

STRATEGIC PLAN FOR QATAR ACADEMY DOHA 2017-18

Qatar Academy was founded in 1996 under the auspices of the Qatar Foundation for Education, Science and Community Development. Qatar Academy Doha is a private, non-profit day school for boys and girls. Serving students aged 6 months to 18 years of age, the Academy offers an international curriculum that incorporates Arabic culture and language, combined with traditional values and the most modern trends in education. Highly experienced teachers and administrators from Europe, USA, Canada, Australia, New Zealand, and the Middle East work with over 1800 students.

The Academy is a fully accredited World IB (International Baccalaureate) School offering PYP, MYP and DP Programs. QA is also accredited with both CIS (Council of International Schools) and NEASC (New England Association of Schools and Colleges). The Academy welcomes students, aims to nourish their different cultures and identities, and encourages them to strive for academic excellence.

Mission - Qatar Academy offers a rigorous program encompassing an international English-medium education, strong Arabic and Islamic Studies. The QA community supports and challenges students to be critical thinkers, and active and contributing member of society, through learning experiences serving the needs, interests and learning needs of each student.

Vision - Empowering Students to achieve academic excellence and be responsible citizens.

Strategic Area: **Students**

Goal: **Strive to understand and embody the IB Learner Profile**

Strategy: **The IB Learner Profile drives student learning and development.**

- Incorporate the Learner Profile in all PYP, MYP and DP curriculum documents in Managebac.
- Align PBIS with the Learner profile and positively supports students' learning and development.
- Authentically integrate strategies into all school environments, both inside and outside the classroom.
- Create plans to develop the IB learner profile attributes.

Strategy: **Students engage in action within and beyond the school community through awareness of individual, local, national and world issues.**

- Students in MYP years 4 and 5 and DP take on leadership and responsibility roles within and across the school.
- Provide access for all students to participate in activities focused on raising awareness of individual, local, national and world issues.
- The Guiding statement from the activity council frames the role of extra- and co-curricular activities in the development of students, in line with the QAD Mission and Vision.

Strategy: **Students enhance their understanding of the world through experiential learning.**

- Increase the number of opportunities for students to apply learning in real world contexts.
- Evaluate experiential learning opportunities to guide and align the programme with the School's Mission, Vision and Objectives.

Strategy: **The school caters for the physical, social, and mental well being of students.**

- Develop a system to ensure suitable support is given to all students.
- Implement suitable safeguarding practices.

Strategic Area: Teaching and Learning

Goal: Enable and inspire students to become successful lifelong learners and responsible citizens through a comprehensive curriculum.

Strategy: Teaching and learning supports all students' individual needs: Use inquiry based pedagogy effectively and purposefully across the curriculum.

- Ensure that inquiry is used across the curriculum and by all teachers.
- Develops student attitudes and skills, through teaching and learning, that allow for meaningful student action in response to students' own needs and the needs of others.
- Confirm the written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

Strategy: Teaching and learning supports all students' individual needs: Foster disciplinary and interdisciplinary knowledge and skills

- Promote students' awareness of individual, local, national and world issues through the written PYP curriculum.
- Structure MYP Collaborative planning and reflection to ensure it facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.
- The MYP curriculum fosters disciplinary and interdisciplinary understanding.

Strategy: Teaching and learning supports all students' individual needs: Equip students with the tools to learn (ATL skills/21C)

- Through teaching and learning supports, students become actively responsible for their own learning.
- Our teaching and learning addresses human commonality, diversity and multiple perspectives.
- We utilize the written curriculum to identify the knowledge, concepts, skills and attitudes and opportunities to be developed over time allowing for meaningful student action and service in response to students' own needs and the needs of others.

Strategy: Teaching and learning supports all students' individual needs: Incorporate differentiation and interventions for students' learning needs.

- Establish a clearly-articulated student support system that is documented and aligned across Primary, Middle and Senior Schools.
- Create a comprehensive plan to support students from KG- Grade 12 with learning needs in Literacy and Math through targeted group and individualized interventions based on data and staff resources.
- Incorporate collaborative planning and reflection to address differentiation for students' learning needs and styles.

Strategy: Teaching and learning supports all students' individual needs: Use assessment practices and tools effectively to track, understand and enhance student learning.

- Review best assessment practices and tools to track, understand, enhance and communicate student learning.
- Analyse assessment data to inform teaching and learning.

Strategy: Promote instructional practices that foster Arabic and English biliteracy

- Through teaching and learning, support growth of Arabic speaking students to achieve full Arabic and English biliteracy.
- Maintain and extend the staffing scenario whereby there are both English and Arabic teachers working in every classroom EEC through Grade 2.
- Through collaborative planning and reflection, recognize that all teachers are responsible for language development of students.

Strategy: System for collaboration and communication for vertical and horizontal articulation of curriculum within and across all divisions.

- Further develop a system for collaboration and communication for vertical articulation of curriculum across all divisions, focusing on transition points.
- Coordinate horizontal and vertical collaboration across the Primary, Middle and High School.

Strategic Area: **Community**

Goal: **Nurture a cohesive community that is inclusive and respectful of all cultures.**

Strategy: **To provide a safe, responsible and respectful learning environment.**

- Enhance our capacity to provide a safe, responsible and respectful learning environment through the implementation of whole school PBIS strategies, that integrates fully with the continued development of the IB Learner Profile.
- Promote responsible action within and beyond the school community.

Strategy: **Clear and effective means of communication.**

- Establish a system for collaboration and communication on all pastoral matters vertically across all divisions, focusing on transition points.
- Establish a robust communication process within the school community to facilitate and promote quality two-way communication among all stakeholders.
- Audit effectiveness of current communication practices between divisions (PYP,MYP,DP) and staff.
- The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme.
- The school communicates its assessment philosophy, policy and procedures to the school community.
- The written curriculum is available to the school community.
- The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

Strategy: **Fostering a growing understanding and engagement with international-mindedness across the school community.**

- Monitor and assess integration of International mindedness within the school culture.
- Develop and promote international mindedness and all attributes of the IB learner profile across the school community.

Strategy: **Enhance and support Arabic & Islamic identity through meaningful interactions within the community and the provision of cultural opportunities to students, parents and staff.**

- Integrate additional experiential learning methods and develop extracurricular opportunities to teach the QA curriculum.