

GULF TIMES
FOCUS PUBLICATION

Education

September 2022



**HOW FAMILY ENGAGEMENT
LEADS TO STUDENT SUCCESS**

**SMOOTHING YOUR CHILD'S
TRANSITION TO MIDDLE SCHOOL**

**TIPS FOR CHOOSING
AND APPLYING TO
UNIVERSITIES**

**TEN TIPS TO HELP YOUR
CHILD THRIVE**



International
School of London
Qatar

IB RESULTS 22

98%
Yes

Our pass rate is above the
world average: 89%

52
DIPLOMAS
WERE AWARDED
TO ISL QATAR
CANDIDATES



14

**BILINGUAL
DIPLOMAS**

13 LANGUAGES
TAUGHT
AT ISL QATAR

Presenting the
power of our
Mother Tongue
Programme

GOOD WORK
44/45

The highest score
awarded to an
ISL Candidate.

20% of cohort earned 40 points or more
46% of cohort earned 35 points or more
81% of cohort earned 30 points or more

This is us!

These achievements are the result of the
combined efforts of our students, our faculty,
and our families. We made it!



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MORE

ISL QATAR
HAS BEEN
AWARDED THE
GREEN FLAG
FOR ECO-FRIENDLY
SCHOOLS



EMPOWERING EVERY STUDENT TO REACH THEIR UNIQUE POTENTIAL

Choosing the right school for your child is an exciting yet challenging mission for all parents. There are many aspects to be taken into account, like the curriculum, the Transition Policy or the academic results. To help you make the best decision for your family, we would like to present you International School of London Qatar - an internationally accredited Early Childhood – Grade 12 school that offers three of the International Baccalaureate Programmes: the Primary Years Programme, the Middle Years Programme, and the Diploma Programme. Through these IB Programmes, the school also has a deeply established Mother Tongue Programme through which it offers 14 different languages for the families.

GROWTH MINDSET AND INTERNATIONAL AWARDS

ISL Qatar has recently been awarded the Green Flag Award as an Eco-Friendly school; five ISL Qatar educators have recently been recognized as Microsoft Innovative Educator Experts, and Early Primary Years have initiated a Reggio Emilia-inspired program for the Early Years students.

In addition to these innovations and achievements, this year ISL Qatar will be transitioning from a Primary & Secondary School Model to a three section School Model of Primary School, Middle School, and High School. With a continuously growing student population, this transition will better allow for a deeper focus on the social-emotional needs of the students through every transition, it will allow the school to further develop student identity and choice within the Middle School and High School. In addition to this, the transition will provide more opportunities to further strengthen the sense of community that runs deep at ISL Qatar.

Learning at ISL Qatar is a joyful, dynamic process of discovery, inspiring innovation and transformation, whereby learners connect and engage purposefully with the world.

In May, IB Diploma students around the globe sat for external assessments in Language & Literature, Language Acquisition, Individuals & Societies, Mathematics, Sciences, and The Arts. ISL Qatar results are fantastic – eloquent proof of the school's passion and empowerment philosophy!

Come see for yourself what we are all about.

QF, QT launch campaign to position Qatar as a regional hub for education

Qatar Tourism has launched an education campaign in collaboration with Qatar Foundation (QF) and Qatar University (QU) to promote the country as a world-class education hub. The campaign targets students and parents in the region and is designed to showcase why they should consider studying in Qatar.

Qatar aims to showcase the country's leading accredited university offerings and how it can open a world of opportunities for students by providing internationally recognised degrees from top-level universities.

As part of the campaign, leading news channel CNN visited Qatar to film its educational institutes and interview current students. This will be featured in 30 and 60 second videos on the platform. The campaign will also include other digital advertisements to ensure maximum reach across the region.

In a statement, Qatar Tourism (QT) COO Berthold Trenkel said: "Qatar has always understood the power of education and has therefore heavily invested to ensure the educational landscape in the country is international, cutting-edge, and diverse.

"Qatar has a dynamic university offering, and through this campaign, we will be able to highlight what makes Qatar the right choice for university education. Qatar

uniquely combines globally renowned education with a rich culture, safe environment, world-class facilities, social stability, and excellent employment opportunities."

QF has created a globally unique, multidisciplinary ecosystem of education, with its Education City being home to branch campuses of seven of the world's leading universities, as well as QF's homegrown Hamad Bin Khalifa University.

Hend Zainal, executive director of Strategy, Management, and Partnerships at QF's Higher Education division, said: "Qatar Foundation's unique education ecosystem makes studying in Education City an experience that cannot be replicated anywhere else in the world.

"Education City is a true testament to Qatar's national-level commitment to education. We believe that quality education underpins the development of nations and the realisation of individuals and communities' true potential.

"We are proud of our partnership with Qatar Tourism through this campaign that will showcase the benefits that quality education brings to Qatar, the region, and the world, and we hope that this will position Qatar as a regional hub for education."

Additionally, QU continues to serve as the country's primary institution of higher education. QU has eleven colleges and 94 different programmes, and offers quality education to more than 25,000 multinational students at the undergraduate and graduate levels.

QU has a substantial pool of skilled and in-demand graduates, a rising number of highly-regarded specialised Masters and PhD programmes and numerous noteworthy research accomplishments.

Dr Eiman Mustafawi, vice president for Student Affairs at QU, said: "We continue to put forth the effort and commitment necessary to offer a student-centered educational experience that supports our students' academic success and personal development, in alignment with Qatar's higher education standards which are as competitive as those of renowned universities around the world."

She confirmed that QU stands today as an icon of academic excellence and as the fastest growing university in research in the region. QU's graduates are professional and competent. Each year, QU recruits thousands of students, including international students, who comprise no less than 30% of the student population at QU.

Qatar Tourism is working with partners to ensure that students arriving in Doha discover a vibrant, forward-thinking city that is filled with world-class attractions and institutions.

EDUCATION

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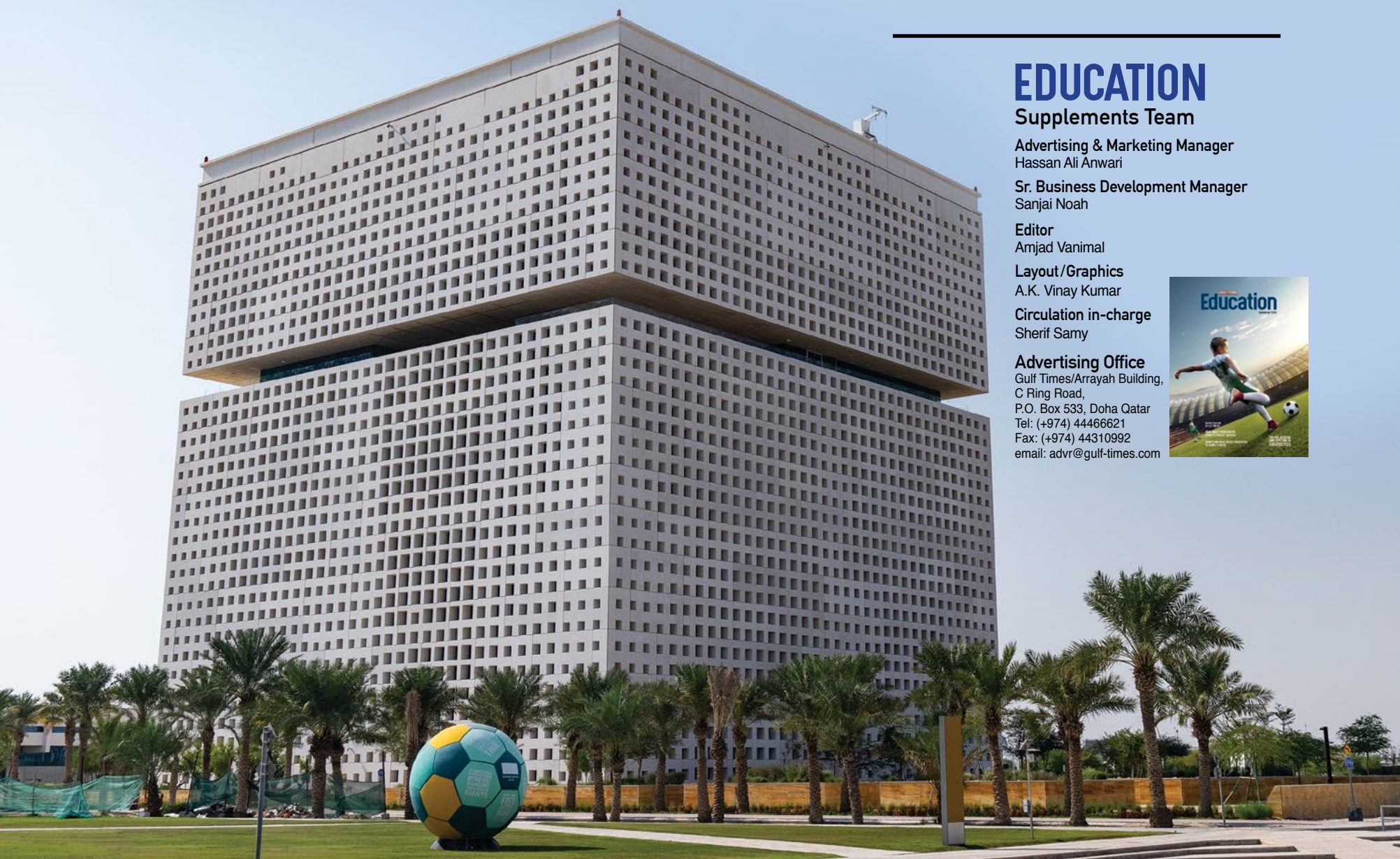
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Qatar International School

The Highest Standard of Education

Qatar International School is an English-speaking private day school located in Doha, the capital city of Qatar. QIS was founded by the Owner Sheikh Ali bin Ahmed bin Thani Al Thani and the first Principal, Mrs Griffin, in 1977, making it one of the first British schools in Qatar.



From its very small beginnings 45 years ago it has now grown into one of the largest and most successful schools in the country with 2,000 students on role.

In 2001, the school moved to its current, purpose-built campus in the Diplomatic Quarter of Dafna, adjacent to the impressive skyscrapers and business centre of West Bay.

The school is led and managed entirely by British professionals and it strives to maintain the highest standards of the current English Education system, whilst also supporting its Arabic culture and international context. Children are taught in Key Stages from Early Years and Key Stage 1 through to Key Stage 5 and examinations are taken in GCSE, IGCSE and A Levels using UK examination boards.

The vast majority of students leaving QIS move on to higher education in leading universities all over the world but most especially the UK, USA, Canada, UAE and Qatar itself. The vast majority of teaching staff are UK trained and the school prides itself on ensuring it keeps up to date with the best international practice in education and learning.

In 2015, the school received the highest possible grading from the Qatar National School's Accreditation programme, when inspected by the local Ministry. In 2020, QIS achieved two prestigious international accreditations. Firstly, it was judged to be 'outstanding' in every category of the UK Government's, British School Overseas (BSO) inspection framework; only the 3rd school in the world ever to have achieved this at the time.

Secondly in 2020, QIS was also the first school in the world to be awarded Council for International Schools (CIS) accreditation by a new fast-track process for outstanding schools. The final report included over 100 individual commendations and helps to make QIS one of the most highly regarded educational establishments in the region.

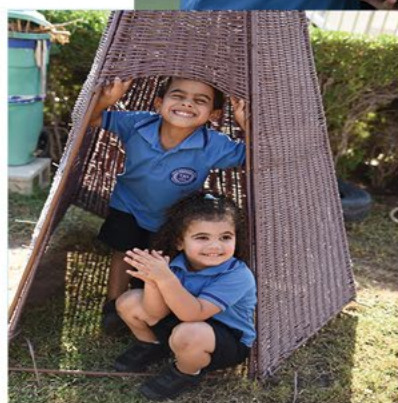


QIS recently became the first and only school in the Middle East to be accredited to deliver OLEV training courses straight from the UK, such as The Outstanding Teacher's Programme. The school also partners with many other world-renowned training providers to ensure cutting edge best practice and that quality training for staff is part of the QIS culture.

The school's student body is truly international, with over 70 different nationalities represented within the current cohort. Since 2015 they have achieved many world beating outcomes including at least 7 "Best in World," examination results at IGCSE and A Level. While the teaching staff is predominantly British and the curriculum is taught in English, the school is adept at integrating students from a wide variety of cultural and academic backgrounds.

For more information about QIS, visit: www.qisweb.qis.org

Qatar International School



www.qis.org

CIS WE ARE AN
ACCREDITED
SCHOOL



Swiss International School

Developing Global Learners



SWISS INTERNATIONAL SCHOOL
QATAR



SISQ students are fulfilled. Their Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical wellbeing of students. The IBDP is recognised by universities across the world and is the key for their students to study at the university of their dreams.

SISQ students are prepared. The SISQ ethos is that of a student-centered school. Their ultimate aspiration is to educate students who know who they are, the world around them, and their place in it. Their rigorous academic curriculum, nurturing environment, and enriching co-curricular activities all aim to teach students to be critical and creative thinkers. Students design their own learning pathways and do valuable things that have meaning and are valuable to them in their place. Simultaneously, their personalised approach to learning means that they foster 'deep learning' through purposeful integration of conceptual thinking, challenging content, and rewarding experiences that intentionally cultivate the skills, mindsets, and literacies needed for students to become lifelong learners and contributors in our ever-changing world. SISQ students thrive in a welcoming and safe learning environment. Their staff receive the most up-to-date training on the emotional needs of children, and their extensive pastoral programme ensures that each student learns how to effectively deal with the emotional and social challenges that come at every stage of their development.

SISQ places positive relationships at the heart of its school and encourages autonomy and independence. They have high expectations and aim to develop a strong sense of purpose and shared values among students and staff. It offers a cutting-edge 21st-century education right here in Qatar.

To learn more about the school, schedule a school tour, discover scholarship opportunities, or for information about applying, contact: admissions@sisq.qa

Founded in 2017, Swiss International School is a private, co-educational, PreK- Grade12 school that serves the expatriate and Qatari communities in Doha. They are the fastest growing school in Qatar and currently enroll more than 800 students from over 60 countries. Their faculty and staff are dedicated to following the school's mission: to develop learners who are inspired, prepared, and fulfilled. Their teachers bring passion, creativity, and ambition to their work every day, and they understand that each student is unique and deserving of individual attention and nurture. Moreover, they also empower all students to achieve their academic, social and co-curricular goals.

opportunity to explore subjects across the curriculum while discovering and honing their innate talents.

SISQ students are inspired. Their Middle Years Programme (MYP) is tailor made to address the needs of the young adolescent. It emphasises intellectual challenge and encourages students to make practical connections between their studies and the real world, preparing them for success in further study and in life.



SISQ is proud to be an International Baccalaureate continuum school. They believe the tenets of the IB program are well-suited to serve the needs of their highly diverse community in that: their Primary Years Programme (PYP) nurtures and develops young students as caring, active participants in a lifelong journey of learning. The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. Students are given ample





SWISS INTERNATIONAL SCHOOL
QATAR

An IB World School For Global Learners

IB World Schools share a common philosophy and commitment to provide a high-quality, challenging and truly international education. This is at the very core of what we aim to offer children aged 3 to 18 years.

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Minister announces four main axes for education development in Qatar

HE the Minister of Education and Higher Education Buthaina bint Ali al-Jabr al-Nuaimi recently announced four main axes for the development of the educational system in Qatar over the next eight years, in implementation of Qatar National Vision 2030, the official Qatar News Agency reports.

