



# Membership Engagement Report

for

## Harvard American School

February 2023

## CIS Code of Ethics

### School Response

\*Childhood is separate from adulthood, and lasts until 18; it is a special, protected time, in which children must be allowed to grow, learn, play, develop and flourish with dignity, regardless of their race, religion or abilities.\*

At Harvard, this comes fully compatible with our school philosophy that every child can learn and have the right to differentiated education based on his abilities.

Staff and management are committed to protecting our students. We recognize that all members of the school community have a role in promoting a safe, nurturing and stimulating environment in order to achieve our goals of the physical, intellectual, social, and emotional health and faith of the students.

All school facilities are 24 hours monitored by cameras to ensure every child safety that is always a priority for the school.

The Child Protection Policy should be read in a context consistent with other school policies such as:

- Child protection policy
- Health and Safety Policy
- Crisis and emergency response policy
- Field Trip Policy
- Behavioral control policy
- Complaints Policy
- Attendance and late arrival policy
- Supervision Policy
- Food Policy
- Hall monitors job description

### The main objectives of these policies are:

- Create a safe work environment in which students feel safe.

- Ensure that all staff are fully aware of their responsibilities in relation to the protection of our students.
- Practice clear hiring procedures that include good conduct and behavior checks to ensure that employees are appropriate to work with children.
- Implement procedures to monitor, identify and report any concerns and ensure that all members of the school community are aware of these procedures
- Follow clearly defined procedures for recording and responding to any complaints with reference to any form of abuse.

#### **Administrative care:**

The school administration will ensure that qualified social workers are available to provide care for our students.

- Social workers will monitor and review implementation of child protection and policies in read and suggest improvements or additions where appropriate.
- Social workers will maintain up-to-date and prompt records of all documents relating to child protection concerns and ensure confidentiality.
- Social workers will immediately notify the principal if any complaint or concern regarding the safety of the child is reported or abuse in any way by any member of the school community.
- Social workers will organize activities and workshops for staff, students, and parents to raise awareness of child protection.

#### **Measures to protect students on campus:**

- Rosters of shifts and adult supervision are prepared at all times.
- All members of the school community are made aware of the behavior policy, which is implemented at all times to ensure the safety of students and in the event of any violation of the behavior policy, immediate action is taken.
- It is ensured that the school gates are closed during school hours and is monitored by security guards upon student arrival and exit times.
- Bus passengers are monitored upon arrival and departure and absences from the bus are reported directly by the supervisor.
- All school areas, classrooms, stadiums, and halls are monitored through monitoring devices.

- Visitors are required to log in the guestbook at the reception and are provided with a visitor's card in case they need to enter the school premises.
- Students are not allowed to leave during school hours without an exit card and are only allowed to be accompanied by parents or any authorized person.
- Parents are not allowed to communicate with any other students on campus.

### CIS Response

The guiding statements of HAS are clearly focused on ethical principles that were evidenced in discussions with school governance, leadership, teaching faculty and students. The attention given to student learning, which is equal to the attention given to student wellbeing, is indicative the faculty's motivation to educate each child to learn and to care for others and for their environment. One of the education objectives is "to inculcate good habits in the minds of students." Students described this as being able to understand each other, especially those with cultural differences, to work for a common good, thus furthering understanding of Global Citizenship. The students mentioned how teachers model behaviour and teach them to become "critical, confident and creative thinkers." Each meeting during virtual visit emphasized wellbeing, instilling student agency and efforts to meet the academic and social/emotional needs of all students. All members that spoke during the meetings commented on the school climate of trust and mutual support. Senior leadership and the board commented on the school's incorporation, its compliance with local laws and the educational which support the school to carry out its mission.

### Developmental Considerations

HAS is a new school but has already developed a strong sense of identity regarding its ethical approach to student learning and wellbeing. As HAS is a rapidly growing school, it should continue to keep the conversations on its ethical approach alive during assemblies and community events to ensure it is understood and shared with existing, incoming, and perspective families that will choose HAS for its ethics as well as the educational development and care for their children.

## Purpose and Direction

### School Response

#### Our Vision:

Harvard American School- aspires to prepare a generation with academic excellence, leadership skills and open to culture diversity while maintaining national identity.

## Our Mission:


Harvard American School works to provide a distinguished educational service to students and society, focused on preparing the educational climate to develop creative aspects of students to build a generation that maintains its values, absorbs the sciences of its time and is ready to take on responsibility in all majors and at all levels and care to conserve nature to next generation.

