the COA.

## Chapter 2 Learning and Instructional Matters

### 2.1 School-based curriculum planning

#### 2.1.1 Introduction

Students are entitled to the learning experiences provided in the central curriculum. Therefore, schools and teachers are encouraged to adapt the central curriculum in developing their school-based curriculum to enhance student learning for achieving the learning targets and aims of education. Adaptation measures may include readjusting the learning targets, varying the organisation of contents, offering optional studies, and adopting diverse learning, teaching and assessment strategies. Hence, when developing a school-based curriculum, apart from adopting the guidelines from the Curriculum Development Council (CDC), schools should also take into account teachers' professional views when making school-based adaptations, and strike a balance between such considerations.

While designing the school-based curriculum, schools should develop a practical whole-school curriculum plan which is based on the reflections on their strengths, the mission of their school as well as the short-term and medium-term targets of the current curriculum reform. This systematic plan can ensure that every member of the school works towards achieving the priority learning goals set by the school through planning targets of different phases and strategic steps of the school curriculum development.

The Chinese version of “[Basic Education Curriculum Guide \(Primary 1 - Primary 6\)](#)” (2014), “[Basic Education Curriculum Guide - Building on Strengths \(Primary 1-Secondary 3\)](#)” (2002) (applicable to Secondary 1 to Secondary 3) and the “[Senior Secondary Curriculum Guide – The Future is Now: From Vision to Realisation \(Secondary 4 – 6\)](#)” (2009) developed by the CDC provide schools with very comprehensive guidelines and suggestions on curriculum planning, learning, teaching and assessment. Please visit the “[Curriculum Development Institute](#)” webpage for details.

Schools have to ensure that the school-based curriculum is in line with the Overall Aims of Education set out by the Education Commission and the Overall Aims of the School Curriculum set out by the CDC:

#### **Overall Aims of Education set out by the Education Commission**

- To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/ her own attributes so that he/ she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of society, and contribute to the future well-being of the nation and the world at large.

## 2.4 Development strategies to support schools and teachers

Professional support to teachers and schools is essential in enhancing the quality of teaching and learning. Since different needs require different strategies and no one strategy is all-powerful, multiple interactive development strategies are planned to support teachers and schools.

### 2.4.1 Curriculum support materials

EDB is developing a variety of curriculum support materials for schools' reference:

- a curriculum guide for each KLA and revised/ new subject guides;
- a bank of exemplary teaching/ learning/ assessment materials for the curriculum, to be generated by development and research projects and contributed by schools;
- textbooks to be made available by publishers; and
- other relevant publications such as research and development reports and newsletters.

For further information regarding the [“Resources and Support”](#) and [“Key Learning Areas”](#), please browse the Curriculum Development Institute webpage.

### 2.4.2 Teacher development programmes

1. A variety of professional development programmes are provided to in-service teachers and school heads based on the needs of curriculum change, the purpose of different modes, the demand from schools, and other opportunities available in Hong Kong. Teachers may choose to study those that are relevant to their needs. Two broad categories of professional development programmes are provided:
  - a. courses to enhance the overall professional knowledge of teachers, e.g. understanding and mastery of whole-school curriculum planning, implementation and evaluation, enhancing assessment literacy, catering for learner diversity, motivation, critical thinking skills, curriculum and assessment, gifted education, moral, civic and national education, Chinese culture, media education, curriculum management and leadership; and
  - b. KLA/ subject specific courses to meet the needs of the new curriculum framework, and sustain the curriculum and assessment reform.
2. Information about most programmes is accessible at the [“Curriculum Development Institute”](#) webpage and [“Training Calendar System”](#).
3. A range of collaborative research and development projects on key curriculum changes has been conducted in partnership with schools and consultants/ universities. Priority has been given to the following emphases:
  - a. curriculum planning, learning and teaching strategies in KLAs;



the SMC decide not to request certain types of or individual prospective employees to undergo SCRC, there should be thorough deliberation on the reasons in a meeting of the Committee and the justifications have to be properly documented in the notes of meeting.

- e. The above paragraphs a to d are also applicable to teaching staff appointed on temporary/ contract/ part-time basis, NETs directly employed by schools, daily-rated supply teachers, teaching staff paid out of other cash grants, etc.
- f. Schools should determine the nature of appointment, e.g. offering appointment on regular or temporary terms, on full-time or part-time basis.
- g. Schools should approve the salary entitlement in accordance with the principles set out in the COA and the [“Guide to Salary Assessment”](#).
- h. For the appointment of any teacher to occupy a teaching position in the staff establishment provided for in the COA or for a term not less than 6 months, schools should obtain approval from the majority of managers of the school.
- i. Regarding the detailed arrangement of staff appointment, please refer to:
  - [EDBC005/2005 “Appointment of Staff in Schools”](#)
  - [EDBCM065/2010 “Measures for Strengthening the Protection of Students: Appointment Matters of Schools”](#)
  - [EDBCM179/2011 “Sexual Conviction Record Check Scheme”](#)

### **3. Appointment of school head**

- a. The functions of the school head have been defined in S58 of the Education Ordinance. S53 and S57 of the Education Ordinance and relevant sections of the COA also stipulate that the appointment of the school head should be approved by the Permanent Secretary for Education (PSEd).
- b. Furthermore, SMCs should observe the requirements on Certification for Principalship as specified in
  - [EDBC001/2014 “Certification for Principalship”](#)
  - [EDBC003/2014 “Arrangements for Renewing the Certification for Principalship”](#)
- c. As professional leadership is a key factor contributing to school effectiveness, it is essential that the headship be taken up by a person who demonstrates the qualities to inspire and lead the staff and students. SMCs should also make reference to the booklet [“Selection and Appointment of a School Principal”](#).

