

## ASSESSMENT IN A BROADER PERSPECTIVE

By Minhaj Arastu, Principal



A koan is a puzzling story that is used by Japanese Buddhist scholars to help them meditate on deeper truths. The stories make

us think and help us realise that reality has a straightforward aspect and a more slippery, complicated side. Teachers in the Buddhist tradition use koans to test their students' understanding. One famous koan is about two monks, named Tanzan and Ekido.

Tanzan and Ekido were once traveling together down a muddy road. A heavy rain was falling. As they came around a bend, they met a lovely girl in a silk kimono and sash, unable to cross at an intersection. "Come on, girl," said Tanzan at once. Lifting her in his arms, he carried her over the mud. Ekido did not speak until that night when they reached a lodging temple. Then he could no longer restrain himself. "We monks don't go near females," he told Tanzan, "especially not young and lovely ones. It is dangerous. Why did you do that?" "I left the girl there," said Tanzan. "Are you still carrying her?" (From TEDEd video 'Zen kōans: unsolvable enigmas designed to break your brain' by Puqun Li)

The story helps us understand the difference between outward actions and inner intentions: physically 'carrying' and mentally 'carrying'. When we assess children's learning, we face a similar dilemma. We can see many aspects of their performance, such as the ability to solve a sum or to speak a sentence. But, we cannot so easily see or measure what

they 'carry' in their hearts, such as their attitude, their liking of a topic, or their misconceptions of it.

Still, in an attempt to know how well students have understood grade level concepts, we subscribed to a nationally benchmarked, standardised test called ASSET. 246 students of C4, C5, C6 and C7 took the computer based ASSET Dynamic Tests in the subjects of English, Math, and Science.

According to Srinu Raghavan, CEO of Educational Initiatives, "ASSET is taken by over 350,000 students in over 1,000 private English medium schools every year. Its purpose is not to identify toppers, but to help schools and students improve. It tests how well students have understood the concepts underlying the school curriculum and not just how well they remember the facts given in the textbooks. ASSET tests for conceptual understanding across the CBSE, ICSE, IGCSE and Indian state boards."

Our students' performance is summarised below. The table shows that our students are below the national average, that they have done best in English and poorest in Math. We also see that, in aggregate, class 5 and 6 have done best and class 4 has performed most poorly. Each student will receive a personalised report in which strengths and weaknesses will be identified, along with practice questions to help the child improve. At an individual level, the reports show that in each section, roughly 5 students have performed above the national average.

One of the primary reasons for conducting ASSET is to help students, parents, and teachers to know the way forward. Teachers and students reflected that

some possible reasons for the overall low performance were that students took the test for the first time and many had difficulty comprehending questions. Teachers analysed that the ASSET is generally aligned with our curriculum, except for a few topics in Math and Science. They also found that results matched with student performance in class assessments, except in roughly 30% of cases.

What are the traits of the highest performers in ASSET? Ms. Atiya Fatima stated that "Students who are avid readers scored excellently in the test. They are well behaved and regular students." Ms. Neha added that "active participation in the class and work completion on time helped the students to do well."

What are the traits of the poorest performing students? Mr. Mumeed wrote that, "We need to remind such students several times to be attentive in class and take part in completion of work." Ms. Arshia noted that "Students who were poor in comprehension skills, attendance and [whose parents are less engaged] performed lower in Asset"

Going forward, we all, students, teachers, and parents have areas to work on. The experience of conducting ASSET provides us with a way to measure children's learning and guidance on how to strengthen concepts and skills that are weak.

In the spirit of the koan, though, we are a school that subscribes to holistic development and the IB Learner Profile. This greater and more challenging aspect of education has a trickier aspect! Have a look...

Classwise Average Scaled Score between 200 and 800 National Average is 500			
	English	Math	Science
C4	415	400	395
C5	425	420	400
C6	425	400	415
C7	410	400	420
Average	419	405	408





# CURIOS MINDS, CARING HEARTS!



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## WHAT CHILDREN REALLY EXPECT FROM PARENTS

*By Ruhena Fathi, Vice Principal*

"Most effective way to raise a nice child is to be a nice adult" – L.R.Knost

This is the statement from a girl's diary: "if someone asks me what my dad has given me, I would say he has given me everything I wanted, but the thing he failed to give was his time, which he did not realize. As a child that was the thing I wanted the most, I would run from the school bus to my dad to tell him about the first rank in exams, but he would be busy talking with his office client over phone and I really end up being disappointed."

Parents always have dreams about the child's life well in advance, when the baby is in the mother's womb, and once the baby is born, parents can see all their dreams through their eyes and not through the child. Now a-days, most of the parents plan their child's future right from its birth.

Few things children wish their parents knew.

1. I need to know for sure that you love me.

When you tell me you love me, I feel secure. When you show me

you love me, I feel confident.

2. I need you to listen to me.

School, homework and social interactions can be so stressful for me that I feel the world is blowing up. When I come home, please listen to me in an open, nonjudgmental way.

3. When you shout at me, my world falls apart.

I can't learn anything, when I'm so frightened. I start thinking that things can be done better if we shout at others.

4. I watch how you treat each other.

When you respect each other, I learn to respect you. When I see you resolving conflict in a friendly and considerate way, I learn that it's possible to solve conflict without anger.

5. Please never put me down or call me names.

When you do, I believe you! If you call me a brat, rude, good for nothing, stupid, I might grow up to fit exactly that description. Never criticize me in front of others, it brings me down.

6. Make me feel safe enough to make mistakes. Please don't get upset when I spill/break something by accident. Being clumsy is not a sin. We all make mistakes. Smart people learn from their mistakes and try not to repeat them.

7. Set a good example, I might not always do as you say, but most likely I'll say as you say and I'll do as you do.

The fact is that, it is the responsibility of parents to make their children's life a better one. Parents have to be the child's best friend and it must be a mutual relationship. It is the duty of the child to fulfill the parent's dreams. But it is your duty to make the child understand this. Time is the most important thing in a relationship and don't forget to spend time with the one you consider the most valuable, that is, your child!



## ALL ABOUT FOCUS BRIDGE SCHOOL

*By Asma Zaidi, Vice Principal, Focus Bridge School*



Focus Bridge School (FBS), is a trust-managed, non-profit school, dedicated to high-quality education for underprivileged and orphan students. Accepting the position as Vice-Principal of the Bridge school has been the biggest challenge of my career. The challenge is at multiple levels- from staff to challenging surroundings, the amount of effort required to run the school is huge, the hours endless and impact profound.

In the beginning, the children did everything in their power to drive us away. I took my time to build trust and form firm bonds with the children. FBS built a strong team of

dedicated teachers, a counsellor and an occupational therapist. We have a very tight budget and mostly do fundraising for our field trips and extra-curricular needs.

I have tried to develop a progressive learning space inspired by Montessori and International Baccalaureate (IB) curricula and passing the 10th board examinations. However, I quickly realized that the needs of the children were more basic. Passing 10th class would not solve their problems in life.

FBS children were aggressive, troubled, lacking basic skills, and ethically disoriented. Most of them had a history of abuse. This is why I decided to spend the first 6 months of building social-emotional skills, values, confidence and self-esteem as the foundation for learning.

Psychological testing showed almost all children to have below average IQ. I identified almost 60% of children to have sensory processing disorder which hampered their learning in class. So now my vision shifted to

making them productive members of the community with stable personalities.

We bridge school teachers are convinced that a great educator is one who facilitates the development of human excellence in a holistic sense. And furthermore, makes excellence accessible to all sorts of children. We also believe in following the child and giving him what he needs—not what adults want to impose on him. We believe in freedom, independence and discipline that comes from within.

At the bridge school, every teacher aspires to be a great educator, touch hearts and influence lives. Our team goes beyond the classroom to meet the individual needs of children. I am blessed to have a strong team and honoured to serve 48 underprivileged children, giving them a chance at life and giving me an opportunity to have a meaningful impact on a whole community.



## SMALL STEPS TOWARDS A GIANT LEAP

By Sara Azher, Homeroom Teacher Nursery A&B

Nervous, enthusiastic and happy! Nervous because it was a day when I had to deal with the tiny toddlers, enthusiastic because I had to showcase my knowledge for the tiny tots and happy because I am the homeroom teacher for them. Transforming my role from a co-teacher to a homeroom teacher was challenging for me. The idea of including nursery in Focus School this year was a good thought, to nurture the students for their bright future. I got a chance to explore new ideas as well.

Toddlers need to develop specific skills before entering Kindergarten. During this age children are moved from the comfort and secure zone of their parents and have to deal with the new environment. Parents of toddlers know it isn't easy to teach them skills which they need to learn at this age. The skills and knowledge that the child develops in the nursery have a great impact on the aptitude and attitude of the child later in life.

To develop social skills among toddlers I have been working on their emotions and their thinking. I'm helping toddlers develop social skills by making them learn to manage their emotions, which is

the foundation of interpersonal relationships. Interpersonal relationship refers to when the child learns the importance of his/her own name, things and friends. They are learning to identify their belongings like their own bag, tiffin, napkin and water bottle.

My children are learning to express their needs and feelings without attacking. By this they are learning to socialize with their peers by playing together, showing sympathy towards their peers and helping them when needed. Toddlers are learning the importance of grooming and other sessions on table etiquettes.

I think mastering both fine and gross motor skills is important for children's growth and independence. For this toddlers are encouraged to play with mud, hold crayons, practice free colouring, trace using their two fingers and write on slates. These activities help them to develop senses and fine motor skills. They are also motivated to play with beads, blocks, puzzles, and other objects. They are also motivated to play with beads, blocks, sort the puzzles, free play etc. These activities are held under teacher's

supervision and they help toddlers develop gross motor skills which include movement of arms and legs.

Most of the tiny tots enjoy oral activities like rhymes recitation, story listening and telling, role-playing, singing songs, hymns and prayers which help them to develop their communication, early reading and listening skills. They are developing the confidence of speaking. These are the real treasures of the children of this age and by this they are helping themselves in developing the skills.

If we as teachers do not teach the toddlers how to co-operate, act responsibly, resolve conflicts and demonstrate tolerance, then they could not learn how to be productive towards their peers when they grow up. It is important to teach children to utilize these skills while they are young and receptive.

I believe that it is our behaviours and activities that we are passing on to children - not our preachings or teachings." Hyacinth Mottley, Words of Wisdom - Words of Faith



Learning to ride



We love to share



Blowing Bubbles



Taking small steps



Playing is fun!



Red Day Celebration



Developing sensory and motor skills





# SPLASH DAY CELEBRATION in PP1 A

*By Meena Farhat, Homeroom Teacher PP1A*

In relation to our ongoing unit "PLAYING IS FUN" we celebrated "Watersplash day" with our toddlers of PP1.

It was a great day for the kids and the weather was pleasant when the kids were taken for the water play. They were very excited and thoroughly enjoyed the water.

The words "Who wants to get wet?" resonated around the terrace, a testament to the children's understanding that some were eager for water, and others not. The children were very mindful of each other some of them wanted very little splashing, and others wanted to get soaked. As teachers, we noted the respect the children showed for each other during the play, as well as how they came together as a group, choosing to share their learning experiences. It was a perfect way to celebrate the day!



We love to smile



Exhibiting the objects related to letter A



Group activity on colour day celebration



Enquiring about the tools of a doctor



Demonstrating patterns through colours



Students & Grandparents enjoyed Grandparent's day



Interacting with the Security Guard (Community Helper)



We love to watch videos



Interaction with the principal





# STORY TELLING

By Asiya Fatima , Homeroom Teacher PP1B

In my class, storytelling is a rich experience for children, and as a teacher, I play a vital role in building the foundation of the child's literacy development through stories as it helps in enriching the vocabulary of the students. Mostly I create my own stories, which the children can relate with their daily life. They learn about themselves and others through these anecdotes. Also stories enhance their skills of imagination.

Story telling helps in developing children's attention span and sequencing ability. My students started creating their own stories with different gestures. They are exhibiting their hidden talents by expressing their feelings and ideas with teachers and peers. They showed keen interest in listening to the stories.



Playing with clay



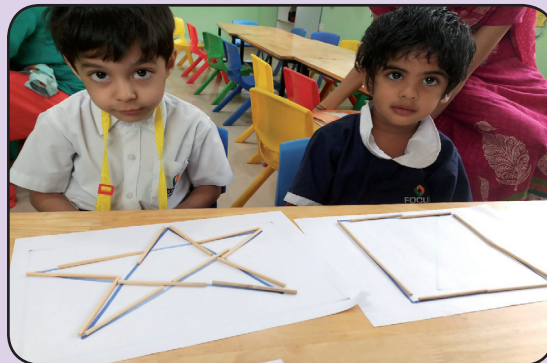
Arranging seeds to form letters



Introduction to real life objects



Enjoying colour day celebration



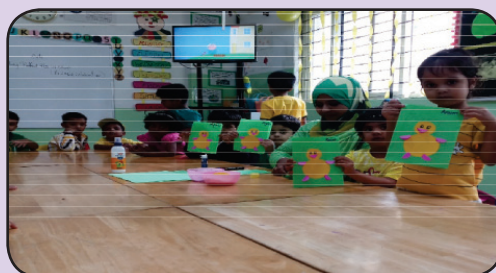
Arranging sticks to make shapes



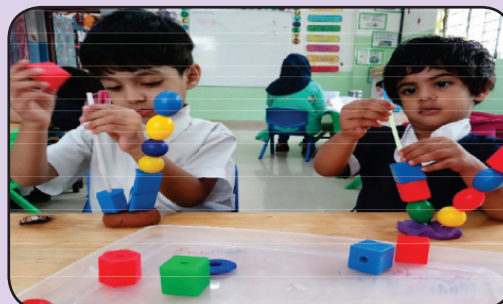
Practicing on slates



Letter "F"



Making greeting cards



Relating shapes to real life



# USE OF MANIPULATIVES IN A CLASS FOR DEEPER UNDERSTANDING

*By Zubaida Begum, Homeroom Teacher PP1 C*

The use of manipulatives provides a way for children to learn concepts through developmentally appropriate hands-on experience.

