



Daratassalam International, Delhi Public School, Riyadh

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DARATASSALAM INTERNATIONAL SCHOOL

Affiliation No: 5730015

School Code: 90005

PEDAGOGICAL PLAN

ABOUT SCHOOL

“Daratassalam International Delhi Public School”, is one of the best dynamic and progressive educational institutions in the entire KSA. It offers a broad range of academic programmes with a strong emphasis on English Communication, Mathematics, Art and Science. Most of the students outshine bringing laurels to the school for their public speaking skills, both premeditative and impromptu speeches. It seeks to engage students in the learning and teaching process and encourages developing optimistic persona, and imposes individual and collective responsibility.

It also offers a wide range of Co-Curricular Activities with scholastic and holistic perspectives. Every student’s artistic, creative, emotional, social, intellectual, spiritual, and physical potential is developed with the ratio of twenty students per teacher in the air-conditioned classrooms.

Our primary aim is to spread qualitative education while achieving academic excellence.

“Service before Self”

OUR OBJECTIVE

Delhi Public School aims at providing quality education to its students. Our primary aim is to develop in the student qualities of integrity, honesty, trust, tolerance and compassion; to promote a spirit of enquiry; to foster a scientific temper within the bonds of humanism; to help the student to become a meaningful part of his environment and to see that courage and industry have their due reward. The pursuit of excellence encouraged at DPS rests on the positive belief that every man has it in him to produce work, the quality of which can be described as first class.

Towards this end the school endeavors to provide large and dedicated teaching staff with a wide range of skills and interests, a varied and wide choice of activities academic, aesthetic and athletic, an environment enriched with the excitement of discovery, challenge and competitiveness, and discipline based on the belief that responsibility comes before freedom.

PEDAGOGICAL VISION

We at Daratassalam International, Delhi Public School personalize our students' learning to ensure that each student is met at their point of need and actively engaged in co-constructing their individual learning pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaning learning engagements.

Our students receive ongoing, specific and meaningful feedback about their progress. They are self-reflective and participate in regular one-on-one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitating students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards in language that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need.

Teachers share and refine their practice by learning and working in teams. They conduct action research relating specifically to the needs of the students whom they teach and provide each other with professional feedback, outlining best practice.

Mutually respectful working relationships exist between staff and, focusing on supporting and extending student learning through providing opportunities for them to applying their skills and knowledge to real life experiences.

TEACHING AND LEARNING

Personalized Learning

To ensure students are engaged and involved in their learning we personalize learning in the following ways:

- 1) Personalized learning is:
 - a) Carefully planned based on each individual child's needs which includes:
 - (i) prior knowledge
 - (ii) background
 - (iii) interests
 - (iv) learning styles
 - (v) abilities and skills
 - b) the use of evidence that provides students with information about their development and helps them identify their future learning goals
 - c) Students and teachers constructing learning pathways together based on two-way feedback conversations.
 - d) Is not environment or curriculum specific
 - 2) Teachers and students hold feedback conversations to discuss data and developmental continua and together they set goals. The discuss ways to reach those goals and the types of evidence that
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the students will need to produce.

- 3) Scope and sequence needs to be flexible
- 4) Each child will set individual goals for future learning. To be the same across the school.
- 5) Student's to track their progress every year.
- 6) Teachers get to know students as "people" not just "students" and what their interests are.
- 7) Children have choice in terms of regulating behavior, how to learn what and how to present their learning.
- 8) How does inquiry learning relate to personalized learning goals?
- 9) ICT is used as a tool to personalize learning

Organizational Teaching and Learning Structures

- 1) Clear decision making hierarchy and clear identification of roles within teams.
- 2) Staff plans collaboratively.
- 3) Common area for teacher resources to raise awareness..
- 4) Skill development in ICT
- 5) Degree of accountability

Multiple sources of feedback on practice

As we see everyone as a learner, protocols are developed to ensure there is:

- a) A clear understanding of the different forms of feedback;
- b) Recognition that there is both positive and constructive forms of feedback and both formal and informal from range of staff.
- c) An openness to feedback relating to the schools goals and expectations;
- d) And a respect for opinions from staff of varying experience.
- e) A common language and set of beliefs that allows for challenge and professional discussions.
- f) Whole school process to unpack survey that allows for growth and meeting of identified concerns.
- g) We utilize multiple sources of feedback to improve our practice and student learning.
- h) Staff will provide effective feedback to others and share new learning once embedded.

PRACTICES IN THE SCHOOL

- Capacity Building of Teachers
 - Curriculum Planning
 - Initiative for Clean school.
 - Inclusion and Inclusive Practices
 - Innovative Internal Assessment
 - Innovative promotion of Languages
 - Innovative promotion of Science
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- Innovative promotion of Mathematics
 - Innovative promotion of Social Science
 - Strategies for inculcating habit of reading among children.
 - Instructional Leadership
 - Integrating Co-scholastic activities with Scholastic Activities
 - Integration of ICT across school curriculum
 - Pedagogy and learning
 - Promotion of Health and Physical education
 - Mainstreaming Health Education an Sports
 - Promotion of Life Skills
 - Safety and Emergency preparedness
 - Strategic Leadership
 - Student Performance / Assessment of Learning Outcomes
 - Use of Digital Tools for Classroom Management
 - Using innovative tools such as storytelling, theatre, mind mapping, for pedagogy
 - Use of technology for personalized learning
 - Leading by Planning and Decision Making
 - Short and Long term planning
 - Adolescence Education
 - Work Education
 - Promotion of Healthy Lifestyle
 - Mainstreaming HPE.
 - Motivation and Awareness
 - Safety and Hygiene
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