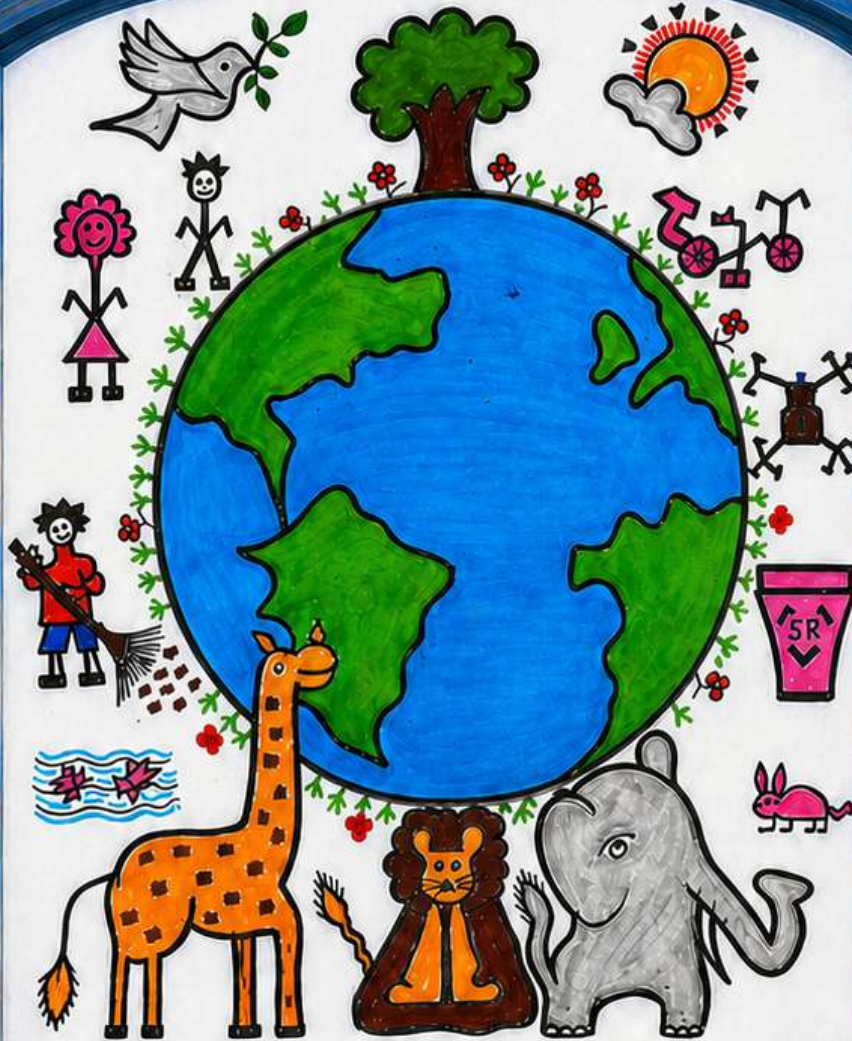




# FENESTRA

..... *A window to our culture of learning and sharing* .....

**Focus School, Noor Khan Bazar Campus**



**RAISING FUTURE-READY MINDS**

**Learning • Inquiry • Action • Growth**



## LEADERS' DESK

### RAISING FUTURE-READY MINDS

#### WHAT DO WE 'PRIORITY-TEACH' OUR KIDS TO THRIVE (*NOT JUST SURVIVE*) IN A WAR-RIDDEN, AI-DISRUPTED MULTIPOLAR WORLD?

*Syed Mustafa Hussain, Head of School (PYP & MYP) and Director (Curriculum).*

We are raising and educating children in times like never before. Wars and technologies are rapidly reshaping the economic and geopolitical landscapes forever. As educators, who are also parents, we are compelled to redefine our curricula today so that our kids thrive, and not barely survive, when they go out into this unpredictable world.

I present a set of foundational knowledge areas that should be prioritized in schools.

#### 1) Moving beyond the template of material success etched by the western world

If you look at the United Nations' role today, from the ruins of imposed wars and occupation, it is clear that it has been reduced to a mere spectator. The torch bearers of morality and universal justice have actually incinerated the poorest of populations, while the ambassadors of democracy have watched the entire holocaust in diplomatic complacency.

The weapons of mass destruction were systematically provided for, financed and collectively promoted by the most advanced nations. Such a savage march of material arrogance is still perceived in our societies as a template for success. Our children must learn to think beyond the inherited narratives.

The Western world's position as a default model of progress - culturally, economically and politically - has weakened beyond repair. The world is becoming increasingly multipolar and this shift demands that we intentionally design our curricula for a worldview based on

- multiculturalism and multilingualism to promote international understanding
- accessibility to justice for the weakest in society
- mutual respect and tolerance among faiths and ideologies
- recognizing and protecting the rights and dignity of indigenous populations
- appreciating the resistance against racial, lingual, economic and technological supremacy
- creating alternatives to global capitalism

#### 2) Preparing for jobs that exist today

Unpredictability is becoming a norm but I still don't classify it as an existential problem. The real threat is accelerated obsolescence - the labor becoming irrelevant in the new data economy. To stay relevant, our children will need to have strong foundations in:

- mathematics and scientific thinking
- computational and design thinking
- aesthetics of art, sports and well-being (spiritual, emotional, nutritional and mental)
- stewardship of the planet - owning the shared responsibility to care and cure the planet's resources and life forms

**3) Rising beyond the machines:** As artificial intelligence and robotics grow in capabilities, the need for uniquely human capacities will rise. AI can solve mind-blowing problems and offer amazingly effective solutions but it cannot care about consequences - no algorithm can.

Our children must be sustainably trained to:

- demonstrate empathy and ethical judgement
- master creativity and original thinking
- appreciate the ability to collaborate across diversity
- demonstrate strong moral courage and resilience during the turbulent periods

#### 4) Awakening the spiritual giant inside us

The modern education has neglected spirituality, treating it as a private or insignificant pursuit. Today, humanity is paying a heavy cost for this systematic negligence. The educational spaces will need to reinvest in the shared spiritual thinking and traditions that, historically and contemporarily, have salvaged humanity from the clutches of tyranny and oppression.

An increasingly unstable world is causing the invasion of anxiety and stress into work and personal spaces. The so-called 'modern lifestyle' and mindless consumerism have eroded the role of family, causing rancid individualism and rampant greed.

When systems become unstable, the family becomes the most reliable unit of continuity. Resilient children will always seek family and spiritual connectedness as a source of strength and reemergence. Within the families and in schools, the children must be taught:

- a sense of meaning beyond material success
- a worldview that transcends beyond the physical matter, into the metaphysical
- an idea of life that gives rise to social tranquility rooted in wisdom, virtuous conduct and inner beauty
- shared sense of human dignity, humility and interconnectedness

Thriving in this turbulent century will not come from a specialization but by the integration of spirit, mind, skill, character and purpose. Our task now is to humanize the curriculum and training.



With Dr. Benedict Hung, Senior IB World Schools Manager, at IB Global Conference 2026 held in Mumbai



With Olli-Pekka Heinonen, the Director General of the International Baccalaureate at IB Global Conference 2026 held in Mumbai

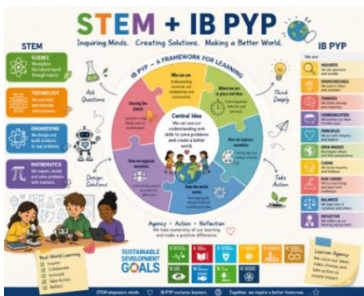
## STEM EDUCATION IN IB PYP

### FOSTERING INNOVATION THROUGH INQUIRY

*Humayun Abedi, Director Curriculum.*

STEM Education is blended with the attributes of an IB Programme, which comprises Inquirers, Knowledgeable, Thinkers, and Risk-Takers. The IB Primary Years Programme at NKB campus offers an integrated design learning process for children in the primary years to develop their creativity, critical thinking through collaboration and communication.

