



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



INNOVATION FRAMEWORK

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Innovation Framework

Explore, Experiment, Enrich



Innovation in Education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world.

The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to explore, to experiment.

Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.

Vision

Inspire students to think, design and innovate.

Mission

Provide opportunities for students to interact with latest technologies and tools through a multi- disciplinary approach to achieve global standards.

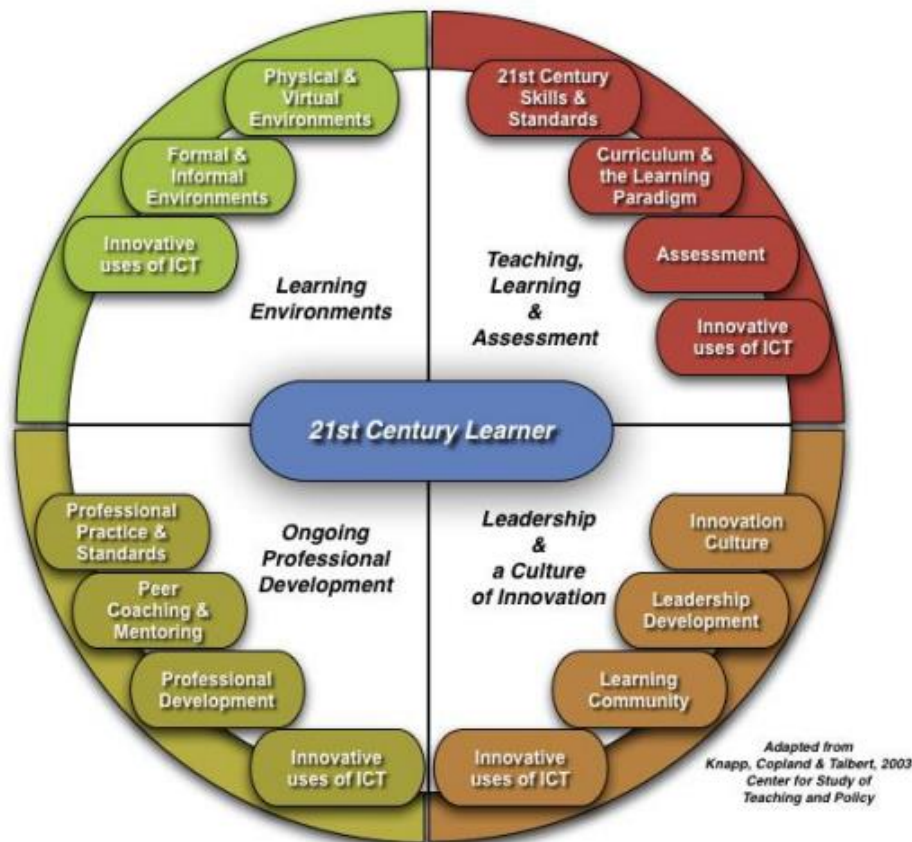
OOS Innovates.....

- The goal of the framework is to help coordinate **changes** so that they **complement** rather than **compete** with one another.

The framework highlights four top dimensions in successful transformation. These dimensions are critical success factors individually but more effective when connected with each other.

1. Teaching, Learning and Assessment
2. Ongoing Professional Development
3. Leadership & a Culture of Innovation
4. Learning Environment

Major Areas of Reform on the Innovation Framework



Teaching, Learning & Assessment

The Innovation Framework highlights four areas related to **what and how students learn**:

- 21st Century Skills & Standards
- Curriculum & the Learning Paradigm
- Assessment
- Innovative Uses of ICT

How curriculum should be designed, and how should students be assessed? How can student-directed learning be encouraged?

Our Own Sharjah always have been a fore runner in initiating best practices in keeping with the high academic standards set by GEMS and makes every effort to provide students with a rich and meaningful learning experience.

Fostering a culture of innovation, in line with the UAE National Agenda and UAE Innovation Strategy, OOS embraces the wide opportunities of digital technologies to create new opportunities to prepare our students for 21st century by ensuring implementation of effective teaching and learning strategies and encouraging student-centered learning and assessment processes.

We seek to actively engage students in their learning and in the co-design of the learning process through feedback from students on the quality of teaching and learning and by including the student body in the innovation action plan design.

Technology skills are crucial in the 21st century skill set, but **technology should play a bigger role in the transformation of learning practices.**

High level ICT integration increases the possibility

- to personalizing learning processes
- to make learning accessible to students anytime and anywhere.

Ongoing Professional Development

A second area for reform on the Innovation Framework focuses **on how teachers learn and teach**. This area highlights four elements:

- Professional Practice & Standards
- Peer Coaching & Mentoring
- Professional Development
- Innovative Uses of ICT

How can teacher skills be identified, taught and measured? What kinds of training and development are needed, and how can their effects be measured?

Just as student learning must evolve beyond a transmission model to actively engage students, we at OOS believe that teacher-learning means more than attending required workshops and teaching in isolated classrooms. We believe that true professional development involves establishment of a professional community focused on learning.

In an environment where the expectation is continuous learning through supportive feedback, teachers can develop and practice the 21 century skills they want students to develop. At the heart of these are social skills and the development of measurements to assess their use.

