Arabian Education Development
Al Ittihad Private Schools

Digital Strategy
AY 2025-2030

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I. Mission Vision and IPS Values

Mission

At Al Ittihad Private Schools, we are dedicated to inspiring and empowering all students through sustainable, innovative education. Our commitment is to foster their holistic development, instill essential 21st-century skills, promote lifelong learning, and empower them to excel academically. Additionally, we prioritize creating an inclusive environment where every student feels valued, respected, and supported as they grow into active, responsible heritage guardians and global citizens.

Vision

A Generation of Heritage Guardians and Global Thinkers.

Values

1. Respect
2. Integrity
3. Empathy
4. Tolerance
5. Loyalty
6. Resilience
7. Innovation
8. Global Citizenship
9. Environmental Stewardship
10. Sustainability

II. Introduction

At Al Ittihad Private Schools (IPS), we recognize that digital fluency is essential for students to thrive in an increasingly complex, interconnected, and technology-driven world. Our commitment to developing well-rounded, future-ready graduates is reflected in the integration of purposeful, inclusive, and ethical digital practices across all aspects of teaching, learning, and school life.

The IPS Digital Strategy 2025–2030 builds on our mature digital infrastructure to sustain and elevate a learning environment that promotes innovation, critical thinking, adaptability, and global citizenship. Our approach ensures that every learner is empowered to engage with technology confidently and responsibly, preparing them not only for academic success, but for lifelong learning, digital leadership, and active participation in a global society.

This strategy was developed by the IPS Digital Strategy Oversight Committee (DSOC), the group-level body responsible for digital governance across all IPS schools. The DSOC led the drafting process, ensuring alignment with ADEK's Digital Policy (2024) and KHDA expectations.

2.1 Purpose of the Policy

The IPS Digital Strategy 2025–2030 provides a comprehensive framework to guide the sustainable use of digital technologies across all Al Ittihad Private Schools. It articulates the strategic direction for how digital systems will be leveraged to enhance teaching, learning, communication, operations, and student wellbeing.

This strategy ensures that all digital practices across the IPS network are consistent, inclusive, secure, and aligned with UAE regulatory frameworks, including the ADEK Digital Policy v1.1 (2024) and Federal Law No. 45 (2021). It reinforces IPS's commitment to responsible and ethical technology use, supporting the development of future-ready graduates equipped with the digital skills, values, and competencies needed to thrive in a rapidly evolving world.

The strategy serves as both a governance tool and an implementation roadmap, balancing innovation with compliance, and equity with excellence.

This strategy is owned and governed by the IPS Digital Strategy Oversight Committee (DSOC), which ensures alignment with ADEK Digital Policy 2024 and KHDA digital safety and data protection expectations. Compliance reviews are conducted annually, and evidence of alignment is maintained for inspection readiness.

2.2 Policy Scope (KG–12, all schools, staff, students, parents)

This policy applies to all IPS schools and covers:
- All students from KG to Grade 12.
- Teachers and staff.
- School leadership and management teams.
- Parents and guardians.
- All digital tools, systems, and platforms used for learning, teaching, administration, and communication.

It applies to digital tools during school hours, on school devices, and for any school-related tasks or communication.

2.3 IPS Digital Vision

At IPS, our digital vision is rooted in the belief that purposeful, ethical, and inclusive use of technology plays a vital role in shaping learners who are both Heritage Guardians and Global Thinkers. We envision a dynamic educational ecosystem where digital tools enhance learning, wellbeing, and operational efficiency, empowering every student to become a confident contributor in a technology-driven, globally connected world.

Our commitment to digital excellence is grounded in the IPS values of Respect, Integrity, Empathy, Tolerance, Loyalty, Resilience, Innovation, Global Citizenship, Environmental Stewardship, and Sustainability. These values guide the way we integrate technology into school life, ensuring it is used not only to accelerate learning, but also to strengthen social responsibility, equity, and ethical awareness.

IPS promotes digital wellbeing by balancing screen time, mental health, and technology use through education on digital citizenship, healthy habits, and responsible online behaviour, in line with ADEK digital wellbeing guidance and KHDA digital safety expectations.

2.4 Key Terms and Abbreviations

Unless otherwise stated, terms used in this Strategy have the same meaning as in the ADEK School Digital Policy (2024). The following IPS-specific terms are used throughout this document:
- IPS: Al Ittihad Private Schools group.
- Digital Strategy Oversight Committee (DSOC): The IPS-level committee that owns this Digital Strategy, monitors its implementation, and issues IPS-wide directives and support plans.

- Digital Wellbeing Committee: The school-level committee, chaired by the Principal or delegate, which oversees digital wellbeing, responsible use of technology, and follow-up on digital safeguarding concerns.
- Responsible Usage Policy (RUP): The IPS-wide policy that defines acceptable and responsible use of digital devices, networks, and platforms by students, staff, and parents. It functions as the Acceptable Use Policy (AUP) required by ADEK.
- Data and Cybersecurity Policy: The IPS policy that sets minimum technical and organisational measures for protecting data, systems, and networks across all schools.
- Cybersecurity Incident Response Plan (CIRP): The IPS procedure that defines how digital and cybersecurity incidents are identified, reported, contained, investigated, and closed.
- Data Protection and Retention Policy: The IPS policy that governs how personal data is collected, stored, shared, and deleted in line with UAE PDPL and ADEK requirements.
- Digital Media and Social Media Policy: The IPS policy that regulates staff, student, and official school use of digital and social media platforms.
- Framework for the Selection of External Providers and Products: The IPS framework that defines due-diligence, safeguarding, and data-protection checks for all external digital tools, platforms, and service providers.
- MDM (Mobile Device Management): The central system used by IPS to configure, secure, and monitor iPads, laptops, and other mobile devices used for learning and administration.
- External Provider: Any third party that offers digital platforms, content, applications, or services used by IPS staff or students (e.g. learning platforms, assessment tools, communication apps).
- Personal Data: Any information relating to an identified or identifiable natural person, as defined by UAE Federal Decree-Law No. 45 of 2021 on Personal Data Protection (PDPL).

III. Strategic Direction for Technology Integration in Learning and School Operations

The IPS Digital Strategy for AY 2025–2030 is organised around four strategic directions that guide all group-wide digital initiatives:

1. Intelligent Digital Integration: embedding technology meaningfully in teaching, learning, and assessment.
2. AI Integration and Governance: ensuring safe, ethical, and purposeful use of AI in line with UAE regulations and IPS policies.

3. Optimised Digital Operations: using digital tools and data to streamline processes and improve collaboration and decision-making.
4. Enabling and Secure Technology: maintaining reliable infrastructure, cybersecurity, and device management as the foundation for all digital work.

IPS approaches technology as a core pillar of high-impact learning and operational excellence. Across all five schools, digital systems and platforms are purposefully deployed to enrich the student learning experience, optimize teacher practice, streamline school administration, and uphold data-informed decision-making.

