

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

Hayat Universal School (HUBS) Qatar

DOHA

QATAR

November 29-30, 2021

## INTRODUCTION

On November 29-30, 2021, a virtual certification inspection was completed on Hayat Universal School (HUBS) in Doha, Qatar, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of the Education Policy Branch, British Columbia Ministry of Education (the Ministry) in accordance with the *BC Offshore School Program Certification Agreement* (the Agreement), consisted of Pieter Langstraat and David Loewen, who served as Chair for this inspection.

The School's BC program has an enrolment of 761 students in grades 1 through 12. The School also houses a preschool and kindergarten program with an enrolment of over 200 students. This program is not included in the BC Certification Agreement. Most of the students in the School enrol from the kindergarten program. The total enrolment of the School, including the preschool, kindergarten and BC program is at 1,034.

During the virtual inspection of the School, the Team, to the best of their ability, reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC heads, BC teachers and BC students.

The Owner/Operator, EduGlobe Corporation, is responsible for the BC program. The Owner/Operator also has a second school in Kuwait and a second school building in Qatar, however ongoing negotiations with the local Ministry have not yet resulted in the opening of this newly renovated building.



The BC program's philosophy, objectives and special features include:

- to provide a high quality bilingual Canadian education that integrates core subjects and life skills, knowledge and application, and cultural identity and openness; all interweaved to develop our students to be well-rounded individuals and life-long learners prepared for the challenging future.
- The School articulates their objectives for graduates in their Graduate Profile which communicates their hope of graduating students who are effective communicators, reflective thinkers, responsible individuals and global Muslims.

The Team would like to thank Hayat Universal School for its hospitality, cooperation and especially its thorough preparedness for the virtual inspection visit.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p><b>Comment:</b>  The School was required to confirm "that all teachers are duly authorized as the School currently has two teachers whose authorization is pending." The Team observed that the school fulfilled this requirement.</p> <p>The School was also given five suggestions in the previous inspection report. The School has taken all five suggestions to heart and has responded with efforts to make improvements in these areas.</p>			
<p><b>Commendation:</b>  The School is commended for making efforts to improve in all areas suggested by the previous inspection report.</p>			



## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has developed a business plan that confirms the sustainability of the program. Currently Hayat Universal School has annual wait lists for enrolment and its capacity is only limited by local Ministry requirements. The School is currently operating over capacity. While the Owner/Operator desires to open a second BC offshore school in Doha, negotiations with the local Ministry of Education have not resulted in the viability of that school opening. Therefore, the plan to open a second school is on hold.</p>		

## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the Agreement.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team observed that the Owner/Operator meets the criteria listed in section 5 and Schedule A of the Agreement.</p> <p>The Owner/Operator has demonstrated strong support for the BC program over the history of the School. The CEO represented the Owner/Operator in the preparation of the Inspection Catalogue and demonstrated a solid understanding of the Owner/Operator's role in both supporting the BC program and in the inspection process.</p>		



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

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team observed that the School has a letter on file dated November 1, 2017, and issued by the Qatar Ministry of Education that grants approval for ongoing operations of the BC program. The letter's translation is authenticated by the Qatar Ministry of Foreign Affairs and attested by the Canadian Embassy in Qatar. The Team was also given a copy of an Education Establishment License issued April 2, 2020, with an expiry date of February 3, 2022. The Team also noted that the Qatar Ministry of Education approves all staff hired to teach at the School.

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

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The School exists in a four-story building on 10,000 sqm of land with 54 classrooms, four science labs, two IT labs, two libraries, five student support rooms, one reflection room, four counseling offices, four canteens (currently not in use), three indoor play areas, five shaded play areas, three gymnasiums, three curriculum and instruction rooms, one staff room, and 17 administrative offices.

The Team reviewed the following documents that serve to fulfill the building inspection/safety, fire safety codes and regulations and deems the buildings suitable to support the BC program:

- a completion certificate of building work issued September 26, 2017 with no expiry date.
- a Fire Preventive and Firefighting System (Commercial) Inspection document issued February 5, 2020 and expiring February 3, 2022.

Due to current COVID-19 restrictions the cafeteria/food service operation is not offered.

The Team also observed detailed evacuation plans that have been vetted by the OSR. These plans include contingencies in the event of an unplanned temporary or permanent closure of the School.



The Team also noted that the School is following all local COVID-19 safety protocols as mandated by the Qatar Ministry of Education.

The School employs two full-time licensed nurses which handle all issues of immunizations and community health issues in direct response to the Qatar Ministry of Public Health. Nursing staff also check for general cleanliness and lice and alert parents if a problem arises. The nursing unit also updates and maintains student health records.