### **4. Appointment of temporary teacher**

The SMC may approve the employment of a temporary replacement on monthly terms under the following circumstances:

- a. to substitute for teaching staff who have been granted sick leave, maternity leave, study leave or any approved leave for a period of not less than 90 days.

### **7.8.3 General principles in taking disciplinary actions**

1. To maintain the necessary performance standards, the school management should take action in respect of staff misconduct. Criteria used in determining any disciplinary actions must be clear, reasonable, sufficient and legal. To avoid resentment and disputes, it is advisable to formulate a policy on disciplinary measures in consultation with staff. More details are outlined in Appendix 11 “Reference Points for Handling Cases of Teacher Misconduct”.
2. The conditions and procedures for disciplinary matters should be made known to all staff. It is desirable to include such provisions in the employment contract.
3. Subject to the provision of the Employment Ordinance and the Codes, the SMC may decide on the appropriate disciplinary action to be taken in managing staff performance, including:
  - a. withholding an annual increment;
  - b. suspending a teacher from normal duties;
  - c. dismissal; and
  - d. summary dismissal.
4. Schools must comply with the following requirements stipulated in the Codes:
  - a. the notification period for withholding an annual increment;
  - b. the procedures for dismissal; and
  - c. the payment of salaries on termination of service.
5. Before any disciplinary action, other than summary dismissal, is taken, every effort should be taken to ensure that staff are provided with the necessary support and guidance to make improvement. As for cases which may warrant summary dismissal, schools should observe the relevant sections stipulated in the Codes.
6. Staff concerned must be given adequate opportunity and reasonable time to improve their performance and to address/ redress an accusation. The grievance procedures should be clearly communicated to all staff, for example, by incorporating the arrangements into the employment contract. Schools may make provisions for past disciplinary records to be removed after a reasonable period of time.

**Appendix B:**

LCQ5: Freedom of Speech and Expression  
*Hong Kong Government*

## Press Releases

繁體版 | 簡體版 | Email this article | news.gov.hk

LCQ5: Freedom of speech and expression

\*\*\*\*\*

Following is a question by the Hon Fred Li and a reply by the Secretary for Constitutional and Mainland Affairs, Mr Raymond Tam, in the Legislative Council today (January 18):

Question:

It has recently been reported in the press that some academics are worried that academic freedom in Hong Kong is being sorely tested. On December 28, last year, the Public Opinion Programme (POP) at the University of Hong Kong released the results of a survey on Hong Kong people's ethnic identity, which showed that people's identification with "Hong Kong citizens" had reached a 10-year high while that of "Chinese citizens" had dropped to a 12-year low. At a tea gathering with television media held on December 29, last year, the Director-General of the Department of Publicity, Culture and Sports Affairs of the Liaison Office of the Central People's Government in the Hong Kong Special Administrative Region (LOCPG) criticised that the aforesaid survey was conducted in an "unscientific" and "illogical" manner. After the official has made such remarks, certain Hong Kong newspapers immediately echoed and published a number of articles for several consecutive days, criticising the purpose of the aforesaid survey, the words and deeds of the Director of POP, and commenting that the online election of the Chief Executive (CE) by all Hong Kong people, which is being organised by him to be held on March 23, this year (i.e. two days before the polling date for the election of the new term CE by the Election Committee), of "challenging the constitutional arrangements of Hong Kong". In this connection, will the Government inform this Council:

(a) whether it has assessed if the LOCPG official making the aforesaid remarks is interfering in Hong Kong's internal affairs; if it has assessed, of the details; if it has not, the reasons for that;

(b) whether any measure is in place to ensure that academic freedom in Hong Kong is free from political interference; if so, of the details; if not, the reasons for that; and

(c) whether it has assessed if the online election of CE by all Hong Kong people, which is being planned and organised by POP, poses "a challenge to the constitutional arrangements of Hong Kong"; if it has assessed, of the details; if it has not, the reasons for that?

Reply:

Mr President,

Our reply to the three parts of the question is as follows:

(a) Since the establishment of the Hong Kong Special Administrative Region (HKSAR), the Central Government has been acting strictly in accordance with the fundamental policies of "One Country, Two Systems", "Hong Kong people ruling Hong Kong" and "a high degree of autonomy" and the provisions of the Basic Law and supporting the HKSAR Government in administering Hong Kong in accordance with the law, with a view to maintaining the prosperity and stability of Hong Kong.

Freedom of speech and freedom of expression are Hong Kong's core values protected by Article 27 of the Basic Law and the Hong Kong Bill of Rights Ordinance. Hong Kong is a free, pluralistic and open society. Anyone can give opinions on various matters and the HKSAR Government fully respects the freedom of opinion of every individual.


(b) According to Article 34 of the Basic Law, Hong Kong residents shall have freedom to engage in academic research, etc. Moreover, Article 137 of the Basic Law states that educational institutions of all kinds may retain their autonomy and enjoy academic freedom.

Academic freedom is an important social value treasured by Hong Kong. The HKSAR Government has been striving to uphold academic freedom and maintain a free academic environment in strict accordance with the Basic Law so that academics can conduct academic activities, such as research and survey, uninhibited.

(c) The Chief Executive election to be held on March 25, this year will be conducted in strict accordance with the Basic Law and the Chief Executive Election Ordinance (Cap 569), and other relevant requirements and regulations. Other so-called Chief Executive election activities conducted by individual institution or organisation are not part of the aforesaid statutory process.

Ends/Wednesday, January 18, 2012  
Issued at HKT 15:09

NNNN

 [Print this page](#)

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[News Archives](#) | [Yesterday's News](#)

**Appendix C:**

Governance and Internal Control in Schools  
*Independent Commission Against Corruption*

- Draw up meeting schedules and notify members in advance.
- Provide adequate time for members to go through the agenda and discussion papers before a meeting.
- Resolve matters by circulation of documents only in case of emergency.
- Ensure all key and appropriate issues are deliberated by members in a timely manner.
- Prepare minutes of meetings promptly after each meeting.
- Record accurately the committee's decisions, including members' views, in particular any dissenting comments.
- Require the minutes to be endorsed by the management committee and signed by the Chairman.

