

Qatar Academy Doha
ANNUAL REPORT
2020-2021



أكاديمية قطر
Qatar Academy

عضو في مؤسسة قطر
Member of Qatar Foundation

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Vision

Empowering students to achieve high levels of academic growth and personal wellbeing and to be responsible citizens who are locally rooted and globally connected.

Mission

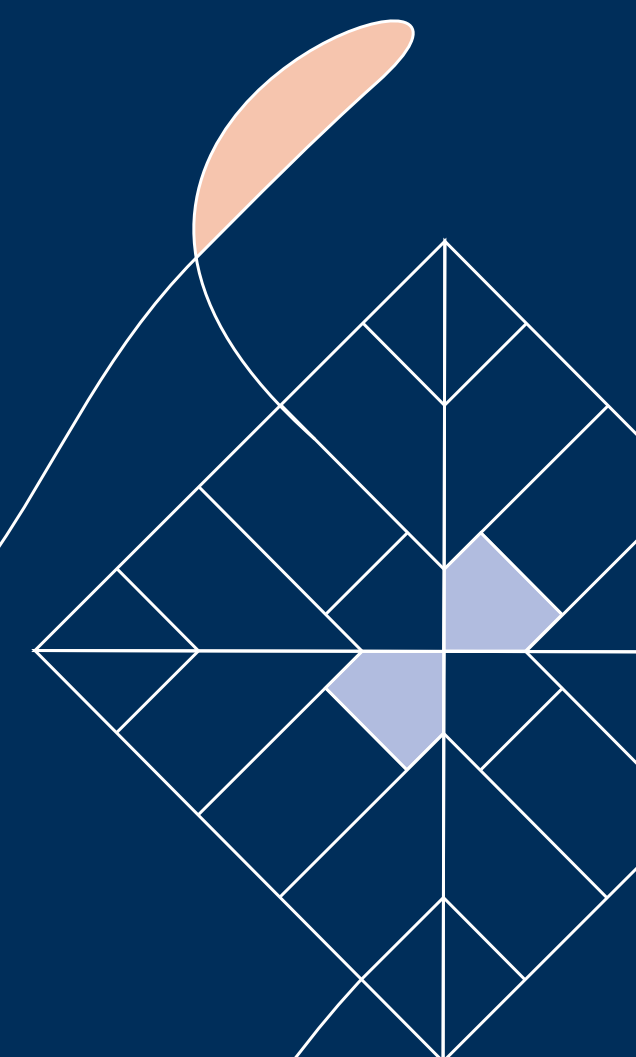
At Qatar Academy Doha we offer a rigorous academic program with strong Arabic and Islamic Studies. Our school community develops and challenges learners to be active, internationally minded citizens who demonstrate environmental consciousness.

International-Mindedness Statement

At Qatar Academy, we actively support the beliefs of the Learner Profile and seek to grow an understanding of cultural differences, to be open minded, and respectful global citizens.

Values

At Qatar Academy Doha we are SAFE, RESPECTFUL and RESPONSIBLE learners.





DIRECTOR'S PERSPECTIVE

As we started the new academic year, 2020-21, the Covid-19 infections continued to be prevalent within the country and, indeed, the whole world. As a result, we were not able to welcome the students back to school for a "normal" in-person education. Instead, we began the year with 100% online courses, which quickly changed into Blended Learning, with half the school in attendance on alternate days. We hoped that it would not be long before there was a further reduction in government Covid-19 regulations and we would be able to welcome all the students back into the school. However, that was not to be the case and we spent the whole year with students either being 100% online or studying under the Blended Learning model. Some students therefore spent the whole year without coming to the actual school buildings.

It proved to be a challenging year for everyone. Staff became adept at being able to teach half a class online whilst teaching the other half of the students in front of them in the classroom. New IT skills were developed by the faculty and I was impressed by the creativity and ingenuity which I saw being demonstrated each week. The students developed greater resilience as they worked on the skills needed to be able to study online, but they also found it a very intense experience and it was not easy to maintain focus for the entire day of online learning. It has been fascinating to consider the whole issue of studying online and how it will impact schools into the future. On the one hand, it is a remarkable facility which enables us to continue to teach students, even if they are unable to attend school, for a medical condition for example. Teaching online, with a small group of students is also very effective, as each of them can contribute regularly to the lesson. The most challenging experiences are when teachers are teaching a large class in a blended version, with half the class online and the other half in the classroom. It is here where enormous focus and concentration is needed by all concerned. What is absolutely clear is that if the pandemic had happened 20 years ago, students would not have been able to study online and their learning experience would have been seriously impacted, so we are fortunate that we do have had the technology to aid student learning.

The pandemic has also made us re-evaluate some of the things which we have taken for granted over the years – for example the importance of social contact at school, between the students and between the students and their teachers. We all learn so much from being with other people – and it is also much more fun! This year we have also not been able to offer the enriching programs which add so much to our school – afterschool activities, sports' competitions, field trips and school overseas expeditions. We look forward to re-starting these programs next year.

There was one major highlight of the year and that was the awarding of the Qatar Green Building Council's Green Flag to the Primary School. This was awarded after two years of commitment by the Primary School students and staff to incorporate sustainability into the curriculum to develop a sustainability mindset. It also follows on from the campaign by the Primary School Activists in Action to ban the use of single use plastics within the country. Their great work was recognized by His Highness Sheikh Tamin bin Hamad Al Thani, the Amir of Qatar, who sent the students a certificate of appreciation for their campaign.

I congratulate the Grade 12 students upon all they have achieved at the school and wish them well in the future. The virtual graduation ceremony reflected their energy, talent and tenacity and it was good to hear them speak with such affection for their time at the school. The Grade 5 Promotion Ceremony was also very special and we look forward to welcoming these students into Grade 6 in the Senior School.

Thank you to all the students, faculty, staff and Administrators for all their great contribution to the school throughout the year. It is a pleasure to work with such committed people.

Stephen Meek
QAD Director

SPOTLIGHT ON LEARNING

Early Education Center

Children have shown great resilience learning virtually and balancing coming to school, adapting to change and keeping up with the 21st century learning skills. Parents have cooperated with our virtual journey and kept an open-mind with constant changes we had to make to operate online as well as our in-school experiences. Our team embraced the changes and were flexible in making it a smooth experience for both children and parents. Staff have considered the unique family dynamics for all our students and offered several different ways to collaborate. We have developed many skills and worked in partnership with other professionals to deliver high- quality learning and teaching. Our main focus is to establish and sustain a balanced approach and safe learning environment.

Of course we must also share some of the challenges we experienced this school year; irregular attendance, connections issues both at school and home, parents participation, motivation and communication. We acknowledge that it has been a challenging year for us all and continue to strive to provide rich learning opportunities and support wellbeing for our community. We constantly reflect and ask for feedback from our parents to consider future development for our online learning.”

EEC Celebrations

Our academic year started with very slow but positive transitions for children and families in response to COVID and Ministry of Social Affairs requirements. The attention to detail in terms of meeting these requirements was a team effort and teachers, parents, nurses, and administrators worked hard to ensure that our Centres were compliant and a safe place to learn. We have been flexible and agile as teachers and learners embraced change positively. There is much to celebrate and reflect upon, once again this has been a year unlike any other.

We celebrate that our teachers have embraced in school and online learning. Due to the upskilling of all staff to support children’s learning in the home environment we were quickly able to deliver in school and online teaching and learning. We continued to develop and create high-quality English and Arabic resources that engaged our youngest learners online. We continued to meet online with children and their families to ensure good communication, we were accessible to families out of the school environment, and we continued to be flexible and agile in this new unknown educational environment.

As children returned to school we could see the value of the slow transition of small groups and were amazed and delighted to see how quickly children transitioned from their parents who were not able to come into the centre. The capability and capacity of such young children to readily engage in school was a lesson to all of us, to trust our children and know that strong attachments to their parents and caregivers ensured they could readily attach to new people with ease. Everyone has been supportive and collaborative, we have researched and upskilled with a positive team approach and focus on high-quality experiences for our children and families.

We celebrate that this year the EEC teachers have used our Arabic and English Language and Social-Emotional continuum to assess children’s dual language acquisition. This specialized assessment tool was recently developed to support teacher’s knowledge about how children learn the language and how we can best assess children to increase their skills and knowledge. As a result, we have good baseline data about children’s language when they enter school, their progress in January, and finally in May. Whilst it was more difficult to assess children online than when they were in school, with parents’ support we have been able to gather good data about children’s language progress.

more relevant to online and in-school learners. We believe parents have a comprehensive understanding of their children learning over this academic year.

We know that through our assessment data that children’s Arabic and English knowledge, skills, and oral language have increased. This is a critical period for language acquisition for children and our teachers work closely with parents to support children’s language learning.

We celebrate that each staff member including our Nurses and Teaching Assistants have worked on the goal “Innovation, Inquiry as the foundation for student learning across the curriculum”. We have achieved this goal through multiple learning opportunities for children in our teaching and learning environments. We have invested time and thought in our environments where indoor and outdoor spaces are places where children can learn and flourish. We have been innovative in ensuring that excellent teaching can also happen in the home environment.

During the lockdown periods, most of our staff have engaged in online professional learning with Fairy Dust Teaching. This professional learning has empowered staff to deliver relevant online learning activities but also to reflect upon new ways of thinking about children’s learning and their teaching strategies. The teacher Assistant attended workshops with a focus on phonological awareness with Dr. Imad from the Teaching and Learning centre (TLC). Their knowledge consolidated the practices of our classrooms where phonological awareness is a big focus.

We celebrate that each centre continues to implement “Special Thursday or Special learning weeks ” where children develop key concepts about topics of interest to them. Our families have embraced this learning as it promotes language, learning, and discussion at home making important links between community and school.

We celebrate that our three centre nurses have ensured that teachers and our community have been informed and aware of the impact of COVID 19 and the strategies that we can implement to mitigate risk in families’ homes and communities. We have all been professional in our response to positive cases where both Multaqa and the Clubhouse have had to close due to COVID cases. Our tracking and tracing procedures in partnership with the Ministry of Public Health (MOPH) have ensured a swift response to closure to ensure the mitigation of the spread of Covid. Families have been very supportive and understanding when they have had to return to online learning. When centres have reopened children and families have quickly readjusted to being in school.