HE the Minister also announced four initiatives for the new academic year (2022/2023), based on the four axes.

The announcements came at the first educational forum organised by the Ministry of Education and Higher Education at its headquarters recently on the occasion of the start of the new academic year. HE Dr Ibrahim bin Saleh al-Nuaimi, Undersecretary at the MoEHE, also took part in the meeting alongside a

number of senior ministry officials and 450 directors of government and private schools in the country.

In her speech at the forum, HE the Minister said the first axis of this system involves students, “who we aspire to be lifelong science students, armed with knowledge and characterised by flexibility, passion, curiosity and creativity, by enhancing their achievements and ensuring their continuity, equipping them with the skills of the 21st century, instilling the values of the Qatari identity in them, and developing and enhancing them.”

She said the second axis involves teachers, “who we aspire to represent role models that provide students with inspiration and motivation to develop themselves and strive to achieve excellence, by targeting and attracting distinguished Qatari teachers

and school leaders, training and developing them, as well as attracting international qualified people and providing them with various options for professional development, stemming from the belief in the leading role of the teacher in the educational process.”

Further, HE the Minister explained that the third axis involves schools, “which we aspire to make them beacons of science and safe, advanced, rich and attractive environments, through the development of early education services, raising enrollment rates, building a comprehensive educational experience aimed at improving the quality of school life of students, designing integrated and flexible pathways for general and technical education for people with disabilities, and providing support to each school according to its needs and requirements.”



HE al-Nuaimi said the fourth axis focuses on the Ministry of Education and Higher Education, “which we aspire to turn into a center that builds and develops innovations and capabilities, through the development of institutional capabilities, while ensuring the highest level of transparency and accountability; in addition to building partnerships with families, the public and private sectors, to achieve efficiency, equality, inclusiveness, growth and innovation in the educational system, and the establishment of a quality assurance framework, characterised by accuracy and transparency through unified standards and control mechanisms.”

In the same context, HE the Minister of Education and Higher Education shed light on the new initiatives for the 2022/2023 academic year, noting that the first initiative is ‘Good Start’, which is a programme to train and guide new teachers through an advanced experience in training and professional development. The initiative also includes the launch of a training package for teachers and school leaders, in cooperation with experience houses, and local and international partners to provide high-quality training for teachers and school administrators.

The second initiative, she said, is ‘My School is My Community’, which is a multi-axis initiative focusing on all dimensions of the quality of student life and building an integrated personality.

The third initiative is ‘Towards Excellence’, which will be implemented by designing different development paths for public schools, including performance



HE the Minister of Education and Higher Education Buthaina bint Ali Al Jabr Al Nuaimi

improvement programs and procedures that correspond to the needs of each school separately.

The fourth initiative is ‘School Change Leaders’, which aims to develop mechanisms to support and follow up the performance of schools, in accordance with the best practices of effective partnership between the ministry and the educational field, and to build human and institutional capacities to support positive transformation efforts in schools.

HE the Minister of Education and Higher Education reiterated that these initiatives were designed under the leadership of experts and specialists at the ministry, and with the participation of representatives from the field, including teachers, school principals and students; looking forward to the co-operation and

institutions. These are 34 institutions and universities offering 378 academic programmes in various specialised educational tracks, in addition to some 33 research and scientific institutions, whose fields are diverse to include the environment, energy, medicine, entrepreneurship, computing, social, humanitarian and educational studies, technological innovations and sustainable development. These fields serve the knowledge-based economy, and the State’s development directions in the present and future.

“Today, we have reached an advanced educational system, but we will not stop at this limit of development, we are looking forward to further achievement, excellence and quality, so that our outputs will be qualitative and achieve competitiveness. Countries are built with the help of their educated sons who are able to compete regionally and internationally, and that is why we are constantly striving to develop our educational system, through continuous evaluation and objective diagnostics, based on reality and its indicators, to support the strengths of our educational system, and improve aspects that need to be developed,” HE the Minister said.

Regarding the FIFA World Cup Qatar 2022, HE the Minister stressed that the event shows that the Qatari individual is capable of leading, achieving and accomplishing mega projects, which was hailed by the world. In this context, she hailed the prominent role of expatriates who have participated in the accomplishment of these projects.

She added that during the World Cup, Qatar will celebrate the 70th anniversary of the establishment of formal education in Qatar. This education has provided Qatar with competencies that have formed the country’s human and knowledge capital leading to its sustainable development all these years, enabling Qatar to occupy a distinguished place at the economic, cultural, social, diplomatic, tourism, sports, humanitarian levels and become a key player in the international community.



active participation of all parties in order to make these programs successful, eventually developing the performance of the educational system in Qatar, and achieve many accomplishments in the new academic year.

She congratulated everyone on the start of the new academic year, after the necessary preparations have been completed, noting that the national education system, over the past 20 years, has gone through many changes that have added to it and enriched its experience, and this would not have been without the generous support of the State for the education sector, which this year received nearly QR17.8bn, representing 9% of the State’s budget.

HE the Minister explained that this amount is invested in serving more than 350,000 students, distributed in over 500 public and private schools, in addition to higher education students, whether through scholarships abroad, or in national higher education

The meeting featured a short video that showed the journey of educational development in Qatar, and student Ahmed al-Obaidli from Abdul Rahman Bin Jassim Preparatory School pledged that his generation will complete the education process started by the first generation and affirmed that they would preserve the legacy of the country and ancestors.

The meeting aimed to shed light on the most important aspirations and ambitions of the education system, review its qualitative initiatives, determine its future direction, and introduce its development plans and programmes, in a way that enhances past successes and achieves the desired progress in the future.

The meeting also included an interactive forum with the participation of assistant undersecretaries of the ministry for different sectors, which addressed key issues of interest and answered the queries of participants.

A culture of kindness and creativity can help tackle education challenges, experts say

In today's changing and fast-paced world, it is imperative to build a generation of creative thinkers to face uncertain situations. But equally as important is creating a culture of kindness among young people, listeners heard during the second edition of an international conference on transforming education.

The three-day Leading Educational Advancement through Progressive Schools (LEAPS) summit, organized by Qatar Foundation's (QF) Pre-University Education, saw experts come together to discuss the future of schools globally through presentations, discussions, and workshops.

Mitchel Resnick, LEGO Papert Professor of Learning Research at the MIT Media Lab, spoke on the first day of the conference, under the topic of "Education Reimagined".

"A couple of months ago, I got an email from an educator in Ukraine, called Olesia Vlasii. I'd never met Olesia, but she wrote to me on March 7 and introduced herself," Resnick said. "She told me she'd been using our Scratch programming language for 15 years, since it was first introduced in 2007."

Resnick explained how Olesia had told her students to create "kind" programs on Scratch, to bring something good to the world. "This connected with our goals," he said.

"Scratch is a programming language that lets young people create interactive stories, games and animations, and then share their creations with one another in an online community. By doing that they learn the technical skills of programming and many mathematical concepts.

"But actually, our goal for Scratch was broader than just programming," he said. "We really wanted young people to use Scratch to express their ideas, to develop their voice, and to be able to collaborate with one another. Or, as Olesia said, to create kind projects. So, it wasn't just about learning skills, but about making a contribution to the world."

Resnick mentioned that Olesia's message to him came on March 7 – just ten days after Russia had invaded Ukraine, and that she'd reached out to him to ask for help to create the largest wave of kindness – through Scratch.

Resnick explained that as he continued to talk to Olesia, he felt that they were in agreement – that to deal with all the challenges in the world today, it is important to create a culture of kindness and a culture of creativity.

"If we really want to solve the big world problems in the long term, we need to engage the next generation – today's young people. We need to develop a culture of creativity where they can express their ideas and come up with creative solutions to unexpected situations. But also to create a culture of kindness, looking to work together and support one another."

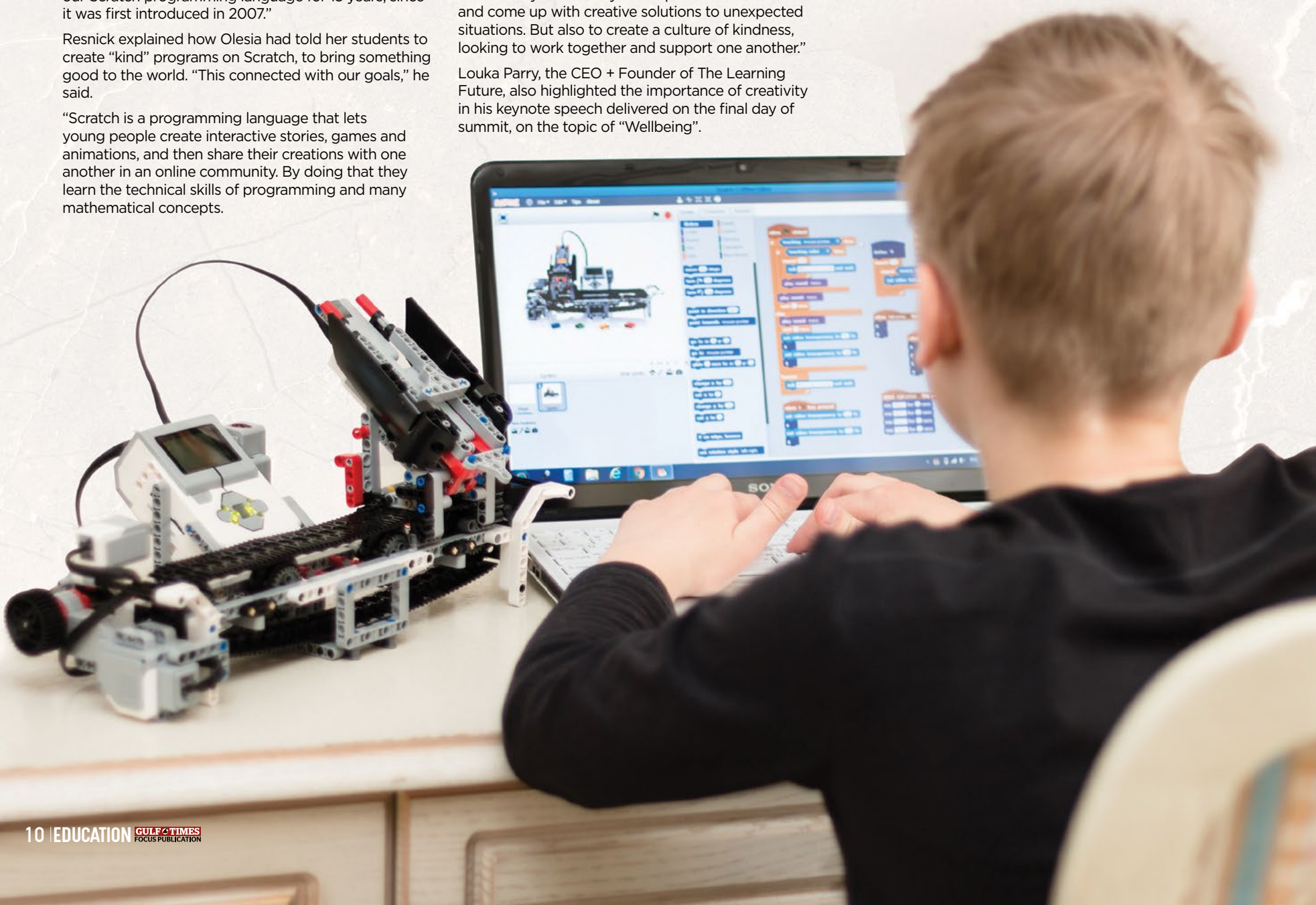
Louka Parry, the CEO + Founder of The Learning Future, also highlighted the importance of creativity in his keynote speech delivered on the final day of summit, on the topic of "Wellbeing".

Speaking about moving away from the traditional A to F grades – A to F students – Parry suggested six new concepts instead. Posing his hypothesis to the listeners, who were tuning in from all over the world, he said: "To what level is our school activating agency, increasing belonging, enabling creativity, focusing on and training people on discernment, moving into embodiment. And ultimately creating a flourishing environment."

The "Power of Play" was another focus of the summit, and the keynote speech was delivered by Dr. Stuart Brown, Founder of the National Institute for Play.

Qatar Foundation's innovative school Academyati is collaborating with some of the world's most progressive schools to share their proven methods for disrupting traditional education and making schools future-proof at this conference. Some of the progressive schools that participated were Real School Budapest, Hungary; Portfolio School, US; Liger Leadership Academy, Cambodia; and Anji Play, China.

Source: qf.org.qa



Doha British School opens third campus in Rawdat Al Hamama



This year marks an incredibly significant and proud milestone for Doha British Schools (DBS), one of the world's leading British international schools in Qatar. DBS celebrates 25 years since the opening of its very first campus at Ain Khaled in 1997. DBS has provided outstanding education in Qatar to students aged 3 to 18, delivering the National Curriculum of England from Preschool to Sixth Form, offering a range of pathways including IGCSE, BTEC, AS/A Level and the International Baccalaureate Diploma. DBS opened its second campus in Al Wakra in 2014 which has recently celebrated its first outstanding set of IGCSE



results. DBS Al Wakra has seen a rapid growth in numbers and provides outstanding education for students from Pre-school to Year 12. On the 21st August 2022, DBS proudly opened the doors of its third campus near Lusail City- in Rawdat Al Hamama. The state-of-the-art campus features sprawling

About Doha British Schools
DBS is accredited by the Council of International Schools (CIS), British Schools of the Middle East (BSME), Qatar National Schools Accreditation (QNSA) and British Schools Overseas (BSO). To learn more about DBS and to book a School tour, visit www.dohabritishschool.com

open spaces and a vibrant campus layout, which encourages collaborative and interactive learning. The moment you step into the school and approach the magnificent marble encased staircase leading up to the 360-degree landing, on which the secondary school library and music rooms are located, you enter an immersive 21st century learning environment which offers an extraordinary and unique student experience. DBS Rawdat campus provides an outstanding values based education experience within a culturally diverse environment; with an engaging curriculum and extra-curriculum offering groundbreaking and leading edge

technological innovations which aim to inspire curiosity, critical thinking, creativity and a passion and thirst for learning. The school offers 5 purpose-built Science laboratories, 2 ICT/Computer Science Hubs, dedicated Science Technology, Engineering, Arts and Mathematics (STEAM) facilities, Music and Art Interactive studios, performance areas, specialist Primary and Secondary Libraries, two fully equipped Design and Technology workshops, an indoor swimming pool, gymnasium and a 300 seater spectacular contemporary auditorium, incorporating a meticulous level of detail to support an exceptional student-centered learning experience.



With an impressive reputation of providing 'outstanding' education to students in Qatar, through a world recognised British curriculum; the use of the latest pedagogy and an educational philosophy that is innovative and based on current educational research, you can be assured



that your child will receive an excellent holistic education. DBS has a reputation and unrivaled track record of not only providing world class academic success but also engenders a fundamental purpose of significantly contributing to Qatar's National Vision 2030 by preparing students for the world of tomorrow, by becoming well rounded, engaged, socially responsive young adults.

A Member of ACES
DBS is a member of the Artan Consulting and Educational Services (ACES), a private Education group which owns, manages, and operates educational institutions in Qatar with the objective of fostering academic innovation and excellence. To learn more about ACES, visit their website at www.aces.qa



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Rawdat Al Hamama / Preschool - IGCSE - 4019 8008 - admissions.rw@dohabritishschool.com

TEN TIPS TO HELP YOUR CHILD THRIVE

It should come as no surprise that success — or failure — at school starts at home. Studies have linked poor academic performance to factors such as a lack of sleep, poor nutrition, obesity, and a lack of parental support.

