

Al Ittihad Private School
Jumeirah



Career and University Readiness Policy
AY 2025-2026

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Definition of Terms

Term	Definition
Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Alumni Engagement	The involvement of former students in mentoring, career guidance, and providing insights to current students.
Career	The learning and work journey an individual will undertake in their professional lifetime.
Career and University (CU) Guidance	The process of guiding students in exploring the world of work, making informed decisions about their careers, discovering alternative learning pathways, and providing support in preparing applications for postsecondary education and careers.
Career and University (CU) Guidance Counselor	An individual who implements the school’s CU guidance program by providing advisory and administrative CU guidance counseling services to students.
Career Clusters	Broad groups of related occupations that help students explore different career options based on interests and skills.
Career Guidance Calendar	A structured timeline of events and activities related to career exploration and university preparation throughout the academic year.
Career Readiness	The process of preparing students with the necessary skills, knowledge, and experiences to succeed in the workforce.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Core Subjects	The subjects’ students must take during their last four academic years/Cycle 3 (Upper-Secondary/High School). These subjects include English, Math, and Science.
Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre- KG/FS1-KG2/Year1) Cycle 1 (G1/Y2-G5/Y6) Cycle 2 (G6/Y7-G8/Y9) Cycle 3 (G9/Y10-G12/Y13) Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG Cycle 1 (G1-G4) Cycle 2 (G5-G8)

	Cycle 3 (G9-G12)
Employability Skills	Essential skills required for workplace success, including communication, teamwork, problem-solving, and adaptability.
Equivalency	The process by which the UAE Ministry of Education officially endorses a secondary school certificate and declares it to be equivalent to the UAE General Education Certificate (Al Thanawiya), as per relevant ministerial decrees and their amendments.
Experiential Learning	Learning through hands-on experiences, including projects, fieldwork, and interactive simulations.
Full-time Equivalent (FTE)	Total workload equivalent to that of a full-time workload for a position. For example, 1 FTE for a single position may be filled by 1 staff member taking on the entirety of the full-time workload or 2 staff members taking on half of a full-time workload each.
Gap Year	A period prior to joining a university where a student may choose to focus on skill building (e.g., enhancing English proficiency, gaining work experience, or volunteering to develop industry experience).
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.
Higher Education	A type of postsecondary education based on academic learning, leading to a degree/ certification issued by a higher education institution (e.g., university, colleges, academies, etc.).
Higher Education Institutions	Universities, colleges, and specialized schools that offer postsecondary education and training.
Individual Career and Academic Plan (ICAPs)	A personalized roadmap that outlines a student’s academic and career goals, adjusted over time based on evolving aspirations.
Industry Partnerships	Collaborations between schools and businesses to provide students with career exposure, training, and mentorship opportunities.
Internship	A short-term work experience that provides students with practical exposure to a specific industry or career field.
Lifelong Learning	The continuous pursuit of knowledge and skills throughout a person’s life for personal and professional growth.
Non Core Subjects	Also referred to as elective subjects or optional subjects, these are not compulsory (unlike core subjects). Depending on the school and relevant curriculum, a list of options will be available within a student’s study plan. Examples include Humanities, Arts, Foreign Languages, PE, Social Sciences, and ICT.
Parental Engagement in Career Planning	The role of parents in supporting, guiding, and empowering students in making informed career and university decisions.
Pathway Planning	A structured process that helps students set academic and career goals, outlining the steps needed to achieve them.
Pre- Requisites	A specific course or subject that students must complete before they can take another course or subject at the next grade level.
Postsecondary	Describes the period that takes place following the completion of secondary school (Cycle 3). Postsecondary options include postsecondary education, employment, sabbaticals, etc.
Postsecondary Education	All educational pathways (higher and TVET education) following the completion of secondary school (Cycle 3).
Scholarship and Financial Aid	Funding opportunities provided to students to support postsecondary education costs, based on merit, financial need, or other criteria.
Soft Skills	Non-technical skills that influence interpersonal interactions and workplace effectiveness, such as leadership, collaboration, and emotional intelligence.
Standardized Testing for University Admissions	Exams such as SAT, IELTS, or EmSAT required for university applications and admissions.

STEAM University Majors	University courses that focus on Science, Technology, Engineering, Arts and Math.
Student Agency	The capacity of students to take ownership of their learning, make informed decisions, and actively shape their educational and career pathways.
Student Application Portal (SAP)	A digital interface (digital platform/website/app) that allows students to apply to single or multiple HE and TVET institutions all in one place. Services often include uploading transcripts and recommendation letters (where applicable) and paying application fees. SAP's can be relevant to specific countries, regions or, in many cases, institutions.
Technical and Vocational Education and Training (TVET)	A type of postsecondary education based on occupational/ technical learning, leading to an award/ certification issued by a TVET institution (e.g., technical colleges, polytechnics, etc.).
University Readiness	The ability of students to meet academic and non-academic requirements for successful admission and transition into higher education.

The IPS Graduate Profile

At Al Ittihad Private School (IPS), we are committed to shaping graduates who are equipped with the skills, knowledge, and qualities needed to excel in a rapidly evolving world. The IPS Graduate embodies a balance of critical thinking, creativity, adaptability, and global awareness, alongside technical proficiency and ethical responsibility. These characteristics, represented in the framework, serve as our guiding pillars to ensure that every graduate is prepared for future challenges and opportunities, fostering lifelong learning and success.



Career and University Readiness Philosophy

At Al Ittihad Private Schools, we believe that career and university readiness is a lifelong journey, one that begins with early aspirations, nurtured through exploration, and strengthened by informed decision-making. Our career and university readiness philosophy is rooted in the commitment to empowering students with the knowledge, skills, and confidence they need to navigate an evolving global landscape with purpose and resilience.

We envision a school culture where every student is encouraged to dream boldly, explore diverse opportunities, and take ownership of their future. By fostering a growth mindset, adaptability, and a commitment to lifelong learning, we equip students with the ability to make meaningful contributions to their communities and the world.

Through personalized guidance, real-world exposure, and continuous support, we strive to ensure that each student discovers their strengths, hones their talents, and pursues pathways that align with their aspirations. Al Ittihad's career and university readiness approach is not just about preparing students for their next steps, it is about inspiring them to embrace lifelong learning and career readiness as a mindset for success.

Our Mission for Career and University Readiness

Our mission is to provide a coherent, data informed Career and University Guidance program that is integrated across the curriculum and aligned with ADEK requirements. We ensure equitable access to higher education and TVET pathways, engage families and partners, and equip every student with the knowledge, skills, and evidence needed to make informed postsecondary choices and succeed in their chosen next steps.

1. Introduction

1.1 Purpose and Scope of the Policy

The IPS Career and University (CU) Readiness Policy establishes a comprehensive framework designed to prepare students for successful transitions into postsecondary education, including both academic and technical career pathways. This policy ensures that students acquire the knowledge, skills, and competencies necessary for university readiness, career awareness, and workforce preparation. By fostering informed decision-making, the policy supports students in exploring diverse postsecondary options, including higher education, Technical and Vocational Education and Training (TVET), and direct entry into the workforce.

This policy encompasses the following key areas:

- **Comprehensive Career and University Readiness:** Providing structured support from Kindergarten through Grade 12 to develop students' career awareness, academic preparedness, and employability skills.
- **Diverse Postsecondary Pathways:** Recognizing university education and TVET as equally valuable routes, equipping students with access to specialized technical training, industry-recognized certifications, and apprenticeship opportunities in alignment with UAE workforce demands.
- **Stakeholder Collaboration:** Defining the roles and responsibilities of school leaders, teachers, career counselors, parents, industry partners, and the community in guiding students toward informed career choices.
- **Program Development and Implementation:** Offering a structured framework that integrates career readiness across curricular and extracurricular activities, ensuring alignment with labor market needs and higher education requirements.
- **Compliance and Quality Assurance:** Ensuring adherence to national education policies and regulatory standards, fostering consistency in career and university readiness initiatives across all IPS Schools.

1.2 Core Educational Learning Purpose

The focus of core educational learning at IPS is to develop the skills, attitudes, and knowledge necessary for success in school, active citizenship, and lifelong learning. This foundational learning equips students with the ability to apply acquired knowledge to analyze problems, propose effective solutions, communicate clearly, collaborate with others, and use mathematics as a practical tool in real-life contexts. Core educational learning is integral to fostering career awareness, university readiness, and the ability to actively engage in the learning process, ensuring that students are prepared for both academic and professional success.

1.3 Vision for Career and University Readiness

IPS envisions a comprehensive approach to career and university readiness that empowers every student with the knowledge, skills, and resources necessary to make informed decisions about their educational and professional futures. This policy fosters a school culture where students are encouraged to explore diverse opportunities, develop their talents, and pursue pathways that align with their aspirations and evolving workforce demands.

Recognizing the dynamic nature of the global economy, IPS is committed to preparing students for both university and technical career pathways. The policy ensures equitable access to higher education and Technical and Vocational Education and Training (TVET) opportunities, enabling students to gain industry-relevant skills, specialized training, and professional certifications that support sustainable career growth. By integrating university preparation with technical education options through our wide range of electives, IPS equips students to thrive in academic, professional, and entrepreneurial pursuits, fostering adaptability and lifelong learning.

1.4 Core Objectives

- **Early Awareness and Exploration**
IPS will introduce developmentally appropriate career and university readiness concepts, starting from foundational literacy, numeracy, and time management in early education (KG–Grade 5).
- **Skill Development**
IPS will equip students with emotional intelligence skills, including empathy, self-regulation, and stress management, alongside 21st-century skills such as collaboration, critical thinking, and adaptability.
- **Informed Decision-Making**
IPS will provide students with opportunities to engage in research, self-assessment, and interest exploration to make informed decisions about postsecondary education and career options.

- **Postsecondary Preparation**
IPS will ensure that all students meet graduation requirements, are prepared for university application processes, and have opportunities to develop advanced academic, financial, and professional skills.
- **Community Engagement**
IPS will engage alumni, parents, local industries, and higher education institutions to create mentorship and experiential learning opportunities for students.
- **Inclusive Support Systems**
IPS will provide targeted career guidance for students with SEN, ensuring they receive necessary accommodation in career planning, internships, standardized testing, and university applications. CU Guidance Counselors will work closely with postsecondary institutions to verify that students of determination have access to reasonable accommodation, facilitating a smooth transition and ensuring continued support. Additionally, IPS will collaborate with universities, vocational institutions, and workforce programs that offer tailored services for students with disabilities, expanding access to both academic and vocational career pathways that align with their strengths and aspirations.

1.5 Expected Outcomes

- IPS graduates will demonstrate self-awareness, emotional regulation, and collaboration skills.
- IPS graduates will be equipped with critical thinking, problem-solving, and entrepreneurial skills that meet global workforce demands.
- IPS graduates will transition confidently into higher education or careers, meeting postsecondary expectations for academic and professional preparedness.
- IPS schools will maintain active engagement with parents, alumni, and industry stakeholders.
- IPS schools will have an inclusive system to ensure that students of all abilities receive equitable preparation for their futures.

2. Roles and Responsibilities of Key Stakeholders

To ensure the successful implementation and monitoring of the Career and University Readiness Framework, the following roles and responsibilities are outlined for each key stakeholder group:

2.1 Career and University (CU) Guidance Counselors

- **Ensure Continuous Support:** Each school must appoint at least one full-time equivalent (FTE) CU Guidance Counselor, as per the National authority body requirements, to provide ongoing support to students and families.
- **Implement and monitor the CU Readiness Program:** Ensure the program is effectively executed at each educational phase.
- **Provide Personalized Guidance:** Offer tailored support to students and families, addressing individual needs.
- **Facilitate Career-Related Activities:** Organize events, internships, and university application workshops.
- **Stay Informed:** Maintain up-to-date knowledge of local and global career trends and postsecondary requirements.
- **Understand the Elective Policy:** Ensure full awareness of the elective policy and how specific electives align with students' future academic and career pathways.
- **Ensure Compliance with Elective Documentation:** Verify that all elective selections are properly recorded using the required Arabia Forms, ensuring alignment with students' academic and career plans while maintaining accurate records for tracking and guidance.
 - Elective Selection Document
 - Four Year Academic Plan
 - Elective Guidelines
 - Elective Log
- **Promote Student Agency:** Encourage students to take an active role in their career exploration and university selection, equipping them with the skills and confidence needed to make informed decisions.
- **Facilitate Parent Involvement:** Ensure parents are engaged throughout the process while emphasizing the importance of student-led decision-making.
- **Ensure Data:** CU Guidance Counselors must collect, track, and submit key indicators related to student postsecondary transitions on an annual basis. These indicators include:
 - **Graduate Destinations:** Tracking student enrollment in higher education, technical/vocational training (TVET), or direct workforce entry.
 - **Counselor-Student Ratios:** Ensuring that CU Counselors provide adequate support by maintaining a record of student caseloads.

- **Top 3 Postsecondary Destinations:** Identifying the most selected universities, vocational programs, and industries students enter after graduation.

2.2 School Leadership

- **Policy Integration:** Oversee the integration of career readiness themes into curricula and extracurricular programs.
- **Program Monitoring:** Evaluate the effectiveness of the CU readiness program through regular assessments.
- **Resource Allocation:** Ensure adequate funding and support for career readiness initiatives.
- **Stakeholder Collaboration:** Foster partnerships with community members, businesses, and higher education institutions.

2.3 Teachers

- **Career Readiness in Instruction:** Use real-world examples to connect subject content with career opportunities.
- **Support Exploration:** Facilitate discussions and activities that encourage career reflection and discovery.
- **Collaborate with Counselors:** Share observations on student potential and assist in organizing career events.
- **Mentorship:** Guide students by sharing personal educational and career experiences.

2.4 Parents and Families

- **Encourage Exploration:** Engage children in conversations about their skills, interests, and aspirations.
- **Participate in Activities:** Attend workshops, fairs, and information sessions organized by the school.
- **Provide Home Support:** Assist students with research and application processes for careers and universities.
- **Engage in the CU Guidance Process:** Collaborate with counselors and educators throughout the career and university selection process, ensuring students take an active role in making informed decisions.
- **Support Student Agency:** Foster independence by allowing students to explore their interests, research their options, and take ownership of their postsecondary planning while providing guidance when needed.

2.5 Students

- **Take Ownership of Career and University Planning:** Actively participate in discussions, research options, and make decisions regarding future education and career pathways.
- **Engage with Parents and Counselors:** Work collaboratively with family members and school counselors to explore opportunities while maintaining decision-making responsibility.
- **Advocate for Personal Interests:** Seek out experiences, mentorship, and guidance to ensure alignment between personal goals and postsecondary choices.