### **1.3 Policy on Transparency and Disclosure**

- Make transparent the school's operations (e.g. governance of the school, donations received, etc.), through disclosure in the school prospectus, website, or annual report.
- Publicise the objectives of the school, and its achievements towards the objectives.
- Establish communication channels (e.g. school newsletter or website) through which persons concerned could obtain information about the school.

### **1.4 Parent-Teacher Association**

- Set up a Parent-Teacher Association (PTA), where practicable, to enhance home-school cooperation and transparency in school management.

**Appendix D:**

IB Mission Statement  
*International Baccalaureate Organization*



# Mission

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The International Baccalaureate® (IB) is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**Appendix E:**

Programme Standards and Practices (For use from 1 January 2014)  
*International Baccalaureate Organization*

# Programme standards and practices for all programmes

## Section A: Philosophy

### Standard A

**The school's educational beliefs and values reflect IB philosophy.**

1. The school's published statements of mission and philosophy align with those of the IB.
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
3. The school community demonstrates an understanding of, and commitment to, the programme(s).
4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
5. The school promotes responsible action within and beyond the school community.
6. The school promotes open communication based on understanding and respect.
7. The school places importance on language learning, including mother tongue, host country language and other languages.
8. The school participates in the IB world community.
9. The school supports access for students to the IB programme(s) and philosophy.

## Section B: Organization

### Standard B1: Leadership and structure

**The school's leadership and administrative structures ensure the implementation of the IB programme(s).**

1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
5. The school develops and implements policies and procedures that support the programme(s).
6. The school has systems in place for the continuity and ongoing development of the programme(s).
7. The school carries out programme evaluation involving all stakeholders.

**Appendix F:**

IB Learner Profile

*International Baccalaureate Organization*



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

**Appendix G:**

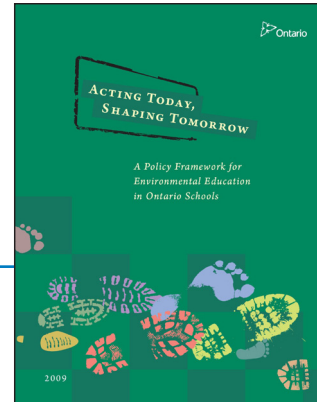
Policy and Program Requirements 2011  
*Ontario Ministry of Education*

*Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009)

[www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf](http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf)

Main page on the ministry website:

[www.edu.gov.on.ca/eng/teachers/enviroed/education.html](http://www.edu.gov.on.ca/eng/teachers/enviroed/education.html)



## 1.4 Equity and Inclusive Education

The Ontario education system is based on a vision of an equitable and inclusive system where all students, parents, and other members of the school community are welcomed and respected; where every student is supported and inspired to succeed in a culture of high expectations for learning; and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.

All school boards are required to implement and monitor an equity and inclusive education policy in accordance with the requirements set out in PPM No. 119, in the policy document *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, and in the document *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Ontario's equity and inclusive education strategy is designed to recognize diversity and promote inclusive education in all Ontario schools. It calls for upholding human rights by identifying and eliminating discriminatory biases and systemic barriers to students' learning and development, to enable all students to succeed to their highest potential and contribute to society.

School boards are required to embed the principles of equity and inclusive education in all aspects of their operations, including policy development, programming, and practices related to research, curriculum resources, instruction, and assessment. Schools are expected to provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives and to enable students and other school community members to see themselves represented in the curriculum, resources, programs, and culture of the school. Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcomed in their learning environment.

**Appendix H:**

MYP: From principles into practice  
*International Baccalaureate Organization*





## MYP: From principles into practice

### Introduction

- [MYP programme documentation](#)

### About the MYP

- [History of the programme](#)
- [Programme model](#)
- [MYP in the IB continuum](#)

### Understanding IB philosophy

- [What is an IB education?](#)
- [Conceptual understanding](#)
- [Teaching and learning in context](#)
- [Approaches to learning \(ATL\)](#)
- [Service and action](#)
- [Language and identity](#)
- [Learning diversity and inclusion](#)

### Organizing the programme

- [School structures](#)
- [Implementation policies](#)
- [Resources](#)
- [Concurrency and subject-group flexibility](#)

### Collaboratively planning the curriculum

- [Planning a coherent curriculum](#)
- [Whole-school curricular planning](#)
- [Planning for interdisciplinary learning](#)
- [Documenting the MYP curriculum](#)

### Developing MYP units

- [MYP unit planner](#)
- [Inquiry: Establishing the purpose of the unit](#)
- [Action: Teaching and learning through inquiry](#)
- [Reflection: Considering the planning, process and impact of the inquiry](#)

### Approaches to teaching

- [Inquiry-based curriculum](#)
- [Creating learning environments](#)
- [Teaching academic honesty](#)

### Assessment for learning

- [Principles of MYP assessment](#)

- [Using MYP assessment criteria](#)
- [Planning assessment](#)
- [Recording assessment data](#)
- [Reporting student achievement](#)
- [Understanding academic misconduct](#)
- [External assessment](#)
- [MYP awards](#)

## Appendices

- [Appendix 1: ATL skills framework](#)
- [Appendix 2: MYP related concepts](#)
- [Appendix 3: MYP command terms](#)
- [Appendix 4: Glossary of MYP terms](#)

## References

- [Curriculum research in the MYP](#)
- [Bibliography and suggested further reading](#)

# What is an IB education?

An IB education is the result of a dynamic interaction between IB learners (who), teaching and learning in the IB (how), global contexts for teaching and learning (why) and the pursuit of significant knowledge and understanding (what). The IB's philosophy of education is informed by research and by over 40 years of practical experience in international education. This philosophy remains open to reflection and review; the IB has always championed a stance of critical engagement with challenging ideas, one that both values the past and remains open to innovation.

