



أكاديمية قطر
Qatar Academy

عضو في مؤسسة قطر
Member of Qatar Foundation



Qatar Academy Doha
ANNUAL REPORT
2018-2019



Guiding Principles

We will achieve our vision and deliver our mission through:

Students

For students to understand and embody the IB Learner Profile in all stages and areas of personal development.

Teaching & Learning

Deliver a comprehensive curriculum within the framework of best practice that challenges, inspires and empowers the QA learning community to develop as responsible citizens and leaders.

Arabic & Islamic Studies

Reinforce students' cultural identity through a multi-dimensional Arabic and Islamic Studies program.

Leadership & Organization

To work with internal and external stakeholders to achieve the school's Mission and Vision.

Finance & Risk Management

To sustain and improve QA's financial strength and systems in order to achieve the educational ambitions of the school.

Facilities & IT

To ensure QA facilities and IT services provide a world-class learning environment that enables the school to meet the demands of the Mission.

Community & Communication

Bring the QA community together by enhancing understanding and commitment in a Qatari environment respectful of other cultures, and sharing of best practice in line with school's Mission and Guiding Principles.

Vision

Empowering students to achieve academic excellence and be responsible citizens.

Mission

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

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Director's Perspective

The accomplishments of 2018-2019 are due to the combined efforts of the learning community at Qatar Academy Doha. Qatar Academy Doha is, and always has been, committed to excellence in education that nurtures intellectual as well as the personal development of our students.

Through the implementation of our 2018-2019 strategic plan, we focused our efforts on three pillars: Students, Teaching and Learning, and Community. Our students live our vision while on their journey through Qatar Academy Doha and into their adult lives. I am most proud of our students who have shown academic progress and are continuing to develop as safe, responsible and respectful children. I am encouraged by our students' spirits, motivation and enthusiasm towards learning, from the youngest of our community within our three EEC facilities, through to our recent graduates, and inclusive of all of the learners in-between.

2018-2019 marks my fifth and final year as a member of the Qatar Academy Doha community. As I reflect on the past five years, it is clear that much has been accomplished under the guidance of Qatar Foundation Schools. During this period the school has become much more focused on its sustainability, resulting in

significant restructuring of resources, while continuing to maintain a focus on holding students to high standards in preparation for admission to leading colleges and universities. We have continued to provide our students with the tools for success as well as multiple opportunities to use them.

When I joined Qatar Academy Doha in August 2014, I was attracted by opportunities to grow and develop, not only as an educator and a leader but as a person; opportunities that I simply did not see possible elsewhere. I can say with hand on heart, that I have been given every opportunity to grow, through professional development opportunities but also through career advancement. Joining as QAD's first Middle School Principal, moving to High School Principal and finally serving our school community as Acting Director, my professional journey has been rewarding, at times challenging, but always fulfilling. I would like to thank the entire Qatar Academy Doha community for allowing me the opportunity to help lead this world-class institution over the past five years.

Warm Regards,

Cory Carson
Acting Director
Qatar Academy Doha

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Each year is special in the life of a school and for this reason our Annual Report is invaluable. Its pages are filled with confirmation of our progress, further highlighted with photographic evidence of the happy and successful times spent in Qatar Academy Doha this year.

PRIMARY SCHOOL

AERO STANDARDS ALIGNMENT WITH PYP

This school year, QAD Elementary began implementing the AERO Standards for English Language Arts from Kindergarten to Grade 5. At the start of the year, elementary teachers had an overview training of the AERO standards explaining what they are, how they relate to the PYP Language Scope and Sequence, and how to extrapolate concepts and skills from the standards. As teachers taught each Unit of Inquiry, they identified the AERO standards that best fit with the current curriculum.

Revisions took place in reading to create equitable opportunities for students to interact with both informational and literary texts. AERO standards suggest that at least 50% of what students read throughout the course of the year is informational. As students move up through the grades, this balance changes so that by twelfth grade, students are reading 70% informational text throughout the course of the year. To be college and career ready, students must be proficient in reading complex informational text independently.

Within writing, grade level teams balanced the three major text types (informational, narrative, and opinion) to align with their current units. As we complete our school year, teachers will assist in developing an elementary school wide scope and sequence document that will show the alignment of the PYP Language Scope and Sequence with the English Language Arts AERO standards.

It is important to note that it will take 2 to 3 academic years to fully implement, to build common and deep understanding of the standards, and to develop/adopt the tools and resources needed to fully support our teachers with implementation. Rather than rush to full implementation in year one, we want to be thoughtful and intentional about building deep capacity to do this well over time.

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AERO standards suggest that at least 50% of what students read throughout the course of the year is informational. As students move up through the grades, this balance changes so that by twelfth grade, students are reading 70% informational text throughout the course of the year.

ACADEMICS

PYP - LEARNER AGENCY – TEACHERS UNDERSTANDING

At QAD we believe that the learner is the foundation of our approach to learning and teaching. Throughout the PYP, a student is an agent for their own and others' learning through the concept of learner agency. Learner agency is connected to a student's belief in their ability to succeed (self-efficacy). Self-efficacy influences the choices students are confident in making, which in turn, influences the degree of ownership and impact they have in their lives.

In October 2018 the International Baccalaureate Organization (IBO) released the new PYP enhanced guide, which had a strong emphasis on the Agency concept across learner, learning and the teaching and learning community. At QAD we started unpacking the new updates with our teachers to have a shared understanding of “Agency” and how we could develop the students' self-efficacy to be responsible learners who can make the right choices and own their learning. We ran several

professional learning sessions for the whole staff. We were also fortunate to host the early childhood expert and one of the authors of the new IB PYP Early Childhood Guide, Ms. Anne Van Dam, who guided us. She visited our early years' classes, met the teachers and gave us critical feedback, which she then shared with the teams. Anne shared her experiences and theories about Student Agency across IB world schools, praised our efforts and suggested areas of development. Teachers used a self-reflection assessment to assess their learning and teaching practices to ensure the students “voice, choice, and ownership” of future learning.



In QAD's learning community, teachers support agency by offering opportunities for students to develop important skills, such as critical and creative thinking, independence and confidence. These are vital to the learning process and the development of self-efficacy.



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Teachers used a self-reflection assessment to assess their learning and teaching practices to ensure the students “voice, choice, and ownership” of future learning.

Students demonstrate agency when they

influence and direct their own learning

As we see our Gr5 students leading their learning during the Exhibition by defining their passions and finding out different issues related to their areas of interest. Through a collaborative process all students researched and engaged in inquiry to assess authentic local and global issues.



Communicate Understandings

Gr4 students had their Sharing the Planet summative assessments, and showed their understanding of the Earth's sustainability. After selecting one of the ‘Six Global Problems’, students had to conduct independent research and give an oral presentation in front of their parents. Speeches included facts about the issues, but also provided solutions on steps we, as individuals and a community can take in order to help eliminate or reduce these issues. Gr4 students showed confidence and a high level of knowledge on these global issues. They demonstrated charisma and a passion for taking action.



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Gr4 students showed confidence and a high level of knowledge on these global issues.

Participate in and contribute to the learning community

Primary school students reacted in creative ways to the terrorist incident in New Zealand and called for unity and peace among people.



Make choices and voice opinions

We support the agency and self-efficacy by giving students many opportunities to develop and demonstrate the approaches to learning skills and attributes of the learner profile.



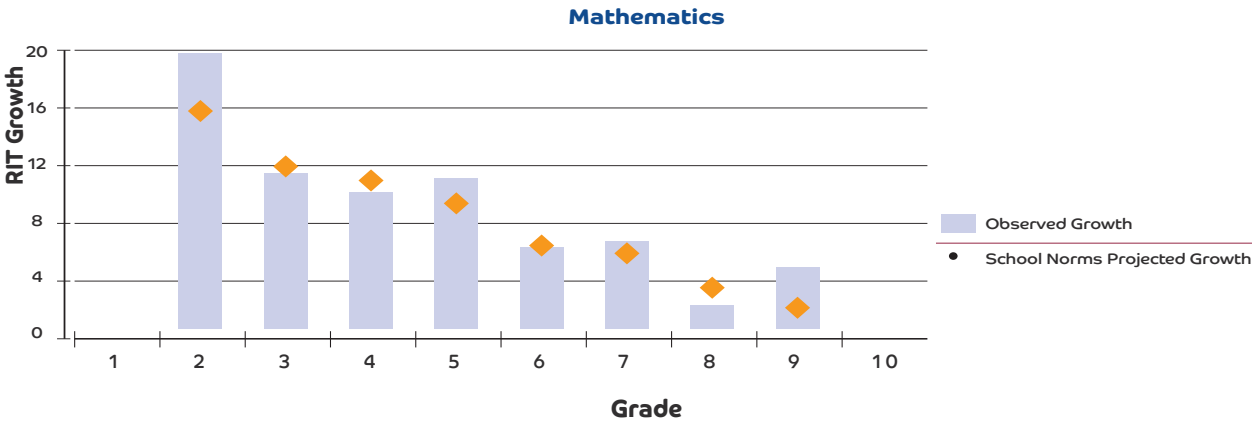
ACADEMICS

Data for Map

Mathematics Growth Fall 2018 – Spring 2019

Qatar Academy Doha Mathematics

Grade (Spring 2019)		Growth Count		Comparison Periods							Growth Evaluated Against							
				Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
				Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Index Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
1	0	--			--			--					--					
2	114	171.6	13.6	25	190.6	16.0	49	19.1	0.9	15.3	1.43	92	114	71	62	62		
3	110	181.0	11.7	8	192.6	13.1	7	11.6	0.7	12.6	-0.47	32	110	41	37	37		
4	109	193.6	11.6	11	202.5	10.9	8	8.9	0.7	10.7	-0.82	21	109	35	35	27		
5	108	199.5	12.5	5	210.6	12.5	11	11.1	0.8	8.6	0.98	84	108	63	58	58		
6	107	202.2	12.5	2	208.6	11.9	2	6.3	0.7	6.5	-0.05	48	107	46	43	45		
7	99	212.9	14.7	11	219.8	15.0	16	6.9	0.8	5.3	0.79	79	99	51	52	51		
8	106	223.8	13.6	40	226.2	15.9	33	2.4	0.8	4.5	-1.01	16	106	45	45	40		
9	95	228.3	14.5	43	233.8	14.5	53	5.5	0.7	3.0	1.11	87	95	58	61	59		
10	0	--			--			--					--					



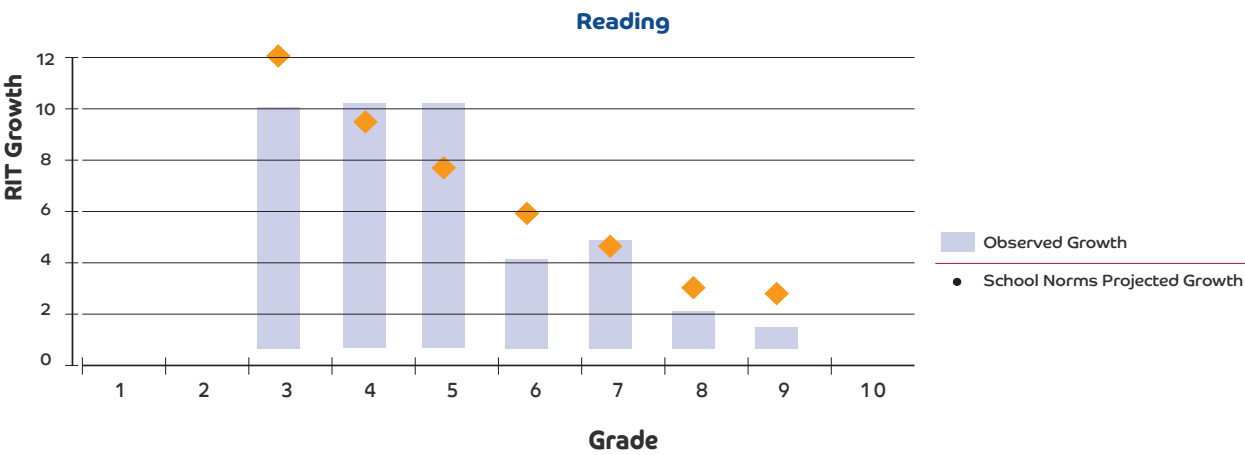
In the Fall and Spring all Grade 2 students took the MAP for Primary Grades test for Mathematics only. Grade 2 students doubled their percentile from the 25th percentile to 49th indicating 62% of Grade 2 students met or exceeded their growth projection from the Fall. Grade 2 growth is in the 92nd percentile for growth relative to other schools. Grade

5 students also doubled their percentile from the 5th percentile to the 11 indicating 58% of Grade 5 students met their growth projections from the Fall. Grade 5 is in the 84th percentile for growth relative to other schools. Grades 3 and 4 nearly reached their growth projections in the Spring for math.

MAP Reading Growth Fall 2018 – Spring 2019

Qatar Academy Doha Reading

Grade (Spring 2019)	Growth Count	Comparison Periods								Growth Evaluated Against							
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Index Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
1	0	--			--			--					--				
2	0	--			--			--					--				
3	110	176.5	15.6	6	186.0	14.8	3	9.4	0.9	11.6	-1.09	14	110	43	39	30	
4	109	186.0	15.1	4	195.8	13.1	7	9.8	0.9	8.6	0.74	77	109	56	51	48	
5	108	194.7	13.8	5	204.5	13.2	14	9.8	0.8	6.8	1.79	96	108	68	63	60	
6	105	197.3	15.0	2	201.1	15.3	1	3.8	1.1	5.3	-0.84	20	105	41	39	23	
7	100	211.1	14.6	33	215.5	15.2	36	4.4	0.9	3.9	0.29	61	100	59	59	53	
8	104	216.3	14.7	46	217.6	14.7	38	1.3	0.7	2.9	-0.76	22	104	51	49	49	
9	95	219.0	13.3	44	219.9	13.4	40	0.9	0.8	1.7	-0.35	36	95	40	42	46	
10	0	--			--			--					--				



In Reading, Grade 4 nearly doubled their percentile from 4 to 7 indicating that 51% of students met or exceeded their growth projection from the Fall. This positioned Grade 4 growth in the 77th percentile relative to other schools. Grade 5 students almost tripled their percentile from 5 to 14 indicating that 63% of Grade 5 students met or exceeded their growth projection from the Fall. This positions Grade 5 growth in the 92nd percentile relative to other schools.

In the 2019-2020 school year, students in Grades 1-5 will participate in MAP Testing for Fall, Winter, and Spring tests. Grades 1 & 2 will be taking MAP for Primary Grades in Reading and Mathematics and Grades 3-5 and our Grade 2 gifted cohort will be taking MAP Growth tests in Reading, Language, and Mathematics. This will assist in building data to track progress that will inform decision-making.

PRIMARY SCHOOL / ACADEMICS

ARABIC & ISLAMIC STUDIES

Teaching Arabic Phonics

Teachers practice a lot of reading strategies and activities to enhance the overall reading standards of the students, which is the school wide goal.



Teachers support students to recognize the sound of each letter.

Reading for Understanding

The activities vary according to the levels of students and to achieve the standards of the Arabic language.



Technology

Using technology to improve reading skills involved registration on a reading website. Each student has an account to utilize the reading website in cooperation with the Qatar National Library.



Free Reading

Peer Reading Strategy. Students engage in topics of their interest with students from another Grade, in order to enjoy reading for pleasure.



Learning Through Playing

Students learn reading by practicing different reading games.



Writing Skills

Students write a summary about the story after reading and presenting their work. They use mind maps or charts to clarify understanding of what they have read.



The Reading Week

To enhance the reading skills, students visited the Arabic Book Fair in school and the Author Asma Al-Kuwari hosted a workshop on the culture of reading in Arabic and linked it to the local culture.



School Trips

Valuable trips were organized to develop our students' life experiences and cultures.

PRIMARY SCHOOL / ACADEMICS

QAD-PRIMARY LEARNING SUPPORT TEAM

The Learning Support Team at QAD-Primary supports the academic, speech and language, gross motor/fine motor/sensory processing, social-emotional, and behavioral needs of KG to Grade 5 students who demonstrate challenges in accessing the core curriculum and grade level behavioral expectations. Dr. Biji Philip, the Student Services Coordinator oversees the support students receive through the Learning Support Team at QAD and specialists from The Learning Center (TLC). Student support services are managed through a multi-tiered system of support based on student need.



