INTRODUCTION

On December 11-12, 2019, a virtual certification inspection was completed on Majestic BC International School in Foshan, Guangdong Province, People’s Republic of China, referred to as the School or MBCIS in this report. This was a virtual inspection, conducted over the internet, with no on-site visit. 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 50 students, in Grades 10 - 12. The BC program is part of a unique larger school, Majestic International College (MIC), that represents a consortium of English language programs that operate independently of any larger Chinese school. In addition to the BC program, Majestic International College houses a British Cambridge High School (A-Level) program, along with an American advanced-placement program that is currently dormant. Total enrolment in the College is 245.

During their visit to the School, the Team, as they were able, 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, Chinese vice principal and BC teachers.

The Owner/Operator, MeiLun International Education Center, represented by Mr. Feng, is responsible for the BC program. The Owner/Operator also oversees the other English language
programs hosted in the college.

The BC program’s mission and vision are to prepare each student with the knowledge, skills, attitudes and vision to be successful, contributing global citizens. The School recognizes the need for a range of positive learning experiences for the optimal development of the whole student. The School seeks to balance academic studies with a focus on physical, social and cultural development. The School seeks to make experiential learning central to students’ understanding of the world around them and seeks to nurture the capacity for self-regulation and happiness within a harmonious learning environment. MBCIS also supports Majestic International College’s values of creativity, cooperation, challenge and cheerfulness.

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

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<th>The School has satisfactorily addressed requirements contained in the previous inspection report.</th>
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Comment:
The School received a routine certification inspection in November 2018, which listed several requirements. A follow up unannounced inspection was conducted in May 2019 and found that significant change had occurred in key areas of the School’s structure and operations, thereby addressing the requirements listed in the previous report. The May 2019 report listed no requirements and offered some suggestions which have been thoughtfully considered by the School.

Commendation:
The Principal and OSR are commended for the positive response to requirements listed in the November 2018 report and to the suggestions contained in the May 2019 report.

**BUSINESS PLAN 1.0**

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<th>The Owner/Operator has submitted a business plan to the BC Ministry of Education, confirming the sustainability of the program.</th>
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Comment:
A business plan has been developed to outline plans for program growth and sustainability. Growth has been slow in the initial years of this program as the School has navigated some challenges involving BC staff and organizational structure. Since the Program will graduate its first class this year it can begin to focus on growth.
The plan calls for increased marketing and connection with local Chinese middle schools, all predicated on a quality program that allows graduates to successfully enter top tier university programs abroad.

**Commendation:**
The Owner/Operator is commended for emphasizing quality of educational program over quantity of students as they seek to grow the Program.

### 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 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.

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**Comment:**
The Team reviewed a letter from the Guicheng Education Bureau, dated January 9, 2017 acknowledging consent and approval for Majestic International College to establish the BC secondary curriculum at the campus in Foshan.

During the inspection, the Offshore School Representative also indicated that MIC is working on updating the agreement with the local authority to align with the language required by the province for local authority approval or no objection.
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.

| ☑ Requirement Met | ☐ Requirement Not Met |

**Comment:**
MBCIS is contained within the facilities of Majestic International College (MIC), which is an 8-building complex located on an 8-acre campus. The MIC campus is impressive, modern, expansive and well equipped.

The MIC campus includes all the necessary facilities to offer the BC program. There are specialty spaces such as science labs, a foods lab, art room, lecture theatre, library and a gymnasium. There is also an artificial turf field, a running track, basketball courts and other open spaces for students. MIC also has other specialty spaces that the BC program can access, such as a model UN room, music rooms, a dance studio and a Maker Space facility along with a BC dedicated computer lab.

The Team reviewed local building, safety, fire and cafeteria codes and permits and confirms compliance with local construction, health, fire and safety regulations.

Emergency preparedness plans were reviewed. The School has clear plans in place for fire, earthquake and security related issues (bomb threat, etc.). Plans include a protocol in the event of an unplanned temporary or permanent closure of the facilities.

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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.

| ☑ Requirement 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 2020. The OSR is instrumental in hiring staff. The OSR was on-site for this virtual inspection.

The OSR confirmed that he is knowledgeable about all aspects of the School’s operations and all related aspects of the Owner/Operator’s business operations; particularly the governance, business and administrative functions of the Owner/Operator’s operation of the School and that he is fully aware of his obligation to report critical information relating to changes in the...
operation of the School or ownership structure that could significantly impact the School’s operation.

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Comment:
The Principal meet all requirements as outlined in the Agreement. She is a BC certified educator with appropriate training and experience.

The job description is comprehensive and clear, outlining all elements required in the Agreement. The Principal has limited teaching duties and engages with specific students on a case by case basis as the school seeks creative and effective ways to meets the needs of learners.