Children of PP1 showed good understanding while using manipulatives in the class when the topic “Patterns” was introduced. They used variety of manipulatives to show the concept. They effectively followed the instructions given and demonstrated their ideas through arranging blocks in different patterns based on colour, shape, etc. Students showed their enthusiasm in making patterns to develop their multisensory skills. They expressed ideas in a variety of ways and enjoyed doing this activity. This promoted communication among the peers and they showed their confidence as they gained deeper understanding by making different patterns with the manipulatives. Using this hands-on-activity, they showed patterns through beads and links and proved their clear understanding about the concepts.

As a teacher I observed that using manipulatives in class for different activities helps in developing understanding, thinking and cognitive skills in children.



Making connections with letter "H"



Making connections with letter "H"



Using seeds to form alphabets and numbers



Tracing alphabets for deeper understanding



Playing with blocks



Learning colour patterns



Following the instructions well



Making gun with blocks





# WHAT IS PHONICS? WHY IS IT IMPORTANT?

By Maryam Mirza, Homeroom Teacher PP2 and Team Leader

Phonics is the sound made by individual letter or letter groups, and how separate sounds are merged together to make a word. English has a complicated spelling system. It is important to teach letter-sound mappings in a systematic way, beginning with simple letter-sound rules and then moving on to more complex associations.

Phonics instruction teaches children how to decode letters into their respective sounds, a skill that is essential for them to read unfamiliar words by themselves. Keeping in mind that most words in print are in fact unfamiliar to early readers, even if they have spoken knowledge of the word. Having letter-sound knowledge will allow children to make the link between the unfamiliar print words and their spoken language.

With this in mind we, the teachers of PP2 decided to start our action research on strengthening the understanding of phonics.

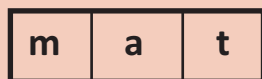
Here are a few strategies for phonics: Focus on decoding rather than comprehending. Read a word letter by letter. Look for known word parts in unfamiliar words. We planned several strategies to bring about the desired result. Some of the strategies implemented in the class were:

## Blending Wheels

- Used primarily for CVC word building, but can include longer words.
- Students change one sound at a time (initial, medial, or final).
- Great tool for building initial decoding skills.
- Can be used individually or in small groups.

## Elkonin Boxes

- Count the sounds in the word with the child.
- Draw one box for each sound. For example, the word is a mat, so you draw three boxes and ask the child to write each letter in one box

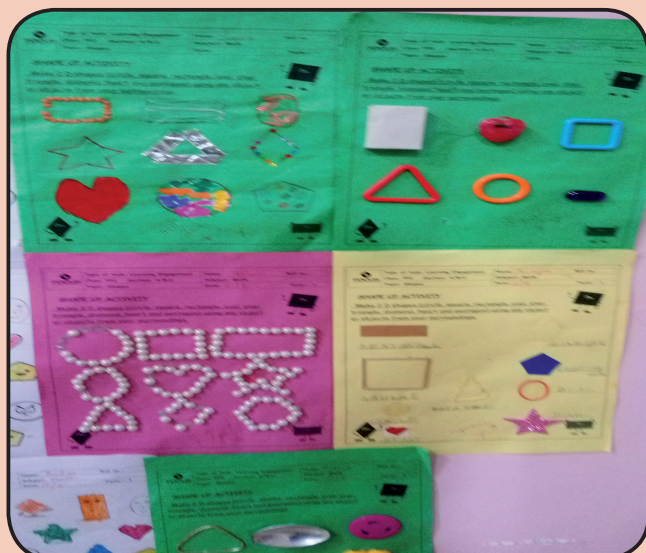


A student making CVC words on the anchor chart.



The joy and enthusiasm that the students showed after a month of implementing these strategies was an evidence of our success. The students were eager to decode unfamiliar words and read them. This gave a boost to the confidence level of the students.

The action research was not only a great learning for the students but for us. It proved to be an amazing platform for professional development. In our quest to improve the standard of the students we did a lot of research to enhance our teaching and learning.



Relation shapes to real life



Learning digraphs



# CLASSROOM MANAGEMENT

*By Hyderi Moosvi, Homeroom Teacher PP2B*

An unplanned class without routines and expectations makes it difficult for a teacher to do her job and the children even get off the task easily as they don't know what to do. The teacher is constantly redirecting the students or handling behaviour problems; she loses crucial teaching time. That's why an organized and planned classroom gives positive results. The classroom management includes, routines, rules and consequences. Effective classroom management paves way for the teacher to engage the students in learning. Here are a few techniques for classroom management, which we implement in our classrooms at Focus School.

- Set classroom rules. ( Essential Agreements)
- Make classroom attractive.
- Come well prepared for the class.
- Be fair with your students.
- Maintain good students' records.

**The following tips are used to keep the students on task and to control the class positively.**

- Attention signals.
- Talk respectfully and motivate positively.
- Rearranging the seating.
- Tracker consequences.
- Lead by example.
- Share your feelings and responses.



Drawing different shapes



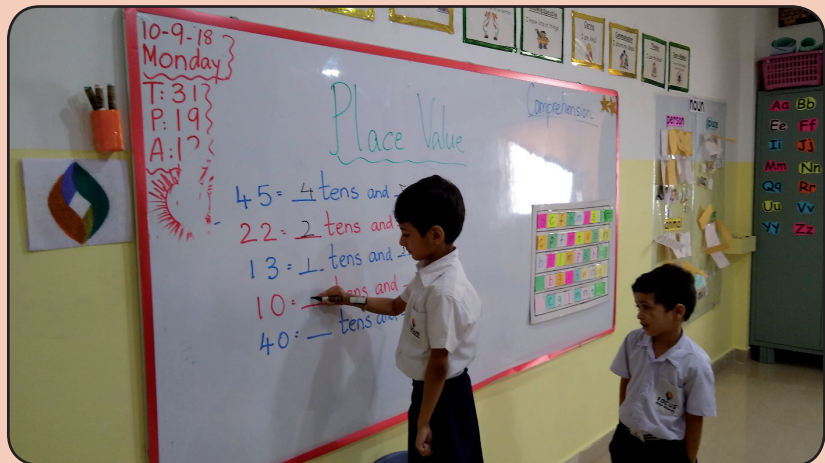
Students designing their own community



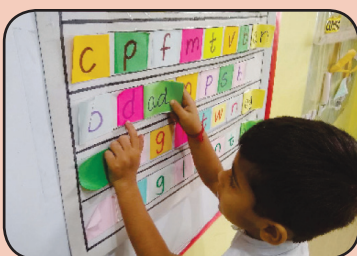
Identifying textures



Identifying different kinds of smell



Learning place value



Making CVC words



Enjoying nature walk



Tasting different flavours



# HURRAH! IT'S CIRCLE TIME

*By Kaneez E Fatima, Homeroom Teacher PP2C*

**"Tell me and I will forget, show me and I may remember. Involve me and I will learn."**

There is no better way of involving the students in their learning than the circle time as soon as they start their day at school.

Circle time is an opportunity for the children to learn and grow. It teaches them how to behave in a group, makes them tolerant of each other, thereby developing their social skills and emotional growth.

In my class, PP2C, circle time is the most awaited session by my students. We observe routine during circle time. Observing routine is important as kids love the routine and feel safe and comfortable. We make a smooth transition in and out of circle time with repetition of simple fun songs, movement songs and games. For example, move and freeze games, to signal the start and end of circle time. This session consists of calendar time and an informal discussion of the weather, their previous day's activities etc. Often, these interactive conversations lead to meaningful and thought-provoking discussions. These chatter sessions enhance the student's listening skills, language and vocabulary skills, socializing skills, problem solving skills etc.

Then comes the favorite time of the entire session – "The Story Time". I read aloud a variety of stories of their interest, use puppets and use various techniques to gain children's attention such as humour, suspense, varying the tone and volume of my voice as I read and speak. I stress on new words and explain the meanings and try to incorporate the vocabulary in the day's learning so as to make it easy to remember.

It is an absolute joy to watch the happy expressions of my students during circle time.

In my very short experience as a teacher I have realized that circle time is an opportunity for the development of a child's emotional, social, intellectual, and interpersonal skills.

# REACHING NEW HORIZONS

*By Kaiksha Anjum, Co-Teacher PP2C*

Self-improvement is a life skill which everyone desires. It will not come by chance but surely by effort. I have been in the teaching field for the last 14 years, before being part of the Focus family. When I joined Focus School I knew I was here just not to teach, but to learn as well as improve my teaching and learning. Here I got to develop a plethora of skills which I used to enhance my students learning. My skill set grew after I attended ICT classes for teachers in our school. This helped me overcome my computer related shortcomings and I gained significant confidence in handling computers. Focus has groomed me into an all-rounder.





## THREE WAY CONFERENCE

### Student Voice

By Ameena Farhat, Homeroom Teacher C1A



What is the student's voice? Student's voice allows students to speak about what goes on at their school and be active participants in the school community. Hearing their voices make them feel that a school is a place that belongs to them and that should be the aim of any school. I will share my views on ways we reinforce voice and choice of the students at our school.

Dealing with age group of 5-6 yrs old and knowing their goals is essential. As a teacher it has been a wonderful experience for me. We asked the students to set their personal and academic goals and come up with strategies to achieve those goals for the year and share their ideas in the form of three-way conference (parent, student and teacher). When this happened students realised

that their choices are important and we are there to support them not only for their academic but also for their personal goals (like hobbies, interests). During the 3 way conference they shared how we as teachers can support them and with parental involvement, their desirable goals became easily achievable. They took action and reflected on their goals through the year.

The students spend a lot of time at school. After the family, the school has the most significant influence on child development, so making students' time at school enjoyable and worthwhile supports their mental health and wellbeing. Part of this process involves supporting students to be active contributors to their own learning. A sense of belonging, positive relationships

and improved self-esteem are achieved when children are active contributors in their school community. For this process to happen listening to student's voice is important. Research shows that the benefits for students don't come from just hearing their own voices; it's more about how other people respond to their voices and work with them to make ideas come to life. In other words, the opportunities for students to participate in shaping their experiences in school must be real rather than simulated.

Therefore giving the students opportunities to put forth their voices, can considerably enhance chances of achieving learning outcomes and growth of student and teachers, as we work to find out the best way to help students.



Sharing emotions



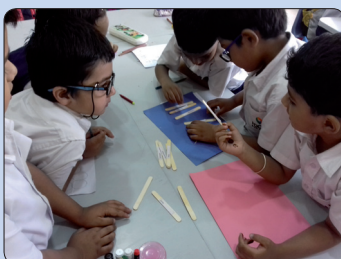
See, think, wonder



Snow ball activity



Just a minute activity



Arranging months of the year



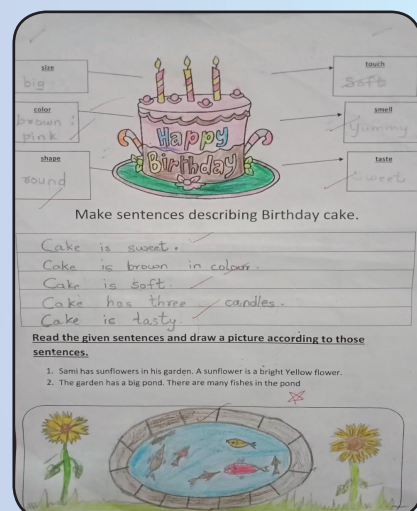
Shared Reading



My height



Creating patterns using blocks



Descriptive writing



# GRANDPARENT'S DAY CELEBRATION

By Syeda Kulsoom Jafar, Homeroom Teacher C1B

To make the most of Grandparents Day on 6th September 2018, and in relation to the ongoing topic in class 1 “celebration” students were taken to “Goldage (old age) home”.

Before the students visited the old age home, they celebrated grandparent’s day with their own grandparents. We were fortunate to have grandparents who shared inspiring thoughts with the students and commented on the availability of knowledge at fingertips these days and the difficulty they faced during their time. They emphasized acquiring knowledge from the right resource to be the top priority .

