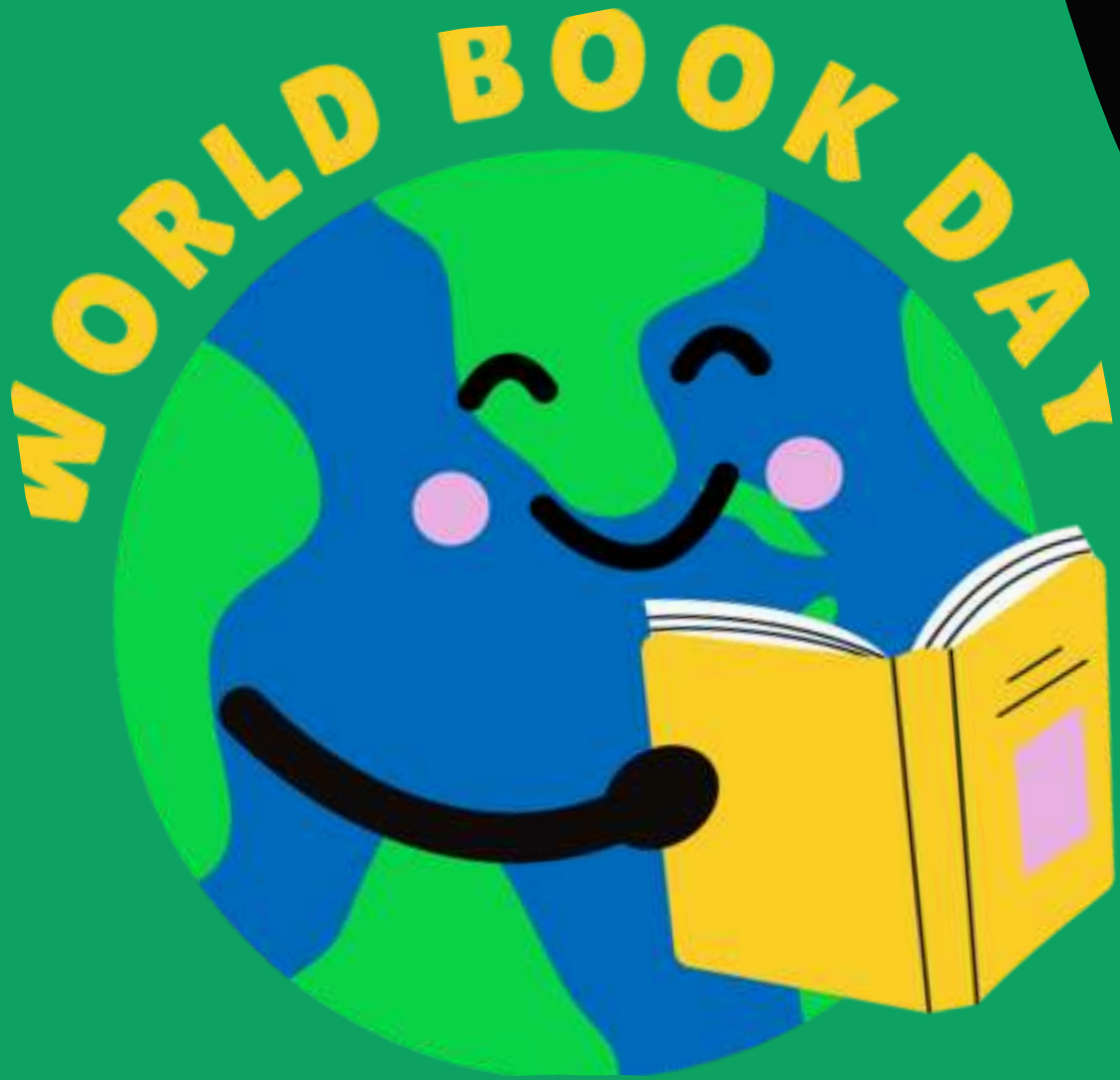




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# Secondary School Newsletter



**1st March 2024**



# Head of Secondary Message



Hello all,

As I sit down to draft this introduction, we are currently welcoming students from a remarkable 11 different countries to participate in DIAMUN! The diversity and vibrancy they bring to our school community is truly remarkable, and I couldn't be more delighted.

Last night's opening ceremony was nothing short of spectacular. I found myself utterly captivated by the sheer talent showcased throughout the event. From the captivating student performances to the articulate speeches, every moment was a testament to the incredible abilities of our students. What's even more impressive is the fact that this entire event was student-led and organised. It's a true testament to their dedication and leadership skills. We will cover the event in the next newsletter.

We are in the final run up to the International evening that will take place next Friday, 8th March and I wanted to thank all the parents and the PADIA team for all their work towards, what looks like will be our best one yet! Can't wait to see you all there.

Hope you enjoy the newsletter, see you all Friday!

Michelle

# Key Information

Friday 1st (Online) & Monday 4th March (Face to Face)

## **PTC Event**

This is an opportunity for you to meet with your child's teacher to discuss their progress and attainment

Friday 1st - Sunday 3rd March

## **DIA MUN**

The conference theme is "Innovating Towards a Sustainable Future"

Saturday 2nd - Saturday 9th March

## **Ski Trip - Verbier, Switzerland**

Slopes, fun and friends - unforgettable memories await!

Tuesday 5th March

## **Water for Life**

A fundraising opportunity to build awareness of the global issue regarding access to water for all

Wednesday 6th & Thursday 7th March

## **Year 11 - Language Acquisition Oral Exams**

The language oral exams are an integral part of MYP assessment - good luck to all!

Thursday 7th March

## **World Book Day**

Always a hotly anticipated day in the calendar. This year, our theme is villains - we cannot wait!

