

fenestra

A window to our culture of learning and sharing



Ali Asgar, C9B

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From the Leaders' Desk

Priming our kids for a disruptive future: *How do International Baccalaureate programmes support this vision?*

by Mustafa Zaidi, Director (Curriculum)

What actions can educators and parents take right now?

In this context, disruptive refers to major changes that alter the ways of life and work driven by innovation, technology, or unexpected global events.

In January, the World Economic Forum published its much-anticipated *The Future of Jobs*

Report 2025. Since 2010, I have been following the WEF's annual list of the Top 10 skills projected to be in demand over the next five years. Over time, these skillsets have reflected a paradigm shift, echoing the staggering changes in the world. Below is a comparison of the top 10 fastest-growing skills from 2015 to 2030. Identical skills are highlighted in the same colours.

2015	2020	2025	2030
1. Complex Problem Solving	1. Complex Problem Solving	1. Analytical thinking and Innovation	1. AI and big data
2. Coordinating with Others	2. Critical Thinking	2. Active learning and learning strategies	2. Networks and cybersecurity
3. People Management	3. Creativity	3. Complex problem-solving	3. Technological literacy
4. Critical Thinking	4. People Management	4. Critical thinking and analysis	4. Creative thinking
5. Negotiation	5. Coordinating with Others	5. Creativity, originality and initiative	5. Resilience, flexibility and agility
6. Quality Control	6. Emotional Intelligence	6. Leadership and social influence	6. Curiosity and lifelong learning
7. Service Orientation	7. Judgment and Decision Making	7. Technology use, monitoring and control	7. Leadership and social influence
8. Judgment and Decision Making	8. Service Orientation	8. Technology design and programming	8. Talent management
9. Active Listening	9. Negotiation	9. Resilience, stress tolerance and flexibility	9. Analytical thinking
10. Creativity	10. Cognitive Flexibility	10. Reasoning, problem-solving and ideation	10. Environmental stewardship

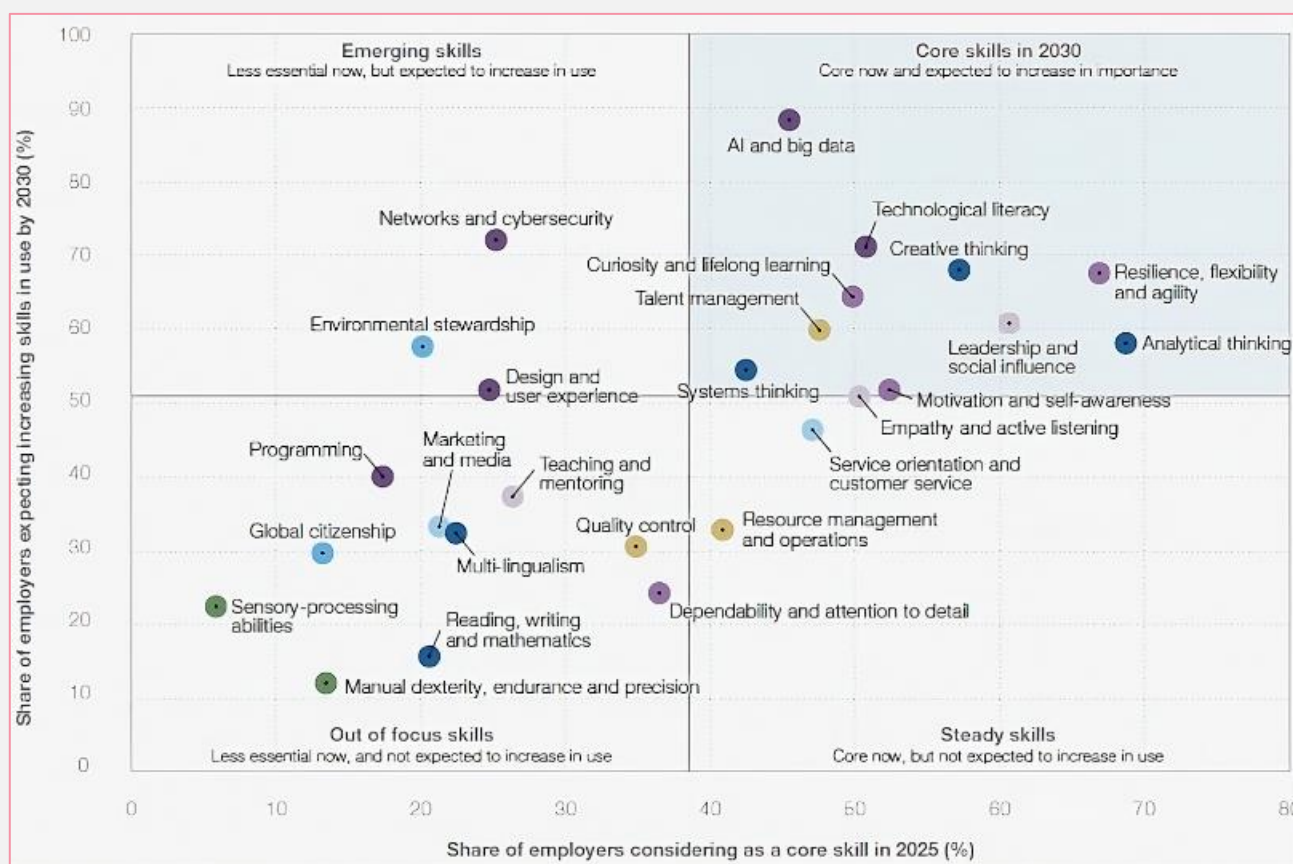
Source: World Economic Forum

There is a subtle paradox in hindsight. The reasons for the emerging shifts in skills are not just limited to advancements in technology and automation. They are also rooted in increasing demand for human-centric skills like leadership and resilience. While the competitive advantage comes from technology literacy and innovation, the rise in skills like

metacognition and active learning are becoming critical for a rapidly changing world.

Alvin Toffler echoes in agreement: *The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.*

The WEF has indicated the following core skills to be in demand in 2030:



Here's a quick look at how Focus High School is laying a strong foundation by drawing strength from the IB programmes, empowering students with the skills they need for the world of tomorrow.

Core skills identified by WEF	How do IB practices and approaches develop them?
Metacognition and Active Learning	The ATL skills framework sustainably supports the development of five main skills: Thinking, Social, Research, Self-Management, and Communication. The students take ownership of acquiring these skills, driving the Action / Service Learning projects by collaborating with NGOs like ASEEM.
Digital literacy	The infusion of technology in learning, action and reflection is visible in our ecosystem. The STEM lab by CREYA is an integral part of our Design course and offers hands-on training in coding, app development, robotics and IOT. Our children are ready to face the tech-driven world.
Analytical thinking, creativity and innovation	Creativity is a cornerstone of the MYP, with projects like the Personal Project allowing students to explore and develop innovative solutions to real-world issues. Through <i>transdisciplinary</i> and <i>interdisciplinary</i> approaches, both PYP & MYP fosters analytical thinking and cultivates lateral thinking which becomes a seedbed of innovation.
Interpersonal and communication skills	The PYP-MYP continuum provides countless opportunities to students to collaborate and work in teams. The emphasis on reflection builds inward communication and taking action develops multimodal communication.
Resilience and adaptability	By provoking the students to engage with the diverse perspectives and challenges, the IB programmes build the capacity to navigate and thrive amid change. The courage to demonstrate humility, the spirit to stand up against the odds, an iron-clad will to never quit and the open-mindedness to be adaptive are fortified by our spiritual continuum (WAI for Who Am I) structured for all age groups.

William Pollard, an American physicist and a priest, has mulled over the redefinition of the new-age success: *Learning and innovation go hand in hand. The arrogance of success is to think that what you did yesterday will be sufficient for tomorrow.* And there is no reason why we shouldn't believe him.

