IIS Monthly

September 2024
Edition

HIGHLIGHTS



المدرسة الإيطالية الدولية
ITALIAN
INTERNATIONAL SCHOOL

Date: 4/10/2024
AY: 2024-2025

ADMINISTRATIVE MESSAGE

September 30, 2024

Dear IIS families,

Thank you for your cooperation to make the start of the 2024-2025 academic year a positive one. I would like to write to you now about the fact that every school day counts!

I would like to highlight the importance of regular school attendance, and remind parents, guardians, caregivers and students that ‘Every School Day Counts”.

Good attendance makes a difference and showing up for school has a huge impact on a student’s academic success starting in PreK and continuing throughout highschool. Research tells us that students who are chronically absent in early years are less likely to read proficiently by grade 3 and more likely to struggle in school. They are more likely to be chronically absent in later years since they have never developed good attendance habits.

We know that some absences are avoidable due to health problems or other circumstances. Occasionally, children get sick and need to stay home. What is important is getting children to school as often as possible. Remember, excused and unexcused absences add up quickly and when students miss too much school- regardless of the reason - it can cause them to fall behind academically.

If a child is persistently late or absent, we need to encourage families to be engaged in school activities and student learning. Adults can set an example for students by modelling their own committment to regular attendance whether it be at work or other functions. Some tips to encourage positive behaviour in children:

- Keep a regular bedtime for your children
- Establish a morning routine
- Lay their clothes out and pack their backpack the night before
- Ensure children attend school every day unless they are truly sick
- Do not schedule vacations or appointments during school time

No one wants their child to fall behind in school or to become discouraged. Ensuring a student attendas school every day and arrives on time are important first steps to supporting school success. Let’s work together to support and promote the message that ‘Every School Day Counts’!

For further information or if you have questions, please contact our Parent Relations Executive, Ms. Shouq Aljaberi at 0547162466.

Sincerely,

Kind Regards
Janet DesJardins
Principal

ADMINISTRATIVE MESSAGE

عائلات IIS الأعزاء،

شكرًا لتعاونكم في جعل بداية العام الدراسي ٢٠٢٤-٢٠٢٥ بداية إيجابية. أود أن أكتب إليكم الآن حول حقيقة أن كل يوم دراسي مهم!

أود أن أبرز أهمية الحضور المنتظم في المدرسة، وأذكّر الآباء والأوصياء ومقدّمي الرعاية والطلاب بأن "كل يوم دراسي مهم".

يساهم الحضور الجيد في إحداث فرق كبير، فالتواجد في المدرسة له تأثير كبير على نجاح الطالب الأكاديمي بدءًا من مرحلة الروضة واستمرارًا حتى المرحلة الثانوية. تخبرنا الأبحاث أن الطلاب الذين يغيبون بشكل مزمن في السنوات المبكرة يكونون أقل عرضة للقراءة بشكل كافٍ بحلول الصف الثالث وأكثر عرضة لمواجهة صعوبات في المدرسة. كما أنهم يكونون أكثر عرضة للغياب المزمن في السنوات اللاحقة لأنهم لم يطوروا عادات الحضور الجيدة.

نعلم أن بعض الغيابات قد تكون غير قابلة للتجنب بسبب مشاكل صحية أو ظروف أخرى. أحيانًا، يتعرض الأطفال للمرض ويحتاجون للبقاء في المنزل. المهم هو تشجيع الأطفال على الذهاب إلى المدرسة بأكبر قدر ممكن. تذكروا، الغيابات المبررة وغير المبررة تتراكم بسرعة، وعندما يغيب الطلاب عن المدرسة بشكل مفرط - بغض النظر عن السبب - يمكن أن يتسبب ذلك في تأخرهم أكاديميًا.

إذا كان الطفل يتأخر أو يغيب بشكل مستمر، فإننا بحاجة إلى تشجيع العائلات على الانخراط في الأنشطة المدرسية وتعلم الطلاب. يمكن للبالغين أن يكونوا قدوة للطلاب من خلال نموذج التزامهم بالحضور المنتظم سواء في العمل أو في فعاليات أخرى.

إليكم بعض النصائح لتشجيع السلوك الإيجابي لدى الأطفال:

- الحفاظ على وقت نوم منتظم للأطفال
- إنشاء روتين صباحي
- تجهيز ملابسهم وحقيبتهم المدرسية الليلة السابقة
- التأكد من حضور الأطفال للمدرسة كل يوم ما لم يكونوا مرضى حقًا
- عدم جدولة العطلات أو المواعيد خلال أوقات المدرسة

لا أحد يريد أن يتأخر طفله في المدرسة أو يشعر بالإحباط. إن ضمان حضور الطالب إلى المدرسة كل يوم ووصوله في الوقت المحدد هما خطوات أولى مهمة لدعم النجاح المدرسي. دعونا نعمل معًا لدعم وتعزيز الرسالة التي تقول "كل يوم دراسي مهم"!

للمزيد من المعلومات أو إذا كانت لديكم أسئلة، يرجى الاتصال بمديرة العلاقات مع الآباء، السيدة شوق الجابري على الرقم ٠٥٤٧١٦٢٤٦٦.

