



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

Term 3 Updates & Action Plan 2026-2027

Academic Year



Term 3 — Teacher Performance Evaluation Actions



Closing the 2025–2026 evaluation cycle with a **flexible, evidence-led approach** that reflects the year's distance-learning context.



End-of-Year Evaluation Meetings

Teachers who completed self-evaluation

Meet the evaluation team to review prior self-evaluation, reflect on Term 3 developments, discuss student progress data and data and agree the final rating.

Teachers who did not complete it

Participate in the full review process; updated self-evaluations may be submitted prior to prior to the meeting.

Staff exempt from meetings

Staff not continuing next year, or not in their current role for the full year. A final evaluation report is shared by email for their records.



Final Walkthrough Observations

Consistent until the end of the year

Walkthrough observations will continue through Term 3 to provide additional evidence of classroom practice.

Observers

Middle Leaders (Stage Coordinators, Curriculum Coordinators and Heads & Senior Leaders (+ Ms. Asmahan for MOE))

Focus areas

Classroom climate, engagement, differentiation, assessment for learning, questioning, classroom management, use of technology, UAE National Identity and evidence of student progress.



Evidence & Data Reviewed

Evaluation Framework evidence

Self-assessment against the Teacher Evaluation Framework, supported by observations, walkthroughs and lesson planning QA..

Student achievement & progress

Internal assessment data, individual student progress start-to-end of year, external data including **MAP**, and internal/external alignment.

Wider professional contribution

Interventions taken, contributions to school improvement, professional development, and administrative compliance.



Evaluation Teams —MOE Teachers: separate track under the MOE Curriculum Improvement Plan, led by **Ms. Asmahan Al Kaabi (DIWAN)** and **Vice Principal**.
Preschool: VP & KG Coordinator · **English Dept.:** Principal & English Head · **Primary & Secondary Spanish:** Principal, Head of Studies & Primary-Secondary Coordinator
Inclusion: Head of Inclusion Ms. Verónica Montoro.



Supervisory Plan 2025–2026 · Office of Educational Affairs · Board Briefing

Plan Focus Areas

Irtiqaa Inspection Readiness

Preparing the school against MOE inspection standards with structured diagnostics and evidence-based improvement actions.

National Identity Inspection Readiness

Strengthening Arabic language proficiency, UAE values and cultural identity across the curriculum.

National Curriculum Department Development

Building the capacity of the national curriculum team to lead sustained improvement in teaching and assessment.

Shared Tools & Frameworks

Standardized impact measures and consistent monitoring systems across departments.

Strategic Approach

Diagnostic Assessment

Precise diagnosis of current teaching, leadership and learning conditions as the starting point.

Alignment of Academic Practice

Aligning planning, teaching and assessment with national learning outcomes.

Transforming Practice to Institutionalization

Embedding effective practices into routines so improvements outlast individuals.

Impact Measurement & Sustainability

Measuring real impact on student learning and ensuring it is sustained year on year.

Scope of Support

Teaching & Assessment Quality

Quality of classroom teaching and the reliability of assessment practices used by teachers.

Leadership & Middle Leadership Capacity

Building the capability of school leaders and heads of department to drive improvement.

Planning Aligned to Learning Outcomes

Ensuring curriculum plans translate into measurable student outcomes.

Data-Driven & Sustained Improvement

Effective use of data to guide actions and sustainability of improved practices.



Commitment to Meaningful Learning: DIWAN, through the Office of Educational Affairs, partners with the school to transform supervisory practice into a stable, measurable learning system — anchored in **national identity, Arabic language and MOE compliance** — so improvements are felt by students and sustained year on year.



Throughout the 2025–2026 school year, our focus was on improving **curriculum quality, teaching, and student outcomes**.

Assessment & Intervention

Assessment Data to Inform Instruction

Using assessment data, including **MAP Growth**, to inform instruction and intervention decisions.

Closing the Learning Gap

Targeted intervention is aligned to identified student needs, with progress reviewed regularly.

Evidence-Informed Decisions

Teaching teams use data routinely to shape grouping, reteaching and enrichment.

Curriculum & Authentic Learning

STEAM & Project-Based Learning

Expanding authentic learning experiences through STEAM and Project-Based Learning across grade levels.

Curriculum Planning & Mapping

Strengthening curriculum planning, mapping and vertical alignment to ensure progression and coherence.

