

NATIONAL IDENTITY MARK
School Evaluation Report

International Indian School

NATIONAL IDENTITY MARK EVALUATION

9277 : International Indian School

School information



National Identity Mark Overall Rating



Rating per Domain:

1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

- * Ensure a comprehensive modification to the school's curriculum to incorporate elements related to the UAE's history and heritage, the UAE values, and elements that promote students' sense of belonging to the UAE and their understanding of the significance of volunteering in a meaningful way across grades and subjects.
- * Ensure that all students across all cycles actively participate in singing the national anthem daily and develop their understanding of the national anthem lyrics, and the symbolism behind the UAE flag colors.
- * Collaborate with various external organizations and community members to enhance and expand students' experiences and skills in the Arabic language and their understanding of UAE heritage and history.
- * Provide a diverse range of learning resources to support and promote students' use of the Arabic language and the UAE history, and heritage.
- * Provide various opportunities and learning experiences to educate students about the UAE leaders' respectful interactions, compassionate practices, and their local and global humanitarian and conservation contributions.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

ACCEPTABLE



Elements :

1.1 Arabic language

ACCEPTABLE



1.2 History

WEAK



1.3 Heritage

ACCEPTABLE



1. The curriculum modification features some attempts to incorporate the Arabic language in some grades and subjects. The modifications to incorporate elements related to UAE's history and heritage lack clarity and structure.
2. All Arabic medium subject teachers occasionally use the Standard Arabic language during lessons and while interacting with students.
3. The school occasionally provides opportunities for students to practice Arabic, such as celebrating Arabic Language Week and having Arabic language ambassadors. Students demonstrate the ability to communicate in Arabic across some contexts.
4. Students rarely participate in external opportunities to develop their Arabic language skills.
5. The school rarely provides students with opportunities and learning experiences that develop their understanding of the UAE's history and prominent figures who shaped the UAE's identity through integrated lessons and school displays.
6. Students across all cycles demonstrate a limited understanding of the meaning and significance of the national anthem lyrics.
7. The school rarely offers students opportunities to develop their understanding of the significance of the colors of the UAE flag during lessons and Flag Day activities. Students demonstrate a basic understanding of the symbolism behind the flag's colors.
8. School leaders' collaborations with external organizations and relevant community members to engage students in UAE history and heritage-focused experiences are limited.
9. The learning resources designed to engage and educate students about UAE history and heritage are limited.
10. Students across some cycles demonstrate basic knowledge of the UAE's heritage.
11. The school environment is purposefully designed and organized to highlight aspects of UAE culture, heritage, and identity through various displays, such as the Heritage Corner.
12. Students across some cycles demonstrate their cultural understanding and represent UAE heritage through participating in performances on national events, artwork, and projects.
13. The school celebrates UAE national and cultural events involving some members of the school community. Students actively participate in these events demonstrating basic understanding of the national celebrations' significance.

Noteworthy:

- * In every classroom, there is a national identity corner featuring students' artwork and projects highlighting the UAE heritage and identity, with a special focus on the late Sheikh Zayed.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement

ACCEPTABLE 

Elements :

2.1 Respect

ACCEPTABLE 

2.2 Compassion

ACCEPTABLE 

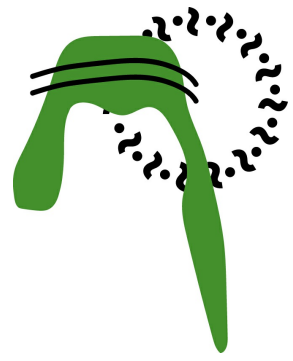
2.3 Global Understanding

WEAK 

1. The school's curriculum modifications to incorporate elements related to UAE values of respect, compassion, and global understanding across grades and subjects lack clarity and structure.
2. Students across all cycles demonstrate respect in their daily interactions using appropriate voice and tone in their communications.
3. Some students across cycles participate in singing the national anthem daily; this is less consistent in cycles 2 and 3.
4. All students and staff consistently demonstrate respect for the UAE flag.
5. Students engage in some compassionate practices within the school.
6. School leaders collaborate with limited external organizations and relevant community members to engage students in compassionate activities and initiatives.
7. The school occasionally offers students meaningful opportunities and learning experiences that enhance their cross-cultural and global understanding through extracurricular activities and clubs.
8. School leaders have no collaborations yet with external organizations to develop student's knowledge of the UAE's global engagement and the impact of UAE-based organizations.
9. Students exhibit limited knowledge of UAE organizations and their efforts in addressing global humanitarian causes.
10. The school rarely offers students opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global contributions.
11. Students demonstrate limited knowledge of the UAE leaders' practices and global contributions.

Noteworthy:

- * The school established a Kindness Squad, where students plan and organize compassionate initiatives to foster a positive environment.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement

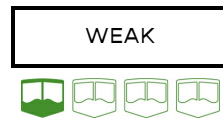


Elements :

3.1 Belonging



3.2 Volunteering



3.3 Conservation



1. The curriculum modification to incorporate elements that promote students' sense of belonging to the UAE and foster their understanding of the significance of volunteering and the UAE's role in this area is unclear and unstructured. However, there are some attempts to incorporate conservation and the UAE's role in this field across grades and subjects.
2. Students participate in some projects that develop and showcase their understanding of their roles and responsibilities towards the UAE community through leadership roles within the school clubs and student councils.
3. School leaders have limited collaborations with external organizations and Emirati personalities to develop students' knowledge and understanding of the UAE's achievements and contributions on both local and global scales.
4. The school environment is purposefully designed and organized to celebrate the achievements of the UAE and its citizens through various displays.
5. School leaders collaborate with limited external organizations to provide students with volunteering opportunities.
6. The school rarely provides students with opportunities and learning experiences to develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work and contributions to conservation and sustainability, both locally and globally.
7. The school often provides students with meaningful opportunities and learning experiences that develop their understanding of conservation and the impact of sustainable practices through projects, sustainable initiatives, and clubs.
8. Students demonstrate solid knowledge and understanding of UAE organizations' initiatives towards conservation and sustainability.
9. School leaders collaborate with various external organizations to provide students across all grades with age-appropriate conservation opportunities that enhance and expand students' understanding of sustainability and the UAE's conservation efforts on both local and global scales.
10. Students across cycles engage in various conservation practices and projects, both within the school and in collaboration with external organizations.

Noteworthy:

- * The school involves students in the Sustainable Schools initiative to develop their understanding of their environmental impact and foster a sense of responsibility towards the environment.

