

Certification Inspection Report

BRITISH COLUMBIA PROGRAM

at

MAJESTIC BRITISH COLUMBIA INTERNATIONAL SCHOOL

FOSHAN, GUANGDONG PROVINCE

PEOPLE'S REPUBLIC OF CHINA

DECEMBER 4-5, 2023

INTRODUCTION

On December 4 and 5, a certification inspection was completed on Majestic British Columbia International School (MBCIS) in Foshan, Guangdong Province, referred to as the School in this report. The purpose of this inspection was to determine if the requirements for the British Columbia (BC) education program have been met, according to the *BC Offshore School Program Certification Agreement* (the Agreement). The inspection team (the Team), appointed by the Executive Director of the Independent Schools and International Education Branch, British Columbia Ministry of Education and Child Care (the Ministry) in accordance with the Agreement, consisted of Trish Smillie and David Loewen, who served as Chair for this inspection.

The School's BC program has an enrolment of 140 students, in grades 10-12. The School is housed within the host school, Majestic International College, an international school currently offering two programs, the BC program and the UK-based Cambridge high school program. Together both programs enrol over 400 students while the facility has the capacity to house 1,000 students in total.

During the visit to the School, the Team reviewed all standards required in the *BC Offshore School Program Certification Agreement* and *Operating Manual* and met with the School's Owner/Operator, Offshore School Representative (OSR), BC Principal, BC teachers, academic advisors, and a group of students.

The Owner/Operator, Meilun International Education Center, is responsible for the BC program. The Owner/Operator also oversees the UK Cambridge program.

The BC program's mission is as follows:

Majestic British Columbia International School prepares each student with the knowledge, skills, and attitudes 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. 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.

The Team would like to thank Majestic British Columbia International School for its hospitality, cooperation and preparedness for the inspection visit.

The School has satisfactorily addressed requirements contained in the previous inspection report.			
<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>There were no requirements contained in the previous inspection report. The School has given some consideration to the suggestions given in the previous report and some changes have been made in several areas as a result.</p>			

BUSINESS PLAN 1.0

The Owner/Operator has submitted a business plan to the BC Ministry of Education and Child Care, confirming the sustainability of the program.		
<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 submitted a business plan to the BC Ministry of Education and Child Care. The plan outlines the projected growth of the BC program, which is currently exceeding the targets of said plan.</p> <p>In order to continue to grow enrolment, the School has also initiated a pre-BC program and has developed cooperative relationships with two middle schools that have strong English language programs. This includes regular communication about the BC program to the middle school parents as well as open houses and information sessions held throughout the year. The School also advertises in local print and television media, including promoting its pre-BC program.</p> <p>As enrolment grows the School continues to offer a greater variety of course electives for students in order to both enrich their learning experience as well as to attract new students. While the UK program on the same campus provides internal competition, the BC program has also seen several students transfer from that program into their program.</p>		



Under the umbrella of continuous school improvement, the School will need to pay more attention to documenting specific learning improvement goals with target dates and clear sets of data to be collected to assess the success of said goals. The specific areas of focus articulated for 2023/24 in the Annual Report would be a good starting point:

- 1) Improve English Language acquisition at all grade levels
- 2) Improve students' understandings of fundamental math concepts and problem-solving skills at grade levels.

Commendation:

The School is commended for its successful efforts to grow enrolment, despite the challenges of the COVID-19 pandemic.

INSPECTION CATALOGUE 2.0

2.02 The Owner/Operator meets all requirements as set forth in the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the Owner/Operator meets all the requirements as set forth in the Agreement. Upon touring the school facilities and equipment, reviewing the course offerings, and observing teacher-student ratios, it is clear that the Owner/Operator is invested in the success of the BC program.

Commendation:

The Owner/Operator is commended for their clear support of the success of the BC program.

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

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team verifies the Owner/Operator has the following written approvals to operate the BC program:

- Guicheng Education Bureau Approval Letter – September 1, 2017
- Nanhai Education Bureau Private School Running Permit – February 23, 2021



2.04-2.05 The School meets building inspection/safety, food preparation/cafeteria and fire safety codes/regulations. Facilities are deemed to be suitable to support the BC program.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the following building safety documents:

- Joint Acceptance Inspection Report of Construction, Nanhai District – June 25, 2017
- Fire Control Acceptance Report of Construction Project – June 25, 2017
- Food Business License – August 9, 2022

The School's teacher handbook contains emergency plans that articulate alternate arrangements for instruction in the case of an unplanned school closure. These plans have been vetted by the Offshore School Representative (OSR) for accuracy and functionality.

