



DIPLOMA PROGRAMME (DP)

CAREER-RELATED PROGRAMME (CP)



Contact Us
Greenfield Community School
Dubai Investments Park
PO Box 282627
Dubai, United Arab Emirates

T: +971 (0)4 885 6600
E: admissions@gcschool.ae

W: www.gcschool.ae

Please visit our school website www.gcschool.ae where you will find an abundance of useful and detailed information about the school, our academic calendar, the IB curriculum, our facilities, news updates, student activities and parent support.



táaleem
inspiring young minds

www.gcschool.ae

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The Taaleem Family of Schools

Taaleem was founded in Dubai in 2004 and is one of the largest education providers in the United Arab Emirates. Our main activity is the development and management of high quality early childhood, primary and secondary schools in Abu Dhabi and Dubai.

Taaleem, which means “education” in Arabic, is committed to inspiring students to help them develop their passions and talents. Our schools offer a variety of international curricula including The National Curriculum for England, the American Curriculum, the International Baccalaureate and our custom-made Early Years Programme.

Greenfield Community School was opened in 2007 and our admissions have grown steadily over the past 10 years. We currently have a stable student population of approximately 1,300 students.

Our Mission, Vision and Values

Greenfield Community School (GCS) is committed to building a truly world class IB Continuum School recognised in the UAE for its strong academic ethos and excellent quality of teaching and learning.

GCS is bound by its commitment to develop and equip students with knowledge, skills and values through an effective and challenging curriculum. Instructors use the IB Learner Profile to provide students with a foundation based on a nurturing and caring community environment.

To be a truly world class IB Continuum School, we dedicate ourselves to inspire our students to achieve their personal best, promote a culture of respect and to make purposeful, proactive decisions.

A warm welcome from the Principal



Dr. Allan Weston
Principal

“Our teachers actively strive to encourage each student’s natural curiosity and love of learning. They also take great care to support each student’s social and emotional growth”.

We know that choosing a school can be one of the most difficult decisions facing any parent. We aim to support you through every step of that journey.

Greenfield Community School (GCS), a member of the highly regarded Taaleem group, opened its doors in 2007. We are fully authorised as an International Baccalaureate Continuum World School and offer the IB Curriculum from Kindergarten through to Grade 12. The IB is widely regarded as the most prestigious programme of study available and offered in over 5,000 schools across the world.

As a new member of our community you will immediately notice that we are a true international school, rich with cultural diversity. Our students come from over 80 different countries and we are immensely proud of how they show respect for their individual heritage. Through the values of the IB, they also work together as true global citizens. On a daily basis they demonstrate to us that they are respectful, open-minded and tolerant, and place great value on their education.

As committed IB practitioners, our staff at GCS are experienced international educators and the driving force behind the school’s academic and pastoral success. Our classrooms are vibrant student-centered environments where inquiry-based approaches are balanced with direct teaching. Our teachers actively strive to encourage children’s natural curiosity and love of learning. They take great care to support each child’s social and emotional growth.

We also know how important it is to build strong parent-teacher relationships as we recognise what a pivotal role the teacher plays in the child’s life. As a result, we encourage parents to be active participants in school life and we welcome you to be part of our many family events and class activities.

As a mark of quality assurance, GCS is fully accredited by two of the world’s most highly regarded accreditation bodies; the Council of International Schools (CIS) based in Europe and the New England Association of Schools and Colleges (NEASC), based in the USA. Along with the IB authorisation, the CIS and NEASC accreditation offer you, as parents, a guarantee of quality knowing that your school meets or exceeds international standards.

Once again, thank you for your interest in our school and we look forward to you and your family becoming part of our international community of learners.



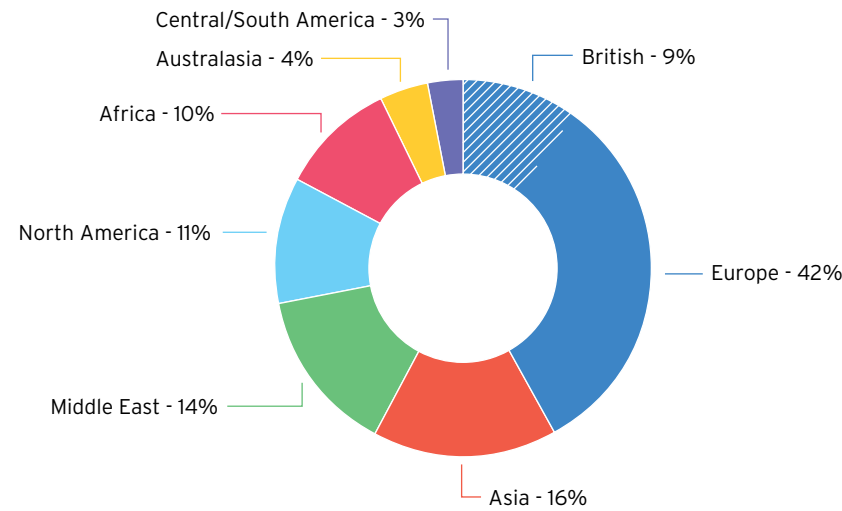
WHO WE ARE

Our Students

Our students are the heart of our school and we are immensely proud of their passion for learning, their high standards of behavior and the respect they show for their teachers, fellow classmates and the wider school community. They are eager participants in all that our school has to offer and they demonstrate the values of intercultural sensitivity, tolerance and empathy on a daily basis.

As an international school we have many new students coming to us each year from all over the world to take advantage of our quality programmes. No one demographic group dominates at GCS but rather our student body is rich in cultural diversity.

Regional Diversity



Our Leaders

The GCS teaching and administration team has a shared vision for being the most respected provider of education in the region. We embrace a mindset of collegiality in which we acknowledge and use each other's strengths to enable goals to be accomplished.

