INTRODUCTION

On December 1-3, 2019, 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 whether the requirements for the British Columbia (BC) education program have been met, according to the BC Global Education Program – Offshore Schools Certification Agreement. The inspection team (the Team), appointed by the Executive Director of Independent Schools and International Education, British Columbia Ministry of Education (MoE) in accordance with the BC Global Education Program – Offshore Schools Certification Agreement (the Agreement), consisted of Mr. Alan Schroeder and Mr. Terence Sullivan who also served as Chair.

The School’s BC program has an enrolment of 908 students, in Grades 1 to 12. The School also contains a Kindergarten program with an enrollment of 131 students which is not included in the BC Certification Agreement. Most of the students in the School enroll through the kindergarten program. The entire School, comprising the BC and Kindergarten program, enrolls 1039 students.

During their visit to the School, the Team reviewed all standards required in the BC Global Education Program – Offshore Schools Certification Agreement and Operating Manual and met with the School’s Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers and some members of the support staff.

The Owner/Operator, EduGlobe Corporation, is responsible for the BC program. EduGlobe also has a second school in Kuwait and is planning a second BC offshore school in Qatar.
The School has developed a Mission which states:

“We provide a high quality bilingual Canadian education that integrates core subjects and life skills, knowledge and application, and cultural identity and openness; all interweaved to develop our students to be well-rounded individuals and life-long learners prepared for the challenging future.”

The 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:
There were no requirements for the School in the previous inspection report. However, there were a number of suggestions which were responded to comprehensively by the school. Teachers and administrators have been involved in discussions on a definition of high-quality learning, the OSR has provided practices and resources developed for BC schools and has delivered several professional development sessions on the new BC curriculum, regularly visits classrooms and provides feedback sessions to teachers. Administrators and program heads have attended professional development sessions consistent with the philosophy of the new BC curriculum. The OSR has made five visits to the school during the past year.

BUSINESS PLAN 1.0

| The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program. |
| Requirement Met | Requirement Not Met |

Comment:
The School is operating at 100% capacity and there is strong demand for entry into the School’s kindergarten program, so it is not necessary for the School to perform marketing activities. Enrolment capacity is prescribed by the Qatari Ministry of Education based on building size, so the School is unable to increase enrolment.

The Owner/Operator has, however, informed the Ministry of its desire to establish a second BC offshore school in Doha to begin operations in September 2020 at the location of the School’s old campus. Full renovations to the facility are underway and are expected to be completed within the next couple of months. The Owner/Operator is currently working on approvals with both the local authorities and with the BC Ministry of Education.
## INSPECTION CATALOGUE 2.0

### 2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).

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**Comment:**
The Owner/Operator was present in the school throughout the inspection. The Owner/Operator has also been generous in the administrative support for the School, professional development opportunities for staff and administration and appointing a qualified Offshore School Representative.

**Commendation:**
The Team commends the Owner/Operator for her generous support for administrative positions at the School and for her support of professional development initiatives by the Principal and Offshore School Representative.

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

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**Comment:**
The School has on file a letter issued by the Qatar Ministry of Education and Higher Education dated November 1st, 2017 with its translation authenticated by the Qatar Ministry of Foreign Affairs and attested by the Canadian Embassy in Qatar. The Qatar Ministry of Education must approve all staff hired by HUBS including all BC teachers.

Each year the School must go through a process for approval of a civil defence license which must be received prior to the process for approval of an educational license. The School is presently going through those annual approval processes.

### 2.04 The School meets local building, safety and cafeteria codes and regulations. The facilities are deemed to be suitable to support the BC program.

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**Comment:**
The School has in place an agreement for catering services dated May 1, 2018 which expires on July 1, 2021. The agreement contains a clause requiring Food Handlers Certification which must be produced on demand to representatives of the school or government officials. The
School has a commercial license to operate from the Ministry of Education and Higher Education and is presently going through a process for its education license.

The School has in place extensive evacuation plans which may result from civil or natural disruptions. The plans include processes for the removal and relocation of staff and students in the event of any temporary or permanent closure of the school facilities. Plans have been vetted by the Offshore School Representative.

### 2.05 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.

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Comment:
The Offshore School Representative (OSR) has extensive experience in the Province of British Columbia as an elementary and secondary teacher and administrator as well as experience as a central office administrator. The OSR has brought her educational and administrative experience to the fulfilment of all of her responsibilities in the role of Offshore School Representative for the school. She has made five extended visits to the school since her appointment in August 2018.

The Offshore School Representative 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. The School is fortunate to have an educator with such an extensive and broad educational background.

Commendation:
The OSR is to be commended for the depth of her commitment and ongoing support for the implementation of the new BC curriculum at the School.

### 2.06 The Principal meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

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Comment:
The Principal has 31 years of experience as a teacher, school administrator and district administrator in the Province of British Columbia. He has extensive experience at both the elementary and secondary level and considerable experience in the areas of special education and alternative education. He has been the Principal of Hayat Universal School for...
the past seven years. He meets the requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

### 2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

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Comment:
The School has four BC program heads, four subject program heads, two support and grade level team leaders, a vice principal who has the responsibilities for the Arabic program as well as supporting the Principal in the operation of the school, three Arabic program coordinators, a registration/PR supervisor, an education technology coordinator, an instructional materials platform project leader and a going green coordinator. The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

Commendation:
The Team commends the administrative support staff for their professionalism, organization of teacher and student documentation in support of the inspection process.