## IB learners and the IB learner profile

At the centre of international education in the IB are students with their own learning styles, strengths and limitations. Students come to school with combinations of unique and shared patterns of values, knowledge and experience of the world and their place in it.

Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners. An IB education is holistic in nature—it is concerned with the whole person. Along with cognitive development, IB programmes and qualifications address students' social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the processes and the outcomes of internationally minded learning described in the IB learner profile.

The learner profile is the IB's mission in action. It requires IB learners to strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes of internationally minded people represent a broad range of human capacities and responsibilities that go beyond a concern for intellectual development and academic content. They imply a commitment to implement standards and practices that help all members of the school community learn to respect themselves, others and the world around them.

## The learner and the IB World School

The IB learner profile brings to life the aspirations of a community of IB World Schools dedicated to student-centred education. IB programmes promote the development of schools that:

- create educational opportunities for students that promote healthy relationships, individual and shared responsibility, including interpersonal competencies that support effective teamwork and collaboration
- help students make informed, reasoned, ethical judgments and develop the flexibility, perseverance and confidence they need in order to effect change that matters
- inspire students to frame their own inquiries, pursue personal aspirations, set challenging goals and have the persistence to achieve them
- foster the development of rich personal, academic and cultural identities.

The relationships between teachers and students and the approaches to teaching profoundly shape educational outcomes: teachers are intellectual leaders who can empower students to develop the confidence and personal responsibility needed to deepen understanding. IB programmes emphasize “learning how to learn”, helping students interact effectively with the learning environments they encounter, and encouraging them to value learning as an essential and integral part of their everyday lives.

IB programmes support inclusion as an ongoing process to increase access and engagement in learning for all students. Learning communities become more inclusive as they identify and remove barriers to learning and participation. Commitment to access and inclusion represents another aspect of the IB learner profile in action.

### **Developing the learner profile within a community of learners**

All IB World Schools are learning communities that encourage school leaders, teachers, students, parents and local community members to value learning as an essential and integral part of their everyday lives. For students, IB World Schools support lifelong learning when they emphasize “learning how to learn”, helping students interact effectively with the learning environments they encounter in school and beyond. Communities are bound together by a common sense of purpose and identity. The IB community shares a common purpose: making a better world through education. This goal, expressed in the IB mission statement, creates a series of interrelated aspirations, educational outcomes and shared values in the IB learner profile. The learner profile informs the IB’s educational philosophy and stands as a clear and concise statement of the values that inform a community that encourages the development of international mindedness.

### **Teaching and learning in the IB**

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

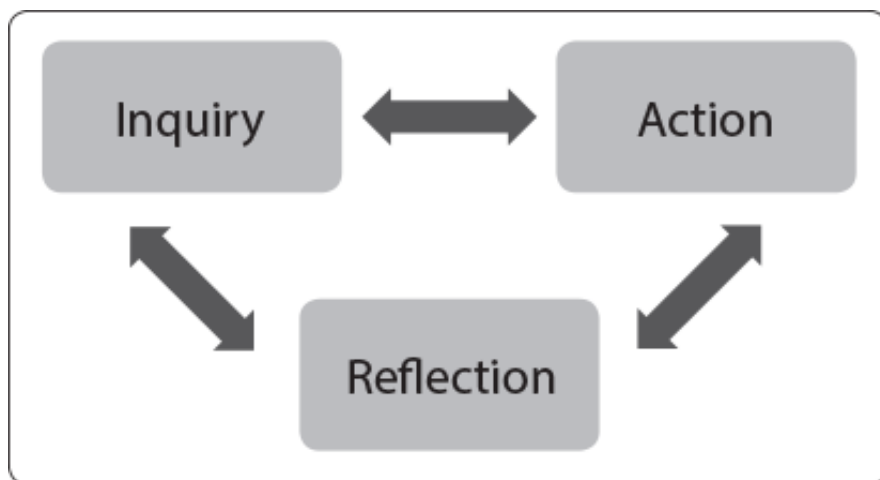


Figure 2

## **Inquiry**

Sustained inquiry frames the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students' own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.

## **Action**

Principled action, as both a strategy and an outcome, represents the IB's commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, enhancing learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups.

Challenging learning environments help students to develop the imagination and motivation they require in order to meet their own needs and the needs of others. Principled action means making responsible choices, sometimes including decisions not to act. Individuals, organizations and communities can engage in principled action when they explore the ethical dimensions of personal and global challenges. Action in IB programmes may involve service learning, advocacy and educating one's self and others.

## **Reflection**

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Learners must become critically aware of the way they use evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in their own work and in the work of others.

An IB education fosters creativity and imagination. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to recall information but also to analyse one's own thinking and effort in terms of the products and performances that grow from them.

Driven by inquiry, action and reflection, IB programmes aim to develop a range of skills and dispositions that help students effectively manage and evaluate their own learning. Among these essential approaches to learning are competencies for research, critical and creative thinking,

collaboration, communication, managing information and self-assessment.

## **Global contexts for education**

In our highly interconnected and rapidly changing world, IB programmes aim to develop international-mindedness in a global context. The terms “international” and “global” describe that world from different points of view.

- “International” refers to the perspective of the world’s constituent parts, nation states and their relationships with each other.
- “Global” refers to the perspective of the planet as a whole.

Sharp distinctions between the “local”, “national” and “global” are blurring in the face of emerging institutions and technologies that transcend modern nation states. New challenges that are not defined by traditional boundaries call for students to develop the agility and imagination they need for living productively in a complex world.

