

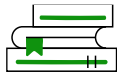
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AMITY INTERNATIONAL SCHOOL

NATIONAL IDENTITY MARK

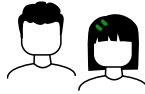
School Evaluation Report

School Information



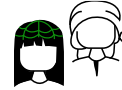
Curriculum

British



Total no. of Students

1576



% of Emirati Students

26%

National Identity Mark Overall Rating

ACCEPTABLE



Rating per Domain:

1. Culture

ACCEPTABLE



2. Values

ACCEPTABLE



3. Citizenship

GOOD



Top recommendations for improvement:

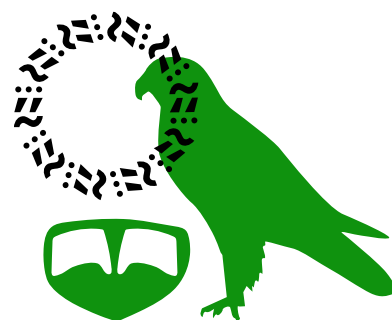
- * Review and modify applied curriculum, provisions and practices to consistently integrate and enhance deep connections between the school initiatives, programs and curriculum and the 3 domains with the late Sheikh Zayed's legacy and the UAE.
- * Establish strong links and collaborate with relevant local cultural organizations, museums, heritage sites and experts to deepen students' understanding of UAE history and heritage through authentic learning experiences that bring the nation's history and heritage to life.
- * Develop comprehensive programs in which elements of compassion and global understanding are well-integrated across the school programs and curricula, ensuring alignment with national priorities and the late Sheikh Zayed's legacy to enhance students' understanding of these principles through consistent and meaningful experiences.



DOMAIN 1: CULTURE

Overall Evaluation

ACCEPTABLE



Elements:

1.1 Arabic Language

ACCEPTABLE



1.2 History

ACCEPTABLE



1.3 Heritage

ACCEPTABLE



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

1. While curriculum planning for Arabic-medium subjects incorporates Arabic language, the integration of UAE history and heritage across subjects and years is inconsistent.
2. Some students can communicate in standard Arabic in both formal and informal settings.
3. Although many students can confidently sing the national anthem and identify the colors of the UAE flag, not all of them possess a deep understanding of the symbolism of the national anthem lyrics and its connection to UAE history.
4. While some students demonstrate an understanding of significant events and the late Sheikh Zayed's contribution to the union of the UAE, their deep understanding of important historical milestones and other significant figures that contributed to shaping UAE history and identity is inconsistent.
5. Students demonstrate some respect and pride in UAE traditions and customs as reflected through conversations and active participation in cultural and national events.

Noteworthy:

- * The school ensures that the physical environment and displays incorporate and celebrate the various qualities and aspects of the UAE national identity.
- * The school provides opportunities for students to celebrate national events, acknowledging the rich UAE culture and fostering a sense of pride in the UAE national identity.

DOMAIN 2: VALUES

Overall Evaluation

ACCEPTABLE



Elements:

2.1 Respect

GOOD



2.2 Compassion

ACCEPTABLE



2.3 Global Understanding

ACCEPTABLE

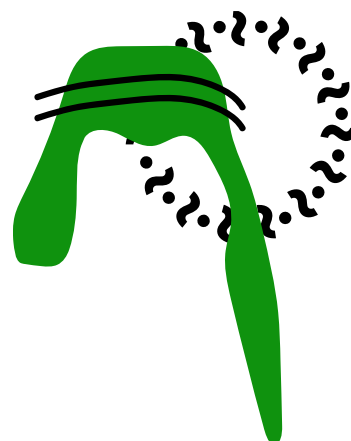


The school received an overall evaluation of **Acceptable in Values**, based on the following key findings:

1. While the curriculum includes links to the values of respect and compassion, the school is inconsistent in contextualizing these values to the UAE, across subjects and years.
2. Students speak in an appropriate voice and tone when communicating with others and reflect respectful engagement through their interactions.
3. Respect for the UAE flag is evident across the school.
4. Students demonstrate their understanding and knowledge of how the late Sheikh Zayed applied respect in his actions and their impact.
5. While students demonstrate the value of compassion evidenced through their participation in compassionate initiatives, their understanding of the importance and impact of their participation on the community and society is inconsistent.
6. Students demonstrate respect towards others, recognizing and appreciating their diverse cultures, backgrounds, statuses, and ages. However, their understanding of the late Sheikh Zayed's legacy of international collaboration and peace as well as the UAE's role in promoting these values at a global scale, is inconsistent.

Noteworthy:

- * The school fosters a welcoming environment where respect is reflected through students' communication, behavior and attitudes towards both their peers and teachers, creating a positive and harmonious atmosphere throughout the school.
- * Most students demonstrate pro-social behaviors such as sharing, helping and cooperating with others.



DOMAIN 3: CITIZENSHIP

Overall Evaluation

GOOD



Elements:

3.1 Belonging

GOOD



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. There are clear links integrating elements of belonging within the school provision and curriculum, however, opportunities to incorporate elements of volunteering and conservation aligned to the late Sheikh Zayed's principle of selfless service and legacy of environmental stewardship are not fully developed.
2. Students demonstrate a sense of belonging and pride when speaking about the history, culture, and symbols of the UAE.
3. Students demonstrate a clear understanding of volunteering as evidenced through their participation in the offered opportunities. However, their understanding of the importance and the impact of their participation and the knowledge of the late Sheikh Zayed's principle of selfless service is variable.
4. Students demonstrate a clear understanding of the importance of conservation evidenced through their active participation in related initiatives related. However, there are some gaps in enhancing their deep understanding and knowledge of the late Sheikh Zayed's legacy of environmental stewardship.

Noteworthy:

- * The school provides students with opportunities to engage in activities and initiatives through DT (Design and Technology) and Art. These projects involve creating and using UAE-inspired landscapes, allowing students to express their understanding of belonging and fostering a sense of pride and connection to their culture.