Students played a crucial role in planning the activities for the celebration at old age home, beginning by presentation of songs. They volunteered to interview residents. We met a senior who was retired SBI General Manager and he encouraged students to open Kids account to save their money. Children wholeheartedly distributed gifts at the old age home which included everything from items of daily use, new clothes to eatables. They paired up with the elderly and played games which created an atmosphere of enthusiasm, cheer and brought smiles to the participants and spectators.

After the trip students reflected on their experience and related it to being open-minded - as the students respectfully waited while everyone at old age was busy in prayer and caring - as they learned to “give” and spread happiness. Grandparents of students who came with the students as volunteers expressed their appreciation towards the initiative and asked for more of such programs to be included for their wards holistic development.



Spreading Smiles



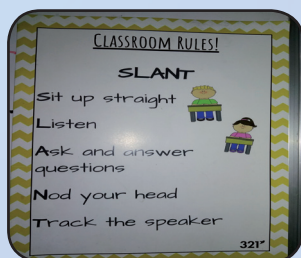
Sharing school memories



Joy of giving

## 3.2.1. IGNITE!

By Rabab Fatima, Co-teacher C1B



**“When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos” - by I.R. Knost**

I researched many strategies and our school gave me wonderful opportunity to develop my professional skills by enrolling in 321 training workshops which happened to be very helpful for me and my students.

The most efficient way to enforce discipline in the class is reminding the students of essential agreements formulated at the beginning of the year. Some of the strategies frequently used by me are:

- Rules:

Commencing my class with rules has always been a time saver. To make sure all the students are behaving well when the lesson is being delivered.

- Attention grabbers : When the class is disturbed or distracted I use the following attention grabbers.

- 1,2 eyes on you
- Simon says....
- Shakalaka, boom boom
- Class class, yes yes
- Special call:

Students are not called upon by their name but through any special feature (e.g., by the first alphabet of their name, color of their bag or by roll number written on chits and ice cream sticks)

- Be seen looking:

In this strategy we use nonverbal actions for those who are not on the task, without disturbing others to make it clear that I’m watching them all the while.





# A.C.T. - ACTION CHANGES THINGS

By Fameena Ali, Homeroom Teacher C1C

There is a famous saying "what we learn with pleasure we never forget - Alfred Mercier" With this idea in mind and a little nudge from our PYP Coordinator we came to understand that every level of students have some areas of difficulty in common and to identify that particular topic and use strategies to help children improve in the concerned area, not just through memorization but through set of easily followable set of strategies formed the basis of our collaborative action research project.

As phonemic awareness is an integral part of reading instruction our research was focussed on basal readers and how effective they are at phonemic awareness. The age level we are working with is between 5-7 years. These quick-witted and inquisitive students dawdle only when it comes to reading and putting their questions, answers or thoughts in words on paper. To gather evidence for our research we assessed students individually through reading assessment by getting them to read basic sight words (2-3 letter words) after which we came to an inference that around 75% students do not relate to the letter with the right sound which makes it difficult to read words.

After this assessment, we had to take series of actions determined by list of strategies which were researched

- We begun with vowel phonics followed by consonant phonics. Students were supposed to read letters written on the board by their friends as an exit ticket during short/long break.
- Fluent readers were given chance to read the sight words of given unit every morning after class assembly which others repeated and eventually every student started reading the sight words on their own.
- Students did group and individual activities to correctly pronounce words that begin with L-blends and R-blends.
- Weekly spell drill of given 10 sight words
- Using activities and games on [www.starfall.com](http://www.starfall.com)
- Students were asked to follow these steps to read sentences



Eight weeks was the duration during which students were trained and formally assessed to keep track of their progress. Watching students grow is probably the greatest joy we can experience. When we have convincing evidence that our work has made a real difference in students' lives, the countless hours and endless efforts of teaching seemed worthwhile. More than just improvement, students developed love towards reading and tried to read words in and out of the class. Through spell drill, reading assessments and sentences students are trying to build on their own the success of the strategies used is evident.

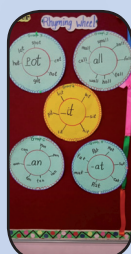
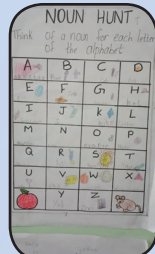
Lastly, we accept and promote the idea that "action research" in any discipline can play a role in promoting reflection among teachers and teacher educators alike and thus in promoting change in educational settings.



## THE LEARNER IN ME

By Batul Taiyebi, Co-teacher C1 C

There is nothing better than thinking of a move and taking a wise decision. For me it started two years back when I joined the school as an intern for grade 1. The major stumbling block was that I did not have any previous experience in teaching field. I was not familiar with various teaching and thinking strategies that is very essential for inquiry based learning in PYP. But as the days passed I met with opportunities in the form of professional development as I got enrolled in 3-2-1 Workshop in which I learned different strategies of teaching and managing the class, now I am successfully implementing these different strategies like Trackers and Consequences, Energisers and various planning activities. Later on I got a chance to attend the IB Concept Workshop in which I gained knowledge about how concepts are dealt with UOI and integrated in other subjects. Then attended storytelling Workshop conducted by Deepa Kiran through which I learned various storytelling techniques and how important story telling sessions are. Lastly to add in my list is ECA Workshop which I attended and it helped me to improve my knowledge about importance of play and storytelling in early years.





By Azra Fatima, Homeroom Teacher C2A & Team Leader

**The path to success is to take massive determined action (Tony Robbins)**

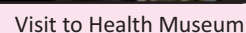
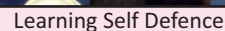
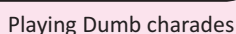
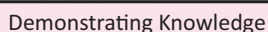
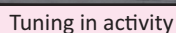
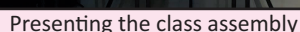
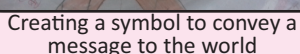
**It is easy to sit up and take notice, what is difficult is getting up and taking action** (Honore De Balzac)

As a team, we identified that the area where most of the students were struggling was SPELLING ERRORS.

Here are some of the strategies which accomplished our goal.

- So, these were some strategies we followed and are still following to enhance the spelling skills of our students. I would like to leave you with a quote by Swami Vivekananda

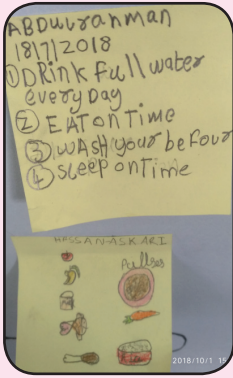
Arise! Awake! And stop not until the goal is reached





# DIFFERENTIATION IN TEACHING & LEARNING

By Aysha Farheen, Homeroom Teacher C2B



"If a child can't learn the way we teach, maybe we should teach the way they can learn".

Differentiation is classroom practice that caters to different learning styles, interest and readiness level and an effective teacher does whatever it takes to hook the whole range of kids on learning. An efficient teacher knows that no two students are the same and that every person has a different learning style. A teacher's style of instruction, therefore, can greatly impact students ability to learn and comprehend. I started my year by getting to know the students, finding out their interest and concerns by doing interactive activities. To create a friendly learning atmosphere I always start my day with meditation which relaxes the mind of my students.

Pre-assessment helps me to plan individual or group activities catering to the needs of all my students. I also work on their social and emotional skills by providing them an opportunity to participate in assembly so as to build their confidence. I also ensure that all students feel safe to ask questions and participate in classroom discussion.

Finally, I would like to conclude by saying that, "Learning needs vary from child to child and the teacher should master the art of taking care of everyone by involving all of them into the classroom activities."



Children enjoyed grandpa stories



Short play on 5 major food groups



Reward chart



Thank you dance on Teacher's Day



Debate on topic Health & Wellbeing

## JUNIOR CHEF COOKING CONTEST

By Azra Fatima

Cooking is a special treat for children. It's always exciting for them to cook just like grown-ups. In connection to the ongoing topic 'Health & wellbeing', a healthy food cooking contest called 'Junior Chef' was organized for the students of class 2 along with their parents on Thursday 4 Oct 2018. Parent and child together participated and made healthy nutritious snacks. Students were excited to participate and cook like a chef and enjoyed the event thoroughly.





# CHANGING ROLES

By Syeda Tasneem Fatima, C2C

Being a homemaker and a mother, I used to keep myself busy with my day to day chores as my pass time. Looking into the activity of my little angel for the work assigned by the class, I used to involve myself to understand the new concept introduced which wasn't there in my school age.

IB was new to me but created a curiosity in me to learn more as it demands better understanding. To get a better understanding of subjects, I often help my daughter, by engaging in activities myself.

In one of the parent teacher meetings, we were asked to volunteer for Guided Reading. I availed this opportunity to get attached with the teaching part at Focus. Interaction with kids of mixed age groups was a great experience. For me it was more of learning and enjoying to be engaged as a reading volunteer. Finally I decided to join Focus as a teacher to restart my career which had come to a standstill for quite some time.

Joining Focus gave meaning to a thought "A new day and a new horizon to explore" as there is still a lot to learn.

There is a saying that "someone who teaches you a letter is also to be considered as a teacher" and Focus has proven to be an institution which not only prepares its pupil for the hurdles seen or unseen but also teachers get something to learn every day. Focus aims and proves to be a technology driven institution which maintains its pace with the changing world. It welcomes and appreciates new ideas irrespective of age or seniority.

Teaching methodology is not constrained to book and black board as pupils here are encouraged to ask question. Moreover, teaching here is concept driven for a better understanding.

It's a different kind of experience and new challenge to face every day the moment I enter the school. Also pretty much excited to learn something new as knowledge is increased by sharing and wisdom is gained when there is a question.



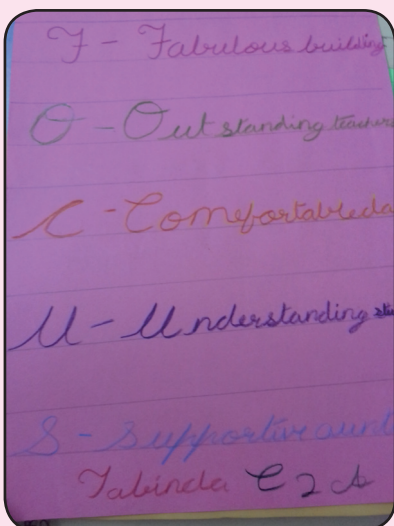
Busy with grand parents



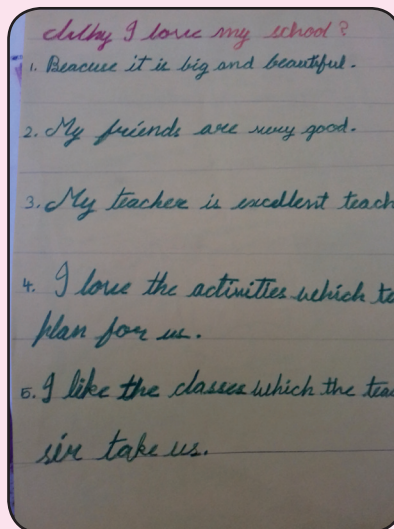
Using 2x strategy



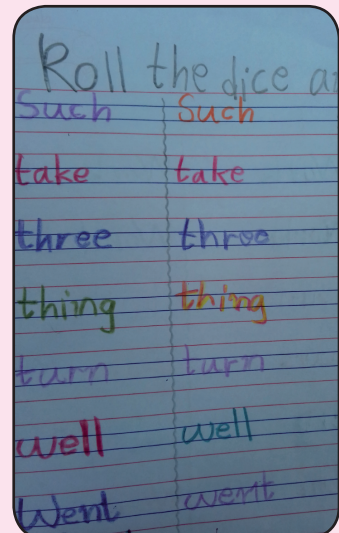
Engaged in eating habits survey



Acrostic poem on Focus

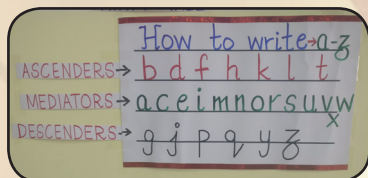


Reflection about school



Improving spellings through roll the dice activity





## WRITING TO WIN !

By Amena Imran, Homeroom Teacher C3A & Team Leader



What is Action research and why is it important? Action is something that needs to be done for a purpose. It is an inquiry or research in the context of focused efforts to improve the quality of performance, typically is designed and conducted by facilitators who analyse their data to improve their own practice. It can be done by individuals or by teams of colleagues. In education, this is important because it contributes towards knowledge development, practical improvement and consistent performance. Therefore, as educators we can use these research findings to improve the competences of teaching and learning process. The goal of action research is to investigate a self-selected issue in our own classroom to bring about positive changes in our teaching and in our students' learning. Lots of talk to prepare children and as a teacher, I began to identify and thought ways of doing it.

Situation: Students in C-3 had difficulty in writing and punctuations.

**Strategies Used:** Every day as a facilitator, I modelled the correct way to write each alphabet. During the first few weeks the students practiced all the letters in print. They then practiced writing with finger spacing during the second and third week.

I use a permanent marker and drew lines on the board (which was a real task

for me) but as a facilitator, I think about the betterment and to help my students develop further. This really helped my students to write neatly and correctly, because I was modelling each step for them.

