

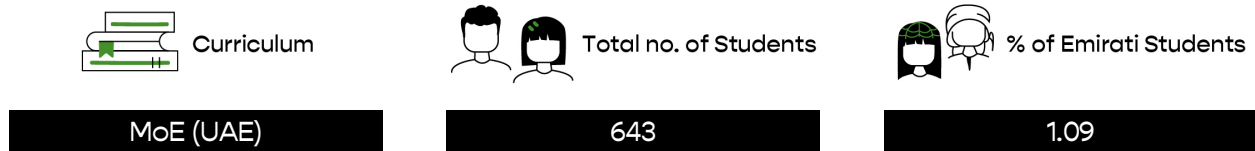
NATIONAL IDENTITY MARK
School Evaluation Report

Al Muneera Private School

NATIONAL IDENTITY MARK EVALUATION

9279 : Al Muneera Private 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 incorporate elements related to UAE's history and heritage, global understanding, volunteering, and conservation.
- * Provide opportunities to develop students' knowledge of the UAE's history and the achievements and contributions of the UAE leaders over the years.
- * Ensure all students participate in singing the UAE national anthem daily.
- * Expand the range of collaborations with external organizations to engage students in external history and heritage-focused experiences, compassionate activities, and volunteering opportunities.
- * Collaborate with Emirati personalities and UAE-based organizations to deepen students' knowledge of the UAE's local and global achievements and contributions.
- * Provide a range of accessible learning resources to educate students about the UAE's history.

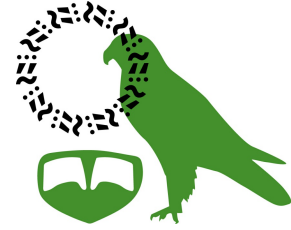


NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

ACCEPTABLE



Elements :

1.1 Arabic language

GOOD



1.2 History

ACCEPTABLE



1.3 Heritage

ACCEPTABLE



1. The school's curriculum is modified to incorporate elements related to the Arabic language. However, the integration of elements related to the UAE's history and heritage is inconsistent.
2. Standard Arabic is consistently used by all Arabic medium subject teachers during lessons and when interacting with students.
3. The school often provides students with meaningful opportunities to practice their Arabic language skills through various school initiatives and competitions. Students across the school can communicate fluently and effectively in Arabic across a wide range of contexts.
4. School leaders collaborate with a range of external organizations to enhance and expand students' Arabic language skills through competitions with other schools.
5. The school rarely provides students with opportunities to develop their knowledge of UAE history and the significant figures that shaped the UAE's identity.
6. Students demonstrate a solid understanding of the meaning of the UAE national anthem lyrics and the symbolism behind the colors of the UAE flag.
7. School leaders do not collaborate with external organizations and relevant community members to engage students in UAE history and heritage-focused experiences.
8. There are some accessible learning resources designed to engage and educate students about the UAE heritage. However, there is a limited range to engage and educate students about the UAE's history.
9. The school occasionally provides students with opportunities and learning experiences that develop their understanding of the UAE's heritage and traditions.
10. Students demonstrate a basic understanding of the UAE's history and heritage.
11. The school environment is purposefully designed and organized to showcase aspects of the UAE culture, heritage, and identity through a range of displays.
12. The school's celebrations of UAE national and cultural events are meaningful and include most members of the school community.

Noteworthy:

- * The school established the 'Al Sanaa Al Emirati' program for students to deepen their knowledge of Emirati traditions and cultural practices.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement



Elements :

2.1 Respect



2.2 Compassion



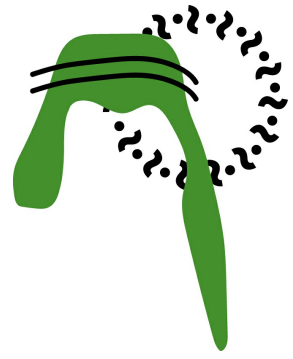
2.3 Global Understanding



1. The school curriculum is modified to incorporate elements related to the UAE value of respect and includes some attempts to incorporate elements related to compassion. However, the incorporation of elements related to global understanding is unclear and unstructured across grades and subjects.
2. Students across all cycles communicate with an appropriate voice and tone, demonstrating respect in their engagement with others.
3. Students across the cycles in both sections participate in singing the national anthem daily; however, this is inconsistent in the cycle 3 boy's section.
4. All students and staff consistently demonstrate respect for the UAE flag.
5. The school occasionally provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's respectful interactions and compassionate practices during lessons and assemblies.
6. School leaders have limited collaborations with external organizations to engage students in compassionate activities.
7. The school occasionally provides students with opportunities to develop their cross-cultural and global understanding in lessons and during events such as Cultural Day.
8. School leaders have limited collaborations with external organizations to develop students' knowledge and understanding of the UAE's efforts globally and the global contributions of UAE-based organizations.
9. Students demonstrate basic knowledge and understanding of UAE-based organizations and their initiatives toward addressing global humanitarian causes.
10. The school rarely provides students with opportunities that develop their understanding of the current leadership and the late Sheikh Zayed's global contributions.

Noteworthy:

- * The school held a "Be a Friend, not a Bully" session for students, emphasizing the importance of being compassionate and respecting others.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement



Elements :

3.1 Belonging



3.2 Volunteering



3.3 Conservation



1. The school curriculum includes some attempts to incorporate elements related to active citizenship. However, the integration of elements related to volunteering and conservation is unclear and unstructured.
2. The school occasionally provides students with opportunities that foster their understanding of their roles and responsibilities as engaged and active citizens of the UAE.
3. School leaders have not collaborated with Emirati personalities to develop students' knowledge of the achievements of UAE citizens locally and globally.
4. Students demonstrate minimal awareness of the local and global achievements of Emirati citizens.
5. The school environment has some displays that celebrate the achievements of the UAE and its citizens across various fields.
6. The school occasionally provides students with opportunities that foster their civic knowledge and understanding of the significance of volunteering.
7. Students demonstrate a basic understanding of the importance of volunteering and the contributions of UAE-based organizations in the field of charitable works.
8. School leaders have limited collaboration with external organizations to provide external volunteering opportunities for students. However, students participate in some internal volunteering opportunities within the school.
9. The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work and conservation contributions.
10. The school occasionally provides students with opportunities to develop their understanding of conservation during lessons and through recycling projects.
11. Students demonstrate basic knowledge and understanding of UAE organizations' initiatives towards conservation and sustainability.
12. Students across the school engage in some internal and external conservation practices and projects.
13. School leaders' collaborations with external organizations to provide students with conservation opportunities are inconsistent.

Noteworthy:

- * The school has nominated students as conservation ambassadors in collaboration with the Friends of Environment Society, where they lead and promote sustainability initiatives within the school community.

