



National Identity Mark

Framework

Overview

Domain 1: Culture

Culture will be assessed across 3 elements:

- 1.1 Arabic Language**
- 1.2 History**
- 1.3 Heritage**

The comprehensive analysis of the 1st domain Culture encompasses three primary elements: Arabic language, history, and heritage. This document will provide an overview of each element, highlighting their significance in the formation and understanding of our national identity.

The **Arabic language** serves as an integral component of our national identity, acting as a living and dynamic medium of communication that unites people across the region. Rich in dialects and expressions, the Arabic language informs cultural nuances throughout the UAE and the wider Middle East. It is an essential aspect of education and daily life in the UAE, fostering a sense of unity and pride among students. By preserving and promoting the Arabic language, we ensure that it remains a vibrant reflection of identity and culture while enhancing its global significance among the world's most widely spoken languages.

The **history of the UAE** chronicles the remarkable journey of a nation that has transformed into a global leader in innovation, sustainability, and social progress. It is characterized by our leadership's and citizens' resilience and adaptability in the face of challenges, demonstrating an unwavering commitment to preserving cultural heritage while embracing progress and modernization. This unique blend of tradition and innovation has shaped the UAE, instilling a sense of pride and unity among its people. Understanding the nation's history allows students to appreciate the foundations upon which the UAE has been built, and the values that continue to drive its growth and development.

The UAE's rich and diverse cultural **heritage** contains traditions, customs, and values passed down through generations. This heritage is evident in various aspects of daily life, including traditions, dance, music, sports, and social practices. Cultural heritage fosters students' sense of belonging and continuity connecting the nation's past to its present and future, ensuring that our national identity remains a living and dynamic reflection of our people and their shared experiences.

Student Opportunities

1.1 Arabic language

Reflective questions:

- How do we promote and connect the Arabic language as an essential link to students' understanding of the UAE culture, history, and identity?
- How do we support students to understand and communicate with others using Arabic as a first language?
- How do we support the learning challenges of students taking Arabic as a 2nd language?
- How are we using technology to foster deeper adoption/accessibility and practice of Arabic language?
- What strategies and plans do we have in place to improve student's proficiency in the Arabic language?
- How do we encourage students to use Arabic language in their daily lives?
- How do we use students' knowledge of Arabic language to promote cross-cultural understanding?

What opportunities does the school provide for students to:

- Facilitate students' adoption and usage of Arabic.
- Practice the Arabic language in various forms of communication and real-life situations.
- Interact with native Arabic speakers within and outside the school community.
- Experiment with the Arabic language through the creative arts.
- Read and interpret a variety of Arabic language texts.



1.2 History

Reflective questions:

- How are we teaching the history of the UAE to help our students better understand and appreciate the country and its people?
- How are we connecting the UAE's history to our students' own experiences and culture?
- What opportunities are we giving our students to properly understand and contextualize UAE history rather than memorizing dates and facts?
- What opportunities are we providing for our students to learn about the diverse perspectives and voices that have contributed to the UAE's history?
- What opportunities are we providing for our students to engage with historical documents or artifacts?
- How do our students share their learning and perspectives about UAE history with their peers and the broader community?
- How do we develop students' deep understanding of the modern UAE and the vision of the country's leaders?

What opportunities does the school provide for students to:

- Analyze, interpret, and evaluate historical events to properly understand the UAE history and practices.
- Demonstrate their understanding of the UAE's history, including the different eras, important events, and significant figures that shaped the country's identity.
- Gain a deeper understanding of how the UAE society has evolved over a short period of time.
- Research and analyze different aspects of UAE's history and present their findings using different media.
- Strengthen their understanding of the foundation and federation of the United Arab Emirates.
- Gain knowledge about the Islamic civilization as it relates to the UAE history.



1.3 Heritage

Reflective questions:

- How do we use art, literature, and music in reflecting and preserving the heritage of the UAE?
- What opportunities are we providing for students to learn about different aspects of UAE culture and heritage, including traditions, food, music, art, and literature?
- How do students engage with local communities and organizations to promote the UAE culture and preserve its heritage?
- How do we teach students about the UAE's history and traditions including festivals and celebrations?
- How do our students share and exchange the UAE cultural experiences?

What opportunities does the school provide for students to:

- Ensure students understand the meaning and significance of the UAE national anthem lyrics.
- Practice and sing the national anthem daily.
- Demonstrate respect for the UAE flag.
- Celebrate the UAE culture and share it with other students and the wider school community.
- Use important cultural events to enhance their understanding of the UAE traditions, customs, and heritage.
- Collaborate with local cultural institutions, museums, or heritage sites to provide students with authentic learning experiences that bring the nation's heritage to life.
- Research the diversity of cultural practices across the country.
- Retain a strong sense of their own culture in context of modern changes.



Expectations for Teachers and Leadership

Teachers should:

- Set clear learning outcomes, objectives, and expectations for students in relation to Arabic language, UAE history, and heritage.
- Focus on verbal Arabic language skills when teaching communication.
- Emphasize interactive and task-based activities that simulate real-life situations.
- Use multi-sensory instruction incorporating visual, auditory, and kinesthetic techniques to teach the Arabic language.
- Provide opportunities for students to communicate using Arabic inside and outside of school.
- Use authentic sources, such as historical texts, artifacts, and primary sources to help students gain a deeper understanding of UAE history and culture.
- Use a range of resources to supplement their lessons, including photographs, paintings, and audiovisual materials.
- Use stories to convey important historical events, cultural traditions, and heritage.
- Show respect for the UAE culture by wearing appropriate attire.
- Use cultural field trips to help students gain a deeper understanding of UAE history and heritage.
- Invite speakers, such as historians or cultural experts to share their knowledge about the UAE's history.
- Incorporate traditional stories and folktales of the UAE across the curriculum.

Leaders at all levels should:

- Modify the curriculum to integrate cultural traditions, heritage, and values that define the UAE national identity.
- Ensure the school calendar includes cultural activities that celebrate the country's heritage including music and performing arts festivals, cultural exhibitions, etc.
- Ensure the school's physical environment and displays include and celebrate qualities and aspects of the UAE national identity.
- Set clear expectations for all members of the school community on appropriate school attire.
- Foster a culture of pride in the UAE national identity
- Provide resources to support the promotion and teaching of the Arabic language, UAE history, and culture.
- Create a culturally inclusive environment that embraces the UAE history and culture.
- Provide learning opportunities to support teachers' understanding and appreciation of the UAE culture.
- Collaborate with external organizations to enhance and expand students' Arabic language skills and knowledge of the UAE history and culture

Domain 1: Culture

Sub-domain 1.1: Arabic Language

Area: 1.1.1 Curriculum

1.1.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
1.1.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to Arabic language across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of Arabic across grades and subjects.	The curriculum is modified to incorporate elements related to Arabic language across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned, resulting in a meaningful integration of Arabic across grades and subjects.	The curriculum modification includes some attempts to incorporate the Arabic language across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of Arabic across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of Arabic across grades and subjects.