**STEM** is an acronym for **“Science Technology Engineering & Mathematics”**. In the academic year 2025-26 we introduced Design Lab for Grade 1 - Grade 5 students. The IB curriculum prepares students for higher education and careers in these technical fields through integrated, inquiry-based learning.



At FHS we prepare students to follow their intrinsic curiosity, motivate them to inquire and create an environment to be a risk taker.

The integration of PYP Inquiry and STEM would enhance the level of students in innovation, design-thinking and breaking the walls in their minds to let their imaginations fly in today’s practical world. We hope our students will challenge today’s AI and its generation and sooner become the inventor of a system which would be far better than AI.

This year students have enjoyed, explored and done wonders in exploring Design Lab. Apart from exploration of hands-on learning in design lab, they also reflect on their capstone to strengthen their creativity by refining their designed prototypes with the help of following modules throughout their academic year:

- Robotics - It helps students to connect a machine learning to a prototype to work purposefully
- Early Engineering: Helps students in ideating their design-thinking skills
- Coding: It is the brain of robotics, which instructs robots for all operations etc.

**Parental support, supervision, and guidance are crucial.** By providing basic STEM and engineering kits which are easily available in the market or motivate them to create best out of waste material available at home will foster a learning environment that encourages curiosity and innovation. Undoubtedly, this will strengthen children’s interests and help them stay away from distractions that can hinder their thinking and learning.



Concurrently, IB PYP and STEM do not just prepare students for the future—they inspire them to shape and create their own world with their innovations, to solve problems, spread peace, improve lives with the spirit of being a life-long learner.



## WHEN SCHOOL AND HOME WALK TOGETHER

### YOUNG UNITING EFFORTS, UNLOCKING POTENTIAL

*Kaneez E Zehra, Vice Principal.*

A child's learning journey does not begin and end at the school gate. It continues at home through everyday conversations, shared routines, and the values they observe and absorb. When school and home move forward with a shared purpose, this journey becomes deeper, happier, and more meaningful.

In the primary years, students develop not only academic knowledge but also the attributes of the IB Learner Profile, growing as *inquirers*, *knowledgeable* learners who are curious about the world around them. They learn to express themselves as *communicators*, act with integrity as *principled* individuals, and think deeply as *reflective* learners. What they experience in school, along with what they absorb at home, shapes their confidence, curiosity, and character. Consistency between these two environments helps them feel secure, supported, and motivated to learn.



**“A child's success is strongest when school and home walk hand in hand.”**

At school, we strive to create an environment where students feel safe to ask questions, take risks, make mistakes, and express themselves confidently helping them grow as *thinkers* and *risk-takers*. They are encouraged to be *open-minded*, respecting different perspectives, and to show empathy as *caring* individuals. At home, parents extend this process by listening patiently, encouraging effort, and celebrating even the smallest achievements, helping children remain *balanced* in their approach to learning and life. Daily routines such as reading, completing homework, and engaging in conversations about school play a meaningful role in strengthening this connection. These simple interactions help develop essential Approaches to Learning (ATL) skills, including *communication skills*, *self-management skills*, and *thinking skills*. A few minutes of focused attention, a kind word of encouragement, or a reflective conversation can leave a lasting impact. When learning is supported with warmth rather than pressure, students develop independence and a lifelong love for learning.

Child grooming and personal care are equally important aspects of development. When students are guided to maintain neatness, hygiene, and an appropriate appearance, it reflects discipline and builds self-confidence and self-respect. Simple habits such as dressing neatly and maintaining cleanliness instill a sense of responsibility and pride. When reinforced consistently at school and at home, these practices help them feel confident, participate actively, and develop a positive self-image.

Open and positive communication between parents and teachers further strengthens this partnership. Sharing observations, concerns, and successes supports students in becoming *reflective* and *open-minded* learners, while also helping us respond more effectively to their needs. When adults collaborate with mutual respect and trust, learners benefit the most.

Regular participation in school interactions such as Monthly Open Houses and Parent-Teacher Meetings (PTMs) plays a crucial role in building this connection. These platforms provide valuable insights into a child's progress and create opportunities for meaningful dialogue. When parents actively engage, students feel valued and motivated, knowing that both their home and school are equally invested in their growth.

As a school, we believe that education is a shared responsibility. While teachers guide learning within the classroom, parents play an equally important role in reinforcing values such as **responsibility, perseverance, kindness, and independence**. Through our combined efforts, we guide students to become not only successful learners but also responsible global citizens. When school and home walk hand in hand, children walk with confidence. It is this collective journey rooted in care, collaboration, and a commitment to holistic development that truly shapes their future.

Let us continue to build **strong bridges between school and home**, empowering our students to grow as confident, compassionate, and lifelong learners.

## A JOURNEY OF GROWTH

### SMALL STEPS, STRONG VISION, AND THE COURAGE TO KEEP MOVING FORWARD

*Syeda Jahanara Fatima, Primary Years Programme Coordinator.*

*“All our dreams can come true if we have the courage to pursue them.”*

Every journey in education is a story of growth, purpose, and transformation. My journey as an educator began in 2009 at Meridian School for Boys and Girls, where I spent sixteen enriching years evolving as a teacher, facilitator, and lifelong learner.

From my early years in the CBSE curriculum to my transition into the International Baccalaureate Primary Years Programme, I experienced the true essence of holistic and inquiry-based education. Meridian shaped my philosophy of teaching, where learners are made not only academically but also as confident and compassionate individuals.

In May 2025, I embarked on a new chapter at Focus High School as the Primary Years Programme Coordinator. This transition has been both meaningful and inspiring, supported by a collaborative leadership team and a forward-thinking academic environment.

Working alongside inspiring leaders like Mustafa Zaidi Sir, Humanyu Abedi Sir, Kaneez - E Zehra Ma'am, Meena Farath Ma'am, Vaseema Sultana Ma'am and a dynamic academic team, I experienced a smooth and supportive transition. Their guidance helped me quickly understand the school's vision and practices.

One of the most impressive aspects of Focus High School is its strong digital ecosystem, where planning, collaboration, and documentation are seamlessly integrated through technology. This structured approach enhances both efficiency and transparency. What truly stands out is the school's commitment to holistic development. Every learner is valued, supported, and encouraged to grow into a critical thinker, creative learner, and responsible global citizen.

As I continue this journey, I am inspired by the shared vision of encouraging lifelong learners.

One of the most defining experiences at Focus High School has been witnessing the IB PYP Exhibition, where our Grade 5 learners demonstrated exceptional agency by taking authentic, real-world action. Their initiatives reflect not only learning but a deep sense of responsibility towards society and the environment.

These powerful student-led actions reflect the true spirit of the IB philosophy—learning that goes beyond the classroom and creates meaningful impact. Beyond the exhibition, what truly enriches my journey at Focus High School is the constant support and collaboration of the PYP team and teachers. Their dedication, respect, and shared commitment to excellence make every day a rewarding experience.

As a lifelong learner, I see this journey not as a destination but as a continuous path of growth. With a shared mission of accessible and holistic education for all learners, I remain committed to encourage young minds and empowering them to become thoughtful, responsible global citizens. This transition from Meridian to Focus is not merely a change—it is a continuation of purpose, passion, and possibility.

*“The future belongs to those who believe in the beauty of their dreams.”*



## FROM TRADITION TO TRANSFORMATION

### ME, A RISK-TAKER IN THE IMPLEMENTATION OF IB IN PRE-PRIMARY

*Meena Farath, Pre Primary Coordinator.*

In my role as a Pre-Primary Coordinator, I took on a risk-taker approach while introducing the IB PYP programme in the Early Years. Moving from a traditional way of teaching to a play-based and inquiry-based approach required courage, a clear vision, and a strong belief in child-centered learning. It also meant stepping into the unknown, embracing challenges, and being open to continuous learning alongside my team.

With regular support, guidance, and teamwork, teachers were encouraged to plan meaningful learning experiences, create engaging provocations, and guide children through transdisciplinary inquiries. They also focused on developing Approaches to Learning (ATL) skills such as communication, social, thinking, and self-management. Observing children during activities helped us understand how they think, question, and construct knowledge in their own unique ways.

