



Dubai International Private School (Al-Quoz)

DIPS, in partnership with parents and community, strives to ensure all students are digitally literate, lifelong learners, productive citizens and nurture their well-being in an inclusive learning environment.



"Empowering Minds, Inspiring Hearts, Shaping the Future"

"تمكين العقول، إلهام القلوب، تشكيل المستقبل"

DIPS Curriculum Design & Curriculum Adaptation Rationale and Review Process Academic Year 2023-2024

A high quality curriculum is one that aligns with the CCSS, NGSS, MOE academic standards and KHDA statutory requirements, and supports student learning and achievement. Some key characteristics of a high quality curriculum at DIPS include:

- Alignment with the California State Standards: DIPS aligns with the California Common Core State Standards, which outline what students are expected to know and be able to do in each subject area.
- Differentiation for diverse student populations: DIPS thoughtfully considers the diverse backgrounds, cultures, and learning needs of its students and provide opportunities for differentiation and adaptation to support all students.
- Emphasis on critical thinking and problem-solving skills: DIPS prioritizes the development of critical thinking and problem-solving skills, which are essential for success in the 21st century.
- Integration of technology and innovation: DIPS makes use of technology and innovation by providing STEM education to support student learning, including the use of digital resources, online assessments, and interactive learning tools.
- Engagement and relevance: Curriculum at DIPS is engaging and relevant to students' lives and interests, helps to foster their motivation and enthusiasm for learning. Events such as assemblies, guest speakers and trips are aligned with our school priorities and learning.

- Assessment and evaluation: DIPS curriculum includes a variety of assessments and evaluations that accurately measure student learning and provide meaningful feedback to inform instruction and support student growth. Leaders and Teachers use data effectively to inform instruction and to monitor progress. Teachers regularly provide feedback both orally and written.
- Collaboration and professional development: DIPS values and encourages collaboration among teachers and supports ongoing professional development opportunities, helping to ensure that educators have the skills and knowledge they need to effectively implement the curriculum. DIPS has ongoing CPD's in Teaching and Learning, Differentiation, and Wellbeing.

To summarize, the curriculum at DIPS is comprehensive, effective, and inclusive, and supports students learning and achievement by aligning with state and national standards, MOE standards, the UAE goals, and is considerate of the needs of diverse students, emphasizing the development of critical thinking and problem-solving skills.

Curriculum adaptation

DIPS ensures it adapts the curriculum to meet the different learning styles, abilities, and needs of individual students using a variety of instructional strategies, materials, and assessments. Below are just a few examples of how curriculum at DIPS has been adapted to meet the unique needs and circumstances of different students and communities.

- The Concept Based Instructional approach to curriculum design that shifts from a 2 dimensional to a 3 dimensional instructional approach in KG, Grades 1-3, English, Science, and Business by using CBCI (Erickson & Lanning) which enables students to generalize what they have already learned and transfer their learning into different contexts, additionally, students thinking skills can be scaffolded through synergistic thinking (Higher order/ Lower order thinking skills). CBCI considers the diverse needs of all learners from the beginning and incorporates multiple ways of engaging with content, expressing understanding, and demonstrating mastery, while also making real life connections.
- Reading Intervention and support for EAL students: The Daily 5 Approach to Literacy was implemented in 2022 in grades 1-5 to provide a wide array of reading opportunities to students by using a multi-sensory approach to literacy using visual aids, phonics, comprehension development and immersive apps such as Amira and Level Up. The program has 5 Centers: Read to Self, Listen to Reading, read to a Buddy, and Word work, the 5th center is Teacher Time where the teacher designates a group of students to do Guided Reading and or a mini lesson depending on the student's individual needs. Moreover, the program supports learners reading as

lessons enable students to be active, use questioning, summarizing, make connections, while also enabling the teacher to implement Guided Reading and track and monitor students closely. Designated students are also provided Afterschool enrichment in reading and writing. The curriculum has many digital resources to support students who are non-native speakers of English, such as Amira, Level UP, and Achieve 3000.

