

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

HAYAT UNIVERSAL SCHOOL (HUBS)

DOHA

QATAR

NOVEMBER 26-28, 2017

INTRODUCTION

On November 26-28, 2017, a certification inspection was completed on Hayat Universal School (HUBS) in Doha, Qatar, termed the School in this report. The purpose of this inspection was to determine whether the requirements for the British Columbia (B.C.) education program have been met, according to the *B.C. Global Education Program – Offshore Schools Certification Agreement*. The inspection team (the Team), appointed by the Executive Director of International Education, British Columbia Ministry of Education (MoE) in accordance with the *B.C. Global Education Program – Offshore Schools Certification Agreement* (the Agreement), consisted of Doug Lauson (Chair) and Peter Drescher.

The School's B.C. program has an enrolment of 902 students, in grade 1 to 11 (Source: School Data, November 28, 2017).

During their visit to the School, the Team reviewed all standards required in the *B.C. Global Education Program – Offshore Schools Certification Agreement* and *Operating Manual* and met with the School's chief executive officer who is the owner/operator representative, offshore school representative (OSR), B.C. principal, B.C. program heads, B.C. teachers, locally hired vice-principal and several administration staff.

The owner/operator is the EduGlobe Corporation, Kuwait Shareholding Closed Company. It is responsible for the B.C. program as well as the private pre-school/kindergarten program that is also housed in the HUBS school building. Eduglobe Corporation operates a second school that offer an American program.

The B.C. program's philosophy, objectives and special features include:

- a vision to development a generation of children who master the art of life management,



- a mission to provide a high quality bilingual (English & Arabic) Canadian education that integrates core subjects and life skills, knowledge and application, and a cultural identity and openness and developing students to be well-rounded individuals and lifelong learners prepared for a challenging future,
- producing students as described in their graduate profile, who are effective communicators, reflective thinkers, responsible individuals and global Muslims,
- integrating B.C. staff with the Arabic staff,
- employing a large number of the English-speaking teaching assistants,
- offering unique social development programs such as *High 5* and *I am HUBS*,
- membership in Council of International Schools (CIS) and
- Qatar National School accreditation.

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

The School has satisfactorily addressed requirements contained in the previous inspection report.

Requirement Met Requirement Not Met Not Applicable

Comment:

The last inspection report of November 2016 did not contain any requirements. However, the report did include two suggestions - focus professional development on the implementation of the new B.C. curriculum and increase consistency of short term learning plans. Both suggestions were implemented by the School over the last year.

The last two weeks of the 2015/2016 school year were spent working with teachers in grade level groups comparing and contrasting the new and previous curricula, from which plan templates and learning standards were developed. Several Pro-D sessions were conducted through the last school year, focussing on the implementation of the new curriculum. Several educational staff also attended the summer 2016 and 2017 Ministry of Education pro-d sessions in Vancouver.

The B.C. program heads meet weekly to discuss and develop strategies to ensure consistency in planning, instruction and assessment. This is achieved through the locally-developed *Look For* initiative.

Commendation:

The Team commends the School on the action steps taken to focus Pro-D on the new curriculum and for implementing strategies to help ensure consistency among the teaching staff with respect to planning, teaching and assessing.



BUSINESS PLAN

The Owner/Operator has submitted a Business Plan to the B.C. Ministry of Education, confirming the sustainability of the program.

Requirement Met Requirement Not Met

Comment:

The owner/operator submitted its business plan on September 30, 2017. The comprehensive plan follows the template of the MoE in describing:

1. Description of the School
2. School/Business Operations
3. Human Resources
4. Alignment with International Education in B.C.

It also details the vision and mission of the School and the plans to increase enrollment, adding the first grade 12 class and communicating/involving the parents in the school. It describes the recruiting plans for new staff and the action taken to retain staff by fully assisting them in their resettlement into the Doha lifestyle and school community.

The School has a twinning arrangement with a B.C. school in School District 68 (Nanaimo Lady Smith) and informal communication with teachers in School District 47, Powell River.

Commendation:

The Team commends the School for its well thought out business plan to ensure the further growth and sustainability of the School.

OWNERSHIP AND AGREEMENTS / BUILDING AND SAFETY COMPLIANCE 2.0

2.1 The owner/operator meets all requirements as set forth in the B.C. Global Education Program Offshore Schools Certification Agreement (the Agreement).

