

ANNUAL REPORT

2021 - 2022

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مشيرب Msheireb
أكاديمية قطر Qatar Academy
عضو في مؤسسة قطر
Member of Qatar Foundation

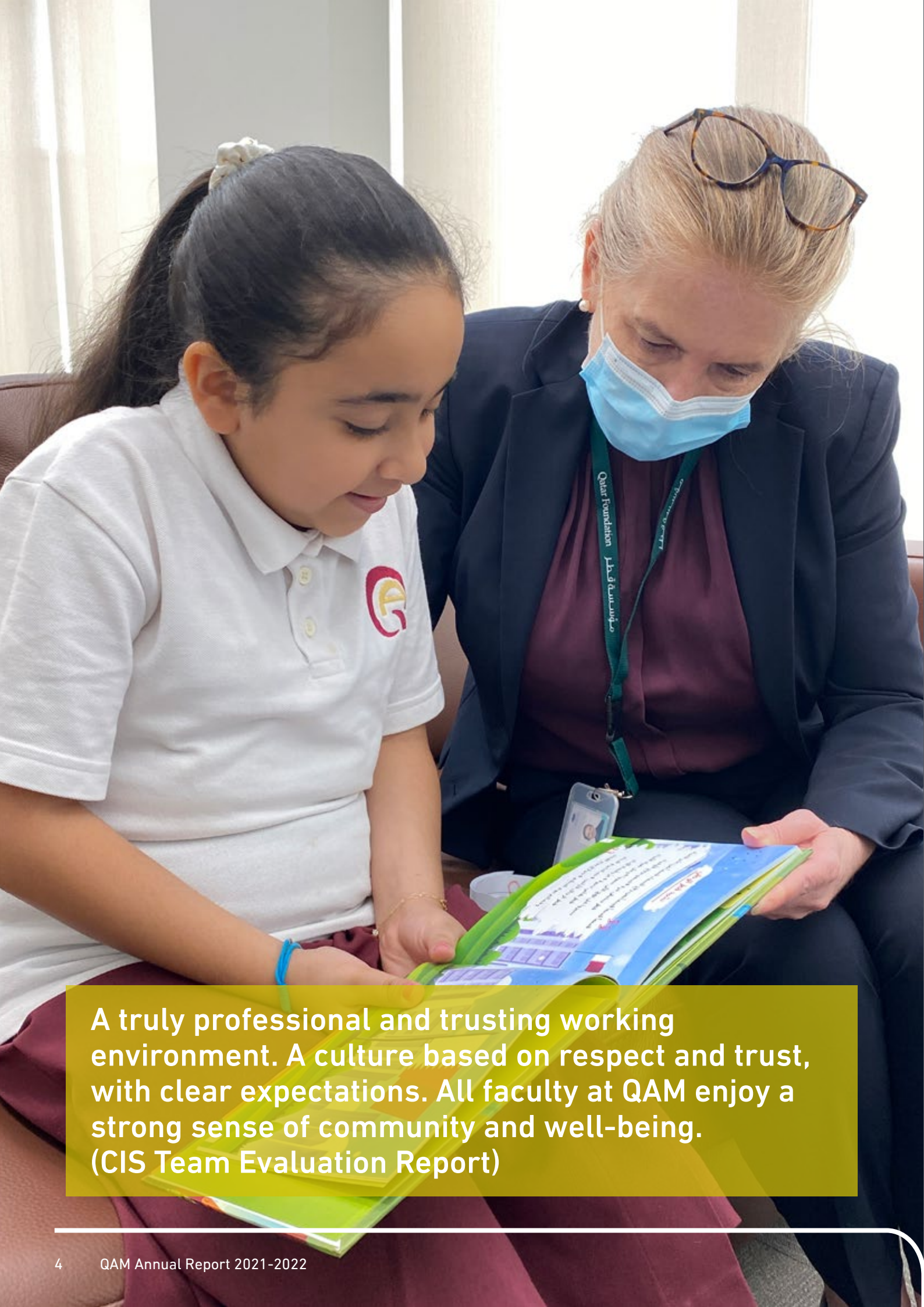


CIS ACCREDITED



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A truly professional and trusting working environment. A culture based on respect and trust, with clear expectations. All faculty at QAM enjoy a strong sense of community and well-being. (CIS Team Evaluation Report)

Director's Message

Though not quite 'A Year Like No Other', Qatar Academy Msheireb opened the academic year applying its learning from the previous year, while continuing to navigate the restrictions of the COVID-19 pandemic.

Remaining steadfast in its commitment to quality programs of learning, the focus of decision-making extended to embrace student well-being, and balance. As an inner-city campus, with limited outdoor play spaces, the QAM gym became a second home to the students. Three Physical Education sessions were scheduled per week, in addition to two courtyard play breaks.

The recent addition of a state-of-the-art gym divider provided much needed flexibility for our Physical Education team to creatively plan sessions appropriate to grade levels, enabling them to challenge students beyond comfort zones while nurturing a growing passion for physical activity, extending beyond the campus walls. As a result, I feel it is true to say that all student P.E. kits are worn to a thread at the close of this academic year!

This year was a first for the school to recognize and celebrate its birthday, Qatar Academy Msheireb turned seven on Thursday 9th September 2021. This was a reflective moment for the school community and led to the realization that while we may be a very young school, we have made significant achievements.



Following the Council of International Schools (CIS) evaluation visit late January, QAM received notification from CIS that it had been awarded International Accreditation, and joins over 1300 schools and universities, representing 123 countries, as a Council of International School. This is a significant milestone of achievement for such a young school, reflecting the strong community partnerships and commitment of all stakeholders to the guiding statements of the school, as they bring them to life every day.



CIS accreditation is a mark of recognition held exclusively by schools around the world that exemplify high quality standards in international learning and teaching, serving as verification of the quality and rigor of the education QAM provides.

As you read this year's annual report you will find snippets from the CIS Team Evaluation Report authentically embedded within section narratives.

Looking forward, QAM will open the new academic year and drum up support for the upcoming FIFA World Cup Qatar in November and December 2022.

Taglines like 'Qatar Welcomes the World' in the lead up and 'Qatar Our Home' during the World Cup will be used to engage students and the wider community in learning, events and celebrations that are authentically connected to Units of Inquiry and transdisciplinary in nature, within which the culture, and heritage of Qatar will be inextricably woven to produce a rich tapestry and the Msheireb Downtown area will become 'the pitch' for QAM to 'play on'.

In January 2023 Qatar Academy Msheireb will welcome members of the International Baccalaureate Primary Years Programme Evaluation Team for its PYP Evaluation Visit leading to PYP Evaluation Status. QAM will be put to the test, evidencing that the IB Standards and Practices of the IB PYP are being upheld with fidelity. The process of formal reflection will, again, involve all school community stakeholders, with a focus on philosophy, resources and support, and

curriculum. The evaluation visit will invite deep thinking around our purpose, understanding it and how it builds internationally minded students who fit our mission, and how in turn drive what we strive for as a school community.



This year, Qatar Academy Msheireb began its Eco-Schools journey to accreditation and plans to seek Eco-Schools Green Flag accreditation in the coming academic year.

Successful accreditation will be a symbol of QAM's commitment to environmental education, and evidence QAM's Core Value: Responsible, in action, fostering 'Understanding of the interconnectedness between self, living things and the world around us'. Building on this year's student-based research initiatives, QAM will launch its garden to market initiative, using produce grown in hydroponic towers and in the QAM greenhouse next academic year. Further to this, implementation of a QAM composting program is also planned and further reflects QAM's commitment to sustainable practices.

I shall close this year with an excerpt from the CIS Team Evaluation Report, which captures the essence of who we have grown to be today – 'seven, how many is seven?' ...

... 'Qatar Academy Msheireb has truly shown remarkable growth and development, especially considering the difficult conditions caused by the global COVID-19 pandemic. The school is in a very good place to expand on its strengths and follow-up on self-perceived areas for growth. The school leadership shows a deep commitment to the highest levels of best practice, and the faculty and staff are dedicated and reflective in their efforts to offer an effective learning environment characterized by the shared values of the school - creative, achieving, responsible, empathetic, solution seekers ...'

Kind regards,

Belinda Holland
QAM Director



02 | Guiding Statements



**QAM Creative, Achieving, Responsible,
Empathetic, Solution Seekers**

This academic year, Qatar Academy Msheireb undertook a deep dive into the development of its core values. This was done using a rigorous collaborative process and began with Tuning In. Authentically connected to World Teachers' Day, the following reflection provocation was posed to staff to generate personal responses:

'Imagine that you are at your own retirement ceremony. What is it that you want your student to say about you and their time in your classroom?'. The Finding Out process then took place in CIS steering Committee Teams guided by the provocation: As a Team, use the following prompt to suggest possible core values for QAM, 5 per team: "Imagine that your current students return for their 20th reunion. What is it that you want them to say about their time at our school? What is it

that you want them to say about their 'QAM Experience'? The process culminated with a QAM Staff Think Tank that convened for the Sorting Out and Going Further stages, identifying commonalities in the values reflected by the CIS teams to finalize the QAM Core Values: QAM CARES.