An IB education creates teaching and learning communities and opportunities that help students increase their understanding of language and culture, and become more globally engaged. Education for international-mindedness relies on the development of learning environments that value the world as the broadest context for learning. IB World Schools share educational standards and practices for philosophy, organization and curriculum that can create and sustain authentic global learning communities. In school, students learn about the world from the curriculum and from their interactions with other people. Teaching and learning in global contexts supports the IB’s mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect”. Using global contexts in planning and teaching helps learners by providing relevance and meaning, which may lead to increased student engagement.

## **Multilingualism and intercultural understanding**

Learning to communicate in a variety of ways in more than one language is fundamental to the development of intercultural understanding in the IB. IB programmes, therefore, support complex, rich, dynamic learning across a range of language domains. All IB programmes mandate that students learn another language.

Intercultural understanding involves recognizing and reflecting on one’s own perspective, as well as the perspectives of others. To increase intercultural understanding, IB programmes foster learning how to appreciate critically many beliefs, values, experiences, forms of expression and ways of knowing. The goal of understanding the world’s rich cultural heritage invites the IB community to explore human commonality, diversity, personal identity and interconnection.

## **Global engagement**

Global engagement represents a commitment to address humanity’s greatest challenges in the classroom and beyond. It can develop from the use of global contexts in inquiry leading to principled action. IB programmes provide for sustained inquiry into a wide range of issues and ideas of significance locally, nationally and globally. IB students and teachers are encouraged to engage the world through developmentally appropriate explorations of local and global concerns, including the environment, development, conflicts, rights, and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the Earth and its resources in trust for future generations.

The IB aspires to empower people to be active learners who can empathize and pursue lives of

purpose and meaning, and who are committed to service. An IB education aims to develop the consciousness, perspectives and competencies necessary for global engagement, as well as the personal values that can lead to principled action and mutual understanding.

## **Significant content**

An IB education encompasses disciplinary knowledge and understanding that meets international university standards for rigour in terms of depth and breadth. IB programmes offer students opportunities to engage with a curriculum that is broad and balanced, conceptual and connected.

## **Broad and balanced**

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects.

## **Conceptual**

Conceptual learning focuses on powerful organizing ideas that have relevance within and across subject groups. Concepts reach beyond national and cultural boundaries. They help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new contexts. PYP students encounter key and related concepts, and students in the MYP, IBCC and DP further develop these conceptual understandings.

## **Connected**

IB curriculum frameworks value concurrency of learning. Students encounter many subjects simultaneously, approaching concepts from a variety of perspectives throughout their programmes of study; they learn to draw connections and pursue rich understandings about the interrelationship of knowledge and experience across many fields. Course aims and programme requirements offer authentic opportunities to learn about the world in ways that can reach beyond the scope of individual subjects through interdisciplinary learning.

In the MYP, students study a range of disciplines within subject groups and often bring together two or more established areas of expertise to build new interdisciplinary understanding.

In IB programmes, assessment forms an integral aspect of teaching and learning. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking.

In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, culminating in the MYP with the community project or the personal project.

Final (optional) external assessments for MYP students are internationally benchmarked, balancing valid measurement with reliable results.

## **IB philosophy in the MYP**

This philosophy, framed in *What is an IB education?* (2013), is expressed through all aspects of the

MYP. The programme has been developed with developmentally appropriate attention to:

- conceptual understanding
- teaching and learning in context
- approaches to learning (ATL)
- service as action (community service)
- language and identity
- learning diversity and inclusion.

[© International Baccalaureate Organization](#) | [Mission statement](#) | [Learner profile](#)



**Appendix I:**

What are Canadian Values?  
*Durham Immigration Portal*



Creating Community

**What are Canadian Values?**

- Adjusting to your New Community
- What Does Integration Mean
- Canadian Citizenship
- Local Faith Communities
  - Inter-Church Immigrant Support Group
- Newcomer Stories
  - Ana Alcayde
  - Ligaya "Joy" Catu
  - Shashi Bhatia
  - Olga Doktorova
- People with Disabilities: Accessibility
- Sponsoring Refugees
- Volunteering
  - Inter-Church Immigrant Support Group
- Diversity Newsletter
- How Do I?

## What are Canadian Values?

[Print](#)   [Email](#)

### What are Canadian Values?

Every society has values that are important to it and that sets it apart from others. Canadian society is no different from other societies in this respect. There are values that are important to Canadians that may not be fully shared by other societies. Many Canadians feel that its values are what make Canada an attractive place to live.

Canada has long been recognized for its peace-keeping role around the world. Canadians are seen a polite, sometimes too polite. We often say sorry or excuse me even when other people bump into us.

Canadian values include freedom, respect for cultural differences and a commitment to social justice. We are proud of the fact that we are a peaceful nation.

Canada is a large country with a small population. We have developed a unique federal style of government that is based on compromise and co-existence. We value our democracy, and every citizen is encouraged to do his or her share. Our laws are based on our democratic values. Canadian values include:

**Equality**—We respect everyone's rights. Everyone has the right to speak out and express ideas that others might disagree with. Governments must treat everyone with equal dignity and respect—two other fundamental Canadian values.

**Respect for cultural differences**—We try to understand and appreciate the cultures, customs and traditions of all Canadians, whether they were born in Canada or came here from another country.

**Freedom**—As Canadians, we enjoy basic freedoms, such as freedom of thought, freedom of speech, freedom of religion and freedom of peaceful assembly.

**Peace**—We are proud of our non-violent society and our international role as peacekeepers.

**Law and order**—We respect democratic decision making and the "rule of law." We promote due process so that the courts and the police treat everyone fairly and reasonably. We ensure that our elected governments remain accountable to Canadians.