So, what do Harvard American School aim to? Why we are here? Why another new school?

WE aim to achieve different and diverse values and goals that achieve the school's vision and mission through a set of different programs and procedures that direct students, teachers and all school staff are to move towards values and goals through the following:

- Excellence in classrooms and extra-curricular activities at all levels.
- Boost students' self-esteem and confidence.
- Student safety is our main responsibility.
- Provide a supportive learning environment and environment for the teaching and learning processes.
- Present educational content with curriculum maps and in a distinct interactive way.
- Participate in programs that supports scientific research and higher level of thinking.
- Prepare qualified educational staff who are able to plan and achieve goals.
- Selecting and qualifying teachers and school staff in accordance with comprehensive quality standards.
- Offer continuous Professional development for teachers.
- Organizing programs that supports sustainability and globalization.
- Participating in programs that support scientific research and higher level of thinking.

Achieving school vision and mission represented in many aspects of human development for students and workers, in order to provide permanent and innovative learning opportunities of high quality for our students, develop



knowledge and skills that fit individuals' capabilities and intertwine with national and international needs, and work to ensure the promotion of learning experiences with creativity, innovation and scientific research skills And work to spread a culture of understanding between cultures and encourage tolerance and respect for others.

In all our school plans, we aim to improve the academic and behavioral achievement at all levels, high-quality and inclusive educational opportunities, well trained faculty and school leadership, and distinguished educational services for the community. In fact, the ministry's strategy which all comes in harmony with Qatar 2030 vision.

In our strategic planning, yearly plans, daily plans, curricular programs, extracurricular programs and professional development plans supports our vision and mission. Supports teaching and learning across all school stages. Our school improvement plan, has requirements that varies from stage to stage , from department to department , but it is unifying our purpose which is to document goals, strategies, and action steps that aim to improve the quality of education students receive. School improvement plan goals are generally aligned to outcome measures on statewide assessments.

We understand that outlining what the school is trying to achieve must be clear to all, all of the in the school community, teachers, students, families, and administration – so we can work together in a common direction toward growth. The school visions motivate and unify everyone to be their best, not just the students, and that these statements are not empty words, as they have the potential to transform a school community.

#### CIS Response

The school's purpose and direction, as expressed in its Vision, Mission and General Educational Objectives are well evidenced in policy, practices, as well as being the drivers of its curricular and co-curricular offerings. Operationalising the guiding statements appears well in development. They clearly guide the efforts in the annual school improvement planning, drive a shared knowledge of objectives, and instil a sentiment that, with dedication and commitment, they can "transform a school community." Evidenced was a great energy to bring the school's guiding statements to life which came from both school leadership and faculty. The students as well could articulate what was behind the school's guiding statements and how they drive the learning and support the adults at school provide them.

#### Developmental Considerations

The school's guiding statements regarding education, ethics and student wellbeing are meaningfully expressed. An area of consideration for development would be to include more content on the school's approach Global Citizenship in the guiding statements to both reflect and drive development in this fundamental area.

# High-Quality Learning and Teaching

## School Response

### High Quality Learning

At Harvard American School we believe that high quality learning should enable learners of all ages to develop socially, emotionally, and academically.

To achieve high quality learning school, home, teachers, and parents need to work collaboratively for all students to be successful. It is an active process, one in which students are encouraged to research and discover rather than receiving information. HAS believes that students develop the knowledge and tools to use strategies they have learned in the classroom and transfer their learning to other subjects and situations.

### High Quality learning for students will include the ability to:

- Demonstrate commitment, motivation, and enthusiasm for their learning
- Stimulated, inspired, and challenged to work towards targets that are understood, achievable and appropriate to their ability and level
- Build upon prior learning and make good progress in line with their ability
- Be able to apply strategies and knowledge they have learned in the classroom and transfer these to other subjects and real-world situation
- Develop self-management skills and take responsibility and ownership of their learning
- Build trust and have students make decisions
- Work independently and collaboratively and are given encouragement and support to do so effectively
- Creates a school climate that encourages dialogue, honesty, and discussion, and helps students to feel connected, supported and engaged with the material in a way that initiates deeper learning and creates connection to the content
- Recognizes that all learners have the potential to achieve the very highest results

## High Quality Teaching

At Harvard American School we are committed to fostering a culture of learning through using a range of approaches that inspire, engage and challenge learners of all ages. This will occur when students are nurtured in positive, supportive relationships that allow every student to feel safe, valued and respected as learners. We encourage our teachers to use a range of approaches to learning.