Qatar Academy Msheireb can be particularly proud, as the Core Values are embedded and already particularly well known and referenced in the school by students and staff. Further to this, they are evidenced in action on The Daily Post, and framed the unpacking of 'International Day for Tolerance' at QAM, this academic year.

QAM Vision

Leading learning

QAM Mission

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

QAM CARES

We are:

Creative We imagine possibilities with limitless wonder and express ideas in innovative ways

Achieving We learn by questioning, making connections and reflecting, to set and exceed goals

Responsible We make informed choices based on the interconnectedness between self, living things and the world around us

Empathetic We understand and share the feelings of others

Solution seekers We challenge ourselves to overcome the unknown - we know there is always a way.

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.

03 | Who We Are



QAM is an authorized school for the International Baccalaureate Primary Years Programme, and an accredited Council of International School

QAM Students	MALE	FEMALE
369	202 	167 
QAM Faculty	MALE	FEMALE
68	11 	57 

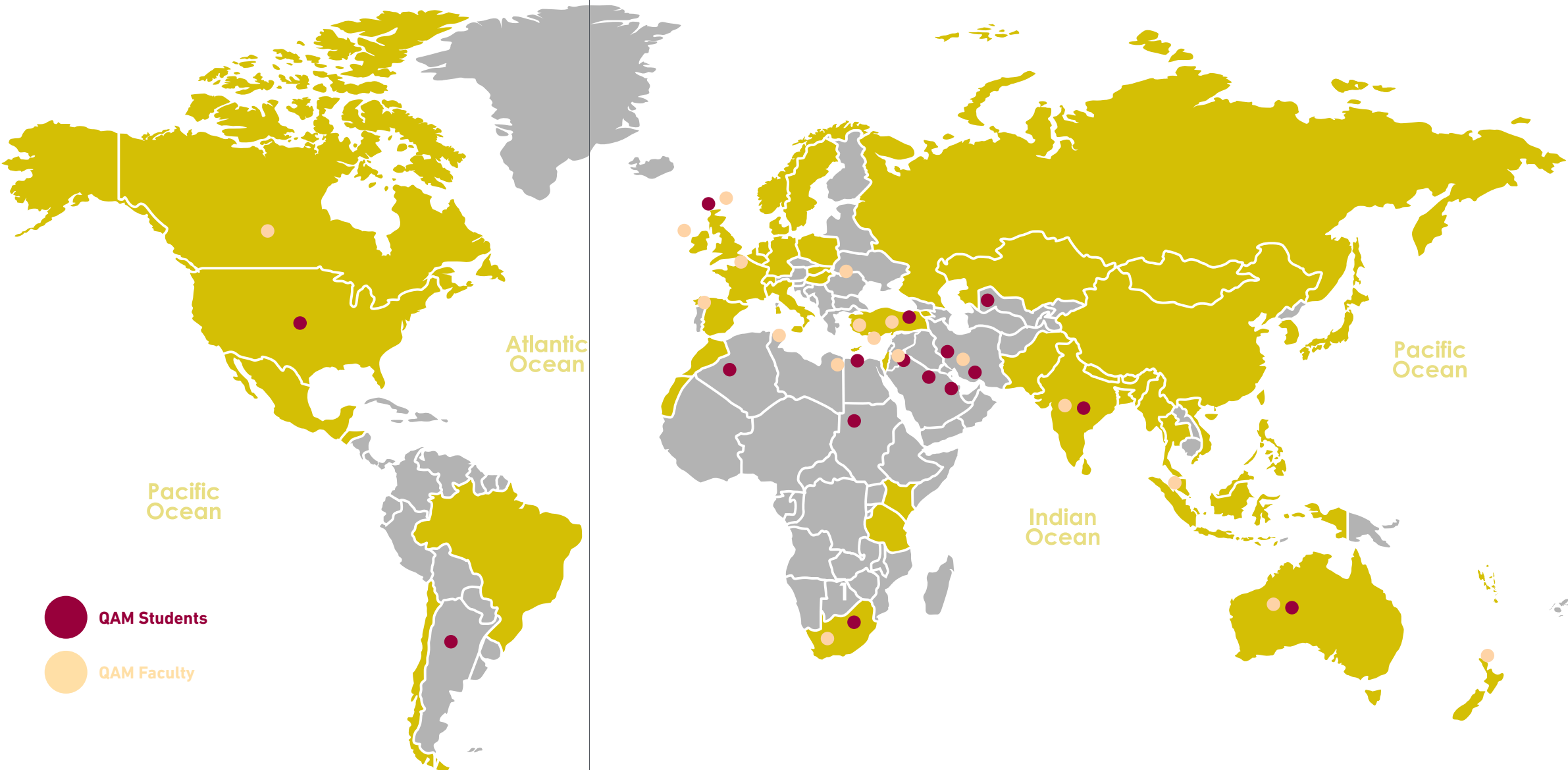
Student Demographic

Qatar Academy Msheireb has 369 students enrolled from Pre-3 to Grade 5. 92.1% of the students are Nationals of Qatar and the remaining 7.9% represent 16 different nationalities, including American, Argentinian, Australian, Bahraini, Egyptian, Emirati, French, Indian, Iranian, Jordanian, Omani, Saudi, Sudanese, Syrian and Turkish

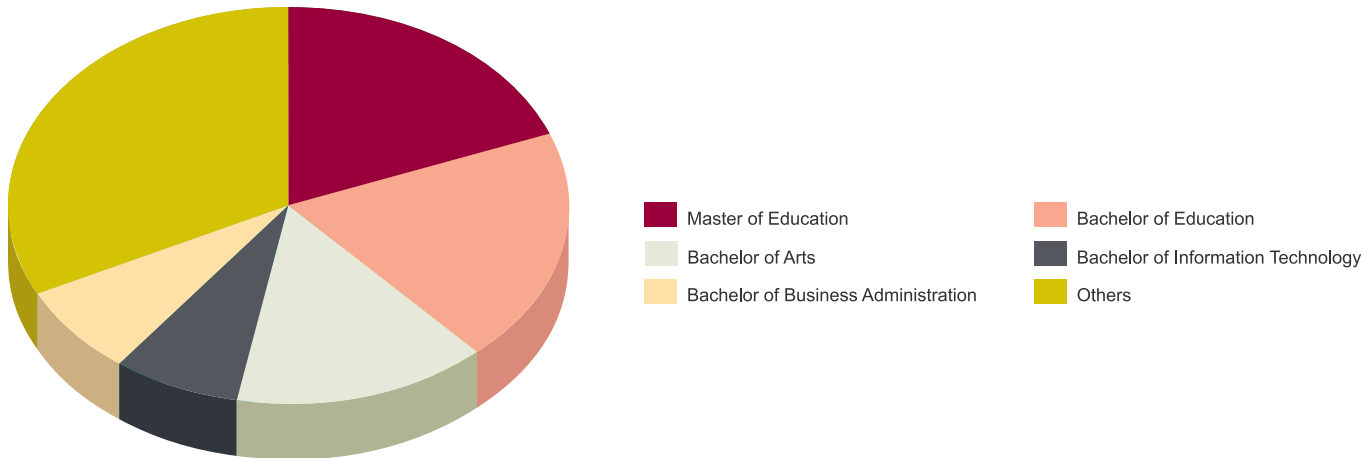
Staff

Qatar Academy Msheireb prides itself on hiring skilled and knowledgeable staff who are internationally qualified and experienced and who are passionate about making a difference in the lives of children. As an accredited IB PYP School and a CIS accredited school, QAM is able to attract quality staff internationally who embrace the school's vision and personify the school's core values, Creative, Achieving, Responsible, Empathetic, Solution Seekers.

Understanding the power of a quality teacher, which shows a stronger relationship to student achievement than facilities and curricula, QAM seeks to continuously improve its recruitment strategy and protocols to ensure it attracts only the finest to join its team each year.



Staff Qualifications



04 | Well-being



To the school leadership, faculty and support staff for creating a culture of openness, fairness, trust, and mutual respect between and among all stakeholders, thereby enabling students and families to feel cared for and share a sense of belonging (CIS Team Evaluation Report)

'We all belong' is an often-used phrase at Qatar Academy Msheireb with the priority of promoting intercultural understanding and a sense of belonging. Elevating well-being has been an ongoing priority at QAM. And, in the recent CIS accreditation study, it became evident that well-being has indeed been successfully elevated across both the academic and social emotional domains at QAM. According to the report, many of our students and staff indicated that they feel there is a strong sense of well-being at the school. A focus on well-being has been especially critical in the wake of the COVID 19 Pandemic, and all the restrictions. Although we faced many challenges in this context at QAM, we all feel that we are fostering a strong sense of belonging to our own "village" which includes our students, faculty, support staff and parents.