2.6 Alumni and Community Partners

- **Mentorship:** Provide guidance and inspiration by sharing real-world experiences.
- **Career Events:** Participate as guest speakers or conduct hands-on workshops.
- **Experiential Opportunities:** Facilitate internships, job-shadowing, and workplace tours.
- **Community Collaboration:** Strengthen ties between the school and broader community networks.

3. Guidance Across Educational Phases

3.1 Kindergarten (KG) & Cycle 1 (Grades 1-5)



Kindergarten & Elementary School Career Awareness

In the early grade levels, students begin exploring future career pathways by connecting classroom learning to potential professions, aligning with the UAE's National Agenda and Al Ittihad Private School Career and University Readiness Policy. Career awareness activities introduce students to a diverse range of professions, fostering curiosity and broadening their understanding of the workforce. At the elementary level, it is essential to expose students to a wide array of career sectors.

A scaffolded learning approach will provide opportunities that promote academic excellence, develop essential knowledge and skills, enhance social-emotional growth, and build career awareness. Schools are required to create tailored career development programs that prepare students for future academic and professional success.

Kindergarten (KG): Suggested Early Career Awareness Activities

At the Kindergarten level, career readiness focuses on fostering curiosity and introducing students to the concept of careers in an engaging and developmentally appropriate manner. Activities aim to build foundational awareness of the world of work, roles in the community, and the value of individual contributions. Suggested activities include:

- **Community Helpers Exploration**
 - Invite local professionals (e.g., firefighters, nurses, farmers) to share their experiences.
 - Use role-playing and dress-up to simulate different jobs.
- **Storytime with Career Themes**
 - Read books that showcase various careers and discuss the roles and responsibilities of the characters.
- **Interactive Play Areas**
 - Set up themed play stations, such as a mini-grocery store, hospital, or workshop, allowing students to explore and mimic career-related tasks.
- **Art and Craft Projects**
 - Have students draw or create crafts about what they want to be when they grow up.
- **Career-Themed Songs and Games**
 - Incorporate songs and interactive games that introduce basic career vocabulary and concepts.

Kindergarten (KG): Role of Teachers in Guiding Career Readiness

Teachers play a critical role in laying groundwork for career awareness at this early stage. Their responsibilities include:

- **Fostering Curiosity**
 - Encourage students to ask questions about different careers and explore their interests.
 - Create a safe and open environment where students can express their ideas and aspirations.
- **Integrating Career Themes into the Curriculum**
 - Incorporate career-related examples into lessons on literacy, math, and social studies (e.g., counting tools used by different professionals, such as engineers or architects).
- **Modeling Enthusiasm for Learning**
 - Demonstrate a positive attitude toward work and learning to instill similar values in students.
- **Collaborating with Families**
 - Share strategies with parents to continue career exploration at home, such as discussing their own jobs or encouraging curiosity about daily routines.

- **Providing Opportunities for Exploration**
 - Organize class activities and events that introduce children to diverse roles in the community.

3.2 Cycle 1 (Elementary School): Building Awareness of Interests and Strengths

At the elementary level, students begin to explore their personal interests and strengths while understanding how these align with various careers. The focus is on self-awareness and broad exploration of the working world.

Suggested Activities to Build Awareness

- **Interest Inventories**
 - Simple surveys or games to help students identify activities they enjoy and skills they exhibit.
- **Classroom Discussions**
 - Conversations about how personal traits, such as kindness or curiosity, are valuable in different careers.
- **Show-and-Tell Career Edition**
 - Students or guest speakers share insights about different professions.
- **Collaborative Projects**
 - Group activities that require teamwork, leadership, and problem-solving to mimic workplace dynamics.

Age-Appropriate Career Exploration Activities

- **Career Day Events**
 - Invite parents and community members to discuss their professions.
 - Organize hands-on activities or demonstrations related to careers.
- **Career Storybooks and Media**
 - Read and discuss books or watch videos highlighting diverse careers.
- **Subject Integrated Lessons**
 - Teach core subjects with career applications, such as using math for construction or science in healthcare.
- **Field Trips**
 - Visits to workplaces (e.g., museums, technology companies, space or aviation centers, or fire stations) to observe professionals in action.
- **Classroom Roles**
 - Assign classroom jobs (e.g., librarian, speaker, note taker) to teach responsibility and workplace dynamics.



3.3 Cycle 2 (Middle School Grades 6 – 8): School Career Awareness



In middle school, students actively explore career pathways aligned with their interests and skills, supporting the UAE's National Agenda and the Al Ittihad Private School Career and University Readiness Policy. Through integrated lessons and activities, they begin developing a Personal Career Plan and Talent Portfolio, incorporating career information to support informed decision-making.

Students will explore university-led and Technical and Vocational Education and Training (TVET) pathways in fields such as engineering, hospitality, ICT, healthcare, and creative industries. Career exploration includes vocational skills demonstrations, workplace simulations, and visits to technical institutions.

Schools must provide opportunities for academic growth, skill development, and career exploration through assessments, hands-on experiences, and skill-building tasks aligned with UAE standards. To ensure inclusivity, schools will adapt career exploration tools for students with SEN, ensuring equitable access to diverse career pathways.

Structured Career Exploration and Decision-Making Skills

In middle school, students transition from general awareness to structured exploration of career options and decision-making skills.

Suggested Activities to Support Career Exploration

- **Self-Assessment Tools**
 - Online tools to assess interests, skills, and values.
(Example: <https://www.truity.com/test/holland-code-career-test>)
- **Career Journals**
 - Students reflect on what they learn about careers and their evolving interests.
- **Decision-Making Workshops**
 - Role-playing exercises teach students how to weigh options and make informed choices.
- **Problem-Based Learning**
 - Real-world challenges require critical thinking and collaboration to simulate workplace scenarios.

Introduction to Career Clusters and Pathways

Early exposure to career clusters and pathways helps students make informed academic and career choices. These initiatives provide structured opportunities for exploration, planning, mentorship, and real-world engagement.

- **Career Cluster Exploration**
 - Introduce students to broad career categories (e.g., STEM, arts, health sciences).
 - Provide interactive resources, such as career cluster posters or videos.
- **Pathway Planning**
 - Guide students in understanding how middle school subject choices align with high school and postsecondary opportunities.
- **Career Mentor Program**
 - Pair students with mentors from various fields to explore career journeys.
- **Community-Based Projects**
 - Engage students in local initiatives, such as volunteering or participating in career fairs.

It is essential that Career Counselors remain consistently informed and up to date on the following key areas to provide accurate and effective guidance to students:

- **High School Credit Requirements:** Ensuring alignment with curriculum standards and graduation prerequisites to facilitate smooth transitions to postsecondary opportunities.
- **UAE National Agenda Priorities:** Staying abreast of national education goals, including skills development, innovation, and workforce readiness, to align counseling practices with broader national

3.4 Cycle 3: High School (Grades 9 -12)



High School Career Preparation

In high school, students refine their career goals and educational pathways, aligning with the UAE's National Agenda and the Al Ittihad Private School Career and University Readiness Policy. Schools must support career preparation activities that provide real-world experiences, helping students connect their academic achievements with future career aspirations, including both university and Technical and Vocational Education and Training (TVET) pathways.

Schools should offer opportunities for academic excellence, skill development, social-emotional learning, and career preparation, ensuring students are equipped for high-skill, high-demand careers. Career exploration tools and guidance will be adapted for students with SEN to ensure equitable access to diverse career pathways. Through coursework, hands-on learning, and career counseling, students will gain the skills needed for success in higher education, vocational training, and the workforce.

A. Preparation

- Guide students to explore traditional and emerging careers and to set success goals in their chosen pathways. Support the creation of an individual career plan with suggested timelines.
- Track academic performance trends and discuss the plan with teachers, including subject choices to meet admission requirements for competitive programs such as STEAM.
- Advise students and parents on proposed career choices and prerequisite subjects through student–parent–counselor meetings. Define the elective options available in Cycle 3 and orient students in advance.
- Organize visits to higher education and TVET institutions as part of a school field trip plan.
- Provide an approved list of internal and external volunteering opportunities and community engagement activities to develop key life and career skills. Your internal metrics track this participation.
- Counselors will recommend a subject menu that balances core and non-core commitments and may include extracurricular options in sports, arts, and other areas to ensure an adequate workload.
- When advising on subjects, counselors will verify any minimum years of study required by target universities and ensure each student’s Four Year Academic Plan meets those prerequisites.

B. Implementation

- Obtain teacher feedback through the student information system to ensure full visibility of grades and any career preparation concerns.
- Run a calendar of in-school university talks and fairs and, where helpful, work with external tour organizers, including ADEK’s Rize UPCG team. Your CU calendar section covers these events.
- Publish and keep current a calendar of university applications and university entrance exam deadlines and share through school channels. Your CU calendar already lists deadlines.
- Support Grade 12 and Year 13 students to submit at least one application to a university, TVET institution, job, internship, military service, or gap year program, including application support for scholarships and financial aid.
- Provide effective administrative support for applications:
 - a. Manage a student application portal where relevant to target countries or institutions. Your glossary defines Student Application Portal.
 - b. Establish a network of teachers to review personal statements and college essays for language quality and subject relevance. Your application support provisions already cover statements and essays.
 - c. Establish a network of teachers who can write and submit personalized letters of recommendation; counselors provide guidance and templates.

d. Ensure that each student meets graduation requirements and, where applicable, MOE equivalency.

- Coordinate with staff to assist male Emirati students with National Service applications. Invite alumni to provide an overview session.

C. Decision Making

- Guide students to meet relevant prerequisites in their subject choices so their Cycle 3 selections align with intended postsecondary options. Your counselor’s roles already require up-to-date knowledge of prerequisites.
- Guide students to select the best fit destinations and pathways based on interests and their academic and extracurricular profile.
- Conduct review sessions with students and parents to compare options, understand family dynamics that influence decisions, and agree support needed for the transition.
- Build a culture of alumni connectedness to support Cycle 3 students. Use a tiered progression:
Tier 1: share alumni contact list with consent and invite students to alumni meetings.
Tier 2: invite alumni to events, provide platforms for alumni talks, organize breakfasts, and host industry roundtables.
Tier 3: develop alumni–student mentorships, research projects, and industry specific volunteering and internship programs. Your policy already emphasizes alumni engagement; this clarifies levels.

Personalized Career Planning

High school focuses on helping students create a clear plan for their postsecondary goals, tailored to their aspirations and strengths.

- **Individual Career and Academic Plans (ICAPs)**
 - Develop and regularly update a personalized roadmap outlining students’ goals and the steps to achieve them.
 - Incorporate adaptability and flexibility in planning, adjusting goals based on evolving aspirations or circumstances.
- **Internships and Job Shadowing**
 - Provide internships for students pursuing both university and TVET pathways.
 - Establish partnerships with vocational training institutions and industry sectors to offer hands-on experience for students interested in technical careers.
 - Emphasize professional etiquette and punctuality during these opportunities.

- **Work-Based Learning**
 - Offer TVET-focused students structured work-based learning experiences.
 - Include apprenticeships, cooperative education programs, and industry-recognized certifications.
 - Expose students to workplace expectations, industry standards, and technical skill development.
- **Portfolio Development**
 - Assist students in building a portfolio that includes resumes, personal statements, and project samples.
 - Encourage the incorporation of achievements demonstrating adaptability, time management, and problem-solving skills.

College and University Preparation Activities

- **College and Career Fairs**
 - Organize events where students can interact with representatives from universities and industries.
- **Application Guidance**
 - Offer workshops on writing personal statements, completing applications, and preparing for standardized tests.
- **Scholarship and Financial Aid Support**
 - Provide resources and counseling on funding postsecondary education.
- **Soft Skills Training**
 - Emphasize communication, time management, and interview techniques through workshops and mock interviews.
- **Alumni Connections**
 - Facilitate sessions where alumni share their postsecondary and career experiences to inspire and inform students.
- **Certification and Enrichment Programs**
 - Encourage students to pursue recognized certifications, such as language proficiency, coding, or leadership programs, and participate in extracurricular initiatives like Model United Nations (MUN), debate clubs, or research projects to strengthen their university applications and skill development.

Entrepreneurial Skills

- **Innovation and Creativity**
 - Develop the ability to generate new ideas and think outside the box.
 - Apply creative problem-solving techniques to real-world challenges.
- **Financial Literacy and Resource Management**
 - Understand budgeting, investment basics, and responsible financial planning.
 - Learn how to allocate and manage resources efficiently in a business or project setting.
- **Leadership and Initiative**
 - Take ownership of projects, set goals, and drive initiatives forward.
 - Build confidence in decision-making and taking calculated risks.
- **Business and Marketing Awareness**
 - Gain insights into market trends, customer needs, and branding strategies.
 - Understand the fundamentals of entrepreneurship, including business planning and sustainability.

Professional Skills

- **Time Management and Organization**
 - Prioritize tasks effectively in academic and professional settings.
 - Use tools and apps to stay organized and improve productivity.
- **Teamwork and Collaboration**
 - Understand the dynamics of working in a team.
 - Contribute effectively to group projects or workplace teams, respecting diversity and resolving conflicts.
- **Problem-Solving and Critical Thinking**
 - Learn to approach challenges creatively and logically.
 - Build resilience and adaptability in solving complex problems.
- **Adaptability and Flexibility**
 - Adjust to changing goals, tasks, and circumstances while maintaining a focus on success.

Exploring TVET Pathways

- **Vocational Education and Certifications**
 - Students will be introduced to TVET opportunities, including vocational diplomas, apprenticeships, and industry-recognized certifications.
 - Fields of study will include aviation, healthcare, business, IT, and skilled trades.
- **Career Counseling and Guidance**
 - Students will receive support in exploring technical education pathways and understanding their alignment with workforce demands.
 - Career counselors will provide insights into the benefits of TVET, job market trends, and future employment prospects.
- **Hands-On Learning Opportunities**
 - Students will engage in practical learning experiences, including workshops, skills demonstrations, and workplace simulations.
 - Schools will facilitate visits to technical institutions and partnerships with industry leaders to enhance real-world exposure.

Workplace Readiness

- **Understanding Workplace Expectations**
 - Demonstrate professionalism, including punctuality, respect, and workplace etiquette.
 - Adapt to professional environments, both in-person and virtual.
- **Basic Financial Literacy**
 - Understand salaries, taxes, and budgeting.
 - Learn about benefits and workplace compensation structures.
- **Professional Digital Presence**
 - Manage social media profiles to reflect professionalism.
 - Create and maintain a LinkedIn profile to support career goals.