Hanen Parent Training Program-It Takes Two To Talk (March 2019)

Grade	Percentage of Students
Preschool 3	10%
Preschool 4	19%
KG	21%
Grade 1	23%
Grade 2	24%
Grade 3	26%
Grade 4	22%
Grade 5	16%

The Learning Support Team comprises of 6 Learning Support Teachers from KG to Grade 5, a School Counselor and Specialists from TLC (Speech-Language Pathologist, School Psychologist, Occupational Therapist, Instructional Coach, and a Behavior Specialist). The Instructional Coach in collaboration with administrators and teachers support the social-emotional learning and behavioral expectations at QAD Primary by promoting evidence-based practices that are implemented school-wide. Specialists from TLC support the needs of students by identifying the areas of strengths and challenges through screening or formal assessments, incorporating classroom accommodations and/or supports, and by providing short-term and intensive interventions either individually or in small groups. The occupational therapist and speech-language pathologist assigned to preschool offer these services 2 days a week to preschool students.

A total of 178 students (20% of student population) from preschool 3 to Grade 5 accessed support services from the Learning Support Team for the academic year 2018-2019. Listed below is the percentage of students accessing support services from the Learning Support Team across the different grade levels for the academic year 2019-2020 in a range of academic areas (Reading & Math) and domains of need (speech and language; social-emotional-behavior; gross motor, fine motor, sensory processing; giftedness).

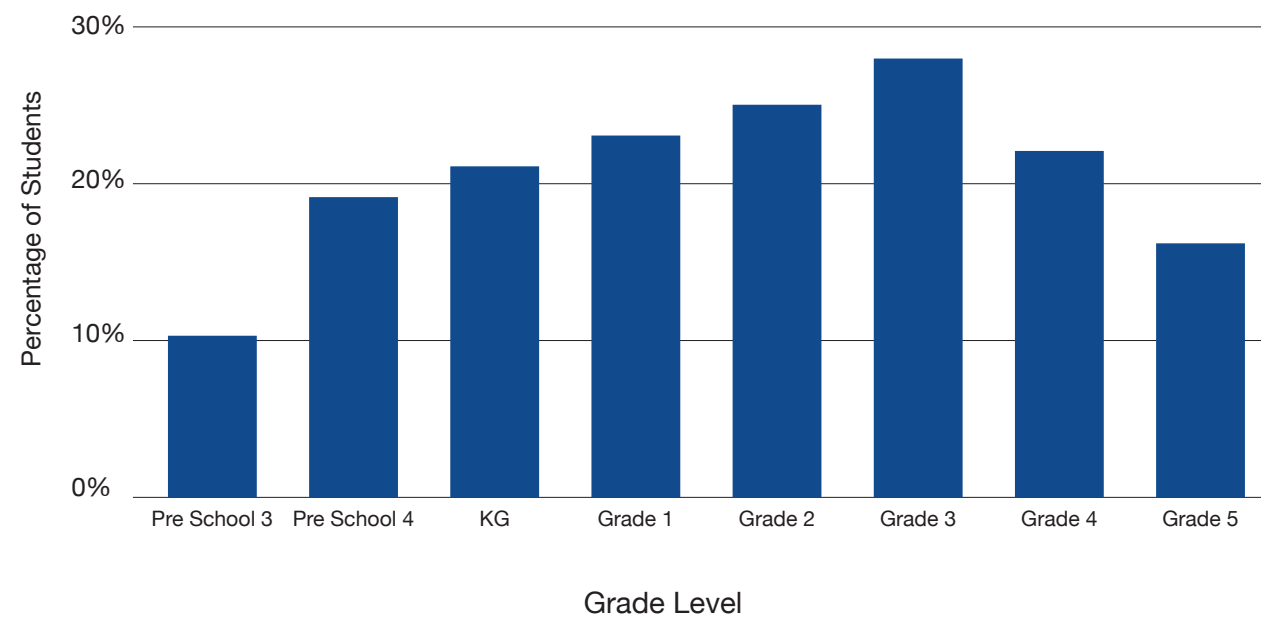


"Autism is Different Not Less"-KGB Students celebrating Autism Awareness Day wearing blue



Grade 4 Celebrate Autism Awareness Month through Music

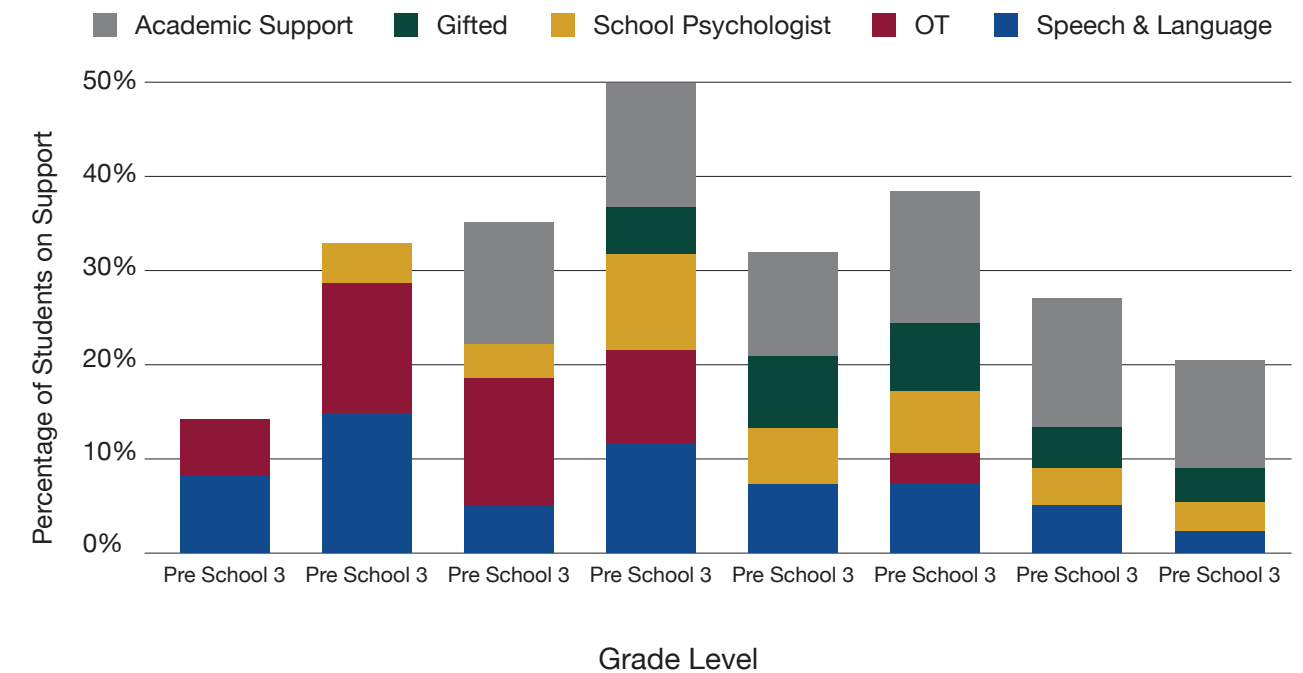
Percentage of Students Receiving Support Services across Grade Level



For the academic year 2018-2019, percentage of students accessing student support services (screenings, evaluations, interventions) from the Learning Support team based on area of need are indicated below:

Grade	Speech & Language	Occupational Therapy (OT)	School Psychologist	Gifted	Academic Support
Preschool 3	8%	6%	0%	0%	0%
Preschool 4	15%	14%	4%	0%	0%
KG	5%	13%	4%	0%	13%
Grade 1	11%	11%	9%	5%	14%
Grade 2	5%	2%	6%	8%	11%
Grade 3	7%	4%	6%	7%	14%
Grade 4	5%	0	4%	4%	14%
Grade 5	2%	0	3%	4%	11%

Student Support Across Grade Levels and Domains of Need



In addition to their regular support services, the Learning Support Team also assisted in the admission screenings for students from preschool 3 to Grade 2. A total of 93 students were screened for the next academic year 2019-2020. A team of specialists were part of the admission screening team using a range of diagnostic assessment tools, school-based assessments, and tasks to elicit an authentic assessment of a student's ability in the domains of speech and language, motor development, play, academics, and social-emotional-behavior development.

This year the Gifted Program was added under the umbrella of Student Support Services to address the needs of students in the Gifted Program. The full-time Gifted Program Teacher supported the learning of students enrolled in the Gifted Program from Grade 1 to Grade 5. Students enrolled in the program received target-specific interventions in the specific domain of giftedness that they demonstrated at the time of identification (e.g. Literacy, Math, General Reasoning). Parents were invited to a Meet and Greet session in September 2018

wherein they engaged in a hands-on experience of being in the gifted classroom and trying out activities that their children experience during their gifted intervention sessions.

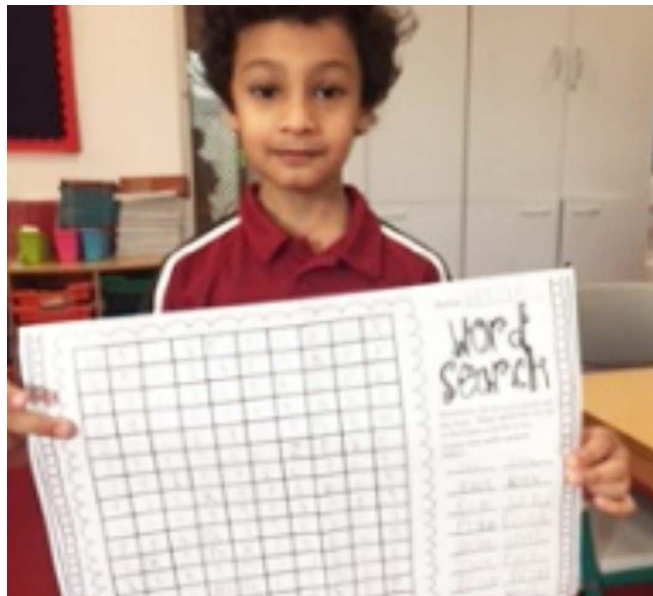
Gifted and Talented program in detail /successes

The d students are a vital resource of our community who promise immense potential. Keeping this in mind, QAD- Primary hired a full time gifted teacher to support the students identified as Gifted, through a robust selection process. The programme aimed at providing targeted interventions to the cluster groups from Grade 1 to Grade 5 for Maths, Literacy, and supporting the KG Homeroom Teachers to differentiate effectively within the classrooms, in order to meet the needs of these students.

The students pulled out for this provision have been receiving an hour and half intervention sessions for the subjects they have been specifically identified in. The lesson plans created for these students are based on progression of thinking skills. They begin with checking their basic understanding; bridging

the gaps if any and then moving up the Blooms Taxonomy ladder to analyze, apply and evaluate their learning.

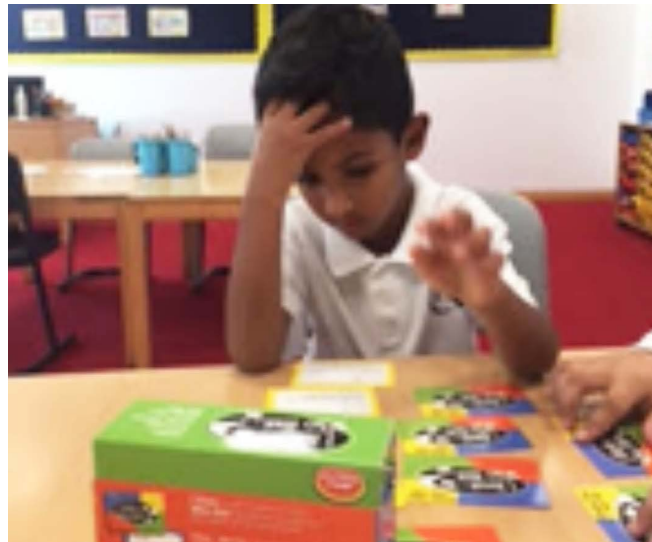
During the sessions, students are encouraged to think out of the box. Critical and creative thinking are the key essentials for the tasks set for them. At the end of every session, they are encouraged to write reflections, which form an integral part of planning. Students' voice in learning has been a key driving element in planning.



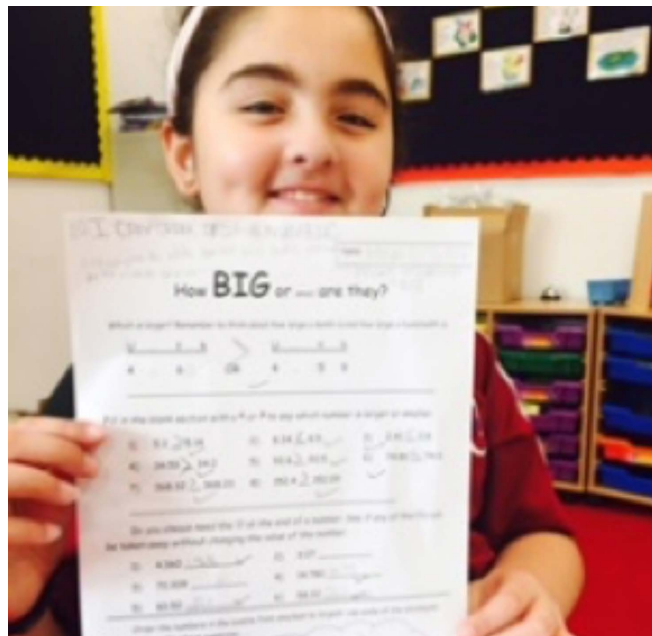
We don't solve word searches, we create them!!



We make it possible!!



We think critically to come up with correct solutions in a given time- frame.



We take pride in what we do.

Amalgamation of academic extension and after school enrichment opportunities such as Robotics, Academic Games, Maths Olympiad and participation in the National Science Fair - Odyssey of the Mind, have ensured that these students are provided with a plethora of opportunities to make appropriate learning links and translate their learning to help develop communities. Our victories at most of these events are a testimony to efforts put in by the students and the potential they have.

ACCOLADES WON

QAD PRIMARY : 2nd position in the Sumobot Competition, American School, Doha.

QAD PRIMARY : 1st Position in The Interschool Academic Games Competition.

QAD PRIMARY : Participation in The Museum Makers (Non-Competitive), Odyssey of The Mind

QAD PRIMARY : Maths Quest, Istanbul

In order to keep all stake - holders involved, successful and meaningful parent- teacher sessions have been conducted throughout the year. This is to share the objectives of the programme, give parents a peek into the gifted classroom, update them with the gifted pupil selection process and allow them to share their views.

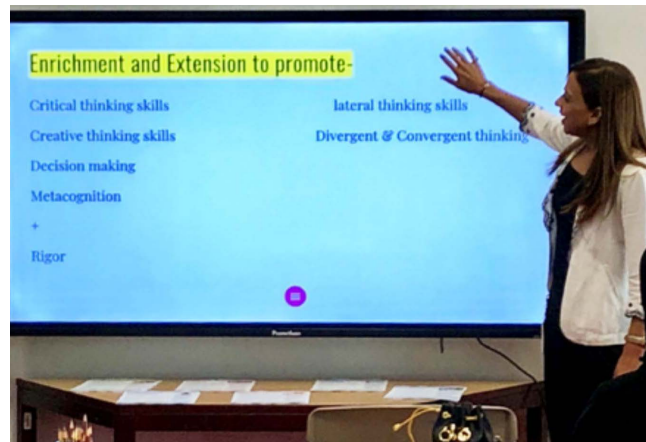
Parent-teacher conferences were held, where the parents received a formal update on the targets set and achieved by students, but also their areas of development and next steps.

The MAP data of the students on register was analyzed, demonstrating good progress and evidence shown that there was a gradual closure in the ability and achievement gaps. This indicated that the programme has been successful in tackling underperforming Gifted students.

To ensure consistency across the school, the Primary and Secondary School gifted facilitators along with Gifted and Talented coordinator, meet regularly to help build a smooth transition process and ensure equal opportunities for learning.

The cluster group teachers meet regularly with the gifted teacher to discuss more ideas and opportunities to give the students the best possible experiences.





Gifted Program Parent Information Session,
September 2018

Fine Arts

At Qatar Academy Primary students in grades KG - Grade 5 receive specialized music and art education which enriches and deepens their understanding of the world we live in. Throughout the school year students also participate in grade level assemblies as well as integrated visual arts lessons where they are able to apply their creative skills in a multitude of ways through performance and exhibition of their work. Students are also encouraged to express their creative skills during QADs Got Talent, National Day, International Week and Arts week.

