IIS Monthly

October 2024
Edition

HIGHLIGHTS



المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL

Date: 5/11/2024
AY: 2024-2025

ADMINISTRATIVE MESSAGE

October 31, 2024

Dear Parents,

It is hard to believe that we have completed two months of the 2024-2025 academic year already. We have many initiatives in place and I would like to share one of them with you. That is having students be “Principal for a Day’.

Historically, we only implemented this initiative once per year, and it was awarded to the only student who had perfect attendance each year. It just so happened that the recipient was the same student for two years in a row. She really enjoyed the experience which led us to expand our offering of the opportunity to more students.

This academic year we have extended the Principal for a Day experience to two students per month; one for PYP and one for MYP. The purpose of doing so is to provide more students with the experience of what it is really like to be Principal. This is one of many initiatives we have in place to foster student interest in leadership.

So far, Principal Luna of KG1, and Principal Rawdha of Grade 9 have already shadowed me for a day each. Both were memorable for both them and I. Luna was Principal on the celebration of World Teachers Day, and Rawdha on a Thursday which was packed with meetings, signing financial documents, interviews, and visits from outside vendors. Hopefully, the opportunity will be a memorable one for them, negate the stigma of the Principal, and help the students to choose leadership in their future pathways. Both students also got to enjoy Breakfast with Ms. Janet.

We have just awarded the October students of the month and I will welcome two more students to be “Principal for a Day’ this month. I look forward to sharing my time and experience with the students.

Sincerely,

Kind Regards
Janet DesJardins
Principal





PIMPA EXHIBITION

On the 11th October we received the visit of Dr. Susanna Iacona Salafia, director of the Italian Cultural Institute to inaugurate the exhibition of Pimpa and her travel to discover Italy.
Pimpa is a young dog who behaves like a child and lives in a house with Armando, who is her master, friend and father. Pimpa's funny and poetic and she is one of the most popular characters in the children's world, created by one of the most famous and prestigious Italian artists and authors, Altan.
Our students really enjoyed this exhibition!
Un grande grazie all'istituto di cultura !




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TEACHERS' DAY



We celebrated Teacher's Day with a special twist. Our young student principal from Early Years took on the role of leading the school, spreading joy and appreciation as she visited classrooms to honor our amazing teachers. Thank you, teachers, for all that you do!

This is part of our leadership programs aimed at empowering our students.





















TEACHERS' DAY

OCTOBER 5

















PINK OCTOBER

OCTOBER 25



At the Italian International School, we stand together in support of Breast Cancer Awareness. Let’s raise awareness, spread hope, and join the fight for a cure!













PARENTS MEETING

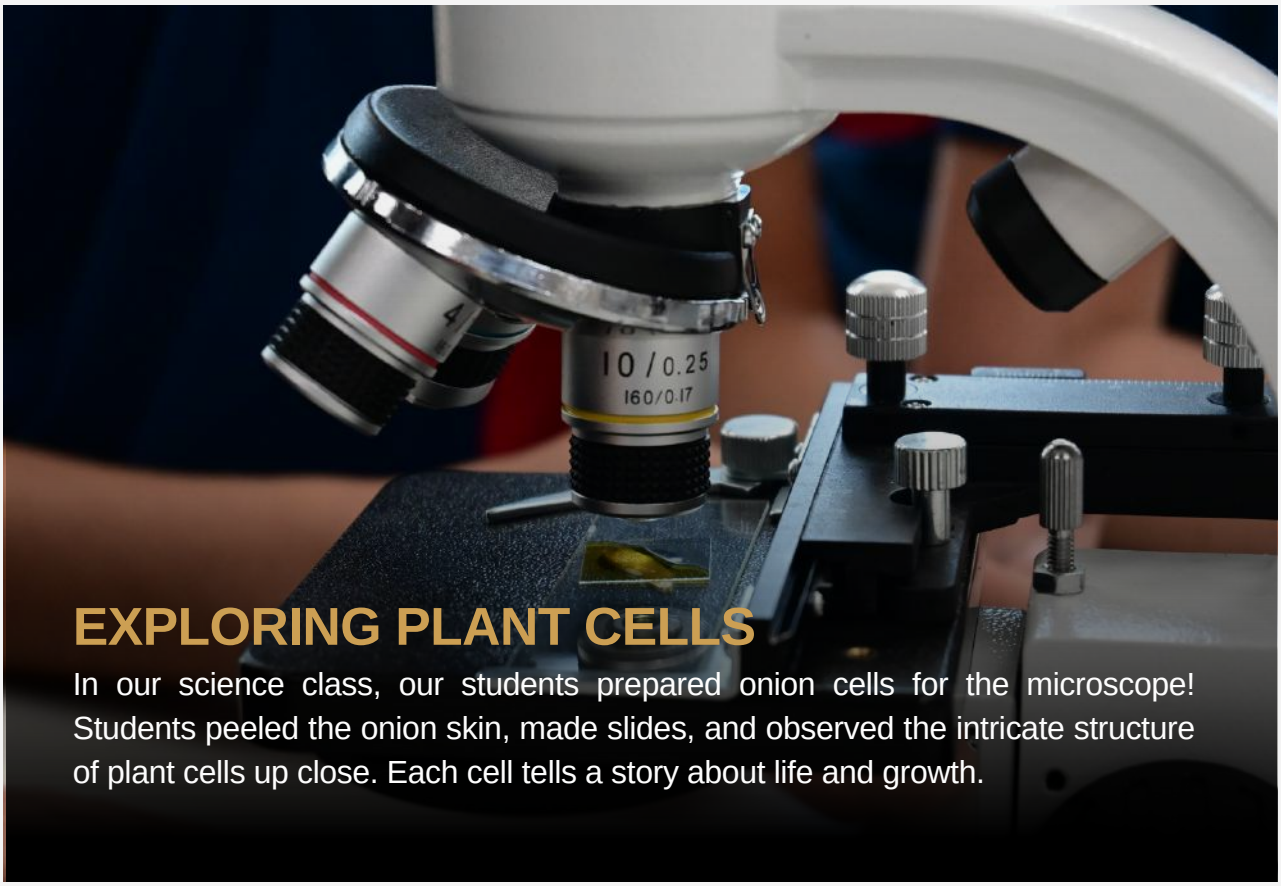


Our settling-in conferences are complete! It was great connecting with parents and setting the foundation for an amazing year ahead.