The good news is that those same studies also show higher test scores for students who live in homes where healthy habits, regular routines, and good communication exist. How can you ensure your child heads off to school with the best possible foundation? Follow these 10 tips and watch your child thrive.





Enforce Healthy Habits

You can't perform well when you don't feel good. To help your child have the best chance at doing well in school, make sure she follows healthy habits at home. Choose a bedtime that will give your child plenty of sleep, and provide a healthy breakfast each morning. Encourage exercise, and limit the amount of time she spends watching TV, playing video games, listening to music, or using the computer.

Stick to a Routine

Most kids thrive on structure and will respond well to routines that help them organize their days. In our house, for example, my son gets dressed, makes his bed, and eats breakfast while I make his lunch and pack his school bag with completed homework and forms. When he gets home in the afternoon, I serve him a snack and he does his homework while I prepare dinner. Your routines may differ, but the key is to make it the same every day so your child knows what to expect.



Create a "Launch Pad"

Veteran parents know it's important to have a single place to put backpacks, jackets, shoes, lunchboxes, and school projects each day. Some call it a "launch pad," while others call it a "staging area." Our area is a hook by the back door.

Whatever you call it, find a place where your child can keep the items he needs for school each day and keep him organized. Then you'll know right where to find everything during the morning rush.

Designate a Space

At school your child has a desk or table where he/she works. There is plenty of light, lots of supplies, and enough room to work. Why not provide him/her with the same type of environment for homework?

A designated homework space often makes it easier and more fun for children to complete assignments at home. A desk is great, but a basket of supplies and a stretch of kitchen counter work just as well.

Read, Again and Again

It is often said that children spend the first several years learning to read, and the rest of the lives reading to learn. The written word is a gateway to all kinds of learning, and the more you read to your child, the better chance he has of becoming a proficient and eager reader.

Try to sit down with your child to read a little bit every day, give him plenty of opportunities to read out loud to you, as well, and above all have fun. While the importance of reading with your child cannot be stressed enough, it should not be the cause of stress.

Learn Always

Your child may be past the preschool years, but home education is still a critical part of his overall learning experience. "Some of the attitude recently is that it's up to the schools and teachers to figure it all out, to make sure children are learning and healthy and safe," says Barbara Frankowski, M.D., MPH, FAAP, and member of the AAP Council on School Health. "There's only so much teachers can do. Parents have to fill in with good support at home."



Look for ways to teach your child throughout the day. For example, cooking combines elements of math and science. Use the time when you make dinner as an opportunity to read and follow directions, to discuss fractions, to make hypotheses ("What will happen when I beat the egg whites?"), and to examine results.

Take the Lead

Children learn by example. Let your kids "catch" you reading. Take time to learn a new skill and discuss the

experience with them. Sit down and pay bills or do other "homework" while your kids do their schoolwork.

If you display a strong work ethic and continually seek out learning opportunities for yourself, your kids will begin to model that same behavior in their own lives.



Talk Often

Do you know how your child feels about her classroom, her teacher, and her classmates? If not, ask her. Talk with her about what she likes and doesn't like at school. Give her a chance to express her anxieties, excitements, or disappointments about each day, and continue to support and encourage her by praising her achievements and efforts.

Show Interest

Don't limit your support to your child; extend it to her teachers as well. Meet the teachers and stay in regular contact by phone or e-mail so that you can discuss any concerns as they arise. Not only will it pave the way for you to ask questions, but it will also make the teachers more comfortable with calling you if they have concerns about your child.

Expect Success

Perhaps the most important way you can support your child's efforts at school is to expect him to succeed. That doesn't mean that you demand him be the best student or the best athlete or the best artist. Rather, let him know that you expect him to do "his best" so that he'll be proud of what he can accomplish.



If you make that expectation clear and provide a home environment that promotes learning, then your child will have a greater chance of becoming the best student he can be.

What to pack in children's lunch boxes

Nutritious meals are crucial for overall development of children and now that classes have resumed post-pandemic it is essential for school-going children to consume healthy meals. Therefore the lunch box should be prepared in such a way that they enjoy eating it and also get enough nutrition. We have listed out few tips which can help you to prepare healthy lunch boxes for your children.



Here are few tips which will help you to make your child's lunchbox more tempting and nutritious

1

Do not use frozen or processed food

Always keep fresh and homemade food items in place of frozen and instant food in the lunchbox. Add some seasonal or fresh fruits in the lunch. In addition to water, fill a bottle with buttermilk, milkshake and fresh fruit juice, this will keep them hydrated.

5

Choose healthy alternatives

While making desserts or sweets you can replace white sugar with jaggery or dates as well as use plenty of dry fruits. Similarly for cakes and cookies instead of white flour use ragi flour or oatmeal.

2

Give some variety

It can get boring to eat only bread and vegetables every day. Make an effort to combine various ingredients. Stuff the parathas with vegetables rather than packing them plain. Mix in green veggies, cooked pulses, paneer, or tofu with the flour to add flavour while also increasing its nutritional value. You can also use the stuffing to make kathi rolls, paneer wraps etc. Instead of using traditional spices use peri peri masala or Maggie masala to enhance taste.

3

Use plenty of vegetables

Use plenty of vegetables while preparing dishes like noodles, pasta or spring rolls. Sprouts, peanuts, peas, and corn are more options. Adding vegetables not only provide energy but it will also protect your child from developing chronic illness.

4

Make small portions

School hours are often long and many times children start feeling hungry before lunch and nowadays they get short breaks of 10-15 minutes. For this keep a separate small lunch box with easy-to-eat items like fruits, sprouts, salted cashew, dry fruits etc. This will prevent children from feeling fatigued.



One of the Oldest and Most Respected British Schools in Qatar



This year, Park House English School proudly marks 29 years of exceptional education in Doha. Through our rich history, long-standing reputation, the hard work and dedication of our staff, as well as the many years of commitment to education in the region, we are one of the most prestigious British schools in Qatar. As part of International Schools Partnership, we offer an outstanding level of education for all students with places highly sought after in every year group.

Every year we celebrate the exemplary results achieved by our IGCSE and A-Level students. The 2021-2022 academic year was no exception. Even when considering the additional challenges that the pandemic presented to their staff and students, they excelled.



John Smith, Principal of Park House English School said: "We are extremely proud of the outstanding set of results achieved by students from Park House English School. These are well above the results received in the last face-to-face exams in 2019. Worldwide trends are suggesting that top grades have fallen this year, yet our students received grades that are as good or even better than the teacher-assessed grades from 2021 and 2020. These results are amongst the highest ever received by Park House students, who have truly demonstrated our core values of perseverance, responsibility, independence, dedication, and engagement after a few very difficult years".

In line with the ISP vision and values, our core purpose is learning, and we are uncompromising on the standards required from all members of our school community. Our ambitious, imaginative and cutting-edge curriculum supports the all-around

development of high-achieving students who go on to be successful individuals. As a result, we have remarkable academic, music, art, and sporting achievements. During the last academic year, a Year 13 Park House student was crowned Young Musician of the Gulf in a British Schools in the Middle East (BSME) competition. Park House also claimed the top three prizes in the Qatar British Business Forum (QBBF) school art competition. We believe in continuing to strive for excellence and challenge our pupils to be proud, hardworking, enthusiastic individuals who thrive in our happy, caring and respectful environment.



Park House
English School

ONE OF THE OLDEST AND MOST RESPECTED SCHOOLS IN QATAR



We offer a personalised, high-quality British education, with a focus on preparing students for future success



Our IGCSE and A-Level results are among the best in Doha



Our teachers are highly experienced, committed and passionate about education



We offer a wide range of enrichment activities



Amazing learning is central to everything we do



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60
Schools

18
Countries

16
Curricula

DADU

A platform for learning

By Joe Aguilar

Qatar Museums (QM) chairperson HE Sheikha Al Mayassa bint Hamad bin Khalifa al-Thani has put a spotlight on the key role of 'Dadu, Children's Museum of Qatar' as a platform for learning, giving children the opportunity to develop and fulfil their potential.



"What we learn through play from childhood, stays with us for life. It strengthens our bonds with family and friends and brings us much joy and laughter," HE Sheikha Al Mayassa posted on her social media pages recently.

"This is the driving force behind our future Children's museum, Dadu, which will enrich the lives of children and their families by providing an unparalleled space for learning through open-ended play, exploration and experimentation," she added.

According to QM, families will have the chance to play and learn together at Dadu (meaning "pla" in Arabic) through a wide range of "stimulating, interactive and accessible indoor and outdoor experiences".

While the museum has yet to open, QM said it is already engaging the community in the country such as family events with its partner organisations, as well as Museums in Residence programmes in schools around Doha.

Dadu will also support all children and those with special education needs and disabilities to learn through play, family bonding and other fulfilled activities.

"As the plans for the museum develop, I have enjoyed participating in this special project with @daduqatar and @inq_giftshop for this uniquely sustainable toy - the Dal Blocks - inspired by the unique designs for the building to create a toy that will bring people together, regardless of age, gender and interests," HE Sheikha Al Mayassa said, as she thanked participating Dadu Founding Families: Shell Qatar, Baladna, and Exxonmobil, "who share our belief in the value of play".

Echoing HE Sheikha Al Mayassa's statement, Dadu director Essa al-Mannai highlighted the importance of the museum's mission of nurturing children's creativity, imagination, and love of learning.

"We feel we are needed at this time to support families, and to connect people and ideas despite being physically apart," al-Mannai posted on QM's website.

Dadu has an ongoing interactive experiment titled 'Light Atelier', which began on July 1 and runs until September 11 at the Museum: Arab Museum of Modern Art.

This educational space gives participants the opportunity "to take the lead and freely discover concepts about light and shadow, colour mixing, reflections and more", allowing them "to play, explore and experiment".

"We take a broadly constructivist approach to learning, starting from the position that each learner is unique. Learning outcomes are developed and delivered while taking into account different learning styles and differing developmental stages. Children are encouraged to go on a learning journey that is both challenging and within reach.

"Our playful approach creates a sense of delight and uses all types of play - pretend, dramatic, constructive, multisensory and social play to support children's learning," QM said.



New Middle High School 'Dream Team' for ACS Doha



ACS Doha has unveiled its new Middle High School 'dream team' for the 2022-23 school year, welcoming experienced school leaders and promoting talented teachers from within the school.

Leading the team is Jeff Holcomb, who joins ACS Doha as Middle High School Principal, from the International School of Beijing. Jeff is joined by Elhussein Elsharif, from ACS Doha's sister school in the UK, ACS Cobham, as Assistant Principal, Pastoral and Anjel Bouari, Academic Pathway Lead, who brings her extensive expertise in delivering the IB programme.

Bringing a wealth of experience to their new roles and completing the team are Washiela Casper, MYP/AP Pathway Coordinator, and Sereen Saadi, DP/CP Coordinator, both of whom are current ACS Doha teachers.

With academic rigour at the heart of ACS Doha, Jeff – whose background include the Advanced Placement (AP) US curriculum, coordinator for the Middle Years (MYP) and Diploma Programme (DP) of the International Baccalaureate, and in pastoral care as a Head of Grade, in schools in Tanzania, the United States, South Korea and China – has fantastic experience to bring to this leadership role.

"I'm excited to lead the continued development of the incredible learning community at ACS Doha. I firmly believe that high, clear expectations in a supportive environment best foster growth, and I look forward to making sure each student is welcomed, supported and challenged in our vibrant learning community," Jeff said.

Making the move from the UK to Qatar is Elhussein Elsharif, who will join as Assistant Principal, Pastoral. A mathematics teacher for 18 years, Elhussein has worked in roles including Head of Department, Head of Year

"I'm delighted to welcome our fantastic new Middle High School team to ACS Doha and I'm excited to see our great choice of academic pathways continuing to go from strength to strength, getting our students ready for the important next step in their lives" – Robert Cody, Head of School, ACS Doha

and interim Assistant Principal in Kuwait and Saudi Arabia, as well as the UK.

"My professional focus has always been building teams and developing a positive working environment. I have always had an open-door policy, so encourage students and colleagues to visit anytime," Elhussein said.

South African-born Washiela Casper brings 15 years' experience as an educator to her new role as MYP/AP Pathway Coordinator working in South Korea, Saudi Arabia, UAE, Sweden, and Qatar, at ACS Doha. She has worked as an Academic Manager and English Coordinator and held other leadership roles, including Head of English department in Saudi Arabia and Head of Year (Pastoral). Washiela is currently working

towards an MA in Education, Management and Leadership at the University of Bath, UK.

Reflecting on the opportunities of her new role, Washiela says: "The challenges of the past few years have greatly impacted education and how we interact at school. I am excited to work with the new leadership team to create new pathways and educational environment which will be the basis for subsequent learning and development for students, staff and the school."

Joining Washiela in the new team is Sereen Saadi, DP (Diploma Programme)/CP (Career Programme) Pathway Coordinator and fellow ACS Doha colleague.

Currently a biology and integrated science teacher at the school, she is also the Grade 11 and 12 Team Leader and an IB Biology examiner. In the last 14 years, Sereen has taught science and math in several elementary, middle, and high schools in the Middle East. Before teaching, she worked as a research assistant in biotechnology with the University of Maryland and the American University of Beirut. Sereen has been at ACS Doha since the school opened its doors in 2011, first as a parent of three children and then as a teacher.

Robert Cody, Head of School, ACS Doha, said: "I'm delighted to welcome our fantastic new Middle High School team to ACS Doha and I'm excited to see our great choice of academic pathways continuing to go from strength to strength, getting our students ready for the important next step in their lives.

"Just as important as bringing in new leaders from outside ACS Doha is nurturing the immense talent we already have at the school, so I'm delighted to have Washiela and Sereen onboard and I know they will continue to make an outstanding contribution to our community."



Recent research has linked playing video games in childhood with an increase in intelligence. While parents and carers may be pleasantly surprised by these findings, they are less unexpected for many researchers of children's digital play.

Studies have previously shown that playing digital games is associated with a wide range of benefits for children, even in those who are very young. Certain types of digital game play can enhance learning and help develop digital skills. Digital games can

also improve "executive function", such as working memory and impulse control, in both preschoolers and adolescents.

But some broader benefits of digital play, though no less important, are far less commonly celebrated as reasons to play digital games. Digital play supports meaningful connections between children and their peers and families. There is also increasing evidence that children and their families find comfort and joy in digital game play, particularly during difficult times.

Parents, grandparents and other adults can help children to develop skills and support their social and emotional development by spending time playing with them or talking to them about the digital games they love. Digital games whose design encourages parental participation have also been shown to particularly support young children's play and creativity.

Various design features of digital games have been shown to support different types of play and different positive outcomes for children. With this in mind, here are five digital games to unashamedly enjoy playing with your children.

1. Just Dance series (Ubisoft)

Good for: physical movement; shared fun
Ages: 10+ (or younger in Kids Mode)

Available across multiple platforms, Just Dance is a game in which players learn and perform dance move and routines by following demonstrations on screen. Games like Just Dance have been applauded for encouraging children to move, but they can also be a source of shared joy for children, their friends and family. Exercise games have also been shown to enhance executive functions associated with attention in children.

2. Little Red Coding Club (Twinkl)

Good for: computational thinking skills; exploratory play; critical thinking
Ages: 4-8

In Little Red Coding Club, which children can play on Apple and Android devices, children guide characters from the well-known fairytale, Little Red Riding Hood, through an immersive 3D forest to the safety of grandma's house, by gradually learning, and then using, basic coding skills and knowledge. A recent study found that Little Red Coding Club's use of augmented reality technology enabled young

children to quickly understand how to define and debug simple algorithms.