Friday 8th March

## **International Day/Evening**

A wonderful celebration of culture, diversity and community - we look forward to celebrating with you

# Key Information

Tuesday 12th March - 7.45 - 9am (Presentation Hall)

## **Pastoral Parents Session**

A parent information session, delivered by Amarylis Harris (Reverse Psychology) focusing on 'Supporting an Anxious Brain.'

Wednesday 13th March - 6.30 - 8.30pm - School Canteen

## **Senior Iftar**

This is an opportunity to celebrate the Holy Month of Ramadan together as a school community

Thursday 14th March - 7.30am - School Canteen

## **Personal Project Information Session (Year 10)**

An introduction to the MYP Personal Project (please read the later section on the Year 11 PP Exhibition)

Monday 18th March

## **CA2 Reports Issued to Parents (Year 7-9)**

The penultimate report in the academic calendar for MYP Year 7-9 students.

# MYP PROJECTS

MYP projects are student-centred and age-appropriate, and they enable students to engage in practical explorations through a cycle of inquiry, action and reflection. MYP projects help students to develop the attributes of the IB learner profile; provide students with an essential opportunity to demonstrate approaches to learning (ATL) skills developed through the MYP; and foster the development of independent, lifelong learners



MYP students in their final year (Year 11) explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners. The students start thinking of their project at the end of Year 10.

## PERSONAL PROJECT

In MYP 3 (Year 9), students work on their community project which is an opportunity to focus on community and service, encouraging students to explore their rights and responsibilities to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

## COMMUNITY PROJECT



# YEAR 11 PERSONAL PROJECT EXHIBITION

MYP ACADEMIC TEAM

In the bustling PE Hall, the excitement electrified the air as Year 11 students of took part in their much-anticipated Personal Project Exhibition on February 22nd. Amidst the flurry of last-minute touches and nervous anticipation, each student stood proudly beside their creation, a tangible manifestation of their passion, creativity, and perseverance.

In one corner, a student proudly presents a meticulously crafted documentary shedding light on the plight of endangered species, aiming to raise awareness and inspire action. Across the room, another student showcases an innovative mobile app designed to promote mental wellness among teenagers, born out of personal experience and a desire to make a difference.

As visitors weave through the exhibits, they are captivated by the diversity of ideas and the depth of thought invested in each project. Conversations spark, ideas exchange, and inspiration ignites as students articulate their journey of discovery and growth.



The Personal Project Exhibition is more than just a showcase of academic achievement; it is a celebration of individuality and ingenuity. Students have spent months pouring their hearts and souls into their projects, exploring topics ranging from environmental sustainability to the arts, from technology to community service.



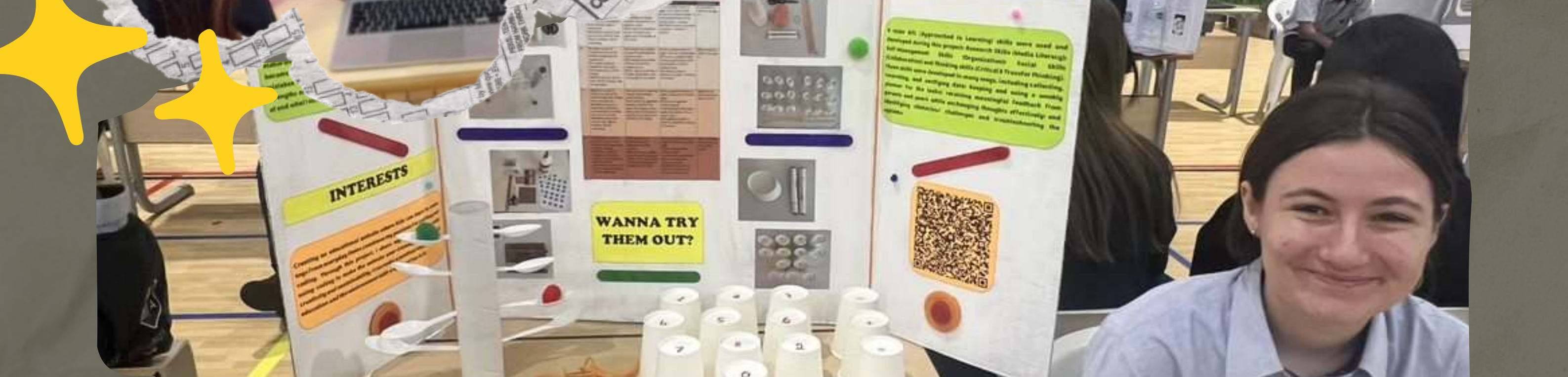
As the doors close on the Personal Project Exhibition, the echoes of inspiration linger in the minds of all who attended. For the Year 11 students, it is not the end, but rather the beginning of a lifelong journey of curiosity, creativity, and contribution.

The Personal Project Exhibition is not just about the final product; it is about the process. It is about the late nights spent researching, the setbacks faced and overcome, the moments of self-doubt transformed into triumph. It is about the skills acquired, the lessons learned, and the personal growth experienced along the way.



For the Year 11 students, the exhibition marks a significant milestone in their academic journey, a culmination of their exploration of the MYP's key concepts and approaches to learning. It is a moment of pride for both students and educators alike, a testament to the power of inquiry-based learning and the potential of young minds to make a meaningful impact on the world around them.





# DC BOOKS

everyone has a good book



## WELCOME TO DIA **BOOK FAIR**

Dubai International Academy EH  
**4TH – 8TH OF MARCH 2024**  
8 am – 3 pm

KG1 Campus  
**5TH OF MARCH**  
8 am – 2 pm





# BOOK WISH LIST

## DIA EH LIBRARY



Welcome to DIA BOOK WISH LIST!  
The suggestions on this list will be considered when placing book orders for DIA EH Library.