3.1 Empowering Learners through Intelligent Digital Integration

At IPS, students engage in digitally enriched learning environments that prioritize agency, creativity, collaboration, and critical thinking. Instruction is enhanced through:

- 1:1 Apple device implementation from Grades 1 to 12, ensuring equitable access to creative, research, productivity, and accessibility tools for all students.
- Learning management systems (Schoology and Seesaw) that enable flexible instruction, personalized pathways, and transparent parent communication.
- Digital assessments that support ongoing feedback, learner autonomy, and real-time progress monitoring, helping educators adapt instruction to student needs.
- IPS integrates assistive technologies including accessibility tools, adaptive platforms, and personalized learning supports to ensure that students of determination and advanced learners can access, participate in, and excel within digital learning environments in line with ADEK inclusion requirements.
- Curriculum-aligned enrichment platforms such as IXL, Achieve3000, BravoBravo, Raz-Kids, and iRead Arabic that provide adaptive practice, reading fluency support, and language scaffolding for diverse learners.
- Interactive eBooks from HMH, McGraw-Hill, and Pearson, which replace traditional textbooks and offer students embedded multimedia, self-check questions, animations, and annotation tools to support multimodal learning across subjects.
- Instructional media and productivity apps that empower students to express ideas creatively, engage in project-based learning, and develop key digital skills.

Technology is not treated as an external tool but as an embedded support for deep learning, student engagement, and academic achievement. IPS classrooms leverage digital tools to foster critical thinking, innovation, and ethical digital citizenship.

IPS uses learning analytics dashboards from its core digital platforms to monitor engagement, attendance and learning outcomes. These insights are used for instructional improvement, targeted interventions, and to support ADEK's and KHDA's expectations for data-driven decision-making and continuous school improvement.

3.2 Artificial Intelligence Integration and Governance

Artificial Intelligence (AI) is strategically integrated into IPS learning environments to support innovation, differentiation, and teacher efficiency. AI tools are introduced gradually and ethically across grade levels, in alignment with the IPS AI Policy (2025) and international standards, including UNESCO's AI Competency Guidelines.
Approved uses of AI include:

- Supporting brainstorming, exploration, and creative content generation.
- Helping students develop writing, inquiry, and research skills.
- Reducing teacher workload in administrative planning or resource design.
- Personalizing feedback and learning scaffolds.

However, IPS maintains strict ethical boundaries around the use of AI. In accordance with the IPS Academic Integrity Policy, the use of AI tools to complete assignments or assessments without teacher authorization is considered academic misconduct. Students are taught that the responsibility lies with them, not the tool, to produce authentic, original work.

To ensure responsible AI usage, IPS implements:

- Clear classroom guidelines aligned with the AI Policy and academic expectations.
- Staff training to identify AI misuse and support students in using tools ethically.
- Digital citizenship education promoting integrity, authorship, and accountability.
- Platform access controls to restrict unapproved AI tool usage during assessments.

All AI use at IPS is monitored through a balance of teacher oversight, policy enforcement, and student education, ensuring that innovation never compromises ethical learning. The boundaries and educational safeguards described in the IPS AI Policy and Academic Integrity Policy are central to how AI is introduced, modeled, and assessed across the IPS group.

AI use is further governed by the IPS Responsible Usage Policy (RUP), the IPS Data and Cybersecurity Policy, and the IPS Cybersecurity Incident Response Plan (CIRP), particularly in relation to data protection, monitoring, and incident handling.
IPS evaluates educational AI tools for pedagogical suitability, data protection and risk in line with the UAE National AI Strategy 2031 and ADEK Digital Policy 2024. Higher-risk AI tools undergo data protection and risk assessments before wider classroom use. AI tools used with students are selected to be age-appropriate, transparent in their use, and designed to minimise harmful bias. Teachers receive regular training on AI ethics,

safe and effective AI use, and prompt literacy, to ensure that AI enhances rather than replaces professional judgement in teaching and assessment.

3.3 Optimizing School Operations through Digital Platforms and Automation

IPS employs a wide array of digital platforms and automated systems to enhance school operations, reduce administrative workload, and drive data-informed leadership. These systems ensure consistency, efficiency, and continuous improvement across all schools.

Core Operational Tools Include:

- PowerSchool SIS for attendance, grading, communication, and academic tracking.
- Atlas curriculum mapping to align units, standards, and academic planning vertically and horizontally across grades and subjects.
- An in-house platform for classroom observations and performance reviews, developed by the Instructional Technology Team at IPS, used to support school leaders in tracking instructional quality, teacher growth, and compliance with evaluation frameworks.

IPS promotes data integrity and accuracy through standardised data flows and validation checks between core systems such as the SIS, LMS and HR platforms. Staff access to digital systems is managed through role-based access control (RBAC) and, where available, multi-factor authentication (MFA). These practices support ADEK and KHDA expectations for secure identity, access management and data governance across IPS schools.

Digital Automation and Systems Integration:

- Cloud-based collaboration tools streamline document sharing, scheduling, and communication.
- Mobile Device Management (MDM) systems manage and secure all student and staff Apple devices, including app control and remote configuration.
- Analytics dashboards provide real-time insights into platform usage, instructional engagement, and student support metrics.
- Automated workflows reduce manual repetition and increase consistency in reporting, alerts, and parent engagement.

These tools enable IPS staff to:

- Increase instructional time and reduce clerical workload.
- Standardize and scale effective practices across schools.
- Maintain data integrity, security, and visibility for all stakeholders.
- Support agile leadership through timely and actionable reporting.

3.4 Enabling Technology through Scalable, Secure Infrastructure

The impact of digital innovation at IPS is made possible by a high-performance infrastructure that is built to scale and adapt to evolving demands. Across all its schools, IPS ensures:

- High-speed internet connectivity with dedicated bandwidth to support simultaneous use by students and staff.
- Enterprise-grade firewalls and filtering systems to provide a safe, age-appropriate online experience.
- Interactive digital classrooms, featuring large-format Apple-compatible panels, wireless casting, and advanced audio-visual integration.
- School-wide secure Wi-Fi networks with role-based access for staff, students, and visitors.
- Redundant data backup and cloud-based storage solutions to maintain uptime, protect privacy, and ensure disaster recovery readiness.

This infrastructure is centrally monitored and supported by the IPS Head Office IT team in coordination with local IT leads. It provides a seamless, secure digital environment that enables teaching, learning, communication, and management at scale. IPS designs and operates its infrastructure to meet the minimum expectations of ADEK Digital Policy 2024 for bandwidth, resilience and cybersecurity controls, and is guided by Dubai Cyber Security Strategy principles for KHDA-licensed schools, supporting a consistent security posture across emirates. Significant IT infrastructure changes are subject to risk and impact assessment to protect continuity of teaching and learning and the security of student and staff data.

IV. Assistive Technology and Digital Inclusion

At IPS, inclusion is a foundational principle, aligned with our core values and regulatory obligations under both ADEK and KHDA. We are committed to ensuring that all students, including Students of Determination, students with Individualized Education Plans (IEPs), those with additional learning needs, and gifted and high-performing learners, have access to an equitable, engaging, and adaptive digital learning environment.