مع خالص التحية،

جانيت ديسجاردن المديرة

إذا كان لديك أي تعديلات أو إضافات، فلا تتردد في إخباري!



We welcomed all parents to our Parent Open Day! It was the perfect opportunity to meet their child's teachers, connect with other families, and join us as we prepared for an exciting new school year. On Monday, 26th September, we officially opened our doors to welcome our students back.





















WELCOME TO THE TEAM



On this special day, we proudly welcomed new members to the Italian International School family. It was a fantastic day filled with excitement as our new talents prepared to begin their journey of teaching and inspiring our students.
We are confident that their passion and dedication will enhance our school, and we sincerely thank them for choosing to be a part of our community. Together, we look forward to a bright future of growth and success!





WELCOME BACK TO SCHOOL

DATE

We were excited to kick off another year of learning, growth, and new opportunities! As we returned to the classrooms, we embraced the journey ahead with enthusiasm and curiosity. The year promised to be filled with exciting challenges, new friendships, and endless possibilities. Welcome back, and we made it a memorable one!

WELCOME BACK TO SCHOOL SEPTEMBER

























ADDRESSING MENTAL HEALTH DISORDERS

In our assembly, we highlighted the importance of understanding and addressing mental health disorders.

Here are some key takeaways,

1. Understanding Mental Health - It's okay not to be okay.
2. Breaking the Stigma - Let's support each other without judgment.
3. Seeking Help - Remember, you're never alone; reach out when you need support.

Let's keep this conversation going!

















MATH EXPLORERS

Grade 2A math explorers traded, hunted, and built their way to mastering 2-digit numbers!









Introduction to

IB CURRICULUM

Our parent workshops, which provided an in-depth look at the IB Curriculum and assessments, kicked off successfully on September 10. Don't miss out on these valuable insights.









BREAK FAST WITH THE PRINCIPAL

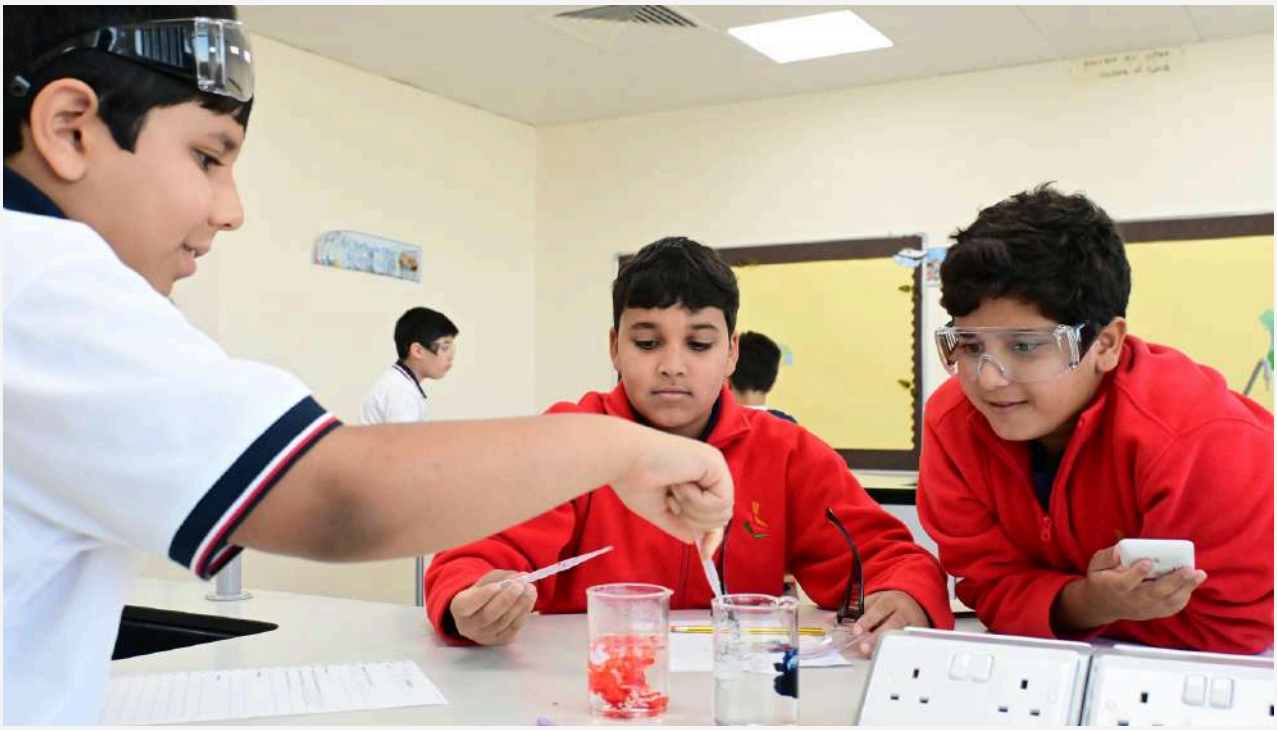
Our Student of the Month awardees enjoyed a delightful breakfast hosted by our principal, Ms. Janet. Congratulations students!











EXPLORING HOW TEMPERATURE AFFECTS DIFFUSION





Our Grade 6 students dove into the world of science with a hands-on investigation exploring how temperature affects diffusion! They followed the steps of the scientific method, from forming a research question to drawing conclusions. Future scientists in the making!