### 2.08 The School meets the Student Record requirements as outlined in section 2.08 of the Inspection Catalogue for offshore schools.

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Comment:
The Team examined student files representing all grade levels in the school. All files examined contained the updated student and parent consent forms and met the student record requirements as outlined in section 2.08 of the inspection catalogue.

### 2.09-2.14 The School meets the teacher certification requirements as outlined in sections 2.09-2.14 of the inspection catalogue for offshore schools.

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Comment:
The files were reviewed of all BC staff and administrators involved in the delivery of the BC program at the school. There are presently nine teachers with exemptions from the BC Ministry of Education.
The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.

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<th>2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.</th>
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| Comment: Curriculum implementation, including establishing more consistency in teaching core competencies and incorporating self-assessment, has been a primary focus for the School over the past year. It has provided extensive professional development offerings to its staff as a group and individually. The School contracted Sue Bannister, the creator of the Successful Learner Trait Framework, to develop resources for the School. The Offshore School Representative delivered professional development workshops at the School in January, April and June 2019. The School has brought in experts from British Columbia to provide training and act as advisors. It has provided time and funding to staff to attend learning events worldwide. The School’s three academic “BC heads” (vice principal equivalent) conduct frequent classroom observations and model desired teaching practices in classes of teachers who request or require support with respect to new curriculum implementation. There are weekly team communications meetings at each grade level.

Responding to the recognized need to better prepare students with skills to succeed in the digital future, the School made a significant investment with the procurement of computers and tablet devices that are accessible to students at all grade levels. As some teachers have more experience than others with various available academic software applications, the Team was pleased to see multiple examples of team teaching in which an experienced teacher modelled the use of software applications to the inexperienced teacher’s class.

It was clear to the Team that the School’s efforts have been bearing fruit. Through classroom observations and review of curricular planning documentation, the Team verified that staff at all levels are using planning documentation that reflects all required elements of the new curriculum model. Through classroom observation and in discussion with teachers, the team was pleased to see many teachers actively discussing core competencies with students in class. The Team was also pleased at the level of fluency with which many teachers were able to discuss with inspectors the integration of core competencies into the learning environment.

| Commendation: The Team commends the School for the extensive professional development provided to staff over the past year in support of curriculum implementation. |
### 2.18 The School meets the requirements for English language assessment and acquisition as outlined in section 2.18 of the inspection catalogue for offshore schools.

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**Comment:**
The School has a pre-K program which children enter at age 2 years nine months, a K1 program which children enter at three years nine months and a K2 program which children enter at four years nine months. All students have an entry test at the point they applied to register at the School. They are not reassessed if they register prior to Grade 1. Teachers assess students’ language proficiency in English during the course of their regular subject instruction. The School has some pull out programs in reading at the elementary and secondary levels. A significant majority of the students in the secondary program entered the School through the preschool program.

### 2.19(a-e) The School meets the course credit requirements (equivalency, challenge, exemptions and BAA courses) as outlined in section 2.19 of the inspection catalogue for offshore schools.

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**Comment:**
The Team confirms that the School meets the course credit requirements as outlined in section 2.19 of the inspection catalogue for offshore schools.

The School offers the following courses exempted from requiring delivery by BC-certified teachers: Physical and Health Education 1-12 and Fine Arts 1-12. Course exemption letters issued by the Ministry are on file and course outlines are available in English and were reviewed by the Team.

The School currently does not offer any Board Authority Approved (BAA) courses, nor does it offer the opportunity for students to challenge courses.
2.19(f-g) The School meets the course overview/course planning requirements as outlined in Schedule B Part I, 2. (e) of the Agreement; namely, that all BC program courses offered in the School meet or exceed the ministry learning outcomes/learning standards identified in the educational program guides for each course.

☐ Requirement Met  ☐ Requirement Not Met

Comment:
In response to a suggestion made by a previous inspection team, the School enhanced its lesson planning template by adding sections for core competencies and First Peoples Principles of Learning as well as detailing formative and summative assessment and differentiation strategies.

The Team reviewed unit and lesson planning documentation and confirmed that the documentation demonstrates compliance with the new curriculum. However, the Inspection Team encourages teachers to continue to make efforts to elaborate on the content entered into many sections of the planning template, particularly core competencies, First People’s Principles of Learning (where appropriate) and formative/summative assessment strategies, all focus areas at the School this year.

There was considerable evidence of the use of teaching strategies that actively engaged students in rich and varied learning experiences.

Competency display posters are mounted on classroom walls throughout the school.

2.20 The School meets the instructional time allotment 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 Team verified that the School offers 850 hours of instructional time each year for students in Grades 1-7, 891 hours for students in Grades 8-9 and 920 hours of instructional time each year to students in Grades 10-12. All grade levels meet or exceed the required number of instructional hours per year.
2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.

