

ANNUAL REPORT

2020 - 2021





Contents

- 01 | Director's Message**
- 02 | Guiding Statements**
 - Vision and Mission
 - Global Citizenship
- 03 | Who We Are**
- 04 | Well-being**
- 05 | Learning at QAM**
 - Agile Approaches
 - Learning Models
 - Primary Years Programme
 - Early Years
 - Primary
 - Inclusion
 - Arabic Language and Culture
 - Islamic Studies
 - The Arts
 - Physical Education
 - How did we do?
- 06 | Beyond the Classroom**
 - QAM Student Council
 - Student Action
- 07 | Staff Professional Learning**
- 08 | A Year Like No Other**
 - QAM Student
 - QAM Teacher
 - QAM Parent
- 09 | QAM Spotlight**



Belinda Holland
QAM Director

Director's Message

It is my pleasure to present the QAM Annual Report, which provides an overview of the many accomplishments at QAM during the past year, a year that proved to be an unprecedented one in education: 'A Year Like No Other'. As you will see from the stories within, irrespective of the global pandemic, QAM remained steadfast in its commitment to fulfilling its Vision and Mission, and providing students with programs of learning that were authentic, challenging and engaging, nestled within its culture of caring.

Examples of resilience, innovation and partnership are shared, along with stories about our collective achievements in The Art, digital learning and teaching, student agency, and community engagement. Further to this, QAM's continued work in partnerships with the wider community enhanced the overall experience for its learners and raised the profile of the school in Qatar.

QAM's culture of caring framed our focus on the health and well-being of our students and of each other. Never has it been more important to connect, to look out for one another and to look after well-being as it is during this global pandemic. Learning, growing, adapting, and meeting challenges was visible throughout QAM, and this resilience is a key life skill for well-being.

QAM staff rose to the challenges of the pandemic, leading change, adapting to, and thriving in both virtual

and physical learning environments. QAM parents partnered with us to ensure daily attendance, and support learning at home. Backpacks were organized with personal packs of face masks, and hand sanitizer, with refillable water bottles tucked into side pockets.

However, the greatest heroes were the QAM students, who quickly adapted to wearing masks, maintaining physical distance, and limiting contact with friends in other classes. Each morning on arrival older siblings organized the family bubbles before entering the campus, and each member of the bubble then proceeded to climb from 65 - 110 stairs to reach classrooms. QAM students demonstrated grit and determination. They accepted responsibility and cared for each other.

It was a 'Year Like No Other', and this Annual Report showcases the successes of our students, and staff, and the support of our parents. It serves to remind us of what can be achieved when a community unites to overcome challenges.

Sincerely,
Belinda Holland
QAM Director



02 | Guiding Statements



A 'thinking school' nestled within a
'culture of caring'

Qatar Academy Msheireb's guiding statements, include its Vision and Mission and recently crafted definition of Global Citizenship. A 'thinking school' nestled within a 'culture of caring' QAM's guiding statements define our purpose and guide the school and its community in what we hope to achieve.

The recent addition of the Global Citizenship definition, collaboratively crafted by the Qatar Academy Msheireb Instructional Team, initially invites community members to reflect on their understanding of international mindedness and the integral role they have in building a better, more peaceful world for all.

Vision

Leading learning

Mission

To create an effective learning environment to develop internationally minded, empathetic lifelong learners through a dual-language program emphasizing inquiry based practices.

Global Citizenship

Global citizenship is an active and informed choice. Global citizens have a deep understanding of self while recognizing and appreciating commonalities and differences of others, fostering acceptance, open-mindedness and belonging. They possess a sense of moral agency and understand the interconnectedness of humanity and the environment to inspire action. Global citizens are empowered and empower others to commit to the collective responsibility of building a better, more peaceful world for all.

(5 April, 2021)



03 | Who We Are

QAM is an authorized school for the International Baccalaureate Primary Years Programme (IB PYP), and a Council of International Schools member school