To Learn more visit [Citizenship and Immigration Canada \(CIC\)](#) and/or click here to read or listen to CIC's resource [Discover Canada](#)

**Appendix J:**

CDNIS Mission Statement  
*Canadian International School of Hong Kong*

HOME ABOUT US LOWER SCHOOL UPPER SCHOOL PROGRAMMES ADMISSIONS EMPLOYMENT GIVING PARENT PORTAL

About Us

## MISSION STATEMENT

### MISSION

To develop responsible global citizens and leaders through academic excellence.

### GUIDING PRINCIPLES

- ▶ To assist students in becoming responsible global citizens by developing a respectful and caring nature for themselves and for others and enabling them to gain a strong sense of belonging and social responsibility.
- ▶ To develop leadership abilities in students within a friendly and caring community that inspires, challenges and reflects global values.
- ▶ To build a reputation for academic excellence by providing a rigorous and balanced academic programme with an appreciation for the Arts, Technology, Sports and Chinese Language and Culture.



## ABOUT US

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Head of School

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Alumni Newsletter

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Artist in Residence

Facilities

Leo Lee Arts Centre

Art, Music And Dance Studios

Sporting Facilities

IT Support/MacBook Programme

Media Technology Centre

Science Labs

Cafeteria

Library

Administrative Office

Additional Services

Transportation

Security

Catering

People at CDNIS

Board, Members, Senior Administration

Board of Governors

Committees

Members

Senior Administrators

Teaching Staff

Business & Operations Staff

Students

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2015/16 Grade 11 Scholarship

Alan Dick Memorial Fund

**Appendix K:**

Staff Letter to the Board Members and Governors (9 November 2014)  
*Canadian International School of Hong Kong*

November 9, 2014  
Members,  
Board of Governors  
Canadian International School of Hong Kong  
36 Nam Long Shan Road  
Aberdeen  
Hong Kong

Dear Members and Governors,

This letter represents the collective voice of dedicated CDNIS teachers and staff members who have deep concerns about governance matters affecting the school community. In light of recent developments we are also very concerned about the school's future.

It is clear from the events of this past week that restructuring of the school's governance is necessary and that the current Chairperson of the Board of Governors must not remain in the post if the school is to continue to improve and pursue its mission. From our perspective, the damage done to trust within our community and the immense credibility of the many groups and individuals who have spoken or written this week including Governors, Members, former Board Chairs, former Senior Administrators, CISPAs Executive Members, Annual Fund Team Members, and parents, suggest to us that the Chairperson's resignation or removal is a necessary first step to any healing or reform. However, this cannot be seen as the only step.

Staff are now aware of what happened at a November 2013 Board meeting and the many lead-up events that prompted Dave McMaster, John Jalsevac and Dylan Hughes to resign. We are also aware of the issues that forced Amy Lam and Len Archer to leave the school. We have enormous respect for these individuals and believe their accounts to be credible and trustworthy.

The Governors responded promptly and appeared to act responsibly to remove the Chair shortly after the November meeting. However, with the Chair being re-elected to office by a slight majority of Governors, these same Governors who voted in the affirmative are now seen as culpable and must be held accountable. It should be added that the Members were willing accomplices with the voting machinations they employed. In our view, the return of the Chair was a slap in the face to our former colleagues and, in turn, to all of us. Nor was it conducive to the noble expectations we embrace with respect to school governance. These Board practices are unacceptable. Immediate steps must be taken to ensure ethical and principled Board practices.

It is our view that the governance model that exists at CDNIS is outdated and dysfunctional. We are aware that independent experts who have worked with dozens of top-tier international schools including CDNIS (2006 and 2011) have apprised the Members and Governors of

'good governance' models and the need to introduce change at the school. Yet the Members seem to be more entrenched than ever. The recommendation to create a more diverse Board that would better represent the various constituents of the school was met with resistance, a lack of transparency, and was ultimately futile. As an example, the Board, as constituted at the start of this school year, had fourteen elected governors of which one was female. However, this individual resigned her seat from the Board last week as a matter of principle.

CIS accreditation has gained momentum at the school. Our interest is for the welfare of the school and the many fine students we are privileged to teach. As educators, we are continuously engaged in assessment and evaluation practices. In light of recent events, based on our observations and understanding, we would like to provide the Governors, Members, and the Chair with our assessment of your performance levels with respect to these key CIS Governance criteria:

- |   |             |
|---|-------------|
| ● The governing body promotes strong ethical values and compliance through appropriate and effective oversight.   | Not Evident |
| ● The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness.  | Not Evident |
| ● The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.          | Not Evident |
| ● In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.   | Not Evident |
| ● An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school's constituency have access to accurate information about decisions and matters which impact them. | Not Evident |

It should be added that the Chairman's announced intent to focus the Board's strategic priorities on the 4 C's: Connectivity, Care, Culture and Corporate Governance has been a complete and dismal failure. We do not feel at all connected to the Chair.

In order to address our serious concerns, we are calling for the Board to implement the following actions:

- Mr. Kennedy Liu must immediately resign as the Chair of the Board and he is to have no further involvement with CDNIS.
- Undertake a review of the governance structure at CDNIS by an independent and recognized expert in international school governance, to be selected by a committee with representation from the Board, senior administration, parents and staff. All recommendations of the review must be communicated to this committee and the CDNIS community. The recommendations must be acted upon.
- Immediately fill the vacant board seats with candidates who meet the CIS criteria "to better reflect the diversity and various perspectives of the school community in areas such as skills and expertise, age range, cultural background, gender, and parents of CDNIS students."
- The Board must communicate to staff a definitive timeline for fully implementing all governance recommendations in the CIS review by November 21, 2014.

In closing, we would like to emphasize our deep concern about the current governance at CDNIS. Our primary focus has been and remains the well being of our students. We believe that without immediate action there will be profound and long lasting negative effects on the CDNIS community.

