

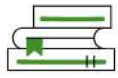
NATIONAL IDENTITY MARK
School Evaluation Report
AY 2023/24

The Philippine School

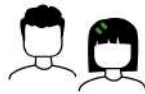
NATIONAL IDENTITY MARK EVALUATION

9252 : The Philippine School

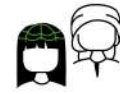
School information



Curriculum



Total no. of Students



% of Emirati Students

Philippine

577

0

National Identity Mark Overall Rating

WEAK



Rating per Domain:

1. Culture

ACCEPTABLE



2. Values

WEAK



3. Citizenship

WEAK



Top recommendations for improvement:

- * Ensure a comprehensive modification of the school curriculum to incorporate the UAE national identity elements across all grades and subjects.
- * Ensure that every student participates in the daily singing of the national anthem, has a comprehensive understanding of the national anthem lyrics and the significance of the colors of the UAE flag.
- * Broaden students' comprehension of the impactful practices, lasting influence, and visionary approaches exhibited by the late Sheikh Zayed and current UAE leaders in preserving culture, promoting values, advancing sustainability, and fostering active citizenship, and their humanitarian and sustainability contributions on the local and global levels.
- * Expand students' knowledge and admiration for the UAE's history and heritage.



NATIONAL IDENTITY MARK EVALUATION

DOMAIN 1 CULTURE

Overall Judgement

ACCEPTABLE



Elements :

1.1 Arabic language

ACCEPTABLE



1.2 History

WEAK



1.3 Heritage

ACCEPTABLE



1. The curriculum modification to integrate elements related to the Arabic language and UAE heritage and history across subjects and grades is unclear and unstructured.
2. Teachers of Arabic-medium subjects often speak and interact with students using standard Arabic.
3. Occasionally, the school provides students with opportunities to practice the Arabic language through assemblies and Arabic calligraphy competitions. Students communicate in Arabic across some contexts.
4. School leaders collaborate with some external organizations to enhance students' Arabic language skills.
5. Students' knowledge of the UAE history and heritage is limited.
6. The school rarely provides students with opportunities to enhance their knowledge of figures who shaped the UAE identity.
7. Students demonstrate limited understanding of the significance of the national anthem lyrics.
8. Some students demonstrate basic understanding of the meanings of the colors of the UAE flag.
9. School leaders' collaboration with external organizations to engage in UAE history and heritage-focused experiences is limited.
10. There is a limited range of learning resources to support and designed to educate students of UAE history and heritage in classes and the library.
11. The school occasionally provides students with opportunities to develop their understanding of the UAE's heritage and traditions.
12. The school environment features some displays that showcase aspects of UAE culture, heritage, and identity, including a heritage corner in every class.
13. Students showcase some cultural understanding of the UAE Heritage through visual and performing arts.
14. The school celebrates UAE national and cultural events, including some school community members.
15. Students demonstrate a limited understanding of the significance of the national and cultural events.

Noteworthy:

- * To promote the Arabic language, each class has a Vocabulary Corner featuring translated Arabic terms.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 2 VALUES

Overall Judgement

WEAK



Elements :

2.1 Respect

ACCEPTABLE



2.2 Compassion

WEAK



2.3 Global Understanding

WEAK



1. The curriculum mapping modification to integrate the UAE values of respect and compassion, and of global understanding themes is unclear and unstructured across grades and subjects.
2. Students across all cycles exemplify respect in their engagement communicating with an appropriate voice and tone.
3. The school provides limited opportunities to enhance students' understanding of the current leadership and the late Sheikh Zayed's respectful interactions and compassionate practices.
4. Some students across cycles participate in singing the national anthem daily.
5. Students and staff consistently demonstrate respect for the UAE flag.
6. Students' engagement in compassionate practices, initiatives, and activities is limited.
7. School leaders rarely collaborate with external organizations and relevant community members to engage students in compassionate activities.
8. The school rarely offers students opportunities and learning experiences that develop their cross-cultural and global understanding.
9. School leaders have limited collaborations with external organizations to develop students' knowledge and understanding of the UAE's global engagement and the impact of UAE-based organizations.
10. Students demonstrate basic knowledge of UAE-based organizations and their contributions towards global humanitarian causes.
11. The school rarely provides students with opportunities and learning experiences that enhance their understanding of the current leadership and the late Sheikh Zayed's global contributions.

Noteworthy:

- * The school environment and classrooms display UAE values such as tolerance, equality, and prosperity in both Arabic and English to promote these principles.

NATIONAL IDENTITY MARK EVALUATION

DOMAIN 3 CITIZENSHIP

Overall Judgement



Elements :

3.1 Belonging



3.2 Volunteering



3.3 Conservation



1. The curriculum modifications to incorporate elements that foster students' sense of belonging and integrate elements related to conservation, volunteering, and UAE's role in these fields are unclear and unstructured across subjects and cycles.
2. The school occasionally provides students with opportunities and learning experiences that foster their understanding of their roles and responsibilities as active citizens of the UAE, such as school clubs, classroom roles, and student councils.
3. School leaders have not yet established any collaborations with external organizations or Emirati personalities to develop students' knowledge of the achievements of the UAE and its citizens in various areas.
4. Students demonstrate basic awareness of Emirati personalities and their achievements across some fields.
5. The school environment has limited displays that celebrate the achievements of the UAE and its citizens across various fields.
6. The school rarely provides students with opportunities to foster their knowledge of the significance and impact of volunteering.
7. Students' knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works is limited.
8. School leaders have not yet collaborated with external organizations to engage students in conservation and volunteering opportunities.
9. The school rarely provides students with opportunities to develop their understanding of the current leadership and the late Sheikh Zayed's humanitarian work, and their contributions to conservation and sustainability, both locally and globally.
10. The school occasionally provides students with opportunities to develop their understanding of conservation and its impact on society and the environment, such as planting and recycling initiatives.
11. Students demonstrate basic knowledge of UAE organizations' initiatives toward conservation and sustainability.

Noteworthy:

- * Roles of students are displayed in every classroom fostering a sense of belonging and ownership in the classroom environment.