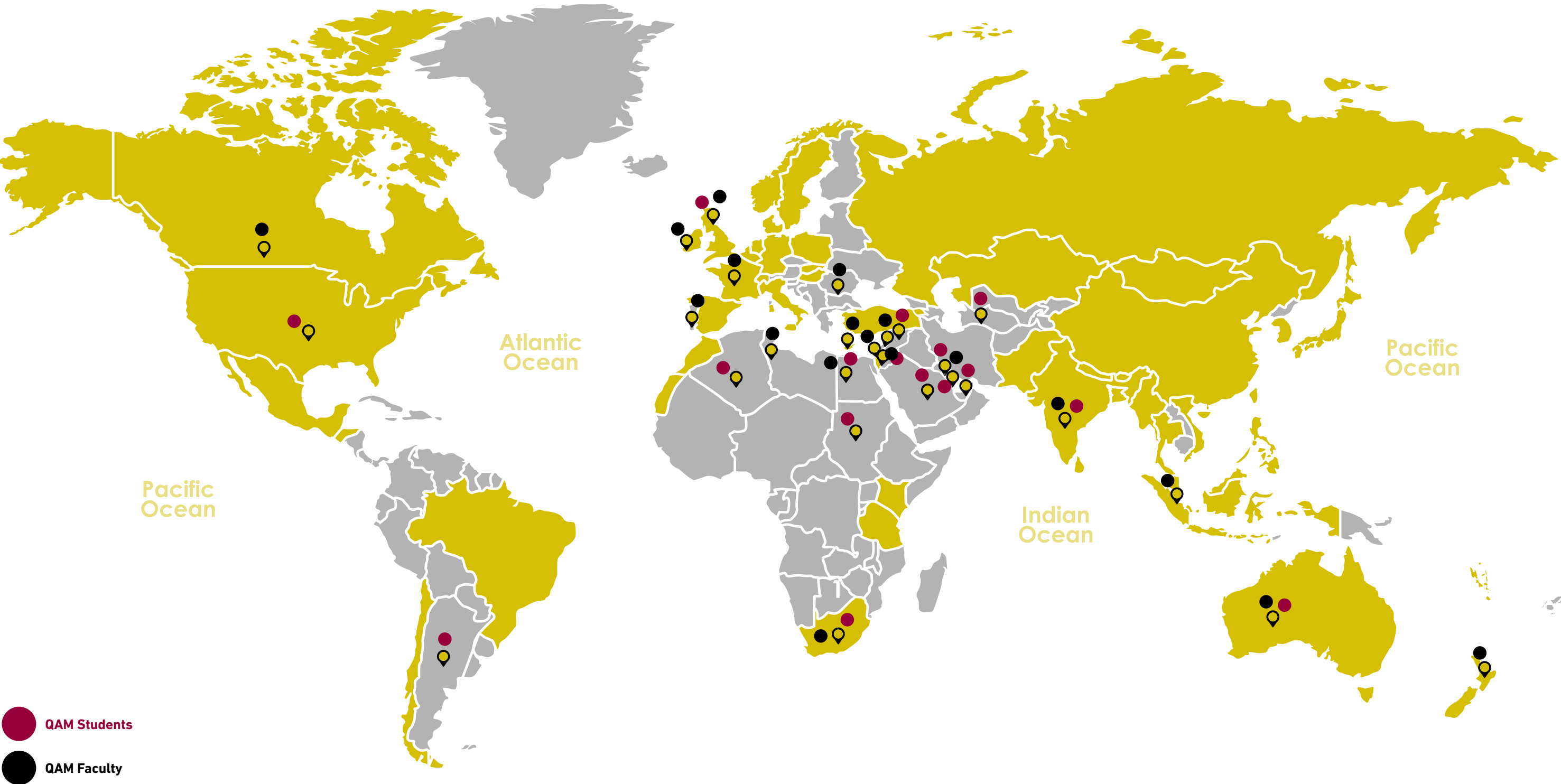


Staff

Qatar Academy Msheireb hires internationally qualified and experienced educators who are knowledgeable and passionate about making a difference in the lives of children.

Student Demographic

Qatar Academy Msheireb has 385 students enrolled from PS3 to Grade 5. 89 % of the students are Nationals of Qatar and the remaining 11 % represent 16 different nationalities, including Algerian, American, Argentinian, Australian, Bahraini, British, Egyptian, Emirati, French, Indian, Iranian, Jordanian, Saudi Arabian, South African, Sudanese, and Syrian.



04 | Well-being



We all Belong at QAM

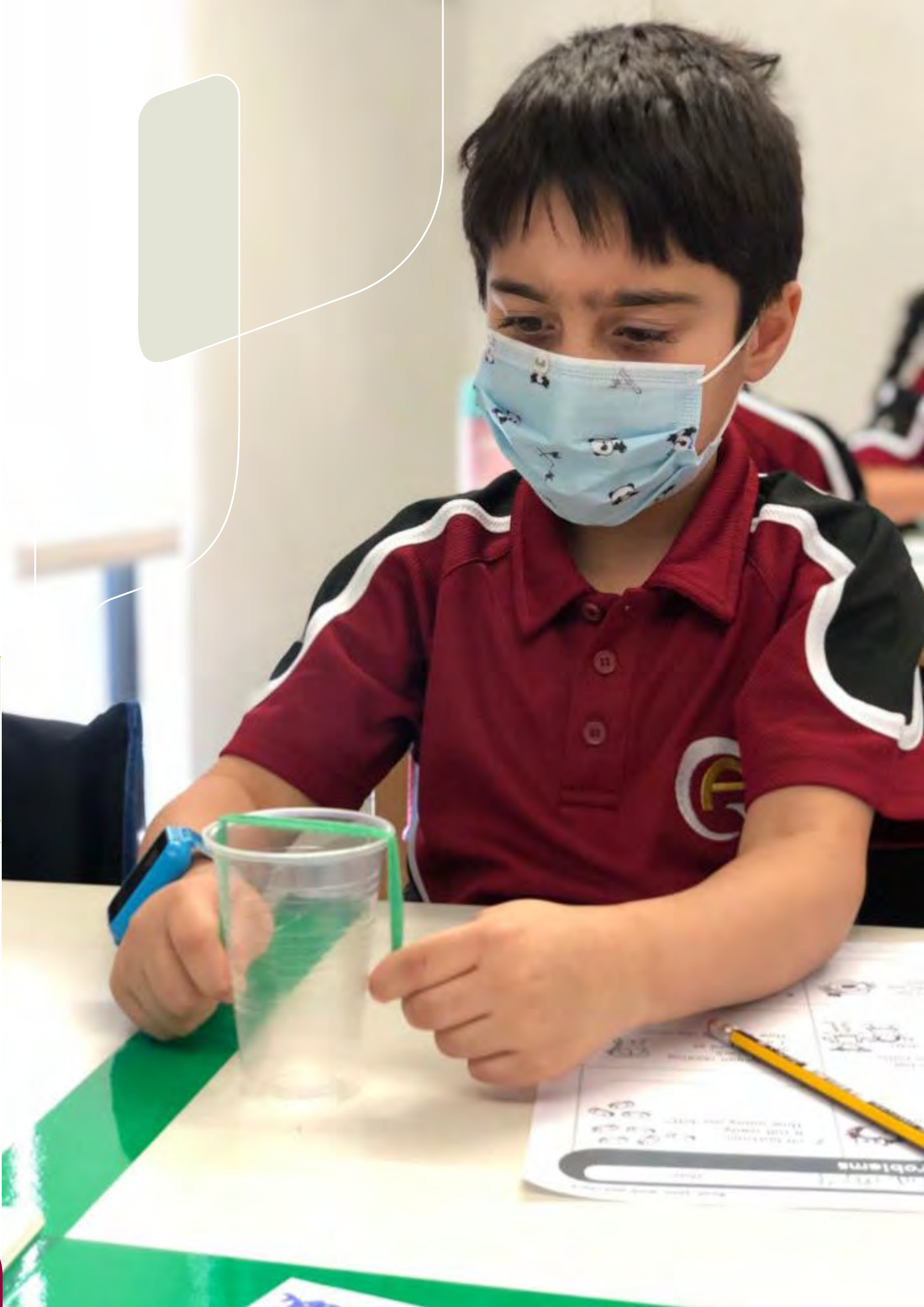
We recognize that each person is unique, but it is the differences that makes each person special. We not only accept, but we celebrate difference. At Qatar Academy Msheireb ACCEPTANCE IS AN ACTION we live.