Music

In lower primary music, students worked on a variety of skills and concepts including beat, rhythm, in tune singing and ear training; approaching many of the concepts through creative play. Students accompanied themselves, improvised and composed on instruments. We also used creative movement as a way to explore musical concepts. In Music 3, 4, 5, students enjoyed learning how to play the guitar, ukuleles, drums and keyboards. Students enjoyed singing in Arabic, English and foreign languages.



Visual Art

Art in lower primary focuses on exploring and creating. Each project is integrated with our Units of Inquiry and also focuses on developing techniques, transdisciplinary skills and using materials safely and correctly. Students explored a variety of materials and mediums to create artwork and responded to art through discovery and reflection. As students reach upper primary school, students build on their knowledge by created and responded through construction of artworks that communicate their personal ideas and expression. With each project students make personal connection to their UOI and learn critical thinking, problem solving skills and social interactions through the creative process.



Artist in Residency Program

In its third year, the Artist in Residence program at Qatar Academy Doha Primary School provides students with opportunities to work alongside practicing artists living in Qatar. This type of provocation enables students to interact with the artist by observing and practicing the creative process as well as developing and employing transdisciplinary skills.

The resident artist works in partnership with an arts teacher during school hours to develop and deliver a creative project that can integrate into a subject area or stand alone. This year, we had

the privilege of welcoming visual artists Charlene Kasdorf and Paul Valentine as well as musical artist Jelani Bauman. Ms. Kassdorf worked with our kindergarten students sharing her skills and knowledge in the art of illustration and storytelling while Mr. Valentine worked with grade five students demonstrating his methods of the creative process and how artist find inspiration. Mr. Bauman worked with students KG - Grade 5 on Jazz techniques and improvisation skills which were showcased during the Arts Week concerts.



Arts Week

Over the past four years the Arts Week Program has evolved from a small exhibition of visual art to a full blown week of celebrating art. In alignment with the Qatar Academy mission and supporting the IB mission statement, the Arts Week Program encourages inquiry, investigation, reflection and creative application in visual and performing arts in a week long concentrated program. Addressing the two concepts of the PYP Arts Scope and Sequence, responding and creating, students will be provided the opportunity to learn from one another as well as professional artists in their community. The goal of this programs is to offer opportunities for students to engage with the arts through multiple perspectives and explore a range of possibilities to communicate in broader ways. This is accomplished through the exhibition of student visual art in the gallery walk and the music concerts performed by each grade level.



After School Activities

The Fine Arts Department in the primary school hosts several After School Activities including the Clay Club, Advanced Art, Maker Space and the School Choir.

School Choir

Almost 60 students from Grade 3-5 were part of the school choir this year. They rehearsed a varied repertoire of music and performed at several school events throughout the year. The choir participated in the Al Khor Choral Festival, the QAD Talent Show, the QAD Winter Concert, National Day Celebrations, International Week and Book Week. Singing in the school choir is a place for sharing, laughter and fun. It provides a safe environment to try new skills. Singing is important for children and the QAD school choir is an activity whereby all children can be equal and connected. It's also a fun way to spend an extra hour at school.



PRIMARY SCHOOL SPORTS

Sports Day

The much awaited Qatar Academy Primary Annual Sports Day was held on Sunday 10th and Monday 11th of February 2019, with great joy, excitement and atmosphere.

The program started with the 3-5 Grades at the Track, the Field and the Pitch. The students were organized by houses (Yellow Oryx, Blue Falcons, Red Horses and Green Gazelles), encouraging the competition between them. The events included, jumps, sprints, relays, throwing, obstacle races and skipping. It was a magic morning of enjoyment and team spirit between students.



Parent attendance was high on both days as the children shone for them in their performances.

On Monday 11st February it was the time for the little ones to shine. Pre School, KG and Grades 1&2 marched to the VCU Pitch ready for action. The first part of the morning was dedicated to the Pre School students where they hopped, skipped and jumped their way through the various events. KG - 2 saw lots of laughter and fun. They were skillful in target throw, tunnels, relays, obstacle course, hang the washing, water sponge and football shoot out.

Once the races began, the air was filled with cheering and tons of encouragement for the young athletes.



PRIMARY SCHOOL STUDENTS LIFE

KG Garden to Table

We began our horticultural adventure at the beginning of this academic year when we noticed a pumpkin vine growing out of one of our planters. The KG children were fascinated watching it daily, to see what was happening and how it was spreading over the grass. Signs were made and a fence built by the children to protect it.

The children were then eager to plant more things so seeds were brought and we got started! Some of our seeds had begun to sprout and were ready for transplanting, so we experimented and waited to see if they would grow. We all got very excited about our flourishing garden and really wanted to turn it into an outdoor classroom where authentic learning and child participation could take place.

The learning that took place was amazing; from measuring the pumpkins, watching the bees pollinating the pumpkin flowers, learning about bees and how important they are to the physical care of the garden itself... watering, weeding and transplanting plants.



At the same time, I was fortunate enough to be attending a QF Nursery Committee meeting, where I shared our action & vision for the children to plant, harvest and eat the food that they had grown – from the garden to the table. I also shared the fact that we lacked large pots and soil and Mr. Ahmad Al- Mufta, came to the rescue and was only too happy to help, so within days we had many large pots and soil to plant with. We extended our learning and saw how the professionals do it, by taking a field trip to the Qatar Foundation Nursery Plantation. We helped harvest vegetables on a mass scale!

So to the table it was.....we set about cooking things, making things from pumpkin soup, roasted vegetables to tomato ketchup. It was all yummy!

The garden has been a delight for all those involved, and the children now have a much better understanding of human impact on the environment.



QAD Student Council

Our admirable Grade 1-5 young leaders in this year's Student Council have driven dramatic change in the reduction of one-use plastic in our school this year.

Their strong voice as advocates for their environment came through persistently in their weekly Student Council meetings. Their depth of thought, passion and concern for their environment, their peers, and the future of their planet was not to be taken lightly.



As true IB students they independently took action and gathered data; recording the plastic waste from snacks and lunches served at school. They were shocked to discover the plastic waste from our Primary classes would fill an entire classroom space in only 17 school days.

Deeming this unacceptable they politely requested to meet with food service managers and those who had the power to make the changes they demanded. Demanded is a strong word, yet their presentation of their findings and determination left no room for anything but support of their request; to reduce QADs daily waste through the elimination of single-use plastic plates, cutlery and plastic wrapping.

Over the following months, in collaboration with QF and Food Services, the students managed to share solutions that reduced one-use plastic plates and plastic wrapping from food service snacks and lunches. Many of the positive changes that were made were then rolled out to other QF schools. The result was a 95% reduction in plastic waste each day in our QAD classrooms.



PRIMARY SCHOOL / COMMUNITY

QAD IS UNIQUE!

Community

Each year QAD offers a variety of **unique** opportunities for students and staff members and this year has been no exception. From authors to athletes, the community has been exposed to individuals who have shared their stories about what it means to follow dreams and break barriers. With a mission similar to that of Her Excellency Sheikha Hind when she talks about Societal Change, meeting such people has promoted intercultural understanding and respect within the Primary School.

One example would be during National Sports Day when, in addition to having the Qatar National Football Team visit just days after winning the 2019 Asian Cup, QAD hosted world champion tennis player Carolina Wozniacki and Olympic sabre fencer Ibtihaj Muhammed.

Student led interviews were conducted in front of a crowd of students ranging from grade four to grade twelve, who listened attentively and were inspired to learn about Ibtihaj's journey. She spoke from the heart about the beginning stages of her fencing days to becoming the **first** Muslim American to wear a hijab whilst competing for the US in the Olympics. While Ibtihaj didn't know much about fencing at a younger age, her parents selected the sport because it gave her an opportunity to maintain wearing a hijab and hold true to her identity and beliefs. She shared with all, the trials and tribulations faced as she brought to surface, issues that she and others were dealing with due to a lack of tolerance and respect for diversity. Ibtihaj encouraged QAD students to take risks and to be willing to take a stand for what they believe in. Her message of equality and destroying stereotypes was embedded within her, for those listening.



Grade four Lead Teacher, Melissa Woods, along with several of her students who actively began their **own** Anti Bullying Club after school activity, also attended Ibtihaj Muhammed's interview and were very much inspired by her message. The grade four girls shared the positive messages with participants and spoke about treating people with respect, being empathetic and accepting others for who they are, regardless of where they come from or what they believe, a vision similar to that of the IB. Numerous lessons and discussions arose from these conversations. Students were eager to spread messages of kindness and educate others about the affects of bullying.

Melissa, who is an avid runner, spends much of her free time taking part in marathons and obstacle course races. In 2018 she completed eleven international marathons and nine Spartan obstacle course races. Her completion of these events earned her a spot in the **first ever** Spartan Trifecta World Championship, which took place in November. QAD supported Melissa's leave request and allowed her an opportunity to be a part of this unique event. In a sport where the number of male participants more than doubles that of the females, Melissa knew she had to train hard and send a message that females too are capable of conquering these types of races. This is also in line with Her Excellency's message at the 2018 World Economic Forum when referring to the Gender Gap in Qatar and in the wider Gulf.

It was after attending this event followed by meeting Ibtihaj Muhammed that Melissa was truly inspired and wished to send a similar message to the world about equality and tolerance by doing something extraordinary. Doing some research led her to the March 1st I Run Iran Persian Gulf Marathon, an event that would allow men and women to run 42 kilometers side by side, for the **first time** in the country of Iran.

To commemorate her tenth year in the Middle East and her twentieth international marathon, Melissa was determined to take part in this historical event. With QAD's support, and a personal message on her back saying 'United We Run Divided We Crawl', Melissa was able to take leave time and make history, becoming the **first American female** to run a non gender segregated marathon in Iran.

Running her first marathon in a hijab, Melissa set out to break barriers and stomp stereotypes during this race. She wished to spread a message that if we, not only as runners but as humans, come together we can accomplish all things in life, not just making it to a race finish line, much faster if we were to become united than if we were to crawl at it alone. Melissa shared her message with the community that background, nationality, race, gender nor religious beliefs should stand in the way of people coming together.

Since the marathon her slogan has become a discussion topic around the sporting community. Grade five students who are exploring gender inequality and women empowerment as exhibition topics have interviewed Melissa and are thrilled to have a role model and someone who has experienced these events right here at QAD. Melissa feels that this is only the beginning of the **unique opportunities** that will be offered for both staff and students to make societal changes near and far.

PRIMARY SCHOOL

LIBRARY & 21ST CENTURY LEARNING

QF's new "Immersive Space" is complete and available for use! This very special room utilizes multiple projectors, sensors, and a vibrant surround sound system to create an interactive learning experience for students. In the space, learners of all ages can see and hear inspiring, realistic scenes that promote critical thinking and innovation. Known as the "Magic Room,"

The space is very popular with all of QAD's Pre-K to Grade Five students. As a QAD Grade One teacher, Elizabeth Kennedy, said, "As an educator, the opportunities that access to the Immersive Space provides me are truly exciting. I can now craft dynamic lessons that guide my students through learning engagements, allowing them to connect, reflect and extend their conceptual understanding. The room is a vehicle that inspires heightened engagement through a multi-sensory experience that in turn sparks interest and curiosity, while allowing for a dynamic and creative approach to learning. My students keenly await their return to the 'magic room' so they can embark on their next adventure!"



The Immersive Space



21st Century Learning Strategies Plan

Dan Pardy, the 21c District Coordinator, is currently working with key stakeholders to develop a three-year strategic plan for QF schools. This new plan incorporates research based teaching and learning practices within a progressive vision for the future of technology in Qatar Foundation schools.

The SUNY Program

Another cohort of students is well underway in their pursuit of a Master of Science degree from the State University of New York (SUNY) programme for the 2018-20 cohort. The well-regarded programme, facilitated by on site and highly qualified adjunct professors: Dan Pardy,

Heidi Beeman, Elizabeth Kennedy and Dwayne Smith, run ten face-to-face three-credit courses across the two years of the programme. This year had the cohort undertaking four of those courses, specializing in topics such as Integrating Technology and Evaluation in Education. The programme has also opened up its registration to other QF Schools, further facilitating collaboration between staff across the district. Under the leadership of Dan Pardy, the program now allows students to graduate with a master's degree in two academic years.

Visiting Authors – Early Learning Education (ECE) and Primary School

Visiting authors help kindle a spark of creativity among students. The story behind their stories, their efforts, and the skills needed to be an author. Each school year, QAD invites authors to visit and share their expertise with young budding writers, to learn from and enjoy these talks.

This year the ECE Library was proud to host the Author and Storyteller, Cat Weatherill from the UK who visited our Preschool to Grade 1 students. Cat presented one of her books titled, By Lantern Light with our students during her session. She also told many wonderful stories that were very interactive and encouraged student participation. She used puppets, action rhymes and music to engage students in her storytelling. Our Grade One students were also presented with the opportunity to ask Cat interview questions to find out information



about the role of an Author and how to write and create stories. The students prepared their questions the week prior to their session. The experience for the Grades Ones helped to reinforce skills that they were learning in their Unit of Inquiry, How We Organize Ourselves. From Pre-school to Grade One, the experience was motivating and engaging and promoted language development and the love for stories and books.

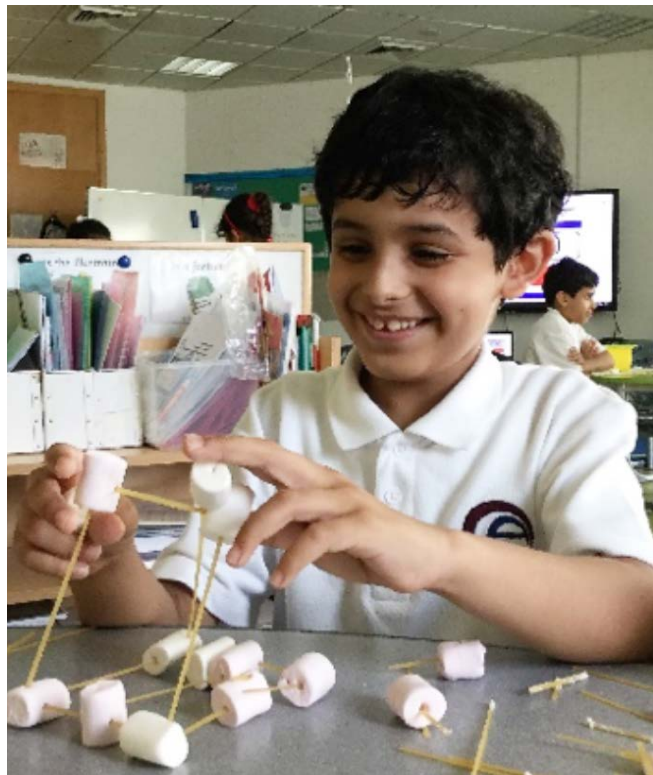
Cat also left the ECE library with a CD of her storytelling of some of her stories. One of which was featured during Book Week. QAD's ECE Librarian, Susanne Wolstenhome, presented the story using the Immersive Space and a stuffed animal to allow students the opportunity to imagine being in the story's setting. This allowed everyone to learn about animal habitats and other places in the world, weather, and most importantly to engage in this rich retelling with the added opportunity to interact with the environment brought on by the Immersive Space experience.



STEM/STEAM

As a PYP school, QAD Primary is deeply invested in experiential learning and actively seeks opportunities for “hands-on” experiences. The staff makes STEM (Science, Technology,

Engineering, Math) a priority through rigorous, student centered lessons such as: building a flying helicopter, creating a geometric tower, and the “Egg Drop Challenge,” whereby students must prevent an egg from cracking when dropped with only a cup, marshmallows, tape and paper. Additionally, QAD offers an Engineering after school activity led by the Assistant Principal, Matt Dyer.



STEAM offers a collaborative vision for our technology and art departments to integrate “ART” into STEM. This is exemplified by the popular “Maker Space” after school activity, as well as multimedia projects such as movies utilizing green screen technology.

The academic technology team, Muneera Al Mannai and Heidi Beeman, facilitate the annual “Hour of Code” where very young students learn basic computer coding with the help of programmable “Beebots.” Older students are given access to a variety of games that teach computer-coding skills.