4.1 Commitment to Inclusive Digital Access

All IPS schools are designed to provide inclusive access to technology that promotes learning without barriers.
IPS follows the ADEK Inclusion Policy and the KHDA Inclusion Framework for inclusive education, ensuring that assistive technology provision is embedded within each school's inclusive education plan. Digital inclusion is not only about access to devices but

also about equal participation, accessible content, and privacy-respecting use of assistive data.

This includes:
- Ensuring equal access to learning platforms, content, and assessments through universal login systems, centralized student data, and adaptive formats.
- Integrating assistive technologies that respond to a wide range of physical, sensory, cognitive, and emotional needs.
- Aligning practices with Universal Design for Learning (UDL) principles, as encouraged by ADEK's Inclusion Policy, to proactively design digital lessons and tools that cater to diverse learning profiles.
- Providing tailored support for gifted learners, including those on Advanced Learning Plans (ALPs), through platforms that allow extension, acceleration, and enrichment.
- Digital pathways for gifted learners also include opportunities for independent research, innovation challenges, and digital capstone projects that extend learning beyond classroom expectations.

IPS conducts regular assessments to evaluate the effectiveness, accessibility, and impact of assistive technologies in line with ADEK Digital Policy requirements, ensuring that all learners particularly students of determination receive equitable digital access and support.All assistive digital practices comply with UAE Federal Law No. 45 of 2021 (PDPL), ensuring that sensitive learning data for students of determination and gifted learners is protected, processed lawfully, and used only for educational support purposes.

4.2 Examples of Assistive Digital Tools at IPS

To support differentiated learning, IPS deploys a range of accessible technologies across all schools, including:
- Text-to-speech and speech-to-text tools to support students with reading and writing difficulties.
- Closed captioning and audio-described content in video-based learning.
- Screen magnifiers, high-contrast displays, and adjustable font sizes.
- Interactive visual scheduling tools and timers to assist students with executive functioning challenges.
- Multilingual tools for ELL (English Language Learner) support.
- Specialized apps for emotional regulation and social skills development.

These tools are integrated within core platforms like Seesaw, Schoology, Raz-Kids, BravoBravo, iRead Arabic, and IXL, all of which support customizable user experiences.

4.3 Digital Supports for Inclusive Teaching and Learning

In alignment with ADEK and KHDA inclusion frameworks, IPS:

- Maintains digital Individualized Education Plans (IEPs) that are accessible to teachers, coordinators, and school leaders.
- Provides educators with guidance and digital resources to differentiate instruction and assessment.
- Conducts training for staff on inclusive digital teaching practices, assistive technology use, and accessible design.
- Regularly evaluates the accessibility of digital content, including vendor-provided platforms and teacher-developed materials.

4.4 Collaboration and Policy Alignment

Digital inclusion efforts are governed by both the IPS Inclusion Policies, the IPS Data Protection and Retention Policy, and the IPS Responsible Usage Policy (RUP), ensuring safe and ethical digital participation for all learners.

IPS works closely with:

- School based Heads of Inclusion and SEN Teams.
- Parents and caregivers to tailor assistive supports.
- IT and instructional technology heads to monitor and update tools.

All initiatives are reviewed and adapted in accordance with ADEK and KHDA regulatory updates and inclusion expectations.

V. Student Digital Skills and Competencies

Al Ittihad Private Schools embed progressive, age-appropriate digital competencies across all grade levels, guided by national and international standards. These competencies are purposefully scaffolded to equip students not only with technical fluency, but also with ethical awareness, computational thinking, creativity, and real-world problem-solving abilities.

The IPS digital-skills framework is aligned with the ADEK Digital Literacy Competency Framework, KHDA expectations for innovation and digital fluency, and international benchmarks such as the ISTE Standards for Students. Progress in student digital skills is regularly reviewed by the Digital Strategy Oversight Committee (DSOC) to ensure that benchmarks, AI-related strands and cross-curricular integrations remain current with UAE educational priorities.

5.1 Kindergarten (KG)

In the foundational years, learners are introduced to technology as a discovery tool through sensory engagement and visual programming. AI is introduced through stories and visual cues to foster early understanding of smart machines and decision-making.

Teachers model balanced screen-time habits and guided exploration so that technology is experienced as safe, shared, and supervised.

- Recognizing digital devices and basic handling routines.
- Navigating touchscreen devices (iPads) and voice assistants (e.g., Siri).
- Visual sequencing and unplugged coding (Bee-Bots, Osmo Coding).
- Age-appropriate AI exploration through storytelling and smart play.
- Awareness of online safety and respectful digital interaction.
- Using a simple 'pause and ask' routine before accessing new online content.

5.2 Elementary (Grades 1–5) – Cycle 1

Students expand digital literacy by exploring the relationship between humans and machines and beginning to build with code. AI applications are explored through real-world comparisons and hands-on interaction.

- Using school-wide platforms for content creation.
- File and folder management along with document collaboration.
- Block-based programming (Scratch, Code.org) and basic robotics.
- Digital storytelling and graphic design.
- Data representation through tables, graphs, and charts.
- Introductory AI modules: pattern recognition, basic chatbot interaction.
- Ethical discussions around screen time, digital etiquette, and AI fairness.
- Use of assistive tools (text-to-speech, visual organizers) for personalized learning.
- Students learn about creating strong passwords, seeking adult support before sharing information online, and practising respectful online communication.
- They are introduced, in age-appropriate ways, to the idea of personal data—what information should and should not be shared online—in line with UAE children's data-protection requirements.
- Engage in guided discussions and debates on plagiarism, authorship, misinformation and ethical content creation.
- Complete age-appropriate modules on managing their digital footprint and interacting responsibly on social media, in line with KHDA expectations for digital etiquette and online behaviour.

5.3 Middle School (Grades 6–8) – Cycle 2

Students deepen their understanding of computational systems, start working with open-ended design tasks, and develop AI literacy through project-based learning.

- Text-based coding (Python, HTML/CSS) and website building.

- Robotics programming (Arduino, LEGO Mindstorms).
- Digital simulations and data collection via sensors.
- AI modules addressing bias, algorithmic logic, and system evaluation.
- Online safety, password security, and responsible digital publishing.
- Integration of productivity software, multimedia tools, and research platforms.
- Critical analysis of AI's social implications and ethical dilemmas.
- Assistive tech integration for inclusive project work.

5.4 High School (Grades 9–12) – Cycle 3

High school students become ethical digital innovators, capable of applying advanced computing and AI to UAE national priorities such as sustainability, education, and health.
- Application development, advanced databases, cloud collaboration.
- Advanced programming (Python, Java), AI model training, ML algorithms.
- AI projects for social impact, aligned with UAE Vision 2031.
- Data science, analytics dashboards, and algorithmic problem solving.
- Deep explorations of AI ethics, authorship, and implications of surveillance.
- Leadership in digital citizenship, peer mentorship, and AI startup incubation.
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IPS graduates consistently exceed national digital competency benchmarks, graduating as innovators, ethical digital citizens, and future-ready problem solvers. They are equipped with the advanced skills and mindset required to thrive in a rapidly evolving AI-powered world.