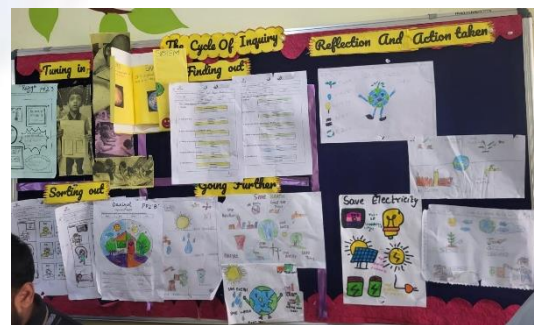
Regular planning, meetings, classroom visits, and constructive feedback helped teachers stay aligned and refine their teaching practices. Professional discussions and reflections became an integral part of our routine, enabling teachers to share successes, address challenges, and learn from one another. At the same time, continuous communication with parents played a crucial role in helping them understand the IB philosophy and the value of learning through play and inquiry.



This journey also helped teachers become more confident, reflective, and open-minded. They began experimenting with new strategies, integrating innovative ideas, and taking greater ownership of their professional growth. Gradually, a culture of collaboration, trust, and innovation was established within the team.

Classrooms transformed into vibrant learning spaces where children felt safe, respected, and motivated to explore. They were encouraged to ask questions, express their ideas, and engage in hands-on experiences that supported deeper understanding. Learning became more meaningful, joyful, and connected to real-life contexts.

As a result, children are growing into confident, independent, and curious learners who enjoy exploring the world around them. They are developing not only knowledge and skills but also attitudes that will support lifelong learning. This experience has strengthened our belief in the importance of teamwork, strong leadership, adaptability, and a shared vision in building a successful IB programme in the early years.



We also embraced reflection as a continuous process, using it to refine our practices and respond to children's evolving interests.

Challenges along the way strengthened our resilience and reinforced our commitment to meaningful change. This ongoing journey continues to shape a dynamic learning environment grounded in inquiry, creativity, and purposeful learning.

## ACTION – LIVING THE IB MISSION

### YOUNG LEARNERS TAKING ACTION FOR A BETTER WORLD

*Syeda Tasneem Fatima, Action Coordinator, TL & HRT – Grade 4*

The world does not change because we talk about problems — it changes because we act.

We live in a time when war, climate change, pollution, inequality, and injustice are growing concerns. These challenges may not always seem immediate, but their consequences are real and unavoidable. If we do not take responsibility today, the future will demand answers from us tomorrow.

This is why the IB mission is not just a statement — it is a call to action. It aims to develop caring, knowledgeable, and responsible individuals who strive to create a better and more peaceful world. In the IB curriculum, learning goes beyond textbooks and assessments. Students are encouraged to inquire, reflect, and most importantly, act.

This belief reaches its most powerful expression during the IB PYP Exhibition — the culmination of the Primary Years Programme.

It began with questions — simple yet powerful ones. How can we protect our Earth? How can we make our community cleaner? How can we ensure fairness and safety for everyone?

As our students inquired, they discovered that every issue they studied was connected to real people and real lives. Learning was no longer just about facts; it has become about responsibility.

When they explored caring for the planet, they understood that change begins with everyday habits. They introduced waste segregation in school and encouraged peers to donate old items instead of letting them end up in landfills. What seemed like a small step became a meaningful shift in mindset.

Looking beyond the classroom, another group reflected on civic sense. Partnering with GHMC, they organized a clean-up drive and spoke to nearby shopkeepers about keeping the area clean. Their message was clear — a better city begins with us.

The group **Voices Unboxed** raised its voice for gender equality. Through a heartfelt Nukkad Natak at a nearby government school, they reminded everyone that education, sports, and opportunities belong equally to boys and girls.

Our **AI Innovators** conducted a session for their peers in the school as well as at the other campus on the responsible use of AI, spreading awareness about using AI as a learning tool, not a replacement for thinking.

Concern for the environment led another group to study pollution and rising air quality. Realizing the urgency, they conducted rallies in school and the neighborhood, encouraging responsible choices to protect both people and the planet.

The **Champions of Humanity** addressed child safety, spreading awareness about child trafficking at bus stops, railway stations, and exhibitions, sharing helpline information and promoting vigilance.

**Nature's Navigators** planted saplings and inspired others to nurture plants, also encouraging the use of plants as home remedies and promoting natural, sustainable living. The **Wildlife Crusaders** went beyond awareness by raising funds to adopt a rhinoceros at the zoo.

After learning how endangered species suffer due to human greed and habitat loss, they chose to take responsibility. Their contribution supports the care and conservation of the rhino, sending a strong message that protecting wildlife is not optional — it is our duty.



**THROUGH MEANINGFUL ACTION IN THE PYP, WE BRING THE IB MISSION TO LIFE BY SHAPING CARING, RESPONSIBLE GLOBAL CITIZENS.**



**STUDENTS ADOPTED A RHINO AFTER FUNDRAISING!**

**పాకెట్ మనీతో ఖడ్గమ్మగం దత్తత**

**రూ.30 వేల విరాళం ఇచ్చిన చిన్నారులు**



కృష్ణ బబీ, వెంకట: ప్రాచారాద్ సూర్ బాన్ బాలర్లలోని పోకనీ సైన్సిస్టర్ విద్యార్థులు కమిటీ పుస్తాక సేవలూ జూవోలజీలో ఖడ్గమ్మగొన్ని దత్తక తీసుకున్నారు. ఉత్తవారం జూవోలజీ సందర్శించడం విద్యార్థులు... స్కూల్ ట్రెజరీలో, సైన్సిస్టర్ కమిటీ అంతు ను

రక్షణ కోసం రూ.30 వేల చెక్కును జూ క్షేటర్ కి వసంతుకు అందజేశారు. మూడు నెలల పాటు ఈ ఖడ్గమ్మగం పోషణకు అర్హులైన లామీ బరీస్ట్రమిని తెలిపారు. ఈ సందర్భంగా క్షేటర్ కి వసంతుకు మూడు రుతులూ... దిన్న వేయవేలలోనే మధ్యస్థాయిల సంరక్షణ, కీటింగ్ వస్తు విద్యార్థులు అవగాహన పెంచుకోవడం గొప్ప విషయమన్నారు. కమిటీ పుస్తాక మంచి పనిని వినియోగించడం అవసరమని మనవి కొని యారారు. పౌరులు, కాలిఫోర్నియా కమిటీని సైకం అంతు దత్తకం ముందుకు రావాలని విజ్ఞప్తి చేశారు.



## UNLOCKING THE EXTRAORDINARY

### THE POWER OF EVENTS AND CLUBS

*By Boppishetty Ramya, Event Coordinator & HRT – Grade 3.*

As an Event Coordinator, my favorite part of the job is the "surprise." There is a specific magic that happens when a child who is quiet in class shines on a stage or a canvas. This year, through competitions like **SOF**, **Maruthi Art**, and **Rangotsav**, I have seen "under the radar" students deliver outstanding, professional results. The **PYPX** journey further proved that every child is a unique puzzle; events are simply the platform where the pieces finally click into place.



*Maruthi & Rangotsav Art:  
Where colors met creativity.*



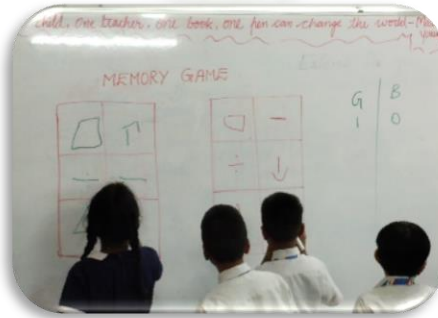
### STUDENT AGENCY THROUGH CLUBS

While competitions provide the spark, our **Clubs** provide the steady flame. Whether mastering **origami**, **act it out**, **reader's theatre**, **mini master chefs**, or **write and shine (Calligraphy)**, students take ownership of their learning.

