



NEASC Internal Reflection 2020 - 2021

Learning Principle 6

Research & Reflection on Learning

ENGAGE INSPIRE INNOVATE CREATING A BETTER WORLD THROUGH EDUCATION

Learning Principle 6: Research & Reflection on Learning

Research, reflection, and future design-oriented thinking are valued and acted upon by the community of learners.

Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')
We are just beginning to embrace this phase.



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

As a result of the development of our approaches to Research and Reflection on Learning, our learners will:

1. become familiar with and benefit from an environment of thoughtful inquiry in which effective strategies, structures, approaches and innovations are commonplace;
2. adapt their approaches and strategies based on insights gained through self-reflection before, during and after learning experiences



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

Our learning community:

1. is led by a very clear strategic direction with a bold, ambitious vision which is shared by the entire school community;
2. is highly committed to the UAE national and Emirate priorities;
3. ensures a fully inclusive school;
4. effectively establishes a purposeful learning "growth-mindset" culture;
5. ensures systematic, rigorous and accurate self-evaluation, using both internal and external data;
6. ensures school improvement plans are coherent, ambitious and based upon accurate self-evaluation;
7. is collectively accountable for ensuring high quality school performance
8. shows sustained improvements over time in all areas.



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

March 2020 to date

- The school conducts reviews of the curriculum, reflecting on the coverage of each subject, the impact of the content on students' learning and the process draws on feedback from stakeholders about student engagement.
- Changes to the curriculum are well considered and the needs of most students are met, as reflected in our program of study since the onset of Covid-19.
- Research, reflection, and future design-oriented thinking are becoming regular features of our teaching, learning and assessment practices. Students are provided with increasing opportunities to research, reflect, and engage in future design-oriented thinking in lessons and projects.
- Processes for monitoring and evaluation include an appropriate focus on students' outcomes and the quality of teaching in the school.



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

March 2020 to date

- Feedback from students and parents are notable features of our reflective practices and information from stakeholders is used effectively to inform developments.
- The school prepares its improvement plan on the basis of a sufficiently wide range of suitable evidence, such as its bespoke Distance Learning Evaluation SEF, stakeholder surveys, and strategic planning.
- Recent improvement plans have brought about notable improvements in the work of the school and are managed carefully with an appropriate focus on achieving the goals within realistic timescales.
- Most staff in the school are actively involved in implementing strategies for improvement.
- The introduction of new initiatives or programs (resources, CPD, learning technologies, etc...) are frequently trialed on a 'pilot' basis to explore suitability and further develop comprehensive rollout strategies.



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

Pre-Covid, prior to March 2020

- Our learning community employs multiple strategies in order to effectively engage in the processes of self- reflection.
- We have also seen an increased use of student reflections as part of the teaching and learning processes in the Secondary Phase--particularly in relation to the Cross-Curricular and Innovation Projects.
- Students have become more familiar with the concept of self-reflection and are applying its principles with increasing frequency.
- Introduction of personal reflections as part of formal assessment practices (written)
- Introduction of personal reflections as part of regular teaching and learning practices (written & oral)
- Stakeholders surveys developed to promote/support meaningful reflection related to school development



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

Pre-Covid, prior to March 2020

- Committees/task forces regularly apply principles of self-reflection throughout their school development efforts
- -Pilot projects--Chromebooks, Google Classroom, Boys Prayer Room, Break Time Line-up
- Our reflection on self-evaluation and improvement planning is deemed to be good.
- Our SEF monitoring calendar ensures that there are systematic, comprehensive and robust processes in which data is gathered from a range of internal and external sources, analyzed and then used to form conclusions and plan next steps.
- The school's senior leaders and staff members know the school well – its strengths as well as areas for further improvement. The key priorities are accurately identified for the future.



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

Pre-Covid, prior to March 2020

- The process for monitoring and evaluation begins with the SEF calendar, focusing on students' outcomes as well as the quality of teaching and learning.
- Regular leadership meetings take place to ensure optimum progress is being made to achieve improvement goals.
- Our school improvement plans are coherent and based on accurate self-evaluation.
- Our school improvement plans ensure that the school's and UAE national priorities are accurately addressed and that our priorities are linked to students' outcomes.
- There has been significant progress in addressing almost all of the recommendations in the previous inspection report.
- The school has shown sustained improvements over time in most key areas



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

March 2020 to date

1. ensure that our learning community is regularly exploring the effect changing realities and emerging trends have on the future of learning and implement best practice accordingly;
2. further develop an environment of thoughtful inquiry which leads to effective strategies, structures, approaches and innovations;
3. ensure that learning impacts are further reviewed, agreed upon, and that our systems are aligned with achieving these;



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

Pre-Covid, prior to March 2020

- Ensure highly effective senior and middle leaders drive school improvement, resulting in improved students' outcomes as per the school's vision, mission and core values.
- Revise the organizational structure to ensure a more effective, distributed leadership model.
- Build middle leadership capacity across the school through internal succession planning as well as new, external appointments.
- Develop effective middle leadership through an effective middle leadership program and performance management.



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

Pre-Covid, prior to March 2020

- Ensure alignment between all leadership documentation, including: the school's vision, mission and core values, the UAE National Agenda, school development plans, self-evaluation form (SEF) and departmental improvement plans, in order to deliver highly effective and coherent school leadership.