Vertical Alignment Across Grades

Subjects are sequenced so that learning builds purposefully from grade to grade.

Teaching Practice & Collaboration

Instructional Walkthroughs & Feedback

Embedding regular instructional walkthroughs and feedback cycles to support continuous improvement.

Cross-Department Collaboration

Promoting collaboration across departments to ensure consistent expectations and high-quality learning experiences.

Shared Standards of Practice

A common language for high-quality teaching is embedded across teams and grade levels.



Strategic intent: A coherent improvement cycle that links **assessment, curriculum design and teaching practice** — so every classroom benefits from consistent, evidence-led learning experiences.



SDP Key Achievements — 2025/2026

Progress delivered across learning support, curriculum and teaching practice

Learning Support & Data

Multi-Tiered System of Support (MTSS)

Strengthened MTSS through targeted intervention and consistent progress monitoring for students at every tier.

MAP Growth Goals

Established school-wide MAP Growth goals and promoted data-informed instructional planning across grades.

Data-Informed Instruction

Teachers and coordinators now use assessment evidence to shape instruction and intervention decisions.

Curriculum & Learning Design

STEAM Integration

Expanded the curriculum through enhanced STEAM integration and interdisciplinary learning opportunities.

Project-Based Learning (PBL)

Strengthened the implementation of PBL to provide more authentic, inquiry-based learning experiences.

Curriculum Coherence & Progression

Continued curriculum development and alignment to improve coherence and progression across grade levels.

Teaching Practice & Collaboration

Structured Instructional Walkthroughs

Implemented a structured walkthrough process to support high-quality teaching and consistent feedback.

Coordinator & Teacher Collaboration

Increased collaboration between coordinators and teaching teams to improve curriculum planning and instructional consistency.

High-Quality Teaching & Learning

A shared focus on quality teaching is now embedded in daily practice across departments.



Headline outcome: Stronger systems for student support, a richer curriculum experience through STEAM and PBL, and a more consistent teaching practice — driven by **data, collaboration and shared instructional standards.**



ADEK Strategic Priorities — 2026/27

Six priorities shaping policy in the years ahead — from the ADEK Principals Meet-Up 2026.

ADEK



"To advance and learn while preserving our traditions."

— H.H. the President of the UAE, quoted by H.E. Mohamed Tal Eddine Ahmed Alqadi, Chairman of ADEK

Opening Address

Innovation & future-readiness, anchored in Emirati identity.
identity.



PRIORITY 01

Strengthen UAE National Identity

Authentic integration of Arabic language, culture, values and heritage into school life — preserving the cultural foundations of education.



PRIORITY 02

Wellbeing, Health, Safety & Inclusion

Positive school cultures and a strong, consistent stance against bullying — every student safe, seen and supported.



PRIORITY 03 · FLAGSHIP

Advance AI & Digital Innovation

Prepare students for the future with responsible and ethical use of technology.
AI literacy belongs alongside reading and maths.



PRIORITY 04

Expand Sports & Extracurriculars

Vehicles for wellbeing, character development, leadership and student engagement — learning beyond the classroom.



PRIORITY 05

Teacher Quality & Growth

Stronger educational outcomes through sustained professional learning — investing in the people who shape every classroom.



PRIORITY 06

Leverage Data & Technology

Evidence-based decision-making and continuous school improvement — using data to know what actually works.

MANDATORY — STARTING 2026/27

AI Curriculum becomes mandatory for all schools.

Every school must implement AI literacy from next academic year. All teachers complete **L1 Foundational AI Literacy** training. Each school appoints an **AI Coordinator** — a new leadership role for school-wide implementation, coaching and ethical oversight.



2026–2027 Enrollment Projections

Progression of student numbers based on current confirmations, pending status, and pipeline potential.



Classes Planned
20



Pipeline (New in Process)
28 Students



Total Capacity
500 Spots

Scenario 1

Expected

347

Confirmed new + re-enrollment



Scenario 2

Anticipated

353

Expected numbers +
pending confirmations.



Scenario 3

Estimated

377

Includes anticipated numbers plus students
currently in pipeline



11 New Positions Identified- Under Process

Hiring plan driven by the Cycle 3 opening and ADEK compliance standards.



