

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

HAYAT UNIVERSAL SCHOOL (HUBS) QATAR

DOHA

QATAR

OCTOBER 24-26, 2022

INTRODUCTION

On October 24-26, 2022, a 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 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 Alan Schroeder and Harry Moes, who served as Chair for this inspection.

The School's BC program has an enrolment of 774 students, in grades 1-12. The School also houses a Pre-K, KG1 and KG2 program, not part of the BC Certification Agreement, with an enrolment of 285 students. The entire school, which houses the BC program, enrolls 1059 students.

During the visit to the School, the Team reviewed all standards required in the 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 BC program's philosophy, objectives, and special features, articulated in its Vision and Mission statements and the School's Graduate Profile, include objectives of:

- developing a generation who masters the art of life management.
- graduating students who are competent and ethical Muslim global citizens through high quality bilingual, Canadian education.



The Team would like to thank Hayat Universal School (HUBS) for its hospitality, cooperation and administrative preparedness and transparency during the 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 from the previous inspection report. The School had three suggestions that it conscientiously reviewed, discussed, and implemented over the following year.</p>			
<p>Commendation:</p> <p>The Team commends the implementation of the suggestions made in last year's inspection aimed at strengthening the School and also for striving to create a school culture of continuous improvement.</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 School is at full capacity and there is consistently strong demand for entry into the School's preschool and kindergarten program, so it is not necessary for the School to perform extensive marketing activities. Enrolment capacity is prescribed by the Qatari Ministry of Education based on building floor space, so it is not possible for the School to increase enrolment.</p> <p>Upon graduation, students at HUBS receive a British Columbia certificate of graduation. The Qatari Ministry of Education stamps this certificate of graduation to indicate educational equivalency for students whose educational program does not follow Qatari educational curriculum.</p> <p>The School revised its guiding statements – its vision, mission, beliefs, values, and school goals – ahead of the 2022/23 school year. One highlighted selected for inclusion in this report is the School's goal for the profile of each of its graduates. Hayat graduates are Muslim Global Citizens who are Ethical Human Beings, Effective Communicators, Reflective Thinkers and Responsible Individuals.</p>		



In recent years, the School has made efforts to enhance its use of data to inform planning, instruction, and student learning. A strength of the School is its staffing stability with low turnover in school leadership positions and comparatively low turnover among teachers has enabled the school to create long-term plans, implement them and monitor their progress.

Commendation:

The Team commends the quality of the annual report that was submitted to the Ministry. It is detailed and comprehensive and is a clear demonstration of the School's commitment to excellence and accountability in running the School.

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 the requirements and the criteria outlined in the Agreement.

The CEO of the Owner/Operator company is a fully engaged and supportive administrator committed to the success of the School and its students. The Team appreciated the CEO's active participation throughout the inspection.

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 confirmed that the School possesses an Educational Establishment License with validity until May 30, 2024, that permits the School to offer Canadian curriculum to students at the kindergarten to secondary levels.

The Team also reviewed a letter dated November 1, 2017, from the Qatari Ministry of Education and Higher Education that certifies that the School is licensed as an educational institute to offer kindergarten to secondary levels and offers the British Columbia graduation program at the secondary level. There is no expiration date on the letter.



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 four-storey school is on a 10,000 m² gated campus. It contains 54 classrooms; four science labs; two IT labs, two libraries (one for k-grade 3, another for grade 4-12); rooms for administration, teacher planning, student support services, school counselors, school supplies; an inquiry room; a reflection room; three gymnasiums; four canteens; and indoor and shaded rooftop play areas.

The Team reviewed the following documents that demonstrate that the School meets local building inspection/safety, food preparation/cafeteria and fire safety codes and regulations:

- completion certificate of building work issued September 26, 2017.
- certificate issued by the Ministry of Interior's General Administration of Civil Defence Prevention Department with validity until May 30, 2024, that certifies that the School fulfills "the preventive and firefighting system".
- agreement for catering services with validity until July 1, 2024, that includes requirements that the catering company will prepare food in the School's kitchen facility according to the Ministry of Food Safety regulations.
 - the Team reviewed current and valid health certificates authorizing work as food handler services for eight employees of the catering company.
 - catering services had recently resumed operations following their suspension due to COVID-19 restrictions.

