

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAJESTIC BC INTERNATIONAL SCHOOL

FOSHAN, GUANGDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 9-10, 2022

INTRODUCTION

On November 9 and 10, 2022, a virtual certification inspection was completed on Majestic BC International School (MBCIS) in Foshan, Guangdong Province, People's Republic of China, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Rebecca Block and Peter Drescher, who served as Chair for this virtual inspection.

The School's BC program has an enrolment of 98 students in grades 10-12. MBCIS is housed within the host school, Majestic International College (MIC), an international school currently offering two programs, including the UK-based Cambridge high school program and the BC program. Both programs together enroll approximately 350 students. MIC has capacity to expand to 1000 students.

During the virtual inspection, the Team reviewed all standards required in the Agreement and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), the MIC Principal, BC Principal, BC teachers, student advisor and a group of students.

The Owner/Operator, MeiLun International Education Center, represented by Mr. Feng in China, is responsible for the BC program. The Owner/Operator also oversees the UK Cambridge program offered within Majestic International College.

The BC program's mission is stated as follows:

Majestic BC International School prepares each student with the knowledge, skills and attitudes to be successful contributing global citizens.



The school recognizes the need for a range of positive learning experiences for the optimal development of the whole student. Academic studies will be balanced with a focus on physical, social and cultural development. Experiential learning will be central to students' understanding of the world around them. The school will nurture the capacity for self-regulation and happiness within a harmonious learning environment.

MBCIS supports Majestic International College's values of Creativity, Cooperation, Challenge and Cheerfulness.

The Team would like to thank Majestic BC International School for its cooperation and preparedness for the virtual inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>There were no requirements contained in the previous inspection report. Suggestions contained therein were given due consideration.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program. Enrolment has grown steadily over the past four years and is projected to continue to grow in the coming years. Majestic International College is a purpose-built facility intended to house international programs with a total student capacity of approximately 1000 students. The room for growth is substantial. At this time, two programs are located there, the BC program and the UK Cambridge program, and the Owner/Operator has indicated that he is focussed on growing the two programs.</p>		



School Goals

The School has identified four goals for 2022/23:

1. *Continue to enhance staff expertise in relation to the Core Competencies and student assessment practices (as per the Ministry offered global professional development session). The Vice-Principal will conduct ongoing professional development for teachers. The Principal will monitor progress through regular classroom visits and teachers will be asked to self-assess their progress.*
2. *Expand and enhance student recruitment efforts particularly via feeder schools. The goal will be met with a 20% increase in enrolment.*
3. *Work with the Chinese and UK principals to develop school-wide policies which are compatible with the BC program. Success will be measured by the quality of these policies.*
4. *Develop a rubric for Core Competency Awards. Success will be measured by whether the rubric and awards have been developed.*

It is suggested that the School identify at least one key goal which addresses its highest priority for improving student achievement supported by a compelling data-based rationale for the goal and achievement base performance indicators.

Graduates

Ontario (5/16) and Macao (5/16) were identified as the preferred destinations for the School's 2020/21 graduates. Career Life Education and Career Life Connections, taught by the School's Vice-Principal play a significant role in ensuring that students are well positioned to make informed decisions about their future education. A four-person college application advisory team, two of whom are dedicated to the BC program also support students in navigating their pathway to a post-secondary placement.

Commendation:

The Owner/Operator is commended for his vision of an international campus founded on the core values of Creativity, Cooperation, Challenge and Cheerfulness, his commitment to providing quality English language programs, his provision of first-class facilities to house international programs, and for the strong support for the BC program.



INSPECTION CATALOGUE 2.0

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Owner/Operator meets all requirements as set forth in the Agreement. As the founder of Majestic International College (established in 2017), the Owner/Operator is committed to building a thriving international campus. He has committed to making the BC program an integral part of this project.

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 reviewed the written approvals to establish and operate a BC offshore school, as follows:

- Guicheng Education Bureau Approval Letter (Approved 09/2017, non-expiring)
- Nanhai Education Bureau Private School Running Permit (Approved 02/2021, expiring 02/2024)

These meet requirements as outlined in section 5.03 of the Agreement.

