



INSPIRING



“Reform’s success depends on nothing less than teachers and students transforming themselves.”

In 2005, Qataris proved many times over their willingness to consider new possibilities, to act in new ways, and to give new ideas a chance to bloom. Thanks to them, Qatar’s comprehensive education reform initiative is working and growing.

To my knowledge, no other nation intent on education reform has tried to accomplish so much in such a short time. Qatar’s success in doing so bodes well not only for our goal of transforming our education system, but also for the progress we can make in broader social, economic, and political reforms.

While reform asked a great deal of all of us, it has demanded the most from the teachers and students in our Independent Schools—the people who are minute by minute translating the ideals and goals of the initiative into tangible, meaningful experiences. Reform’s success depends on nothing less than teachers and students transforming themselves. They must work harder (and longer) than ever before—and measure the results against high standards. They must think creatively and independently every single day, whether they are planning a lesson or fulfilling a class assignment. They must regard one another with a new level of respect and a shared sense of purpose.

It isn’t easy: giving up “the old way” of doing anything never is. But students and teachers are responding with energy, ingenuity, patience, and the special kind of pride that comes from being part of a truly historic effort. Reform’s growing momentum, and the speed with which it has become a fact of Qatari life, is due in large part to them.

Yes, reform is still young. But what I see unfolding in the classrooms of Independent Schools deserves all the support we are capable of offering. After all, our students and teachers are giving us something invaluable in return: the brightest possible future.

Her Highness Sheikha Mozah Bint Nasser Al-Missnad

Consort of His Highness the Emir
Vice Chair, Supreme Education Council



2005: YEAR IN REVIEW

Opening of 21 new Independent Schools in 2005.

In fall 2005, Qatar opened its second group of innovative, student-centered Independent Schools. These 21 are in addition to the 12 schools that opened at the start of the 2004-05 academic year. Independent Schools are government-funded, they feature smaller classes, and they have the autonomy to meet Qatar's curriculum standards through their own models of curriculum design, teaching methods, and collaboration.

Operators were also recruited for 21 schools scheduled to open in 2006.

Completion and launch of curriculum standards.

2005 saw the completion and full implementation of Qatar's new curriculum standards in Arabic, English, mathematics, and science. These standards describe expectations for grades K-12 keeping in mind the developmental abilities of each grade level. While the standards were created specifically for Qatar, they are internationally benchmarked so that students in the Independent Schools have access to a world-class curriculum. Qatar is the first Arabic-speaking nation to develop educational standards for written and spoken Arabic.

In addition to meeting the curriculum standards, each Independent School is required to offer a curriculum in Islamic studies. Schools may also design curricula in art, history, and other subjects.

Symposium on curriculum standards.

On November 30, the Education Institute held a symposium on Qatar's national

curriculum standards. The event attracted over 500 educators from Independent and Ministry of Education Schools, locally based international universities and from Qatar University, as well as a number of parents. The conference generated a lively dialogue on curriculum content, on how the curriculum standards are applied in the Independent Schools, and on the importance of using several educational resources as opposed to a single textbook. Dr. Hamad Al Hammami, director of the Unesco regional office, delivered the keynote address, which stressed the need for an integrated curriculum that involves teachers, students, experts, and parents.

Professional development opportunities expand.

In September, the Supreme Education Council announced professional development programs for teachers in Independent Schools. Internationally renowned experts in education taught many of the programs. The Professional Development Office worked closely with teachers and students in Independent Schools to create dozens of courses and training workshops designed to enhance teachers' knowledge, skills, and understanding. Subjects ranged from implementing curriculum standards to strategies for classroom leadership (tailored to different grade levels) to how the latest research on brain development is changing pedagogy.

Hiwar Symposium.

Hiwar, meaning "dialogue," was the title of a symposium held on March 15, the first anniversary of

the public launch of the reform. Experts from the Gulf region, Europe, and the U.S.A spoke on education topics including evaluation, assessment, and professional development, bringing international perspectives to issues that are important in Qatar's education reform. The symposium offered educators the chance to talk about best practices and to engage in dialogue with reform officials about the progress of the new plans.