Elective Course Offerings

IPS offers a range of elective courses to help students explore various academic and career pathways. These electives provide opportunities for skill development in STEM, business, arts, humanities, and technology, aligning with both university and vocational education requirements. The available electives include the following:

Elective Courses	
Category	Course
Arts & Media	Art
	Visual Arts & Media
Sciences	Physics II / AP Physics C: Electricity & Magnetism
	Advanced Chemistry / AP Chemistry
	Advanced Biology / AP Biology
	Food & Technology
	Forensic Science
	Environmental Science
	Earth & Space
	Health & Nutrition
Social Sciences	Business Management
	Accounting
	Financial Services
	Marketing
	Economics I / AP Microeconomics
	Economics II / AP Macroeconomics
	Entrepreneurship
	Mass communication
	Global Awareness
	Organizational Behavior
Sociology	
Computer Science & Technology	Artificial Intelligence
	AP Computer Science Principles
	Networking
	Cybersecurity
Foreign Language	Creative Design & Innovation
	French I
Social Studies	French II
	World History
English	Human Geography
	Journalism

Counselors will recommend a subject menu that balances core and non-core commitments and may include extracurricular options in sports, arts, and other areas to ensure an adequate workload.

4. Ensuring Effective Implementation

To ensure the successful execution of these career and university readiness initiatives, Al Ittihad Private Schools will establish a structured and collaborative approach to organizing, managing, and evaluating each component. The responsibilities will be distributed among key stakeholders to maximize impact and ensure consistency across all IPS Schools.

- CU Guidance Counselors will oversee career planning and university preparation activities, including college fairs, application workshops, and financial aid guidance.
- Teachers and Subject Coordinators will integrate career-related skills, problem-solving, and real-world applications into their instructional practices.
- School Leadership will provide strategic oversight, allocate resources, and facilitate partnerships with universities, industry professionals, and alumni.
- Alumni and Community Partners will be engaged to offer mentorship, internships, and networking opportunities to bridge the gap between education and the workforce.
- Students and Families will be encouraged to actively participate in career exploration, professional development, and goal-setting exercises to take ownership of their futures.

4.1 Five Step CU Guidance Development Approach

Step 1. Assessment

Who

- Cycle 2 and Cycle 3 students

What to assess

- Career interests
- Personality profile
- Academic level
- Skills and competencies
- Students' and parents' career beliefs and mindsets
- Family, social, emotional, and psychological factors that may directly or indirectly influence decisions
- Additional learning needs and gifted or talented identification

Tools and methods

- Validated interest inventories
- Validated personality inventories
- Academic diagnostics and level checks
- Skills competency checks or performance tasks
- Observation, student interviews, and parent input

Recording and updates

- Enter all findings in the student's Individual Career and Academic Plan
- Update each plan at least twice per year

How findings are used

- Drive course selections
- Guide pathway selection
- Trigger supports or enrichment where needed
- Set follow up actions and review points
- Build an individualized career preparation program where appropriate

Step 2. Exploration

Who

- Cycle 2 and Cycle 3 students

What students gain

- Greater awareness of unexplored career options
- Clarity on eligibility requirements
- Understanding of alternative career pathways
- Awareness of national and international employment opportunities
- Awareness of available scholarships for students who meet eligibility requirements, creating postsecondary opportunities locally and abroad

Step 3. Preparation

Who

- Cycle 2 and Cycle 3 students

Purpose

- Provide career related opportunities that help students make informed decisions about future careers

Core activities and experiences

- Volunteering
- Job shadowing
- Internships

Skills developed

- Interpersonal skills
- Communication skills
- Time management
- Organizational skills

Outcome

- Students use their experiences and skill growth to make informed future career choices

Step 4. Implementation

What it looks like in action

- Curriculum integration
- Programs that align with students' aspirations and interests

Partnerships

- CU Guidance Counselors
- Parents
- Alumni
- Universities
- Community members

Quality assurance

- Monitor CU programs
- Collect feedback on effectiveness
- Ensure the goals of the ADEK School CU Guidance Policy are met

Step 5. Decision Making

Purpose

- Enable a structured process that directly guides students to make informed choices aligned with their interests and long term goals for higher education and researched career paths

Core actions

- Set clear goals
- Research university options and admissions requirements
- Research career options, entry requirements, and pathways

Support and advice

- Seek guidance from parents
- Seek guidance from teachers
- Seek guidance from CU Guidance Counselors

Evaluation and choice

- Identify potential outcomes for each option
- Weigh pros and cons
- Check alignment with interests and long term goals

Preparation for next steps

- Prepare for interviews
- Prepare for entrance exams
- Prepare for alternative pathways where appropriate

By coordinating efforts across all stakeholders, IPS will ensure that students receive comprehensive support and access to diverse opportunities that foster career readiness, skill development, and lifelong learning.

5. Personal Branding and Career Advancement

- **Building a Personal Brand**
 - Identify unique strengths and skills to market themselves effectively.
 - Learn how to articulate career stories and aspirations confidently.
- **Seeking Professional Development Opportunities**
 - Identify training, certifications, or courses that enhance employability.
 - Stay informed about industry trends and advancements.
- **Writing Thank-You Notes and Follow-Up Letters**
 - Send professional thank-you notes after interviews or meetings.
 - Follow up appropriately to express interest and professionalism.

6. Summary of Pathways to Student Success Skills for Career, University, and Life Readiness

The chart summarizes the key skills targeted at each educational phase, aligning Emotional Intelligence, 21st-Century Skills, University Readiness, and Employability Skills with developmental stages. These skills build progressively, fostering a holistic approach to career, university, and life preparedness.

IPS will ensure students are equally prepared for both university and TVET pathways, equipping them with academic and technical skills that align with UAE’s workforce priorities. By integrating university preparation with vocational and technical education, IPS supports students in making informed choices about their postsecondary options, ensuring they are well-positioned for success in higher education, specialized training, and the evolving job market.

Pathway to Student Success: Skills for Career, University, and Life Readiness

Emotional Intelligence Skills	21st-Century Skills		University Readiness	Employability Skills
Advanced Emotional Regulation Empathy & Cultural Awareness Socially Responsible Self Reflection Stress Management	Complex Problem Solving Leadership & Collaboration Media Literacy Global Awareness Entrepreneurial Thinking	Gr 12	Research & Inquiry Citing Skills Time & Priority Management University & Career Awareness Application & Financial Literacy Community Engagement Public Speaking & Presentation Skills	Resume Writing & Job Application Skills Advanced Technology Use Interview Preparation Networking & Building Professional Relationships Project Management
Self Regulation Empathy in Action Social Skills Conflict Resolution Motivation	Critical Thinking Team Collaboration Digital Literacy Adaptability Innovation	Gr 9	Advanced Literacy & Research Skills Problem Solving Self-discipline & Study Habits Exploration of Interests Goal Setting & Planning	Time Management & Project Deadlines Accountability for Actions & Results
Recognizing Emotions Empathy Emotional Regulation Positive Interaction Self-awareness	Basic Communication Creativity & Curiosity Problem-Solving Collaboration Technological Awareness	Gr 8	Foundational Literacy & Numeracy Basic Time Management Responsibility & Accountability	Following Instructions Basic Organization Punctuality Turn Taking Instructed Settings
		Gr 7		
		Gr 6		
		Gr 5		
		Gr 4		
		Gr 3		
		Gr 2		
		Gr 1		
		KG		

Skills for success: A visual framework highlighting the progression of Emotional Intelligence, 21st-Century Skills, University Readiness, and Employability Skills from Kindergarten to Grade 12

7. Monitoring and Evaluation

7.1 Overview

The purpose of monitoring and evaluation is to verify that the Career and University Guidance program is high quality, inclusive, and implemented as planned. Results are used to improve practice each term and to prepare the annual report to ADEK.

7.2 Internal review committee

Each school establishes an internal review committee with at least three members, including the CU Guidance Counselor.

- Meets once per term to review results and once in June for the annual review
- Keeps minutes and an action log with owners and due dates
- Produces a brief annual CU report for ADEK and files all evidence in the shared repository

7.3 Key indicators

Student participation

- Percentage of students who take part in career events, fairs, workshops, mentoring, or job shadowing
- Number of students who complete self-assessments, portfolios, or ICAPs

Career awareness and preparedness

- Improvement in student understanding of pathways and postsecondary options measured through surveys or short checks
- Percentage of high school students who complete applications to universities, TVET, employment, or service programs

Skill development

- Evidence of teamwork, problem solving, and communication through rubrics, teacher evaluations, or project outcomes

Parental and community engagement

- Parent participation rates in workshops and guidance meetings
- Number of active community or alumni partnerships used for mentoring, internships, or talks

Volunteer and work placement

- Percentage of students in structured volunteering, internships, or work placements
- Total hours logged and host feedback collected for quality assurance

ICAP linkage rate

- Percentage of students whose ICAPs contain current assessment findings and documented follow up actions

Postsecondary transition success

- Percentage of graduates enrolled in higher education, TVET, or employed within six months of graduation
- Percentage of graduates receiving an offer from at least one of their top three postsecondary choices

This is a mandatory indicator that is reported to ADEK each year

7.4 ADEK priority indicators

Disaggregate and report the following each year.

- Emirati scholarship outcomes. Percentage of Emirati students who applied for government scholarships and percentage who received an offer to study abroad
- Students with additional learning needs. Percentage who secured a postsecondary placement that matches their plan
- Gifted and or talented outcomes. Percentage who received offers from top ranked universities

7.5 Data sources and verification

Use multiple sources and keep an evidence pack for each indicator.

- Student information system exports for enrollment, grades, and attendance
- Application portals, scholarship portals, and confirmation emails for offers
- Event calendars, agendas, sign in sheets, photos, and presenter confirmations
- Internship and volunteering logs with host feedback forms
- ICAP samples that show assessment findings and follow up actions
- Alumni engagement logs and mentoring session records

Verification

- Spot check two samples per indicator each term
- Committee chair records the check in the action log

7.6 Reporting cadence and use of results

- Term reviews by the internal committee with agreed actions, owners, and timelines
- Annual CU report submitted to ADEK and shared with the principal and SLT
- Results are disaggregated by campus and by student group where relevant, including Emirati students, students with additional learning needs, and students identified as gifted and or talented
- Findings inform next term planning, counselor CPD, and updates to the CU calendar

7.7 Roles and responsibilities

- CU Guidance Counselor compiles data, maintains the evidence pack, and drafts the report
- Committee chair leads reviews and ensures actions are completed
- Principal approves the annual report and ensures resources are allocated to address findings

8. Record Keeping and Data Management

Record Keeping and Data Management

8.1 Purpose

Ensure accurate, consistent records that support monitoring, evaluation, and reporting to ADEK. All records are stored in the shared repository and kept current by the CU Guidance Counselor with SLT oversight.

8.2 Required records

1. **Monthly guidance calendar.** Record the number of students receiving individual guidance each month.
2. **Individual student tracker.** Maintain a CU guidance tracker for each student that includes the student profile, the assigned CU Guidance Counselor, and specific notes on the student’s career preparation status.
3. **Event and attendance data.** Compile attendance for career days, career events, and university fairs and keep agendas and sign in sheets.
4. **Partnership log.** Maintain data on collaboration opportunities and official partnerships with government offices, companies, and organizations that provide volunteering and internship opportunities for students.
5. **Volunteering and internship log.** Track student volunteer hours and internship experiences.
6. **Rize UPCG enrollment.** Track student enrollment in the ADEK Rize University Preparation and Career Guidance program. For information on how to enroll, email rize-counselor@adek.gov.ae.
7. **Applications, offers, and destinations.** Keep a Grade 12 and Year 13 log of university and postsecondary applications, offers, and final destinations. Schools may use any of the following:
 - a. **Dedicated teams.** Use an alumni engagement office or similar team to maintain graduate contact information and stay in touch after graduation.
 - b. **Cloud solutions.** Use a CU platform with an alumni tracking feature or an alternative CRM or an internal dashboard to house data and generate reports.
 - c. **Spreadsheets.** Maintain a spreadsheet as a backup plan that can be uploaded when required.

8.3 Roles and storage

- CU Guidance Counselor updates records weekly and files evidence.
- Principal or designee reviews records termly as part of Section 7 monitoring and evaluation.
- All records are stored in the shared repository with access for SLT and the internal review committee.

9. Specific Metrics for Career and University Readiness

IPS will systematically track and report key performance indicators to ensure the effectiveness of the Career and University (CU) Readiness Program. These indicators will provide measurable insights into student support services, postsecondary transitions, and overall program impact.

The key specific metrics include:

- Counselor-Student Ratio: The number of students assigned per full-time equivalent (FTE) CU Guidance Counselor, ensuring adequate student support.
- Graduate Destinations: The percentage of graduates enrolling in higher education, technical/vocational training (TVET), or entering the workforce within six months of graduation.
- Top-Choice Acceptance Rate: The percentage of students who receive offers from at least one of their top three postsecondary institution choices.

IPS will collect, analyze, and submit these metrics to ADEK annually as part of compliance reporting. Additionally, these insights will inform program improvements and targeted interventions to enhance student career and university readiness.

Alumni Engagement Level Rubric

Baseline

- Alumni contact list created and verified for the last five graduating cohorts with at least 100 entries per campus. Fields captured include name, graduation year, email, phone, current study or industry, and willingness to mentor. List updated each term.
- Mentors engaged at minimum 5 active alumni mentors per campus.
- Events delivered at least 1 alumni engagement activity per semester such as a career talk or panel.
- Evidence saved alumni list file, mentor signup forms, event agenda, attendance, and a brief reflection.

Developing

- Alumni contact list reaches at least 200 verified entries per campus with 80 percent data completeness and termly updates.

- Mentors engaged at least 10 active mentors with a minimum of 20 mentoring sessions per semester logged.
- Events delivered at least 2 alumni activities per term including one networking event and one sector specific session.
- Evidence saved mentoring session logs, student feedback summaries, photos, and partner confirmations.

Established

- Alumni contact list covers all cohorts from the past five years with 90 percent contactable records and a quarterly update log.
- Mentors engaged at least 20 active mentors, balanced across key sectors, with 40 mentoring sessions per term and at least 10 internships or job shadowing placements per year facilitated by alumni.
- Events delivered at least 3 alumni activities per term including one large networking event and multiple subject or pathway sessions.
- Evidence saved dashboard metrics, annual alumni survey with satisfaction at 80 percent or higher, and a year end alumni engagement report.