Through these activities, they become **Inquirers**, **Risk-takers**, and **Balanced learners**, directly supporting the **PYP Pillars**:

- **Knowledge & Skills:** From the science of cooking to fine motor skills.
- **Attitude & Action:** Building the confidence to turn an idea into a performance.

When a child excels in these arenas, we aren't just seeing a trophy—we are seeing a student discovering who they are meant to be.



## TEACHERS' DESK

### RAISING FUTURE-READY MINDS GROWING MINDS

#### BUILDING SKILLS FROM THE VERY BEGINNING

*Aeliya Fatima, Homeroom Teacher – Nursery*

During early childhood, children learn best through play, movement, and hands-on experiences. Every activity in the classroom is thoughtfully planned to develop essential life skills that support a child's overall growth and confidence. Through pre-writing activities like scribbling, tracing, and drawing, children strengthen their hand control and prepare for future writing. Our daily routines and playtime also focus on gross motor skills, where children run, jump, balance, and move freely, building strength, coordination, and body awareness. To encourage thinking skills, children explore puzzles, sorting games, problem-solving activities, and simple questions that promote curiosity and decision-making. These meaningful experiences help children express themselves, think creatively, and grow socially and emotionally. At this stage, learning is joyful, purposeful, and filled with discovery—laying a strong foundation for lifelong learning.



### THE FIRST STEP MATTERS

#### LAYING THE FOUNDATION IN NURSERY YEARS

*Sameera Roopani, Homeroom Teacher – Nursery*

“The smallest steps taken in nursery lead to the biggest milestones in life.”

The nursery years mark the most precious, powerful, and transformative phase of a child's educational journey. It is here that learning begins not with textbooks, but with tiny footsteps, curious eyes, joyful laughter, and endless wonder. Nursery education is truly the first step where strong foundations are gently laid for lifelong learning. In a nursery classroom, children learn through playful exploration and joyful experiences. Singing rhymes, listening to stories, stacking blocks, splashing colors, and engaging in role play are not mere activities—they are meaningful learning moments. Through these, children naturally develop language skills, fine motor coordination, creativity, and problem-solving abilities in a stress-free and happy environment.

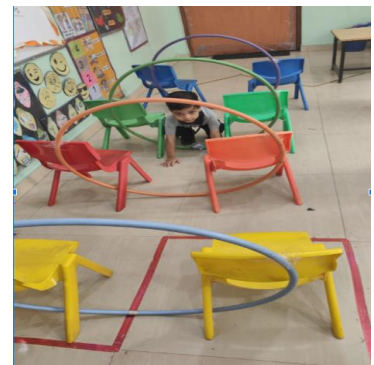
#### SOME OF THE ACTIVITIES USED IN MY CLASS ARE:



Paper Tunnel Game



Little Hands Big Concentration



Learning Through Crawling

## MORE THAN JUST FUN

### HOW PLAYING HELPS YOUR CHILD GROW

*Priya Srivastava, Homeroom Teacher – PP1.*

If you walk through our school, you won't hear a pin drop. Instead, you'll hear the best sounds in the world: laughter, the scratch of crayons on paper, and excited chatter. This isn't chaos, it is a special way of learning called the Play-Way method. We believe children shouldn't just sit and listen—they should be the active creators of their own world.

We know that school is the first place where many children step away from their parents. That's why our teaching style is built on love and comfort, just like at home. We don't rush them. We let every child grow at their own speed through songs, games, and doing things themselves.

#### *The Joy of Getting Messy:*

You might see your child splashing at a Water Table or digging deep in a Sand Box. To the untrained eye, it looks like simple fun. But look closer, and you'll see they are becoming little scientists.

- At the Water Table: They are learning why some things float, and others sink.
- In the Mud/Garden: They are connecting with nature, finding insects, and understanding how life grows.

*When children feel safe and loved, they don't just learn better—they grow up healthier and happier.*

## HEALTH IS WEALTH

### HEALTHY HABITS IN EARLY AGE

*Khaikesha Dawoodani, Homeroom Teacher – PP1*

*"Health is wealth"* This simple proverb reminds us that good health is the greatest gift. It is important to inculcate good, healthy habits from a young age so that it becomes second nature with age. In the early years, children learn best through daily routines and experiences.

Simple habits like eating nutritious food, washing hands regularly, staying physically active, and getting enough sleep support overall physical, emotional, and social development. The actions and behavior of parents and teachers must reflect a health-conscious attitude so that children feel motivated to model the same.

Parents should motivate their children to consciously eat healthy food, stay active, and get enough sleep. This will help their bodies grow strong and their minds stay alert. Maintaining personal hygiene along with a clean environment protects them from illnesses which in turn helps them stay

energetic and active.

Practicing healthy habits also helps children develop self-discipline, confidence, and independence. These habits support better learning, positive behavior, and emotional well-being. When children learn healthy routines early, they are more likely to follow them throughout their lives leading to a healthier and happier future.



## ME, A TEACHER

### MY CLASSROOM MY RESPONSIBILITY

*Minaz Sindhwani, Homeroom Teacher – PP1*

As a teacher, I truly see my classroom as a second home for my children—a place where they feel safe, loved, and valued. Every day, I try to help them understand that the classroom belongs to all of us and that caring for it is our shared responsibility. Through simple daily routines like putting away books, arranging materials, cleaning up after activities, watering plants, and helping friends, children learn to be responsible in a gentle and meaningful way. I guide them with patience and I celebrate their efforts, no matter how small.



When children are trusted and encouraged, they begin to show self-discipline and confidence. They take pride in their classroom and feel a sense of belonging. These moments may seem simple, but they help children understand that their actions matter and that they are an important part of their learning environment.

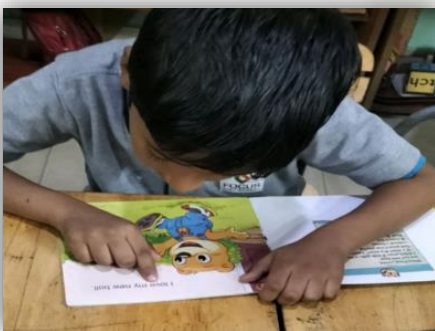


*Caring for the classroom is not just about cleanliness—it is about building values, respect, and lifelong habits that children will carry with them beyond the classroom*

## EARLY READERS TODAY, LIFELONG LEARNERS TOMORROW

### READING SKILLS (3 TO 6 YEARS)

*Narjis Fatima, Homeroom Teacher – PP2*



Reading skills in the early years of an IB school plays a vital role in a learner's overall development. At this stage, reading is not limited to recognizing letters and words, but also involves listening, speaking and understanding the content.



Through stories, picture books, rhymes, Let's read material and shared reading activities help learners develop a love for language and curiosity about the world. The IB early years' approach encourages inquiry-based learning where learners explore stories, ask questions, and connect texts to their own experiences. This helps build vocabulary, comprehension, and critical thinking skills. Facilitators create a supportive and engaging environment that respects each learner's pace and learning style. Strong reading skills developed in the early years form a foundation for lifelong learning, communication, and confidence in future academic growth.