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 Team reviewed the following building and safety compliance documents with the indicated approval dates. The documents are non-expiring unless otherwise specified:

- Building safety – June 2017;
- Fire Safety – June 2017; and
- Cafeteria – Food Service – August 2022 (expires August 2027).

The School's emergency plans include language addressing unplanned temporary or permanent closure of the School. A COVID-19 joint prevention and control emergency plan



that is in keeping with local education bureau requirements is in place. The Team confirms that the plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality. It is suggested that there be a better policy alignment between the emergency plan document and the contents of the parent/student handbook and teacher handbook. This is discussed further in section 2.27 of this report.

The School is located on the campus of Majestic International College. The campus grounds cover eight acres with six, six-story buildings that contain students living facilities, two cafeterias, a three-floor library, gymnasium, swimming pool, fitness room, 200m outdoor track, outdoor basketball courts, playing fields, a lecture theatre, dedicated music and dance studios, sound-proof practice rooms, TV studio, model UN facility, Makerspace, multiple computer and science labs, modern classrooms, coffee shops, canteens, a medical clinic, and administrative offices. The site is on a riverbank and is beautifully landscaped with many trees, shrubs, gardens, and green spaces provided for walking, sitting, and gathering. The BC program has full access to all of these facilities.

The facilities are most suitable to offer the BC program.

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 Offshore School Representative (OSR) has held this position for more than ten years and currently provides service to two schools in China. He has a wealth of experience in BC education having served as a public school district Superintendent and Dean of the Faculty of Education at a BC university. He has a Doctorate in Educational Leadership. He meets all of the requirements set out in section 14 of the Agreement.

The OSR is aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operations. The OSR has been integral in successfully recruiting teachers to the School.

The OSR made himself available throughout the inspection process and was very helpful in responding to the Team's inquiries.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

This is the Principal's third year at the School. He is an experienced educator having worked in four Canadian provinces and four cities in China. He currently has a Letter of Exemption (LOE) permitting him to serve as a principal of a BC offshore school.

The Principal has as full-time administrative assignment. Teachers report that he is a regular and frequent presence in their classrooms, is responsive to issues and needs brought to his attention and provides feedback on their teaching. The Principal is a proponent of professional growth plans, which he asks teachers to submit early in the school year. The staff is a very cohesive group. The potential to build on a supervisory model which includes professional growth plans is very high and the Principal is encouraged to continue to develop his supervisory model based on current thinking around effective professional learning.

The Principal nurtures harmonious working relationships with the MIC principal and his staff, as well as the UK Cambridge program.

The Principal seeks the advice of the Offshore School Representative (OSR) on a regular basis and maintains a small network of principal colleagues at other schools with whom he can share ideas around leadership imperatives and management tasks.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School is supported by a full time Chinese/English speaking Administrative Assistant and a teaching vice-principal. The Administrative Assistant also supports students with their college applications. The host school has a vice-principal who serves as the BC program liaison for human resources, accounting, maintenance, admissions, housing and other administrative resources such as technology support.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed a sampling of student records and confirmed the presence of all required elements including BC program registration form, English language entrance assessment results, Permanent Student Record, student and parent consent forms (updated for 2022/23) and prior year report cards.

The School uses the Windsor TESS student information system.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team confirms that all but two Authorized Persons under the Agreement possess valid and current certification under Ministry of Education and Child Care. Their Letters of Exemption (LOE) expire on January 9, 2023. All the necessary documentation had been filed by one of the teachers as of August 4, 2022. The other is still awaiting documentation from their home country.

The School employs five teaching assistants. All of them have current criminal records checks on file.

Staff prepare annual professional growth plans which are reviewed and discussed with the Principal. Staff have been engaged in professional development activities focussed on the Core Competencies and First Peoples Principles of Learning (FPPL).

The staff appear to be a very collaborative, cohesive group, and very supportive of each other. The potential to engage them in addressing school-wide strategies for improving student achievement is high.

Commendation:

The staff are commended for their dedication, energy, enthusiasm and commitment to continuous improvement, to grow as professionals and help students achieve success, and for creating a strong, mutually supportive professional work culture.