-The Daily 3 Math approach Grades 1-6: a center based framework for structuring math time, so students develop deep conceptual understanding, mathematical proficiency, and a true love of mathematics. This framework is adapted to the curriculum and state standards. This program also enables teachers to differentiate to meet the needs of all abilities of students while also using intervention strategies for advanced or below level students.

- Social Emotional Learning: At DIPS we recognize the needs of students who have experienced post Covid 19 learning loss and have incorporated social-emotional learning activities into lessons and throughout the school day.
- Special Education: The curriculum at DIPs is bespoke to meet the unique needs of students with disabilities, including providing accommodations and modifications to support their learning and access to the curriculum.
- Concept Based Inquiry: DIPS has adapted the Concept Based Inquiry approach to learning so that students engage, focus, investigate information in order to generalize, transfer knowledge and reflect. In addition, STEM education has been embedded into the curriculum, in compatibility with the CBCI framework. Moreover, we are prioritizing hands on learning projects across disciplines, including center-based learning in KG and lower Elementary.
- Community-based learning: DIPS has adapted the curriculum to incorporate content and activities that are relevant and meaningful to students and the UAE, including partnerships with local businesses, organizations, community leaders, and families. Students participate in the Injaz, the Mothers Council shares the participation of the UAE day event, and Government and University officials regularly visit the school to give presentations.

How we review the curriculum:

The curriculum process at DIPS involves evaluating the progress and attainment data, collecting teacher feedback from lessons and units; analysing the content and structure of the school's curriculum to ensure that it meets current educational standards, the needs, and goals of students, aligns with the school's mission and vision, meets the UAE National Agenda, and aligns with the UAE Centennial 2017 plan.

The curriculum review process typically involves several steps, including:

- Analysis of current curriculum: The Senior leadership Team at DIPS reviews the current curriculum to determine its strengths and weaknesses, identify areas for improvement, and identify any gaps or inconsistencies in content.
- Review of educational standards: An examination of current curriculum and UAE educational standards (Arabic, Islamic, Social Studies) to determine what is expected of students and what should be included in the curriculum. DIPS, Senior leaders review the MOE Statutory requirements in addition to the CCSS and NGSS standards.
- Input from stakeholders: Gathering input from teachers, administrators, parents, some students, and other stakeholders to determine what is working well and what needs improvement in the current curriculum. (Examples; PASS survey, Teachers surveys, HOD surveys)
- Development of new curriculum: Based on the analysis of the current curriculum and the review of educational standards, the development of a new curriculum that meets the needs and goals of students and aligns with the school's mission and vision.(Digital platforms, Reading programs ; Level up, Amira, STEM and Innovation in the curriculum; AP courses : Calculus AB, Physics C/ Mechanic, Physics C/ Electricity and Magnetism, Chemistry, Computer Science Principles, Biology.
- Implementation of new curriculum: The implementation of the new curriculum, including training for teachers, development of materials, and support for students as they begin to use the new curriculum. Ongoing continuous professional development in The Daily 5 Approach to Literacy, Guided Reading, the CBI approach, STEM education, Differentiation, CASEL (Social emotional Learning) Specifically, the evaluation of the Daily 5 Approach to literacy is by observing student engagement, analysing assessment data, closely monitoring progress data by tracking, by student feedback about the centers, by observing the culture of reading and the demonstration of increased independent learning skills.

- Evaluation of the new curriculum: Ongoing evaluation of the new curriculum to determine its effectiveness and identify areas for improvement. The Curriculum is being reviewed at DIPs Biannually.
- We understand that curriculum review is an ongoing process that helps us ensure that our curriculum remains current, relevant, and effective in supporting student learning and achievement.