10. Structured Career and University (CU) Guidance Calendar

To ensure consistency and effective planning, IPS will implement a structured Career and University (CU) Guidance Calendar that includes key career readiness and university preparation events throughout the academic year. The calendar will serve as a roadmap for students, counselors, parents, and school leaders to track important milestones, including:

- Career Fairs: Opportunities for students to engage with industry professionals and explore career options.
- University Visits and Fairs: On-campus and virtual sessions with local and international universities.
- Application Deadlines: Key dates for university applications, scholarship submissions, and standardized test registrations.
- Internship and Job Shadowing Programs: Opportunities for students to gain real-world experience in various fields.
- Guidance Workshops: Sessions on career planning, university applications, financial aid, and interview preparation.
- Mentorship and Alumni Networking Events: Initiatives that connect students with alumni and professionals for career guidance.

The CU Guidance Counselors will be responsible for maintaining, updating, and communicating this calendar to ensure all stakeholders are informed and prepared for these critical events.

but also nurturing responsible global citizens capable of making meaningful contributions to their communities.

This policy reflects our vision of empowering students to embrace lifelong learning, explore diverse opportunities, and confidently navigate the journey from education to the world of work. Through continuous collaboration among students, families, educators, and community partners, we will ensure that every student is prepared to achieve their full potential and create a lasting impact in their chosen fields.

Together, we build futures that inspire, innovate, and transform.

Appendix

- Appendix 1: K-12 Broad Goals for Career and University Readiness
- Appendix 2: Al Ittihad Private Schools – Career and University Readiness Framework
- Appendix 3: How Will This Framework Be Used?
- Appendix 4: Alignment with UAE Vision 2031
- Appendix 5: Alignment with E33
- Appendix 6: Roles and Qualifications of Career and University (CU) Guidance Counselors Roles

K-12 Broad Goals for Career and University Readiness

These goals establish overarching expectations for what students should achieve by the end of Grade 12, encompassing both career and university readiness. These objectives will be met as students acquire the knowledge, skills, and attitudes outlined across developmental phases in this framework.

- **Develop Lifelong Learning Skills**
Students will continuously acquire skills, attitudes, and knowledge that foster effective learning and adaptability throughout their lives.
- **Make Informed Decisions**
Students will make developmentally appropriate choices about their future education and career pathways based on self-assessment, exploration, and goal setting.
- **Connect Academics to Real-World Applications**
Students will understand and demonstrate the relationship between academic achievement and career/university readiness in civic, social, and everyday contexts.
- **Gather and Analyze Information**
Students will use information-gathering techniques and technologies to collect, organize, and present data for academic and career decision-making.
- **Collaborate Effectively**
Students will work well with diverse teams, contribute to group efforts, and respect differing perspectives in both academic and professional environments.
- **Demonstrate Personal Qualities**
Students will exhibit responsibility, integrity, respect for self and others, flexibility, confidence, and a willingness to explore new opportunities.
- **Communicate Proficiently**
Students will use various methods, including verbal, written, and digital communication, to convey ideas effectively to different audiences.
- **Plan and Prepare for Future Opportunities**
Students will create and implement individualized educational and career plans that integrate their interests, abilities, and goals, while addressing both university and career pathways.

- **Ensure Workplace Readiness**
Students will understand and apply safety concepts and demonstrate professional behavior in academic and workplace settings.
- **Master Financial and Analytical Skills**
Students will perform mathematical operations and develop financial literacy skills necessary for personal and professional success.
- **Foster Emotional Intelligence and Adaptability**
Students will build self-awareness, empathy, and resilience to navigate challenges in both academic and professional environments.
- **Explore Postsecondary Pathways**
Students will understand the range of postsecondary options, including university, vocational training, and industry-recognized certifications.
- **Engage in Technical and Vocational Education**
Students will gain hands-on exposure to technical careers through structured partnerships with TVET institutions, ensuring they are equipped with industry-relevant skills.
- **Engage with Community and Industry**
Students will participate in mentorships, internships, and other experiential learning opportunities through partnerships with alumni, local industries, and higher education institutions.
- **Pursue Postsecondary Success**
Students will meet all graduation requirements and transition seamlessly into higher education, technical training, or career pathways with confidence and competence.
- **Promote Inclusivity and Equity**
Students of all abilities, including those with special educational needs (SEN) and gifted students, will receive equitable opportunities to prepare for academic and career success.



Al Ittihad Private Schools – Career and University Readiness Framework (2024-2025)

Grade:	KG – 12
Course:	Career and University Readiness
Framework Description:	<p>This document serves as a comprehensive framework designed to prepare students for the challenges of university life and future careers. It focuses on equipping learners with a robust set of skills, including Emotional Intelligence, 21st-Century Skills, University Readiness, and Employability Skills, to ensure their success in academic and professional environments.</p> <p>The purpose of this framework is to:</p> <ol style="list-style-type: none"> 1. Establish high standards for personal, academic, and professional development 2. Guide educators, administrators, and policymakers in curriculum development, delivery, and assessment within UAE schools and universities; and 3. Foster a holistic approach to student readiness for the rapidly evolving demands of higher education and the workforce. <p>This framework emphasizes the integration of key competencies such as critical thinking, collaboration, adaptability, and self-awareness. It aims to bridge the gap between academic achievement and employability by fostering skills that align with the UAE’s vision for a knowledge-based economy. While the framework does not prescribe specific curricula, teaching methods, or materials, it sets clear educational standards that define what Al Ittihad Private School students should know and be able to do in relation to career and university readiness. School leaders, Educators, and career counselors of Al Ittihad Private Schools are encouraged to customize and implement the framework to meet the needs of their students and communities.</p> <p>By connecting career preparation with university readiness, this framework ensures that students not only thrive in their academic pursuits but are also well-prepared to contribute meaningfully to their future workplaces and society.</p>
Alignment	<u>UAE Vision</u>



	<p><u>‘We the UAE 2031’ vision</u> <u>California Career Readiness Initiative</u> <u>Career Technical Education - Teaching & Learning (California Department of Education)</u> <u>New Hampshire Educational Improvement and Assessment Program (NHEIAP)</u> <u>UAE</u></p> <p>Referred Documents: <u>Measures that Matter</u> <u>Making College and Career Readiness the Mission for High Schools</u></p>
<p>Possible Resources if schools choose to use them:</p>	<p>Grades 5 – 12 https://californiacareers.info/documents/Misc/lessonPlanOverviewDec2021.pdf High School-Course Catalogue (AY 25-26)</p>

How Will This Framework Be Used?

The Career and University Readiness Framework is a practical tool for educators, administrators, and policymakers to guide curriculum planning at the local, regional, and national levels within the UAE. This framework serves as a means to evaluate the integration of essential skills, such as Emotional Intelligence, 21st-Century Skills, University Readiness, and Employability Skills, into the existing curriculum, as well as the overall career and academic development of students.

In many educational contexts, individual assessments of career and university readiness will contribute to and culminate in a Competency-Based Transcript, reflecting students' progress and mastery of critical skills. At the school level, this framework provides a systematic guide for making decisions about curriculum design, instructional delivery, and the development of assessments that align with both university and career preparedness goals.

Educators, school leaders, and community stakeholders are encouraged to collaborate to design programs that integrate career and university readiness seamlessly. This approach should be cumulative, with learning experiences at each grade level building upon one another to foster deeper awareness, practical experiences, and strategic planning for students' futures.

In summary, this framework is designed to serve as a comprehensive guide for integrating the processes of career and university readiness into school curricula. By ensuring alignment with the UAE's vision for education, it prepares students not only to excel academically but also to contribute effectively to the workforce and society at large.



Alignment with UAE Vision 2031

The table highlights the alignment between key educational framework standards and the priorities of UAE Vision 2031. Each standard is strategically designed to foster essential skills, knowledge, and attributes that prepare students for the demands of a globally competitive, innovation-driven, and sustainable future. It emphasizes the UAE's commitment to creating a well-rounded, future-ready workforce by integrating communication, computational thinking, emerging technologies, self-directed learning, and collaborative and professional competencies into education.

Framework Standard	UAE Vision 2031 Priority	Description of Alignment with UAE 2031 Vision
Standard 1: Communication Skills	Globally Competitive Education System	Enhances students' ability to communicate effectively across multiple platforms, supporting academic and professional growth.
Standard 2: Computational Skills	Knowledge-Based Economy	Focuses on mathematical and logical reasoning to develop problem-solving skills crucial for emerging industries in the UAE.
Standard 3: Emerging Technologies	Advanced Science, AI, and Innovation	Prepares students to adapt to and innovate with technologies like AI, robotics, and blockchain, key sectors in UAE Vision 2031.
Standard 4: Self-Directed Learning	Lifelong Learning and Workforce Adaptability	Develops autonomy, time management, and accountability, fostering readiness for dynamic educational and professional roles.
Standard 5: Success Behaviors	Happiness and Well-Being	Promotes resilience, emotional regulation, and collaboration, aligning with UAE's focus on well-being in education and beyond.
Standard 6: Collaborative Skills	Cultural and Social Cohesion	Encourages teamwork and cultural awareness to foster inclusive and effective collaboration in academic and workplace settings.
Standard 7: School-to-Work Transition	Empowering Emiratis to Contribute to High-Value Industries	Links education to career pathways, emphasizing readiness for UAE-specific industries such as renewable energy, AI, digital literacy, financial literacy and critical thinking.
Standard 8: Education and Work	Economic Diversification	Highlights the relationship between education, personal strengths, and careers, ensuring alignment with UAE's economic goals.



E33

With the learner’s journey at the heart of the strategy, E33 focuses on five strategic goals:

E33 Goals	Description	Alignment with E33
Productive Emiratis empowered with high quality education	Empowering Emiratis with high quality education, enhancing their educational achievements, and embedding Emirati values and the Arabic language in the learning experience to strengthen cultural identity and prepare Emirati youth to drive the nation’s future.	IPS CU Policy supports Emirati students in achieving high academic and career readiness outcomes through targeted guidance, skill development, and alignment with UAE workforce priorities, ensuring they are prepared to contribute to national development while preserving cultural identity and values.
Equitable and accessible education designed around the wellbeing of diverse learners	Benefitting learners across all fee levels to ensure that all students have the skills and opportunities to progress and thrive, contributing to a more inclusive society. By prioritizing affordable and accessible education options, E33 ensures that every family can choose educational pathways that best support their child’s growth and development.	IPS CU Policy ensures equitable access to career and university guidance for all learners, including students of determination and gifted learners, by providing tailored programs, accommodations, and diverse postsecondary pathways (university and TVET) that meet individual needs and promote inclusivity.
Engaged educators and parents that nurture lifelong learning	E33 aims to attract more Emirati educators and empower parents to be active participants in their children’s education to create a more connected and engaged community that supports learners at every step.	IPS CU Policy actively involves parents in the guidance process, offers workshops and engagement activities, and equips educators with the tools to integrate career readiness into teaching, fostering a collaborative approach that supports students’ lifelong learning journeys.
World-class learning destination for all learners	E33 aims to position Dubai as a world-class hub for education for learners of all ages, attracting international students, educators, and institutions by enhancing the quality of higher education, vocational education, and training programs to provide lifelong learning opportunities.	IPS CU Policy aligns with this vision by preparing students for both local and international higher education opportunities, facilitating scholarship access, and fostering partnerships with universities, TVET institutions, and industry leaders to broaden students’ global career and education prospects.
Innovative ecosystem that creates impact and activates growth	E33 is committed to creating a forward-looking education system that is at the edge of innovation, integrating technology, and research to prepare Dubai learners for future challenges and ensure they are not just participants in the global economy but innovators and leaders who can shape the future.	IPS CU Policy integrates technology, data-driven guidance, and innovative career readiness strategies, including entrepreneurship, emerging skills training, and industry engagement, to prepare students as adaptable, future-ready innovators capable of leading in a competitive global environment.



Standard 1		Students will demonstrate a firm grounding in the interactive language processes of reading, writing, speaking, listening, and viewing, as well as the ability to use those skills to communicate effectively.
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-1.1	Write short, coherent narratives or reports with a clear structure, including a beginning, middle, and end.	Basic Communication Foundational Literacy & Numeracy
G5-UR-1.2	Present academic ideas or findings orally using simple visuals (e.g., posters or charts) to support explanations.	Collaboration Basic Communication
G5-UR-1.3	Identify main ideas and supporting details in reading materials.	Foundational Literacy & Numeracy Problem-Solving
G5-UR-1.4	Begin to recognize the purpose of different types of communication (e.g., informing, persuading).	Basic Communication Self-awareness
G5-UR-1.5	Listen actively and respond appropriately to academic discussions.	Empathy Positive Interaction
Career Readiness		
G5-CR-1.1	Demonstrate effective study and information-seeking habits.	Problem-Solving Responsibility & Accountability
G5-CR-1.2	Demonstrate the ability to effectively use a variety of modern reference tools and digital resources, such as online dictionaries, interactive maps, virtual globes, digital encyclopedias, news platforms, and multimedia sources.	Technological Awareness Problem-Solving
G5-CR-1.3	Present ideas clearly in group settings, using visuals to communicate effectively in workplace scenarios.	Basic Communication Creativity & Curiosity
G5-CR-1.4	Use appropriate forms of language to formulate and articulate effective oral and/or written responses.	Basic Communication Collaboration
G5-CR-1.5	Demonstrate, using a variety of communication tools, an understanding of the various roles an individual may have (friend, student, worker, family member).	Self-awareness Positive Interaction



G5-CR-1.6	Demonstrate the capacity to communicate constructively with peers and adults.	Positive Interaction Empathy
G5-CR-1.7	Actively seek response, advice, and critique from others.	Self-awareness Positive Interaction
Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-1.1	Write structured essays with introductions, body paragraphs, and conclusions.	Advanced Literacy & Research Skills Self-discipline & Study Habits
G8-UR-1.2	Develop and present arguments supported by simple evidence or examples.	Problem-Solving Critical Thinking Advanced Literacy & Research Skills
G8-UR-1.3	Deliver structured academic presentations with evidence-based content, incorporating multimedia tools.	Digital Literacy Team Collaboration Social Skills
G8-UR-1.4	Analyze and interpret information from a variety of texts.	Critical Thinking Advanced Literacy & Research Skills Problem Solving Self-Discipline & Study Habits
G8-UR-1.5	Recognize and use basic academic referencing styles (e.g., citing books and articles in a bibliography).	Advanced Literacy & Research Skills Self-discipline & Study Habits
Career Readiness		
G8-CR-1.1	Demonstrate the capacity to use a variety of tools, such as libraries, museums, technology, etc., to enhance learning.	Digital Literacy Adaptability Exploration of Interests