The QAM Team demonstrated resilience and agility to comply with COVID-19 protocols and foster belonging for all students and staff in our community. Their efforts contributed to well-being in very challenging circumstances. The provision of Virtual School ensured minimal interruption to learning for students who couldn't come to school and helped maintain social connections between students and with teachers.

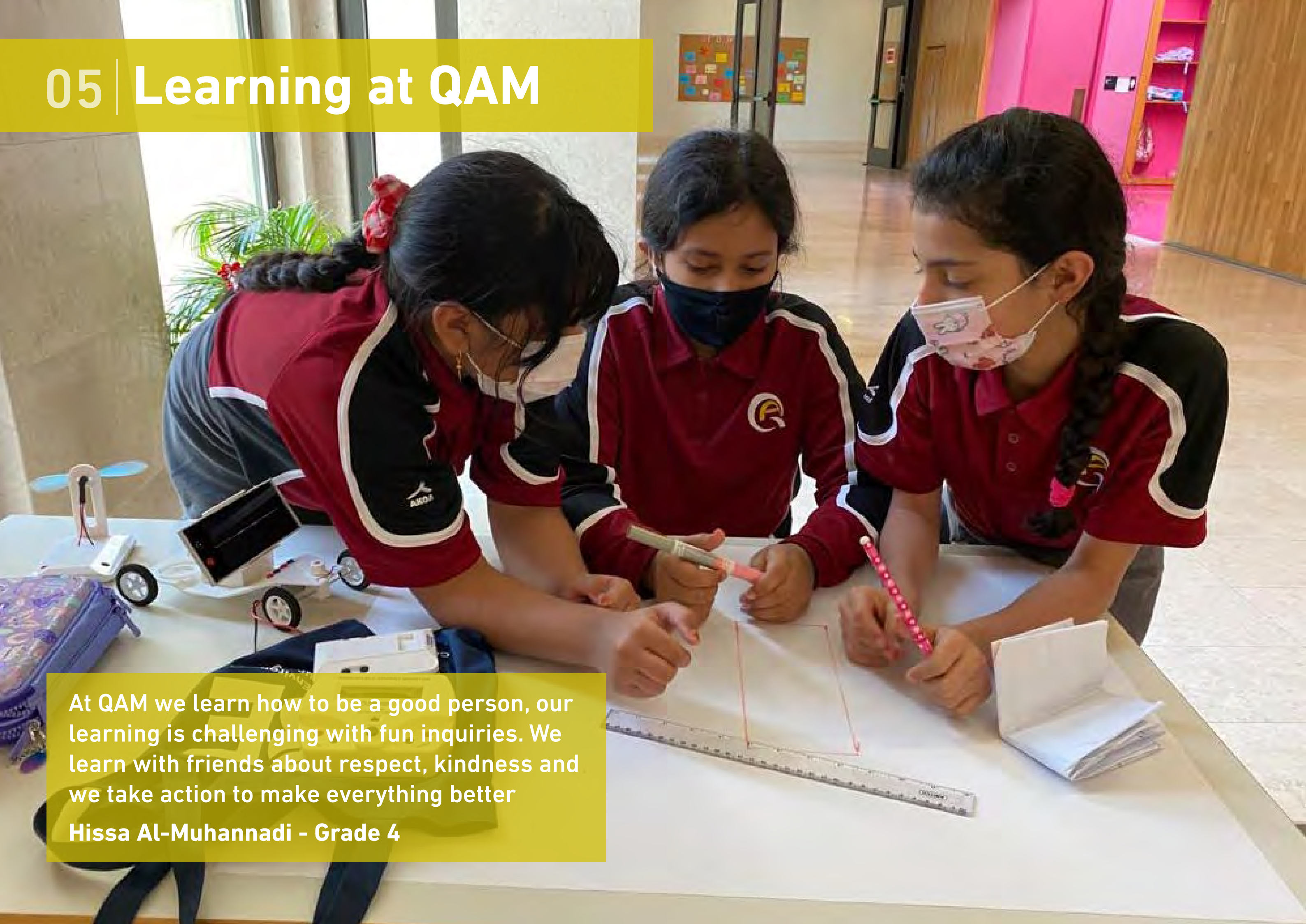
The QAM COVID-19 Response Team established highly successful COVID-19 measures to safeguard the school community. Regular communication between home

and school supported community members affected by periods of quarantine and resources were made available to assist with mental health and emotional well-being. World standard approaches to preventing, and screening for COVID-19 were implemented, and the campus facilities were regularly deep-cleaned.

To help relieve stress, the QAM Staff Social Committee (SoCo) championed initiatives encouraging staff to be active, have fun and relax. Staff in turn organized enjoyable events to engage students. All classes participated in regular Physical Education sessions (at school and virtually) also serving to relieve stress. Teachers implemented circle time at the beginning of each school day to check in with student well-being, both At School, and in Virtual School.



05 | Learning at QAM

A photograph of three female students in school uniforms (maroon and black) and face masks, working together at a white table. They are focused on a project, with one student using a green marker to draw on a piece of paper. A ruler is placed on the table. To the left, there is a small robot with a propeller and a blue bag. In the background, there is a pink storage unit and a wooden door.

At QAM we learn how to be a good person, our learning is challenging with fun inquiries. We learn with friends about respect, kindness and we take action to make everything better

Hissa Al-Muhannadi - Grade 4

Agile Approaches

The term lifelong learners took on new meaning for teachers and students alike in this past academic year. The QAM community successfully navigated six transitions between four different learning models in adherence to MOPH / MOEHE advice according to the level of COVID-19 contagion in Qatar. It wasn't easy and it wasn't possible to please everyone, but the key to success was proactive, reflective and responsive planning that maintained a focus on not only the academic, but also social-emotional and physical best interests of students and teachers. While most will remember 2020/21 as a year disrupted by COVID-19, it was also a year that showed us what we can do when faced with adversity.

School operations were modified to allow the maximum number of students on campus as often as possible. Modifications included a shorter school day which was an important well-being consideration to counter constant mask wearing. Teachers increased physical movement (brain breaks) inside the classroom to make up for the cancellation of a play break, which was necessary due to restricted movement around the campus, and because playgrounds were often closed. QAM ensured PE lessons were regularly scheduled in both At School and Virtual School learning models to address the challenge of physical inactivity during the pandemic.