Requirement Met Requirement Not Met

Comment:

Hayat Universal School (HUBS) is owned by Hayat Universal School Company Ltd. This company consists of two partners, EduGlobe Corporation and a private Qatari citizen. EduGlobe Corp. is mandated by the partnership to operate the school. To this end, EduGlobe Corp. appointed a Chief Executive Officer and hired a permanent full-time principal who are responsible for the B.C. program.



The owner/operator meets the roles and responsibilities as described in Schedule A and Section 5.00 (Qualification Criteria for Owner/Operators) of the *B.C. Global Education Offshore Schools Certification Agreement*. These 11 points describe the requirements that the owner/operator must meet to be approved by the Ministry of Education to operate an offshore school that teaches the B.C. curriculum. The owner/operator also meets the requirements of Section 2.1 of the inspection catalogue that regulates the establishment and continued operation of the School.

Commendation:

The owner/operator is commended for managing the School in a systematic and organized manner that ensures adherence to the B.C. Ministry of Education requirements as set forth in the Agreement.

2.2 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the B.C. program.

Requirement Met Requirement Not Met

Comment:

Hayat Universal School was created on June 2, 2009 (Commercial Registration No. 42597). It received its current commercial licence from the State of Qatar, Ministry of Economy and Commerce on November 25, 2014 (Expiry June 13, 2018). This licence permits HUBS to operate a “private international school” and “Kindergarten, Middle School and Secondary Education”.

Starting September 2017, the School has been relocated to a brand-new facility in the Ryyan municipality, several kilometres from the previous site. The four-storey building (basement, ground floor, first floor and penthouse) contains 54 classrooms, four science labs, two IT labs, two small libraries, three indoor play areas, three outdoor shaded play areas, two gymnasias, two indoor swimming pools, canteens and several administrative offices. It received its Educational Establishment Licence from the State of Qatar, Ministry of Education and Higher Education on May 10, 2017 (Expiry April 10, 2018). The State of Qatar, Ministry of Municipality and Environment, Ryyan Municipality, issued a completion Certificate of Building/Work for the new facility on September 26, 2017.

A new-building fire inspection was completed by the Ministry of Interior Civil Defense on October 1, 2017 (Expiry September 9, 2019) with no issues listed.

Commendation:

The owner/operator is commended for completing the large building project of providing new, modern facilities to the school. The Team visited all areas of the completed school facility and was impressed with the design and construction. With the anticipated completion of the rest of the facility within the next few months, the School will have



outstanding facilities to provide the B.C. program.

ADMINISTRATION 3.0

3.1 Offshore School Representative (OSR) - The owner/operator must appoint an individual to act as offshore school representative. This individual must be confirmed by the province and must meet all of the requirements set out in section 14 of the Agreement.

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

The offshore school representative was approved by the Ministry of Education on October 16, 2017. He meets the requirements of the B.C. Global Education Program – Offshore Certification Agreement (Section 14.00 and Part II of Schedule B). He also meets the requirements of Section 3.1 of the inspection catalogue. This is his first-year as the OSR, although he has had a long-standing working relationship with the School as its previous principal and superintendent.

The Team examined the job description of the OSR and found it to be an excerpt from the B.C. Global Education Program – Operating Manual.

The OSR has 19 years experience as a vice-principal/principal, two of which were at HUBS. He was promoted to superintendent of HUBS for two years (2014-16). He was also a school superintendent in B.C. for 5 years and spent 9.5 years as a senior district administrator.

Commendation:

The OSR has retained his relationship with HUBS and has provided good advice to the owner/operator on the development and building of the new school facility, which is well-designed and built to accommodate the educational programs of the school.

3.2 The principal meets the requirements as outlined in section 3.2 of the Inspection Catalogue for offshore schools.
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<input checked="" type="checkbox"/> Requirement Met <input type="checkbox"/> Requirement Not Met
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Comment:

The principal has been at the School for three years. His job description contains nine key performance areas and seven detailed main duties that include:

- supervisory and management duties in the educational field,
- educational leadership,
- business and general management,
- facilities development and management,
- managing parent relations,



- maintaining B.C. certification and
- maintaining Qatar National School Accreditation and CIS accreditation.

The principal's contract is a bilingual document (English and Arabic) including a detailed description of his terms of employment, salary and benefits.