COFFEE MORNING

SEPTEMBER 20



On Friday, September 20, 2024, the Inclusion Department of IIS hosted a Coffee Morning at the school. The invitation was extended to all parents of children of determination, children with special needs, and/or children with any additional learning needs. During this informal gathering, the Inclusion Team and parents discussed various topics relevant to our students' experiences and support systems. This was an amazing event and this was definitely the first of many!







SHADOW TEACHER TRAINING SEPTEMBER 13

On Friday, September 13, 2024, the Inclusion Department of IIS hosted a Shadow Teacher/Individual Assistant Training and Development Day at the school.
This specific Training and Development Day was a huge success and helped the attendees to gain new skills to enhance their effectiveness in their current roles.
The goal is always to promote inclusion, foster positive learning experiences, and empower students to succeed in a diverse classroom environment.
Some of the topics covered on the day include:

- Different ways of Student Support in and outside the classroom
- Ways to help a student build self-confidence
- Interaction in the classroom
- Ensuring the student stays focused in the classroom
- Behavior challenges in the classroom











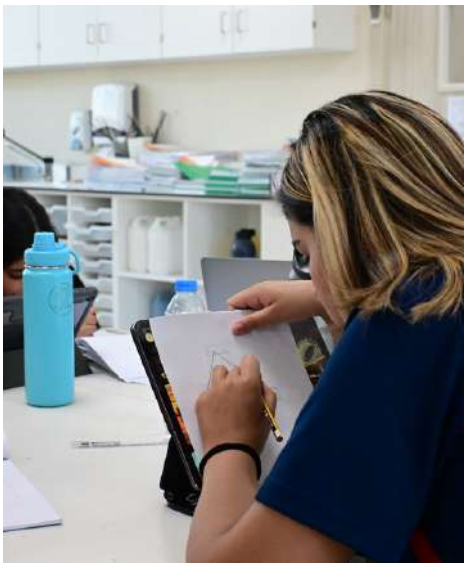
OUR ART ROOM

SEPTEMBER 20

Captured moments from our vibrant art classes!

Our art room was a space where students expressed themselves, explored new techniques, and brought their unique visions to life.













STUDENT OF THE MONTH AWARDS





Congratulations to all the recipients of the September 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!

STAFF OF THE MONTH AWARDS





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

Here were some news reports that the Grade 7 students designed in class, focusing on UAE-related events. Each report covered a significant event, incident, or newsworthy story happening in the country.

United Arab Emirates

ABU DHABI NEWS

By Noura

ITALIAN INTERNATIONAL SCHOOL



Picture of two stray dogs by petwithit.com

THE MUSSAFAH DOG PROJECT

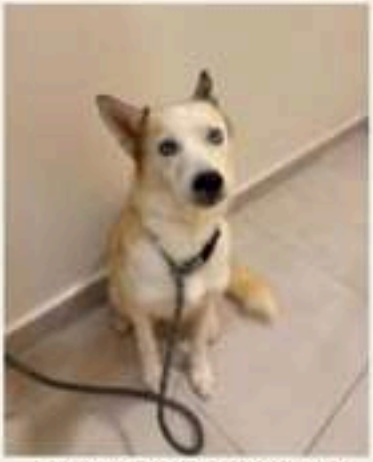
HELPING ANIMALS IN NEED

In Mussafah, a group of volunteers are currently working together to help dogs and cats in need. They want to provide for them and give them a second chance at life.

Many years ago MDP founded a group of dedicated and passionate volunteers who wanted to make a difference in animal welfare. Their vision was to help control the animal population in Mussafah and find loving and caring homes for as many cats and dogs as possible.

The Mussafah dog project helps dogs and cats in need. They clean them, they feed them, they give them hair cuts if needed and they find them a loving and caring home.

If you are willing to adopt a dog or cat you can go to the pet shop at alreem island. And if you're willing to find out more about the dog project you can click on this website.
https://www.petwithit.com/the-mussafah-dog-project/



A dog after being rescued picture by themussafahdogproject on instagram

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United Arab Emirates

UAE NEWS

By Wadeema Bin ghannam grade 7

ITALIAN INTERNATIONAL SCHOOL



Sheikh Zayed bin Sultan Al Nahyan, along with leaders from Qatar, Saudi Arabia, Oman, and Bahrain, signed a significant agreement in 1971

UAE CELEBRATES HISTORIC UNION: A NEW ERA BEGINS!

DECEMBER 3, 1971

Abu Dhabi, UAE – Yesterday marked a momentous occasion in the history of the Gulf region as six emirates officially united to form the United Arab Emirates, heralding a new era of cooperation and prosperity. The emirates of Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al-Quwain, and Fujairah came together in a historic agreement, with Ras Al Khaimah expected to join shortly. This monumental union follows the recent withdrawal of British forces from the area, prompting local leaders to seek greater unity for stability and development.

Sheikh Zayed bin Sultan Al Nahyan, the ruler of Abu Dhabi, has emerged as a pivotal figure in this endeavor, advocating for collaboration among the emirates to foster a shared future.