VI. Infrastructure, Hardware, and Software Plans

Al Ittihad Private Schools are committed to delivering a high-performance, scalable, and secure digital infrastructure that supports personalized learning, inclusive access, operational efficiency, and innovation across all schools. Our infrastructure strategy is rooted in three pillars: resilient connectivity, future-proof device ecosystems, and seamless digital integration. This ensures that our schools remain agile and adaptable to emerging educational needs, including those related to AI integration and digital wellbeing.

This approach aligns with:
- The ADEK Digital Policy regarding infrastructure standards, device deployment, and software compliance.
- The KHDA Education 33 Strategy, emphasizing learner-centric innovation, access equity, and digital fluency across Dubai schools.

6.1 Physical Infrastructure and Connectivity

To sustain high-performance digital learning environments, IPS maintains a future-ready physical infrastructure that ensures fast, secure, and equitable access to digital resources across all schools.

- All IPS schools are equipped with campus-wide Wi-Fi 6 or higher, ensuring reliable, high-speed connectivity in every learning space, including classrooms, libraries, labs, and multi-purpose halls.
- Learning environments are zoned via dedicated VLANs for students, staff, guests, and admin systems, supporting secure segmentation and bandwidth prioritization.
- All teaching spaces are outfitted with dual access points where needed to support high-density 1:1 environments.
- IPS schools leverage dedicated fiber connections with guaranteed minimum bandwidth to maintain uninterrupted digital learning experiences.

6.2 Classroom Hardware

All KG–Grade 12 classrooms are digitally enabled with modern teaching equipment including:

- Interactive flat panels or projectors.
- Wireless screen mirroring systems (Apple TVs or similar).
- Voice amplification tools for accessibility.

All educators are provided with Apple MacBooks and/or iPads to facilitate digital lesson planning, digital instruction, and formative assessment. Classrooms are designed to support creative instruction and device-led learning at every level.

IPS implements a 1:1 student device model from Grade 1 onwards. All IPS schools implement a BYOD (Bring Your Own Device) policy. This approach empowers families to select their preferred Apple device while maintaining uniformity across the student experience.

In three IPS schools, student devices managed via a Mobile Device Management (MDM) platform (Apple School Manager + JAMF/Mosyle), enabling secure app deployment, policy enforcement, and assessment restrictions.

In other schools, monitoring is conducted via enterprise-grade firewalls and internet proxy policies that filter and block inappropriate content, enforce safe browsing rules, and monitor activity during learning and assessments.

This layered approach ensures all IPS students benefit from a safe, secure, and policy-compliant digital learning environment.

6.3 Software Selection and Deployment

IPS maintains a structured approval and vetting process for all digital platforms and instructional software used across schoolses.

- Educational platforms are selected based on alignment with curriculum objectives, digital fluency goals, and accessibility and age-appropriateness.
- All tools are proofread, tested, and evaluated by instructional technology specialists and academic teams before deployment.
- Final selections are approved at the academic leadership level and integrated with:
  o Apple School Manager for device-based app provisioning.
  o ClassLink Single Sign-On (SSO) for seamless user access and identity management.
  o Learning Management Systems (Schoology & Seesaw) for streamlined content delivery and parent-student-teacher coordination.

This ensures a coherent, equitable, and secure ecosystem that adheres to national education frameworks while supporting innovation, data protection, and user-centered design.

VII. Cybersecurity Provisions

Al Ittihad Private Schools recognize that effective cybersecurity is foundational to maintaining the trust of learners, educators, and parents. IPS is committed to securing its digital ecosystem through comprehensive cybersecurity policies, multi-layered technical safeguards, and adherence to national and local regulatory frameworks. Our approach ensures a safe learning environment, continuity of service, and protection of sensitive educational data.

Cybersecurity governance is overseen by the IPS Digital Strategy Oversight Committee (DSOC) and implemented by designated school IT officers under central guidance.

7.1 Cybersecurity Framework and Regulatory Alignment

The IPS cybersecurity policy framework is aligned with:
- ADEK's Digital Policy which outlines cybersecurity governance, device protection, monitoring, and staff-student awareness.
- KHDA Cybersecurity Guidelines for Private Schools, reflecting the Dubai Cyber Security Strategy pillars of Cyber Smart Society, Innovation, and Resilience.
- UAE Federal Cybercrime Law No. 5 of 2012, and Federal Decree-Law No. 45 of 2021 on the Protection of Personal Data.

These frameworks inform all IPS cybersecurity measures, from endpoint protection and email filtering to threat response, user education, and governance protocols.

7.2 Network and Endpoint Security

To ensure end-to-end protection, IPS schools implement:
- Enterprise-level firewalls at all schools to enforce content filtering, user authentication, application-level control, and logging of internet activity.

- VLAN segmentation for secure isolation of student, staff, guest, and administration traffic.
- SSL inspection and web proxy filtering, ensuring access to safe and age-appropriate digital content.
- Secure Wi-Fi configurations (WPA3 Enterprise or WPA2 + RADIUS) across all networks.
- Device-level safeguards, including antivirus and anti-malware protection on school-managed systems.

At schools using Mobile Device Management (MDM), remote configuration of usage restrictions and app deployment ensures compliance with age-based digital access norms. In other schools, firewall-based traffic monitoring and usage reporting tools ensure student safety and accountability. Use of Virtual Private Networks (VPNs) by students on school premises or through school-managed networks is strictly prohibited unless explicitly authorized for approved educational or operational purposes.

All infrastructure and cybersecurity safeguards outlined in this section align with the IPS Data and Cybersecurity Policy and meet the requirements of ADEK Digital Policy 6.1 on Secure Digital IT Architecture.

7.3 Identity and Access Management

- IPS uses ClassLink as its centralized Single Sign-On (SSO) solution across platforms, including Schoology, Seesaw, Microsoft 365, and Google suite. This ensures secure user access, reduces password fatigue, and enables real-time identity provisioning and revocation.
- Role-based access controls (RBAC) are in place to restrict access to sensitive academic, financial, and behavioral data based on user type and need.
- All systems enforce multi-factor authentication (MFA) for staff access to core platforms and administrative systems.

7.4 Data Protection and Privacy

In alignment with UAE Data Protection Law No. 45 (2021) and ADEK Digital Policy:
- Student, parent, and staff data is stored in encrypted formats and hosted in data centers compliant with UAE data residency laws.
- All IPS schools implement secure backup protocols, ensuring data recovery in case of system failure or breach.
- Data access logs are maintained to ensure traceability and accountability across platforms.

- Third-party edtech vendors are vetted for compliance with privacy policies and required to sign data processing agreements (DPAs) where applicable.