3. Animal Crossing: New Horizons (Nintendo)

Good for: Relaxation; social play
Ages: 3+

There is increasing recognition that digital games can support social development. In the pandemic-era favourite, Animal Crossing: New Horizons, children can gradually shape their own fantastical island paradise, complete with a fully customisable avatar and host of eccentric neighbours.



Nintendo's safety features make it easy for children to socialise safely online through visits to other children's islands. Children's passion for digital games also encourages social interaction through on and offline fan communities.

4. Minecraft (Mojang Studios)/LEGO Worlds (Warner Bros.)

Good for: Creativity; open-ended play; social play
Ages: 7+

Building games like Minecraft and LEGO Worlds have an open-ended format, where there are multiple ways to play and few or no fixed goals. This open-ended play has been linked to creativity.

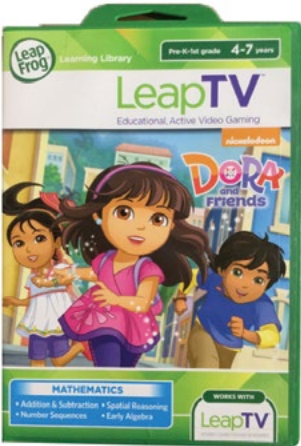
5. Dora and Friends (Nickelodeon)

Good for: Representation; multimodal story creation
Ages: 5+

In Dora and Friends, players can design characters, choose music, images and backgrounds, then add recordings of their own voices, before combining multiple scenes to tell a story. This combination of elements is known as multimodal story creation, which supports the development of children's literacy skills.

The character options in Dora and Friends allows children to play as characters that look like them. Digital play has the power to support children to develop their identities, so having characters that are like them is important. While the children's media industry undoubtedly has more work to do, games that simply allow children to create, or play as, characters that look like them are a starting point.

While the design features of the five games listed above support a range of benefits for children, digital games are used differently, and hold different meanings, in different families. A digital game doesn't necessarily have to be beautifully designed or obviously educational to support joyful and meaningful play experiences for children and their families.



PROUD OF OUR ROOTS; EMPOWERED AS GLOBAL CITIZENS



Dalal Hammoudeh - Secondary School Principal At AIA



New Perspective on World History

AIA's founding institution, Tarsheed, completed a project to publish a series of world history textbooks for grades 6-10 authored by Arab historians from a variety of Arab countries. This distinctive project resulted in textbooks that supported a curriculum with a unique perspective that helped showcase the Arab contribution to human development and shine the light on the role played by the region and its cultural heritage. This viewpoint allows for a widening of learners' perspectives and their global world view, and also instills a sense of pride in our Arab students, entrenching them in their shared heritage and culture.

In addition, AIA offers a solid grounding in the Arabic language and offers beginner Arabic to non-speakers to help international students take advantage of the unique opportunity of being in an Arab context to gain a new language and insight.

A Unique Vision

When Arab International Academy (AIA) first opened its doors to learners in 2016, it did so with a unique vision that articulated its board of trustees' clear awareness of the major challenges awaiting our youth. "Nurturing knowledgeable and skilled generations of learners who possess a strong sense of their own identity, approach other cultures with an open mind, and are able to adapt to an ever-changing world." AIA took its first steps and earned accreditation as an International Baccalaureate (IB) Continuum school offering the PYP, MYP, and DP programs in a record two years. The choice of IB was not haphazard, but integral to the vision in that the IB follows a rigorous research-based and continuously evolving approach to education that values developing, "inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." (IBO) A vision that aligned with the school's own vision and mission offered through a challenging curriculum that while maintaining rigor allows for flexibility and individuality.



Blended Approach to Learning

A strong educational program does not only need strong roots, but also demands an evolution with the times, and that is why approaches to learning at AIA are a blend of the traditionally effective and the forward-thinking ones focused on technological advances. AIA offers physical learning tools, sand pits, equipped kitchens, playgrounds, and a sensory room as well as interactive boards, 3D learning material, various learning platforms and applications, and a grounding in the use and application of technology for learning.

Our Early Years students thrive in an environment inspired by Reggio Emilia and focused on learning by doing and physical interaction. From there, our learner's curiosity and self-confidence are ignited and they dive into the trans-disciplinary world of the PYP where they become better versed with their world and their place in it. They grow in knowledge and enter the rigorous interdisciplinary journey in the MYP to prepare for the challenging diploma program and graduate as knowledgeable and well-rounded citizens of the world who aim to make a difference in it. AIA's diploma results over the past two years have proven the success of its mission so far with our students getting into some world-renowned universities.

For more info visit our website: WWW.AIA.qa



AIA

A SCHOOL FOR LIFE

Smoothing your child's transition to middle school

Ah, middle school. Though your child may barely be entering puberty and may still be a pre-teen, the transition to middle school is a big step on the road to maturity. A big, scary step. Regardless of what specific grade marks the beginning of junior high or middle school in your community, your child will be both excited and afraid. Researchers have found that students anticipating the move to middle school worry about three aspects of the change: logistical, social, and academic. Your child with learning or attention difficulties shares the same worries as her peers, and may be afraid the change will be even harder for her.

While you won't be able to calm your child's fears completely, with some advance planning and open discussions you can substantially ease her mind. The first step is understanding what may worry your child.

Logistical concerns

When researchers asked kids what aspect of moving to middle school most concerned them, the top answers related to how things at the new school worked. How would they find the right classroom? What happened if they were tardy? Where was the cafeteria? What about the bathrooms?

Middle school is a much more complex environment than grade school. The campus is larger, there are more students, and instead of one teacher and one classroom, your child will have a separate instructor, and classroom, for each subject or block of subjects (e.g., language arts/social studies or math/science). It's no wonder kids worry about finding their way in this new world.

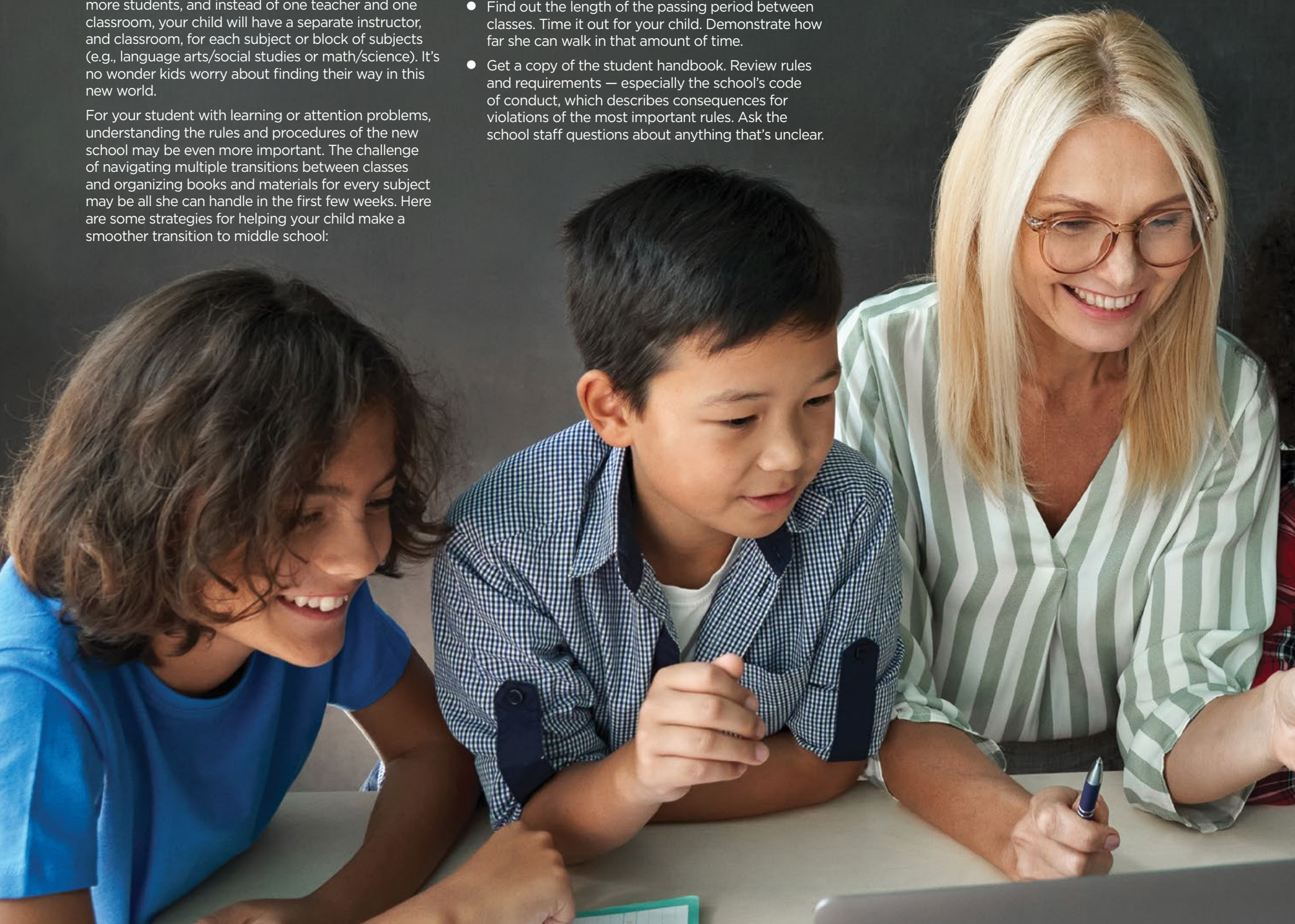
For your student with learning or attention problems, understanding the rules and procedures of the new school may be even more important. The challenge of navigating multiple transitions between classes and organizing books and materials for every subject may be all she can handle in the first few weeks. Here are some strategies for helping your child make a smoother transition to middle school:

- Explore the school's web site with your child. Search for announcements, schedules, and events.
- Accompany your child on campus tours and orientations offered to parents and incoming students. The better you understand the school layout and rules, the more you can help your child.
- Get a map of the campus and take your child to explore. Pick a time after school in the spring or in the days just before school starts in the fall. Be sure to check in with the school office to get an OK for your explorations.
- Include a couple of your child's friends on campus treks. They can boost each other's memory about where things are when school starts.
- Take advantage of summer programs — academic or recreational — offered at the new school for incoming students. Your child will get the feel for the campus in a much more relaxed atmosphere.
- Get a copy of your child's class schedule and mark the location of her locker and each classroom and bathroom on the school map. Tape both of these inside her binder. If your child has trouble reading maps, walk the route between classes with her — more than once, if necessary — and note landmarks that the student can use to navigate.
- Find out the length of the passing period between classes. Time it out for your child. Demonstrate how far she can walk in that amount of time.
- Get a copy of the student handbook. Review rules and requirements — especially the school's code of conduct, which describes consequences for violations of the most important rules. Ask the school staff questions about anything that's unclear.
- Buy your child a lock for her locker several weeks before school starts to give her plenty of time to practice opening and closing it. (Note: Consider whether a combination or keyed lock is best for your child.)
- Make sure your child has an easy-to-read wristwatch so she can quickly see if she needs to hurry to be on time to class. If she has a cell phone, make sure the time is set correctly and she is in the habit of checking it.

Social fears

Another area of worry for students moving to middle school is the social scene. Will I see anyone I know? Will it be hard to make friends? Will I have to eat lunch alone? Are the older kids bullies?

Your child is moving from the top of the elementary school heap to the bottom rung of the middle school social ladder. She may have heard that the older students tease or bully the younger ones. She knows for sure that she and her best friends are unlikely to be in every single class together, and, even worse, there may be classes where she doesn't know anyone at all on the first day. And if your child with learning or attention problems struggles to make friends anyway, then this all adds up to a potential social nightmare.



Remember that, in addition to changing schools, your child is entering adolescence, a stage when kids start to rely much more on peers and pull away from parents. This is a time when being part of a group is very important and being perceived as different can be devastating. It's not surprising that finding friends in the new school is a top priority.



The good news is that the more varied social environment also offers many opportunities to meet people. Being in multiple classes each day means your student is surrounded by more potential friends. The better news is that, once students are settled into middle school, they report that friendships and the social scene are among the best things about school.

Some things that you can do to ease the social transition:

- Encourage your child to join sports teams, clubs, or other extracurricular activities.
- Ease any loneliness in the early weeks of school by helping your child arrange weekend social activities with neighborhood, church, or grade school friends.

- Encourage your child to join group conversations. Discuss how to join in without interrupting, to add something relevant to conversation in progress, etc.
- Talk about traits that make a good friend (such as being a good listener).
- Talk about social skills. Discuss how words and actions can affect other people.
- Practice skills needed for difficult social situations.
- Remind your child to make eye contact when speaking or listening.

Academic concerns

Though most students worry more about the logistical and social aspects of middle school before they get there, once settled in, academic concerns rise to the surface. Will the classes be too difficult? Will there be too much homework? Are the teachers hard graders?

It's quite typical for students' academic performance to drop upon entering middle school. Along with everything else that's going on – rollercoaster emotions, physical changes, and social upheaval – your child is also coping with harder classes, more homework, and a whole new set of academic expectations. Middle school teachers don't form the close bonds with students that your child enjoyed in grade school. There is less small group and personalized instruction. Teachers expect students to take charge of assignments and projects with less day-to-day guidance.

For a student with learning or attention difficulties, these changes can come as quite a shock. Teachers may vary in their willingness to understand and accommodate your child's learning needs.

Organization and time management demands rise to a new level. Though it can seem overwhelming, keep reminding your child that she can manage these changes successfully, though it will take time and practice.

Some tips to help ease her academic concerns:

- If your child has an Individualized Education Program (IEP), meet with the middle school IEP team no later than the spring before your child enters the new school. Discuss the qualities of the "ideal" teacher for your child to help ensure the best placements.
- Meet with teachers early in the school year. Give them a profile of your child's strengths and where she needs help.
- Encourage teachers to continue using strategies that have worked for your child in the past, such as writing homework assignments on the board, or assigning your child a "homework buddy" she can contact if she forgets what her assignments are. If the school has a homework hotline, make sure your child knows how to use it.
- Help your student with time management skills. Work together on a schedule for study time, break time, chores, etc.
- Work out an organizational system with your student. Acknowledge and make allowances for her anxiety; at first, she may need to carry everything for all classes all the time in order to feel prepared.
- Avoid overreacting to grades. Making sure your child gets a handle on how to meet the demands of the new school is the critical factor in the early weeks.
- Stay connected to your child's school work. Try to teach your student to work more independently while supporting her enough to give her confidence.
- Go to back-to-school night, open houses, parent-teacher conferences and other events where you can connect with your child's teachers.
- Help your child be her own advocate. Encourage her to discuss problems and solutions with teachers on her own, but be ready to step in and help as needed.

The best way to help your child through this transition is to keep a positive attitude about middle school. You may remember how clueless, awkward, and self-conscious you felt at that age. Empathize with her if she feels the same way, and tell her it's normal for middle school students to experience those fears and emotions. Reassure her that she will become more comfortable and confident with time. Remind your child that the school and the teachers want her to be successful and that she has what it takes to make it all work.

Most students make the adjustment to the routines and demands of middle school within a couple months. If your child is still struggling as fall gives way to winter, then a meeting with her counselor may be in order. Together, you, your student and the counselor can pinpoint specific trouble spots and brainstorm ways to get things on track.