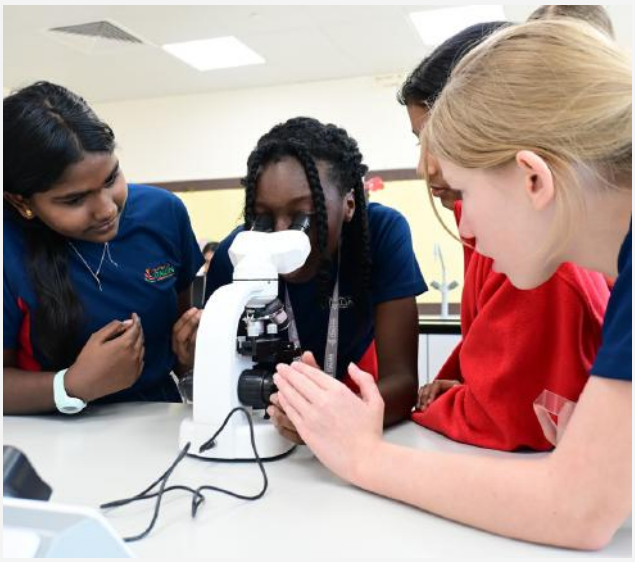






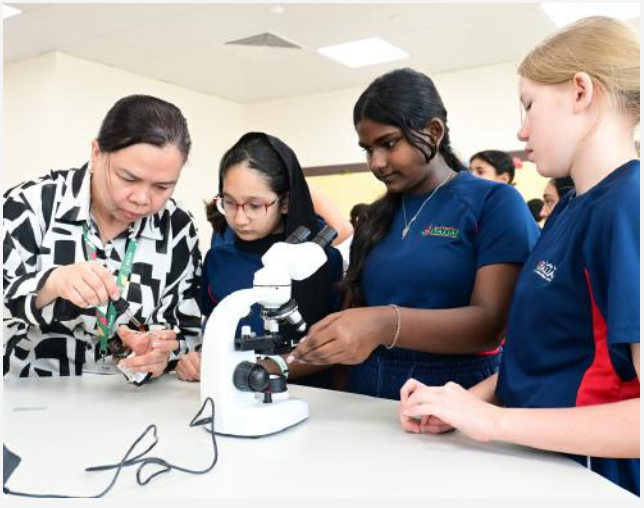
EXPLORING PLANT CELLS

In our science class, our students prepared onion cells for the microscope! Students peeled the onion skin, made slides, and observed the intricate structure of plant cells up close. Each cell tells a story about life and growth.













DRESS UP DAY

Future professionals in the making! Our KG kids rocked Career Dress Up Day, showcasing their dream jobs with pride and creativity!




























BREAK FAST WITH THE PRINCIPAL

Our Student of the Month awardees enjoyed a delightful breakfast hosted by our principal, Ms. Janet. Congratulations students!
















FUN WITH PATTERNS





Our KG1A kids learning about patterns in Maths! We used fruits to create fun and colorful patterns.





FINE MOTOR FUN





We love to enhance our fine motor skills and strengthen our hand muscles through various fun filled activities.













PATTERN FUN WITH POTATOES AND APPLES

We have been learning all about patterns in Maths. In KG1, we used potatoes and apples printed in paint to create patterns!









PTA MEETING

OCTOBER 22



On October 22, our school hosted an engaging PTA (Parent-Teacher Association) meeting, bringing together parents, teachers, and administration to foster communication and collaboration. Key topics included academic progress, upcoming events, and new initiatives aimed at enhancing student learning experiences.







NUTRITIOUS CLASS

OCTOBER 4

Fueling minds and bodies! Chef Allison shared expertise on balanced meals for optimal health and wellbeing.











GRADE 2 EXHIBITION

OCTOBER 12

CELEBRATION OF LEARNING!

Our Grade 2 students showcased their hard work, creativity, and enthusiasm. So proud of their amazing achievements!





















STUDENT OF THE MONTH AWARDS





Congratulations to all the recipients of the October Student Of The Month awards! Your dedication and hard work have been truly remarkable and have not gone unnoticed. Keep up the excellent work!

PRINCIPAL FOR THE DAY





Leading the way!

Congrats to our student for being our Principal of the Day!

SPECIAL AWARDS FOR ITALIAN AND ARABIC









Congratulations to our special award recipients for Arabic and Italian! Your hard work and passion for language and culture have truly shined.

STAFF OF THE MONTH AWARDS







Congratulations to the October Staff Of The Month award winners! Your outstanding dedication, hard work, and contributions have truly set you apart. Wishing you continued success and fulfillment in your role. Well done!



Key findings from research on the impact of the International Baccalaureate (IB) Middle Years Programme (MYP)

In **China, Hong Kong, India, Indonesia and Japan**, researchers compared the **DP outcomes** achieved by students who completed their middle years studies in the MYP, a state or national curriculum, or another international programme. Former MYP students performed significantly better than non-MYP students in the total DP points earned (table 2), as well as in subject exams in language and literature, language acquisition, individuals and societies and mathematics. The MYP students also reported using higher-order thinking skills, such as critical thinking and analytical skills, more frequently than the non-MYP students (ACER 2015).