G8-CR-1.2	Demonstrate the capacity to compare, contrast, and use information presented in written, oral, audio-visual, and graphic forms.	Critical Thinking Advanced Literacy & Research Skills
G8-CR-1.3	Distinguish facts from opinions in a variety of communication forms.	Critical Thinking Problem-Solving
G8-CR-1.4	Express ideas clearly and concisely.	Social Skills Advanced Literacy & Research Skills
G8-CR-1.5	Recognize when an individual or group does not understand their message and respond appropriately.	Empathy in Action Social Skills
G8-CR-1.6	Communicate ideas collaboratively during team discussions, actively listening and adapting to group needs.	Team Collaboration Social Skills
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-1.1	Craft essays that analyze or compare texts, integrating evidence effectively.	Advanced Emotional Regulation Complex Problem Solving Research & Inquiry Citing Skills
G9&10-UR-1.2	Deliver presentations with advanced visual aids and field questions effectively.	Leadership & Collaboration Public Speaking & Presentation Skills Advanced Technology Use Stress Management
G9&10-UR-1.3	Evaluate and articulate structured arguments in written, oral, and debate formats, using evidence-based reasoning.	Media Literacy Global Awareness Public Speaking & Presentation Skills Professional Relationships
G9&10-UR-1.4	Write short research papers that incorporate credible sources, use citations effectively, and develop well-supported arguments.	Research & Inquiry Citing Skills



		Complex Problem Solving Advanced Technology Use
G9&10-UR-1.5	Practice APA or MLA referencing styles for projects and assignments.	Citing Skills Research & Inquiry Professional Relationships
G9&10-UR-1.6	Introduce media communication strategies for engaging in debates or presentations with multimedia tools.	Media Literacy Advanced Technology Use Public Speaking & Presentation Skills Entrepreneurial Thinking
Career Readiness		
G9&10-CR-1.1	Access information from multiple sources and information-retrieval systems.	Advanced Technology Use Media Literacy Research & Inquiry
G9&10-CR-1.2	Distinguish between informative and persuasive messages.	Media Literacy Global Awareness
G9&10-CR-1.3	Demonstrate the ability to summarize ideas and information.	Research & Inquiry Complex Problem Solving
G9&10-CR-1.4	Demonstrate the ability to use a variety of organizational structures such as cause and effect patterns, paraphrasing, and charts and graphs, to communicate ideas and information.	Entrepreneurial Thinking Media Literacy
G9&10-CR-1.5	Present logical arguments in group discussions or professional contexts, supporting ideas with practical examples.	Leadership & Collaboration Complex Problem Solving
G9&10-CR-1.6	Use cross-referencing while gathering information.	Research & Inquiry Advanced Technology Use
G9&10-CR-1.7	Credit sources and cite references appropriately.	Citing Skills Research & Inquiry
G9&10-CR-1.8	Recognize, evaluate, and respond appropriately to persuasive forms of communication.	Media Literacy Global Awareness
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills



University Readiness		
G11&12-UR-1.1	Write extended research papers or academic essays with complex arguments.	Research & Inquiry Citing Skills Application & Financial Literacy
G11&12-UR-1.2	Deliver formal academic presentations or research findings, integrating advanced visual aids and fielding questions.	Public Speaking & Presentation Skills Leadership & Collaboration Advanced Technology Use
G11&12-UR-1.3	Critically evaluate sources and synthesize information from multiple texts.	Research & Inquiry Media Literacy Global Awareness
G11&12-UR-1.4	Demonstrate mastery of academic referencing styles (APA, MLA) and ethical use of information.	Citing Skills Research & Inquiry Professional Relationships
Career Readiness		
G11&12-CR-1.1	Utilize others' critique as a resource in achieving goals.	Self-Reflection Leadership & Collaboration
G11&12-CR-1.2	Analyze how well evidence supports a conclusion or thesis.	Research & Inquiry Critical Problem Solving
G11&12-CR-1.3	Create and present persuasive arguments for workplace or industry-specific scenarios, incorporating relevant data and visuals.	Public Speaking & Presentation Skills Media Literacy Advanced Technology Use
G11&12-CR-1.4	Demonstrate the effective use of the conventions of English language in communications.	Research & Inquiry Professional Relationships
G11&12-CR-1.5	Adjust communication style and language to ensure appropriateness for the situation, topic, purpose, and audience.	Professional Relationships Empathy & Cultural Awareness
G11&12-CR-1.6	Craft compelling personal statements for university or job applications.	Resume Writing & Job Application Skills



		Public Speaking & Presentation Skills
G11&12-CR-1.7	Write tailored cover letters for specific roles.	Resume Writing & Job Application Skills Professional Relationships
G11&12-CR-1.8	Enhance verbal and non-verbal communication skills for workplace interactions.	Professional Relationships Leadership & Collaboration
G11&12-CR-1.9	Practice email and formal correspondence etiquette.	Professional Relationships Advanced Technology Use
G11&12-CR-1.10	Prepare effectively for common and behavioral interview questions.	Interview Preparation Leadership & Collaboration
G11&12-CR-1.11	Demonstrate confidence and professionalism during interviews.	Stress Management Professional Relationships
Curriculum Standard 2	Students will demonstrate a firm grounding in essential computational skills as well as strong problem-solving and reasoning abilities.	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-2.1	Demonstrate proficiency in basic mathematical operations and explain their application in academic tasks such as solving word problems.	Foundational Literacy & Numeracy Problem-Solving
G5-UR-2.2	Recognize patterns and relationships in numbers and shapes to make predictions.	Problem-Solving Creativity & Curiosity
G5-UR-2.3	Use basic tools such as calculators or simple software to assist in problem-solving.	Technological Awareness Problem-Solving
G5-UR-2.4	Approach problems creatively and explain their reasoning using pictures, models, or verbal explanations.	Creativity & Curiosity Basic Communication
Career Readiness		



G5-CR-2.1	Break down real-world problems into clear, actionable steps to develop effective solutions.	Basic Communication Problem-Solving
G5-CR-2.2	Demonstrate that a problem may be solved in more than one way.	Creativity & Curiosity Problem-Solving
G5-CR-2.3	Identify patterns and relationships in computation and problem-solving.	Problem-Solving Creativity & Curiosity
G5-CR-2.4	Use inductive reasoning to draw conclusions.	Problem-Solving Self-awareness
G5-CR-2.5	Use models, known facts, properties, and relationships to explain their thinking.	Basic Communication Problem-Solving
Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-2.1	Solve multi-step problems using fractions, percentages, and ratios.	Problem-Solving Critical Thinking Advanced Literacy & Research Skills
G8-UR-2.2	Analyze and interpret data using graphs and charts to support academic research and presentations.	Critical Thinking Digital Literacy Adaptability
G8-UR-2.3	Apply logical reasoning to analyze problems and identify efficient solutions.	Problem-Solving Critical Thinking
G8-UR-2.4	Use spreadsheet software (e.g., Excel) for basic data organization and calculations.	Digital Literacy Problem-Solving Adaptability
Career Readiness		
G8-CR-2.1	Select appropriate computational techniques to help solve problems and, if appropriate, use mental computation and estimation strategies to check the reasonableness of results.	Problem-Solving Critical Thinking



G8-CR-2.2	Describe the process used to solve a problem and apply the process to a new problem.	Critical Thinking Adaptability Problem-Solving
G8-CR-2.3	Apply problem-solving strategies to address civic or social challenges, using data to inform decisions.	Adaptability Problem-Solving Social Skills
G8-CR-2.4	Identify when there is enough information to propose a solution to a problem.	Problem-Solving Critical Thinking
G8-CR-2.5	Identify the operating principles underlying a system (people, machines, processes) and evaluate the operation of a system.	Critical Thinking Adaptability Innovation
G8-CR-2.6	Use deductive reasoning and reasoning by analogy to solve problems.	Problem-Solving Critical Thinking
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-2.1	Use statistical methods to analyze academic research data and draw meaningful conclusions.	Research & Inquiry Complex Problem Solving Advanced Technology Use
G9&10-UR-2.2	Solve real-world problems, such as budgeting or resource allocation, using mathematical models.	Financial Literacy Complex Problem Solving Entrepreneurial Thinking
G9&10-UR-2.2	Use advanced features of spreadsheet tools (e.g., formulas, functions, and charts) for data analysis.	Advanced Technology Use Media Literacy Research & Inquiry
G9&10-UR-2.3	Write simple algorithms to address structured problem-solving tasks, using basic coding tools.	Advanced Technology Use Complex Problem Solving
Career Readiness		
G9&10-CR-2.1	Perform the four basic mathematical operations with rational numbers.	Financial Literacy Complex Problem Solving



G9&10-CR-2.2	Evaluate problems in workplace or community contexts, identifying key challenges and proposing actionable solutions.	Complex Problem Solving Entrepreneurial Thinking
G9&10-CR-2.3	Gather and use appropriate materials and resources in making individual and career decisions, including printed materials, human resources, and information accessed through technology.	Advanced Technology Use Media Literacy Leadership & Collaboration
G9&10-CR-2.4	Use logic to draw conclusions from available information.	Complex Problem Solving Entrepreneurial Thinking
G9&10-CR-2.5	Develop a plan that reflects research and builds on relevant precedents.	Research & Inquiry Entrepreneurial Thinking Leadership & Collaboration
G9&10-CR-2.6	Evaluate an event or activity in terms of expressed purposes.	Complex Problem Solving Self-Reflection
G9&10-CR-2.7	Generalize rules or principles (underlying patterns and relationships) from a set of conclusions, objective data, written text or system's review and apply those rules and principals to a new situation.	Complex Problem Solving Entrepreneurial Thinking
G9&10-CR-2.8	Devise strategies for improving the performance of a system.	Entrepreneurial Thinking Complex Problem Solving
G9&10-CR-2.9	Test the effectiveness of the strategies employed.	Entrepreneurial Thinking Leadership & Collaboration
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-2.1	Use advanced statistical and technological tools to conduct in-depth academic research and present findings effectively.	Research & Inquiry Advanced Technology Use Application & Financial Literacy
G11&12-UR-2.2	Use technology tools (e.g., Excel, MATLAB) for sophisticated calculations, modeling, and data visualization.	Advanced Technology Use Project Management Complex Problem Solving
G11&12-UR-2.3	Solve complex, real-world problems through systemic approaches such as project planning or case studies.	Complex Problem Solving Entrepreneurial Thinking Leadership & Collaboration



G11&12-UR-2.4	Develop and implement algorithms or coding solutions for academic or practical research challenges.	Advanced Technology Use Complex Problem Solving Research & Inquiry
Career Readiness		
G11&12-CR-2.1	Apply decision-making skills in a wide variety of situations.	Critical Problem Solving Leadership & Collaboration
G11&12-CR-2.2	Assess and improve the efficiency of workplace or organizational systems by analyzing their design and management.	Entrepreneurial Thinking Complex Problem Solving
G11&12-CR-2.3	Develop a systemic plan and communicate the plan clearly.	Project Management Leadership & Collaboration
G11&12-CR-2.4	Develop and test strategies to optimize the performance of a system.	Complex Problem Solving Entrepreneurial Thinking
G11&12-CR-2.5	Analyze the interrelationships of events/ideas from several perspectives.	Critical Problem Solving Global Awareness
G11&12-CR-2.6	Demonstrate skills necessary to junction as a consumer and manage financial resources.	Application & Financial Literacy Time & Priority Management
G11&12-CR-2.7	Approach challenges creatively and logically to identify effective solutions.	Entrepreneurial Thinking Complex Problem Solving
G11&12-CR-2.8	Build resilience and adaptability when solving complex problems and addressing unforeseen challenges.	Stress Management Advanced Emotional Regulation
Curriculum Standard 3	Students will demonstrate proficiency in understanding, applying, and innovating with emerging technologies, preparing them to adapt to and shape the technological advancements of the future.	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-3.1	Recognize the importance of digital safety and responsible technology use (e.g., understanding safe passwords, identifying trusted websites).	Technological Awareness, Self-Awareness
G5-UR-3.2	Explore the basics of artificial intelligence (AI), such as how machines recognize patterns through games or visual tools.	Creativity & Curiosity, Problem-Solving



G5-UR-3.3	Introduce basic coding concepts through block-based programming tools (e.g., Scratch or Blockly).	Technological Awareness, Creativity & Curiosity
G5-UR-3.4	Include activities that foster computational thinking, such as simple problem-solving games and pattern recognition.	Problem-Solving Creativity & Curiosity
Career Readiness		
G5-CR-3.1	Identify how technology helps people in everyday jobs (e.g., farmers using drones or doctors using machines).	Self-Awareness, Creativity & Curiosity
G5-CR-3.2	Identify real-life applications of basic coding and robotics, such as traffic light simulations.	Problem-Solving, Technological Awareness
G5-CR-3.3	Use block-based programming tools (e.g., Scratch) to create simple projects that mimic decision-making in AI systems.	Problem-Solving, Technological Awareness
G5-CR-3.4	Incorporate robotics kits for hands-on learning, teaching foundational engineering concepts.	Creativity & Curiosity Technological Awareness
Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-3.1	Understand the importance of ethical technology use, including respecting copyright laws and understanding the implications of digital privacy.	Digital Literacy, Global Awareness
G8-UR-3.2	Analyze simple datasets using tools like Google Sheets to understand basic patterns and relationships.	Digital Literacy, Critical Thinking
G8-UR-3.3	Explore and apply AI-powered tools to academic projects, demonstrating foundational understanding of AI concepts.	Problem-Solving, Creativity & Curiosity
G8-UR-3.4	Develop proficiency in coding languages such as Python or JavaScript through guided lessons and projects.	Digital Literacy, Creativity & Curiosity
G8-UR-3.5	Develop and troubleshoot beginner-level coding projects that demonstrate AI functionalities like sorting or pattern recognition.	Digital Literacy, Critical Thinking
Career Readiness		
G8-CR-3.1	Evaluate bias in AI technologies and propose strategies for ensuring fairness in professional and community-based applications.	Critical Thinking, Problem-Solving