Try to give your tween plenty of information about how things will work in middle school, but be careful not to overload her. Be proactive in sharing information with her while also encouraging her to ask questions.



SEK-Qatar, a school boasting an international track record and educational excellence

SEK International School Qatar was established in 2013 as part of the Qatar Ministry of Education's Outstanding Schools Programme. This co-educational and multi-lingual school in Qatar boasts a cutting-edge learning campus located in Doha's West Bay district. English is the language of instruction and students also learn Spanish and Arabic.

As the world we live in continues to adapt and change with technology, education, work and re-thinking new ways of approaching situations, SEK International School Qatar continues to be a unique provider of outstanding education and innovation.

As part of SEK Education Group, established in 1892, there are 10 schools in total (Spain, France, Ireland, Qatar and Saudi Arabia) including its own forward-looking university (Camilo José Cela University).

Although the school's roots can be found in Spain, SEK-Qatar is an outstanding international school with students and families from more than 60 different countries. SEK-Qatar is a global learning community that focuses on a holistic and skills-based approach to education, where students develop as global citizens and international leaders.

Technology

SEK International Schools deploy technology, innovation, learning and teaching, combined with 128 years of expertise, to prepare students for global living, digital citizenship and leadership in an ever-changing world.

Simultaneously, SEK-Qatar is a learning community that is centred on developing thinking, research, communication, social and self-management skills. The school offers an academic approach, where students explore and develop their talents in arts, physical health, programming, robotics, sciences, mathematics, humanities and languages (English, Spanish and Arabic).

The digital society in which we live needs citizens who are competent in technological and digital environments and who use technology and information with confidence. That is why SEK Education Group promotes a digital curriculum as a fundamental aspect of students' development, so that they are able to acquire the necessary skills and competencies in these areas.

International Baccalaureate Programmes

SEK-Qatar is an IB World School authorised to offer the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).



The three programmes develop students' intellectual, personal, emotional and social skills that they crucially need to thrive and serve others in today's challenging world. SEK-Qatar is also a recognised Microsoft Showcase School, accredited by NEASC (New England Association of Schools and Colleges).

The PYP caters for students from PreK-grade 5 and the MYP for grades 6-10, whilst the DP is offered for students in grades 11-12. Their teaching approaches and whole school community culture is geared towards learning and attitudes that are centred on developing an internationally-minded community made up of students who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers and are balanced and reflective.

They inspire all students to be creative thinkers, problem solvers, active learners and global citizens who make positive contributions towards a better world. The IB programmes at SEK-Qatar are combined with a family-oriented approach, which involves a culture of care, growth and inspiration whilst developing each student's talents, interests and dreams. Students learn through the understanding that serving and caring for others brings the highest rewards in life, while ensuring that they become skilled, balanced, productive and creative 21st century global citizens.



**International
School**
Qatar · Doha

The SEK Profile is a continuous record of student learning that goes beyond basic academic experiences. It focuses on nine general competencies that take into consideration both curricular and extracurricular experiences, and foster students' foundational learning skills.

SEK Profile

Meaningful learning balances knowledge acquisition and skills development, both of which cannot be easily documented or made visible by traditional assessment. Therefore, the school has developed the SEK Profile, linked to Global Citizenship and Social Innovation, and as an important part of the Future Learning Model.

The SEK Profile is a continuous record of student learning that goes beyond basic academic experiences. It focuses on nine general competencies that take into consideration both curricular and extracurricular experiences, and foster students' foundational learning skills.

In collaboration with other SEK Schools students, a set of processes is being designed to support the development of the SEK Profile, as well as methodologies for collecting evidence through the student's learning portfolio.

Since its inception, many of their graduates have gone onto various universities all over the world fulfilling their aspirations and goals.

Face-to-face and virtual learning environments

SEK schools are prepared to face any possible scenario and continue with classes as normal under any circumstances. The SEK Future Learning Model stemmed from the review and reworking of the Intelligent Classroom, offering methods and tools adapted to face-to-face or digital formats depending on the pedagogical purpose they pursue, in motivating and enriching physical or virtual spaces, allowing them to create personal development experiences for each student.

The SEK Future Learning Model will allow seamless transference from face-to-face teaching processes to other virtual ones, or to blended formats, with the maximum guarantees of efficiency.



THE WORLD IS OUR CLASSROOM



ONE STEP AHEAD

We are an IB World School authorised to offer the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP).

We are NEASC Accredited and part of the prestigious SEK Education Group encompassing 10 international schools worldwide (Spain, France, Ireland, Qatar and Saudi Arabia) and the University Camilo José Cela in Madrid (Spain).

Students from over 60 nationalities.

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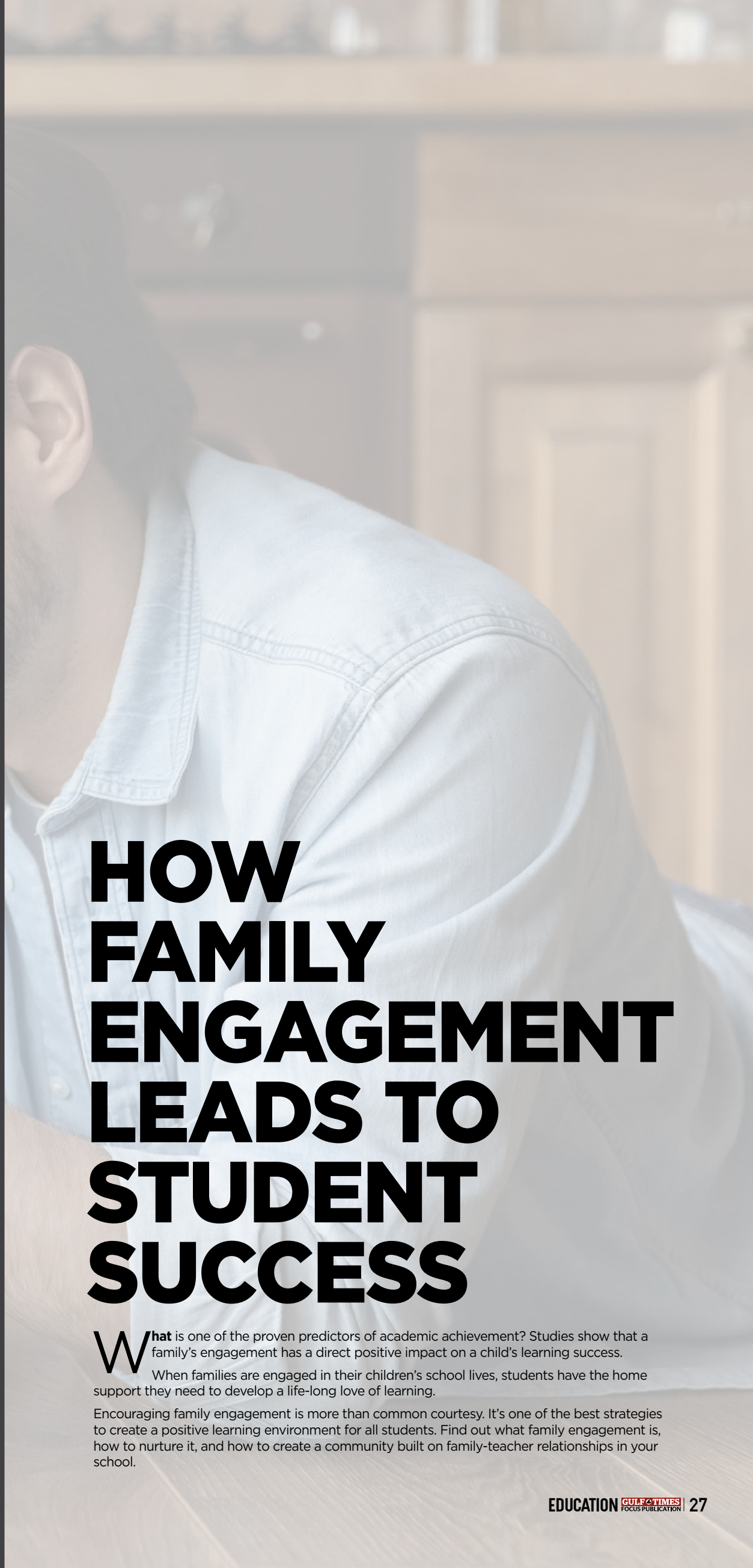
Admissions for Academic Year 2022-23 are now open.



**International
School**
Qatar · Doha







HOW FAMILY ENGAGEMENT LEADS TO STUDENT SUCCESS

What is one of the proven predictors of academic achievement? Studies show that a family's engagement has a direct positive impact on a child's learning success.

When families are engaged in their children's school lives, students have the home support they need to develop a life-long love of learning.

Encouraging family engagement is more than common courtesy. It's one of the best strategies to create a positive learning environment for all students. Find out what family engagement is, how to nurture it, and how to create a community built on family-teacher relationships in your school.



What is Family Engagement?

Family engagement describes a situation in which families and teachers share the responsibility to help students reach their academic goals. It happens when families commit to making their child's education a priority, and teachers commit to listening and collaborating with families.

Family engagement in school is different from family involvement, though both support student success. Involvement includes family participation in school events or activities, while teachers provide learning resources and information about their student's grades. With involvement, teachers hold the primary responsibility to set educational goals. They relate to families and caregivers as an academic advisor for their child rather than their partner in learning.

Think of family involvement as the first step to family engagement. While teachers can offer advice, families and caregivers also have important information about their child that teachers may not know. A student's learning experience is enriched when both bring their perspectives to the table. With family engagement, home and school come together as a team.

It is essential in family engagement to empower families and caregivers by providing them with ways to actively participate. Promote them as important voices in your school and remove barriers to engagement. You can encourage families to join your school's family-teacher association or arrange virtual family-teacher meetings for families with transportation issues.

Children with families engaged in their education are more likely to:

- Earn higher grades and test scores
- Graduate from high school and attend post-secondary education
- Develop self-confidence and motivation in the classroom
- Have better social skills and classroom behaviour

They are also less likely to:

- Suffer from low self-esteem
- Require redirection in the classroom
- Develop behavioural issues

Researchers found strong connections between family involvement/engagement and student academic achievement across fifty different studies. The earlier educators establish family engagement, the more effective they are in raising student performance. Family partnerships formed during elementary school years build a strong foundation for future student success and continued engagement. When students receive more support, classrooms with engaged families perform better as a whole.



Families encounter different obstacles that get in the way of being involved in school. Scheduling and transportation issues make volunteering or attending teacher conferences tough. Families may feel uncomfortable with staff that show a lack of cultural awareness. If a positive family-teacher relationship is not established early in the year, families may not feel welcome at school.

How to Increase Family Engagement

Luckily, it's never too late to build the foundations for family-teacher communication. The sooner you do, the better equipped your students will be to reach their academic potential.

Try these family engagement strategies to transform involvement into family partnerships:

- Give families and caregivers your contact information and get to know them early in the school year. When they have questions, they'll be comfortable reaching out.
- Provide opportunities for families to connect with school. Volunteer shifts, class activities, or family-teacher committees are all great engagement opportunities.
- Share your classroom goals and expectations with families, and ask to hear theirs.
- Connect with families in person or in regular virtual meetings. Use emails and messages to keep families up-to-date on upcoming class events.
- Address barriers to family engagement, such as scheduling conflicts or feeling excluded at school.





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DISCOVER MORE





The Hamilton International School is a truly exciting and dynamic school, located on a large and magnificent state-of-the-art campus in Mesaimeer, Doha. Currently open to children from Pre-KG to Grade 10, the school will grow each year offering high quality education from Pre-KG to Grade 12.

Each child is provided with endless opportunities to develop as a learner and achieve their potential, in preparation for their next stage of education or the world of work.

The carefully planned academic curriculum, combined with strong pastoral and social provision, teaches the skills and knowledge young adults need to contribute to society and take their role as leaders of the future.

The specialist resources, modern facilities, and outstanding environments across all areas of the school, support learning and provide opportunities for pupils to experience a broad range of unique learning experiences that are not available in any other school.

A right choice for your child

We all know that children learn best when they want to learn. This is why they have devised their own unique curriculum, which teaches a range of skills, knowledge, and attributes, developing international mindedness and encouraging personal growth.

As a school, the Hamilton's aim is that the curriculum:

- embodies rigor and high standards and creates coherent learning pathways throughout their school
- ensures that all children are taught the essential knowledge and skills in the key subject disciplines and demonstrate how these can be applied in real world settings



- goes beyond that core offering, to utilize teachers' wider expertise to provide all children with amazing learning opportunities to extend and exceed their potential
- prepares children for their future pathways through life competencies to guide them in their next steps into higher education or work

Their curriculum in KG and Elementary Grades is based on a carefully devised learning journey and starts with an interactive and engaging Entry Point to immerse students in the unit's theme. During this time there is also a Knowledge harvest taking place to find out what children already know from their previous learning. They then go into the Big Picture of learning, explaining



the theme and making connections through and across different subjects (science, history, geography, art, and technology). Then comes the Researching phase, where students use variety of methods and work in different group sizes to research and assimilate a range of information. This is followed by the Recording phase, where students interpret their research to demonstrate, share, and explain their learning in different ways. And finally, there is the Exit Point, which has two purposes - to help students pull together their learning from the unit and to celebrate the learning that has taken place. Through this journey, each child's individual growth and understanding can easily be tracked ensuring that each one of them has made progress.



As part of the regular curriculum offering at The Hamilton International School, students in Grades 6, 7, and 8 study a broad curriculum giving them secure foundations in the English Language, Arts, Mathematics, Social Studies, and Science, of which they have 4 lessons weekly. In addition, their students study Performing Arts, Music, Languages, Design and Technology, Information Technology, Physical Education, and Swimming. All Arab nationals take

five lessons a week in Arabic with support classes for students in need. The Hamilton curriculum is underpinned by US standards and takes the very best from curricula around the world. They focus on developing the whole child and on providing a well-rounded education.

In Grade 9, their students begin their journey toward the High School Diploma. This four-year course gives students the opportunity to specialize and take new courses such as Media Studies, Calculus, Advanced Biology, Resistant Materials, Geographical Processes, Theatre Studies, Band, and Computer Studies to name but a few. They have undergone their first NEASC accreditation visit and will soon be part of the IB candidacy program to allow them to deliver a high quality and robust dual pathway of US High School Diploma and IB Diploma from 2024 onwards.

Throughout their School, they also offer an Enrichment curriculum, which supports the students in wider aspects of school life, such as Study Skills, Careers and Futures, Community Service Learning, and Interdisciplinary Learning. Their offering is further supported by a Pastoral team who oversee the well-being of their students and includes a counselor and therapy team.

At Hamilton, they expose students to a vast array of opportunities outside of the curriculum, including a range of International Learning Opportunities such as

Buddy Exchanges, International Chess competitions, and International Environmental projects. In addition, their in-house extra-curricular program includes whole-school productions, competitive and recreational sports, music lessons, STEM projects, computer programming, and podcast workshops. This is further supported by an extensive offering of after-school activities with external providers. They believe that this extensive offering allows their students to explore their passions, purpose, and potential.

At the core of everything that they do at Hamilton, there is a focus on student growth and excellence. Their core values are central to their everyday practice, allowing students to grow beyond academics. Their students develop their collaboration and communication skills and leave them as emotionally intelligent, respectful, and resilient, global citizens.