The School is located on the grounds of Majestic International College, an 8-acre property with six, six-story buildings that contain living facilities, two cafeterias, a three-floored library, gymnasium, swimming pool, fitness room (new in 2023), outdoor track and sports courts, a lecture theatre, music and dance studios, a TV studio, model UN facility, makerspace, computer and science labs, coffee shops, canteens, a medical clinic, and administrative offices. The buildings and grounds are exceptionally well-equipped to facilitate the success of the BC program.

2.06 Offshore School Representative (OSR) - The Owner/Operator must appoint an individual to act as an OSR. This individual must be confirmed by the Province and must meet all the requirements set out in Schedule B, Part II of the Agreement.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the suitability of the Offshore School Representative (OSR). The OSR has been involved since the inception of the School and is approved by the BC Ministry of Education and Child Care. The OSR has extensive BC experience as a teacher, principal, superintendent, and dean of education, all of which give him a strong knowledge and skill set with which to fulfill the duties of his position.

The OSR is 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 operations.

2.07 The Principal meets the requirements as outlined in Schedule B, Part III of the Agreement and Section 2.07 (b) of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal is in his fourth year of leadership at the School. His previous experience as a Principal in other offshore schools and in Canadian public schools make him well-suited for the role. The Team confirms the Principal is responsible for all of the principal duties noted in Section 2.07 of the Annual Report. The consistency of having the same principal for the last four years and throughout the COVID-19 pandemic has served the School well.

2.08 The School meets the administrative support requirements as outlined in Section 2.08 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Principal is supported by the Vice-Principal of Professional Development and Curriculum and the full time Administrative Assistant. The host school also has a vice-principal who acts as a liaison to services such as human resources, finance and accounting, maintenance and repairs, admissions, and housing.

2.09 The School meets the Student Record requirements as outlined in Section 2.09 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Student files are housed in fireproof cabinets in the BC floor of the building and are maintained by the BC program Administrative Assistant. The team reviewed files and confirms student files contain all elements as outlined in Section 2.09 of the Annual Report, including equivalency documents for Ministry developed Mandarin language courses.

The team noted that students with medical alerts did not have that information noted on their Permanent Student Record.

The student and parent consent forms are complete for the 2023/24 school year and contain the updated name of the Ministry.



Requirement:

The School is required to ensure all student files containing medical alerts have that information duly noted on their Permanent Student Record, including the appropriate supporting information noted in the section entitled, "Inclusions".

Ministry update

As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.

2.10-2.18 The School meets the teacher certification requirements as outlined in Sections 2.10-2.18 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the items in Sections 2.10 through 2.18 of the Annual Report.

The School employs 13 teachers, all of whom except one have received their teacher certification outside of BC. There are currently two teachers with Letters of Exemption (LOEs). One of those teachers has decided not to return after semester one (the end of January). The other teacher has received verification that all documents needed for adjudication have been submitted.

The School does not employ any locally certified teachers.

All non-teaching staff working with students have documented Criminal Record Checks (CRCs) on file.

The Team confirms that all Authorized Persons under the Agreement possess valid and current certification under the Ministry of Education and Child Care.

2.19 The School meets the requirements for curriculum implementation outlined in section 2.19 of the Annual Report for offshore schools.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirmed that the School has fully implemented BC's curriculum. Unit planning documents examined demonstrated Big Ideas, curricular competencies, learning intentions, Core Competencies, and the First Peoples Principles of Learning. Descriptions of teaching methodology and assessment strategies aligned to curriculum implementation, including curricular competencies and Core Competencies. This was determined by reviewing teacher planning materials and through interviews directly with staff.



The Core Competencies are integrated into instruction and assessment practices. Teachers are aware of the Core Competencies, and these are posted in each classroom to ensure students understand this is an integral part of the BC program. The competencies are embedded in many of the learning activities experienced by students. Students complete competency self-reflections in each of their English program twice per semester.

The School's monthly "Leadership and Learning" event focuses on staff professional growth in a variety of areas pertinent to the BC program including the First Peoples Principles of Learning, assessment, and reporting. Staff also have access to additional professional learning.

Commendation:

The School is commended for their focus and development on staff professional learning in a variety of areas to support instruction.

The School is commended for providing a large variety of course options for students.

2.20 The School meets the requirements for English language assessment and acquisition as outlined in Section 2.20 of the Annual Report.

Requirement Met

Requirement Partially Met

Requirement Not Met

Comment:

The Team confirms that the School has a formal English language assessment entry test with both written and spoken components. The Team has confirmed that the BC Principal directly manages the student admission processes, including making final decisions with respect to student assessment and admission.

The School requires that classroom teachers commit to language development support and assessment in their instruction. All staff provide English language acquisition in their classes. Students have 200 hours of English language arts classes each year (linear). There was evidence of regular and ongoing instruction and assessment of learning focused on language acquisition strategies such as vocabulary development, oral, and written language development.

