

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

HAYAT UNIVERSAL SCHOOL

DOHA

QATAR

DECEMBER 6–8, 2020

## INTRODUCTION

On December 6-8, 2020, an online 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 Hugh Gloster and Edward Noot, who served as the Team Chair.

The School's BC program has an enrolment of 828 students, in grades 1-12. The School also contains a preschool/kindergarten program with an enrollment of 214 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 1042 students.

During the online inspection of 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 heads, BC teachers and BC program students.

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



The BC program's philosophy, objectives and special features are encapsulated in the School's mission to: *provide a high quality bilingual Canadian education that integrates core subjects and life skills, knowledge and application, and cultural identity and openness; all interweaved to develop our students to be well-rounded individuals and life-long learners prepared for the challenging future.* The Team noted with appreciation the School's well articulated Graduate Profile which articulates desired outcomes for graduates becoming effective communicators, reflective thinkers, responsible individuals and global Muslims.

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

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input checked="" type="checkbox"/> Not Applicable
<p>Comment:</p> <p>The previous report contained no requirements, however, several suggestions were made, and the School provided a detailed description of their positive response to each suggestion.</p> <p>Like schools in British Columbia, HUBS shifted to online learning with the onset of the pandemic, however, unlike BC, students in Qatar have only returned to in-class instruction on a part-time basis, with the balance of instruction happening online.</p> <p>The Team noted that since the last inspection the School has achieved full accreditation with the Council of International Schools, which meets their Qatari school certification requirement.</p>			
<p>Commendation:</p> <p>The School has achieved full accreditation with the Council of International Schools, which meets their Qatari school certification requirement.</p>			

## BUSINESS PLAN 1.0

<b>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The School has developed a sound business plan predicated on the strong historic demand for enrolment. The Qatari Ministry of Education and Higher Education has limited overall</p>		



school enrolment at this campus to 1000 students, due to available outdoor playground space. As such, the School is currently running slightly 'over capacity' and will continue to manage their enrolment to operate within the prescribed limit.

The Owner/Operator has, however, informed the Ministry of its desire to establish a second BC offshore school in Doha. The new campus is fully constructed, and the School is slated to begin operations in September 2021. The Owner/Operator is currently working on approvals with both the local authorities and with the BC Ministry of Education. Plans are for this campus to be an all girls pre-K to grade 12 program for up to 1200 students.

## 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).

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

The Owner/Operator was represented by their CEO throughout the online inspection. The Owner/ Operator consistently demonstrates solid support for the program, providing resources and professional development as required. The Team enjoyed their engagement with the CEO, who demonstrated profound understanding of the BC program and the inspection process.

The Team confirms that the Owner/Operator meets the criteria listed in section 5 and Schedule A of the Agreement.

### 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.

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

The School has on file a letter issued by the Qatar Ministry of Education and Higher Education dated November 1, 2017 with its translation authenticated by the Qatar Ministry of Foreign Affairs and attested by the Canadian Embassy in Qatar. This letter represents local approval and support for the BC program at HUBS. The School also has an operating licence that provides for ongoing operation of this approved BC Program. In addition to BC Teacher Certification Branch (TCB) certification requirements, the Qatar Ministry of Education approves all staff hired by HUBS including all BC teachers.



**2.04-2.05 The School meets local building, safety and cafeteria 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 4-storey campus contains a variety of spaces, both educational and administrative, to support the educational enterprise including classrooms, labs, speciality rooms, gyms, shaded outdoor play areas, offices, libraries and cafeterias.

The Team reviewed written local government authority to occupy the buildings at the School as well as a license from the local authority to provide cafeteria food services. The Team also reviewed a fire safety compliance certificate.

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.

The Inspector confirmed that the School follows all local COVID-19 safety protocols. The School has regularly scheduled emergency drills for fire evacuation, hold and secure and lockdown protocols.

Like schools around the world, HUBS was forced to quickly shift to online learning in the spring of 2020. Expectations were for a full return to in-class instruction in September 2020. Shortly before school was about to open Qatari officials announced strict restrictions to building capacity and class sizes necessitating a rapid shift to a blended learning model, with students in class part-time in small cohorts. The Inspector confirmed that the School is in compliance with all national, provincial and municipal COVID-19 safety protocols. The School is commended for successfully shifting to a well-designed blended learning program for the 2020/21 school year.

**Commendation:**

The School is commended for successfully making the shift to a well-designed blended learning program for the 2020/21 school year.



**2.06 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.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The Owner/Operator appointed an experienced individual to act as Offshore School representative (OSR). The OSR meets the requirements set out in section 1 of the Agreement and has been confirmed by the BC MoE as suitable for this position.