Connect Students Globally

As an International Schools Partnership (ISP) school, The Hamilton International School ensures learning is at the heart of everything we do. They believe that as part of every student's learning journey it is important that they have the chance to experience learning outside of the classroom and connect with other ISP students across the world. Because they are part of a global group of schools, they want their students to benefit from being members of a wider international community, which provides many additional learning and cultural opportunities.

Students at ISP schools can participate in up to 11 specifically designed competitions or International Learning Opportunities (ILOs), nine of which are being offered virtually. These ILOs give all ISP students the opportunity to:

- Experience different cultures
- Cultivate long-term friendships with students from other countries
- Offer their students the chance to get together and interact digitally
- Enable each school to become the leading school of choice in their local area
- Increase awareness and a sense of wider community amongst ISP schools
- Develop skills like language and communication, independence, responsibility, confidence, leadership, critical thinking, organization, and teamwork

The programs offer a diverse mix of experiences that will appeal to all students, no matter their passions or interests. They will be delivered via a blend of delivery methods: online, and in school, and some will include in-person experiences abroad.

To learn more about the International Learning Opportunities at the Hamilton, visit: www.hamiltoninternationalschool.qa





What is Gentle Parenting?

Parenting styles are often widely debated, as they can range from the strict methods of tiger parents, to the more relaxed approach of permissive parents and therapeutic parents, among others. Here we look at the aspects of gentle parenting, and how it affects both adults and children.

Gentle parenting is a peaceful and positive approach to parenting that is different from the traditional authoritarian 'old school' parenting style.

It is a parenting mind-set characterised by empathy, respect, understanding and boundaries.

Often 'gentle parenting' is used interchangeable with the idea of 'attachment parenting', however the two parenting style are slightly different, but can be used alongside one another.



Gentle parenting is a parenting style that promotes a relationship with your children based on willingness and choices, rather than demands and rules made by a parent. It teaches children to do what is good by using positivity and patience, rather than fear or punishment.

Parenting expert Sarah Ockwell-Smith is an advocate of gentle parenting and author of *The Gentle Parenting Book*.

Sarah says: 'Gentle parenting isn't really about using specific methods. It's about an ethos and completely changing the way you think. It's more a way of being than a way of doing. Approaching any and all parenting situations with empathy for the child and trying to understand the reasonings behind their behaviour, working together to change it positively and accepting what cannot be changed.'

How do I use gentle parenting?

Parents should try to follow the four key principles of gentle parenting:

Through empathy

Parenting while always being aware of your child's feelings and needs.

Difficult parenting situations typically occur when a child is misunderstood. Rather than dismissing a child as 'manipulative' or 'naughty', a parent should instead try to understand the cause of the child's misbehaviour.

Skip advert

By addressing the root cause of the bad behaviour, a parent can eliminate this occurring in the future.

Rather than dismissing a child as 'manipulative' or 'naughty', a parent should instead try to understand the cause of the child's misbehaviour



"In order for children to develop into happy, confident, well-rounded individuals, matters of the heart must be taken seriously and nurtured"

Respect

Respecting your child as an adult is another key characteristic of gentle parenting. Usually parents feel the needs to set rules and demands – telling a child what to do and what not to do.

However, the gentle parenting requires respect to be earned through parents respecting their child's feelings and personalities, and over time a child will learn to respect their parent.

Understanding

The gentle parenting technique understands that children are not fully developed and therefore do not have the same control over their behaviour. With this in mind, parents need to change their expectations of what is 'normal' or bad behaviour. This is important when a child is having a temper-tantrum, or having trouble sleeping.

This understanding also requires a parent to understand their own behaviour. For example, when they feel the need to be aggressive towards their child by shouting or raising their voice. Modifying our own behaviour is key to being a role model for children to follow.

Sarah says: 'Remember, we are our child's greatest teacher. Stop and ask yourself if how you're behaving is really what you want to teach your child – e.g. if they have done something inappropriate do you really want to shout at them or punish them (teaching them that yelling is how to resolve situations) or do you want to teach them how to stay calm and problem solve?'

Boundaries

There is a myth that gentle parenting is the same as permissive parenting – allowing children to get away with anything. However, boundaries play a crucial role. Boundaries are not about endless lists of rules or regulations – rather boundaries are about teaching children a better way of doing things.

Sarah says: 'Really boundaries are just a set of family rules. It's important to decide these mindfully, in conversation with your partner or co-parent. Also involving others who will care for the child. It's better to go with fewer rules, but ones that really matter to you and ones you know you will stick to, than have an exhaustive and overwhelming list that nobody will stick to.'

Does gentle parenting work?

Sarah says: 'Yes - of course it works. In fact, if you look at every piece of psychological research ever done into the effectiveness of different parenting methods, there is always one style that comes out on top. That is authoritative parenting - authoritative is essentially the technical term for gentle parenting.'

It may not work in the way many expect though. We expect quick fixes in our society today and parenting just doesn't work like that, you're raising human beings, not building flat pack furniture. You just don't get results in an afternoon.'

Are there any drawbacks?

Sarah says: 'It's hard work! Lots of people think being a gentle parent means being permissive and letting your little darlings get away with anything. That really isn't true - families will have many rules and boundaries and well planned routines. It takes a lot of effort, both physically and emotionally and if you don't take care of your own needs, it can be easy to burn out.'

The other potential drawback is gentle parenting requires parents to delve into their own upbringings. To understand why they behave in the way they do and to identify and work with anything that triggers them from their past. In a way it's like self-directed therapy.'



How to spot what kind of learner your child really is

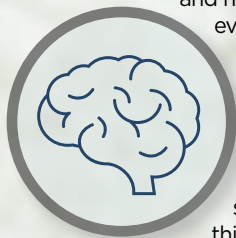
Encouraging your child to care about schoolwork, homework, or exams is a fight hard fought, and (if we're being honest) one that all parents unite in.

And, while it's frustrating, no amount of empty parent threats will work (you know the kind; no internet, you're grounded, no devices etc.) but if you can identify HOW your child or teen learns and work with them on that level, then you're winning half the battle, especially if you're attempting to home school for the first time.

Let's find out what the subject experts have got to reveal about different learning styles and how to get the best from them.

1. The logical learner

If your child has a natural aptitude for maths, harbours a secret love of science, and has always excelled in the architectural delights of Lego, then everything makes sense if it's in a logical order.



If you find your kid uttering phrases like, 'let's make a list', 'we can work this out' or 'there's no logic' then they may be a logical learner.

For these sorts of learners, they like to understand the reasons behind the content and skill, they like categorising and sequencing different pools of information can help them break things down into systems they can remember.

2. The social learner

If your child is always the last one to leave school or social gathering because they've hung back chatting, or if they love taking part in team sports then they could be a social learner.



Some kids can go into themselves when they struggle with a problem, but social learners do the opposite, they're vocal and love to discuss what they're learning.

These discussions could be with peers or adults. They learn best by chatting it all through, whether in the classroom, small 'study groups' after school or in a pair with a friend.

If they find topics tricky or needs some extra help, one-to-one tutoring can be perfect for social learners as it give them the undivided attention they crave for open discussion.

3. The visual learner

If your son or daughter is great with a map and has an amazing sense of direction, as well as a love (and skill) of doodling then they may be a natural visual learner.

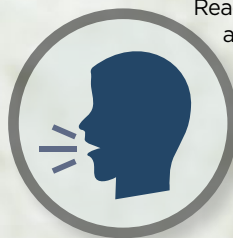


Visual learners understand things best simply by looking, if they can translate information into diagrams, illustrations or mind maps then it can help them remember what can seem like the trickiest topics.

That could mean drawing quick illustrations next to words when language learning, or creating a visual timeline to remember historical dates and events.

4. The verbal learner

Reading aloud and writing is a passion with these types of learners, as well as a natural fascination with languages. If you see these characteristics in your teen then they may be a verbal learner.



This means that when it comes to tests and revision, they can memorise things by using rhymes, acronyms, and other word games to remember numbers, sums, languages, dates and anything else they need to learn.

5. The physical (or kinaesthetic) learner

These guys cannot sit still. If your teen can't make it through a film without fidgeting moving or just blatantly losing interest and walking away, then they may be a physical learner.



These learners remember things best when their bodies are engaged – not just their minds. Sitting still can be particularly hard for physical learners, and often they'll have a sporty side too.

For optimised learning weave in activities such as practical experiments for subjects like Biology and Chemistry, great for knowledge to really sink in.

When it comes to written subjects such as English, History, Politics or languages, highlighting, note-taking and making flashcards can help them engage better and remember.

6. The solitary learner

If your teen keeps a diary, prefers to spend time alone has a strong sense of self and are highly dependent they may be a solitary learners.



Solitary learners study best on their own where they have the space to fully focus and think deeply about what they're learning.

If this sounds like your teen, it's extra helpful for them to have a desk in a quiet corner of their house where they can knuckle down.

The school library or public library a really useful place for them can also be if they want to get out of the house.

7. The auditory learner

Auditor learners like to talk about what to do, about the pros and cons of a situation. They enjoy listening but cannot wait to get a chance to talk, they like to hear themselves and others talk.

They tend to remember names but forget faces and are easily distracted by sounds.



This learning style lends itself well to classroom learning, as well as audiobooks and podcasts in their own time.

They could try recording lists of quotations for English Lit and vocabulary for French and Spanish before listening back to soak in the knowledge.



MIE-SPPU makes higher education affordable for Doha community



Savitribai Phule Pune University (SPPU), which launched its first offshore campus in Doha in September 2021, is setting a benchmark for high-quality and affordable

higher education to expat community in Qatar. It has the unique privilege of being the first Indian University to set up its campus in Qatar.



Indian families often send their children back to their home countries for higher education due to a lack of Indian university's campus in the region. Realizing this gap, a memorandum was signed between Milestone International Education (MIE) and SPPU three years ago in order to promote cooperation between the two institutions with the support of government of Qatar.

Milestone International Education (MIE) is an institution licensed by the Ministry of Education and Higher Education in Qatar. With its roots in the DPS Group of Institutions, it has already established a reputation for providing excellence in educational services not just in Qatar, but throughout the entire Gulf area for over 20 years.

Simultaneously, Savitribai Phule Pune University is one of the premier Indian Universities and is ranked among the top universities internationally. The university



Outstanding Performance Scholarship (2022-23)

MIE-SPPU offers merit-based scholarships based on academic merit and talent. The purpose of this scholarship is to attract and retain academically meritorious students.

For first year students, applicants who have achieved a very competitive high school academic average will be considered for this scholarship.

For existing students (second year onwards), the scholarship will be awarded based on GPA scores. For more information on scholarships, one can visit <https://miesppu.edu.qa/scholarship/>

houses 46 academic departments. It is popularly known as the 'Oxford of the East'.

It has about 307 recognized research institutes and 612 affiliated colleges offering graduate and undergraduate courses.

SPPU is also ranked as one of the top 550 universities across the globe as per the latest QS World University Ranking and one of the 10 top universities of India.

Its Doha campus, known as MIE-SPPU Institute of Higher Education, currently offers Bachelor's Degree Programmes in Commerce, Business Management, Art and Science with various specializations. Located at Barwa Commercial Avenue on Industrial Area Road at Ain Khalid, the institute has 11 classrooms with 60 students per class and a campus covering 6,300 square metres area.

It strives to provide the best possible facilities to enable its students to benefit from a modern learning environment and enjoy their educational experience. The university's facilities are equipped with the latest technology, including digital teaching aids, state-of-the-art computer and electronic labs, and campus-wide WiFi and CCTV security. The library is abundant with books and publications, and students have access

to Pune University's E-Library, which gives access to thousands of quality resources.

Students' leisure and extracurricular activities are also a focus at MIE-SPPU. The Multipurpose Hall allows indoor sports, events and indoor functions. The recreational area is equipped with games and sports that help students take a break and relax from their schedules.



State-of-the-art computer and electronics laboratories further complement students' research work and hands-on learning. In addition, the cafeteria provides a variety of great food options at affordable prices.

MIE-SPPU campus also provides a culturally vibrant environment to its students. "With more than 14 nationalities studying at Pune University, we are committed to creating & sustaining a more diverse and equitable student community our university," a press statement noted.

In a short period, MIE-SPPU has gained the trust of the students and parent community. Consistent with its historical and current mission, MIE-SPPU creates an unparalleled learning environment for preparing academically qualified professionals.

"The programmes offered by SPPU encourage academicians as well as learners to inculcate knowledge that has the ability to adapt and change as per modern circumstances," the statement added.

Course offered:

MIE-SPPU offers 4-year undergraduate degrees with academic credits in different majors:

B.A. (Economics)

B.A. (Psychology)

B.B.A. (General Management)

B.B.A. (Entrepreneurship)

B.Sc. (Computer Science)

B.Com. (International Accounting)

B.Com. (Banking & Finance)

Prospective students and parents have been advised to register for admissions by contacting the admissions counsellor at 55008444 or by making an admissions enquiry on the website, www.miesppu.edu.qa.



The Global Studies Institute

Creating a thriving educational environment

The Covid-19 pandemic has taught us that even with the most advanced technologies available, distance learning does not serve the needs of all students. Human interventions and support are still needed for many. The Global Studies Institute (GSI) in Doha has strengthened its live-classroom offerings with a model designed to support students' growth, resilience, self-advocacy, and achievement.



Ms. Amal Dib, Student Success Manager

GSI partners with three American universities: Arkansas State University, State University of New York Adirondack, and University of South Carolina. It offers world-class programs and

degrees from these universities via Live-Classroom technology to students in Qatar. The students enrolled in these programs receive instruction from qualified instructors based in the United States while being supported by GSI's on-campus comprehensive Student Success model to ensure that every student has all the tools, resources, and personalized support they need.

The model strives to engage and guide students to become self-directed, focused, engaged, connected, and valued. The Student Success Initiative was launched in the Spring of 2022 to provide interventions and support, especially for first-year students. Ms. Amal Dib, the Student Success Manager, asserted that students onboarding from high school had a lot of academic gaps. She added, "Research shows that a student's experience during the first year of college greatly influences their success in reaching their academic goals."

The Student Success Center offers a variety of services and programs to help students succeed while they are enrolled in any of the affiliated University's



programs and even after they graduate. The services include student success coaches, life and soft skills teaching, mentoring, academic advising, tutoring, and transfer services. Firdous Yassin, an Arkansas State University student said, "The student success coaches supported me throughout the semester. They

didn't hesitate to put the effort to show me the way to succeed, as they always made the time to answer my questions".

The Student Success Center also offers students the opportunity to engage in internships within and outside of GSI. In addition to that, it provides guidance for the students on how to apply for

a scholarship that best matches their profile, as GSI offers five different types of scholarships in addition to the College Work-Study Scholarship. As higher education institutions search for ways to improve students' performance, GSI seems to be on to something with its Student Success Model and approach.

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YOUR POTENTIAL

By Rehna Shajahan



Changing the world is a universal topic of interest. Regardless of the situation, there is an opportunity to be discovered. Discover it, chase it, and make it happen. I'm Rehna Shajahan, whose life was changed with a positive note during a phase of personal and global hardship. Have you ever been harshly criticized by those around you? Knowing my story will prove that your future is like clay in your hands. Being born and raised in Bahrain, I was not a brilliant student at a young age and was always compared with my sister, who was a topper.

Despite not being a bright student, I used to do well in the subjects I liked. Since I struggled with science subjects, I decided to study Commerce for my Plus Two. Due to the insistence of my parents, I chose science, returned to Commerce a month later to prove myself. And my grades began improving. Since I did well in my 12th grade, I got into a government college in Kerala for graduation. As my sister was pursuing higher studies at a central university in Delhi, I began dreaming of getting into one. The name of Jamia Millia Islamia caught my attention while researching the best central universities, so I began preparing for its Mcom (Masters in Commerce) entrance as I did Bcom (Bachelors in Commerce) for my graduation.