## PILLARS OF A GREAT TEACHER

### HOW THEY COME ALIVE IN THE CLASSROOM

*Afroz Jamal, Homeroom Teacher – PP2*

	PILLARS	ESSENCE	ACTION
1	The Ears: Active Listening	A great teacher listens not only to words but also to silence, body language, and emotions.	The teacher ensures every student gets a turn to speak. When a child seems quiet or withdrawn, the teacher gently checks in and encourages them to share their thoughts.
2	The Voice: Clear Communication	A great teacher turns complex ideas into simple, understandable steps.	Instructions are broken down clearly. The teacher models the task first, checks for understanding, and uses examples so every learner feels confident to begin.
3	The Hands: Collaboration	Teaching is teamwork — involving students, parents, and colleagues.	Students work in pairs or groups to solve problems. Teachers communicate regularly with parents and collaborate with fellow educators to improve learning experiences.
4	The Sails: Adaptability	Classrooms are dynamic spaces. Flexibility is essential.	The teacher adjusts the approach — perhaps by using a different activity, adding visuals, or changing the pace — ensuring students stay engaged.
5	The Spark: High Engagement	Engaged students are motivated learners.	The teacher uses storytelling, hands-on activities, questioning techniques, and interactive discussions to make lessons meaningful and exciting.
6	The Heart: True Empathy	Understanding students' feelings builds trust and confidence.	The teacher offers encouragement instead of criticism, creating a safe environment where mistakes are seen as learning opportunities.
7	The Watch: Endless Patience	Every child learns at a different pace.	The teacher provides additional support when needed, celebrates small improvements, and allows students the time they require to grow.
8	The Compass: Real-World Learning	Education should connect beyond the classroom walls.	Teachers relate lessons to everyday experiences, helping students see the purpose and relevance of what they are learning.
9	The Torch: Sharing Best Practices	Great teachers uplift other teachers.	Educators share successful strategies, resources, and reflections during meetings and professional discussions to strengthen the entire school.
10	The Seed: Lifelong Learning	A great teacher is always a learner.	Teachers attend workshops, read, reflect, and continuously seek new ways to grow — modeling curiosity and learning for their students.

## A JOYFUL JOURNEY

### READING SKILLS (3 TO 6 YEARS)

*Basheer Unnisa, Homeroom Teacher – Grade 1*

As the Homeroom Teacher, I feel very happy to share our joyful journey this year. For many children, Grade 1 is a new and important step in their learning journey. At the beginning of the year, some students felt shy and a little nervous. Slowly, they started making friends and became more confident.

The classroom soon turned into a happy and friendly learning space. In class, learning happens in many fun ways. We read simple stories, sing songs, and practice new words every day. Children enjoy phonics activities that help them read and write better. They proudly write small sentences and share their ideas with the class.

Watching these young learners grow each day is truly rewarding. Their curiosity, creativity, and happiness make every day special in the classroom. As their teacher, I feel proud to guide them in their first steps of learning.



*It is not just about academic learning; it is about building confidence, friendships, and a love for school. It is a journey filled with discovery, joy, and meaningful experiences.*

## “EXPLORE”

### THE POWER OF ‘EXPLORE’ IN THE PRIMARY YEARS PROGRAMME

*Syeda Anees Alaidroos, TL & Homeroom Teacher – Grade 2*

In the IB Primary Years Programme (PYP), one word quietly shapes the entire learning journey of a child — **explore**. It is more than just an action; it is a mindset, a pathway to curiosity, and a foundation for lifelong learning. When children **explore**, they are not simply gathering information; they are constructing meaning, developing confidence, and learning how to understand the world around them. As the renowned educational thinker Jean Piaget reminds us, “The principal goal of education is to create people who are capable of doing new things, not simply repeating what other generations have done.” This powerful idea lies at the heart of the PYP philosophy.

Young learners are naturally curious — they ask questions, observe, imagine, and experiment. The PYP nurtures this curiosity by creating opportunities where children investigate ideas actively. When a child explores, learning becomes joyful, meaningful, and deeply personal. Through exploration, children learn to understand different perspectives, cultures, and environments.

They grow into *open-minded* individuals who are *thoughtful*, *responsible*, and *caring*. In classrooms, exploration can take many forms — investigating materials, experimenting with ideas, engaging in play-based inquiry, or asking questions about real-world issues. In this process, the teacher becomes a guide, supporting children as they discover and make meaning for themselves.

In the IB PYP, **explore** is not just a word — it is a **philosophy**. By fostering exploration, we are not only teaching children what to learn, but empowering them with the skills and mindset to think, create, and thrive.



## GROWING TOGETHER

### CURIOSITY, LEARNING & MY FIRST PYPX EXPERIENCE

*Wasima Osmani TL & Homeroom Teacher – Grade 3*



Being a teacher is a journey full of curiosity, creativity, and small discoveries every day. In the classroom, my students are always eager to ask questions, explore ideas, and share their thoughts. From brainstorming sessions to hands-on activities like drawing, creating charts, and role-playing, every lesson encourages them to think critically, collaborate, and express themselves confidently. This year, I had the incredible opportunity to be a mentor for my first PYPX Exhibition. Guiding students as they planned, researched, and presented their projects was both challenging and rewarding. I learned how to balance guidance with independence, encourage inquiry, and support students in developing solutions to real-world problems.



One of the most exciting experiences was our trip to Safa Baitul Maal, where students learned about waste management and community responsibility. They explored the 3Rs – Reduce, Reuse, Recycle – and saw firsthand how managing waste impacts the environment. Watching students grow in curiosity, confidence, creativity, and teamwork was inspiring and reminded me why inquiry-based learning and real-world experiences are so powerful.

This journey not only helped students discover their potential but also allowed me to grow as a teacher, learning patience, flexibility, and the joy of nurturing independent thinkers. The PYPX experience will always remain a memorable highlight in my teaching journey.

### FROM HOME TO CLASSROOM: GROWING BRIGHT YOUNG MINDS

*Deepa Patel, Homeroom Teacher – Grade 3*

A child's learning journey does not begin and end in the classroom—it continues at home. During the primary years, children build the foundation for reading, writing, and thinking. When families show interest in what their children learn at school, it encourages curiosity, builds confidence, and helps them develop a love for learning.

Parental involvement does not always require big efforts. Simple actions like checking homework, encouraging daily reading, asking about the school day, or attending parent-teacher meetings can make a meaningful difference. When children see that their efforts are noticed and appreciated, they feel motivated to try their best. A peaceful and supportive home environment also helps them focus and develop positive study habits.

Family support also nurtures emotional and social growth. When children feel valued and understood, they gain the confidence to express ideas and face challenges with a positive mindset. Open communication between families and teachers further strengthens this support, allowing learning needs to be identified and addressed early.



Healthy daily routines also play an important role in learning. Nutritious meals give children the energy they need to stay active and attentive, while enough sleep helps improve memory, understanding, and classroom participation. Even small habits like setting a regular bedtime and limiting screen time before sleep can make a noticeable difference.

When families and teachers work hand in hand, they create a strong support system that helps children grow not only as successful students but also as confident, responsible individuals ready to shine in the future.



## CURSIVE CHAMPIONS

### THE WRITING JOURNEY OF GRADE 4

*Ailiya Fatima Ishraq, Homeroom Teacher – Grade 4*

Cursive writing classes in Grade 4 have been an exciting and meaningful part of our classroom learning. At the beginning, many students found cursive writing quite challenging. They were used to print writing, so joining letters smoothly and maintaining proper spacing seemed difficult. Some students wrote slowly, while others struggled to keep their letters neat and consistent in size.

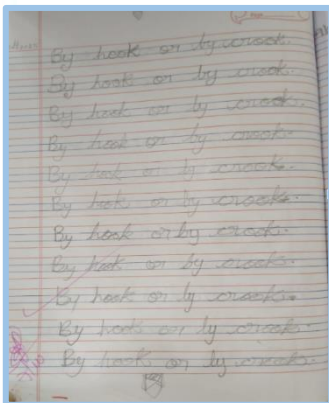
In the early days, students often mixed print and cursive styles. Letters were not always formed correctly, and spacing between words was uneven. Holding the pencil properly and maintaining a steady flow of writing also required practice. However, with regular guidance, demonstrations, and practice sheets, students gradually became more confident.

As weeks passed, we started noticing clear improvements. Students began to understand how each letter connects to the next. Their handwriting became more fluent, and they could write sentences without lifting their pencil too often. This helped them write faster and more smoothly.

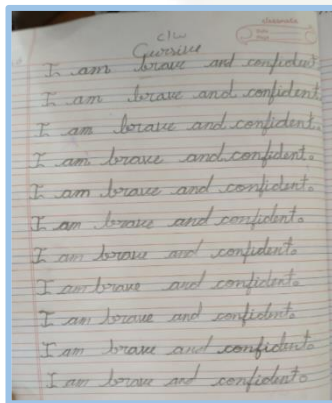
One of the most noticeable changes has been in the neatness of their work. Letters are now more uniform in size, and spacing between words has improved. Students also take pride in presenting their work neatly, which has boosted their confidence. Many students who were hesitant at first are now eager to showcase their cursive writing.

