



# National Agenda Action Plan 2017-2018

## EXECUTIVE SUMMARY OF UAE VISION 2021 & THE NATIONAL AGENDA FOR EDUCATION

The UAE Vision 2021 was launched by H.H. Sheikh Mohammed bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, at the closing of a Cabinet meeting in 2010. Subsequently in 2014 H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, launched the UAE National Agenda Parameter as an extension of the UAE Vision 2021.

### FIRST RATE EDUCATION SYSTEM OBJECTIVES

INDICATOR	DEFINITION	SOURCE	RESULTS	KEY SPONSOR
Average TIMSS Score	An indicator that reflects the nation's ranking and score in the TIMSS test, which evaluates the math and science skills of students in grades 4 and 8	International Association for the Evaluation of Educational Achievement	TIMSS 2015: - Mathematics Grade 4: Rank 35 - Science Grade 4: Rank 35 - Mathematics Grade 8: Rank 19 - Science Grade 8: Rank 22	Ministry of Education
Upper Secondary Graduation Rate	An indicator that measures the percentage of national students graduating from secondary education out of the population in the age group of 18 years (measured as the number of graduates, regardless of age, divided by the population aged 18 years)	Ministry of Education and The Federal Competitiveness and Statistics Authority	96.7% (2016)	Ministry of Education
Enrollment Rate in Preschools (public and private)	An indicator that measures the percentage of children between the age of 4 and 5 who are enrolled in preschools (This indicator emphasizes the importance of providing children with a good foundation at an early age)	Ministry of Education and The Federal Competitiveness and Statistics Authority	91.0% (2016)	Ministry of Education



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Average PISA Score	An indicator that measures the country's ranking and scores in the PISA exam, which evaluates the reading, mathematics and science skills of 15 year old students.	Organization for Economic Co-operation and Development	PISA 2015: - Mathematics: Rank 38 - Science: Rank 36 - Reading: Rank 36	Ministry of Education
Percentage of Students with High Skills in Arabic, According to National Tests	An indicator that measures the share of ninth grade students with high skills in the Arabic language (reading, writing) according to national tests. The indicator covers students in public and private schools at the national level (NKPI specific to UAE)	Ministry of Education	67.0% (2016)	Ministry of Education
Percentage of Schools with High Quality Teachers	An indicator that measures the percentage of schools that meet certain quality standards of teachers based on a clear system of measurement and evaluation.	Ministry of Education	Work in progress	Ministry of Education
Percentage of Schools with Highly Effective School Leadership	An indicator that measures the percentage of public and private schools that achieve high scores on effective school leadership based on the school monitoring and evaluation scheme.	Ministry of Education	Work in progress	Ministry of Education
Enrollment Rate in Foundation Year	An indicator that measures the share of local students who have to undergo foundation year (a program usually focusing on strengthening Arabic, English, Math and IT) out of the total local students enrolled in the universities in the same year.	Ministry of Education	46.8% (2016)	Ministry of Education



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## DSIB SCHOOL INSPECTION SUPPLEMENT

In addition to the UAE Vision 2021 the Dubai Schools Inspection Bureau Inspection Supplement outlines further National Priorities. These are:

PRIORITY	DEFINITION	REQUIREMENTS FOR DUBAI COLLEGE
The UAE National Agenda Parameter	KHDA introduced the UAE National Agenda Parameter in 2015-2016 as a way of measuring the progress that Dubai's private schools are making towards achieving their individual TIMSS and PISA targets. The next PISA tests will be in 2018 and in 2021. The next TIMSS tests will be in 2019, the last before 2021.	GL Cognitive Ability Test – CAT4 in Years 7 and 9 GL Progress Tests in English, Maths and Science – Years 7, 8, 9 and 10
Emirati Students	The UAE Vision 2021 states that at least 90% of Emirati students will complete their high school education, with an increasing proportion of students going on to study at university.	The following aspects of provision and outcomes will be reported: <ol style="list-style-type: none"> <li>1. Governance and Leadership</li> <li>2. Learning and the effectiveness of intervention</li> <li>3. Personalisation</li> </ol>
UAE Moral Education	The UAE's increasing ethnic and social diversity brings with it a wide variety of moral values. Within this pluralism, moral education is an important part of students' personal and social development, and it is incumbent on schools to guide the development of morally mature citizens.	The inspection will focus on the following: <ol style="list-style-type: none"> <li>1. Mapping of moral education content, including time allocation</li> <li>2. Selection of teachers, pedagogical approaches and resources, including use of moral education programme textbooks, engagement of families and community members</li> <li>3. Assessment and reporting to parents</li> </ol>