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

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The Team observed that the Owner/Operator has appointed an individual to act as an Offshore School Representative (OSR) who meets all the requirements set out in section 14 of the Agreement and has been confirmed by the BC Ministry of Education as suitable for this position.

The OSR is in the final year of her second two-year contract. The OSR visits the School regularly and is involved in providing professional development to all teaching staff, academic support staff, and the administration team. The OSR was present for the duration of the inspection.

The Team observed that the OSR was highly knowledgeable about all aspects of the School as well as the Owner/Operator's business operations. The OSR is aware of her responsibility to report any critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operation.



**2.07 The Principal meets the requirements as outlined in section 2.07 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Principal has served in his current role at Hayat Universal School for nine years and meets all requirements as outlined in section 2.07 of the Inspection Catalogue for offshore schools. He is an experienced educator with 33 years as a teacher, administrator and district administrator in BC. The Principal has worked at both the elementary and secondary level as well as in the areas of special education and alternative education. The Principal's extensive experience is evident in his understanding of the BC program and in his thorough knowledge of, and preparation for, the inspection process.

The Principal holds a valid Certificate of Qualification (COQ) from the BC Teacher Certification Branch (TCB). The Principal's job description is thorough and clearly notes all of the required components in the Agreement.

The Principal is supported in his leadership by four full-time administrators of Vice-Principal-Academics level and a number of subject department heads and coordinators.

**Commendation:**

The School is commended for its flattened leadership structure that gives teachers an opportunity to serve in roles as heads of various departments and subject positions and therefore share in school-wide leadership and decision-making.



**2.08 The School meets the administrative support requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

There is an impressive number of teachers and personnel involved in the administrative support of the School that clearly meet the requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools. Those supports include: the afore-mentioned program and department heads, an education technology/digital citizenship coordinator (grades 1-7), a vice-principal in charge of both the Arabic program as well as providing general administrative support to the Principal, three additional Arabic program coordinators, a registration/public relations supervisor, as well as administrative, human resources, and business and finance department staff.

The Team observed that the School has recently adopted a Professional Learning Community (PLC) approach to school improvement which has helped develop a more collaborative culture in the School.

The School has the recommended 10-1,000 MB broadband for Internet service.

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

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team observed that student records are stored in a secure location and updated and monitored by a competent administrative assistant. The limited number of files observed during the inspection contained all required elements as outlined in section 2.09 of the Inspection Catalogue for offshore schools. Student and parent consent forms have been updated for the 2021/22 school year.

The School uses Windsor TESS administrative software to manage all student data.



**2.10-2.18 The School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The Team confirmed that the School meets the teacher certification requirements as outlined in sections 2.10-2.18 of the Inspection Catalogue for offshore schools.

The Team observed that 28 of the BC program teachers hold a valid Certificate of Qualification (COQ) according to the most recent Teacher Certification Branch (TCB) certificate verification response file dated Monday, September 27, 2021. There are currently seven teachers who are waiting to receive certification. These seven teachers are all authorized to teach under a Letter of Exemption (LOE). The administration at the School has successful experience in supporting teachers in the completion of the certification application process and demonstrated their focused supervision of this process.

The Team observed that all locally-certified teachers have local certification and local police clearance checks on file and translated into English for inspection purposes.

The Team reviewed teacher contracts and found them to be thorough, clear and well-received by teaching staff.

The School was able to demonstrate that staff turnover has become much less of an issue over the past number of years. The Team observed anecdotally and via teacher surveys that most teachers are committed to improving the learning program at the School and highly invested in their students.





**2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

The Team reviewed a sampling of course plans and engaged in conversations with teachers and the Principal regarding implementation of BC's curriculum. The documents that were reviewed demonstrated that Big Ideas, Curricular Competencies and appropriate content are being incorporated into course instruction.

The School implemented a Professional Learning Community (PLC) structure beginning in January 2021. PLC meetings occur on a regular basis throughout the school year. Teaching staff take part in these meetings where discussion and sharing occurs related to curriculum implementation. Teachers reported that PLCs are an effective means of improving their professional practice.

Also of note is the continued work on the development of common planning templates. These collaboratively developed templates help to ensure that teachers are including necessary elements such as Big Ideas and Curricular Competencies in their planning. While there is an expectation that these templates be used for common yearly planning, teaching staff continue to have autonomy over their daily lesson plans. The common year plans and unit plans have been instrumental in ensuring consistency of planning and have been invaluable for new teachers joining the staff.

The staff continues to work on incorporating First Peoples Principles of Learning. In discussions with the teaching staff there is a commitment to incorporating these principles into the learning experiences of the students. It continues to be challenging, however, to make the First Peoples Principles of Learning relevant for students.