Overall, cursive writing classes have brought a significant transformation in our Grade 4C students. From hesitant beginners to confident writers, their journey has been inspiring. With continued practice, we are sure they will become even more skilled and expressive in their writing.

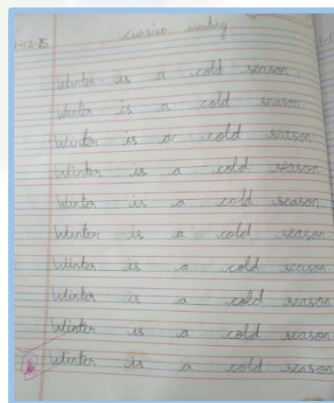
Week 1



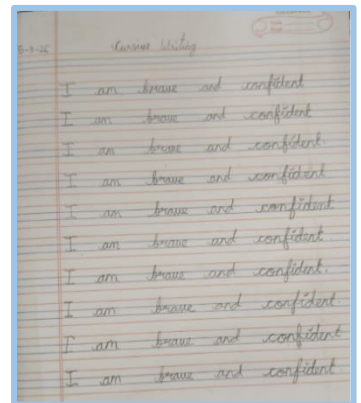
Week 2



Week 3



Week 4



## PYP EXHIBITION

### SHOWCASING OUR LEARNING JOURNEY

*Naaz Fatima TL & Homeroom Teacher – Grade 5*

*What happens when young learners are trusted to ask big questions, explore real problems, and take meaningful action? The answer unfolds in the PYP Exhibition.*

The **PYP Exhibition (PYPX)** is a powerful and meaningful learning experience in the Primary Years Programme of the **International Baccalaureate**. It serves as a culminating project where students demonstrate their learning through self-directed, collaborative inquiry into real-world issues that matter to them.

The journey begins with student orientation sessions where learners revisit the essential elements of the PYP—concepts, skills, knowledge, attitudes, and action. They understand how these come together to support independent inquiry. Parents also attend orientation to understand the process and learn how they can support their children throughout the experience.

Learners were given agency to choose topics they are passionate about through google form, ranging from climate change, sustainability, or innovation. After finalizing their topics, they identify a suitable Transdisciplinary Theme to guide their inquiry. They then brainstorm key vocabulary words to build conceptual understanding and work with facilitators to co-construct a Central Idea that drives their research.



Once this was complete, students were grouped by common interests and assigned mentors who support their thinking, planning, and progress throughout the inquiry. With their Central Ideas in place, students design a structured research plan to guide their learning, deciding what questions to ask, where to find information, and how to divide responsibilities within their teams. Teachers guided them in forming effective questions, finding reliable sources, and staying focused. This stage builds student ownership, collaboration, and critical thinking.

the real world. Learners created a logo that reflects their Central Idea. The logos were printed on official PYPX T-shirts, turning their ideas into a visual symbol of unity, creativity, and purpose.

To make learning more authentic, students participated in field visits and interacted with guest speakers who share real-life insights about their inquiry topics. These experiences help students connect classroom learning with the real world.

A key element of the exhibition is action. Learners took meaningful actions based on their learning, such as creating awareness campaigns, launching small initiatives, collaborating with organizations and adopting Rhino. This builds empathy, responsibility, and global citizenship. As the final event nears, students work on presentations, display boards, models, and performances to showcase their learning journey. The exhibition is a celebration of growth, voice, collaboration, and confidence.

The PYP Exhibition is a transformative learning experience. It helps students become inquirers, thinkers, communicators, and caring individuals—ready to make a positive impact on the world. It truly reflects the spirit of the IB learner profile and the power of student-led inquiry.





### IB PYP EXHIBITION AY 2025-26



## FIELD TRIPS

### EXPLORING, EXPERIENCING, AND DISCOVERING TOGETHER

*Shahana Begum, Homeroom Teacher – Grade 5*

Field trips are an essential component of holistic education as they promote experiential learning by enabling students to connect classroom concepts with real-world contexts. At Focus, these visits are carefully planned in alignment with transdisciplinary themes, making them purposeful, inquiry-driven, and strongly linked to ongoing units of learning.



Educational visits from Grade 1 to Grade 5 to places such as Nehru Zoological Park, D.O. Science Museum, Chowmahalla Palace, Shilparamam and Salar Jung Museum have been highly enriching, as they provided learners with authentic exposure to wildlife conservation, scientific innovations, cultural heritage, and historical artefacts.

Students actively engaged in observation, note-taking, and inquiry by jotting down key information, which strengthened their research and thinking skills. The school management deserves sincere appreciation for organizing a safe, well-coordinated transport system that ensured comfort and security throughout the visits. Equally commendable is the dedicated role of accompanying teachers, who guided students, facilitated meaningful discussions, ensured discipline, and helped learners reflect on their experiences, thereby making each field trip a valuable and memorable learning opportunity.



Field trips also encouraged students to develop social skills such as teamwork, cooperation, and responsible behavior in real-world settings. These experiences sparked curiosity and inspired learners to ask deeper questions, extending their inquiry beyond the classroom. Post-visit reflections, discussions, and follow-up activities further reinforced their understanding and allowed them to connect their experiences with classroom learning. Such opportunities not only enhanced



academic learning but also contributed to the overall personality development of the

students. They continue to play a vital role in nurturing confident, aware, and engaged learners.



## THE HEARTBEAT OF OUR SCHOOL

### HOW ASSEMBLIES SHAPE THE IB LEARNER

*Aisha Fatima, Homeroom Teacher – Grade 5*

At our IB World School, the morning assembly is far more than a transition from the playground to the classroom; it is the heartbeat of our journey. For students in Classes 1 to 5, these gatherings are vibrant, living classrooms where our Units of Inquiry leap off the pages and into the spotlight.



#### A Mindful Welcome: Living the IB Learner Profile

We kicked off the academic year by wrapping a warm "Welcome Back" around the serene practice of **International Yoga Day**. Linked to the transdisciplinary theme **Who We Are**, our first assembly transformed the school hall into a sanctuary of mindfulness. By demonstrating graceful yoga postures and sharing their personal healthy habits, our young learners proved that being Balanced and Reflective isn't just an IB requirement—it is the very foundation of a successful learning journey.



#### Voices of Responsibility and Expression

During **Van Mahotsav**, the stage became a platform for environmental advocacy. Students spoke with passion about protecting our canopy, embodying the Caring and Principled attributes of the IB profile. This spirit of vocal agency continued on **Language Day**. Under the theme **How We Express Ourselves**, our halls echoed with poems and speeches in a beautiful tapestry of tongues, celebrating our diversity as Open-minded and Confident Communicators.

#### Growing Beyond the Textbook

From the kaleidoscope of colors during our cultural festivals to the visionary dreams shared on **World Student Day**, these are the moments where leadership is born. In these shared experiences:

- Curiosity is sparked by peer-led presentations.
- Collaboration is practiced through group performances.
- International Mindedness is cultivated by honoring global traditions.



#### A Foundation for the Future

These assemblies are not just "routine"—they are the moments where we shape principled, empathetic, and globally aware individuals. As voices are heard and stories are shared, we aren't just starting a school day; we are building the leaders of tomorrow.