They followed the lines for ascenders, descenders and mediators. They understood letter size differentiation, spacing between words, letter formation and case consistency. They practiced each letter in upper and lowercase and perfected the connections between different letters. They were moving their pencil slowly but surely. I also used **CUPS** (capital letters, understanding, punctuations, spellings) & **MINTS** (months, I, names, titles, sentence structures) strategies for Punctuations.

**Resources Used:** Videos, practice sheets, oral drilling, quiz, motivation & encouragement.

**Changes noticed:** Students are now much focussed and are trying their level best to follow instructions and write neatly.

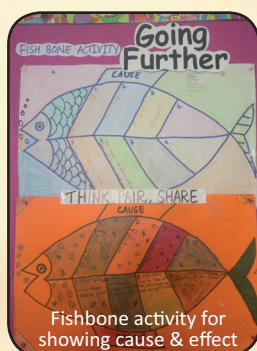
**Future Plans:** Consistent & repetitive practice started showing results. Best handwriting was commended and rewarded in front of the class

I also studied their writing behaviour of each students and how it can be improved. Here are some of the guidelines that were followed:

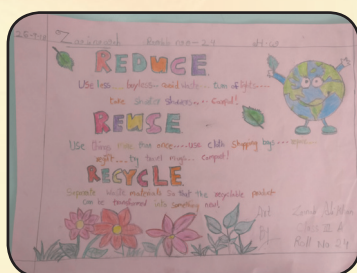
Sit at a table so that your elbows

comfortably rest on the surface. Then fold your hands in front of you, flat on the desk so that your body and folded hands form a triangle. If you are right-handed, the paper would go directly under that folded arm. If you are left-handed, the paper would go directly under that folded arm. Notice that when you hold the pencil, the hand touches the surface of the paper directly along the line of the little finger and wrist, and vice versa. If the child is doing anything other than this, it means that he is not ready for the activity, or it is too demanding for him. It may also suggest that he has visual difficulties in the way he uses his eyes. (This does not necessarily mean that he has poor vision.) I noticed that if the child continually holds his pencil right at the tip, it can suggest that too much pressure is required for holding it properly. Try using a rubber band, twisted several times, and place it just above the shaved area.

To measure the outcomes of the implementation, I decided to carry out this research to determine the effectiveness of the interventions. These techniques and strategies help students to arrive at a meaningful, but continuous assistance from the teacher/facilitator reaped great results!



Fishbone activity for showing cause & effect



Reduce, Reuse, Recycle



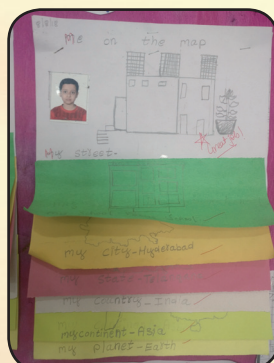
Every drops counts



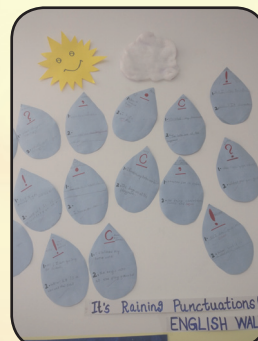
Ways to save the natural resources



Students enjoying circle time with library books



Me on the map activity



Learning punctuations during monsoon



See, Think, Wonder



# INQUIRY INTO THE UNIT ARTS

By Nazia Razvi, Homeroom Teacher C3B

We inquired about the arts and aesthetics. In this unit we able to reflect on, extend and enjoy our creativity.

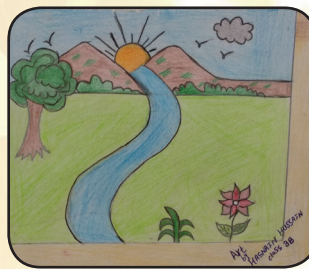
The students were very enthusiastic to explore and inquire more about the different elements of Arts and thought deeply what and how can they use those elements for each activity. They related with various things that they saw every day and used to brainstorm as to what design elements are used, thus made connections with world around them, also inquired how communities express themselves with class and group activities and differentiated how art is unique and personal. They used their knowledge and experiences to make interpretations of artworks, enjoyed activities like vegetable printing, finger painting, spray painting, and booklet making,

They could make connections while enjoying and experiencing artworks, showed their curiosity and asked questions about artworks.

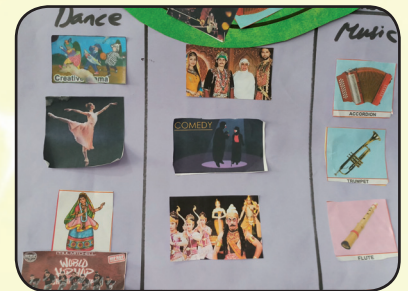
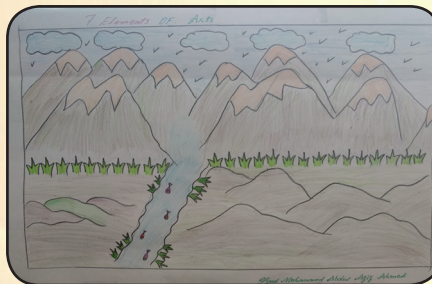
The teacher questions were most effective in driving the inquiries.

1. What are the different ways to express ourselves? (function)
2. How can you show yourself feeling angry/ sad/happy/ frightened? (perspective)
3. How does art help us celebrate? (connection)

This unit helped the students to think critically and connect themselves to various emotions, expressions and ideas.



Inquiry into the unit Arts was fun, enriching & engaging!



## MAGIC OF MOTIVATION!

By Kaneez e Zainab, Co-teacher C3



Why is motivation important? One of the most difficult aspects of becoming a teacher is learning how to motivate our students. It is important to make sure students give in their best and also to encourage them to complete their work within the time period. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Some students are self-motivated, with a natural love of learning, even with the students who do not have this natural drive, a great teacher can make learning fun

by inspiring them to reach their full potential. Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. I always encourage open communication and free thinking with my students to make them feel important.

The strategies that I have learnt to use to encourage and enhance the work and behavior of my students are as follows

1. Grow my Garden- This strategy is used to encourage and appreciate their work in stipulated amount of time .
2. Different claps (roller coaster, firecracker, bombastic, bubble gum)-This is used when a student shows positive attitude that leads to learning or progress.
3. Offer Incentives-Rewards (stars, smileys, stickers, brag calls and chocolates) give students a sense of accomplishment and encourage them to work with a goal in mind.

Using the above mentioned methods made me realise as how important motivation is and how it helped me to grow as well and also to improve myself as in Focus we are always lifelong learners.



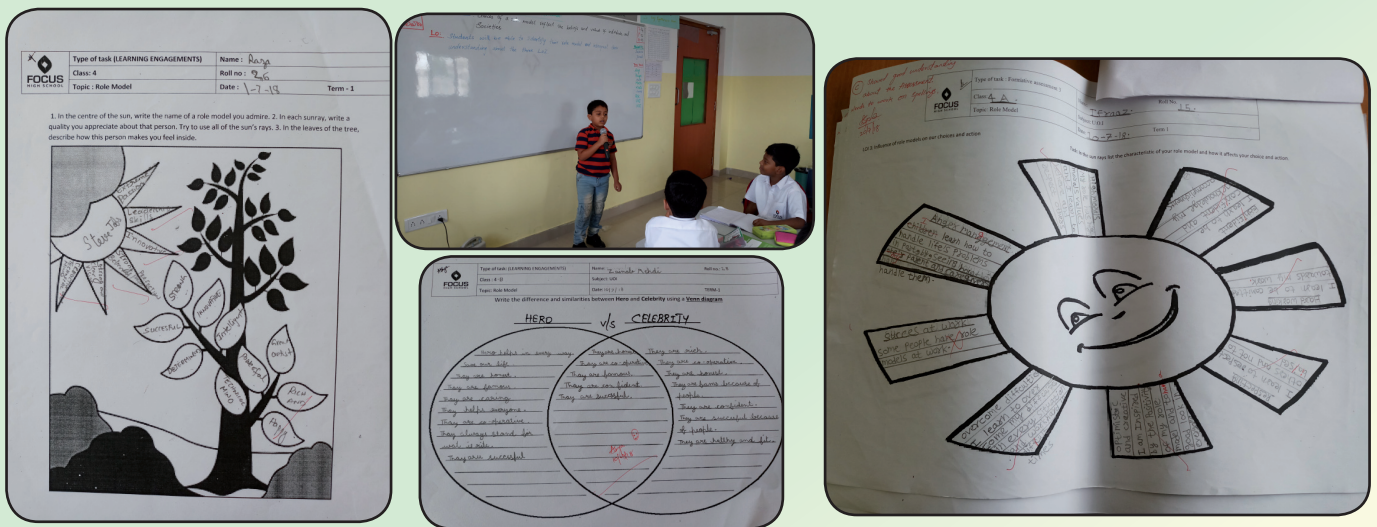
# SPARKLE

By Syeda Tatheer Fatima, Homeroom Teacher C4B

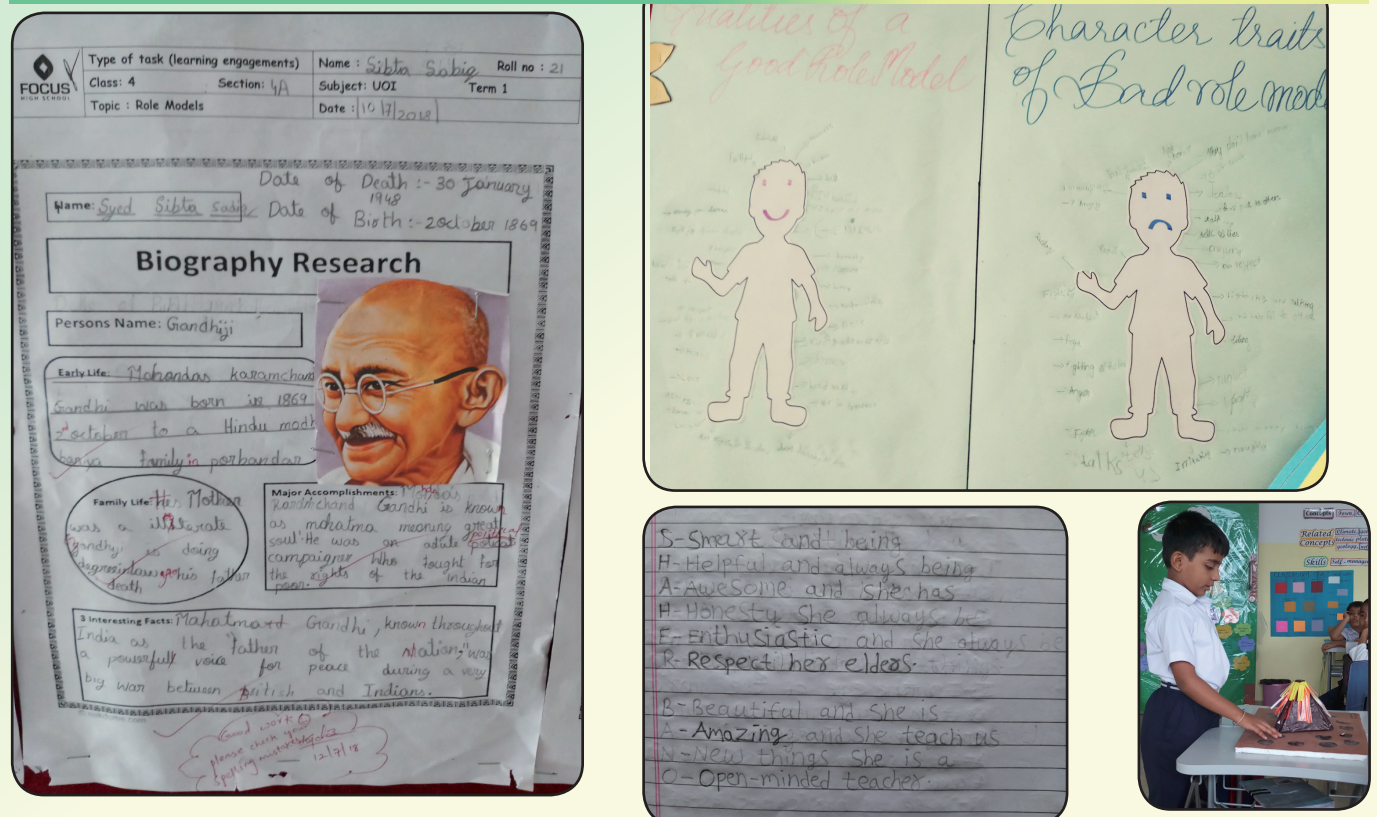
As a teacher, I noticed that spelling was a major issue for most of my students. Kids learn to spell just like they learn to read: they progress through developmental stages. Some start chapter books in kindergarten, while the other isn't ready for chapter books until second grade. Both might be excellent readers, but they learn at different rates. Instead of teaching kids to memorize lists of words and try to remember rules that aren't true half the time, I used a different approach. After a lot of research, I found an amazing technique to solve this problem "Sparkle." It is a list of words chosen to represent a variety of words at an increasing level of difficulty.