Transforming Teaching Through Lesson Observations

by Zainab Taiyebi, Vice Principal

“Every teacher needs to improve not because they are not good enough, but because they can be even better.” - Dylan William

Lesson observations are a cornerstone of school leadership’s efforts to uphold high teaching standards and promote professional growth. Yet, they are often met with a range of emotions. Some teachers feel uncertain, guarded, or hesitant when it comes to receiving feedback. Recognizing this, I initiated an action research project within our school to explore how I could shift lesson observations from a routine evaluative process into a meaningful, growth-oriented experience. My aim was clear: to transform what initially seemed like a source of pressure into an opportunity for reflection, development, and real classroom impact. The steps of my action plan are as follows:

1. Identifying the problem: When lesson observations were first implemented consistently, an interesting pattern emerged. Teachers showed noticeable hesitation post-observation. Feedback sessions sometimes resulted in defensiveness or uncertainty about how to practically incorporate the suggestion offered. It became clear that while observations were happening, the impact was not immediate. The gap lay not in the feedback itself, but in the comfort and readiness of teachers to internalize and act upon it.

2. Research focus: The research question that guided this inquiry was: “How can we support teachers to effectively accept and implement feedback provided during lesson observations to improve instructional practices?”

3. Action plan & implementation: To address this, a multi-step approach was introduced:

- a. **Pre-observation conversations:** Teachers were involved in setting clear observation goals and identifying areas they themselves wanted feedback on. This prepared them for feedback.
- b. **Non-Evaluative feedback format:** Feedback was framed constructively, focusing on specific behaviours and student outcomes rather than general critiques. Examples of effective strategies observed were

highlighted alongside areas of improvement.

- c. **Collaborative Reflection Sessions:** Instead of one-way feedback, post-observation meetings were turned into reflective discussions. Teachers shared their perspective, challenges, and possible ways to implement change.
- d. **Immediate Support and Resources:** Here feedback involved trying new strategies, teachers were given resources, peer support, or co-teaching opportunities to see these methods in action.
- e. **Follow-Up Observations:** Short follow-ups were done to check progress and encourage continuous improvement.

4. Results and Observations: Over time, a visible shift occurred. Teachers began to approach observations with openness rather than apprehension. The quality of dialogue during feedback sessions improved, and teachers exhibited a willingness to experiment with new strategies. Importantly, immediate positive changes were seen in classroom management, lesson engagement, and differentiation techniques after each observation cycle. Teachers expressed feeling more supported and less judged, recognizing the observation process as an ongoing partnership rather than an evaluative task.

5. Reflection and Conclusion: This action research revealed that the key to making lesson observations impactful lies not just in the act of observing, but in how feedback is communicated and followed up. By fostering a culture of trust, collaboration, and continuous support, teachers transitioned from hesitant recipients of feedback to active agents of change.

As Vice-Principal, I’ve witnessed firsthand how small adjustments in the observation-feedback cycle can lead to significant professional growth. Lesson observations, when approached as a reflective, supportive process, have the power to transform teaching practices and, ultimately, enhance student learning outcomes.

“Feedback is not the end of teaching; it’s the beginning of transformation.”

Conquer the SSC Final: Step In Ready, Step Out Victorious!

by Syed Jafer, High School coordinator

“Smart strategies, powerful habits, and exam-day tips to help you ace your board exams with confidence.”

Every SSC student dreams of walking into the exam hall with confidence and walking out with pride. As the High School Coordinator, I am sharing a clear, practical guide that blends preparation strategies with motivation because your best performance starts with the right plan. With this purpose in mind, we've designed a structured preparation plan that helps students turn their Pre-final learnings into Final exam success.

The SSC Pre-final isn't just a trial run. It's a powerful tool to identify strengths, improve time management, boost confidence, and polish exam skills. At Focus High School, we introduced government-based answer sheets, daily attendance stickers, OMR sheets, and official hall tickets during the Practice and Pre-Final Exams. This initiative helped students adapt early to the official exam format, ensuring they are mentally prepared for the real board exam experience. Additionally, this year, I used government-pattern hall tickets for all three major exams, so students are now fully familiar with the actual hall ticket format and procedures.

- ✓ **Strategize Smartly:** Balance strong and weak subjects daily, revise weekly, and dedicate Sundays to focused practice.
- ✓ **Consistent Practice:** Solve past year papers, weekly tests, and mock exams to build accuracy and speed.
- ✓ **Write Daily:** Practice long and short answers and solve math problems to boost writing clarity.

Healthy Habits for a Healthy Mind

- ✓ **Sleep Well:** 6.5–7 hours of sleep boosts memory and focus.
- ✓ **Eat Right:** Fresh fruits and vegetables keep energy levels steady.
- ✓ **Stay Focused:** Create a distraction-free study zone.
- ✓ **Celebrate Small Wins:** Motivate yourself with small rewards after reaching milestones.

Mastering Exam-Day Strategy

- ✓ **Before Exam Day:** Visit the centre early, organize essentials, and stay calm.
- ✓ **On Exam Day:** Arrive 30 minutes early, carry a water bottle, and focus on one exam at a time.
- ✓ **Question Paper Tactics:** Use the 15-minute reading time wisely, plan your answering order, and allocate time per section.
- ✓ **Neatness Counts:** Write every step clearly, box rough work, and highlight important formulas.

Writing Tips for Maximum Impact

- ✓ Solve easy questions first to build momentum.
- ✓ Draw neat diagrams using pencil and scale where required.
- ✓ Double-check answers and manage your time efficiently.
- ✓ Conclude answers when necessary for completeness.

Building on this strong foundation, here's a step-by-step preparation plan to help students navigate the journey from Pre-Finals to the SSC Final Exam with confidence and clarity.

- ✓ **Analyse the Syllabus:** Understand key topics and prioritize based on weightage.

Exams are milestones, not final verdicts. With steady preparation, discipline, and self-belief, every student can rise to the occasion. Remember: you are more than a number on a report card, you are a learner for life.

Service as Action Implementation Report: Focus High School 2025

by Syeda Shaher Bano, MYP Service as Action Coordinator

At Focus High School, education is about more than grades and textbooks. It's about shaping young people who care, lead, and inspire. That's where Service as Action steps in. It encourages students to take what they learn inside the classroom and use it to make a real difference outside it. Whether it's leading environmental drives, supporting vulnerable communities, or speaking up for causes that matter, students are empowered to become changemakers.

This journey goes far beyond traditional community service. Through direct service, indirect support, advocacy, and research, students develop real-world skills like communication, leadership, teamwork which can't be taught through exams alone.

Their progress is captured not through marks, but by meeting powerful learning outcomes: building resilience, working collaboratively, thinking globally, and acting ethically.

In a world that demands both intellect and empathy, Service as Action gives students a head start. Every project, whether it's a local awareness campaign or a global initiative, teaches students to step up, take responsibility, and lead with heart.

At Focus, we are proud to be building a culture where service isn't just an add-on; it's a way of life. As parents and educators, our role is to walk alongside our students, cheering them on as they learn, serve, and, ultimately, shape a better world.