Respectfully,

CDNIS Staff

Cc: Head of School and Principals, Canadian International School of Hong Kong  
Mr. J. Ian Burchett, Consul General of Canada in Hong Kong and Macau  
Ms. Jennifer Cormie, Chair of CISPA

**Appendix L:**

Interim Report of the CIS Visiting Team to the Canadian International School of Hong Kong (March 2015)  
*Council of International Schools*



NB: This document is only for internal use therefore cannot be made public.

**Appendix M:**

Canada's Private School in Hong Kong a 'Dysfunctional Mess' (11 May 2015)  
*The Globe and Mail*

**WORLD**

# Canada's private school in Hong Kong a 'dysfunctional mess'

**NATHAN VANDERKLIPPE**

HONG KONG — The Globe and Mail

Published Sunday, May 10, 2015 8:47PM EDT

Last updated Monday, May 11, 2015 11:06AM EDT

For years, the Canadian International School of Hong Kong nurtured an image as the “happy school.” It was a quintessentially Canuck institution, a place teachers and families alike described as extraordinarily nice, even as it built a reputation for pumping out some of the smartest kids in the city.

But a cloud has descended over the school, where 1,850 students enter every day past totem poles and walk beneath exposed Douglas fir beams to descend the steps of a 14-storey campus that hugs a steep Hong Kong hill.

For much of the past year, the school in the moneyed city has often looked more like a field of war than a place of learning, as a dispute over who should govern it has escalated into full conflagration – dragging the Maple Leaf down with it, since the school has long been a flag-bearer for Canada in Asia. Parents want the school's founders to cede power; the founders have held fast and reminded parents the school is private, not public. No one can articulate a clear difference in vision for the school, but the place is in upheaval.

The institution has lost a head of school, two principals, a vice-principal and a director of business administration. Seven people on the board of governors are gone – five resigned, two were booted out – and two of the “members,” a group largely made up of school founders that sits atop the governors, have also quit. Parents have poured out vitriol on Facebook, and students and teachers have poured out tears in the hallways. The school has called in extra security and outside counsellors to deal with the anger, and hired outside legal and PR counsel.

Meetings have erupted in catcalling and name-calling. The board accuses some parents of conducting a witch hunt and launching a coup. The parents call the members a secretive cabal, the “Antichrist” and a Vichy-style government.

“It's very un-Canadian at the moment,” said John Crawford, who played a pivotal role in helping the school expand over its 24 years. It was first established at the behest of Hong Kong authorities looking to lure back people who had fled to Canada in the post-Tiananmen era. Mr. Crawford is the founding partner of Ernst & Young in Hong Kong and has worked with thousands of companies. The meltdown at the Canadian school ranks “in the top 10” dysfunctional messes he has seen, he said. Parents are asking him whether they should pull out their kids. “It tears my heart out,” he said.

The “vortex,” as parent Sabrina Maguire called it, has sucked in a surprising chunk of the city’s Canadian elite. Such companies as Manulife and RBC own golden debentures that guarantee admission to children of top executives who pass required tests. The local Canadian consul general, who holds a seat on the board and whose diplomats largely send their kids to the school, has been dragged in to try to mediate. (He declined comment; others said he has sought to maintain neutral ground.)

“It’s a train wreck in slow motion,” said Patricia Bilden, a parent and former school governor.

Underlying it all is a city that ranks among the most fierce on Earth for education. Admissions interviews start with kids barely old enough to walk. One parent developed a PowerPoint to sing the praises of his daughter and her “competitive playgroup skills.” She was two.

“Hong Kong’s school culture is very cutthroat,” said Nicole Webb, a writer and local blogger.

The city’s class culture has played a role, too. The school’s parents manage billions of dollars in funds and drop their kids off in Mercedes vans at a place where tuition and fees can reach \$30,000 a year. Parents also worry about anything that could hurt education for their kids.

Switching schools can take two years in Hong Kong, and the Canadian school has long been the place to be. Roughly half its teachers have master’s degrees, and its graduating students’ International Baccalaureate scores average 36 out of 45, an elite performance steps ahead of comparable Canadian institutions, such as Upper Canada College in Toronto.

For all of that, head of school Gregg Maloberti has faced numerous calls for his resignation. He finds himself defending the members as “not the Illuminati,” while founding board chair Richard Wong, a member who has retaken the chairman’s seat in the midst of the mess, admits he would be happy to see some of his parental adversaries go. “If those people’s leaving will help, I don’t mind,” Mr. Wong said.

The school has looked into whether it could fire parents by booting their kids, but “determined that it was not a possibility. We asked the question,” Mr. Maloberti said.

Both sides are convinced the others are corrupt, to the extent the board has called in auditors on former school staff – but found nothing amiss.

The parents, meanwhile, cast themselves as powerless victims against school leadership. “What makes it the most galling is that Goliath is funded with our money. He’s fed by us,” Ms. Maguire said.

But in Hong Kong, there’s an argument to be made that it’s the parents who are rightfully termed Goliath. Some have given money to pay for teachers’ legal costs. One, a former journalist, has been calling up old associates of Mr. Maloberti to dig up dirt. Investment bankers have pried into the financial background of the members. Lawyers have exhumed financial statements.

Ms. Maguire, a corporate counsel at GE, has filed a complaint with the local education bureau asking to have Mr. Maloberti removed as unqualified. One parent dug up information showing

the school has made \$110-million in profit since it was founded, all the while raising tuition annually.

The bickering has made it into boardrooms, too. In an effort to unseat the previous board chair, who works at PricewaterhouseCoopers, executives at other companies called and threatened to pull business.

The previous headmaster was popular with parents but not the board, and quit last year. Mr. Maloberti, the first non-Canadian to head the school, has proven popular with the board and members, but not with parents or teachers. In recent petitions, 870 parents signed opposing his leadership, as did 114 out of 118 teachers who filled out a no-confidence survey (the school has 156 teachers). A further 138 parents put their names to a petition supporting him.