To grab students attention is a strenuous task for a teacher. To sustain their attention and make it interesting I played a game named "Sparkle" which not only enhanced students vocabulary and spelling, but also patience and listening skills. The game goes like this; I would announce the first word to be spelled and asked the first player to say the first letter of the word if the player does not answer correctly, they were eliminated from the game, then I prompted the next player to say the second letter of the word. The game continued in a clockwise direction until the word is spelled. Once the word has been spelled completely, the next player should acknowledge that the word was spelled correctly by shouting "sparkle!" if the player fails to do so, they will be eliminated. The game continued until only one player was left.

We had a great time learning the spelling with this strategy. Now, the students enjoy learning new words and learn the spelling with enthusiasm.



Showcasing student's work of C4A





# SHOWCASING STUDENT AGENCY

By Atiya Fatima, Homeroom Teacher C5A & Team Leader

As I entered School that day, I realized that my students were as nervous and thrilled as I was. Nervous, because 'The Event' was finally taking place and, thrilled, because they had to perform in front of great spectators. It was the PYP Exhibition after all..! Dressed in white T-shirts with their self-designed logo printed on the front, students of class 5 looked every bit smart and confident. The opening ceremony was crisp and loaded with strong messages for the viewers. Students then moved towards their stations in their respective groups and the power of student agency was on display. A lot of hard work, dedication, channelized inquiry and survey was put into making the PYP Exhibition a huge success.

With the enhanced PYP casting importance on 'student agency', students of class 5 saw this as an opportunity to incorporate their voice, choice and ownership into the PYP Exhibition. Once

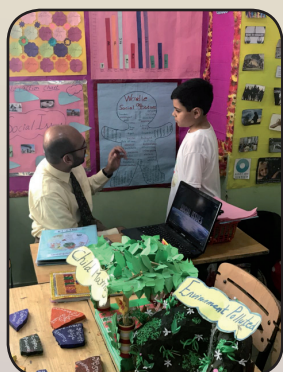
students understood the norms (Why, What, How) of the agency, they came up with ideas of how best these could be demonstrated during the PYPX.

Based on the rough ideas students had in mind, the first step was to unpack a theme, using descriptors, under which most of the inquiries could be placed. Each student then individually worked on coining the Central Idea. Similar notions were grouped and worked upon. With a little tweaking the final Central Idea was framed. Now that the grade level central idea was finalized, students used the 'priority pyramid' template and ranked their priority to inquire about an issue that they would like to learn more about. At this point, the teachers took a back seat and let the students take charge. The eagerness to inquire into what they were veritably keen about paved way for forming the final groups based on common interests. Students then embarked onto the next step which

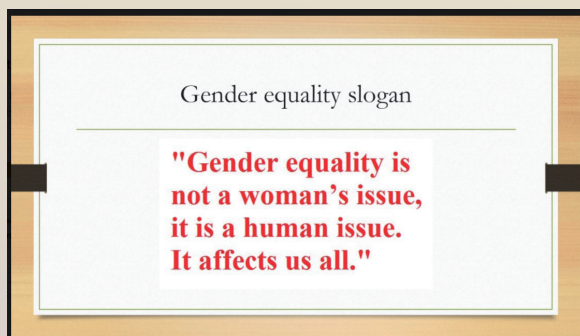
was to understand the working principle of developing the lines of inquiry. An orientation for the parents was organized to make them aware of the guidance that can be provided at home.

The students were now in control and were gaining better understanding of their surroundings. This was exactly how I perceived student agency to be like. Throughout their Exhibition journey, students demonstrated the five essential elements of the PYP and acted as stewards while taking the inquiry forward. In short, the PYP Exhibition was an excellent platform to enable student's choices and their ownership about prevailing issues surrounding us.

After being showered with accolades throughout the event, students were praised by the school leaders for their excellent efforts. What made them proud was their self-initiated and worked upon ideas and obviously, their belief in themselves.



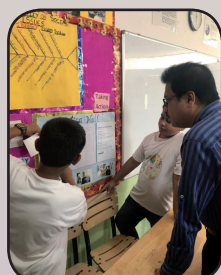
Checked for understanding



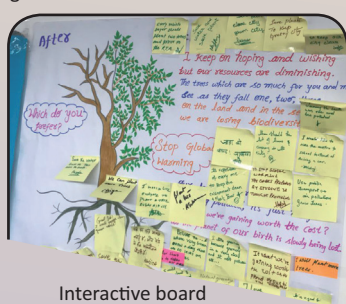
Spreading awareness



Showcasing learning agency



A step towards making a better society



Interactive board



Inquiry on Biodiversity & Malnutrition



Minds at work



Quizzing teachers

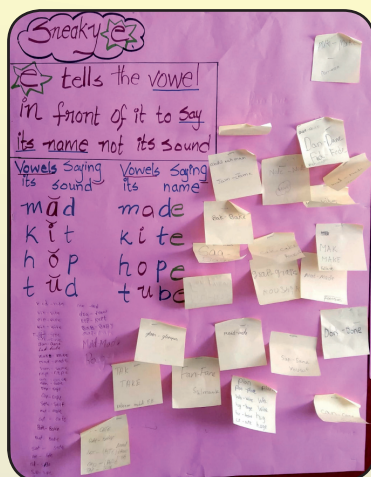


Message to the world



# HELLO.... HELLO....

By Arshia, Homeroom Teacher C5B



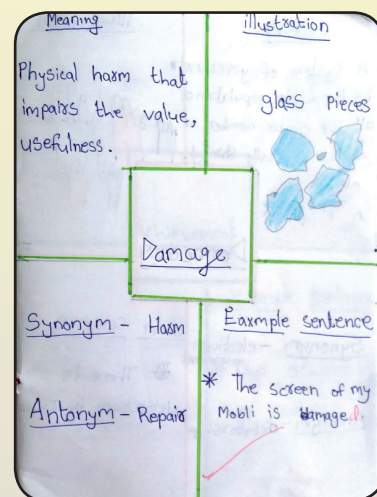
Action research gives an opportunity to reflect upon the teaching practices and take informed decisions in the classroom. It is all about choosing a broad topic which allows you to consider what transferable skills like communication and presenting clear ideas are developed throughout undertaking an action research. It involves finding ways to identify the problem, observe and collect evidences, and acting upon observed evidences.

Deciding the topic for conducting research was indeed a challenging task. It has to be broad enough to give us a scope for exploring and narrow enough to be manageable, and get the best out of it. The format we followed for deciding on our research was Topic, Theme, and Subject. The PYP Exhibition which takes place in the final year of the Primary Years Programme i.e. in class five which not only involves research, inquiry and writing reports, but also oral presentations to the huge number of audiences. Therefore speaking skill plays as a vital part of the academic strength. Among the four components of English our research was focused on speaking

The research was conducted in two phases. During the first phase the students' speaking skill was assessed through a pre-assessment activity 'Phone a Friend'. The observations of the data demonstrated that students struggle at expressing their ideas due to low confidence and vocabulary. In order to bridge the gap in the students speaking skill, various strategies were designed to give students more speaking opportunities in the class, like JAM and Phonic Sessions, finding the synonyms of the commonly used words, designing Vocab Journal and using Frayer Models in strengthening students' vocabulary and spelling.

In the second phase, the students were reassessed by an activity 'Story Chain'. The reassessment data illustrated students' progress in speaking. The students has increased the confidence in speaking.

This concluded that the first phase of the research and planning and implemented strategies helped students to progress in vocabulary and grammar, thereby allowing them to start to speak in English with fluency and confidence.



Phone call activity 1, 2, 3





# MATHEMATICS

## It always seems impossible until it's done

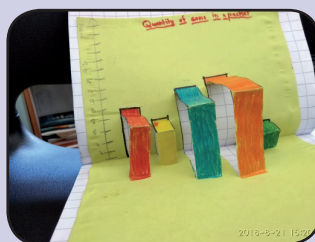
By Arshiya Maryam, Math Teacher C<sub>4</sub> & C<sub>5</sub>



Khan Academy session



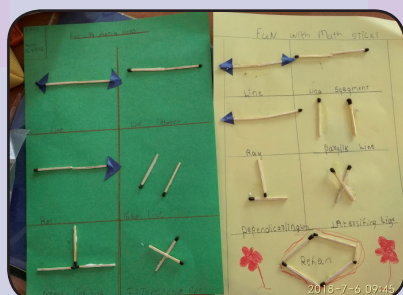
Action with match sticks



3D bar graph



Creating graphs



Creating lines with match sticks



Understanding place value



Using glass & popsicles to understand place value

It is during the middle school years that students generally finalize their attitude towards mathematics and their perception of themselves as students of mathematics, in terms of aptitude, motivation, interest, and competence. Therefore, giving them varied opportunities that foster a positive and successful approach to the study of mathematics is critical and will help them appreciate the relevance, usefulness and creativity of the subject.

One such opportunity was given to me at Focus School. During my first week I realized that the students just had an anxiety for Math. An action research helped me to identify the gaps. A place value activity was done which helped the students to learn comparison between Indian and International System. Multiplication quiz were conducted to practice and conduct stamps were given in the books. This increased the enthusiasm and competition among the students.

An introduction to series of fun and interesting projects along with additional incentive of putting together their own math work that they can show in school and to their own families. A hands on activity was done on each topic covered.

### New ideas and new approach:

Different types of lines were made using match sticks. With this the students understood the concept well and were able to identify different

lines that they find during their daily routine.

To understand data analysis, students were made to collect data, create a table and then prepare the bar graph of the same. A 3D bar graph was made to prepare by the students which was a great experience by them.

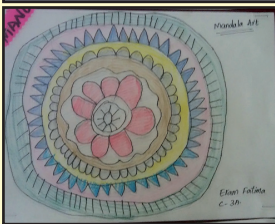
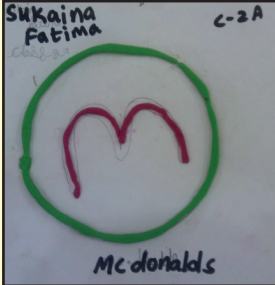
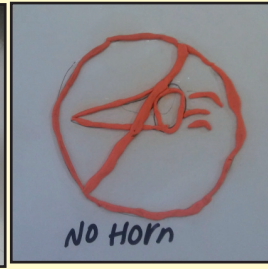
### A Question is a key to wisdom:

The main objective of this project was to foster interest, spark excitement, and inspire enthusiasm in mathematics by asking and answering questions. An e-class was commenced on Khan Academy which helped the students to understand the concept well. As they undertake the various assignments that build the journal, the students understand that mathematics is not for the selected few who "get it" and it is in fact a fundamental tool for educated citizens in our interconnected, highly technological, complex society.

An opportunity was also given to me to showcase my Action Research Strategies undertaken with the ISLI workshop and share it with other school teachers present there.

They recognize that mathematics is much more than a set of rules, skills, and computations and that mathematical thinking allows a much deeper and detailed understanding of the world around us. They realize how diverse, far-reaching and even entertaining the real-life applications of mathematics is.





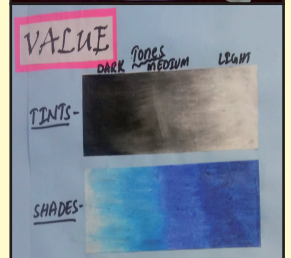
## PAINTING FOR PLEASURE

By Asra Fatima, Art Teacher & Team Leader

Painting is an important element in Art, even though all children may not excel in it. Painting as an activity has a significant impact on the child.

Some of the noted effects of painting are:

- Painting can help children communicate their emotions or feelings. Through the use of different colours, they can express themselves without the use of words.
- Painting allows children an educational opportunity that is also fun and exciting.
- Painting aids children to acquire hand-eye coordination, an important skill in their age. Children acquire skills on how to focus on trivial details, painting on canvas or a piece of paper requires varied painting skills.
- Painting can be a great podium for children to progress and discover their creativity. They learn about various colour mixtures and how they go together.
- Painting can play the role of therapy for a child who might be feeling different emotions; whether these feelings are subtle or extreme in nature. In addition to communication, painting can help children feel better about things that they may have bottled up inside.





# APPLYING ICT SKILLS TO ENHANCE THEIR LEARNING

*By Kerla Ramya, ICT Teacher and Team Leader*

Technology like art is a soaring exercise of the human imagination!

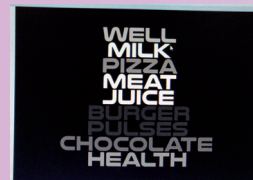
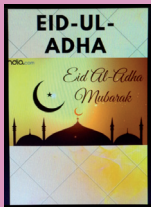
Technology enables us to work every minute of every day from any place on our planet. It is powered through the need to do a lot less with a lot more, using new tools to make our lives easier.

It gives me immense satisfaction to know that the students of Focus school love coming to ICT classes. The smiles on their faces show that all my efforts are being paid off.

At Focus School, ICT is integrated with Unit of Inquiry. Integration is defined as the use of ICT to introduce, reinforce, supplement and extend skills. It trains students for the skills for which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future, e.g., word processing, email communication and most importantly using web 2.0 tools. It also provides access to information and communication outside the classroom e.g., via Skype and internet.