The OSR contract was renewed and runs through June 2022. The OSR supports hiring staff and is instrumental in providing ongoing professional development and support to school staff. The OSR visits the school regularly, although has not been present during pandemic travel restrictions. The OSR participated in this online inspection.

The Team confirms that the OSR is knowledgeable about all aspects of the School's operations and all related aspects of the Owner/Operator's business operations. She is fully aware of her obligation to report critical information relating to changes in the operation of the School or ownership structure that could significantly impact the School's operation.

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

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

**Comment:**

The Principal has 32 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 eight years. He meets all requirements as outlined in section 2.06 of the inspection catalogue for offshore schools.

He has his valid Certificate of Qualification from the BC Teacher Certification Branch (TCB) and meets the requirements outlined in the Agreement.

The Team appreciated that the Principal was very well prepared for this inspection and was passionate in his support of the BC program.



The job description is comprehensive and clear, outlining all elements required in the Agreement. The Team notes that the School has considered questions regarding leadership stability and well-planned leadership succession.

The Principal has initiated a system of distributed leadership that allows several staff to utilize and develop leadership skills throughout the school by participating in decision making, offering professional development workshops for other staff, mentoring colleagues and the like.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School has an extensive team of program support roles including: four BC program heads; two subject program heads; three subject coordinators; one support team leader; an inquiry-based learning coordinator (grade 8-12); an education technology (K-grade 7)/Digital Citizenship (grade 1-12) coordinator; an instructional materials platform project leader; 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 and a registration/PR supervisor.

It is important that the School work on developing consensus within the BC leadership team and teachers on the new approaches being introduced. The leadership team needs to ensure they are aligned in their approaches and messages to staff.

In addition, the School has multiple support personnel in the areas of administration, HR, business and finance.

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

**Commendation:**

The extensive network of program support roles is impressive and commendable.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School verified that student files are securely stored and properly backed up. The online inspection process allowed for the Inspector to view only limited files. They are maintained by the administrative assistant and contain all required elements including the newly developed personal information consent forms for parents and students.

The School utilizes Windsor Tess administrative software to manage student data.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team confirmed that **not all** authorized persons under the Agreement possess valid and current certification under the Ministry of Education.

The Team confirms that 34 BC program teachers hold valid COQs, while eight are awaiting certification and authorized under a letter of exemption. HUBS admin staff are supporting the TCB application process and working with the applicants to complete the process. The Team confirmed that the authorization with the Ministry of Education for two teachers was still pending. The School must always ensure that only teachers holding certification from the Teacher Certification Branch or letters of exemption from the International Education Branch teach in the BC education program.

All locally certified teachers have evidence of certification and local criminal records checks on file. Please note that the BC MoE will require certified translations of these certificates in the future.

Staff contracts were reviewed and found to be comprehensive, addressing all the required areas.

Staff turnover at the School is not currently an area of concern, with the School benefiting from strong teacher retention. The Team appreciated that the teaching staff are highly committed to building a strong program and to maintaining a positive school culture.



Teacher files are in order and well maintained and evidence suggests that teacher evaluations are occurring as per school policy. A principal evaluation, to be overseen by the OSR, was planned for this year but has been deferred because of the pandemic.

**Commendation:**

The teachers are highly committed to building a strong program and to maintaining a positive school culture.

**Requirement:**

Confirming that all teachers are duly authorized as the school currently has two teachers whose authorization is still pending.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The Team reviewed a variety of teacher planning documents and engaged in conversations with teachers and administrators, all of which confirmed that the new curriculum is being implemented at all grade levels. Teachers were well-versed in the difference between a content-based, versus a concept-based and competency-driven approach. There was also evidence of significant efforts to actively engage students in inquiry-based activities.

The efforts that have been made over the past two years supporting curricular implementation, including professional development sessions and the engagement of external consultants, are particularly noteworthy. Efforts have also been made to introduce levels of consistency in teacher planning to help ensure that all curricular components are being considered in every classroom.

The inspection process confirmed that the leadership team, along with many of the teachers, were reflecting on their own practice and were quite willing to identify areas for further growth and development. An obvious example of this relates to the inclusion of the First Peoples Principles of Learning and creating a level of relevance for students. The challenge becomes even greater when much of the instruction is currently taking place online.

**Commendation:**

The efforts that have been made to provide resources, professional development and mentorship to teachers to support them with various facets of the new BC curriculum.





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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

During the inspection, the Team reviewed the entry assessments that are used for students wishing to gain entry into the BC program from grades 1 to 12. These typically consist of both language and math skills and appear to be age and grade appropriate.