Commendation:

The principal is leading his team of B.C. administrators effectively toward the full implementation of the new B.C. curriculum. His distributed leadership style works well in developing and creating ownership in the school community.

3.3 The School meets the administrative support requirements as outlined in section 3.3 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The principal of the School is assisted by four B.C. program heads, each of which oversees a range of grade levels; kindergarten to grade 2; grades 3 – 5; grades 6 – 11 and fourth program head in charge of character education, institutional development and school improvement. There is also the locally-hired vice-principal who leads the Arabic program and several other operational areas for the School. The Arabic program also includes three Arabic program coordinators: pre-kindergarten/kindergarten, grades 1 to 4 and grades 5 – 11.

In addition, the support staff include a registration/public relations supervisor, education technology supervisor and administrative supervisors. These supervisors are in turn supported by their department staff members.

The School outsources several services including cleaning, cafeteria, security and technology maintenance.

Commendation:

The School is administratively well supported in its offering of the B.C. program.

3.4 The School meets the Student Record requirements as outlined in section 3.4 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the students records that are stored in filing cabinets in the Records Room. Each student record is organized in a hanging folder that contains a check list of its contents stapled on the front cover. The check list consists of 13 points that cover required student



information such as registration form, birth certificate, passport, parent identification, residency, health records, personal information release form, etc. The interior of the file contains the completed Permanent Student Record (PSR) card showing the Personal Education Number (PEN), school and attendance record and historical achievement records by grade/year. The file also contains all the student's report cards and English language assessment, as well as Arabic policies and letters.

Psychoeducational files are stored in a separate confidential file in the Principal's office.

The Team confirms that the student records meet the requirements of Section 3.4 of the inspection catalogue and Section 13.00 of the *B.C. Global Education Program – Offshore Schools Certification Agreement*.

Commendation:

The School is commended for the excellent organization and storage of student records. The entire student records system is consistent for all grades, including the non-B.C. program of pre-school and kindergarten.

3.5 The School meets the teacher certification requirements as outlined in section 3.5 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team examined the TRB Verification Response File and compared it to the list of teachers who teach in the B.C. program. It also checked the latest hirings on the TRB website to determine valid certification. The Team reviewed a Letter of Exemption (Expiry December 19, 2017) from the International Education Branch of the Ministry of Education that allow three teachers permission to teach in the B.C. program. The local certification of three other teachers was also confirmed because they teach P.E. and Fine Arts, courses that have been approved to be taught by locally certified teachers.

The Team confirms that all authorized persons under the Agreement possess valid and current certification under the B.C. Teacher Regulation Branch.



EDUCATIONAL PROGRAM 4.0

4.1 The School meets the requirements for curriculum implementation outlined in section 4.1 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The Team met with B.C. program heads and groups of two or three of their teacher team members to discuss progress made in implementing the new B.C. curriculum and its implications for planning, instruction, and assessment. It was readily apparent from these meetings and from classroom visitations that the staff for the grade 1-9 program have fully embraced the new curriculum directions. Anticipating future implementation, teachers of grade 10-11 courses have incorporated some elements of the new curriculum to varying degrees. Staff is to be commended for their high level of collaboration as teachers share lesson ideas and assessment practices. Team meetings are scheduled each week to help facilitate professional dialogue around curriculum, instruction and assessment. Professional development opportunities have been provided that focussed on inquiry based learning and assessment practices.

The Team suggests that grade 10-11 subject teachers build on their initial efforts to incorporate elements of the new curriculum by taking a more systematic, coordinated approach to addressing key cross curricular competencies and language acquisition. With a small cadre of grade 10-11 teachers, the addition of grade 12 for the first-time next year, an increase in the number and variety of courses offered, and the Ministry of Education's phased in approach to grade 10-12 curriculum implementation, there are significant opportunities to ensure that the foundation for implementation in the coming years is firmly established.

Commendation:

The Staff is to be commended for their efforts in fully embracing the new grade K-9 B.C. curriculum and for their high level of collaboration in sharing lesson ideas and assessment practices.

4.2 The School meets the requirements for English language assessment and acquisition as outlined in section 4.2 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

An English language entry assessment incorporating reading fluency (up to grade 4), reading comprehension, writing, and mathematics components is administered to new students at every grade level. Teachers and B.C. program heads are involved in scoring the assessment. The principal makes decisions regarding admission. An Entry Assessment Form is completed,



which provides diagnostic information and recommendations for placement and support. The vast majority of students enter HUBS from the early years program for three- and four-year olds. This leaves fewer opportunities for admitting additional students in the higher grades, beginning with kindergarten. As a result, admission standards are quite high. More than 10% of students require support in the development of their English language skills.

