

NATIONAL IDENTITY MARK

School Evaluation Report

Philippine Emirates Private School

NATIONAL IDENTITY MARK EVALUATION

9250 : Philippine Emirates Private School

School information

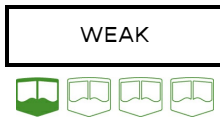


National Identity Mark Overall Rating

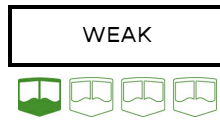


Rating per Domain:

1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

- * Provide a wide range of opportunities within the school and by collaborating with external organizations for students across all cycles to practice the Arabic language.
- * Enhance students' understanding of UAE's history and heritage by providing opportunities within lessons and extracurricular activities and creating partnerships with external organizations.
- * Ensure all students participate in singing the UAE national anthem daily and develop their understanding of the lyrics and the meaning behind the colors of the UAE flag.
- * Provide students with a wide range of volunteering and conservation opportunities internally and externally across all cycles and enhance their understanding of the UAE's role in these fields.
- * Enhance students' knowledge and understanding of the UAE leaders' respectful interactions, compassionate practices, global contributions, humanitarian works, and conservation efforts on local and global scales.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

WEAK



Elements :

1.1 Arabic language

WEAK



1.2 History

WEAK



1.3 Heritage

ACCEPTABLE



1. The curriculum modifications to incorporate elements related to the Arabic language, UAE history, and heritage across grades and subjects lack clarity and structure. The integration of these elements is fragmented and limited.
2. Teachers of Arabic medium subjects inadequately use standard Arabic while teaching and interacting with students.
3. The school rarely provides students across all cycles with opportunities to enhance their Arabic language skills; such as the spelling week. Students' communication in Arabic is limited.
4. The school has limited collaborations with external organizations to enhance and expand students' Arabic language skills, such as the Quran and Hadeeth competitions with international schools.
5. Students rarely participate in external opportunities and demonstrate a limited understanding of their involvement.
6. The school occasionally provides students across all cycles with opportunities to develop their understanding of the UAE's history. Students across all cycles demonstrate a limited knowledge of the UAE's history and significant events.
7. The school rarely provides students with opportunities to develop their understanding of the significant figures that shaped the UAE's identity. Students' knowledge and understanding of the contributions and achievements of UAE leaders is limited.
8. The school regularly provides students with opportunities and learning experiences to deepen their understanding of the symbolism behind the colors of the UAE flag. Students understanding of the meaning and significance of the UAE national anthem is limited.
9. Students across some cycles demonstrate a basic understanding of the symbolism behind the colors of the UAE flag.
10. The school has limited collaborations with external organizations and relevant community members to engage students in UAE history-focused and heritage-focused experiences.
11. The school has a limited range of learning resources to educate students about the UAE's history and heritage.
12. The school occasionally provides students across all cycles with opportunities to develop their understanding of the UAE's heritage through the cultural club and heritage corners around the school.
13. Students across some cycles showcase their cultural understanding and represent the UAE heritage by wearing traditional Emirati clothes and sharing traditional food during national celebrations.

14. The school celebrates UAE national and cultural events, such as UAE National Day, Flag Day, and Emirati Children's Day, with some members of the school community.

Noteworthy:

- * The school's morning assemblies feature a National Identity Trivia, engaging students across all cycles in daily activities to learn about the UAE's culture.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement


WEAK 

Elements :

2.1 Respect

ACCEPTABLE 

2.2 Compassion

WEAK 

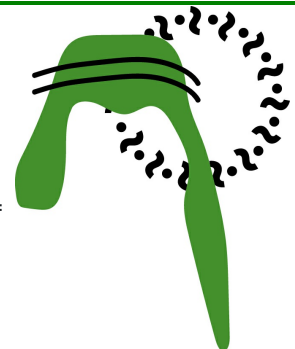
2.3 Global Understanding

WEAK 

1. The curriculum modification to incorporate elements related to the UAE values of respect, compassion, and global understanding lacks clarity and structure. Integration across grades and subjects is fragmented and limited, across grades and subjects.
2. The school rarely provides students with opportunities to develop their knowledge of the current leadership and the late Sheikh Zayed's use of respect in their interactions, compassionate practices, and global interactions, mainly within lessons. Students demonstrate limited knowledge of the leaders' interactions.
3. Most students across all cycles participate in singing the national anthem daily.
4. All students and staff consistently demonstrate respect for the UAE flag.
5. Students' engagement in compassionate practices and initiatives is limited.
6. The school has limited collaborations with external organizations to engage students in compassionate initiatives.
7. Students rarely participate in external compassionate opportunities.
8. Students' participation in projects that develop their cross-cultural awareness is limited to representing different countries and cultures during United Nations Day.
9. Students' knowledge and understanding of UAE-based organizations and their contributions to addressing global humanitarian causes are limited.

Noteworthy:

- * Every Friday, the school promotes core values such as tolerance and respect, encouraging students to actively embrace them. This initiative fosters a culture of empathy and understanding across the entire school community.



NATIONAL IDENTITY MARK EVALUATION

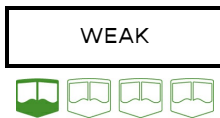
DOMAIN 3 CITIZENSHIP

Overall Judgement

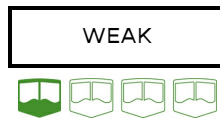


Elements :

3.1 Belonging



3.2 Volunteering



3.3 Conservation



1. The curriculum modification lacks clarity and structure, in terms of integrating elements related to promoting students' sense of belonging, volunteering, conservation, and UAE's role in these fields across grades and subjects.
2. Students participate in some projects that develop their understanding of their roles and responsibilities towards the UAE community. This includes organizing Science Week while the student council team spreads awareness of anti-bullying and tolerance.
3. The school has not yet established any collaborations with external organizations and Emirati personalities to develop students' knowledge of the UAE's achievements locally and globally. Students demonstrate minimal awareness of the Emirati personalities.
4. The school environment has limited displays that celebrate the achievements of the UAE and its citizens; this is only shown within a few classrooms.
5. Students across cycles demonstrate a limited knowledge of the importance of volunteering and the impact of UAE-based organizations in the field of charitable works.
6. The school has limited collaborations with external organizations to provide students with volunteering opportunities. Students across cycles rarely engage in volunteering opportunities within the school and externally.
7. The school rarely provides students with opportunities to develop their knowledge of the current leadership, the late Sheikh Zayed's humanitarian work, and conservation contributions, mainly during lessons.
8. Students' knowledge and understanding of UAE organizations' initiatives towards conservation and sustainability is limited.
9. The school has limited collaborations with external organizations to provide students with conservation opportunities, such as field trip to Hydroponic Park for students across cycles. Some students across all cycles engage in conservation practices and projects during science week.

Noteworthy:

- * The school fosters creativity and environmental awareness during Science Week, by involving students from all cycles in designing innovative recyclable models.