11

New Roles



Teaching Staff

6

- ✓ Primary Teacher (1)
- ✓ Secondary Teacher (1)
- ✓ MOE Teachers (2 — incl. 1 KG)
- ✓ ESL Teacher (1)



Inclusion Dept.

3

- ✓ Inclusion Teacher (1)
- ✓ Inclusion Assistants (2)



Expansion directly supports the upcoming Cycle 3 launch and strengthens inclusion, student services, and administrative capacity.



Admin

1

Accountant Assistant

To provide additional support within the financial team.



Library

1

School Librarian

To strengthen literacy, research skills, and the effective use of learning resources across the school.



School Staff Composition — 2026/27

Comprehensive headcount across internal teams and external service providers.



Internal Staff

85



External Staff

17 +as-needed



Teaching Faculty

43



Leadership (SLT)

4

Internal Staff

Direct school employees across faculty, support and administration. Final appointments will be determined by enrollment.

Teaching Faculty 43

Homeroom Teachers — KG	6
Homeroom Teachers — Primary	11
Secondary Specialists (3 homeroom)	6
Spanish Curriculum Specialists (shared)	4
English Specialists	5
MOE Curriculum Specialists	11

Administration 13

Facilities Manager	1	Operations Officer	1
Accounts (+1 new)	2	IT (1 Eng + 1 Support)	2
Reception	2	HR (Mgr + Coord.)	2
Registrar	1	PRO	1
HSE Officer	1		

Classroom Assistants 11

Spanish-speaking Assistants	10
MOE Curriculum Assistants	1

Inclusion & Student Support 11

Inclusion Teachers + Assistants	4 + 3
Social Workers (1 Emirati + 1 Spanish-speaking)	2
Librarian	1
Substitute Teacher	1

Leadership & SLC 7

Senior Leadership Team (SLT) — 4

Principal · Vice Principal · Head of Studies · Head of Inclusion

Spanish Language Center (SLC) — 3

Coordinator-Teacher	1
Teacher	1
Administrator	1

External Staff

Outsourced services and contracted partners.



Security 5

Site protection & access control



Facilities Management 4

Maintenance & technical services



Housekeeping 7

Cleaning & environmental hygiene



Nurse 1

On-site medical care



As-Needed Externals

- Consultants
- Extracurricular activity providers
- Bus service operators



Drop-Off & Pick-Up Schedules — 2026/27

Staggered access windows across Kindergarten, Grades 1–4 and Grades 5–9.

Due to enrolment growth and parking restrictions, we introduce three schedule bands with staggered arrivals to enhance student safety and wellbeing, optimize the use of staff and facilities, and offer families greater flexibility. ***The proposed schedules are subject to approval by the relevant educational authorities and may be adjusted to comply with any updated regulatory requirements issued before the start of the academic year.*** Transportation services will be aligned accordingly

Kindergarten

Early Birds 7:15 → 1st session 8:00

EDROP OFF

7:15 – 8:00

EDISMISSAL

2:00 – 3:30

Grades 1 – 4

Early Birds 7:15 → 1st session 7:45

DROP OFF

7:15 – 7:45

EDISMISSAL

2:55 – 3:30

Grades 5 – 9

Early Birds 7:15 → 1st session 7:35

DROP OFF

7:15 – 7:35

DISMISSAL

2:45 – 3:30

Drop-Off Windows

Staggered arrivals from 7:15 (Early Birds) to each stage's 1st session.

Kindergarten

Door opens & Early Birds start · 1st session begins 8:00

7:15 – 8:00

Grades 1 – 4

Early Birds from 7:15 · 1st session begins 7:45

7:15 – 7:45

Grades 5 – 9

Early Birds from 7:15 · 1st session begins 7:35

7:15 – 7:35

Pick Up Windows

Staggered dismissal ending 15:30 with After School / Clubs coverage.

Kindergarten

End of classes 2:00 (mandatory) ·
Extracurriculars and/ or After School Service ends 3:30

2:00 – 3:30

Grades 1 – 4

End of last session 14:55 (mandatory)
School Clubs end 3:30
Extracurriculars end 4:30

2:55 – 3:30

Grades 5 – 9

End of last session 2:45 (mandatory) ·
School Clubs end 3:30
Extracurriculars End 4:30

2:45 – 3:30



Clubs Reorganization & Weekly Load

Clubs moved out of the lunch block · total sessions per week by stage.