A strong literacy focus permeates every grade level. Reading, writing, and content vocabulary are emphasized in a variety of ways. English language proficiency is assessed regularly using PM Benchmarks, the *Scholastic Lexile Reading Assessment*, and a school-wide write based on the B.C. Performance Standards for writing.

HUBS operates an English language support program comprised of eight ELL instructors, who are supervised by the grade 3-5 Program Head. Five work with students in grades 1-4 and three work with grade 5-7 students. In addition, full time teaching assistants are provided to grade K-2 classes, half-time assistants for Grade 3-6, and full-time assistants to boys' classes in grade 8-9.

A Mathematics coordinator along with three support aids provide assistance to grade 5-11 students in overcoming language challenges associated with the mastery of Mathematics concepts and numeracy skills.

Commendation:

The School is commended for the extensive network of support that is provided to students who are struggling with English language acquisition.

4.3 The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 4.3 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

HUBS offers one BAA course entitled English Language Acquisition 10 (YELA10) which all grade 10 students take prior to taking English 10. Course outlines and appropriate approvals were provided and reviewed by the Team.

Two course exemptions taught by three locally certified teachers have been granted for PHE and Arts Education. Exemption letters and evidence of local teacher certification are on file.



4.4 The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (d) of the Agreement; namely, that all B.C. 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 Not Met

Comment:

The Team reviewed planning documents provided by each teacher and determined that they meet requirements. A standard planning template incorporating big ideas, core competencies, content standards, teaching strategies, materials and an assessment plan is utilized extensively. Short term lesson planning, instruction and assessment appeared to be consistent with unit plans. There was considerable evidence that students are being engaged in a variety of learning experiences.

The Team noted the many fine displays of student work in classrooms and student art work in the corridors of the school. A Science Fair (grade 4-11) and a Parent Expo (parents watch and participate in a class in action) are held annually. These send a strong message to parents, especially those who may have more traditional views about learning and assessment, that students can demonstrate their learning in a variety of ways and that quality work is to be showcased and celebrated.

The staff undertake a number of initiatives that help with grade to grade transitions and vertical alignment of competency development and concept attainment. A systematic “writers workshop” is introduced in grade 1 and continues through grade 7. There are plans to expand this to the upper grades. CAFÉ (Comprehension, Accuracy, Fluency, Expand Vocabulary), a program that makes students aware of the reading strengths and areas of focus is in place from grade 1-7. At the end of each year, teachers complete a transitions plan and a “PASS-ON” folder of student work samples that is provided to the teacher of the next grade. The plan summarizes student areas of strength, and areas to develop or monitor. An inventory of essential or minimal Mathematics skills that students should have at the start of each grade have been identified. The School’s Mathematics coordinator, in addition to providing support to students, also provides planning and instructional support to teachers at every grade level.

Teachers are also well supported by the leadership of their B.C. program heads in terms of curriculum coordination, instructional strategies and assessment practices.

The School has culturally mandated gender separation classes beginning in Grade 4. During their classroom visits, the Team noted that a number of staff appear to be experiencing challenges in actively engaging some of the boys’ classes in productive learning.

Commendation:

The School is to be commended for their thorough attention to grade to grade transition of



students, systematic approaches to the teaching of reading, writing and numeracy, and to the vertical alignment of competency development and concept attainment.

The staff is to be commended for their thoroughness in planning for instruction and for providing stimulating and engaging learning environments for their students.

The School is also to be commended for the high level of support provided to its teachers in terms of curriculum coordination, instructional strategies and assessment practices.

4.5 The School meets the instructional time allotments requirements as outlined in section 4.5 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 Not Met

Comment:

The School meets or exceeds the 850-hour time allotment at all grade levels. There are 184 instructional days during the school year of which 22 days occur during Ramadhan. Instructional hours are shorter during those days and adjustments are made to the remaining 162 days in order to meet requirements.

The School has had to be very creative in scheduling the school day. There are staggered lunch hours and recess time, different schedules for kindergarten, grades 1-7, and grades 8-11. There is culturally mandated gender separation of classes beginning in grade 4. Grades K-5 have the same teacher, co-teaching is scheduled for grades 6-7, and a subject based timetable is in place for grades 8-11.