1.1.2 Provision

- 1.1.2.1 Use of standard Arabic in Arabic medium lessons
- 1.1.2.2 Opportunities for students to practice the Arabic language
- 1.1.2.3 Collaboration with external organizations and the community
- 1.1.2.4 Variety and availability of resources

Outstanding	Good	Acceptable	Weak
1.1.2.1 Use of standard Arabic in Arabic medium lessons			
Standard Arabic is consistently used by all Arabic medium subject teachers during lessons and when interacting with students.	Standard Arabic is often used by all Arabic medium subject teachers during lessons and when interacting with students.	Standard Arabic is occasionally used by all Arabic medium subject teachers during lessons and when interacting with students.	Standard Arabic is inadequately used by most Arabic medium subject teachers during lessons and when interacting with students.
1.1.2.2 Opportunities for students to practice the Arabic language			
The school consistently provides students with a wide range of meaningful opportunities and learning experiences, including extra-curricular activities , to practice the Arabic language.	The school often provides students with meaningful opportunities and learning experiences, including extra-curricular activities , to practice the Arabic language.	The school occasionally provides students with opportunities and learning experiences, which may include extra-curricular activities , to practice the Arabic language.	The school rarely provides students with opportunities and learning experiences to practice the Arabic language.

1.1.2.3 Collaboration with external organizations and the community

<p>School leaders proactively establish meaningful and sustained partnerships and collaborations with a wide range of external organizations and relevant community members to enhance and expand students' Arabic language skills and experiences.</p>	<p>School leaders collaborate with a range of external organizations and relevant community members to enhance and expand students' Arabic language skills and experiences.</p>	<p>School leaders' collaborations with external organizations and relevant community members to enhance and expand students' Arabic language skills and experiences are inconsistent.</p>	<p>School leaders have limited or no collaboration with external organizations and relevant community members to enhance and expand students' Arabic language skills.</p>
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1.1.2.4 Variety and availability of resources

<p>There is a comprehensive range and variety of accessible learning resources available to support the promotion and teaching of the Arabic language. Resources are culturally appropriate.</p>	<p>There is a range of accessible learning resources to support the promotion and teaching of the Arabic language. Resources are culturally appropriate.</p>	<p>There are some accessible learning resources to support the promotion and teaching of the Arabic language. Resources may vary in quality and are culturally appropriate.</p>	<p>There is a limited range of learning resources to support the promotion and teaching of the Arabic language. Resources may be inaccessible or culturally inappropriate.</p>
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1.2.3 Impact

- 1.2.3.1 Students' use of resources to develop their Arabic language skills
- 1.2.3.2 Students' engagement and participation in external opportunities to practice the Arabic language
- 1.2.3.3 Students' ability to communicate using the Arabic language

Outstanding	Good	Acceptable	Weak
1.2.3.1 Students' use of resources to develop their Arabic language skills			
Students proactively and effectively utilize a range and variety of available Arabic resources to enhance their language skills. They demonstrate a comprehensive understanding of how to leverage these resources to support their learning.	Students effectively use a range of available Arabic resources to enhance their language skills. They demonstrate a solid understanding of how to use the resources to support their learning.	Students make some effort to use available Arabic resources to enhance their language skills. They demonstrate a basic understanding of how to use the resources to support their learning.	Students rarely use available Arabic resources to enhance their language skills. They demonstrate a limited understanding of how to use the resources to support their learning.
1.2.3.2 Students' engagement and participation in external opportunities to practice the Arabic language			
Students across all cycles consistently participate in a wide range of external opportunities to promote the development of their Arabic language skills.	Students across most cycles often participate in a range of external opportunities to promote the development of their Arabic language skills.	Students across some cycles occasionally participate in external opportunities to promote the development of their Arabic language skills.	Students rarely participate in external opportunities to promote the development of their Arabic language skills. They demonstrate a limited understanding of

They demonstrate a comprehensive understanding of their involvement in the different opportunities.	They demonstrate a solid understanding of their involvement in the different opportunities.	They demonstrate a basic understanding of their involvement in the different opportunities.	their involvement in the different opportunities.
1.2.3.3 Students' ability to communicate using the Arabic language			
Students communicate fluently and effectively in Arabic across a wide range of contexts.	Students communicate effectively in Arabic across a range of contexts.	Students communicate in Arabic across some contexts .	Students' ability to communicate in Arabic across different contexts is limited .

Domain 1: Culture

Sub-domain: 1.2 History

Area: 1.2.1 Curriculum

1.2.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
1.2.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to the UAE history across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of UAE history across grades and subjects.	The curriculum is modified to incorporate elements related to the UAE history across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration of UAE history across grades and subjects.	The curriculum modification includes some attempts to incorporate the UAE history across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of UAE history across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of UAE history across grades and subjects.

Area: 1.2.2 Provision

- 1.2.2.1 Opportunities to develop students' knowledge and understanding of the UAE history
- 1.2.2.2 Opportunities to develop students' knowledge of significant UAE figures and their achievements throughout the years
- 1.2.2.3 Opportunities to develop students' knowledge and understanding of the UAE national anthem
- 1.2.2.4 Opportunities to develop students' knowledge and understanding of the UAE flag and the significance of its colors
- 1.2.2.5 Collaborations with external organizations and school excursions
- 1.2.2.6 Variety and availability of resources

Outstanding	Good	Acceptable	Weak
1.2.2.1 Opportunities to develop students' knowledge and understanding of the UAE history			
The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the UAE's history, including its different eras, important events and Islamic civilization.	The school often provides students with meaningful opportunities and learning experiences that develop their students' understanding of the UAE's history, including its different eras, important events and Islamic civilization.	The school occasionally provides students with opportunities and learning experiences that develop their understanding of the UAE's history, including its different eras, important events and Islamic civilization.	The school rarely provides students with opportunities and learning experiences that develop their understanding of the UAE's history, including its different eras, important events and Islamic civilization.

1.2.2.2 Opportunities to develop students' knowledge of significant UAE figures and their achievements throughout the years

<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the significant figures that shaped the UAE's identity.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the significant figures that shaped the UAE's identity.</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of the significant figures that shaped the UAE's identity.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of the significant figures that shaped the UAE's identity.</p>
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1.2.2.3 Opportunities to develop students' knowledge and understanding of the UAE national anthem

<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the historical context, cultural significance, and symbolism behind the UAE national anthem lyrics.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the historical context, cultural significance, and symbolism behind the UAE national anthem lyrics.</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of the historical context, cultural significance, and symbolism behind the UAE national anthem lyrics.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of the historical context, cultural significance, and symbolism behind the UAE national anthem lyrics.</p>
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1.2.2.4 Opportunities to develop students' understanding of the UAE flag and the significance of its colors

<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the historical context, cultural</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the historical context, cultural significance, and</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of the historical context, cultural significance, and</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of the historical context, cultural</p>
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significance, and symbolism behind the UAE flag.	symbolism behind the UAE flag.	symbolism behind the UAE flag.	significance, and symbolism behind the UAE flag.
1.2.2.5 Collaborations with external organizations and the community			
School leaders proactively establish meaningful and sustained partnerships and collaborations with a variety of external organizations and relevant community members to engage students in a wide range of meaningful UAE history focused experiences.	School leaders collaborate with a range external organizations and relevant community members to engage students in a range of meaningful UAE history focused experiences.	School leaders collaborate with some external organizations and relevant community members to engage students in some meaningful UAE history focused experiences that may lack sufficient coverage or depth .	School leaders have limited or no collaboration with external organizations and relevant community members to engage students UAE history focused experiences .
1.2.2.6 Variety and availability of resources			
There is a comprehensive range and variety of accessible learning resources specifically designed to engage and educate students about UAE history. The school extends opportunities for students to deepen their understanding of UAE history at home. Resources are culturally appropriate .	There is a range of accessible learning resources designed to engage and educate students about the UAE history. Resources are culturally appropriate .	There are some accessible learning resources designed to engage and educate students about the UAE history. Resources may vary in quality and are culturally appropriate .	There is a limited range of learning resources designed to engage and educate students about the UAE history. Resources may be inaccessible or culturally inappropriate .