Programme type	*N*	Mean (Total exam points)	*p*
MYP	408	32.64	.00
Others	115	30.47	

Table 2. Mean final DP scores for students according to middle years programme type and significance test.

Researchers examined the **open-mindedness** of a sample of MYP students and non-MYP students across six schools in the **UK**. Findings of the mixed-methods study demonstrated that IB students and teachers tended to have a well-developed understanding of open-mindedness. Analysis of survey data also suggested that there was a significant relationship between attending an MYP school and a greater level of open-mindedness towards cultural differences (Stevenson, Thomson and Fox 2014).

Researchers in **Spain** compared the **Spanish curriculum**, *Educación Secundaria Obligatoria* (ESO), and the **MYP**. The study indicated that introducing the MYP's concept-based learning approach, the learner profile and a more comprehensive assessment system substantially enhanced the ESO. The study also explored the **impact of the MYP** in eight Spanish private schools. Overall, students, teachers and administrators reported that the MYP supported a range of positive outcomes in their schools, including the development of student competencies such as research and critical thinking skills, and encouraging school-wide improvements to teaching and learning (Valle, Menéndez, Manso, Garrido and Thoilliez 2017).

Another study focused on the **implementation of the MYP** in the context of the **United Arab Emirates**. Findings revealed high overall levels of satisfaction with the programme. Some of the key benefits identified by school leaders, teachers, students and parents were the flexible framework of the programme, its adaptability to the local context and its emphasis on international-mindedness. One of the main challenges for schools was integrating the MYP and the local curriculum requirements while attempting to foster a unified school culture. Researchers suggested that such a unified environment within the school must be actively created and sustained by teachers and school leaders (Stevenson et al. 2017).



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Key findings from research on the impact of the International Baccalaureate (IB) Middle Years Programme (MYP)

The IB Global Research department collaborates with universities and independent research organizations worldwide to produce rigorous studies examining the impact and outcomes of the IB's four programmes. The findings below come from IB-commissioned research relating to the MYP. Studies highlight a number of outcomes, including: the skills fostered through the MYP, non-scholastic outcomes of the programme and the academic achievement of MYP students.

Researchers explored the **implementation** of the MYP in **Turkey** as well as **outcomes** of the programme for students, teachers and schools. Findings indicated that, even for experienced teachers, the MYP helped teachers to hone their skills and to incorporate new and innovative techniques into their practice. The MYP also seems to support students' academic achievement. In a national examination, 42% of the grade 8 MYP students were among the top 4% ranked students in Turkey (Ateşkan, Dulun and Lane 2016).

A study in a large school district in the **United States** investigated the impact of MYP participation on **high school course enrollment and achievement**. A statistical technique called propensity score matching was used to compare the high school outcomes of former MYP students with demographically similar non-MYP students. Former MYP students were 34% more likely than non-MYP students to take at least one Advanced Placement (AP) or Diploma Programme (DP) exam in high school. Additionally, MYP enrollment significantly increased the likelihood of earning at least one "college-ready" score[1] on a college preparatory exam (by 39%) (Wade and Wolanin 2015).

	Students previously enrolled in MYP schools		Students previously enrolled in non-MYP schools		MYP effect	
	N	Adjusted mean	*N*	Adjusted mean	Mean difference	*p*
Number of AP/DP exams taken	597	5.77	556	4.50	1.27	.00
Number of college-ready scores on AP/ DP exams earned	597	4.23	556	3.44	.79	.01

Table 1. Adjusted mean[2] number of AP/DP exams taken and adjusted mean number of college-ready scores.

Researchers in the **United Kingdom (UK)** conducted a **curricular comparison** of the **MYP**, the General Certificate of Secondary Education (**GCSE**) and the International General Certificate of Secondary Education (**IGCSE**). Researchers concluded that the content of the curriculums was largely similar, although the MYP offered greater curricular flexibility and was more interdisciplinary in nature. Additionally, the study found that, in comparison with non-MYP students, MYP students generally rated higher in certain non-academic attributes, such as international and civic-mindedness as well as global awareness (Sizmur and Cunningham 2013).

A mixed methods study in **Australia** used a variety of scales and measures to assess the **social, emotional and psychological well-being** of MYP students. Results indicated that over half of the MYP students were "flourishing" (54–55%), experiencing a positive outlook (60.1%) or experiencing a positive emotional state "quite a lot" or "all of the time" (52.4%). Measures of student satisfaction indicated that most MYP students were happy (approximately 70%) and satisfied (approximately 80%) with school (Skrzypiec, Askell-Williams, Slee and Rudzinski 2014).

The first phase of a large-scale **global** research study highlighted the perceptions of MYP teachers (n = 4,488), coordinators (n = 435) and students (n = 486) on the **implementation and impact of MYP: Next chapter**. While, overall, survey respondents were positive about the curricular changes involved in MYP: Next chapter, some teachers and coordinators didn't yet feel confident in their ability to fully implement the changes. Schools that had been implementing the changes for longer felt more confident and were more supportive of the changes; the study also suggested that implementation generally improves with time (Azzam et al. 2017).

[1] *A "college-ready" score is defined in this study as a three or higher on an AP exam or a four or higher on a DP exam.*

[2] *Adjusted for student demographic variables.*

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THE IB CORNER

MEET OUR INTERNATIONAL COMMUNITY

Central to the IBO (International Baccalaureate Organisation), is the concept of international mindedness defined more practically by the 10 learner profile attributes. It is a view of the world in which people see themselves connected to the global community and assume a sense of responsibility towards its members. It includes other important ideas of intercultural understanding, multilingualism and global engagement.