G8-CR-3.2	Understand the basics of cybersecurity, such as recognizing phishing attempts and securing devices.	Technological Awareness, Adaptability
G8-CR-3.3	Simulate blockchain concepts through class activities (e.g., using digital tokens to represent secure transactions).	Critical Thinking, Problem-Solving
G8-CR-3.4	Encourage participation in STEM competitions to apply coding, robotics, or data analysis skills to real-world contexts.	Problem-Solving, Collaboration, Advanced Literacy & Research Skills
G8-CR-3.5	Experiment with AI functionalities through coding tasks to simulate decision-making processes.	Entrepreneurial Thinking, Adaptability
G8-CR-3.6	Promote entrepreneurial thinking through activities such as product design challenges or business pitch competitions.	Creativity & Curiosity, Critical Thinking, Leadership & Collaboration
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-3.1	Develop beginner-level coding projects using Python or JavaScript to simulate AI functionalities like sorting data.	Advanced Technology Use, Problem-Solving
G9&10-UR-3.2	Explore data science techniques, such as using spreadsheets or coding to analyze and visualize real-world data.	Research & Inquiry, Technological Awareness
G9&10-UR-3.3	Engage in introductory specialized electives in data science, AI, and machine learning, exploring foundational concepts and practical applications.	Technological Awareness, Critical Thinking
G9&10-UR-3.4	Develop and present capstone projects using coding, robotics, or AI to address academic research or societal issues.	Problem-Solving, Creativity & Curiosity
G9&10-UR-3.5	Analyze case studies on ethical dilemmas in technology, such as data privacy breaches or misuse of AI, to evaluate solutions and best practices.	Critical Thinking, Advanced Literacy & Research Skills
Career Readiness		
G9&10-CR-3.1	Apply cybersecurity practices by encrypting simple data or identifying system vulnerabilities in simulations.	Technological Awareness, Critical Thinking
G9&10-CR-3.2	Implement blockchain-based projects for practical challenges, such as supply chain management or secure data transactions.	Entrepreneurial Thinking, Problem-Solving



G9&10-CR-3.3	Develop financial and entrepreneurial literacy by participating in classroom simulations of small-scale business environments, exploring concepts such as budgeting and resource allocation.	Financial Literacy, Entrepreneurial Thinking, Time & Priority Management
G9&10-CR-3.4	Discuss the societal impact of emerging technologies, emphasizing responsibility in innovation and the ethical challenges in various industries.	Global Awareness, Responsibility & Accountability
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-3.1	Analyze the global impact of emerging technologies, evaluating ethical concerns such as data privacy, algorithmic bias, and societal consequences in academic research.	Research & Inquiry, Global Awareness
G11&12-UR-3.2	Develop AI-driven solutions for real-world problems, such as creating predictive models or chatbots.	Advanced Technology Use, Complex Problem-Solving
G11&12-UR-3.3	Conduct capstone projects that integrate AI, robotics, and blockchain to address UAE-specific challenges such as renewable energy solutions, urban planning, or healthcare advancements as well as global challenges (e.g., resource allocation, environmental monitoring).	Research & Inquiry, Public Speaking & Presentation Skills
G11&12-UR-3.4	Engage in advanced specialized electives in data science, AI, and machine learning, applying concepts such as algorithm development and data visualization to practical scenarios.	Advanced Technology Use, Critical Thinking, Problem-Solving
G11&12-UR-3.5	Develop and implement capstone projects that utilize advanced coding, robotics, or AI to address complex community challenges and deliver measurable outcomes.	Complex Problem-Solving, Entrepreneurial Thinking, Technological Awareness
Career Readiness		
G11&12-CR-3.1	Apply cybersecurity practices, including ethical hacking simulations and developing secure systems, to address real-world vulnerabilities.	Global Awareness, Technological Awareness
G11&12-CR-3.2	Innovate with blockchain-based systems, designing applications like smart contracts or digital voting mechanisms.	Entrepreneurial Thinking, Leadership & Collaboration
G11&12-CR-3.3	Demonstrate expertise in financial and entrepreneurial literacy by designing and presenting comprehensive business models or startup concepts in simulated or real-world environments.	Financial Literacy, Entrepreneurial Thinking, Public Speaking & Presentation Skills



G11&12-CR-3.4	Design and present a comprehensive project that addresses ethical considerations in technology applications, demonstrating how principles like transparency, equity, and accountability can be integrated into solutions such as AI-driven tools for real-world challenges.	Entrepreneurial Thinking, Leadership & Collaboration
G11&12-CR-3.5	Develop a professional portfolio showcasing innovative solutions with AI and robotics for community challenges.	Leadership & Collaboration, Project Management
Curriculum Standard 4	Students will take an active role in their own learning.	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-4.1	Set and track short-term academic goals, such as completing assignments or preparing for tests, using visual tools like checklists.	Responsibility & Accountability Basic Organization
G5-UR-4.2	Monitor their own progress on tasks using checklists or visual trackers.	Basic Organization Responsibility & Accountability
G5-UR-4.3	Demonstrate curiosity by asking questions and seeking additional information.	Creativity & Curiosity Self-awareness
G5-UR-4.4	Begin to recognize the value of practice and effort in achieving academic success.	Responsibility & Accountability Emotional Regulation
Career Readiness		
G5-CR-4.1	Develop time-bound strategies to complete daily responsibilities, such as setting reminders or breaking tasks into smaller steps.	Responsibility & Accountability Basic Organization
G5-CR-4.2	Establish expectations for achievement and use evaluation tools.	Basic Organization Responsibility & Accountability
G5-CR-4.3	Demonstrate an understanding of the importance of observation, practice, effort and learning.	Responsibility & Accountability Emotional Regulation
G5-CR-4.4	Demonstrate self-direction in their learning and work.	Self-awareness Positive Interaction



Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-4.1	Set medium-term academic goals aligned with specific subjects or projects.	Goal Setting & Planning Time Management & Project Deadlines
G8-UR-4.2	Create and implement study schedules that prioritize academic tasks, ensuring preparedness for tests and assignments.	Time Management & Project Deadlines Self-discipline & Study Habits
G8-UR-4.3	Explore future educational opportunities and identify areas of interest.	Exploration of Interests Motivation
G8-UR-4.4	Use feedback from teachers and peers to revise and improve academic work.	Critical Thinking Empathy in Action Adaptability
Career Readiness		
G8-CR-4.1	Establish learning goals around interests, abilities, and achievements.	Goal Setting & Planning Exploration of Interests
G8-CR-4.2	Design actionable plans to achieve personal and professional goals, balancing priorities across different areas of life.	Goal Setting & Planning Adaptability
G8-CR-4.3	Monitor their own learning process and revise activities accordingly, considering strategies for improving academic skills.	Self-discipline & Study Habits Critical Thinking
G8-CR-4.4	Identify and understand the impact of their preferred learning style on their ability to receive and process information.	Self-awareness Critical Thinking
G8-CR-4.5	Devise a system, such as a flow chart or log, for keeping track of progress and goals, and adjust priorities to meet deadlines and manage time, according to this system.	Time Management & Project Deadlines Self-discipline & Study Habits
G8-CR-4.6	Demonstrate knowledge of school tasks that are like skills essential for job success.	Accountability for Actions & Results Time Management & Project Deadlines



Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-4.1	Set academic goals that align with university admissions criteria, focusing on subjects, tests, and extracurriculars.	Goal Setting & Planning Time & Priority Management
G9&10-UR-4.2	Create detailed study plans to prepare for standardized tests like SAT, IELTS/TOFEL, or AP/(Other).	Time & Priority Management Research & Inquiry
G9&10-UR-4.3	Research potential university programs and understand their entry criteria.	Research & Inquiry University & Career Awareness
G9&10-UR-4.4	Practice advanced time management strategies to balance academic and extracurricular activities.	Time & Priority Management Self-Reflection
Career Readiness		
G9&10-CR-4.1	Identify and utilize resources, such as career workshops or industry tools, to support vocational and personal development.	Advanced Technology Use Research & Inquiry
G9&10-CR-4.2	Demonstrate an understanding of how courses of study relate to the selection of college majors, further training, and/or entry to the job market.	University & Career Awareness Goal Setting & Planning
G9&10-CR-4.3	Describe how skills developed in academic and vocational programs relate to career goals.	University & Career Awareness Professional Relationships
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-4.1	Finalize and document academic goals, ensuring alignment with university applications, personal essays, and scholarship opportunities.	Goal Setting & Planning Resume Writing & Job Application Skills University & Career Awareness
G11&12-UR-4.2	Use targeted study strategies to maximize performance on standardized tests.	Time & Priority Management Research & Inquiry
G11&12-UR-4.3	Engage in university preparation workshops to enhance learning techniques and organizational skills.	Public Speaking & Presentation Skills Time & Priority Management
G11&12-UR-4.4	Conduct in-depth research on university programs, scholarships, and career opportunities to make informed decisions.	Research & Inquiry University & Career Awareness



		Application & Financial Literacy
Career Readiness		
G11&12-CR-4.1	Evaluate the processes used to achieve goals and the qualities of resulting products.	Self-Reflection Project Management
G11&12-CR-4.2	Show evidence of effective time management.	Time & Priority Management Leadership & Collaboration
G11&12-CR-4.3	Research potential careers and industries to align academic and personal interests with professional opportunities.	Research & Inquiry University & Career Awareness
G11&12-CR-4.4	Identify personal strengths, interests, and values to inform and guide career planning.	Self-Reflection Professional Relationships
G11&12-CR-4.5	Develop actionable career plans with defined milestones, focusing on internships, skill-building, and professional applications.	Goal Setting & Planning Time & Priority Management
G11&12-CR-4.6	Adapt career plans to accommodate changes in circumstances, opportunities, and goals.	Stress Management Advanced Emotional Regulation
G11&12-CR-4.7	Gain real-world experience through internships, part-time jobs, or volunteer work to develop practical skills and industry insights.	Professional Relationships Community Engagement
Curriculum Standard 5	The student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-5.1	Identify and reflect on individual strengths and preferences to improve academic engagement and collaboration.	Self-awareness Positive Interaction
G5-UR-5.2	Demonstrate positive attitudes about self and learning, reflecting UAE's values of lifelong learning and innovation.	Self-awareness Positive Interaction
G5-UR-5.3	Show responsibility by completing tasks and following rules.	Responsibility & Accountability Following Instructions
G5-UR-5.4	Recognize and practice healthy habits, such as proper nutrition and exercise.	Self-awareness Emotional Regulation
Career Readiness		



G5-CR-5.1	Explore personal characteristics and differences, including abilities and skills, to understand their impact on teamwork and problem-solving.	Self-awareness Positive Interaction
G5-CR-5.2	Identify healthy ways of dealing with conflicts and stress.	Emotional Regulation Positive Interaction
G5-CR-5.3	Demonstrate an awareness of how one is seen by others.	Self-awareness Empathy
G5-CR-5.4	Demonstrate positive attitudes about self.	Self-awareness Positive Interaction
G5-CR-5.5	Demonstrate knowledge of good health habits.	Self-awareness Emotional Regulation
G5-CR-5.6	Identify the impact of individual behaviors.	Self-awareness Positive Interaction
G5-CR-5.7	Describe how work can satisfy individual needs.	Self-awareness Problem-Solving
Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-5.1	Assess how personal behaviors, such as study habits and communication skills, influence academic performance and relationships.	Self-regulation Social Skills Motivation
G8-UR-5.2	Demonstrate time management skills to balance schoolwork and personal activities.	Time Management & Project Deadlines Self-discipline & Study Habits
G8-UR-5.3	Begin exploring strategies for managing stress and resolving conflicts.	Conflict Resolution Emotional Regulation Critical Thinking
G8-UR-5.4	Identify the importance of integrity, dependability, and punctuality in achieving goals.	Accountability for Actions & Results Time Management & Project Deadlines



Career Readiness		
G8-CR-5.1	Analyze how personal interests and experiences shape decision-making in career planning and skill development.	Self-awareness Critical Thinking
G8-CR-5.2	Identify how experience influences attitudes, behaviors and aptitudes.	Empathy in Action Self-awareness
G8-CR-5.3	Demonstrate effective time management skills.	Time Management & Project Deadlines Self-discipline & Study Habits
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-5.1	Participate in academic or community initiatives to demonstrate leadership, teamwork, and problem-solving skills.	Leadership & Collaboration Community Engagement Complex Problem Solving Socially Responsible
G9&10-UR-5.2	Develop resilience and adaptability by incorporating constructive feedback to improve performance.	Advanced Emotional Regulation Self-Reflection Adaptability Professional Relationships
G9&10-UR-5.3	Practice behaviors that promote physical and emotional well-being.	Advanced Emotional Regulation Socially Responsible Self-Reflection
Career Readiness		
G9&10-CR-5.1	Demonstrate the ability to use peer and adult feedback.	Self-Reflection Leadership & Collaboration
G9&10-CR-5.2	Demonstrate an understanding of how individual characteristics relate to achieving individual, social, educational, and career goals.	Self-Reflection University & Career Awareness
G9&10-CR-5.3	Demonstrate the importance of responsibility, dependability, punctuality and integrity in school, the workplace, and adult life.	Professional Relationships Time & Priority Management



G9&10-CR-5.4	Take initiative in team settings by leading projects, resolving conflicts, and ensuring accountability in professional environments.	Leadership & Collaboration Community Engagement
G9&10-CR-5.5	Apply decision-making skills to career planning and career transitions.	Goal Setting & Planning University & Career Awareness
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-5.1	Use advanced organizational strategies to prioritize academic tasks and projects, ensuring preparedness for deadlines and applications.	Time & Priority Management Project Management
G11&12-UR-5.2	Analyze financial concepts such as budgeting and compensation structures to prepare for university and independent living.	Application & Financial Literacy Advanced Technology Use
G11&12-UR-5.3	Maintain professional behavior, including accountability, dependability, and teamwork.	Leadership & Collaboration Professional Relationships
G11&12-UR-5.4	Develop self-awareness and confidence in preparation for university and career transitions.	Self-Reflection Stress Management Advanced Emotional Regulation
Career Readiness		
G11&12-CR-5.1	Demonstrate an awareness of the importance of maintaining physical and emotional health.	Stress Management Socially Responsible
G11&12-CR-5.2	Demonstrate behaviors that maintain physical and emotional health.	Advanced Emotional Regulation Socially Responsible
G11&12-CR-5.3	Demonstrate knowledge of how individuals grow and develop throughout their lives.	Empathy & Cultural Awareness Self-Reflection
G11&12-CR-5.4	Describe the contribution of work to a productive life.	Professional Relationships Community Engagement
G11&12-CR-5.5	Demonstrate the ability to make decisions consistent with one's own belief system.	Self-Reflection Advanced Emotional Regulation
G11&12-CR-5.6	Develop and implement systems for task prioritization in professional settings, balancing deadlines and responsibilities with efficiency.	Time & Priority Management Leadership & Collaboration
G11&12-CR-5.7	Use tools and apps to stay organized and improve productivity.	Advanced Technology Use



