NEASC Internal Reflection 2020 - 2021 Learning Principle 1 - Learning Goals

Learning Principle 1: Learning Goals

Learners demonstrate understandings, competencies, knowledge, dispositions, and values that will allow them to become responsible and successful citizens.

Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')
We have made greater progress in some aspects of this phase than in others.

Future Design: Where do we want to be? What will our learners be doing?

March 2020 to date:

1. Demonstrate critical thinking, problem-solving, leadership and independent skills which are key features of learning (across all subjects in all phases of the school);
2. Demonstrate levels of knowledge, skills and understanding that are in line with the expected curriculum standards in lessons and in student work;
3. Enjoy and keenly take increasing responsibility for their own learning, being aware of their targets / next steps;
4. Make clear connections between areas of learning and relate these to their understanding of the world;
5. Be enterprising, using enquiry, research skills, and technology effectively.

This will be evidenced throughout our learning community in lessons, student work, assessment data, interviews / conversations, stakeholder surveys, CPD programs, and school planning.

March 2020 to date

- Our learning goals are at the forefront in driving our teaching and learning.
- Our curriculum has a clear rationale based on shared values and is aligned with our vision, as well as, the UAE's National Agenda.
- Our learning goals and activities, promote as well as facilitate challenge, enjoyment, relevance, coherence, personalization, and choice.
- Planning is structured so that students learn systematically, building on previous knowledge, skills, competencies, values, and understandings.

March 2020 to date

- Focus on further developing students' communication, creativity, critical thinking, collaborative, entrepreneurial, ICT, and innovation skills.
- Our assessment processes have been revised and amended to ensure coherency, consistency, and teaching for effective learning. As a result, students are well prepared and equipped to succeed in and beyond the classroom in real world contexts.
- Cross-curricular links are provided so that students have a range of opportunities to further develop key skills, particularly in literacy, numeracy, and technology.

Pre-Covid, prior to March 2020

- Students take an active part in ensuring that this is a place where learning is central and student voice is valued (student voice interviews).
- Student Council, Scouts, sports teams, and extra-curricular physical activities develop students' self-confidence, sustain students' academic progress and personal development, and encourage them to engage in the life of the school and its wider community.
- The school website and newsletters keep the community informed of the school activities and highlight key successes.

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The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- Students have creative and very practical ideas that help to foster a strong sense of community and social responsibility.
- The Student Council has been promoting awareness of world days such as 'Diabetes Day' and 'Anti Bullying'.
- The Student Council initiates and develops events for the school body, and is also involved in the shaping of policies such as school uniform and healthy food in the canteen.
- Students continue to develop and demonstrate positive and responsible attitudes. They are supported in their efforts of self-discipline and regularly respond well to others.

The Current Reality: Where are we now? What are our learners currently doing?

Pre-Covid, prior to March 2020

- Students are becoming increasingly self-reliant and are developing their abilities as independent learners.
- Students are active participants in their learning and they seek and respond very well to critical feedback.
- Primary and Secondary students set learning targets with their teachers, which are reviewed each term.
- The values of the ADEK SCF and VIPS are promoted by all staff, taught explicitly in lessons, and displayed around the school to help further promote positive, responsible and ethical attitudes.

Pre-Covid, prior to March 2020

- Students create, plan, organize and participate in a wide range of school activities positively affecting the school and the wider community.
- Students volunteers initiate and lead activities to make worthwhile social contributions. They are innovative and creative, and successfully initiate and manage projects. These events include morning assemblies, breast cancer fundraising, diabetes day, autism awareness days, field trips, Open House, parent-teacher conferences, football matches and leagues, National Day celebrations, Flag Day and Commemoration Day events, International Day, UAE/NASA Space Camps, sports days and mother's and teachers' Day.

The Current Reality: Where are we now? What are our learners currently doing?

- In the Primary School star of the week, messengers, board monitors, and anti-bullying captains are examples of how the students demonstrate an excellent work ethic and leadership skills. With the introduction of the SCF, students have benefited greatly from innovative approaches to developing student competences across the curriculum.

- Middle school students are involved in working towards class of the week and student of the week. Whilst several activities are planned for students to participate in: Scouts, class representatives and leaders, science, business and psychology fairs, public speaking competitions, Quran competitions, UAE/NASA Space Camps, and the art fair.

- Student leadership activities in the High School include class leaders, Student Council representatives. All students involved in these activities lead by example and foster a sense of responsibility, community, and support.

Learning Plans - How will we close the gap? What will be our major actions?

March 2020 to date:

1. Further develop our strategic direction and future design, ensuring it continues to promote an ambitious vision and inclusive ethos which are shared by the entire learning community;

2. Further develop our teaching, learning, and assessment practices;

3. Further develop our self-evaluation and improvement planning processes;

4. Further develop our Performance Management and Development practices.

Learning Plans - How will we close the gap? What will be our major actions?

Pre-Covid, prior to March 2020

1. Review and further develop the use of learning skills in all subjects;
2. Further develop the use of the Student Competence Framework, 21st Century Learning Skills and HOTS;
3. Disseminate best practices currently existing and further develop learning skills;
4. Design CPD opportunities which support the development of the SCF, 21st Century Learning, and the use of ICT;
5. Review and amend our assessment policy and practices to ensure 21st century skills and HOTS are being developed effectively;

Learning Plans - How will we close the gap? What will be our major actions?

Pre-Covid, prior to March 2020

6.   Create an Innovation Committee within school with representation from all phases;

7.   Create a Digital Strategy Committee with improving students' innovation skills as one of its aims / goals;

8.   Empower students to interpret innovation within their own context and lead on new initiatives / events;

9.   Review and further develop the use of learning skills in all subject