Launch of new teacher's network.

Teachers are at the heart of Qatar's education reform initiative. In its effort to improve the quality of teaching in the Independent Schools, the Education Institute will launch a bilingual (Arabic-English) online teachers' network—a "meeting place" for all teachers to exchange views and information on education matters. The network's motto is "Be a Teacher, Be an Inspirer," and it will feature online interviews with leading education experts and many other sources of information that will help teachers become leaders in their classrooms. Teachers can use the network to exchange ideas on curricula, lesson plans, teaching resources, and good pedagogical practices.

Boards of trustees established for Independent Schools.

In 2005, all new Independent Schools were required to elect their boards of trustees. These volunteer boards provide an extra layer of oversight, accountability, and transparency within the schools and create a critical link to the community. Boards are composed primarily of

parents but are also open to teachers, community members, or those with skills in law, finance, or other pertinent areas.

2004 assessment results announced in 2005.

The SEC's Evaluation Institute released results of the Qatar Comprehensive Educational Assessment (QCEA), a comprehensive standardized test battery application conducted in 2004. The results suggested that females out-performed males in most grades and that non-Qatari students appeared to be doing better than Qatari students. The tests were developed by well-recognized testing organizations working with a local team in an effort to help build a local assessment capacity. The announcement of the QCEA results is intended to help improve the educational experiences of learners in Independent Schools and ensure that reform remains an initiative defined by accountability and transparency.

The now-improved version of the QCEA was administered again in the spring of 2005, with more than 80,000 students from Independent, Ministry of Education, and private Arabic schools taking part; these results will be reported in February 2006.

School Report Cards prepared and released for all government schools.

A selection of the data collected in 2005 from students, parents, teachers, principals, and other personnel in every Ministry of Education, Independent and private Arabic school in Qatar was reported in the first annual School Report Card (SRC).



An important aspect of education reform, SRCs aid parents' decisions about schooling, better informing them about schools and encouraging their increased involvement in their child's education.

The SRCs are being released to the public in February–March 2006, and every parent will be sent one for their child's school. All SRCs may be accessed through the Supreme Education Council website, and schools will also be provided with a comprehensive set of the reports. The SRCs include information on student academic outcomes; social outcomes of schooling; student attitudes to learning; school as preparation for the future; parental involvement in schooling; pedagogical practices; teacher professional development and preparation; student and parent satisfaction with the school and its provisions; school leadership and management; curriculum quality; and school facilities and resources. These are all either key attributes of, influences on, or preconditions for effective schools.

Establishment of HEI and administration of new scholarship program. The Higher Education Institute (HEI) of the Supreme Education Council was established in March 2005 to ensure that Qatari citizens can pursue their aspirations for college and careers by studying at some of the best and most prestigious universities in the world. One of HEI's primary duties is overseeing scholarship programs for Qatari students and working professionals who are within five years of their high school graduation. In order to qualify

for a scholarship, students must be accepted by a college or university, in Qatar or abroad, that has met HEI's rigorous qualifying criteria. The six current scholarship programs, which will grow to eight in 2006, recognize a wide range of academic pursuits such as medicine and engineering, but also specifically encourage study in fields such as business, nursing, aviation, and other professions in demand in the current labor market. Scholarships are also available to support students who need additional preparation prior to beginning their post-secondary studies through the advising and career development center.

Qatari students participate in international studies. In 2005, for the first time ever, Qatar participated in two major international studies. Program for International Student Assessment (PISA) seeks to measure the literacy skills of 15-year-old students in reading, mathematics, and science. Qatar is one of 57 countries participating in PISA. Progress in International Reading Literacy Study (PIRLS), which had more than 40 participating nations, seeks to measure reading skills at fourth grade—a critical juncture—using stories and information texts appropriate to the grade level.

Results from both the PISA and PIRLS studies will be available in 2006. Qatar has also joined the 2007 Trends in International Mathematics and Science Study (TIMSS), which is designed to help countries improve student learning in mathematics and science. TIMSS collects educational achievement data from students in the fourth and eighth grades.