Teachers need continuous training and supportive assessment to cope with the demands of the changing educational landscape. We have detailed action plans for training and apply these consistently.

Professional development includes peer-to-peer coaching and mentoring for newly hired teachers as well as being part of ongoing practice for all teachers. As with other areas of reform, technologies offer opportunities to transform teaching and the support of teacher learning.

Leadership and a Culture of Innovation:

The elements highlighted in this area of the Innovation Framework are:

- Innovation Culture
- Leadership Development
- Learning Community
- Innovative Uses of ICT

How can the school develop a culture that is conducive to innovation?

We at OOS believe that an innovative school is not one person's creation but rather the product of enabling the whole school to help design new processes and procedures. This requires successful management of relationships at all levels across the school and beyond to include parents, community, and other stakeholders. A particular focus is on leadership development, preparing administrators to be instructional leaders, supporting a distributed group of leaders rather than a select few, and devising plans for developing leaders and leadership skills at all levels. These leaders are responsible for promoting a school-wide learning community that keeps all stakeholders working together on the common goal of improving student learning.

In addition to development of individuals, a culture of innovation depends on organizational development and management.

Another way to facilitate innovation is changing school structures such as facilities, programs, and use of time. Finally, providing time during the school day for staff collaboration and school networking can enable effective change.

How can a school measure its success? What system of metrics should it employ? How does the management of a school relate to its ability to implement innovative practices?

Continuous evaluation is necessary for developing and sustaining a culture of innovation. Successful innovation requires that school use technology-based analytical tools that help us to measure student outcomes and identify students who are struggling academically and their areas of underperformance. By using such systems, we can more effectively deploy resources and intervene at appropriate

points. At the school level, measures of progress range from student attitudes and achievement to overall school metrics to attendance.

Learning Environments:

A fourth area for reform on the Innovation Framework focuses **on where and when students learn**. This area includes several dimensions:

- Physical & Virtual Environments
- Formal & Informal Environments
- Innovative Uses of ICT

One dimension to consider is the design of physical spaces for rich and diverse educational experiences, including space for oral discussion, project work (creations in art, science, etc.) and performance. Learning opportunities can be extended by considering virtual spaces for simulations, role-playing, and networking.

The learning environment can be developed so that it supports learning in and out of school through such options as community service and workplace internships, and by involving community members as mentors and coaches. In this way, education is unconstrained by time and place.

***How can the school use technology for management, learning and communication?
Can the school personalize its offerings and measure outcomes using technology?***

As with all areas of reform, technologies are key to transforming the learning environment. Too often technology is “bolted on” and not integral to enhancing and assessing learning within schools. Schools need access to technology for all students and teachers in order to support anytime anywhere learning, personalization and 21st century skills.

SCHOOL INNOVATION STATUS

Pedagogy refers to any strategy that requires teachers to adopt teaching methods or practices in order to implement it.

Organization refers to the need for support from the school administration, educational establishment or other governmental or constituent group to implement the strategy

Non-Academic refers to any strategy that has non-academic benefits

No.	Innovation strategy	Status Y- Yes Pr- Partial P- Possible N- No	Pedagogy	Organization	Non-Academic
1	Personalization	Y	✓		✓
2	Small Learning Communities(classrooms)	Y	✓	✓	✓
3	Student Advisories	Y		✓	✓
4	Small Learning Communities with Academies (study groups)	Y		✓	✓
5	Multidisciplinary Curricula with Block Scheduling	N	✓	✓	✓
6	Cooperative Learning	Y	✓		✓
7	Project-Based Learning	Y	✓		✓
8	Peer Tutoring	Y	✓		✓
9	Peer Instruction	Y	✓		
10	Team Teaching	P	✓	✓	
11	Community Service Learning	Pr	✓	✓	✓
12	Business Partnerships for Assessment, Resources and Funding	P	✓	✓	✓
13	Global Connections	P	✓	✓	✓
14	Internships(to be implemented in grade 9)	P	✓	✓	✓
15	The Resurgence of Art through digitalization	P	✓	✓	✓
16	Realignment of Art and Music – Cross curricular links	P	✓	✓	✓
17	Digital Learning	Y	✓	✓	✓
18	Parent Involvement	Y		✓	✓
19	Student-Led Performances	Y	✓		✓

No.	Innovation strategy	Status Y- Yes Pr- Partial P- Possible N- No	Pedagogy	Organization	Non-Academic
20	Non-Academic Life Skills Curricula	Y	✓		✓
21	Meaningful Career Counseling	Pr		✓	✓
22	Social/Emotional Counseling	Y		✓	✓
23	Physical Fitness Programs - Beyond Sports	Pr	✓		✓
24	Outdoor Learning	Pr	✓	✓	✓
25	Student-Run Independent Newspaper	Y	✓	✓	✓
26	Relevant Staff Development and Adequate Staff Preparation Time	Y	✓	✓	✓
27	Portfolio-Based Assessment	Y	✓	✓	✓
28	New Paradigm School Buildings (i) Learning streets (ii)Resource areas (ii)Learning outside school	P	✓	✓	✓
29	After School Programs and Community Use of Schools	P	✓	✓	✓