*To achieve High Quality Teaching at Harvard American School teachers will:*

- Demonstrate deep knowledge and understanding of the subjects they teach.
- Drawing on a range of strategies that are closely matched to the learning objectives of the lesson which, in turn, will match the particular learning needs of the students in the class.
- They identify students' common misconceptions and act to ensure they are corrected.
- Plan lesson plans effectively according to student's levels.
- Plan for differentiation and individualism in learning to improve student's level.
- Enforce clear regulations to achieve high classroom management.
- Check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Provide students with incisive feedback, in line with the school's assessment policy, about what students can do to improve their knowledge, understanding and skills.
- Set challenging homework, in line with the school's policy and as appropriate for the age and stage of students that consolidates learning, deepens understanding and prepares students for work to come.
- Teachers have consistently high expectations of all students' attitudes to learning.

### CIS Response

For a new school, high-quality learning and teaching has taken clear shape in what the school is doing and aims to further improve, in terms of the academic preparation of its students. High level academic performance is fundamental to the programme, but also is the intention to meet the needs of all learners,





including those who may not be so academically gifted. The administration and students commented on the school's extended efforts to promote individualized instruction. There is an inclusion department at the school that works closely with students, parents and teachers to support particularly those students who need additional support. IEP's are developed and monitored as needed. Differentiation in teaching practice is actively discussed, and the school provides professional development in this as well as other areas of good teaching practice to support students learning. Professional development to ensure good teaching practice was stated as a high priority for the school.

### Developmental Considerations

A developmental consideration regarding learning and teaching is to develop a definition, or shared understanding, of what the school values in the education of its students. This could consider key skills, competencies, literacies, and innovation and could be used to guide the development of learning outcomes, assessment, faculty appraisal and identify professional development opportunities.

## Well-Being

### School Response

One of our top priorities in school is to create a safe environment for our students and develop their emotional and mental well-being under any circumstance. Therefore, we tend to focus on the mental health education for improving resilience, mental wellbeing, and the ability for children to navigate any psychological challenges.

To achieve the above goal, we integrated the following programs in our academic year to overcome each of the given headings that conquer children's life.

### 1, Loneliness

- Engage all students in cooperative work and address a task for each one. For example, each teacher must at least assign one group work activity for each class. Divide the roles on each member and encourage them to discuss and express their opinions with each other.
- Divide the students in groups and have them talk about their deep feelings and desires during language sessions.
- Students develop their connections with others by integrating engaging activities during the process of learning. This help prevent any emotional setbacks throughout the year.
- Students with special need abilities have a rate of inclusion with normal students range between 25%-80% in classrooms.

## 2,Being bullied

- Create an outdoor activity about the concept of bullying, its drastic effects and how to stop it. Therefore, our students create outstanding performance about this issue where the audience are the students from all grades .A big anti-bullying activity was held in the school after we noticed the increase of this act between students, but it was noticed that the students are bullying without knowing or being told that this hurts others. And I believe this act has been reduced a lot between students.
- During sessions, and after school, students are requested to read articles about bullying and reflect their own opinions on how to stop it. After that, the teacher built a discussion among them, so they can freely express their thoughts and integrate them with the teacher's opinions.
- The school is fully monitored with cameras. Classes, halls, playground and all other school facilities.

## 3, Getting along with people they don't agree with

- Our counselor role in school is to address the students that are not compatible with each other, have them sit with each other to raise the conflict by zooming their points of view.

## 4, Remaining calm in stressful situations

- The Covid 19 pandemic left a stressful impact on our students mentally and emotionally. Therefore, we gave students the option of submitting their homework and completed the missing quizzes online. Our staff members were very attentive to each student's academic decline and find the crucial ways to improve his /her flow.
- In addition, students have access to variety of online sources that are posted by teachers on Microsoft Teams, so they can access at any time. It is important to us to not add more stress on student's life and let the storm of Covid 19 epidemic pass calmly.

## 5, Feeling depressed

- This the situation where we add fun activities and create enthusiasm through spectacular activities among our students. For example, the middle and high school students had a chance this year to watch their favorite movies in the classroom. Besides, students did funny sketches in front of other students in order to spread laughter and joy.

