



Academic & Career Guidance Policy 2026-27



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Authorized Signatories:			
Principal	Vice Principal		Head of Assessment
Head of Primary	Head of Kindergarten		Head of Inclusion

1. Policy Rationale and Vision

Dhruv Global School believes that academic guidance and career awareness begin early and develop progressively through carefully planned experiences that nurture self-awareness, aspiration, skills, values, and informed decision-making.

In line with KHDA/DSIB inspection expectations for personal development, wellbeing, and future readiness (Performance Standards 2, 3, and 4), UAE National Agenda parameters, UAE Federal Law No. 3 of 2016 (Wadeema's Law on Child Rights), UAE Labour/Employment Law considerations, and NCERT/CBSE emphasis on holistic education, the school provides a structured, age-appropriate Academic and Career Guidance Programme from Kindergarten to Grade 8 (expanding progressively to Grade 8 and Secondary Phase).

The policy ensures that all students:

- Understand themselves as learners, including their individual learning strengths, styles, and personal wellbeing;
- Develop transferable skills, innovation capabilities, and positive learning behaviours;
- Are exposed to a wide range of careers, future employment pathways, and national priority sectors in the UAE;
- Make informed academic choices and subject options in later years aligned with career aspirations;
- Are seamlessly prepared for secondary education, higher education, and future career readiness in a rapidly evolving global workforce.

2. Scope of the Policy

This policy applies to:

- All enrolled students from KG to Grade 8 (and expanding secondary grades);
- Teaching staff, school leaders, career counsellors, inclusion teams, and phase coordinators;
- Parents, guardians, and external partners (universities, industry professionals, community organisations);
- Students of Determination, Gifted and Talented students, and English Language Learners (ELL).

It covers:

- Academic guidance, data tracking, and personalized target setting;
- Career awareness, exploration, and exposure to emerging future skills;
- 21st Century Skills development (innovation, critical thinking, digital literacy);
- Transition support across key academic phases (KG-Primary, Primary-Middle, Middle-Secondary);
- Parent engagement, community involvement, and workplace exposure;

- Ethical compliance, child protection during external interactions, and data privacy under UAE legislation.

3. Guiding Principles

Academic and Career Guidance at Dhruv Global School is:

- **Developmentally appropriate** – age-specific, progressive, and responsive to student maturity levels;
- **Inclusive & Equitable** – aligned with the Dubai Inclusive Education Policy Framework, ensuring full accessibility for Students of Determination (POD) and Gifted & Talented learners with customized accommodation;
- **Embedded** – seamlessly integrated into curriculum subjects, pastoral care, wellbeing initiatives, and extra-curricular enrichment;
- **Aspirational & Non-discriminatory** – broadens horizons, eliminates gender or cultural stereotyping, and fosters high expectations for all learners;
- **Evidence-based & Data-informed** – guided by rigorous internal/external assessment data (CAT4, MAP, CBSE) and ongoing reflection;
- **Future-focused & Culturally Rooted** – aligned with the Dubai Future Skills Agenda, UAE Centennial 2071, while respecting UAE cultural heritage and values.

4. Whole-School Academic & Career Guidance Framework

4.1 Key Strands

- **1. Self-Awareness & Personal Development:** Interests, strengths, values, learning preferences, self-regulation, and emotional wellbeing.
- **2. Learning & Academic Excellence:** Study habits, goal setting, assessment reflection, metacognition, resilience, and academic performance tracking.
- **3. Career Exploration & Industry Awareness:** Understanding job roles, economic sectors, local/global labor market trends, and non-traditional careers.
- **4. Skills for the Future & Innovation:** Communication, collaboration, critical thinking, problem-solving, digital literacy, financial literacy, and sustainability.
- **5. Transitions, Pathways & Choice Making:** Preparing for key academic transitions, subject options guidance, secondary pathway planning, and higher education readiness.

5. Phase-Wise Provision (KG – Grade 8)

5.1 Kindergarten (KG1 & KG2) – Early Awareness & Curiosity

- **Focus:** Developing curiosity, confidence, communication skills, and positive attitudes toward learning and community roles.
- **Key Approaches:** Structured role play (doctors, engineers, space scientists, artists), community helper visits, storytelling linked to diverse occupations, and Circle Time discussions ("What do I like doing?").
- **Outcomes:** Children talk confidently about personal interests, demonstrate positive social interaction, and develop early appreciation of diverse community roles.