MYP Year #	Subject & Unit of study	Type of Service	Activity
1 – Class 6	Physics- Light	Indirect	<p>Students demonstrated their understanding of light and reflection through Shadow Puppetry at Chaderghat and Noor Khan Bazar Government school and IZM schools, Yakuthpura.</p>  
	I&S- Studying the past (History)	Advocacy	 <p>Students visited Paigah Tombs to advocate the importance of preserving and conserving our history.</p>
	Math- Shapes and Angles	Direct	<p>Students created DIY models on Mathematical concepts and presented and donated at the Government High School, Noor Khan Bazar.</p>  

MYP Year #	Subject & Unit of study	Type of Service	Activity
2 - Class 7	Physics- Sound	Research	<p>Students reported on the impact of sound pollution on human body and mental health, signature campaign for quieter residential spaces.</p>  
	I&S- Social and Political Life	Indirect	<p>Booklet on Role of women in a changing world and stories of strength and courage</p> 
3 – Class 8	I&S- Resources	Research	<p>Report on the need for better Disaster Management and Risk Reduction in neighbourhoods</p>
	I&S- How do Nations work?	Advocacy	<p>Awareness campaign at Madina circle on Road safety with special emphasis on the importance of following Traffic rules and hazards of underage driving.</p>
	I&S- How do Nations work?	Advocacy	<p>Students Performed Nukkad Natak at Arsh Mahal, Kishan Bagh on the RTE act and importance of education.</p>  
4 – Class 9	LA Hindi- Culture of Consumerism	Indirect	<p>Students visited to Safa Baitul Maal. They cultivate environmental responsibility by promoting the 3Rs(Reduce, Reuse, Recycle) and encouraging critical thinking about consumer habits and their impact.</p>
	Lang & Lit Eng- Find your voice	Advocacy	<p>Student led discussion on the impact of war & conflict on children's education through the following activities: JAM (Just A Minute) sessions, panel discussions, debate, monologues and skits.</p>  

MYP Year #	Subject & Unit of study	Type of Service	Activity
5 - Class 10	Physics - Waves & Optics	Research	Recorded and analysed noise levels in vulnerable spots and presented the findings at a Round table conference. A written representation submitted at the O/o DCP South Zone  
	I&S - Constitution	Research	Visited MAANU to learn about equality and fraternity from the perspective of constitution. Report on the different types of discrimination prevalent in the society based on gender, religion, caste etc.
Standalone	Fundraiser	Indirect	C10 students organised a fundraiser for one of our dear ex-colleague to help him raise funds for his cancer treatment. 
	Vanmahotsav	Direct	C9 students organized a cleanup and plantation drive at Arsh Mahal, Kishan Bagh, in celebration of Van Mahotsav. Later, they hosted a fundraiser to support the repair of a section of the shed.  
	Peace Chronicles	Advocacy	Students from Classes 9 and 10 participated in a workshop dedicated to documenting the peace efforts of individuals during the 1980s riots in Hyderabad.  

पठन कौशल सुधारने हेतु गतिविधि आधारित शिक्षण

by Rohini Srivastav, Event Coordinator

पठन कौशल यानी "Reading Skills" किसी भी छात्र के शैक्षणिक विकास की नींव होती है। अच्छी पठन क्षमता न केवल भाषा के ज्ञान को बढ़ाती है, बल्कि सोचने, समझने और अभिव्यक्ति करने की शक्ति को भी मजबूत करती है। परंपरागत शिक्षण में जहाँ पठन एक उबाऊ कार्य बन जाता है, वहीं गतिविधि आधारित शिक्षण इस प्रक्रिया को आनंददायक और प्रभावशाली बना देता है।

गतिविधि आधारित शिक्षण: क्या और क्यों?

गतिविधि आधारित शिक्षण एक ऐसी विधा है जिसमें विद्यार्थी को सीखने की प्रक्रिया में सक्रिय भागीदारी दी जाती है। इसके तहत ऐसे अभ्यास और क्रियाएँ करवाई जाती हैं जो विद्यार्थी को केवल पाठ पढ़ने तक सीमित न रखकर, उसे समझने, विश्लेषण करने और प्रतिक्रिया देने के लिए प्रेरित करती हैं। इससे शिक्षा अधिक प्रभावशाली, सहभागी और व्यावहारिक बनती है।

पठन कौशल सुधारने की गतिविधियाँ:

1. **चित्र आधारित कहानी निर्माण:** छात्रों को एक चित्र दिखाकर उस पर आधारित एक लघु कहानी पढ़ने या लिखने को कहा जाए। इससे उनकी कल्पनाशक्ति और पठन समझ दोनों में वृद्धि होती है।
2. **"कौन पढ़ेगा पहले?" प्रतियोगिता:** समूहों में छात्रों को बाँटकर, उन्हें एक पैराग्राफ पढ़कर उसका सार प्रस्तुत करने की प्रतियोगिता करवाई जाए। इससे उनमें एकाग्रता और समझने की क्षमता बेहतर होती है।

3. **शब्द खोज (Word Hunt):** पाठ में से नए या कठिन शब्दों को ढूँढकर उनका अर्थ और वाक्य प्रयोग कराने की गतिविधि से शब्दावली में सुधार होता है।
4. **रोल प्ले:** पाठ से संबंधित संवादों को छात्रों से अभिनय के रूप में प्रस्तुत करवाया जाए। इससे पठन के साथ-साथ उच्चारण और समझ में भी सुधार आता है।
5. **रीड अलाउड सेशन (Read Aloud):** सप्ताह में एक बार छात्रों से पुस्तकें ज़ोर से पढ़वाना, जिससे उनका आत्मविश्वास बढ़ता है और ध्वनि-स्वर संयोजन सुधरता है।
6. **पठन-पत्रिका निर्माण:** छात्रों से विभिन्न कहानियों, कविताओं और समाचार लेखों को पढ़कर उनका संक्षिप्त विवरण एक पत्रिका के रूप में तैयार करवाया जाए। यह रचनात्मक लेखन और पठन दोनों को विकसित करता है।
7. **पठन-जर्नल (Reading Journal):** प्रत्येक छात्र से सप्ताह में एक पुस्तक या कहानी पढ़ने के बाद उस पर अपने विचार, पसंदीदा पात्र, नई शब्दावली आदि एक डायरी में लिखवाना। इससे आत्मचिंतन और लेखन शैली दोनों सुधरते हैं।

इन गतिविधियों के माध्यम से न केवल छात्रों की पठन क्षमता में सुधार आता है, बल्कि वे भाषा से भी जुड़ाव महसूस करते हैं। शिक्षकों का यह प्रयास उन्हें "पाठक" से "चिंतनशील पाठक" की ओर ले जाता है। इस प्रकार, गतिविधि आधारित शिक्षण एक प्रभावी और आनंददायक विधा सिद्ध होती है जो पठन को केवल अकादमिक आवश्यकता नहीं बल्कि जीवन कौशल बनाती है।

Preparing Educators for the AI Revolution

by Syed Murthuza Hussaini, HOD Counselling dept. & MYP Personal Project coordinator

Technology has steadily evolved over the past two centuries, but the pace in the last two decades has been extraordinary. This rapid growth has benefited industries by reducing manpower needs, though it has challenged the workforce to adapt quickly or fall behind. The education sector, too, has seen a transformation. Today's teachers have access to powerful tools that previous generations couldn't have imagined. Tasks that once took hours can now be done in seconds. It's essential for educators to embrace this change and stay updated with the latest tools and resources.

At Focus High School, we believe in lifelong learning. As part of our commitment, we recently attended the ChatGPT for Educators, Researchers & Professionals workshop organized by World Technocon at IIT Hyderabad. The session highlighted the urgent need to adapt to rapidly evolving technology. Listed below are the key takeaways from this session:

- ✓ The technological revolution is bringing rapid and unprecedented changes in terms of the availability of information.
- ✓ Generative AIs like ChatGPT are causing a major job loss for jobs like content creators, writers etc.

- ✓ The only way to survive in this scenario is to master the use of technological tools.
- ✓ ChatGPT is not intended to kill your creativity, it should be used to enhance it.
- ✓ Generative AIs like ChatGPT can do a lot more than creating text from prompts.
- ✓ ChatGPT should be used to replace the random, manual and repetitive tasks to save time and we should spend time meaningfully in doing creative work that the Gen AIs can't do.
- ✓ Generative AIs will lack the human touch and that is the area to capitalise on.