The Team reviewed the School's comprehensive emergency plan for the temporary or permanent closure of the School and confirmed that the plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

The Team confirms that the facilities are suitable to support the delivery of the BC educational 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) is in her fifth year as OSR supporting the School. She has extensive experience as teacher and administrator in British Columbia and in other Canadian provinces. She is a highly engaged and supportive advisor to the School. She attends all weekly administrative council book study meetings and the weekly administrative council meetings as needed and provides extensive professional development and mentoring to the School's teachers and administrators.

The OSR has been confirmed by the Province and meets all of the requirements set out in section 14 of the Agreement. The OSR is aware of her obligation to report critical information related to changes in the operation of the School or ownership structure that could significantly impact the School's operations.

Commendation:

The Team commends the School on maintaining its ongoing relationship with a competent and knowledgeable OSR, allowing for current counsel and ongoing professional development.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The Principal has almost 35 years of experience as a teacher and administrator in the British Columbia school system at both the elementary and secondary levels. This is his tenth year as Principal of the School.

The School has a governance structure that includes an Administrative Council (the Council) of which the Principal is the leader. The Council meets twice weekly and includes participation by the CEO of the Owner/Operator company and the Offshore School Representative (OSR) to discuss both administrative items and learning-focused matters. It is evidence of the collaborative nature of the School's leadership and its commitment to accountability and continuous improvement.

The Principal leads the School in a quiet, confident manner, modelling administrative competency.



The Team appreciates the Principal's support and responsiveness in providing a variety of additional information and assistance in support of the inspection.

The Team reviewed the Principal's job description and contract as part of the inspection process and confirmed that both meet the requirements for the role of the principal as identified in the Agreement. The Principal holds a current and valid teaching certificate from the British Columbia Teacher Regulation Branch.

Commendation:

The Team commends the School's governance structure that includes a leadership team that is passionate about the BC educational program and works collaboratively with each other to create the best possible educational environment for students and teachers.

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 administrative structure is supported by a Vice-Principal who is responsible for the Arabic program and assists the Principal with school operations, three BC program heads (grade 1-3, grade 4-7, grade 8-12), four department heads/coordinators including an Inquiry Based Learning Coordinator, and two support and grade level team leaders. The School is also supported by large team of staff responsible for areas such as records management, student registration, IT, the libraries, school security and cleaning.

The School reported having 1Gbps fiber broadband internet connectivity and software capability to meet Ministry requirements outlined in Schedule F of the Agreement.

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

Commendation:

The Team commends the administrative support staff that is conscientious and focussed on the success of the School and its students. In particular, the Team commends the excellent maintenance of teacher records.



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 cross section of student files across all grade levels, which are stored in secure, fireproof filing cabinets and managed by an administrative coordinator. The Team verified that all required elements listed in section 2.09 of the Annual Report for offshore schools are present. Student and parent consent forms have been updated for the 2022/23 school year.

The School employs the Rediker student information system and the Windsor TESS student information system to transfer TRAX data to the Ministry.

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

There are currently nine teachers who have applications in progress for BC certification. The Team verified that all nine have current and valid Letters of Exemption (LOE) issued by the Director of the Offshore School Program. The Team confirmed with the School that the School is supporting teachers in the completion of their certification applications.

The Team noted that there are four locally certified teachers teaching BC curriculum courses that have received Ministry exemption for delivery by locally certified teachers. The Team verified that all four possess authorization from the Qatari Ministry of Education and Higher Education to teach within their respective subject areas at the School.

The School reported that there were 13 teacher assistants employed at the School. The Team verified that all possess current and valid residency permits authorizing them to work and have included police clearance checks, the local equivalent of a criminal record check.

The School supports teachers and administrators with robust professional development offerings, some of which are offered by external organizations, some by the School's Offshore School Representative (OSR) and some led by teachers and school leaders themselves.



Commendation:

The Team commends the resiliency demonstrated by all staff during the challenging times of the pandemic.

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:

Aspects of the School's curriculum planning documentation were reviewed during the Inspection and teachers were given the opportunity to offer perspective and context during interviews.