The school itself has two main sections: Primary for KG 1 to Grade 5 and Secondary for Grades 6 to 12.

Supporting Dr. Allan Weston, the Principal, are Mr. Peter Fremaux, Head of Secondary and Mr. Andrew Mitchell, Head of Primary. They are responsible for all aspects of curriculum, teaching and learning in the specific sections. Other senior pedagogical leaders include Ms. Farin Padamsey, Head of Inclusion and Ms. Sanjeera Siddiqui, Head of Technology Integration. The Academic Leadership Team is assisted by a highly qualified and experienced administrative and facilities team.



Mr. Peter Fremaux
Head of Secondary



Mr. Andrew Mitchell
Head of Primary



Ms. Farin Padamsey
Head of Inclusion



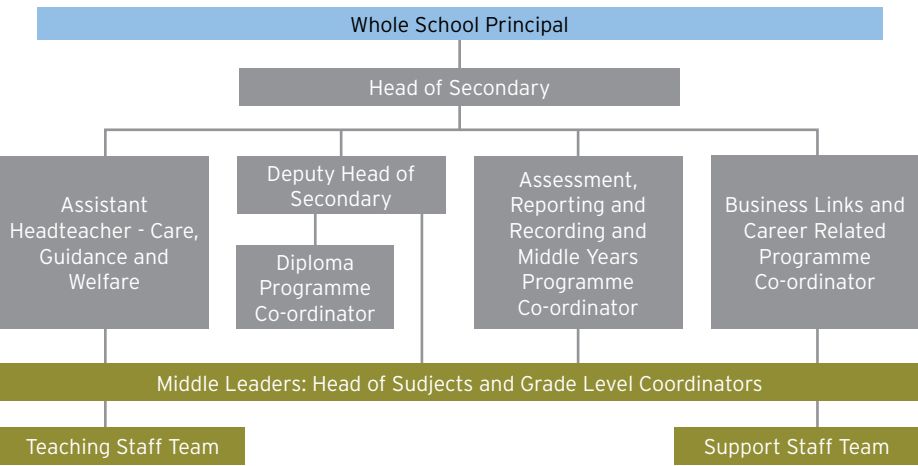
Ms. Sanjeera Siddiqui
Head of Technology
Integration

The Secondary School

Peter Fremaux - Head of Secondary

With a career spanning over 25 years in the education sector and predominantly in the UK, his home country, Peter has held a number of leadership positions in schools. He has a B.A. (Hons.) degree in History, a Post-Graduate Certificate in Education, Masters in Education and National Professional Qualification for Headship. Peter's main focus is the academic achievement and pastoral care of the secondary school students including all areas of the curriculum, teaching and learning, and academic achievement. He also oversees and supports the secondary teaching staff to ensure high quality standards of teaching and care for our students. Peter is a passionate advocate for the breadth and values of the International Baccalaureate programme and is highly focused on achieving academic excellence and the further development of student welfare.

Our Secondary Leadership Team



Our Staff

Our team is comprised of talented and highly experienced teachers who are recruited from all over the world. Many have worked in other international schools prior to joining GCS. They come to us with a deep commitment to helping students achieve their full potential in the spirit of international mindedness.

All our secondary school teachers plan and deliver lessons collaboratively that result in rich learning experiences for our students. As an IB authorised school, all of our teachers have undertaken IB training in pedagogy and practice. We demand a high level of English language fluency in all our staff so that our students are well supported in their continuing English language development.

Our Library team forms a central part of the secondary school by guiding all our students in their reading and studying journey, to enjoy time within the library area and extending their learning outside of the classroom.

Professional Development

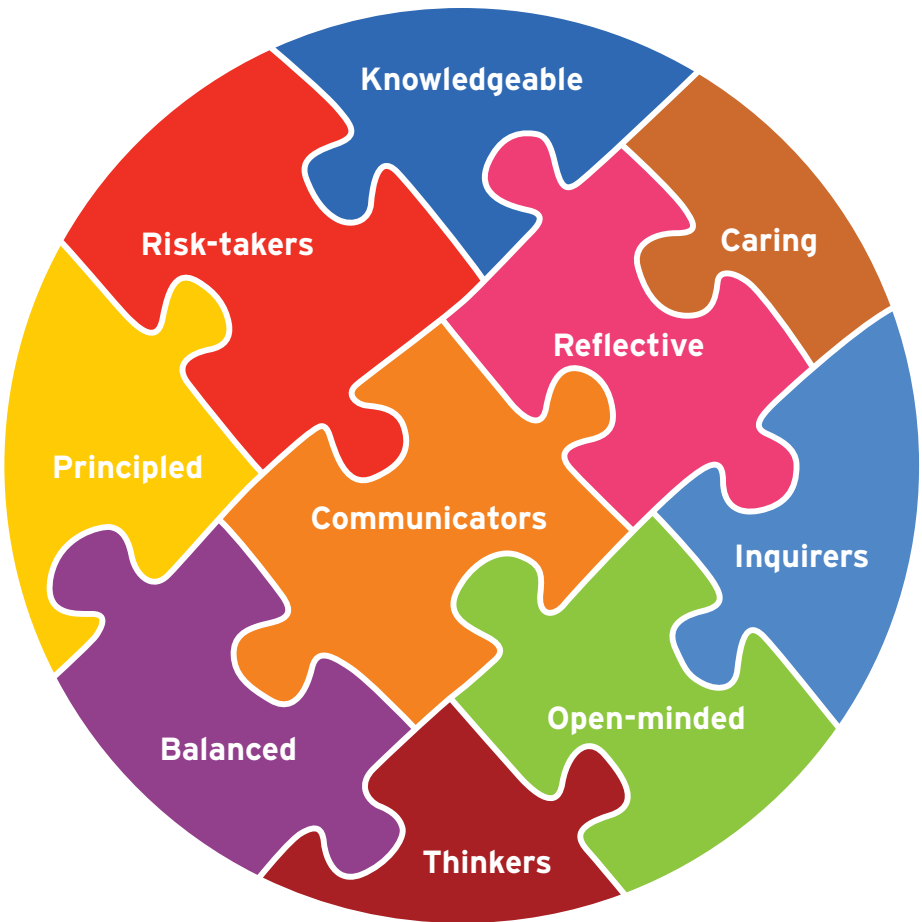
As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of professional development opportunities for educators. The Taaleem group has partnered with the IB to become a recognised provider of training and development. For Greenfield Community School, this means that we have unparalleled access to exceptional quality training for our teachers that enables them to deliver top quality lessons for our students. Professional development is a major consideration that teachers review when deciding on their next school and we have been able to recruit high calibre teachers as a result of this recognition.