In this way curriculum (the why, what and how of what we teach) is seen as a “window” into the lives and experiences of others. Students do need to find their own lives within the learning and reading at school, however, they cannot envision other ways of thinking and being if only their views are mirrored. Keeping a balance of local and global context is important for us at IIS.

Each month we will introduce you to a few staff and students at IIS featuring our growing international community.



IB ENCOURAGES INTERNATIONAL-MINDEDNESS

Collaboration and understanding of their own and other cultures are an important focus of the PYP — students learn how to be respectful and open-minded.

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THE IB CORNER



Ms. Tanya Surawski
Vice Principal / PYP Coordinator
Email: pypc@iischool.ae

WHAT'S YOUR STORY? (BIO)

Hi! My name is Tanya Surawski. I am originally from Brisbane, Australia and have been teaching and living overseas for over 25 years. I lived and taught in Turkey, Brazil, The Netherlands twice (Amsterdam and Maastricht, Azerbaijan, Indonesia, Hong Kong and now here in the UAE. I am very fortunate to have been able to keep my career, travel and raise children internationally. I feel privileged to have met and learned from so many people and continue to do so. I have two children. One daughter, Madeline, studying biomedical science in Australia and one son, Tobias,, who lives with me and is in grade 11. We also have the most beautiful rescue dog we adopted in Hong Kong.

WHAT DREW YOU TO TEACHING?

I think initially because I was the eldest of five children, and back in the last millennium women of my generation were only encouraged to become either nurses or teachers, it was something that was expected of me. Initially, I resisted this and went into dancing instead. By the time I was 15 I was already teaching ballet, jazz and tap teaching after school. It was something I continued to do while I studied to become a teacher and worked as a teacher in Australia.
Since then I have grown to understand the complexity inherent in excellent teaching and learning. It truly is a lifelong process. I am by nature a curious person and love asking questions and learning new things. Which is a good thing because education is changing so rapidly in our modernized world.

WHAT DOES INTERNATIONAL MINDEDNESS MEAN TO YOU?

To me, international mindedness is about becoming more familiar with people who belong to different cultures, languages and ways of viewing the world than me. It is about opening up our hearts and minds to the idea that as global citizens we share a common humanity and that each other need to be respected, included and feel like we belong. This is possible when we know that others are different and that is ok.

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ITALIAN DEPARTMENT



Ms. Cristina De Martino
Head of Italian Curriculum
Email: italian@iischool.ae

All students at the Italian International School study Italian from early years through middle school. Proficient Italian speakers follow an Italian first-language curriculum, while other students study Italian as an additional language.

The Italian department is composed of four teachers: Mrs Daniela for early years, Mrs Monica for primary classes, Mrs Silvia for middle school classes and Mrs Cristina head of department and teacher for the Italian first-language students.

Aligned with the IB curriculum, Italian is integrated into all learning in the PYP, serving as a medium for inquiry and providing an authentic context for students to use Italian. The program emphasizes developing the four key language skills—listening, speaking, reading, and writing—as students engage in negotiating new meanings and understanding new concepts. Language acts as a crucial connecting element within the PYP's "knowledge" area, supporting the school's curriculum across both its transdisciplinary and subject-specific programs.

At IIS, students from KG1 to Grade 5 attend two Italian classes per week, while those from Grade 6 to Grade 9 have three classes weekly. These lessons are integrated with the units of inquiry that students explore and aligned with A1/A2 levels of the Common European Framework of Reference for Languages. A key component of our curriculum is fostering an understanding of Italian culture, helping students develop intercultural awareness along with the knowledge, skills, and attitudes needed to engage with diverse cultures. At IIS, we also celebrate Italian traditions and festivals, enriching students' cultural experience.

Our close collaboration with Italian authorities, including the Italian Embassy in the UAE and the Italian Cultural Institute, plays a significant role in promoting Italian cultural values. For two consecutive years, the Italian Embassy has generously chosen to support our school with funding dedicated to the advancement of Italian language education worldwide.

Once a week, the Italian department leads the school's morning assembly, showcasing students' learning in Italian language and culture. Each month, we present an Italian Award to recognize students who demonstrate strong commitment and dedication to the language.

As part of our ongoing efforts to enhance Italian language skills, we now provide two applications that students can use to practice Italian both at school and at home: Linguascope for PYP students and Language gym for MYP students.—that students can use to practice Italian both at school and at home.

ITALIAN DEPARTMENT

Buongiorno a tutti dal dipartimento di italiano.

Early years students visited La Pimpa viaggia in Italia exhibition and played entertaining games discovering a lot of curiosities about Italy and Italian culture.

In PRE-K students can greet, count up to 5 and they are learning Grande e Piccolo
(big and small).
In KG 1 we discvered the emotions. Students learned how to express their feelings in Italian and they worked on a poster called l'albero dell' amicizia (friendship tree).

In kG 2 the pupils are learning about la famiglia (the family). They learned the vocabulary of the members of the family and they made a poster about la gentilezza e le parole gentili (kindness and kind words)











PYP

In our **Grade 1** class the students shared family stories, introducing key vocabulary like “la mia storia” (my story) and “la mia famiglia” (my family) to help them express their experiences. We look forward to further exploration of their personal histories!

In **Grade 2** we worked on "Dove abiti?" (Where do you live?), exploring the theme of homes. Students engaged in activities like storytelling, crafts, and games to learn about different types of houses, room vocabulary, and prepositions.

In **Grade 3** we began the unit "How We Organize Ourselves" by exploring daily routines. Students learned key vocabulary like mattina (morning) and verbs like svegliarsi (to wake up) through visuals and role-play.