4.6 The School meets the assessment methods requirements as outlined in section 4.6 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School meets the assessment methods requirements. Validity, reliability, consistency, and accuracy of assessments is maintained through a number of school-wide and cross grade assessments. There is extensive use of achievement data to inform instruction. Reading is assessed continuously using *PM Benchmarks* and the online *Scholastic Lexile Reading Assessment* is done once each term. School-wide writes occur three times per year. Teachers collaborate in pairs for marking, followed by group analysis and discussion of results. Common cross-grade unit assessments are also used in Mathematics, Science, and Social Studies. The School also plans to introduce the “MAP” assessment for English, Mathematics and Science this



year.

Student work samples provide evidence of the use of both formative and summative assessment. Students are able to demonstrate their learning in a variety of ways. The use of performance standards and teacher designed rubrics is extensive. Students are regularly engaged in conversations about what quality work should look like, and they actively participate in self-assessment.

Grade 11 students will write the Provincial Numeracy Assessment in June of 2018. In preparation, students spend the first ten minutes of each class practising sample problems similar to questions anticipated to be on the assessment. Preparation will increase as the assessment date gets closer.

Commendation:

The staff is to be commended for their efforts to improve on their well-developed assessment practices and using achievement data to inform instruction and learning design.

4.7 The School meets the learning resources requirements as outlined in section 4.7 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

Learning resources appear to suitably meet requirements in order to effectively deliver the B.C. curriculum. As an expanding school in a new building (adding a new grade each year) the School has had to cope with challenges in the ordering and timely delivery of resources brought on by not only the geographic distance from suppliers, but also the political embargoes imposed on the country of Qatar.

Cultural sensitivity is a significant issue when selecting resources. The School has developed a policy for the review and selection of resources, and a learning resources review committee is in place.

The addition of grade 12 next year, and larger cohorts in grade 10-11 in the coming years will necessitate the purchase of additional equipment and resources. Equipment for the senior sciences will require particular attention. It is suggested that the School consider resources for “virtual” labs as a possible alternative to the purchase of some Science equipment.

Classroom resources

Classrooms appear to be well supplied with learning resources and equipment. Teachers receive an annual budget that allows them to invest in visuals and lesson aids to be displayed in the classroom, subscriptions to online teacher resources, and various other items to support



learning. The library also carries class sets of Mathematics manipulatives, Science kits, DVD's and various other classroom and teacher resources which may be signed out as needed.

Library

The School has two libraries staffed by a librarian and an assistant. The grade K-3 library has a healthy inventory of levelled fiction books for students as well as teacher resources focussed on developing literacy skills. The grade 4-12 library is in its early stages of growth and development, and will require significant resourcing if it is to become a centre for study research and inquiry based learning that can serve the needs of B.C.'s graduation program. There is a need to significantly expand the number of fiction and non-fiction titles available to students. Arrangements have been made to access online data bases through the *Qatar National Library*. The School should consider the role of the library and the adjacent computer equipped "inquiry room" in supporting the B.C. curriculum as part of an overall technology plan for the school.

Technology

It is apparent that the staff and administration are fully committed to the notion that the use of technology is an integral part of the teaching and learning process. Through their support of the purchase of hardware, software and infrastructure, the ownership of the School has demonstrated its commitment as well. Teachers use technology extensively in their lesson design. LCD projectors are installed in grades 1-3 classrooms and Smartboards are provided for grades 4-11. There is a considerable inventory of classroom document cameras, printers, stationary labs, and mobile labs available for use. Two technicians and a .5 FTE technology support teacher help ensure that hardware and infrastructure is functioning and that teachers are supported in terms of using the technology as part of the teaching and learning process. Wireless connectivity remains a work in progress. The School is awaiting the installation of a fibre optic broadband internet connection which is yet to be supplied to the area in which the school is located. In addition, issues with connectivity within the school building are still being resolved.

The School has made a good start in supplying the necessary hardware, software and infrastructure necessary to make the use of technology an integral part of the teaching and learning process. The School would benefit from developing a vision and long-term plan that provides guidance and direction in terms of future acquisitions and the way technology might be used to support teaching, learning and the new curriculum. Development of information literacy skills and the new K-12 Applied Design, Skills and Technology curriculum should be incorporated into the plan. The role of the school library should also be part of the conversation.