We celebrate that we continue to offer our parents high-quality multiple opportunities to engage in learning to support them in parenting. We have offered online meetings in partnership with TLC to support their understanding of Speech and language learning and gross motor skills. The Speech-language pathologists have also offered parents individual support and advice for their children.

We celebrate that we have ensured the well-being of our teachers and staff over the year. Staff needed to be supported in their role as a teacher in the school but also with their family situation. Staff have attended a well-being workshop with QF school counselors and had opportunities to work online from home. Our philosophy was to ensure staff’s well-being was in place so in return they could support others.

We celebrate our incredible parents who have continued to support their children in the home environment ensuring that they attend class virtual meetings with their children. It must be acknowledged how difficult this is especially for our youngest children who just want to be at school with friends playing.

As of next academic year, we will not have classes for Infants, but children will be admitted from 15 months, this will build our capacity and meet the demand for Toddlers coming to the EEC. This will be new for us so we have focussed on the recruitment and marketing of the EEC to encourage new parents to enroll their children. We have offered online presentations about the benefits of Play, our Curriculum, the importance of positive transitions, and videos that demonstrate how our EEC children learn so many new skills when attending the EEC.

This year we will orientate new parents via an online presentation in English and Arabic to support a positive transition for their children.

Our three Early Education centres are unique and special places to learn and grow in, we all share a common curriculum and philosophy but there is a strong individual identity in each centre, which we celebrate.

CELEBRATIONS FROM QATAR ACADEMY DOHA EEC

Special Learning Weeks have offered an opportunity to celebrate deeper learning over a week for the whole centre. Teachers have focused on areas of children’s interests. Animals, under the sea, and transportation have been highly topical and teachers have included stories, songs, and activities in their classroom environment to deepen thinking and provoke wonder and curiosity. Teachers are competent at changing their classroom spaces to areas that sometimes resemble movie sets to ensure that they engage and invite children to learn from home. Education that is accessible to all children and all parents has been our goal.

Even though unable to enter the classrooms this year, parent support has ensured the learning never stops, just in different places and spaces. Teachers Daily connect activities have been creative, professional, and provocative for children’s learning opportunities.

Our Teacher Assistants made resource packs to go home to all children over the year, playdough and creative tools offered children some hands-on experiences for home learning. The Teacher Assistant team also worked in classrooms and with teachers across the whole school community to ensure that all teachers were supported.

Creating Infant/Toddler and Junior “bubbles” when children are in school has developed a real strength in the team approach to the differentiation between age groups. Teachers have planned more together and collaborated on using play space wisely to ensure social distancing and smaller group connections.

This year we celebrated Ramadan and Eid online where children were asked to recreate a space in their home for

Ramadan rituals. Children have embraced this special time of the year and the learning opportunities have connected between school and home. The significance of this time of year is not at all lost on your young children as they learn through modeling the values of their families and teachers.

All three centres have delivered a Virtual Gallery Walk that exemplifies the process of children’s art over the year. Not only have teachers learned new skills in their delivery of this amazing process but parents have accessibility to the gallery walk that they can view and revisit at home with their children.



CELEBRATIONS FROM QATAR ACADEMY MULTAQA EEC

This year we have had many positive opportunities to celebrate and reach out to our families through both the physical and blended learning program. With the truly amazing support of our families, we’ve been able to make it happen.

We believe close communication is at the core of our parent partnership approach, in enriching every child’s journey. Due to pandemic restrictions the ‘Chat and tea with the Team’ communication tool was initiated, to overcome the barrier. This gave time solely between the teachers, nurse, and Lead teacher to take scheduled weekly time in a relaxed atmosphere to simply chat through e-meetings. The wealth of data collected from the meetings provided a schedule for following parent information sessions.



Children’s year-long journey of the Gallery Walk exhibition - ‘Little hands adding COLOUR to their world’



Due to the pandemic and pondering on this year's focus, it was decided that a COLOUR exhibition would uplift the children and parents. The virtual gallery walk highlighted children's sensory hands-on activities that focused on gross and fine motor development. Children's process art was driven by their interests and inspired by the teacher's

capacity to ignite the child's curiosity and imagination in a social space that encouraged cooperation, creativity, and connectivity. We celebrate the high quality of experiences offered for children and, and all who will have the pleasure of enjoying the virtual exhibition.

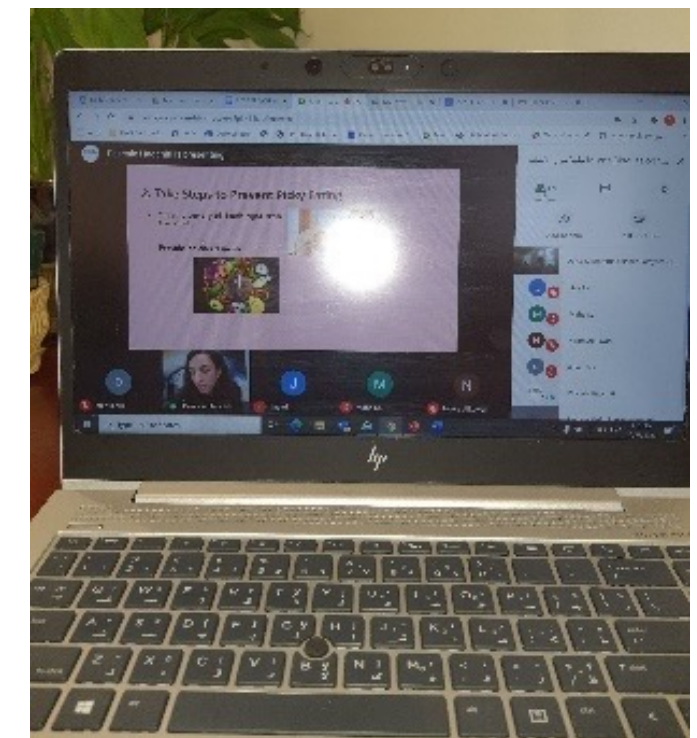


CELEBRATIONS FROM QATAR ACADEMY CLUBHOUSE EEC

It is fair to say that this year was unique and that we have all adjusted our previous ways of working. Our main goal was to sustain teaching and learning at our centre and maintain high teaching and learning standards. We were able to accomplish that with the great support we have received from our leadership team, our team at the EEC Clubhouse, and the parents. We have kept in mind that one of our most important goals for this year is to support and protect children's and adults' health and safety and well-being, to achieve that we have worked hard to establish and maintain a strong relationship with the parents and encouraged their involvement in their children's learning.

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." Jane D Hull

Building and sustaining a trusting, healthy positive, and mutual relationship with the parents is our priority at the EEC, as we know that parental involvement in children's education is a key for children's success. We try to empower parents and give ownership over their child's education which will positively impact the children's learning outcomes. Hence, we have initiated our Parents Discussion Sessions, where we have provided monthly virtual live sessions, a safe and inviting space to discuss some early years learning and development subjects. We followed the parent's needs in the topics we addressed in these sessions and we worked with other professionals from the Qatar Foundation who provided some of these sessions. After each session, we shared the sessions with all of the parents and answer all the parent's inquiries related to that topic.



Moreover, to strengthen our relationship with our families we have celebrated our first version of The Early Education Centre Podcast episodes. Two members of our team have initiated a Podcast channel for our centre to meet the parents' needs in learning about early years education and how young children learn and develop.

In addition, our team has established a new way of communication with the families by creating a photo and video album for each classroom. This album has served as a supporting tool for our team to follow up with the children's home learning and development and helped our teachers to observe the children's learning and development and plan according to their observations. This tool has provided the families with a nice virtual space to share and celebrate their children's learning.



VIRTUAL BEDTIME STORYTIME WITH TEACHERS AND PARENTS

literacy. Due to the extension of the learning environment and keeping safe, our library loan was put on pause this year. In its place, the bedtime story initiative became embedded into our learning program. Teachers very quickly developed their own IT skills to bring stories to life virtually. To keep it authentic the children see or hear THEIR teachers, as they continue to enjoy reading together. Building the skills of engaging, listening, developing language skills, and most of all enjoying storytime. The message for our parents that bedtime can be the most beneficial time to read together at home, when children are cozy, comfortable, and calm ready to read before their night's sleep ahead.

Pre-recorded stories have been shared via the EEC online application 'Daily Connect' and shared through accessible links. The stories can be shared over and over again knowing children learn and thrive on 'One more time' developing many literacy skills for life.



Toddler storytime



Junior 1 storytime



Junior 2 storytime

SUSTAINABILITY 'TOWER GARDEN' A QATAR FOUNDATION SCHOOLS INITIATIVE

Good health starts with good habits like eating wholesome foods. The Tower Garden system allows us to easily grow fresh, nutrient-rich food without soil. There is less time commitment to traditional gardening and growing greens, herbs, fruit, vegetables indoors. Taking up around 3 square feet of space only and using aeroponics (technology used by NASA) we can grow produce with only water and nutrients rather than dirt. The system grows and produces 30% faster on average. Enjoying abundant, nutritious harvests weeks after planting with 10% less water than traditional gardening. We are at the experimental stage of this initiative. We're looking forward to mastering this new technology of growing, producing, and harvesting nutritious foods as an addition to our Baking and Making program.



EEC Teachers Feedback about online learning

“Children have shown great resilience learning virtually and balancing coming to school, adapting to change and keeping up with the 21st-century learning skills. Parents have cooperated with our virtual journey and kept an open mind with constant changes we had to make to operate online as well as our in-school experiences. Our team embraced the changes and was flexible in making it a smooth experience for both children and parents. Staff have considered the unique family dynamics for all our students and offered several different ways to collaborate. We have developed many skills and worked in partnership with other professionals to deliver high-quality learning and teaching. Our main focus is to establish and sustain a balanced approach and safe learning environment.

Of course, we must also share some of the challenges we experienced this school year; irregular attendance, connections issues both at school and home, parent’s participation, motivation, and communication. We acknowledge that it has been a challenging year for us all and continue to strive to provide rich learning opportunities and support wellbeing for our community. We constantly reflect and ask for feedback from our parents to consider future development for our online learning.”