		Project Management
G11&12-CR-5.8	Apply knowledge of salaries, taxes, and workplace benefits to make informed financial decisions in professional contexts.	Application & Financial Literacy Research & Inquiry
G11&12-CR-5.9	Demonstrate knowledge of benefits and workplace compensation structures to make informed financial decisions.	Application & Financial Literacy Advanced Technology Use
Curriculum Standard 6	Students will demonstrate skills in working cooperatively/collaboratively with others.	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-6.1	Engage in collaborative group activities, contributing ideas and participating in academic tasks to achieve shared goals.	Collaboration Positive Interaction
G5-UR-6.2	Practice taking turns, sharing responsibilities, and listening to others in group settings.	Turn Taking Positive Interaction
G5-UR-6.3	Resolve simple conflicts with peers using positive communication strategies.	Positive Interaction Emotional Regulation
G5-UR-6.4	Show appreciation for diversity and respect for others' opinions.	Empathy Positive Interaction
Career Readiness		
G5-CR-6.1	Form teams to identify common goals and practice collaboration in achieving shared tasks.	Collaboration Problem-Solving
G5-CR-6.2	Work toward a common goal as a member of a team.	Collaboration Responsibility & Accountability
G5-CR-6.3	Identify skills needed and practice to resolve conflicts with other people.	Positive Interaction Emotional Regulation
G5-CR-6.4	Demonstrate an understanding of, appreciation for, and sensitivity to a multicultural world.	Empathy Positive Interaction
G5-CR-6.5	Demonstrate how to express feelings, reactions and ideas in an appropriate manner.	Basic Communication Emotional Regulation



Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-6.1	Identify and practice team collaboration skills, such as delegation and communication, to promote effective group outcomes in academic projects.	Team Collaboration Social Skills
G8-UR-6.2	Provide constructive feedback to peers and accept feedback from others.	Empathy in Action Social Skills
G8-UR-6.3	Work collaboratively with individuals from diverse backgrounds and experiences.	Team Collaboration Adaptability Social Skills
G8-UR-6.4	Demonstrate tolerance, respect, and the ability to negotiate solutions in group settings.	Conflict Resolution Empathy in Action Social Skills
Career Readiness		
G8-CR-6.1	Demonstrate cooperation and teamwork to achieve workplace-related tasks or project objectives.	Team Collaboration Social Skills
G8-CR-6.2	Identify and demonstrate team skills that lead to the successful accomplishment of a common goal.	Team Collaboration Motivation
G8-CR-6.3	Identify sources and effects of peer pressure.	Empathy in Action Critical Thinking
G8-CR-6.4	Demonstrate the ability to work with people who are different from oneself (race, age, gender).	Adaptability Empathy in Action Social Skills
G8-CR-6.5	Demonstrate tolerance and respect, integrating UAE’s cultural values with global collaboration practices.	Conflict Resolution Empathy in Action
G8-CR-6.6	Demonstrate the ability to present facts that support opinion, to listen to dissenting points of view, and to reach a shared decision.	Critical Thinking Social Skills
G8-CR-6.7	Provide honest and helpful feedback to others in a group project.	Empathy in Action Social Skills
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills



University Readiness		
G9&10-UR-6.1	Take on leadership roles or support team leaders to ensure group success.	Leadership & Collaboration Community Engagement
G9&10-UR-6.2	Demonstrate the ability to mediate and resolve conflicts constructively within a group.	Conflict Resolution Empathy & Cultural Awareness
G9&10-UR-6.3	Work collaboratively on long-term academic projects, balancing responsibilities and ensuring equitable participation.	Leadership & Collaboration Entrepreneurial Thinking
G9&10-UR-6.4	Use digital tools (e.g., shared documents, project management software) to enhance collaboration.	Advanced Technology Use Project Management
Career Readiness		
G9&10-CR-6.1	Demonstrate confidence and positive self-concept in beginning work-related experiences, practice or real.	Stress Management Advanced Emotional Regulation
G9&10-CR-6.2	Lead or support team initiatives to achieve project goals in workplace or professional settings.	Leadership & Collaboration Community Engagement
G9&10-CR-6.3	Develop the ability to use constructive criticism.	Self-Reflection Empathy & Cultural Awareness
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-6.1	Apply advanced team dynamics to academic research, group presentations, or collaborative problem-solving tasks.	Leadership & Collaboration Professional Relationships
G11&12-UR-6.2	Leverage individual strengths and skills to enhance team performance.	Self-Reflection Leadership & Collaboration
G11&12-UR-6.3	Establish academic and professional connections using networking platforms like LinkedIn to support future opportunities.	Professional Relationships Advanced Technology Use
G11&12-UR-6.4	Demonstrate effective collaboration in complex tasks, such as group presentations or joint research projects.	Leadership & Collaboration Public Speaking & Presentation Skills
Career Readiness		
G11&12-CR-6.1	Demonstrate consistent, responsive and caring behavior.	Empathy & Cultural Awareness Socially Responsible



G11&12-CR-6.2	Demonstrate the ability to respect the rights of, and accept responsibility for, self and others.	Socially Responsible Advanced Emotional Regulation
G11&12-CR-6.3	Demonstrate effective and flexible team skills as team member or leader.	Leadership & Collaboration Adaptability
G11&12-CR-6.4	Demonstrate adaptability and effective teamwork to meet professional goals, leveraging individual strengths for group success.	Leadership & Collaboration Empathy & Cultural Awareness
G11&12-CR-6.5	Contribute effectively to group projects or workplace teams, leveraging individual strengths to enhance collective outcomes.	Self-Reflection Leadership & Collaboration
G11&12-CR-6.6	Leverage networking platforms to build industry connections and enhance career prospects.	Professional Relationships Advanced Technology Use
Curriculum Standard 7	Students will acquire the knowledge, attitudes and skills to make a successful transition from school to the world of work and adult life	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-7.1	Identify and reflect on the roles and responsibilities of family members, school personnel, and community workers, focusing on their contributions to academic and societal settings.	Self-awareness Positive Interaction
G5-UR-7.2	Identify and describe basic jobs in their community or region.	Basic Communication Creativity & Curiosity
G5-UR-7.3	Show curiosity about how people use their skills and knowledge in different roles.	Creativity & Curiosity Self-awareness
G5-UR-7.4	Demonstrate responsibility in completing simple tasks assigned at home or school.	Responsibility & Accountability Following Instructions
Career Readiness		
G5-CR-7.1	Explore the work performed by family members, school personnel, and community workers, highlighting how their skills and knowledge impact their roles.	Self-awareness Positive Interaction
G5-CR-7.2	Demonstrate the ability to obtain information about jobs from parents, relatives, adult friends and/or neighbors and share that information with classmates.	Basic Communication Collaboration



G5-CR-7.3	Describe jobs that are present in the community or region.	Basic Communication Creativity & Curiosity
G5-CR-7.4	Demonstrate an understanding of how work is important to all people.	Self-awareness Responsibility & Accountability
G5-CR-7.5	Use media and technology to identify a variety of occupations.	Technological Awareness Problem-Solving
Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-7.1	Analyze personal interests using career interest inventories and connect them to academic pathways and future opportunities.	Exploration of Interests Self-awareness
G8-UR-7.2	Demonstrate an understanding of how education connects to future opportunities in work and life.	Goal Setting & Planning Motivation
G8-UR-7.3	Explore career clusters and educational requirements for various professions.	Advanced Literacy & Research Skills Exploration of Interests
G8-UR-7.4	Develop initial career goals and outline steps for achieving them.	Goal Setting & Planning Time Management & Project Deadlines
Career Readiness		
G8-CR-7.1	Describe the importance of individual characteristics in getting and keeping a job.	Self-awareness Accountability for Actions & Results
G8-CR-7.2	Describe how contributions of individuals both inside and outside the home are important.	Social Skills Empathy in Action
G8-CR-7.3	Use career interest inventories to identify occupational groups, exploring how personal preferences relate to job roles and responsibilities.	Exploration of Interests Self-awareness
G8-CR-7.4	Demonstrate an understanding of career clusters and career ladders.	Critical Thinking Exploration of Interests



G8-CR-7.5	Explore the educational requirements of various occupations.	Advanced Literacy & Research Skills Motivation
G8-CR-7.6	Make decisions and set appropriate career goals.	Goal Setting & Planning Self-awareness
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-7.1	Research career pathways by evaluating educational requirements, job market trends, and the role of global economic factors.	Research & Inquiry University & Career Awareness Global Awareness
G9&10-UR-7.2	Gain exposure to workplace skills through internships, mentoring, or job shadowing.	Professional Relationships Community Engagement
G9&10-UR-7.3	Prepare basic application documents, such as resumes and cover letters.	Resume Writing & Job Application Skills Advanced Technology Use
G9&10-UR-7.4	Demonstrate knowledge of employability skills, such as punctuality, teamwork, and problem-solving.	Leadership & Collaboration Time & Priority Management Complex Problem Solving
Career Readiness		
G9&10-CR-7.1	Gather and analyze career information using a variety of resources, such as mentors, industry reports, and technology platforms.	Research & Inquiry University & Career Awareness
G9&10-CR-7.2	Identify and explain the rights and responsibilities of employers and employees.	Professional Relationships Global Awareness
G9&10-CR-7.3	Demonstrate the use of a range of resources to gather information about careers.	Advanced Technology Use Media Literacy
G9&10-CR-7.4	Identify individuals in selected occupations as possible information sources, role models or mentors.	Professional Relationships Community Engagement
G9&10-CR-7.5	Consult with and observe adult role models at work to identify elements of their work and to determine the need for specific knowledge and skills.	Leadership & Collaboration Research & Inquiry
G9&10-CR-7.6	Demonstrate skills and behaviors necessary for a successful interview.	Interview Preparation



		Professional Relationships Stress Management
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-7.1	Evaluate the relationship between personal skills, educational achievements, and career opportunities, using academic research to make informed decisions.	University & Career Awareness Self-Reflection Goal Setting & Planning
G11&12-UR-7.2	Develop a comprehensive transition plan that includes academic goals, career pathways, and financial strategies for university or vocational training.	Goal Setting & Planning Time & Priority Management Application & Financial Literacy
G11&12-UR-7.3	Demonstrate skills in navigating job application platforms and preparing for interviews.	Resume Writing & Job Application Skills Interview Preparation Advanced Technology Use
G11&12-UR-7.4	Understand the importance of lifelong learning to adapt to the evolving workplace.	Stress Management Advanced Emotional Regulation Global Awareness
Career Readiness		
G11&12-CR-7.1	Use their analysis of role model to improve the planning and implementation of projects.	Leadership & Collaboration Self-Reflection Entrepreneurial Thinking
G11&12-CR-7.2	Explain the importance of the balance between work and leisure time.	Stress Management Socially Responsible
G11&12-CR-7.3	Demonstrate knowledge of how occupational skills and knowledge can be acquired through leisure activities.	Professional Relationships Community Engagement
G11&12-CR-7.4	Analyze how the evolving workplace requires lifelong learning and skill upgrading to remain competitive in a global economy.	Global Awareness Advanced Emotional Regulation
G11&12-CR-7.5	Analyze the effects of the changing workplace on the individual, employers, economy, and society.	Global Awareness Critical Problem Solving
G11&12-CR-7.6	Explain how employment opportunities relate to education and training.	University & Career Awareness



		Application & Financial Literacy
G11&12-CR-7.7	Create professional resumes, cover letters, and job applications tailored to specific roles, demonstrating awareness of industry expectations.	Resume Writing & Job Application Skills Professional Relationships
G11&12-CR-7.8	Describe the impact of factors such as population, economic trends and geographic location on occupational opportunities.	Global Awareness University & Career Awareness
G11&12-CR-7.9	Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.	Socially Responsible Stress Management
G11&12-CR-7.10	Navigate online job application platforms and complete job applications accurately and professionally.	Advanced Technology Use Resume Writing & Job Application Skill
G11&12-CR-7.11	Manage social media profiles to reflect professionalism and create and maintain a LinkedIn profile to support career development.	Professional Relationships Advanced Technology Use
G11&12-CR-7.12	Describe the impact of factors such as population, economic trends, and geographic location on occupational opportunities.	Global Awareness University & Career Awareness Research & Inquiry
G11&12-CR-7.13	Analyze UAE's economic sectors, such as AI, renewable energy, and logistics, to guide career choices aligned with national growth priorities.	Global Awareness Entrepreneurial Thinking Research & Inquiry University & Career Awareness Advanced Technology Use
G11&12-CR-7.14	Demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated.	Socially Responsible Stress Management Professional Relationships
G11&12-CR-7.15	Recognize the role of cultural, social, and economic factors in shaping occupational trends.	Empathy & Cultural Awareness University & Career Awareness
G11&12-CR-7.16	Analyze the relationship between global economic trends and individual career planning.	Research & Inquiry Global Awareness Self-Reflection



G11&12-CR-7.17	Use insights from role models and mentors to navigate career development and personal growth.	Professional Relationships Leadership & Collaboration
Curriculum Standard 8	Students will understand the relationship between individual qualities, education and training, and the world of work.	
Proficiency Standards End of Cycle 1 (End-of-Grade 5) Students will be able to		Targeted Skills
University Readiness		
G5-UR-8.1	Recognize and relate personal strengths, interests, and skills to successfully completing academic tasks and achieving learning goals.	Self-awareness Responsibility & Accountability
G5-UR-8.2	Recognize the importance of education in achieving future goals.	Responsibility & Accountability Self-awareness
G5-UR-8.3	Demonstrate a positive attitude toward learning and explore the concept of different jobs.	Positive Interaction Creativity & Curiosity
G5-UR-8.4	Describe the value of planning and organization in achieving tasks successfully.	Basic Organization Responsibility & Accountability
Career Readiness		
G5-CR-8.1	Explore individual qualities, such as strengths and skills, and connect them to responsibilities and tasks in real-world settings.	Self-awareness Responsibility & Accountability
G5-CR-8.2	Develop a positive attitude toward learning.	Positive Interaction Self-awareness
G5-CR-8.3	Develop a positive attitude toward work.	Positive Interaction Responsibility & Accountability
G5-CR-8.4	Describe and demonstrate the importance of planning.	Basic Organization Responsibility & Accountability
G5-CR-8.5	Demonstrate appropriate safety practices in the school setting.	Emotional Regulation Responsibility & Accountability
Proficiency Standards End of Cycle 2 (End-of-Grade 8), in addition to the above students will be able to		Targeted Skills
University Readiness		
G8-UR-8.1	Analyze how personal interests and preferences shape academic pathways and potential career options.	Self-awareness Exploration of Interests