HIGHLIGHTS

Asian Cup

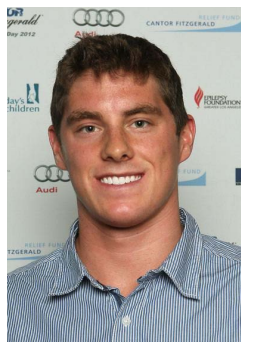
Qatar Academy Doha hosted a dear guest to everyone, The Asian Cup 2019. The Primary School Principal, Mrs. Marie Green, talked briefly to the children about the cup and the history of Qatari football team. All students were given the opportunity to touch and take photos with the trophy. It was a great atmosphere of joy and pride recognizing this great Qatari achievement



American Swimmer

Connor Dwyer in QAD

Conor Dwyer, American swimmer and Olympic gold medalist offered a master swimming class to Qatar academy Doha students from the Senior School, who compete at national level.



Qatar Academy welcomes National Football Team

Qatar Academy Doha (QAD), part of Qatar Foundation's (QF) Pre-University Education, welcomed members of Qatar's national football team on the eve of National Sport Day 2019. The players met QAD students, staff and faculty following their recent historic AFC Asian Cup 2019 victory, which saw Qatar defeat Japan 3-1 in the final in the UAE. The players presented QAD with a signed shirt.



VIP Tennis Visit

QAD was honored to have the chance to meet the current tennis world no 9 (former no 1), Caroline Wozniacki.

Caroline came into school and did a question and answer session with Grade 2 – 5 about tennis and its impact on her life.

We were extremely proud of our Student Council who showed great confidence and stage presence to stand in front of a large audience and a famous tennis player and ask questions.

It was a fantastic experience for all the students involved.



Ibtihaj Mohammed Visit

Qatar Academy Doha welcomed a special guest, Mrs. Ibtihaj Mohammed, the first American Muslim woman to win gold medals at the World Fencing Championships. She spoke to the students about her recent trip to the Olympic Games and how she managed to achieve these championships and achievements. After the session, she answered many of the students' questions. It was a fantastic experience for all the students involved.



EARLY EDUCATION CENTER



Play is our favorite way of learning.

Dianne Ackerman

As educators, we began our academic year focusing on a positive team culture. We implemented the world famous FISH philosophy. We believe in simple team principles of PLAY, being there, Making their Day, and Choosing our attitude. These simple philosophies impacted upon our relationships with parents, children and colleagues.

Early Education Centres have shared the school wide goal of enhancing children's language skills to develop literacy and language throughout all learning environments.

Our Arabic and English teachers worked on their own personal and professional learning to think more intentionally about how they teach children literacy skills and knowledge through the integrated language model that we implemented.

We have also worked with the Educational Development Institute and linguistic expert James Hall, to deepen teacher's knowledge about how children learn language and how we can best assess children and grow their skills and knowledge.

It is clear through our assessment that children's Arabic and English knowledge, skills and oral language have increased. This age is a critical period for language acquisition for children and our teacher's worked closely with parents to support children's language learning.

EEC teachers then embraced the PYP learner profile attributes to support our professional roles. After research and discussion and shift in thinking, we developed and implemented assessment documents for our children based on the learner profile attributes. This creates a seamless language for parents as their children progress through the school.

Our team wide goal was that the school environment was safe and supports student's social and emotional well-being. For the EEC our practice was always about creating a safe and caring learning environment and where children feel they belong. This also meant strengthening parent relationships, where families experienced an environment where they felt comfortable with the routines, customs and regular events, as we know this will impact upon children's success as future learners.

We presented parents with two progress reports about goal achievement and each parent received a summative end of year report. Our parents celebrated their child's work at two portfolio-sharing mornings. These are wonderful



opportunities for our parent community to appreciate the teaching and learning in the EEC and were both very well attended.

Our Nurses and Teaching Assistants have worked on the goal promoting inquiry as the foundation for student learning across the curriculum too. multiple learning opportunities for children in indoor and outdoor spaces are places where children can learn and flourish.

Teachers have worked with an International Early Year's consultant Anne Van Dam and received critical feedback about our practices and to determine ways to improve and grow.

Each Early Centre continues to implement "Special Thursday" where children learn concepts in a fun, authentic way: Balloon Day was an opportunity to learn about air and movement, Plant day was an opportunity to learn about caring for living things, and of course Dads day was a very special time for fathers to engage in their children's learning. Our families have embraced this learning as it promotes language, learning and discussion at home making important links between home and school.

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



Our 3 centre nurses have produced a wonderful children's Cook Book for families that promotes healthy bodies and minds through nutritional recipes that have been tested by our children.

We have offered our parents future opportunities to learn alongside their children through parent workshops about areas of Stay and Play sessions, Road safety, children's language development and Nutrition. We have delivered a four-week parenting course on Positive Discipline, where parents have learned skills and strategies to support their children's emotional and social well-being.

Our annual Gallery Walks celebrate children's creative joy and pleasure when involved in the process of art. We are always surprised and amazed at the competency and creativity of our children.

“

We presented parents with two progress reports about goal achievement and each parent received a summative end of year report.

QATAR ACADEMY DOHA

EARLY EDUCATION CENTER

What makes us unique?

Every Sunday and Wednesday we have a group of girls from Grade 5 come and work alongside our teachers and children in the classrooms. Each week the girls have a question to research before working alongside our children. 4 girls are took their knowledge deeper and looked at the importance of early learning experiences as their Grade 5 exhibition topic. Before they visit we spend time discussing the importance of early brain development in the first three years of life, we explore how children learn through play and discuss the benefits of early education.. I have the pleasure of mentoring them, through this process we can see the understanding and respect they have gained from this experience. We are making links to our wider school community, we are promoting early education but most importantly we are giving the older children in our school opportunities to feel valued and special as they form strong enduring relationships with the youngest members of our school. Imagine if one of these young women chose to be an early year's teacher based on this experience .

This experience truly promotes many of the learner profiles attributes where these students develop and use conceptual understandings. They are exploring knowledge and engaging with issues and ideas about the importance of early education that currently have local and global significance.

QAD teachers have focused on rich documentation of children's learning and thinking of ways to communicate this learning with parents. Daily connect at QAD offers



parents visual and written assessments so that each day parents know exactly what happens in their child's day. This year teachers used mixed media to make learning come alive for parents, our teachers have become highly skilled at making documented learning transparent through movies and intentional photography.

We have the opportunity to become more and more visible in the primary school, we feel we now have a stronger identity within the school. We have worked on building our relationships within the school. Our children participate in all school events at our level, Character Book Day, International and National day . This year on International Day we celebrated children's favorite countries of the world and joined with preschool in a small concert in the Auditorium.

HBKU Student Centre (Multaqa)

As with our other Early learning Centers, an emphasis on the social and emotional **wellbeing** of children (educators team wide goal) was addressed from day one, as each child started their learning journey at the center. Our first **parent play date session** was held and all parties engaged in a **playful** way and we highlighted that, 'Social-emotional development flourishes when children have close, supportive and trusting relationships with adults (Howe's & James, 2002).

Development within the Program Teachers

Supporting the social and emotional wellbeing of children, teachers have focused on **children's mindfulness** within the daily program. Research shows there is evidence of the positive impact that mindfulness can have on social and emotional skills, wellbeing and on learning and **cognition**. There is also supporting evidence from neuroscience and brain imaging, that mindfulness meditation reliably and profoundly **alters** the structure and function of the brain to **improve** the quality of both thought and feeling.

After reflecting and discussing how a mindfulness

approach may be inclusive to support children's wellbeing, thought provoking **ideas** were shared and **age appropriateness activities**, were considered, with the notion of improving children's language and literacy **acquisition**.

This resulted in all classes embedding breathing relaxation methods, yoga and music and movement into daily practice, promoting the sense of wellbeing and language learning opportunities, in both **English & Arabic languages**.

Over time, mindfulness techniques have been observed to be effective in improving children's wellbeing, reduce anxiety and negative behaviours, improve infant rest time, self-esteem and bring about greater calmness, relaxation and self-regulation and awareness.

Visiting the Dentist - At HBKU we had the opportunity to take our children to visit the dentist at QF Clinic. For most of our children this was a **first** visit to a Dentist. This visit was purely **experiential**. It was really about introducing the children to the dentist's room, allowing them to explore various instruments and even take a ride in the chair. Once the children were **comfortable** the dentist took a quick peek at their mouths.



Yoga



Music



Sensory – Teacher assistants



Outdoor-Teacher Assistants



Dentist Nurse



Baking Nurse

QATAR ACADEMY DOHA

EARLY EDUCATION CENTER

Strengthening Parent Partnership to be Inclusive in their Child's Learning

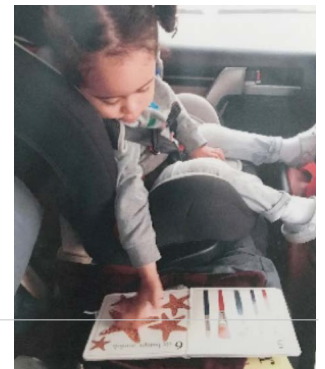
EEC Library Loan

Deriving from a **Professional Development** session attended at the Teaching and Learning Forum October 2018 – 'Parental engagement: From Principles to developing a toolkit', the highlight was the phrase '**Education is bigger than school** (schooling, education and learning in its broadest context)'.

Having a well-established library and bearing our school wide goal in mind of Language and Literacy, we implemented the EEC library loan with **49/56 families** participating in enriching shared book reading and **storytelling at home**.



Cognitive



Library loan



Physical (fine motor)



Dads



Creative



Sensory



Social and emotional



Language and literacy

Inclusion with HBKU Student Centre and the Wider Community

Here at EEC we are lucky to be part of the student centre reaching out to the wider community in so many ways. Developing children's self-confidence and self-esteem so the children will continue to make a positive contribution to the world now and as active citizen of the future.



Fireman Rob – QF HSSE



Lobby – Gallery



National Day – Falconer



Oxygen Park – Sports Day



Basketball Court



Internal Garden



Oxygen Park – Walk



ISL visit EEC Gallery Walk 1



Cafeteria J2



Internal Garden – water exploration



HBKU exhibition visits 1



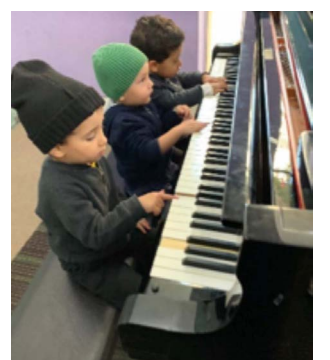
HBKU exhibition visits 2



HBKU Press Office – Reading



HBKU exhibition visits 3



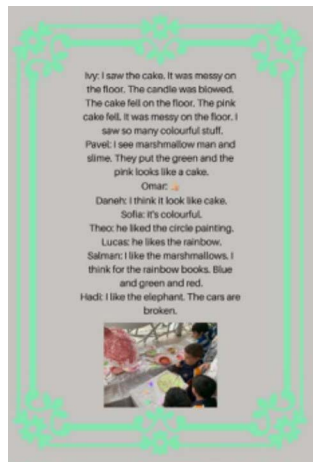
Music Room



Mini Market



ISL visit EEC Gallery Walk



ISL visit EEC Gallery Walk

QATAR ACADEMY DOHA

EARLY EDUCATION CENTER

Clubhouse

At the EEC Clubhouse we are driven by the school vision which is “Empowering students to achieve academic excellence and be responsible citizens”. Our community is striving to support and challenge children to be creative, critical thinkers, active participants in their society and an asset to the environment.

Living in Qatar and being part of all the regional and financial challenges around us increased the need of empowering the next generation to be open-minded to cope with the future changes and challenges besides teaching children about sustainability and give them the chance to apply it and be part of it.

Here is how our story began: Children are inquirers and they seek for knowledge at all times, so every moment is a precious opportunity for the process of teaching and learning and what is better than gardening to support this process.

Gardening is one of the most interesting and inspiring experience that can be provided for children. It is a complex process where fun,



suspension, involvement, and experimenting are combined together. “There are no gardening mistakes only experiments” Janet Kilburn Philips.

At the EEC Clubhouse our children had the opportunity to be part of two successful, long term gardening projects. These projects were the golden fruit of community cooperation and efforts. The first Project was our Botanical Garden which was sponsored by The Qur’anic Botanical Gardens management team who provided seeds, seedlings, gardening tools, soil, man power and most importantly the knowledge for our children. The second project was the Greenhouse which was sponsored by Weil Cornell University who established the greenhouse and furnished it with tables and chairs that suit our children’s age group. They provided the soil, pots, seeds and experts to teach the children in hands-on sessions. Both projects were supported as will by the Landscaping department at QF who helped in preparing the land for planting and provided flowers which were planted in the garden as well.

The support of the parents was amazing at both school and home level as they were active participants in both projects.



QATAR ACADEMY DOHA

EARLY EDUCATION CENTER

The Greenhouse Project

The Botanical Garden Project

Our children took part and witnessed the process of development for both projects from the scratch. They were given the opportunity to mix the soil using trowels and rakes. They had the opportunity to plant seeds and seedlings by their hands. They’ve planted tomatoes, eggplant, broccoli, cauliflower, celery, cabbage, green sweet pepper, rocket, lettuce, red sweet pepper and wheat.

It was wonderful to see both children and adults joining in such an extraordinary educational journey. Our children were visiting the garden and the Greenhouse every day as it became part of their daily routine. They had the chance to observe the growth of the leaves, flowers, plants and their fruits. How amazing it was to be able to see the whole process; the children have seen the sprouting, the blossoms and how they converted into small fruits then they grew in size and some of them changed in colour. How beautiful was it to hear the names of these plants from little mouths that have just started producing sounds and to witness the pronunciation of these names. It was absolutely amazing to hear how they developed these names and how hard they worked and concentrated to master them expanding their language and literacy.

In addition to that, we’ve had harvested two eggplants, a group of children helped the teacher washing them and take them to the kitchen to be grilled. After that the children participated in making eggplant spread “ Mtabal” and they had the opportunity to try the spread with their friends



and teachers in the garden. How amazing is that to be able to eat from what you’ve planted.

Each one of them has shown the uniqueness in their way of communicating and their ability to be risk taker, open-minded for new experiences, reflective on their own experience, caring about their plants and about each other as they are trying new things together and encouraging each other to take part of this exploration process, some of them were knowledgeable and shared their own expertise with their friends and teachers, others were inquirers, they want to know about everything and every detail in this garden” the plants, the soil, the flowers, the leaves, the crops and were asking about the insects and the bugs they’ve seen inside the garden”.

The Greenhouse Project The Botanical Garden Project



QATAR ACADEMY DOHA

MIDDLE SCHOOL

Middle School

In the Middle School, the Learner Profile is at the heart of our program. On a monthly basis, we emphasize each trait and work with our students to provide them with the skills needed to exhibit the characteristics of being exemplary Learner Profile oriented students. In the classroom, our students explore new ideas and challenge their thinking as a way of further exploring the Learner Profile traits. This year we were proud of our Individuals and Societies students who demonstrated a wide variety of Learner Profile traits through their passionate pursuit of developing ideas to support the United Nations Sustainable Development Goals. For example, our students explored the harmful impact of plastic in the oceans and generated ideas to resolve this serious matter--truly exhibiting such traits as thinkers, principled, and caring. Furthermore, through their efforts, they raised awareness throughout the community and set the foundation to have a profound and positive impact in the future.

Outside of the classroom, the students pursued various extracurricular activities, such as the Palestinian Exhibition, participation in the Senior School play--Around the World in 6 Plays, contributions to the Eid Al Adha Suitcase, and volunteering at QAWS. Not only do these experiences develop our students holistically, but they provide opportunities for our students to further engage with the Learner Profile traits. It is the totality of these experiences and continued focus on developing the aspects of the Learner

Profile traits that enable our students to develop an international minded perspective. We look forward to our students further pursuing these topics as leaders on the world stage--where they will be able to truly make a difference.

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This year we were proud of our Individuals and Societies students who demonstrated a wide variety of Learner Profile traits through their passionate pursuit of developing ideas to support the United Nations Sustainable Development Goals.