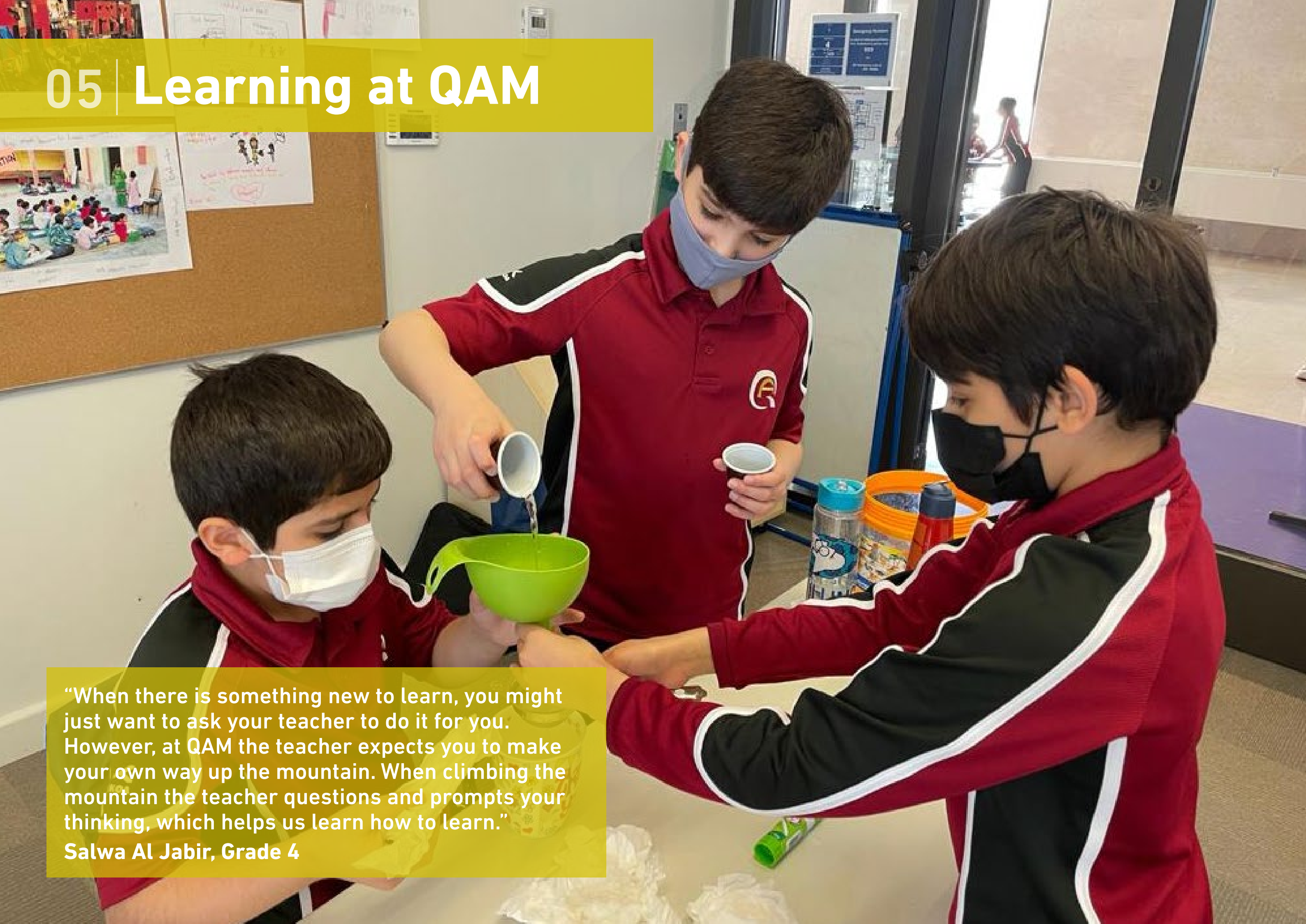
At QAM, we focus on more than just academic competence. The school works towards prioritizing the well-being of its students and staff, by ensuring that

health (both, physical and mental) and safety measures are in place. QAM has a full time well-being Coach who oversees social, emotional and behavioral concerns of the students, whilst the school nurse looks after the health and physical well-being of our community. QAM encourages student agency through student council participation and other subtle, yet significant ways, such as: class-assigned roles and responsibilities, class essential agreements created with students, morning meetings, and problem-solving circles.

Such initiatives provide our students with authentic opportunities to develop skills of personal and shared responsibility, and leadership, in addition to deepening their sense of belonging in working towards the betterment of the school and community. Individual and small-group well-being sessions are conducted regularly to a secure, comfortable space for students to voice their thoughts and feelings.



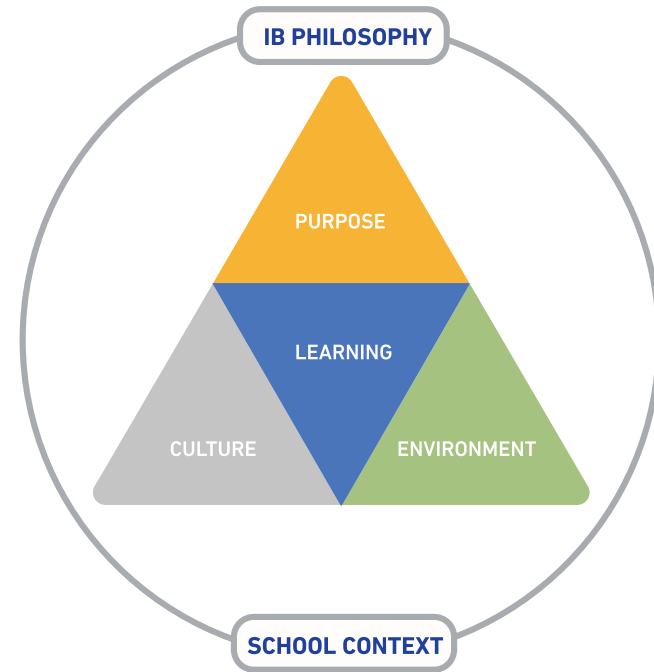
05 | Learning at QAM

A photograph of three male students in a classroom setting. They are all wearing red and black track jackets and face masks. The student in the center is pouring water from a small white cup into a green funnel held by the student on the left. The student on the right is holding a small white cup. On the table in front of them are various items including a blue water bottle, an orange bucket, and some crumpled white paper. In the background, there is a bulletin board with a drawing of a group of people and a window looking out onto a hallway.

“When there is something new to learn, you might just want to ask your teacher to do it for you. However, at QAM the teacher expects you to make your own way up the mountain. When climbing the mountain the teacher questions and prompts your thinking, which helps us learn how to learn.”

Salwa Al Jabir, Grade 4

Learning is the core business at Qatar Academy Msheireb and is strategically designed to embody the school's purpose, culture and environment. As an IB World School, QAM implements the Primary Years Programme which is an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding.



The QAM teaching teams meet regularly with Ms Jennifer Magierowicz, the PYP Coordinator, to plan rigorous, engaging units of inquiry. The process is highly reflective and teachers design learning engagements that are responsive to student interests and needs, while addressing learning outcomes across the curriculum. This professional practice exemplifies the vision 'leading learning' and is evidence of a shared commitment to improvement. This commitment was further evident when the instructional staff collaborated to craft a school definition of 'High Quality Learning and Teaching' which established shared understandings and expectations.

High Quality Learning and Teaching

QAM is committed to high quality learning and teaching. Student achievement, well-being and responsive pedagogy are at the fore of the school's holistic approach. Collaboratively, we have high expectations of continuous growth and development for all.

Learners

- construct understanding and make connections
- demonstrate a positive disposition towards learning and embrace opportunities to learn
- learn how to learn by developing and applying ATL skills
- enjoy agency, with voice and choice
- experience purposeful struggle and welcome mistakes
- are happy to come to school.



Collaborative Learning, G3



Science Observations, PS4



Garangao Celebrations, PS4



Holy Qur'an Recitation - Grade 5 Graduation Ceremony

Learning

- is relevant, rigorous and challenging
- involves exploration, inquiry, and just-in-time instruction
- extends beyond the classroom
- is enriched through dual-language teaching
- meets individual needs, with differentiated extension and support
- demands active engagement, thinking and reflection.



Phonics Study, KG



Mathematics Inquiry, G2



PYP Exhibition Inquiry, G5



Islamic Studies, G1

The Learning Environment

- caters to academic, social, emotional and physical needs and promotes acceptance and inclusion
- is inviting and provides a comfort zone to stretch learning
- encourages risk taking, and reflection to learn from mistakes
- makes learning visible by showcasing the learning process
- scaffolds learning, with anchor charts, word walls and dual-language reference materials
- features collaboratively established essential agreements.



'How the World Works' Inquiry Wall, G2



Hands on Learning, Early Years



Qatari culture enriches the learning environment



Specialist Art Room, G4



Specialist Music Room, G3



Istisqaa prayer, QAM Courtyard



Rich learning resources and student choice, KG

Teaching

- is inquiry-based and concept-driven
- approaches vary, selected according to research-based pedagogical expertise
- has clear learning outcomes, with high expectations informed by a rigorous curriculum
- is intentional, planned with scope to respond to student learning needs and interests
- involves ongoing assessment, data analysis, and timely feedback and feed forward
- establishes authentic connections with local and global issues.