PRIMARY SCHOOL

Our spotlight this year was our resilience as a school during the challenging times of March to May 2020, as the school began the new academic year with a hybrid educational programme due to Covid 19. This is when we realized how much our due diligence, our cooperation, teamwork and our flexibility towards change, mattered. We had been practicing and providing e-learning for weeks prior to the summer break. Our online distance instruction was becoming increasingly of a higher quality as we all up-skilled ourselves in the delights of digital technology. Our school was very well equipped with online instructional tools, with one-to-one chromebook computers for grades 2-5, online platforms for student work submission and collaboration such as Google Classroom and Seesaw. We then introduced a Teacher/Student interactive tool called Nearpod. Our online communication tool, ClassDojo became very valuable now more than ever. We quickly took to clarifying and sorting information for staff, students and parents and made it our priority. We held workshops and instructional sessions for Parents and for each other, where we could trouble- shoot and problem- solve simultaneously. We clarified what tools we will be using for communication, how many posts we will make and where students submit their work. We have learned how to disseminate information in the most effective manner. We have all learned so much about communication – its power when used effectively. We ensured that a daily Class Dojo post is vital in one central location in one common template, that the whole school would use. This easy access for parents of multiple children was a must. We learned how to disseminate information in the most effective manner.

The word that took priority in these challenging times was “Consistency”. We, as a school, decided that our success as a learning community lay in our consistent approach to teaching and learning across all Grades no matter what the age of the children that we teach and care for. Our community understands this as we moved forward with unity and have come out stronger and more resilient.

This whole process was challenging but we were able to build a successful e-learning program that hit the ground running for the new academic year, thanks to our resilience and consistency as a school community.

Blended and online learning G2-5

QAD operated both blended and online learning during this academic year. When students were on campus, they enjoyed face to face interaction with their friends and teachers and were able to connect with their peers at home via synchronous online sessions. When learning at home, the children used a variety of platforms to access learning, submit tasks, and interact with their classmates and teachers.

Successes: we experienced many successes with blended and online learning. For example, the Grade 2 team were able to develop students’ independent study skills through the use of self-directed learning resources. The Grade 3 team successfully facilitated a socially-distanced sports event to celebrate National Sports Day. The Grade 4 team created a virtual online souq using Google Sites. The Grade 5 team ran a hugely successful online PYP Exhibition, including a highly successful collaboration with the Arabic department which produced dual language presentations. The arts team ran a Ramadan Art Exhibition and a Spotlight on Music initiative; the PE team successfully utilised online resources to keep the children fit at home.

The Grade 5 cohort were also able to complete their PYP journey and take part in a promotion ceremony in celebration of this. We were also able to provide our oldest students with transition events to help them prepare for life in Grade 6.

All students from Grade 2-5 had the opportunity to take part in after school activities at appropriate times throughout the year. Furthermore, after-school reading interventions in both English and Arabic were offered to students from whom such an experience would be of benefit.

After several years of dedicated service, some of our grade leaders chose to move to a purely teaching role for next year. This enabled us to recruit new grade leaders from within QAD and continue our commitment to building leadership capacity amongst our staff.

The pandemic has presented challenges in all sorts of ways. However, doctors from the Ministry of Public Health praised QAD for the way that we cooperated with them and contributed to inter-agency collaboration. Our precautions and systems within the primary school were successful, as we recorded a total of zero positive PCR results from campus-based close contacts.

Amna Al Thani was nominated for the prestigious Akhlaquna Junior Award, and at the end of the year progressed to the final round.

Benefits: student and staff skills in the use of learning platforms have improved, and children have learned how to conduct themselves during online meetings. Tools such as Padlet and Google Sites have enabled children to develop their communication skills. These skills will serve them well in the future. Additionally, with smaller class sizes during on-campus learning, children have benefitted from increased personal attention and individualised learning opportunities.

Compassion and kindness have been at the forefront of our thinking and approach during the pandemic. The leadership team and teachers have demonstrated care and empathy towards the students' unique personal and family situations, creating an environment where every family's concerns are heard and where all of our community has a voice.

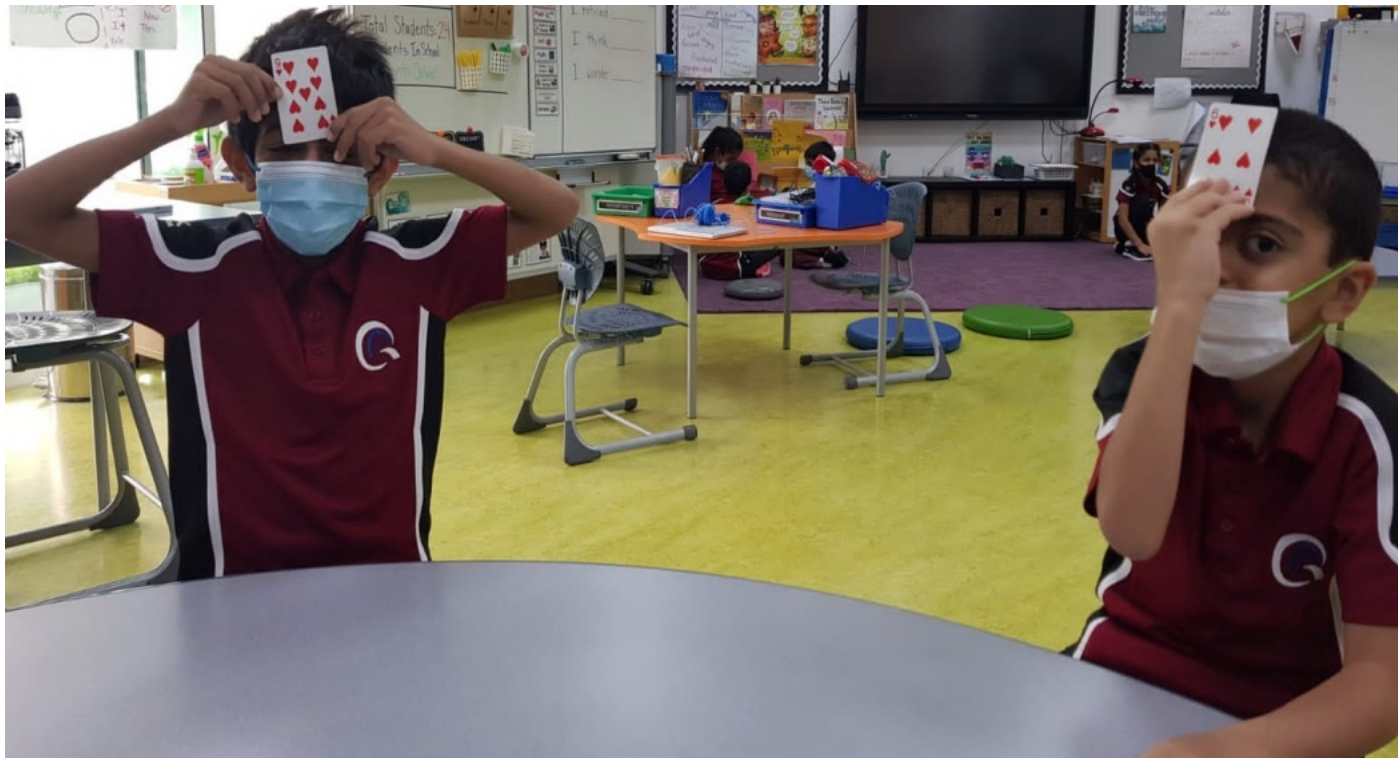
Challenges: the main challenge facing all of us are the disruptions to children's social-emotional development. Extended periods at home without face to face peer interaction can be damaging to children's emotional growth. It is critical that we work together to utilise all resources at our disposal to continue to both proactively care for our children's social and emotional health and tackle issues as they arise.

Throughout Grades 2, 3, 4, and 5, 73% of the students were able to sit MAP assessments and generate a result through the year. This total was less than 100% due to Covid and the related complications of getting the children into school to sit the assessments and generate the data points. About half of the Grade 2 students performed at or above grade-level norms for math or language. In other grades and subject fields, children scored below the norms. The pandemic and associated disruption to education has played a significant role in this. Therefore,



Fatima of 1B completes her Ramadan art project at home

we have set our sights on creating school- and team-wide goals around assessment and use of data. The intention is for these goals to provide a tight focus for the community and to continue our path towards academic progress for all children.



Grade 2 students take part in maths activities on campus during blended learning

SENIOR SCHOOL

Student led conferences for grades 6-9

Virtual Student Led conferences at QAD Senior School were organized last year to celebrate and reflect on students' learning journey. The purpose of these conferences was to share the learning with their parents and peers. The focus was on reflecting on the learner profile attribute development and Service as Action.

A virtual personal project exhibition was organized for grade 10 to celebrate their success and document their journey as an IB learner from MYP year 1 to MYP year 5.

IB DP Visual Arts Exhibition March/April 2021

16 Grade 12 Diploma Programme Students were able to exhibit their artworks in a group exhibition as part of their IB Visual Arts course. The exhibition took place in the Senior School Diamond area and was open to staff and students for over a month. The work was varied and showed a diversity of approaches to creating art outcomes. Work included large scale paintings and digital work, ceramics and large scale sculptures, as well as several installations and photography. The students were able to spend the week before the exhibition completing their work and planning their exhibition under the guidance of their Art teacher Mr. Hampton. Teaching staff allowed the students to take part in the annual Art Week and supported the students in their goal of creating an outstanding show of talent and creative thinking. Many of the students had been thinking and dreaming of their exhibition since they were in Grade 6. Once again our IB Visual Arts results were above the world average. Credit to our students for creating such a wonderful expectation for our future generation of young artists.