The proposed schedules are subject to approval by the relevant educational authorities and may be adjusted to comply with any updated regulatory requirements issued before the start of the academic year

Change in Clubs Schedule

Until 2025/26 clubs ran adjacent to lunch, causing long transitions between the canteen and club areas.
From 2026/27 clubs are separated from lunch to maximize active time and student wellbeing.

UNTIL 2025/26

Adjacent to lunch

Grades 1 – 4

1:25 – 1:55 PM

Grades 5 – 8

12:55 – 1:25 PM

Long transitions between canteen ↔ clubs area reduced effective activity time.



FROM 2026/27

End-of-day, after classes

Clubs · Grades 1 – 4

2:55 – 3:30

Clubs · Grades 5 – 9

2:45 – 3:30

Clubs separated from lunch · more effective activity time · shorter break & lunch for all groups.

Weekly Sessions

Total teaching sessions per week by educational stage.

Early Years

PreKG · KG1 · KG2

28 sessions / week

Primary (Grades 1 – 6)

G1 · G2 · G3 · G4 · G5 · G6

33 sessions / week

Secondary (Grades 7 – 9)

ESO · G7 · G8 · G9

33 sessions / week

Why the change works better for students

Cleaner transitions

No more shuttling between canteen and club rooms during the lunch block.

More active club time

The full 35–40 min block is usable, not eaten up by walking between spaces.

Calmer break & lunch

All groups keep a shorter recess & lunch — better rhythm across the day.



Subject Distribution by Stage

Weekly sessions per subject — Early Years, Primary, Secondary (2026/27).

The proposed subject distributions in each stage are pending review and approval by the relevant educational authorities and may be adjusted to comply with any updated regulatory requirements issued before the start of the academic year

Early Years

28 / week

Educación Infantil — PreKGB · KG1 · KG2

SUBJECT	PREKGB	KG1	KG2
Growing in Harmony (Tutoring / Emotional Education / Psychomotricity)	3	3	3
Discovery & Environment (Maths / Science)	9	8	8
Communication & Representation (Literacy / Literacy / Art / Music)	8	7	7
Arabic	4	4	4
English	4	4	4
Islamic / Tutoring	0	2	2
TOTAL	28	28	28

Primary — Grades 1 to 6

37 / week

Educación Primaria

SUBJECT	G1	G2	G3	G4	G5	G6
Spanish Language	5	5	5	5	5	5
Mathematics	5	5	5	5	5	5
Knowledge of the Environment	4	4	4	5	5	4
English	5	5	5	5	5	5
Arabic	5	5	5	5	5	5
UAE Social Studies	1	1	1	1	1	1
Moral Education	1	1	1	1	1	1
Islamic / Alternative	3	3	3	2	2	2
Physical Education	3	3	3	3	3	3
Art	1	1	1	1	1	1
Music	2	2	2	2	2	2
STEM / AI	1	1	1	1	1	1
Tutoring (Social & Emotional Ed.)	1	1	1	1	1	1
Social & Civic Values	0	0	0	0	0	1
TOTAL	37	37	37	37	37	37

Secondary — G7 to G9

37 / week

Educación Secundaria Obligatoria (ESO)