I started to implement my learning of software tools to make ICT interesting for example for Class 1 I took the concept of change to make the students understand the different generations of computer. Class 2 explored with paint tools during the unit Signs and Symbols and they drew different signs using shapes. Students of Class 3 made an excellent PowerPoint presentation on their unit Landforms. Biteable.com was another Web 2.0 tool used by Class 4 to edit videos for their Topic Media. Taking presentation skills to the next level students of Class 5 used Prezi to demonstrate their understanding of the Unit on Energy. Students used many more tools to integrate like Wordle, Excel, Word 2013, online games, Infographic (poster making), email etiquette, Seesaw (online portfolio), Kahoot (quiz) and Stormboard.

Through this Integration I feel that ICT enriches other lessons and helps students understand the subject better, it even makes our lessons easier fun, and more productive, thus making technology an integral part of the educational process.



## READING IS DREAMING WITH OPEN EYES

*By Asma Fatima, Librarian & HOD*

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Readers learn to integrate these facets to make meaning from print.

At Focus School Library, we are working through specialized reading program. To begin with, RRL (Reading Recovery Level) helps readers to develop their reading skills. We also have Choral reading and Echo reading that plays a crucial role in RRL.

In the RRL program, my plan is to:

1. Expand vocabulary. While reading, they might come across words they have never heard. This prompts them to use a dictionary to find out what the word mean. As a result, it is stored in their minds vocabulary bank.
2. Help build independence and self-confidence. As they learn the vocabulary building technique, they no longer have to rely on their elders to read things to them. This develops a sense of independence. Through reading, they can begin to understand the world on their own.
3. Enhances their imagination. As a child reads, they can begin to imagine where the characters are. They might even create their own little world, as well. Reading enhances their imagination by forcing them to picture what the character actually looks like and who they are.
4. Helps them make sense of the world around them. As they learn to read they are able to determine what things around them convey. From signs to stickers to labels, being able to read helps them in comprehension and understanding the purpose.
5. Shapes future and leads to academic success. A child must be able to read in order to progress in school. Reading is essential to comprehend instructions on the test, tasks on the board and other related material which needs their answer or opinions.
6. Improves their grammar. Through reading, they can see how the author composed their sentence structure and grammar. This can also help improve their communication skills as they determine how it should be read using clues such as punctuation.



Practice makes perfect, right? The best way to get better at reading is just to do it! So, it is easy to see why it is important. But, furthermore, it is incredibly important for our children. As they grow, they will need to possess strong reading skills to make it through school and into their career. As you go through the struggles of getting your kids to actually do their summer reading to stay on track, remember the benefits that every reader is awarded with.

Now go take your child, grab a good book and get to reading together. After all, reading is the stepping stone to success!!!



# CLASSROOM MANAGEMENT AND SELF-CONFIDENCE

By Imtiyaz Begum, Urdu Teacher



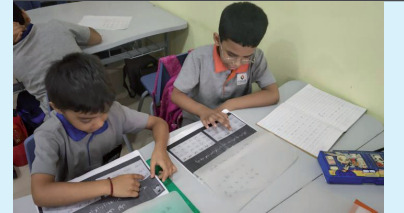
میرا نام امتیاز بیگم ہے۔ ہر ٹیچر کی طرح میں بھی کلاس میں بچوں کی توجہ پڑھائی کی طرف کرنے کے لئے بہت ہی کوشش کرتی رہتی تھی۔ برسوں کا تجربہ ہونے کے باوجود ابھی ہر بچوں کے ساتھ کام کرنا پچھلے پہل جیسا ہی لگتا ہے۔ ایک مرتبہ مجھے اسکول کی جانب سے ورکشاپ میں شرکت کا موقع ملا جس کا نام 321 ہے۔ یہاں سے میں نے وہ تمام حکمت عملی (اسٹریٹجی) سیکھی ہیں جن کی مدد سے میں نے خود میں خود اعتمادی کو بڑھتا ہوا پایا۔ میں نے جب ان سب کو کلاس میں بچوں پر آزمایا، تو اس کے بہت اچھے اثرات نظر آئے۔ وہ حکمت عملی جن کا استعمال میں اکثر کرتی ہوں۔

**اسپیشل کال:** یہ حکمت عملی سوالات پوچھنے کے لئے استعمال ہوتی ہیں اس سے ان بچوں کو بھی موقع ملتا ہیں جو جواب دینے میں شرم محسوس کرتے ہیں۔ اس میں کسی بھی بچے کا نام جس سے سوال پوچھا جائے گا ان کو بلانے کے لئے رجسٹر، پسندیدہ رنگ یا تاریخ پیدائش کے ذریعے ان کو اسپیشل کال کرتے ہیں اور سوال پوچھنے کے بعد انہیں جواب دینے کے لئے وقت بھی دیا جاتا ہے۔ اس سے یہ بھی ہوتا ہے کہ بچوں کو اکثر پتا نہیں ہوتا کہ کس کا نام بلایا جائے گا تو سبھی تیار اور چوکنا رہتے ہیں کہ ان کا بھی نام بلایا جاسکتا ہے۔ اس سے بچے ہمیشہ کلاس میں ہونے والی تمام سرگرمیوں میں توجہ دکھاتے ہیں تاکہ سوال پوچھے جانے پر جواب دینے میں انہیں آسانی ہو اور اس سے ان میں جواب دینے کا حوصلہ اور اعتماد بھی بڑھتا رہے۔

**ٹریکر:** اس میں بچوں کو گروپ یا اسکیل ہی ان کے اچھے یا برے برتاؤ کے لئے اشارز (ستارے)، اپنی پسند کی جگہ پر بیٹھنا، کھیلنے کا موقع ملنا، اشارز یا کھیلنے کا موقع نام ملنا جیسے باتیں شامل ہیں مثل کے طور پر کلاس کے بچوں کو دو یا زیادہ گروپ میں بٹا جاتا ہے اور ان کے خاموش رہنے، کلاس میں پوری توجہ دینے کی وجہ سے ان کو ستارے یا کھیلنے کا موقع حاصل ہوگا اسی طرح ان کے خاموش نارہنے کی وجہ سے ان کو ستارے نام ملنے

## اردو زبان میں "الما" کی اہمیت

از قلم: شاداب احمد، پی وائی پی اردو



طلباء اسمعیل میرٹھی کی "اردو کی پہلی کتاب" سے "امہ لکھنے کی تیاری کرتے ہوئے

صورت کیا ہے؟ بلکہ صورت کے طے کی اہمیت زیادہ ہے۔ اس کی دو وجہ ہیں۔ پہلی بات تو یہ ہے کہ مادری زبان کی تعلیم کے شروع میں ہی طالب علم کی نظر، یادداشت اور قلم، پچھلے لفظوں کی صورتوں سے شناسا ہوتے ہیں، ضرورت بھی اس کی ہوتی ہے کیوں کہ ابتدائی نصاب میں شامل عام لفظوں کے معنی و مطلب تو وہ جانتا ہی ہے۔ آگے چل کر جب خاص خاص لفظوں کی معانی و مفہیم کو ذہن نشین کرانے کی نوبت آتی ہے تو اس وقت وہ صورت شناسی کے مرحلے سے گزر چکا ہوتا ہے۔ دوسری وجہ یہ ہے کہ معنی و مفہیم میں کثرت کی جلوہ گری ہوتی ہے، ایک لفظ کے ایک سے زیادہ معنی ہو سکتے ہیں اور معانی کی تعداد سے زیادہ مفہیم اس سے وابستہ ہو سکتے ہیں۔ مگر ایک لفظ کی صورت ایک ہی ہوتی ہے یہ شرط نہیں لگائی جاسکتی کہ بولنے والے کو لفظ کے سب معنی معلوم ہوں البتہ لکھنے والے کے لئے لازم ہے کہ وہ لفظ کی صورت کا صحیح طور پر علم رکھتا ہو۔ اردو کے ہر طالب علم کے لئے ضروری ہے کہ وہ ان باتوں کا خیال رکھے۔

اردو کے "الما" میں درج کیے گئے ضروری ہے کہ ہم اپنے بابا، اجداد کی راہ اختیار کریں اور پرانی کتابوں سے زیادہ مستفید ہوں۔ یہ میرا ذاتی نظریہ ہے کہ جب سے اساتذہ نے طالب کو "اسماعیل میرٹھی" جیسے ماہرین سے دور کر دیا ہے تب سے انہیں "الما" کی دشواری اور بڑھ گئی ہے۔ میں نے اپنے بچوں پر یہ بات آزمایا کہ کبھی "اردو کی پہلی کتاب" شروع کرتے ہی دلچسپی میں اضافہ بھی ہوا اور تحریر پر صلاحیت بھی اچھی ہو گئی۔

کی صحیح تصویر کھینچنا، "الما" کہلاتا ہے۔ ہر زبان کے لئے ضروری ہے کہ اس کے "الما" کے قاعدے مضبوط ہوں اور ان قاعدوں کی بنیاد صحیح اصول پر ہو۔ اگر قاعدے مضبوط نہ ہوں تو زبان کی یکت رنگی اور یکسانیت کو سخت صدمہ پہنچنے کا اندیشہ ہوگا۔ اور "اردو" بھی نکت اس قسم کے خطرہ میں ہے۔ عربی، فارسی، انگریزی غرض ہر شائستہ زبان میں جو قاعدے مقرر ہیں ہر لکھنے والا ان کی پوری پابندی کرتا ہے، مگر اردو والے اپنے نہیں پر قید سے آزاد سمجھتے ہیں۔ "الما" کی خرابی یا بے ضابطگی کی صورتیں جب کسی متمدن قوم کو پیش آتی تو اس زبان کے زبان دانوں نے اس خرابی اور بے ضابطگی کی اصلاح کی۔ ترقی کرنے والی قومیں آج بھی لفظوں کی لکھاوت میں ضروری ترمیم اور مناسب اصلاح کر رہی ہیں۔ عام طور پر اصلاح کی ضرورت اس لئے پڑتی ہے کہ ایک لکھنے والا اپنی رائے کو دل دے کر ایک غلط راہ اختیار کر لیتا ہے اور دوسرے بغیر کسی تحقیق کے اس غلطی کی پیروی کرنے لگتے ہیں جہاں کسی غلطی کی تکرار ہوئی یا وہ کتابوں اور اخباروں میں روپا گئی اس بھولی بھالی عوام کے لئے وہ ایک سند ہو گا کہ اس لفظ غلط نصاب یا اخبار میں یوں لکھا ہوا ہے۔ اسے اس خرابیوں کا انداز اس طرح ہو سکتا ہے کہ علمی انجمنیں یا اساتذہ اپنے فرض کا احساس نہ صرف قاعدہ بنائیں ہر ممکن ذریعہ انہیں عمل میں لانے کی کوشش کریں۔ اساتذہ خاص طور پر اسکول میں "الما" کے مسائل کو حل کرنے کی کوشش کریں، اور یہ اس وقت ممکن ہے جب خود استاد کا "الما" درست ہو۔ انہیں یہ معلوم ہونا چاہیے کہ ہم جس طرح بول رہے ہیں اس کا مفہوم کیا ہے؟ اسی طرح انہیں یہ بھی معلوم ہونا چاہیے کہ ہم جس لفظ کو لکھنا چاہتے ہیں اس کی صحیح

اردو ہماری مادری زبان ہے اس کی حفاظت ہمارا فرض ہے۔ اس کا ہر گز یہ مطلب نہیں کہ جسے اردو نہیں آتی وہ اردو کی حفاظت نہیں کر سکتا۔ حفاظت یوں بھی ممکن ہے کہ آنے والی نسل کے لئے اردو لکھنے کی راہ ہموار کریں، تاکہ "ہم نہ ہماری بے پناہ توجہ سے بچے کو اردو دیکھ لیں"

آج کی ہر ترقی، آنے والے لک کے لئے ہو رہی ہے۔ تو کیوں نہ ہم اپنے بچوں کے لئے ایک اچھے والدین ثابت ہوں اور خود نہ صحیح اپنے بچوں کو مادری زبان کا محافظ بنائیں۔ میں بالکل اس بات سے اتفاق نہیں کر سکتا کہ اردو پڑھائی اور لکھی نہیں جاتی ہے۔ لیکن اتفاق یہ ہے کہ ہم اردو بچوں کو پڑھا رہے ہیں مگر وہ نہیں جانتے ہیں۔ ضروری ہے کہ جب بچے اردو دیکھ رہے ہوں تو ان کے معیار تعلیم کو نظر انداز نہ کریں۔ بچے پر نظر رکھیں کہ وہ کیا لکھ رہے ہیں اور کیا لکھا جا رہا ہے۔ دور حاضر میں اتنی فرصت کہاں کہ بچوں کی اردو کتاب کے ساتھ والدین بیٹھیں اور "الما" کی درجی پر نظر کریں۔ جب نظریہ ہی بدل جائے تو نظر کا کیا قصور؟

"الما" دراصل لفظوں میں صحیح صحیح حروف کے استعمال کا نام ہے، اور جو طریقہ ان حروف کے لکھنے کے لئے استعمال ہوتا ہے اُسے "رسم خط" کہتے ہیں۔ یا لفظوں کو بدل کر یوں کہا جائے کہ "لفظوں



# MY TEACHING STRATEGIES

By Amina Nawaz, Telugu teacher & Team Leader

## THE WHOLE PURPOSE OF EDUCATION IS TO TURN MIRRORS INTO WINDOWS!

Telugu is a sweet language with many flavours. Being a Telugu educator I feel students are struggling to learn and write Telugu. It's a challenge for me to teach them what they don't like and what I love.