G8-UR-8.2	Explore high school courses and opportunities that align with potential career pathways.	Exploration of Interests Goal Setting & Planning
G8-UR-8.3	Develop a preliminary individual education and career plan incorporating interests, strengths, and skills.	Goal Setting & Planning Time Management & Project Deadlines
Career Readiness		
G8-CR-8.1	Describe how personal preferences and interests inform career choices, using oral, visual, or written formats.	Goal Setting & Planning Motivation
G8-CR-8.2	Describe, either orally, visually or in writing, how individual preferences and interests influence career choices and success.	Advanced Literacy & Research Skills Self-awareness
G8-CR-8.3	Describe individual skills required to fulfill different life roles.	Social Skills Responsibility & Accountability
G8-CR-8.4	Describe skills for various life roles and align them with high school learning opportunities.	Advanced Literacy & Research Skills Exploration of Interests
G8-CR-8.5	Develop an individual educational and career plan that integrates interests, abilities, and skills, supports the identification of one or more career pathways, and that includes tentative decisions and planning for high school and beyond.	Goal Setting & Planning Self-discipline & Study Habits
G8-CR-8.6	Employ appropriate safety practices related to the world of work.	Emotional Regulation Accountability for Actions & Results
Proficiency Standards for Grades 9 & 10, in addition to the above students will be able to		Targeted Skills
University Readiness		
G9&10-UR-8.1	Analyze the relationship between their individual qualities and long-term career aspirations.	Self-Reflection University & Career Awareness
G9&10-UR-8.2	Evaluate academic progress and revise education plans to align with long-term career aspirations and academic goals.	Goal Setting & Planning Time & Priority Management



G9&10-UR-8.3	Demonstrate knowledge of employability skills such as punctuality, teamwork, and communication in real-world settings.	Leadership & Collaboration Professional Relationships Time & Priority Management
G9&10-UR-8.4	Explore certifications, internships, or training programs related to career interests.	University & Career Awareness Advanced Technology Use Community Engagement
Career Readiness		
G9&10-CR-8.1	Evaluate the relationship between their individual interests, abilities, and skills and achieving individual, social, educational, and career goals.	Self-Reflection University & Career Awareness
G9&10-CR-8.2	Demonstrate a positive attitude toward work and learning.	Advanced Emotional Regulation Professional Relationships
G9&10-CR-8.3	Update career plans to reflect personal growth, evolving interests, and the need for lifelong learning to adapt to workplace demands.	Goal Setting & Planning Self-Reflection
G9&10-CR-8.4	Apply employability and job readiness skills to internship, mentoring, shadowing and/or other world-of-work related experiences.	Professional Relationships Interview Preparation Leadership & Collaboration
G9&10-CR-8.5	Demonstrate knowledge and application of safety standards to work setting.	Professional Relationships Stress Management
Proficiency Standards for Grade 11 & 12, in addition to the above students will be able to		Targeted Skills
University Readiness		
G11&12-UR-8.1	Develop a comprehensive education and career plan that integrates academic achievements, postsecondary opportunities, and long-term goals.	Goal Setting & Planning University & Career Awareness Research & Inquiry
G11&12-UR-8.2	Research and plan for postsecondary education or training programs aligned with career goals and academic strengths.	University & Career Awareness Application & Financial Literacy
G11&12-UR-8.3	Analyze trends in the job market, such as industry growth and economic factors, to guide career choices.	Global Awareness Research & Inquiry Entrepreneurial Thinking



G11&12-UR-8.4	Demonstrate readiness for transitioning to the workforce or higher education through reflective decision-making and practical skills.	Self-Reflection Professional Relationships Leadership & Collaboration
Career Readiness		
G11&12-CR-8.1	Examine the role of gender equity and diversity in creating inclusive workplace environments and relate these to personal career choices.	Empathy & Cultural Awareness Global Awareness
G11&12-CR-8.2	Share and discuss their individual educational and career plan, including decisions to be implemented after high school.	Leadership & Collaboration Professional Relationships
G11&12-CR-8.3	Display knowledge of the placement services available to assist the transition from high school to employment or the armed services.	University & Career Awareness Community Engagement
G11&12-CR-8.4	Identify the steps required for transition from high school to entry into postsecondary education, training, and/or employment.	Goal Setting & Planning Time & Priority Management
G11&12-CR-8.5	Apply job readiness skills to seek employment opportunities.	Resume Writing & Job Application Skills Professional Relationships
G11&12-CR-8.6	Identify unique strengths and skills to build a personal brand that effectively markets their abilities.	Self-Reflection Professional Relationships
G11&12-CR-8.7	Articulate career stories and aspirations clearly and effectively to support career progression.	Public Speaking & Presentation Skills Professional Relationships
G11&12-CR-8.8	Explore and enroll in certifications, training programs, or courses that align with industry needs and enhance career readiness.	University & Career Awareness Advanced Technology Use
G11&12-CR-8.9	Send professional thank-you notes after interviews or meetings to maintain connections and demonstrate appreciation.	Professional Relationships Advanced Technology Use
G11&12-CR-8.10	Follow up appropriately with employers or contacts to express interest and professionalism in career opportunities.	Professional Relationships Stress Management

Roles and Qualifications of Career and University (CU) Guidance Counselors

Roles

**Although this policy has been created to comply with ADEK CU Policy all IPS schools are required to meet the same criteria.*

Roles & Responsibilities

Career and University (CU) Guidance Counselors play a pivotal role in implementing and managing the Career and University Guidance Program, ensuring students receive structured support in career awareness, planning, and postsecondary pathways. Their responsibilities align with ADEK's CU Guidance Policy and shall be unified across all IPS schools they include:

Program Implementation & Compliance

- Delivering a structured CU guidance program aligned with national authority policies, fostering early career aspirations and lifelong learning.
- Ensuring compliance with the elective policy, advising students on subject choices that align with their career goals.
- Supporting students in meeting graduation requirements in accordance with the MOE equivalency guidelines.
- Facilitating career awareness activities starting from Cycle 2 to introduce students to a broad range of career pathways.
- Providing targeted postsecondary education and career pathway counseling for Cycle 3 students.
- When advising on subject choices, counselors will verify any minimum years of study required by target universities for competitive programs (for example STEM) and ensure each student's Four Year Academic Plan meets those prerequisites.

Individualized Student Counseling & Career Guidance

- Providing personalized career counseling to students and parents, ensuring informed decisions regarding subject selection, university admissions, and career aspirations.
- Organizing aptitude assessments and counseling sessions to evaluate students' interests and develop realistic academic and career goals.
- Assisting students with special needs and medical conditions, ensuring their career planning is inclusive and accommodates individual requirements.
- Supporting gifted and talented students through personalized career guidance and individualized education planning.

Career and University Application Support

- Assisting students in university applications, including application processes, personal statements, recommendation letters, and scholarship opportunities.
- Conducting resume writing, interview preparation, and career development workshops, ensuring students develop essential workplace-relevant soft skills.
- Maintaining confidential student records to track progress, university acceptances, and career pathways.
- Providing structured career counseling reports to SLT and ADEK, ensuring annual compliance with student coverage, counselor-student ratio, and graduate destinations.

Career Awareness, Alumni Engagement & Networking

- Organizing career fairs, job-shadowing programs, and internship opportunities to connect students with real-world career experiences.
- Engaging with alumni networks to foster a culture of mentorship, community engagement, and career networking.
- Connecting with external agencies, universities, and professional organizations to expand career guidance resources and support student career planning.

Collaboration & Stakeholder Engagement

- Collaborating with teachers, parents, and industry professionals to enhance career awareness and workplace readiness initiatives.
- **Structured Parent Engagement in Postsecondary Planning:** CU Guidance Counselors must provide structured career counseling sessions and regular reporting for Cycle 3 (Grades 9-12) parents to ensure they are actively involved in postsecondary decision-making, including:
 - **Individual and Group Career Counseling Sessions:** Hosting structured meetings with students and parents to review career interests, university options, scholarship opportunities, and application progress.
 - **Annual Postsecondary Planning Reports:** Providing written reports summarizing student career exploration, university application status, and next steps for parents.

- **Webinars and Information Sessions:** Conducting online and in-person workshops on university admissions, financial aid, and career readiness to support parental awareness.
- **Guided Parent Consultation Meetings:** Offering scheduled one-on-one meetings for parents who require additional support in navigating career and university options.
- Providing Cycle 3 parents with structured career counseling through scheduled meetings, webinars, or reports on postsecondary pathways, university applications, and career planning.

Continuous Professional Development & Compliance

Mandatory Professional Development & Compliance: CU Guidance Counselors must complete at least 25 hours of professional development (CPD) annually, ensuring continuous improvement in career counseling best practices, postsecondary education trends, and student support strategies.

To maintain compliance CU Guidance Counselors are required to:

- **Attend ADEK-mandated training sessions:** Participation in ADEK’s career guidance workshops, policy briefings, and professional learning events are compulsory.
- **Maintain Certification & Industry Memberships:** Counselors must be active members of at least one recognized professional organization for career and university guidance.
- **Complete CPD in Specialized Areas:** Required training includes university admissions, scholarship advising, student mental health & well-being, and labor market trends.
- **Annual Compliance Review:** Failure to complete ADEK-mandated CPD requirements may affect a CU Counselor’s eligibility to continue in their role, as compliance with national standards is non-negotiable.

Monitoring & Evaluation of CU Guidance Program

To ensure effectiveness, CU Guidance Counselors will implement qualitative and quantitative monitoring mechanisms for program evaluation, including:

- Tracking student career planning progress through records of career counseling sessions and application milestones.
- Maintaining university acceptance reports, ensuring transparency in student admissions and success rates.

- Monitoring counselor-student ratios and ensuring each student has adequate access to career guidance support.
- Assessing the impact of career workshops through feedback forms, student engagement levels, and measurable outcomes.
- Annual reporting to ADEK on CU guidance indicators, including:
 - Graduate Destinations
 - Counselor-Student Ratios
 - Top 3 Postsecondary Destinations
- **Compliance Reporting:** CU Guidance Counselors must collect, track, and submit these indicators to ADEK annually in line with national quality assurance frameworks.

Availability

CU Guidance Counselors must maintain flexible availability during peak periods, including school holidays, university application windows, scholarship submission deadlines, standardized exam preparation, and other high demand periods. Flexible arrangements must comply with UAE Ministry of Human Resources and Emiratisation requirements and the counselor’s employment contract. Examples include offering appointments at lunchtime, late afternoon, or after school hours, and providing virtual meetings when appropriate.

Each school must have at least one full time equivalent CU Guidance Counselor available during critical admission cycles. If coverage is shared, part time roles must total the required full time equivalent and a cover plan must be in place for absences so access is uninterrupted.

Qualifications

To ensure compliance with ADEK’s Career and University Guidance Policy, CU Guidance Counselors must meet the following qualifications:

- Minimum of a bachelor’s degree (QFE Level 7) in counseling, education, psychology, or a related field.
- Alternatively, candidates with a bachelor’s degree and relevant teaching experience may qualify, provided they complete ADEK-mandated CPD.
- Prior experience in education, career counseling, or university guidance is preferred.
- Completion of at least 25 hours of professional development annually, aligned with ADEK’s CPD framework.
- Annual membership in at least one professional career guidance organization.

Examples of CU Guidance Counselors' International Qualifications and Memberships:

Certification: International Coaching Federation (ICF)

- Certification: National Career Development Association (NCDA)
- Membership: International Association of College and Admission Counseling (IACAC)
- Professional University Programs: Berkeley Extension (Professional Program in College Admission Counseling)
- Training in supporting students of determination and gifted students, ensuring inclusive and equitable career counseling services.

Appointment of New CU Guidance Counselor

Schools are responsible for verifying that the CU Guidance Counselor meets the minimum requirements as per the ADEK School CU Guidance Policy. For newly appointed counselors, professional background experience may include specialist/management roles within educational institutions, such as:

- School Counselor
- Academic Advisor
- Education Manager
- Career Coach
- Student Services Manager
- Dean of Students
- University Admissions Specialist

Internal Staff Acting as CU Guidance Counselors

- Internal staff assigned CU guidance responsibilities must meet ADEK qualification requirements or actively complete the necessary CPD.
- Their teaching or administrative workloads must be adjusted to ensure they effectively manage CU guidance duties without conflicting responsibilities.
- They must receive an official designation within the school structure, clearly defining their CU counseling role and ensuring compliance with ADEK regulations.

School Staff with Additional Roles as CU Guidance Counselors

- As per the ADEK School CU Guidance Policy, a school may appoint an existing staff member who holds another role to serve as a CU Guidance Counselor. If the staff member is teaching or in an administrative role, the workload must be reduced to accommodate CU responsibilities. Arrangements must comply with UAE Ministry of Human Resources and Emiratisation requirements and the staff member’s employment contract.
- Common dual roles include:
 - Librarian
 - Teacher
 - Head of Senior School
 - Head of Post 16
 - Dean of Students
- The staff member’s formal title must be updated to reflect the CU role and shown in all official communications, including the email signature. Example job title:

*Mr. Ahmad Saif
Head of Post 16
Career and University Guidance Counselor*

- Title visibility is important because:
 - It signals to students and parents that a CU Guidance Counselor is available.
 - It enables ADEK to identify the number of schools with a designated CU Guidance Counselor.
 - It allows international career and university guidance associations such as IACAC and NCDA to verify membership eligibility and provide access to relevant training resources.

Guidance Counselor Role Distribution

Target counselor to student ratio is 1:250 with a tolerance of plus or minus 10 percent, in line with ISCA. In line with ADEK School CU Guidance Policy updates, each school will maintain at least one full time equivalent CU Guidance Counselor and will meet the transition to a dedicated full time counselor per ADEK’s timeline.

Number of Students per Cycle	CU Guidance Counselor Role and Distribution (either below column applies)	
	Full – Time (FT) Option:	FTE/Mixed Option:
250 Cycle 2 students	1 FT Counselor with no other additional roles	2-3 FTE (part time) Counselor
250 Cycle 2 and Cycle 3 students	1 FT counselor with no other additional roles	2-3 FTE (part time) counselors
500 + Cycle 2 and Cycle 3 students	2 FT counselors with no other additional roles	1 FT counselor with no other additional roles & 2-3 FTE (part time) counselor

By adhering to these roles, qualifications, and compliance measures, CU Guidance Counselors play a critical role in preparing students for successful postsecondary transitions, supporting career development, and ensuring alignment with national inspection and accreditation standards.

This document ensures full compliance with ADEK’s CU Guidance Compliance Checklist and updated document provided summer 2025, fostering educational excellence and workforce readiness.

References

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Date created: Academic Team

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