In **Grade 4** we just started the unit: "Cuciniamo Insieme” (let’s cook together), where we’ll explore food from around the world and learn how it connects us! We’ll discover Italian dishes, practice cooking words in Italian, and understand the importance of reducing food waste.

Grade 5 students are diving into an exciting unit on migration and its impact on Italian cuisine. They are learning key phrases for ordering food in Italian and exploring how dishes like pasta and pizza have spread globally.



MYP

Myp students spent the month of October working on different units of inquiries.

Grade 6 students started a new unit “IL TEMPO LIBERO”; they will learn the vocabulary of free time’s activities, sports, days of the week, months of the year. They will also study the present tense of regular and irregular verbs (fare/giocare) and the use of “MI PIACE”.

Grade 7 pupils are inquiring about Italian food following the new unit “BUON APPETITO”. They will learn the vocabulary of food, meals, la “piramide alimentare” and how to make healthy choices. They will also explore the Italian culture through Italian famous dishes, learning how to order in a restaurant.

Grade 8 classes are exploring the space throughout the unit “L’ESPLORAZIONE DELLO SPAZIO’. The students will learn the vocabulary of space and they started creating a timeline of space expeditions. They will study reflexive verbs and frequency adverbs.

Grade 9 students are exploring the technological world following the unit “L’ERA DIGITALE”. They will deal with topics such as technology, online privacy, cyber bullying and AI.

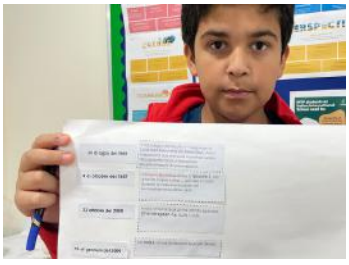
All MYP grades are involved once a week in a language lab.(1 period per week) to practice oral skills of basic Italian topics and conversation.

Congratulations to:
-Asmaa Mansour and Zayed Khalifa Abdulla Mubarak Almazrouei winners of the Italian award of this month
-Ilmari Johannes Paturi and Haya Fahad Mohamed Fahad Aldehaim awarded by the Italian department with a traditional pizza to honor their efforts in creating the best posters about sustainability.











THE NATIONAL CURRICULUM CORNER



Ms. Amani Al Ghandour
National Curriculum Head
Email: arabic@iischool.ae

The **National Curriculum Department** at our school is dedicated to delivering a well-rounded education in Arabic, Islamic Studies, and Social Studies. We aim to foster a deep appreciation for cultural heritage and national identity while promoting critical thinking and academic excellence. In line with **ADEK (Abu Dhabi Department of Education and Knowledge)** and Ministry of Education standards, our curriculum is designed to meet the highest national expectations.
A key feature of our approach is the integration of the Units of Inquiry, allowing students to explore subject-specific content within broader, interdisciplinary themes. This approach encourages students to apply what they learn in Arabic, Islamic, and Social Studies to real-world contexts, deepening their understanding and engagement. Students enhance their critical thinking skills by connecting these subjects to global perspectives while strengthening their connection to their cultural roots.

Reading Platform Initiative

As part of our continuous efforts to enhance literacy and language skills, we are excited to introduce a **comprehensive reading platform (Alef Program)** for all our students. This platform will be used to encourage daily reading habits such as **ARABITS** in the Arabic Language from Pre- Kg to Grade 9 Non-native students, **ABJADIAT** from grade 1 to grade 4, and **ALEF** in Arabic, Islamic and Social Studies from Grade 5 and up for our native students It will include a variety of interactive and age-appropriate resources to help improve comprehension, vocabulary, and fluency in both native and non-native students. Integrating this reading platform into our curriculum aims to foster a love for reading and promote independent learning among our students.

THE NATIONAL CURRICULUM CORNER

Competitions and Enrichment Activities
To further motivate and engage students, we will be hosting a series of competitions that span various disciplines within the National Curriculum. These will include:Such as

- **Reading Competition Challenges** are based on the reading platform, designed to encourage students to read and comprehend more complex texts.
- **Writing Competition Challenge** (The Little Writer in the Big Book)
- **Poetry Compilation Challenge** (Internal)
- **Quran Memorization Competitions**, which aim to strengthen students' knowledge and understanding of Islamic teachings.
- **Cultural Projects and Debates in Social Studies**, which will allow students to explore UAE heritage, national identity, and broader global issues in an interactive format.

Cultural Celebrations and National Events
In addition to our academic programs, we celebrate National Holidays and Events, such as UAE National Day, with school-wide activities that reinforce students' pride in their Identity and heritage. These celebrations are incorporated into the curriculum, providing students with opportunities to experience and reflect on the values and history of UAE Nation in a meaningful way.

By aligning our curriculum with the Units of Inquiry, utilizing innovative reading platforms, engaging students in competitions, and celebrating national occasions, we ensure that our students grow academically while developing a strong sense of cultural identity and global awareness. Our goal is to prepare them for future challenges as responsible, informed, and culturally aware citizens.
We will keep updating all of your with all the newest information.
Appreciate all of you

Amani Al Ghandour
HOD National Curriculum

قسم منهاج وزارة التربية والتعليم



اماني الغندور
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مهمتنا في تعزيز التقدير العميق للتراث الثقافي والهوية الوطنية، مع تعزيز التفكير النقدي والتميز الأكاديمي. ووفقًا لمعايير دائرة التعليم والمعرفة بأبوظبي بإضافة مواد وزارة التربية والتعليم وفق عدد الساعات المقررة من قبل الوزارة (ADEK) ووزارة التربية والتعليم، تم تصميم مناهجنا لتلبية أعلى التوقعات المرجوة
أحد الميزات الرئيسية لنهجنا هو دمج وحدات البحث، مما يسمح للطلاب باستكشاف المحتوى الخاص بكل مادة ضمن مواضيع شاملة ومتعددة التخصصات مع منهاج البكالوريا الدولية بالمدرسة . ويشجع هذا النهج الطلاب على تطبيق ما يتعلمونه في اللغة العربية، والتربية الإسلامية، والدراسات الاجتماعية في سياقات واقعية، مما يعمق من فهمهم وتفاعلهم. ومن خلال ربط هذه المواد بالمنظور العالمي، يعزز الطلاب مهارات التفكير النقدي مع تقوية ارتباطهم بجذورهم الثقافية