The agility of the QAM staff, the commitment to quality learning and teaching, and the support shown towards students, families and one another speaks volumes of the caring culture that underpins, and defines our school. Members of the student support team, teacher-librarian and ICT Coach willingly adopted roles as homeroom teachers to allow for the required smaller



class groupings (capped at 15). Others voluntarily stepped in to ensure continuity when COVID-19-related absence threatened disruption to our programs of learning. It was a stretch, but we all grew.

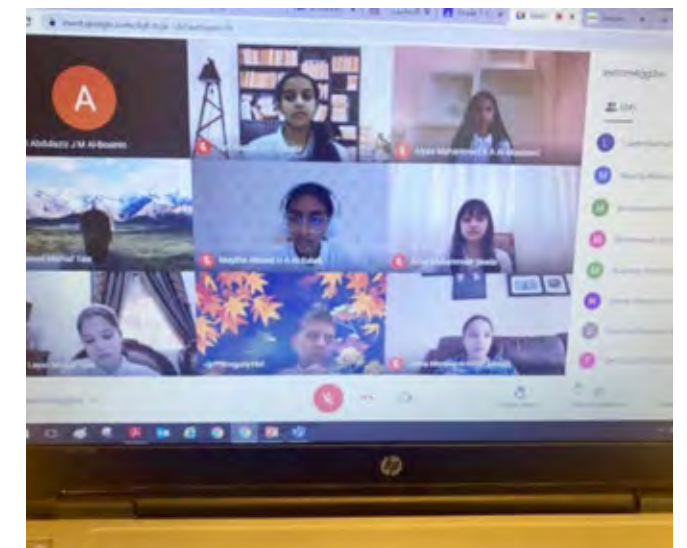
The bonds between home and school were strengthened - with virtual windows enabling parents a greater perspective about the quality of teaching at QAM, and about their child's approaches to learning. Teachers enjoyed meeting family members, including pets, and establishing meaningful curriculum connections with the home context. We all became tech whizzes, or at least improved our IT skills!



Learning Models

Virtual School students learning from home

1. Blended Learning (family bubbles) two simultaneous streams. Some students from the same class learning at home & some students learning at school, on the same day with teachers managing both simultaneously!
 - Virtual School - students learning from home scheduled days
AND
 - At School - students learning at school scheduled days
2. Blended Learning (class bubbles) two dedicated streams - not simultaneous.
 - Virtual School - students learning from home (dedicated teacher)
OR
 - At School - students learning at school (dedicated teacher)
3. 30% Blended Learning (class bubbles) combined streams.
 - Virtual School - students learning from home scheduled days
AND
 - At School - students learning at school scheduled days



Primary Years Programme

The Primary program at QAM aims to develop the whole child as a caring, empathetic, internationally-minded lifelong learner who has the skills and dispositions to thrive in our continually changing world. At QAM teachers encourage students to take ownership of their learning, and develop agency through carefully planned, authentic learning experiences.

The QAM curriculum is framed within the context of the International Baccalaureate Primary Years Programme transdisciplinary themes, which enable students to inquire and explore, and to create and take action. The concept-based curriculum with a focus on understanding.

Big Ideas facilitates students making connections to all areas of their learning. During their learning journey, our students construct knowledge, build skills, and foster positive learning dispositions through the transdisciplinary contexts of:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- Sharing the planet
- How we organize ourselves

The IB Primary Years Programme is supported by the IB PYP Scope and Sequence Outcomes and AERO, Common Core and NGSS Standards which inform subject-specific skills and knowledge that are integrated throughout the transdisciplinary units. Students develop critical and creative thinking skills through pedagogical approaches such as reading and writing workshops, which support language acquisition in both English and Arabic. Mathematical thinking is developed through authentic problem solving where students inquire, model and explain their use of mathematical strategies.

Specialist teachers in Physical Education, Islamic, Music and Art work collaboratively with homeroom teachers to build cross-curricular connections. The worldwide pandemic presented challenges to extending the learning environment beyond the classroom walls,



however our dedicated teachers continued to build connections for students with the wider community through virtual field trips and guest speakers, thereby supporting connections that are made between student learning and the real world.

The Exhibition, a student directed, in-depth collaborative project, was again a virtual event for Grade 5 Students collectively synthesized the essential elements of the PYP, developed ICT skills, and shared their learning with the wider school community through virtual presentations. During the Exhibition unit, students independently follow the inquiry cycle, developing lines of inquiry and research questions. The Exhibition is a unique and significant opportunity for students to exhibit the attributes of the IB Learner Profile that they have developed over the course of their primary studies, and to showcase the skills and knowledge they have acquired.

QAM offers a rigorous curriculum and a joyful learning environment in which all students are given opportunities to uniquely develop into caring, internationally minded, lifelong learners.

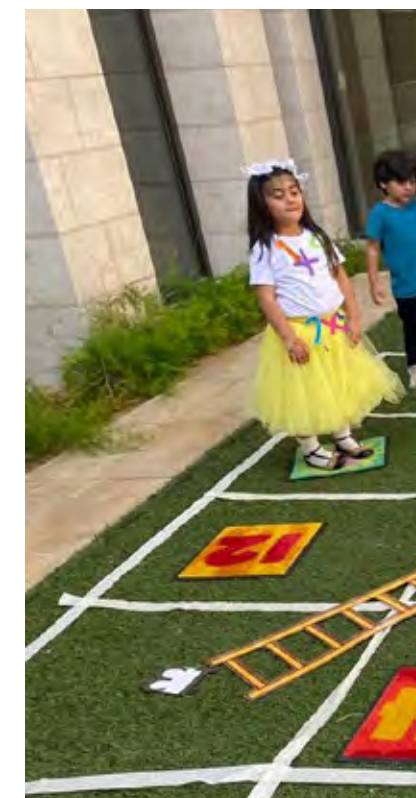


Early Years

Our Early Years Program at QAM is progressive, creative, and inspiring. We believe in teaching and nurturing the whole child through playful and developmentally appropriate interactions and experiences. Students are encouraged to follow their interests through a meaningful inquiry-based learning environment. Social emotional development, literacy and numeracy skills are fostered through intentionally crafted opportunities where students are engaged in purposeful play.