The School is in the early stages of implementing a mid-semester assessment of English language acquisition. Results will be used to inform practice. The Ministry's website offers resources for English language learners which will provide further guidance to expand support for English language acquisition. The Team notes that there should be continued focus on English language acquisition strategies in order to focus on continuous improvement in the area of literacy and numeracy.



Students appear to be engaged and motivated by instruction and assessment strategies to continue to improve their proficiency.

Commendation:

The School is commended for maintaining a focus on implementing language acquisition formative assessments to strengthen curricular competencies and Core Competencies.

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 Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The School does not offer any approved Board/Authority Authorized (BAA) courses. There is an equivalency and challenge policy in place.

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 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 confirms that the School meets the requirements as per course overview/course planning expectations in the Agreement. Course plans document Big Ideas, curricular competencies, Core Competencies, First Peoples Principles of Learning and various forms of assessment. The BC Vice-Principal reviews unit plans and lesson plans with teachers to ensure alignment to the curriculum.

The planning documents were provided in a variety of templates. Given the turnover of teachers from many jurisdictions other than BC each year, it is suggested that a common course outline template be developed and housed in a repository that staff can access.

Currently Essentials Math 12 and Math 10 are being offered. These courses are mis-named and should be revised to align to BC's curriculum.

Commendation:

The Staff is commended for their focus on the competencies. Assessment strategies show that students can demonstrate their learning in a variety of ways.



Requirement:

The School is required to update the mathematics course outlines to current mathematics curriculum names.

Ministry update

As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.

2.22 The School meets the instructional time allotment requirements as outlined in Section 2.22 of the Annual Report, 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 Team verified that the School exceeds the instructional time allotment requirements. There are 190 instructional days in the 2023/24 school year with 5.4 instructional hours per day for a total of 1026 instructional hours per year.

2.23 The School meets the assessment methods requirements as outlined in Section 2.23 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Examination of course outlines, and unit and lesson plans show evidence that teachers use a variety of teaching strategies and assessments. Detailed descriptions of the teaching strategies and assessments are included in all documents.

Teachers collect and record assessment data on a regular basis. Staff are expected to constantly monitor each lesson and use consistent assessment to ensure students have achieved the desired learning intentions before moving on.

The School should ensure that assessment practices are captured in revised policies and are aligned to the K-12 Student Reporting policy. The School should also ensure that policy statements are consistent (in staff handbooks, student handbooks, and various communications with parents) and are aligned with BC's curriculum.

The School encourages the use of both formative and summative assessment. The School has set verbal guidelines for the weighting of summative assessments and teachers further define this within their course planning. Guidelines for assessment should be outlined in the teacher and student/parent handbooks to ensure consistency. Students should have the opportunity to retest and redo assignments and this should be outlined in the handbooks.



Provincial literacy and numeracy assessments are electronically administered. Instructions and passwords are retained and secured by the Principal until the exam date. Electronic assessments are not opened until the time the exams are to be written. The assessments are administered in a controlled environment and are monitored by BC teachers. All locally written assessments are monitored by teachers to ensure exam rules are followed.

2.24 The School meets the learning resources requirements as outlined in Section 2.24 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms the learning resources meet requirements to effectively deliver the BC program, both in variety and quantity. It is evident in classrooms that there is a variety of resources used, including Indigenous-focused resources.

Students use technology for learning and bring their own devices. There is a dedicated computer lab with 20 workstations. The BC program also has a lab of 30 computers.

Wi-Fi connectivity within the School is adequate, but it was reported that there are challenges in accessing networks beyond the school campus. The host school is attempting to rectify the problem and the School is encouraged to be vigilant in requesting that the problem be solved.

Students have access to an extensive 12,000 title library with a vast collection of English resources. It is staffed by a librarian and serves both the BC and UK programs. Learning resources are reviewed by the librarian. The Team noted that the Principal does not review resources.

Requirement:

The School is required to confirm the Principal has reviewed learning resources used in the School.

Ministry update

As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.

2.25 The School meets the student progress report requirements as outlined in Section 2.25 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

Formal student progress reports are issued four times a year (mid-November, late-January, mid-April, and at the end of June) along with two informal progress reports. Two written



student progress report with teachers' comments are issued each semester. Parent meetings are held after each reporting period to provide parents with any important information about student progress.

Parent meetings are organized several times a year at reporting periods to provide parents with any updated information regarding the implementation of BC's curriculum and graduation assessments. Students act as translators during the conferences.

The School uses a software application called XiaoBao that gives both parents and students an opportunity to continuously monitor the progress they are making in their courses. An example of a student progress report was provided. Parents communicate with homeroom teachers frequently. Parents are provided with opportunities to conference with teachers after the first reporting period each semester.