Finally, the results of the entrance examinations were released and I cleared the previous year's cut-off. I moved with my whole family to Delhi with the hope of clearing the cut-off. It was unfortunate that I lost my admission by only 0.5 points when the cutoff was announced. I didn't look for a second option even after scoring almost 90 percent for graduation during that time when my life was a big question mark. It taught me 2 lessons: "Confidence is good, however, overconfidence usually sinks the ship" and "Be geared up with an alternative in case you aren't certain about something". Not even in my wildest dream, I thought that 0.5 marks could have such an effect on my life. Even being a zero in front of my friends and family, I had a spark of hope and I strongly believed that in

every hardship there is a relief. With the support of my family, I continued to stay in Delhi. It was the time when I decided that if today I couldn't achieve my goal, I would try to reach a higher goal tomorrow. And that's how I joined for two masters through distance mode, MSW (Masters in Social Work and PG Diploma in Guidance and Counselling) simultaneously.

Some people come into your life and help you out in difficult times without expecting anything in return. There were two such people in my life. One of them was Dr. Habbetul Rahman, professor of social work, Jamia Millia Islamia in New Delhi. He was the one who gave me a great opportunity to work on a government project by trusting me. And the other was Dr. Sharnas Muthu. She is the one who made me a social activist in Delhi, working with Women's Manifesto, an NGO, which aims to empower women. And she was the one who inspired me to set a world record. I'm mentioning this because many people experience success and then forget about those who helped them to get there and I don't want to be one of them. A person of dignity will never forget the people behind their success, and a person without will. At this stage in my life, my personality was fully formed and my goals were higher and I started preparing for my MBA. And when the results came out, I was the only person in our state to get an MBA in Entrepreneurship. Sometimes you have to go through hard times to understand how capable you are. My education continued online right after my second semester when Covid-19 hit the world.

With everything digitized, online courses have flourished everywhere. Online courses are a relatively new form of learning, allowing students to access their programs over the Internet through a new learning environment. E-learning can benefit people of all ages. No matter what your experience, many online course certification programs can help you expand your knowledge and become a better person in today's competitive job market. Online certification programs remove financial and geographical barriers



to quality education. As an MBA student, I decided to improve my resume by taking certain online courses. So I decided to start researching online courses and their scopes. Research is important because it helps to have a detailed analysis of everything. When you have a proper in-depth analysis of any topic, the result comes out to be fruitful, and also the knowledge is enhanced. After several months of intensive research, I have found that many multinational companies offer online courses that are too free. I have mentioned a few names that have an e-learning platform. I believe knowledge increases by sharing but not by saving and it's a way to achieve immortality. And always remember nobody can steal your knowledge and we should try to give it to those who need it.

Google- Google Digital Unlocked YouTube - YouTube Creator Academy

Microsoft - Microsoft Advertising Certified Professional

Amazon - AWS Training & Certification

Facebook - Facebook Blueprint

CISCO - CISCO Networking Academy

Canon - Canon Online Courses

hp - hp Life e-learning

Glow & Lovely (Fair & Lovely) - Glow & Lovely Foundation

L'Oreal - L'Oreal Access

IBM - IBM Training

Twitter - Twitter Flight School

WHO - OpenWHO.org

UNICEF - agora.unicef.org

Always thoroughly research the free online courses available before paying for online courses. There are many free online courses available on well-known platforms. An online certification program from a reputable institution can result in quality employment. The sky's the limit for students who wish to enhance their knowledge and wish to get jobs in the public or private sector, thanks to the availability of skilled faculty and high-quality learning resources. Recorded activities let you learn at your own pace, no matter where you are. Online learning and assignments allow you to learn on your terms and save time and money on travel. Online courses also provide the opportunity to learn without investing in expensive software and reduce maintenance costs and infrastructure investments. Decent job creation is a positive result of accredited online courses from reputable educational institutions.

In the meantime, I had passed about 55 certificates at one time, and I mentioned this to Dr. Sharnas Muthu in a casual conversation. She kept that in her mind and asked me to try for world records after a few weeks. First I took it as a joke, then I thought that I was a woman branded as useless, and now I am chasing three masters with real-life experiences. Why not give it a try? You never know if you can do it or not until you try it yourself. Then I decided to give it a try with a little hope. The category of world records I tried was 'maximum online certification in 24 hours and the previous record was 75 certificates per day.

On November 28, 2020, I started taking online courses in the early morning. I was able to earn 15 certifications at a time and, as always, I believed in myself and continued. When I counted the certificates at 11pm, there were only 66, I had to pass 9 more in an hour to set the world record. My energy was all drained out as I was sitting in front of the computer since morning. Then I stopped the process of counting certificates as I was losing concentration and continued pursuing. When the time struck 12am I stopped, closed my eyes, and prayed for one min before counting. The moment I realized I had crossed 75 certificates, I became the happiest person in the world. Following the world record, I have been recognized worldwide with national and international awards. I also had the opportunity to share my life story on Josh Talks, India's leading motivational platform. Always remember don't be ever afraid of "change" because God will never take anything from you without replacing it with something better.

Everyone is born with inborn talent, and the only task is to identify and chase it. There will be times when no one will support you. Prove it and make it happen in front of them. People will start to trust you as soon as you start to believe in yourself and start working for it. Now my family supports me. For me, giving up is not just an option when I have a supportive family, especially my husband, Ebrahim Riyaz, who works as an engineer. Always try to stay away from poisonous people who aren't worth your time. When someone treats you badly, remember that it's because they have a problem, not you.

Normal people don't wander around and don't ruin other people's lives. You don't have to feel guilty about removing toxic people from your life. No need to make room for people who hurt you or make you feel small, whether someone is a relative or a friend. It is one thing for a person to acknowledge their actions and try to change them. But if a person disregards your feelings, ignore your boundaries, and continues to treat you in a harmful way they need to go.

Never be disappointed by what you haven't got because something better is waiting. You never realize how strong you are, until being strong is the only choice you have. And I have proven it with my life. Just go with the flow because the only predictable aspect of life is its unpredictability.

The writer has made it to the International Book of Records for completing 81 online courses in just one day.

Ministry of Education determines scores distribution methodology



The Ministry of Education and Higher Education has clarified in a circular issued to heads of public and private schools that are enforcing national standards in Qatar the methodology of students scores distribution for the first academic class 2022-23.

This is based on the Ministerial Decision No. 2 with respect to the academic calendar of the same year, due to the lack of mid-term examination for the first semester with respect to grade 1 to 11 for the day schools, taking into account the exceptional circumstances of this year.

According to the decision set forth in the circular and based on the requirements of the public interest, the total scores allocated for the first, second and third classes of day schools for the first semester of the year 2022-2023 shall be 40, from which 20 marks shall be dedicated to evaluating the students' performance in the first half of this class. The evaluation degree of student for this period is calculated starting from August 21 until September 29, in accordance with the evaluation tools set forth in the circular which include the short class evaluations, participation, in addition to curriculum activities.

The circular added that schools shall embark on monitoring the students' scores on the public service portal of National Student Information System (NSIS) in the same slot designated for that, and issuing certificates for the same mentioned period.



Also, it has been decided to allocate 20 scores to further evaluate the students performance in the second half of the first semester, in which the student score shall be calculated for this period starting from October 2, until the examinations of the end of the first semester on November 6. However, scores distribution shall be conducted based on the approved evaluation tools and in accordance with the evaluation policy determined by the circular.

With respect to the second semester, the total designated scores is 60, and scores distribution shall be both in the mid-term examination and at the end of semester exam in accordance with the approved and enforced evaluation policy. However, with respect to the classes from 4 to 11 (Daytime) the total score

allocated is 40 to be further distributed based on the evaluation tools determined by this circular. The student evaluation score shall be calculated for this period starting from August 21 to September 29.

The schools shall, likewise, embark on monitoring the students scores on NSIS in the same designated slot and issue the certificates for the same mentioned period.

However, with regard to the second academic class, the total designated scores is 60, and their distribution shall be made on the second term semester, works of the second term and the end of the second semester exam, in accordance with the approved and enforced evaluation policy.

As per circular, schools shall issue reports and school certificates of students performance for the entire daytime classes from 1 to 11 for the academic year 2022-2023, while classes from 1 to 11 home and adult education, scores distribution shall be for the first and second class, including the second round. This is in addition to monitoring the scores and issuing the certificates accordingly, based on the enforced evaluation policy in this respect.

As for daytime, home and adult education classes, the scores distribution shall be for the first and second semesters, the monitoring of grades and the issuance of certificates shall be in accordance with the approved and enforced evaluation policy.

A Carnegie Mellon degree in the heart of the Middle East

In 2004, Qatar Foundation and Carnegie Mellon began a partnership to bring our unique style of education to Qatar. A private, global university, Carnegie Mellon University attracts a certain type of student: motivated, inventive, and driven to make a difference. The campus in Education City brings together CMU's quirky, visionary approach and Qatar's drive for knowledge and advancement.



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- **Information Systems** students learn to design, deliver, and use technology to solve problems for companies, governments, and society. Students build a solid foundation in computing, communications, and software development, while also exploring the human impacts of technological change.

The CMU-Q student body is exceptionally diverse, representing 60 nations. Students form a busy and active community, participating in clubs, organizing events, and competing in local and international contests. The low student-to-professor ratio means students receive unparalleled individual attention.

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LEARN MORE

Doha Debate selects 17 for 2022 Ambassador Program



Seventeen young individuals studying and working in Qatar have been selected to participate in the 2022 Ambassador Program offered by Qatar Foundation's Doha Debate. More than 300 young people worldwide applied to be part of this year's program, which will feature renowned international guest leaders.

The participants in the program will join a cohort of 42 aspiring leaders from around the world who will learn advanced communication skills to engage in productive, solutions-oriented discussions of complex global issues. These ambassadors, who are between the ages of 17 and 28, represent 16 countries on five continents. The program will focus on honing ambassadors' discussion and negotiation skills as they tackle critical issues like climate change, gender equality, and disability justice, seeking to find common ground with peers who have diverse worldviews.

Doha Debate's 2022 Ambassador Program includes students from Qatar University (QU), and Qatar Foundation (QF) partner universities: Georgetown University in Qatar, Northwestern University in Qatar, and Virginia Commonwealth University School of the Arts in Qatar, as well as a member of the Qatar Armed Forces.

In this regard, Managing Director of Doha Debates Amjad Atallah expressed his delight that this new group of young ambitious individuals has joined the Doha Debates' Ambassador Program, after the successful launch of the program in summer 2021, pointing out that "the program takes Doha Debates' mission to a new level, helping a selected group of extraordinary future leaders develop the skills they need to bridge divides and work together to solve urgent problems."

"After a tremendously successful launch last summer, we are thrilled to welcome a new cohort of the Doha Debates Ambassador Program," Amjad added, extending his thanks to QF for its support of this unique initiative.

The Ambassador Program is facilitated in partnership with Shared_Studios, a global, purpose-driven startup using innovative technology to build connections and enable collaboration anywhere in the world.



The officials attending the conference.

Qatar takes part in GCC-Jordan education talks

The State of Qatar participated in the fifth meeting of the Gulf Council Countries (GCC) and the Hashemite Kingdom of Jordan joint working team in the field of education, held in Jordan's capital Amman.

The meeting discussed the adoption of the executive program of the 2023-2027 joint work plan in sectors of education and higher education as well as meetings of specialized team works in the fields of general education, higher education and technical education.

Addressing the meeting, HE Undersecretary of the Ministry of Education and Higher Education Dr. Ibrahim bin Saleh Al Naimi affirmed that such meetings and their ideas, proposals and programs will serve as a work plan for cooperation in the fields of education and higher education within the coming five years.

He also urged benefiting from scientific, practical, research, academic and training experiences and considering means to overcome the traditional thoughts in education, stressing the necessity of focusing on various experiences in the fields of technical education and vocational training along with other fields that cope with international developments and its related job market challenges and unemployment rates.

His Excellency also called for boosting concepts of academic accreditation and guaranteeing a top-notch education as key factors for institutions to upgrade their competitiveness based on development and modernization.

The three-day meeting included field visits to a number of Jordanian universities, other higher education facilities and some schools.

VCUarts Qatar

A Center of Creativity and Opportunity



Rising to the challenges of a rapidly changing world, VCUarts Qatar is where new things happen every day, ideas flourish and creativity is in abundance.

Through its innovative programming which utilizes adaptive technologies to facilitate traditional classroom pedagogies and innovative online, remote learning, the Education City-based University opens up the exciting world of art and design to young Qataris, residents and international students. The University makes possible the choice of rewarding careers as artists, teachers, designers, entrepreneurs and creative professionals in the arts and design world and beyond.

VCUarts Qatar is the overseas sister campus of the internationally renowned Virginia Commonwealth University's prestigious School of the Arts in Richmond, Virginia. VCUarts in Virginia has been a top-ranked art and design program in the United States for more than 10 years, according to U.S. News & World Report.

Established in 1998 through a partnership with Qatar Foundation, VCUarts Qatar offers students the opportunity

to earn a Bachelor of Fine Arts degree in graphic design, interior design and painting and printmaking, a Bachelor of Arts degree in art history and a Master of Fine Arts degree in design. In addition, VCUarts Qatar's Libraries have the broadest range of art and design books in Doha, as well as the region's only Materials Library. The current student body consists of nearly 300 students representing 33 nationalities, and over 900 alumni.

Works by students and alumni from VCUarts Qatar have featured in exhibitions everywhere from Doha and Dubai, and from Paris to Moscow to Hong Kong, and at its home campus in Richmond, Virginia.



The students' creativity and inspiration is fueled by participation in world class art and design events, and field trips to study, work and network, as well visits by internationally acclaimed designers and artists such as Hassan Hajjaj, Richard Serra, Shirin Neshat, Jeff Koons, Lawrence Abu Hamdan, Diane von Furstenberg, Reza Abedini, Marina Abramović, Wissam Shawkat, and Hector Ayuso.

Major events by VCUarts Qatar include the upcoming Hamad bin Khalifa Symposium on Islamic Art, the BFA + MFA exhibition by graduating students, the Tasmeem Doha art and design conference, as well as exhibitions and lectures on everything from art and technology, to product development and pop culture.

The Qatar community is welcome to explore their creative side at VCUarts Qatar. Short courses in art and design are offered to all through the university's Community Education Program. No prior experience or education is required and the courses take place throughout the year.



VIRGINIA COMMONWEALTH UNIVERSITY SCHOOL OF THE ARTS IN QATAR



Steps afoot to set up national commission 'to enhance higher education quality'

Qatar is in the process of establishing the National Commission for Qualifications and Academic Accreditation to ensure the quality of higher education, HE the Minister of Education and Higher Education Buthaina bint Ali al-Jabr al-Nuaimi has said.

She also noted that the number of school hours in Qatar is 7,530, which is close to the Organisation for Economic Co-operation and Development (OECD) average of 7,590.

HE the Minister made the observations during an interview with Qatar Television recently, discussing the outcomes of the educational process in Qatar and the ministry's plans for the next phase.

"Education is a top priority for our wise leadership, and it is an essential pillar of Qatar National Vision 2030 (QNV2030)," she said, as highlighted in an infographic published by the Government Communications Office.

HE the Minister informed that 99.2% of teachers and 92.8% of students used the 'Qatar Education' platform, whereas only 9% of parents did so.