## معیاری تعلیم میں تفریق کی حکمت عملی

بشریٰ حسین اور رخسانہ بیگم ( شعبہ اردو )

فوکس اسکول میں، طلبا کی تعلیمی ضروریات کو پورا کرنے کے لیے ہمیشہ کوشش کی جاتی ہے۔ آئی بی تعلیمی پروگرام میں، تفریق کی حکمت عملی خاص طور پر اہم ہے۔ تفریق یعنی طلبا کی صلاحیت کے اعتبار سے تدریس، کیونکہ یہ طلبہ کو اپنی صلاحیتوں کو بہتر بنانے اور آگے بڑھنے کے لیے تیار کرتی ہے۔

### تعلیمی ضروریات :

میں نے محسوس کیا کہ ہر طالب علم سیکھنے کی صلاحیت مختلف ہوتی ہے اور اپنی رفتار سے سیکھتا ہے، اور مختلف مشکلات کا سامنا کرتا ہے۔ جماعت میں انفرادی توجہ کے حامل طلبا، اوسط درجہ کے طلبا اور ذہین و زیرک طلبا جو اپنے کام کو باآسانی جلد مکمل کر لیتے ہیں جنہیں اضافی سرگرمیوں کی ضرورت ہوتی ہے۔ اس کے لیے، تین اقسام کے امتحانی پرچے بنائے گئے : ایسے طلبہ جنہیں اضافی مدد کی ضرورت ہو، دوسرے جو درجہ جماعت کے مطابق ہیں، اور تیسرے ذہین و فطین طلبہ کے لیے۔

آئی بی تعلیمی پروگرام میں، تفریق کی حکمت عملی کو اپنانا بہت ضروری ہے، کیونکہ یہ حکمت عملی طلبہ کو اپنی تعلیمی استعداد کو پورا کرنے میں مدد کرتی ہے اور انہیں مستقبل کے لیے تیار کرتی ہے۔

چونکہ طلبا میں فطرتاً سیکھنے کی صلاحیتیں جدا جدا ہوتی ہیں یہاں پر بحیثیت معلمہ میں یہ سمجھتی ہوں کہ طلبا کو پڑھنے اور لکھنے کی استعداد پر مبنی مشاغل میں مصروف رکھنے کی ضرورت ہوتی ہے۔ مختلف سطح کی سرگرمی پیش کر کے طلبا کی صلاحیتوں کو اجاگر کرنے اور ان میں مہارت پیدا کرنے کی ترغیب دی جائے۔ اسی کو مد نظر رکھتے ہوئے میں نے مذکورہ منصوبہ بندی کو اپنایا جس میں تدریسی و اکتسابی صلاحیتوں میں مثبت نتائج کا بہتر مشاہدہ ہوا جیسے طلبا کی ذہنی استعداد، دلچسپی اور شمولیت میں اضافہ، اکتسابی نتائج اور طلبا کے اعتماد میں اضافہ قابل ذکر ہیں۔



# ఏకాగ్రత విజయానికి దారి

## TURNING DISTRACTION INTO DIRECTION

Amina Nawaz, Telugu Teacher.

ఈ రోజుల్లో తరగతుల్లో విద్యార్థుల్లో ఏకాగ్రత లోపం ఒక సాధారణ సమస్యగా కనిపిస్తుంది. చాలా మంది విద్యార్థులు ఎక్కువ సేపు పాఠాల పై దృష్టి పెట్టలేకపోతున్నారు. దీనికి దృష్టి ధ్యాస, ఒత్తిడి, సరైన నిద్రలేమి, అధికంగా మొబైల్ లేదా టీవీ వినియోగం వంటి కారణాలు ఉంటాయి. ఏకాగ్రత తక్కువగా ఉంటే వారు పాఠ్యాంశాలను స్పష్టంగా అర్థం చేసుకోలేరు, నేర్చుకున్న విషయాలను మర్చిపోతారు, పనిని సమయానికి పూర్తి చేయలేరు. కాలం గడుస్తున్న కొద్దీ విద్యార్థుల ప్రవర్తనలో చాలా మార్పు వస్తున్నది, తద్వారా విద్యార్థులలో ఏకాగ్రత, క్రమశిక్షణ అనేది రోజురోజుకు క్షీణిస్తుంది. ముఖ్యంగా నేటి విద్యార్థులకు తరగతి గది నిర్వహణ అనేది విద్యార్థులు సంతోషంగా, శాంతిగా, క్రమంగా సురక్షితంగా, గౌరవంగా, ఆసక్తిగా నేర్చుకునేలా సానుకూలమైన మరియు క్రమబద్ధమైన విద్యా వాతావరణాన్ని సృష్టించే ప్రక్రియ. సమర్థవంతమైన తరగతి గది నిర్వహణ ద్వారా ఉపాధ్యాయులు క్రమశిక్షణను కాపాడుతూ, విద్యార్థుల పాల్గొనడాన్ని పెంచి, బోధన సమయాన్ని ప్రయోజనకరంగా ఉపయోగించగలరు.



విద్యార్థుల దృష్టిని ప్రభావితం చేసే కారణాలలో అనారోగ్యకరమైన రోజువారీ అలవాట్లు, విషయంపై ఆసక్తి లేకపోవడం, భావోద్వేగ సమస్యలు, శబ్ద భరితమైన వాతావరణం, ఎక్కువ స్క్రీన్ టైమ్ వంటి అంశాలు ఉన్నాయి. ఆసక్తికరంగా లేని బోధనా విధానాలు కూడా ఏకాగ్రతను తగ్గించవచ్చు. ఏకాగ్రత ను పెంచుకోవడానికి విద్యార్థులు సరిపడా నిద్ర, పోషకాహారం, క్రమబద్ధమైన చదువు అలవాటు వంటి ఆరోగ్యకరమైన పద్ధతులు పాటించాలి. మధ్య మధ్యలో చిన్న విరామాలు, శారీరక వ్యాయామం, శ్వాసా అభ్యాసం లేదా ధ్యానం మనసును తాజాగా ఉంచుతాయి. ఉపాధ్యాయులు ఆటలు, సమూహ

కార్యకలాపాలు, చర్చలు వంటి ఆసక్తికరమైన బోధనా పద్ధతులు ఉపయోగిస్తే విద్యార్థుల దృష్టి పెరుగుతుంది. తల్లిదండ్రులు ఇంట్లో ప్రశాంతమైన చదువు వాతావరణం కల్పించి స్క్రీన్ టైమ్ ను నియంత్రించాలి.

విద్యా సంవత్సరం ప్రారంభంలో సరళమైన మరియు స్పష్టమైన తరగతి నియమాలను రూపొందించి, వాటిని వివరించి, తరచూ అభ్యాసం చేయించాలి. ఉపాధ్యాయులు - విద్యార్థుల మధ్య గౌరవపూర్వకమైన మరియు ఆప్యాయమైన సంబంధం ఏర్పడితే ప్రవర్తన మరియు నేర్చుకోవడం మెరుగుపడుతుంది. ప్రోత్సాహం మరియు ప్రశంసలు నమ్మకాన్ని పెంచుతాయి. తరగతిలోకి ప్రవేశం, గృహ పాఠం సమర్పణ, సమూహ కార్యకలాపాలు, తరగతి ముగింపు వంటి రోజువారీ పద్ధతులు విద్యార్థులను క్రమబద్ధంగా ఉంచుతాయి. మంచి ప్రవర్తనను ప్రశంసించడం, బహుమతులు ఇవ్వడం, కృషిని గుర్తించడం ద్వారా విద్యార్థులు బాధ్యతాయుతంగా ప్రవర్తించడానికి ప్రేరణ పొందుతారు. చర్చలు, ఆటలు, సమూహ కార్యకలాపాలు, సృజనాత్మక పనులు వంటి ఆసక్తికరమైన పద్ధతులు విద్యార్థులను చురుకుగా ఉంచుతాయి.



