

# Certification Inspection Report

BRITISH COLUMBIA PROGRAM

*at*

MAJESTIC BC INTERNATIONAL SCHOOL

FOSHAN, GUANGDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

NOVEMBER 19-20, 2020

## INTRODUCTION

On November 19-20, 2020, an online certification inspection was completed on Majestic BC International School (MBCIS) in Foshan, Guangdong Province, People's Republic of China, 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 Susan Dick and Hugh Gloster (Chair).

The School's BC program has an enrolment of 61 students, in grades 10, 11 and 12. The School is housed within Majestic International College (MIC), a purpose-built international school which was established in 2017. The original plan was to offer three different programs, including the UK-based Cambridge high school program, the American Advanced Placement program, and the BC program. Currently all students on campus are enrolled in either the UK or the BC program. The entire school, which houses the BC program, enrolls 251 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 Offshore School Representative (OSR), the host school vice principal, BC Principal, BC teachers, students and support staff.

The Owner/Operator, MeiLun International Education Center, represented by Mr. Feng, is responsible for the BC program. The Owner/Operator also oversees the UK program offered within the Majestic International College.



MBCIS has cooperative partnerships with two local middle schools that have strong English language programs. Also, as a result of connections made by the OSR, the School has an established relationship with The High School at Vancouver Island University as well as with their admissions department.

The BC program’s philosophy, objectives and special features remain consistent with previous years, and include a desire to prepare each student with the knowledge, skills and attitudes to be successful contributing global citizens. They also state that *“The school recognizes the need for a range of positive learning experiences for the optimal development of the whole student. Academic studies will be balanced with a focus on physical, social and cultural development. Experiential learning will be central to students’ understanding of the world around them. The school will nurture the capacity for self-regulation and happiness within a harmonious learning environment.”*

MBCIS also subscribes to 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.

<b>The School has satisfactorily addressed requirements contained in the previous inspection report.</b>			
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met	<input type="checkbox"/> Not Applicable
<p>Comment:</p> <p>As a result of the 2019 inspection, the School was required to upgrade the internet and Wi-Fi connectivity in order to better support the delivery of the BC program. It was reported that MIC responded by installing a dedicated fibre optic line and teachers indicated it was serving them well. It is also noteworthy that the School has taken action in response to the different suggestions that have been made during each of the inspections since it opened.</p>			
<p>Commendation:</p> <p>The School is commended for its responsiveness to the suggestions and requirements that have come from previous inspections.</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 submitted a comprehensive business plan that reviewed a variety of information, including the potential for growth in student enrolment over time.</p> <p>Considering that the School had to deal with a number of challenges associated with the global pandemic, it has done very well to maintain its enrolment at the same level as last year. It was also noted that the determined efforts of the marketing and recruitment team resulted in the largest grade 10 intake of students (30), in the School's history. This bodes well for the future of the School and its long-term sustainability.</p> <p>It was acknowledged that last year was also the first graduating class from the BC program at MBCIS. Despite having to finish the year with the majority of classes being taught virtually, the grade 12 students were very successful and gained entry into a variety of highly ranked western universities. This will help the School to be able to market the BC program in the future and to compete with the other program that is offered on campus.</p> <p>The Team also noted during the inspection that the new Principal, along with the members of the teaching staff, were building positive relationships with the Chinese staff who assist with the recruitment of future students.</p>		
<p>Commendation:</p> <p>The School is commended for the efforts to promote the BC program and to attract a large intake of grade 10 students.</p>		