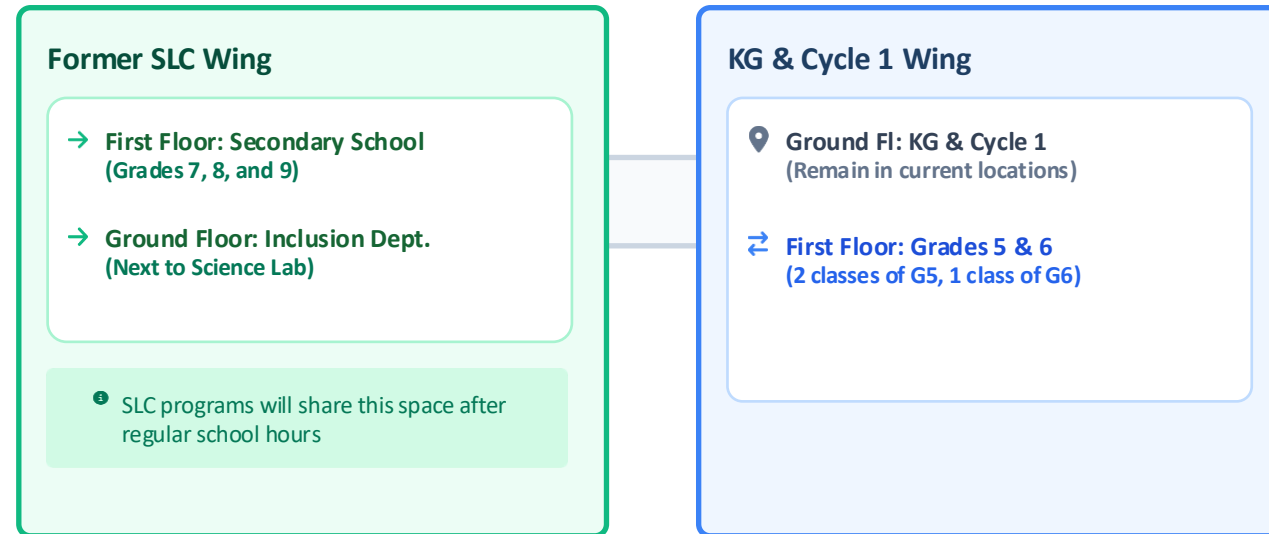
SUBJECT	G7	G8	G9
Spanish Language	4	4	4
Mathematics	4	4	4
English	4	4	4
Biology & Geology	3	0	2
Physics & Chemistry	0	4	2
Geography & History	3	3	3
Arabic	5	5	5
Moral Education	1	1	1
UAE Social Studies / Civic Values	2	2	2
Islamic / Alternative	2	2	2
Physical Education	3	3	3
Audio Visual Arts	2	0	2
STEM / AI	1	0	0
Technology & Digitalization	0	2	2
Music	2	2	0
Tutoring (Social & Emotional Ed.)	1	1	1
TOTAL	37	37	37



Facilities Overview — Space Reallocation 2026–2027

Strategic campus updates to accommodate new classes and dedicate Secondary School spaces.

Campus Reallocation Strategy Map



GATE 4

Dedicated Secondary Entrance

Dedicated Access Point

Secondary students will exclusively use Gate 4 for entry and exit, providing direct access to their assigned wing without crossing the main campus. ***Subject to approval by Municipality***



Expanded Capacity

Opening 2 new classes across the campus to support the projected 2026-2027 enrollment growth.



Secondary Relocation

SLC wing repurposed for Secondary (Grades 7, 8, 9) with a completely separated entrance via Gate 4.



Traffic Flow Strategy

Total separation of secondary student traffic flows from Kindergarten and Cycle 1 students during critical hours and provide a range of staggered drop-off and dismissal timings



SLC Operations

The language center will transition to an after-hours operational model, sharing Secondary School classrooms.



Phase 1: Sports Facilities Completion

Expanding physical education capacity with new outdoor amenities by the next academic year.



Operational Readiness Target

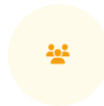
Fully constructed and functional by the beginning of the 2026–2027 school year.

ON SCHEDULE



Multipurpose Field

A fully shaded, versatile sports field designed to accommodate multiple athletic programs simultaneously while protecting students from sun exposure.



Spectator Bleachers

Built-in, elevated seating arrangements allowing students, staff, and parents to safely and comfortably view outdoor sports events and matches.



Running Track & Court

Professional running track combined with court space to expand track & field training and outdoor court game offerings.



Expanded PE Capacity

Allows for simultaneous physical education classes across multiple grade levels, directly supporting the school's enrollment growth.



