

NATIONAL IDENTITY MARK School Evaluation Report

Al Manara Private School - MBZ

NATIONAL IDENTITY MARK EVALUATION

9291 : Al Manara Private School - MBZ

School information



National Identity Mark Overall Rating

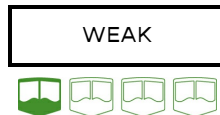


Rating per Domain:

1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

- * Modify the curriculum to fully integrate all elements of the three domains across grades and subjects in a meaningful and well-planned way with clear links to the UAE.
- * Expand students' knowledge and understanding of the current leadership and the late Sheikh Zayed's local and global achievements and contributions in different fields across all grades and subjects.
- * Ensure all students across all cycles fully participate in singing the UAE national anthem.
- * Expand students' knowledge and understanding of the importance of volunteering, global understanding, and conservation.
- * Collaborate with various external organizations to provide students with meaningful heritage-focused learning experiences, opportunities for compassionate practices, volunteering, and engaging in conservation efforts.

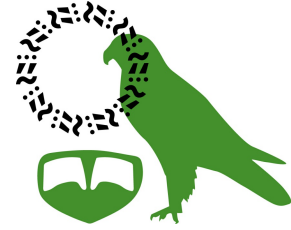


NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

ACCEPTABLE



Elements :

1.1 Arabic language

ACCEPTABLE



1.2 History

ACCEPTABLE



1.3 Heritage

ACCEPTABLE



1. The school curriculum has some attempts to incorporate elements related to the Arabic language and UAE heritage. However, the integration of elements related to UAE history is unclear and unstructured.
2. Arabic-medium subject teachers often use standard Arabic during lessons when teaching and interacting with students in class.
3. The school often provides students with opportunities to practice the Arabic language through writing opportunities, calligraphy practice, Quran competitions, and debates. Students demonstrate the ability to communicate in Arabic in different contexts.
4. School leaders' collaborations with external organizations to enhance and expand students' Arabic language skills include participation in poetry competitions with other schools; however, these opportunities are inconsistent.
5. The school occasionally provides students with opportunities to develop their understanding of the UAE's history through national celebrations and during lessons.
6. The school occasionally provides students with opportunities that develop their understanding of the significant figures that shaped the UAE's identity through assemblies, lessons, and school initiatives such as "Zayed taught me".
7. The school occasionally provides students with opportunities to learn and understand the lyrics of the UAE national anthem through music lessons and morning assemblies. As a result, students demonstrate a basic understanding of its meaning and significance.
8. The school occasionally provides students with opportunities to develop their understanding of the symbolism behind the UAE flag through art lessons, displays, and during national celebrations.
9. School leaders collaborate with some external organizations to engage students in UAE history-focused experiences. However, there are limited external collaborations that engage students in UAE heritage-focused experiences.
10. There is a limited range of learning resources designed to engage and educate students about the UAE's history and heritage.
11. The school often provides students with internal opportunities that develop their understanding of the UAE's heritage and traditions. These include Emirati Heritage Day and folk storytelling in the primary phase.
12. Students demonstrate a basic understanding of the UAE's history and heritage.
13. The school environment is purposefully designed and organized to showcase aspects of the UAE culture,

heritage, and identity through a range of displays, especially in the school's heritage room and heritage corner in the library.

14. The school's celebrations of UAE national and cultural events are meaningful and include most members of the school community. Students also demonstrate a solid understanding of the significance of these events.

Noteworthy:

- * The school has designated national identity student ambassadors from cycles 2 and 3 to present different aspects of UAE heritage and the UAE dialect to cycle 1 students through projects and workshops.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement


WEAK 

Elements :

2.1 Respect

ACCEPTABLE 

2.2 Compassion

WEAK 

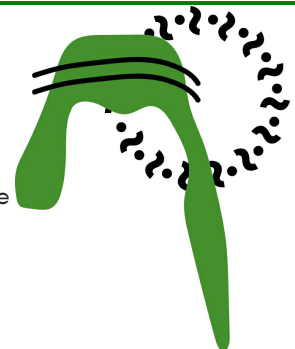
2.3 Global Understanding

WEAK 

1. The school curriculum is unclear and unstructured in integrating elements related to the UAE values of respect, compassion, and global understanding.
2. Students across most cycles communicate with an appropriate voice and tone and generally convey respect in their engagement with others.
3. Some students across cycles participate in singing the national anthem daily; however, this is inconsistent with cycle 3 students.
4. All students and staff consistently demonstrate respect for the UAE flag.
5. The school rarely provides students with learning opportunities to develop their knowledge of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global impact.
6. School leaders have limited collaboration with external organizations to engage students in compassionate activities and initiatives.
7. The school rarely provides students with opportunities to develop their cross-cultural and global understanding.
8. School leaders have limited collaborations with external organizations to develop students' knowledge and understanding of the UAE's global efforts and the global contributions of UAE-based organizations.
9. Students demonstrate basic knowledge of UAE-based organizations and their initiatives toward addressing humanitarian causes.

Noteworthy:

- * 11th-grade students performed a play on anti-bullying, highlighting the importance of the UAE's value of respect.



NATIONAL IDENTITY MARK EVALUATION


DOMAIN 3 CITIZENSHIP

Overall Judgement


WEAK 

Elements :

3.1 Belonging

WEAK 

3.2 Volunteering

WEAK 

3.3 Conservation

WEAK 

1. The school curriculum has 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 enhance their understanding of their roles and responsibilities as engaged and active citizens of the UAE.
3. The school has limited collaboration with external organizations to engage students in external volunteering, conservation, and sustainability-related opportunities.
4. The school features displays celebrating the achievements of the UAE and its citizens, with sections dedicated to each emirate and prominent UAE landmarks.
5. The school rarely provides students with opportunities and learning experiences that develop their understanding of the significance of volunteering.
6. The school rarely provides students with opportunities that develop their understanding of the current leadership and the late Sheikh Zayed's local and global humanitarian efforts.
7. The school rarely provides students with opportunities to develop their understanding of conservation and the impact of sustainable practices on society.
8. Students demonstrate a basic understanding of UAE organizations' conservation and sustainability initiatives, though this understanding is inconsistent among Cycle 3 students.
9. The school occasionally provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's contributions towards conservation. However, students' knowledge of the UAE leaders' conservation contributions is limited.

Noteworthy:

- * Embracing sustainability, the students crafted a remarkable, large-scale mosaic portrait of the late Sheikh Zayed bin Sultan using recycled CDs.