The holistic learning environment that we provide alongside a rigorous curriculum with unique learning opportunities, supports students to develop the IB learner profile attributes, fine and gross motor skills and strong oral language proficiency. The students are immersed in a rich dual-language learning environment spending half their time in each of the English and Arabic homerooms. QAM's balanced approach prepares students to be internationally minded, global citizens.

Despite the teaching challenges faced during COVID-19, teachers were still able to offer students meaningful learning opportunities that continued to support their physical, social, emotional, and intellectual development. Students demonstrated creative ways of learning through songs, dance, and interactive games. Students and families continued to show their commitment to growth and learning with continued attendance through both At School and Virtual School.



Primary

Students in the Primary Division at Qatar Academy Msheireb build on strong foundations established in the Early Years' play-based curriculum. Our KG - G5 students continue learning how to learn. Through meaningful engagements in an inquiry-based learning environment they grow as thinkers who ask important questions, set goals and take action. With clear expectations and guidance, they become increasingly self-regulated and demonstrate empathy for others. A focus on developing these approaches to learning is fundamental to the profile of a lifelong learner at QAM.

It would be refreshing not to mention COVID-19, but there is no escaping ... such was the influence of the pandemic on the school year. It is true that programs of learning were disrupted, but there was rich, important learning. Despite COVID-19 QAM students:

- Communicated, in Arabic and English, with each other, in person and by navigating virtual platforms
- Collaborated, albeit with physical distancing, or digitally
- Persevered, with application and troubleshooting to solve problems
- Adapted to change, being open-minded and resilient
- Demonstrated learning in creative ways, such as by recording video or drawing
- Waved goodbye at drop-off in the carpark, and were confidently independent
- Showed commitment, attendance rates were amazing
- Cared for one another

Providing a semblance of stability for students was a priority for the QAM team. Seeing the smiling faces walking into school, or beaming through the screens, hearing the excited chatter and laughter of children, was affirming feedback that we succeeded in this mission.



Inclusion

QAM appreciates that children possess different learning styles and have varied needs. In order to augment the learning environment of its students, our school has been developing, enhancing and running support services that best cater to addressing these needs. Over the past year, the full impact of COVID-19 was felt by the school. While the pandemic was not in our control, QAM set about adapting what was actually in its control - the running of the school and its programs. This required a certain amount of creativity, flexibility and resilience, as effectuated in the support services offered by the school:

English as an Additional Language (EAL) and Arabic as an Additional Language (AAL):

The EAL and AAL programs were run in tandem with the learning models adopted by the school. This allowed the students to attend lessons online as well as in person, all while maintaining protocols that would ensure their safety. Receiving these lessons in smaller groups also offered the students the advantage of a comforting, personalized environment to learn in, during the emotionally trying times of the past year.

Learning Support (LS):

Being recently introduced to the school, the last year saw the development of an LS policy framework, steps taken towards a referral system, and identifying

children in need of these services. In the meantime, the students were absorbed into smaller groups, and teachers were encouraged to implement differentiated instruction, in consultation with the QAM Student Support Team. This was done to provide maximum service while maintaining safe or minimal contact.

Speech Language Therapy:

In keeping with the school Covid protocols, individual therapy was provided in 15 min blocks, and where possible, homeroom teachers implemented speech and language strategies, in consultation with the speech language pathologist.

Gifted and Talented program:

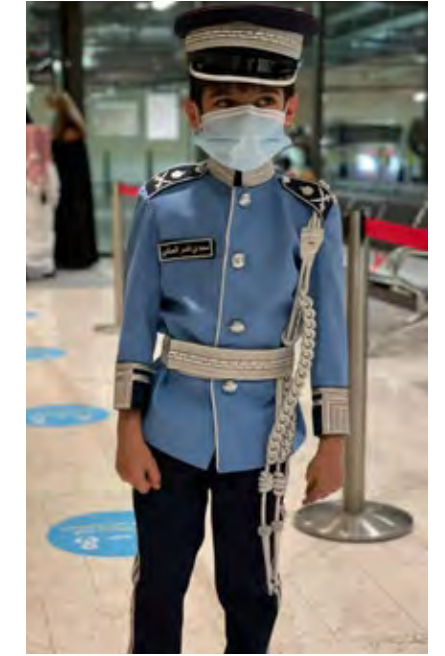
QAM has been working towards strengthening the Gifted and Talented Program at the school. The year began with testing and identifying the students who would benefit from this program. Data collected through the years was consolidated and analyzed in preparation to resume the program. Through the year, teachers were encouraged to provide differentiated instruction in the classrooms, to continue supporting the students in the safest way possible.

While Covid-19 shook the very foundations we built ourselves on, the school has remained unshaken in providing a safe, positive learning space that our students can come to.



Arabic Language and Culture

Qatar Academy Msheireb pays close attention to the National Curriculum (Islamic Studies, Arabic Language, Qatar History and Heritage and Citizenship), which is an important part of the educational process, and in turn reflected in the academic achievements of students. The Arabic Language, Qatar History and Citizenship are among the sciences that form the identity of our students connecting them to the past, and helping them achieve a bright future. Arabic Language proficiency enables students to communicate effectively with other Arab communities, as well as nurturing pride and a sense of belonging to the Arab culture and heritage and developing an appreciation of it.



Islamic Studies

Islamic Studies is central to the culture at QAM, providing students with a way of understanding the world around them. Within the context of the global pandemic connections were made to personal hygiene, self-discipline, and the power of faith in facing challenges. Students were encouraged to model the values of the Quran and Hadith, with consistency and confidence, in their daily life.

In preparation for the blessed month of Ramadan, 74 students from KG to Grade 5 participated in the 'Quran Recitation Competition', challenging students to improve their recitation and memorization of Quranic verses. This in turn invites them to deepen their understanding of the values of Islam and apply these in their daily life. "Our times are good ... together we recite" was launched this year for two categories: QAM students with their families and QAM staff with their families. Participants joined virtually to read and or recite the Holy Quran.

The talents of our students were further revealed in the QAM Mu'athin project. Recordings of 30 students performing the call for Maghrib prayer were selected, and each evening one recording was messaged to the QAM school community in time for the breaking of the fast.