ACADEMICS

QAD Primary 2020-2021 MAP Growth and Achievement Data

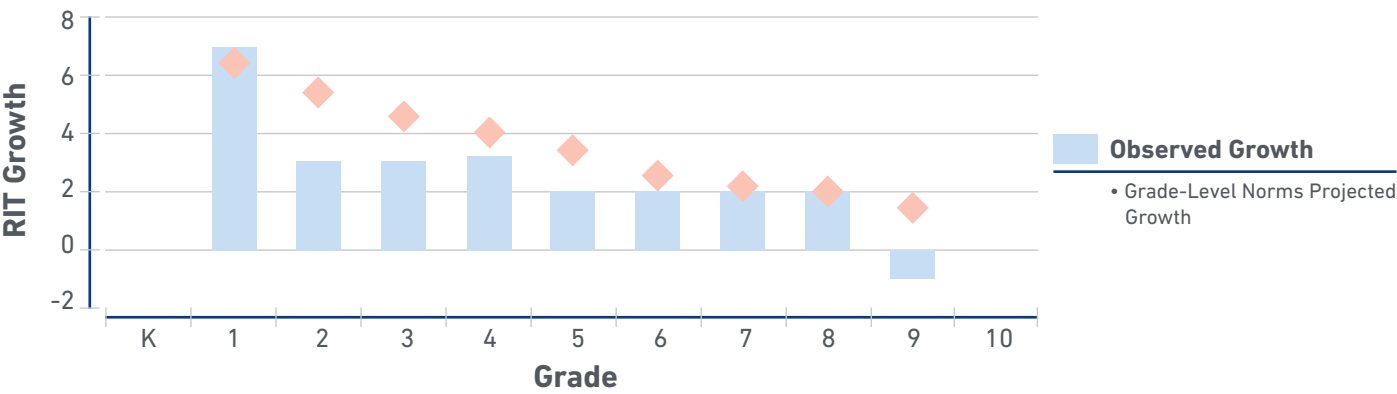
In the fall of 2020, the MAP Screen Assessments were used to test students in grades 1 through 5 in Reading, Language and Mathematics due to the COVID 19 landscape. Without a fall growth score, yearly growth and achievement will not calculate for the 2020-21 school year. The results below will present winter to spring growth only. MAP testing results have been affected by the comfortability of parents allowing their children to attend school in person when QAD was under a shutdown order due to COVID cases climbing in the country. Growth results do not reflect the entire cohort for each grade. Here are the number of students from each grade level producing QAD Primary's MAP growth and achievement data:

Grade Level	Enrolled Students	Number of Student with a Growth Result
1	114	101
2	119	96
3	120	81
4	116	88
5	119	89

MAP Growth Data Mathematics

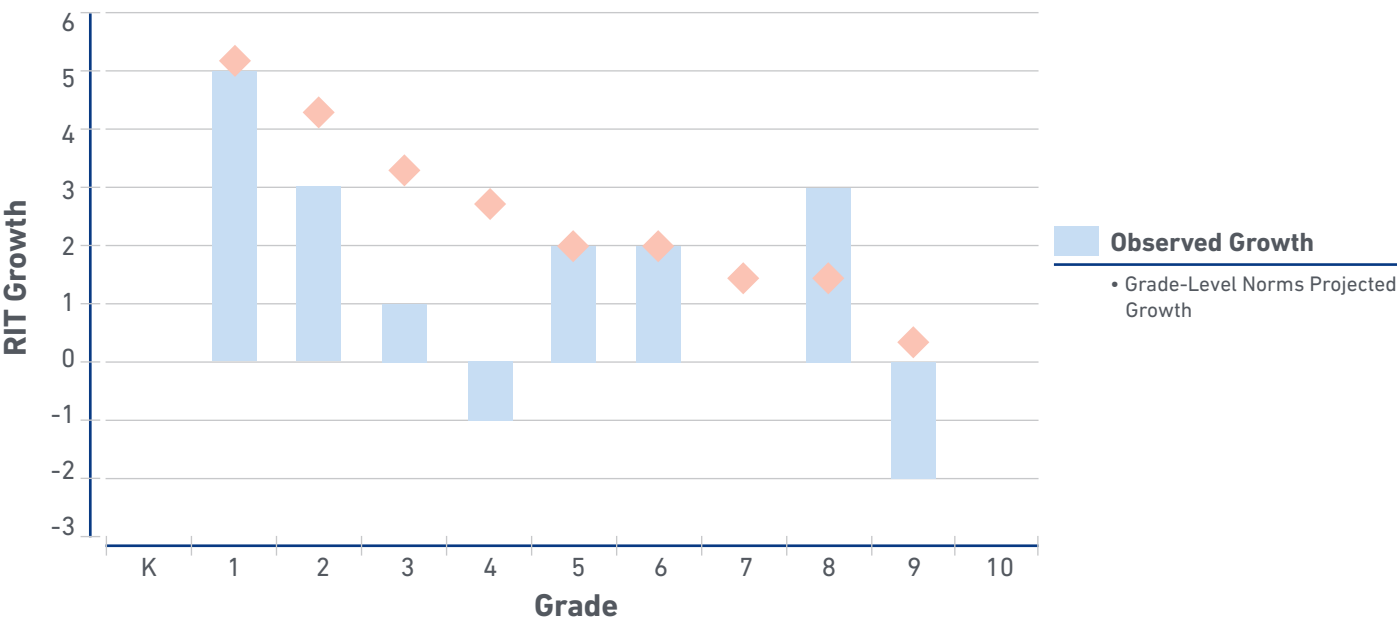
Data Highlights:

Grade 1 students on average exceeded their growth projection that was set in the winter. Grade 1 student growth is as well as or better than 67% of the tested norm group. Grade 4 students were just shy of making their growth projection by 1 point.



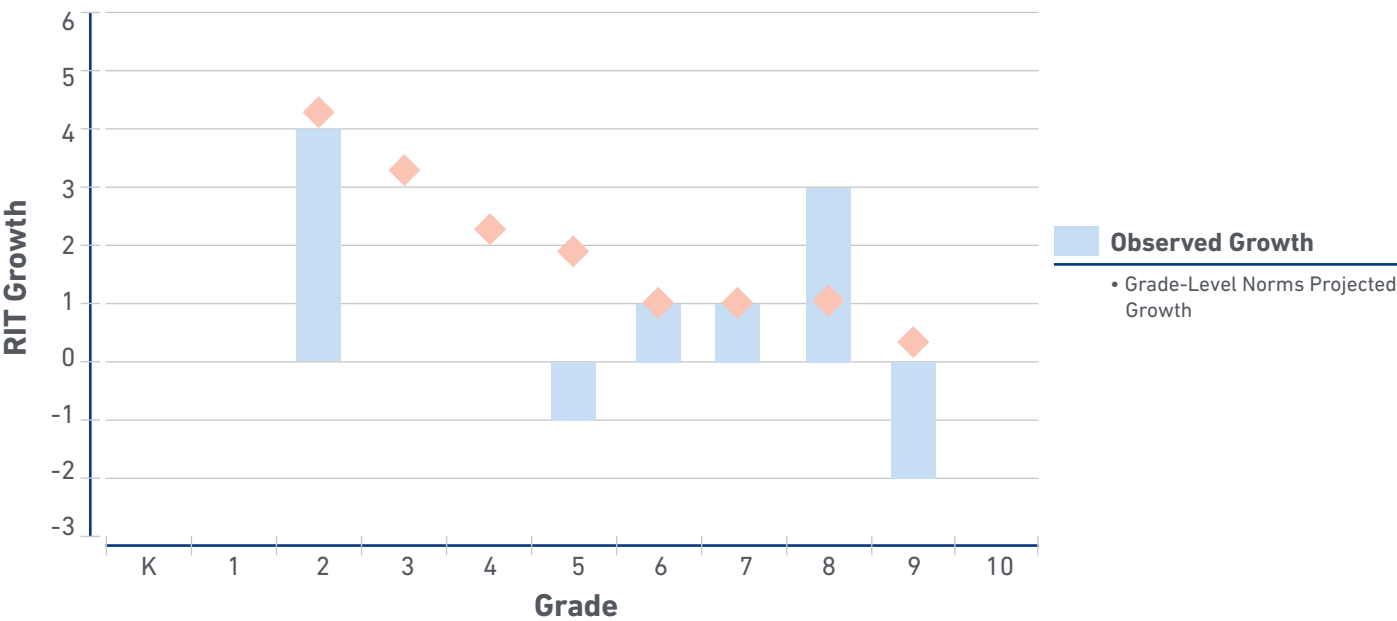
Data Highlights:

Grade 1 and Grade 5 nearly made their projected growth set for them from the winter assessment and Grade 4 students regressed in their reading growth.



Data Highlights:

Grade 2 students nearly made their growth projections that were set in the winter testing. Grade 2-5 regressed in their language growth.



MAP Achievement Data

The following chart indicates the percentage of students who were at or above grade level MAP norms in grades 1-5 for the two testing events in the 2020-21 school year.

		Winter 2021	Spring 2021
Grade 1	Mathematics	34%	38%
	Reading	43%	45%
	Language	NA	NA
Grade 2	Mathematics	50%	46%
	Reading	43%	36%
	Language	50%	51%
Grade 3	Mathematics	41%	38%
	Reading	45%	35%
	Language	43%	33%
Grade 4	Mathematics	35%	33%
	Reading	31%	25%
	Language	46%	35%
Grade 5	Mathematics	29%	25%
	Reading	38%	41%
	Language	43%	38%

We are very proud of all of our DP students, who showed resilience and commitment to their studies and worked extremely hard throughout a very challenging and demanding year.

QAD had an impressive overall passing rate of 90%, with 55% of the graduates achieving a bilingual diploma.

With an overall score of 31.5 points and an average passing score of 33 points and a top score of 44, 42 and 41 out of 45

MYP results

QF opted out of MYP eAssessments due to the uncertainties caused by the Pandemic. Personal Project was the only externally assessed component for grade 10. 110 students submitted the work.

15 attained a grade of 6, 58 achieved a 5 and 36 got a 4. The school average was 4:81 as compared to the global average of 3.90.

SUSTAINABILITY

Qatar Academy Doha (QAD) is one of the Middle East’s premier educational institutions of 1800 students and the seed that started Qatar Foundation Schools. QAD is an IB PYP/MYP/DP World School whose mission encourages academic excellence and responsible local and global citizens. As an inquiry-based school, we learn and lead through active engagement of our passions, our questions, and our principles. As we begin our journey of making a difference for the better, we understand our sustainable responsibilities more deeply. We choose what engagements and initiatives will have the most impact and we commit and uphold them. This results in modeling and living an authentic sustainable life in everything we do, challenging all who engage with us and supporting who we reach out to.

As risk-takers and in true collaborative form, it would have been very easy to choose ‘one initiative fits all’ to drive a sustainable program that would have a whole-school impact. But no! We chose to allow every area of our school community, every age, every stakeholder and every grade level to make sustainability their own. Exploring different avenues by taking on different initiatives to see which raise awareness, passion and ‘take- up’ from the school, the student and the parental community is where we are right now, on our sustainability continuum. Each adventure is monitored and reviewed with the aim of making long term changes and a difference to the environment and therefore people’s lives. Each initiative reaches out to the economic and business community for the same reasons, encouraging the idea of having a bigger impact that has longevity. This is why we continue to support numerous initiatives. It has highlighted that creative thinking and communication has taken place, as groups have had to articulate the present issues and plan solutions by their actions. Students’ passions have been invested in, not only in their academic programmes but in the way in which they



think about sustainability. This has enabled them to think critically as problem-solvers and lead the way forward with their ideas. The articles captured here demonstrate where we are on a continuum of impactful change, as we plan our next steps.