Area: 1.2.3 Impact

1.2.3.1 Students' knowledge and understanding of UAE history

1.2.3.2 Students knowledge and understanding of significant UAE figures and their achievements across the years

1.2.3.3 Students knowledge and understanding of the UAE national anthem lyrics

1.2.3.4 Students knowledge and understanding of the UAE flag and the significance of the colors

Outstanding	Good	Acceptable	Weak
1.2.3.1 Students' knowledge and understanding of the UAE history			
Students across all cycles demonstrate comprehensive knowledge and understanding of the UAE's history, including its different eras, important events and Islamic civilization.	Students across most cycles demonstrate solid knowledge and understanding of the UAE's history, including its different eras, important events and Islamic civilization.	Students across some cycles demonstrate a basic knowledge and understanding of the UAE's history, including its different eras, important events and Islamic civilization.	Students' knowledge and understanding of the UAE's history, including its different eras, important events and Islamic civilization is limited .
1.2.3.2 Students' knowledge and understanding of significant UAE figures and their achievements across the years			
Students across all cycles demonstrate comprehensive knowledge and understanding of the contributions and achievements of significant figures that shaped the UAE.	Students across most cycles demonstrate solid knowledge and understanding of the contributions and achievements of significant figures that shaped the UAE.	Students across some cycles demonstrate basic knowledge and understanding of the contributions and achievements of significant figures that shaped the UAE.	Students' knowledge and understanding of the contributions and achievements of significant figures that shaped the UAE is limited .

1.2.3.3 Students' knowledge and understanding of the UAE national anthem lyrics

Students across all cycles demonstrate a comprehensive understanding of the meaning and significance of the UAE national anthem.	Students across most cycles demonstrate a solid understanding of the meaning and significance of the UAE national anthem.	Students across some cycles demonstrate a basic understanding of the meaning and significance of the UAE national anthem.	Students' understanding of the meaning and significance of the UAE national anthem is limited .
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1.2.3. Students' knowledge and understanding of the UAE flag and significance of the colors

Students across all cycles demonstrate a comprehensive understanding of the symbolism behind the colors of the UAE flag.	Students across most cycles demonstrate a solid understanding of the symbolism behind the colors of the UAE flag.	Students across some cycles demonstrate a basic understanding of the symbolism behind the colors of the UAE flag.	Students' understanding of the symbolism behind the colors of the UAE flag is limited .
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Domain 1: Culture

Sub-domain: 1.3 Heritage

Area: 1.3.1 Curriculum

1.3.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
1.3.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to the UAE heritage across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of UAE heritage across grades and subjects.	The curriculum is modified to incorporate elements related to the UAE heritage across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration of UAE heritage across grades and subjects.	The curriculum modification includes some attempts to incorporate the UAE heritage across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of UAE heritage across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of UAE heritage across grades and subjects.

Area: 1.2.3 Provision

- 1.2.3.1 Opportunities to develop students’ knowledge and understanding of the UAE heritage
- 1.2.3.2 Celebration of UAE heritage, customs, and traditions across the school environment
- 1.2.3.3 Collaborations with external organizations and school excursions
- 1.2.3.4 School attire aligned with UAE’s cultural expectations
- 1.2.3.5 The school celebrates all UAE national celebrations and cultural events
- 1.2.3.6 Variety and availability of resources about the UAE heritage

Outstanding	Good	Acceptable	Weak
1.2.3.1 Opportunities to develop students’ knowledge and understanding of UAE heritage			
The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the UAE’s heritage and traditions.	The school often provides students with meaningful opportunities and learning experiences that develop students’ understanding of the UAE’s heritage and traditions.	The school occasionally provides students with opportunities and learning experiences that develop their understanding of the UAE’s heritage and traditions.	The school rarely provides students with opportunities and learning experiences that develop their understanding of the UAE’s heritage and traditions.
1.2.3.2 Celebration of UAE heritage, customs, and traditions across the school environment			
The school environment is intentionally designed and organized to showcase a variety of aspects of the UAE culture, heritage, and	The school environment is purposefully designed and organized to showcase aspects of the UAE culture, heritage, and identity through a range of displays.	The school environment has some displays that showcase aspects of the UAE culture, heritage, and identity.	The school environment has limited or no displays that showcase aspects of the UAE culture, heritage, and identity.

identity through a wide range of displays.			
1.2.3.3 Collaborations with external organizations and school excursions			
School leaders proactively establish meaningful and sustained partnerships and collaborations with a variety of external organizations and relevant community members to engage students in a wide range of meaningful UAE heritage focused experiences.	School leaders collaborate with a range of external organizations and relevant community members to engage students in a range of meaningful UAE heritage focused experiences.	School leaders collaborate with some external organizations and relevant community members to engage students in some meaningful UAE heritage focused experiences that may lack sufficient coverage or depth.	School leaders have limited or no collaboration with external organizations and relevant community members to engage students UAE heritage focused experiences.
1.2.3.4 School attire aligned with UAE’s cultural expectations			
The school sets clear and comprehensive dress code guidelines that align with the cultural expectations of the UAE and are followed by all members of the school community.	The school sets clear dress code guidelines that align with the cultural expectations of the UAE and are followed by most members of the school community.	The school sets dress code guidelines that align with the cultural expectations of the UAE and are partially followed by members of the school community.	The school sets dress code guidelines that align with the cultural expectations of the UAE; however, they are not monitored and consistently followed by members of the school community.

1.2.3.5 The school celebrates all UAE national celebrations and cultural events

The school celebrations of UAE national and cultural events are **authentic, meaningful and include all members** of the school community.

The school celebrations of UAE national and cultural events are **meaningful** and **include most** members of the school community.

The school celebrates UAE national and cultural events and **includes some** members of the school community.

The school celebrates some UAE national and cultural events with **limited** participation from members of the school community.

1.2.3.6 Variety and availability of resources

There is a **comprehensive range** and **variety** of **accessible** learning resources specifically designed to engage and educate students about UAE history. The school **extends** opportunities for students to deepen their understanding of UAE heritage at home. Resources are **culturally appropriate**.

There is a **range** of **accessible** learning resources designed to engage and educate students about the UAE heritage. Resources are **culturally appropriate**.

There are **some** accessible learning resources designed to engage and educate students about the UAE heritage. Resources may vary in quality and are **culturally appropriate**.

There is a **limited range** of learning resources designed to **engage** and **educate** students about the UAE heritage. Resources may be **inaccessible** or **culturally inappropriate**.