7.5 Awareness, Response, and Incident Management

IPS promotes a cyber-aware culture through:
- Annual cybersecurity training and phishing simulations for staff in collaboration with IT and digital learning teams, aligned with UAE Cybersecurity Council guidelines.
- Student digital citizenship education embedded across ICT and homeroom lessons, aligned with ISTE standards and ADEK recommendations, focusing on online safety, media balance, and responsible digital behaviour.
- Clear incident reporting workflows for data breaches, phishing attempts, or cyberbullying, with escalation protocols involving the school principal, head of instructional technology and safeguarding team.
- Designated school IT leads and IT Officers coordinate with central administration and vendors for incident containment, root cause analysis, and resolution for all cybersecurity incidents.
- Safeguarding protocols for digital wellbeing concerns:
  - IPS uses firewall and proxy analytics to flag access to high-risk and inappropriate websites and refers repeated or concerning patterns to the school wellbeing and safeguarding teams, in line with UAE Child Protection Law.
  - Students at risk (eg. Excessive screen time, behavioural changes, accessing prohibited content) are referred to school counsellors.
  - Interventions may include screen time self-assessments, guided digital detox activities, support from the inclusion and wellbeing teams, or parental engagement sessions for home usage guidance..
  - IPS leverages its Behaviour Policy, Inclusion Policy, and Wellbeing Policy to provide a wraparound support system, ensuring early intervention and compliance with UAE Child Protection Law.

VIII. Future-Proofing and Sustainability of Digital Systems

Al Ittihad Private Schools are committed to sustaining a dynamic and forward-thinking digital ecosystem that evolves in step with educational innovation, global best practices, and UAE national strategies, including the UAE Centennial 2071 and the AI Strategy 2031. This section outlines IPS's proactive approach to ensuring the long-term relevance, adaptability, and environmental sustainability of its digital infrastructure and instructional technology landscape.

8.1 Strategic Vision and Long-Term Planning

IPS embeds future-readiness into all technology-related decision-making through:

- Three-year rolling digital infrastructure plans at the head office and school levels, reviewed annually for alignment with evolving academic needs, ADEK/KHDA guidelines, and UAE Vision 2031 priorities.
- Scalable network architecture and modular system design, allowing for seamless integration of future tools, services, and emerging technologies (e.g., AI, XR, adaptive learning engines).
- Sustainable procurement practices, prioritizing vendors who offer:
  - Extended device life cycles (5+ years).
  - Eco-friendly packaging and recycling programs.
  - Energy-efficient hardware with EPEAT/ENERGY STAR certifications.

8.2 Environmental Sustainability and Digital Citizenship

In line with the UAE's Net Zero by 2050 strategic initiative, IPS promotes green digital practices across its operations:

- Digital-first curriculum resources reduce paper usage, particularly through the widespread adoption of eBooks, LMS-based assessments, and collaborative documents.
- Devices are selected and maintained with power-efficiency considerations and automated sleep policies during idle times.
- Device donation and recycling programs are implemented in collaboration with certified e-waste providers to dispose of outdated technology responsibly.
- Student awareness campaigns and digital citizenship activities address sustainable tech usage, including:
  - Reducing digital clutter and unnecessary cloud storage.
  - Understanding the carbon footprint of online activity.
  - Making responsible consumption choices for apps and digital services.

8.3 Risk Management and Business Continuity

8.3.1 Distance Learning Readiness and Emergency Continuity Plan

In alignment with ADEK Digital Policy (2024) 5.3, IPS maintains a Distance Learning Readiness Plan to ensure continuity of learning during temporary school closures and exceptional individual student circumstances (such as long-term medical absence, quarantine, or other approved situations).

This plan defines:

- Activation criteria and procedures for partial or full transition to distance learning at school level.
- The use of core IPS platforms (Schoology, Seesaw, ClassLink SSO, Apple iPad devices, and PowerSchool) to deliver synchronous and asynchronous learning, assessment, feedback, and communication.

- Expectations for teacher readiness, including remote-instruction guidelines, digital classroom management, and assessment integrity in online settings.
- Measures to support Students of Determination and other learners requiring additional support, ensuring continued access to accommodations, assistive technologies, and personalized pathways.
- Safeguarding, wellbeing, and data-protection procedures aligned with ADEK's Digital Policy, KHDA digital safety expectations, and UAE Child Protection and Data Protection laws.
- Monitoring and reporting arrangements so that student attendance, engagement, and academic progress are tracked and acted upon during distance learning periods.

The Distance Learning Readiness Plan is reviewed annually by the Digital Strategy Oversight Committee (DSOC) and each school's Digital Wellbeing Committee, as part of IPS's broader risk management and business continuity framework, and evidence of readiness is maintained for inspection purposes.

8.3.2 Future-proofing is closely tied to resilience and continuity planning:
- IPS IT systems are supported by redundant data backup solutions, automated failover protocols, and recovery strategies tested biannually.
- Cloud-first strategies ensure service continuity, even during local hardware disruptions.
- Vendor contracts are reviewed regularly to ensure support for long-term compatibility and transition options (e.g., APIs, exportability, sunset policies).

8.4 Innovation Ecosystem and Piloting Culture

IPS fosters a culture of agile innovation by:
- Encouraging schools to pilot emerging tools under guided implementation plans with the Instructional Technology Manager's office (e.g., AI-powered feedback, VR/AR integrations, adaptive learning).
- Leveraging feedback loops from teacher innovation ambassadors, student tech teams, and EdTech coaches to inform scaling decisions.
- Establishing annual EdTech review cycles that align with staff PD plans and UAE regulatory updates.

IX. Resources and Investment Planning

Al Ittihad Private Schools are committed to making sustained, strategic investments in digital education that align with educational priorities, support innovation, and ensure equitable access for all learners. Resource allocation is guided by long-term forecasting, rigorous procurement

practices, and ongoing evaluation of digital return on investment (D-ROI), in alignment with ADEK and KHDA regulatory expectations.

9.1 Strategic Budgeting and Cost Efficiency

Digital education budgets are developed annually as part of the IPS group's centralized academic and IT planning. These budgets prioritize:

- Infrastructure lifecycle planning, ensuring that core systems (e.g., Wi-Fi, servers, LMS) are refreshed every 4–5 years based on usage and scalability needs.
- Device renewal and expansion plans, aligned to enrolment growth, student needs, and technological evolution (e.g., upgrades from iPads to MacBooks in upper grades).
- Cloud-based service licensing, with multiyear agreements negotiated at group level for economies of scale across:
  - Learning Management Systems (Schoology, Seesaw).
  - Productivity tools (Microsoft 365, Google Suite, and Apple Work Suite).
  - Enrichment platforms (IXL, Raz-Kids, Achieve3000, BravoBravo).
  - Security tools (MDM, antivirus, backup, filtering systems).
- Dedicated digital innovation funds that allow schools to pilot emerging technologies and support student-led tech initiatives.