2005: INDEPENDENT SCHOOLS

Primary Schools

Al-Khor Independent Model School for Boys

Al Khor
Kindergarten to grade 6
Enrollment: 450 students

Al-Qadeseya Model Independent School for Boys

Al Rayyan
Grades 1 to 5
Enrollment: 625 students

Muraikh Boys Primary Independent School

Muraikh
Grades 2 to 5
Enrollment: 625 students

Al-Khor Girls Independent Primary School

Al Khor
Pre-Kindergarten to Grade 6
Enrollment: 625 students

Safieh bint AbdulMuttaleb Girls Independent Primary School

Al Sailiya
Grades 1 to 6
Enrollment: 625 students

Boroq Independent Primary School for Girls

Al Shahaniya
Kindergarten to Grade 6
Enrollment: 625 students

Al-Markhiya Girls Primary School

Al Markhiya
Pre-Kindergarten to Grade 6
Enrollment: 513 students

Al-Wajba Girls Independent Primary School

Old Al Rayyan
Grades 1 to 6
Enrollment: 500 students

Khadija Girls Independent Primary School

Al Maamoura
Grades 1 to 6
Enrollment: 625 students

AbuBaker Asedeeq Independent School

Al Montazah
Grades 4 to 6
Enrollment: 625 students

Al-Salam Girls Independent Primary School

Al Wakra
Grades 1 to 6
Enrollment: 500 students

Preparatory Schools

Al-Duhail Girls Independent Preparatory School

Al Kheisa
Grades 7 to 9
Enrollment: 625 students

Al-Wajba Preparatory Girls School

Old Al Rayyan
Grades 7 to 9
Enrollment: 500 students

Muaither Girls Independent Preparatory School

Muaither
Grades 7 to 9
Enrollment: 500 students

Al-Wakra Girls Independent Preparatory School

Al Wakra
Grades 7 to 9
Enrollment: 666 students

AbdulRahman bin Jassim Boys Independent Preparatory School

Al Wakra
Grades 7 to 9
Enrollment: 660 students

Hamad bin Abdullah bin Jassim Boys Preparatory School

Bani Hajer
Grades 7 to 9
Enrollment: 625 students



(Schools continued)

Secondary Schools

Amna Bint Wahab Independent Secondary School for Girls

Al Sadd
Grades 10 to 12
Enrollment: 502 students

Al-Resala Girls Independent Secondary School

Al Dafna
Grades 10 to 12
Enrollment: 434 students

Al-Wakra Independent Secondary School for Boys

Al Wakra
Grades 10 to 12
Enrollment: 625 students

Al-Doha Boys Independent Secondary School

Abu Hamour
Grades 10 to 12
Enrollment: 625 students

SEC LEADERSHIP

The membership of the SEC was drawn from Qatar's top leaders in government, business, and academia. While they reflect diversity and experience across multiple disciplines, they are united in their commitment to building a world-class education system for Qatari children.

His Highness Sheikh Tamim bin Hamad bin Khalifa Al-Thani
Heir Apparent
Chair, SEC

Her Highness Sheikha Mozah bint Nasser Al-Missnad
Consort of His Highness the Emir
Vice Chair, SEC

Her Excellency Sheikha Al-Mahmoud
Minister of Education

His Excellency Sheikh Abdulah bin Saud Al-Thani
Director, State Audit Bureau

Sheikha Abdulah Al-Misnad, Ph.D.
President, University of Qatar

Mohammed Saleh Al-Sada, Ph.D.
Director Technical, Qatar Petroleum

Mohammed Khaled Al-Mana
Chairman, Qatar Chamber of Commerce and Industry

Bader Abdulah Al-Darwish
Chairman, The Modern Home

Education Institute

Sabah Al-Haidoos
Director

Evaluation Institute

Adel Al-Sayed
Director

Higher Education Institute

Jehan Abdullah Al-Meer, Ph.D.
Director

2005: **THE STORIES** OF REFORM

"Qatar is creating thinkers," says Amani Ibrahim, a teacher at Al Duhail Girls Independent Preparatory School. "Before, our students learned to simply pour information onto a page. Now, they are learning for life."