Area: 1.3.3 Impact

1.3.3.1 Students knowledge and understanding of UAE heritage.

1.3.3.2 Students showcase their appreciation for the UAE heritage.

1.3.3.3 Students involvement in and understanding of UAE national celebrations and cultural events

Outstanding	Good	Acceptable	Weak
1.3.3.1 Students' knowledge and understanding of UAE heritage			
Students across all cycles demonstrate comprehensive knowledge and understanding of the UAE's heritage (tangible and intangible).	Students across most cycles demonstrate solid knowledge and understanding of the UAE's heritage (tangible and intangible).	Students across some cycles demonstrate basic knowledge and understanding of the UAE's heritage (tangible and intangible).	Students' knowledge and understanding of the UAE's heritage (tangible and intangible) is limited .
1.3.3.2 Students showcase their appreciation for the UAE heritage			
Students of different needs across all cycles showcase their cultural understanding and authentically represent the UAE heritage through a wide range of visual and performing arts.	Students of different needs across most cycles showcase their cultural understanding and represent the UAE heritage through a range of visual and performing arts.	Students of different needs across some cycles showcase their cultural understanding and represent the UAE heritage through visual and performing arts.	Students rarely showcase their cultural understanding and representation of the UAE heritage.
1.3.3.3 Students involvement in and understanding of UAE national celebrations and cultural events			

<p>Students actively plan, participate in the UAE's national celebrations and cultural events and demonstrate a comprehensive understanding of their significance.</p>	<p>Students actively plan, participate in the UAE's national celebrations and cultural events and demonstrate a solid understanding of their significance.</p>	<p>Students participate in the UAE's national celebrations and cultural events and demonstrate a basic understanding of their significance.</p>	<p>Students participate in the UAE's national celebrations and cultural events but demonstrate a limited understanding of their significance.</p>
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Overview

Domain 2: Values

Values will be assessed across 3 elements:

- 2.1 Respect**
- 2.2 Compassion**
- 2.3 Global Understanding**

The comprehensive analysis of the 2nd domain Values encompasses three primary elements: Respect, compassion, and global understanding. Inspired by the legacy of the late Sheikh Zayed bin Sultan Al Nahyan, the founding father of the United Arab Emirates, Values play a significant role in shaping the beliefs and behaviors of a nation's citizens. The document will provide an overview of each element, highlighting their significance in the formation and understanding of our national identity and each deeply rooted in Sheikh Zayed's legacy.

Respect, a core value upheld by Sheikh Zayed, promotes acceptance and appreciation in students' communication and behaviors. By nurturing a culture of respect, we create a positive environment where everyone feels valued and recognized, reflecting the spirit the late Sheikh Zayed fostered within the UAE. Evaluating respect as part of the national identity inspection ensures that we continuously strive to maintain an atmosphere of mutual understanding and harmony.

Embodying Sheikh Zayed's humanitarian spirit, **compassion** goes beyond empathy to represent an active willingness to understand, support and alleviate others in times of need. By incorporating compassion into our national identity, we encourage citizens to support each other during times of need, thereby fostering social cohesion and solidarity. Assessing compassion as part of the national identity inspection ensures that we continue to nurture a society that prioritizes the wellbeing of all its members, ultimately reinforcing the core values that bind us together as a nation.

Finally, **global understanding** reflects Sheikh Zayed's diplomatic prowess and understanding of the importance of international relations. As our world becomes increasingly interconnected, it is vital for students to possess an awareness of and appreciation for other cultures, perspectives, and global issues. Developing a sense of global understanding promotes international cooperation, fosters respect, and helps us address challenges appropriately. This ensures that our students are equipped to navigate the complexities of the modern world and contribute to fostering a more harmonious global community while remaining steadfast in their own national culture.

Student Opportunities

2.1 Respect

Reflective questions:

- How do our teachers educate students on respect in their communication and behaviors?
- How are teachers encouraging the development of positive values among students?
- How are teachers working with parents to engage them on the importance of fostering respect in their children and aligning with the school to reinforce common objectives?
- How are our students encouraged to reflect on respect in the context of national identity?

What opportunities does the school provide for students to:

- Speak in an appropriate voice and tone when communicating with others to ensure respectful engagement.
- Demonstrate active listening skills showing respect for other's thoughts and opinions.
- Use respectful language and avoid escalation in behavior.
- Demonstrate respect towards others regardless of differences in culture, background, status, or age.
- Demonstrate sensitivity towards the thoughts and property of others.
- Identify and manage conflicts that arise in social interaction through negotiation and compromise.

2.2 Compassion

Reflective questions:

- How do we promote a culture of compassion in our school community?
- What strategies do we use to ensure that all students feel valued and understood?
- How do we integrate principles of compassion into our curriculum and pedagogy?
- How are we enabling our students to help each other when in need?
- do we encourage students to practice humility when dealing with others?

What opportunities does the school provide for students to:

- Exhibit mindfulness toward others' emotions, thoughts, and experiences.
- Demonstrate pro-social behaviors such as sharing, helping, and cooperating with others.
- Use positive language to encourage others increasing wellbeing and enhanced learning.
- Participate in charitable or community-led activities to support and help those in need
- Establish support system(s) to raise awareness of compassion and support.

2.3 Global Understanding

Reflective questions:

- How are we helping students understand and appreciate the multicultural landscape of the UAE while retaining their national identity?
- How are we showcasing the impact of the UAE in international relations?
- What opportunities do we provide for our students to practice and apply intercultural and global understanding?
- How do we integrate principles of global understanding into our curriculum and pedagogy?
- How do we evaluate the effectiveness of our initiatives toward developing students' global understanding and make adjustments as needed?

What opportunities does the school provide for students to:

- Understand and practice their role as cultural ambassadors.
- Recognize how they fit into and interact with the world while being steadfast in their own national identity.
- Demonstrate diplomacy and mediation skills in conflicts or disputes.
- Showcase global understanding through individual and group class projects.



Expectations for Teachers and Leadership

Teachers should:

- Set clear learning outcomes, objectives, and expectations for students in learning and applying national values of respect, compassion, and global/cultural understanding.
- Encourage students to reflect on national values using a range of approaches/activities.
- Teach national values and integrate them into the curriculum.
- Model appropriate language and behavior in line with national values during interactions with others.
- Promote students' negotiation and conflict resolution skills in managing relationships with others.
- Nurture national values in students to cultivate a sense of belonging.
- Develop students' empathy and understanding of different perspectives.
- Model behaviors of compassion and cooperation.
- Evaluate students' understanding and practice of national values through observations of students' work, activities, attitudes, and behaviors.

Leaders at all levels should:

- Create a positive environment that embraces and promotes national values.
- Communicate national values clearly to all members of the school community.
- Ensure the curriculum incorporates opportunities to teach and implement national values.
- integrate national values into school policies.
- Monitor the planning and implementation of national values in lessons and activities throughout the school.
- Establish strong ties with parents to support and ensure their involvement and engagement in reinforcing national values in line with school efforts.
- Provide learning opportunities to foster teachers' understanding and teaching of national values.
- Provide resources to support the promotion of national values across the school.

Domain 2: Values

Sub-domain: 2.1 Respect

Area: 2.1.1 Curriculum

2.1.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
2.1.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to the UAE value of respect across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of the UAE value of respect across grades and subjects.	The curriculum is modified to incorporate elements related to the UAE value of respect across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration of the UAE value of respect across grades and subjects.	The curriculum modification includes some attempts to incorporate the UAE value of respect across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of the UAE value of respect across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of the UAE value of respect across grades and subjects.

2.1.2.1 Promotion of the UAE value of respect amongst the school community

2.1.2.2 Opportunities to develop students' knowledge of the late Sheikh Zayed's use of respect

Outstanding	Good	Acceptable	Weak
2.1.2.1 Promotion of the UAE value of respect amongst the school community			
The school policies and outreach program are clearly structured, actively involving parents and the broader community in promoting the UAE value of respect.	The school policies and outreach program provide guidance and involve parents and the broader community in promoting the UAE value of respect.	The school policies and outreach program include some guidance and occasionally involves parents and the broader community in promoting the UAE value of respect.	The school policies and outreach program are unstructured and minimally involve parents and the broader community in promoting the UAE value of respect.
2.1.2.2 Opportunities to develop students' knowledge of the late Sheikh Zayed's use of respect			
The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's use of respect in their interactions.	The school often provides students with a meaningful opportunity and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's use of respect in their interactions.	The school occasionally provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's use of respect in their interactions.	The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's use of respect in their interactions.

