



مدرسة دبي للتربية الحديثة  
Dubai Modern Education School

# Innovation Policy



## School Vision

Empower learners to contribute to the global community through innovation, exploration, and citizenship.

## School Mission

DMES cultivates reflective scholars, bold innovators and passionate leaders equipped with the content knowledge, skillset, and ethics to make a positive contribution to society. The learning environment prepares students for lives of meaning and purpose emphasizing academic excellence, high expectations, and enthusiasm for life. Our school emphasizes the development of a character loyal to GOD and country identified by integrity through self-discipline and tolerance.

Through our authentic programs, conducive learning environment, and strong partnerships with families and the wider community, our learners experience rich language acquisition, appreciation for diversity, and become lifelong learners.

## Core Values

-  Citizenship
-  Respect
-  Leadership
-  Responsibility
-  Tolerance
-  Commitment
-  Excellence
-  High Expectation

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## Innovation Policy

### 1.0 Primary Value

The primary value in this policy is the continuous pursuit of school transformation through innovation – helping all students develop 21<sup>st</sup>-century skills and competencies and preparing them for citizenship, lifelong learning, and future careers.

### 2.0 Rationale

DMES recognizes innovation as a cornerstone of transformational changes in our teaching and organizational practices. As driven by our vision and aims for school improvement, we employ multiple innovative approaches that engage school leaders, staff, parents and the local community to better meet our students' evolving needs. The school seeks to nurture an environment where innovation is embedded and sustained both in classrooms and in systems of school management and governance.

### 3.0 Purpose

This policy is designed to develop the school's capacity for consolidating change and improvement through innovation. It enables the school to meet the requirements set forth by the KHDA in line with the National Innovation Strategy. This policy provides a framework outlining the guidelines for the school in integrating innovative approaches and practices to various aspects of school improvement planning and development.

### 4.0 Aims

DMES endeavors to enhance the development of innovative ideas and capabilities and to create a culture of innovation in school. The school aims to:

- Ensure quality, efficiency and good governance of the school's educational and organizational performance.
- Ensure safe, conducive and challenging learning environments to optimize student learning and success.
- Adopt emerging trends in pedagogy, assessment, student achievement, and technology.
- Facilitate educational innovation in various instructional strategies and curriculum adaptations.



- Strengthen the development of Science, Technology, Engineering, Arts and Mathematics (STEAM) skills in all grade levels through innovative educational platforms, materials, and technologies.
- Encourage staff to promote innovations in all learning opportunities across the school.

## 5.0 Definitions

**5.1 Innovation<sup>1</sup>:** The generation of new and creative ideas and the use of new or improved approaches.

**5.2 Twenty-first Century Skills<sup>2</sup>:** Flexible skills that need to be taught and students develop and acquire as an entitlement to equip them well for the challenges and opportunities of the fast-moving technological world of the present/future. This will include creative, innovative, original and higher-order/critical thinkers, capable of working collaboratively.

## 6.0 Background and Context

The UAE Government launched the National Innovation Strategy, aligned with the UAE Vision 2021 in order to realize the country's vision of becoming one of the most innovative nations in the world. Innovation extends into various national sectors including education and is considered as a criterion for evaluating the overall educational provision for all students in the UAE.

As a school that seeks to foster a culture of innovation, DMES takes into account the guidance from the KHDA framework<sup>3</sup> in outlining our innovative endeavors:

"Innovation comes in many forms. There are innovations in the way schools are owned, organized and managed; in curriculum design models; in teaching and learning approaches, such as the ways in which learning technologies are used; classroom design including virtual spaces; assessment; timetabling; partnerships to promote effective learning and engagement in the economy; and the ways in which teachers and leaders are recruited, trained, developed and rewarded. These innovations can be small or large, recognizable or entirely new and different.

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<sup>1</sup> UAE Inspection Framework 2015-2016, p. 24

<sup>2</sup> UAE Inspection Framework 2015-2016, p. 128

<sup>3</sup> UAE Inspection Framework 2015-2016, p. 12



Innovation is driven by a commitment to excellence and continuous improvement. Innovation is based on curiosity, the willingness to take risks and to experiment to test assumptions. Innovation is based on questioning and challenging the status quo. It is also based on recognizing opportunity and taking advantage of it. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.”