4.8 The School meets the student progress report requirements as outlined in section 4.8 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The School meets the student progress report requirements. Formal student progress reports are issued three times each year. Parent teacher conferences are scheduled each fall and an interim report is provided in late January. Considerable effort is made to ensure that parents understand how student performance is assessed in the B.C. program.

Communication with parents is regular, frequent, and occurs in a variety of ways including, but not limited to telephone calls, parent meetings (often also attended by B.C. program heads) and emails. The *Plus Portal* parent communication module of the School's student information system is being introduced this year. This will provide a standard means of regular communication that will become familiar to parents.

The School has undertaken a number of initiatives designed to have parents become more involved in their children's education at home, including workshops/presentations by Program staff on how to support their learning, lectures by the school's founder on parenting and an annual open house that describes the program, class expectations, and parent involvement.

POLICY DEVELOPMENT 5.0

5.1 The School meets the parent/student handbook requirements as outlined in section 5.1 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

The parent/student handbook is a well written and organized publication that welcomes parents and students to the school, explains the vision and mission and lists the School policies and student services. It also informs parents of items that they are directly involved in, for example, pick up/drop off policies, home communications, parent conferences, etc. The handbook is available to parents and students on the website at:

<http://hayatschool.com/qatar/qatarmain.htm>

Commendation:

The School is commended on an well written parent/student handbook that contains all the information a family needs to enroll their children and fulfill their family responsibilities.



5.2 The School meets the teacher handbook requirements as outlined in section 5.2 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met

Comment:

All new teachers are given a copy of the *International Staff Handout* (booklet), which provides valuable information prior to leaving, travelling and working/living in Qatar. The School has also developed an online Operations Manual that is accessible by all staff. This Google Docs publication contains all the policies of the School under 11 main sections:

1. Purpose, Governance and Administration
2. Support Services
3. Human Resources
4. Curriculum and Instruction
5. Cocurricular and Extracurricular programs
6. Assessment
7. Student Well Being
8. Learning Resources
9. Community and Parent Partnerships
10. Student Registration
11. Fillable and Printable Forms

This publication contains all the information a typical teacher handbook would contain, and it is more easily accessible by the teachers. It is also more easily updated by the school administration.

Commendation:

The School is commended on having an extremely well-organized Operations Manual that is easy to read and understand. Publishing the document using Google Docs allows it to be instantly available for reference to the teachers and other staff.

COURSE ACCREDITED VIA DISTRIBUTED LEARNING 6.0

6.1 The School meets the Distributed Learning requirements as outlined in section 18 of the Agreement and Section 6 of the Inspection Catalogue for offshore schools.

Requirement Met Requirement Not Met Not Applicable

Comment:

The School does not offer any distributed learning courses.



CONCLUSION

Commendations

The Inspection Team wishes to recognize the owner/operator, principal and staff of Hayat Universal School for:

- action steps taken to focus Pro-D on the new curriculum and for implementing strategies to help ensure consistency among the teaching staff with respect to planning, teaching and assessing,
- a well thought out business plan to ensure the further growth and sustainability of the School,
- managing the School in a systematic and organized manner that ensure adherence to the B.C. Ministry of Education requirements,
- the relationship between the OSR and HUBS and the good advice the OSR has provided to the owner/operator on the development and building of the new school facility,
- fully embracing the new grade K-9 B.C. curriculum and for their high level of collaboration in planning for instruction, sharing lesson ideas and assessment practices that use achievement data to inform instruction and learning design,
- thorough attention to grade to grade transition of students, systematic approaches to the teaching of reading, writing and numeracy, and to the vertical alignment of competency development and concept attainment,
- for their thoroughness in planning for instruction,
- a B.C. program administration team that provides a high level of support to teachers in terms of curriculum coordination, instructional strategies and assessment practices,
- an extensive network of support that is provided to students who are struggling with English language acquisition,
- an owner/operator who has invested considerably in the building of the new school facility to support the learning and education of students,
- excellent record-keeping of student and teacher files and other administrative policies and documents essential to the efficient operation of a school,
- efforts to improve on their well-developed assessment practices and using achievement data to inform instruction and learning design,

SUMMATIVE RECOMMENDATION

The Offshore Inspection Team recommends to the Executive Director of International Education that the British Columbia education program offered at Hayat Universal School continue to be recognized as a British Columbia-certified school.