2.1.3.1 Students’ demonstration of the UAE value of respect

2.1.3.2 Students’ respect for the UAE flag and the national anthem

2.1.3.3 Students’ knowledge of the current leadership and the late Sheikh Zayed’s respectful interactions

Outstanding	Good	Acceptable	Weak
2.1.3.1 Students’ demonstration of the UAE value of respect			
Students across all cycles communicate with an appropriate voice and tone. They exemplify respect in their engagement.	Students across most cycles communicate with an appropriate voice and tone. They generally convey respect in their engagement.	Students communicate with an appropriate voice and tone, but this is inconsistent across different cycles .	Students do not always communicate in an appropriate voice and tone in their engagement with others.
2.1.3.2 Students’ respect for the UAE flag and the national anthem			
All students across cycles actively participate in singing the national anthem daily. All students and staff consistently demonstrate respect for the UAE flag.	Most students across cycles actively participate in singing the national anthem daily. All students and staff consistently demonstrate respect for the UAE flag.	Some students across cycles participate in singing the national anthem daily. All students and staff consistently demonstrate respect for the UAE flag.	Few students across cycles participate in singing the national anthem daily. All students and staff consistently demonstrate respect for the UAE flag.
2.1.3.3 Students’ knowledge of the current leadership and the late Sheikh Zayed’s respectful interactions			
Students across all cycles demonstrate comprehensive knowledge and understanding of how the current leadership and the late Sheikh Zayed exemplify the value of respect in their interactions.	Students across most cycles demonstrate solid knowledge and understanding of how the current leadership and the late Sheikh Zayed exemplify the value of respect in their interactions.	Students across some cycles demonstrate basic knowledge and understanding of how the current leadership and the late Sheikh Zayed exemplify the value of respect in their interactions.	Students’ knowledge and understanding of how the current leadership and the late Sheikh Zayed exemplify the value of respect in their interactions.

Domain 2: Values

Sub-domain: 2.2 Compassion

Area: 2.2.1 Curriculum

2.2.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
2.1.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to the UAE value of compassion across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of the UAE value of compassion across grades and subjects.	The curriculum is modified to incorporate elements related to the UAE value of compassion across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration of the UAE value of compassion across grades and subjects.	The curriculum modification includes some attempts to incorporate the UAE value of compassion across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of the UAE value of compassion across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of the UAE value of compassion across grades and subjects.

Area: 2.2.2 Provision

2.2.2.1 Promotion of the UAE value of compassion amongst the school community

2.2.2.2 Collaboration with external organizations and speakers

2.2.2.3 Opportunities to develop students' knowledge of the current leadership and the late Sheikh Zayed's compassionate practices

Outstanding	Good	Acceptable	Weak
2.2.2.1 Promotion of the UAE value of compassion amongst the school community			
The school policies and outreach programs are clearly structured, actively involving parents and students in a wide range of meaningful compassionate initiatives.	The school policies and outreach programs provide guidance and involve parents and students in meaningful compassionate initiatives.	The school policies and outreach programs include some guidance and occasionally involves parents and students in some compassionate initiatives.	The school policies and outreach programs are unstructured and minimally involve parents and students in compassionate initiatives.
2.2.2.2 Collaboration with external organizations and speakers			
School leaders proactively establish meaningful and sustained partnerships and collaborations with a variety of external organizations and relevant community members to engage students in a wide range of meaningful compassionate activities and initiatives.	School leaders collaborate with a range of external organizations and relevant community members to engage students in a range of meaningful compassionate activities and initiatives.	School leaders collaborate with some external organizations and relevant community members to engage students in some meaningful compassionate activities and initiatives that may lack sufficient coverage or depth.	School leaders have limited or no collaboration with external organizations and relevant community members to engage students in compassionate activities and initiatives.
2.2.2.3 Opportunities to develop students' knowledge of the late Sheikh Zayed's compassionate practices			

<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's compassionate practices locally and globally.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's compassionate practices locally and globally.</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's compassionate practices locally and globally.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's compassionate practices locally and globally.</p>
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Area: 2.2.3 Impact

2.2.3.1 Students' engagement in compassionate activities, practices and initiatives

2.2.3.2 Students' knowledge of the current leadership and the late Sheikh Zayed's compassionate practices

Outstanding	Good	Acceptable	Weak
2.2.3.1 Students' engagement in compassionate activities, practices and initiatives			
Students engage in a wide range of compassionate practices, initiatives, and activities across both the school's internal and wider community.	Students engage in a range of compassionate practices, initiatives, and activities across both the school's internal and wider community.	Students engage in some compassionate practices, initiatives, and activities across both the school's internal and wider community.	Students' engagement in compassionate practices, initiatives, and activities is limited .
2.2.3.2 Students' knowledge of the current leadership and the late Sheikh Zayed's compassionate practices			
Students across all cycles demonstrate comprehensive knowledge and understanding of the current leadership and the late Sheikh Zayed's compassionate practices.	Students across most cycles demonstrate solid knowledge and understanding of the current leadership and the late Sheikh Zayed's compassionate practices.	Students across some cycles demonstrate basic knowledge and understanding of the current leadership and the late Sheikh Zayed's compassionate practices.	Students' knowledge and understanding of the current leadership and the late Sheikh Zayed's compassionate practices is limited .

Domain 2: Values

Sub-domain: 2.3 Global Understanding

Area: 2.3.1 Curriculum

2.3.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
2.3.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to global understanding and the UAE's role internationally across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of global understanding and the UAE's role internationally across grades and subjects.	The curriculum is modified to incorporate elements related to global understanding and UAE's role internationally across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration of global understanding and the UAE's role internationally across grades and subjects.	The curriculum modification includes some attempts to incorporate global understanding and the UAE's role internationally across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of global understanding and the UAE's role internationally across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of global understanding and the UAE's role internationally across grades and subjects.

2.3.2.1 Opportunities to develop students’ global understanding

2.3.2.2 Opportunities to develop students’ knowledge and understanding of global challenges

2.3.2.3 Collaboration with external organizations and speakers

2.3.2.4 Opportunities to develop students’ knowledge of the current leadership and the late Sheikh Zayed’s global impact

Outstanding	Good	Acceptable	Weak
2.3.2.1 Opportunities to develop students’ global understanding			
<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences, including extracurricular activities that develop their cross-cultural and global understanding.</p>	<p>The school often provides students with meaningful opportunities and learning experiences, including extracurricular activities that develop their cross-cultural and global understanding.</p>	<p>The school occasionally provides students with opportunities and learning experiences, which may include extracurricular activities that develop their cross-cultural and global understanding.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their cross-cultural and global understanding.</p>
2.3.2.2 Opportunities to develop students’ knowledge and understanding of global challenges			
<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that expand their awareness of global challenges and their impact locally and globally.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that expand their awareness of global challenges and their impact locally and globally.</p>	<p>The school occasionally provides students with opportunities and learning experiences that expand their awareness of global challenges and their impact locally and globally.</p>	<p>The school rarely provides students with opportunities and learning experiences that expand their awareness of global challenges and their impact locally and globally.</p>
2.3.2.3 Collaboration with external organizations and speakers			

<p>School leaders proactively establish meaningful and sustained partnerships and collaborations with a wide range of external organizations and relevant community members to develop students' knowledge and understanding of the UAE's efforts on a global scale and the contributions of UAE-based organizations in addressing global challenges.</p>	<p>School leaders collaborate with a range of external organizations and relevant community members to develop students' knowledge and understanding of the UAE's efforts on a global scale and the contributions of UAE-based organizations in addressing global issues.</p>	<p>School leaders' collaborations with external organizations and relevant community members to develop students' knowledge and understanding of the UAE's efforts on a global scale and the contributions of UAE-based organizations globally are inconsistent.</p>	<p>School leaders have limited or no collaboration with external organizations and relevant community members to develop students' knowledge and understanding of the UAE's global engagement and the impact of UAE-based organizations.</p>
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2.3.2.4 Opportunities to develop students' knowledge of the current leadership and the late Sheikh Zayed's global impact