Although the School is small it has appointed a vice principal to provide additional leadership support. This decision provides the potential for leadership continuity into the future and provides the School with a team leadership approach to meet the varying leadership responsibilities.

The previous inspection report suggested moving the Principal’s office into the BC program wing. This move has successfully created more effective communication, a heightened sense of team and more positive staff morale. The previous report also listed a requirement to ensure that the BC Principal had sufficient autonomy to oversee and support the program. While headway has been made in this area, the Owner/Operator is encouraged to further enhance the authority of the BC Principal in any area related to the BC program meeting the requirements of the Agreement.

The Team notes that the staff surveys and interviews indicate a strong appreciation for leadership support and a strong desire for leadership stability at this School. As the School continues to grow and expand it is encouraged to all it can to maintain and enhance leadership continuity.
2.07 The School meets the administrative support requirements as outlined in section 2.07 of the inspection catalogue for offshore schools.

| ☒ Requirement Met | ☐ Requirement Not Met |

Comment:
The School has a full-time, English speaking administrative assistant in the BC office and a director who works with the BC program to liaise with the personnel in the Majestic International College. There is also a Chinese vice principal who works with the BC program principal to deal with issues as they arise. MIC has a principal along with a full complement of staff dealing with areas such as admissions, finance, housing, maintenance and repairs, accounting and human resources.

Harmonious relationships between Chinese and BC program leadership are critical to the success of the BC program and should be nurtured and monitored on a continuous basis.

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

| ☒ Requirement Met | ☐ Requirement Not Met |

Comment:
The catalogue indicates that student files are stored in an administrative office. Selected files were reviewed on a shared drive and were found to be in good order. 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.

While the catalogue indicates that the School meets MoE internet connectivity requirements, it is apparent that staff and students are plagued by connectivity issues that negatively impact learning and teaching.

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.

| ☒ Requirement Met | ☐ Requirement Not Met |

Comment:
The Team confirms that all authorized persons under the Agreement possess valid and current certification under the Ministry of Education.
All 6 BC Program teachers hold valid COQs. All local support staff have evidence of local criminal records checks on file.

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

Staff turnover at the School is not currently an area of concern. The Team reminds the Owner/Operator of the importance of staff continuity to program development. The Team appreciated that the staff are highly committed to building a strong program and to maintaining a positive school culture.

The Team verbally confirmed that all teachers are employed under proper Chinese work permits and Z visas.

Teacher files are in order and well maintained and include evidence that teacher evaluations are occurring as per school policy. A principal evaluation will be conducted this year as per school policy.

2.17 The School meets the requirements for curriculum implementation outlined in section 2.17 of the inspection catalogue for offshore schools.

- Requirement Met  ☑️  Requirement Not Met  ☐

Comment:
The Team reviewed the School’s implementation plan pertaining to the new curriculum and can confirm that the School meets the requirements for implementation in Grades 10-12. Considering a relatively small student population, the School is offering a wide variety of core and elective courses to appeal to student interest.

Several members of the teaching staff completed their university education programs with this curriculum as the focus and they 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 the ‘doing’ part of the curriculum and to personalize the learning for individual students who learn at different rates and in different ways.

Commendation:
The School is commended for the variety of courses being offered to students.
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.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The Team confirmed that the BC Principal has control over the admission of applicants into the program.

Students are subsequently benchmarked using a standardized English assessment at the beginning of the year to provide a baseline to measure future progress. Students also engage in a variety of activities, such as journal writing and school wide writes, so that their achievement throughout the year can be monitored. The online reading comprehension program, Read Theory, is also used by students and the results are communicated to teachers.

The School confirmed that, along with student participation in regular English courses, a variety of supports and interventions are available to assist those who are struggling.

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.

☑ Requirement Met ☐ Requirement Not Met

Comment:
The School is currently not offering any BAA courses or exempted courses taught by Chinese teachers.

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:
The Team confirmed that course overviews for all Grade 10-12 curricula have been updated to reflect revised curriculum components. Teachers have been encouraged to develop their own unique approaches to course overviews and unit planning, and this has resulted in a variety of different templates emerging.
The Team conducted interviews with teachers to review and discuss planning and assessment. There was evidence of long-term planning that included 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 thoughtful ways of sharing this information with parents through report cards and student-led conferences.

Several teachers commented that they are still refining the processes they are using to address First Peoples Principles of Learning and making connections to core competencies.

**Commendation:**
The School is commended for implementing a student and parent reflection activity associated with the student-led conferences.

### 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 School reported that they offer 5 hours and 50 minutes of instruction daily in the BC program, over a school year that consists of 173 days. This results in a total of 1008 hours, which exceeds the required number of instructional hours per year.

