



NEASC Internal Reflection 2020 - 2021

Learning Principle 2 - Dimensions of Learning

ENGAGE INSPIRE **INNOVATE** CREATING A BETTER WORLD THROUGH EDUCATION

Learning Principle 2: Dimensions of Learning

Learning encompasses creative, moral, social, experiential, and entrepreneurial dimensions.

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?

As a result of our improved dimensions of learning, our learning community will:

1. ensure our curriculum is relevant, imaginative, promoting innovation and challenge, as well as effectively encompassing creative, moral, social, experiential, and entrepreneurial dimensions
2. learning community's multi-dimensional learning model, will be firmly aligned with desired impacts, and will be well established, understood and embraced.
3. assessments will include higher order cognitive and creative elements and support learners in acquiring a broad range of the skills and dispositional qualities.
4. learning experiences and instructional approaches will reinforce the importance of complimenting content area learning goals with the development of creative, moral, social, and emotional qualities and dispositions.

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



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

March 2020 to date

- Our dimensions of learning offer an increasing range of opportunities to develop and apply meaningful learning that cross disciplines and experiential dimensions. Programs have been planned and implemented to include work with sufficient challenge to meet the needs of most students and to enable them to develop personally and academically.
- Cross-curricular links are carefully planned so that students have a broad range of opportunities to learn independently and develop skills of research and critical thinking as evidenced through our cross curricular projects, activities, and updated assessment model.
- Introduction of Student Interviews and Project Reflections are further examples of assessment practices being adapted for learners to gain the skills necessary to demonstrate the desired learning impacts.
- Students are engaging in activities that promote enterprise, innovation, creativity and social contribution across the curriculum, demonstrating a willingness to explore and make independent decisions.



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

March 2020 to date

- The curriculum includes programs which develop students' moral, social, and experiential understanding.
- Students develop their sense of civic responsibility and contribute to the wider community in a variety of ways, including volunteer activities. Students are learning that their opinions are appreciated by staff and are happy to offer constructive ideas to influence the direction of the school. As a result, students increasingly understand their responsibilities to the life of the school, and some students are proactively involved.
- Our program of study has a clear rationale aligned to the student needs, It promotes innovation and challenge through events such as, themed curricular programs (such as Reading Week, STEAM Day, Sports Day), Fairs and subject competitions. It is relevant and effective in developing a balance of knowledge, skills and understanding



02 555 4383

P.O.Box:7732,MFW-31, Khalifa city B- Abu Dhabi U.A.E



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

Pre-Covid, prior to March 2020

- The program of study is planned so that learning builds well on students' previous achievements, in all key subjects. It meets the needs of almost most students and prepares them for the next phases of their education.
- Cross-curricular links are meaningful and carefully planned through project-based learning opportunities and cross-curricular projects. They are managed well and assist students' transfer of learning between different subjects.
- The school conducts regular reviews and develops its curriculum to ensure good provision in almost all subjects and to meet the academic and personal needs of most students.



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

Pre-Covid, prior to March 2020

- Students have positive attitudes towards learning and have begun to take increasing responsibility for their own learning.
- The timetable allows adequate time for all subjects and includes a range of creative, physical and practical activities.
- Opportunities for enterprise, innovation, creativity, and social contribution are provided through most curricular areas and through our curricular leadership teams, effectively promoting and embedding a more cross-curricular and 21st Century approach to learning.



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

Pre-Covid, prior to March 2020

- Extra-curricular activities, field trips and excursions benefits students' academic and personal development. Our extra-curricular ASA program provides a variety of activities via quality opportunities to meet our students' interests, enhancing students' personal development.
- Coherent learning experiences are embedded through almost all aspects of the curriculum, to enable all students to develop a broad understanding of the UAE's culture and society, and further foster an excellent understanding of, a deep appreciation for and a passionate pride for the UAE's culture and society.



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

March 2020 to date

We will continue to close the gap via the following major actions:

1. Further develop our multi-dimensional learning model, aligning it with desired impacts;
2. Further develop our assessment practices, ensuring learners acquire a broad range of skills;
3. Further develop and embed reflective practices across the curriculum;
4. Further develop learning experiences and instructional approaches to reinforce the importance of complimenting content area learning goals with the development of creative, moral, social, and emotional qualities and dispositions.



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

Pre-Covid, prior to March 2020

- All teachers systematically provide a range of opportunities for enterprise, innovation, creativity, and social contribution
- Provide a variety of extracurricular activities and community links that enhance students' academic and personal development
- Ensuring that all teachers modify the curriculum to meet the needs of almost all groups of students regularly (in the short, medium, and long term plans)
- Extend the use of assessment data to identify students with different abilities, particularly higher achieving students
- Review current curriculum allocations for all core subjects (2019-2020) and non-core subjects in (2020-2021)



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

Pre-Covid, prior to March 2020

- Build into scope and sequence and lesson planning CPAA / MAP / IBT / PISA / TIMSS style questions to allow students to become familiar with the style of questioning
- Ensure thorough analysis of external data (CPAA, MAP, IBT, etc.) to identify strengths and gaps in curriculum coverage
- Ensure all departmental action plans lay out their next steps as to how they are going to work towards achieving the National Agenda Targets