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

☒ Requirement Met

☐ Requirement Partially Met

☐ Requirement Not Met

Comment:

The staff have fully embraced BC's curriculum. Several of the staff from jurisdictions other than BC have indicated that they feel empowered by the curriculum, with the flexibility to use their professional training to design engaging learning experiences which are interesting and relevant to students and allows them to demonstrate their learning in a variety of ways.

This very collegial staff are willing to collaborate in sharing ideas and strategies with each other. The Team believes there is more room to collaborate in specific areas such as English and mathematics where several teachers are involved. Attending to sequencing and scaffolding of Curricular Competencies and establishing common expectations around student work will support improved transitions from one grade level to the next. The collaboration taking place in the senior sciences to this end is noted.

The Core Competencies are an intentional part of the program. Teachers are well-aware of the Core Competencies and are using teachable moments to help students develop those competencies. The competencies are embedded in many of the learning activities experienced by students. Students complete periodic competency self-reflections in each of their courses. The Team interviewed five grade 12 students who were able to identify the Core Competencies and articulate their strengths and weaknesses relative to those competencies. Staff also incorporate First Peoples Principles of Learning (FPPL) into learning design.

The School's monthly "Leadership and Learning" event is particularly noteworthy. A series of 30–40-minute student-led or teacher-facilitated workshops focussed on communication, collaboration, research skills, thinking skills, social/emotional learning, health and fitness and various other interests are offered to the entire student body. Students rotate through 3-4 of these sessions, taking in a mini-lesson and demonstration, learning activities and a summary or exit activity. Examples of past workshops include coffee history and coffee making, thinking hats, Cornell note-taking skills and first aid. "Leadership and Learning" provides students with opportunities to improve their Core Competencies in multiple ways, as well as help build a sense of community among the entire student body of the BC program.

Commendation:

The School is commended for its monthly "Leadership and Learning" workshop event, which provides students with opportunities to demonstrate their Core Competencies in multiple ways, as well as help build a sense of community among the entire student body of the BC program.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School's English language entrance assessment includes listening, vocabulary, grammar reading comprehension and writing components. A 70% threshold is used to determine admission to the program. The Principal interviews students, oversees the admissions process and is responsible for making final decisions regarding admissions. The Principal also takes primary responsibility for scoring the assessment. In recent years the process has varied somewhat due to COVID-19 travel restrictions and administrator turnover.

The Team is uncertain if the assessment is a reliable indicator of success in the program and suggests that the School review the assessment, comparing it to other examples to determine if its form and content is as good as it can be. The Ministry's website offers resources for English language learners which might provide some guidance. The Team is also of the opinion that the validity and reliability of the writing component of the assessment could be improved if it is group marked by several staff, particularly English teachers.

All staff attend to English language acquisition in their classes. Students have 200 hours of language arts classes each year. After school language support classes are available to students who are struggling. It is suggested that the School investigate and implement a school-wide cross curricular strategy for English language acquisition. This includes but is not limited to vocabulary development strategies and common cross-curricular expectations around the assessment of student writing. The Team also suggests that a periodic assessment of English language acquisition be implemented, such as a school-wide write followed by a staff group marking exercise. Results should be used to inform practice. The Team notes that there is considerable room for improvement in the results of BC provincial literacy assessments. An intense, unrelenting focus on English language acquisition needs to be a high priority.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School does not offer Board/Authority Authorized (BAA) courses nor does it have courses taught by locally certified teachers. There is an equivalency policy in place in the event that



students wish to obtain credits through the Ministry approved Online Learning service provider.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed curriculum planning documents which included course overviews, unit plans and a sampling of lesson plans. Many of the planning documents included Big Ideas, Core Competencies, Curricular Competencies, content, First Peoples Principles of Learning, teaching/learning strategies and assessment methods and resources. The planning documents were in a variety of formats. Given the likelihood that several new teachers from many jurisdictions other than BC start at the School each September, it would be in the best interests of all staff to have the expectations around the content of planning documents clearly defined and aligned with BC's curriculum. This may or may not include the use of standard planning templates for this purpose.

The Team found that many of the planning documents were thoughtfully prepared and focussed on student engagement. It was evident that students are able to demonstrate their learning in multiple ways, engage in critical thinking and self-reflection, and practise various forms of communication.

