UAE National Agenda and UAE Vision 2021

How will a unified effort contribute to meeting the Challenges and realising the vision

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.

- It includes a set of national indicators in the sectors of education, healthcare, economy, police and security, housing, infrastructure and government services.

- 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.

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The UAE National Agenda

- **PISA: to be among the 20 highest performing countries in PISA**

  (The Programme for International Student Assessment)

- **TIMSS: to be among the 15 highest performing countries in**

  (Trends in International Mathematics and Science Study)

- **High quality teachers: to ensure that 100% of schools have high quality teachers**

- **Highly effective school leadership: to ensure that 100% of public schools have highly effective school leadership**

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The UAE National Agenda

- **High skills in Arabic language:** to ensure that 90% of grade 9 Students develop high skills in Arabic language in the UAE NAP (*National Assessment Programme*) assessment

- **Completion of high school education:** to ensure that 90% of Emirati students complete their high school education

- **Attending pre-primary:** to ensure that 95% of children in the UAE attend pre-primary education

- **University foundation programme:** to ensure that no students need to join the university foundation programme

The UAE Vision Educational Targets

- **Inclusion: the UAE to become an inclusive, barrier free, rights based society that promotes, protects and ensures the success of all groups of students by 2020.**

- **Innovation : the UAE Vision 2021 sets out the National Agenda for the UAE to be among the most innovative nations of the world**

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**What steps has RWA taken to meet the UAE National Agenda targets and
the UAE Vision 2021?**

The UAE National Agenda

We have invested in International and National Benchmarking Assessments to ensure that our assessments are accurate and in-line with National and International standards. The results from these feed into the levels reported to parents throughout the year.

CAT 4 (Cognitive Ability Test Grade 2 upwards)
PTE (Progress Test in English Grade1 upwards)
PTM (Progress Test in Math Grade 1 upwards)
PTS (Progress Test in Science Grade 1 upwards)
IBT (International Benchmark testing Grades 3- 10)
PIPS (KG 1 baseline testing)
TIMSS (Grades 4 and 8)
PISA (15 years old – Grade 9)
PIRLS (Grade 4 -Comprehension and online reading)
IBT Arabic A (Grade 4 upwards)

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PISA and TIMSS–Targets for RWA

RWA National Agenda Targets for PISA			
Grade/ Target	Mathematics	Reading	Science
2012 scores	514	504	497
Year 2015 target	534	529	522
Year 2018 target	554	549	547

RWA National Agenda Targets for TIMSS				
	Grade 4		Grade 8	
Grade/ Target	Mathematics	Science	Mathematics	Science
2011 scores	485	475	541	546
Year 2015 target scores	515	510	556	561
Year 2019 target scores	545	545	566	571

NAP - TIMSS

RWA National Agenda Targets							
TIMSS Mathematics							
	Grade 4				Grade 8		
Year	RWA	Dubai	UAE	Int. Av.	RWA	Dubai	UAE
2011	485	468	-	500	541	478	-
Target score 2015	515	-	-		556	-	-
Actual score 2015	518	511	452		554	512	465
Target score 2019	538	-	-		564	-	-

RWA National Agenda Targets							
TIMSS Science							
	Grade 4				Grade 8		
Year	RWA	Dubai	UAE	Int. Av.	RWA	Dubai	UAE
2011	485	468	-	500	541	478	-
Target score 2015	510	-	-		561	-	-
Actual score 2015	528	518	451		556	525	477
Target score 2019	549	-	-		566	-	-

PISA & TIMSS Meeting Targets

Curriculum

- **Modified** to meet the content and skill requirements of TIMSS and PISA in mathematics and science

- Revised our Learning Ladders to develop '**threshold concepts**' for key learning aims

- **Mapped science outcomes** throughout the primary to ensure coverage

- Daily mental math activities to **develop skills**

- **Real life problem solving** encouraged through the KG and PYP curricular

- **Reviewed the PYP programme of Inquiry** to ensure better balance in all four strands of science in each grade level

- **Guided reading** programme further embedded in primary and modified set-texts in secondary

- Promoting a culture of reading for pleasure through **DEAR** (Drop Everything and Read Initiative)

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PISA & TIMSS Meeting Targets

Learning, Teaching &Assessment

- **Personalised learning** approach to ensure all students are challenged

- Improved questioning by use of Blooms –style questioning to **promote critical thinking**

- Introduced regular **formative GL assessments** to more accurately determine students starting points

- **Further embedded** PTE, PTM, PTS Standardized Assessments and IBT

- **CAT 4 for all students in Phase 2-4** to identify SEN and G&T students for personalised learning , and drive target –setting

- Greater **Accountability on Middle leaders** to drive improvement in teaching and learning. Middle leaders and outstanding practitioner **model lessons** and share best practice

- **TIMSS and IBT styled assessments** to ensure **students are familiar** with the questions on a TIMSS test.

