

Evaluation of School's Performance in the Implementation of My Identity Program

School Name	Asian Inter – Zayed City
Curriculum	CBSE
Number of Students	722
Number of Emirati Students	0
Date of the visit	7/5/2018
Visiting Team	Dr. Samar Akho Zhayeh
Visit Number	174

The performance of schools regarding the implementation of My Identity program is assessed according to four levels

Foundation	The school is not meeting the standard beyond a basic level (1 - 26).
Emerging	The school is partially meeting the standard in a manner that indicates on-going growth (27-52).
Established	The school is consistently very competent (53-78).
Outstanding	The school is consistently performing to very high standards (79-104).

The school performance was judged to be: Established 64

Performance Indicator	Foundation	Emerging	Established	Outstanding
Planning at the school level to implement My Identity program				
Planning at the teachers' level to implement My Identity program				
The school's role in providing professional development opportunities to implement My Identity program				
Implementing My Identity program				
Parental and community involvement				
Impact on students				
Physical Environment				
Monitoring and continuity				

Evaluation Summary:				
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Visit Summary:

First Element: Planning at the school level to implement My Identity program

- There is a comprehensive plan for My Identity program that includes the general objective the school will work to achieve, the specific objectives, in addition to practical procedures to achieve the objectives, performance indicators, success criteria, responsible team for implementation and implementation timeline. The plan lacks clear evaluation tools.
- What distinguishes the school plan is that it covered how My Identity program's six themes will be achieved at the school level. It also clarified the specific objectives, in addition to practical procedures to achieve the objectives, performance indicators, success criteria, responsible team for implementation and implementation timeline.

Second Element: Planning at the teachers' level to implement My Identity program

- There is collaborative planning among teachers to integrate national identity in teaching. The school team mentioned that subject coordinators meet with teachers to plan for My Identity program integration in teaching. The coordinators and teachers also meet to clarify how to integrate national identity across subjects. A map for the mathematics curriculum for 3rd grade was reviewed and it demonstrates how the themes are distributed across subjects.
- It was evident from reviewing teachers' plans that there is integration of the six My Identity program themes at varying degrees from one subject to another. This was clearly outlined in lesson plans.

Third Element: The school's role in providing professional development opportunities to implement My Identity program

- The school team mentioned that after attending the training, the training impact was transferred to the rest of colleagues through a training workshop for coordinators to clarify the program, its objectives and themes. A workshop was then held for teachers to explain the concept of the program, to start the implementation and to monitor its impact.
- The school's professional development is based on the exchange of experiences among teachers through weekly meetings with teachers and coordinators and monthly meetings for all school staff.

Fourth Element: Implementing My Identity program

- The school organized a number of extracurricular activities that contribute to achieving My Identity program's six themes. Prominent examples include celebrating national occasions such as National Day, participating with the Ministry of culture and knowledge development for a full week in various events and participating in the Marathon of Zayed. The school held different activities to celebrate Arabic language week and International Day. The school visited ADNOC School – Madinat Zayed to learn about their activities for Arabic language week. Additionally, the school organized trips to different places such as heritage village. The school has a heritage club that holds different events such as comparing between the UAE and Indian cultures.
- The school collaborated with the Red Crescent to organize voluntary initiatives such as collecting items like rice and soap and donating it to the Red Crescent. Students have a good understanding of the importance of these initiatives.
- It was evident from attending the 4th grade Arabic language lesson about "To the School" that My Identity is integrated in a way that is relevant to the lesson's objectives. There were no clear links to students' real lives. The teacher asked students questions about the UAE such as "What developments did the UAE achieve in terms of schools? Write a sentence about it". However, the students did not demonstrate a clear understanding of what was presented.

- There is diversity in the activities held at school and that contribute to integrating national identity. However, they lack innovation.
- There is clear collaboration among teachers to exchange experiences and organize classroom and extracurricular activities that strengthen national identity. Additionally, the school collaborates with neighboring schools to organize different activities which were documented.

Fifth Element: Parental and community involvement

- There is a good level of parental participation in extracurricular activities held at school. Parents participated in the school celebrations and national occasions through attending and bringing food and clothes. Parents also mentioned that they help their children with school projects such as constructing Burj Khalifa and writing thank you cards for Sheikh Khalifa. There is no parental involvement in classroom activities.
- There is a good level of participation with community establishments at the school. Examples include participation with the civil defense who attended school and presented awareness workshops.

Sixth Element: Impact on students

- Students are able to define national identity well. They mentioned that national identity means culture and values. However, students memorize the terms without understanding them. When students were asked about the meaning of those terms, they were unable to answer. Students mentioned basic features of national identity.
- Students were able to explain the meaning of citizenship at a basic level where they explained that it means loving the country. Students mentioned that good citizens abide by the law, help others and show tolerance.
- Students have good knowledge of the UAE values. They mentioned examples of values such as respect, tolerance, generosity and patience. Students highlighted that HH Sheikh Zayed was known for his love of helping others and being kind.
- Students have good knowledge of the UAE's past and present. They mentioned houses were basic and made of clay in the past and that people learned from the "Mutwa" who was teaching children the Qur'an. As for the present, they mentioned that houses have changed and the UAE became known for its high-rise buildings such as Burj Al Arab and for its museums and parks. Students were unable to provide examples related to the UAE's future.
- Students were able to express their opinions using good Arabic language skills. This was observed from the meeting that took place with students noting that the group met with consisted of Arab students. They were asked to provide suggestions for their school to teach them more about the UAE and students were able to provide ideas using good Arabic language skills. Students realize the importance of Arabic language for being considered the language of the holy Qur'an and the need to learn it to communicate with people since it's the official language of the UAE.
- Students have a very basic knowledge of the UAE culture and they were able to provide examples of it with the help of the observer.
- Students respect and appreciate the UAE customs and traditions and they have a clear understanding of their roles as good citizens in the UAE. Students mentioned that they should abide by the country's laws and respect others.

Seventh Element: Physical Environment

The school's physical environment including facilities and classrooms contain images that reflect national identity which was evident from the murals in hallways and classrooms.

Eighth Element: Monitoring and continuity

- The school has clear monitoring procedures for classroom and extracurricular activities that strengthen national identity. Classroom activities are monitored through lesson observations. There is a specific tool for this purpose that covers My Identity's elements and is taken from the program manuals. As for extracurricular activities, they are monitored through observation. Parents' feedback is also collected but there is no specific tool for this purpose. The school regularly quizzes students to measure the extent of their knowledge related to national identity.
- There is continuity in organizing activities that strengthen national identity. The school prepared a plan that outlines activities that will be held throughout the academic year and identified the time and each "My Identity" theme linked to the activity.
- There is documentation of the activities related to national identity but it needs to be more comprehensive and organized.

Other Notes:

- The school is distinguished for the comprehensiveness of My Identity's plan. The plan needs some modifications.
- There are a diverse number of extracurricular activities at the school.
- The school needs to:
 - Focus further on classroom activities and how to integrate national identity in teaching.
 - Focus on enriching students' knowledge of the UAE.
 - Focus more on innovative initiatives.
 - Focus on having organized, comprehensive documentation.