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UAE Social Studies	In line with the UAE National Priorities and the Dubai Strategic Plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Social Studies curriculum into their programmes of study.	In reviewing the UAE Social Studies provision, inspectors will focus on four key components: <ol style="list-style-type: none"><li>1. Mapping into the school's curriculum, the UAE social studies learning requirements, including time allocation, and language of instruction</li><li>2. Methods and resources for teaching</li><li>3. Student engagement, collaboration and research skills when it comes to learning</li><li>4. Assessment methods</li></ol>
Special Education Needs and Disabilities	The vision for Dubai to become a fully inclusive city by 2020 is part of a wider strategic plan including health and rehabilitation, employment, universal accessibility and social protection.	In order to comply with existing and forthcoming legislation, schools must: <ul style="list-style-type: none"><li>• Appoint an "Inclusion Champion"</li><li>• Nominate a "Governor for inclusive education"</li><li>• Form an "Inclusive education action team"</li><li>• Appoint and designate staff as "Learning support assistants"</li><li>• Produce a "Strategic inclusive education improvement plan"</li></ul>
Innovation	The UAE Vision 2021 includes innovation as part of the National Agenda. The UAE National Innovation Strategy aims to promote innovation in the education sector by introducing creative teaching methods and techniques, as well as designing and developing innovative curricula that equip students with 21 <sup>st</sup> century skills and knowledge.	Inspection teams will evaluate each school's work in five key performance indicators to see how they are supporting the achievement of the UAE 2021 vision for education: <ol style="list-style-type: none"><li>1. Learning skills</li><li>2. Social responsibility and enterprise</li><li>3. Teaching</li><li>4. Curriculum adaptation</li><li>5. Leadership</li></ol>



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Reading Literacy	<p>The President, His Highness Sheikh Khalifa Bin Zayed Al Nahyan in announcing the UAE Reading Law in October 2016 said its purpose is to consolidate reading in society. The theme of PISA 2018 will be Reading Literacy. PISA defines Reading Literacy as, “...understanding, using, and reflecting on written texts, in order to achieve one’s goals, to develop one’s knowledge and</p>	<p>Inspectors will pay close attention to students’ acquisition of higher order reading skills, including inference, interpretation and integration of information. These key areas will receive particular attention in the inspection of science and mathematics, as well as Arabic and English (and the language of instruction).</p>
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Action	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>THE UAE NATIONAL AGENDA PARAMETER</b>					
<p>Deliver GL Cognitive Ability Test – CAT4 in Years 7 and 9</p> <p>Deliver GL Progress Tests in English, Maths and Science – Years 7, 8, 9 and 10</p> <p>Analyse data annually and integrate targets into Subject Improvement Plans</p>	<p>Deputy Head Pastoral</p> <p>Heads of Department in English, Maths and Science</p> <p>Line managers</p>	<p>Student curriculum time</p> <p>AED64,254 annually</p>	<p>Dubai College to remain the top performing PISA and TIMSS school in the UAE and to achieve our National Agenda Targets</p> <p><b>PISA 2018 Target:</b> English – 674 Maths – 634 Science – 648</p> <p><b>TIMSS 2019 Target:</b> Maths – 674 Science - 677</p>	<p>Tests completed annually</p> <p>PISA every three years</p> <p>TIMSS every four years</p>	<p>Deputy Head Pastoral and Governors</p>



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Action	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>EMIRATI STUDENTS</b>					
<p>Governance and Leadership to prioritise the tracking, monitoring and intervention with regard to Emirati students</p> <p>Teachers and tutors to prioritise the learning of and the effectiveness of intervention for Emirati students</p> <p>Teachers and Deputy Head Curriculum to ensure that there is relevant personalisation for Emirati students</p>	<p>Director of Arabic A and Islamic Studies &amp; Deputy Head Learning and Teaching</p>	<p>No material or time cost</p>	<p>Emirati students at Dubai College should on average progress and attain at least in line with their non-Emirati peers at Dubai College</p>	<p>Ongoing</p>	<p>Deputy Head Learning &amp; Teaching and Governors</p>