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Highly effective school leadership

Leadership – Teachers

- 360° Evaluation of all senior and middle leaders
- Evaluation/accreditation: CIS, IBDP, IBPYP, KHDA
- Learning Walks
- External moderation and training related to learning walks and other areas
- Professional Appraisal System
- **Middle Leaders:** Head of Departments, Team Leaders, Curriculum Leaders
- Release time for middle leaders

Leadership – Students

Primary

- Sports Leaders and House Captains
- Grade 5 Monitors
- Eteam and Eco-monitors

Secondary

- Head Boy and Head
- Prefect Body
- Student bodies – Eteam, Interact, ABC, Student Representative Council and the Learning Council
- CAS Students who lead Creativity, Action and Service projects.

Primary and Secondary

- Anti-Bullying Committee (ABC)
- Learning Council
- House Captains

Leadership and Management

- **Curriculum modification**- Introduced the IBMYP to offer seamless transition from primary to secondary

- **Forensic data analysis** to identify gaps, trends and areas for intervention and improvement

- **Re-structured streaming** in Read, Write& Inc to more closely match student needs

- Greater **technology integration** especially using BYOD in secondary and effective use of iPads in Primary

- Introduction of **e-reading and e-resources** scheme in primary

- **Regular learning walks** to ensure teaching and learning is always good or better

- Greater and **better use of science laboratory** for Primary to boost practical inquiry skills.

- Increased science resources for teachers to use to perform powerful investigations.

- More **support personnel** recruited to provide support to EAL and SEN students

- Performance management scheme- continuing our **high retention of quality staff-** ensuring that we are investing in our teachers

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Improving the quality of Arabic education and awareness

- **Revised Arabic curricula** to Match Ministry requirements and the Modern Foreign Language framework

- Revised **Arabic Learning Ladder**

- Greater **variety of learning strategies** employed by a **more highly qualified** and skilled group of **teachers**

- Increased **daily focus** upon all **four language skills in every lesson**

- **Arabic ASA** and **Arabic Remedial lessons**

- **Team teaching** between MFL and Arabic B

- Regular **Arabic Week and cultural activities**

- Inviting **Arabic A parents to come and read** to our students

- Consistent success in **group wide competitions**

- **UAE Social studies** mapped in primary and introduced in secondary school humanities.

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University Success

- *Grade 9-10: Guidance in course selection in IGCSE*

- *Grade11: Information session on SAT/ACT, Common applications, UCAS, Personal statements, Applying to Ivy league/ OxBridge.*

- *Grade 12: University application to Pre-departure session*

- *University fairs and University visits for grade 9-12*

- *All RWA graduates admitted to university for the 5th consecutive year*

- *Ensure no University foundation programme*

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Inclusion

Admissions Policy: In line with the UAE federal Law 29/2006, Dubai Law 2/2014 and Dubai Disability Strategy 2020, RWA is a truly inclusive school. We have been commended by KHDA for being inclusive.

Identification procedures: Early identification, Teacher referrals, CAT4 based referrals, Parent referrals, Peer/Self referrals.

The UAE to become an inclusive, barrier free, rights based society that promotes, protects and ensures the success of all groups of students by 2020.

Support services for students with Learning Disabilities with or without a formal diagnosis using a Social model.

Improved collaboration with all stake holders

PARIS led ASAs for SEND students

Student leaders promoting inclusion

Support services for Students identified as Gifted and Talented by all teachers

Participation in external competitions (The Quest, ASSET, Subject Olympiads, Sports, etc.)

Enrichment programmes – ASAs in PS and SLT mentoring in SS.

Parent Information Session

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Innovation

65 percent of today's schoolchildren will eventually be employed in jobs that have yet to be created.

- **Digital education** – 1:1 and BYOD programmes ; iPads in lower years; Bee Bots. Technology used to drive student engagement, autonomy, creativity and other key skills/areas.

- **Online resources/virtual spaces -** Abacus, Bug Club, Blogs, Edmodo, Linguascope , Manageback, MyiMaths etc. – used to drive personalized learning

- **Learning experiences** – real world, authentic learning experiences (e.g. Gardening Project, PYP exhibition, iRegister system, E-team, etc.)

- **Digital Citizenship** – focus on digital citizenship, online safety, digital footprints and other key areas to support the increased use of technology at school and increased online access at home.

- **21st Century Skills** – driving critical thinking, creativity, collaboration and communication across the school

- **Creativity in the classrooms** – push across the school to drive creativity in teaching and learning

- **Innovation with our teachers -** professional development pathways implemented in the primary and secondary school

- **Use of learning spaces** in the school

- Increased **connection with our parent community**

Innovation

- Innovation appears in many forms. Teachers use innovation to **enhance the experience** of our students by making **learning fun** and **engaging**.

- **Alternative learning** spaces and environments

- Greater and more **effective use of technology**, IT regularly used in lessons to enhance learning

- Learning through **exploring**

- invested in **IT hardware and infrastructure** across the school

- **Collaborative teacher planning**, Google classroom in lessons

- IT **experts sharing knowledge** with teachers through support and training

- E-learning and 1- to -1 **embedded** in Grades 3 -5

- **Critical thinking and problem solving** intrinsic to learning in all phases through higher order questioning and metacognitive approaches

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