While we cannot guarantee that all wishes will come true, listing them increases the likelihood and helps us to better serve and connect with the needs and interests of our DIA readers.

### STUDENTS



### PARENTS



### STAFF



MAKE A WISH BY MARCH 10TH!  
PRESS THE LINK OR SCAN THE QR CODE.

# WORLD BOOK DAY

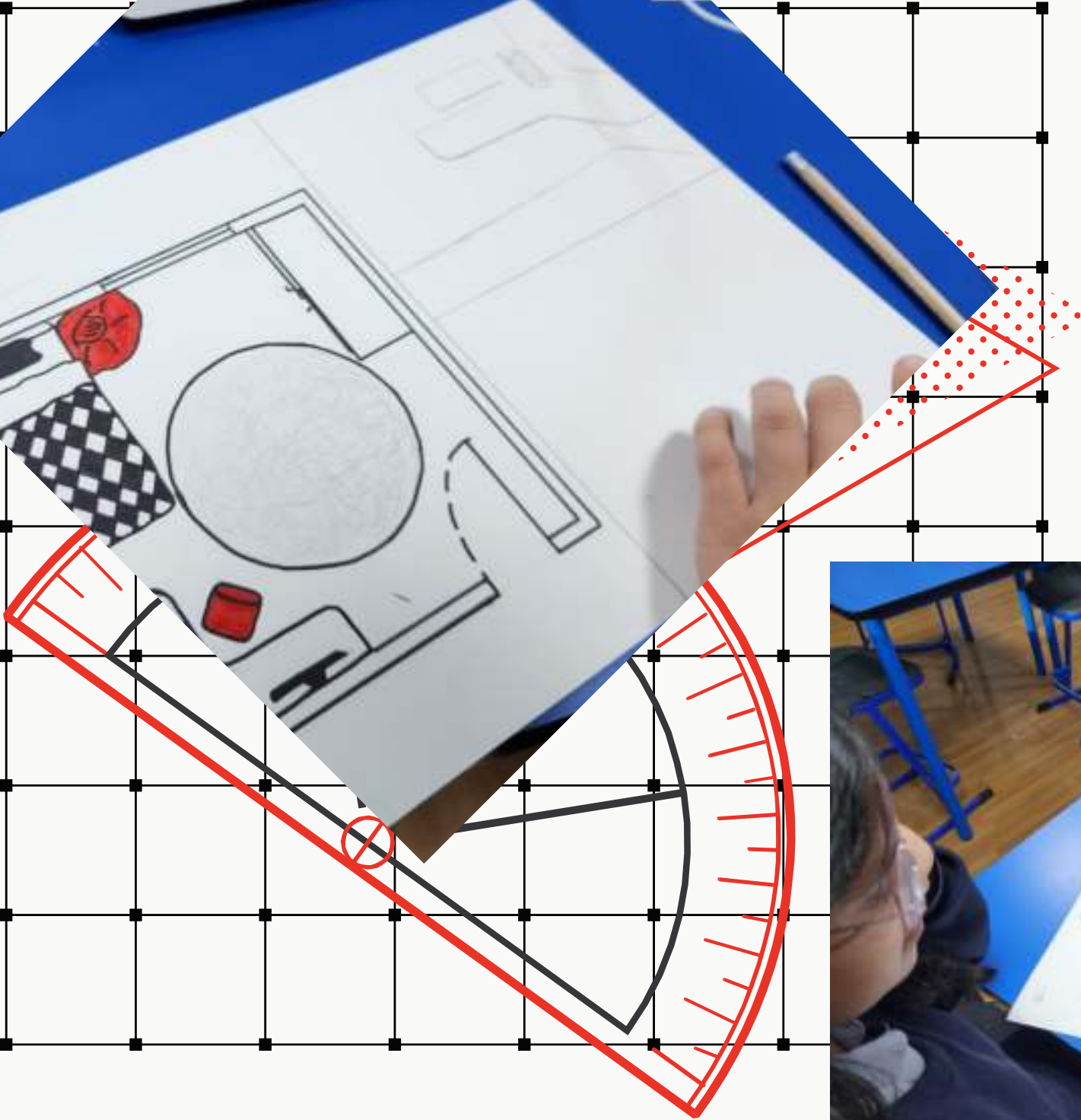
## THURSDAY 7TH MARCH



# DRESS UP THEME: VILLAINS



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"I am interested in being an interior designer, the course has really helped understand how designer plan their projects," Allegra De Mitri 8C