Her colleague, Fatma Ali Al Nuaimi, agrees. "We've transformed the learning process from a destination into a journey." What follows are some examples of how that journey progressed in Qatar's Independent Schools during 2005.

"He said, 'Newton was right!'"

One of reform's most significant changes was doing away with a single, nationally prescribed textbook in the Independent Schools. As long as schools are accountable to the national curriculum standards in Arabic, English, science, and mathematics, each school can determine its own curriculum, and teachers can draw on whatever materials—in any media—that they feel will help them teach most effectively.

Dispensing with a standard textbook that had been a fixture of Qatari education for two generations has required an adjustment for parents and teachers alike. At the beginning of the school year, "Where is the textbook?" and "How do I know my child is learning if he doesn't bring home a textbook?" were questions frequently heard by the staff of Independent Schools. But as the year progressed, those fears were allayed. "Parents were afraid their children wouldn't be prepared," says Najlaa Hussain Al Mutawaa, a teacher at Al Wakra Girls Independent Preparatory School. "But then they hear good things from the children, and they see that the teachers are hard-working."

For teachers, especially those accustomed to lecturing and reading aloud from a single book, the opportunity to design curriculum has been daunting and time-consuming—but ultimately liberating. While they must devote many more hours to researching materials and developing ways to integrate them into the classroom, teachers also appreciate having the autonomy to be creative in bringing concepts alive for their students. "I have many resources now—from the school, from throughout the Middle East, from around the world," says Khalid Al-Boainin, a teacher at AdbulRahman Bin Jassim Boys Independent Preparatory School. "And I have many more ideas now."



At Khalifa Independent Primary School of Girls, teachers developed an exercise to help fourth graders understand the difference between fact and opinion—a skill that can be critical in later life, whether one is evaluating a business plan or choosing which candidate to vote for. The teachers asked the students to consider a mock advertisement that claimed their school had “the largest playground in Qatar.” The students debated what features might make a playground worthy of this status: Is it strictly a matter of size? Or does quality of equipment and layout come into play? Students agreed it was a difficult matter to settle. Then one student stood up and proposed that the class visit every playground in Qatar and take measurements. “It was a great victory for critical thinking,” says AbdulGabbar Al-Sharafi, English Curriculum Standards Specialist at the Education Institute, after observing the class during his regular visits to the school.

Although every Independent School classroom bears the unique stamp of its teacher, most reflect an emphasis on encouraging a spirit of inquiry and hands-on learning. “We’re giving students more confidence about themselves, that they can do more,” says Ms. Mutawaa, the teacher at Al Wakra Girls Independent Preparatory School. And it’s this approach, she adds, that convinced her to become a teacher. “When I got my degree in Zoology, I didn’t want to be a teacher because I didn’t like the traditional ways of teaching. But I like this new way of teaching.”

For the sciences in particular, interactive experiences have proved revelatory for everyone involved. Frias Couri, a teacher at the Omar bin Khattab Education Complex for Boys, recalls a student’s reaction after conducting an experiment to illustrate Newton’s first and second laws. “He turned to me and said, ‘Newton was right!’” says Mr. Couri. “It’s the greatest comment I’ve heard in my entire teaching career.”

“This is a five-senses education.”

Field trips once meant a purely recreational excursion. But in 2005, excursions outside the classroom became an integral part of the learning experience. Now field trips provide opportunities for learning across the curriculum—a trip to the zoo becomes the basis for writing and art assignments.

“I have many resources now—from the school, from throughout the Middle East, from around the world.”

Khalid Al-Boainin

Teacher, AbdulRahman Bin Jassim
Boys Independent Preparatory School



“This is a five-senses education,” says Ibtihal AbdulMohsen, a teacher at Moza bint Mohammed Elementary School for Girls.