OUR CURRICULUM

There are more than 5,000 IB curriculum schools in over 150 countries across the world. One of the most attractive aspects of the IB is that it is a truly international curriculum and allows mobile expatriate families to easily transition between any of the IB schools, no matter where they may end up living. The IB was established in 1968 and in 2016 it celebrated achieving 1 million graduates. The IB is also accepted by the world's best colleges and universities.

Central to the International Baccalaureate philosophy is that learning should be inquiry-based and allows students the opportunity to engage with the curriculum in meaningful ways, not just the rote learning of

facts. The main outcome of IB teaching is that students should master universal concepts as well as content. Teaching in the IB involves a combination of inquiry-based approaches and direct teaching where students are encouraged to think critically and independently. Lessons are creative and challenging, and are aimed at helping students become caring global citizens. We foster within each student, staff and community member an enduring passion for learning and the attributes of the IB Learner Profile, which describes a broad range of human capacities and responsibilities that go beyond academic success.



Quality Assurance

GCS is an International Baccalaureate Continuum World School and authorised to offer all four IB programmes.

As with all IB schools around the world the authorisation procedure is designed to ensure that schools are well prepared to implement the programme successfully. Being an IB World School, GCS is required to participate in an ongoing process of review and development using the same programme standards and practices, which ensures our educational standards are rigorously monitored and maintained.

The IB programmes

The four programmes are specifically designed to be sequential, although, due to the universal nature of the concepts taught, students can enter the programme at any age irrespective of their current educational system or country.

PROGRAMME	AGES	GRADES
Primary Years Programme (PYP)	3 - 11	KG 1 - Grade 5
Middle Years Programme (MYP)	11 - 16	Grades 6 - 10
Diploma Programme (DP)	17 - 18	Grades 11 - 12
Career-related Programme (CP)	17 - 18	Grades 11 - 12



At GCS we have developed a Curriculum for the 21st Century

DIPLOMA PROGRAMME (DP)



Grade 11 - Grade 12 (Ages 16 - 18)

The IB Diploma Programme (DP) was established in 1968 and was the very first programme offered by the IB. It combines academic rigour with a breadth of study, skills focus and the experience essential for students to become global citizens. The DP is an academically challenging and balanced programme of education culminating with final examinations, which prepares students aged 16 to 18 for success at university and in life beyond.

Students study six core subjects in the DP. They are also required to complete an 'Extended Essay', which is similar to a university dissertation, and study the 'Theory of Knowledge'. All DP students contribute to the wider community through the Creativity, Activity, Service (CAS).

What are the benefits of the IB DP?

An IB education has a positive impact on schools, students and teachers. International research has revealed many benefits of the DP compared to other 16 - 19 curricula. DP students are better able to cope with demanding workloads, meet the expectations placed on them, and manage their time well. The extended essay component also improves their approach to learning in higher education, according to a study of DP students in the UK and North America. Most importantly, the DP is designed to address the intellectual, social, emotional and physical well-being of students the programme and, as a result, has gained global recognition and respect from the world's leading universities.



The four parts of the IB DP curriculum

1. Diploma Courses

DP students must choose one course from each of the following six groups

1. Language and Literature
2. Language Acquisition (a second language)
3. Individuals and Societies (Humanities)
4. Sciences
5. Mathematics
6. Either a second subject from Individuals and Societies or Science, or take a course in Visual Arts

Three of these courses must be taken at Standard Level and three at Higher Level. Both the Standard and Higher Levels have the same rigour but Higher Level contains more content. These courses make up over 90% of the marks for the full Diploma.

2. The Extended Essay (EE)

The EE requires students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. Students have to produce a long essay of around 4,000 words in a similar format to a university dissertation. The benefit of the EE is that it develops the students' capacity to analyse, synthesis and evaluate knowledge.

3. Theory of Knowledge (TOK)

The TOK brings about a coherent approach to learning which unifies the academic disciplines. This course focuses on critical thinking whereby students enquire into the nature of knowing and deepen their understanding of knowledge as a human construction. It is assessed by an essay and a presentation.

4. Creativity, Activity, Service (CAS)

CAS helps students develop their own identities in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Students plan and run a range of activities alongside their academic studies throughout the DP. The three strands of CAS are Creativity (exploring and extending ideas leading to an original product or performance), Activity (physical exertion contributing to a healthy lifestyle) and Service (supporting the community).

IB DP Assessment

Students are required to take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The grades awarded for each course are combined with the results for TOK and the EE. To pass the Diploma, students must also complete CAS activities.