The Power of a Paradigm

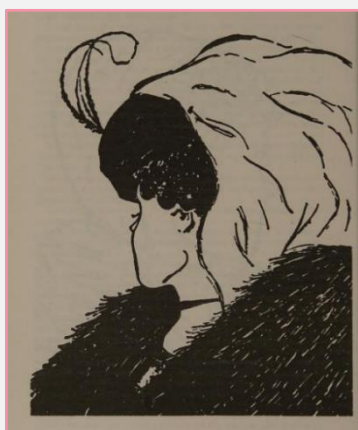
by Asif Hussain Arastu, MYP Librarian

The word Paradigm comes from the Greek. It means a model, theory, perception, assumption, or frame of reference. In the more general sense, it's the way we "see" the world—not in terms of our visual sense of sight, but in terms of perceiving, understanding, and interpreting. Before understanding paradigms, we must distinguish between two ideas: Character Ethic and Personality Ethic.

Character Ethic is rooted in universal principles such as integrity, fairness, and service. It teaches that lasting success and happiness come from aligning our lives with natural laws that govern human effectiveness. These values are embedded in our character and form the foundation for true growth.

In contrast, Personality Ethic emphasizes techniques and image. It values charm over character, much like trying to find your way in Chicago using a map of Detroit. Without the right paradigm, effort and attitude won't help.

A paradigm is like a mental map of how we perceive and interpret the world. If our paradigm is flawed, our actions and behaviours will be misaligned, no matter how positive or hardworking we are. Consider the classic optical illusion.



Some see a young woman, others see an old woman. This image demonstrates how our experiences

Some of the tools that were discussed in the session were:

- ✓ Grok (powerful alternative of ChatGPT)
- ✓ Teachable Machine (can be used to teach children about machine learning)
- ✓ Denser AI (can be used to create a free chatbot by feeding our data)
- ✓ Copilot (Generative AI from Microsoft)
- ✓ Gemini (Generative AI from Google)
- ✓ Claude

and expectations shape perception. We can look at the same facts and interpret them very differently.

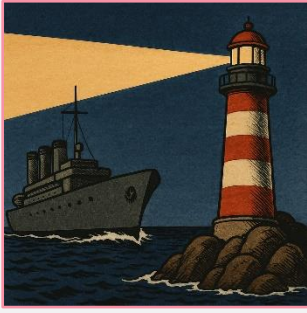
Perhaps the most important insight to be gained from the perception demonstration is in paradigm shifting, what we might call the "Aha!" experience when someone finally "sees" the composite picture in another way. The more bound a person is by the initial perception, the more powerful the "Aha!" experience is. It's as though a light were suddenly turned on inside.

Not all paradigm shifts are in positive directions. As we have observed, the shift from the Character Ethic to the Personality Ethic has drawn us away from the very roots that nourish true success and happiness.

But whether they shift us in positive or negative directions, whether they are instantaneous or developmental, paradigm shifts move us from one way of seeing the world to another. And those shifts create positive change. Our paradigms, correct or incorrect, are the sources of our attitudes and behaviours, and ultimately our relationships with others.

At Harvard Business School, students were shown different versions of this image. Each group firmly believed their version was correct. Only after respectful communication did they begin to see both perspectives. The experience proved how powerful conditioning is and how difficult paradigm shifts can be.

One Sunday on a New York subway, a man's children were behaving wildly. Other passengers were irritated. When the man revealed that their mother had just died, everything changed. Instantly, people moved from judgment to compassion. Their paradigm shifted. This inner shift led to new thoughts, feelings, and actions naturally.



A naval story highlights how principles work. A battleship demanded another vessel change course to avoid collision. The response? “I’m a lighthouse.” The battleship had to shift. Like

lighthouses, principles such as honesty and respect are immovable. We must align ourselves to them, not the other way around.

Values and practices vary, but principles remain constant across time and cultures. They’re not religious dogma, but self-evident truths that underlie all enduring families and societies.

To achieve real, lasting change, we must work not just on behaviour or attitude, but on our paradigms. When we see differently, we are different. And that change is rooted in principle which makes transformation possible.

Source: *The 7 Habits of Highly Effective people* by Stephen R. Covey

Training Programs Under FES- Focus Education Services

by Syeda Lulu Fatima, Training Coordinator, Focus Education Services

Community Internship Program

Launched in November 2025 by Focus Education Services, the Community Internship Program is designed to train and support parents in becoming future educators. The flexible structure allows participants to choose from between two slots i.e. 8 AM to 11 AM, 11 AM to 2 PM, running Monday to Thursday for classroom internships and Fridays for theory sessions. This approach ensures immediate application of concepts in real-time classroom settings.

Now running successfully across three campuses, the one-year program pairs trainees with experienced teachers based on subject and grade level. This hands-on exposure helps trainees gain confidence, understand lesson delivery, and master classroom management. Many participants have already been offered teaching positions for the upcoming academic year, even before completing the course.

Next Training Batch Begins: June 2025

Duration: 1 Year

Certification: 1-Year Experience Certificate from Focus High School upon successful completion

The Community Internship Program has helped me transform into a completely different person. It has enabled me to understand teaching methods in an effective way, manage the classroom, create lesson plans, connect with students, and much more. Thanks to this program, I now have a clear understanding of teaching methods. As we all know, teaching is a divine vocation; it is an act of God.

Saleha Begum



An excellent initiative taken by Focus Education Services for educated housewives, offering free teacher training programs that not only provide skills for fulfilling careers but also foster personal growth and offer a great opportunity to connect with and contribute to our communities. Most importantly, it has provided me with valuable classroom management techniques.

Rabab Fatima



Pre Primary, Primary & HS Programs

Our training centre offers multiple courses for those who want to become educators in Early Childhood, Primary, and High School education. These courses will help you learn various aspects of education. Not only are these courses certified, but they also offer a deeper understanding of all the essential areas of teaching.

We also have trainees from other states, such as Leh and Ladakh, to whom we conduct weekly online sessions. For practical training, we are partnered with other schools. During this training, our trainees will have the opportunity to learn, apply, and integrate their knowledge. Upon completion of the training, trainees will receive the following certifications:

- ✓ **Education)**
- ✓ **JNCTE (Jawaharlal Nehru Council for Technical Education)**
- ✓ **Focus Teacher Training Centre Certification**

These certifications are not only valid within our country but also internationally. If the skills learned during the course are absorbed well, they can be

applied once you become an educator. Our rigorous training helps trainees acquire knowledge in many important concepts. This training program is structured to cover areas such as: Internship & weekly sessions, portfolio work, observation at other schools Educational visits, events and conferences and the main showcase event.



Short Term Course

This course will help you understand various pedagogical practices. Many people opt for this course to kick-start their teaching careers after learning the essential areas and skills required for teaching.

Duration of the course: 1 Year

Certification: Focus Teacher Training Centre Certification

Key Focus Areas: Classroom Management, Lesson Planning, Pedagogical Practices, English communication, ICT Skills



Teachers in Action

रत की भाषाई विविधता: एकता का अटूट धागा

by Sadat Jahan, MYP Y1 & Y2 LA Hindi Teacher

भारत एक ऐसा बगीचा है जिसमें अनगिनत रंग और खुशबू वाले फूल खिले हैं। यह विविधता सिर्फ भौगोलिक या सांस्कृतिक ही नहीं, बल्कि भाषाई स्तर पर भी अद्भुत है। हमारे देश में कई भाषाएँ और बोलियाँ प्रचलित हैं, जो हर क्षेत्र की अपनी अनूठी पहचान और विरासत को दर्शाती हैं। इतनी विविधता के पश्चात् भारत एक राष्ट्र के रूप में कैसे एकजुट है? इसका सबसे महत्वपूर्ण उत्तर है - हमारी भाषाई विविधता, जो वास्तव में हमारी एकता का एक अटूट धागा है।