## 7.0 Curriculum

Our curriculum mapping design articulates a clear rationale commensurate to the national vision for innovative education. We ensure that the curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem-solving. Scopes and sequences reflect high-quality planning and student learning. The school undertakes a comprehensive and rigorous curriculum evaluation which places great importance on students’ achievements, innovative aspirations, and national priorities.

DMES encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques. Learning experiences and opportunities that are enriched, personalized, and challenging enable our students to go beyond the minimum requirements of the curriculum. Cross-curricular links are planned purposefully and innovatively, ensuring students’ acquisition of skills and competencies across all subjects and phases. Aligned with international benchmarks and practices, our curriculum is constantly evolving so that students become equipped with the knowledge, skills, attitudes, and values to be happy, fulfilled and successful in the future.

## 8.0 Teaching, Learning, and Assessment

At DMES, we ensure that promoting enterprise, innovation, creativity underpins all our teaching and learning programs. Teachers are encouraged to launch creative approaches and new ideas with the intent of improving the quality of lesson planning, delivery, and reflection. They implement innovative teaching methods and strategies to develop students’ 21<sup>st</sup>-century skills to become independent lifelong learners and global citizens.



Innovation in school is also supported by the provision of technology and media resources that are up-to-date, accessible to all, and available in sufficient supply to support learning objectives. The school ensures that consistent progress assessment practices are implemented, including the collection, analysis and skilled use of student attainment data to inform learning and teaching practice.

A dynamic, needs-based, and comprehensive professional learning program aligned to the innovation and curriculum needs are available for teachers in each phase. Our CPD program helps teachers remain abreast of innovative educational trends in teaching and learning domains including the application of learning technologies.

Technology, innovation & entrepreneurship form the core principles upon which learning experiences within technology-based classes for all students. Students at DMES have the opportunity to:

- Use and navigate through virtual educational platforms such as GSuite, Skolaro, Nearpod, ThinkCentral, Kahoot, MyHRW, etc. for enrichment activities, class work, and projects
- Use Smart Boards, STEM & innovation rooms, Lego room, and maker spaces to apply their 21<sup>st</sup> century skills and solve real-world problems
- Engage in research, independent inquiry, and collaborative work through the Project-based learning program in K-12
- Study computer programming and coding (Python)
- Construct and control robots through the use of LEGO Robotics systems
- Participate in business management and entrepreneurship competitions hosted by local universities

## 9.0 Pastoral Care and Operations

The school's efforts to sustain innovation are embedded in its pastoral care and operational systems. We believe that innovation thrives in a purposeful, caring, learning environment that supports the academic, personal, social and emotional development of our students. To achieve this, our processes and procedures for pastoral care and operations are regularly reviewed in order to best adapt to new developments, systems, and technology for effective student and staff support. We ensure that the school facilities are developed in innovative ways in order to maximize



the effective use of available space and resources. We also develop innovative methods of communicating with parents, school staff, local community, and affiliated agencies.

DMES adheres to quality standards of Information and Communication Technology provision (hardware, software, networks, training, and maintenance), to effectively support the management and operational functions of the school. We promote an open dialogue with relevant stakeholders which encourages them to contribute ideas to the development of the operational management of the school.

## 10.0 School Community and Partnerships

DMES engages with the wider educational community on matters of educational importance. The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations. We recognize and support the connectedness of our school with communities and networks as a crucial step towards ensuring a sustainable innovation process and accountability. We establish structures in developing innovative ways that allow a broad range of students to join external competitions, to participate in fund-raising events, and to seek out local, regional and global education projects and career opportunities.

## 11.0 Roles and Responsibilities

### 11.1 Students

As aspiring young visionaries and innovators, students shall work closely with their teachers and peers in acquiring the knowledge, skills, work habits, and character traits of 21<sup>st</sup>-century learners outlined below:

- Critical thinking, problem-solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces



- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

## 12.0 Related Policies

The Innovation Policy is linked to the following school policies:

- Curriculum Policy
- Teaching and Learning Policy
- ECA Policy