During their studies students are assessed in a variety of ways. They all take CAT4 assessments run by GL Assessment which

give us a target for what each student should achieve at the end of the DP courses they follow. Students are regularly assessed to see how they are progressing in all parts of the DP and we use these results to help individual students improve. Parents clearly play a role in this and we send you the CAT4 targets and throughout the year provide the results students get in assessments. School assessments include both traditional exams and assessment of students' class and homework as well as the progress they are making in the Extended Essay, Theory of Knowledge and CAS.

Work Placement

Work placement is the central component that prepares students for the future. From 2018 onwards all GCS DP students will complete one week of work experience in a business or workplace that interests them or is closely related to their preferred career choice. This not only gives them an invaluable insight as to what their potential chosen career entails, but also helps them develop

their skills on a practical level. Students will gain first-hand experience in a real-life work setting, developing their communication skills by working with other staff, and honing their self-management and presentation skills. Universities and colleges regard work placement as an essential part of preparing for further study.

CAREER-RELATED PROGRAMME (CP)



Grade 11 - Grade 12 (Ages 16 - 18)

The IB Career-related Programme (CP) is specifically designed for students interested in pursuing a career-related education in the final two years of secondary school. The CP combines the academic rigour of the Diploma Programme with courses that focus on career-related learning. In the CP, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning.

CP students at GCS are required to take three academic courses from the DP courses, and a Level 3 BTEC (Business and Technology Education Council) course which is geared towards career-related learning. Their chosen DP courses, which provide and enhance the theoretical underpinnings and academic rigour of the CP, should be relevant and complementary to their career-related studies. GCS places great emphasis on offering career-related studies that are aligned with our students' needs to successfully progress them toward further study or direct employment. CP students initially take three DP academic courses in any of the following subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and the arts. As GCS is an authorised IB World School, they also have the option of enrolling in online DP courses via the school.

Students also follow the CP core units; Personal and Professional Skills, Service Learning and Language Development. In addition, they will complete an extensive Reflective Project that allows them to focus on an area that particularly interests them. The combination of academic rigour, career-related learning and skills development in the CP gives students a well-rounded education and globally-recognised and respected qualification. Most importantly, it prepares students for their next step, whether it be university, college, an internship or apprenticeship, or straight into the working world.

The career-related studies offered at GCS are continually reviewed and developed to ensure we meet the IB criteria for accreditation, assessment and quality assurance.

What are the benefits of the IB CP?

The CP provides students with an excellent foundation to support their further studies, as well as providing them a solid foundation and preparation for success in the workforce. One of the major benefits of the CP is that the programme parameters provide flexibility to accommodate unique conditions in countries where the programme is offered. At GCS, we are able to provide a highly respected IB education whilst creating our own distinctive version of the CP; we have created bespoke programmes which are geared toward the diverse backgrounds and needs of our students, meeting the local and national education requirements, and tailored to our local industry, business and government priorities.

For students, this brings about numerous benefits. They are able to follow their chosen education and career pathways in life, combining academic subjects with their personal and professional interests and skills. They can engage in learning that makes a positive difference to their local community, whether in the UAE, back in their home country, or location of choice. The CP is designed to help students think critically and creatively, communicate clearly and effectively in a variety of situations and to effectively work independently as well as in collaboration with others. CP students gain many skills which will serve them well throughout life, such as considering new perspectives and other points of view, and develop greater self-confidence and self-awareness. With these skills they are able to demonstrate high levels of resilience, flexibility and agility of mind, and be internationally-minded and globally aware.

Ultimately, the CP ensures they are well equipped with the right tools and skills to be able to apply their knowledge in real-world scenarios and situations.



The four CP core components

The CP core components give context to the DP courses and the career-related study and draw all aspects of the framework together.

- 1. The Personal and professional skills** course aims to develop responsibility, practical problem-solving, good intellectual habits, ethical understanding, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is placed on the development of skills needed to successfully navigate higher education, the workplace and society.
- 2. Service learning** is the practical application of knowledge and skills towards meeting an identified community need. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions.

3. Language development ensures that all CP students have access and exposure to a second language. The opportunity to learn a second language is a central tenet of an IB education and increases students' understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, background and context. It also develops students' oral, visual and written linguistic and communicative abilities.

4. The reflective project is an in-depth body of work produced over an extended period and submitted towards the end of the programme. Through the reflective project, students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies. This work encourages students to engage in personal inquiry, intellectual discovery, creativity, action and reflection, and to develop strong thinking, research and communications skills.

IB CP Assessment

For the Diploma Courses that students take as part of the programme they are required to take written examinations at the end of the Grade 12, which are marked by external IB examiners. For these courses students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The level 3 BTEC course is based on assessing work completed across the two years of the course. It is internally marked by our teachers and then moderated by an external examiner. The core units are all assessed by our teachers, with the reflective project moderated by external examiners.

Students all take CAT4 assessments run by GL Assessment which give us a target for what each student should achieve in the Diploma Courses they follow. Students are regularly assessed to see how they are progressing in all parts of the CP and we use these results to help individual students improve. Parents clearly play a role in this and we send you the CAT4 targets and throughout the year provide the results students get in assessments. School assessments include both traditional exams and assessment of students' class and homework including tracking student progress in their BTEC and core units.

Work Placement

Work placement is the central component that prepares students for the future. From 2018 onwards all GCS CP students will complete one week of work experience in a business or workplace that interests them or is closely related to their preferred career choice. This not only gives them an invaluable insight as to what their potential chosen career entails, but also helps them develop

their skills on a practical level. Students will gain first-hand experience in a real-life work setting, developing their communication skills by working with other staff, and honing their self-management and presentation skills. Universities and colleges regard work placement as an essential part of preparing for further study.

TEACHING AND LEARNING

Arabic and Islamic Studies

Following the Ministry of Education's requirements and dependent on the passport nationality of the student, native Arabic speakers will follow the Thanaweya course which focuses on developing Arabic language.

