

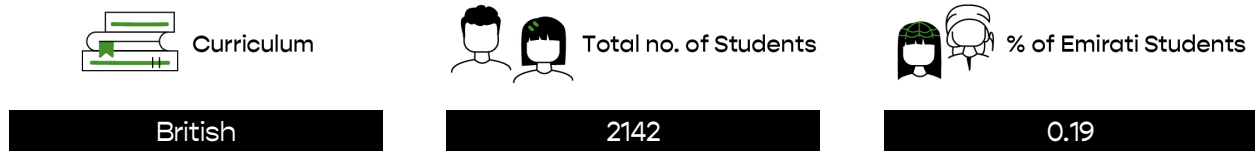
NATIONAL IDENTITY MARK
School Evaluation Report

Islamiya English School

NATIONAL IDENTITY MARK EVALUATION

9109 : Islamiya English School

School information



National Identity Mark Overall Rating



Rating per Domain:

1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

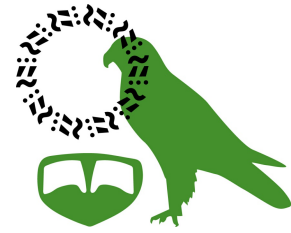
- * Modify the curriculum to fully integrate all elements of value, culture, and citizenship across grades and subjects in a meaningful and well-planned way with clear links to the UAE.
- * Expand students' understanding of the impactful practices, enduring influence, and visionary approaches demonstrated by the late Sheikh Zayed and current UAE leaders in preserving culture, promoting values, advancing sustainability, and fostering active citizenship.
- * Develop comprehensive programs that increase opportunities for students of all grades to foster their engagement in volunteering activities both within the school and the broader community.
- * Foster partnerships with external organizations and relevant Emirati personalities, and offer opportunities to enhance students' understanding of the UAE's values of respect, compassion, and global awareness.
- * Promote recognition of the efforts by UAE-based organizations in global humanitarian causes and the significant contributions of UAE leaders to the global community.
- * Ensure all students sing the UAE National Anthem daily and enhance their understanding of the national anthem lyrics.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement



Elements :

1.1 Arabic language



1.2 History



1.3 Heritage



1. The curriculum includes some attempts to incorporate elements related to the Arabic language and UAE heritage. It lacks clarity and structure to incorporate UAE history elements across subjects and cycles.
2. All Arabic medium subject teachers consistently use Standard Arabic in teaching and student interactions.
3. The school frequently provides students meaningful opportunities, including extracurricular activities, competitions, and writing projects. Students demonstrate the ability to communicate effectively across a range of contexts.
4. School leaders collaborate with external organizations and community members to enhance students' Arabic language skills, such as the Reading Challenge participation, these opportunities are inconsistent.
5. Students across all cycles demonstrate a solid knowledge and understanding of the UAE's history and significant figures that shaped the country's identity.
6. Occasionally, the school provides students with learning experiences that develop their understanding of the significance and symbolism behind the UAE national anthem lyrics. Most students demonstrate a basic understanding of the meaning of the anthem's lyrics.
7. Students across cycles 2 and 3 demonstrate a solid understanding of the symbolism behind the colors of the UAE flag.
8. School leaders collaborate with some external organizations to engage students in UAE history and heritage-focused experiences through field trips across all cycles.
9. There are some accessible learning resources provided to students about UAE History and a range of learning resources to educate students about UAE Heritage in the school library and heritage corners.
10. The school often provides students with learning experiences that develop their understanding of the UAE's heritage and traditions through assemblies, UAE national celebrations, and the Al Sanaa program.
11. The school environment is intentionally designed and organized to showcase a variety of aspects of the UAE culture, heritage, and identity through a wide range of displays, such as heritage corners across all buildings.
12. The school's UAE National and Cultural Events celebrations are authentic and meaningful, involving the entire school community, including parents. Students actively plan and participate in these events.

Noteworthy:

- * The school organized a UAE National Identity quiz for all grades, highlighting historical facts and current achievements to promote the history of the UAE.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement



Elements :

2.1 Respect



2.2 Compassion



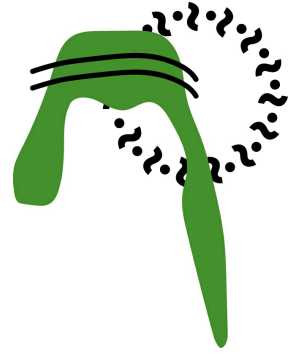
2.3 Global Understanding



1. The school curriculum includes attempts to integrate the UAE values of respect and compassion, as well as the UAE's role internationally and global understanding across various grades and subjects.
2. Across most cycles, students communicate with an appropriate voice and tone between their peers and the staff.
3. Occasionally, the school provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global contributions.
4. Most students across all cycles actively participate in singing the National Anthem daily and all students and staff consistently demonstrate respect for the UAE Flag.
5. School leaders collaborate with external organizations and relevant community members to engage students in meaningful, compassionate activities and initiatives.
6. Students demonstrate a solid grasp of the current leadership and the late Sheikh Zayed's compassionate practices; This is inconsistent in Cycle 1.
7. The school often provides students with meaningful opportunities to develop their cross-cultural and global understanding, such as celebrating international day and organizing workshops that focus on global understanding. Students from cycles 3 and 2 participate and plan projects and events that showcase their cross-cultural awareness.
8. School leaders collaborate with limited external organizations to develop students' knowledge of the UAE's global efforts and the contributions of UAE-based organizations. Students across all cycles demonstrate a basic understanding of UAE-based organizations and their initiatives toward addressing global humanitarian causes.
9. Students across all cycles demonstrate a basic knowledge of the current leadership and the late Sheikh Zayed's global initiatives and contributions.

Noteworthy:

- * The school organized and engaged cycle 3 students in a Model United Nations conference, offering them practical experience in international diplomacy and global affairs.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement



Elements :

3.1 Belonging



3.2 Volunteering



3.3 Conservation



1. The school's curriculum is modified to include some attempts to develop and promote students' sense of belonging towards the UAE, volunteering, conservation, and the UAE's role in these fields across grades and subjects.
2. The school frequently provides students with meaningful opportunities that foster their understanding of their roles and responsibilities as engaged and active citizens of the UAE, such as the Scouts team and the Ambassadors of My Identity program.
3. School leaders' collaborations with external organizations and Emirati personalities are inconsistent, Students across all cycles demonstrate an awareness of Emirati personalities and their local and global achievements across various fields.
4. The school environment is purposefully designed and organized to celebrate the achievements of the UAE and its citizens across various fields.
5. Occasionally, the school provides students opportunities to foster their civic knowledge such as celebrating International Charity Day. Students across all cycles demonstrate a basic knowledge of volunteering and the impact of UAE organizations in the field of charitable works.
6. School leaders have limited collaborations with external organizations to provide volunteering opportunities for students. Students across all cycles participate in some volunteering opportunities within the school and externally.
7. The school occasionally provides students with learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work locally and globally through morning assemblies, school projects, and lessons.
8. The school often provides students with learning experiences that develop their understanding of conservation through celebrating environmental days, recycling projects, and in-class rules to conserve electricity.
9. School leaders collaborate with a range of external organizations to provide students with conservation opportunities to expand their understanding of sustainability and the UAE's conservation efforts on both local and global scales.
10. Students across all cycles demonstrate a basic grasp of the leadership's contributions to conservation and sustainability.

Noteworthy:

- * The school has implemented a water recycling system that redirects water used for ablution to irrigate plants, thereby promoting sustainable water usage.