## Future Skills: Years 7 & 8

# INTERIOR DESIGN

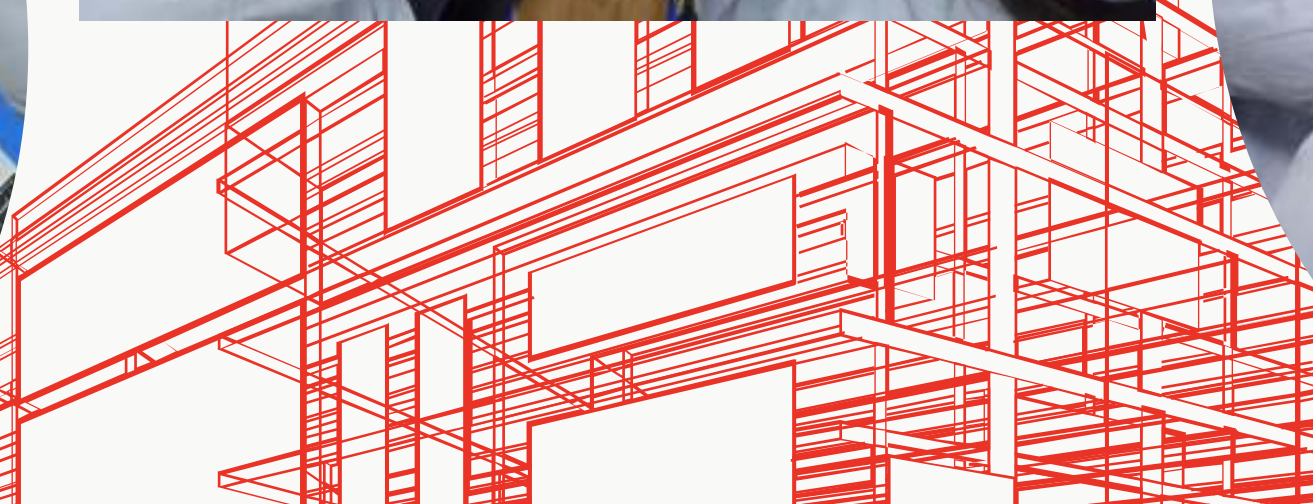


Our Future Skills Interior Design course encourages students to think creatively and develop their own unique style. By exploring different design concepts and experimenting with materials and textures, they will gain confidence in their abilities and develop a deeper appreciation for the creative process.



"The course is fun and calming, and I get to learn a lot about different architecture styles, history and sketching," Teresa Johnson 8F

"I love this course, as it is the perfect outlet for my creativity and an escape from reality," Vedansh Bhanot 8F





# DP ARTS EXHIBITION

- THIS WEEK, OUR VISUAL ARTS IB DIPLOMA PROGRAMME EXHIBITION SHOWCASED THE WORK OF OUR 10 HL VA DP2 STUDENTS, EACH PRESENTING THEIR UNIQUE PERSPECTIVE ON A RANGE OF THEMES THAT ARE RELEVANT TO THE WORLD AROUND US. WITH OVER 90 PIECES OF ARTWORK ON DISPLAY, THIS EXHIBITION TRULY CELEBRATED CREATIVITY AND EXPRESSION.
- THE EXHIBITION'S THEMES WERE PERSONAL AND UNIVERSAL, WITH EACH STUDENT USING THEIR ART TO CONVEY A POWERFUL MESSAGE. "HOW WE LOVE AND WHY", "PIECE OF MIND", "ESCAPISM", "SELF-REFLECTION", AND "THE WAY WE WORSHIP" WERE JUST A FEW OF THE THOUGHT-PROVOKING TOPICS THAT WERE EXPLORED.

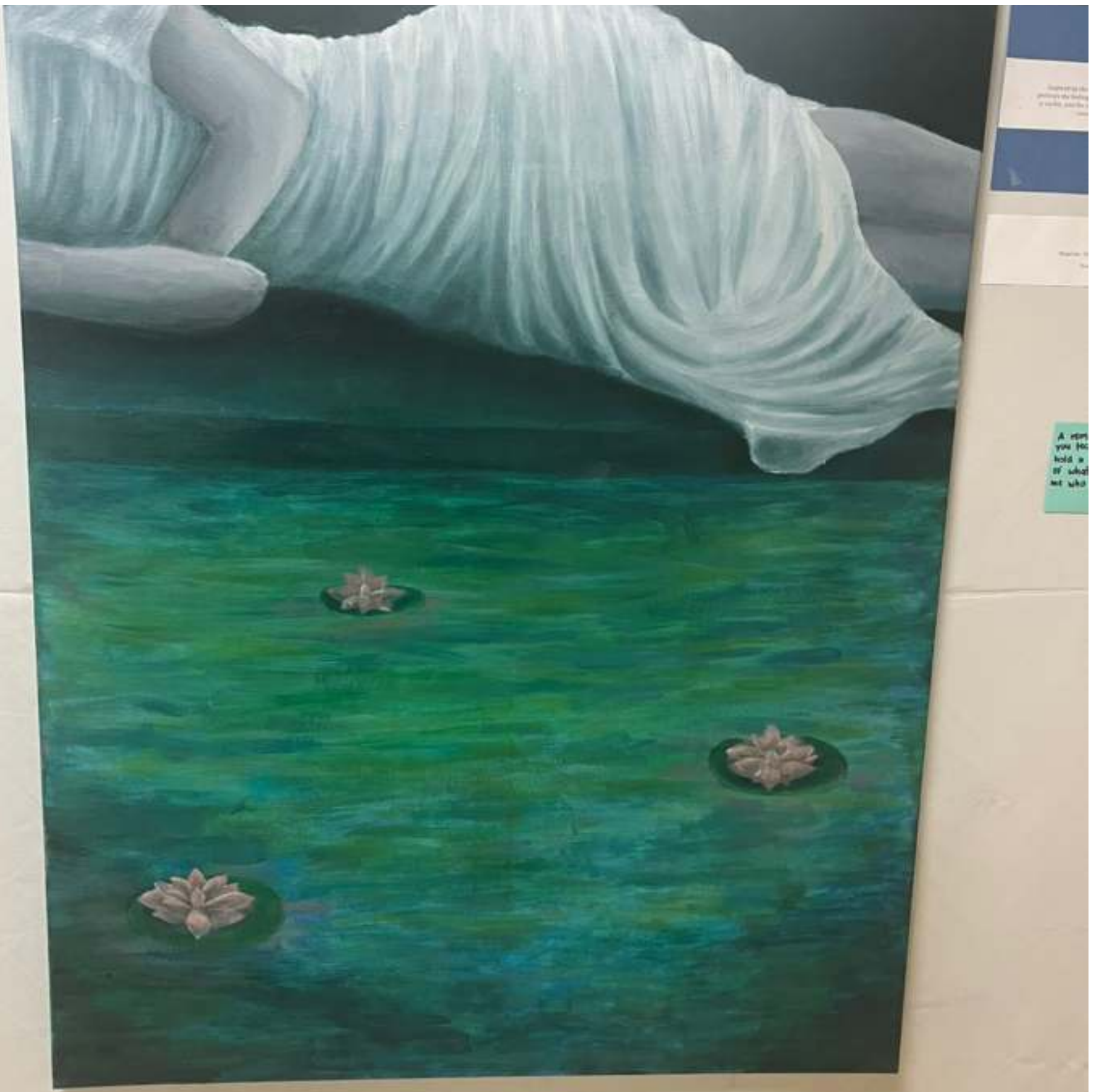
The opening evening was vibrant and engaging, with students interacting with their audience and discussing their work. Visitors could view the artwork up close, engage with the artists, and learn about the thought processes behind each piece. The exhibition was a testament to the creativity and passion of the students, showcasing a wide range of mediums, including painting, sculpture, photography, and digital art.