<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and contributions.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and contributions.</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and contributions.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and contributions.</p>
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2.3.3.1 Students' cross-cultural awareness

2.3.3.2 **Students' knowledge of the contributions of UAE organizations towards global humanitarian causes**

2.3.3.3 Students' knowledge of the current leadership and the late Sheikh Zayed's global interactions and contributions

Outstanding	Good	Acceptable	Weak
2.3.3.1 Students' cross-cultural awareness			
Students actively plan and participate in a wide range of projects that develop and showcase their cross-cultural awareness.	Students actively plan and participate in a range of projects that develop and showcase their cross-cultural awareness.	Students participate in some projects that develop and showcase their cross-cultural awareness.	Students' participation in projects that develop and showcase their cross-cultural awareness is limited .
2.3.3.2 Students' knowledge of the contributions of UAE organizations towards global humanitarian causes			
Students demonstrate comprehensive knowledge and understanding of UAE-based organizations and their initiatives and contributions toward addressing global humanitarian causes.	Students demonstrate solid knowledge and understanding of UAE-based organizations and their initiatives and contributions toward addressing global humanitarian causes.	Students demonstrate basic knowledge and understanding of UAE-based organizations and their initiatives and contributions toward addressing global humanitarian causes.	Students' knowledge and understanding of UAE-based organizations and their initiatives and contributions toward addressing global humanitarian causes is limited .
2.3.3.3 Students' knowledge of the current leadership and the late Sheikh Zayed's global interactions and contributions			
Students across all cycles demonstrate comprehensive knowledge and understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and significant contributions.	Students across most cycles demonstrate solid knowledge and understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and significant contributions.	Students across some cycles demonstrate basic knowledge and understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and significant contributions.	Students' knowledge and understanding of the current leadership and the late Sheikh Zayed's global initiatives, international collaborations, and significant contributions is limited .

Overview

Domain 3: Citizenship

Citizenship will be assessed across 3 elements:

- 3.1 **Belonging**
- 3.2 **Volunteering**
- 3.3 **Conservation**

The comprehensive analysis of the 3rd domain Citizenship encompasses three primary elements: Belonging, volunteering, and conservation. Sheikh Zayed's vision and leadership laid the foundation for the UAE's unique model of citizenship. This document aims to provide an overview of the "Citizenship" domain and its three fundamental elements each reflecting Sheikh Zayed's enduring legacy.

Belonging fosters a sense of connection and identification with one's nation, its culture, and its people. Inspired by Sheikh Zayed's unifying spirit, cultivating a strong sense of belonging among citizens nurtures pride in their national identity and promotes active participation in civic life. By evaluating belonging as part of the national identity mark, we ensure that our nation continues to cultivate an environment where citizens feel valued, connected, and committed to the betterment of our country.

Volunteering represents the willingness of citizens to dedicate their time, energy, and resources to the betterment of their community and nation. This spirit of selflessness and community service is deeply rooted in Sheikh Zayed's legacy, as he was a firm believer in the importance of giving back to society. By assessing volunteering as part of the national identity inspection, we ensure that our nation continues to promote a culture of altruism and active citizenship in the UAE, ultimately strengthening the core values that bind us together as a nation.

Emphasizing the responsibility of citizens to preserve and protect their nation's natural, cultural, and historical resources for future generations, **conservation** is deeply connected to Sheikh Zayed's vision for the UAE. He recognized the importance of environmental stewardship and the preservation of Emirati heritage, which are integral to the nation's identity. By evaluating conservation in the national identity inspection, we ensure that our nation instills a sense of stewardship in its citizens, contributing to a more sustainable and prosperous future for the UAE, in line with Sheikh Zayed's vision.



Student Opportunities

3.1 Belonging

Reflective questions:

- What programs and initiatives do we implement to promote social cohesion and a strong sense of community among students, staff and parents?
- How do we integrate the teachings of Sheikh Zayed's vision and legacy into our school culture and curriculum to emphasize the importance of unity and belonging?
- How do we ensure that our school's extracurricular activities and events contribute to fostering a sense of belonging and encourage students to take pride in their community?
- In what ways do we support students in developing strong connections with their peers, teachers, and the wider school community to promote a sense of belonging and shared responsibility?
- What strategies do we employ to encourage student collaboration and teamwork, thereby fostering a sense of belonging and group accomplishment?
- How do we create opportunities for students to engage in meaningful community experiences that contribute to their sense of belonging and connection to the wider community?
- How do we assess and continuously improve our efforts to foster belonging and unity within the school community?

What opportunities does the school provide for students to:

- Enhance their sense of belonging towards their community.
- Participate in activities through which they can express what belonging means to them.
- Showcase unity and belonging through art or class projects.
- Collaborate frequently with other students and act as role models for younger students.



3.2 Volunteering

Reflective questions:

- What opportunities do we provide to help students develop a sense of responsibility and accountability for their actions?
- What strategies and programs do we have in place to encourage and facilitate student involvement in volunteering activities both within and outside the school community?
- How do we integrate the teachings of Sheikh Zayed's vision and legacy into our school culture and curriculum to emphasize the importance of volunteering and selfless service to others?
- How do we ensure that volunteering opportunities provided to students are diverse, meaningful, and aligned with their interests and abilities?
- In what ways do we collaborate with local organizations to offer volunteering experiences that connect students with the broader community and promote the values championed by Sheikh Zayed?
- How do we recognize and celebrate students' volunteering efforts and achievements?
- What strategies do we use to foster a school culture that values and prioritizes volunteering as an essential aspect of personal and social development?

What opportunities does the school provide for students to:

- Initiate activities to serve the school and local community through volunteer work.
- Develop their ability to set goals and adjust behavior to reach these goals through community service.
- Enhance their civic knowledge and commitment to contributing to their community and society.
- Develop their collaboration skills when working with others to achieve a common goal.
- Identify societal issues in their community and develop achievable solutions.
- Demonstrate confidence and problem-solving skills when taking initiative in helping individuals and communities in need.



3.3 Conservation

Reflective questions:

- How do we promote students' awareness of environmental sustainability and social responsibility within their communities?
- How do we highlight the importance of preserving the local and global environment?
- How do we integrate environmental conservation and sustainability principles into our school curriculum, culture, and practices in alignment with Sheikh Zayed's vision and legacy?
- What strategies and programs do we implement to raise awareness among students about the importance of conservation and responsible stewardship of natural resources?
- How do we ensure that students have opportunities to engage in hands-on conservation activities and projects, both within the school grounds and in the wider community?
- In what ways do we collaborate with local organizations to offer students conservation experiences that promote environmental responsibility and a deeper understanding of Sheikh Zayed's commitment to sustainability?
- How do we recognize and celebrate students' efforts and achievements in conservation activities, and how do we instill a sense of pride and ownership in their contributions to environmental protection?
- What strategies do we use to foster a school culture that values conservation, sustainability, and responsible stewardship of the environment as essential aspects of personal and social development?

What opportunities does the school provide for students to:

- Demonstrate their understanding of the importance of the preservation and sustainability of natural resources in the UAE.
- Connect Sheikh Zayed's conservation efforts to local, regional, and global impact.
- Analyze, evaluate, and apply conservation principles to real-world situations and their impact on the environment.
- Work collaboratively with others to identify and address preservation and sustainability challenges submitting viable solutions.
- Engage in conservation activities, recycling, and waste management.
- Understand the principles of circular economies built on sustainability.



