

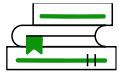
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**THE BRITISH SCHOOL AL KHUBAIRAT**

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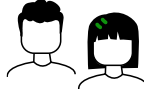
**NATIONAL IDENTITY MARK**  
School Evaluation Report

# School Information



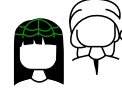
Curriculum

British



Total no. of Students

2007



% of Emirati Students

15%

# National Identity Mark Overall Rating

ACCEPTABLE



## Rating per Domain:

### 1. Culture

ACCEPTABLE



### 2. Values

ACCEPTABLE



### 3. Citizenship

ACCEPTABLE

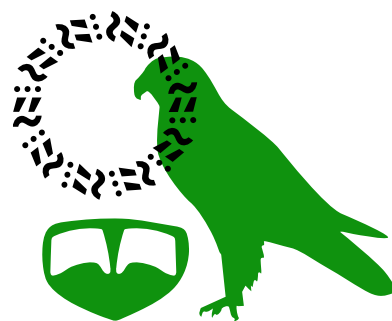


## Top recommendations for improvement:

- \* Provide meaningful opportunities for students to interact and actively sing the national anthem to enhance a sense of pride in the UAE.
- \* Develop comprehensive Arabic programs in which opportunities are offered for students to interact with the Arabic language in various forms to enhance the four Arabic language skills.
- \* Establish links and collaborate with relevant local organizations and experts to deepen students' understanding of the three domains of the National Identity Mark through authentic learning experiences.



# DOMAIN 1: CULTURE



## Overall Evaluation

ACCEPTABLE



### Elements:

#### 1.1 Arabic Language

WEAK



#### 1.2 History

ACCEPTABLE



#### 1.3 Heritage

GOOD



Following a visit to the school, lesson observations and interactions with educators and students, the school received an overall evaluation of **Acceptable in Culture**, based on the following key findings:

1. The integration of UAE heritage into the curriculum is present with a specific focus on celebrations of national events, drama, music and design and technology. However, curriculum modification to fully incorporate the Arabic language –when appropriate- and UAE history and across subjects and years is lacking.
2. Students have difficulties communicating in Arabic due to limited opportunities to enhance and promote its practice. As observed, students frequently mix English and Arabic terms during their conversations.
3. While some students demonstrate adequate knowledge of UAE history, comprehensive opportunities to deepen all students' understanding of the important milestones and significant figures that contributed to UAE history and shaped the national identity are inconsistent.
4. Students demonstrate adequate knowledge of the national anthem lyrics as expressed in English, however, understanding the symbolism of the lyrics of the national anthem, including its link to UAE history is inconsistent.
5. Students take the initiative to actively participate in various Emirati cultural events, demonstrating their comprehensive understanding of the significance of these cultural activities.

### Noteworthy:

- \* The school actively promotes UAE heritage in diverse ways, celebrating Emirati culture through various means. Students showcase their creativity by creating traditional clothing, artwork, and engaging in rich displays and exhibits that highlight the country's vibrant heritage.
- \* The school provides valuable opportunities for secondary school UAE ambassadors to take the initiative and actively participate in a range of Emirati cultural events.
- \* The school provides learning opportunities for teachers to deepen their understanding of the UAE culture and heritage, enabling them to transmit this knowledge to their students.

# DOMAIN 2: VALUES

## Overall Evaluation

ACCEPTABLE



### Elements:

#### 2.1 Respect

ACCEPTABLE



#### 2.2 Compassion

GOOD



#### 2.3 Global Understanding

ACCEPTABLE

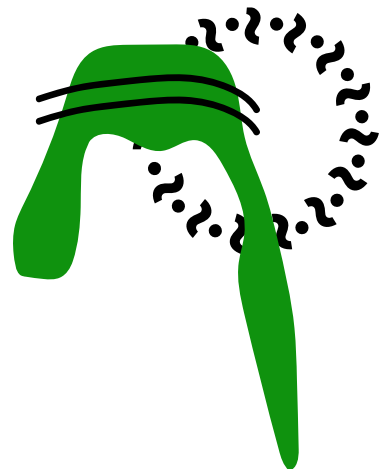


The school received an overall evaluation of **Acceptable in Values**, based on the following key findings:

1. While the values of respect, compassion and global understanding are generally incorporated into the school programs and curriculum, there are inconsistent opportunities to contextualize these values to the UAE and fully integrate them across subjects and years.
2. Although students and staff show respect for the UAE flag, the opportunity for students to sing the national anthem is lacking (Only the national anthem music is played on the sound system).
3. Students demonstrate a clear understanding of compassion as evidenced through their active participation in the offered activities and initiatives. They showcase a comprehensive understanding of the importance and impact of their participation in compassionate initiatives on the community.
4. While students demonstrate respect towards others regardless of differences in culture, background or age, their understanding of how this connects to the late Sheikh Zayed's principles locally and globally is inconsistent.

### Noteworthy:

- \* The school places a strong emphasis on kindness and giving back to the community, nurturing a sense of empathy and compassion among students.
- \* The school provides students with opportunities to develop responsibility and cultural ambassadorship through activities such as Model United Nations (MUN) and similar clubs.



# DOMAIN 3: CITIZENSHIP

## Overall Evaluation

ACCEPTABLE



### Elements:

#### 3.1 Belonging

ACCEPTABLE



#### 3.2 Volunteering

ACCEPTABLE



#### 3.3 Conservation

ACCEPTABLE



The school received an overall evaluation of **Acceptable in Citizenship**, based on the following key findings:

1. The school curriculum reflects some links to elements of belonging, volunteering, and conservation, but there are noticeable gaps in effectively integrating and connecting these elements to the UAE context or fully incorporating them across subjects and years.
2. The school offers sufficient opportunities for students to reflect and express their sense of belonging as evidenced through creative art, research, projects, and displays.
3. The school offers sufficient opportunities for students to participate in volunteering activities to benefit the school community, their peers and those in need. However, students understanding of the late Sheikh Zayed's principle of selfless service to others is inconsistent across years.
4. While students demonstrate an understanding of conservation and sustainability principles, showcasing their awareness of environmental issues, their deep understanding of how these principles are related to the late Sheikh Zayed's legacy of environmental stewardship and the UAE national agenda is not developed yet.

### Noteworthy:

- \* The school places an emphasis on teaching conservation principles and encourages students to collaborate to address sustainability challenges and empower them to propose relevant solutions.