Fab Lab Learning, G3



Teachers lend a guiding hand, G2



Learning together, KG



A balanced approach to teaching across the curriculum

Positive Relationships

- educators know their students
- students collaborate with one another
- parents understand and support school protocols
- all educators assume collective responsibility for the learning and well-being of all students
- school leaders know and support their staff
- QAM staff members fulfill diverse roles, and each is recognized and valued for the positive contributions they make to the school community.



Student-Led Conference



Student appreciation on World Teachers' Day



Student action, valuing QAM's support staff



World Environment Day, non-uniform days foster school spirit

Inclusion

In keeping with the school's core value 'QAM CARES', our school embraces and nurtures an environment of inclusivity as part of its ethos. In order to provide equal opportunities to our students, several support programs have been put in place. Undeterred by the pandemic, this year has seen the preliminary running of these programs as elaborated below

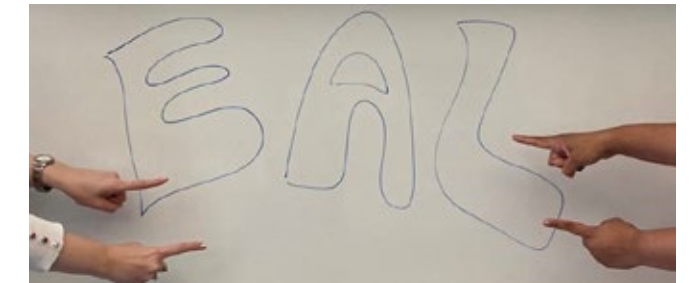
Admissions and Attendance

Inclusivity at Qatar Academy Msheireb begins at the level of the school admission screening. Members of the QAM Student Support Team (SST) interacted with, and assessed students applying to QAM. This was done to determine the best ways to support new students from the start. Through weekly SST meetings, school wide data and referrals were used to ascertain the frequency and nature of support required by students. Data pertaining to student attendance was tracked and analyzed throughout the academic year. This allowed the school to meticulously monitor the well-being of our students and their families, within the school's capacity. On analyzing the data, the Student Support Team put comprehensive plans in place to support the students holistically.



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

QAM takes pride in its dual - language model. The EAL and AAL programs have been established in congruence with this model, and run in conjunction with the classroom curriculum. The students were pulled out in small groups to strengthen their language skills, boost their confidence and in turn, enhance their learning in the classroom. Students who reached a certain level of proficiency were gradually eased back into the classroom and weaned off of receiving additional support.



Learning Support (LS)

This year saw the implementation of the Learning Support (LS) program through a 3 tiered system. Tier 1 involved collaborating and designing classroom support plans for the class teachers to implement, Tier 2 consisted of working with the students in small groups, and Tier 3 necessitated the drawing up of student Individualized Education Programs (IEP) in collaboration with teachers, specialists and parents. The 3 tiered system proved to be efficacious and will continue to develop in the next academic year.



Psychologist & Occupational Therapist (OT)

QAM welcomed a school psychologist on a weekly basis from The Learning Center (TLC), Qatar Foundation (QF). The psychologist carried out observations, assessments, and joined weekly student support team meetings, as well as meetings with specific students' families. QAM looks forward to continuing work with the psychologist next year.

On observing the sensory-motor needs of our students, a designated Occupational Therapist from TLC will be working with our in-house support team, to best address these needs.

Speech language Therapy

Individual speech and language sessions were carried out as 40 min pull out sessions in collaboration with teachers and families. Classroom teachers implemented speech /language strategies in collaboration with the Speech Language Pathologist. Decisions with regards to therapy and strategies were made through observations and standardized assessments. In addition, regular communication with classroom teachers and families was maintained.



Gifted and talented

The Gifted and Talented program was put on hold with the onset of the pandemic. QAM continues to house students who have been identified as 'gifted' or 'high ability'. While our teachers are encouraged to differentiate instruction in the classroom to meet the needs of each demographic, the school looks forward to resuming the 'Gifted and Talented Program' in the next academic year.

Throughout this year, QAM has once again demonstrated that it is a school anchored in resilience, fortitude and providing an inclusive environment that brings out the best in its students.

How did we do?

MAP assessments provide QAM stakeholders with a rich insight into how students are achieving in English Reading, English Language Usage and Math against international norms. QAM benchmarks itself against records sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across the United States of America.

This year, coming out of the pandemic, QAM was able to administer three rounds of in person assessments in the Fall, Winter and Spring testing windows for the first time since 2019. Kindergarten tested only in Math, Grade 1 in Math and Reading, with subsequent grades tested in Math, Reading and Language Usage. This academic year, growth in Kindergarten Math was particularly strong between Winter and Spring, alongside Language Usage and Reading in upper primary.



The table below details academic growth across the school in the three subject areas tested

# of students who met or exceeded their growth goals				
2021-2022	Mathematics	Reading	Language Use	Grade Level Total across domains
Grade Level				
KG	41/58 = 71%	12/51 = 24%		27%
Grade 1	11/36 = 31%	10/35 = 29%	10/35 = 29%	30%
Grade 2	11/36 = 31%	16/46 = 35%	25/49 = 51%	38%
Grade 3	8/37 = 22%	19/37 = 51%	19/39 = 49%	41%
Grade 4	16/28 = 57%	14/27 = 52%	12/29 = 41%	50%
Grade 5	103/258 = 40%	71/196 = 36%	66/153 = 43%	39.7%
Whole School				

In Arabic, consistent growth was seen in each grade level with whole school attainment in Arabic was measured using reading benchmarks. Overall, student attainment in Arabic grew in comparison to last year with 60% of QAM students achieving grade level expectations by the end of the academic year, as detailed in the table below..

Grade Level	2021-2022	2022-2023
KG	41%	71%
Grade 1	68%	50%
Grade 2	57%	73%
Grade 3	50%	60%
Grade 4	30%	43%
Grade 5	60%	62%
Whole School	51%	60%

Overall, the results further support the notion that QAM has bounced back in the face of the pandemic and that we are in a strong position academically as we move forward into the academic year of 2022 - 2023.

Grade 5 - 6 Transitions

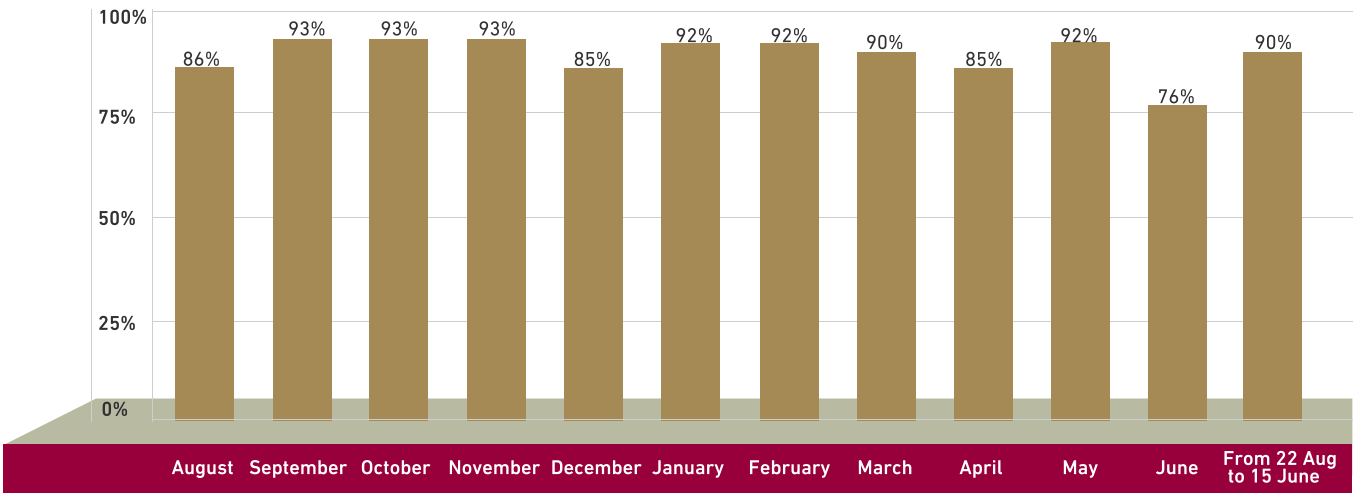
QAM strives to graduate Grade 5 students into the QF family of schools according to:

- Family choice
- School Profile
- Student Profile

The process of the Grade 6 transition begins in September, with questionnaires going out to parents. By October all students have been screened academically and throughout November and December QAM meets with Qatar Foundation schools; the profile of each child is shared and a discussion takes place where triangulation between the profile of the school of choice, the student profile and the family choice. This academic year we had three students choosing non-QF schools and the remaining students were all placed within Qatar Foundation family schools.

	Qatar Academy Doha	Qatar Academy Sidra	Qatar Academy Wakra	Qatar Academy Al Khor	Awsaj Academy	Non -QF School
Number of Students	12	5	6	1	2	3

Student Attendance 2021-2022



06 | Beyond the Classroom



Building leaders of change with empathy who advocate on behalf of others...

Qatar Academy Msheireb is a state-of-the-art that is well-designed with environmental stewardship in mind and enhances the learning and well-being of all students.