यह सच है कि भाषाओं की भिन्नता कभी-कभी संवाद में बाधा उत्पन्न कर सकती है, लेकिन यह विविधता हमें आपस में जोड़ती भी है। हर भाषा अपने साथ एक समृद्ध इतिहास, साहित्य, लोक कलाएँ और जीवन जीने का एक विशेष तरीका लेकर आती है। जब हम दूसरी भाषा के साहित्य या लोकगीत को सुनते हैं, तो हम उस संस्कृति और क्षेत्र के लोगों के विचारों और भावनाओं को समझने का प्रयास करते हैं। यह आपसी समझ और सम्मान ही एकता की नींव होती है।

भारत में भाषाओं का सह-अस्तित्व सदियों पुराना है। विभिन्न क्षेत्रों के लोग व्यापार, तीर्थयात्रा और अन्य कारणों से एक-दूसरे के संपर्क में आते रहे हैं, जिससे भाषाओं का आदान-प्रदान स्वाभाविक रूप से होता रहा है। कई भाषाओं ने एक-दूसरे से शब्द और व्याकरणिक संरचनाएँ उधार ली हैं, जो उनके बीच एक अंतर्निहित संबंध को दर्शाता है। हिंदी, जो भारत की आधिकारिक भाषाओं में से एक है, ने भी कई क्षेत्रीय भाषाओं से शब्द ग्रहण किए हैं और उन्हें आत्मसात किया है।

हमारी भाषाई विविधता राष्ट्रीय एकता को कई तरह से मजबूत करती है, जैसे -सांस्कृतिक आदान-प्रदान, ज्ञान का विस्तार, आपसी सम्मान और सहिष्णुता, रोजगार के अवसर। यह महत्वपूर्ण है कि हम अपनी भाषाई विविधता को कमजोरी नहीं, बल्कि अपनी सबसे बड़ी ताकत के रूप में देखें। हमें हर भाषा को समान सम्मान देना चाहिए और उनके विकास के लिए प्रयास करने चाहिए। त्रिभाषा सूत्र जैसी नीतियाँ इस दिशा में एक महत्वपूर्ण कदम हैं, जो छात्रों को विभिन्न भारतीय भाषाओं से परिचित कराती हैं।

आज के डिजिटल युग में प्रौद्योगिकी भी भाषाओं को आपस में जोड़ने में महत्वपूर्ण भूमिका निभा रही है। ऑनलाइन अनुवाद उपकरण और बहुभाषी सामग्री की उपलब्धता से विभिन्न भाषाएँ बोलने वाले लोगों के बीच संवाद और सहयोग आसान हो गया है।

अंततः, भारत की भाषाई विविधता एक ऐसा अटूट धागा है जो हमें एक साथ बांधे रखता है। यह हमारी सांस्कृतिक समृद्धि का प्रतीक है और हमारी राष्ट्रीय एकता की नींव है। हमें इस विविधता का जश्न मनाना चाहिए, इसे संजोना चाहिए और इसे भविष्य की पीढ़ियों के लिए सुरक्षित रखना चाहिए। क्योंकि इसी भाषाई विविधता में भारत की एकता की सच्ची शक्ति निहित है।

From Chalkboard to Character

by Mohammed Ali, MYP Y4 & Y5 Mathematics Teacher

Shakuntala Devi said, "Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life." This statement resonates with my philosophy as an educator. True education is beyond textbooks and assessments; it is about shaping students who are knowledgeable, reflective, and equipped with the skills necessary to handle life complexities.

As an educator, I always ensured that my students acquire not only the required knowledge but also the essential skills that foster the development of IB Learner Profile attributes. At Focus High School, I witnessed a profound impact that education can have on students' lives. Through meaningful engagement, mentorship, and an inquiry-driven approach, I strived to create an environment that nurtures curiosity, critical thinking, and a love for lifelong learning.

Here are some initiatives I have undertaken to make this vision a reality:

Building meaningful connections with students:

Establishing strong relationships with students fosters trust, motivation, and their personal growth. Through one-on-one interactions, active listening, and open discussions, I have created a supportive space where students feel valued and confident. This approach helped me nurture IB Learner Profile traits such as

open-mindedness, communication, and integrity while enhancing students' academic progress.

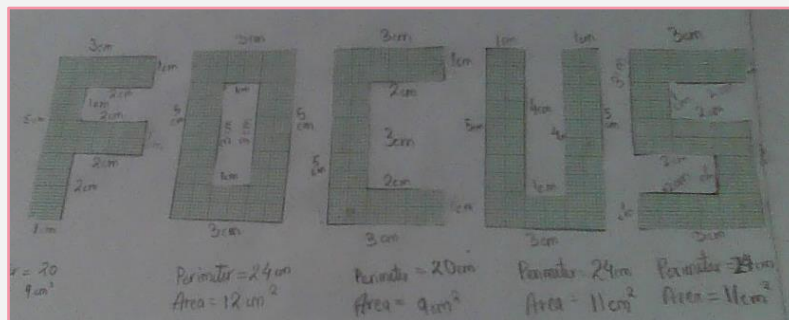
Implementing rigorous practice: Encouraging disciplined learning through structured practice enhances students' skills and understanding. By developing rigorous worksheets, engaging inquiry tasks, and comprehensive activities, I help students build resilience, critical thinking, and a strong work ethic.

Differentiated instruction: Through ongoing observations, I identified students' individual strengths and weaknesses, allowing me to tailor instruction to their specific needs. By using varied teaching strategies and personalized support, I ensured effective learning for diverse abilities and learning styles.

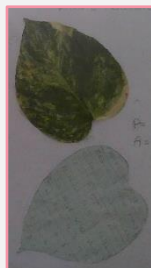
Education extends beyond acquiring knowledge. It is about fostering curiosity, critical thinking, and lifelong learning. I have always focused on building strong student connections, implementing rigorous practice, and tailoring instruction to individual needs. These efforts have helped me nurture IB Learner Profile traits in students while creating an engaging and supportive learning environment. As I continue this journey, my goal remains to inspire and empower students to reach their full potential.

Making Math Engaging: Teaching Mathematics with Real life examples

by Mohammed Mohiuddin, MYP Y3 Mathematics Teacher



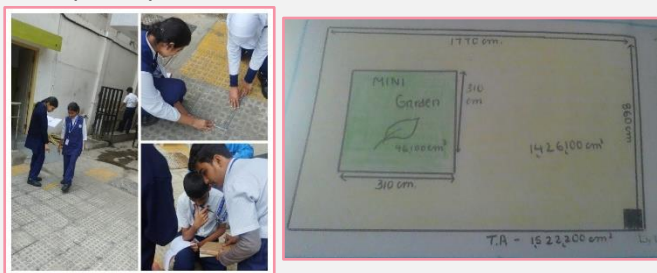
Mathematics is often considered a complicated subject, moreover, students feel it is disconnected from the real world. As an MYP Mathematics teacher, I noticed that teaching Mathematics is fascinating to educators and tiresome for students. To bridge this gap, I incorporated the IB learner profile attribute of being thinkers and ATL critical thinking skills, transforming a routine topic into an engaging and interactive learning experience. To make the concept of the topic Area and Perimeter more relatable, I designed hands-on activities that encouraged students to explore and measure real-life objects. One such



activity involved measuring the area of English Alphabets, leaf and cookies. This not only reinforced their understanding of geometric concepts but also allowed them to appreciate the practical applications of mathematics in daily life.

Another engaging learning experience was estimating the area of our school's assembly area and lawn using a simple 30cm ruler. This task challenged students to think critically about measurement techniques, approximation, and accuracy. By applying their knowledge in a real-world context, students became more engaged and developed a deeper

appreciation for the importance of mathematical concepts beyond the classroom.



These activities were more than just calculations, they encouraged students to think like mathematicians. By working collaboratively, they questioned measurement methods, debated the best

approaches, and refined their estimation skills. The excitement and enthusiasm they exhibited showed that they were not just learning formulas but understanding the significance of applying mathematics in real-world situations. Through these interactive learning experiences, my students grasped the core essence of Criterion D in MYP mathematics—applying mathematics in real-life contexts. By making the learning process open-minded and engaging, I witnessed a shift in their perception of math. What was once a tedious topic becoming a hands-on adventure, reinforcing the belief that mathematics is not just about numbers but about exploring and making sense of the world around us.