Expectations for Teachers and Leadership

Teachers should:

- Set clear learning outcomes, objectives, and expectations for students towards being active citizens.
- Involve students in community service projects connected to their academic studies.
- Require students to work on current challenges related to belonging, community service, and environmental conservation.
- Foster discussions about national citizenship responsibilities and encourages students to share their own experiences and perspectives.
- Support students in integrating technology-driven solutions for social and environmental causes.
- Evaluate and monitor students' understanding and practice of active citizenship.
- Promote the value of taking initiative and volunteering in the UAE.
- Integrate the teaching of active citizenship skills across the curriculum.
- Provide opportunities for students to work with external organizations on preservation and sustainability projects.
- Implement sustainable practices within the classroom.
- Plan field trips to enhance students' understanding of the role NGOs play.

Leaders at all levels should:

- Ensure teachers appropriately educate students about their responsibilities as engaged and active citizens.
- Encourage teachers to involve students in their communities and participate in civic activities.
- Celebrate UAE national traditions to reinforce a sense of pride and belonging.
- Promote environmental awareness and encourage sustainable practices.
- Empower students to take the initiative toward creating innovative solutions to social and environmental issues.
- Provide learning opportunities to support the development of teachers' understanding and appreciation of national citizenship.
- Create opportunities to collaborate with external organizations / NGOs to provide opportunities for students to become responsible citizens.
- Enhance overall school efforts to promote citizenship.



Domain 3: Citizenship

Sub-domain: 3.1 Belonging

Area: 3.1.1 Curriculum

3.1.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
3.1.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to promoting students' sense of belonging towards the UAE across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration across grades and subjects.	The curriculum is modified to incorporate elements related to promoting students' sense of belonging towards the UAE across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration across grades and subjects.	The curriculum modification includes some attempts to incorporate the promotion of students' sense of belonging towards the UAE across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of the promotion of students' sense of belonging towards the UAE across grades and subjects.

Area: 3.1.2 Provision

3.1.2.1 Opportunities to develop students' understanding of their roles and responsibilities as active citizens of the UAE

3.1.2.2 Opportunities to develop students' understanding of the UAE national agenda and key priorities

3.1.2.3 Collaboration with external organizations and Emirati personalities

3.1.2.4 Celebration of UAE accomplishments across the school environment

Outstanding	Good	Acceptable	Weak
3.1.2.1 Opportunities to develop students' understanding of their roles and responsibilities as active citizens of the UAE			
The school consistently provides students with a wide range of meaningful opportunities and learning experiences that foster their understanding of their roles and responsibilities as engaged and active citizens of the UAE.	The school often provides students with meaningful opportunities and learning experiences that foster their understanding of their roles and responsibilities as engaged and active citizens of the UAE.	The school occasionally provides students with opportunities and learning experiences that foster their understanding of their roles and responsibilities as engaged and active citizens of the UAE.	The school rarely provides students with opportunities and learning experiences that foster their understanding of their roles and responsibilities as engaged and active citizens of the UAE.
3.1.2.2 Opportunities to develop students' understanding of the UAE national agenda and key priorities			
The school consistently engages students in a wide range of meaningful initiatives that contribute to advancing the UAE's national agenda and key priorities.	The school often engages students in meaningful initiatives that contribute to advancing the UAE's national agenda and key priorities.	The school occasionally engages students in initiatives that contribute to advancing the UAE's national agenda and key priorities; however, these opportunities may be limited in depth or scope.	The school rarely engages students in initiatives that contribute to advancing the UAE's national agenda and key priorities.
3.1.2.3 Collaboration with external organizations and Emirati personalities			

<p>School leaders proactively establish meaningful and sustained partnerships and collaborations with a wide range of external organizations and Emirati personalities to develop students' knowledge and understanding of the achievements and contributions of the UAE on both local and global scales.</p>	<p>School leaders collaborate with a range of external organizations and Emirati personalities to develop students' knowledge and understanding of the achievements and contributions of the UAE on both local and global scales.</p>	<p>School leaders' collaborations with external organizations and Emirati personalities to develop students' knowledge and understanding of the achievements and contributions of the UAE on both local and global scales are inconsistent.</p>	<p>School leaders have limited or no collaboration with external organizations and Emirati personalities to develop students' knowledge and understanding of the achievements and contributions of the UAE on both local and global scales.</p>
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3.1.2.4 Celebration of UAE accomplishments within the school environment

<p>The school environment is intentionally designed and organized to celebrate the achievements of the UAE and its citizens across various fields through a variety and wide range of displays.</p>	<p>The school environment is purposefully designed and organized to celebrate the achievements of the UAE and its citizens across various fields through a range of displays.</p>	<p>The school environment has some displays that celebrate the achievements of the UAE and its citizens across various fields.</p>	<p>The school environment has limited or no displays that celebrate the achievements of the UAE and its citizens across various fields.</p>
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3.1.3.1 Students' understanding of their roles and responsibilities towards the local and wider community

3.1.3.2 Students' knowledge and understanding of the UAE's national agenda and key priorities

3.1.3.3 Students' awareness of Emirati personalities and their local and global achievements

Outstanding	Good	Acceptable	Weak
3.1.3.1 Students' understanding of their roles and responsibilities towards the local and wider community			
Students actively plan and participate in a wide range of projects that develop and showcase their understanding of their roles and responsibilities towards the UAE community.	Students actively plan and participate in a range of projects that develop and showcase their understanding of their roles and responsibilities towards the UAE community.	Students participate in some projects that develop and showcase their understanding of their roles and responsibilities towards the UAE community.	Students' participation in projects that develop and showcase their understanding of their roles and responsibilities towards the UAE community is limited .
3.1.3.2 Students' knowledge and understanding of the UAE's national agenda and key priorities			
Students demonstrate comprehensive knowledge and understanding of the UAE's national agenda and key priorities.	Students demonstrate solid knowledge and understanding of the UAE's national agenda and key priorities.	Students have basic knowledge and understanding of the UAE's national agenda and key priorities.	Students' knowledge and understanding of the UAE's national agenda and key priorities is limited .
3.1.3.3 Students' awareness of Emirati personalities and the UAE's local and global achievements			
Students demonstrate a solid awareness of Emirati personalities and their local and/or global achievements across a wide range of fields.	Students demonstrate an awareness of Emirati personalities and their local and/or global achievements across a range fields.	Students demonstrate basic awareness of Emirati personalities and their local and/or global achievements across some fields.	Students demonstrate minimal awareness of Emirati personalities and their local and/or global achievements.

Domain 3: Citizenship

Sub-domain: 3.2 Volunteering

Area: 3.2.1 Curriculum

3.2.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
3.2.1.1 Curriculum modification and cross-curricular links			
The curriculum is comprehensively modified to incorporate elements related to volunteering and the UAE's role in this field across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a seamless integration of volunteering and the UAE's role in this field across grades and subjects.	The curriculum is modified to incorporate elements related to volunteering and the UAE's role in this field across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned , resulting in a meaningful integration of volunteering and the UAE's role in this field across grades and subjects.	The curriculum modification includes some attempts to incorporate volunteering and the UAE's role in this field across some grades and subjects. The cross-curricular links are inconsistent , resulting in a variation in the integration of volunteering and the UAE's role in this field across grades and subjects.	The curriculum modification is unclear and unstructured . The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of volunteering and the UAE's role in this field across grades and subjects.