Muslim students also receive instruction in Islamic Studies to further develop their knowledge and understanding of the Islamic culture and religion.

Technology in the Secondary School

Technology supports the learning experience and our 'Bring Your Own Device' (BYOD) scheme means that students can use modern technology in all lessons. With three computer labs the Secondary School is well resourced in modern technology

to enable students to fully develop their skills. We have four well-equipped science laboratories and are expanding our resources to develop students' understanding of future technologies, including Robotics and programming.

STEAM Entrepreneurship and Innovation

The world is ever-changing and future success will be based on students becoming adults that can innovate, be entrepreneurial and confident in STEAM subjects (Science, Technology, Engineering, Arts and Mathematics). These core subjects are at the heart of the UAE National Agenda and we are actively expanding STEAM, not only throughout lessons but beyond. We continue to invest heavily in the technologies needed to promote these areas and expand opportunities beyond the classroom. We offer several extra-curricular activities that allow students with a passion for STEAM to flourish. We are very proud of the success

our Robotics club have had in local Robotics competitions.

Our students have also extended their Maths skills through participation in the international 'KenKen' competition (a grid-based numerical puzzle that uses basic maths operations), the 'University of Waterloo Problem Solving' competition and the celebration of 'Pi Day', which is a longstanding GCS tradition. We are fortunate to be located adjacent to the site of the 2020 World Expo in Dubai and we are developing our links with their team to further enhance our students' STEAM experiences.



TEACHING AND LEARNING

Service Learning

The concept of contributing to the community is at the core of the International Baccalaureate. Students have to complete Service Learning, and some of projects have included projects from yearly World Challenge expeditions - most recently to Nepal and Bali -

to buddy-reading with Kindergarten students. Our 'Week Without Walls' initiative has seen students completing community projects, which are inspired by global issues such as recycling, sustainability, altruism and charity.

Home Learning

Home learning is regarded as an important part of the learning process. It enriches the content that students learn in lessons and is required of all students. The home learning demands are large and require a high level of organisation from students. Home learning is

mainly recorded on Managebac, though with the increased independence and self-directed study that Post 16 programmes require students will also identify what areas they need to work on.

Student Voice and Leadership

A student leadership programme provides the perfect opportunity for students to learn important life skills, which is essential in fully achieving the IB learner profile. Students across all grades work closely with our Student Leadership Team which is selected from our older students. The Principal and Head of Secondary regularly meet with them to hear views presented by the full student

body and to plan school improvements. One of their successful initiatives was to re-introducing the GCS House System, which has proved a great success in growing our community spirit. Our highly active Secondary Student Council also meets with the Deputy and Head of Secondary to share student concerns and discuss improvements on a regular basis.



HOW WE STRUCTURE THE SECONDARY SCHOOL

The School Day

The IB sets clear requirements for the number of taught hours. To meet these requirements unlike other grades, for Post 16 students the school day will run from 7.45am to 3.25pm on Monday, Tuesday and Wednesday. On those days when students do not have lessons between 2.30pm and 3.25pm, students can take part in optional extra-curricular activities or go home. On Sunday and Thursday the school day will end at 2.30pm, the same time as other grades with optional extra-curricular activities running until 3.30pm.



Behaviour and Rewards

Through a process based on respect, students are instilled to take ownership of their behaviour. There is a well-established framework of expectations so that students know where they stand with regard to consideration for others, demonstrating good manners and taking on their many responsibilities to themselves, other students, staff and their parents. GCS is a highly positive school with a great sense of community, and we seek to immediately remedy rare instances of poor behaviour.

Students will ultimately thrive and be happy when there is a positive school environment. Our rewards system such as the Golden Ticket Award given out during lessons, is designed as an incentive to motivate students towards positive behaviour. We also celebrate success in a regular programme of assemblies for all secondary students, whether it be the achievements of our many competitive sports teams or the success students have had in external events as diverse as science and robotics, poetry reading, Qur'an recitals and Taaleem inter-school competitions. Student attendance at the events is highly valued and rewarded through certificates and prizes. Their academic success also receives similar recognition and praise.

House System and School Spirit

Our whole-school House system was a student-led initiative whereby students are placed in one of five houses and remain in them throughout their time at GCS. We recognise that success comes in many ways and our regular House Competitions include sporting, artistic, community-based and academic competitions. Older students support the younger members of their House by building up a network that provides assistance to students as they move up through the grades. Our unique school spirit is also promoted through regular celebrations including National Day, International Day, Green Day, Pi Day, Graduation Day, Winter Picnic and regular performing arts events. GCS is very much a community school and that nurturing, supportive spirit is ingrained in our DNA.

INCLUSION HOW WE SUPPORT OUR STUDENTS



Study and social areas for DP and CP students

Although most of the week is spent in lessons, DP and CP students do have some independent study time, which is supported by our well-resourced and welcoming secondary library and student study room. Senior students are already becoming young adults. We therefore recognise and respect their need for greater independence and, in response, we have provided a common room with comfortable seating and kitchen area exclusively for our senior students.



Enrichment Programme (for able, gifted and talented students)

For able, gifted and talented (AGT) students we provide a wide variety of support. Our AGT register allows us to track these students to challenge and support them in their learning. Through focusing on the level of progress AGT students make and their subsequent attainment, we are able to assist them reach their full potential. Additional activities are provided and our rich extra-curricular programme allows these students to shine, whether they be gifted in an academic subject, music, arts or sports.



Pastoral Support, Counselling and Mindfulness

Care, guidance and welfare of our students is at the heart of our school community. Students' Grade Level Coordinators and Home Room Tutors are at the centre of their school life so that they not only achieve excellent academic results, but also that they thrive and are happy. Regular assemblies, celebration days and an ethos of reward and success promote school spirit. Our House system is also central to promoting students' sense of belonging.