كجزء من جهودنا المستمرة لتعزيز القراءة والكتابة والمهارات اللغوية، يسعدنا تقديم منصة قراءة شاملة (برنامج ألف) لجميع طلابنا. سيتم استخدام هذه المنصة لتشجيع عادات القراءة اليومية مثل ألفابيتس في اللغة العربية من مرحلة ما قبل الروضة حتى الصف التاسع للطلاب غير الناطقين بالعربية وأبجديات من الصف الأول إلى الصف الرابع للناطقين بها، وألف في اللغة العربية والدراسات الإسلامية والاجتماعية من الصف الخامس وحتى الصف التاسع . مخصص لطلابنا الناطقين بالعربية وسيتضمن مجموعة متنوعة من الموارد التفاعلية والمناسبة لعمر طلابنا للمساعدة في تحسين الفهم والمفردات وابراز الطلاقة لدى الطلاب الناطقين بالعربية وغير الناطقين بها . يهدف دمج منصة القراءة هذه في مناهجنا الدراسية إلى تعزيز حب القراءة وتعزيز التعلم المستقل بين طلابنا.

لتحفيز الطلاب وتعزيز تفاعلهم، سننظم سلسلة من المسابقات التي تشمل مختلف التخصصات ضمن منهاج وزارة التربية والتعليم وأيضًا تنظيم الرحلات والفاعليات الإثرائية . وتشمل بعض هذه المسابقات مثل

قسم منهاج وزارة التربية والتعليم

مسابقة الكاتب الصغير في الكتاب الكبير للطلاب الناطقين بالعربية
مسابقات حفظ القرآن الكريم، التي تهدف إلى تعزيز معرفة الطلاب وفهمهم للتعاليم الإسلامية وحفظهم للقرآن الكريم وتجويده
مسابقة الشعر العربي الداخلية بالمدرسة
مشاريع ثقافية ومناظرات في الدراسات الاجتماعية، والتي ستمكن الطلاب من استكشاف تراث الإمارات والهوية الوطنية والقضايا العالمية في إطار تفاعلي

الاحتفالات الثقافية والمناسبات الوطنية
بالإضافة إلى برامجنا الأكاديمية، نحتفل بالأعياد الوطنية والمناسبات مثل اليوم الوطني لدولة الإمارات من خلال فعاليات مدرسية تعزز من فخر طلابنا بتراثهم. ويتم دمج هذه الاحتفالات في المنهاج الدراسي، مما يوفر للطلاب فرصًا لتجربة القيم والتاريخ الوطني بطريقة ذات معنى مع العديد من الإحتفالات الأخرى المضافة لأجندة المدرسة

من خلال مواءمة مناهجنا مع وحدات البحث، واستخدام منصات القراءة المبتكرة، وإشراك الطلاب في المسابقات، والاحتفال بالمناسبات الوطنية، نضمن أن ينمو طلابنا أكاديميًا ويطورون إحساسًا قويًا بالهوية الثقافية الإماراتية والوعي العالمي. هدفنا هو إعدادهم للتحديات المستقبلية كمواطنين مسؤولين ومطلعين ومثقفين، بمساعدتكم ودعمكم
نشكركم جميعًا على دعمكم المتواصل وجهودهم البناءة
اماني الغندور
رئيس قسم منهاج وزارة التربية والتعليم

THE NATIONAL CURRICULUM DEPARTMENT

قسم منهاج وزارة التربية والتعليم

أهلا ومرحبا بكم أعزائنا الكرام
تحية من القلب للقلب
يسعدنا ويشرفنا استقبال شهر أكتوبر بوجودكم معنا بالمدرسة الإيطالية الدولية بأبوظبي ، ويشرفنا مشاركتنا معكم بعض ما قدمه قسم منهاج وزارة التربية بالتعليم مع أبنائنا وبناتنا الأعزاء

Salam and welcome, Dear Parents
A heartfelt greeting from heart to heart.
We are delighted and honored to october month with your presence at the International Italian School in Abu Dhabi. It is our privilege to share with you some of the contributions made by the National Curriculum Department in collaboration with our dear Students.

يسرنا أن نطلعكم على بعض ما تم دراسته خلال شهر أكتوبر بالمراحل الدراسية المتنوعة
We are pleased to share with you what was studied during the month of October





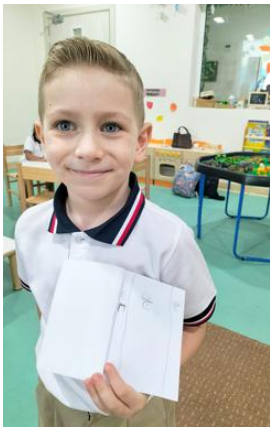


بعض الأنشطة الرائعة من طلابي المبدعين لمادة التربية الإسلامية.

Some amazing activities from my creative students about Islamic studies





طلاب الروضة الثانية يبدعون في عمل كتيب حرف الجيم مع أصواته القصيرة الثلاث

PreK students create a booklet for the letter Jeem with its three short sounds



طلاب ماقبل الروضة يبدعون بعمل نشاط فني لحرف العين. ناتج التعلم: يتعرف الطالب على شكل حرف العين وصوته.

