



QATAR ACADEMY MSHEIREB PARTICIPATES IN USA TRAINING TRIP LA COSECHA 2014

Qatar Foundation Member Joins Dual-Language Instruction Schools In Efforts To Strengthen Its Programmes

Doha, Qatar 7 December 2014: Qatar Academy Msheireb (QA Msheireb), a member of Qatar Foundation for Education, Science and Community Development (QF), has participated in a trip to the USA to learn more about dual language training programmes.

QA Msheireb took part in La Cosecha, one of the largest conferences supporting dual language enrichment programmes in the US. The conference took place in Santa Fe in the US state of New Mexico bringing together teachers, researchers and leaders for workshops, focus groups and networking opportunities.

QA Msheireb's goal in taking part in the training trip was to build a deeper understanding and capacity in the areas of dual-language instruction, aligning and assessing dual-language curriculums in efforts to strengthen its own programmes in Doha.

Through this initiative, QA Msheireb supports QF's mission to unlock human potential by providing the highest possible standards of education where students can develop to their full potential and positively impact their community.

Workshops covered topics including, Teaching Collaborative Strategies for Academic Discussions; Teaching in Two Languages; Leadership Coaching for Dual-Language Administrators; Transforming Writing Instruction for Language Learners, and many more.

These workshops provided the opportunity to gain insight into the latest dual-language research and practices from teachers, administrators, researchers and leaders from around America.

The participants were also able to see first-hand dual language instruction and assessment in various dual-language programmes, by visiting a number of schools in Portland, Oregon, including: Hope Chinese Charter School (English/Chinese instruction); Metzger Elementary School (English/Spanish instruction); Richmond Elementary School (English/Japanese instruction); and Scott Elementary School (English/Spanish instruction).

These valuable school visits allowed the participants to gain a strategic oversight of real-life successes and challenges schools face when implementing an inclusive dual-language programme that focuses on balanced literacy in two languages.

QA Msheireb is a private, non-profit school that offers a dual-language programme in both English and Arabic based on high standards and benchmarks. A balanced-literacy approach will be fully utilised, with students receiving instruction in Arabic and English for equal amounts of time during the instructional day.

QA Msheireb students also benefit from learning maths and science from a specialist. Islamic studies, physical education, and library time are also a part of QA Msheireb's core programme, with outcomes defined for each grade level.

QA Msheireb's goal is to become a model school that serves as both a training site and a professional development centre for teachers in Qatar. Once trained, schools and educators will be able to implement effective inclusionary and dual-language strategies and practices within their respective schools.

QA Msheireb is the fifth Qatar Academy to open as part of Qatar Foundation's efforts in bringing first-class education to Qatar so that young people can develop the attitudes and skills required for a knowledge-based economy. Qatar Foundation's other academies include Qatar Academy Doha, Qatar Academy Sidra, Qatar Academy Al Wakra and Qatar Academy Al Khor.

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For more information about Qatar Academy Msheireb, please contact Joseph Tiba in the Press Office at 4454 2118.

Established in 2014, Qatar Academy Msheirab, a member of Qatar Foundation, is a private, non-profit dual-language school that implements a model rooted intensely in Response to Intervention, providing help to all students. In the future, QA Msheireb's goal is to become a model school that serves as both a training site and a professional development centre for school teachers in Qatar. Once trained, schools and educators will be able to implement effective inclusionary and dual language strategies and practices within their respective schools.