Qatar Academy Doha School knows we play a defining role in nurturing children's mindset and supporting the development of healthy, sustainable habits. Our approach has been simple; we model, inquire, foster knowledge, and support our students to find their passion and lead by example. It is our hope that through our dynamic approach to sustainability our students will find multiple pathways to develop their awareness and confidence in order to be the change-makers our world needs. Through collaboration with staff, students, parents, and the larger community we look to the future with excitement knowing our approach will continue to transform our school, our students, our planet!

QAD’S JOURNEY: Empowering change-makers by cultivating a sustainability mindset.

Qatar Academy Doha Primary School Action Plan

Eco-School Team: WASTE
Aim: Educate QAD about plastic pollution and food waste. Reduce waste from the cafeteria. Use single use water bottles at school and bags in canteen.

Achievements:
- Student Council will audit plastic use in school.
- Eco Teams will increase awareness of the 3R's.
- School will ban single-use plastic bottles.
- Grade-level teachers put sustainability teaching in planners.

How long will it take?
2019/20 - Next points: Education practices in school.
2019/20 - Current Activities in Action and evidence notes.
2020/21 - All 5th Extension: Not to 2020s. Just completing.

Who is responsible?
QAD Community.

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Woven into the Direct Curriculum

In line with IB's philosophy of real-life education, we explicitly teach sustainability in Grades 1-5. These units are then revisited by the grades throughout the year. We are building knowledge and activating change-makers to support sustainable habits and problem-solving.

GRADE ONE
Using Things/Environment
Central Idea: Using things rely on the interconnectedness of their environment.
Lines of Inquiry: Features of environment, The interconnectedness of living things in environment, Our role in caring for the environment.
Key Concepts: Form, Connection, Responsibility.
Related Concepts: Caring, Environment, Interconnectedness.
Learner Profile Focus: Caring, Reflective, Inquirer.
Approaches to Learning: Research, Thinking.

GRADE TWO
Choices in our Environment
Central Idea: Personal choices impact our environment.
Lines of Inquiry: How current behaviors influence the environment, The benefits of reusing, reducing, reusing, and recycling, Our responsibility towards the environment.
Key Concepts: Function, Causation, Responsibility.
Related Concepts: Sustainability, Choice, Interdependence, Behavior.
Learner Profile Focus: Balanced and Caring.
Approaches to Learning: Thinking, Self-Management, Communication.

GRADE THREE
Natural Resources
Central Idea: The earth has natural resources that are unevenly distributed and conserved.
Lines of Inquiry: The distribution of natural resources across the earth and oceans, How we use these resources and the implications of overuse, Our responsibility for protecting these resources.
Key Concepts: Responsibility, Reflection, Related Concepts: Distribution, Conservation, Learner Profile Focus: Knowledgeable, Inquirer, Communicator, Principled.
Approaches to Learning: Communication and Self-Management.

GRADE FOUR
Sustainability
Central Idea: Human choices impact earth's sustainability.
Lines of Inquiry: The earth's finite resources and their uses, The impact of the use of finite resources on the environment, Solutions that lead to a sustainable planet.
Key Concepts: Change, Causation, Responsibility, Related Concepts: Conservation, Consumption, Sustainability.
Learner Profile Focus: Principled, Reflective, Caring.
Approaches to Learning: Self-Management, Thinking, Communication, Research.

GRADE FIVE
Ecosystems
Central Idea: Shaping ecosystems requires finding solutions to problems.
Lines of Inquiry: Ecosystem components local and global balance within ecosystems, Strategies used to maintain balance within ecosystems.
Key Concepts: Causation, Form, Responsibility, Related Concepts: Balance, Home, Ecosystem, Rights, Learner Profile: Communicator, Reflective, Caring.
Approaches to Learning: Communication, Social, Thinking, Self-Management.

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QAD Annual Report 2020-21 23

Cultivating a Sustainable Mindset

2020–2021



QAD PRIMARY REPORT

2020 - 2021 | YEAR IN REVIEW

summary



The Covid pandemic has extended further than anyone could have ever imagined. Although this presented us with various challenges, QAD continues to remain focused and committed to your mission to cultivate a sustainable mindset. By empowering our young change makers we ended the 2021-2020 academic year demonstrating both strength and tremendous growth.

sustainability week

QAD continues to increase their participation in Qatar Sustainability Week. The highlights of the week included Annual Class Sustainability Pledges, Sustainability Bingo, and an online Student Leadership Environmental Discussion Panel.



leadership forum



Over 50 student leaders engaged in an online 2 day Healthy Ocean Leadership Forum hosted by the International NGO, Global Nomads Group. Students learned about the impact of plastic in the ocean and developed SMART individual goals to take local action in support of ocean health.

QAD PRIMARY REPORT

2020 - 2021 | YEAR IN REVIEW

green flag



After completing our 2-year action plan, QAD became the first QF School to be awarded the esteemed Green Flag Award. The Eco-Schools programme consists of three structural elements - The Seven Steps Framework, the Eco-Schools Themes, and Assessment for the Green Flag. Starting in the classroom, this effort expands to the community by sparking and empowering our students of change.

grade 5 SDG's

Our Grade 5 students develop their PYP Exhibition project through lines of inquiry based on their selected UN Sustainability Goal. A key component of this project is to take local action as an engaged citizen.



community action



As engaged citizens who are locally rooted and globally connected, various student leaders took in local initiative to help spread awareness and take action in their community. Highlights included: creating a "Trash Tree installation" to support an anti-littering campaign and joining the save the Anooki climate change campaign.

QAD PRIMARY REPORT

2020 - 2021 | YEAR IN REVIEW

amazing race clean QATAR



QATAR Amazing Race Beach Cleanup - QAD Family Edition! In partnership with DEAP Qatar student leaders organized 10 individual families to follow a mystery geo location pin to your family. Your family will be sent an individual family beach location. This event was a wonderful success and will be expanded local community next year.

international virtual exchange



A group of grade 5 students met weekly over 8 weeks to complete an Arabic Virtual Exchange with a dual language school in New York. Students learned from and with each other about sustainability, gardening and healthy eating practices. This initiative highlights QAD efforts to foster "internationally-minded citizens who demonstrate environmental consciousness"

letter from HH Emir of Qatar



In honour of our student leadership group Activists in Action, HH Sheikh Tamim bin Hamad Al Thani wrote the founding members a letter to commend the students for their impact nationally in increasing awareness of the danger of single-use plastic and their efforts to ban single-use plastic bags in Qatar.

QAD PRIMARY REPORT



ARABIC & ISLAMIC

Senior School

The Department of Arabic Language

The Department of Arabic Language at Qatar Academy Doha organized lectures and meetings, and participated in many events, including:

The Department of Arabic Language participated in Qatar Foundation's celebrations of the National Day, by designing and displaying panels in school yards and corridors; such as the National Emblem Panel on which students wrote their tweets in love to Qatar.

The Department of Arabic Language participated in the "Ramadan Suitcase" activity; which was supervised by Ms. Rola Abu Ramadan.

The Department of Arabic Language held a special interview with the press, in which it analyzed and discussed the present reality of Arabic language and its role in consolidating our values and cultural identity.



Islamic Studies

Student activities form a cornerstone in modern education. Educators, indeed, have unanimously agreed in the present time on the importance of student activities and their active role in achieving the goals of education. They, in addition, consider it as one of the means of enriching the curriculum. On this basis, if curriculum seeks to achieve the growth process for students, then activities contribute a great deal to this process, and help in identifying the students' talents, abilities, interests and aptitudes. They also help in applying the "authentic learning" method in order to link the learned curriculum to the student's daily and social life. Activities, moreover, enable such curriculum to reflect the students' aspirations and hopes; and help them keep pace with scientific developments. Therefore, "authentic learning" seeks to engage the students in a continuous life-learning and training process, which can be directed towards better learning outcomes.

For instance, within the framework of establishing the Islamic identity and following the example of our Noble Prophet (PBUH), the Department of Islamic Studies has been keen to hold the noon prayer for students; where one of the students recites the call to prayer in the reception area of the secondary school then students gather in the school's visitors center in preparation for the noon prayer.

The Department of Islamic Studies is also pleased with the participation of thirty male and female students in the Holy Qur'an competition organized by the Holy Qur'an Study and Reciting Centers in the State of Qatar. We wish them success and are glad to see them enjoying this experience. We pray to Allah the Mighty to grant them success to be among those obedient and faithful people to Allah. In addition, out of Qatar Academy's keenness to drive its students revive Islamic traditions, students performed

the Prayer for Rain (Salaat al-Istisqa) to supplicate Allah's blessing and ask Him for mercy on people and earth. This prayer is part of the Sunnah of our Prophet and his guidance to us as first teacher to Muslims, Muhammad bin Abdullah (PBUH). Students also prayed to Allah to protect Qatar and bless it with His grace.

The Department of Islamic Studies at Qatar Academy-Doha hosted Sheikh Haitham Al-Dukhin, the imam of the Education City Mosque, where he talked to the students and explained to them the most important qualities that a Muslim must possess in his life; especially when dealing with others from different races and cultures. He, also, explained the goal of human creation and how to strive to win Allah's blessings on us in this world and the hereafter; and to meet the obligation to perform prayer on time in a group in order to make it the key to all goodness in their lives.

Furthermore, in order to foster the Arab identity, Islamic culture and Islamic civilizations exploration and their impact on the whole world, the Department of Islamic Studies organized a visit to ancient Andalusia during 11-16 March, in which 39 students participated and was supervised by five educational supervisors. Andalusia carried an immortal message at the beginning of the Islamic era because of its great influence on various parts of Europe and the nearby kingdoms. Muslims ruled it for a period of nearly 800 years, and some areas of southern Spain still bear the name Andalusia despite the establishment of the modern state of Spain. The visit had learning and other educational goals related to the curriculum adopted by the school; the International Baccalaureate curriculum.