All teachers, new to BC's curriculum, are given year plans, revised, and adjusted, on a yearly basis and developed by teams of onsite teachers.

Teachers shared planning documentation and techniques which revealed a degree of flexibility to allow teachers to express their individual creativity in implementation.

The School has developed course planning documentation and implemented curriculum delivery to reflect all the required elements and provided evidence of curriculum documentation compliance.

The School's revised planning documentation template details the (a) integration of the Big Ideas, learning standards, Curricular Competencies, Core Competencies, First Peoples Principles of Learning, and (b) ensures that assessment (self-assessment and classroom assessment) supports student learning in each course.

The Team was impressed with the School's embrace of Professional Learning Communities (PLC), which meet weekly for the purpose of sharing best practices, especially as it pertains to teaching strategies and appropriate assessments.

Grade-level teams have common planning meetings providing opportunity to plan instruction and create relevant activities linking the Core Competencies and First Peoples Principles of Learning.

Commendation:

The School is commended for its purposeful curriculum planning which revealed teachers as reflective practitioners as they manage ongoing curricular development.



The School is commended for its ongoing shift from teacher centered learning to inquiry based, collaborative, and competency-based learning and assessment.

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 onsite inspection process allowed for a review of the admissions entry protocols employed for students desirous of entry into the BC program for grade 1–12, a responsibility of the Principal. The assessments measure abilities in reading, writing and mathematics in both English and Arabic and are age appropriate.

A review of curriculum planning documentation revealed the prioritizing of early intervention. Students in grades 4–7 are scheduled for a daily 25-minute What I Need (W.I.N.) small group blocks for enrichment and intervention purposes.

High School students have access to support to improve achievement in English language proficiency during the two daily half hour Flex Blocks. Measure of Academic Progress (MAP) testing for language usage and reading allows teachers to identify areas of growth for students.

The School administration ensures and oversees that there is ongoing assessments of students' English language proficiency.

Assessments are usually completed three times a year, supported and guided by the PM Benchmark, MAP, School-Wide Writes, and the BC Performance Standards Quick Scale.

Grade level Professional Learning Communities (PLCs) have created common formative reading passages to assess student reading comprehension and vocabulary development. The current focus is on answering questions, inference, and making connections of prior knowledge.

Commendation:

The School is commended for its purposeful placement of teacher assistants, supporting student learning, social and emotional needs, and ensuring that quality programming and progress monitoring occurs continuously and consistently.



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 Courses (BAA). The School offers courses in Arts Education and Physical Health Education at the grade 8–12 level that have been exempted from the requirement to be delivered by BC certified teachers. The curriculum documentation reviewed was well prepared and the teachers enthusiastically deliver their assigned curriculum.

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 Ministry learning outcomes/learning standards identified in the educational program guides for each course.

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

Curriculum planning documentation were reviewed by the Team, and classroom visitation and teacher interviews provided clarity and context. The usage of a common template provided school wide direction in ensuring that all required elements are incorporated when course planning.

Teachers spoke enthusiastically about curriculum implementation and knowledgeably about their assessment practices. It was clear that teachers understood the intersections between the Big Ideas, learning standards, Curricular Competencies, Core Competencies, First Peoples Principles of Learning and teacher assessment and student self-assessment.

There was evidence of a wide range of learning activities, including inquiry-based questions, global citizenship connections and potential English second language (ESL) teaching strategies. A variety of formative and summative assessment practices are employed throughout the grades.



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 mandated by the Qatar Ministry of Education to be in session 181 days per school year. The School revised their school calendar to facilitate a month-long school closure due to Qatar hosting FIFA World Cup 2022.

The 2022 academic year commenced on August 16, 2022, and the last day of classes are scheduled for June 21, 2023.

The revised school calendar, scheduling saw a reduction of breaks through the year, allowing the School to meet the minimum instructional time requirement of 850 hours per year.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School prioritizes formative and summative assessments during the implementation of the required curriculum, recognizing the matter of age appropriateness including standards-based teacher administered PM Benchmark, standardized externally administered Literacy Pro, school-wide writes team administered, unit tests developed by department heads and team marked.

Department heads/subject coordinators oversee the use of common assessments, and grading policies dictate the relative value of different forms of assessment.

