

## NATIONAL IDENTITY MARK

### School Evaluation Report

Global Indian International School

# NATIONAL IDENTITY MARK EVALUATION

9266 : Global Indian International School

## School information



## National Identity Mark Overall Rating



### Rating per Domain:

1. Culture



2. Values



3. Citizenship



## Top recommendations for improvement:

- \* Ensure comprehensive modification of the curriculum to integrate elements of the national identity across all subjects and grades in a meaningful and well-planned way.
- \* Provide opportunities to develop students' knowledge and understanding of the national anthem lyrics.
- \* Ensure that all students across all grades participate in singing the national anthem daily.
- \* Provide opportunities to develop students' knowledge and understanding of the current leadership and the late Sheikh Zayed's compassionate practices, humanitarian work, global contributions, and conservation efforts.
- \* Collaborate with external organizations and community members to enhance students' Arabic language and enrich their understanding of the UAE history, develop their cross-cultural and global awareness, and their knowledge of the contributions of UAE organizations across various fields.



# 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 modification includes some attempts to incorporate elements related to the Arabic language and UAE history and heritage. The curriculum modification lacks structure, and cross-curricular links lack depth, resulting in a fragmented integration across subjects and grades.
2. All Arabic medium subject teachers occasionally use standard Arabic language during lessons and when interacting with students.
3. The school often provides students with meaningful opportunities, and extracurricular activities to practice the Arabic language through the Arabic poetry competition and celebrating the Arabic Week. Students demonstrate the ability to communicate in Arabic across some contexts.
4. School leaders have limited collaborations with external organizations to expand students' Arabic language skills.
5. The school rarely provides students with opportunities that develop their understanding of the UAE history and heritage.
6. Students demonstrate basic knowledge and understanding of the UAE history.
7. The school rarely provides opportunities to develop students' knowledge of significant UAE figures who shaped the UAE identity.
8. The school rarely provides students with opportunities to develop their knowledge and understanding of the UAE national anthem lyrics. Students across cycles demonstrate limited knowledge of the meaning and significance of the lyrics.
9. The school occasionally provides students with opportunities to develop their knowledge of the symbolism behind the colors of the UAE flag during lessons and national celebrations.
10. Students across some cycles demonstrate basic understanding of the meaning behind the UAE flag colors.
11. School leaders have limited collaborations with external organizations to provide students with heritage-focused learning experiences.
12. The school has not yet established external collaborations to engage students in history-focused experiences.
13. There is a limited range of accessible learning resources to engage and educate students about the UAE history and heritage.
14. The school environment has some displays showcasing aspects of the UAE heritage and traditions, such

as corridor displays and students' artwork.

15. Students across some cycles showcase their appreciation of the UAE heritage through artwork and performances.
16. The school celebrations of UAE national and cultural events are meaningful and include most members of the school community.
17. Some students participate in planning the national and cultural celebrations, demonstrating understanding of their significance.

**Noteworthy:**

- \* The school has launched an engaging Arabic radio program where students take on the roles of interviewers, sharing facts, insightful quotes, and valuable information about the UAE and its leadership.

# NATIONAL IDENTITY MARK EVALUATION

## DOMAIN 2 VALUES

### Overall Judgement

WEAK 

### Elements :

#### 2.1 Respect

ACCEPTABLE 

#### 2.2 Compassion

WEAK 

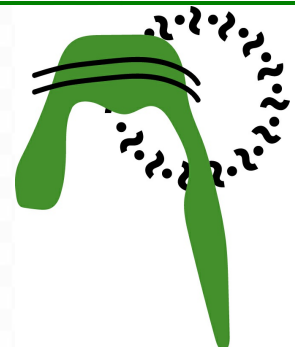
#### 2.3 Global Understanding

WEAK 

1. The curriculum modification includes some attempts to incorporate global understanding and the UAE's international role across grades and subjects. Incorporation of elements related to the UAE values of respect and compassion in the curriculum lacks clarity and structure.
2. Students across most cycles communicate with an appropriate voice and tone with their peers and members of the staff.
3. The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global impact.
4. Few students across cycles participate in singing the UAE national anthem.
5. All staff and students demonstrate respect for the UAE flag.
6. School leaders have limited collaborations with external organizations and relevant community members to engage students in external compassionate activities and initiatives.
7. The school occasionally provides students with opportunities that develop their cross-cultural and global understanding through celebrating international day and students' projects.
8. The school has limited collaborations with external organizations to develop students' knowledge and understanding of the UAE's global engagement and the impact of UAE-based organizations in addressing global challenges.
9. Students' knowledge and understanding of UAE-based organizations' initiatives and contributions towards addressing global humanitarian causes is limited.

### Noteworthy:

- \* To promote the UAE values and instill them in students' daily practices, the school includes these values in Cycle 1 morning assemblies regularly.



# 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 school's curriculum modification includes some attempts to integrate elements that promote students' sense of belonging to the UAE, knowledge of conservation and the UAE's role in this field. However, attempts to incorporate elements related to volunteering lack clarity and structure across grades and subjects.
2. The school rarely engages students in opportunities that develop their active citizenship and their understanding of their roles and responsibilities as UAE citizens.
3. The school has limited collaborations with external organizations and Emirati personalities to develop students' knowledge of the achievements of the UAE and its citizens.
4. Students demonstrate basic awareness of Emirati personalities and their achievements locally and globally.
5. The school environment has some displays that highlight and celebrate the achievements of Emirati personalities.
6. The school rarely provides students with opportunities that foster their understanding of the significance of volunteering.
7. Students demonstrate basic understanding of the significance of volunteering, the impact of UAE-based organizations, and the UAE leadership's humanitarian contributions locally and globally.
8. School leaders have limited collaborations with external organizations to provide volunteering opportunities for students.
9. The school rarely provides students with opportunities and learning experiences that develop their understanding of current leadership and the late Sheikh Zayed's conservation efforts locally and globally.
10. Students demonstrate limited knowledge of the late Sheikh Zayed and current UAE leaders' contributions to conservation.
11. The school often provides students with meaningful opportunities that develop their knowledge of conservation and sustainable practices and the UAE's role in this field.
12. Students demonstrate basic knowledge of UAE organizations' efforts towards conservation and sustainability, such as Masdar City and the Barakah Nuclear plants.
13. School leaders inconsistently collaborate with external organizations to provide opportunities for students to engage in conservation projects.

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**Noteworthy:**

- \* The school partners with 10 other schools to organize and host a competition centered around sustainability initiatives, showcasing innovative practices and projects.