The K-12 Student Reporting Policy outlines the requirements for communicating student learning: it requires concise descriptive feedback in clear and accessible language to ensure students and families understand where the student is at in their learning, and areas for further growth. The Policy also requires student self-assessment of Core Competencies and student goal setting as part of the reporting process. Grades 10-12 require use of letter grades and percentages. For grades 10-12 a graduation status update is required on the summary of learning report at the end of the year.

The School has indicated that the staff meets regularly on the new reporting policy for teachers. It is evident that student self-assessment of Core Competencies and student goal setting is completed for each student with their English teacher. The School uses letter grades and percentages to describe student progress but does not currently provide descriptive feedback in clear and accessible language to ensure students and families understand where the student is at in their learning, and areas for further growth.

The School is advised to ensure that the summary of learning report include:

- a summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- summary descriptive feedback on areas of significant growth and opportunities for further development;
- information about student attendance;
- student-generated content including student self-reflection of the Core Competencies and student goal setting; and
- a graduation status update indicating student progress in relation to graduation program requirements.

The School does not align with the insufficient evidence requirements of the K-12 Student Reporting Policy. The graduation status update provides parents/guardians and students the



information they need to ensure graduation requirements are met and will need to be added to the learning update.

The graduation status update must include:

- the graduation requirements as outlined in the Graduation Program Order;
- indication of a student’s progress toward meeting those requirements;
- a student’s completion of any provincial assessments; and
- what graduation program students are on.

Requirement:

The School is required to align to the K-12 Student Reporting Policy.

Ministry update

As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.

2.26 The School meets the parent/student handbook requirements as outlined in Section 2.26 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team confirms that the parent/student handbook is current for the 2023/24 school year. The 83-page handbook includes such topics as graduation requirements, school policies, student code of conduct, emergency procedures, school calendar details, class schedules, school awards programs, admission information, and the details of BC’s curriculum. The handbook is written in both English and Chinese and is given to students and parents at the beginning of the school year.

The Team noted that the handbook contains some outdated information including: reference to the “Ministry of Education,” reference to the “new (redesigned) curriculum,” and reference to graduation requirements that do not include information regarding Indigenous-focused course requirements.

2.27 The School meets the teacher handbook requirements as outlined in Section 2.27 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met

Comment:

The Team reviewed the 2023/24 teacher handbook and confirms all items outlined in the Annual Report are included. The handbook contains relevant information on job descriptions, introductory information regarding the School, and various policies pertaining to assessment, teacher evaluation, dispute resolution, and student supervision.



The Team noted that the handbook contains some outdated information including reference to the “Ministry of Education” and an outdated assessment policy.

2.28 The School meets the Online Learning requirements (formerly Distributed Learning) as outlined in Section 18 of the Agreement and Section 2.28 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

At this time the School does not offer any courses through Online Learning.

2.29 The School meets the requirements for offering Remote Instruction under the BC Offshore School Remote Instruction Policy and as outlined in Section 2.29 of the Annual Report.

Requirement Met Requirement Partially Met Requirement Not Met Not Applicable

Comment:

At this time the School does not offer any courses via Remote Instruction.

CONCLUSION

Commendations

The Inspection Team wishes to recognize the Owner/Operator, Principal, staff, and Offshore School Representative (OSR) of Majestic British Columbia International School for:

- its successful efforts to grow enrolment, despite the challenges of the COVID-19 pandemic.
- the Owner/Operator’s clear support of the success of the BC program.
- their focus and development on staff professional learning in a variety of areas to support instruction.
- providing a large variety of course options for students.
- maintaining a focus on implementing language acquisition formative assessments to strengthen curricular competencies and Core Competencies.
- their focus on the competencies. Assessment strategies show that students can demonstrate their learning in a variety of ways.



Requirements

In order to meet the requirements of the *BC Offshore School Program Certification Agreement*, the Team requires that by April 11, 2024, the Owner/Operator provide the Executive Director of the Independent Schools and International Education Branch, responsible for the BC Offshore School Program, with a plan and timeline for proposed implementation of the following items:

- The School is required to ensure all student files containing medical alerts have that information duly noted on their Permanent Student Record, including the appropriate supporting information noted in the section entitled, “Inclusions”.
 - As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.
- The School is required to update the mathematics course outlines to current mathematics curriculum names.
 - As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.
- The School is required to confirm that the Principal has reviewed learning resources used in the School.
 - As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.
- The School is required to align to the K-12 Student Reporting Policy.
 - As of April 11, 2024, this requirement has been met to the satisfaction of the Ministry.

SUMMATIVE RECOMMENDATION

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