9.2 Procurement and Vendor Management

All digital tools and hardware deployed across IPS schools follow a structured evaluation and approval process:

- Platforms are selected based on curriculum alignment, accessibility, data privacy compliance, and proven impact on learning outcomes.
- Each solution undergoes testing, user piloting, and review by the Instructional Technology and IT departments before approval.
- Vendors are vetted for:
  - Data protection agreements and GDPR/UAE compliance.
  - Integration with existing platforms and SSO (via ClassLink).
  - Robust technical support and training offerings.
- Procurement is guided by transparent tender processes that prioritize:
  - Sustainability.
  - Compatibility with Apple ecosystem.
  - Cost-effectiveness and bundled service packages.
- Approved vendor lists are maintained at the head office level to ensure consistency across schools.

9.3 Equity and Inclusion in Digital Access

Investment in digital systems ensures that no student is left behind:

- 1:1 BYOD device program with multiple pathways for equitable participation. IPS provides a dedicated online purchasing platform in partnership with a trusted vendor, offering reduced pricing on Apple devices (iPads and MacBooks), flexible installment plans, and bundled packages including covers, Apple Pencils, AppleCare, and accessories.
- Buy to own device pools for teachers.
- Accessibility software (text-to-speech, magnification, guided access) is pre-configured on devices to support students of determination.
- Platform selection ensures compatibility with screen readers, multilingual interfaces, and age-appropriate design.
-

9.4 Monitoring and Evaluation of Digital Investment Impact

IPS conducts annual Digital Resource Audits in each school to:

- Evaluate platform usage through analytics provided monthly for schools to optimize utilization of digital resources
- Analyze student achievement and engagement trends
- Gather feedback from teachers, students, and parents on tool effectiveness
- Review alignment with curriculum changes and ADEK/KHDA evolving compliance expectations

Findings inform resource renewal, discontinuation, or scaling decisions for the following year, and are shared with school leaders and board stakeholders.

X. Staff Training and Digital Professional Development

IPS is committed to equipping its staff with the knowledge, skills, and ethical practices needed to thrive in a digital learning environment. Our professional development framework is grounded in national mandates, local requirements, and evidence-based best practices.

10.1 Regulatory Requirements & Mandates

- In Abu Dhabi, starting AY 2025-26, private school teachers are mandated to complete 75 hours of annual professional development, free of charge to teachers, with minimal disruption to school operations.
- ADEK's Digital Policy emphasizes that schools must invest in staff development covering digital infrastructure, safe and responsible technology use, data protection, and instructional integration of technology.

- In Dubai, KHDA's new staffing guidelines require induction training for all educators before they begin teaching roles, covering inclusion, UAE values, ethics, safeguarding, and conducting a signed Code of Conduct.

These legal and regulatory requirements form the baseline for IPS's staff training policy.

10.2 IPS Professional Development Model

In order to meet and exceed these mandates, IPS organizes its PD using a tiered, structured model:

Mandatory Core PD: All staff are required to undertake foundational training in:
- Digital safety, cybersecurity, and data privacy
- Responsible use of digital tools in instruction
- Pedagogical approaches to embedded technology use
- Induction modules (for new staff) on UAE values, safeguarding, ethics, and KHDA/ADEK expectations

Role-Based PD Tracks: Tailored professional development paths are offered depending on staff roles:
- Teachers: Curriculum integration of technology, formative assessment tools, AI basics, inclusive practices
- IT & EdTech Teams: Device management, network administration, cybersecurity incident response
- Leadership & Coordinators: Strategic planning, data analytics, digital oversight, evaluation of platforms
- IPS integrates AI-related professional development within its existing annual PD sessions, ensuring that staff are introduced to emerging tools, safe practices, and instructional applications at a pace that reflects school readiness and national developments. AI PD modules are embedded gradually across the three-year strategy cycle, allowing teachers, leaders, and IT teams to build confidence and capability without adding additional workload or fixed training requirements. This approach ensures that IPS remains aligned with ADEK's expectations for staff readiness in digital and AI integration while maintaining operational flexibility across schools.

Certification & Micro-credentials: IPS encourages staff to earn recognized certifications:
- Apple Teacher, Microsoft Educator, ICDL, or other digital literacy credentials
- Specialized courses in AI, data ethics, or accessibility where available

Sustained Learning Structures: To maintain momentum and embedding of skills:
- Professional Learning Communities (PLCs) where teachers share practice and feedback
- Peer coaching / instructional technology coaching cycles
- Showcase days and workshops to share successful digital integration strategies

10.3 Monitoring, Evaluation & Compliance

- IPS tracks training hours, attendance, and outcomes via a centralized PD dashboard across all schools
- After training, participants complete reflective surveys and chart classroom implementation of new skills
- Schools submit annual PD plans and records to ADEK and KHDA as part of inspection and compliance reviews
- PD effectiveness is correlated with student impact measures and digital adoption in classrooms

XI. Emerging Technologies and Innovation (AI, Robotics, Coding)

Al Ittihad Private Schools are committed to preparing students for the future by embedding advanced digital technologies such as Artificial Intelligence (AI), Robotics, and Coding across the curriculum. This vision aligns with the UAE's National Strategy for Artificial Intelligence 2031, ADEK's Digital Policy requirements, and the MOE's AI Curriculum framework (2025–2026), which collectively emphasize the need to develop students' computational thinking, problem-solving capabilities, and ethical innovation.

11.1 Artificial Intelligence Integration

IPS has adopted a vertically integrated approach to AI education, ensuring exposure from early years through high school.

To support effective and ethical implementation of AI across classrooms, IPS provides ongoing professional development through scheduled PD weeks each academic year. These sessions introduce staff to age-appropriate AI tools, instructional strategies, and classroom safeguards, with training scaled progressively across schools. Rather than mandating fixed completion timelines, IPS adopts a responsive model in which AI training is expanded as staff readiness grows and as national AI curriculum guidance evolves. This ensures high-quality implementation without imposing uniform or rigid expectations on all schools.

- Kindergarten students explore foundational digital concepts through storytelling, pattern recognition, and age-appropriate AI-themed learning activities.

- Cycle 1 (Grades 1–5) students begin comparing human and machine intelligence, recognizing simple AI in daily life, and practicing digital logic.
- Cycle 2 (Grades 6–8) students engage in designing basic AI models, understanding bias in algorithms, and applying ethical reasoning in digital decisions.
- Cycle 3 (Grades 9–12) students implement AI in real-world simulations, develop socially impactful projects using Python or block-based AI tools, and explore emerging applications across health, sustainability, and education.

11.2 Robotics and Automation

IPS promotes robotics as a medium for developing engineering thinking, iterative design, and real-world problem solving:
- LEGO Education and Arduino platforms are used across elementary and middle school grades to build programmable robots and conduct sensor-based experiments.
- Robotics is integrated into STEM and ICT subjects, supported by after-school clubs and regional competitions.
- Students develop skills in automation, control systems, and mechanical design in preparation for AI-driven futures.