Since the last inspection, an additional block of time was added to the BC program’s daily schedule to provide students with more flexibility and choice in selecting elective options. To complement the regular instructional program, the School also offers extra-curricular and co-curricular activities for students.

**Commendation:**
The School is commended for adding an extra block of instructional time to the school day, taught by BC-certified teachers.

### 2.21 The School meets the assessment methods requirements as outlined in section 2.21 of the inspection catalogue for offshore schools.
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<td><strong>Comment:</strong> Planning documents indicate that teachers intentionally engage in formative and summative assessment practices. Students are invited to demonstrate their learning in a variety of ways and receive regular feedback. Teacher interviews and supporting documents affirmed that the use of student self-assessment was also a common practice.</td>
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<td>The Principal is able to access teacher gradebooks throughout the term and monitors both the assessments being used and the achievement levels of the students. It was also reported that teachers use the BC Performance Standards for Grade 10 to assess written work. For Grades 11 and 12, a variety of rubrics are used including the ones formerly in place for provincial exams.</td>
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<td>The Team confirmed that appropriate security and invigilation procedures were in place for the administration of provincial examinations and assessments.</td>
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### 2.22 The School meets the learning resources requirements as outlined in section 2.22 of the inspection catalogue for offshore schools.

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<td><strong>Comment:</strong> The virtual inspection process, including teacher surveys, confirmed that the school is well equipped with print resources such as textbooks, workbooks, library and classroom reading materials. It was also reported that the school is continuing to purchase resources as requested by teachers.</td>
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<td>The Team also confirmed that as of this year the BC program has its own dedicated computer lab with 30 stations. As well, students are invited to bring their own personal computers/tablets to school to support their learning. Unfortunately, issues relating to internet connectivity and unstable Wi-Fi continue to undermine the ability of teachers to deliver the BC program.</td>
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<tr>
<td><strong>Requirement:</strong> The School is required to upgrade the internet and Wi-Fi connectivity within the BC program building to enable teachers to deliver the curriculum as intended.</td>
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### 2.23 The School meets the student progress report requirements as outlined in section 2.23 of the inspection catalogue for offshore schools.
Comment:
The School issues two formal report cards each term, and these are supplemented by ‘In Progress’ reports that are sent out regularly to students who are encountering challenges in their courses.

The Team also reviewed a variety of other communication that is shared with parents to help inform them of the progress of their students, including:

- student Self-Assessments of their Core Competencies;
- numeracy and Literacy Proficiency Scales and Progress Reports; and,
- student-Led Conference Reflection Sheets to be completed by students in advance of the conference and reflected upon by parents afterwards.

The School uses homeroom teachers to provide translation services as needed and all reports and documents are presented in both English and Chinese.

Commendation:
The School is commended for the thorough communication about student progress that is being shared with parents.

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### 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 School has a bilingual parent/student handbook which addresses all required areas in sufficient clarity and detail. It contains appropriate information on such topics as the School’s statement of purpose and vision, admissions, communicating with parents, code of conduct, dispute resolution and required courses for graduation from the BC program.

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### 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 a teacher handbook which addresses all required areas in sufficient detail. This handbook meets the requirements as outlined in sections 2.25 of the inspection catalogue and contains the requisite policies on staff dispute resolution, teacher evaluation, principal/vice principal evaluation, human resources policies, student supervision, and student admissions.

Teacher and principal evaluation policies are in place. Teacher evaluations are underway and will be completed throughout the year as scheduled. The OSR has indicated that the Principal has been evaluated as per school policy.

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 currently has two students who are each taking a distributed learning (DL) course through the School District #73 Business Company – Global Education. One student is taking Science 10 while the other is taking Pre-Calculus 11, and they are under the direct supervision of the BC Principal.

Both students are working on individualized programs where DL allows them more flexibility than taking the courses within the regular timetable.

CONCLUSION

Commendations
The Inspection Team wishes to recognize the Owner/Operator, Principal and staff of Majestic BC International School for:

- the positive response to the recommendations listed in 2018 certification inspection report and to the suggestions listed in the May 2019 report;
- emphasizing quality of educational program over quantity of students as they seek to grow the BC program;
- the variety of courses being offered to students;
- implementing a student and parent reflection activity associated with the student-led conferences;
- adding an extra block of instructional time to the school day, taught by BC-certified teachers; and,
- the thorough communication about student progress that is being shared with parents.

**Requirements**

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by March 31, 2020, 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:

- The School is required to upgrade the internet and Wi-Fi connectivity within the BC program building to enable teachers to deliver the curriculum as intended.

**SUMMATIVE RECOMMENDATION**

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