The Department of Islamic Studies in the secondary school at Qatar Academy also organized a visit for the tenth grade students to the World Islamic Bank in order to consolidate the information that the students learned regarding the provisions of loans and contemporary banking transactions. Such information were explained with practice through this field visit to the bank.. The staff and specialists at the bank answered our students' questions on banking transactions, loans and the difference between Islamic and non-Islamic banks.

The Department of Islamic Studies has also been keen on consolidating and implementing the curriculum of Islamic values in the school. Undoubtedly, the perception that a person holds, and the value system associated with him, leaves an impact on his behavior, negatively or positively, and this impact is, of course, reflected on social progress in general and the building of our civilization. The Department of Islamic Studies, therefore, welcomed two Qatari media personalities; Mr. Ahmed Al-Malki and Ms. Jawaher Al-Hanzab, as representatives of the Behavioral Healthcare Center at Qatar Foundation. Both lecturers discussed with the students the topic of values and their importance in society. They also delivered few lectures, including "From My Friend", "Cyberbullying" and "Give Me as Much as You Love Me", where students interacted positively with them and their activities.

Based on the brotherhood among Muslims and their feeling towards their brothers everywhere, and in support of what they suffer from the Zionist occupation, Qatar Academy students organized a campaign entitled (Palestine in Our Hearts); expressing their feelings for their Palestinian brothers. They succeeded to collect

a sum of money to rebuild one of the schools that was destroyed during the Zionist invasion of Gaza. In addition, our school hosted Ms. Israa Saleh, coordinator of the "We Are All Maryam" campaign which aims to support women in Jerusalem and shed light on their suffering. Women and children, indeed, are exposed to the worst forms of oppression and injustice from the Israeli occupation. Moreover, for the development of social activities as well as religious and national occasions, adoption of joint action, recommendation of voluntary work, and promotion of virtue and prevention of vice, the Department of Islamic Studies launched a project under the name of "Sponsor an Orphan"; a fundraising campaign in support of the homeless orphans in Palestine. The aim of this project is to prove how human kind actions can make a difference for others by driving positive change into their lives. This is what the State of Qatar adopts with the assistance of Qatar Charity to help orphans around the world; in recognition of the importance of individuals and society in supporting the orphans.

The Department of Arabic Language

The Department of Arabic Language at Qatar Academy-Doha organized lectures and meetings, and participated in many events, including:

First:

Within the activities of the Doha International Book Fair, the Department of Arabic Language at Qatar Academy-Doha hosted the short story writer Nahid Al-Shawa, where she read samples of her short stories to our students and shared with them her creative experience.

Second:

The Department of Arabic Language at Qatar Academy-Doha hosted the short story writer Fida Al-Zumar; as part of the Department's activities during Doha International Book Fair. She shared with our students her creative experience in children's literature.

Third:

The Department of Arabic Language participated in Qatar Foundation's celebrations of the National Day, by designing and displaying panels in school yards and corridors; such as the National Emblem Panel on which students wrote their tweets in love to Qatar.

Fourth:

The Department of Arabic Language participated in the "Ramadan Bag" activity; which was supervised by Ms. Rola Abu Ramadan.

Fifth:

Mr. Mahmoud Amer, the Head of the Department of Arabic Language, participated with a group of specialists on the Arabic language standards set by Qatar Foundation.

Sixth:

The Department of Arabic Language held a special interview with the press, in which it analyzed and discussed the present reality of Arabic language and its role in consolidating our values and cultural identity.



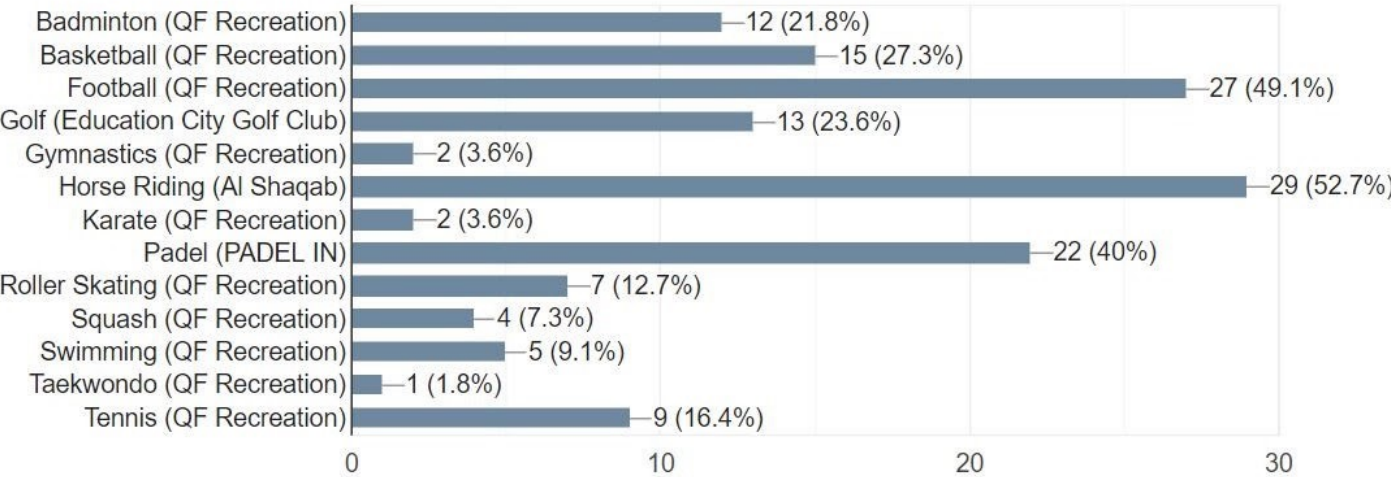
SPORTS

This year we experienced a huge disruption to our Athletics and Activities programme due to the effects of Covid19.

At the start of the 2020-2021 academic year we were informed by the Ministry of Public Health and Qatar Foundation Task Force that athletic type activities were to be cancelled.

In order to prepare for when activities did return, an activities survey was sent out to all students and sign up forms for our sports teams were also shared.

The activities survey guided us towards understanding the activities which our students were seeking (as shown below).



An improvement in Covid19 figures in Qatar meant that we could make a start on our programme in January 2021, although strict guidelines set out by the MoPH and Qatar Foundation Task force were strictly followed to ensure the safety of all participants and to minimise the risk of infection.

QAD Senior School were able to offer a wide range of activities to its students during this time which included:



Boys Football	Girls Football	Boys Basketball
Girls Basketball	Badminton	Track & Field
Hatha Yoga	Walking Fitness	Business Club
Friends of Library	Chess Club	Friendship Games
Math Olympiad	Academic Games	Animal welfare
UKCAT & SAT Preparation	MUN	



Unfortunately, we saw a rise in the number of Covid19 cases in Qatar four weeks into our Athletics and Activities programme and were instructed by the Qatar Foundation task force to cancel our activities.

In an attempt to keep our students active and engaged, the Qatar Academy Doha Athletics Department sought out appropriate remote programmes offered by the Qatar Foundation Sports Programming / Community Development Teams.

These were advertised in school via our TV screens and also sent home weekly in our school newsletter (Akhbar)

These activities included:

- Virtual Spin (indoor cycling) classes
- Virtual Gymnastic classes
- Virtual Yoga Classes
- Virtual HIIT Classes
- Virtual Body Balance Classes

In addition, QAD also advertised a number of E-Sport opportunities to students in order to promote some kind of social interaction during these difficult times.

Examples of E-Sport opportunities provided include:

- NBA2K 21
- FIFA 21
- League of Legends

In regard to our local and regional leagues and tournaments, there were no organized competitions offered by Qatar United English Speaking Schools (QUESS), Near East Schools Activities Conference (NESAC) or Qatar Foundation School Sports Association (QFSSA) during the 2020-2021 academic year.

LIBRARY AND 21ST CENTURY LEARNING

Primary School

QAD Primary school's libraries participated in the sustainability week event by spreading awareness throughout the school community. A bulletin board was created featuring books on sustainability. Teachers and students were then encouraged to check-out books and learn more about this important topic. Consequently, the libraries contributed to promoting a culture of environmental preservation and furthered the cause of sustainable development goals to the entire community.

Senior School

Senior School Library at Qatar Academy Doha provides learning support to students from Grade 6 to 12, and promotes reading in the school community. 21c skills which includes Critical Thinking, Information Literacy and Media Literacy skill lessons are provided in collaboration with teachers. We are also subscribing to 12 online resources specifically to meet our students' needs. Students are also able to use several other online resources provided by Qatar National Library.

Students are taught to seek information using these online resources, evaluate them for credibility, take notes, paraphrase and summarise them in their research papers. These skills follow a scaffold starting at an introductory level. At middle school, intermediary level by start of high school. By the time they graduate at Grade 12, students have mastered these skills and are ready for college.

Our total collection comprises print, electronic and audiovisual materials and stands at 40618 which includes resources in multiple languages, including: English, Arabic, French and Spanish. We are also subscribing to 12 online resources specifically to meet our students' needs. Students are also able to use several other online



resources provided by Qatar National Library. We also subscribe to approximately 24 periodicals and magazines in different languages to meet the information needs of our patrons. At the Senior School library, students are given opportunity for "Service as Action" by volunteering as library assistants.

Visiting Authors

Visiting authors help to kindle a spark of creativity among students. The story behind their stories, their efforts, and the skills needed to be an author. All of this is shared, and our budding writers enjoy and learn from these talks.

Author Workshop

Chris White, author and illustrator extraordinaire virtually visited our Grade 6 and 7 students 29th March and 1st of April 2021. A hilarious author and cartoon illustrator, Chris's fusion of humour, illustration and the written word delighted our students and we could see them enthusiastically participating in the sessions.