Celebrations erupted across the newly formed nation, as citizens took to the streets to express their joy and hope. Festivities included traditional music, dances, and communal gatherings, as families rejoiced in this new chapter of their lives. Flags waved proudly, symbolizing a collective commitment to a prosperous future.

As the nation embarks on this ambitious journey, there is a palpable sense of optimism among the Emirati people. Leaders are united in their vision to build a strong and resilient nation, emphasizing the importance of unity, progress, and cultural heritage.

The establishment of the United Arab Emirates marks not just a political milestone but also a celebration of the spirit of collaboration and shared destiny that will guide the emirates in the years to come.

This year of 2024 will be 53 anniversary of the federal unification of the seven emirates in 1971. The emirates has more happiness, hope, and more prouder .It became more successful in this present, our past leaders would be proud that our countries are more successful and more stronger together.



uae in the present in 53 anniversary in Abu Dhabi in 2024

Here were some news reports that the Grade 7 students designed in class, focusing on UAE-related events. Each report covered a significant event, incident, or newsworthy story happening in the country.

United Arab Emirates

UAE NEWS

By Fatima Al Sharji

ITALIAN INTERNATIONAL SCHOOL



THE GIVING MOVEMENT (TGM) IS A SUSTAINABLE FASHION BRAND IN THE UAE . THE FOUNDER OF TGM IS Dominic Nowell-Barnes



SUSTAINABLE FASHION IN UAE

FASHION WITH A PURPOSE

Sustainable fashion in the UAE priorities using safe and environment friendly materials. Driven by young women and men, sustainable fashion is catching on quietly in the UAE, The UAE's youth want to avoid wearing clothing that was manufactured in a shop by forced labour. They want to ensure that the clothes they wear are made by people earning a fair wage and in safe working conditions.

Sustainable Fashion brands in the UAE are The Giving Movement which is one of the most loved sustainable brand the UAE by locals and internationals who are living here in the UAE.

Seeing the UAE embrace sustainable fashion and making a difference for our planet is heartwarming. Let's make fashion a force for the better!

Here were some news reports that the Grade 7 students designed in class, focusing on UAE-related events. Each report covered a significant event, incident, or newsworthy story happening in the country.

United Arab Emirates

EMIRATES ARABIA NEWS

By Arwa Omran Badriah

ITALIAN INTERNATIONAL SCHOOL



Palestine Kaftan by Stylexiaimage
Credit: Supplied



Ramadan inspired clothes in black and gold
Image Credit: Stylexia

FASHION FREZY FOR RAMADAN MODESTY

AFFECTS OF ISLAMIC MODESTY ON EMARTI FASHION

Fashion label Stylexia just launched a new line of Ramadan-inspired garments for Muslims within the United Arab Emirates to wear in events such as Fitoor after fasting for a long period of time. Creating unique pieces that respect the beauty of Islamic tradition while remaining stylish and elegant, all while catering to the Islamic tradition's modesty.

Alaa Tarek Mohamed Ali and Stylexia collaborated alongside one-another throughout March to introduce a new collection in the United Arab Emirates which concentrated on a faith-based designs, modesty and and respect toward the Islamic holiday. According to the designers, they produced these designs in response to requests from clients for clothing with easy-to-wear silhouettes that still have a touch of elegance. These features include flowing clothing, high necklines, long sleeves, and colors that aren't obnoxious but instead have a rich, graceful quality to them.



"Fabrics and silhouettes are carefully selected to ensure breathability, in line with the ethos of modest fashion."
- Eliane Sarr, Creative Director and CEO, Savanna

Their mission is to offer Muslims the opportunity to demonstrate the beauty of their faith and culture through fashion, granting them the chance to enter the fashion industry and foster confidence in the person who wears by allowing them to express their cultural and religious identity through clothing.



"Traditional motifs are also integrated, paying tribute to cultural heritage while appealing to modern tastes."
- Alaa Tarek Mohamed Ali Founder, Stylexia

The initial reaction to this new and inventive craftsmanship was mostly positive, with many expressing an optimism that it could revolutionize cultural inclusivity and enhance the United Arab Emirates' standing as an accepting and welcoming nation as a whole along with praise.

Here were some news reports that the Grade 7 students designed in class, focusing on UAE-related events. Each report covered a significant event, incident, or newsworthy story happening in the country.

United Arab Emirates

UAE NEWS

By Shamma Almulla

ITALIAN INTERNATIONAL SCHOOL



Water sports enthusiasts in action at Surf Abu Dhabi that is set to open to the public in October 2024 on Al Hudayriat Island in Abu Dhabi.

SURF ABU DHABI: FIRST LOOK AT THE WORLD'S BIGGEST WAVE POOL

Abu Dhabi is all set to make a splash with the launch of the world's largest wave pool. Surf Abu Dhabi, scheduled to open in October, will offer surfers of all levels a chance to experience the excitement of ocean surfing. Surf Abu Dhabi is developed by Modon in collaboration with the Kelly Slater Wave Company.

A joint venture between Modon and the Kelly Slater Wave Company, Surf Abu Dhabi is designed to cater to everyone–from complete beginners to experienced surfers. The pool features cutting-edge technology that creates a variety of wave types, ensuring a surfing experience that feels just like the real ocean. The waves are engineered to be consistent and controlled, making it perfect for honing skills or just having fun.