- On the other side, we always look after those students who have psychological flow regarding depression by building a connection between their parents and our school counselor, so we can find suitable ways for overcoming depression and any other type of emotional breakdown.

### CIS Response

According to leadership, faculty and children, the focus on student wellbeing is on par with the focus given to the academic program. Regarding physical wellbeing, the school offers on-campus medical support as well as education in personal health, nutrition, and select wellness topics. In terms of social and emotional support, there are clear priorities that area actively addressed - those five areas which are stated in the above narrative. The team of faculty and staff, led by the school social coordinator ensures that the students have access to adults who will support them. In each hallway there is a hall monitor who take responsibility for being the first point of contact if students need support. Physical and emotional health topics are widely discussed which aims to avoid stigma associated especially with mental health, and students expressed their comfort in seeking out adults to support them. Regarding key policies, the school has a child protection policy and health and safety policy in place. The school will be working toward the training of all faculty and staff, so every adult member of the school is aware of best practice in child safeguarding.

### Developmental Considerations

The coordination of faculty and staff to address student wellbeing appears well-embedded the practice, which is admirable especially for a new school. During the membership meetings, the students carried a very strong voice in articulating the care provided to them by adults at school. Developmental considerations are providing greater and regular training of faculty and staff on child protection, establishing well-trained Designated Safeguarding Leads and reviewing the child protection handbook to ensure it captures all areas related to child protection.

## Global Citizenship

### School Response

Harvard American School apply three basics of learning regarding the global citizenship education: Cognitive, socio-emotional, and behavioral.

### Cognitive

- Learners acquire knowledge and understanding of local, national, and global issues.
- It is all integrated in the standards of our American Curriculum.

- Learners develop critical thinking skills and analysis
- Teachers fill in the part about “critical thinking skills and analysis” in their lesson plans and activities. It’s a main part of our school development plan.

### Socio-emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights.
- The administration conducted a special program for integrating human values within the classroom environment. These values target: respect, confidence, collaboration, self-control, self-managing, kindness, tolerance, and honesty.
- Learners develop attitudes of empathy, solidarity and respect for difference and diversity.
- Students develop a sense of empathy by feeling the pain of others around the world. Therefore, our elementary school students conducted a charity program by giving away food, clothes, or any special stuff to “Qatar Charity”.

### Behavioral

- Learners act effectively and responsibly at local, national, and global level for a more peaceful and sustainable world.
- We launched “Sustainability Week Program” that encourages to students to participate in finding ways to improve the environment, in addition, students attended “Waste Recycling Workshop” in order to build awareness within the waste generator community on importance of recycling and waste segregation that could help protect us and the future generation.
- Flags of the world competition was conducted in the second semester through all the grades, students from grade 1-3 had to pick a continent , students from grades 4-6 had to pick two continents ,and from grades 7to 10 they have to compete on the whole world flags . It was amazing how more than 300 students participated in this competition, parent were so happy and encouraged their children to participate.
- TEDx also was a great chance for our high school students to hit the stage with their public speaking skills , students spoke about many global issues like Muslims in China , divorced parents , humanity , judging people , gaming addiction and many other topics .

- Learners develop motivation and willingness to take necessary actions.
- The social workers spread awareness among students about the importance of good behavior and conduct a workshop about the behavior policy in our school.
- Students attend a workshop about how to manage conflicts and deal with stressful situations.
- Conducting a rewarding system that motivates students to apply the school rules.
- Students write their own ways that would help them and others in changing bad behavior. After that, they discuss it with counselor.
- Conduct student's committees or create surveys that gives a way for them to express their needs and complaints.

### **Integrate Cultural Learning**

Our school enables students to connect with students from other cultures through meaningful extracurricular activities. Students are exposed to international ideas, customs, and ways of thinking where they tend to experience ways that help them interact with the world around them. For example, in English Language Art students forge relationships with their international peers by exchanging written essays that talks about their culture. Besides, the school creates “cultural Food Exposition” during the EXPO 2022 that was held by the English Language Department. Students were able to learn about the different types of food around the world and even taste it!

During the school academic year, students improve their collaboration, communication, and critical thinking skills through mutual projects. Each subject must hold at least four projects throughout the year that integrates the common core standards to World issues. In the end, our students, who are based on different nationalities, are developing unforgettable friendships that can last a lifetime.