Pre-Kindergarten students create an artistic activity for the letter Ain.
Learning Outcome: The student recognizes the shape and sound of the letter Ayn



قام بعض طلاب الصف الثالث بتأدية دور القارئ الصغير وأخذوا على عاتقهم دور المعلم في القراءة كُنتم جَميعًا رائعين .

Grade 3 Students are acting (the small reader) role and they take care of this role to be as a teacher during their reading.



تدريب الطلاب على التمييز بين الجملة الإسمية والجملة الفعلية وعمل نشاط رائع عن الدرس. أحسنتم

The students made a wonderful activity about the nominal sentence and the verbal sentence. Thanks, boys and girls.



طلاب ماقبل الروضة يبدعون بعمل نشاط فني لحرف الباء(ب) بطة ناتج التعلم : يتعرف الطالب على شكل حرف الباء وصوته (ب)

.Pre-Kindergarten students create an artistic activity for the letter (ب) الباء
Learning Outcome: The student recognizes the shape of the letter Ba and its sound (ب)



الطلاب في الصف الأول من غير الناطقين بالعربية استمتعوا بعدّ الفواكه والخضروات وكتابة اسم الرقم باللغة العربية.

First grade non-Arabic students have fun while counting fruits and vegetables and writing the name of the number in Arabic.









استراتيجة المعلم

كان تفاعل الطلاب ظاهرا ومميزا أثناء تفاعل الطلاب مع الطالب زيد لتطبيق استراتيجية المعلم الصغير . حيث ابتكر الطالب زيد من الصف الخامس B نشاط الهمزة المتوسطة على الألف والواو .وقام الطلاب بالتعاون معه في اختيار الهمزة المتوسطة المناسبة للكلمة .

كم من الجميل رؤية طلابنا يعملون عملا جماعيا كله حماس وتفاعل .

The young teacher strategy

The students' interaction was clear and distinct as the students interacted with student Zaid to implement the Little Teacher strategy. The student Zaid from the fifth grade, B, created the middle hamza activity on the alef and waw. The students cooperated with him in choosing the middle hamza appropriate for the word.

How nice to see our students working collaboratively, full of enthusiasm and interaction.







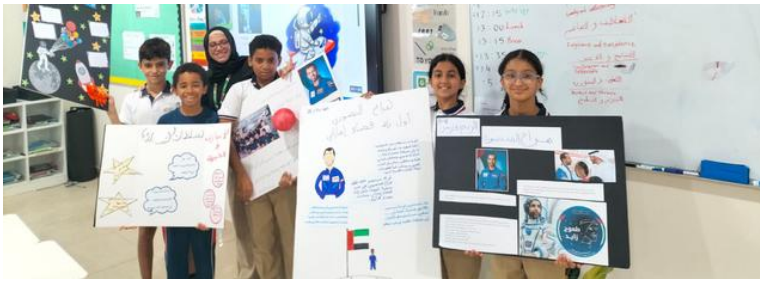

طلاب الروضة الأولى يبدعون بمشاركتهم الرائعة لتوزيعات حرف الزاي (j)

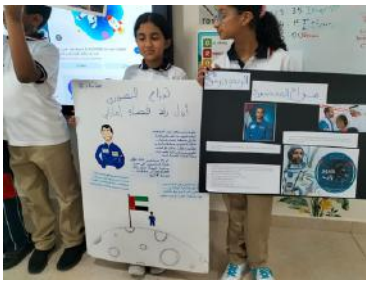
First Kindergarten students are creative with their wonderful participation in the distribution of the letter Zai

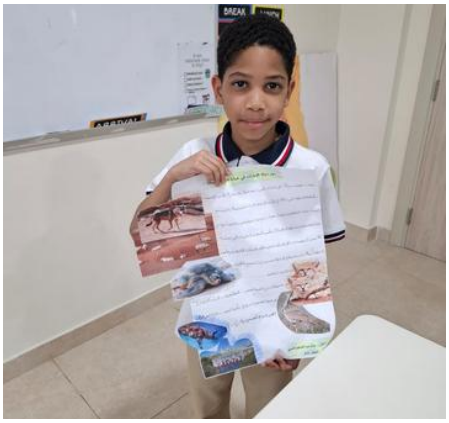



طلاب الروضة الثانية يبدعون بتلوين علم الإمارات

PreK students get creative by coloring the UAE flag







Grade 5 students are creative in implementing projects and innovations when writing a biography about the Emirati astronaut Hazza Al Mansouri, and they present their work in an interesting and distinctive style .

طلاب الصف الخامس يبدعون في تنفيذ مشاريع وابداعات عند كتابة السيرة الغيرية عن رائد الفضاء الإماراتي هزاع المنصوري ويعرضون أعمالهم بأسلوب شيق ومميز باستخدام اللغة العربية الفصحى .



مع تحيات قسم منهاج وزارة التربية والتعليم

Best regards from the national curriculum department

ومعلميكم المحبين لكم

Your teachers

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الأستاذة ايمان & الأستاذة امنية & الأستاذة منى & الأستاذة عفاف & الأستاذة الاء & الأستاذ عبدالله & الأستاذة بدور & الأستاذة اميمة & الأستاذة هاجر & الأستاذة زكية & الأستاذة أماني

Ms. Iman & Ms. Omnia & Ms. Mona & Ms. Afaf & Ms. Alaa & Mr. Abdullah & Ms. Boudor & Ms. Omaima & Ms. Bushra &Ms. Hager & Ms. Zakeia &Ms. Amani

INCLUSION AT IIS



We welcome any questions you may have about inclusion by reaching out to our Inclusion Teacher,

Mr. Christo Schoeman
inclusion@iischool.ae

How to be a great advocate for your child with additional learning needs or disabilities

Parents, it is possible to be a great advocate for your child with additional learning needs or disabilities!
Here are 3 tips to help you to be an effective advocate for your child:

1. Keep your child at the center of everything

A strong and positive relationship between the school and parents is important. One way to create a solid foundation is to start with the assumption that everyone's goal is to help your child. Keep your child's needs at the heart of everything.

