

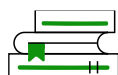
9289

**ASPEN HEIGHTS BRITISH SCHOOL**

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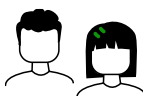
**NATIONAL IDENTITY MARK**  
School Evaluation Report

## School Information



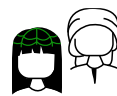
Curriculum

British



Total no. of students

1023



% of Emirati Students

55%

## National Identity Mark Overall Rating

GOOD



### Rating per Domain:

#### 1. Culture

GOOD



#### 2. Values

GOOD



#### 3. Citizenship

GOOD



Congratulations on receiving a rating of **Good** on the National Identity Mark.

### Here are some recommendations for continued improvement:

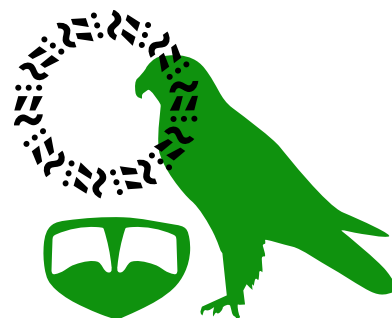
- \* Develop students' understanding of the significance behind the colors of the UAE flag.
- \* Enhance students' knowledge about the late Sheikh Zayed's and present UAE leaders' influential practices, lasting impact, and visionary approaches when it comes to preserving culture, promoting values, encouraging active citizenship, and advancing sustainability.
- \* Enhance students' sense of belonging, commitment towards the UAE and pride, as well as the understanding of their role as responsible members of society by further expanding partnerships with external Emirati personalities and local organizations across different fields.



# DOMAIN 1: CULTURE

## Overall Evaluation

GOOD



## Elements:

### 1.1 Arabic Language

GOOD



### 1.2 History

GOOD



### 1.3 Heritage

GOOD



Following a visit to the school, lesson observations and interactions with educators and students, the school received an overall evaluation of **Good in Culture**, based on the following key findings:

1. The school provides various opportunities for students to enhance their Arabic language skills, including some activities to engage with the external community and interact with native speakers to practice the language in real-life situations.
2. Students demonstrate a strong level of confidence when discussing the UAE's historical background; although their knowledge about the significance of the UAE flag colors is variable.
3. The curriculum integrates heritage but emphasis on history, its background and link to the UAEs current identity is lacking.
4. The school occasionally collaborates with local institutions to offer students relevant learning experiences around culture, but these are infrequent, thus not enhancing students' understanding of the UAE culture.

## Noteworthy:

- \* Students promote the use of the Arabic language through their initiative of teaching and sharing their language skills with non-Arab teachers every Friday.
- \* School buildings and classrooms are named after local islands, as well as indigenous animals and plants.
- \* The "Bring a Man to School" initiative allows students to invite their parents or grandparents to the school to share their knowledge and experiences related to UAE heritage, traditions and values.

# DOMAIN 2: VALUES

## Overall Evaluation



### Elements:

#### 2.1 Respect



#### 2.2 Compassion



#### 2.3 Global Understanding

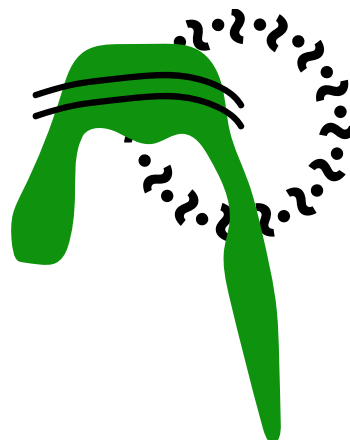


The school received an overall evaluation of **Good in Values**, based on the following key findings:

1. All members of the school community demonstrate respect for the national anthem and the UAE flag; students also consistently display respect towards their peers and teachers.
2. Some students take initiative in promoting the UAE values, but this is not yet a consistent feature across the school.
3. The curriculum emphasizes the teaching of care and compassion during PSHE lessons, but full integration with regards to the late Sheikh Zayed's principles of selfless service and its regional and global impact is yet to be realized.
4. The curriculum effectively incorporates global understanding, allowing students to actively explore diverse perspectives and global issues, yet there is a gap in connecting these to the late Sheikh Zayed's and current leadership's legacies of international collaboration and understanding.

### Noteworthy:

- \* The school received the Silver Mental Health Award from Leeds Beckett University in the UK for its mental health and wellbeing program demonstrating the school's commitment in providing a supportive environment that fosters emotional wellbeing and emphasizes the importance of compassion in educational settings.



# DOMAIN 3: CITIZENSHIP

## Overall Evaluation

GOOD



### Elements:

#### 3.1 Belonging

ACCEPTABLE



#### 3.2 Volunteering

GOOD



#### 3.3 Conservation

GOOD



The school received an overall evaluation of **Good in Citizenship**, based on the following key findings:

1. The school involves students in projects and celebrations that allow them to showcase their connection to the UAE.
2. The curriculum, provisions and practices are inconsistent in providing students with opportunities to develop a strong sense of belonging towards the UAE and a clear understanding of their role as active citizens.
3. Students participate in a range of volunteering opportunities within and beyond the school environment; however, these do not always involve students across all years.
4. Students actively participate in sustainability practices and a range of projects related to conservation; however, students' knowledge of the UAE's and the late Sheikh Zayed's legacy of environmental stewardship is variable.

### Noteworthy:

- \* The "My Brother Teaches Me" initiative is a school drive where year 9 students help tutor younger students in different academic subjects.
- \* Four students were regional finalists in the Junk Kouture: Youth Sustainable Fashion Competition.
- \* The school partners with the International Fund for Houbara Conservation to raise students' awareness about this species and its habitat, as well as its importance to the UAE ecosystem and heritage.