Teachers are finding that even visits to familiar places can be used to open up the world to students. For a group of second graders from Al Qadeseya Model Independent School for Boys, a trip to Pizza Hut became a lesson in the fundamentals of chemistry, as students learned how a group of materials—in this case, flour, water, and yeast—react under various conditions.

When the members of the Science Club at the Activity Center in Al Duhail Girls Independent Preparatory School learned they were going to Semaisma Beach to collect crabs for a terrarium, they responded with a chorus of “Ick!” But the more the girls learned about the crabs, the more they gained respect for the creatures’ fragile complexity and their role in maintaining biodiversity. “These kinds of experiences really motivate students,” says Ms. Nuaimi, the teacher who led the trip. “Many girls were afraid of science. Now they think science is great.”

“We share information.”

Every study of effective education practice cites small class sizes as a key factor. In Qatar’s Independent Schools, where classes are kept to a maximum of 25 students, teachers are finding ways to make the learning environment feel even more intimate. In most Independent Schools, students are no longer arranged in rows with a teacher lecturing from the front of the class. Now, students often learn in groups, and the teacher moves around the room monitoring the progress of the students on both a collective and individual basis. Teachers believe a less rigid environment enables students to focus better on a more rigorous curriculum.

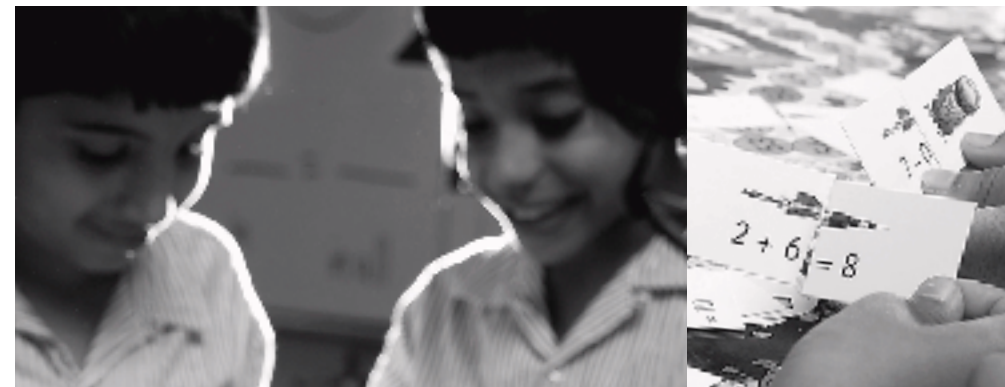
Making effective use of group work requires new classroom management skills and a different approach to discipline—in fact, managing student work groups is one of the main focuses of professional development programs. But teachers are willing to learn new skills because it makes the classroom more collaborative and, in turn, more engaging.

“We used to talk too much,” says Mohammed Yousef Rahahla, a mathematics teacher at AbuBaker Asedeeq Independent School. “Now we have seen the value in letting students teach one another, and in tailoring activities to students’ abilities.”



“Now we have seen the value in letting students teach one another, and in tailoring activities to students’ abilities.”

Mohammed Yousef Rahahla
Mathematics teacher,
AbuBaker Asedeeq Independent School



“We share the information,” says Nasser, 15, a student at AbdulRahman Bin Jassim Boys Independent Preparatory School. “It helps us understand the lesson. If I don’t know a point, I ask my friends. And if I still don’t understand, the teacher will give me more information.”

Group work is also proving a valuable tool in encouraging student maturity. “I had one student who was very naughty,” says Ms. AbdulMohsen, the teacher at Moza bint Mohammed Elementary School for Girls. “It came to my mind to make her a leader in her group. She changed completely. She respects herself, and she feels a sense of responsibility for her peers.”

More accomplished students get a sense of satisfaction—and a greater intellectual challenge—when they’re asked to tutor other group members who may be struggling. “The teacher asked me to help another student who needed help in math,” says Ali, a student at Al-Yarmouk Independent Preparatory School for Boys. “That gave me courage.”

“We want our teachers to feel at home here.”