Further to this, students participated in several activities, the merit of fasting, Tarawih prayers, the benefit of Suhoor, the Iftar cannon, and the Garangao, providing them with opportunities to explore the virtues and values of the Holy Month.



The Arts

QAM values the integral role the Visual and Performing Arts have in enriching the balanced PYP curriculum. Despite the challenges of COVID-19 such as tightly controlled learning bubbles with limited movement on campus, and restrictions to the number of teachers working with each class, all QAM students still had the opportunity to engage in artistic expression through music and/or art during the 20/21 school year. This was no mean feat and was enabled through a combination of At School and Virtual School learning, with most Music and Art classes in homerooms, rather than the Specialist Music and Art rooms. In a shortened school day, with COVID-19 measures, the students who could not have either Music or Art at school were offered Virtual School learning and teaching.

Creative curriculum became even more inventive, as the versatility of QAM teachers was tested with protective protocols such as no singing in a Music class, and controlled use of Art supplies to avoid sharing. Ordinarily such controls may have stifled the creative process - but enthusiasm for The Arts by QAM students and staff prevailed.

Of particular note: Grade 2 students learned the recorder in the Virtual School learning environment; many students across the school mastered reading of music; G4 and G5 classes enjoyed the ukulele and enthralled the school with a body percussion performance for Children's Day - with physical distancing in the courtyard. The high caliber of artistic expression by QAM students was recognized when

a selection of student artwork was featured on the Mandarin Oriental cake box packaging for Qatar National Day.

Engagement in The Arts is a pleasurable release that students generally relish. However, in recognition of the pressures experienced by families juggling lives in a pandemic, Virtual School Music and Art lessons became optional in the latter part of the year, and formal reporting of The Arts was removed from the end of Semester 2 report card. Despite this, many of our students learning from home logged in, and continued to make their mark through music and art.



Physical Education

The QAM PE Team have worked hard this year, regardless of restrictions, to ensure QAM students have had an opportunity to do some form of exercise whilst attending At School or Virtual learning. With a combination of yoga, stretching and individual activities the students continued to reflect the passion and love they have for physical education.

When learning virtually, students embraced the opportunity to participate in fitness workout challenges and submitted fantastic videos of their daily exercise routines. The QAM PE Team are extremely proud of QAM students for showing such flexibility and resilience throughout the year, a year which was like no other.



How did we do?

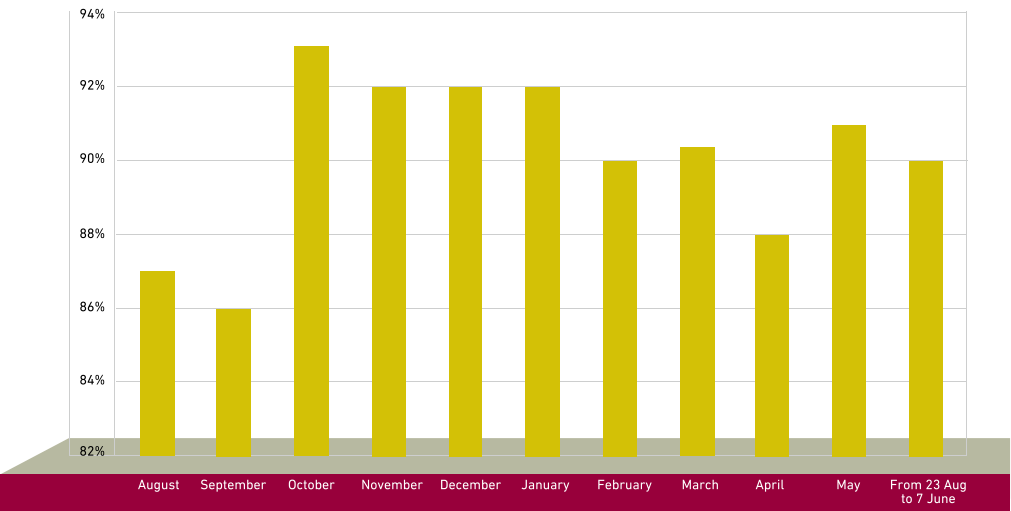
MAP Data Overview

Due to continued pandemic restrictions the fall test was not administered, and students sat the January 2021 MAP assessment. MAP Assessments for the 20/21 academic year were conducted at a time when students were in full virtual school. Arrangements were made for students to be present on campus to sit the MAP assessment, and many families committed to having their children sit the assessment: 95% of QAM students sat the Mathematics MAP, 87% of students sat both the Reading and the Language Use MAP assessments. The data shows a slight dip in the achievement levels from the previous testing period, 15 months prior to this test. During the January 2021 test slightly more students scored below internationally set norms than in previous years.

The table summarizes the results of students who met or exceeded growth goals. The data indicates a slight reduction in the number of students who met or exceeded growth goals from the previous academic year. However, given the context of the worldwide COVID-19 pandemic and the disrupted learning for students, QAM is very pleased with the MAP results. The G4 cohort, in particular, almost doubled their growth goals from the previous year.

# of students who have met or exceeded growth goals				
2020/21	Mathematics	Reading	Language Use	Grade Level Total across domains
Grade Level	16 / 55 = 29%			16 / 55 = 29%
KG	16 / 47 = 34%	14 / 42 = 33%		30 / 89 = 33%
Grade 1	21 / 59 = 35%	23 / 56 = 41%	14 / 58 = 24%	79 / 173 = 46%
Grade 2	23 / 43 = 53%	13 / 42 = 31%	19 / 43 = 44%	55 / 128 = 43%
Grade 3	24 / 36 = 67%	19 / 36 = 53%	21 / 36 = 58%	64 / 108 = 59%
Grade 4	2 / 10 = 20%	4 / 10 = 40%	7 / 11 = 64%	13 / 31 = 42%
Grade 5	102 / 250 = 41%	73 / 186 = 39%	61 / 148 = 41%	254 / 584 = 43%
Total				

Student Attendance



A photograph of three students in red and black uniforms sitting on a green artificial turf field. They are gathered around a large grey plastic tub filled with a purple liquid. The student on the left is a boy with dark hair, looking into the tub. The student in the middle is a girl with braided hair, also looking down. The student on the right is a girl with long brown hair, wearing a gold bracelet, and is reaching into the tub with her hands. A yellow sponge is visible in the liquid. A yellow banner with white text is overlaid on the left side of the image.