Once open, Surf Abu Dhabi will operate Monday to Thursday from 9am to 10pm, and from 9 am to 11pm on weekends. Visitors are encouraged to arrive at least at an hour early for safety briefings and equipment preparation. Official prices are yet to be revealed.



Slater joined other champion surfers including Caroline Marks, Filipe Toledo, Stephanie Gilmore, Gabriel Medina and Ramzi Boukhiami to test the facility ahead of its opening.

Surfing became mainstream throughout the 1950s, 1960s, 1970s, and beyond. Slater said: "I've surfed hundreds of incredible waves across the world and this wave in Abu Dhabi stacks up well against some of the best waves on earth. I've drawn on that travelling surf education to design the wave at Surf Abu Dhabi."

"With the incredible tech we have, we're confident we can cater to everyone–from complete beginners trying surfing for the first time, to surfers aiming to sharpen their skills and even train to go pro," says Ryan Watkins, the general manager. He emphasises there's no age limit. "We can accommodate kids as young as four, all the way to ex-pros looking to get back on the waves."

NO MATTER YOUR SKILL LEVEL, THE FACILITY AIMS TO MAKE SURFING ACCESSIBLE TO EVERYONE, WITH ALL-INCLUSIVE GEAR RENTAL AND PROFESSIONAL COACHING, ENSURING A FUN AND SAFE EXPERIENCE FOR ALL.

Here were some news reports that the Grade 7 students designed in class, focusing on UAE-related events. Each report covered a significant event, incident, or newsworthy story happening in the country.

United Arab Emirates

UAE NEWS

By mahra

MR ABDULRAHMAN AL SHAMSI



FROM 'LAMBORGHINI' CHICKEN TO BOER GOAT, EMIRATI IS BEHIND FARMING FEAST IN AL AIN

SPANNING 160,000 SQUARE METRES, ABDULRAHMAN AL SHAMSI'S FARM PRODUCES 150 TONNES OF FRUIT AND VEGETABLES ANNUALLY!!!

Emirati entrepreneur Abdulrahman Al Shamsi has been championing innovative ways to produce food locally since 1996. His farm – a luscious patch of green amid the red dunes of the desert – is a testament to his resilience and hard work.

The farm in Al Ain's Al Araad region spans 160,000 square metres and grows produce including dates, pomegranates, courgettes, watermelons, lemons, cabbage and mangoes. In a year, his farm produces 150 tonnes of fruit and vegetables, and 50 tonnes of tilapia fish, and they make their way to the local supermarkets.

The farm also breeds one of the most expensive chicken breeds, popularly known as "Lamborghini chicken". These birds have jet-black feathers and are originally from Indonesia. The "rare breed" can reportedly fetch thousands in US dollars, but Mr Al Shamsi sells each chicken for Dh300 and each egg for Dh50.
"I can afford to sell them for less because I've reduced the operating costs, with my farm equipped to produce 2,000 chickens a month," he says, adding there's a special enclosure and an incubation machine exclusively for them. Currently, the farm produces about 1,000 Lamborghini chickens each month.



Mr Al Shamsi says the aquaculture approach has helped increase crop yields by three times while conserving water resources by 90 per cent.

With the UAE importing more than 80 per cent of food, the 54-year-old's farm shows innovative systems that can fight the challenges of the desert terrain.
Mr Al Shamsi, who was honoured with the Sheikh Mansour bin Zayed Agricultural Excellence Award for sustainable innovation, says many people visit his farm to "learn about his methods" with "more than 40 farms using his techniques". "The government also helps a lot," Mr Al Shamsi says.

Mr Al Shamsi also cultivates active bacteria on the farm to "enhance the quality of water" in the fish pools.
"Bacteria in the fish pools convert ammonia to nitrates, which become nutrients for plants," he explains, adding how he cut production costs by choosing to produce active bacteria from inactive ones.

"If I buy active bacteria, it will cost me Dh60,000 a month. So instead, I buy inactive bacteria for Dh1,500 a month and I make it active in 15 days," he says. A few blue cylindrical containers are set up in an air-conditioned room on the farm to do the job.

Each of the 12 fish pools has 40,000 to 50,000 tilapia. When fish grow to market size, they are sold for Dh12 a kilogram, he adds.



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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For more information, please contact research@ibo.org or visit www.ibo.org/research.

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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.*

For more information, please contact research@ibo.org or visit www.ibo.org/research.

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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



Mr. Alexis Vallbona Castillo
Grade 5 Teacher
Email: acastillo@iischool.ae

WHAT'S YOUR STORY? (BIO)

I was born and raised in Barcelona, Spain in the eighties. My mother was a language teacher and she spent part of her youth in Paris and London. My father spent his childhood between Spain and Latin America and he studied a year of high school in Massachusets.

These models inspired me to learn languages, travel and eventually become an international educator.
I finished my teacher degree in Finland. I taught in Spain for three years and then I moved to Salt Lake City, Utah where I taught elementary for eight years. Before moving to Abu Dhabi, I taught in an IB school in southern Sweden.