QATAR ACADEMY DOHA

HIGH SCHOOL

High School

In the High School, we aim to provide students the opportunity to take risks in a safe environment and grow by learning from their mistakes. We aim to offer authentic leadership opportunities, while ensuring a robust support structure in place in terms of faculty support and advice. In today's world we believe that this skillset is essential for our students to be successful in university as well as their future careers. The three Learner Profile traits we have concentrated on in the High School are:

Risk Taker:

We are proud of our High School students and their courage. They constantly challenge themselves and dare to venture out of their comfort zone. This is exhibited in the following manner:

- Grade 10-Personal Project. Personal Project is a significant student-directed inquiry produced over an extended period, completed during the final year of the MYP. It holds an important place in the MYP and reflects the student's experience of the programme. It provides an excellent opportunity for them to produce a truly personal and creative work of their choice and to demonstrate the skills acquired through the 5 years of MYP. Personal project exhibition is an important milestone in their MYP journey, where they present their work to the wider community. This year exhibition had a diamond area full of family, friends, faculty, and advisors, our students had the opportunity to share their products and walk

guests through their journey of self-directed learning, research and application in an area of intense personal interest. The common theme evident in all of this year's projects was diversity. The spread of projects was a true representation of the different learners that make up our 10th grade student population. In addition to the grade 10 students and their families, grade 5 & grade 9 students also attended the evening giving them excellent insight into the range of potential projects and subjects they can explore next year.

“

In the High School, we aim to provide students the opportunity to take risks in a safe environment and grow by learning from their mistakes. We aim to offer authentic leadership opportunities, while ensuring a robust support structure in place in terms of faculty support and advice.

The results for the academic year 2017-18 were phenomenal with school average being well above the world average.

- International Baccalaureate (IB) Diploma Programme Visual Arts. For two years, the students have strived to improve their skills, culminating with a full art exhibition, showcasing their work in a public forum.
- THIMUN-Qatar and Leadership Conference: Annually our students plan, organise and run an international Model United Nations Conference.

THINK PINK- Our students support the fight against breast cancer and raise funds to donate to Qatar Charity

Balanced:

The nature of both the Middle Years Programme (MYP) and also the Diploma Programme (DP) demand that our students are balanced individuals. This is academically in terms of the breadth of subjects they are required to take and also in terms of the completion of service to their community, action and also creativity. Our students are also fully engaged in our athletics program representing their school both at home and abroad. This is at the same time as maintaining their Grade Point Average. One example of the service component of this trait and just a few of the initiatives of our students are:

- Eid Al Adha suitcase. Food and gifts are gathered and then distributed to the economically disadvantaged members of our community.

Reflective:

The nature of the programs encourage the students to be reflective and responsible for their own actions. This manifests itself in many ways. Our ultimate goal at QA-Doha is to help our students to leave us and progress into the best colleges and universities, and also to be responsible, caring citizens. This can only be done if they learn to be reflective and learn from their mistakes.

The student below is a great example of what we strive to help our students achieve.

Asma Al Kabbi and Kaltham Al Kuwari graduates from the QAD class of 2018 received the Education Excellence award under the patronage of HH Sheikh Tamim bin Hamad Al-Thani. Asma Al Kabbi received the Platinum award for the high school award and Kaltham Al Kuwari the gold award for the high school award. Both students are now studying in Education City.

In line with one of the strands of our strategic plan, community or “Human Family”, has been a focus for us this year, and we have used the Learner Profile traits as a way to make this real for our students. In the high school we have looked at on or two learner profile traits per month. We have celebrated, formally in an assembly students who have been recognized by their teachers as being outstanding examples to the community in this respect and they have received the “Golden Falcon Award”. In addition we have worked hard to show our students how these traits are supported in the Holy Quran. Some of our high school Muslim teachers have explained to the students how the learner profile traits help us to be a good person and have given examples in both English and Arabic of passages or hadith to support this. We have also concentrated on how we are more alike than we are different. Using the May We spoke to the time of reflection in Islam which is Ramadan and how it occurs in other religions too. The poem below is one of the illustrations we have used, again to bring us all together and celebrate our differences.

“

They constantly challenge themselves and dare to venture out of their comfort zone.

Linking Islam and the Learner Profile Traits

Al-Hujurat (The Dwellings) - 49:11 learner Profile Trait Principled

- يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْخَرُ قَوْمٌ مِّن قَوْمٍ عَسَىٰ أَن يَكُونُوا خَيْرًا مِّنْهُمْ وَلَا نِسَاءٌ مِّن نِّسَاءٍ عَسَىٰ أَن يَكُنَّ خَيْرًا مِّنْهُنَّ وَلَا تَلْمِزُوا أَنْفُسَكُمْ وَلَا تَنَابَزُوا بِاللِّغَابِ بِئْسَ الْإِسْمُ الْفُسُوقُ بَعْدَ الْإِيمَانِ وَمَن لَّمْ يَتُبْ فَأُولَٰئِكَ هُمُ الظَّالِمُونَ (49:11)

- O You who have attained to faith! No men shall ridicule [other] men: it may well be that those [whom they ridicule] are better than themselves; and no women [shall ridicule other] women: it may well be that those [whom they ridicule] are better than themselves. [12]

And neither shall you defame one another, nor insult one another by labels: evil is all imputation of iniquity after faith; [13] and they who [become guilty thereof and] do not repent - it is they, they who are evildoers! - 49:11

Al-Hujurat (The Dwellings) - 49:13 Learner Profile Trait Open-minded

- يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِّن ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ (49:13)

- O people! Behold, We have created you all out of a male and a female, [15] and have made you into nations and tribes, so that you might come to know one another. [16]

Verily, the noblest of you in the sight of God is the one who is most deeply conscious of Him. Behold, God is all-knowing, all-aware. - 49:13

POEM

HUMAN FAMILY

Maya Angelou

I note the obvious differences
in the human family.
Some of us are serious,
some thrive on comedy.

Some declare their lives are lived
as true profundity,
and others claim they really live
the real reality.

The variety of our skin tones
can confuse, bemuse, delight,
brown and pink and beige and purple,
tan and blue and white.

I've sailed upon the seven seas
and stopped in every land,
I've seen the wonders of the world
not yet one common man.

I know ten thousand women
called Jane and Mary Jane,
but I've not seen any two
who really were the same.

Mirror twins are different
although their features jibe,
and lovers think quite different thoughts
while lying side by side.

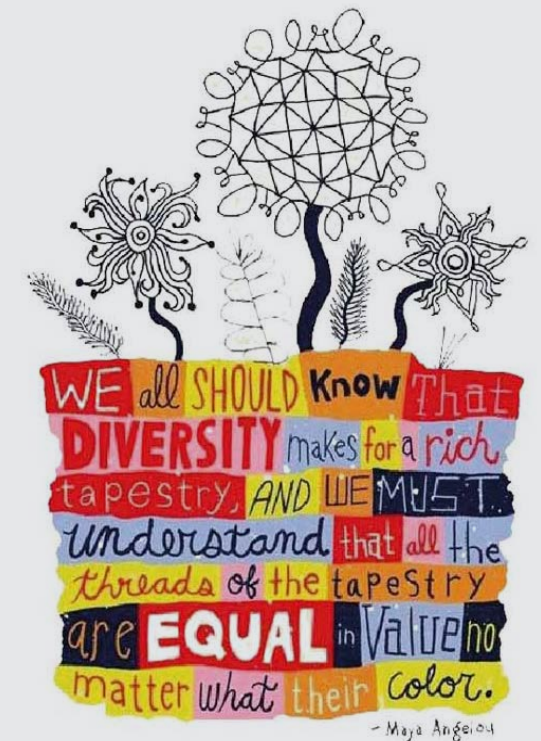
We love and lose in China,
we weep on England's moors,
and laugh and moan in Guinea,
and thrive on Spanish shores.

We seek success in Finland,
are born and die in Maine.
In minor ways we differ,
in major we're the same.

I note the obvious differences
between each sort and type,
but we are more alike, my friends,
than we are unlike.

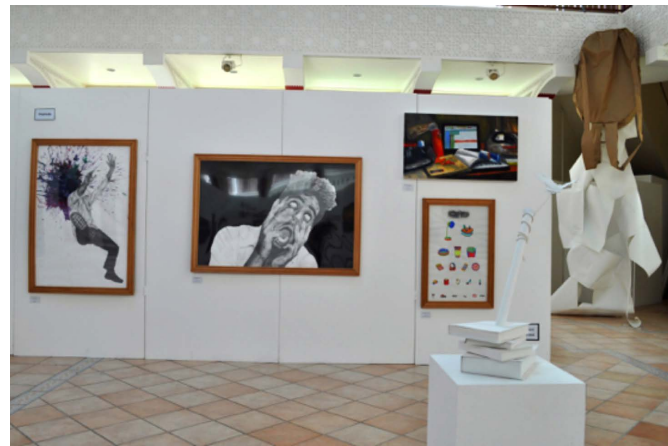
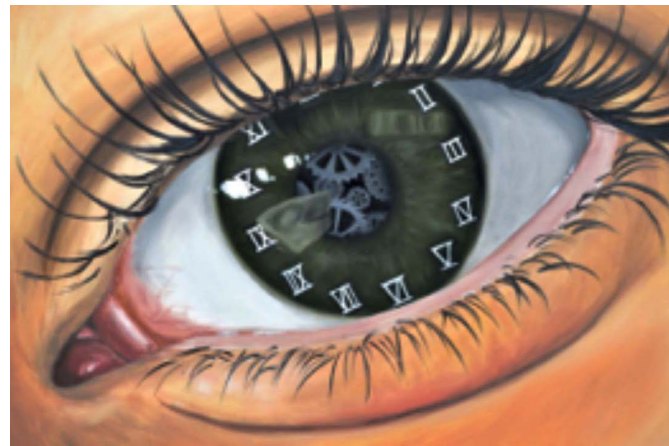
We are more alike, my friends,
than we are unlike.

We are more alike, my friends,
than we are unlike.



IB VISUAL ARTS

EXHIBITION HIGHLIGHTS



Middle Years Program

The IB Middle Years Program at QAD caters for students from Grade 6 to 10 and has been carefully planned to ensure that our students are able to develop their individual strengths in an age-appropriate setting. The Learner Profile and the Approaches to Learning skills underpin everything they learn and help them to develop in caring, principled and reflective young adults who think and care about the world they live in and how they can contribute to make it a better place.

Using our state-of-the-art facilities and innumerable after-school activities, students at QAD have been able to learn, not only inside the classroom, but also to broaden their minds and challenge themselves in different areas. The culminating activity for the Program is the Personal Project.

The MYP framework is based upon a well-balanced curriculum, emphasizing the holistic nature of learning. There are eight MYP subject groups (Language and Literature, Language Acquisition, Arts, Individuals and Societies, Mathematics, Sciences, Design and Physical Health Education). The majority of our students study, not only English, but Arabic Language and Literature. Our curriculum is further enriched by Islamic or Cultural Studies and Qatar History to ensure that all students gain knowledge of the

local culture, traditions and values.

The inquiry cycle of Inquiry, Action, Reflection is firmly embedded into the teaching and learning at Qatar Academy encouraging students to pose challenging and insightful questions and seek answers. The action part moves into the domain of service as action which becoming more significant within the program.

Key indicators

- 100% of our students participated in e assessments for MYP as part of the MYP eAssessment leading to an MYP Certificate through IB validated grades for our Grade 10 students.
- QAD registered students 107 students for a total of 20 different subjects out of 10
- subject groups, including the Personal Project and Interdisciplinary Learning.
- QAD average was above world average in 8 subject areas
- 66 students received MYP certificate
- 42 students gained bilingual certificate
- Highest point score was 51/56

Service as Action (formerly known as Community and Service) at QAD has seen several changes during this academic year, with a move from three to two blocks and introduction of Managebac for reflection and recording students' experiences.



The essence of the programme has remained, as students continue to demonstrate a growing understanding of the concept of service, supporting both local and global causes and enjoying the real life application service and reflecting upon their impact on the world around them.

Grade 10-Personal Project. Personal Project is a significant student-directed inquiry produced over an extended period, completed during the final year of the MYP. It holds an important place in the MYP and reflects the student's experience of the programme. It provides an excellent opportunity for them to produce a truly personal and creative work of their choice and to demonstrate the skills acquired through the 5 years of MYP. Personal project exhibition is an important milestone in their MYP journey, where they present their work to the wider community. This year exhibition had a diamond area full of family, friends, faculty, and advisors, our students had the opportunity to share their products and walk guests through their journey of self-directed learning, research and application in an area of intense personal interest. The common theme evident in all of this year's projects was diversity. The spread of projects was a true representation of the different learners that make up our 10th grade student population. In addition to the grade 10 students and their families, grade 5 & grade 9 students also attended the evening giving them excellent insight into the range of potential projects and subjects they can explore next year.

The personal project results for the academic year 2017-18 were phenomenal with school average being well above the world average.

- The school average was 4.45 as compared to the world average of 3.76.
- 5 students achieved a 7, 13 were awarded a 6 and 20 students secured a grade of 6

Diploma Programme (DP)

Qatar Academy Doha (QAD) students enrolled in the DP take their final examinations in May of their senior year and the results will not be available until July 2019. The latest available results are for

the May 2018 candidates. 59 students passed the full International Baccalaureate Diploma (IBD) and 21 of these were awarded bilingual diplomas. The other 33 students comprised of those who had opted for courses rather than the full IBDP and those who had already gained entrance to colleges and university based on their high school transcripts.

The highest points score was 44 out of a possible 45. We had an additional 3 students who gained 40, 42 and 43 points respectively. This is one of the most successful year in QAD's history, both in terms of final externally awarded examination grades and in terms of university and college acceptances. As in previous years, the average grade in all 6 subjects for students who passed the diploma was 5 out of a possible 7. Statistically in 17 subjects, the pass rate was above the world average.

We are extremely proud of our students; all of whom gained college and university places. It is particularly pleasing when one considers the inclusivity, which lies at the heart of our school ethos. We believe all our students can succeed within the diploma and the courses programs; in many institutions, the IBDP is selective, and only open to those considered the most academically able. We look forward to reporting an ever-increasing number of positive results for the Class of 2019.

Key indicators:

- 92 students: 80 Diploma candidates and 12 Courses candidates
- 59 gained a diploma- 74 %
- QA was above world average in 16 subjects
- Highest points score – 44
- Average score for successful diploma candidates - 30 points
- Average grade of students who gained the diploma-5
- 19 Students gained bilingual diplomas

ARABIC AND ISLAMIC STUDIES

Department of Arabic Language - Senior School

The Arabic Language Department at Qatar Academy Doha (QAD) organized lectures and meetings, and participated in some events, including:

- On Tuesday 20/2/2019, QAD Arabic Language Department met with Dr. Nasser Al Muhannadi, author of "How to Be an Ironman" book, where he presented his creative experience to high school students, and during the meeting he narrated the story of his book. He explained the reason for publishing the book by saying: "I wrote this book to share with the readers my experiences, my travels, and the tribulations that I went through, and to contribute to building awareness about how to acquire the mental skills necessary to overcome any physical or mental obstacle that may hinder creativity and development." It is worth noting that Dr. Nasser Al Muhannadi is an assistant professor in the Department of Petroleum



Engineering at the University of Texas, a senior consultant in Qatar Petroleum, a member of the board of directors of Qatar Science and Technology Park, the president of Qatar Triathlon Club and a member of Qatar Cycling Federation, in addition to being a sports man who was inspired by several reasons for writing this book.

- QAD Arabic Language Department met on Wednesday 14/11/2018 with the poet and writer Zainab Al Mahmoud whose nicknamed "Fassehat Qatar" (the fluent speaker of Qatar), and the "Lover of "Dhad", which symbolizes her love to Arabic language. She is the author of "The Lover of Dhad" poetry collection; and the head of the occupational therapy service at AMAN. Zainab Al Mahmood is also an educational consultant and a writer for Al-Arab Newspaper. As a poet she described her creative experience to QAD high school students, especially her experience with the "Fasaha Program" which was launched by Qatar Media Corporation.



ARABIC AND ISLAMIC STUDIES

- QAD Arabic Language Department received the Qatar Debate Center team for two days, during which Mr. Salman Ali and Ms. Nadia Al Darwish presented a training workshop for the Department under the title: Linking Curricula to Debate, and Activating the Debate Culture in Classrooms.
- QAD Arabic Language Department participated in the National Subjects Day by presenting the event of (Souq Okath), during which a number of students from grade 11 presented a theatrical scene about the poet Al Mutanabbi. These students are: Thabet Amer, Nawaf Al-Muhannadi, Abdullah Al-Khater and Abdel Aziz Al-Marri.
- QAD Arabic Language Department organized a religious-cultural session in preparation for the month of Ramadan, during which Sheikh Dr. Muwafi Azab was invited and the students were encouraged to do deeds of good and giving, including the contribution to the “Ramadan Bag” initiative, which was supervised by Ms. Rola Abu Ramadan.
- QAD Arabic Language Department participated in Qatar Foundation’s celebrations of the National Day, through the following:
 - a. Training the students on celebratory events;
 - b. Preparing the heritage competition episode, which the following students presented: Almayassa Al Wadani from grade 6, Rawda AlAttiah from grade 7, and Abdullah Al Mahmoud from grade 9;
 - c. Composing the episodes of the (Presenter of the Ceremony), and training the following students on performing them: Salma Al Hardan from grade 10, and Mona Al Asmakh from grade 12.