After-School Programs

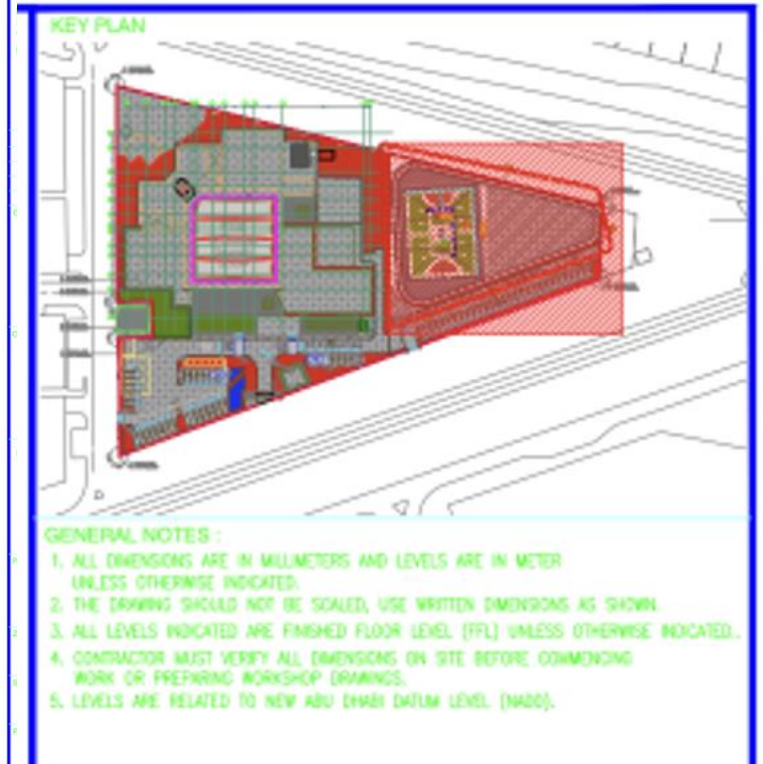
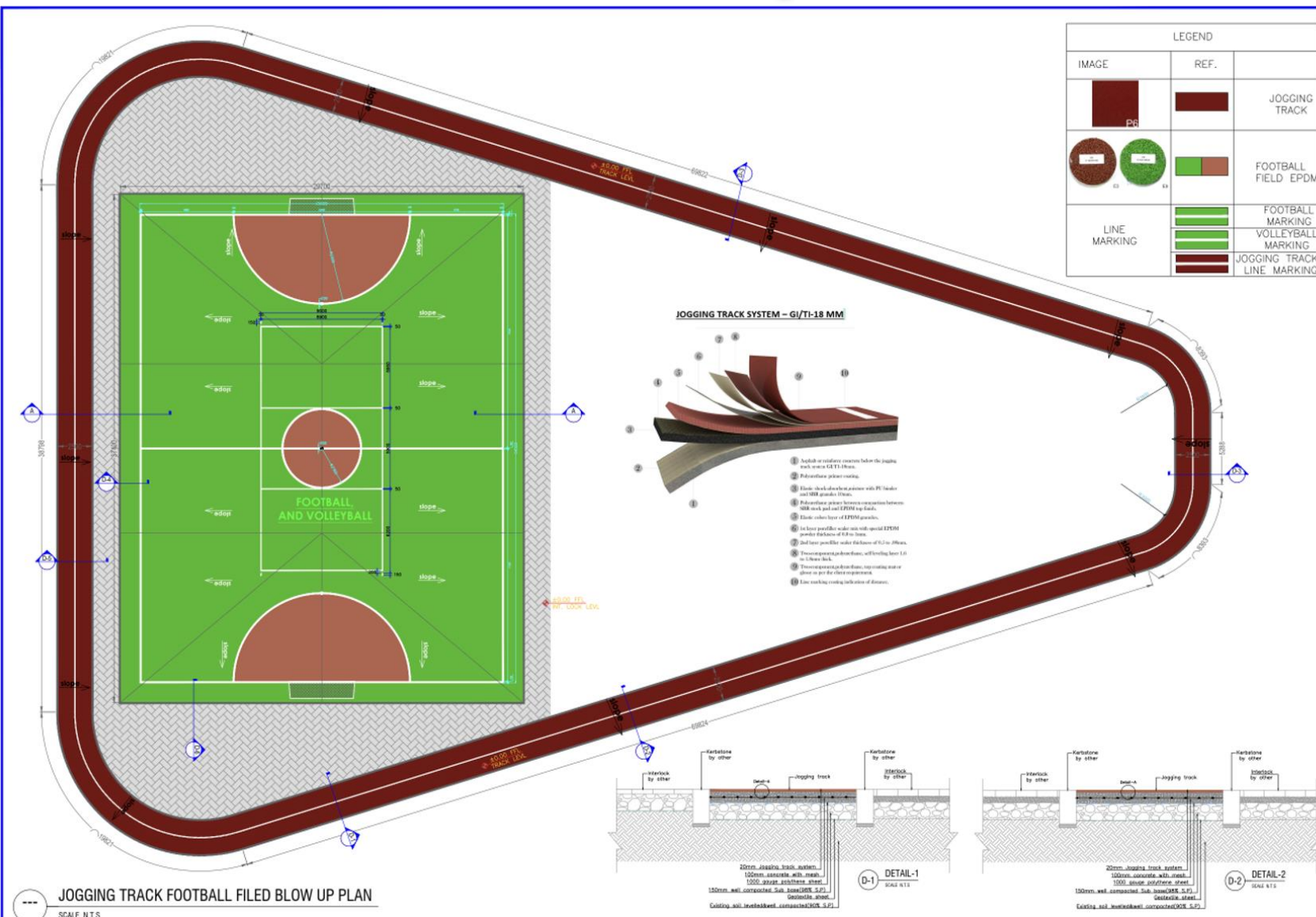
Provides dedicated, high-quality outdoor space for comprehensive extracurricular sports clubs, activities, and competitive team training.



