



NEASC Internal Reflection 2020 - 2021

Learning Principle 10

Learning Community

ENGAGE INSPIRE INNOVATE CREATING A BETTER WORLD THROUGH EDUCATION

Learning Principle 10: Learning Community

Respectful, healthy, ethical relationships and interactions create a true sense of community. Communication is honest and transparent. Community values are clearly stated, actively lived and define a distinct, sustained identity.

Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')

We have made significant progress on all aspects of this phase, but there is room for further growth.



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

March 2020 to date

Our learners will:

1. have a strong understanding of and commitment to having respectful, healthy, ethical relationships and interactions, resulting in a high performing, values-based community;
2. act and communicate honestly and transparently;



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

Pre-Covid, prior to March 2020

Our learning community will:

1. embrace and promote our vision, mission, core values and strategic plans / future design;
2. effectively and appropriately engaged as partners in each student's learning and school life;
3. welcome and fully consider the views of all stakeholders when shaping school improvement strategies;
4. be well informed, particularly about student's learning and development, as a result of effective, transparent communication;
5. receive ongoing, comprehensive reports on students' academic progress, as well as personal and social development;
6. have highly positive effects on students' learning, development and achievement via sustained social contributions to the local, national and international communities;
7. be proud to be a part of VIPS as a vibrant, inclusive, healthy learning community.



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

March 2020 to date

- Our school's values are at the core of school and underpin all decisions. This is evident in the daily operations in which the school runs in a smooth and vibrant manner. Since the onset of Covid-19, our values-based approach has been key to ensuring the entire learning community is safe, engaged, and healthy.
- The school has been highly empathetic towards its entire learning community. Constant communication with parents regarding their children's well being, challenges in accessing the curriculum, being flexible and considerate, has been a constant focus and strength.
- Regular engagement with staff, as well as "well-being activity time" for teachers every Thursday have been highly helpful in promoting wellness and taking responsibility for the health and wellbeing of the staff during their work hours



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

March 2020 to date

- A timetable that allows students to take 'brain and screen breaks' is implemented and is constantly reviewed with students', parents' and teachers' feedback.
- The introduction of "help sessions' on the timetable ensures that students are well supported after their regular day's timetable.
- Teachers' views and suggestions are sought, respected and implemented for the best interests and impact on the learning community.
- Stakeholders' feedback is collected termly, discussed in SLT meetings and Phase meetings, and cascaded amongst appropriate stakeholders. Comments are read carefully to ensure the areas of dissatisfaction are discussed further and action is taken in the best interest of students.
- One-to-one virtual Parent-Teacher conferences give opportunity for parents to discuss plans in relation to student outcomes.

Leaders hold frequent virtual meetings with teachers to present school plans to solicit their feedback and thereafter modify the plans using their feedback. In our community the parents are receptive to and supportive of school initiatives and plans. Staff are highly focussed, organised, committed, and act as role models with high levels of professionalism.



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

March 2020 to date

- Leaders hold frequent virtual meetings with teachers to present school plans to solicit their feedback and thereafter modify the plans using their feedback.
- In our learning community the parents are receptive to and supportive of school initiatives and plans.
- Staff are highly focussed, organised, committed, and act as role models with high levels of professionalism. Students are respectful, responsible, and display high levels of engagement and are very proud to be a part of the learning community.
- The school exhibits and sustains high levels of flexibility towards the needs of the parents, without compromising on the quality of education and this retains the existing students and attracts new families.
- Our learning community is one of the school's key strengths.



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

Pre-Covid, prior to March 2020

- Parents and community members are highly supportive of the school, principal and leadership team.
- The school's Open Door Policy, spearheaded by the Principal and senior leadership, encourages and fosters parental engagement.
- The school's focus is to engage parents as partners in their child(ren)'s learning journey. At information and consultation sessions, there is remarkable attendance by parents in all phases.
- VIPS uses a range of effective communication methods that cater to parents who have embraced and prefer communication via technology as well as the more traditional means. As a result of effective communication, parents are consistently well informed about their children's learning and development. The school's administration ensures that communication takes place in either Arabic or English.



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

Pre-Covid, prior to March 2020

- Parents are empowered as partners, particularly when their children have special educational needs, need intervention strategies, encouragement or are rewarded for progress and/or achievement.
- Reporting on students' academic progress is ongoing and comprehensive. Parents receive progress reports twice a term. Reporting strategies clearly convey all aspects of students' achievements, areas for improvement, and the next steps in their learning.
- Extensive and effective local, national and international partnerships, including with other schools, significantly enrich students' learning, development, and achievements.



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

Pre-Covid, prior to March 2020

- The school and the community mutually share a strong partnership to foster our students' development. Links with other schools as well as organizations make for significant and sustained social contributions to the local, national and international communities. For example:
 - Red Crescent initiatives
 - NASA Space Camp
 - Regent sports training and camps
 - local and international field trips and links
 - local authorities and companies (social police, fire department, civil defense, paramedics, Al Safi factory, etc) local and international guests
 - university and career links (Al Najah Education, GETEX, etc)



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

March 2020 to date

1. Full review of our school's vision, mission, core values, aims and strategic plans / future design in order to deliver highly effective and coherent school leadership;
2. Ensure our school is a high performing, values-based learning community;



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

Pre-Covid, prior to March 2020

- Ensure that the school makes regular social contributions to the local, national and international communities.
- Establish and embed effective local, national and international partnerships, including with other schools, which have positive effects on students' learning, development and achievements.
- Develop stakeholder surveys that lead to improved student outcomes, learning experiences, and student voice Review Mission, Vision, and Values; Definition of Learning;
- Evaluate and enhance communication systems to ensure effective stakeholder communication

