

SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

ABU DHABI EDUCATION COUNCIL
(Licence No. 109/1 Dated 1/10/1980)

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مدرسة الشيخ خليفة بن زايد البنغلاديشية الإسلامية

مجلس أبوظبي للتعليم

(ترخيص رقم ١٠٩ / ١ بتاريخ ١٠/١/١٩٨٠م)

ص.ب : ٨١٧٤ - أبوظبي

الامارات العربية المتحدة

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SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

Teaching & Learning Policy 2026

(Aligned with the National Curriculum of Bangladesh – Dhaka Board)

1. Purpose

The purpose of this policy is to establish a clear framework for effective teaching and learning aligned with the **Dhaka Board Curriculum**, ensuring high standards of education, student engagement, and holistic development. This policy also ensures full implementation of **MOE (UAE) subjects for Non-Arab students**, fulfilling local regulatory requirements and promoting respect for the UAE's national identity and values.

2. Scope

This policy applies to all teachers, teaching assistants, and students from **Grades JR KG to Grade 12**, covering all academic, co-curricular, and MOE-mandated subjects offered at the school.

3. Policy Objectives

1. To implement the **Dhaka Board curriculum** effectively across all grades.
2. To ensure learning outcomes are achieved as per national standards of Bangladesh.
3. To integrate **MOE subjects** (Moral Education, UAE Social Studies, Islamic Studies for Muslims, and Arabic for Non-Arabs) as per UAE Ministry of Education guidelines.
4. To align curriculum delivery with **ADEK inspection standards** and international benchmarks such as PISA, TIMSS, and PIRLS.
5. To promote inclusive, student-centered, and equitable learning for all learners.

4. Teaching Framework

a) Curriculum Alignment

- The school follows the **Dhaka Board Curriculum** as the main framework for academic subjects.
- **MOE subjects** are implemented for **Non-Arab students** in accordance with UAE Ministry of Education requirements:
 - ❖ **Arabic (for Non-Arabs)**
 - ❖ **Islamic Studies (for Muslim students)**
 - ❖ **Moral Education**
 - ❖ **UAE Social Studies**
- All subject syllabus are mapped with clear **learning outcomes (LOs)**, **teaching strategies**, and **assessment methods**.
- Teachers integrate cross-curricular links and emphasize moral, social, and cultural values.

5. Planning and Preparation

- Teachers prepare **weekly and termly lesson plans** aligned with Dhaka Board and MOE curricula.
- Lesson plans must clearly state:
 - Learning outcomes
 - Teaching methods and differentiation
 - Formative/summative assessment strategies
- Department Heads review lesson plans to ensure quality and compliance.
- Year-wise curriculum mapping ensures balanced coverage of both **Dhaka Board** and **MOE subjects**.

6. Teaching Strategies

- Instruction is **student-centered**, promoting critical thinking, creativity, and collaboration.
- Strategies include:
 - Direct teaching and guided practice
 - Group and inquiry-based learning
 - ICT integration
 - Differentiation for diverse learner needs

7. Differentiation and Inclusion

- Lessons cater to diverse student needs through modification and support.
- Teachers adapt content for:
 - ❖ **Students of Determination (SOD)** – modified learning materials, additional support.
 - ❖ **Gifted and Talented students** – enrichment activities.

- ❖ Collaboration with the **Inclusion Department** ensures appropriate accommodations.

8. Learning Environment

- Classrooms must be inclusive, safe, and engaging.
- Displays should include Dhaka Board and MOE content, showcasing student work and national identity themes.
- Teachers maintain positive behavior management and encourage independent learning.

9. Assessment for Learning

- Continuous **formative assessment** is used to monitor learning progress.
- **Summative assessments** follow Dhaka Board guidelines and internal benchmarks.
- **MOE subjects** are assessed as per Ministry requirements using descriptive rubrics and learning outcome-based grading.
- Feedback is timely, constructive, and used to plan interventions.

10. Monitoring and Evaluation

- Lesson observations, student progress tracking, and departmental audits are conducted regularly.
- **Academic Coordinators and HODs** provide feedback and guide professional improvement.
- Student attainment data informs curriculum planning and school development.

11. Professional Development

- Teachers engage in **Continuous Professional Development (CPD)** sessions focused on:
 - ❖ Dhaka Board teaching methodology
 - ❖ MOE subject implementation
 - ❖ Differentiation and inclusive education
 - ❖ Assessment literacy and digital pedagogy
 - ❖ Data Analysis

12. Homework and Independent Learning

- Homework reinforces classroom learning and builds independent study habits.
- It must be purposeful, age-appropriate, and aligned with curriculum outcomes.

13. Roles and Responsibilities

Role	Responsibilities
Principal	Oversee policy implementation, ensure Dhaka Board and MOE compliance.
Academic Coordinator / HOD	Monitor teaching quality, verify plans, and support MOE subject integration.
Teachers	Deliver lessons as per curriculum standards, differentiate, and assess effectively.
Students	Engage actively, show respect for diverse cultures, and uphold moral values.

14. Review and Evaluation

This policy will be reviewed annually or as required by the **Dhaka Board Curriculum, MOE,** or **ADEK directives.**

Reviewed Date: 5th Jan 2027



Principal