Reform has meant more meaningful learning experiences for teachers as well as students. In 2005, professional development programs, sponsored by the Education Institute, addressed curriculum standards, workshops on specific subjects (such as science), lesson planning, time management, behavior, learning styles, and other pedagogical issues. These system-wide programs, which are offered to teachers in both Independent Schools and Ministry of Education Schools, have encouraged a dialogue across grade levels, creating, for the first time, a sense of a Qatari educational continuum that all teachers can invest in. “Teachers used to be so isolated from one another,” says Dr. Al-Sharafi, the English Curriculum Standards Specialist at the Education Institute. “But teachers really want to know what’s going on in other schools. They want to talk to each other not only about what they are teaching but how they’re teaching it.”

In addition to programs sponsored by the Office of Professional Development, every Independent School has its own professional development program. At Al Wakra Independent Secondary School for Boys, staff training is preparing the school to join the rigorous and renowned International Baccalaureate program. “We’ve invested a lot in professional development,” says Bilal Abdul Sammie Osman Saber, the operator. “Teachers are telling us

that they’ve learned in four or five months more than they’ve learned in the past ten years. It’s been like a marathon for the past few months.”

In addition to building skills tailored to the unique needs of the school, on-site professional development also encourages teacher-to-teacher mentoring and a stronger esprit de corps. “If we want successful learners, we have to look after our teachers,” says Dr. Hayat Abdulla Ma’refia, operator of the Al Wajba Primary Independent Girls School. “We want our teachers to feel at home here.”

Many teachers point to their principals as an important source of encouragement and inspiration in their professional development. Before the reform, the principal’s role mostly centered on compliance and enforcement. Now, principals are becoming true educational leaders in their schools—not just motivating staff, but catalyzing substantive discussion on pedagogical issues. “The principal has to feel, act, and live as if he is one of the teachers,” says Abdullah Ismaeel Al Emadi, principal at Abu Baker Asedeeq Independent School. “I believe both students and teachers benefit more when they work with the principal, who functions as a learning leader.”

“I want them to want to learn.”

Education is not just about mastering a body of information and a set of skills; it’s about becoming confident, creative, and articulate. One way Independent Schools nurture these qualities is by asking students to make presentations to their fellow students. At Al Duhail Girls Independent Preparatory School, several classes and grades embraced the idea of making PowerPoint presentations on cell structure. They devoted their lunchtime to learning the software, then incorporated graphics, English and independent research which, in many cases, went far beyond the scope of their class work.

When her Arabic teacher asked Bedour, a ninth grader at Al Wakra Girls Independent Preparatory School, to make a presentation to the class, “I had some fears at first, of course,” Bedour says. “But it helps us understand what the teacher feels like every day when she teaches us. And if your future is in business or other fields, you have to know how to make presentations. It’s good for your future.”



The election of class officers and student leadership councils is also developing important skills in students. Virtually unheard of before the reform, these councils are now a fixture of Independent School life. The student representatives, who are elected by their peers, are learning the value of identifying issues of importance to their constituencies, marshalling evidence (through methods such as polling) and making persuasive arguments.

Students say having a voice makes them more invested in the life of the school. Bedour says she plans to run for president of her class. "I would like to make some changes so that all the girls love this school," she says. "I want them to want to learn."

Many student leadership councils initially focused on lengthening playground time and the quality of food in school, but members are learning they can have an impact in many more ways. At Al Wakra Independent Secondary School for Boys, students pointed out that computer labs were too crowded and asked for more access. It was granted. "We can't give them everything they want, of course," says the school operator, Mr. Saber. "But it shows that they are becoming independent thinkers who are worthy of being heard. That's exactly the kind of people Qatar needs for the future."

"We respect our teachers. It is like father and son."

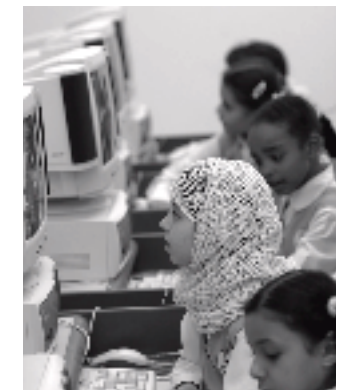
When teaching and learning change for the better, students' behavior changes as well. "We have a more mature relationship with them," says Ghassan Badwan, a teacher at Al Wakra Independent Secondary School for Boys.