AUTHOR VISIT - CHRIS WHITE MARCH 29, APRIL 1, 2021



ACTUAL OR VIRTUAL, IN-SCHOOL OR ONLINE



CREATIVITY AND LEARNING CONTINUES... GRADE 6 AND 7 STUDENTS AT QAD

AUTHOR VISIT - CHRIS WHITE MARCH 29, APRIL 1, 2021



ACTUAL OR VIRTUAL, IN-SCHOOL OR ONLINE



CREATIVITY AND LEARNING CONTINUES... GRADE 6 AND 7 STUDENTS AT QAD

Blended learning

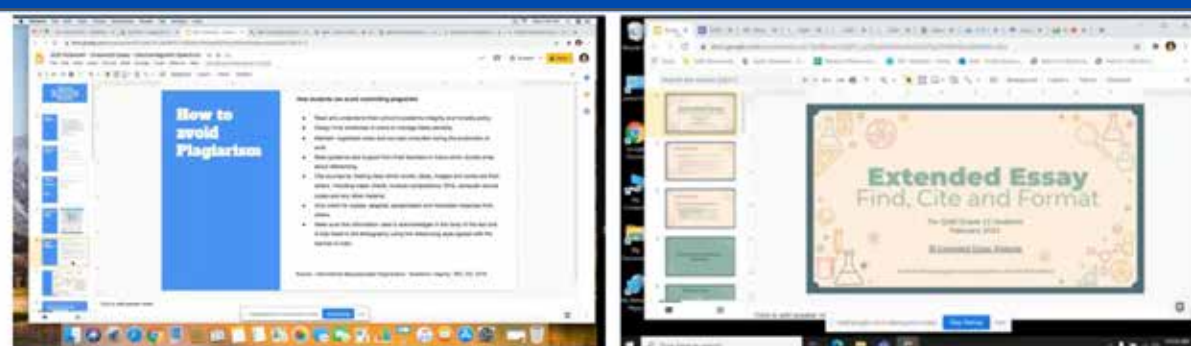
As the school adapted to blended learning, the libraries also utilized online platforms to share resources and give information literacy lessons. Follettshelf was used as an online platform to create and share resources for different units of inquiry. It was accessible 24/7 online. Classes on research methodology and academic integrity were done through Google Meets so that all students could make use of

it. Recordings of the classes were shared with the students so that they can access it in their own time. Google forms were created and shared with students so that they could request printed resources for their general reading (Library Book Request) and request online resources and guidance for their research (Research/Resource Support Request).

ONLINE CLASSES & RESOURCES



FOLLETT SHELF - ONLINE RESOURCES COMPILED FOR DIFFERENT UNITS OF INQUIRY



INFORMATION LITERACY CLASSES ONLINE QAD SENIOR SCHOOL LIBRARY

STUDENT LIFE

Talented and Gifted (TAG)

Even though Covid19 regulations caused the format of many extracurricular academic activities to change, students from Grades 6 to 10 continued to take up these challenges. They participated in a variety of online workshops, activities and competitions. They wrote stories and newspaper articles, solved math problems, conducted interviews and created multimedia presentations. They also worked with a number of outside agencies such as universities and local foundations, acquiring among other accolades, grants and expert support in developing support to establish business models.. Students worked independently and in small teams, displaying resilience and perseverance as they enhance their skill sets and developed new ones in areas across the whole school curriculum and beyond: Science, Maths, Writing, Engineering, Entrepreneurial, The Arts, Sport and Recreation.



STUDENT SERVICES

University Acceptances

Students from the QAD Class of 2021 were accepted into the following universities:

Qatar: Weill Cornell Medicine Qatar, Carnegie Mellon University Qatar, Northwestern University Qatar, Georgetown University Qatar, Texas A & M University Qatar, Virginia Commonwealth University Qatar, Qatar University, University of Calgary Qatar, University of Aberdeen Qatar, Liverpool John Moore's University Qatar, Ahmed Bin Mohammed Military College, Al Zaeem Air Academy, Academic Bridge Program

United Kingdom: Brighton and Sussex Medical School, King's College London, Durham University, SOAS University of London, City University of London, Royal Holloway University, Queen Mary University, Brunel University, University of York, University of Bath, University of Manchester, University of Nottingham, University of Central Lancashire, University of Sussex, University of Liverpool, University of Brighton, University of Sheffield, University of Strathclyde, University of Aberdeen, Regent's University London, University of Westminster, University of Leeds, University of Portsmouth, University of Bristol, University of Leicester, Coventry University, Cardiff University, Greenwich University, University of West England-Bristol, Sheffield Hallam University, Manchester Metropolitan University, Trent Nottingham University, Edinburgh Napier University, Westminster University, University of Surrey, Middlesex University, Birkbeck University of London, De Montfort University, University of Lincoln, University for the Creative Arts

Ireland: Trinity College Dublin, Royal College of Surgeons in Ireland

The Netherlands: University of Amsterdam, The Hague University of Applied Science, University of Groningen, Hanze University of Applied Sciences, Utrecht University

Switzerland: Glion Institute of Higher Education

France: The American University of Paris

Lebanon: American University of Beirut, Lebanese American University

Turkey: İstanbul Medipol Üniversitesi; Koç Üniversitesi; Bahçeşehir Üniversitesi; Sabancı University, Eastern Mediterranean University

Egypt: American University of Cairo, New Giza University, Galala University

Bahrain: Royal College of Surgeons Ireland in Bahrain

Grenada, Caribbean: St. George's University School of Medicine

Canada: McGill University, University of Toronto, University of Ottawa, University of Saskatchewan, University of Manitoba, University of Alberta, University of British Columbia, University of Victoria, McMaster University, Carleton University, Trinity Western University, Ontario College of Art & Design, Memorial University of Newfoundland,

United States of America: Bentley University, Boston University, DePaul University, Drexel University, Endicott College, Emory University, Fordham University, George Mason University, Manhattan College, Marymount Manhattan College, The New School, Northeastern University, Penn State University, Rose-Hulman Institute of Technology, Suffolk University, UCLA, UCSD, University of La Verne, University of Illinois at Urbana-Champaign, University of San Diego, Wentworth Institute

Professional Development

- IB introduced new subject guides during this period and a number of teachers participated in EDI organized IB workshops for MYP Language acquisition, Mathematics, Personal Project, Interdisciplinary units.
- A number of teachers participated in Theory of Knowledge Category 3, Extended Essay for subject specific integration
- MYP and DP Coordinators participated in Virtual IB annual conference
- The whole school received Level 2 Safeguarding training: Anti-bullying

QF STORIES

Qatar Green Building Council encourages people to take climate action into their own hands

Share +



QAD Primary and QLA hoist green flags as they become Eco-Schools

Share +



QF teachers helping students grow a green thumb

Share +



QF students' campaign calls for Qatar to ban plastic bags

Share +



How QF is helping Qatar win the battle against plastic

Share +



Plastic waste is one of the main threats to the environment. Image Source: Paul Hanas, via Reuters.

QF's Qatar Academy Doha empowers eco-leaders

Share +



Student at QF school believes it is her duty to pass on to others what she has learned

Share +



QATAR fully equipped for e-learning

By Joey Aguilar
Staff Reporter

Equipped with a digital platform for distance learning, Qatar Academy Doha (QAD) is all set to hold on-line classes for its students amid the novel coronavirus (Covid-19) pandemic, the school's director, Stephen Meek has said.

"Our faculty prepared very thoroughly in their departments in advance of the school being closed so that they were ready for any eventuality for a move to online learning," he told *Gulf Times*.

Meek said they use Google Classroom daily with normal classroom teaching and communication between students and faculty who are now familiar with such platform.

The Ministry of Education and Higher Education earlier announced that public schools are required to adopt a distance learning system while private schools in the country have been urged to apply a similar programme as a precautionary measure against Covid-19.

"Once we knew the school was closing, High School and Middle School principals spoke to all the students in their respective schools before the school closed to explain QAD's expectations and exactly how we were going to continue to learn, while not sharing a physical classroom," Meek said.

He said QAD followed the normal school schedule but



Stephen Meek, director, QAD.

with slightly shortened lesson periods for faculty and students to meet for the usual classes.

Students sign in when they join a class and have to complete a particular question or task at the end of the class as an "exit ticket", Meek added.

He noted that attendance rates have been good and the school immediately informs parents, either through email or phone call, if their children fail to join the class. "Parents have been very pleased that we are contacting them in this way."

"Assignments are completed through Google Classroom and the faculty member marks them and returns them through the same platform. We have done a number of formative pieces of work and are now working towards summative assignments," Meek said. "We are looking at ways to ensure that the integrity of the work is maintained."

"Lead Teachers of each Grade in the Primary School and of



QAD uses Google Classroom with normal classroom teaching and communication between students and faculty.

each department in the Senior School are members of each class in their grade or department, so that they can join any of these classes at any time, to support the learning which is taking place. Administrative staff can also join classes," he added.

QAD is also educating students on Covid-19 precautionary measures by conducting information sessions in class and assemblies to explain the importance of hygiene, hand washing, and social distancing,

among others, Meek said.

While the school has hand sanitiser dispensers in every classroom, he said they also installed more at relevant areas and in the corridors.

Besides posters (both in Arabic and English), QAD also continued sending reminders to its community about the personal measures which people can do to avoid contagion.

"I have been impressed by the way the students took part in raising social awareness about the measures which we need to

take to keep ourselves and our community safe. Many videos /images /messages/materials sent by students and posted on our official channels encourage the community to stay at home and to use hand sanitiser," Meek said.

"It has also been good to see images of the students studying from home. As these images are taken by the parents, it is a reminder of the fact that parents are doing a wonderful job in supporting their children's learning," he added.

2 | Gulf Times
Saturday, April 25, 2020



QAD offers uninterrupted learning through distance education

By Joey Aguilar
Staff Reporter

Distance learning amid a pandemic such as the coronavirus disease (Covid-19) provides not only a safe environment for both teachers and students but also an opportunity to take advantage of technology to make education more interesting and effective.

While being implemented for the first time on a local and global scale, my experience with distance learning has proven its effectiveness and the results have paid off," said Sama Ayoub, a grade 11 student of Qatar Academy Doha (QAD), about her experience of the digital platform.

She noted that as students at QAD, which adopts the International Baccalaureate (IB) system, they are equipped and prepared to adapt to such circumstances.

Due to the nature of the course and despite the Covid-19 pandemic, Ayoub said they already completed almost all of their learning online: from research, projects and presentations to quizzes, among others.

"Where essentially, the use of technology and online platforms is submerged with our education. Thus, these experiences and gained skills have become very useful during this time," she added.

QAD has been well-equipped with an e-learning platform and resourced its faculty in advance even



Sama Ayoub

before the Covid-19 outbreak. Ayoub said that the need for distance learning at a time like this became a fundamental issue for IB's grade students like her taking part in the IB Diploma Programme.

"This is due to the fact that the IB relies on external examination that assumes the learning across the two years of the diploma to be consistent while meeting the syllabus requirements of each individual subject," she said.