This year, irrespective of the pandemic continuing to impact on school life, the school community remained steadfast in its commitment to making a difference, a difference in the lives of others and to the environment around them.

QAM Student Council Sustainability Green School Project

What is the Eco-Schools Green Flag Award?

Eco-Schools is a seven step framework that thousands of schools, colleges around the world use to introduce, manage and complete environmental actions in their organization and local community. Students are at the heart of environmental actions and the approach engages, motivates and empowers young people to care for our planet now and throughout their lifetimes. Qatar Academy Msheireb has begun its Eco-Schools journey to accreditation and plans to seek Eco-Schools Green Flag accreditation in the coming academic year.

Successful accreditation will be a symbol of QAM's commitment to environmental education, and evidence QAM's Core Value: Responsible, in action.



Qatar Academy's Eco-School Student Action

QAM Students are eager to plan positive action to gain Eco-Schools Green Flag Status. This year, the Student Council has launched various initiatives, and Grade 2 and 3 student council students have launched a multi-year project.

They have been exploring what compost means and the ways this can be done. They have independently researched compost and worm farms and shared their knowledge at student council meetings. The Grade 2 and 3 student council representatives have started a project to see how much food waste Grades 2 and 3 students produce over 2 weeks. The students have a bucket for each class and have explained the project to their classmates. They have designed labels for the buckets and each day take responsibility for weighing their bucket and recording the weight of waste for their class on a chart. Once the information is collected, students will think about what we as a school can do to reduce our food waste and how if we can use the food waste we do have for a positive outcome such as composting or worm farming.



QAM Student Council



Student Action

Grade 5 Souq

During the 'How We Organize Ourselves' unit, Qatar Academy Msheireb students demonstrated extraordinary tenacity and agility to pull off an amazing online Souq for the whole QAM community, as they overcame the challenges brought about by the COVID restrictions. The students chose a United Nations Sustainable Development Goal they felt passionate about. Keeping that in mind, they conducted a market analysis using Google Forms to decide who their customer base would be and what products they would be interested in buying. After collecting and analyzing the data, they organized their roles and responsibilities to ensure products arrived on time. The packaging was personalized and had a doorstep delivery service. The Souq was a resounding success, creating a real buzz within QAM, and helping to raise QAR12,533 which was donated to Qatar Charity.



G5 PYP Exhibition

The PYP exhibition is a culmination of students' learning, the skills they honed throughout their PYP journey, their conceptual understanding and knowledge gained with each unit of inquiry. Using the United Nations Sustainable Development Goals (SDG), the students identified an issue they felt most passionate about which led them to devise their own lines of inquiry. They engaged in a process of inquiry into these issues alongside their chosen mentors. During the course of the inquiry, the students were able to gain deep understanding and acquired the information necessary to formulate an action to help address the chosen issue. The students decided to focus on achievable actions that would positively impact the QAM community also ensuring it would be most meaningful and authentic.

1. Reduced Inequality - There were three groups who decided to address this SDG. One group focused on developing better relationships with laborers at QAM by having a specific day and event dedicated towards showing greater appreciation towards the laborers. The second group created a Kahoot game for teachers to play in the classroom with their students to generate awareness as well as posters that were displayed around school.



2. Good Health & Wellbeing - To find ways of encouraging a healthy lifestyle at QAM, students conducted a survey to gather the data needed to establish areas of focus for their action. The data indicated that an area of improvement was to educate others about the type of food and exercises that bring about a healthy lifestyle. This took the form of the human body, showing the exercises and food that would help keep various parts and organs of the human body healthy.



3. Quality Education - To encourage equality in education for girls and boys - students created an awareness video that was shared with the QAM community to encourage support in learning at home by parents and for the students to take the given opportunity to learn at school.



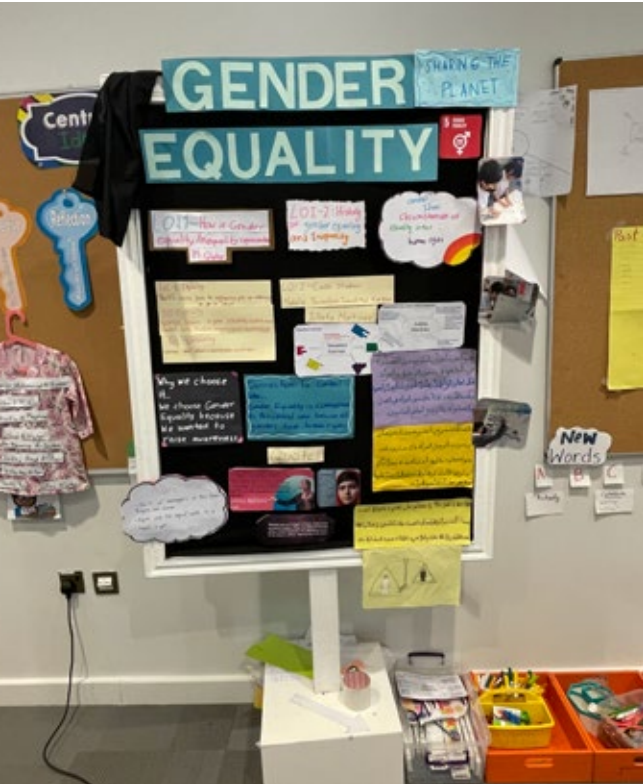
4. Zero Hunger - To stimulate empathy within the community of students for those that go without food using a Jamboard full of heart wrenching images of hungry people and creating a poster using Canva and displaying it around the school campus to encourage the support of Qatar Charity and other charities within Qatar.



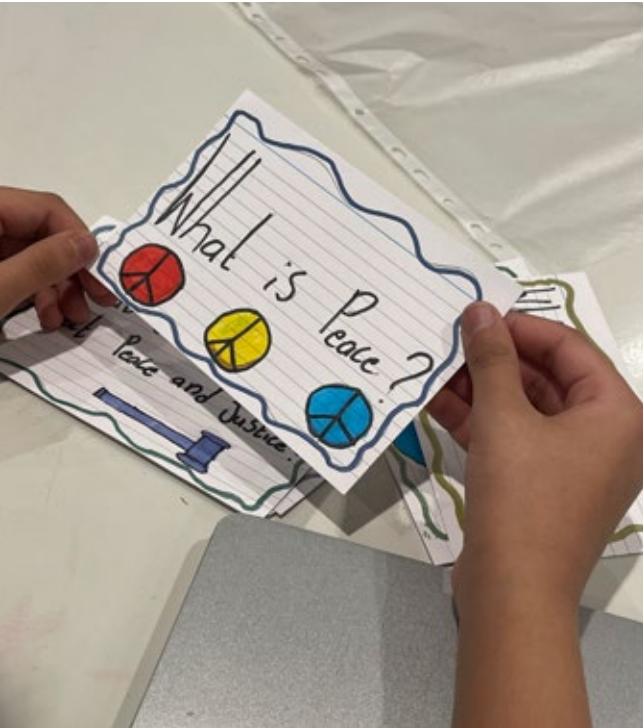
5. Clean Water & Sanitation - There were two groups that decided to focus on this SDG. Action for one group was to collect data from the building manager of QAM and identified different ways to save clean water. The other taught how much water people should drink to stay healthy and demonstrated how to clean water, while advocating support of organizations providing clean water and tips on how to save water.



6. Gender Equality - This group created awareness of gender equality within Qatar and more specifically QAM by sharing a Powtoon cartoon video that was shared with the QAM community.



7. Peace & Justice - helped to create awareness and understanding in the ways peace and justice can be brought about, by designing and building a powerful 3D art piece of caged doves that can be freed by using special keys: respect, understanding, tolerance, respect and love.



Iftar Boxes

6 April, 2022
Dear Ms. Belinda

Good afternoon,
Since we are in the month of Holy Ramadan and we are celebrating it, I would like to share my idea with you, we (Qatar Academy - Msheireb Students) love to arrange & distribute Food boxes for workers in Mshireb city before Iftar Time.

This will make us happy and it will be great to make others happy in Holy Ramadan month.

Sincerely,
Ahmad Hassan Abdulla, Grade 1



Early evening on Wednesday, 20 April three QAM students, Ahmad Abdulla Grade 1, Ali Ahmedi Grade 3, Essa Al Maadeed Grade 4, and their parents, convened at QAM and distributed 60 Iftar boxes to car riders at the intersection of Al Diwan and Al Rayyan Road.

With charity close at heart, and modeling empathy, the students darted between vehicles as windows wound down signaling readiness to receive.

Ahmad: 'I felt happy because I made people feel happy by giving them food.'

Ali: 'I felt like I was a king distributing food to other villages, and it felt so good it gave me a little tingle in the tummy.'

Essa: 'I felt really happy seeing people opening the windows and giving them food, and seeing the smiles on their faces. We will be getting a big amount of hasanat to go to Jannah.'



Mandarin QND Cake Box Project
Mandarin Partnership

Qatar Academy Msheireb Qatar National Day Celebration Partnership with Mandarin Oriental, Doha

In celebration of Qatar National Day, 2021, and in partnership with Mandarin Oriental, Doha, the works of six artists, and twelve poets, from Grades 3-5, at Qatar Academy Msheireb, were selected to feature on the limited-edition cake packaging of the Mandarin Oriental Qatar National Day cake. Titled 'Ancestral Meadows: a matter of trust', the featured artworks and poetry reflected artistic interpretations for Qatari traditions and culture.