The Team confirmed that a number of strategies are employed to monitor the English language proficiency of students once they are in the program. PM Benchmarks are used in the elementary grades and provide baseline information to measure future progress. School Wide Writes are also planned to be administered on days when the students are on-campus. A number of other tools such as Litpro help to measure reading progress and support students at the elementary and secondary levels.

The School has a support structure to assist students with their English language acquisition, particularly at the elementary level. Recognizing that most of the students entering the BC program in grade 1 have come from the kindergarten program on campus, efforts are made to support the effectiveness of teachers at that level. There is also an Elementary English Support Team consisting of two instructors with parts of their schedules devoted to assisting with English language acquisition for students whether they are on-campus or online.

A significant component of the English language support structure is the use of TA's for students in grades 1 to 7. All TA's received training to support students, particularly with reading and math. Guided reading sessions are also being hosted by TA's as part of their regular routines.

At the grade 8-12 level, students who require support are expected to access teacher tutorial time that is scheduled every afternoon. Teachers are also made aware of the variety of strategies they can employ to assist students who are English language learners.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School is not currently offering any BAA courses under the terms of the Agreement.



The School offers courses in Arts Education and PHE at Grades 8-12 that have been exempted from the requirement to be delivered by BC certified teachers. Course outlines are available in English and demonstrate alignment with the BC learning standards.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team reviewed a selection of lesson plans, unit plans and course overviews during the inspection. While some variety was noted in the templates used for teacher planning, the differences were appropriate based on the grades and courses covered. The Team confirms that all requirements for course planning are in place and the templates are fully aligned with the new BC curriculum.

Sample plans referenced Big Ideas, Curricular Competencies, Core Competencies, First Peoples Principles of Learning and assessment methods. In most cases individual lesson plans also identified inquiry-based questions, global citizenship connections and potential ESL teaching strategies to be used. Interviews with the BC program head teachers, along with department heads and teachers in other leadership roles confirmed that they were being very helpful in supporting colleagues with less experience in the BC program.

During the inspection, interviews were also conducted with teachers to review and discuss their planning and assessment practices. There was clear evidence of a good understanding when talking about core competencies, curricular competencies, content, teaching strategies and assessment methods linked to the redesigned curriculum. Several teachers also shared unique ways they were engaging their students in self-assessment, and the School has adopted approaches to share this information with parents.

Commendation:

The School is commended for the quality of the curriculum planning templates that have been developed to assist teachers in preparing to teach and assess student progress.



**2.22 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 Partially Met

Requirement Not Met

Comment:

Instructional time meets the requirements identified within the legislation. The School reports that students in grades 1-7 receive 853.5 instructional hours per year; those in grades 8 and 9 receive 911.13 hours, while those in grades 10-12 are offered 964.2 hours per year. In all grades, instructional time exceeds the minimum requirement of 850 hours per year.

It was noted that the School is currently limited by the Qatar Government as to the percentage of students who are allowed to attend on campus at any one time. This has resulted in the temporary measure of students receiving a significant amount of their instructional time while at home. In response to this situation, the School developed a detailed plan to ensure the continuity of the educational program for students.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

As a grade 1 – 12 school, assessment practices vary according to the developmental stages of the students. Planning documents indicate that teachers intentionally engage in both formative and summative assessment practices in their classrooms. Students also reported participating in self-assessment, particularly as this relates to their development of their core competencies.

The School is using a variety of summative common assessments this year while students are on campus including PM Benchmark (grades 1-3), Literacy Pro (grades 3-12), schoolwide writes with team marking (grades 1-12), math unit tests developed by the math department head (grades 1-12; unit tests are team-marked in grades 4-12), and science common assessments (grades 4-7, team marked). Science assessments in grades 8-12 are developed by the subject teachers and are reviewed and approved by a school-appointed Advisor for Science, Math and ADST based in BC.

Students take the required Ministry of Education Graduation Grade 10 Numeracy and Literacy Assessments.



In previous years the School has used the MAP (Measure of Academic Proficiency) for the BC curriculum, however, this is suspended at the present time while the School is using a blended learning approach, with students only being on campus for a limited amount of their instructional time. It is worth noting that the School has developed a comprehensive educational plan to support the blended learning program, with specific reference to appropriate assessment (formative versus summative) to be used when conducted online.

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

The BC program heads and subject coordinators work with teachers at each grade level to review student performance information and to design appropriate response plans. Collaboration time is also scheduled on a regular basis for teachers and coordinators to meet to review data and to discuss instruction and assessment practices.