"However, after continuing the school year through distance learning, I am grateful for the support of the school and staff that have done their best to ensure our remote learning experience will not put us at a disadvantage upon writing the May 2021 exams, that are an accumulation of two years' worth of learning," Ayoub stressed.

She added that teachers and staff members at QAD are also



Yasser al-Nuaimi

children about lessons and methods of education used remotely. My evaluation of e-learning experience at QAD is excellent since e-learning is not a new in this educational institution."

Another parent, Zahara, echoed the same statement saying that distance learning or remote work is the future.

"Our role as parents is to provide an appropriate and healthy environment for studying in these exceptional circumstances, and encourage them to organise and manage their time," she said.

Primary Years Programme co-ordinator Sama Alawi said that programmes such as Sessaw and Google Classroom serve as QAD's main platform for e-learning, providing students to have a voice, choice and ownership.

She said students work submissions on Sessaw and Google Classroom are evaluated by the teacher.



Rashed al-Nuaimi

united nations, robotics etc." Rashed al-Nuaimi, also a grade 11 student, said distance learning allows students like him to interact with teachers through video and voice calls using the GoToMeeting platform, apart from emails and Google Classroom.

Mohamed Anan, another grade 11 student, said QAD's online learning kept him protected and safe from Covid-19.

"In terms of preventing the spread of Covid-19 and protecting myself and my family as well as society as a whole, I have not gone out of the house since the beginning of the closure of the schools to comply with the directions of the Qatar national leadership," he added.

Sharing his view, experience and assessment on distance education as a parent, Yasser al-Nuaimi said, "I must follow-up to be done on a daily basis through daily observation and discussion with my



Sama Alawi

children about lessons and methods of education used remotely. My evaluation of e-learning experience at QAD is excellent since e-learning is not a new in this educational institution."

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4 | Gulf Times
Thursday, April 30, 2020



Parents too play crucial role in online learning: QAD officials

By Joey Aguilar
Staff Reporter

Apart from teachers and the use of advanced technology, parents also play a key role in the success of distance learning, according to principals at Qatar Academy Doha (QAD).

QAD High School Principal Steven Thompson underscored the importance of parents and teachers working closely together for the latter to gather feedback on frustration levels, stress, engagement and understanding.

"We will continue to adapt learning to best fit students, and listen to our parents and students to learn of their challenges and attempt to work even more closely as a team to ensure quality learning," he told *Gulf Times*, adding that they are using GoTo Meeting.

He thanked parents for taking on an increasing role of support, reflection and assistance as well as organisation and time management with the students.

"The QAD faculty prepared in advance a digital platform (via trial learning) for their students in case sharing a physical classroom may not be possible due to the current situation."

"Teachers are employing a combination of these 'lowest' methods in a home learning setting," he noted.

About the latest updates regarding the IB exams and how



Steven Thompson

many strategies such as assigning short-timed activities and more formative regular assessments daily to determine immediately the students' level of understanding.

"For larger assessments, teachers are using inquiry learning and having students embed their personal experiences and content into the required work. Teachers are also having students create original work using video, text and images. In this way, the teacher can better ensure the students' learning," he added.

For Grade 12 students, Thompson noted that the goal is to make sure all students across the year. As well, personal projects are forwarded to the World IB for moderation and consistency," he said.

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Dr Howard Menand

He said that parents now have the ability to receive constant updates and communication from the school, which will result in a more effective online learning experience for our students," Menand said.

About student's evaluation, Menand said QAD's teachers are working on developing many different ways to evaluate the learning of students remotely.

These methods include having students submit work in a timed format so that "we are certain they answered the questions on their own."

He said some classes require that students submit videos demonstrating the successful completion of their work.

"More recently, teachers are experimenting with using a camera to live stream their completion of an assessment. Through this technique the teacher is able to watch the student complete the work in real-time but from a remote location," Menand explained.

"In general, our move to online learning has challenged us as a parent to become more innovative and creative in the ways that we use technology to support teaching and learning," he said.

Qatar Tribune
Wednesday, February 19, 2020

Qatar Foundation students' campaign calls for ban on plastic bags in country

TRIBUNE NEWS NETWORK

DOHA

STUDENT activists at a Qatar Foundation (QF) school are taking a stand against plastic bags, and calling for people across the country to support their efforts to protect the environment.

A group of 45 students at Qatar Academy Doha's (QAD) Primary School have added their voice to worldwide calls for action to address the critical environmental issues facing the planet, launching an initiative that aims to raise awareness about the impact of single-use plastic bags, and ultimately lead to them being banned in Qatar.

The Activists in Action campaign, which was launched this week, saw 130 students representing the student leadership of QAD, which is part of QF's Pre-University Education, covering the school's walls and floors using plastic bags and plastic bottles collected by students, parents and teachers, to illustrate the amount of plastic waste that society creates.

"This isn't fair to our planet," said Maha al Thani, a Grade 5 student who is involved in the initiative. "We're doing this to spread awareness about the impact that continuing to treat our Earth like this is going to have on us, and the animals and the wildlife."

Campaigner Khalid Abdelbaset al Shalbei, a Grade 5 QAD student, said: "Qatar is one of



the leaders of sustainability in the Middle East, and I believe that people within Qatar Foundation will be passionate about this initiative.

"I feel very lucky to take part in the Activists in Action initiative. After 10 weeks of planning our campaign, we are keen to keep going and we're not going to stop – this is about banning plastic bags, and once we have done this, we're going to have new initiatives."

The students also hope to collect 10,000 names on a petition to be presented to Qatar's leadership, calling for the country to join the global effort to reduce single-use plastic waste.

"I think that this is going to change our future and we're going to have a better world as a result," said Grade 5 student Tayiba Muzaferija. "Other people will follow what Qatar did and we can show them that we can do this – we can help change the world."

"If we implement a ban on

single-use plastic bags before the 2022 World Cup, it would help a lot, because during the tournament the population of the country will increase massively and that means we will have more plastic."

Jess Hoffman, PE Teacher and After School Activities Co-ordinator at QAD, explained how the students, with the support of the leadership and teachers at QAD, built on their original idea for helping to protect the environment. "We pitched an idea to a group of Grade 4 students: what if we ban plastic bags?" she said. "And their response was 'let's do it'."

"Together, we started talking about what this campaign would look like, and what exactly we can do and how we can do it, and the students have all been phenomenal. The idea behind this campaign is obviously to create change, but it also teaches them leadership skills such as organisation, outreach, communication and being able to present their ideas."

Elizabeth Kennedy, Wellbeing Facilitator at QAD, added: "These students are getting exposure to all sorts of different things that support what we do here at QAD in terms of education and development. Our students are developing the skills, knowledge and the confidence to be responsible global citizens. We aim to nurture our students' academic and personal growth through authentic learning opportunities."

"We've taken sustainability and woven it into our curriculum, and we're activating kids at different ages and stages to think about sustainability. If this is what students are doing in Grade 5, just imagine what they're going to be doing by the time they get to Grade 12 and beyond, how knowledgeable they're going to be, and the role they are going to be playing in actively engaging their community to be more sustainable on the global stage."

Qatar Academy student bags first position in AWS challenge

Qatar Foundation International and SIMA Classroom recently organised Arab World Spotlight (AWS) challenge and invited students to 'explore the complex issues of stereotyping, discrimination and diversity and to take action through the creation of a collaborative digital media project.' Maha n al-Thani, a student of Grade V at Qatar Academy, bagged first position in the challenge for her thoughtful, multimedia reflection on

a featured film of her choosing. "The experience was very fun... finding out that I made the top five was one of the best days in my life. I was filled with many different emotions and I was very pleased with my results," Maha said. Maha chose a short film, titled *Fledgling*, which details the journey of hope for a boy within a refugee camp — who chooses to keep his mind focused on positivity in the midst of his circumstances.



Young activists in Qatar call for action against plastic bags

Doha: Student activists at a Qatar Foundation school are taking a stand against plastic bags – and calling for people across the country to support their efforts to protect the environment.

A group of 45 students at Qatar Academy Doha's (QAD) Primary School have added their voice to worldwide calls for action to address the critical environmental issues facing the planet, launching an initiative that aims to raise awareness about the impact of single-use plastic bags, and ultimately lead to them being banned in Qatar.

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"This isn't fair to our planet," said Maha Al Thani, a Grade 5 student who is involved in the initiative. "We're doing this to spread awareness about the impact that continuing to treat our earth like this is going to have on us, and the animals and the wildlife of this earth."

"It is important to have an initiative like this; one that addresses an issue that is going to impact on us and our future. It came to us last year when a group of us were thinking of ideas, and we just thought 'let's try to help ban plastic'. Now we are trying to encourage other people to think the same by showing them pictures of how we're treating the earth, how it was before, and how this change is impacting on plants, animals, and us."

طلاب «مؤسسة قطر» يطلقون حملة لحظر الأكياس البلاستيكية



دعنا نطالب مدارس مؤسسة قطر، إلى الحد من استعمال الأكياس البلاستيكية ذات الاستخدام الواحد، مطالبين بدعم جهودهم لحماية البيئة في جميع أنحاء الدولة.

باتي هذه الدعوة التي أطلقتها مجموعة من 45 طالباً في المرحلة الابتدائية من أكاديمية قطر الدوحة، العاملة تحت مظلة التعليم من قبل الجامعات، بمؤسسة قطر للعمل من أجل معالجة الأخطار البيئية المهمة التي يواجهها العالم، وإطلاق حملة لزيادة الوعي حول تأثير الأكاسيد السليكية ذات الاستخدام الواحد، ولأخذ من استخدامها في قطر.

وشهدت الحملة خلال الأسبوع الحالي مشاركة 130 طالباً من المدرسة، من القيادة الطلابية في الأكاديمية، حيث قاموا بتفطية جدران المدرسة باستخدام الأكياس والملعب البلاستيكية التي جمعها الطلاب وأولياء الأمور والمدرسين، لتوضيح كمية النفايات البلاستيكية التي يستهلكها المجتمع، وقالت مها آل ثاني 19- عاماً طالبة في الصف الخامس- والتي تشارك في المبادرة: السعي من خلال المبادرة إلى نشر الوعي حول التأثير الذي سوف يستمر عند تعامله بنباتنا على هذا النحو، مما سيؤثر علينا وعلى البيئة والحياة البرية.



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