Commendation:

The staff is commended for their focus on student engagement, where students are able to demonstrate their learning in multiple ways, participate in critical thinking and self-reflection, and practice various forms of communication.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School is in session for 184.5 days per year for a total of 996 instructional hours.



Instructional time allotment requirements are being met.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team found evidence of the use of both formative and summative assessment practices. Students are able to demonstrate their learning in a variety of ways and receive regular and frequent feedback. The use of rubrics for assessment purposes is commonplace.

The School is undertaking changes to its assessment practices, the result of a Ministry sponsored professional development session on assessment practices held in August 2022. The School should ensure that these practices are captured in revised policies. The School should also ensure that policy statements are consistent (in staff handbooks, student handbooks, and various communications with parents) and are aligned with BC's curriculum.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Teachers report that classrooms are adequately supplied with appropriate learning resources, equipment and technology.

Technology use as a learning tool is pervasive. Students bring their own devices, and there is a dedicated computer lab with 30 workstations. Connectivity within the School appears adequate, but it was reported that there are challenges in accessing networks beyond the school campus. MIC is attempting to rectify the problem and the School is encouraged to be vigilant in requesting that the problem be solved.

Students have access to an extensive 12,000 title library with a vast collection of English resources. It is staffed by two librarians and serves both the BC and UK Cambridge programs. BC teaching staff have selected a portion of this collection. The library has a computer lab with 20 workstations.



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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School provides two interim “In Progress” IP reports and two formal reports each semester. Parents are provided with opportunities to conference with teachers and involve Chinese homeroom teachers to assist with communication. Homeroom teachers also help maintain ongoing communication with parents of students who are achieving difficulty. A software application called XiaoBao gives both parents and students an opportunity to continuously monitor the progress they are making in their courses. The School meets the student progress report requirements as outlined in section 2.25 of the Annual Report for offshore schools.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team verified that there is a detailed parent/student handbook that has been updated for the 2022/23 school year. There is a Chinese translation. It contains the required elements pertaining to assessment, admissions, student conduct, supervision and parent appeals. The assessment policy differs somewhat from that stated in the teacher handbook and from current practice in the School.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Team reviewed the teacher handbook which has been updated as required for the 2022/23 school year. The handbook does contain criteria for teacher evaluation, however it is different from the criteria and process described in a separate document entitled *Teacher Evaluation Policy and Procedure* which was submitted with the Annual Report. Both do not align with the current supervisory practice of the BC Principal. The handbook contains emergency procedures, which are different from those stated in the parent/student handbook and also those that were submitted with the Annual Report.



Additional areas to be considered for further policy development include, but are not limited to:

- updated assessment policy so that it is more closely aligned with BC's curriculum and current practice in the School.
- expectations with regards to course, unit and lesson plans which are aligned with BC's curriculum.
- the supervisory model practiced by the Principal.
- school-wide cross-curricular strategies for English language development.

The School might also consider maintaining the handbook and all school policies in digital form, using a format that allows for ease of updating on a continuous basis.

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

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

There are no students taking Online Learning at this time. The School does have an equivalency policy in the event that online courses are provided in the future.

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

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

There are no students engaged in Remote Instruction at this time.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff and Offshore School Representative (OSR) of Majestic BC International School for:

- the vision by the Owner/Operator of an international campus founded on the core values of Creativity, Cooperation, Challenge and Cheerfulness, his commitment to providing quality English language programs, his provision of first-class facilities to house international programs and his strong support for the BC program.
- the dedication, energy, enthusiasm and commitment to continuous improvement by staff, to grow as professionals and help students achieve success as well as for creating a strong, mutually supportive professional work culture.
- the focus on student engagement by staff where students are able to demonstrate their learning in multiple ways, engage in critical thinking and self-reflection, and practise various forms of communication.
- the explicit manner in which staff have addressed the Core Competencies in their classes and the opportunities they have provided for students to engage in self reflection on their competency attainment.
- the School's monthly "Leadership and Learning" workshop event, which provides students with opportunities to demonstrate their Core Competencies in multiple ways, as well as help build a sense of community among the entire student body of the BC program.

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of the Independent Schools and International Education Branch that the British Columbia education program offered at Majestic BC International School *continues* to be recognized as a British Columbia-certified school.