But with the full support of Mr. Wong, the board chair, Mr. Maloberti has no plans to go anywhere. He has released a series of YouTube videos to communicate his thoughts, and says he believes the fires will cool when he is able to resume a “visioning process” – interrupted by the squabbling – to discuss the school’s future.

“It will come. It will come,” he said. “Once we honestly engage in some surveys and some focus-group discussion and people begin to recognize that the board doesn’t have a secret agenda, the trust will start to build.”

Ms. Maguire, who has found herself writing 2 a.m. e-mails to get things off her chest, calls it a “great chess game,” but admits it has left outsiders shaking their collective heads. “I think we’re the source of vicarious amusement for half of Hong Kong right now,” she said.

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**Appendix N:**

Teachers vote no-confidence in Hong Kong Canadian International School principal  
(21 April 2015)  
*South China Morning Post*

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NEWS HONG KONG EDUCATION & COMMUNITY EDUCATION

## Teachers vote no-confidence in Hong Kong Canadian International School principal

Danny Mok and Shirley Zhao

PUBLISHED : Monday, 16 March, 2015, 6:03am  
UPDATED : Tuesday, 21 April, 2015, 9:21am



More than 70 pc of all teachers at the troubled Canadian International School have cast votes of no-confidence against the school's head Dr Gregg Maloberti, who is embroiled in a governance row. Photo: David Wong

More than 70 per cent of all teachers at the troubled Canadian International School in Wong Chuk Hang have cast votes of no-confidence against the school's head who is embroiled in a governance row.

A survey of teachers in the primary and secondary sections on Thursday and Friday showed 96.6 per cent, or 114 out of the 118 who participated, had no confidence in Dr Gregg Maloberti's ability to effectively serve as the head of the school.

There are a total of 156 teachers in the two sections.

The poll did not cover classroom assistants, academic support staff, senior administrators or business and operations staff.

The survey was conducted in an apparent move to gather support to remove Maloberti, who was accused of suspending the primary school's outspoken principal Dylan Hughes and sacking his deputy Kathy Nutting to stop them from speaking against the school's management in its attempt to gain global accreditation from the Council of International Schools.

**[DON'T MISS: I won't quit - Hong Kong Canadian International School head rejects calls to resign](http://www.scmp.com/news/hong-kong/article/1739043/hong-kong-canadian-international-school-head-denies-suspending)** (<http://www.scmp.com/news/hong-kong/article/1739043/hong-kong-canadian-international-school-head-denies-suspending>)

Their dismissals sparked uproar among staff, pupils and parents, with some saying the school morale was at its lowest, while others expressed fears about a mass exodus.

One of the teachers who participated in the vote said it was held in secret for fear of the consequences if discovered by school management. The teacher said previously that Maloberti and Richard Wong Che-keung, chairman of the school's board of governors, had warned teachers not to speak to parents against the management or they might be fired.

The teacher said Maloberti had a meeting with teachers on Thursday, where he admitted that the school was facing a problem of low staff morale. But he did not offer any suggestions as to how he would solve the problem, the teacher said.

"There is only one option we can think of. Gregg has to leave," the teacher said. "We've lost trust in him."

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In response to the survey, Maloberti said last night: "Nothing is more important to me than our students. An illegitimate vote of this sort serves to accentuate differences, when the focus should be clearly on the great majority of areas of agreement within our school community."

A spokesman for the school's board of governors said that it had absolute confidence in Maloberti and stands behind his appointment.

*This article appeared in the South China Morning Post print edition as Teachers' vote in bid to oust school head*

[canadian-international](#)  
30 Mar 2015 - 10:31am

**Principal fired after weeks of enforced leave from Canadian International School**  
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27 Mar 2015 - 12:16am

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26 Mar 2015 - 12:34am



**Nine teachers fired at troubled Hong Kong Canadian International...**  
12 Jun 2015

<http://www.scmp.com/news/hong-kong/education-community/article/1820329/nine-teachers-fired-troubled-hong-kong-canadian>



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**Markhongkong**  
Mar 16th 2015  
12:01pm

I think Dr Gregg Maloberti has graduated from the CY Leung Academy of leadership and management. :-)

DaoPhooy

**DaoPhooy**  
Mar 16th 2015  
11:52am

Looks like the Head and the Board completely out of step with its front-line workers - the teachers! The Head doesn't have support at all and the Board is just doubling down. Glad my kid isn't attending CNDIS! The parents and students deserve better than this.

leudofan

**leudofan**  
Mar 16th 2015  
3:08pm

As a parent of a primary school student at CNDIS, I am appalled by SCMP's reporting of this story. The article mentions "a poll", "a survey", a "vote of no confidence". But who conducted this survey of teachers? Which committee counted the votes? What questions were asked exactly? There is no source given in the article. Only in the penultimate paragraph do we learn in the quote from the Head of School that this was an illegitimate vote. Conducted (if it was conducted at all) by someone who does not want to make himself or herself known. As far as I am concerned, these numbers might as well be made up (and maybe that is exactly what they are). There are very different views being held about about the direction and management of CNDIS. My expectation was that SCMP, as Hong Kong's top English language paper, would be able to report on this local story in a balanced way, rather than just by churning out unsourced rumours. But looks I was quite wrong in that assumption

535ca3a4-2d40-4605-bcc0-35010a320969

**LumpkinPumpkin**  
Mar 16th 2015  
11:39am

Aside from medics, dentists, and other health-care professionals, I never trust anyone who displays their education-related certificates. Invariably, they are narcissists - from the above photograph I note that there are at least three.



**much to recommend in Western district**

24 Jun 2015

<http://www.scmp.com/lifestyle/food-drink/article/1823452/five-restaurants-much-recommend-western-district>



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**BUSINESS Wanda Group chairman Wang Jianlin plans to buy more sports assets**

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