11.3 Coding and Computational Thinking

Coding is a core pillar of the IPS digital ecosystem:
- From KG to Grade 5, students engage in unplugged coding, sequencing games, and visual programming (e.g., Scratch and Kodable).
- In middle school, students transition to structured block-based and text-based coding using Scratch, Python, and HTML/CSS.
- High school learners explore Java, Python-based AI scripts, and algorithm design tied to curriculum outcomes in Math, Science, and ICT.
- Students participate in national coding initiatives and hackathons that foster problem-solving and collaborative innovation.

XII. Governance and Oversight Framework

Al Ittihad Private Schools (IPS) maintain a strong digital governance and oversight structure to ensure compliance with UAE federal mandates, ADEK Digital Policy, KHDA regulations, and international best practices. The framework ensures that all digital systems, infrastructure investments, data policies, and emerging technologies are implemented in a secure, ethical, and effective manner across all schools.

12.1 Compliance with ADEK and KHDA Digital Governance Requirements

- In accordance with ADEK Digital Policy, each IPS school has established a Digital Wellbeing Committee to oversee digital transformation, risk mitigation, digital safety and wellbeing.
- ADEK and KHDA's Unified School Inspection Framework emphasizes digital leadership, data-informed decision-making, and continuous review of digital initiatives. IPS aligns with these expectations through regular audits and review cycles.
- The Digital Wellbeing Committee, chaired by the school Principal, Vice Principal and Head of Instructional technology, is responsible for:
    - o Annual review of student digital learning outcomes using usage analytics and performance reports.
    - o Infrastructure security testing and recovery drills in collaboration with the IT department and external vendors.
    - o Annual vendor risk re-evaluation to ensure compliance with data privacy, security, and accessibility standards.
    - o Assessment of staff digital training needs to maintain up-to-date professional competencies.
    - o Risk assessments of all digital systems, including instructional and administrative platforms.
    - o Stakeholder consultations, including parents, students, and staff, to inform planning and wellbeing practices.
    - o Each school designates a member of the Digital Wellbeing Committee as a Digital Compliance Liaison responsible for ongoing liaison with ADEK to ensure regulatory alignment, timely public submissions, digital audits, and incident reporting. This role includes submitting required documentation, escalating cybersecurity or data protection incidents and serving as the primary point of contact for all ADEK-related digital compliance matters.

Quarterly reports are submitted to the IPS central academic and IT leadership for group-level oversight.

At group level, the IPS Digital Strategy Oversight Committee (DSOC) receives these quarterly reports from each school's Digital Wellbeing Committee, reviews digital compliance and risk indicators, and issues IPS-wide directives and support plans where needed.

12.2 Roles and Responsibilities

The following roles form the core IPS digital governance structure responsible for implementing, monitoring, and evidencing this Digital Strategy across all schools:

- Instructional Technology Manager (Head Office): Oversees alignment of all digital transformation efforts with group-wide strategy and UAE vision.
- School Principals and School Leadership Teams: Monitor digital policy implementation, staff training, and digital citizenship development within their respective schools.
- School Heads of Instructional Technology: Ensure hardware, software, network infrastructure, and cybersecurity protocols are functional and up to date.
- IT Officers: In alignment with UAE Federal Data Protection Law (PDPL), ensure data privacy, parental consent processes, and staff/student compliance with usage policies, including the IPS Responsible Usage Policy (RUP), the IPS Data and Cybersecurity Policy, and the IPS Cybersecurity Incident Response Plan (CIRP).

12.3 Policy Alignment and Review

All digital practices are governed by the IPS Group Digital Strategy, the IPS Responsible Usage Policy (RUP), the IPS Data and Cybersecurity Policy, the IPS Cybersecurity Incident Response Plan (CIRP), the IPS Data Protection and Retention Policy, the IPS Digital Media and Social Media Policy, and the IPS Framework for the Selection of External Providers and Products. These frameworks are reviewed annually and updated in line with:

- ADEK Circulars and Policy Updates
- KHDA Annual Review Guidelines
- UAE Digital Government Strategy
- International frameworks

In compliance with ADEK and KHDA mandates, IPS affirms the full adoption of staff digital conduct requirements, including but not limited to:

- Prohibition of using personal email accounts for any school-related communication.
- Restriction on interacting with students or parents via personal social media platforms.
- Prohibition of using school branding, uniforms, or logos on personal accounts without formal authorization.
- Ban on sharing internal data, student records, or confidential school materials on personal or public platforms.
- Mandatory reporting procedures for any violations or digital misconduct.

In line with the ADEK School Digital Policy (2024), all IPS schools shall maintain an up-to-date public website as a core transparency and communication channel. At a minimum, each school website shall publish:

- Current contact information.
- An overview of the services and curriculum offered by the school.

- The approved fee schedule, including transportation fees and fees for optional activities.
- The latest ADEK inspection reports.
- Aggregate student achievement data and/or notable individual achievements (e.g. awards), published only with appropriate consent.
- Public versions of the school's annual report, in line with the ADEK School Reporting Policy.
- School policies that are relevant to parents and students (including, at minimum, the IPS Responsible Usage Policy (RUP), the IPS Digital Media and Social Media Policy, and the IPS Student Protection and Health & Safety policies).
- Any additional content required by ADEK or other UAE regulators.
- In addition, the digital documents required under the ADEK School Digital Policy (the Digital Strategy, RUP, Framework for the Selection of External Providers and Products, Data and Cybersecurity Policy, Cybersecurity Incident Response Plan, Data Protection and Retention Policy, and Digital Media and Social Media Policy) shall be made available on each school's website in Arabic and English, or the school's language of instruction, as applicable.

XIII. Monitoring, Evaluation, and Continuous Improvement

Al Ittihad Private Schools uphold a continuous improvement cycle to ensure the digital strategy remains dynamic, responsive, and aligned with both the ADEK and KHDA requirements. Through systematic evaluation and data-driven decision-making, IPS guarantees that all digital systems, platforms, and pedagogical practices remain effective, inclusive, and future-ready.

13.1 Performance Metrics and Key Indicators

IPS defines and tracks measurable KPIs across the following domains:
- Infrastructure Reliability: Uptime reports, Wi-Fi saturation, device lifecycle tracking.
- Platform Engagement: Usage analytics from ClassLink SSO, Schoology, Seesaw, and SIS dashboards (PowerSchool).
- Learner Outcomes: Correlations between digital platform usage and student performance in MAP, CAT4, IBT and internal assessments.
- Professional Development Impact: Staff competency growth based on Digital Competency Frameworks and training completion rates.
- Digital Citizenship & Safety: Monitoring digital behavior incidents, safe usage reports, and student wellbeing indicators.
- Audit Compliance: Alignment to ADEK Digital Policy and KHDA frameworks.

13.2 Internal Review and Reporting Cycles

- Monthly Reports: Each school submits a digital usage and systems report to the central Academic and IT Leadership Teams. These include SSO access logs, LMS usage rates, and platform feedback.
- Quarterly Academic Reviews: Leadership teams assess trends and gaps in platform usage, student data, and instructional practices tied to digital integration.
- Annual School Digital Audit: Conducted by the central IT and QA departments, assessing:
  - Compliance with digital safety and cybersecurity protocols.
  - Effectiveness of classroom technologies and platform integration.
  - Teacher and student digital fluency progress.
  - Adherence to the infrastructure and software standards set by IPS and ADEK.