Shaping Young Minds through MUN

by Nargis Begum, MYP Y4 & Y5 Individuals and Societies Teacher



In today's world, students need platforms that encourage healthy, impactful discussions. Model United Nations (MUN) is one such space. A simulation of the United Nations at the school level, MUN hones

public speaking, research, and collaboration skills while bridging gaps between school communities.

At every MUN conference, students from different schools represent countries and debate global issues. What stands out is how, despite representing diverse nations, they ultimately find common ground. There's a unique energy at MUN where students excitedly explore agendas, research topics, and support each other, even as they compete.

Whether it's MUN, sports, cultural events, or quizzes, inter-school competitions foster connection, break barriers, and help students grow intellectually and emotionally. They become not only sharper thinkers but also empathetic and responsible global citizens.

As an organiser, I feel proud witnessing these young minds engage in meaningful dialogue, form friendships, and lead with purpose. Every MUN renews my belief: if students can unite beyond boundaries, surely nations can too.

The Beauty of Individuals and Societies: A Subject That Shapes Humanity


by Mudassir Ullah Khan, MYP Y3 Individuals and Societies Teacher

For me, Individuals and Societies isn't just a subject but a meaningful journey. In IB MYP, it transforms students into thoughtful, reflective, and socially responsible individuals. It nurtures values like empathy, responsibility, and peace. It aligns beautifully with the IB Learner Profile, shaping both hearts and minds. This rich subject blends History, Civics, Economics, and Geography, offering diverse perspectives on human life, society, and the environment.


History: Through historical inquiry, students learn not just timelines, but lessons from the past. Activities


like timeline creations and museum visits spark curiosity and deepen understanding.



 **Civics:** Civics empowers students to see themselves as active citizens. Mock elections, legislative assemblies, and research projects on women in development bring democracy and social justice to life.



 **Economics:** Students explore money, scarcity, and budgeting with real-world relevance. We focus on critical thinking and making responsible financial choices.

 **Geography:** Geography connects awe with awareness. Students explore Earth's systems while reflecting on sustainability and their role in protecting the planet.

Student Leaders Speak

To My Team: A Note of Thanks

by Zuha Fatima, Sports Vice Captain, C9B

Greetings. As this academic year wraps up, I just wanted to say thank you to everyone. For the sweat, the support, the setbacks and the comebacks. Being the Sports Vice Captain, this year has been more than just a title. It's been a privilege, a challenge, and a journey I'll never forget. I've laughed harder, lost harder, learned deeper, and grown in ways I never expected. From every drill to every game, every sprint to every shout from the sidelines, every handshake, high-five, and heart-pounding moment. They all meant something. It built me.

Sports brought us together, but it's the spirit we've built that will stay forever. Here's to every teammate who showed up, stood tall, and gave their all. I'm proud of each one of you. Let's walk away from this year with our heads high, hearts full, and a legacy we're proud of. Let's finish this year strongly, not just with medals, but with memories that define us. Because teams end, but the bond? That lives on.

My Sports Vice-Captain Journey

by Fariha Mahmood, Sports Vice Captain, C9A

##Becoming a Sports Vice-Captain: Reflecting on my journey to becoming a sports vice-captain, it all began with the announcement of elections, and I knew I had to take a chance. My passion for sports and leadership drove me to participate, and I threw my hat into the ring.

##The Campaigning Timeline: The campaigning process was a whirlwind of emotions. I met with fellow students, listened to their concerns, and shared my vision for promoting sports excellence. I remember the nervousness that gripped me as I stood in front of my peers, trying to articulate my ideas. But with each interaction, my confidence grew, and I became more determined to make a difference.

The Interview Phase: The interview was a crucial step in the process. I recall the panel's probing questions, which tested my knowledge, leadership skills, and commitment to sports development. I drew upon my experiences as a team player, highlighting instances where I demonstrated initiative, teamwork, and problem-solving. The interview was a valuable opportunity to showcase my strengths and vision.

Election Day: Election Day arrived, and I anxiously awaited the results. The wait was agonizing, but I remained hopeful, knowing that I had given it my all. When the results were announced, and I was declared the winner, a mix of emotions flooded my heart: joy, relief and a sense of responsibility.

As I look back on this journey, I am filled with a sense of pride and purpose. I know I became a sports vice-captain not just because I was elected, but because my heart and soul are invested in promoting sports excellence. My experiences have taught me that leadership is not just about a title but about serving others and making a positive impact. I am ready to lead, inspire, and make a difference as the sports vice-captain.

All the Best!

by Tabinda Ziaee, School Vice-Captain, C8A

Another year has gone by. But the memories that we have made will always stay with us. It's time to say goodbye to all the friends going away, but now, let's welcome our new mates with joyful smiles and twinkling eyes.

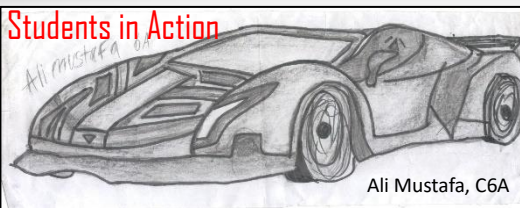
This year I have learnt a lot, and when I say a lot, I mean a lot! Not just by studying how a lift pump works, but also by understanding how important it is to cherish the happy and silly moments together. I have always wanted to be a "Know-It-All", and I liked it, I felt like it was the right thing.

But this year I realized that I won't ever be able to come and sit in these classes like I used to after

graduating, I realized that marks are not what decide your future. Yes, I did realize a little late, but oh well, better late than never. Having fun with friends, doing risky stuff and just basically living in the moment and spending time with my classmates is what made me realize, because after 10th, everyone will follow their own path and nobody will be meeting each other like before. Now obviously I am not saying "Don't study" I'm just trying to say that enjoy whilst studying, because as we enter the next class we've got to study more and work harder. So, study, make your parents happy, and enjoy, make yourself happy.

One more thing, as we enter the next class, remember people will change, things will get tough, friends may get separated, and hardships will surely come our way but what I want YOU all to do, is to take a deep breath and stay calm, think of problems as challenges or maybe even game levels that will get harder and harder but you have to cross each level bravely for in the end we will surely get a reward. Focus on the solution and always remember I, Tabinda Ziaee and all the other captains, proctors and teachers are always here to accompany you and will always have your back. All the best.

Students in Action



SILENT VICTORY

by Syeda Fizza Fatima, C8A

"Some dreams don't come true, but they still teach us how to fly."

I still remember the day the results were announced. That day my heart sank quietly behind a proud smile. I had practiced that smile, just in case. Because deep down, I knew there were no guarantees, only hopes. I had dreamt of being captain for years. And when I finally got the chance to be a house captain, I gave it my all. I worked harder, spoke kinder, showed up earlier. Not to impress, but because I believed that maybe, just maybe, I could be someone people looked up to. I imagined standing on stage, leading the school and students I love so much, wearing that badge over my heart like it was a medal of purpose.

But my name wasn't called. I clapped for the ones who made it. I even smiled. But my heart? It cracked in a way I didn't know it could. I went home, locked my door, and let the tears fall, not because I wasn't good enough, but because I had tried so hard to be. That night, I questioned everything. Was I not smart enough? Kind enough? Did they not see me?

But in the quiet days that followed, something began to change. I started noticing the little things: students asking why I hadn't become the captain, a younger student who said I inspired them, a teacher who thanked me for staying back to help. I then realized maybe I didn't need a badge to matter. The badge and the title would have been an honour. But what I really wanted was to make a difference. And I was already doing that quietly, every day.