## INSPECTION CATALOGUE 2.0

<b>2.02 The Owner/Operator meets all requirements as set forth in the BC Global Education Program Offshore Schools Certification Agreement (the Agreement).</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Owner/Operator fulfills the roles and responsibilities described in Section 5 of the <i>British Columbia Global Education Program Operating Manual for Offshore Schools</i>.</p> <p>Unfortunately, the Owner/Operator had a scheduling conflict and wasn't able to participate in this year's inspection. He was represented by the leadership team from Majestic International College during the inspection.</p>		
<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>The Team reviewed a letter from the Guicheng Education Bureau, covering the period 2017-2022, acknowledging consent and approval for Majestic International College to offer the BC secondary curriculum at the campus in Foshan.</p>		
<b>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.</b>		
<input checked="" type="checkbox"/> Requirement Met	<input type="checkbox"/> Requirement Partially Met	<input type="checkbox"/> Requirement Not Met
<p>Comment:</p> <p>MBCIS is located within the facilities of Majestic International College (MIC), which opened in 2017. The College was purpose-built to house international programs on its 8-acre campus. During previous on-site inspections, the facilities were observed to be of a very high quality and to include multiple specialty spaces and recreational facilities. The facilities are more than adequate to offer a quality BC program and considerable additional space is available to accommodate future increases in enrolment.</p> <p>The Team reviewed local building, safety, fire and cafeteria permits and confirms compliance with local construction, health, fire and safety regulations.</p>		



The School has well developed emergency procedures in place, and appropriate practice drills are conducted to prepare for possible scenarios. Plans also exist for how the School will respond in the event of an unplanned temporary or permanent closure of the facilities.

In terms of the response to the COVID-19 pandemic, the School is commended for ensuring the health and safety of all members of the school community. The majority of the BC teachers finished the last school year teaching online from their homes. Despite travel restrictions, by the time of the inspection, the school had a full complement of teachers in place providing direct instruction to their students.

**Commendation:**

The School is commended for the response to the COVID-19 pandemic to ensure the safety of all staff and students.

**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 has appointed an experienced educational leader from BC as the Offshore School Representative. The OSR has worked in both the K-12 sector as a Superintendent of Schools and at the university level as the Dean of a faculty of education.

The OSR is knowledgeable about all aspects of the School's operations and has been very helpful in supporting the school to respond to suggestions made in previous inspection reports. He is also fully aware of his obligation to report critical information relating to changes in the operation of the School or ownership structure.

The global pandemic resulted in many extra challenges for the OSR this year as a number of important BC program staff vacancies had to be filled, including the principalship. The OSR was successful in identifying a strong group of candidates to backfill the vacant positions and he has been directly involved in helping the new teachers to become familiar with the BC curriculum.

**Commendation:**

The OSR is commended for the work done to identify a full complement of teachers to fill the positions that were vacated at the end of last year.



**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 extensive experience in educational leadership, having worked in administration in three Canadian provinces and four cities in China. While this is the Principal's first experience in the BC program, he immersed himself in the curriculum and demonstrated a good understanding of its tenets during the inspection.

The Team also noted the positive relationships the Principal has established with the BC teachers and with the Chinese support staff associated with the program. The Principal has also built relationships with the MIC staff and members of the UK program who share the same campus.

**Commendation:**

The Principal is commended for the work he has been done to foster positive relationships with the Chinese staff and all members of the MIC community.

**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:**

Along with a full-time, non-teaching Principal, the School has also appointed two returning teachers to the positions of Head Teacher and Curriculum Lead Teacher. MBCIS also has a full-time bilingual administrative assistant who works alongside the Principal to ensure all office functions are taken care of. To support the students outside of the regular hours of instruction, Chinese staff also provide supervision during homeroom times, evening study, and while the students are in the dormitories.

MIC has appointed a vice-principal to act as the BC program liaison. The host school also has dedicated staff to cover responsibilities in areas such as human resources, finance, maintenance, admissions and housing.

The School is using the Windsor TESS administrative software platform and they have upgraded their internet connectivity through the installation of a dedicated fibre optic line since the last inspection.



**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 Team examined samples of student files from each of the three grades and verified that each file contained the required elements stated in section 2.09 of the inspection catalogue.

The files were well organized and are updated on a regular basis.

The student and parent consent forms have been updated based on the Ministry guidelines for the 2020/21 school year.

**Commendation:**

The School is commended for the excellent record keeping that is done to ensure all school files are complete and well organized.

**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 reviewed the requirements and confirmed that two of the BC teachers have full certification in place. The other five teachers, including the Principal, have valid Letters of Exemption in place while their applications are under review by the Teacher Certification Branch. The OSR confirmed that he is following up on the status of these applications on a regular basis, as some of the Letters of Exemption will expire in February 2021.

The OSR provides support to the BC program staff who are teaching on Letters of Exemption by providing professional development and remaining in regular communication with the Principal.