**Commendations:**

The School staff are commended for its commitment to successfully implementing BC's redesigned curriculum including elements such as Big Ideas, Curricular Competencies and appropriate content.

The School staff are commended for engaging in ongoing professional development including the commitment to PLCs.



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

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

**Comment:**

Admission assessments are administered for all new students. At the PreKG, KG1 and KG2 levels, assessments primarily focus on school readiness and developmental abilities. At grade one and above the assessments measure abilities in reading, writing and mathematics, in both English and Arabic. An admissions committee reviews application materials and the results of the admission testing in determining acceptance into the BC program.

There is an elementary English support team comprised of a part-time team leader and two full-time instructors who provide English Language Learning (ELL) support to students in elementary grades. In addition, teacher assistants are assigned to students in grades 1 - 3 to provide both reading and mathematics support.

Grades 4 – 7 teachers have participated in professional development provided by Dr. B. Joyce Stallworth that focused on providing teachers with techniques to support students' comprehension and vocabulary development. In grades 8 – 12, students have access to teacher support through a one-hour weekly tutorial time.

PM Benchmark assessment is used extensively in grades 1-7 to provide ongoing assessment of student English literacy proficiency. In addition, the MAP assessment is used three times per year for grades 2 – 12 to assess reading comprehension and language usage. 'School-wide writes' are used as a summative assessment in grades 1 – 12.

Formative English language assessment is ongoing through such things as reading and writing conferences, running records and checking for comprehension and vocabulary development.

**Commendation:**

The School staff is commended for its commitment to providing ongoing formative and summative English language proficiency assessments and for its commitment to providing a continuum of supports for emerging English Language Learners.



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

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

Comment:

The School does not offer Board/Authority Authorized (BAA) courses. Physical and Health Education in grades 8 – 10 and in grade 12 is taught by locally-certified teaches.

**2.21(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

Comment:

The Team examined course curricular and unit planning documents for a sampling of courses taught at the School. A common template is used for the majority of courses to ensure that all the elements of BC's curriculum are incorporated in course planning.

The Team conducted interviews with teachers at the School to discuss curriculum implementation and assessment practises. It was clear that teachers have a thorough understanding of the curriculum including the incorporation of Big Ideas, Core Competencies and appropriate course content.

There was evidence of a wide range of learning activities as well as a variety of formative and summative assessment practises. A variety of formative assessment practises is most evident in the humanities. The staff continue to develop formative assessment practises in mathematics and the sciences.

Submitted documentation and interviews with teachers provided evidence that instruction and assessment at the School reflect the curricular frameworks of BC's redesigned curriculum.



**2.22 The School meets the instructional time allotment requirements as outlined in section 2.22 of the Inspection Catalogue for offshore schools, including the requirements set out in sections 1.1 to 6, with the exception of s. 4(5)(b), 4 (6), 5 (8)(a) and (d) and s. 5.3 of Ministerial Order 41/91, the Educational Standards Order, enacted under the Independent School Act.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The School provides 181 instructional days in the school year. Grades 1 – 7 students receive 851.6 hours of instruction annually, grades 8 – 9 students receive 910 hours of instruction annually and grades 10 – 12 students receive 963 hours of instruction annually. This exceeds the minimum requirement of 850 instructional hours.

The School worked diligently to provide continuity of learning through the COVID-19 pandemic. The school year began with the School providing a blended learning environment with students attending 50 percent of the time. Students are currently attending full-time.

**Commendation:**

The School staff is commended for successfully providing continuity of learning through the COVID-19 pandemic by providing a quality blended program for students.

**2.23 The School meets the assessment methods requirements as outlined in section 2.23 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team examined course planning documents, unit plans and engaged teachers in interviews regarding assessment practises.

Teachers use both formative and summative assessment techniques. The School is using a variety of summative common assessments including the standards-based, teacher administered PM Benchmark (grades 1-3), standardized, externally-administrated Literacy Pro (grades 3-12), school-wide writes with team marking (grades 1-12), math unit tests developed by the math department head (grades 1-12; unit tests are team-marked in grades 4-12), and science common assessments (grades 4-7, team-marked). Science assessments in grades 8-12 are developed by the subject teachers and are reviewed and approved by a school-appointed advisor for science, math and ADST in British Columbia. Additionally, the standardized, externally administered MAP for BC Curriculum is used for diagnostic purposes.



Formative assessment practises are most evident in elementary school grades and in the humanities at the higher grades. Formative assessment in science and mathematics is emerging.