13.3 External Evaluation and Alignment

- ADEK and KHDA School Inspection Readiness: IPS ensures digital provisions, strategies, and tools are aligned with the UAE School Inspection Framework (USIF).
- Vendor Benchmarking: Annual platform reviews are conducted in collaboration with providers (e.g., Apple, ClassLink, IXL, etc.) to assess impact, innovation, and cost-effectiveness.
- Stakeholder Feedback: Surveys and interviews are conducted with teachers, students, and parents to inform the ongoing refinement of tools, platforms, and digital learning pathways.

13.4 Strategic Adjustments and Continuous Growth

Findings from all monitoring activities directly inform:

- Resource Reallocation: Adjusting licenses, hardware investments, and bandwidth allocations based on usage and performance.
- PD Planning: Tailoring professional development to address emerging needs, platform gaps, or new regulatory requirements.
- Innovation Pilots: Identifying high-impact areas for trials in AI, robotics, or assistive technologies based on school readiness and evaluation data.

XIV. Implementation Timeline

The implementation of the IPS Digital Strategy is structured across three academic years, each phase building upon the last to ensure coherence, equity, innovation, and compliance with regulatory frameworks. This phased rollout allows IPS schools to evolve in a strategic, scalable manner, prioritizing policy alignment, infrastructure modernization, staff readiness, and long-term sustainability.

Phase 1: Foundation and Alignment (Academic Year 2024–2025)

In the first year, the focus is on laying a solid foundation for digital transformation across all IPS schools. This includes the official launch and internal dissemination of the approved IPS Digital Strategy and the alignment of school-level practices. Each school will ensure that its core infrastructure, such as Wi-Fi 6 connectivity, secure VLAN zoning, and classroom device setups meets the minimum compliance and performance standards.

All schools will adopt the revised IPS Responsible Usage Policy (RUP), which serves as the Acceptable Use Policy required by ADEK, alongside updated Data Protection protocols and internal Digital Wellbeing Charters.Teachers and students will participate in baseline digital skills assessments, and comprehensive professional development will be rolled out to introduce core platforms such as Schoology, Seesaw, Apple tools, and ClassLink. This phase also includes awareness-building around digital citizenship and the foundational principles of artificial intelligence.

Phase 2: Consolidation and Innovation (Academic Year 2025–2026)

In the second year, the strategy shifts from foundational setup to deep integration and instructional innovation. IPS schools will begin implementing the national AI curriculum framework in line with Ministry of Education directives, supported by curated tools and ethical guidelines. More schools will adopt centralized Mobile Device Management (MDM) systems to enhance app deployment, enforce restrictions, and streamline assessments securely.

Professional development efforts will intensify, including specialized tracks on AI tools in education, digital ethics, assistive technologies, and data literacy. ClassLink Single Sign-On and analytics dashboards will be fully deployed, enabling real-time monitoring of platform usage and student engagement across all schools. High school students will begin participating in interdisciplinary AI projects that align with UAE priorities such as sustainability, health, and innovation. The establishment of student digital ambassador teams will encourage peer-led innovation and digital responsibility.

Phase 3: Optimization and Scaling (Academic Year 2026–2027)

The third and final phase centers on optimizing systems, scaling successful initiatives, and measuring the long-term impact of the strategy. IPS will conduct a comprehensive internal audit to evaluate the strategy's effectiveness in terms of infrastructure performance, educational outcomes, cybersecurity, and stakeholder satisfaction. Key decisions will be made

regarding the lifecycle replacement plan for devices and classroom technology, ensuring longevity and financial sustainability.

Cybersecurity protocols will be upgraded to meet the latest standards, and emerging technologies, such as AI teaching assistants or advanced predictive analytics will be piloted in select classrooms. PowerSchool and ClassLink data will be used extensively to evaluate adoption trends and refine digital instructional models. Additionally, digital leadership certification programs will be introduced to build long-term staff capacity, while green IT initiatives like device recycling and energy efficiency will be expanded to support sustainability goals.

XV. References and Appendices

This section consolidates the key policies, frameworks, and regulations that guide and underpin the IPS Digital Strategy. All technology-related decisions, implementations, and evaluations are made in alignment with these authoritative documents to ensure compliance, quality assurance, and future-readiness.

15.1 UAE Federal and National Frameworks

- UAE National Strategy for Artificial Intelligence 2031: Guides the integration of AI across education, focusing on equipping students with the skills required to lead in a future AI-driven economy.
- Digital School Initiative (UAE Prime Minister's Office): Outlines the goals for providing high-quality, digital-first learning experiences for students across all emirates.
- UAE Child Protection Law (Wadeema Law – Federal Law No. 3 of 2016): Ensures all digital practices prioritize child safety and data protection, especially in the use of online platforms.

15.2 ADEK Regulations and Policies

- ADEK's Digital Policy (2024): The foundational document outlining minimum requirements and expectations for digital infrastructure, cybersecurity, data privacy, learning platforms, AI integration, and governance in Abu Dhabi private schools.
- ADEK Education Data Management & Privacy Guidelines: Provides a framework for how personal, academic, and behavioral student data must be collected, processed, stored, and protected.
- ADEK Professional Development Framework: Requires annual ICT-related training and AI readiness modules as part of ongoing staff development, ensuring teachers remain digitally literate and pedagogically agile.

15.3 KHDA Guidelines and Expectations

- KHDA's School Inspection Framework: Highlights the importance of using digital technologies to improve teaching, assessment, innovation, and student wellbeing.
- KHDA Data Protection and Digital Safety Standards: Includes guidance on acceptable use, data encryption, online behavior management, and incident response protocols.
- KHDA School Self-Evaluation Guidelines: Requires digital learning and infrastructure to be clearly reflected in school self-evaluation and improvement plans.

15.4 IPS Internal Policies and Appendices

- IPS Responsible Usage Policy (RUP): For staff, students, and families
- IPS Data and Cybersecurity Policy
- IPS Cybersecurity Incident Response Plan (CIRP)
- IPS Data Protection and Retention Policy: Outlines all practices for storage, deletion, and sharing of data
- IPS Digital Media and Social Media Policy: Defines expectations and safeguards for staff, student, and school-managed use of digital and social media platforms in line with ADEK and KHDA guidelines
- IPS Digital Wellbeing Charter: A shared commitment to healthy digital use
- IPS AI Policy: Aligned with UAE MoE's seven AI domains
- IPS MDM and Firewall Deployment Plans: Per school
- IPS Digital Audit Template and Reporting Cycle
- IPS Digital Procurement and Licensing Procedures
- IPS Framework for the Selection of External Providers and Products: Establishes due diligence, safeguarding, and data-protection checks for all external digital tools and service providers
- IPS Learning Platform Adoption Rubric: For vetting and approving new educational technologies.