I enjoy travelling, reading, biking, trying different foods and the beach. I prefer urban and coastal landscapes but I can also enjoy mountains and quiet nature from time to time.

WHAT DREW YOU TO TEACHING?

In my twenties I decided I wanted to do my part to make the world a better place. I started studying psychology because I thought the way to understand and help people was to explore the human psyche. After a lot of reading and interacting with diverse people, I decided that it's actually groups and social movements what really moves the world, so I studied sociology and philosophy and considered engaging in politics. Very soon though, I realized that the one thing that can build better societies and make the world a better place is actually education, so I chose to focus on the foundation of our present and future by working with young children.

WHAT DOES INTERNATIONAL MINDEDNESS MEAN TO YOU?

Being internationally minded is all about understanding perspectives, making connections, being open-minded and having empathy.

In my view, it is not only about respecting differences and being politically correct, but it should be a deeper approach to diversity that involves real understanding of diverse ways to see the world and even the adoption of some perspectives or practices that may be foreign to you.

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ITALIAN DEPARTMENT

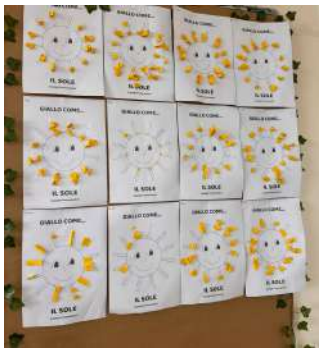
Buongiorno a tutti dal dipartimento di italiano.

During the month of September our little students had a lot of fun learning the Italian language through games, songs, role-plays and crafts.

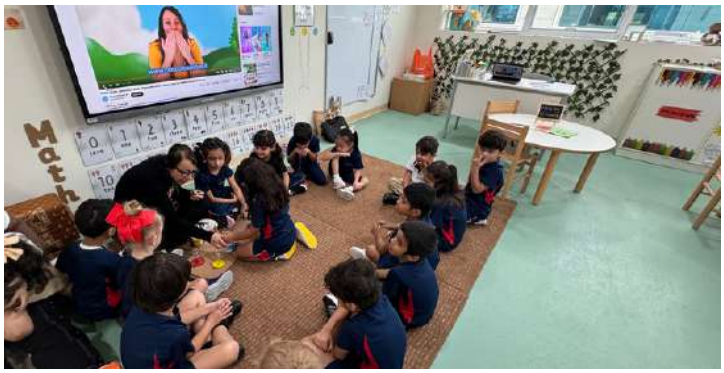
In **PRE-K** we got to know each other and we have been discovering the primary colors: rosso, blu, giallo.

In **KG1** We started our adventure with emotions reading the book “IL MOSTRO DEI COLORI”
The students learned the vocabulary of emotions and feelings and matched them with the colors.
They participated with enthusiasm in games and made beautiful crafts.

In **KG2** we are exploring the human body. Students learned the vocabulary of the body singing the song “TESTA, SPALLE, GINOCCHIA E PIEDI” and presented it during the assembly.
The kids enjoy participating in class activitties and working in groups









PYP

This month in **Grade 1**, we have been exploring the Italian alphabet (l'alfabeto) and focusing on vowels (le vocali): AEIOU.
This foundational skill will help the students as they learn to read and write in Italian.
We've also reviewed basic concepts such as colors and numbers, which reinforces their vocabulary, understanding of the language and pronunciation. Additionally, we've revisited some previous skills to ensure everyone is confident and comfortable.





During this month of **Grade 2**, we are diving into the topic of healthy eating in Italian mangiare sano.
This aligns with our inquiry-based learning, where students explore meaningful subjects that enhance their understanding of the world.
We've been learning about the food pyramid and discussing the names of various fruits and vegetables in Italian (frutta e verdure). This not only enriches their vocabulary, but also encourages them to think about nutrition and healthy choices.

In **Grade 3**, we have been reviewing the basics of Italian as how to introduce ourselves and others, as well as to express our feelings and interests in Italian: MI PIACE … NON MI PIACE
Through engaging activities and conversations, the children have been practicing how to say what they like to do, making it both fun and interactive. This foundational vocabulary is essential as they continue to build their language skills.



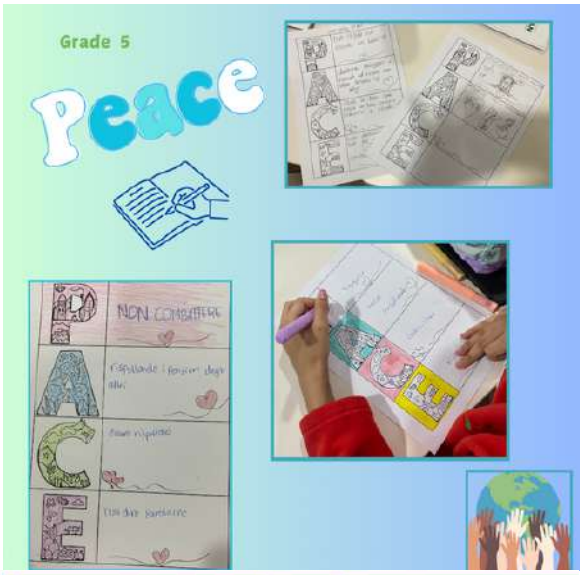
In **Grade 4** we have been diving into the topic of the body and the face in Italian! Throughout our lessons, the students have learned vocabulary of various body parts and facial features, using fun activities like songs, games, and interactive projects.
This engaging approach helps them not only expand their Italian language skills, but also fosters teamwork and creativity.