5.2 Primary Years (Grades 1–5) – Exploration, Strengths & Skill Building

- **Focus:** Identifying personal strengths, linking classroom subjects to real-world applications, and building foundational learning habits.
- **Key Approaches:** Career-linked curriculum projects (Maths in architecture, Science in environmental conservation), project-based learning, enterprise mini-fairs, professional guest speakers, and introductory student self-reflection journals.

- **Outcomes:** Students articulate personal strengths, connect school learning to practical life, set basic academic targets, and demonstrate awareness of diverse, stereotype-free careers.

5.3 Middle Years (Grades 6– 8) – Pathway Understanding & Strategic Direction

- **Focus:** Deeper self-reflection, academic goal setting, psychometric profiling (e.g. CAT4 battery alignment), and exploring future secondary/career pathways.
- **Key Approaches:** Career awareness modules (STEM, AI, Sustainability, Entrepreneurship, Arts, Commerce), skills workshops (public speaking, teamwork, digital citizenship), introductory career aptitude inventories, individual academic progress reviews, and exposure to UAE national priority sectors.
- **Outcomes:** Students take ownership of learning targets, articulate clear academic/career interests, and demonstrate readiness for secondary subject choice transitions.

6. Academic Guidance & Target Setting

6.1 Purpose

Academic guidance ensures that every student understands their assessment results, sets aspirational yet achievable learning targets, and receives tailored support to fulfill their potential in line with DSIB Performance Standard 1 & 2 requirements.

6.2 Key Elements & Data-Driven Processes

- **Data Triangulation:** Regular analysis of internal assessments (CBSE exams, unit tests) and standardized benchmark data (CAT4, NGRT) to evaluate cognitive ability vs. attainment.
- **1-on-1 Academic Conversations:** Termly structured teacher-student guidance dialogues focusing on subject progress, learning hurdles, and target setting.
- **Personalised Learning Plans (PLP):** Targeted academic intervention or challenge plans for underperforming students, Students of Determination (IEPs), and Gifted & Talented learners (IEPs/ALPs).
- **Metacognitive Skill Building:** Explicit instruction in study strategies, time management, exam technique, revision strategies, and self-assessment techniques.
- **Termly Review & Reporting:** Continuous tracking of student progress with comprehensive feedback shared with parents every term.

7. Career Education & Industry Exposure

Career learning is systematically embedded through cross-curricular planning and experiential enrichment:

- **Curriculum Integration:** Explicit mapping of subject topics to real-world careers (e.g. Environmental Science to Renewable Energy Engineering; Mathematics to Financial Technology).
- **Career Fairs & Theme Weeks:** Annual Career Awareness Week featuring interactive workshops, industry exhibitions, and university spotlight sessions.
- **Guest Speaker & Parent Speaker Series:** Inviting diverse professionals and parent mentors to share career journeys and emerging industry trends.
- **Field Trips & Virtual Workplaces:** Age-appropriate visits to local businesses, research facilities, cultural centers, and virtual corporate tours.
- **Innovation & Enterprise Challenges:** Hands-on entrepreneurial projects, coding hackathons, and sustainability competitions aligned with the Dubai Innovation Strategy.

Compliance & Equity Standards in Career Education:

- **Gender & Cultural Neutrality:** Proactively eliminating gender or cultural bias in career materials and encouraging all students to explore non-traditional fields (e.g. girls in STEM, boys in primary education/care sectors).

- **Alignment with UAE National Agenda:** Highlighting key UAE growth sectors including Space Sciences, Artificial Intelligence, Renewable Energy, Tourism, Healthcare, and Sustainable Technology.
- **Accessibility:** Ensuring all career workshops, field trips, and resource materials are fully accessible to Students of Determination.

8. Inclusion, Equity & Diverse Learner Support

In accordance with the **Dubai Inclusive Education Policy Framework** and KHDA guidance, Dhruv Global School guarantees equity of access to academic and career guidance:

- **Students of Determination (PoD):** Guidance is tailored to individual abilities and aspirations outlined in Individual Education Plans (IEPs). Accommodations include assistive technology, adapted career materials, and specialized transition planning for vocational/higher education pathways.
- **English Language Learners (ELL):** Guidance content is scaffolded with visual aids, translated orientation guides, and bilingual mentor support to prevent language barriers to career exploration.
- **Gifted and Talented (G&T) Students:** Provided with advanced academic mentoring, university extension modules, research opportunities, subject acceleration guidance, and external competition entry.
- **Disadvantaged / Vulnerable Learners:** Equal access to all career events, guidance sessions, and external opportunities, ensuring no student is excluded due to personal background.