Phase 1: Sports Facilities Completion

Expanding physical education capacity with new outdoor amenities by the next academic year.

ON SCHEDULE





Phase 2-3 Master Plan — Future Buildings

Dedicated, purpose-built facilities mapped out for long-term capacity requirements.



Secondary / Upper Classes- 207-2028

Proposed Total Area

3,429 m²

Building Height (GF + 3)

4 Floors

(subject to approval
by Municipality due to
area restrictions)



Kindergarten (KG) Building- 2028-2029

Total Area

2,267.3 m²

Building Height

3 Floors

(GF + 2)



Language Center (SLC) Building- 2028-2029

Total Area

744 m²

Building Height

2 Floors

(GF + 1)



Utility Substation Building- 2027-2028

Total Area

78 m²

Building Height

1 Floor

(Ground Only)



Staged Execution Strategy

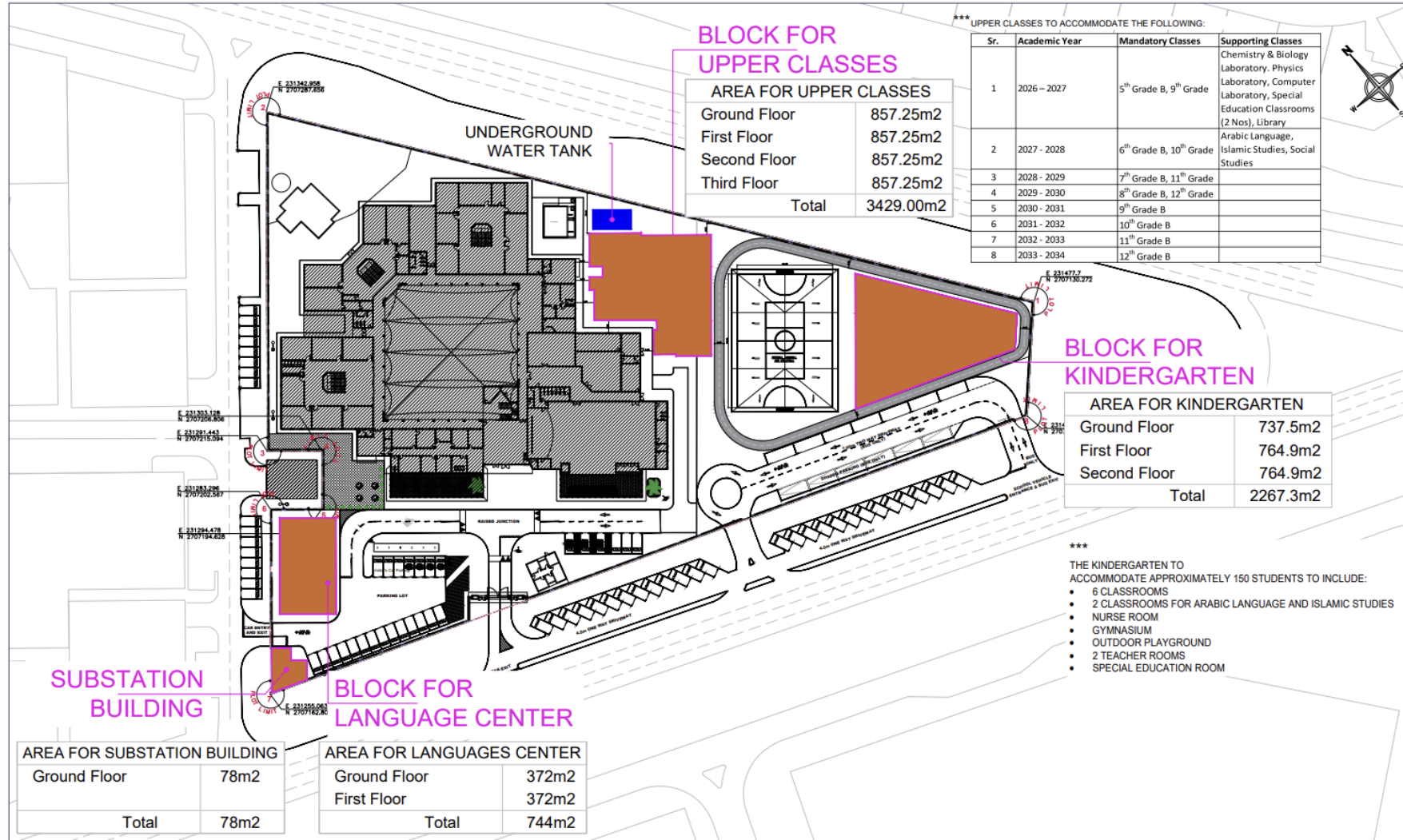
Construction of these dedicated facilities will be executed in multiple phases, strategically aligned with enrollment growth projections and approved budget allocations.