English department November activities		
Grade 4,5,6	Grade 7, 8	Grade 8,9
November 14, 2021	November 16, 2021	November 18,2021
<p><b>Museum of Great Writers!</b></p> <p>Students will create their short stories and a cover on a white board. After that, they are going to display their work in the playground wearing the main character's outfit.</p> <p><b>Show time:</b> Create a museum in the playground, and each student take a stand to present his /her work.</p> <p>P.S: Parents can be invited to the event.</p> <p><b>Rewards</b></p> <p>All students will be rewarded by giving each extra 5 points on their final exam. + Free pizza party session.</p>	<p><b>Competitive Stations!</b></p> <p>Divide students into mixed-levelled groups and instruct them beforehand about the game.</p> <ul style="list-style-type: none"> <li>• Divide the playground into <b>three</b> basic stations. Each station has <b>six categories</b> (tables).</li> <li>• Students must complete the task on each table as the music is displayed. When the music is off, they must move into the next station and complete the other task.</li> <li>• Students rotate until they cover all the stations.</li> <li>• Students present their work on stage.</li> </ul> <p><b>Rewards</b></p> <ul style="list-style-type: none"> <li>• <b>The best three groups will be rewarded according to their tasks. All students will be given extra three points on their final exams. + free breakfast session</b></li> </ul>	<p><b>TEDx Talks</b></p> <p>Students prepare an interesting topic to talk about In front of the other students/parents.</p> <p>Such topics could be: a bad experience, a moral lesson they have learned, motherhood, parents, Bullying, friendship, war, poverty.....</p> <p>Students must choose a background music for their speech.</p> <p>Stage: LOOKS LIKE TEDx Stage/ add background music for great influence!</p> <p><b>Judges: Heads of English Department, Vice president, and Superintendent.</b></p> <p><b>Rewards</b></p> <p><b>Announce the Top Five</b></p> <p>All students will be given extra three points on their final exams. +free breakfast session.</p>

## CIS Response

The conversation with students was particularly enlightening regarding the school's efforts in promoting global citizenship. There are many planned activities and events some of which are highlighted by the school this narrative and in the supporting evidence. The school leadership reported 37 different nationalities currently enrolled. They are proud to have such a range of student backgrounds and aim to use it as a means of driving the importance of international understanding. Teachers provided examples of lessons that have an intentional focus on global citizenship, some concentrating on current world-wide events, such as the war between Russia and the Ukraine, and limited resources. Foreign languages were also featured as the school currently offers Arabic (mandatory for local students), English and French.

The school has developed a color-coding system of labelling activities to keep track of which ones serve which purpose. This is helpful in monitoring offerings, but what guides the number and type of offerings is a bit unclear.


## Developmental Considerations

There is a clear commitment to promoting global citizenship at HAS. A developmental consideration in this area is to create a definition, or common understanding, of what the school values. Leadership and faculty gave examples of current events, environmental sustainability, and ethics, but the list and priorities were not clear to be able to determine what the school is doing and perhaps not doing. As the student population grows, there will be opportunities to increase the number of offerings and activities. For example, if foreign language is a high priority, it would seem a good time to explore additional language offerings. Service learning is another key area of global citizenship the school might like to explore.

## Conclusion

The membership report submitted by Harvard American School was well-written, provided clear descriptions, evidence of good practice and served as a strong basis for engagement during the membership visit.

The virtual visit provided a glimpse into a very impressive school. For a young school, leadership and faculty demonstrated a mature awareness of best practice in both academics and student wellbeing. Discussions with leadership, teachers and students attested to having these practices in place. The school demonstrated its commitment to provide a strong ethical foundation based on care, mutual trust, and close attention to local values. The guiding statements are well-articulated, meaningful and are being operationalized in the development of the overall educational and pastoral programs. The approach to high-quality learning and teaching was well presented during meetings. Teachers are, and will continue to be, well trained and prepared to educate all students. The efforts of inclusion as



well as striving for individualized learning are already systematically well in place. Wellbeing of students, and of faculty and staff, is a very high priority for the school. The students all expressed how safe and protected they feel at school. Global Citizenship has found its way into many areas of the curriculum and in the choice of co-curricular activities. The school prides itself on its growing international student population and what it is doing to providing students with increased intercultural understanding.

The virtual visit confirmed much of what was writing in the report and moreover provided the opportunity for leadership and staff to express their commitment to the school's mission and its programs. Students had the opportunity to express their gratitude for the education and care they received. From the membership report through the visit, there was consistency of words and evidence of action to support what the school is doing to provide an excellent educational program in a safe and caring environment.