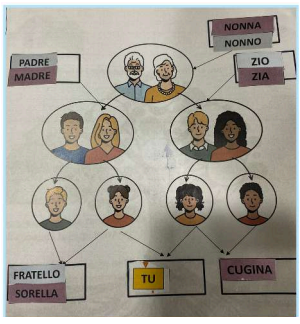



In our **Grade 5** Italian classes, we have been focusing on helping students to express themselves in Itali an. Recently, they learned how to describe themselves by sharing where they are from, details about their families, and their favorite hobbies. This activity allowed them to practice their language skills, to express their individuality and connect with their classmates.
As we celebrate the International Day of Peace on September 21st, we will expand on this theme by introducing four important words in Italian: pace (peace), amore (love), unità (unity), and rispetto (respect). The students will reflect on these concepts and create sentences that express their thoughts on peace.









MYP

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

Grade 6 students are learning about presentations, greetings and basic vocabulary of the Italian language following the unit “Per cominciare”.

Grade 7 pupils are discovering Italian culture through festivities and traditions working on the unit “Festività e celebrazioni”.

Grade 8 classes are exploring the world of clothing and fashion with the unit “L’abito fa l’uomo”.

Grade 9 students are exploring the universe and the earth and reflecting about sustainability following the unit “Il pianeta e me”.















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 **ALEFABITS** 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. All details will be provided shortly.

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 link reading platform, designed to encourage students to read and comprehend more complex texts.
- **Writing Competition Challenge** (The Little Writer in the Big Book) for register
- **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
رئيس قسم منهاج وزارة التربية والتعليم
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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. سيتم ارفاق كافة التفاصيل في القريب العاجل

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

مسابقة الكاتب الصغير في الكتاب الكبير للطلاب الناطقين بالعربية الرابط للتسجيل
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 عامنا الدراسي الجديد 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 welcome the new academic year 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 سبتمبر بالمراحل الدراسية المتنوعة
We are pleased to share with you what was studied during the month of September

كم كان من الرائع رؤية ابتسامة طلاب الصف الأول وسماع ضحكاتهم المشرقة عند عرض مسرحية أوشي الأرنب الأكول والتعرف على.

How wonderful it was to see the smiles of the first graders and hear their bright laughter when they performed the play Oshi the Gluttonous Rabbit and learned the letter Alef.





وتستمر رحلتنا الدراسية بمختلف الصفوف والأقسام بإبتسامة أبنائنا الأعزاء وفرحتهم وتعاونهم الدراسي

Our educational journey continues in various grades and departments with the smiles, joy, and academic cooperation of our dear children.







طلاب صف KG1B يبدعون بعمل نشاط فني لحرف السين (سمكة)

KG1B class students create an artistic activity for the letter S (Fish)



طلاب الروضة الثانية يبدعون بعمل نشاط فني حرف الجيم (ج)

KG 2 students create an artistic activity with the letter (ج)










تناولنا اليوم العديد من مفرادات درس(النمر الارقط)قام الطلاب بالتعاون مع بعضهم البعض وصُنع نشاط مُميز أحسنتم.

Today we had lots of vocabularies about the current lesson (Alnamero Alarkat)my amazing students collaborated very well to do an amazing activity.



استمتاع طلاب الصف الرابع أثناء استماعهم لقصة النمر الأرقط اثناء حلقة القراءة واستخراج بعض المهارات اللغوية مثل أقسام الكلمة .

Fourth grade students enjoy listening to the story of the spotted tiger during the reading circle and extracting some language skills types of words .

مثال على مشروع أطفالي خلال حصة الدراسات الاجتماعية الإماراتية.

Example of my kids' project during UAE Social Studies class .





اختتم طلاب الصف التاسع عرض مشروعهم عن دور الدستور في الحياة الاجتماعية في دولة الإمارات العربية المتحدة

G9 students concludes the role of the constitution in social life in the United Arab Emirates.

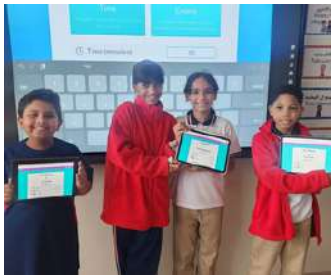
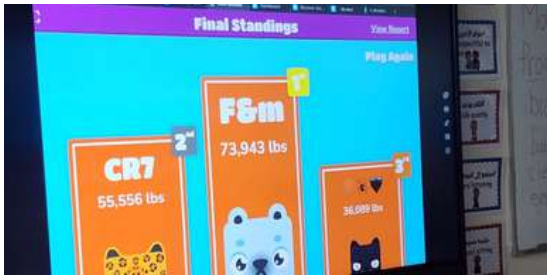







لقد استمتعنا كثيرًا بحصة اللغة العربية بالصّف الرابع Grade 4A. طلابي الأذكياء قاموا باستخدام الألواح الذكية(iPad) لحل بعض الأسئلة عن معاني مفردات (النّمرُ الأرقط).
لقد خضنا منافسة شيّقة . واعتمد الطلاب على أنفسهم في استخدام الأجهزة وحل الاجابات.
فخورة بكم أولادي وبناتي أحسنتم.