Ali, the student at Al-Yarmouk Independent Preparatory School for Boys, agrees. "We respect our teachers a lot more. It is like father and son."

While discipline problems will always be a fact of life in schools everywhere, Qatar's Independent School teachers say that they see students changing for the better. Smaller classes are perhaps the most significant factor. "When we had more than 25 students in our classes, no one could study," says Ahmed, 15, a student at AbdulRahman Bin Jassim Boys Independent Preparatory School. Students say it also helps that they change classrooms over the course of a day, rather than sit in one place. "It helps us be fresh and ready to learn about the subjects," says Bedour.

"Teachers really want to know what's going on in other schools. They want to talk to each other not only about what we're teaching but how they're teaching it."

Dr. Al-Sharafi
English Curriculum Standards Specialist,
Supreme Education Council



One way schools are building greater respect for teachers is through teacher-led extracurricular activities. At Al Duhail Girls School, these activities are offered two days a week. "At first, many of us thought, 'we will have to stay after school even longer?'" says Ms. Ibrahim. "But we found it was interesting—not only for the students, but for us." Extracurriculars also give students an opportunity to see their teachers in a new light—in fact one of the science teachers, Ms. Ibrahim notes, is helping to lead the singing club. "That makes the girls feel closer to us, and the relationships are different," she says.

Teachers also laud the fact that behavior management has become a school-wide effort, not something that teachers must cope with on their own. What's more, discipline policies are not strictly punitive, but rather reflect a balance of rewards and sanctions; the focus is not just catching students doing something bad, but also praising them when they do well.

The new attitude on the part of staff and students is leading to some remarkable transformations. One example is Ali Bin Abdullah Independent Primary School for Boys, which is now one of the most sought-after Independent Schools in Doha, drawing bright students from far beyond its immediate proximity. "Our staff works hard, and with great zeal," says Mohgat Al Kolob Kamel, the school principal. "We invest a great deal of time in planning and collaboration to instill in our students the knowledge, skills, and values which create future leaders—our ultimate goal."

"A good start."

Parental involvement continues to grow in Independent Schools. "I feel welcome in the school," says Awad Mohsen Al Qahtani, the father of a seventh grader in Hamad Bin Abdullah Bin Jassim Independent Preparatory School for Boys. "They give us all the help we need, and if you ask for a report about your child's progress, they respond quickly."

The newest formal opportunity for involvement came with the election of boards of trustees for each Independent School. Response was enthusiastic: at Hamad Bin Abdulla Bin Jassim Boys Preparatory School more than 100 fathers, grandfathers, uncles, and elder brothers turned up for



“We’re giving students more confidence about themselves, that they can do more.”

Najlaa Hussain Al Mutawaa
Teacher, Al Wakra Girls
Independent Preparatory School

the election meeting. Schools are also becoming more creative in reaching out to parents, going beyond meetings, a weekly report, or a newsletter. At Al Wajba Independent Primary School for Girls, parents can use a school hotline to get answers to any question. Staff members have also volunteered to teach English classes for parents and even create a fitness center. “We want school to feel like a familiar place to them,” says the operator.

Qatari mothers tend to be more involved than fathers in school life (as is the case around the world), but Independent Schools are making a special effort to reach out to men. In Al Qadeseya Model Independent School for Boys, the staff addressed parent anxieties about the new curriculum with a meeting especially for fathers. Attendance far surpassed teachers’ expectations and generated a great deal of positive discussion in the school community—which the school hopes will lead to even greater attendance next time.

Parents continue to express concerns about individual aspects of reform—as they are expected and encouraged to do. But misgivings are increasingly tempered by a sense that patience pays off and real progress is being made. At Moza bint Mohammed Elementary School for Girls, many parents initially worried that the English standards asked too much of their children. But as the school year progressed and students adjusted to the workload, parent opinion changed. Several parents made a point of crediting staff for their children’s newfound capabilities in English—and thanked teachers for persevering in the face of their initial skepticism.