So no, I didn't become the captain. But I became someone else, someone who understands that failure isn't the end. It's just the start of a different kind of journey. One that builds character, not titles. One that teaches you to keep walking even when your dreams change shape. And maybe, just maybe, one day someone will say, "I want to be like her," not because I wore a badge, but because I didn't need one to lead with heart.

"I didn't wear the badge, but I wore the experience with pride. In the silence of not being chosen, I found my voice."

The Unwavering Mother

by Mir Shaeq Ali Moosvi, C6A

A mother's love, a constant guide
 Always there, by her children's side
 Through laughter and tears, she stands tall
 A pillar of strength, through it all

With gentle hands and a caring heart
 She nurtures and guides them from the start
 Through every step, through every fall
 She's there to catch them, through it all

But when needed, she can be firm and strong
 Setting boundaries, righting wrong
 A strict but loving hand, she will apply
 To teach them lessons, and help them fly

With patience and kindness, she shows the way
 And helps her children face each new day
 She wipes away their tears and calms their fears
 And fills their lives with joy and cheers

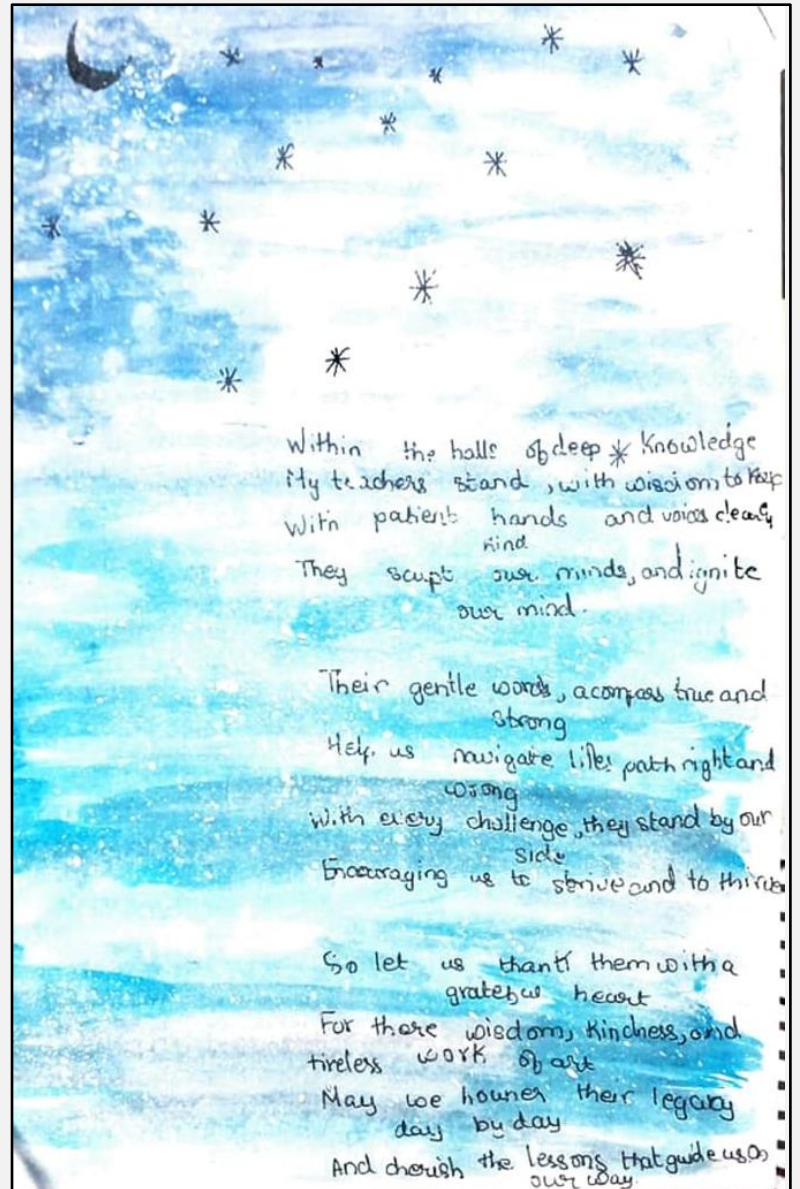
But don't be fooled, she can be tough too
 When discipline is needed, she'll see it through
 No spoiled brats, no slackers allowed
 She'll push them hard, to reach their crowd

A mother's love, a constant presence
 A reassuring voice, a warm embrace
 She's the safe haven where they can hide
 A mother's love, always by their side

So here's to mothers, and all they do
 A tribute to their love, forever true
 For they are the ones who shape and mold
 And help their children grow, young and old.