Shifting from 2 Dimensional to a 3-Dimensional approach to Learning using the Concept Based Curriculum Instructional Approach

Curriculum Phases	2021-2022	2022-2023	2023-2024
Analysis	<p>a.) Based on previous feedback it was decided to implement the CBCI approach to learning to enable students to develop cognitive thinking skills, master skills, gain understanding to transfer knowledge and make connections with real life to better support learning outcomes.</p> <p>b.) Teachers were provided intensive coaching and training in the CBCI approach across all school phases,</p>	-Resuming CBCI, coaching & training, in the English, Science, Business, and with KG, Grades 1-3 homeroom teachers	-Resume CBCI across all subject matters including Arabic, Islamic, Social Studies, PE, Art, Music, ICT
Design & Development	<p>-Yearly Curriculum Mapping</p> <p>-Unit Planners</p> <p>-Lesson Planners</p> <p>Purchase of new curriculum resources that are compatible with the CCSI approach.</p>	-Resume CBCI Unit planning and Lesson planning	-Resume CBCI unit planning and lesson planning across all subject matters
Implementation	- Implementing a CBCI project with a Sustainability theme in grades 4-12	<p>-KG, grades 1-3</p> <p>- Grades 4-12 English, Science, Business</p>	- Implement the CBCI approach across all subjects across and phases

Evaluation	Positive feedback based on the success of the Science Fair from teachers and students, in addition to on grading, assessments, and independent learning skills was the basis for evaluation.		

Curriculum Review

Curriculum Phases	ELA/ Reading	Math	Science	SOD/ G& T	Social Emotional Learning
Analysis	--Feedback from 2019 suggested improving the reading literacy across the subjects, however through developing a culture of reading, using reading strategies, providing professional development as well as intervention programs and providing a variety of digital resources current AY results show students have made sufficient progress in Reading, Language, Math, and Science.	-Data from internal and externals reveal students need to further develop critical thinking and problem solving.	-Data from internal and external assessment reveal students need to further develop critical thinking and problem solving	-Previous Inspection feedback from KHDA (2019) and NEASC indicated a need to further differentiate learning with a wider variety of curriculum materials, and develop a reading intervention program	-Aligned with the Principal's message and the vision of the school we determined supporting whole
	Action Taken	Action Taken	Action Taken	Action Taken	
Design & Development	Digital Platforms for Reading: Level UP, The Daily 5 Approach to Literacy, intervention plan, afterschool intervention,	-Curriculum for grades 4 and 8 were modified to support learning - digital apps	-digital apps - lesson plans include vocabulary -STEM based projects implemented	-Assess, identify, and analyse student's need -Ensure lesson plans are modified as per IEPs.	-Lessons plans across all phases include SEL -SEL activities have been introduced across the school

	professional development, tracking and monitoring of reading, guided reading, analysis of reading progress data	<ul style="list-style-type: none"> - lesson plans include vocabulary -STEM based projects implemented -Critical thinking strategies * Results from Fall MAP 2022 show significant progress of students' achievement in reading, math, science 	<ul style="list-style-type: none"> - Critical thinking strategies -Eco school campaign * Results from Fall MAP 2022 show significant progress of students' achievement in reading, math, science 	<ul style="list-style-type: none"> - digital and other supportive appropriate resources for student learning - provide enrichment and AP courses for G&T - 	
Implementation	<ul style="list-style-type: none"> -Teachers in grades 1-5 were given 6 professional development workshops on The Daily 5 Approach to literacy. - Teachers were provided training with the new digital platforms for HMH Into Reading/ Literature, Achieve 3000, Amira, Level Up and Follet Library system 	-A cross curricular approach using projects	<ul style="list-style-type: none"> -CBCI Implementation -A cross curricular approach using projects 	<ul style="list-style-type: none"> -CBCI approach to -More hands on activities aligned with student IEP's -Teacher training on identification and differentiation in lessons - The Daily 5 approach to Literacy - The Daily 3 Approach in Math 	-Teachers participated in five parts CPD on CASEL
Evaluation and Review	We evaluate the overall effectiveness of curriculum by looking at data, student engagement, teacher feedback, and whether the curriculum is aligned with our school vision and the UAE Centennial 2071 plan which focuses on quality education in English, Advanced Science and technology, space science and health science. Our evaluation is aligned with the vision of the school to prepare our students for the future.				