06 | Beyond the Classroom

Student Agency and Student Voice:
Essential Elements at QAM

QAM Student Council



Over the course of the year, the QAM Student Council was involved in decision making at the school level, which culminated in making the school a safer place for the QAM community. The QAM Student Council highlighted safety issues in the courtyard where QAM students spend their time during recess. They presented an initiative to the QAM Director to improve the courtyard safety by designing safety padding for the marble benches. The students also selected appropriate plants for ground cover in the courtyard gardens. The initiatives were welcomed by the Director and today we have a safe and appealing courtyard, ready to welcome QAM students once again. Moreover, irrespective of

the challenges of the global pandemic, the Student Council worked tirelessly alongside the school team in order to bring joy and fun to all. Themed Spirit Days, almost every month, invited creativity and helped QAM students cope with the restrictions that were imposed, as a result of the pandemic. These Spirit Days included: Wacky Hair Day, Who Am I Day, Book Character Day, Odd Socks Day, Crazy Mask Day, and Dr. Suess Day, to name a few.

The QAM Student Council is elected annually using a democratic process. Students are elected to represent each class from Grade 2 to Grade 5.



Padded covers for the marble seating areas



Ground cover plants in the courtyard



Crazy Mask Day



Odd Socks Day



Dress as a sports person



Book Character Day



Wacky Hair Day



Who Am I?

Student Action

'Student Action' is a central component to the QAM program of learning. Students are expected to be active citizens and to take action to show understanding, apply their knowledge and skills, and to reflect. This action often focuses on making a contribution to a cause or stimulating positive change. Over the course of what was a challenging year globally, QAM students still managed to demonstrate their commitment to 'really making a difference', both to the environment, locally and globally, and to the lives of others.

QAM Partnership with Mandarin Oriental, Doha Supporting Educational Projects

Qatar National Day Limited Edition Cake Project
Qatar Academy Msheireb students raised QAR 7,000, in partnership with the Mandarin Oriental, Doha. In celebration of Qatar National Day, Qatar Academy Msheireb students expressed themselves through art and poetry, which were showcased by Mandarin Oriental, Doha, on bespoke limited edition cake box packaging. Mandarin Oriental, Doha donated a portion of the proceeds from each limited-edition cake sold to the Qatar Academy Msheireb students' charity of choice, 'Teach Me', a Qatar Charity program dedicated to supporting educational projects in Qatar and worldwide.

'Our Values Inspire Art' Project

Mandarin Oriental, Doha celebrated Qatar National Day with the debut of Qatar Academy Msheireb's student art exhibition, 'Our Values Inspire Art', which was hosted in the Mandarin Lounge. The artworks symbolically reflected social values of friendship, family, equality, unity, peace, and moral values of honesty, mercy, responsibility, modesty and respect for others, from the Holy Quran.

All proceeds, a total of QAR 10,480, including funds raised by the QAM Grade 5 Souq, were donated to Qatar Academy Msheireb students' charity of choice, 'Education Above All'.



Team Trees Project: QAM Grade 5

In collaboration with the Mandarin Oriental, Doha, on a 'How we organize ourselves' (economics) unit of inquiry, Qatar Academy Msheireb Grade 5 students raised 1,320 QAR in profit. These funds were raised from the sales of Gelato during the QAM National Day Celebration, and donated to the International Team Trees project, resulting in the planting of 362 trees in forests with the greatest need, globally. Grade 5 students at QAM really want to make a difference. Having developed a deep understanding around issues such as global warming, deforestation and the impact of natural disasters, the classes recognized that trees play a vital role in our daily lives. They understand that trees improve the quality of the air we breathe and the water we drink. They understand that when natural disasters strike, the loss of trees is much more than meets the eye.



07 | Staff Professional Learning



Leading Learning

During the past academic year, QAM teachers engaged in a year-long professional learning journey and completed a course on teaching mathematics developed by a leading figure in mathematical education, Jo Boaler, and offered by Stanford University. Boaler has published numerous books on the creative, inspiring teaching of mathematics as well as having developed educational support materials and the YouCubed website. The subtitle of her 2015 publication, *Mathematical Mindsets: Unleashing Students' Potential Through Creative Math, Inspiring Messages and Innovative Teaching* clearly summarizes her call to action for all teachers of mathematics. Last academic year, the QAM teaching team responded to that call to action with a professional learning focus on mathematics as they worked towards building ever greater collective efficacy.

The course challenges assumptions about the learning and teaching of mathematics while pointing directly to the research that demonstrates how important struggles and making mistakes are to the development of understanding, building brain connections and deep learning. Teachers explored the most recent research, participated in rich learning engagements, reflected on their own practice, and were encouraged to experiment with their new learning in the classroom setting.

Boaler lauds that mathematics is a beautiful, open, creative, and multi-dimensional subject where deep understanding is fostered through the honoring of 'mistakes' and persistence; however, she also laments that school mathematics has often been uninspiring,

procedural, and one-dimensional where learners come to believe that quickly determining the one correct answer is the ultimate show of understanding. Many learners, both young and old, have complained that mathematics is all about memorizing methods and procedures, and it has often been explained that those who cannot achieve high levels of mathematical thinking are just not "math people". Boaler posits that one-dimensional mathematics is not the mathematics of the world, and that it is not the mathematics of our 21st century workplace. She and her team make a point of elevating the important findings in recent brain science which shows that:

- There is no such thing as a math person – anyone can learn mathematics to high levels
- Mistakes, struggle, and challenge are critical for brain growth
- Speed is not important in mathematics
- Mathematics is a visual and beautiful subject, and our brains want to think visually about mathematics.

During this professional learning journey, our teachers embraced professional learning. They continually built on their mathematical understandings and their knowledge of how learners best develop skills and personalize knowledge. The teachers deepened their understanding of mindset and how struggle positively impacts learning and reflected on how the latest research and knowledge might change who they are as practitioners and how they can support students through their individual learning journeys.





08 | A Year Like No Other



Perspectives



As a student at Qatar Academy Msheireb, I have a unique perspective. It's a lot of fun to discover new topics and ways. We had something that other students didn't have: we got to go to school every day. And that was a lot better because attending education online was extremely challenging and unfamiliar to us, but we conquered the illness by maintaining social distance and correctly wearing our masks. Despite all the challenges last year it was still really good!