During the inspection, the Team also examined the teacher files and found that they meet the requirements as identified in section 2.11 of the inspection catalogue.

The Team confirmed that the Chinese support staff have current criminal record checks in place.



**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 School has worked well to implement the new BC curriculum for grades 10-12. The Team reviewed course outline, course overviews, unit plans, and lesson plans. It also engaged in *Zoom* interviews with teachers, administrative staff, and students from both grades 11 and 12. The teacher planning reflects the foundational principles of the new curriculum.

Implementation is going very well considering the number of new teachers who have joined the School this year. This is noteworthy, considering that with the exception of one, all teachers received their teacher education from jurisdictions outside of British Columbia. In addition, teaching the BC curriculum is new to most of the teachers. With the support and guidance of the OSR, the School Principal and the Curriculum Lead Teacher, teachers have received in-service and encouragement in planning their course documentation that addresses the components of the new curriculum. Each of the teachers expressed enthusiasm for engaging in a different curricular framework, despite their unfamiliarity with it.

**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:**

The School administers an English language exam to all prospective grade 10 students. Student files contain a number of examples of different entrance language exams, including one for grade 9, one for grade 11, and two different grade 10 exams. The exam samples show that the components of listening, vocabulary, grammar, reading and writing are included. It is not clear if an oral English language assessment is also a regular element. The Team would suggest that the School take action to revise and determine its English language assessment and ensure that it is administered by the Principal or a BC-certified teacher under the supervision of the Principal. The assessment and approval for entry into the BC program should be signed-off by the Principal and include the complete date (day, month and year) on which it was administered.

Teachers work hard to support their students in acquiring and improving their English language skills. Along with participation in regular English courses, teachers incorporate learning strategies, activities, and assessments into their lessons which address cross-





curricular communications skills in various forms. Curriculum-specific vocabulary is also introduced and reinforced, and students are expected to use English as much as possible.

The School does not presently offer a specific ELL program to support the students. In the past, students were able to receive English language support through a Literacy Room. There, a staff member would work with the students to support their English language acquisition. Many teachers commented that one of their biggest challenges was the overall lack of English skills of the grade 10 students, and that they would appreciate additional support for those students.

To align with the requirements identified in the Operating Manual for Offshore Schools and the Agreement, the School is required to take action to develop a learning support program to assist students in continuing to develop their English language skills.

Requirement:

The School is required to take action to develop a learning support program to assist students in continuing to develop their English language skills.

**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 or exempted courses taught by Chinese teachers.

**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 curricular documentation providing evidence that grade 10-12 course documents meet the learning standards and requirements laid out on the MoE website. These documents include the Big Ideas, curricular competencies, content, teaching strategies, and formative and summative assessment strategies for each unit of study.



The Team commends the effort of teachers, most of whom are unfamiliar with the new BC curriculum, for researching curriculum documents on the MoE website, and for the thoughtful planning for presentation of the learning program. Curricular documentation and interviews with the teachers indicate that they have aligned their pedagogy with the newly designed curriculum. Students participate in a variety of learning activities such as, critical thinking and self-reflection, project-based learning, teamwork, lab work, posters, various art forms, and presentations.

The Team appreciates the determination that the teachers have exhibited to explicitly include the core competencies in the written planning documents of course overviews, unit plans, and lesson plans. The Team encourages the teachers to further refine their day-to-day intentional use of the core competencies with the learners so that they are aware of them and are able to identify them and use them in their own learning.

First Peoples Principles of Learning are evident in course overviews and unit plans and there are some excellent examples of the First Peoples Principles of Learning being integrated into daily lessons by some teachers. There is still some confusion between First Peoples Principles of Learning as content as opposed to principles of learning.

The Team suggests that the teachers consider learning additional strategies to further incorporate First Peoples Principles of Learning in their planning and daily instructional practice.

Students use technology to support their learning, however, the Team encourages teachers to share with each other their best practices and examples of the ways in which they incorporate technology into their instructional activities.

**Commendation:**

The Team commends the effort of teachers, most of whom are unfamiliar with the new BC curriculum, for researching curriculum documents on the MoE website, and for the thoughtful planning for presentation of the learning program.

The Team appreciates the determination that the teachers have exhibited to explicitly include the core competencies in the written planning documents of course overviews, unit plans, and lesson plans.