The BC program heads and subject coordinators collaborate with teachers at each grade level to review student performance information and to design appropriate response plans.

Collaboration time is scheduled and prioritized at Professional Learning Community (PLC) meetings for teachers and coordinators to meet to review data and to discuss instruction and assessment practices.



Graduation Program Literacy and Numeracy Assessments are scheduled and completed yearly.

The School has developed a policy consistent with Ministry guidelines for security and invigilation procedures for BC provincial assessments.

Commendation:

The School is commended for utilizing student performance data to inform and support current and future strategic planning for continuous school improvement and enhanced student learning.

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

☒ Requirement Met ☐ Requirement Partially Met ☐ Requirement Not Met

Comment:

The School has two libraries for grades K-3 and for grades 4-12. The lower grades library serves as a resource library for all programs with a collection that emphasizes literacy development. Additional teacher resources, many of them targeted at English Language Learning (ELL) acquisition (Hi/Lo readers and guided reading kits), are part of the professional collection.

Projection devices and Promethean Smartboards support teacher instruction and student presentations. The School purchased thirty additional desktop computers, and sixty-eight Chromebooks. The primary grades continue to use tablets.

Commendation:

The School is commended for its technology strategic planning detailing current inventory, replacement costs and timelines, and the goal for a 1 – 1 electronic device implementation policy.



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 prioritizes school-parent communication. Telephone calls, electronic platforms such as PlusPortals, Google Classroom and Seesaw, monthly assemblies, Class Dojo, Zoom conferences, Email/SMS, Open House, Parent Advisory Council meetings, parent-teacher conferences, Week-at-a-Glance; parent surveys, and parent workshops allow for ongoing and current information flow.

Elementary report cards are issued three times a year, while at the high school, due to the semester system, report cards are issued four times a year. Parents and students are appreciative of being able to access grades in real-time through Plus Portals.

The School is in compliance with the Student Reporting Progress Order.

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 parent/student handbook, available in English, is updated yearly and is descriptive, informative, and current. It includes a message from the Principal, and details school organization, graduate profile, schedules, admissions, policies, code of conduct, procedures for child safeguarding, positive behavior management, student services, and parent information.

The School has developed policy and procedures for (a) appeals and dispute resolution, and (b) teacher evaluation.

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 teacher handbook, included in the School's Operational Manual, updated yearly, details governance & administration, school support services, human resources, curriculum and



instruction, assessment and reporting, student well-being and safety, learning resources, community and parent partnerships, student registration, and technology plan.

Teachers and administrators are evaluated as required and respective policies were reviewed.

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

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

Comment:
The School does not offer Online Learning courses.

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

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

Comment:
The School does not offer Remote Instruction courses.

CONCLUSION

Commendations

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

- the implementation of the suggestions made in last year's virtual inspection aimed at strengthening the School and also for striving to create a school culture of continuous improvement.
- the quality of the Annual Report that was submitted to the Ministry. It is detailed and comprehensive and is a clear demonstration of the School's commitment to excellence and accountability in running the School.
- maintaining its ongoing relationship with a competent and knowledgeable OSR, allowing for current counsel and ongoing professional development.



- its governance structure that includes a leadership team that is passionate about the BC educational program and works collaboratively with each other to create the best possible educational environment for students and teachers.
- the administrative support staff that is conscientious and focussed on the success of the School and its students. In particular, the Team commends the excellent maintenance of teacher records.
- the resiliency demonstrated by all staff during the challenging times of the COVID-19 pandemic.
- the purposeful curriculum planning which revealed teachers as reflective practitioners as they manage ongoing curricular development.
- the ongoing shift from teacher centered learning to inquiry based, collaborative, and competency-based learning and assessment.
- its purposeful placement of teacher assistants, supporting student learning, social and emotional needs, and ensuring that quality programming and progress monitoring occurs continuously and consistently.
- utilizing student performance data to inform and support current and future strategic planning for continuous school improvement and enhanced student learning.
- its technology strategic planning detailing current inventory, replacement costs and timelines, and the goal for a 1–1 electronic device implementation policy.

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 Hayat Universal School (HUBS) *continues* to be recognized as a British Columbia-certified school.