Qatar Academy Msheireb prides itself on the integral role it plays as a member of the Msheireb Downtown Doha community, and in its commitment to actioning the guiding statements of the school while consistently making a meaningful difference to its community and the world. The portion which Qatar Academy Msheireb received from the cake box project, totaling an astonishing QR 8,250, went to the Qatar Cancer Society.



Book Fair Persuasion

QAM student Essa Al-Maadeed's visit to the book fair resulted in the fair being open for the children of Qatar to visit. Essa advocated for children to be allowed to visit the book fair, nurturing their love for books and reading.

This is a perfect example of a student and QAM family embracing and personifying QAM's guiding statements Essa Al Maadeed, Grade 4, demonstrated leadership, showed empathy and used his skills to advocate on behalf of others!



Dear QAM;
I am happy to say Essa did a good thing yesterday. he asked the Qatari Bookfair to let kids come in because of his and other children desire to read and choose their own books. And finally the decision makers thankfully agreed to let kids come in and to celebrate it. Dar Roza gave him free books and the authors signed them for him and he will be in the news at Qatar TV around or after 6:30. The author Eissa Abdulla gave and signed his book for him. The book is about His Highness Sheikh Hamad Al-Thani... and the author Mariam Alkuwari gave a book about superheroes. Mariam wrote to Essa: 'You are a superhero.'

He is a good ambassador for kids everywhere and growing their love to read.

I am super proud of him because he is a leader in change and encouraged kids to read and I believe QAM played a big role in making him a communicator and a risk taker and love to read ...

Email: Mother of Essa Al Maadeed, Grade 4



KG Students Care

During the holy month of Ramadan, KG students practiced acts of generosity in two different ways which affirmed the Islamic value of helping less fortunate people. Qatar Academy Msheireb core values align with Islamic traditions, encouraging students to be empathetic and responsible - making choices that demonstrate a commitment to others.

KG students learned that their actions can make a difference. First, the students made a money box which they used to collect alms that they donated to charities to assist Muslims around the world. Next, students donated food items that were distributed to QAM support staff from different faiths in the 'One School, One Community' campaign.

This KG initiative exemplified the QAM definition of global citizenship, where people with a sense of moral agency are inspired to take action.

Manal Hussain, KG Arabic Language & Culture Teacher & Noura Sabbah, KG Instructional Assistant



Garangao

It was Ramadan, and I thought it was a great idea to share a part of my culture with my family at QAM. So, one afternoon while waiting at B1, I asked Ms. Belinda about my idea. Then, I started planning: I selected the date, I created the poster, and confirmed it with Ms. Belinda .

The QAM Garangao school celebration was on the 14th of April 2022, one day before the actual celebration!

Hamda Al khleifi, Grade 5



07 | Staff Professional Learning



Personalizing Learning @ QAM: The CIS Community Survey indicated 90% of the faculty agreed or strongly agreed that 'the school provides professional development which is relevant to my needs.' (QAM CIS Team Evaluation Report)

Professional development is highly valued and Qatar Academy Msheireb prides itself on promoting continuous lifelong learning. All staff are offered a suite of Professional learning, in line with guiding statements, which is enhanced by the strong culture of sharing best practice permeating the school - Leading Learning at its best.

Making Thinking Visible

This academic year, I had the wonderful opportunity to expand my learning and growth as an educator through a Professional Development Course by Project Zero at Harvard Graduate School of Education. The program titled 'Making Learning Visible: The Power of Documentation to Support Individual and Group Learning' ran for three months and was organized around plenary sessions, study groups, and mini-courses. I had the opportunity to work and interact with educators from around the world and in particular, two teachers based in Baku, Azerbaijan. The course was groundbreaking in helping me redefine and rethink the way I document children's learning in my classroom. The Project Zero Classroom (PZC) has given me the skills and strategies to encourage students' efforts to understand content, recognize and develop multiple intellectual strengths, learn to think critically and creatively, and work in ways that promote further learning. As a result of my learning, I have become more reflective as an educator and a more critical thinker, as a learner. I have been able to transform my students' experience in the classroom to be more student-centered and watch them grow to be more engaged and active.

A'qilah Saiere, Early Years Lead



Concept Based Learning

Qatar Academy Msheireb teachers regularly engage in professional learning about concept-based pedagogy because it is the intention that students develop conceptual understandings during their units of inquiry. Concepts are timeless, transferable and universal. The examination of concepts enables learners to see and understand the interconnectedness of humans and the structures, activities and systems that surround them. We were fortunate to join a "Concept-Based Inquiry" course facilitated by Rachel French which enabled us to develop strategies to aid students in organizing and transferring their knowledge. The two-month long professional learning consisted of 14 modules (50 lessons), virtual collaborative meetings, and professional readings. Watching videos of teachers from IB schools all over the world was inspiring - seeing the way teachers structured their questions and challenged students' thinking. The course has sparked thought and discussion around future planning of units of inquiry, in particular refining central ideas, lines of inquiry, and essential questions. This was an enriching professional engagement and just the beginning of what will be an ongoing collaborative learning journey for teachers across different grade levels at QAM.

Jamie Wallace, G1 Teacher & Phanida Suwanarat, KG Teacher



PD with Dr. Virginia Rojas

"Delving into the world of English as an Additional Language (EAL), under the tutelage of Dr Virginia Rojas, has given me a deeper understanding of what it is to journey with my students in transcending language and cross cultural barriers, and truly striving towards becoming global citizens".

When I joined Qatar Academy Msheireb, I was given the unique opportunity to work with the English Additional Language (EAL) team. My background is in Audiology and Speech Language Pathology. The prospect of switching from therapist to teacher, and teaching EAL, was both exciting and nerve-wracking. I was up for the challenge and decided to venture on this journey. Within a few months, I began to enjoy teaching EAL and wanted to give justice to my students, and our school. If

I was going to do this, I had to learn from the best - Dr Virginia Rojas. I signed up for the EAL certification under Dr Virginia 'Gini' Rojas' tutelage and embarked on a year of learning about all things EAL. Doing this in the midst of a pandemic, while working, was hard but worth every minute of it. Gini offered an unmatched depth of knowledge, understanding, expertise and passion to the subject, and she did this with professionalism and kindness; QAM offered me the wonderful chance to apply all I was learning, into the classroom.

The day I received my certificate, I shared the news with Ms. Belinda and Ms. Louise, and was met with genuine happiness, affection and encouragement. Having Ms Belinda trust me with this role, to Dr Virginia sharing her profound wisdom and knowledge on it, to Ms Belinda and Ms Louise's unwavering support through it all, to teaching and learning from my students, has turned my role as an EAL teacher into much more than I ever imagined it would be! My grandmother would often remind me that "Education is one thing no one can take from you" (Elin Nordegren). By taking up the role of an EAL educator, I have received a rich education in more ways than one! For this, I will always be grateful to QAM.

Lisa George, EAL Teacher and Speech and Language Therapist



Translanguaging at QAM

As a dual language school Qatar Academy Msheireb places a strong emphasis on strategies that lead to language proficiency in both English and Arabic. The English and Arabic teachers at QAM have developed common approaches to teaching that support student learning. Additional language acquisition is often built upon strong foundations of the family language, which is why QAM staff encourage students to use translanguaging. Students use what is known in one language to support communication and meaning making in another language.

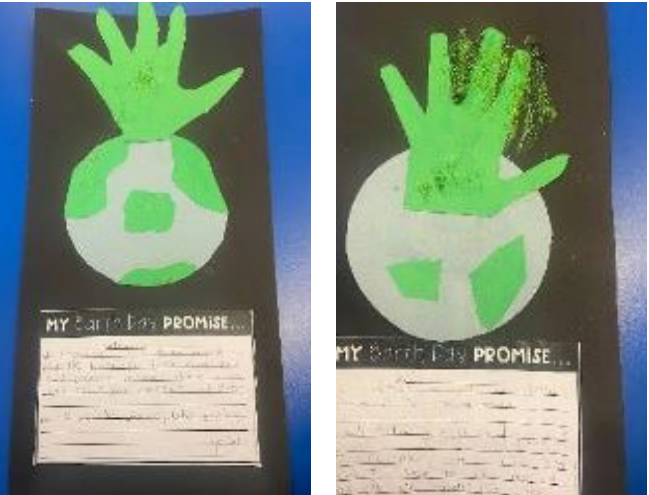
In the classroom setting, peers will often switch between languages to support one another to unpack vocabulary, access deeper thinking and construct understanding. This is a sure sign that QAM classrooms



are supportive language learning communities. Students know that language is a powerful tool and is used to include, not exclude - so choice of language reflects the context, purpose and audience. The PYP Exhibition was an example of the affordances of dual language learning, with Grade 5 students switching between Arabic or English according to their audience.