I started my journey in IB school where I can use my own teaching strategies which is very useful for me to differentiate the students learning level so that I plan according to their level of understanding.

Children are more likely to develop skills when they are having fun and when the skills make meaning for them. If a lesson can be done outdoors, then the learning is more enjoyable in sync with nature! Sometimes even simply being outside can make the lesson more interesting. I try different strategies to teach my children like Online games, [matching letters, sequencing activity, word to picture and vice versa], Circle time [story telling and rhymes recitation], story illustration [scenes in sequence, cover page, settings, translating the story from English to Telugu], word chain [making words with letters], antakshari [name, place, animal, things] and flashcards are shown as well to recollect what they have learned instead of routine chalk and talk method.

I even tried integrating Telugu in UOI using key concepts and lines of inquiry, in which they are the vocabulary words of the current topic in Telugu, this way the students are able to enrich themselves more with the language as I stand there as a facilitator enjoying seeing my children learn even more than I can teach them.

Like Sri Krishna Deva Raya has aptly said "...Desa Bhashalandu Telugu Lessa..." which means "Among the nation's languages, Telugu is the best", which I am trying to work and prove with my children.



## यूनिफ़ोड यहां गुरु शिष्य का संबंध

By Neeta Mishra, Hindi teacher & Team Leader

गुरु शब्द गु और रु शब्द से मिलकर बना है। गु शब्द का अर्थ होता है अज्ञान अंधेरा और रु शब्द का अर्थ होता है ज्ञान प्रकाश। गुरु एक कुम्हार की तरह होता है, जो कच्ची मिट्टी का सही उपयोग कर एक आकर्षक घड़ा बना देता है। एक अच्छा गुरु अपने शिष्य का जीवन निखार सकता है।

भारतीय संस्कृति में गुरु को ईश्वर का रूप माना जाता था। लोग शिक्षा ग्रहण करने के लिए गुरुकुल जाते थे। प्राचीनकाल में गुरु से शिष्य ज्ञान के साथ-साथ व्यवहार, नैतिकता और मौलिकता आदि प्राप्त करते थे। शिष्य भी गुरु के प्रति समर्पण, आज्ञाकारिता और अनुशासन जैसे गुण रखते थे। गुरु के प्रति आदर, श्रद्धा और प्रेम होना चाहिए। गुरु ही एक ऐसा है जो की अपने शिष्य का मार्गदर्शन करता है। कहा जाता है की ज्ञान बांटने से ज्ञान बढ़ता है। गुरु अपने शिष्य के जीवन का अधिकार दूर करके जीवन को प्रकाशमय बनाता है, जीवन में आगे बढ़ने के लिए गुरु की आवश्यकता पड़ती है, बिना गुरु के कुछ पाया नहीं जा सकता।

कबीरदास जी ने भी कहा है

“गुरु गोविंद दोउ खड़े, काकै लांगू पाय।

बलिहारी गुरु आपनो, गोविंद दियो बताय।

गुरु और भगवान दोनों आकर खड़े हो जाएँ तो पहले मैं किसके चरण स्पर्श करूँ? सचमुच यह यक्ष प्रश्न है लेकिन गुरु के चरण स्पर्श करना ही श्रेष्ठ है, क्योंकि वे ही भगवान तक का पहुँचने का मार्ग बनाते हैं।

गुरु शिष्य का संबंध जीवन पर्यन्त बना रहता है, हर एक शिष्य को अपने गुरु को कभी नहीं भूलना चाहिए

यदि आप गुरु को कृताथ की गुरु दक्षिणा देना चाहे, तो कभी भी ईश्वर समाप्य गुरु का निरादर नहीं करे।

गुरु अपने शिष्य को सांसारिक और आध्यात्मिक ज्ञान देने के साथ-साथ हमेशा उसकी सुरक्षा व बुरे कर्मों से दूर रखने की कोशिश करता है।

शिष्य चाहे गुरु का आदर करे या न करे, गुरु अपने शिष्य के लिए कभी अहित बुरा नहीं सोचते हैं।

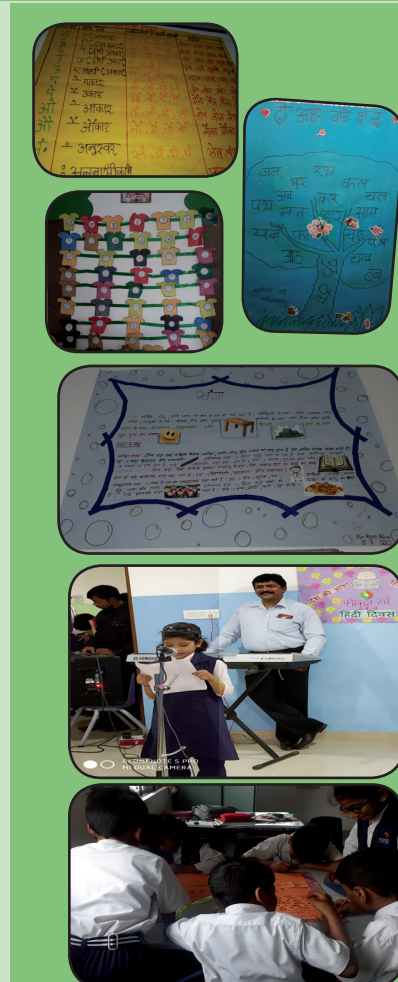
आज की शिक्षा आधुनिक शिक्षा हो गई है। छात्र फोन, इंटरनेट टेलीविज़न आदि यंत्रों के द्वारा शिक्षा ग्रहण

कर रहे हैं। लेकिन शिक्षक के बिना वह शिक्षा अधूरी हो जाती है।

आज की पीढ़ी जागृत पीढ़ी है और वे नित्य नये-नये प्रश्न लेकर आते हैं, जिससे कक्षा में बहुत ही आनंद आता है। छात्रों के विचारों का आदान-प्रदान होता है। एक शिक्षक को भी छात्र से सीखने का अवसर मिलता है।

जितना समय छात्र घर पर नहीं बिताते हैं, उससे अधिक समय विद्यालय में बिताते हैं। इस कारण दोनों में

अटूट संबंध है। शिष्य के मन में गुरु को परमात्मा स्वीकार करने का भाव बन गया तो फिर सब कुछ वेद, पुराण, सारी बाइबिल, सारी कुरान सब तुम्हारे भीतर उतर जाएगी।





# SPECIAL EDUCATION NEEDS (SEN)

*By Mumtaz Samnani, Special Educator (SEN Department)*



What is SEN? How does it help children with learning difficulties in the school?

In every classroom there are many children who have some learning problems. They need little extra help from teachers to learn and sometimes this help is not sufficient. If class teacher or subject teacher cannot understand the special needs of children, then the child may experience failure and frustration, and later they dropout from school.

SEN is a department in school to help the children with learning disabilities. Our mission is to maximize potential in an education of these children who have learning issues. SEN supports students with academic, behavioural or physical needs that cannot be met with general educational program. With proper planning, support, IEP (Individualized Educational Plan) and remediation a strong support system is provided to SEN students.

**Strategies used in SEN are:**

- Maintaining an organized classroom with limited distractions. Teaching in one to one or small group
- Breaking down instructions in easy and small manageable steps.
- Using multisensory strategies to enhance understanding and hands on learning (using audio visual aids, manipulative and activity based material)
- Using positive language and reinforcements to develop confidence and self esteem in our children
- Children with inappropriate model of behavior, will be taught socially accepted behavior
- SEN works closely to support the child with their weaknesses using their strengths
- Classroom accommodations like extra time for assessment, ignoring spelling mistakes and many more are also provided to them.
- Regular classroom observations are done to check whether students are able to do transfer of learning or not.
- The parents and teachers meet frequently to discuss the child's progress, share information and identify how parents can best work with child at home by giving them home based program

It is a form of instruction that is designed to meet the needs of students with disabilities, so that they can learn the same skills and information as other children of their age in school.

Special education refers to a range of services that can be provided according to the learning style of the child. In children's perspective, "If I cannot learn the way you teach, please teach me the way I learn."

## PRIMARY MONTESSORI AT FOCUS BRIDGE SCHOOL

*By Zainab Asghar, Primary Environment Teacher*



The mission of Focus High School is to provide quality education for all children. It is with this vision, that we started Focus Bridge School within an orphanage. Some of our students have had a rough beginning in previous schools and others have never gone to school before. These children require special attention in all aspects of their learning, growth and development .

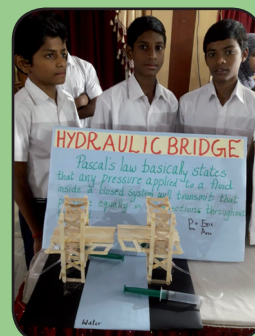


A Montessori classroom was the best solution for their needs. It prepares

every child for real life by catering to his/her emotional, physical, social and cognitive needs. It allows children be independent and gives them freedom in a structured environment. Care, love, security and attention along with a proper learning environment are crucial for any child to learn. The Montessori materials helps in invoking natural curiosity of the child which in turn helps them learn continuously even outside the classroom.

Through exercises of practical life we boost their self-confidence and self-esteem, the lack of which has been hindering their growth. Repeating activities build focus and concentration. There is only one set of material in the class. This means that children learn to wait patiently for their turn.

Children all over the world have similar needs. It is a joy to witness the excitement of children 'at work'. All children really need are adults who trust them and provide a rich learning environment which stimulate their minds.





## TRANSLATING LEARNING TO REAL LIFE.....

### Students in Action

Dear Ma'am,

After the grand parents day celebration she started caring for old people her great grandmother she is too old and walks slowly in one of our family get together as her great grandmother enter she ran to hold her hand when I asked her why you ran like this? she answered me, Mom she is old she can't walk she needs support we should care for them not only this even she started caring for her great grandparents.I was so happy. I am thankful to the teachers who put their esteemed efforts for the students.This caring attitude has been developed in her.

Thanks  
from  
Parents of Syeda Khadija Fatima



Being a PYP Educator, I was glad to see my four year old taking action and being compassionate towards animals. Ever since I received the Unit Letter informing us about the upcoming unit 'Animals are Friends', I knew Daniya would enjoy it. She not only took initiative towards well-being of animals but also amazed us with the new vocabulary she had learned. She could differentiate between 'stripes on a tiger', 'spots on a cheetah' and 'mane on a lion'..! Well at that age, knowing the patterns and associating it with nearly look alike animals is simply fantastic...!! She asked us to buy her a kitten and collected an array of animal toys. Taking action is indeed an integral part of learning that involves making connections to what they have learned and applying the same in real life situations. Throughout the unit, she spoke about different animals, their young ones and their habitats. She also gets along well with other pets and is very protective of them. I eagerly wish to see her making better choices often and taking positive action.

Thanks and Regards,  
Atiya Fatima

Dear Madam,

Please find below the action taken by Zainab Raza on the UOI topic "Transportation":



1. She insists all her known ones on wearing helmet while driving a two wheeler for safety.
2. She doesn't allow me (her father) to use mobile while driving.
3. She is also concerned about the speed while riding.
4. While returning from sports day function we were stuck in traffic at Mozamjahi Market along with many other vehicles. An ambulance was beside us (with emergency siren ON).

When the signal turned green, the ambulance was not given a clear path by other vehicles to go. I felt proud when Zainab said that we all must give way first to an ambulance as it is an emergency vehicle. She showed interest in this unit and I felt it was a worth doing unit as it teaches the child the basic road manners to be followed which is very much essential as on today.

We as parents of Zainab Raza would like to thank you all for putting your best efforts in educating my child.

Thanks & Regards,  
Parents of Syeda Zainab Raza Abidi.





I would like to bring to your notice the huge change in my daughter NARJIS FATIMA today. After Majlis, when the dinner was served, she ate her food, cleared her plate and waited for everyone to do the same. A few minutes later she noticed that many people left their plates half full and there was trash lying all around. This made her very upset. She asked for a huge garbage bag and picked up all the trash, knotted the bag and carried it all the way home. Thank you so much ma'am!

Hina Fatima  
Narjis's mother



I am glad to share the action taken by my son Md. Saad, after the unit Health & Well being, he is showing concern about eating habits of all the family members. Once he stopped me buying cakes for him saying that cakes are not healthy and we should stay away from junk food, and once when we were out for dinner though he had a spoon to eat, still he insisted to wash his hands saying that germs will travel from spoon to his hands and he is adding antiseptic liquid to his bathing water to keep himself germ free. Thank you teachers for making my child more concerned and mindful of his choice.

Md Irshad



## ENERGY FOR ALL.

Students of Class 5 were actively involved during the Unit on Energy. They took various actions to demonstrate their understanding. Students made postcards for their teachers with a strong message on conserving energy.