Building on these efforts, teachers, coordinators and school-based common assessment developers are encouraged to continue to work together to ensure instruction and common assessments are aligned, in an effort to best support student success while covering the BC curriculum.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

Recognizing the limitations of an online inspection, learning resources appear to suitably meet the requirements in order to effectively deliver the BC curriculum. Procedures are in place to request resources and anecdotal comments from teachers suggested that they had what they needed to deliver the program. A Literature Selection Committee is also in place to review materials to ensure their appropriateness for use within the predominantly Muslim culture of the population.

The School reported having two libraries: one for kindergarten to grade 3 and the other for grades 4 to 12. Each is structured and equipped to serve the age and grade levels of the students. Unfortunately, due to COVID-19, students are not currently able to borrow and exchange books from the library, however, some individual classrooms have small collections of reading materials that are available for use in class or to support home reading. During the inspection, teachers of primary students did express a desire to increase the availability reading materials within individual classrooms.



The School confirmed that it has an elaborate IT infrastructure along with a fiber optic broadband connection of 120 Mbps to support the educational program. This is particularly important as the Qatar Ministry of Education and Higher Education mandated that a limited number of the students attend on campus on any given day as a result of the pandemic. The School immediately had to develop a plan for making devices such as tablets and Chromebooks available to students so that a blended learning program could be delivered.

Classrooms in the School were reported to be equipped with supplies and technology necessary to support teaching and learning. A detailed strategic plan is also in place identifying technology standards the School is endeavoring to achieve in all teaching spaces.

### **2.25 The School meets the student progress report requirements as outlined in section 2.25 of the inspection catalogue for offshore schools.**

Requirement  
Met

Requirement  
Partially Met

Requirement  
Not Met

#### **Comment:**

The Team noted that due to the pandemic, a directive was received from the Qatar Ministry of Education early in the school year, requiring the introduction of a blended learning model. The timing of this announcement interrupted the normal plan to have an interim report sent home to parents in the early fall followed by an initial round of parent-teacher interviews. Parent meetings have been going ahead to address individual concerns and future parent-teacher conferences will be held online.

For grades 1-7, report cards are issued at the end of each of the three terms, with interim reports being issued in between, as appropriate. For grades 8-12, the School has changed from a three-term to a two-semester school year. In both cases the School meets the student progress report requirements.

Parents are also kept informed about their child's progress through a variety of technologies, including the use of the platform Seesaw for the primary grades and PlusPortals for the grade 4 to 12 population. The latter is the home-school communication module of the School's student information system. It was also reported that teachers routinely email, text and phone parents to keep them updated about the progress of their children.



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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The School has a parent/student handbook which addresses all required areas in sufficient clarity and detail. This handbook is in English and digital and contains appropriate information on such topics as the School's statement of purpose and vision, admissions, communicating with parents, use of digital devices, code of conduct, dispute resolution and required courses for graduation from the BC program. Much of the information included in the handbook is available in Arabic in separate documents.

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

Requirement Met

Requirement Partially Met

Requirement Not Met

**Comment:**

The teacher handbook(s) meet the requirements as outlined in sections 2.25 of the inspection catalogue. It contains the requisite policies on staff dispute resolution, teacher evaluation, principal/vice principal evaluation, human resources policies, student supervision, and student admissions.

The international staff handbook is designed for new staff and contains very comprehensive information for those moving to Qatar for the first time.

**2.28 The School meets the distributed learning requirements as outlined in section 18 of the Agreement and section 2.28 of the inspection catalogue for offshore schools.**

Requirement Met

Requirement Partially Met

Requirement Not Met

Not Applicable

**Comment:**

The School does not offer distributed learning courses.



## CONCLUSION

### Commendations

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

- achieving full accreditation with the Council of International Schools, which meets their Qatari school certification requirement;
- successfully shifting to a well-designed blended learning program for the 2020/21 school year;
- committing to an extensive network of administrative/leadership program support roles;
- engendering the high commitment of teachers to building a strong program and to maintaining a positive school culture;
- the efforts that have been made to provide resources, professional development and mentorship to teachers to support them with various facets of the new BC curriculum; and,
- the quality of the curriculum planning templates that have been developed to assist teachers in preparing to teach and assess student progress.

### Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by March 15, 2021, the Owner/Operator provide the Executive Director of Independent Schools and International Education, responsible for the BC Global Education Program - Offshore Schools, with a plan and timeline for proposed implementation of the following items:

- confirming that all teachers are duly authorized as the School currently has two teachers whose authorization is pending.

#### **NOTE FROM MINISTRY:**

**The requirement listed above has been addressed to the Ministry's satisfaction. This School remains in good standing for the 2020/21 school year.**

### SUMMATIVE RECOMMENDATION

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