Family Language Day

Family Language Day is an annual event at QAM putting a spotlight on the languages used by our students and staff. Students appreciate different languages and dialects, and know that language is an important part of a person's culture and identity. Our students are growing their linguistic identities as dual language communicators.



Amal Al Hafy, Arabic Language Lead & Shellane D'Souza, English Language Lead

08 | Seven, How Many is Seven ...?

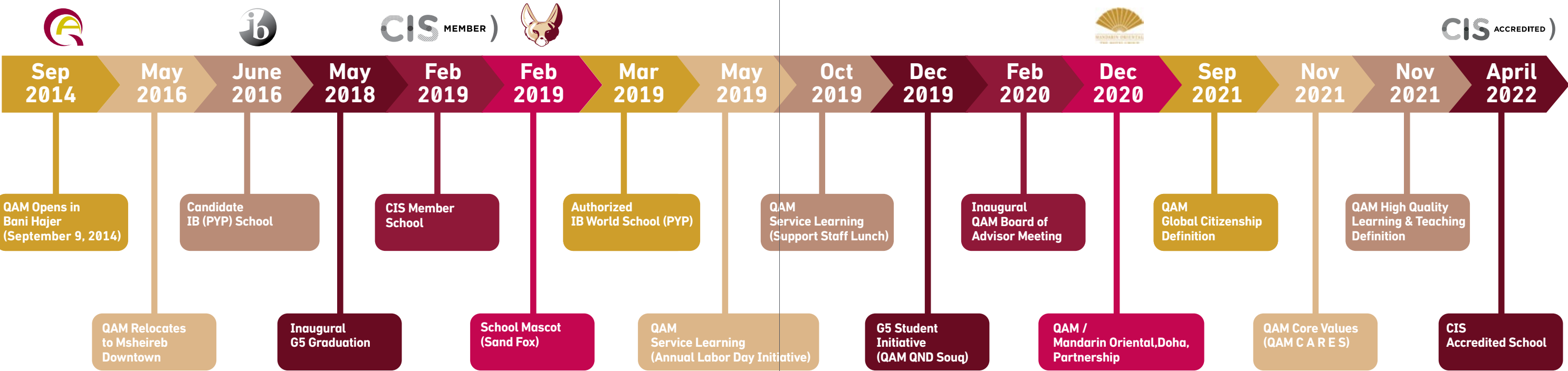


Qatar Academy Msheireb opened its doors to students for the very first time on Tuesday September 9, 2014. It was the fifth Qatar Academy to open under Qatar Foundation joining Qatar Academy Doha, Qatar Academy Sidra, Qatar Academy Al Wakra and Qatar Academy Al Khor.

QAM started with 121 students from Kindergarten to Grade 2, and offered a dual- language program, English and Arabic, using a balanced literacy approach.

The school was temporarily located in the Bani Hajer (Rawdat Legdeim), and in September 2016 the school moved to its state-of-the-art facility in Msheireb Downtown.

Today, QAM has a total enrolment of 369 students from Pre-school 3 up to Grade 5, with a maximum capacity of 462 students. It is an authorized International Baccalaureate Primary Years Programme School and an accredited Council of International School.



QAM Student Perspectives



You should come here to learn lots of things. We can now learn better because we can come to school. Now we can go to the library and fab lab and puppet show.

Amna Alemadi, KG

I came to Qatar Academy Msheireb in PS4. QAM is trying to encourage boys and girls to collaborate together from PS4 and in my opinion I think this move is perfect to make less inequality in the community and Qatar. The school tries to make some fun activities, for example Green Clothes Day to celebrate World Environment Day. Also, the students and teachers feel safe in the school because the school has Security. There are also Helpers to help students when they need it.

At QAM I learnt new things I didn't expect, and most importantly, learnt a life lesson: 'don't judge something before you try it, because I found out that the real way to succeed is by trying, and sometimes failing first, but then trying again until you get it, this is the greatest accomplishment'.

Hasim Hatib, Grade 5



QAM Teacher Perspective

I have had the privilege of being a member of the Qatar Academy Msheireb community for the past four years, where I have been working alongside an inspiring team of passionate, highly qualified, experienced, leaders and teachers.

QAM is a vibrant, positive, nurturing environment for all students. Our students develop a passion for learning and the capacity to be independent thinkers. Students evolve as individuals who are self-motivated, creative and develop as balanced, internationally minded, global citizens.

Following the academic year 'a year like no other,' the QAM community had braced themselves for more of the unknown. Once again, students were forced to start the academic year by learning through virtual platforms and social networks. Thankfully, we soon resumed face-to-face learning. However, there were many times, due to circumstances, that the school and individual classes went into isolation over the course of the year.

The academic year of 2021/2022 turned out to be 'same, same but different.' Once again, the QAM community were steadfast and continued to focus on the keys to student success, high standards and expectations, stellar instruction, caring and expert teachers and the re-learning of the social aspects of school.

'... but different,' After two years: to hear the running footsteps of students eager to get back into their classrooms after every isolation period, see the delight on faces when students were told 'we can go on a field trip' (the first in 2 years), to observe the sheer excitement when Mystery Readers (QAM Parents) arrived for surprise storytelling, being able to share end of unit learning and exhibitions of learning and move around the campus to the Art Room, Music Room and Library, to play in the courtyard with other classes, and meet families in person for 3-way and student-led conferences ... were some of the highlights and amazing differences that the QAM community enjoyed this academic year!

In the true spirit and resolve of the QAM Community it will be the positive differences that we focus and build on, whatever the next academic year throws at us.

"Even after the worst storms, the sun will shine."
Maya Angelou

Sharron Higgins, KG Teacher



QAM Parent Perspectives

My name is Jocelyn Malesa. Thaddeus and I are the proud parents of two dedicated (albeit slightly mischievous) students at Qatar Academy Msheireb. Madeleine is in the 4th grade, while Vivienne is in the 2nd grade. Now that our daughters have attended QAM for three years, it's no secret that there is a unique dynamic between our family and the QAM community.

By virtue of citizenship, Madeleine and Vivienne are technically American and Polish. However, they were both born in the Middle East. Therefore, when they are asked the question "where are you from?" - they understandably stumble over their answers. Because, in their minds, this is where they are from, this is their home - where they have joyfully grown up, and where their earliest memories have originated. Given that, attending QAM, a school with native Arabic speaking classmates, was (and remains to be) the best decision we have made thus far regarding their education.

Without further ado, please allow me to write about some of the highlights of this academic year for our family:

Firstly, ongoing daily personalized Arabic instruction from Ms. Manal (QAM's Librarian) - who is the epitome of an engaging instructor. Not only does she continuously modify the activities to make it fun to learn Arabic, she is also a constant source of positivity and encouragement for both of our daughters. Because of Ms. Manal's dedication, this year Vivienne has reached an important milestone - finally having the confidence to initiate conversation in Arabic with Qatari locals! Moreover, Ms. Manal taught Madeleine how to sing "Allah Ya Omri Qatar," which she bravely performed (solo) at QAM's Qatar National Day celebration.

Further elaborating on the usefulness of these Arabic instructions: when our family went on a trip through Saudi Arabia a few months back, I blanked on the Arabic word for bathroom (toilet) while at a border stop. Luckily, Madeleine quickly "jumped to my rescue" and correctly (in full sentence form) asked the Saudi border patrol agent, who didn't speak any English, where to quickly locate it. And right then and there, we learned firsthand what the single most important question is to memorize in Arabic - LOL.

Another highlight of the year is when Madeleine was invited to attend a field trip where she accompanied



her QAM female classmates for prayer at the Msheireb mosque. This was an incredible opportunity for Madeleine to be able to learn and emulate (from her teachers and classmates) each step, prior to, and during prayer. Given the enormous influence of Islam on everyday cultural interactions here in Qatar, she was able to experience something quite important - something her father and I have yet to be privy to. A third highlight of the year is QAM's leadership team selecting Madeleine to sing the Qatar National Anthem (alongside other QAM and Qatar Foundation primary school students) at the 2022 QF Convocation. Unfortunately (and quite comically), Madeleine wasn't wearing her glasses during her performance, so she had no idea that the most important people in the country were sitting directly in front of her. Oh well.

Finally, we need to recognize the entirety of the QAM staff - including the welcoming security guards and warm hearted helpers. And given their teachers' stellar track record, we can always be confident in whomever Madeleine and Vivienne are assigned to each and every year. Importantly, we also want to applaud our fellow QAM parents, as Madeleine and Vivienne continue to be welcomed into their classmates' homes - which displays enormous acceptance of differing cultural norms.

What a truly amazing journey this has been (and continues to be) for our entire family. Thank you, QAM family.

Jocelyn Malesa, QAM Parent

Knowledge is Power

As a parent, I am so proud of my daughter and all of her accomplishments this year, both academically & athletically. Under the careful guidance of Qatar Academy Msheireb, she has worked hard to find balance and do her best.

The past 2 years haven't been typical to say the least, but she never once complained and always kept her head up. To my daughter, there is no limit to what we, as women, can accomplish.

To the class of 2022, remember: You are braver than you believe, stronger than you seem, and smarter than you think.

Congratulations!