When it feels like the school may be doing something that doesn't work for your child, it's easy to get upset. Keep calm and approach the conversation with curiosity. You may want to ask something like "This isn't happening the way I thought it was meant to. Can you help me understand what's going on, so we can work through it?" or "What can we do together to meet my child's needs here?"

2. Get to know your child's team

Studies show that, when families are engaged with their child's education and work closely with the school,children have better social skills, school attendance, and academic performance. When you make an effort to get to know the adults who work with your child at school, you:

1. Give them a chance to learn more about your child and your family
2. Help them learn what works and doesn't work for your child
3. Learn skills to support your child's academics at home
4. Open up opportunities for on-going communication in both directions

You can get to know them however it works for you. Maybe you show up at school events. Or you introduce yourself with a friendly note by email. Or you make a point of saying hi and asking the teacher about their weekend when you pick up your child.
When you build a real relationship with your child's teacher or team member, you're more likely to have a meaningful discussion about your child's progress and how you can help them at home.

3. Don’t be afraid to speak up

You are a part of your child’s DLP (documented learning plan) like his/her IEP, LSP, ASP, ALP, etc.

You are also probably the ONLY person who stays on your child’s DLP team from day 1 until they finish high school. So if you have questions or ideas, bring them to your child’s team.
Some parents feel like they shouldn’t weigh in on their child’s additional services because they aren’t educators. But you ARE the expert on your child. If something is worrying you, speak up!

It’s not always easy to advocate effectively for your child and things don’t always go exactly as we hope. If you follow these tips and enlist the school staff as your partner, you can look out for your child’s interests and help them succeed. Keep calm and stay involved. It will be worth the effort!

Inclusion Team
Mr. Christo, Ms. Musuleng, Ms. Nomsa and Ms. Mercy

DUBAI INCLUSION SUMMIT 2024

Our Head of Inclusion, Mr. Christo attended an Inclusion Summit on Tuesday, October 8, 2024. This event was hosted by the company named Incluzun.







At this prestigious event, one of our Learning Support Assistants, Ms. Ayesha Jabri, was selected as the 2nd place winner in the category of National Learning Support Assistant of the year.

INCLUSION & WELLBEING FORUM

Our Head of Inclusion, Mr. Christo was a speaker/presenter at the Inclusion & Wellbeing Forum hosted by the company named Incluzun on Monday, October 7, 2024.

Mr. Christo's topic was "The fun, wonderful and embarrassing side of having an Autistic child".

This forum was created for Inclusion practitioners in the UAE and it is the longest running free Inclusion & Wellbeing forum in the country.



ACCESS ABILITIES EXPO

Mr. Christo, our Head of Inclusion attended the Access Abilities Expo in the World Trade Center in Dubai. This Expo was an International nExhibition for People with Disabilities.

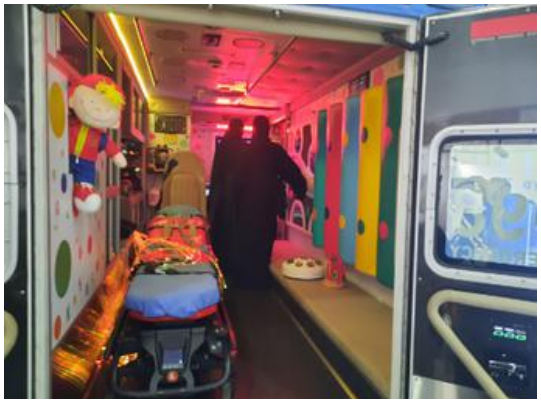




















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CAFÉ LATTE		M 14	L 16
CAPPUCCINO		M 14	L 16
SPANISH LATTE		M 17	L 19
ICED SPANISH LATTE		M 17	L 19
DECAFF COFFEE		M 17	L 17
MOCHACCINO		M 14	L 16

Almond / Coconut Milk : 4.00 / Oat Milk: 6.00

MILK - 300 ml	L 6.50	Almond / Coconut Milk :	8.00	Oat Milk:	10.00
CARAMEL	L 3.00	Almond / Coconut Milk / Oat Milk:			3.00
VANILA	L 3.00	Almond / Coconut Milk / Oat Milk:			3.00
EARL GREY TEA	L 8.00	Almond / Coconut Milk :	4.00	Oat Milk:	6.00
ENGLISH BREAKFAST TEA	L 8.00	Almond / Coconut Milk :	4.00	Oat Milk:	6.00
GREEN TEA & MINT TEA	L 8.00	Almond / Coconut Milk :	4.00	Oat Milk:	6.00



Succo de fruita & acqua / Fruit Juice & Water

Al Rawabi Fruit Juice : 5.00

Sunblast Juice

Apple, Banana, Strawberry : 5.00
Apple, Mango : 5.00
Apple, Guava : 5.00
Orange : 5.00

Fiji Water - 500 ml (Mineral Water) : 8.00
MonViso - 500 ml - Italy (Mineral Water) : 6.00
Voss - Sparkling - 800 ml - Norway : 12.00
Voss - Still - 800 ml - Norway : 12.00
Voss - Still - 500 ml PET - Norway :
Al Ain Water 300 / 500 ml : 1.00

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Lipton Iced Tea (Lemon) : 6.00
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- **Registration is Now Open** for the AY 2024 - 2025 from Preschool to Grade 9.
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