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Action	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>UAE MORAL EDUCATION</b>					
Mapping of moral education content, including time allocation.	Deputy Head Curriculum				
Selection of teachers, pedagogical approaches and resources, including use of moral education programme textbooks, engagement of families and community members	Deputy Head Curriculum and Head	Student curriculum time Cost of textbooks (?)	A fully mapped and integrated moral education curriculum with maximum staff, student and parent engagement	TBC – still awaiting moral education programme textbooks	Deputy Head Curriculum and Governors
Assessment and reporting to parents	Deputy Head Pastoral				



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Action	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>UAE SOCIAL STUDIES</b>					
Mapping into the school's curriculum, the UAE social studies learning requirements, including time allocation, and language of instruction	Deputy Head Curriculum				
Methods and resources for teaching	Deputy Head Curriculum and Head	Student curriculum time Cost of textbooks (?)	A fully mapped and integrated UAE Social Studies curriculum with maximum staff, student and parent engagement	Phase One Complete	Deputy Head Curriculum and Governors
Student engagement, collaboration and research skills when it comes to learning	Deputy Head Learning & Teaching				
Assessment methods	Deputy Head Pastoral				



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Action	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>SPECIAL EDUCATIONAL NEEDS AND DISABILITIES</b>					
Appoint an “Inclusion Champion”	Cindy Penney, our Head of Student Services, has been appointed to this role.	No cost	We aim for Dubai College to provide a fully inclusive education system so that every student can achieve in line with their peers	Now	Head of Student Services and Governors
Form an “Inclusive education action team”	Cindy has formed the “inclusive education action team”				
Nominate a “Governor for inclusive education”	Our governor Professor Eman Gaad, regional expert in special and inclusive education has been appointed to this role				
Appoint and designate staff as “Learning support assistants”	Cindy Penney, Head of Student Services				
Produce a “Strategic inclusive education improvement plan”	Cindy Penney, Head of Student Services				



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Action	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>INNOVATION</b>					
Learning skills Social responsibility and enterprise Teaching Curriculum adaptation Leadership	The <b>Innovation Action Team</b> which includes the Head, the Deputy Head Learning & Teaching, the Deputy Head Curriculum, the Director of IT Services, two Specialist Leaders in Education: Digital Skills, one Specialist Leader in Education: Action Research, one Specialist Leader in Education: Dubai College Online, the Director of the Extra-Curricular Programme and the Head of the Charity Committee	Time and time in lieu for teaching staff	Progressive teaching using the latest in innovative pedagogy  Progressive learning by empowered students who think critically  An embedded research culture in the College through staff action research and student HPQ and EPQ participation  Digital innovation which delivers the academic outcomes which our students need for their onward destinations  Progressive leadership which positions Dubai College as the regional centre of excellence for academically rigorous progressive education	This is a 5-year plan  (The Post-COBIS Action Plan, Post Head's 360 Action Plan, the Whole School Action Plan, the SLE SIPs and the IT Strategy contain interim timelines pertaining to each of these desired outcomes)	Head and Governors



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	Responsibility	Cost	Desired Outcome	Completed by	Reviewed by
<b>READING LITERACY</b>					
Inspectors will pay close attention to students' acquisition of higher order reading skills, including inference, interpretation and integration of information. These key areas will receive particular attention in the inspection of science and mathematics, as well as Arabic and English (and the language of instruction).	<b>Lead:</b> Mark Donovan, Head of English in addition to Heads of Maths, Science, Head of Arabic B and the Director of Arabic A & Islamic Studies	Time	To preserve and enhance the very healthy reading culture which has always been part of the Dubai College ethos both for its own sake but also to enable us to meet our PISA 2018 targets for the UAE	Ongoing	Head of English, Director of Arabic A, Head of Arabic B and Head and Governors

Signed: ..... *M. Lambert* .....

Date: .... 30<sup>th</sup> September 2017. ....