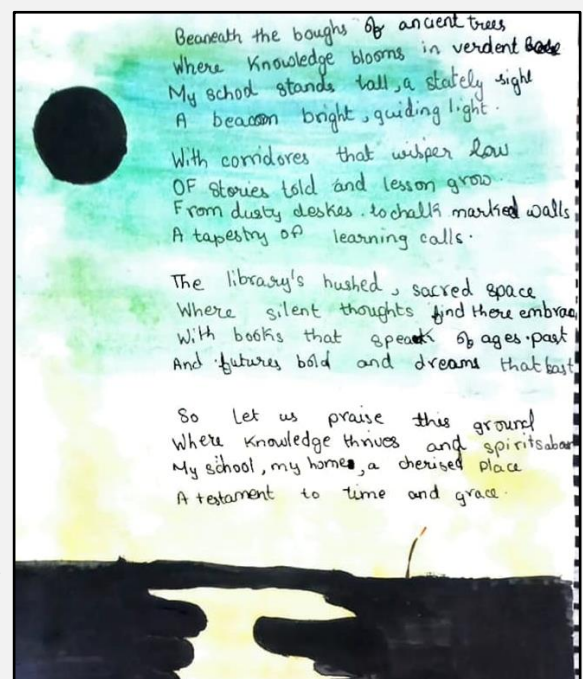
A Tribute to my Teachers

by Inaas S Jessani, C7B



My School, A Haven of Learning

by Inaas S Jessani, C7B





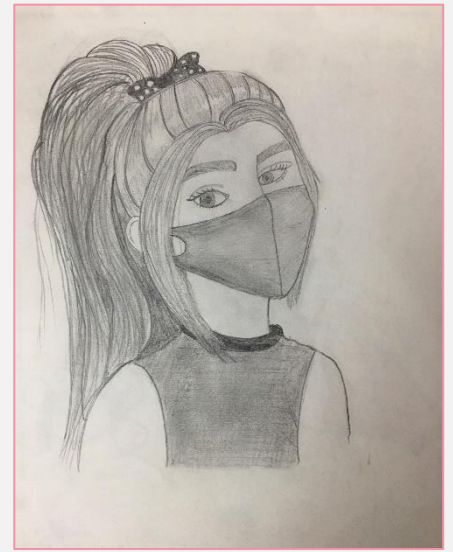
ARTS GALLERY



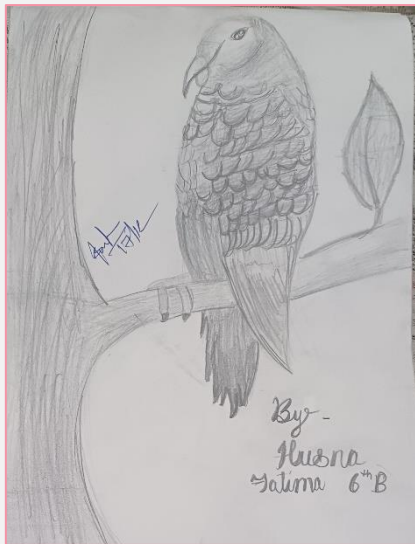
Syeda Arshia Fatima Shafi, C10A



Mohammad Fawwad, C8A



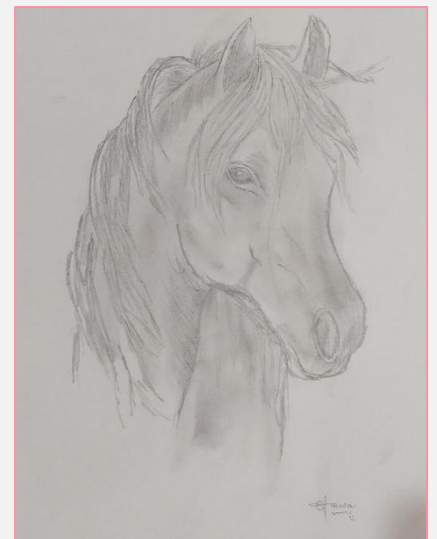
Fatima Shabeer Hussain, C8B



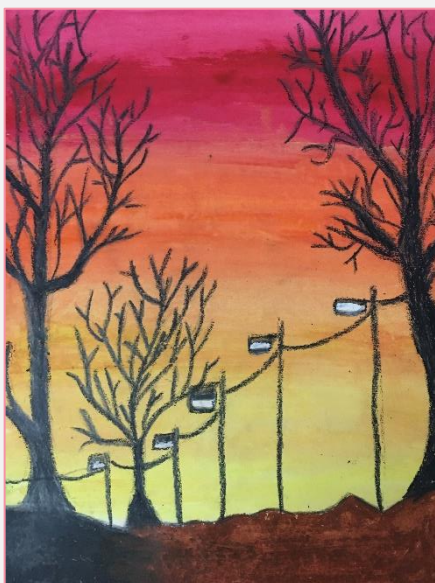
Husna Fatima, C6B



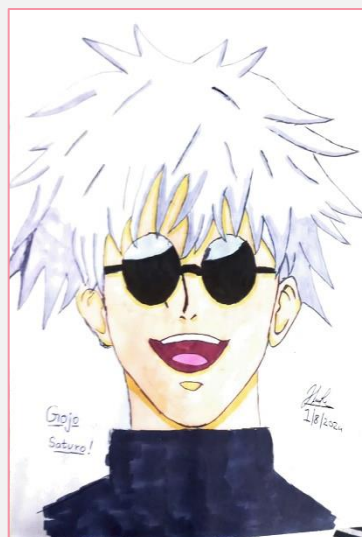
Asma Fatima Ali, C7B



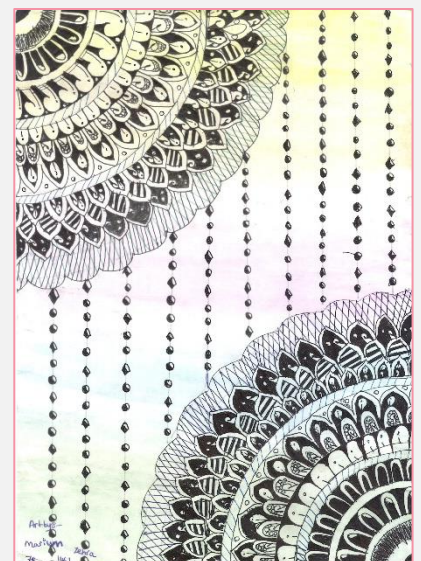
Syeda Umme Farwa Raza, C10B



Fatima Shabeer Hussain, C8B



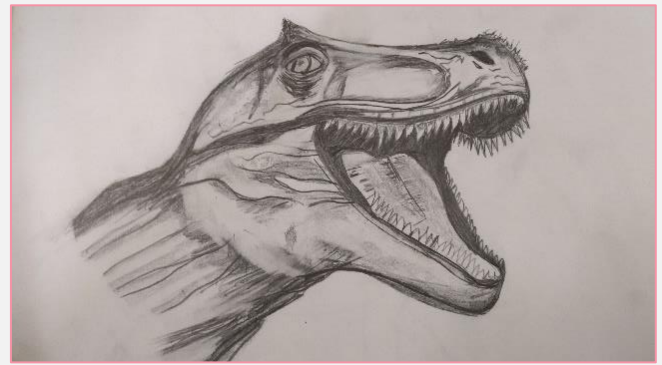
Hasan Raza, C7A



Marium Zehra, C7B



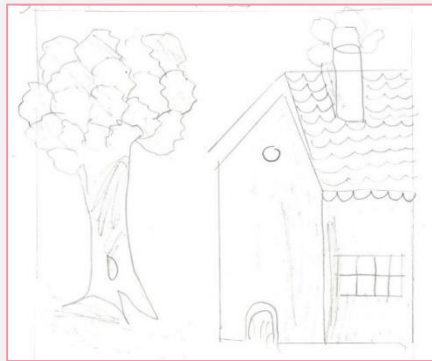
Syeda Umme Farwa Raza, C10B



Burhan Uddin, C7A



Mir Hasan Ali Khan, C7A



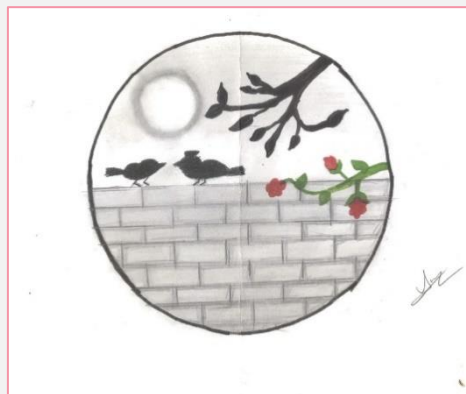
Mohammed Muzzamil, C8B



Syed Qamar Hyder Abedi, C6A



Aliyaan, C10B



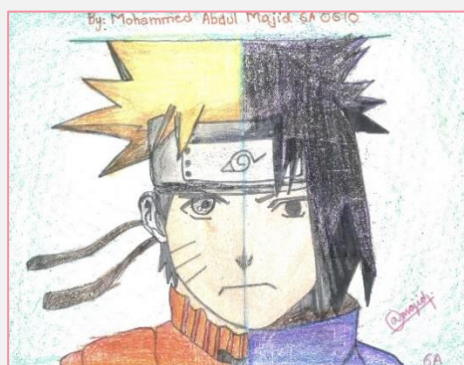
Janish Kothia, C9A



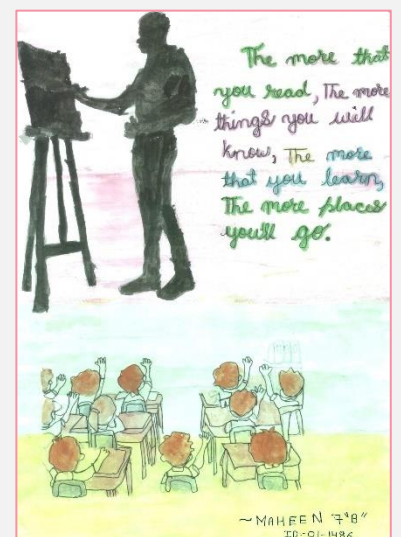
Shumaysah Razvi, C6B



Junaid Abbas, C10A



Mohammed Abdul Majid, C6A



Maheen Rumana, C7B

"Art enables us to find ourselves and lose ourselves at the same time."

- Thomas Merton

Highlights of Holistic Learning – Events Report – Academic Year 2024-2025

by Rohini Srivastav, Events Coordinator

This year, our students actively engaged in Olympiads, MUN, and a variety of academic and cultural competitions. From science, math, and language contests to storytelling, painting, and debate, every event fostered confidence, creativity, and global awareness. Winners were celebrated with awards, and house competitions-built teamwork and school spirit. With strong support from staff and parents, our students continue to grow as balanced, curious learners.



Urdu Day



Hindi Olympiad



Science Olympiad Foundation



School Elections 2024-25



FHS Ramanujan
Mathematics Olympiad



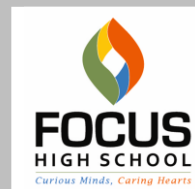
Telugu Olympiad



FHS MUN 2024-25



Syeda Narjis Khatoon, C8A



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