"The enrollment rate in early education in Qatar has reached 45%, which is average, and we aim to enhance and increase it," she noted.

She also pointed out that no authorisation is given to establish a private school without ensuring quality standards to guarantee the quality of the output and the educational process.

Meanwhile, under the guidance of HE the Prime Minister, a ministerial committee was established to research the behavioural issues of adolescents.



HE the Minister said there are five schools for individuals with disabilities and 70 schools for boys and girls that implement this category's integration programme at varying stages.

On teachers, she said: "The working conditions of teachers in Qatar are superior to those in other countries in the region, and we are working to provide incentives related to capacity building.

"We have several initiatives to encourage college and high school graduates to join the teaching profession."

According to HE al-Nuaimi, the 'Tomooh' programme has recruited 1,200 male and female high school graduates into the teaching profession since its inception in 2011.

Qatar has 34 institutions of higher education that offer 365 academic programmes, a diversity that serves the needs of the labour market, she highlighted.

"Partnership with parents and other State institutions is essential for the achievement of QNV2030 and the success of the educational process," she added.

HE the Minister said the student is at the centre of the educational development process, along with values and ethics, and strategic directions.

The Ministry of Education and Higher Education (MoEHE) has held national consultations on how

to improve the educational system with some 50 entities and stakeholders.

She also touched upon the national strategy for e-learning, noting that Qatar has been one of the first countries in the region since 2012 to introduce e-learning in its schools, and continues to improve this system through which it wants to achieve governance, inculcate a digital culture for students, and facilitate the development of digital content - providing an educational structure that enables comprehensive access and communication.

She said all teachers were trained through the training and development programme to link their performance to e-learning through the 'Qatar Education' platform. She noted the importance of partnering with parents to activate their participation and effective communication with the school.

Regarding future directions, HE the Minister referred to the 'My School My Community', 'Good Start' and 'Towards Excellence' initiatives.

She stressed that the students' voice is important and they must have a role. Accordingly, they will have a committee that will participate in consultations, which will be active in the second semester, just like the advisory committee for principals and the teachers' committee. She also highlighted the importance of providing vocational guidance, which will start from the preparatory stage. There is co-operation with the Qatar Career

Development Centre to train mentors in this field.

HE the Minister said students with special needs enjoy the same rights and all of the above applies to them with respect to the rest of the students. She also emphasised the expansion of specialised schools for people with special needs and said efforts are being made to transform and rehabilitate them to integrate them into regular schools.

She noted the importance of partnering with private schools to find a variety of options for curricula and teaching methods. The ministry's role is to support and advance the private and public sectors for continuity and quality.

HE the Minister concluded on the topic of higher education, saying that Qatar is an attractive environment for higher education, as it offers distinguished education to students of several different nationalities, while scholarships abroad remain important to provide Qatari students with cultural, life and practical experiences.



'My Skills, My Future'

HE the Minister of Education and Higher Education Buthaina bint Ali al-Jabr al-Nuaimi recently announced the 'My Skills, My Future' initiative and emphasised that protecting the national identity, digital transformation, support for educators and reinforcement of higher education to meet the needs of the job market are some of the key components of Qatar's education.

HE al-Nuaimi made these observations while speaking at Qatar Foundation's Education City Speaker

Series Bel Arabi at Qatar National Library, held in collaboration with the Ministry of Education and Higher Education. 'My Skills, My Future' is currently in its planning stage, and is aimed at supporting students to develop their future skills - such as technological and communication skills - through curricula and education camps, enabling them to meet the challenges of the labour market. It is one of 13 initiatives as part of the ministry's strategic plan for education, four of which were unveiled this week.



HE the Minister highlighted the importance of protecting the national identity of Qatar's young people from "cultural dissolution" in the information age, and equipping its students with 21st-century skills. She also noted the importance of adapting to the changing education scenario after the Covid-19 pandemic.

"Education prior to Covid-19 is different from what it is after the pandemic. There is a belief that we have to re-conceptualise the system of education. Education has to change in the aftermath of the pandemic which is reality. We have to set the different strategies to overcome the negative impacts of the pandemic," she noted.

HE al-Nuaimi also spoke about how Qatar's e-learning strategy aims to elevate students' digital skills and "stimulate their curiosity in modern methods of learning", and the process of shaping the nation's education roadmap for the next eight years.

"Education is a humanitarian and social process. Its primary goal is to nurture active and good human beings who believe in their role in building their society and their nation, and in contributing to spreading goodness, justice and beauty in this world," she said.

She explained that Qatar's strategic direction for education places students at its core "so they can seek lifelong learning provided by education, flexibility, curiosity, passion and creativity", with a focus on

teachers as "role models" who "inspire and empower themselves to achieve excellence". She remarked how the views of both students and teachers had been sought in shaping Qatar's e-learning strategy, and described schools as being "a student's second home, and they need to feel they belong there in order to grow".



"Education is a great responsibility that rests on everyone's shoulders - let's work together to keep the torch of learning glowing and make Qatar a beacon of science, knowledge, and peace in the world," she exhorted the gathering.

The discussion - which took place in the Arabic language - saw HE the Minister say: "It is imperative for us to have policies and frameworks in place to protect our young people and their national identity from cultural dissolution amid the unprecedented flow of information that comes to them across all communication channels.

"Our national and local identity and our culture - inspired by our religion, our customs and traditions, and our Arabic language - is the foundation of this. It is at the core of building the Qatari personality, which is rooted in our values while at the same time being open to the world."

HE al-Nuaimi pointed out that educating children and young people "is no longer confined to sciences, or gaining knowledge", saying: "Human skills are very important in dealing with the challenges of life."

"That is why we have focused on developing our students' 21st-century skills, encouraging them to think in a critical way which will help them transition smoothly to higher education, and then to be competitive in the regional and international labor market while being aware of the needs of this market," she added.

Reflecting Qatar Foundation's commitment to accessibility and inclusivity, the Education City Speaker Series Bel Arabi event with HE al-Nuaimi was held with Arabic sign language being available.



Tips for choosing and applying to Universities

projects, modules, trips you will receive and they will be running when you are there: just because they offer it now, it doesn't mean they will continue to! Make sure you know what you're getting.

Don't obsess over finding the 'best' university

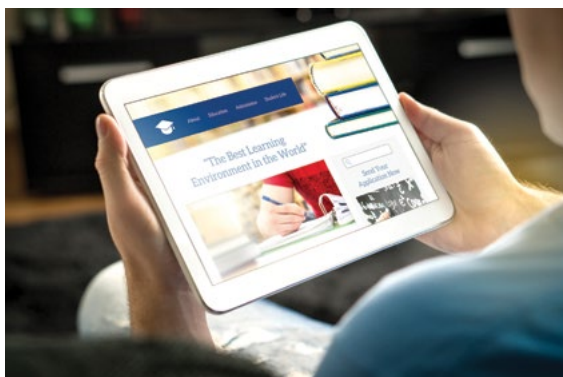
When I was applying I spent a disproportionate amount of time looking at university league tables, working out which was the best university I could possibly go to, and it wasn't helpful. Since being at university I've learnt that league tables rely heavily on a measure of research output, so they are not directly evaluating my university experience. If you're going to look in detail at a metric, make it student satisfaction scores – you want to go to a university and study a course where current students are happy. You'll realise there's more to life than statistics and prestige, and you'll gain the most from a university where you enjoy studying and living.

By Laura Warner

So here is a list of top things to consider and check out if you're applying to university.

Make sure you're doing what's best for you

If you're applying for university, make sure it's because you want to go. When deciding on which course to study, make sure it's because you enjoy it. When working out where you'll go to university, make sure it's a place you want to (and can afford to) live in for the duration of your degree. I would absolutely recommend taking advice from teachers, parents, friends, current students – and sometimes these provide the best insights into university – but be careful to ensure that the final decision is your own, and one that you're happy with.



Make sure you're applying for the course, not the university

Too many students pick their university choices based on the university itself and not the course they're going to be studying, and this will rarely end well. I

knew that UCL would allow me to specialise in Human Geography after my first year, and had a strong Politics and Government research strand which matched my interests. There's nothing worse than picking a course and then realising that your favourite subjects from A-Level are nowhere to be seen in it.



Work out whether you want to go to a research university or a teaching one

Research universities' primary focus is research, and teaching universities teach: it's about as simple as that. I chose a research university because of the prestige associated with it, but that's meant that I get less teaching time – approximately between four and six hours per week. You'll almost certainly spend more time in lectures and seminars at a teaching university, and less time allocated to independent study and the benefits of this vary depending on how you work best. If you're not easily motivated and don't enjoy working by yourself, opt for a teaching university! Even if you do, be aware that it's hard to structure your week around only a few hours of teaching – even for the most driven students!

It doesn't matter what they offer at the moment, it matters what they offer when you're there

As a Geographer, a degree course with some good field-trips was important to me. At the open day I heard of trips to America and Australia, which really excited me, but none of which were offered when I arrived at university. Always ask the question what



When you get there, always demand more of the university

Universities get away with not providing the services they advertise all too easily and it is not good enough. From day one if you're not getting the lectures you expected, the essay feedback they promised, a quality of teaching deemed reasonable, and access to clubs, societies, careers services, health centres and accommodation, ask questions and demand answers. I spent my first year at university pretty sad: it wasn't what I expected and it definitely wasn't living up to any of my expectations. I spent my second year angry that I wasn't receiving the service that was advertised to me when I accepted my place, and indeed the one I was paying £9,000 a year for. I'm spending my third year insisting that changes are made, and being proactive in helping these occur. This is simultaneously one of the most important and frustrating things I've done at university.

AL RAYYAN INTERNATIONAL UNIVERSITY COLLEGE

Taking you to the next level of higher education

Al Rayyan International University College (ARIU) is the successor of the first private university in the State of Qatar, which was opened in September 2000. Providing business-related degrees for more than two decades, ARIU has become one of the leading institutions for higher education in Qatar.



The university has a strategic partnership with the University of Derby in the UK. Through this partnership, ARIU offers top-ranked UK-accredited undergraduate and postgraduate degrees in the fields of International Business Management, International Tourism Management, and International Hospitality Management.

Their programmes are internationally recognised and accredited by the International Centre of Excellence in Tourism and Hospitality Education (THE ICE). ARIU is the only university in Qatar offering International Business,



Hospitality, and Tourism Management Programmes. The programmes and degrees ARIU offer are the same as those delivered at the University of Derby in the UK, and all graduates receive an internationally recognised UK-accredited degree from the University of Derby upon graduation.

The university recently moved to a brand new campus at Al Jazi Tower, West Bay, which is just five minutes walking-distance from the West Bay Qatar Energy Metro Station. The university is investing in the enhancement of their students' experience and providing them with an environment which is conducive to learning and personal growth. Its new campus is reflective of their new innovative approach to teaching and learning, and motivates their students to excel. The ultimate goal is to build a vibrant, diverse and multicultural university community in which students and faculty will thrive and develop their talent.

ARIU enrolls students twice a year, in February and September, and is able to offer student visa for international applicants. They also have full government scholarships for Qatari students on the International Hospitality Management or International Tourism Management Bachelors programmes.



With excellent opportunities for job placement and internships in world-renowned companies, ARIU is ideally positioned for providing students with great prospects for career development. Many of their former students work in different industries and companies, including airlines, event management firms, banks, hotels, resorts, oil and gas, and government entities.



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Forging boys into future leaders



أكاديمية فالي فورج
VALLEY FORGE ACADEMY

قطر QATAR

PREPARING FOR GREATNESS



The international team of staff, teachers and students at Valley Forge Academy Qatar (VFAQ) invite all to become a member of Valley Forge Academy family. At VFAQ, they strongly believe in working with families to raise boys to become future leaders. Moreover, they invite prospective families to tour the VFAQ brand-new campus that is purposely built to promote a healthy, active and technology driven learning environment for VFAQ boys. The modern campus stretches up to 420,000sq.ft. and is equipped to facilitate more than 1700 students. The amazing Pre-K building with shaded outdoor space and a central play area is the furthest along in their Phase I plan. The first floor of the Lower School Building is buzzing with excitement throughout the school day and will be fully functional (first and second floors operational) within this first academic quarter. The facilities building that is equipped with gaming facilities, sport fields and a swimming pool is set to finish later this year.

The school is currently accepting boys Pre-K to Grade 7 and will open up the next phase for Grade 8 to Grade 12 in the academic year 23/24. The school follows a strong American curriculum and prioritizes culture, religion and language. Valley Forge Academy has also woven Arabic and Islamic culture and religion into the school's fabric as an integral part of its operation. Cross-curricular coordination will ensure that all Valley Forge Academy students understand and appreciate Islam's role and values in Qatar, as well as the broader regional and global cultures.

The school is not only equipped with incredible facilities but also with the highest qualified and experienced staff members. All the staff members including teachers, learning assistants, counselors and administrators were carefully selected to make up this dynamic VFAQ team. Team members must exhibit a strong code of ethics and drive as they guide students towards becoming the future leaders of Qatar.

As Lower School Principal Clare Sharp says, "At Valley Forge Academy, we believe every child has the potential to become someone great. All it takes is the proper guidance. Our dedicated and passionate teachers treat each child as an individual, equipping them with everything they need to go on and lead an extraordinary life as a man. By instilling ambition, discipline and inspiring purpose, we are forging the next generation of leaders—preparing them for greatness in whatever path they choose to take through college and beyond".

and environmental osmosis occur both inside and outside the classroom. The American curriculum emphasizes independent and collaborative learning as students are taught to value lifelong learning. The curriculum is delivered using both innovative digital technologies and pedagogies.

Valley Forge Academy Qatar is still accepting admissions for boys in Pre-K to Grade 7. Families are encouraged to book a tour to receive all relevant information about daily school life, facilities, curriculum and assessments.



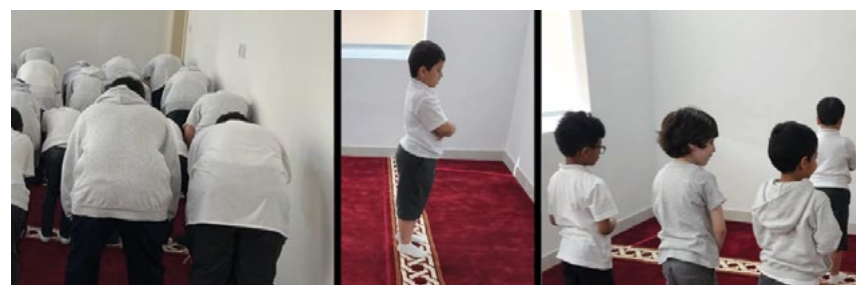
With the values of the five cornerstones that focus on academic excellence, character development, personal motivation, physical development, and leadership, the school aims to promote holistic growth and development. Instilling discipline, honour and pride, Valley Forge Academy Qatar aims to produce young men who will lead and contribute positively to society. The campus lead by VFAQ President Dr. Lea believes in a well-rounded education that will make these young men a credit to themselves, their families, and their country. Dr. Lea is an accomplished professional recognized as a vital leader in the overall success of multiple projects. He firmly believes and understands that investing time and energy in helping your sons become the future leaders of tomorrow will pay positive dividends to the future of Qatar and the international community.

Valley Forge Academy in Qatar implements a holistic learning environment where formal education



Tours are available from 8am – 12pm daily. No visitors shall be allowed without booking in advance to ensure the team is available to accommodate the visit. Bookings can be made via email to: info@vfaqatar.com.

For more information, visit: www.vfaqatar.com.





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