Our school counsellor works with all new students to ensure a successful transition into GCS, as well as with those students who need additional support from time to time. An important part of the counsellor's role is to work in partnership with parents to promote student happiness. We were proud to have some of our students feature in the KHDA's promotional video for their Student Well-being Survey Initiative.

The nurturing and growth of a mindful and positive culture at GCS is something that is very close to our heart. In fact, GCS is the very first school in the region to have opened two Mindfulness rooms for our primary and secondary students. The spaces were designed with the intention to empower students with tools to practice the benefits of a healthy and happy mind. Through our mindful and positive education programme, students can experience and enjoy yoga, breathing exercises, immerse themselves in a sensory room, and reflection activities that promote focus, emotional balance and overall happiness.

Special Educational Needs (SEND)

GCS has a dedicated team led by an Inclusion Champion that works on a graduated response to identify and remove any barriers to learning. We use the information based on assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND. To support students identified as experiencing SEND we develop personalised individual education plans (IEPs). We also ensure students who experience SEND are actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers through social interactions in age-appropriate common learning environments.

UNIVERSITY AND CAREERS COUNSELLING

For the majority of our DP and CP students their time at GCS leads to university or college. With so many nationalities, it is important that we provide the correct advice for the countries that students wish to move to for their further education. Our full-time Careers Counsellor supports students and parents throughout the whole process; from the initial research into university options through to their very last day in school. In

Grades 11 and 12, these regular information sessions and one-to-one meetings continue. Students will also attend university fairs to explore the options available to them. In addition, representatives from universities around the world visit GCS to meet students face-to-face. We work with all students during the application process ensuring they meet the deadlines and requirements for the courses they wish to follow.

University Acceptances

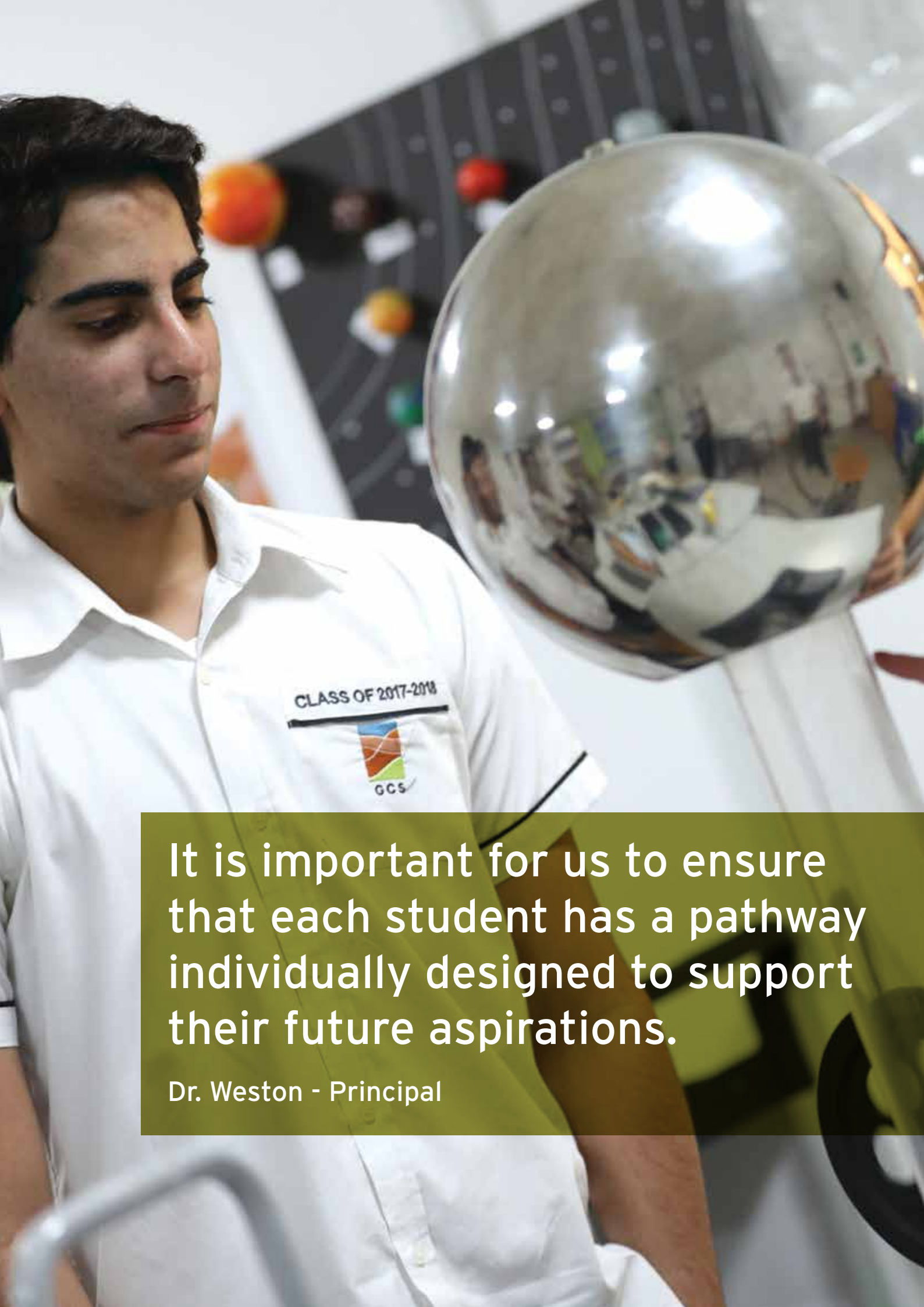
GCS has a proven track record of helping our students be accepted at prestigious universities around the world, including leading institutes in the UK, Europe, and in North America. These include:



Feedback from University admissions officials and IB DP graduates

Research from around the world shows how well the Diploma Programme prepares students for university, regardless of which country the university is located. For example, in 2016 IB researchers asked university admissions officers to compare the English A levels with the Diploma Programme in how well it prepares students for different aspects of university life, as illustrated in the table to the right:

	A LEVELS	IB DIPLOMA PROGRAMME
Encourages independent study	48%	95%
Develop in depth subject expertise	84%	90%
Develop intercultural skills	5%	74%
Encouraging citizenship	1%	74%
Developing the ability to cope with pressure	40%	58%
Nurturing an open mind	23%	82%



It is important for us to ensure that each student has a pathway individually designed to support their future aspirations.