Some professional development is provided to teachers in order that they can continue to develop their professional skills in the area of assessment. Beginning in January 2021 assessment became a primary focus of the work being done in Professional Learning Communities (PLCs). This focus on assessment has continued into the current school year. The Team verified that grade 10 students will be writing the Grade 10 Graduation Numeracy and Literacy Assessments and that grade 12 students will be writing the Grade 12 Graduation Literacy Assessment.

The School has developed a policy consistent with Ministry of Education guidelines for security and invigilation procedures for BC provincial examinations/provincial assessments. Protocols set up include picking up the examination 20 minutes prior to the scheduled start time, giving a visual inspection of the room to ensure any possible aids have been removed, seating students a minimum distance from each other, and requiring invigilators to actively watch the students while the examination is being written.

#### **2.24 The School meets the learning resources requirements as outlined in section 2.24 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

##### **Comment:**

The School has two libraries, one for grades K – 3 and one for grades 4 – 12. The K – 3 library serves as a program resource library with a particular emphasis on literacy development. The 4 – 12 library, while focussing on literacy development, also includes subject specific resources. In addition, there is a professional library containing resources for teachers.

The School continues to increase the technology available for staff and students. 13 additional iPads were purchased this year bringing the total to 42. An additional 90 Chromebooks were also purchased this year to bring the total available to 306. The School continues to provide 110 Lenovo tablets for student use and 30 desktop units were purchased this year to replace older computers. Desktop computers are deployed in two computer labs as well as one being placed in each classroom in the School.

A projection device and a Promethean Board are provided to support instruction in every classroom, as well as in science labs and the art room. Tablets are provided to students in Pre-K to grade 5, with students in the higher grades being provided with Chromebooks.



The speed of the internet connection was increased in the past year from 120 MBps to 1 GBps. A robust network is in place providing Wi-Fi throughout the campus.

**Commendation:**

The School is commended for the quality of the technology provided to staff and students and for continuously ever-greening the technology to ensure that it remains current.

**2.25 The School meets the student progress report requirements as outlined in section 2.25 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The School's student progress report meets the Ministry of Education requirements. In grades 1 – 7 formal report cards are issued at the end of each of the three terms with an additional interim report card issued in mid-January.

In grades 8 – 12 report cards are issued twice per semester, a progress report halfway through the semester and a cumulative report card at the end of the course for a total of four report cards per year.

In addition, parents can access information regarding their child's progress through the use of the Seesaw platform in grades 1 – 3 and the PlusPortals platform at grades 4 – 12. Due to the pandemic, teacher–parent conferences will be held online in the current school year.

**2.26 The School meets the parent/student handbook requirements as outlined in section 2.26 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team examined the 2021/22 student and parent handbook. The 44-page handbook is comprehensive and is written in English.

The handbook covers all of the essential information a family would need to know including information about BC's curriculum, the daily schedule, academic and general policies, emergency procedures and grading information. Also included is a student/parent dispute policy and process that outlines the procedures for parent appeals.



**2.27 The School meets the teacher handbook requirements as outlined in section 2.27 of the Inspection Catalogue for offshore schools.**

☒ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met

**Comment:**

The Team examined the 2021/22 International Staff Handout as well as the School Operations Manual. The 35-page International Staff Handout informs staff members of their roles, responsibilities and accountabilities. The School Operations Manual includes policies/procedures.

In addition, there is a separate performance evaluation policy that provides details of the evaluation process for teachers, teacher assistants, administrators and technical and professional support staff.

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

☐ Requirement Met      ☐ Requirement Partially Met      ☐ Requirement Not Met      ☒ Not Applicable

**Comment:**

The School does not offer online learning at this time.



## CONCLUSION

### Commendations

**The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative of Hyat Universal School - Qatar for:**

- making efforts to improve in all areas suggested by the previous inspection report.
- its flattened leadership structure that gives teachers an opportunity to serve in roles as heads of various department and subject positions and therefore share in school-wide leadership and decision-making.
- its commitment to successfully implementing BC's revised curriculum including elements such as Big Ideas, Curricular Competencies and appropriate content.
- engaging in ongoing professional development including the commitment to Professional Learning Communities.
- its commitment to providing ongoing formative and summative English language proficiency assessments and for its commitment to providing a continuum of supports for emerging English Language Learners.
- successfully providing continuity of learning through the COVID-19 pandemic by providing a quality, blended program for students.
- the quality of the technology provided to staff and students and for continuously ever-greening the technology to ensure that it remains current.

### SUMMATIVE RECOMMENDATION

**The Offshore Inspection Team recommends to the Executive Director of the Education Policy Branch that, contingent on responding to the above requirement to the satisfaction of the Executive Director, the British Columbia education program offered at Hayat Universal School continues to be recognized as a British Columbia-certified school.**