One particular student, Mirza Mutaher Ali Baig, of C5 B was enthusiastically seen taking action in the school campus. After the school dispersed, he went to every room and switched off the lights in case they were left on. On the first day, he came back and reported that 12 rooms had their lights and fans running without anyone in the room. From that day onward, the numbers reduced. This was a humble reminder for teachers and they were mindful of their actions towards curbing electricity. The child was appreciated by everyone as his actions were bringing positive results.

In connection to the unit, students were taken to the CII Green Buildings. They wrote about smart ways of sustaining energy and pledged to go green. It made us proud to see students eagerness to bring about a change.

Homeroom teachers of C5



## MY EXPERIENCE ON GUIDED READING PROGRAM

*By Imtiyaz Abedi*

Scholastic Guided Reading Programs support a comprehensive reading by integrating differentiated small-group instruction, assessment, and independent practice of reading into the students. Here in this guided reading program; we begin by grouping students, then prompt, encourage, and confirm how students apply problem-solving strategies as they read. Fortunately, I have been a part of this program since its inception way back during the academic year in 2015-16.

As a parent, I strongly feel that this is definitely a worth while exercise as it enhances the student's reading skills, making them more independent in English. The students also seem to enjoy this program by showing proactiveness while doing the activities connected with the program. I always recommend and ensure that my kids as well as my students read daily a page at least, on any subject matter that they are interested in.

### Some of the benefits of Guided Reading program are:

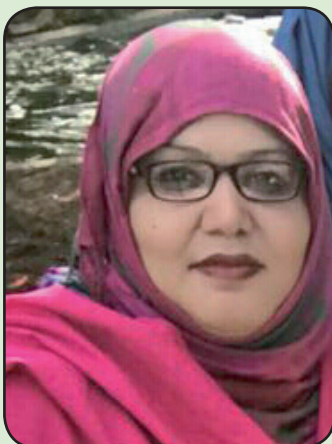
- Establish fundamental skills necessary for proficient reading.
- Identify weaknesses and strengthen specific skills.
- Improve attention to detail.
- Build fluency.
- Expand vocabulary knowledge.
- Develop comprehension skills.

I hereby conclude by thanking the management of the school for inculcating the practice of English reading for students through this Guided Reading program and also involving many parents including myself as the volunteer in this program.



## UNIQUENESS ABOUT FOCUS SCHOOL

*By Syeda Sara Fatima*



1) Weaker section : One of the features, that appealed to us as parents about FHS is that even the weaker section of the students are dealt in the same manner and respected as the other lot. Which not only helps in keeping the morale high but also in retaining the naturally given self esteem throughout the lives of these less fortunate kids.

2) Field trips : Though we noticed that the frequency and the count of field trips have decreased when compared to the Yesteryears but nevertheless trips to orphanage, old age home and museum had positively impacted the kids, which we would request to be repeated year on year, so that it impacts their minds.

As William Deresiewicz said " The true purpose of Education is to make minds not careers" and these trips would help us achieve the same purpose.

3) Supportive administration and teaching staff: we found the admin staff and teachers to be cooperative and understanding and genuinely caring for the students.

4) Team work: This again is a feature which is going to impact the entire life, be it, on the personal or the professional front. Once kids know how to work in a team and how to be a good team player and understand the team synergy at this age, then we are sure that it would help their entire life.

To end with, I would say that the Focus School, has given us the needed launching pad for our kids from where we can be rest assured that our Kids would at least become nice, caring and humble human beings with an understanding to understand others, if not more.



## WHAT I LIKE ABOUT THE SCHOOL

*By Sarah Ziaee*



I am Sarah mother of Mohd. Muzzamil studying in class 3A of Focus School. When I was looking for schools, I was looking at the distance, quality of education and such school where they don't pressurise children. I felt lucky when I came to know about Focus School through my mom-in-law and now I feel blessed to have taken the right decision. Knowing that my child has special needs the school accepted him. Right from the beginning the school has been helping & supporting my child by taking special care. His teachers, Ms. Mamta, Ms. Amena Imran and Miss Khadija have always been really supportive and helped him in every way that they can. They tried to get him involved in all the activities like assembly, arts, crafts and singing etc, they even diluted the class syllabus according to his level so that he could understand and be part of the topic. My kid has crowd fear but his class teacher Ms. Amena Imran and his shadow teacher Miss Khadija helped him every bit to overcome that, I was elated to see my child on the stage singing songs. The loving efforts are definitely proving to be fruitful (especially this year) as I see my child blooming and totally in love with his school and teachers.

## MY THOUGHTS

*By Munazza Nausheen*

As a parent, it was important for me to see my child learn new concepts, develop skills and make friends at school. But most of all, for him to be happy and look forward to going to school everyday. Focus School provided just that. The management and staff put in their best efforts to make sure that every child becomes a life-long learner and develop skills needed for the present and future. My son's teachers were extremely approachable, supportive and encouraging throughout the academic year. I was also pleased with the systems followed by school to constantly keep the parents updated about their child's progress. Any concern raised by me was always approached positively. I am very grateful for the rich and nurturing learning environment provided by the school in the most humble manner possible. All the best wishes to the school to keep progressing and winning more hearts!

## GROWING GLOBALLY

*By Sughra Fatima*

Focus PYP is a "Community of Learners". Here they strive to offer an inclusive ethos which values and reflects the diversity of cultures and perspectives within school community

I feel that they not only focus on student achievement but also to provide our children with the competencies that they, as global citizens, are going to need to confidently embrace and challenge the complexities of our world. I also noticed my children applying the IB learner profiles in their studies, games and while they communicate with others.

## FOCUS SCHOOL - BRAND IN ITSELF

*By Junaid Ibrahim Ziaee*

Among the many Schools which have become a turning and talking point in Hyderabad is the Focus School. As a parent, there are many things to consider for our child which should be present in a school. And I for one, having shifted back to India with my family one and half year back was certainly on the lookout for a school which would adhere to the needs of today's competitive world. I did not need to search far, for sitting in the heart of the city of Hyderabad, in the old city of Charminar, was the Focus School which was and is becoming synonymous with security for the child, academic and moral values inculcated in the child, parent to teacher easy and friendly interaction to name a few. This School, though being a very young one to have competed and become successful among other old and very famous schools, is a big achievement in itself. I am thankful to Mr. Minhaj Arastu, the Principal of this School, who is a very committed and down to earth teacher himself.

The school apart from being very near to my house has very hardworking, both Urdu and English speaking teachers, and the sole aim of the school is to focus on each and every child's needs, and prepare them to become strong, independent and happy individual, therefore contributing to the betterment of the society.



## ELECTING REPRESENTATIVES

*By Fizza Fatima, Head Girl Focus School*

Student representatives play a crucial role in the life of student's education. Representatives find out the issues impacting on students behaviour. Being elected as the Head Girl for this year, I feel proud, privileged and lucky as I got a chance to prove myself and do something for the school and my peers.

In our school, student representatives are elected by students. We were asked to pick chits with questions that shed light on our thinking as how we can be good leaders. If our answers were strong and relevant enough, we get the first round. We were then quizzed with other contenders and then in the final round, we were elected.

I feel a leader should be capable to handle few situations with confidence, that is

1) How will you tackle a bully in class?

Don't lecture, but rather probe them with questions such as "How would you feel if someone did that to you or someone you care about?"

2) How do you handle rumours/Irrelevant talk?

Better ignore rumours and be away from people who gossip.

3) How do you manage a class in the absence of a teacher?

Have a positive attitude. Get students engaged and involved in quiz or any fun games.

4) One thing you do for orderly dispersal?

Follow the essential agreements and always see that the students are in line.

This helped me in becoming the class representative of C5 and also the head girl of our school.

I hope to do justice to this role and laurels for my alma mater.



## MY JOURNEY IN PYP

*By Yousuf, Head Boy Focus School*



I joined the Focus School in PP2. I was very scared and excited at the same time about my first day, but it was pretty good. All my teachers were very friendly and supportive. They taught me not only subjects but also values and skills. We did a lot of activities and creative stuff like making an origami, drawing on slates, learning through songs, making castles in the sand pit. In class 2, I learnt to take action to spread awareness for saving water.

In every standard I learnt something new and interesting. We do a lot of activities in English and Math like making 3D graphs and enjoying circle time as well. To make me more confident, my teachers appreciated and motivated me at every level, through different ways like in class one I got silver badge for spoken English, golden badge in class four, I was star of the week in class two, and earned an inquirer badge in class three.

Now in class five I have been voted as a Head Boy. The whole class identified my leadership qualities and voted in my favour, which enabled me to handle a lot of responsibilities and work towards the improvement of the school.



Members of the students council



# ASSEMBLIES



We assemble, to learn, to share and show that we care.....





Celebrating with great gusto & enthusiasm!!!



# PSYCHOMOTOR DOMAIN IN PHYSICAL EDUCATION

*By Syed Hasan Nawaz, P.E. Teacher & Team Leader*

We, the physical education teachers especially use the psychomotor domain in our curriculum with an objective for development and improvement of motor skills. This objective is related to developing body awareness and making physical movement efficient, graceful and useful, with as little expenditure of energy as possible by primary year's students. The psychomotor learning helps to achieve general motor ability as well as selective skills. It also deals with development of body control, coordination, agility, balance, sense of direction and vigour through physical activities such as domes & saucer activity.

There are two subdivisions of this domain called ORGANIC domain which is concerned with physical fitness, health and vigour along with the development of stamina through physical activities like athletics and dynamic stretching whereas another domain called MOTOR domain, that enables the individual to perform with grace, ease and efficiency and is related to the development of body control and coordination (example Hula Hoop activity).





# FOCUS SCHOOL : A COMMUNITY OF LIFE LONG LEARNERS

By Sheherbanoo Fathi, Primary Years Programme Coordinator and Vice-Principal (Curriculum)

Focus School staff is a bunch of strong and highly motivated teachers and we truly believe that being a lifelong learner is the only solution to keeping up with and being abreast of the fast and ever-changing world.

As a policy, professional development is our top priority and no stone is left unturned as far as the professional development of teachers is concerned. Teachers also take it on, not because it is a mandate by the school, but more so because they have this strong desire to make a difference in the lives of the students and they know that there is no shortcut to this but to strive towards enhancing and upgrading their concepts and skills.

There are various platforms that are provided to the teachers to achieve this goal. Some of them are:

- Attending PYP Job Alike sessions: Teachers participated in South Asian IB Schools Association (SAIBSA) wherein PYP teachers from different South Asian countries came together to share best teaching practices.
- Internal workshops by experienced teachers: On a regular basis, our senior teachers share varied pedagogies they have used in class for the benefit of the new teachers.
- Attending external workshops that are related to their field: Several teachers have attended subject-specific workshops. For example, the Art teacher attended a workshop conducted by Pidilite Industries Ltd. The P.E. teacher took on a course organized by British

Council in partnership with Sports Authority of India and the ICT teacher attended a workshop conducted by Microsoft Innovative Educator. We also had our leadership team attending a course conducted by the Indian School Leadership Institute to hone their leadership skills.

- Reading books that are designed to upgrade the teachers in their pedagogy: Our library is a den for several books that are designed for teachers to help them in their teaching and learning.
- Appearing for Teaching Olympiads: Several teachers from Focus School participated in Teaching Professionals' Olympiad and a few of them are also national rank holders and also completed the CENTA micro-credentials.
- All our interns and some of the lead teachers have enrolled in a training organized by 3-2-1 Foundation to enhance their classroom management skills and pedagogy.
- Completing online certification courses: Living up to the IB learner profile attribute our teachers constantly strive to be knowledgeable by updating their concepts through online courses from MOOCs such as Coursera, Firki, British Council etc.
- Earning higher degrees: Not settling for anything less many of our teachers are pursuing Master's degree and continually upgrading themselves.
- Peer observation and being observed by the leadership team: According to research, learning is most effective when

it happens through peers, hence at Focus School we give a lot of importance to peer observation.

- Mentoring, as in the interns being mentored and coached by lead teachers.

This certainly is not an easy task, but our teachers have, with lots of grit and willingness, taken it on and are living up to our mission statement of being lifelong learners. Focus School is proud to have a dedicated and highly motivated set of teachers, who are always striving towards improving and updating themselves so that the students benefit from them and their objective of developing 21st-century skills in the students is achieved.



IB Educators Network training at Singapore



Session conducted by an experienced teacher on peer observation





Award ceremony at Premier Skills



TPO Rank holders with Anjali Jain



End of an enriching session on concept workshop

<div>   </div>			
<div> <b>FOCUS HIGH SCHOOL</b>                      Centre for Teacher Accreditation                      Teaching Professional Olympiad 2017                 </div>			
Congratulations to our educators			
	National Rank	Telangana Rank	Subject Rank
Minhaj Arastu	1st	1st	1st Social Studies
Asma Zaidi	228th	17th	
Sheherbanoo Fathi	253rd	22nd	
Syed Murthuza Hussaini	472nd	34th	11th HS Biology
Syed Mustafa Hussain			35th HS English

Congrats to TPO 2017 rank achievers

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