Expansion Project Overview



ARCHITECTURAL
CONSULTING
GROUP
مجموعة استشارات
المعمارية

AL THORAIYA SPANISH SCHOOL - CONCEPT DESIGN PROPOSED BUILDING FOR NEW CLASSES





SSAD Strategic Priorities — 2026/27

Our focus for the year ahead — informed by parent voice, school data and internal analysis, aligned with ADEK priorities.

INPUTS

Parent Survey
+ ADEK 26/27
+ Annual Report

Our Vision

A safe, consistent, and challenging school — where Spanish identity is consistently enforced while aligning with UAE National Identity.

ALIGNED WITH

ADEK 6 Priorities · Parent Survey 25/26
Internal Review by School Teams

6 PRIORITIES



PRIORITY 01

Behavior Policy & Consistent Enforcement

Review and re-launch our behavior policy with a focus on **consistency in how teachers enforce the code of conduct** — not just the rules themselves, but how every adult applies them.

"Consistent, firm consequences... adults as positive role models." — Parent Survey, Section C- School Teams Input- Annual Report



PRIORITY 02

Finalize Spanish MoE Accreditation — Secondary

Complete the **Spanish Ministry of Education accreditation for Secondary** — turning our Spanish-curriculum identity into a recognized credential families can rely on at the next school stage.

"The school's identity as a Spanish-curriculum institution... a key unique offering." — Parent Survey, Section A- School Teams Input- Annual Report



PRIORITY 03

Classroom Management & Teacher Practice

Targeted CPD on **classroom management, behaviour de-escalation, and methodology consistency** across teaching teams — reducing the variance parents notice between classrooms.

"Improve teacher consistency and methodology... ensure uniform implementation." — Parent Survey, Sections A & G- Teacher Performance Evaluation Reports



PRIORITY 04

Consolidate and Align AI Curriculum

Implement ADEK's **mandatory AI curriculum**: L1 Foundational AI Literacy for all teachers, appoint an **AI Coordinator**, and review our current provision of AI use across grade levels.



PRIORITY 05

Differentiation, SEN & High-Ability Support

Structured plans for diverse learners — tailored programs for **high-ability students** and stronger SEN support, with clear language-development pathways in Spanish, Arabic and English.



PRIORITY 06

Consolidate Family Communications

Replace email overload with a **single weekly digest + unified platform**. Mobile-friendly, scannable, bilingual — so parents always know where to look.

Mapping to ADEK 26/27 Priorities

01 Behavior → ADEK 02 Wellbeing & Inclusion

02 Spanish MoE → ADEK 01 National Identity (parallel)

03 Classroom Practice → ADEK 05 Teacher Quality

04 AI Rollout → ADEK 03 AI & Digital (mandatory)

05 Differentiation & SEN → ADEK 02 Inclusion

06 Communications → ADEK 06 Data & Technology