



# DMS and the UAE National Agenda

UAE Vision 2021

# THE UAE NATIONAL AGENDA

- In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, launched the UAE National Agenda as an extension to achieve the UAE Vision 2021.
- Education is a particularly important focus of the UAE National Agenda as it includes eight key objectives that will pave the way towards the next phase of educational development in the UAE
- These objectives should lead the UAE to become a leading provider of world-class education.

# The 8 UAE National Targets

1. **PISA**: to be among the 20 highest performing countries
2. **TIMSS**: to be among the 15 highest performing countries
3. **High quality teachers**: to ensure that 100% of schools have high quality teachers
4. **Highly effective school leadership**: to ensure that 100% of public schools have highly effective school leadership
5. **High skills in Arabic language**: to ensure that 90% of Year 10 Students develop high skills in Arabic language in the UAE NAP (National Assessment Programme) assessment
6. **Completion of high school education**: to ensure that 90% of Emirati students complete their high school education
7. **Attending pre-primary**: to ensure that 95% of children in the UAE attend pre-primary education
8. **University foundation programme**: to ensure that no students need to join the university foundation programme



What is Dar Al Marefa Doing to meet the UAE  
National Targets?

# Improving Curriculum

- Modified to meet the content and skill requirements of TIMSS and PISA in mathematics & science
- Reviewed PYP Programme of Inquiry (POI) to ensure better balance in of science topics in each grade level
- Daily mental maths activities to develop skills together with online software – Maths Whizz
- Real-life problem solving encouraged through the school curricula
- Guided reading programme introduced in PYP (English & Arabic) and continuation of the Accelerated Reader programme in MYP
- Reading Buddy Program introduced in MYP



## Preparing for Post DP Program

- Increasing subject choice for students in Gr 9/10 and Diploma Program
- Offering information to students on university entrance requirements
- Visitation to local universities
- Fostering Internship initiatives

# Enhancing Arabic & Islamic Education

- Reviewed Arabic A and Arabic B curricula to ensure Ministry requirements are being met
- Revised Arabic scope & sequence
- Professional development on using effective teaching strategies
- Encouragement for students to participate in Arabic language competitions
- Commencement & implementation of mapping UAE Social Studies against school I&S units
- The introduction of “Arabic Proficiency Test” APT across the school.
- Modified the curriculum by adding elements of genuine and world translated literature.
- The introduction of Arabic booster workshops with the target of developing spelling and grammar skills.
- “I Read” initiative which aims to develop the skill of “Reading for Comprehension”
- “Guided Reading” program with the purpose of developing individual students levels in reading.

# Fostering Quality Teachers

- Personalised learning approach to ensure all students are challenged
- Use of Blooms-style questioning to promote critical thinking
- Introduced pre & post assessments to more accurately determine student attainment and quality of teaching
- Increased teacher observation and feedback sessions focusing on student progress
- Introduce 8 elements of an effective lesson to enhance personalised learning and student goal setting
- PISA/TIMSS/ISA styled assessments to ensure students are familiar with the type of questions used in the external tests.



# Inclusion

- Continue the excellent procedures and routines already in place at Dar Al Marefa
- Revised identification and monitoring procedures.
- Provision of targeted PD opportunities for teachers by SEN teachers
- Effective tracking of SEN students across the school
- Use of Diagnostic Assessments to help identify students with additional learning needs, including Gifted and Talented
- Building a repertoire of differentiated activities for SEN
- Enhanced identification process at point of admission.

# Leadership

- Development of a school wider leadership framework
- Re-structured MYP department meetings to more closely identify and address student needs
- Greater technology integration especially using BYOD in secondary
- Increased “leadership” learning walks to ensure teaching and learning is always good or better
- Development of the POIL Rubric for appraisal

# Innovation

- Use of learning spaces in the school
- BYOD program introduced in the MYP
- Use of technology communication practices with parents
  - Critical thinking strategies underpinning lesson delivery
- Introduction of an online Arabic diagnostic assessment program
  - Introduction of Google Drive for students & teachers in the MYP
  - Introduction of robotics to MYP
  - Varied After School Activities
  - Increased connections with Parent Committee
  - Participation in the National Competitions agenda
  - Participation in KHDA Exhibitions by teachers and students