Islamic Studies Department

Student activities form a major pillar in modern education. Educators unanimously agree on the importance of student activities and their effective role in achieving the goals of education, and consider them a means to enrich the curriculum. If the curriculum seeks to achieve the growth process for students, the activity contributes greatly to this process, and helps in discovering students’ talents, abilities, interests and readiness for the “learning through life” method to link the learned curriculum to the student’s daily and social life, provided that this curriculum reflects the aspirations of the students and their hopes and keep pace with scientific developments. Therefore, “learning through life” envisages the student’s engagement in the continuous learning and training process of life, which can be directed for a better learning outcome.

Within the context of working to establish the Islamic identity and following the example of our noble Messenger (PBUH) and his companions may Allah be pleased with them, QAD Islamic Studies Department at the secondary stage kept keen to establish a noon prayer for students, where one of the students recites the call to prayer in the reception area of the high school, and then students gather in the visitors center of the school in preparation for the noon prayer.

QAD Islamic Studies Department was also pleased with the participation of thirty male and female students in the Holy Qur’an Competition organized by the Holy Qur’an Memorization Unit in the State of Qatar. We wish them great achievements, and we are pleased to see them happy. May Allah the Almighty grant them success and make them among the good people of dignity in Qatar.

Within the efforts of consolidating the Arab identity and Islamic culture and discovering Islamic civilizations and their impact on the whole world, QAD Islamic Studies Department organized an expedition to ancient Andalusia

from 11 to 16 March, in which 39 students participated and were supervised by five educational supervisors; as Andalusia carries a timeless message at the forefront of the Islamic era due to its great influence on various parts of Europe and the neighboring kingdoms. It was ruled by Muslims for nearly 800 years, and some areas of southern Spain still bear the name “Al-Andalus” despite the establishment of the modern state of Spain. The expedition had educational and other goals related to the curriculum adopted by the school, i.e., the curriculum of the International Baccalaureate.

QAD Islamic Studies Department at the secondary stage also organized a site visit by the tenth grade students at the Qatar Academy for the International Islamic Bank in order to further consolidate the information studied by students about the Islamic provisions of loans and the provisions of contemporary banking transactions and to link them in practice through a field visit to the bank. They met the employees where they listened to a detailed explanation of everything they aspired to know about bank transactions, loans, and the difference between Islamic banks and the for-profit banks which work in accordance with interest rates. The bank’s specialized staff also answered other inquiries and questions by the students.

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Based on the spirit of brotherhood among Muslims and their feeling towards their brothers everywhere and in support of what they suffer from the Zionist occupation, QAD students organized a campaign entitled (Palestine in Our Hearts), as an expression of their feelings of solidarity with their Palestinian brothers. The campaign involved a fundraising to collect an amount of money to rebuild one of the schools which was destroyed during the Zionist invasion of Gaza. QAD also hosted Ms. Israa Saleh, the coordinator of “We Are All Mariam” campaign; where this campaign aims to support the Jerusalemite woman and shed light on her suffering, as she is exposed to the worst forms of oppression and injustice from the Israeli occupation, especially against women and children.

QAD Islamic Studies Department has also been keen to establish and promote the Islamic values curriculum in the school. There is no doubt that the perception a person holds and the values system with which he/she is associated leave a clear impact on their behavior whether negatively or positively, and that the most natural impact is reflected on the progress of society and civilization building. QAD Islamic Studies Department, therefore, hosted Mr. Ahmed Al-Maliki and Ms. Jawaher Al-Hizab, representatives of the Behavioral Healthcare Center at Qatar Foundation. The lecturers discussed with QAD students the topic of values and their importance in the society. They also dedicated some lectures, including “From My Friend” and “Cyberbullying” and “Give Me as Much as You Love Me” where students interacted positively with these lectures and the activities presented during them.

For the sake of developing social activities, religious and national events, adoption of joint action, promotion of volunteer work, and the promotion of good and forbidding evil, QAD Islamic Studies Department launched a fundraising initiative under the name of “Sponsor an Orphan” to collect donations in order to support orphans displaced in Palestine and how

a person can put a smile on the lips of orphans and change their condition for a better situation; which is what the State of Qatar adopts with Qatar Charity assistance to help orphans all over the world and the importance of the role of the individual and society in supporting these orphans.

Moreover, QAD Islamic Studies Department had the pleasure to remind QAD students to feel others through the obligation of fasting and interdependence among them. A collective Iftar was organized for the students, where they gathered to eat with each other. Islamic studies teachers supervised the gathering; and each student brought food from home and shared it with the other students. After Iftar they attended the evening prayer and Tarawih prayers altogether, after which the students participated in the various activities that Islamic studies teachers prepared for them to enjoy their gathering time. QAD students expressed their happiness with the Iftar event and asked to organize it every year.

Finally, at the end of every academic year, the Department organizes an exhibition in which students display their works through projects and research accomplished throughout the year. QAD students present different works under the theme of (civilizations and their impact on the world) in which they explain how Islam had a major role in the renaissance of these civilizations through its principles that urge to work, obtain knowledge and practice reflection on the universe and life; just as Islam has made knowledge acquisition an obligation on every Muslim, praised the value of scholars and addressed the mind and orientated it towards deep thinking and creativity.

QATAR ACADEMY

MODEL UNITED NATIONS

Qatar Academy Model United Nations continues to go from strength to strength providing opportunities for students to gain leadership experience and to contribute to a vibrant and exciting local and international debating scene. This year the Middle School MUN club expanded to incorporate a record breaking 150 students!

The 2018-2019 academic year has seen a number of changes both within the school and with the relationship with the THIMUN Qatar office. The various areas of participation for Qatar Academy students, including Admin, Press and Information Technology have been combined with the clubs in both High School and Middle School to ensure that students can access a range of options for progression within the MUN family.

Qatar Academy students continue to provide the bedrock of support for THIMUN Qatar conferences including QLC 2018, THIMUN 2019 and the upcoming Middle School MUN conference. Although students from other schools are encouraged to participate the Admin Executive team continue to come from QA Doha and this year a team of 120 Admin students were instrumental in delivering an outstanding THIMUN 2019 led by Aisha Al Mansouri and Yacob Al Khelaifi. The Press team, led by Sara Al Mana, ensured that the excitement was captured for posterity through the production of the QAMUNITY newspaper and updated constantly on social media.



Delegates from QAMUN attended a diverse range of local conferences, from the established, such as DCMUN, to the brand new, such as AIMS. Thirteen students were also able to experience the vibrant city of Paris and the thrill of international date at the very final Paris MUN conference.

Finally, the QA MUN club, in coordination with MUN Impact, set the foundations for a hopefully long-lasting and fruitful relationship with Lebawi Academy in Addis Ababa, Ethiopia. Students from the club travelled to the school to deliver workshops on establishing an MUN club and delivering a successful conference. They were also instrumental in raising funds to enable the students and staff from the Lebawi Academy



MUN club to visit Qatar and experience the major international conference that is THIMUN Qatar. Their efforts earned them the recognition and approbation of their peers at the conference when they were awarded the Global Acts with Impact Award. The prize money was generously donated by the QA students to enable Lebawi Academy to purchase much needed electronic equipment.

In the coming year, plans are in motion to introduce a QAD MUN conference at the school and to undertake international trips to new destinations such as Turkey, Jordan and Rome so another exciting year is in store!



MIDDLE & HIGH SCHOOL SPORTS

Sports

We have enjoyed the challenges of another busy and productive year for our Middle School and Senior School students as they have successfully participated in a wide range of sports. Our performance standout has been the very first NESAC Varsity Boys banner win in basketball in Kuwait at the end of January. This was an outstanding team effort and the boys were magnificent ambassadors for Qatar Academy as they gained the respect and admiration of all at this event.

It has been a challenging year also in many respects. This is our fifth year of NESAC membership but the political situation has put increasing pressure on our full participation. This along with the decrease in 'expat' school population means we are battling to get broad participation and the level of commitment necessary to compete across all NESAC activities and fill all of our local league rosters.

We have attended NESAC tournaments in Academic Games in Kuwait, Football in Greece, Basketball in Kuwait and Speech & Debate also in Kuwait. Events that we could have attended but did not have sufficient strength of programme and/or student interest were JV Volleyball, Band & Choir and Track & Field. This was very disappointing.

These international trips add many benefits and provide a tremendous experience for our students who compete at this high level. We want to provide the very best opportunities for our students and will undertake a review of our current situation across our wider community to decide on the best approaches moving forward.

Our core team sports will remain a strong focus with football being our most popular sport by some distance. Volleyball has good senior depth

and players of real ability but a lack of Middle School boys picking up the game. Basketball is in a similar situation with some great players but a lack of depth in participation. Interest in our Swim programme has declined to the level that we have 'outsourced' swimming opportunities to H2O classes in the Rec Centre pool. There was very minimal interest in Track & Field when it was offered season three but it was pleasing that badminton attracted good numbers of mostly early development players.

The Athletics programme has operated 22 different teams this year and been strongly supported by the QA Faculty who have provided 36 skilled and enthusiastic coaches to drive each team's season. We are pleased to have continued to offer a large number of competitive game/event opportunities for our teams this year to a total of 135. A highlight has been the continuation and addition of new league fixtures so that more of our teams get experience with a demanding set of games. This year in football we have had leagues in Varsity Boys, JV Boys, JV Girls, U14, U13, U12 Boys and U14, U13, U12 Girls. In basketball Varsity Boys, JV Boys & Girls, U14, U13 Boys & U14, U13 Girls teams have also participated in leagues. All QAD teams have had friendly fixtures arranged and a wide range of photos were taken of our Falcons teams in action.

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We have continued to develop and improve our Athletics & Activities site which remains our key communication tool. The homepage is updated each week with important news, games played each week and a full schedule of all fixtures confirmed, weekly training schedules and all important information from sports seasons to individual NESAC trip details are available to all on this site. This is also where students get the core information about and sign-up electronically for athletics activities. Key information is also updated weekly on the display board outside the athletic office. For publicity we also complete a summary athletics & activities article in every edition of our electronic newsletter the Akhbar.

The list of sports available to our students this year were; Badminton, Basketball, Football, Track & Field and Volleyball. We also participated in NESAC Academic Games and Speech & Debate.

This year we also offered service as action opportunities via our Sports & Events volunteers groups where we had volunteers assisting with a variety of useful tasks, especially taking photos and scoring games of volleyball and basketball, as well as running the lines/ball boys in football.

The QAD Spirit group were also an enthusiastic and noisy bunch of supporters who promoted events and cheered on our teams on many occasions.

NESAC Results Highlights

- Varsity Boys Basketball NESAC champions (for the first time)
- All four Senior Football Teams attend tournaments in Greece
- Varsity Girls Football receive Sportsmanship award
- Academic Games Varsity 1st current affairs, 2nd quiz bowl
- Academic Games-QAD overall 3rd place

- Academic Games Junior Varsity 2nd current affairs, 3rd fine arts
- Academic Games individual awards; Ahmed Nasereldein - 2nd place in the JV maths olympiad, Xianelle San Juan - 3rd place in the JV Spelling Olympiad

Local League & QUESS Results Highlights (Qatar United English Speaking Schools)

- U19 Boys Volleyball win their league
- U19 Boys Volleyball QUESS runners up
- U19 Girls Volleyball QUESS third place
- U16 Boys Volleyball win their league
- U16 Boys Volleyball QUESS champions
- JV Boys Football second in their league
- U19 Girls Volleyball third in tournament
- U13 Boys Volleyball third in tournament

For next year we will continue to strive to provide a quality experience for all of our athletes and especially promote increased participation in our programmes. To assist achieving this we will also run a major review of our programmes and seek constructive feedback from students, teachers and parents.

We thank all of our coaching staff and student participants especially for their energy and efforts throughout this past school year. We also thank our parents for their continued support and also the Qatar Foundation for their support and encouragement of our programme.

LIBRARY AND 21ST CENTURY LEARNING

21ST CENTURY LEARNING STRATEGIES PLAN

Dan Pardy, the 21c District Coordinator, is currently working with key stakeholders to develop a three year strategic plan for QF schools. This new plan incorporates research based teaching and learning practices within a progressive vision for the future of technology in Qatar Foundation schools.

Libraries

Qatar Academy - Doha libraries provide learning support to students from nursery to diploma level, and promote reading in the school community. Information literacy skill lessons are provided in collaboration with teachers. Our total collection comprises of print, electronic and audiovisual materials and stands at 77067 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 100 periodicals and magazines in different languages to meet the information needs of our clientele.

Visiting Authors

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

Robin Price

A leading children's author conducted a writer's workshop on **Shakespearean** theme for Grade 9 students, who are doing '**Macbeth**' in their English. He also did author presentation for middle school students where he talked about all

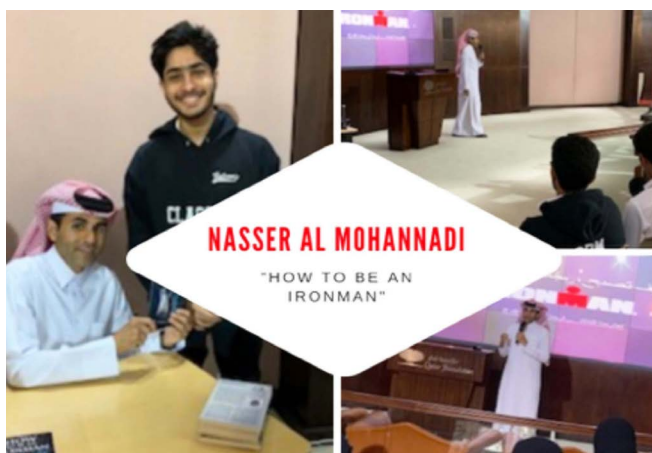




his works and how he incorporated the ancient kingdoms into his novels, where the characters were all animals, like 'Cleocatra's Kusion', 'I am Spartapuss' and so on.

Nasser Al-Mohannadi

A professor at Texas A&M University, Qatar and author of **"How to be an Ironman"** shared his words of wisdom to our Grade 11 students. Al Mohannadi became one of the first Qataris ever to complete a full ironman race. Students had lot of questions for him as they were thrilled to meet and hear how Al Mohannadi fulfilled his childhood dream with 28 years of preparation of training.



Steve Skidmore

Steve Skidmore visiting Primary School in April 2019. Steve is an ex-teacher who has written with Steve Barlow(The 2 Steves wrote together) over 200 books for children and young adults. He has worked as a series editor for several books such as **I Hero, Action Dogs, Challenger, Mad Myths, Crime Team, Monsters Like US** series besides writing for TV and theatre. He is one of the Hospital Club top hundred awardees in UK. His work on the groundbreaking NSS G Story App is highly recognized.

Steve Skidmore's inspiring author visit sessions include engaging presentations, play reading, writing and drama workshops relevant for student between age groups 4-18 years.

Cat Weatherill

This year in the ECE Library invited the Author and Storyteller, Cat Weatherill from the UK to visit our Preschool to Grade 1 students. Cat presented one of her books titled, *By Lantern Light* with our students during her session. She also told many wonderful stories that were very interactive and encouraged student participation. She used puppets, action rhymes and music to engage students in her storytelling. Our Grade One students were also presented with the opportunity to ask Cat interview questions to find out information about the role of an Author and how to write and create stories. The students prepared their questions the week prior to their session. The experience for



the Grades Ones helped to reinforce skills that they were learning in their Unit of Inquiry, *How We Organize Ourselves*. From Pre-school to Grade One, the experience was motivating and engaging and promoted language development and the love for stories and books.

Cat also left the ECE library with a CD of her storytelling of some traditional stories. We used one of her stories on this CD during Book Week and presented this story using the Immersive Space Room and a puppet to allow the students the opportunity to imagine being in the story setting, to learn about animal habitats and other places in the world, weather, and most importantly to engage them in stories with the opportunity to interact with the environment brought on by the Immersive Space Room experience.