To place my distance in a little about myself or the things which you suddenly try to figure the number of myself of myself.



if you can find a lot of



A story you hold a lot of what we what



# DP/CP 2 ART



# Year 12 Spanish FIELD TRIP



The Spanish cooking lesson was conducted in Spanish, so students were exposed to the target language while exploring one of the most relevant cultural topics of the IBDP curriculum: food habits, products, and perspectives. The pupils had the opportunity to see how the Spanish dishes (tapas) were cooked, cook their own dishes, and taste them.





Interstellar Minds CCA presents

# DIA Spaceship Challenge

*Congrats!*

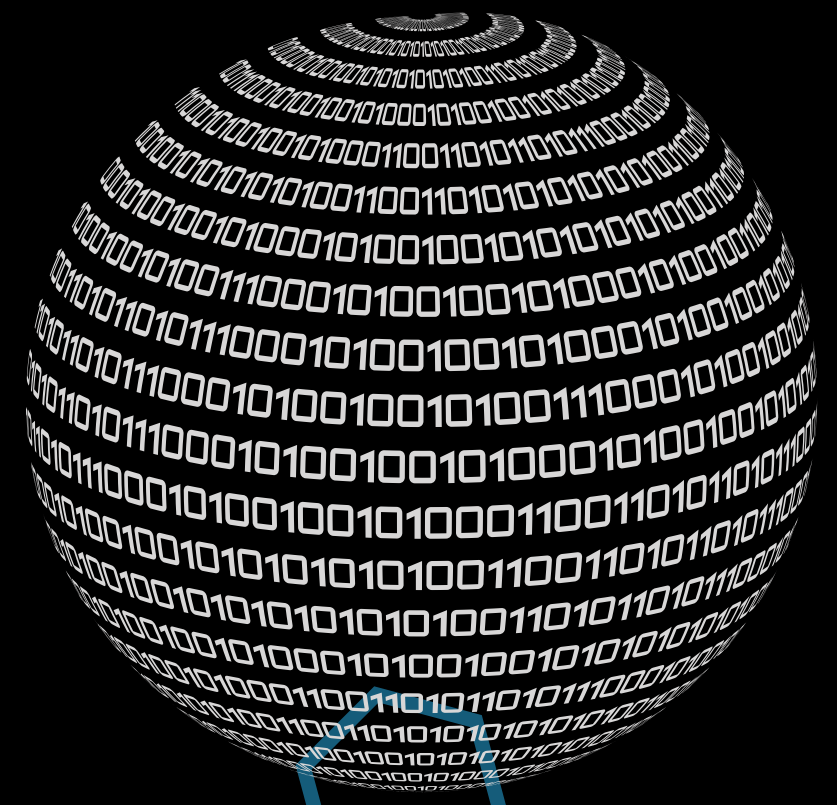
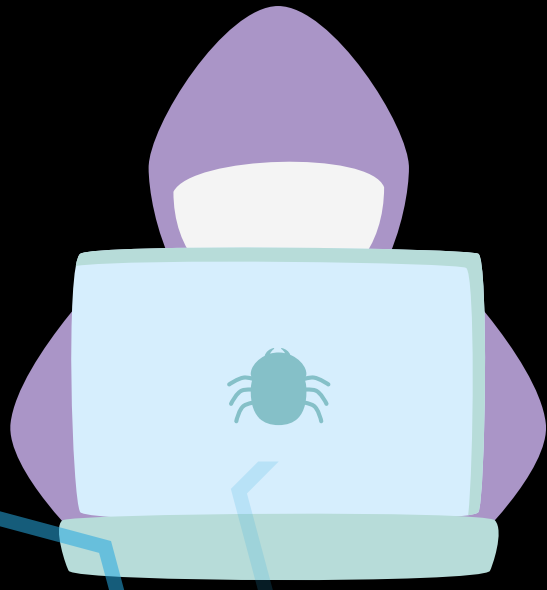


# SARA JOHNSON

First place winner of the Spaceship Challenge!



# DI@Bytes Hackathon



Amidst the glow of laptop screens and passionate discussions, the echoes of keyboards filled the air on Friday, 23rd of February 2024, when Dubai International Academy's community of young coding enthusiasts were united in the school's largest coding hackathon event of the year--- DIABYTE.

Hosted by DIATECH, this event was organized into two categories: Year 7-8 and Year 9-11. After receiving international-level questions of progressing difficulty from the student hosts, each team embarked on a two-hour-long journey of innovation, where they dissected math-based problems and utilized a myriad of python coding to construct imaginative solutions in a sophisticated fashion.

Not only did these avid programmers get the opportunity to refine their coding skills, but they further gained the invaluable experience of coalescing ideas as part of a team, whilst working in a competitive atmosphere of like-minded individuals. Unsurprisingly, problem-solving was the key to success in this hackathon, which every student team expressed through the abounding creativity fused into the crevices of their codes.