**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:

The School provides five hours and 50 minutes of instruction per day over 182 days per year with a total of 1055.6 hours of instruction per school year, which exceeds the MoE requirement of 850 hours.

**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:

Curricular documentation and interviews with teachers indicate that assessment practices provide both formative and summative information. The Team determined assessment methods such as self-reflection, quizzes, tests, presentations, lab reports, research assignments, projects, homework, cross-curricular activities, and essays are some of the ways in which teachers measure student learning. Students receive regular feedback from their teachers and peers.

Assignments are designed to align with curricular competencies and content of the newly designed curriculum. At times, teachers review samples of student work using the rubrics of the BC Performance Standards where possible. The data from the School-Wide Writes also allows teachers, students and parents to acknowledge areas of development and identify areas for improvement.

The Principal makes all the necessary preparations to ensure the invigilation of exams adhere to the invigilation procedures laid out by the MoE.



**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:**

The School is equipped with an extensive library that offers a large number of English print materials that have been selected by both the BC and UK teaching staff. Students are able to borrow books under teacher supervision.

In addition, all classrooms have textbooks and supporting resources available. Teachers expressed some concern with getting new resources in a timely fashion. This situation has no doubt been hampered by the COVID-19 logistics problems. Nonetheless, the Team suggests that the School establish a protocol that allows teachers to order additional library, classroom, and print resources each year through the Principal.

In addition to print resources, the library has a computer lab with 20 computers and the School has its own IT Lab supplied with 30 computers. Each student also brings a personal computer or iPad to support their own learning through technology.

**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:**

Parents are kept well informed about their child's progress at the School. Parents have access to *Schoology*, which allows them the ability to view their child's marks. At least a month before the formal report, In Progress (IP) reports are distributed to the parents of a child who is not progressing as well as expected. The IP Report will outline any areas of weakness that the student is encountering. It will also include strategies and work that the students may implement before the end of the semester to enable him or her to meet the learning standards of that particular course. The four formal reports are distributed near the end of November, January, April, and June. The reports are sent home by email, and the students also take home a printed copy to be signed by parents and returned to the School. The School schedules meetings with parents and students when learning difficulties arise.

In addition, students are offered opportunities to showcase their work to their parents during student-led conferences.

The Team encourages the School to take action to ensure that future report cards include 'Days absent' and 'Times late' data.



The Team encourages the School to confirm that the full date (month, date, year) is noted on assessments included in the student files.

**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 that is descriptive, informative and current for the 2020/2021 school year. This document is produced in a bilingual format that provides easy access for parents and students. It includes all of the required elements identified in the Inspection Catalogue, including a section on the policy and procedures for appeals and dispute resolution.

**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 School has a teacher handbook that was updated for the 2020/2021 school year and contains the required elements as noted in section 2.27 of the inspection catalogue. This includes valuable information pertaining to roles and responsibilities, school organization, and policies and procedures.

It was noted that while the handbook includes detailed information regarding teacher evaluation, the Principal and the majority of the teaching staff are new this year, so most had not been through the evaluation cycle prior to the inspection.

**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 is not currently offering any courses through distributed learning.



## CONCLUSION

### Commendations

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

- its responsiveness to the suggestions and requirements that have come from previous inspections;
- the efforts to promote the BC program and to attract a large intake of grade 10 students;
- the response to the COVID-19 pandemic to ensure the safety of all staff and students;
- the work done to identify a full complement of teachers to fill the positions that were vacated at the end of last year;
- the work that has been done to foster positive relationships with the Chinese staff and all members of the MIC community;
- the excellent record keeping that is done to ensure all school files are complete and well organized;
- the effort of teachers, most of whom are unfamiliar with the newly designed BC curriculum, for researching curriculum documents on the MoE website, and for the thoughtful planning for presentation of the learning program; and
- the determination that the teachers have exhibited to explicitly include the core competencies in the written planning documents of course overviews, unit plans, and lesson plans.

### Requirements

In order to meet the requirements of the *BC Global Education Program – Offshore Schools Certification Agreement*, the Team requires that by February 5, 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:

- Developing a learning support program to assist students in continuing to develop their English language skills.

#### **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 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.**