Dr. Weston - Principal

EXTRA-CURRICULAR ACTIVITIES (ECAS)

Our extensive, exciting and curriculum-complementing Extra-curricular Activities (ECAs) offer students a variety of options to develop existing interests and explore new ones. We continually review our programme to incorporate innovation, new technology, and unique approaches to traditional activities. The purpose of the ECAs is to enhance and grow students' unique talents and aspirations, and provide a platform for them to practice these with confidence.

GCS teacher-led ECAs are included in the tuition fees. Other ECAs are provided by a local external company, East Sports Management (ESM),

and are charged separately. They are the leading sports management and coaching company in the UAE and provide sports training academies conducted by professional coaches for both children and adults of all levels. These sporting activity programmes include tennis, football, swimming, cricket, rugby, climbing, various holiday camps and much more.

We encourage parents to share their children's leisure interests and talents with the school so that we can build an ECA programme that is rich in content and variety.



PARENTS HOW WE COMMUNICATE WITH YOU

Reporting to Parents

We recognise how vitally important it is for parents to know how their child is progressing at school and we have a number of very effective communication channels that have been long-established. Home Room tutors and Grade Level coordinators are the essential day-to-day link; they are responsible for formally communicating students' achievement and progress to parents. In addition, we regularly hold parent information sessions including coffee mornings, parent evenings, Back to School nights, Open Days and grade-specific meetings. Parents receive four reports per Academic Year with information about their child's progress. We also hold two Parent Consultation Evenings each year.

As well as the formal channels of reporting and communication, our teachers are in regular contact with parents to make sure that any student needs are promptly addressed. If parents require more information or meetings, our doors are always open throughout the year and we welcome parents' feedback and questions.

Home School Communication

Our secondary parents receive regular communication, usually by email, from the Homeroom teachers, which includes updates on what has taken place in class and what is planned for the following week. ManageBac, the leading planning, assessment and reporting platform for the IB continuum, is the online tool that we utilise to provide information on what students are learning, curriculum information and day-to-day information on homework and student progress.

At the start of each new unit a detailed overview is sent to parents with ideas about the best ways parents can support and encourage learning from home. There are regular information sessions put on the school's calendar for parents to learn more about educational topics and school life. There is also a wealth of information on our school website, the school communicator application, and on our GCS Facebook, Twitter, Instagram and WordPress blog pages.



Our Parent Community

GCS welcomes active participation and cooperation with our parents. We are proud of the strong parent-school partnerships that have grown and flourished in our school. Our GCS parents are given plenty of opportunities throughout the year to be actively engaged in their children's education ranging from parent-teacher conferences through to our International Day and Food Fairs. Teachers notify parents when they have special classes or year group activities so parents can come along and participate in school events, whether they be in the classroom or on the sports pitch.

The Greenfield Community Parents (GCP) is an organisation of active

and talented volunteer parents who work towards supporting the many parent-led school events we have each year. Their mission is to positively contribute towards creating a close and friendly community for our children at school. They also foster communication and cooperation between GCS, the students and all parents. This parent-led committee meets on a monthly basis and also acts as a liaison between the parent community and the school.

If you are a parent and would like to connect with our GCP, you may do so by requesting to join their group on Facebook Greenfield Community Parents, Dubai - GCP or send an email: gcp4gcs@gmail.com



ADMISSIONS

We welcome students of all abilities to GCS, providing them with an inclusive, supportive and international environment. We also place great importance on getting to know our students and parents from the first moment of contact; our mission is make the application process easy and straightforward and to help your child settle in.

The Principal and the Admissions Team are here to extend a warm welcome and meet with you personally to learn more about your child's previous education, experiences and communicate with your current school if needed. Applying to Greenfield Community School is a simple three-step process:

Step One Online Application Form

You will need to complete the Online Application Form via our website www.gcschool.ae/admissions/apply-now

All applications are digital and once we have received your online application we will contact you within 24 hours.

You will also receive a confirmation email sent to the email address you provided on the Online Application Form. The email will provide a list of the documents you will need to submit and how to contact our Admissions Team to make an appointment for 1. Assessment and 2. Payment of the one-time non-refundable and non-transferable Application Fee. All students applying to Greenfield Community School are required to be assessed, regardless of age, grade, school or country they are from.

Step Two

Contact the Admissions Team: confirmation of Assessment Appointment and Payment of Application Fee
As soon as the date and time for your child's Assessment has been agreed, the following documents will need to be submitted on or before the assessment appointment:

- For each child:
- Four recent passport-sized photos
 - Passport copy
 - UAE Residence Visa copy
 - Emirates ID copy
 - Recent medical record and of child vaccination card copy
 - Copy of most recent school report/report card printed on school's letterhead - signed and stamped
 - Copy of any diagnostic testing or educational assessment (if applicable)
 - Copy of psychological assessment reports (if applicable)

- For both parents/guardians:
- Passport copies
 - UAE Residence Visa copies
 - Emirates ID copies

- Application Fee (for new students only):
- AED 525 payable by cash, cheque, or credit card including 5% VAT added as per government regulations. Please note that the placement assessment can only be undertaken once the application fee is received.