As the competition came to a close, the hosts-- after a difficult, extended deliberation-- selected the gold medalist teams: for Year 7-8, it was Neil Duge, Aarav Agarwal, and Ayan Patil, while for Year 9-11, it was Xuiqi Zhao and Hafid Eledath. To reward their determination and outstanding work, the winners of DIABYTE will receive personalized mentoring from knowledgeable individuals in the DIATECH club to formulate a computer science-related personal project, which will be showcased during the upcoming DIATECH exhibition.

Impressed by the display of skill and enthusiasm from all the participants of DIABYTE, the DIATECH core committee wish them all the best for their future endeavors, which will no doubt be successful.





# STUDENT SPOTLIGHT WINNER



## EESHAN SAWANT - 12G

EXCELLING IN THE FRENCH AND GERMAN OPEN - SOME OF THE  
BEST SQUASH JUNIOR TOURNAMENTS IN THE WORLD



As part of our Student Council's 'Student Spotlight Initiative' in each newsletter, we are now featuring one student every edition for their achievements outside of the classroom.

Well done to our Year 12 student, Eeshan Sawant for being our first winner.



# DIA JUSTICE



**DIA Justice was Innoventures first Mock Trial competition hosted by Siya Sawhney, Tia Shah, and Priyanka Udernani - in collaboration with the DIA clubs Legal Horizons and Abstract. Moreover, the event took place on the 23rd of February and hosted over 60 participants across the Innoventures schools.**



**DIA Justice was an opportunity for participants to take on various roles such as attorneys, witnesses and court reporters and fuse their knowledge of law with the real life application of art. Each courtroom examined a separate legal case, which was discussed, debated, and scrutinized. Every student performed exceptionally, and we cannot wait for next year's iteration!**

# Unlocking Synergy: IBCP Core Skills Complement BTEC Curriculum

In the dynamic landscape of modern education, it's becoming increasingly evident that interdisciplinary approaches yield profound benefits. The IBCP and BTEC curriculum stand as prime examples, each offering unique perspectives and skill sets. Interestingly, their convergence reveals a symbiotic relationship that enriches student learning experiences.

**Interview Skills: Learn from Industry Leaders**

**Lesson Objective/ Learning Outcomes:**  
To gain an understanding of personal strengths and areas for development through considering popular job interview questions.

**Extension – Higher Order Thinking**

**TOK Link**  
Key Concept  
IB Learner Profile  
Inquirer, Thinker, Communicator and Reflective



**What do you find interesting about the way Bill Gates responds to these questions?**

1. Consider how curiosity, positivity and self-awareness are factors in his responses.
2. Consider how Bill Gates reflects the Learner Profile in these responses.



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ITHINKING



KOGNITY

<https://youtu.be/5dQ6t7g5Vpo?si=FbZj5iIN3JRn1zOW>

As students delve into Unit 8 of the BTEC curriculum, they focus on recruitment and its significance in driving strategic objectives and overall business performance. Simultaneously, within IBCP, students are honing their Personal and Professional Skills (PPS), which serve as a complementary framework to their BTEC studies. Specifically, the emphasis on interview skills and role-playing scenarios as talent acquisition managers equips students with practical experience in crafting job profiles tailored to address the unique needs of businesses.

As students navigate through the complexities of creating job profiles and assessing candidate suitability, they develop a nuanced understanding of how their decisions impact organizational objectives.



**A2 Human resource planning**

Features and characteristics of the human resource planning process.

- Factors involved in human resource planning, including:
  - nature of the work, demand for products or services, skills requirements and shortages, location, labour market competition
  - workforce profiles, e.g. skills level, ability, educational level, aptitude, need for flexibility in the workforce, core versus peripheral workers, skills transferability
  - types of contract, e.g. full-time versus part-time, subcontracting, zero-hours contracts, temporary staff, agency staff
  - labour turnover (expressed in words and numbers), productivity.
- Management actions to address human resource issues at an operational level, including workplace stress, absenteeism (expressed in words and numbers), motivation, engagement with business culture, employee satisfaction.
- Techniques to meet skills requirements, including:
  - recruitment
  - upskilling/reskilling/training
  - outsourcing
  - changing job roles
  - restructuring.
- Purpose of induction to integrate new employees into role, including:
  - internships
  - work experience
  - internal recruitment
  - secondments.
- Using exit interviews to improve employee retention and reduce turnover.
- Reviewing effectiveness of human resource practices.

**IBCP Core PPS meets BTEC**


**Task 2: You are the Talent acquisition specialist in a company!**  
The company wants you to hire 3 candidates for the following posts

- 1) Product Manager
- 2) Sales head
- 3) Event coordinator

**Create clear and detailed job descriptions when hiring for a specific role. Consider insights into the key responsibilities, qualifications, and skills required for the roles.**  
(you can use the template given on the teams channel)



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# Supporting our Neurodiverse Teens in Choosing Post Secondary Pathways



Our teenagers are approaching their next stage of education. It's natural to wonder about the different paths they can take and how we can help them navigate and decide on their options. These decisions become even more critical for our neurodiverse teens. Here are some tips for parents to support our Teens with this important decision:



1

Take a step back from your own expectations

Every teen is unique. Encourage them to think through their options by recognising their own strengths, interests and learning styles.

Do offer advice but avoid pressuring our teens to qualify for a certain pathway based on our own expectations and experiences

## Consider these factors

- **Overall interest/passion** in the course
- **Cost** of post-secondary option
- **Distance** travelled between home and school
- **Duration** of study
- **Future** work opportunities related to interests/passions
- **Learning styles**
- **Scholarship** opportunities

# 2

Encourage your teen to have a voice

### Try these conversation starters

- **Which** subject(s) in school interest(s) you the most?
- **How** do you learn best in school?
- **What** are some of the occupations or areas that interest you? **Why** do you choose these occupations or areas?
- **How** do you want to make a difference in our community?

