مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

INNOVATION POLICY

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Next Review : May 2027

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OOS INNOVATION POLICY

Embedding a Future-Ready Culture of Discover, Design & Disrupt

1. Vision

OOS is committed to building a future-ready school ecosystem grounded in the principles of Discover, Design, and Disrupt. Innovation is not a project or a program — it is a philosophy embedded in how we think, teach, lead, and learn across all areas of school life.

2. Mission

To cultivate and sustain a school-wide culture of innovation through the Discover, Design, and Disrupt framework — ensuring these principles progressively inform teaching, professional practice, leadership, and learning environments as part of our continuous improvement journey.

3. Policy Statement

The OOS Innovation Policy provides a coherent whole-school framework to embed innovation as a way of working. It positions innovation as a systemic, ongoing priority rather than a series of isolated initiatives, supporting improved student outcomes, wellbeing, and future-ready competencies.

This policy aligns with:

- GEMS Education Standards
- UAE National Agenda
- UAE Innovation Month Strategy
- SPEA Strategy 2025–2028

4. Purpose

This policy seeks to ensure that innovation across OOS is:

- Purposeful and coherent across the school.
- Progressively embedded and refined through evidence and reflection.
- Connected to school improvement priorities.
- Supportive of teacher capacity and student agency.

To this end, the policy aims to:

- Build a shared innovation culture across teaching, learning, and leadership.
- Develop learners equipped with skills for an evolving world.
- Strengthen professional practices through structured collaboration and inquiry.
- Enable leadership approaches that support and sustain positive change.

- Embed meaningful technology use across school systems and learning experiences.

5. Core Innovation Model: Discover – Design – Disrupt

Principle	What It Means in Practice
Discover	Identifying needs, challenges, and opportunities through observation, inquiry, and reflection. Staff and students are encouraged to ask questions and explore the why before jumping to solutions.
Design	Developing creative, evidence-informed responses. This involves structured thinking, prototyping, and collaboration to generate purposeful solutions.
Disrupt	Challenging existing approaches where evidence supports something better. Change is implemented thoughtfully, not for the sake of novelty, with consideration for scale and sustainability.

Important Note on Implementation

These principles are applied progressively and contextually across OOS. As our innovation journey develops, Discover, Design, and Disrupt will be operationalized in ways that reflect our context and capacity.

6. Cross-Cutting Enabler: Digital & ICT Ecosystem

Digital tools and ICT are embedded across all dimensions of this policy where purposeful and appropriate.

ICT is expected to progressively support:

- Personalized and adaptive learning opportunities
- Communication and collaboration between learners and educators
- Feedback processes and formative assessment practice
- Data-informed professional decision-making
- Digital citizenship and responsible technology use

Expectation

At OOS, we commit to reflecting on and documenting how technology is meaningfully embedded in our innovation work overtime. Innovation initiatives are expected to demonstrate purposeful ICT integration where this adds clear value to learning.

7. Dimensions of Innovation

At OOS, innovation is understood as an ecosystem with four interconnected dimensions. Progress across dimensions will develop over time, informed by our context and capacity.

7.1 Teaching, Learning and Assessment

- Inquiry-based, student-centred pedagogies are progressively embedded.
- Learning is connected to real-world contexts where appropriate.
- Assessment practices move towards greater breadth and authenticity.
- Student voice, choice, and co-design are encouraged as part of the learning culture.

7.2 Professional Development

- Structured Professional Learning Communities (PLCs) provide the foundation for collaborative inquiry.
- Peer coaching and mentoring are embedded in professional practice cycles.
- Action research is used as a tool for reflective and evidence-informed development.
- Professional growth is expected to connect to observable shifts in classroom practice over time.

7.3 Leadership & Culture of Innovation

- Leadership supports distributed ownership of innovation across the school.
- A culture of trust, experimentation, and psychological safety is actively cultivated.
- Innovations and good practice are recognized and shared.
- Staff and student voice inform decision-making processes.

7.4 Learning Environment

- Learning spaces — physical and digital — are progressively adapted to support creative and collaborative work.
- Environments are safe, inclusive, and flexible.
- Technology-enabled experiences are embedded where they enhance learning.

8. Roles and Responsibility

Accountability for innovation is shared across the school community.

9. Monitoring, Evaluation & Continuous Improvement

Innovation impact will be monitored through a range of qualitative and quantitative indicators. We do not expect progress across all indicators simultaneously; evidence will be reviewed in context and with reference to our starting points.

Indicative success indicators include:

- Evidence of student engagement and achievement connected to innovation-informed practice.
- Quality and breadth of innovation initiatives and outputs.
- Teacher professional growth as reflected in observation and self-evaluation.
- Stakeholder feedback (students, staff, parents).
- Effectiveness of ICT integration as documented through self-evaluation.

Evidence-gathering methods may include:

- Learning walks and classroom observations.
- Student and staff surveys.
- Portfolio and project evaluations.
- Action research cycles and reflective documentation.
- Innovation showcases and professional learning events.
- School self-evaluation processes aligned to GEMS frameworks.

10. Annual Review

This policy will be reviewed annually at the close of each academic cycle. The review process will draw on:

- Academic outcomes and innovation project evidence.
- Stakeholder feedback gathered throughout the year.
- School improvement priorities for the incoming cycle.
- Reflection on the implementation journey to date.

Review findings will inform the following year's strategic innovation priorities.