- To submit the documents, please either:
- Scan and email to admissions@gcschool.ae and arrange payment of application fee
 - Print hard copies and bring them to the school's Admissions Office, together with the application fee



Dina Hamdan
Admissions Manager



Faith Mwangi
Registrar

Step Three For UAE Residents:

We will contact you with a date for your child's placement assessment, which will be administered by a member of our Admissions team. After assessment and upon receiving our acceptance letter, a deposit fee is required within 10 working days to reserve your child's seat. The deposit amount will be confirmed in the acceptance letter. Due to the demand for school places we are unable to hold seats until the deposit payment has been received in full.

For Applicants outside of the UAE:

For your convenience, the placement assessment can be conducted at your child's current school. As a parent, you would just need to send us the full contact details of the Admissions or teaching staff who will be conducting the assessment.

Once all the documents and the previous school reports are submitted we would be able to confirm admission and ensure that parents are informed within 1 - 2 working days after the placement test.

Admission Fees for the coming Academic Year

Full details of the current tuition fees can be found on our school website www.gcschool.ae or by contacting the Admissions Team. Please note the following deadlines for term fees, which can be paid by cash, post-dated cheque or credit card:

First term fees due on or before: 31st July
Second term fees due on or before: 30th November
Third term fees due on or before: 28th February

Once a seat is offered for the coming academic year, a non-refundable tuition deposit/registration fee is required to reserve the seat until full tuition payment is made before 31st July, which is deductible against first the term tuition fees.

Extra-curricular Activities (ECAs) and some educational visits may incur additional fees, as and when required, as per contract agreements with external suppliers or vendors.

Sibling Discount

We are pleased to offer parents a sibling discount of 10% on tuition fees for the third (youngest) and subsequent child in each family who are paying full fees and attending any Taaleem school in Dubai.

OUR FACILITIES AND SERVICES

Size: Primary and Secondary schools are dedicated buildings located on the same 42,078 sq ft campus with indigenous trees, foliage, and courtyard seating with large expanses of shaded and open areas

IT: Fully wireless campus, ICT Laboratories, student laptops and iPads, interactive whiteboards in classrooms

Sports/PE: Large multi-purpose sports hall, large AstroTurf sports field, mini AstroTurf sports pitch, tennis courts, six-lane shaded competitive swimming pool, shaded learning pool, long jump pit

Performing Arts: 350-seat Auditorium with performance stage complete with AV and lighting systems, music suite with private music practice rooms, and a dance and drama studio

Other learning facilities: Two stimulating and engaging libraries, design and technology workshops, art and design studios, science laboratories, food technology lab, spacious and modern classrooms, large break-out spaces outside classrooms for group work including an outdoor amphitheatre

Additional facilities: Two Mindfulness rooms, two student medical clinics, indoor and outdoor play areas and equipment, and a shaded outdoor play area for kindergarten.

Cafeteria: Two cafeterias in MYP and PYP. Our outsourced catering partner prepares wholesome, nutritious hot and cold meals. GCS promotes healthy eating and we encourage parents to provide nutritious packed lunches. We are a nut-free facility and allergies are respected.

School Buses

Greenfield Community School and Taaleem have a contract with Arab Falcon Bus Rental LLC, a highly experienced and well-established transport company. For student's safety and attendance, all buses have CCTV cameras and a tracking system. The drivers are authorised and fully trained by the RTA, and a bus nanny travels with each vehicle to supervise the students.

Safety and Security

Safety and security at school are of utmost priority. We employ a professionally trained security team who patrol the campus 24/7 in addition to extensive CCTV cameras monitoring the campus. All parents and visitors are issued with colour-coded lanyards and security ID cards when signing in at the main gate, in addition to GCS staff who wear their identification lanyards at all times. Full fire safety equipment and procedures are in place, which are rigorously and regularly tested and maintained, in addition to mandatory staff training. Lockdown procedures are also in place to safeguard our students and staff.

Uniforms

We have an official GCS school uniform, which is available from a local supplier. All GCS students are required to wear it in accordance with our Uniform Policy. We are aware of how quickly our students can outgrow their school uniforms and PE kits; hence the GCP organises regular second-hand uniform sales to redistribute uniforms and apparel that are in good condition.



WORKING AT GCS

Greenfield Community School is an extraordinary place to work. As a staff member you will be surrounded by wonderful, engaged and highly-motivated students, along with positive, friendly and hardworking colleagues.

For teaching positions at GCS or any other Taaleem school - or indeed any school in the UAE - it is vital that you hold the correct qualifications and have the requisite experience. We would normally anticipate a minimum of two years qualified teaching experience at a reputable school.

All candidates must have completed 12 years of Primary and Secondary education and hold a Bachelor's Degree in Education, or equivalent, specialising in the relevant educational field. Holding a subject degree alone will not qualify you to teach in the UAE, although teachers with extensive experience who hold a Certificate or Diploma of Education may be recognised as qualified. Any offers made would be subject to receiving the approval of the UAE Ministry of Education in accordance with their formal process and stipulated criteria in approving the relevant teaching qualifications.

All successful candidates will be expected to complete the school's medical form, duly certified by a General Practitioner and be passed fit for working overseas. Occasionally the authorities will require you to supply a recent chest X-Ray. Candidates must also provide a police clearance certificate or similar proof of non-criminality.

If you would like to apply for any vacancies at either GCS or any other Taaleem school, please visit the Taaleem Careers Portal www.taaleem.ae/en/careers

