

NATIONAL IDENTITY MARK School Evaluation Report

Sunrise International School

NATIONAL IDENTITY MARK EVALUATION

9332 : Sunrise International School

School information

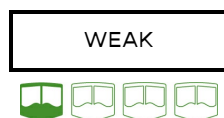


National Identity Mark Overall Rating



Rating per Domain:

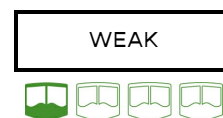
1. Culture



2. Values



3. Citizenship



Top recommendations for improvement:

- * Ensure a comprehensive modification of the school curriculum to incorporate the UAE culture, values and citizenship in a meaningful way that is well-planned across all grades and subjects.
- * Expand students' knowledge and understanding of the current leadership and the late Sheikh Zayed's achievements and contributions in different fields.
- * Ensure all students across cycles actively participate in the daily singing of the national anthem.
- * Provide a wide range of accessible learning resources to support the Arabic language and educate students about UAE's history and heritage.
- * Ensure the school environment is designed and organized to showcase aspects of the UAE heritage and celebrate the achievements of the UAE and its citizens across various fields.
- * Collaborate with a diverse range of external organizations and Emirati personalities to enrich students' experiences in Arabic language, UAE's history and heritage.
- * Provide students with a range of internal and external opportunities to engage in volunteering, compassionate, and conservation activities.

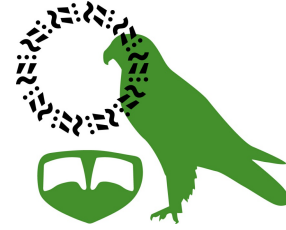


NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

WEAK



Elements :

1.1 Arabic language

WEAK



1.2 History

WEAK



1.3 Heritage

WEAK



1. The curriculum modifications include some attempts to integrate the Arabic language across some grades and subjects. However, the curriculum modification to incorporate elements of UAE's history and heritage is unclear and unstructured.
2. Arabic medium subject teachers occasionally use Standard Arabic during lessons and when interacting with students.
3. The school occasionally provides students with opportunities to practice Arabic through extracurricular activities and competitions. Students' ability to communicate in Arabic is limited.
4. School leaders have limited collaborations with external organizations to enhance students' Arabic language skills.
5. Students demonstrate basic knowledge of the UAE's history.
6. The school rarely provides students with opportunities to develop their knowledge of significant figures who shaped the UAE's identity.
7. The school rarely provides students with opportunities to develop their understanding of the symbolism behind the national anthem lyrics and the UAE flag.
8. Students demonstrate limited knowledge of the meaning of the national anthem lyrics and the significance of the UAE flag colors.
9. School leaders have no collaborations yet with external organizations to engage students in UAE history and heritage-focused experiences.
10. There is a limited range of learning resources designed to educate students about UAE history and heritage.
11. The school rarely provides students with opportunities that develop their understanding of the UAE's heritage and tradition. Students show basic knowledge of UAE heritages.
12. The school environment has limited displays that showcase aspects of the UAE culture and heritage.
13. The school celebrates some UAE national and cultural events with limited participation from members of the school community.
14. Students participate in the school celebrations of national and cultural events but demonstrate limited understanding of their significance.

Noteworthy:

- * Arabic medium teachers are leading initiatives to significantly enrich the learning experience of non-native Arabic speakers and enhance their Arabic language.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement


WEAK 

Elements :

2.1 Respect

ACCEPTABLE 

2.2 Compassion

WEAK 

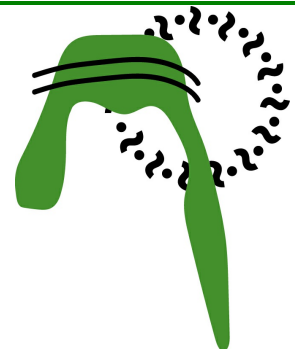
2.3 Global Understanding

WEAK 

1. The curriculum modification includes some attempts to incorporate the UAE values of respect, compassion, and global understanding. Cross-curricular links are inconsistent, resulting in variations in the integration of these values across grades and subjects.
2. Students across most cycles communicate with an appropriate voice and tone and generally convey respect in their engagement with school members.
3. The school rarely provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's respectful interactions, compassionate practices, and global contributions.
4. Most students across cycles actively participate in singing the national anthem daily.
5. All students and staff consistently demonstrate respect for the UAE flag.
6. Students' engagement in compassionate practices and initiatives is limited, both within the school and externally.
7. School leaders have not yet established collaborations with external organizations to engage students in compassionate activities and initiatives.
8. The school rarely provides students with opportunities to develop their cross-cultural and global understanding.
9. Students demonstrate limited knowledge of UAE-based organizations and their contributions towards addressing global humanitarian causes.

Noteworthy:

- * Higher grade level students are encouraged to demonstrate positive behavior for younger students through role playing.



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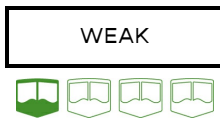
DOMAIN 3 CITIZENSHIP

Overall Judgement

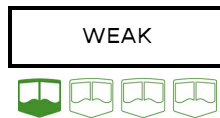


Elements :

3.1 Belonging



3.2 Volunteering



3.3 Conservation



1. The curriculum modifications to incorporate elements that promote students' sense of belonging towards the UAE, volunteering and conservation are unclear and unstructured across grades and subjects.
2. Students participate in some activities that showcase their understanding of the responsibility as active citizens of the UAE towards the community.
3. School leaders have limited collaborations with external organizations and Emirati personalities to develop students' understanding of UAE's achievements.
4. Students demonstrate limited awareness of the achievements of Emirati personalities in various fields.
5. The school environment has limited displays that celebrate the achievements of the UAE and its citizens.
6. The school rarely provides students with opportunities that foster their knowledge of the significance and impact of volunteering.
7. Students' knowledge and understanding of UAE organizations and their charitable works are limited.
8. School leaders have not yet established collaborations with external organizations to provide meaningful volunteering and conservation opportunities for students.
9. The school rarely provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work and conservation efforts locally and globally.
10. The school occasionally provides students with opportunities to develop their understanding of conservation and the impact of sustainable practices on the environment.

Noteworthy:

- * Students take on leadership roles actively implementing and monitoring practices that promote sustainability, with a primary focus on reducing water and electricity consumption.

