

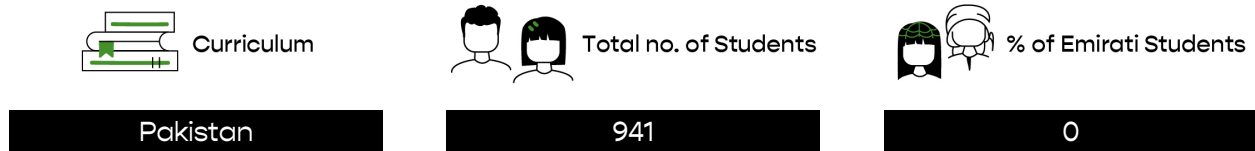
**NATIONAL IDENTITY MARK**  
**School Evaluation Report**

Pakistani Islamic Private School

# NATIONAL IDENTITY MARK EVALUATION

9169 : Pakistani Islamic Private School

## School information

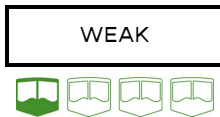


## National Identity Mark Overall Rating

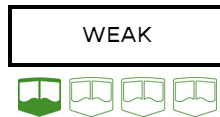


### Rating per Domain:

1. Culture



2. Values



3. Citizenship



### Top recommendations for improvement:

- \* Enhance students' knowledge of the UAE history and cultural heritage by implementing programs, providing a wide range of accessible resources, and facilitating partnerships with relevant organizations and community members.
- \* Ensure all students sing the UAE National Anthem daily and enhance their understanding of the meaning of the national anthem lyrics and the symbolism of the UAE flag colors.
- \* Expand students' knowledge and understanding of the global contributions of UAE based organizations.
- \* Develop students' knowledge and understanding of the current leadership and the late Sheikh Zayed's contributions towards humanitarian causes, global challenges, and conservation.
- \* Provide a range of internal and external opportunities for students across all cycles to actively participate in compassionate practices and volunteering activities.



# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 1 CULTURE

### Overall Judgement

WEAK



### Elements :

#### 1.1 Arabic language

WEAK



#### 1.2 History

WEAK



#### 1.3 Heritage

WEAK



1. The school's curriculum modification to incorporate elements related to the Arabic language, and the UAE history and heritage lacks clarity and structure.
2. Teachers of Arabic medium subjects inadequately use standard Arabic in lessons and when interacting with students.
3. The school rarely provides students with opportunities that promote the Arabic language. Students have limited ability to communicate in Arabic across different contexts.
4. School leaders have not yet collaborated with external organizations to enhance students' Arabic language skills.
5. Students' knowledge and understanding of the UAE history and the significant figures who shaped the country's identity is limited.
6. Students' understanding of the UAE national anthem lyrics is limited.
7. The school rarely provides students with opportunities to develop their understanding of the symbolism behind the UAE flag colors. Students demonstrated basic understanding of the meaning of the UAE flag colors.
8. School leaders have not yet collaborated with external organizations and relevant community members to engage students in UAE history and heritage-focused experiences.
9. There school has limited learning resources designed to engage and educate students about the UAE history and heritage.
10. The school rarely provides students with learning experiences that develop their understanding of the UAE heritage and traditions during social studies lessons and national day celebrations.
11. The school environment has limited displays that showcase aspects of UAE culture, history, and heritage.
12. Students occasionally showcase their cultural appreciation of the UAE heritage during national celebrations.
13. The school celebrates UAE national and cultural events, including some members of the school community.
14. Students participate in the school's celebrations of the UAE national and cultural events demonstrating basic understanding of their significance.

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**Noteworthy:**

- \* The school established "My National Identity" corner in each classroom, featuring the UAE flag, landmarks, and cultural elements.

# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 2 VALUES

### Overall Judgement


WEAK 

### Elements :

#### 2.1 Respect

ACCEPTABLE 

#### 2.2 Compassion

WEAK 

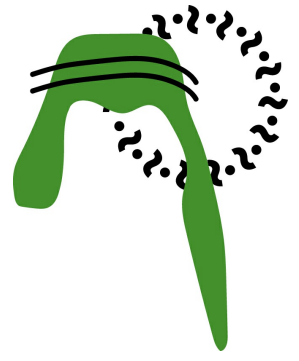
#### 2.3 Global Understanding

WEAK 

1. The school's curriculum modification to incorporate elements related to the UAE values of respect, compassion, and global understanding lacks clarity and structure.
2. Students across different cycles show respect by listening and using appropriate voice and tone when they engage with others.
3. The school occasionally provides students with opportunities to develop their knowledge of the current leaders and the late Sheikh Zayed's respectful interactions and compassionate practices.
4. Most students across all cycles actively participate in singing the national anthem.
5. Students' engagement in compassionate practices and activities is limited.
6. School leaders rarely collaborate with external organizations to engage students in compassionate activities.
7. The school rarely provides students with opportunities and learning experiences to develop their cross-cultural understanding.
8. School leaders have not yet collaborated with external organizations and relevant community members to develop student's knowledge of the UAE's global efforts towards global issues.
9. Students' understanding of UAE-based organizations and their international contributions is limited.
10. The school rarely provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's global contributions.
11. Students across some cycles demonstrate basic knowledge of the global contributions of the UAE leaders.

### Noteworthy:

- \* To promote the value of respect, the school recognizes students who consistently demonstrate positive behavior and honors them during the morning assembly.



# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 3 CITIZENSHIP

### Overall Judgement

ACCEPTABLE 

### Elements :

#### 3.1 Belonging

ACCEPTABLE 

#### 3.2 Volunteering

WEAK 

#### 3.3 Conservation

ACCEPTABLE 

1. The curriculum modification incorporates elements related to conservation. Modifications to integrate elements that promote students' sense of belonging towards the UAE and volunteering in the curriculum lack clarity and structure.
2. The school occasionally engages students in opportunities to develop their active citizenship and their understanding of their responsibilities as UAE citizens, such as student council duties.
3. School leaders have not yet collaborated with external organizations or Emirati personalities to develop students' knowledge of the achievements of the UAE and its citizens in various areas. Students demonstrate basic awareness of Emirati personalities and their achievements.
4. The school environment has limited displays that celebrate the achievements of the UAE and its citizens.
5. The school occasionally offers opportunities for students to foster their civic knowledge of the significance of volunteering through workshops.
6. Students' knowledge of the importance of volunteering and the impact of UAE organizations in the field of charitable works is limited.
7. The school has not yet collaborated with external organizations to engage students in volunteering opportunities.
8. The school rarely provides learning experiences for students that develop their understanding of the late Sheikh Zayed and the current leaders' humanitarian work.
9. The school occasionally provides students with opportunities to develop their understanding of conservation, such as going green and recycling activities. Students demonstrate limited knowledge of UAE organizations' initiatives towards conservation.
10. The school's collaboration with external organizations to provide students with conservation opportunities is inconsistent.
11. Students demonstrate basic understanding of the leadership's contributions to sustainability and conservation.

**Noteworthy:**

- \* To promote sustainability and conservation, the school celebrates Earth Day by raising awareness about the importance of preserving the environment and fighting climate change.