Above all, parents say they appreciate that Qatar is striving to give their children the best education possible. “We notice the change,” says Mr. Qahtani. “The students are thinking, they’re searching for information. This is a good start.”



In Independent Schools, Qatari students are rising to the challenges of new standards and high expectations.

CELEBRATING

A C H I E V E M E N T



تمنح المدارس
المستقلة المعلمين
حرية في الابتكار في
عملية شرح المفاهيم
في الصف الدراسي.



Independent Schools
grant teachers the
freedom to be
creative in bringing
concepts alive in
the classroom.

EMPOWERING

TEACHERS



في معظم المواد، أفسحت
الدروس المجال لتجارب
تفاعلية حقيقية تفمر
الطلاب في عملية الاكتشاف.

In most subjects, lectures
have given way to truly
interactive experiences that
immerse students in the
process of discovery.

TRANSFORMING

P E R S P E C T I V E S

الرؤى



عندما يتعلم الطلاب بالممارسة
سواء داخل الصف أو في
الرحلات الميدانية، يتفتح العالم
أمام أعينهم، وتبقى الدروس في
أذهانهم طيلة العمر.



When students learn by
doing in the classroom
or on field trips, the
world opens up
to them—and the
lessons last a lifetime.

CHANGING

METHODS

الأستاذ

الفروق الفردية

لا يزيد عدد طلاب الصف الواحد عن ٢٥ طالباً، ومن هنا يستطيع معلمو المدارس المستقلة أن يهتموا بمواهب واحتياجات كل طالب ومراعاة الفروق الفردية بينهم.

With a maximum of 25 children in each class, Independent School teachers can respond to the talents and needs of each student.

RESPECTING DIFFERENCES

التشارك

تتيح المدارس المستقلة لكافة أولياء الأمور فرصاً للمشاركة. فقد ينضمون إلى عضوية مجالس الأمناء، أو يعبرون عن آرائهم في الاجتماعات المدرسية، أو يكرسون مواهبهم وقدراتهم لدعم الصف الدراسي والأنشطة اللاصفية.

Independent Schools offer opportunities for every parent to become involved. Parents serve on Boards of Trustees, voice concerns at school meetings, and volunteer their talents in support of classroom and extracurricular activities.

ENGAGING

تقدم برامج التطوير المهني للمعلمين القطريين أفضل أساليب التدريس وأحدث المصادر التربوية. كما يؤدي انتشار شبكات المعلمين إلى زيادة معرفة وخبرات الجميع.

Professional development programs introduce Qatari teachers to best practices and new resources. Promoting teacher networks also leverages everyone's knowledge and experiences.

SKILLS SHARING



التعليم

من التعليم في القرن الواحد
والعشرين يعني الحرص على
أن يكون الطلاب مستهلكين
أذكياء ومنتجين ماهرين
لتكنولوجيا الوسائط
الرقمية والالكترونية.

A 21st century education
means ensuring students
become both savvy
consumers and adept
producers of electronic and
digital media.

EMBRACING



تزداد ثقة الطلاب
بأنفسهم عندما
يقومون بإعداد العروض
التقديمية، ويعبرون عن
آراء زملائهم داخل المجالس
القيادية المدرسية.



Confidence blooms
when students
make classroom
presentations and
represent their peers'
concerns in school
leadership councils.

NURTURING CONFIDENCE

قيادة

أصبح مديرو المدارس
المستقلة بالفعل قادة
تربويين، يحفزون
الهيئات المدرسية من أجل
التفكير بشكل مبتكر في
القضايا التي تثيرها
مبادرة تطوير التعليم.

Principals in Independent
Schools have become true
educational leaders,
motivating staff to think
innovatively about the
immediate and larger
issues raised by education
reform.

LEADING

في المدارس المستقلة
يرتفع الطلاب
القطريون إلى
مستوى تحديات
المعايير الجديدة
والطموحات الكبيرة.