We had so much fun here during the Arabic lesson in Grade 4A. My intelligent students used their iPads to answer some questions about our lesson (Al namero al arqat)on the ((Blooket)) app. They had a competition between each other. otherwise, they relied on themselves to answer the questions. Thanks, boys and girls, keep it up always.



أبدع طلاب الصف الخامس بصنع نشاط عن عالم الفضاء هزاع المنصوري وتم الربط بالهوية الإماراتية وتعلمنا معاني مفرادات جديدة للدرس.

Grade 5 students made a wonderful activity by themselves about Hazaa AlMansoori linking with the UAE social studies during the Arabic lesson, and we found out some new vocabularies.








ربط منهج اللغة العربية بالهوية الوطنية من خلال تصنيف مرادفات قصة من الارض إلى الفضاء . ثم وضع المفردات في جمل تحتوي عليها.

Grade 5 Linking the Arabic language curriculum to national identity by classifying synonyms for the story From Earth to Space. Then putting the vocabulary into sentences containing information about the Emirati astronauts who contributed to the dream of reaching space.







شهادات تقدير حلقات تحفيظ القرآن الكريم

CERTIFICATE OF APPRECIATION FOR HOLY QURAN MEMORIZATION SESSIONS







STAR OF THE WEEK

نجم الأسبوع



















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 ولاء & 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. Walla& 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

Equity and inclusive education in the IB

The IB believes in an inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.
Across the world, inclusive education has grown from a movement that was about the inclusion of students with disabilities to a holistic approach that is about all learners and values the diversity of the student population.

The IB approaches equity and inclusive education in two main ways:

A) Inclusive principles in the design of IB programmes
B) Inclusive education practices in IB World Schools

A) Inclusive principles in the design of IB programmes

IB programmes are designed to ensure inclusivity and equitability-allowing all IB learners to have equal opportunities to learning pathways, learning experiences and educational recognition. The IB applies these principles for programmes and subjects.

When designing and developing the curriculum, the IB aims to meet the principles of equity and inclusive education through:

- Designing and developing a universally designed curriculum that is inclusive, fair and accessible for all IB learners
- Taking into consideration planned access and adaptations (inclusivity and accessibility for groups of students who would need specific access) and student well-being
- Drawing upon the full range of ways of knowing and incorporating experiences, contribution and histories from across cultures, nationalities, backgrounds, identities and perspectives
- Ensuring representation across cultures, nationalities, identities and experiences.

The above will allow all learners to feel represented and seen in the curriculum—to feel they each belong. Students are encouraged to think critically and holistically about a subject with an awareness of their biases. This can help reduce or remove cultural bias, and expose learners to multiple co-existing narratives and ways of knowing.

INCLUSION AT IIS

IB assessments address inclusivity, equitability and accessibility by:

- Using the principles of universal design of assessments, including cultural diversity and sensitivity to personal identity, in assessment design and development
- Considering student well-being during assessment design and development
- Providing inclusive access arrangements for students with access requirements
- Supporting students who are impacted by adverse circumstances during examinations
- Ensuring that evaluation of achievement is carried out in a reliable and valid manner by providing instructions to IB examiners to reduce or eliminate bias during the marking process.

B) Inclusive education practices in IB World Schools

The IB creates and maintains policies and creates resources to support equity and inclusive education in IB World Schools.

Access and inclusion policy

The **access and inclusion policy** is designed to enable full participation of **all** students across all four IB programmes in teaching, learning and assessment (formative and summative), by reducing and removing barriers using appropriate and well-planned access arrangements.

Each year tens of thousands of students with learning, physical, sensory, emotional, medical and other long-term challenges are supported in their IB assessments (Diploma Programme, Career-related Programme and MYP eAssessments). Students whose learning, emotional and functional stability are impacted by personal, family, social or other life circumstances (such as mental health difficulties, being affected by war etc.) are also supported through this policy.

Read the access and inclusion policy

Adverse circumstances policy

The adverse circumstances policy supports individual students who are impacted by circumstances such as bereavement, injuries, illnesses, or groups of students impacted by circumstances such as natural disasters during the assessment period.

Read the adverse circumstances policy

The IB principles of equity and inclusive education focus on all students—equal opportunities for every IB learner. Equal opportunities in the learning journey will not mean equal outcomes, but the focus is on all IB students fully participating and engaging in IB programmes. The principle is to emphasize similarities and strengths and not differences and what divides us.

Inclusion Team

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

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ANNOUNCEMENTS

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AMERICANO	S 10	M 13	L 13
SINGLE EXPRESSO	S 10	M 12	L 12
DOUBLE EXPRESSO	S 12	M 12	L 12
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

NOT FOR SALE DURING SCHOOL HOURS

Lipton Iced Tea (Lemon)	: 6.00
Lipton Iced Tea (Peach)	: 6.00
Lipton Iced Tea (Tropical)	: 6.00

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