



# **Raha International School**

## **Gardens Campus**

### Guiding Statements



**RAHA  
INTERNATIONAL  
SCHOOL**  
Gardens Campus

2024/25  
Abu Dhabi - United Arab Emirates



At Raha Gardens, we use guiding statements to direct our decisions and connection with our community. These statements align our mission and educational goals with our learning programs, helping us stay focused on developing every child at Raha.

## **The Raha Mission**

We Grow People.

## **Educational Goals**

Every community member has a voice, experiences success, shows kindness, and makes a positive difference in the world around them.

## **Who do we serve?**

Raha Gardens is a diverse international school in Abu Dhabi, where many students speak English as a second language. Parents and staff choose Raha for its inquiry-based curriculum and caring, supportive community. Everyone in our school community—whether parents, staff, or students—shares high aspirations to become leaders in their chosen fields.



## Our Drivers

Our driving principles were constructed in consultation with the broader community during 2023/24. This suggested that our language and core values centred around the IB Learner Profile, Approaches to Learning, and the school's vision could be redefined and aligned to an International Baccalaureate education.

In 2023/24, in consultation with the broader community, we redefined and simplified our core values. These values guide everything we do:

- **Relationships:** We build strong connections by working together, solving problems, and ensuring everyone feels they belong.
- **Excellence:** We succeed through hands-on experiences and collaboration with others and our environment.
- **Aspiration:** We value our children's needs, interests, and voices and allow them to participate actively in their learning.

Our children, parents, staff, Board members, and alumni are all considered part of our community, and we are accountable to our three core drivers.



## Drivers, Belonging and Learning

At Raha, we believe in a constructivist approach to learning; however, we also believe meaning can only be made when our learners belong, understand what they are learning and are challenged to become more.

### Belonging at Raha

At Raha, we believe that for everyone—children and adults alike—to take charge of their learning, they must first feel safe, secure, and valued. We refer to this sense of connection as “belonging.” Learning begins in an environment where everyone feels cared for and part of a community, with effective relationships as our foundation.

## We know we have effective relationships when:

- Learners feel valued: Teachers, mentors, and classmates ensure everyone feels included, appreciated, and heard.
- Learners self-regulate their behaviour: We support each other in behaving well, respecting one another, and persevering through challenges.
- Learners believe in their success: We encourage one another’s potential and help everyone strive to produce beautiful work.

# LEARNING AT RAHA

While relationships are vital, motivation for learning also needs a strong foundation of excellence. We ensure that children and adults are appropriately challenged, receive helpful feedback, and feel proud of their achievements. We inspire everyone to take control of their education and reach beyond what they thought possible.

We know learning is effective when:

- **Learners understand the purpose:** Learning goals are clear and well-defined.
- **Learners build on prior knowledge:** We connect new ideas to what learners already know.
- **Learners engage with others:** We provide various opportunities for students to interact and collaborate—learning is an active process.
- **Learners make connections:** Key concepts help organise and link learning experiences throughout our curriculum.
- **Learners face appropriate challenges:** We tailor learning opportunities to meet individual needs and developmental stages.
- **Learners receive timely feedback:** Regular assessments offer structured guidance for understanding and progress.
- **Learners practise meaningfully:** We emphasise deliberate practice to improve skills and self-awareness.
- **Learners take ownership:** Students have opportunities for self-directed learning and making choices in their education.
- **Learners reflect on their progress:** We create chances for learners to plan, monitor, and adjust their learning strategies as needed.





## Raha Learning Programme

Our learning programme at Raha consists of five interlinking approaches to learning:

- Inquiry-based Learning
- Visible Learning
- Learning Through Global Perspectives
- Responsive Classroom
- Assessment for Learning

While each element will have a different weight, influence, and impact depending on the learning opportunity, we place equal value on them. The five approaches to learning combine to provide our learners with a rounded, values-based education that develops them as individuals, their voice and their place in the world so they can make a difference.

<p><b>Inquiry-based Learning</b></p>	<p>Engaging our learners by making <b>real-world connections</b> through exploration and high-level questioning.</p>
<p><b>Visible Learning</b></p>	<p>Using evidence-based practice to <b>ensure that when teaching is visible our children know what to do and how to do it</b>; and so, when learning is visible our educators knows if learning is occurring or not.</p>
<p><b>Learning Through Global Perspectives</b></p>	<p>Creating opportunities for learners to contextualise their learning, <b>develop international mindedness</b>, and enable our children to understand their place in the world and their power to shape it for good.</p>
<p><b>Responsive Classrooms</b></p>	<p>We believe learning requires safe, inclusive, and joyful spaces where children feel they belong. Teaching and discipline are guided by students' social, emotional, and cognitive needs. Lessons are engaging, challenging, and spark curiosity, fostering responsibility in a calm, orderly environment where students thrive.</p>
<p><b>Assessment for Learning</b></p>	<p>The use formative assessment as an <b>integral part of daily classroom practice</b> to individualise approaches and meet learners needs. Timely feedback enables learners to understand what they <b>can do</b> successfully and establish <b>next steps</b>.</p> <p>Summative assessments are strategically planned, used sparingly and help to build a bigger picture, confirming what learners have already demonstrated.</p>