The SUNY Program

This was the first year of the Master of Science degree from the State University of New York (SUNY) programme for the 2018-20 cohort. The programme, facilitated by highly-qualified staff: Dan Pardy, Heidi Beeman, Elizabeth Kennedy and Dwayne Smith, now runs ten face-to-face three-credit courses across the two years of the programme. This year had the cohort undertaking five of those courses, specialising in topics such as Integrating Technology and Evaluation in Education. The programme has also opened up its registration to other QF Schools, further facilitating collaboration between staff across the district. Under the leadership of Dan Pardy, the program now allows students to graduate with a master's degree in two academic years.

STUDENT LIFE

MIDDLE AND HIGH SCHOOL

The Guiding Statement for our Experiential Learning Programmes

The Qatar Academy extra and co-curricular activities programme offers quality opportunities for each student to develop the skills and mindset needed to become an active and contributing member of both our local and global community. The activities program seeks to develop the whole child, and to foster empathy, tolerance, action-oriented service, and healthy lifestyles in its participants. The activities program provides students with leadership and personal growth opportunities.

Service as Action in the MYP

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all IB programmes. Service, as a subset of action, has always been a shared value of the IB community. IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Service as Action at QAD is a disciplinary, interdisciplinary and an extra-curricular requirement in the IB Middle Years Programme (MYP) that must be successfully completed to pass each grade level and to meet the IB MYP certification and graduation requirements in Grade 10. Moreover, it aims to foster and reinforce a value for community service among the students and teachers alike. The IB has established seven learning outcomes (LOs) that should guide students' growth in the community, service and self-program. These

LOs correspond with the LOs in the IB Diploma CAS programme, and aim to foster self-awareness and an understanding for one's role in the community. At QAD, the Service as Action programme is documented in a digital portfolio on the platform of ManageBac.

In the MYP, the Learning Objectives are as follows:

- Become more aware of their own strengths and areas for growth
- Undertake challenges that develop new skills
- Discuss, evaluate and plan student-initiated activities
- Persevere in action
- Work collaboratively with others
- Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- Consider the ethical implications of their actions.(MYP 4 & 5 only)

Students take part in a variety of activities during their education, and Service as Action learning aims to give credit for these experiences and achievements.

Quantitative Expectations for 2018-19

The table below provides an overview of the minimum requirement for MYP students' involvements in both service learning, action and finding balance in their own lives (creative and athletic experiences).

Students are encouraged to do more than just the minimum. One through the lessons in a unit they are studying and others being involved in a school event or outside the curriculum.

Grade	Service	Creative/Athletic
6	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	1 experience (Activities during block 1 or 2, being part of club or school team etc.)
7	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	1 experience
8	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	2 experience (Activities during block 1 or 2, being part of club or school team etc.)
9	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	2 different experiences (at least 1 creative experience and 1 athletic experience)
10	2 short- term (1-2 hours) or 1 long- term experience (up to 4+ hours over a period of time)	2 different experiences (at least 1 creative experience and 1 athletic experience)

Diploma Students Community, Activity & Service (CAS)

2018-19 promises to be another successful year for the diploma students at QAD and they have been busy and productive in their CAS (Community, Activity, Service) programmes.

Zaina Zibaida organised a beach clean up in cooperation with Doha Environmental Actions Project. The majority of our Grade 12 students took part, and made a real difference to the beautiful Al Jemil beach in the very north of Qatar.

Other great service experiences included the always popular 'Ramadan Suitcase' and working in QAD primary (Grade 5 exhibition mentoring, reading buddies in the early years....). Of course the trip to Nepal was hugely impactful on both our students and the lives of those in the community they visited.

There were many wonderful Creativity experiences both in school and beyond from the quality arts showcased in the High School Theatre production and school orchestra to individually organised ones like choreography and singing, even learning how to bake macaroons!

As always our students impressed through their sporting participation in QAD teams, but also in individual pursuits such as shooting, horse riding and Muay Thai.

Many of our Grade 11 and 12 students participated and led a variety of Model United Nations conferences both here in Qatar and abroad. Overall our students showed what a well balanced, creative, healthy and caring group of young adults they have become in their time at QAD.

We continued our time-honored tradition of celebrating the contributions made by our support staff by hosting two **Friendship Games** this school year. Over 150 QF support personnel consisting of cleaners, security guards, maintenance, and gardeners attended these Friday events which consisted of playing games with students and teachers. We had tremendous support from all across the QAD community. So very proud of our efforts!

Islamic and Arabic Department staff have driven a wide range of very well organised events and activities that have enriched our wider community this school year. The **Spanish trip** in March attracted 39 students who toured and studied the very significant Arabic history in the region. Other significant events include the **Palestinian Exhibition, Quran Competition, Islamic Bank trip, Islamic Exhibition, Orphan Project and Ramadan Iftar. Eid Al Adha Suitcase** was successful again this year with over 100 students from grade 9-12 participating.

The QAD Orchestra and Choir rehearses four times per week. The ensembles aim to give students practical musical opportunities, outside of the classroom, to develop instrumental and vocal skills, in preparation for three major concerts per year. The music covers a wide range of styles including traditional orchestral repertoire from composers such as Edward Elgar, through to modern pop songs. The ensembles include a range of ages and experiences from Grade 7 beginners through to advanced players in Grade 12 looking to pursue music at major universities.

Middle School students who completed **Raising Awareness of Global Issues** completed an impressive range of projects highlighting for our community many of humanities largest challenges; climate change, refugees, ocean pollution, inequality of wealth, lack of access to education, poverty.

The **QA Spirit Team** was a large group of students who encourage support of school events, especially our sports fixtures. Their noisy and positive support was always appreciated. We also had a committed group of **Sports & Events Volunteers** who assisted with set-up, scoring of basketball and volleyball, and especially photographing the various action in the MPH or on the pitch. Our **Yearbook Volunteers** did a similar great job of recording the life of the school with a broad range of photos.

Being part of the **Animal Welfare Club** is one of students' favorite ways to show care and compassion for our local animal community. Every week, students visit a rescuer-identified area of need to feed homeless animals, learn about animal welfare and reflect upon the community in which we live. This year, our students have worked with feeding and taking care of 150+ cats in more than 10 stations weekly and will also visit, work with and learn about dog and horse care as well. In addition, our students generous enthusiasm culminated in a bake sale that raised 4,569 riyal which will go toward off-setting the cost of food. Students always attend with a remarkable and impressive eagerness to help, learn, lead and

grow and should be commended for their sense of service and drive.

Theatre students have put in a lot of creative work this year. The school year started with it's annual visit from Nose2Nose. This UK based theatre education group brings theatre makers in from all over the world to work with a dedicated group of theatre students to support the learning objectives of the MYP performing arts program. This was **Nose2Nose's** 7th year working with QAD students. The workshop leaders spent 4 days working with the students to devise a performance piece around the theme "failure is not the end", looking at how we persist through setbacks.

Beginning of the second semester saw the completion of the Senior School after school theatre performance, **"Around the World in 6 Plays"**. The play is a collection of folktales from around the world performed by a cast of student actors from 8th, 9th and 10th grades. This year we also had two 11th grade students who took on leadership roles of assistant directors. One of the goals of this performance was to connect to a primary school audience through a variety of storytelling techniques, including shadow puppetry. A short section of the play was presented in primary school assemblies as well as the full performances after school. The actors focused on tone and pace, character creation and devising through creating their own transition scenes between the folktales. Acting, lights, sets, puppets, staging and storming was all designed, built, coordinated and implemented by the student actors and directors, a truly ensemble collaboration.

This year the **Student Council** has engaged in discussing several school wide issues along with raising funds for Workers Appreciation Event, Think Pink, Educate A Child, PTA, Orphan Project, QA Action, Animal Welfare group, Ramadan Suitcase and Palestinian Cause. The Student Council was also involved in some school assemblies. They are currently looking at changing the structure and making the Student Council more powerful and effective and inclusive of other groups in the school.

TALENTED & GIFTED

PROGRAMME HIGHLIGHTS

Middle School Robotics

Our Grade 6 to 8 students competed in the first Qatar SUMOBot challenge. This is a robotics event that requires teams to build a robot made from EV3 lego equipment and go in to a 'Battle Ring' against another robot. Robots need to be built and coded by the students. Those representing Qatar Academy included Moza Al Thani, Roudha Al Asmakh, Hessa Al Hitmi, William Cherkaoui, Jassim Al Thani, Rushan Vachani, Alyaa Al Asmakh, Fatima Al Thani, Noof Al Khalifa and Aasiya Khan. The results were outstanding and our teams all took away medals, finishing in first, second, and third places. This was a great experience for our students and the future of the robotics program at QAD looks bright.

High School Robotics

Our team from Qatar Academy won the overall title at Carnegie Mellon University in Qatar's annual Botball competition for high school students. This competition was launched by CMU-Q in 2005 and brought together 15 teams to programme a robot through a complex game board. Our team received their robot and their mission at a workshop eight weeks prior to the final event and they worked brilliantly as a team to programme the robot and plan a winning strategy for the final competition.

High School World Math Team Championships

For most people the 22nd of November, 2018 was just another average day, but for our eight-person delegation representing Qatar at the

World Math Team Championships, it was the culmination of months of preparation. Settling into our seats amongst the hundreds of other equally daunted-looking students, hailing from eleven different nations ranging from Vietnam to Bulgaria to the USA, we were nervous, yes— but there was also a sense of pride that came from knowing that we had prepared ourselves for what was to come to the best of our abilities.

The World Math Team Championships is distinct from other math competitions in that it is not solely an individual effort. While each student did spend hours working on developing their own abilities and skills in preparation for the Individual Round, we devoted an equal amount of time to that other component of the competition: the ability to work with each other to solve problems. The Relay round, in which students work in pairs with the first person solving one part of a problem and passing their answer onto the next person, who would then use it to come up with a final answer, is a test of not only your mathematical acuity, but also your ability to work under pressure given the 8-minute time constraint and rely on your partner to provide an accurate answer. The Team round is directly collaborative, and the room was filled with quiet talking and occasional outbreaks of debate between team members as each six-person group worked on finding solutions to problems together. This unique style of competition makes preparation a lot more challenging, and we spent many afternoons practicing working together as a team and in pairs as well as developing strategies for the team round.

Ultimately, we returned back to Qatar with three bronze medals and five incredible days'

worth of memories. While our success at the competition is something we're all immensely proud of, we're just as glad to have experienced the world of mathematics in a far broader and more exciting context than we'd ever known before embarking on this journey.

All students received either merit certificates (for scoring in the top 60% of competitors), or medals (for scoring in the top 30% of competitors). Thank you to the coaches Mrs Zeina Jawad and Mr Jason Maraku for their commitment and leadership to the team. But the biggest acknowledgement should go to the students.

Merit Certificates

Maxwell Andreassen, Maytham Hajji, Orni Hasan, Juntae Park, and Prkriti Tandon

Medal Winners

Ziad Khattab, Marwa Malluhi, Venika Vachani

Article written by : Venika Vachani

Environmental Research Awards

Leena Syed has partnered with Aspire Sports Turf to produce a quality research project aimed at utilizing waste road materials, with the added benefit of minimizing water usage in parks and fields. Leena won second prize at the National Environmental Research Awards for her efforts.

List of Activities Offered this Year

Creative activities

'Around the World in 6 Plays' Theatre Production
Art Club
Advanced Concert Band
Junior Concert Band
Senior School Choir
Nose2Nose
Arabic Play

Language Arts

Yearbook
Quran Competition
Getting to Live Islam
Spanish Club

Large Event Management

THIMUN Administrative Assistant
THIMUN Press crew
THIMUN Film Festival
Leavers Dinner
Qatar Academy Cultural Club
National Day Celebrations
International Food Festival

Charity Events

Islamic Charities
Think Pink Campaign
Eid Al Adha Suitcase
Orphan Club
Clothing Drive
Palestinian Awareness
Ramadan Iftar

Global Issues Leadership

Raising Awareness of Global Issues
Destination Imagination
Junior MUN
Palestinian Exhibition
Islamic Exhibition

School Community Support

Friends of the Library
Student Council
Homework Club
Grade 6 Transition Team
Lost Property
Sports & Event Volunteers
Yearbook Volunteers
Student Ambassadors
Community Childcare
QAD Scouts

Community Outreach

Animal Welfare
MUN Action
MUN Festival Administrative Assistant
Friendship Games

In addition, the following clubs were held after school one day per week but offered for academic or athletic credit:

Academic/Sports/Recreation Clubs

Botball
SAT/ACT Preparation
Table Tennis
Fitness Club
Speech & Debate
Academic Games
World Robot Olympiad
World Mathematics Championship
Photography Club
Embroidery Club
Yoga Club

Student Services

The Student Support Services department aims to identify and address barriers to learning for individual students in order for these students to obtain the maximum benefit from their educational experience.

Our Student Support Services Department in collaboration with QF's Teaching and Learning Center has endeavored to align our support model and referral process with that of other QF schools using a Multi Tiered Support System.

The team in the Senior School consists of a School Psychologist, 5 Learning Support teachers, 3 counsellors and a Talented and Gifted Coordinator. The Student Support Services Coordinator leads the team and works to provide services such as Speech and Language, Occupational Therapy and Behavioral Specialist through the Learning Centre.

Support is delivered through a mixture of, "Pull-out" and "Push-in" services. Directed Studies, is

a lesson within the structure of the curriculum, designed to give students the holistic support they need to give them the best chance of success in MYP and IB.

Many students in Directed Studies will have either an Individual Learning Plan (ILP) or an Individual Accommodations Plan (IAP) dependent upon their individual needs. Grade 6 also has a small supported Numeracy group and a targeted Literacy group.

Our multidisciplinary Student Support Teams meet weekly at the primary school and bi-weekly at the secondary school to address individual student needs as well as classroom or grade level barriers to learning. When indicated psycho-educational evaluations have been completed, recommendations provided to families and teachers, and Individual Accommodation Plans or Individual Learning Plans (at the Primary School) have been developed and implemented. This year, particular attention was made to also providing test accommodations for students receiving academic or counseling support services.

Staff development

Learning Support Staff are regularly adding to their specialized skills through a range of training opportunities, provided by both outside bodies and through Qatar Foundation's EDI. This year, notably there has been collaboration with The Learning Centre to provide whole school training on strategies for English as an additional Language within the classroom. This has included collaborative as well as more instructional opportunities.

A new area of focus has been on Universal Design for Learning, which offers a new approach to adapting for the learning styles of a variety of learners. The objective is to allow students engaging learning using the most appropriate approaches for them.

The use of MAP and other data continues to be a major focus. Decisions about teaching and

learning for individual students, are made with accurate and valid information.

Learning Support Teachers meet regularly with the Student Services Coordinator at the SST or Student Study Team meetings. This is in order to address the learning needs of students in each grade level based on data.

The Talented and Gifted Coordinator from the Teaching and Learning Center is an integral part of developing and supporting the TAG program at the Primary and Secondary School by building capacity within the school and collaborating with teachers and staff.

Counselors and school psychologist received an in-service on crisis response and intervention and Safeguarding. Coordinators, Counselors and school Psychologists were offered professional development on a range of specialist topics, including Cognitive Coaching, Universal design for Learning and through various PLCs, which have sought to work collaboratively on a variety of topics.

Professional Development

In the senior school we continue to offer our faculty and staff members professional development both nationally and internationally. We continue to make sure that all our Middle Year Programme teachers can access training in their first year of teaching and the same goes for your Diploma Programme teachers. In addition we are concentrating on literacy and in cooperation with the Learning Centre our Lead teachers have taken part in monthly workshops to integrate techniques into their lessons to support our students. Safeguarding is also an area of focus and we have managed to send members of faculty and administration to the Council of International School training on Child Protection. Qatar Academy Doha continues to provide professional development which is quite simply second to none in the world of international education.

Student support services include:

- Learning support teachers who work to develop and deliver high quality supplemental instructional programs to support the academic needs of students in grades KG-10. Support is offered for literacy & math.
- One primary school counselor, one middle school counselor, and two high school counselors. Counselors provide academic and career guidance, social and emotional support and skill building, classroom guidance lessons, crisis intervention, consultation for parents, teachers and administrators, and serve on the school Positive Behavior Intervention Team.
- An Autism and Behavior Specialist
- Two school psychologists who provide direct and indirect services including individual student psycho-educational evaluations, parent and teacher consultations, classroom observations, individual and small group counseling services, and crisis intervention. School psychologists provided direct services for students identified as needing support in KG-Grade 12 and indirect services beginning with our early education centers.
- One Speech and Language Pathologist who provides direct services for students in grades KG-12 and consultation for parents and teachers on supporting language development.