Ask our teens about their thoughts and feelings on their strengths, choice of pathways and aspirations. Let them feel heard. Discuss their aspirations and how we could support them. Make ourselves available for them to share their feelings, and assure them that we can support them.

# 3

Its OK to be uncertain (this applies to parents too)

Acknowledge that our teens may be facing pressure to do well to get to a particular course. We may be unsure ourselves which path our teens should take.

### Seek support through these channels

- **Support circles**  
Encourage our teens to reach out to like-minded friends to motivate each other
- **Fellow parents**  
Reach out to our own social circles who have common concerns and attend parent seminars
- **Education and Career Guidance (ECG)**  
Encourage our teens to speak with an ECG counsellor at school for advice on post-secondary pathways

# 4

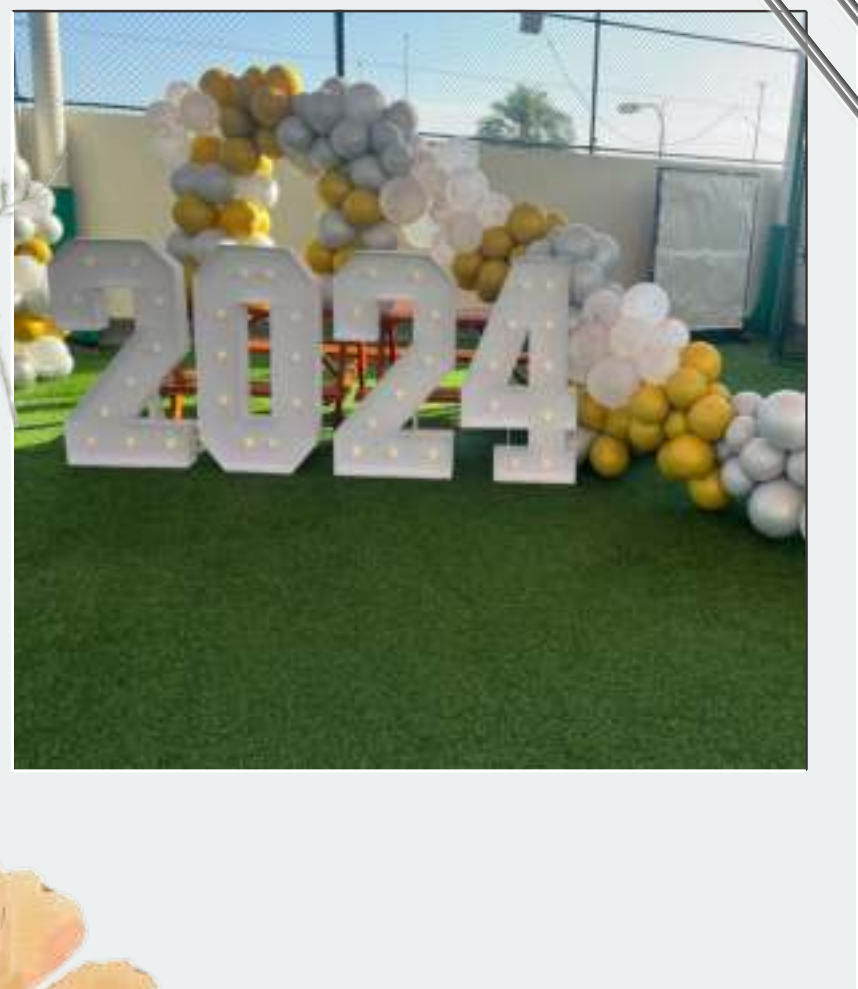
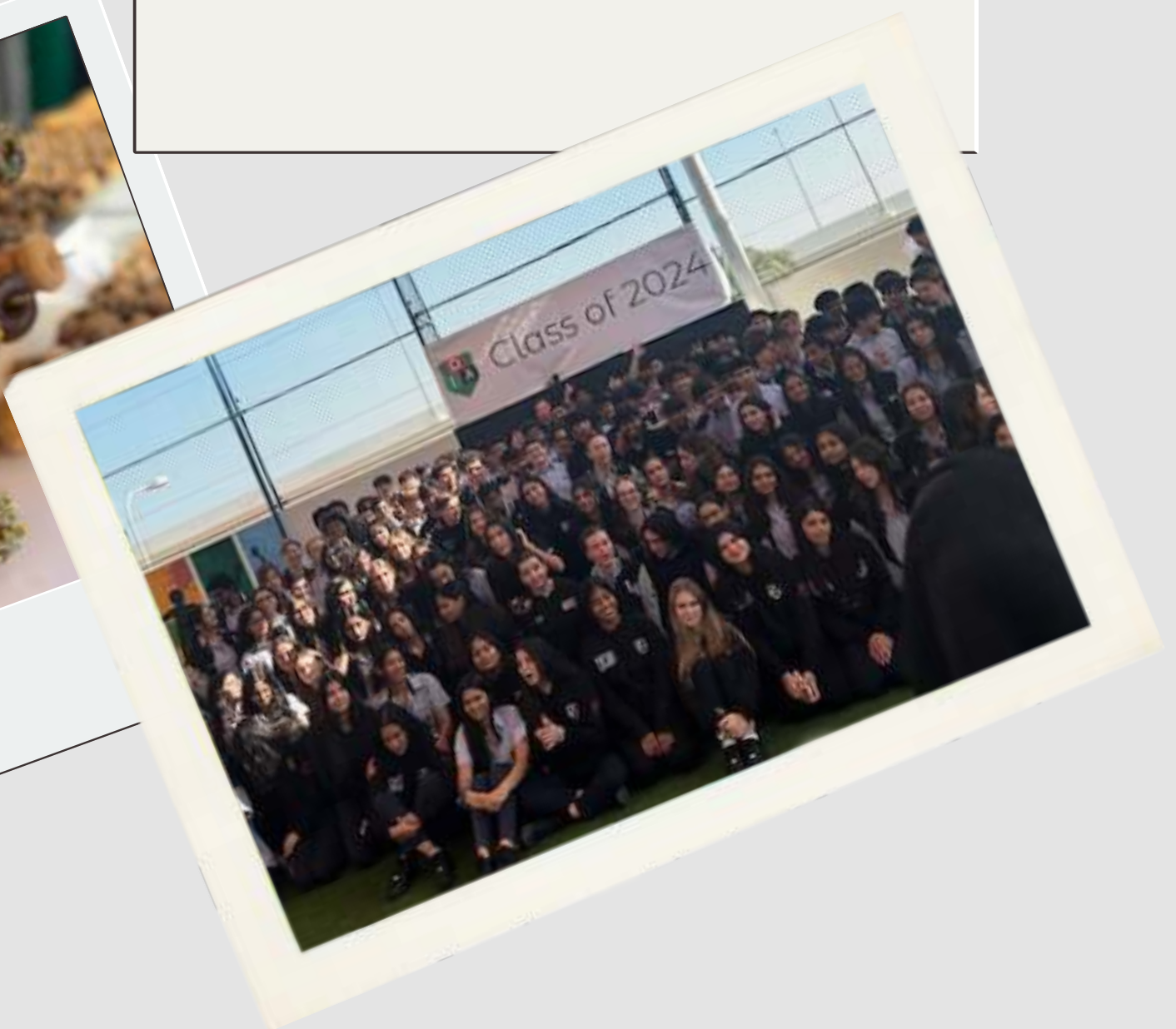
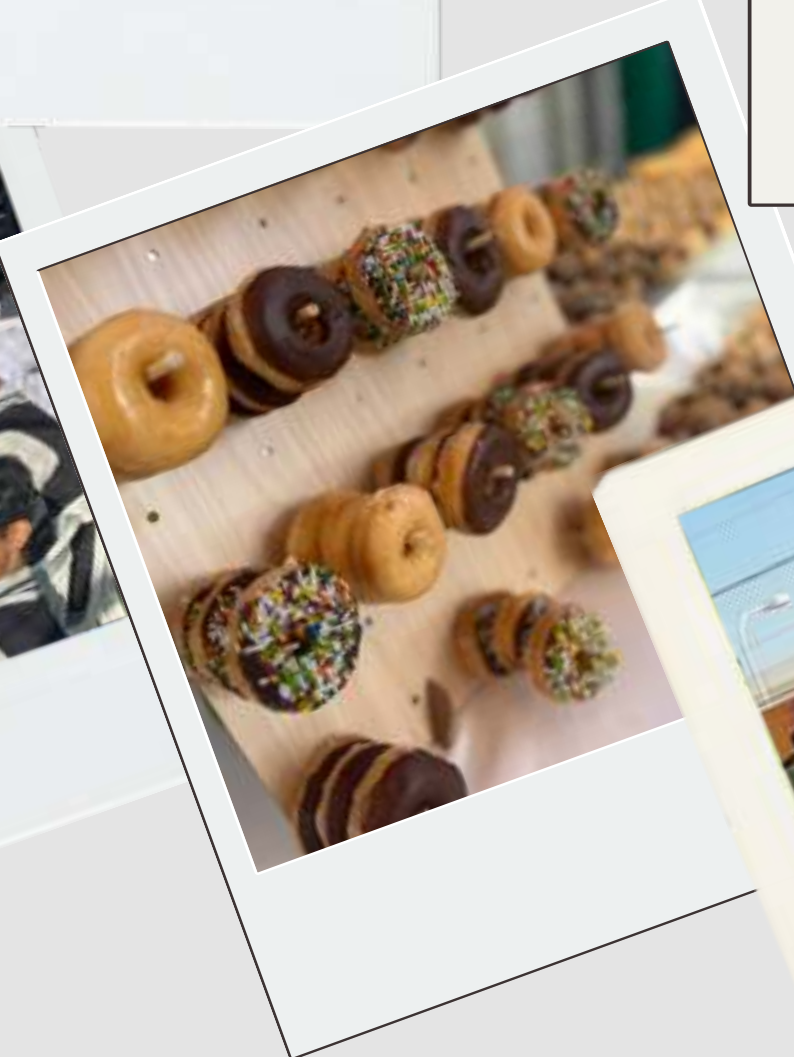
Knowledge is power

Learn more about the various post-secondary options together. Stay open to the possible education and career pathways that are available and suitable for our neurodiverse teens. Discuss these pathways with our teens.



# SENIOR BREAKFAST

2024





**PADIA**

DUBAI INTERNATIONAL ACADEMY

# *International Evening 2024*

**In celebration of diversity and unity**

4PM | March 8, 2024 | School Field





SchoolsCompared.com presents The Top Schools Award for...

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EMIRATES HILLS

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Best

**INTERNATIONAL  
BACCALAUREATE  
CURRICULUM  
SCHOOL IN THE UAE 2023-24**



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Managing Editor

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**David Westley**  
Co-Founder

Awarded by the Editorial Board of **SchoolsCompared** and the **Top Schools Awards** Independent Judging Panel for consistently outstanding feedback from parents and teachers, school-wide innovation, whole child development and outstanding contribution to the quality and standards of education for children in the UAE 2023.



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