Hamda Al-Khelaifi - Grade 5 QAM Student



I have had the privilege of being a member of the QAM community for the past four years, where I have been working alongside an inspiring group of 'lifelong learners'. When you visit QAM, you will come across a vibrant atmosphere, with extraordinary educational professionals, that are grounded in shared values of respect, understanding, and responsibility.

During the academic year 'like no other', QAM staff demonstrated great tenacity and flexibility, in adapting to an extremely challenging year. Having to navigate and manage the fast, and what seemed uncertain

circumstances, was incredibly testing, however, the support and positive approach taken by the leadership team was essential in galvanizing staff. This ensured the best interest of students were met, by maintaining high learning and teaching standards, as reflected by the wonderful learning on display, and the tremendous growth students demonstrated during assessments. So, although it was a challenging year 'like no other', I am proud to have been part of the success 'like no other'.

Luqman Hussain – Grade 4 QAM Teacher



These words barely touch the surface of how we feel and think of this establishment.

In light of what is going on with the spread of the COVID 19 pandemic, Qatar Academy Msheireb emerged victorious last year. Throughout all the difficulties and the hardship, QAM managed to deliver high quality education in both in-school environment and virtual environment. Both the teaching and the administration staff doubled their effort to accommodate the needs of their students on campus and virtually.

In addition, the school managed to maintain a very clean environment. QAM also demonstrated a continuous interest in raising the level of awareness among its students and faculty on how to stay safe and maintain safety during the pandemic.

Moreover, the school utilized all available communication platforms (social and otherwise) to ensure that their relationship with the families is maintained and uninterrupted.

Mohamed Ahmedi – QAM Parent



09 | QAM Spotlight



Qatar National Day celebration and cake cutting (Msheireb Properties, Mandarin Oriental, Doha and QAM)



Artistic interpretations of Qatari traditions and culture presented on a limited-edition cake packaging, created by QAM students



In support of the Education Above All initiative, chaired by HH Sheikhha Moza bint Nasser, QAM joined hands with Msheireb Properties to protect Education from attack



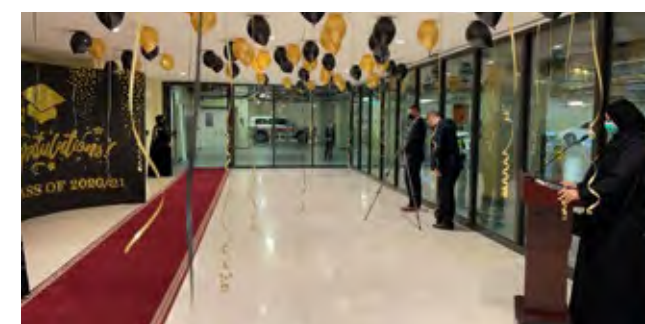
Nasser Al Emadi, gifts artwork, a collaboration with his mom, to Mandarin Oriental, Doha in honor of Qatar National Day 2020.



QAM Team Trees partnership with Mandarin Oriental, Doha



'Our Values Inspire Art' celebrating Qatar National Day 2020 partnership with Mandarin Oriental, Doha



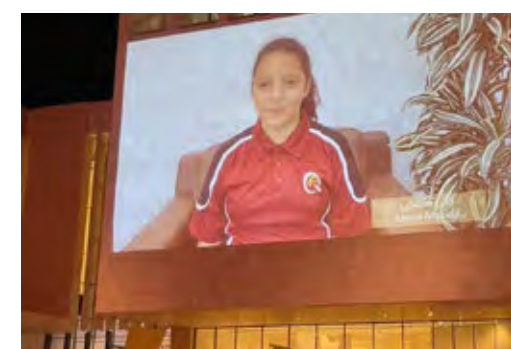
Grade 5 Graduation Class of 2020/21



World Children's Day



Salat Al Istisqaa, Prayer for Rain



Grade 5 Class of 2020/21 Celebratory Movie, M7 Msheireb central square, the Barahat



Sara Najjar represented QAM as a finalist in the Akhlaquna Junior Award 2020/21



Qatar Academy Msheireb – Inspiring students for what the future might hold

Qatar Academy Msheireb students learn how to ask the right questions – in Arabic and English – set effective goals, and pursue their aspirations with the determination to achieve them.

The school's location in the revitalized Msheireb Downtown precinct provides a modern architectural frame for learning, incorporating sustainable design principles, and reflecting Qatari heritage and tradition. It is a similar fusion that contextualizes the teaching and learning at Qatar Academy Msheireb, where students develop the knowledge and skills to help them seize opportunities and tackle challenges, with optimism for the future.

Teaching and learning at Qatar Academy Msheireb – part of Qatar Foundation's Pre-University Education – is informed by the International Baccalaureate Primary Years Programme framework. Students explore how issues of global significance are connected to their own lives, and the local community, which makes learning both meaningful and empowering.

For example, recently Grade 5 students developed an understanding that 'human potential can be unlocked when a person's needs are met'. In this



Inquiry, students explored human needs, from basic physical requirements, such as food and water, to the need for self-actualization, when a

person realizes their potential – to be the best they can be. They learned about the Qatar National Vision 2030 and one of the key challenges, which is

to address 'the needs of the current generation and of future generations'. This was meaningful learning.

The students made personal connections and devised strategies to not only unlock their own potential, but also how to support others to meet their needs.

Through such inquiries, students develop subject-specific knowledge in an authentic context, but maybe more importantly they are taught how to learn. They develop dispositions that make them not only want to learn, but also to believe they can learn.

Qatar Academy Msheireb students learn how to ask the right questions – in Arabic and English – set effective goals, and pursue their aspirations with the determination to achieve them.

How arts-based learning at a QF school is helping children to thrive amid COVID-19

Share



Innovative, communal, and fun approach to education at Qatar Academy Msheireb unlocks students' creativity, teaches them life skills, and supports their mental health

"If a person is shy to share ideas ... the world is missing out," QF education expert says

Share



QAM principal sheds light on how QF schools empower students through self-expression and two-way communication



QAM Home of the Sand Foxes

التقرير السنوي

2020 - 2021