Area: 3.2.2 Provision

3.2.2.1 Opportunities to develop students' civic knowledge

3.2.2.2 Collaboration with external organizations to provide meaningful volunteering opportunities

3.2.2.3 Opportunities to develop students' knowledge of the current leadership and the late Sheikh Zayed's humanitarian work

Outstanding	Good	Acceptable	Weak
3.2.2.1 Opportunities to develop students' civic knowledge			
<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that foster their civic knowledge and understanding of the significance and impact of volunteering.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that foster their civic knowledge and understanding of the significance and impact of volunteering.</p>	<p>The school occasionally provides students with opportunities and learning experiences that foster their civic knowledge and understanding of the significance and impact of volunteering.</p>	<p>The school rarely provides students with opportunities and learning experiences that foster their civic knowledge and understanding of the significance and impact of volunteering.</p>
3.2.2.2 Collaboration with external organizations to provide meaningful volunteering opportunities			
<p>School leaders proactively establish meaningful and sustained partnerships and collaborations with a wide range of external organizations to provide students across all grades with age-appropriate volunteering opportunities that are skill-aligned and interest-driven.</p>	<p>School leaders collaborate with a range of external organizations to provide students across all grades with age-appropriate volunteering opportunities that are mostly skill-aligned and interest-driven.</p>	<p>School leaders' collaborations with external organizations to provide students with volunteering opportunities are inconsistent in relation to coverage across all grades and alignment with students' skills and interests.</p>	<p>School leaders have limited or no collaboration with external organizations to provide volunteering opportunities for students.</p>
3.2.2.3 Opportunities to develop students' knowledge of the late Sheikh Zayed's humanitarian work			

<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed’s humanitarian work locally and globally.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed’s humanitarian work locally and globally.</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed’s humanitarian work locally and globally.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed’s humanitarian work locally and globally.</p>
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3.2.3.1 Students' understanding of volunteering and the impact of UAE based organizations

3.2.3.2 Students' engagement in volunteering opportunities

Outstanding	Good	Acceptable	Weak
3.2.3.1 Students' understanding of volunteering and its impact			
Students demonstrate comprehensive knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works.	Students demonstrate solid knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works.	Students demonstrate basic knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works.	Students' knowledge and understanding of the importance of volunteering and the impact of UAE organizations in the field of charitable works is limited .
3.2.3.2 Students' engagement in volunteering opportunities			
Students across all cycles participate in a wide range of volunteering opportunities within the school and externally (as appropriate).	Students across most cycles participate in a range of volunteering opportunities within the school and externally (as appropriate).	Students across cycles participate in some volunteering opportunities within the school and externally (as appropriate).	Students' participation in volunteering opportunities is limited.

Domain 3: Citizenship

Sub-domain: 3.3 Conservation

3.3.1.1 Curriculum modification and cross-curricular links

Outstanding	Good	Acceptable	Weak
3.3.1.1 Curriculum modification and cross-curricular links			
<p>The curriculum is comprehensively modified to incorporate elements related to conservation and the UAE's role in this field across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned, resulting in a seamless integration of conservation and the UAE's role in this field across grades and subjects.</p>	<p>The curriculum is modified to incorporate elements related to conservation and the UAE's role in this field across grades and subjects as appropriate. The cross-curricular links are meaningful and well-planned, resulting in a meaningful integration of conservation and the UAE's role in this field across grades and subjects.</p>	<p>The curriculum modification includes some attempts to incorporate conservation and the UAE's role in this field across some grades and subjects. The cross-curricular links are inconsistent, resulting in a variation in the integration of conservation and the UAE's role in this field across grades and subjects.</p>	<p>The curriculum modification is unclear and unstructured. The cross-curricular links lack depth and coherence, resulting in a fragmented and limited integration of conservation and the UAE's role in this field across grades and subjects.</p>

3.3.2.1 Opportunities to develop students’ knowledge and understanding of conservation and sustainable practices

3.3.2.2 Collaboration with external organizations to provide conservation opportunities

3.3.2.3 Opportunities to develop students’ knowledge of the current leadership and the late Sheikh Zayed’s conservation efforts

Outstanding	Good	Acceptable	Weak
3.3.2.1 Opportunities to develop students’ knowledge and understanding of conservation and sustainable practices			
<p>The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of conservation and the impact of sustainable practices on society and the environment.</p>	<p>The school often provides students with meaningful opportunities and learning experiences that develop their understanding of conservation and the impact of sustainable practices on society and the environment.</p>	<p>The school occasionally provides students with opportunities and learning experiences that develop their understanding of conservation and the impact of sustainable practices on society and the environment.</p>	<p>The school rarely provides students with opportunities and learning experiences that develop their understanding of conservation and the impact of sustainable practices on society and the environment.</p>
3.3.2.2 Collaboration with external organizations to provide conservation opportunities			
<p>School leaders proactively establish meaningful and sustained partnerships and collaborations with a wide range of external organizations to provide students across all grades with age-appropriate conservation opportunities that enhance and expand students' understanding of sustainability and the conservation efforts of the</p>	<p>School leaders collaborate with a range of external organizations to provide students across all grades with age-appropriate conservation opportunities that enhance and expand students' understanding of sustainability and the conservation efforts of the UAE on both local and global scales.</p>	<p>School leaders’ collaborations with external organizations to provide students with conservation opportunities that enhance and expand students' understanding of sustainability and the conservation efforts of the UAE on both local and global scales are inconsistent.</p>	<p>School leaders have limited or no collaboration with external organizations to provide conservation opportunities for students.</p>

UAE on both local and global scales.			
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3.3.2.3 Opportunities to develop students' knowledge of the current leadership and the late Sheikh Zayed's conservation efforts

The school consistently provides students with a wide range of meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability locally and globally.	The school often provides students with meaningful opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability locally and globally.	The school occasionally provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability locally and globally.	The school rarely provides students with opportunities and learning experiences that develop their understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability locally and globally.
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3.3.3.1 Students’ knowledge and understanding of conservation and sustainability

3.3.3.2 Students’ engagement in conservation opportunities

3.3.3.3 Students’ knowledge of the current leadership and the late Sheikh Zayed’s conservation efforts

Outstanding	Good	Acceptable	Weak
3.3.3.1 Students’ knowledge and understanding of conservation and sustainability			
Students demonstrate a comprehensive knowledge and understanding of UAE organizations’ initiatives towards conservation and sustainability.	Students demonstrate a solid knowledge and understanding of UAE organizations’ initiatives towards conservation and sustainability.	Students demonstrate a basic knowledge and understanding of UAE organizations’ initiatives towards conservation and sustainability.	Students’ knowledge and understanding of UAE organizations’ initiatives towards conservation and sustainability is limited .
3.2.3.2 Students’ engagement in conservation opportunities			
Students across all cycles engage in a wide range of conservation practices and projects, both within the school and in collaboration with external organizations (as appropriate).	Students across most cycles engage in a range of conservation practices and projects, both within the school and in collaboration with external organizations (as appropriate).	Students across cycles engage in some conservation practices and projects, both within the school and in collaboration with external organizations (as appropriate).	Students’ engagement in conservation practices and projects is limited .
3.2.3.3 Students’ knowledge of the current leadership and the late Sheikh Zayed’s conservation efforts			
Students demonstrate comprehensive knowledge and understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability.	Students demonstrate solid knowledge and understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability.	Students demonstrate basic knowledge and understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability.	Students’ knowledge and understanding of the current leadership and the late Sheikh Zayed's contributions to conservation and sustainability is limited .