UNIVERSITY ACCEPTANCES

Qatar Academy has a rich history of matriculation into some of the most prestigious colleges and universities around the world. In 2018, Qatar Academy graduated its eighteenth senior class, some of whom are attending King's College London, the School of Oriental and African Studies, McGill University, University of Toronto, The New School, Yale University, Carnegie Mellon University Qatar, and Northwestern University Qatar, to name a few.

We celebrate our graduates, past and present, for their hard work and determination to reach their goals in attending some of the finest institutions around the world.

American University Beirut
American University Cairo
Arizona State University
Brunel University, London
Carnegie Mellon University, Qatar
City University, London
George Mason University
Georgetown University, Qatar
King's College London
Liverpool John Moores University
London South Bank University
Loughborough University
McGill University
Memorial University of Newfoundland
Michigan State University
Mid Michigan Community College
Northwestern University, Qatar
Nova Southeastern University
Polytechnic University Valencia

Red Deer College
Ryerson University
San Diego State University
Sierra College
Simon Fraser University
Texas A&M University, Qatar
The New School, New York
University of British Columbia
University of Calgary
University of California, Berkeley
University of California, Santa Barbara
University of California, Santa Cruz
University of California, San Diego
University Centre Hartpur
University College London
University of Glasgow
University of Liverpool
University of Massachusetts, Boston
University of Nebraska, Omaha
University of Portsmouth
University of South Florida
University of Sussex
University of Texas, Austin
University of Toronto
University of Waterloo
University of West England
Virginia Commonwealth University, Qatar
Weill Cornell Medical College Qatar
Western University
Yale University
York University

PRESS CLIPPING

Workers Appreciation Day

QATARISBOOMING

Qatar Academy Doha organizes workers' appreciation day



Qatar Academy Doha (QAD), part of Qatar Foundation's Pre-University Education, recently hosted a workers' appreciation day.

Part of QAD's Community and Service program, the event was organized by the school's students, and was designed to express gratitude and appreciation to the many groups of that support the school. The event saw students meet and interact with workers through a series of fun games and exciting sports competitions, including football and basketball. Students also organized a lunch on the day and distributed gift boxes to the attendees.

A number of QAD teachers helped to supervise the day, including Mr. Don Wilson, Mrs. Raka Singhal, Mrs. Bernice Ferdinand and Mrs. Shagufta Rashid. Mr. Wilson said "It is with great pride that Qatar Academy Doha began the Community and Service program in 2011 with the aim of educating students about the efforts of these workers, and to give them the opportunity to express their appreciation and gratitude to them." Mr. Ferdinand added: "We must recognize the importance of all workers within our school and ensure that our community, especially students and parents, are helping us to celebrate these men and women, and recognizing the roles they play."

Workers Appreciation Day

MARHABA

Qatar Academy Doha organizes workers' appreciation day



Qatar Academy Doha (QAD) recently hosted a workers' appreciation day, part of the school's Community and Service programme and an event for students to express gratitude to the many groups of workers supporting the school. QAD is part of the Pre-University Education of Qatar Foundation.

The event saw students meet and interact with workers through a series of fun games and sports competitions, including football and basketball. The students also organised lunch and distributed gift boxes to attendees.

QAD teachers *Don Wilson, Raka Singhal, Bernice Ferdinand* and *Shagufta Rashid*, helped and supervised the day.

The Community and Service programme at QAD began in 2011, aimed at educating students on appreciating workers. The special day allows the students to show their gratitude to workers in the school.

According to one of the supervising teachers, Bernice Ferdinand, the importance of workers should be recognised within the school and ensure that the community, especially the students and parents, help celebrate these men and women and the role they play in the

PRESS CLIPPING

Workers Appreciation Day

AL-SHARQ

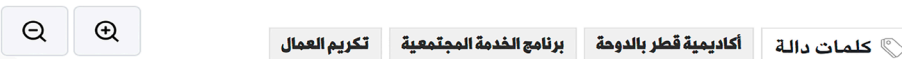
أكاديمية قطر تكرم العمال في برنامج الخدمة المجتمعية



28 نوفمبر 2018 الساعة 21:06



جانب من مشاركة الطلاب في حفل التكريم



كلمات دالة: أكاديمية قطر بالدوحة برنامج الخدمة المجتمعية تكريم العمال

الدوحة، الشرق:

نظمت أكاديمية قطر بالدوحة، التابعة للتعليم ما قبل الجامعي في مؤسسة قطر، فعالية لتكريم العمال مؤخرًا كجزء من برنامج الخدمة المجتمعية.

وشارك طلاب الأكاديمية بتنظيم يوم تفاعلي لتكريم عمال النظافة وموظفي الأمن في المدرسة تقديرًا منهم على جهودهم وعملهم الحثيث، وذلك تحت إشراف المعلم دون ويلسون، والمعلمة راکا سينجال، وبيرنيس فيرديناند وشاغوفتا رشيد.

وتمكن الطلاب من الالتقاء والتفاعل مع العاملين من خلال الأنشطة الترفيهية والمسابقات الرياضية مثل كرة القدم وكرة السلة وغيرها من الأنشطة التي قاموا بتصميمها، كما أعدوا وجبات الغداء وقاموا بتوزيع الهدايا التذكارية لجميع العمال.

وقال السيد دون ويلسون، مدرس الرياضيات في المرحلة الثانوية: "إن من دواعي الفخر أن أكاديمية قطر تحتفل بهذه المبادرة الإنسانية منذ عام 2011، بهدف تثقيف الطلاب حول جهود العمال للتعبير عن تقديرهم وامتنانهم لخدماتهم.

Workers Appreciation Day

LUSAILNEWS

أكاديمية قطر- الدوحة تكرم العمال



الدوحة - لوسيل 29 نوفمبر 2018 0:40

نظمت أكاديمية قطر- الدوحة، التابعة للتعليم ما قبل الجامعي في مؤسسة قطر، فعالية لتكريم العمال مؤخرًا كجزء من برنامج الخدمة المجتمعية.

وقد شارك طلاب الأكاديمية بتنظيم يوم تفاعلي لتكريم عمال النظافة وموظفي الأمن في المدرسة تقديرًا منهم على جهودهم وعملهم الحثيث، وذلك تحت إشراف المعلم دون ويلسون، والمعلمة راکا سينجال، وبيرنيس فيرديناند وشاغوفتا رشيد.

وقد تمكن الطلاب من الالتقاء والتفاعل مع العاملين من خلال الأنشطة الترفيهية والمسابقات الرياضية مثل كرة القدم وكرة السلة وغيرها من الأنشطة التي قاموا بتصميمها، كما أعدوا وجبات الغداء وقاموا بتوزيع الهدايا التذكارية لجميع العمال.

وقال السيد دون ويلسون، مدرس الرياضيات في المرحلة الثانوية: "إن من دواعي الفخر أن أكاديمية قطر- الدوحة تحتفل بهذه المبادرة الإنسانية منذ عام 2011، وذلك بهدف تثقيف الطلاب حول جهود العمال للتعبير عن تقديرهم وامتنانهم لخدماتهم.

واختتمت السيدة برنيس فرديناند بالقول: «يجب أن ندرك أهمية جميع العاملين في مدرستنا، وأن نضمن مشاركة الطلاب وأولياء الأمور، في الاحتفال بيوم العمال للتعبير من خلاله عن امتنانهم لجهودهم ودعمهم والتعرف على الأدوار التي يقومون بها».

PRESS CLIPPING

Qatar Debates

عبر ورشة لمعلمي أكاديمية الدوحة

تفعيل ثقافة المناظرة داخل الفصول



المشاركون في الدورة

الكبيرة من طرق التحليل القائمة على الأسئلة الأساسية التي تناقش كافة المحاور الاجتماعية والاقتصادية والبيئية والخ... مبيّن أن المهارات التدريبية التي قدمها المركز مشكورة وتشمل المشكلة والحل وهذا بدوره يفتح أمامنا أبواباً متنوعة لربط المادة بالمنهج بأسلوب ممتع وشيق يشد انتباه الطلبة.

وأضاف قائلاً: «لو أردنا أن نشرح لهم عن أهمية التلويح الصوتي أو البديع أو القواعد النحوية والتي تعتبر من المواد الصعبة لأغلبية الطلبة، نبدأ في طرح الموضوع وتحديد فريق المولاة والمعارضة، ومن خلال المعلومات التي يبحث عنها الطلبة والأدلة التي تدعمهم يتعرف على أهمية كل مادة بشكل غير مباشر، لذا فإن المناظرات دافعة للتمتع بالمادة».

مثمناً دور مدرسي المركز في تدريب معلمي الأكاديمية على تفعيل المناظرات مع المناهج لاكتساب المعرفة، والتي نستثمر بها قدرات الطالب في شرح أي مادة ومنحه دوراً قيادياً في العملية التعليمية وهذا ما يكسبه ثقة بالنفس.

وأضاف أن أهمية التواصل مع المجتمع في صلب رسالة المركز، ويعدّ محورا هاما لتحقيق أهدافه. فالبرامج التدريبية والفعاليات التي يقدمها موجهة لخدمة الطلبة، والمجتمع بأسره.

الدوحة- الوطن

نظم مركز مناظرات قطر- عضو مؤسسة قطر للتربية والعلوم وتنمية المجتمع- ورشة تدريبية في أكاديمية قطر- الدوحة، حول ربط المناظرة بالمنهج والتي خصصت لمدرسي اللغة العربية والإسلامية، بهدف استخدام المناظرات وتفعيلها داخل الفصول وربطها بالمنهج، ليتم بذلك تحقيق التكامل بين المعلومات والارتقاء بفكر الطلبة وثقافتهم، وحثهم على الاطلاع على كافة القضايا السياسية والاقتصادية والاجتماعية من خلال الدراسة والمنهج المطروحة.

قدم الورشة كل من سلمان علي ونادية الدرويش- التي أكدت أن الورشة تميزت باكتساب كم هائل من المهارات، حيث قسمت إلى فترتين الأولى للمهارات النظرية والتي لمسنا من خلالها الخبرة والكفاءة لدى المدرسات وسهولة في تقديم المادة، أما الثانية فكانت تطبيقاً عملياً للمناظرات على طرق ربط المناظرة بمادتي اللغة العربية والإسلامية وعرض أمثلة تبرهن مدى نجاح هذه الخطوة. وقد أشار الأستاذ محمد فهمي عامر- رئيس قسم اللغة العربية في أكاديمية قطر الدوحة- إلى الاستفادة

ربط المناهج بالمناظرة في ورشة تدريبية لـ «مناظرات قطر»

والإسلامية وعرض أمثلة تبرهن مدى نجاح هذه الخطوة. وأشار الأستاذ محمد فهمي عامر- رئيس قسم اللغة العربية في أكاديمية قطر الدوحة- إلى الاستفادة الكبيرة من طرق التحليل القائمة على الأسئلة الأساسية التي تناقش كافة المحاور الاجتماعية والاقتصادية والبيئية والخ... مبيّن أن المهارات التدريبية التي قدمها المركز مشكورة وتشمل المشكلة والحل وهذا بدوره يفتح أمامنا أبواباً متنوعة لربط المادة بالمنهج بأسلوب ممتع وشيق يشد انتباه الطلبة.



والتي لمسنا من خلالها الخبرة والكفاءة لدى المدرسات وسهولة في تقديم المادة، أما الثانية فكانت تطبيقاً عملياً للمناظرات على طرق ربط المناظرة بمادتي اللغة العربية

قدم الورشة كل من أ. سلمان علي وأ. نادية الدرويش- التي أكدت بأن الورشة تميزت باكتساب كم هائل من المهارات، حيث قسمت إلى فترتين الأولى للمهارات النظرية

نظم مركز مناظرات قطر - عضو مؤسسة قطر للتربية والعلوم وتنمية المجتمع- ورشة تدريبية في أكاديمية قطر - الدوحة - حول ربط المناظرة بالمنهج والتي خصصت لمدرسي اللغة العربية والإسلامية، بهدف استخدام المناظرات وتفعيلها داخل الفصول وربطها بالمنهج، ليتم بذلك تحقيق التكامل بين المعلومات والارتقاء بفكر الطلبة وثقافتهم، وحثهم على الاطلاع على كافة القضايا السياسية والاقتصادية والاجتماعية من خلال الدراسة والمنهج المطروحة.

PRESS CLIPPING

Graduation Ceremony

GULF-TIMES

Qatar Academy holds graduation ceremony for Class of 2019



Qatar Academy Doha (QAD), part of Qatar Foundation's (QF) Pre-University Education, held a graduation ceremony recently for its Class of 2019 at Qatar National Convention Centre.

The event celebrated the graduation of 92 students, including 46 Qataris, bringing the total number of QAD alumni up to more than 1,000. It was attended by members of QF's leadership, PUE representatives, and QAD board members, as well as school administrators, faculty, and parents.

Cory Carson, acting director, QAD, addressed the graduates in his welcoming note, saying, "Tonight, we come together, on this most special of occasions, to honour the hard work and dedication that has resulted in another 100% graduation rate for our senior class. "The success that has been achieved is undeniably the result of a team effort; dedication and resolution of our students, but also from you, our faculty and parents, who have all worked tirelessly to bring our seniors – your children – to this point in their academic careers."

Sheikha Asma al-Thani, director, Marketing and Communication at Qatar Olympic Committee, and one of QAD's former students, addressed the students at the ceremony, "I have been in your

place in the past. I faced challenges, had dreams, and felt what you are feeling now. At that time, I was waiting for this moment – for graduation. Life has just begun for you.

"I thank God for giving me the ability to be who I am today. And I thank those who helped and supported me to stand before you today – my teachers, my family, and my friends."

The first Qatari woman to climb Mount Kilimanjaro, as well as the first Qatari to ski to the last degree of the North Pole, Sheikha Asma stressed the need to persevere and efficiently manage time in order to achieve goals and ambitions, explaining that, through determination, dreams do come true. She concluded by wishing the graduates a successful future, noting that they are all part of Qatar's renaissance.

This year's valedictorian, Ziad Thamer Khattab, also addressed the audience, saying, "We have all achieved things worth being proud of – each and every person on this stage has a place in college, which is phenomenal. "We've also endured disappointments, but, in the end, we pushed through them and we made it here! I think the key to that is to be honest with yourself about what you did right, what you did wrong, take responsibility, and work on improving yourself."

Graduation Ceremony

MARHABA

Qatar Academy Doha Celebrates Class of 2019



Qatar Academy Doha (QAD) recently held a graduation ceremony for its Class of 2019 at Qatar National Convention Centre. QAD is part of Qatar Foundation (QF) Pre-University Education (PUE).

The event celebrated the graduation of 92 students, which includes 46 Qataris, bringing the total number of QAD alumni to over 1,000. The ceremony was attended by members of QF officials, PUE representatives and QAD board members, as well as school administrators, faculty and parents.

QAD Acting Director Cory Carson addressed the graduates in his welcome note, acknowledging the hard work and dedication that has resulted in another 100% graduation rate for the school's senior class.

The success that has been achieved is undeniably the result of team effort – from the dedication and resolution of our students and also from our faculty and parents – who all worked tirelessly to bring our seniors – your children – to this point in their academic careers.

He reminded the students to take the legacy of what they have learned from QAD and to carry this into the future, and help transform our world.

Sheikha Asma Al Thani, Director of Marketing and Communication at Qatar Olympic Committee, and one of QAD's former students, also addressed the students. She is the first Qatari woman to climb Mount Kilimanjaro, as well as the first Qatari to ski to the last degree of the North Pole.

I have been in your place in the past. I faced challenges, had dreams, and felt what you are feeling now. At that time, I was waiting for this moment – for graduation. Life has just begun for you. I thank God for giving me the ability to be who I am today. And I thank those who helped and supported me to stand before you today – my teachers, my family, and my friends.'

Sheikha Asma stressed the need to persevere and efficiently manage time in order to achieve goals and ambitions, explaining that, through determination, dreams do come true.

This year's valedictorian, Ziad Thamer Khattab, who also addressed the audience, said they have all achieved things that are worth being proud of – that each and every person on stage has a place in college.

We've also endured disappointments, but, in the end, we pushed through them and we made it here! I think the key to that is to be honest with yourself about what you did right, what you did wrong, take responsibility, and work on improving yourself.'

As part of the ceremony, the audience also enjoyed musical pieces played by Qatar Philharmonic Orchestra.

PRESS CLIPPING

Graduation Ceremony

AL ARAB

أكاديمية قطر-الدوحة تحتفل بتخريج دفعة 2019

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