9. Roles & Responsibilities

- **School Leadership Team (SLT):** Provides strategic oversight, ensures policy alignment with KHDA/DSIB standards, allocates required budgetary/staffing resources, and monitors overall impact.
- **Academic & Career Guidance Lead / Counsellor:** Designs, implements, and evaluates the guidance framework; delivers individual/group counselling; coordinates career events; tracks graduate/transition outcomes; and liaises with external universities and industry partners.
- **Head of Inclusion & SENCO:** Collaborates with the Guidance Lead to adapt career guidance activities for Students of Determination and ensures alignment with IEP transition goals.
- **Class Teachers & Subject Teachers:** Embed career links into daily curriculum delivery, facilitate academic goal-setting discussions, monitor student effort/attainment data, and refer students needing guidance intervention.
- **Parents & Guardians:** Engage in parent-teacher-student academic conferences, attend career orientation workshops, support student goal-setting at home, and contribute as industry guest speakers.

10. Assessment, Monitoring & Impact Measurement

To ensure continuous improvement and satisfy DSIB inspection criteria, the effectiveness of the guidance programme is systematically evaluated through:

- **Student Voice & Feedback:** Annual surveys evaluating student self-confidence, subject choices clarity, and career awareness satisfaction.
- **Engagement & Progress Indicators:** Tracking student participation in guidance events, target attainment rates, and academic progress data.
- **Parent & Employer Feedback:** Post-event surveys from parents and external industry participants.
- **Longitudinal Transition Tracking:** Monitoring student subject selections and academic performance post-transition.
- **DSIB Quality Assurance Evidence:** Maintaining organized portfolios of student career reflections, guidance logs, and data analysis for KHDA inspections and Self-Evaluation Form (SEF) updates.

11. Transition Support Framework

Smooth academic and emotional transitions are critical to student wellbeing and progress. The school delivers structured transition pathways:

- **KG2 to Grade 1 (Primary Transition):** Orientation days, classroom shadowing, parent information briefings on primary academic expectations, and social-emotional readiness assessments.
- **Grade 5 to Grade 6 (Middle School Transition):** Subject-specialist orientation, study skills workshops, locker/timetable management guidance, and pastoral support sessions.
- **Grade 7/8 to Secondary Phase (Curriculum Pathway Choice):** Comprehensive subject-option briefing sessions for students and parents, aptitude-subject mapping, and individual guidance interviews prior to board/stream selection.

12. Safeguarding, Data Privacy & Regulatory Compliance

All career and academic guidance activities strictly adhere to UAE statutory requirements:

- **Child Safeguarding (Federal Law No. 3 of 2016 / Wadeema's Law):** All external career speakers, visiting organizations, and workplace hosts undergo background vetting and must adhere to the school's Child Protection Policy. External sessions are supervised by school staff.
- **Data Protection & Privacy (Federal Decree-Law No. 45 of 2021):** Student psychometric data, assessment results, and guidance notes are maintained with strict confidentiality. No personal student data is shared with third-party career vendors or universities without explicit written parental consent.
- **Cultural Respect & Ethics:** All career resources and guest presentations respect UAE national values, Islamic culture, and local community customs.

13. Alignment to KHDA DSIB & National/International Frameworks

This policy is benchmarked against and directly supports:

- **KHDA DSIB Performance Standards:** PS 2 (Students' Progress & Attainment), PS 3 (Personal & Social Development, Wellbeing & Innovation Skills), PS 4 (Curriculum Adaptation & Enhancement), PS 5 (Protection, Care, Guidance & Support), and PS 6 (Leadership & Governance).
- **Dubai Inclusive Education Policy Framework:** Standard 5 (Personalized Pathways and Guidance).
- **NCERT & Indian National Education Policy (NEP 2020):** Emphasis on holistic development, experiential learning, early vocational exposure, and flexible learning pathways.
- **CBSE Career Guidance & Counselling Guidelines:** Integration of career awareness and secondary stream selection framework.
- **UAE National Agenda & Centennial 2071:** Building a competitive knowledge economy, promoting STEM/AI literacy, and fostering innovation among youth.
- **Global Benchmarks:** UNESCO Life Skills Framework, Gatsby Benchmarks for Good Career Guidance, and OECD Future of Education & Skills 2030.

14. Policy Review & Governance

This policy is a living document and will be reviewed annually by the School Leadership Team, Career Guidance Lead, and Head of Inclusion. Revisions will incorporate updated KHDA/DSIB inspection findings, CBSE regulatory updates, and emerging workforce needs.