☑ Requirement Met  ☐ Requirement Not Met

Comment:
Students demonstrate their learning in a variety of ways and receive regular and frequent feedback. The Team observed evidence of the use of formative and summative assessment practices. The Team observed use of student self-reflection and self-assessment as part of development of core competencies.

The Team observed a wide variety of creative examples of student learning on classroom walls and in student files. The use of achievement indicators and rubrics, derived from performance standards, designed by teachers or drawn from other sources, was apparent.

The School uses a variety of common assessments to measure student achievement including PM Benchmark, Literacy Pro, MAP testing, school-wide writes with team marking, math unit tests developed by the math department head and Grades 4-7 common assessments for science, new to this year.

Students began taking the Graduation Numeracy Assessment in the 2017/18 school year and the Grade 10 Graduation Literacy Assessment in November 2019.

At the Grade 2-8 levels, the School holds grade-wide writes three times each year, and after term 3 for Grade one students. Teachers provide formative assessment and students do a self-reflection following each writing.

2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

☑ Requirement Met  ☐ Requirement Not Met

Comment:
The School meets the learning resources requirements. Classroom walls are adorned with resources aimed at supporting learning in the various curricular areas as well as the broader aims of the school.

Technology is used throughout the School to support learning. Smart boards, projectors, document cameras, and laptops are used by teachers and students, and a wide variety of digital resources such as Brainpop, Raz-Kids, MAP Assessment for the BC curriculum, Lexile, Class Dojo, Kahoot and Scratch enhance student learning.
There are two libraries: one for pre-K to Grade 3 and another for Grade 4 to 12. This is the second year the School has been in operation at its new location and consequently the collection has not yet reached its optimal size, though a three-year plan has been established and sufficient resources committed to ensure the collection expands.

New resources being considered for adoption are brought before the literature selection committee where they are vetted for content considered unsuitable for the Muslim population the School serves. When content of concern is found it is either redacted, entire page(s) removed, or the book deemed unsuitable and therefore not adopted. The Principal signs off on all learning resources.

The School provides adequate classroom supplies to support learning. The School has a clear resource acquisition policy with all reasonable requests approved. Some items are not readily available in Qatar, so teachers are encouraged to bring supplies back with them from overseas trips and be reimbursed for their purchases. International procurement of lab materials can require considerable lead time, so orders for next year’s supplies are made several months in advance.

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<th>2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.</th>
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Comment:
The School issues three formal report cards at the end of each of the School’s three terms and two interim reports mid-way through the first and second terms. Parent-teacher conferences are organized in the fall after the first interim report is issued. The School sends progress reports home with students in bilingual report card envelopes. To enhance parent awareness of and engagement with their children’s academic performance, it encourages parents to sign and return the envelope; classes with the highest proportion of returned envelopes within a given period of time receive an incentive. The Team confirmed that all students in Grades 1-9 complete a year-end self-assessment of core competencies as required under the Student Progress Report Order.

Parents and students have ongoing access to all student evaluations via the PlusPortal online student information system.
### 2.24 The School meets the parent/student handbook requirements as outlined in section 2.24 of the inspection catalogue for offshore schools.

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**Comment:**
The parent/student handbook has been updated as required. The handbook is online for parents to view and is sent home with each student. The handbook contains policies on assessment, admissions, and dispute resolution. The School has also a comprehensive policy on assessment and supervision. The School meets the parent/student handbook requirements.

### 2.25 The School meets the teacher handbook requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.

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**Comment:**
The School has printed two handbooks for staff. One is an international staff handbook and the other is a staff operation manual.

The international staff handbook is a valuable compendium of information for new staff. It contains a section on what staff need to know prior to leaving their country of origin; everything including clothes, resources to bring, documents, personal items, etc. The second part includes information on travel arrangements and what staff need to know about travelling to Qatar. The third section contains valuable orientation information on living and working in Qatar.

The staff handbook and other appendices include policies on assessment and reporting, admissions to the program, learning resources, a code of conduct, policies on teacher and administrator evaluation, student supervision and the statement of provincial disclaimer regarding the employer/employee relationship with teachers.

**Commendation:**
The Team commends the School for providing an international staff handbook which new teachers receive prior to travelling to Qatar. The handbook contains valuable information for new teachers which helps to prepare them for orientation and living in Qatar.
2.26 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.26 of the inspection catalogue for offshore schools.

☐ Requirement Met ☐ Requirement Not Met ☒ Not Applicable

Comment:
The School does not have any distributed learning students.

CONCLUSION

Commendations

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

- the OSR’s depth of commitment and ongoing support for the implementation of the new BC curriculum at the school;
- the generous support of the Owner/Operator for administrative positions at the school and for her support of professional development initiatives by the Principal and Offshore School Representative;
- the professionalism and organization of teacher and student documentation by the administration and support staff in support of the inspection process;
- for the extensive professional development provided to staff over the past year in support of curriculum implementation; and
- providing an international staff handbook which new teachers receive prior to travelling to Qatar. The handbook contains valuable information for new teachers which helps to prepare them for orientation and living in Qatar.

SUMMATIVE RECOMMENDATION

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