Muneera Al-Malki, QAM Parent



09 | QAM Spotlight





QAM's 7th Birthday



Salat Al Istisqaa, Prayer for Rain



Ahmad Abdulla represented QAM as a finalist in the Akhlaquna Junior Award 2021/22



Early Years Play @ QAM Session

QAM & Mandarin Oriental, Doha Partnership



Celebrating Art and Culture

Presented in collaboration with the students of Qatar Academy Msheireb

The students of Qatar Academy Msheireb from grades 3 to 5 bring their artistic creativity for our annual arts collaboration in honour of Qatar National Day with art and poetry representing the slogan of Ancestral Meadows, a Matter of Trust. Shop the Qatar National Day cake with 6 packaging designs made by the students.

Qatar National Day Cake, QAR 480

Available from Thursday, 16 December until Friday, 31 December



*Order online and discover more at
The Online Shop at Mandarin Oriental, Doha*



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Celebrating Qatar National Day 2021:
Cake Box Initiative
(QAM Student Poetry & Art)



QAM students donate proceeds from sale of cakes to Qatar Cancer Society



Celebrating Ramadan: QAM Student Artwork



Welcoming the Holy Month of Ramadan



Awaiting the sighting of the crescent moon for Eid Al Fitr



Storytelling sessions for children at Mandarin Oriental, Doha, Ramadan Tent

Our Language, Our Identity ...

Nayla Ahmed Al-Musallam, the mother of a student at Qatar Academy Msheireb (QAM), part of Qatar Foundation's (QF) Pre-University Education (PUE), emphasized the intrinsic value that the Arabic language has held for her family over the generations. "First, the importance of the Arabic language lies in the fact that it is the language of the Holy Qur'an," she said. "Without Arabic, how can our children enjoy the stories of the Holy Qur'an, the Sirah [prophetic biography], supplication, and prayer?"

The Arabic language is part of our identity, and is of paramount importance in building a powerful personality for children and enhancing their belonging to their community



Nayla Ahmed Al-Musallam

"When we were children, our grandmothers' stories enriched our imaginations. Those were the most beautiful times for us; and for this reason, I want my children to have such memories, away from electronic devices. I want them to listen to their beautiful Arabic language in the form of stories," Al Kuwari says.

Despite the challenges facing parents today when promoting the Arabic language among their children, many parents of students at QF schools insist on the Arabic language being a part of the educational process for their children.

The mother of Muneera Al Thani, a student at Qatar Academy Msheireb – also a part of QF's Pre-University Education – says: "My daughter started loving Arabic when I started reading her bedtime stories in Arabic. She began to understand and learn the vocabulary. She also understood our national heritage. And the history program in her school has enhanced her interest in Arabic."

Muneera's mother reiterates that parents are indeed facing challenges to instill the love for the Arabic language due to the increased use of technology that showcase engaging content in foreign languages.

We have to stick to reading for our children in Arabic, for their future, and to preserve our identity



The mother of Muneera Al Thani

Members of QF community instil love for Arabic language in children

THE PENINSULA – DOHA

If we could look at our children about 20 years from now, what would we hope to see?

Amid the expansion of media and digitisation in our world, together with a cultural openness that does not recognise borders, the mother tongue plays a pivotal role in shaping children's identity and strengthening their sense of belonging and connection with their ancestral history. And on World Arabic Language Day, parents of students at Qatar Foundation schools have shared their views about advancing the use of the language by their children, and how they enable this within their families.

Nayla Ahmed Al Musallam, the mother of a student at Qatar Academy Msheireb (QAM), part of Qatar Foundation's (QF) Pre-University Education (PUE), emphasised the intrinsic value that the Arabic language has held for her family over the generations. "First, the importance of the Arabic language lies in the fact that it is the language of the Holy Quran," she said. "Without Arabic, how can our children enjoy the stories of the Holy Quran, the Sirah (prophetic biography), supplication, and prayer?"

"Secondly, the Arabic language is part of our identity, and is of paramount importance in building a powerful personality for children and enhancing their belonging to

their community. The sense of belonging is one of a child's psychological needs, and, without it, their personality and self-esteem are negatively affected.

"As a family, we believe in the importance of learning languages and being open to other cultures, but a child's brain needs to master the mother tongue so that they can form a developed linguistic

apparatus that paves the way for learning other languages.

Studies have shown that children who master their mother tongue are better able to learn foreign languages."

As for the challenges facing children today in embracing their native language, and the threat they pose to their association with Arabic, Aisha Sultan Al-Humaidi, the mother of a student at Qatar

Academy Al Khor (QAK), part of QF's PUE, believes that the responsibility to address them lies with the community as a whole.

"I believe there are obvious reasons behind the decline in the level of the Arabic language among the new generations," she said.

"This includes exposure to non-meaningful media, and the

interest of many parents in English and considering it the language of priority in academic study, with some considering it as a requirement for social prestige. This is in addition to the spread of the so-called Arabizi (Arabic chat alphabet) among young people on social media platforms and digital apps."

As mothers who understand

the importance of Arabic in the formation and development of basic aspects of children's personalities, both Al Humaidi and Al Musallam believe there are practices that must be applied and adhered to by families to instill Arabic in the consciousness of their children from a young age. This is especially the case when taking into account the spread of digital technology and foreign languages, which have become a prerequisite for access to education and knowledge.

"Right from the beginning, we were keen to instill some habits to nurture the love of Arabic in our children, including conducting conversations with them at home in Arabic and choosing topics that attract and interest them," Al Musallam said.

"Conducting conversations in Arabic constantly adds new vocabulary that enhances children's linguistic inventory. We also made sure that our children memorise the Holy Quran, and we used language games – such as puzzles and jigsaw puzzles – to attract them, especially in the first seven years of their life."

"Reading in Arabic daily, whether during the day or before bed, is also vital. In Qatar, we are fortunate to have such an initiative as Qatar Reads a QF initiative. We are members of its Family Reading Program and eagerly await books and monthly programs. And we also watch the

Siraj TV series also a QF initiative, which aims to nurture the love of Arabic in children. It's one of our favorite shows."

While, Al Humaidi believes innovative ways to get students interested in language are needed. "Our perspective on teaching Arabic to children should go beyond the classroom, where the process should be continuous even outside school," she said.

"We should design interesting Arabic language competitions, as well as creating high-quality Arabic anime. It is one of the most popular types of content among children and young people."

Both Al Humaidi and Al Musallam agree on the importance of choosing a supportive school environment for children to learn Arabic as a first language, as well as the role of reading to children daily from birth, and motivating them to choose the topics they prefer without feeling they are being forced.



QAM parents instil a love for Arabic language in their children



Grade 5 Graduation Class of 2022

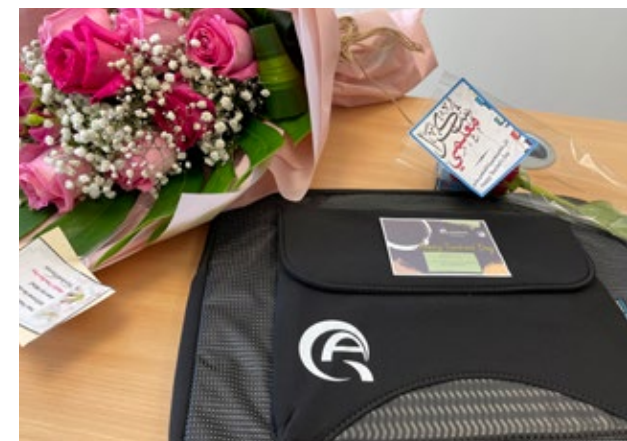
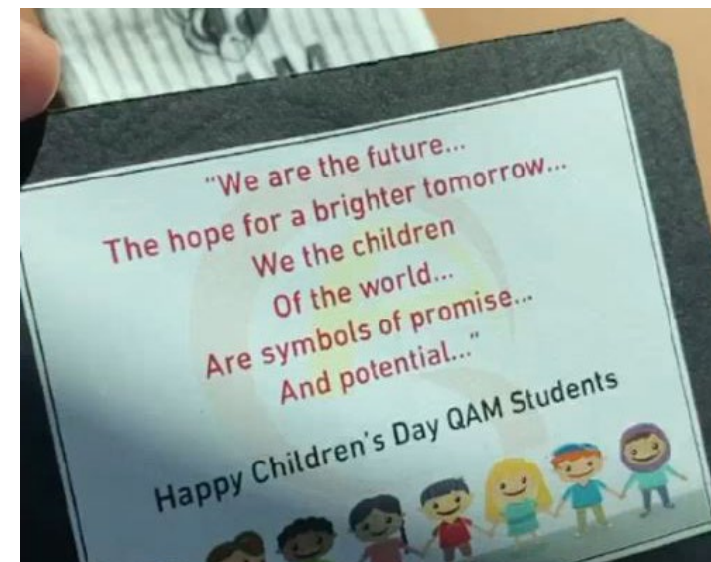


QAM Grade 5 Graduation Choir



Grade 5 Celebratory Walk the Halls

Qatar Academy Msheireb



Home of the Sand Foxes



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أكاديمية قطر Qatar Academy

عضو في مؤسسة قطر
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