**ముగింపు :** సమర్థవంతమైన తరగతి గది నిర్వహణ విజయవంతమైన బోధన - అభ్యాసానికి అత్యంత అవసరం. స్పష్టమైన నియమాలు, సానుకూల సంబంధాలు, ప్రోత్సాహం, ఆకర్షణీయమైన పాఠాలు కలిపి ఆనందదాయకమైన నేర్చుకునే తరగతిని నిర్మిస్తాయి

## हिंदी लिखित कार्य करते समय की गई त्रुटियाँ कैसे सुधारे

### HOW TO IMPROVE MISTAKES IN HINDI WRITTEN WORK

*Afsara Begum, Hindi Teacher.*

हिंदी लिखित कार्य हमारे ज्ञान, विचारों और अभिव्यक्ति की क्षमता को प्रकट करने का महत्वपूर्ण माध्यम है। विद्यालय, प्रतियोगी परीक्षाओं और दैनिक जीवन में शुद्ध तथा प्रभावी लेखन का विशेष महत्त्व है। परंतु लिखते समय हमसे अनेक प्रकार की त्रुटियाँ हो जाती हैं। यदि इन त्रुटियाँ को समय रहते सुधारा जाए, तो हमारा लेखन अधिक प्रभावशाली और त्रुटिरहित बन सकता है।

#### वर्तनी संबंधी त्रुटियाँ:

अक्सर विद्यार्थी शब्दों की गलत वर्तनी लिख देते हैं, जैसे -अवश्यक की जगह आवश्यक, किरण की जगह कृपा। इन त्रुटियों को सुधारने के लिए नियमित पठन-पाठन आवश्यक है। शब्दकोश का प्रयोग करना तथा कठिन शब्दों की सूची बनाकर उनका अभ्यास करना लाभदायक होता है।

#### व्याकरण की त्रुटियाँ सुधारे :

संज्ञा, सर्वनाम, क्रिया और विशेषण का सही प्रयोग करे।  
लिंग (पुल्लिंग /स्त्रीलिंग ) और वचन (एक वचन /बहु वचन ) का ध्यान रखे।  
काल (भूत, वर्तमान, भविष्य ) सही रखे।

#### उदहारण:

वह स्कूल जाती है। (अगर करता "राम" है) X  
वह स्कूल जाता है। ✓

#### वर्तनी (Spelling)की गलतियाँ सुधारे

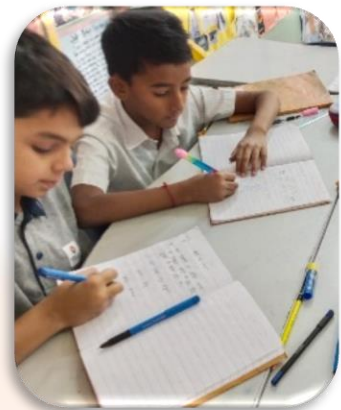
शब्दकोष (डिक्शनरी)की सहायता करे।  
सामान उच्चारण वाले शब्दों में अंतर समझे।

उदहारण: विद्यालय X  
विद्यालय ✓

**विशेष टिप्पणी :** यदि आप किसी विशेष शब्द या वाक्य की शुद्धता को लेकर दुविधा में हैं, तो **शब्दकोश** के साथ-साथ मानक हिंदी व्याकरण की पुस्तकों का संदर्भ लेना सबसे उत्तम रहता है।

मात्राओं का सही प्रयोग करे।

हिंदी में मात्रा की गलती बहुत सामान्य होती है।



## MATHEMATICS - LEARNING BY DOING

### THE ROLE OF MANIPULATIVES IN TEACHING MATHEMATICS

*Farhath Fatima, Math Teacher.*



Mathematics is often seen by students as a difficult and a subject filled with numbers and formulas. As teachers, our responsibility is to make these ideas meaningful and enjoyable.

One of the most effective ways to achieve this is through the use of manipulatives such as, tools, models, charts, graphs, puzzles, and mathematical games used in the math lab and classroom. Manipulatives are physical or visual objects that help students understand mathematical concepts by actively engaging with them.

But what exactly makes them so important, who benefits from them, and how do they truly support learning?

The answer lies in their ability to connect thinking with doing. When young learners use base-ten blocks to understand place value, they are not just memorizing rules, they are discovering concepts through experience. This hands-on approach is especially helpful for children who learn better by seeing and touching rather than only listening.

## SCIENCE LAB – THEORY INTO PRACTICE

### THEORY INTO BEAUTY

*Syeda Farha Fatima Razvi, Science Teacher*

A science lab is a place where students learn science not only from books but also through experiments and practical activities. The school's science lab usually serves as a foundation where students begin their journey of scientific discovery.

The main purpose of the science lab is to help students understand basic scientific concepts through **observation** and **experimentation**. In classrooms, students read about scientific ideas, but in the laboratory they can see those ideas in action. This makes learning more interesting and easier to understand.

In the science lab, students perform simple experiments such as **observing plants, human body systems, DNA, studying magnets, circuits, lenses, prisms, learning about light, force, electrolysis** and **making recycled paper**. Students learn how to handle equipment like **microscope, test tubes**, and measuring instruments properly.

These experiences encourage **logical thinking** and **problem-solving abilities**. It helps students connect theory with practical knowledge and encourages them to **explore, question, and discover**.



## STEM

### THE BEGINNING OF OUR STEM STORY IN IB PYP

*Shams Uz Zoha, Ishaqui, STEM Teacher– Grade 1-2*

This academic year marked a special milestone for us as we introduced STEM into the IB PYP for the very first time. As a teacher, it has been an incredibly enriching and exciting journey—one where learning never stopped, not just for the students, but for me as well.

The simple act of building with LEGO pieces sparked immense fascination. Each brick became a tool for imagination, problem-solving, and collaboration. Students eagerly experimented, made mistakes, rebuilt, and learned—developing not only their understanding of concepts but also confidence and resilience.

What stood out the most was how engaged and energized the students were. Hands-on learning empowered them to become thinkers, creators, and innovators. Their excitement was contagious, turning every class into a joyful learning experience.

Introducing STEM has been more than just adding a subject—it has been about nurturing a mindset. A mindset where students question, explore, and create with purpose. This journey has just begun, and I am excited to see how our young learners continue to grow, innovate, and shape the future.



### SPARKS OF INNOVATION: OUR JOURNEY 2025-2026

*Kaneez e Abbas, STEM Teacher – Grade 3-5*

What happens when curiosity meets creativity? Our Grades 3 to 5 students found out this year through an exciting STEM journey!

We kicked off with Early Engineering, letting students experiment with design materials to build projects like Time and Money and Pulleys and Levers, linking lessons to real life. “Seeing my pulley lift a weight was amazing!” shared one enthusiastic student.



Next, students explored block coding on the MIT App Inventor, creating apps like a Smart Calculator and Digital Memories App, sharpening logic and problem-solving skills. Currently, they are bringing code to life with microcontrollers using the micro: bit and Microsoft Make Code, learning how digital instructions can control the physical world. Through teamwork, experimentation, and imagination, our young innovators are discovering that STEM is about creating, experimenting, and shaping the future.

## SPECIAL EDUCATION NEEDS

### RED FLAGS IN EARLY CHILDHOOD

*Dr. Farqunda Bathool, Counsellor, SEN Dept.*

#### It takes a village to raise a child

Every parent dreams of seeing their child grow into a successful and responsible individual. But when we speak about success, we must remember that it is not measured only by marks and grades. A child's true development includes education, discipline, good manners, values, emotional strength, and social responsibility.

#### The Importance of Early Childhood

During early childhood, children learn:

- **How** to communicate?
- **How** to interact with others?
- **How** to follow rules? and
- **How** to understand emotions?

What they experience during these years often shapes their habits and attitudes for the rest of their lives.



#### Signs Parents and Teachers Should Notice in Children

Children do not always tell us when they are struggling. Often, they show it through their behavior. That is why it is important for adults to carefully observe certain signs.

One of the first signs to notice is **difficulty in communication**. If a child is not speaking according to age, struggles to express thoughts, or does not respond when their name is called, it may need attention.

Another sign is difficulty in **social interaction**. Some children may avoid eye contact, prefer to play alone most of the time, or find it difficult to interact with other children.

Parents and teachers should also observe **attention and concentration**. If a child is easily distracted, cannot focus on tasks, frequently forgets instructions, or finds it difficult to sit still for even short activities, it may indicate challenges with attention.

Sometimes children may also show **repetitive behaviors**, such as repeating the same actions again and again, becoming very upset with small changes in routine, or being unusually attached to specific objects.

Another important area to notice is **learning ability**. If a child finds it very difficult to recognize letters or numbers, struggles with reading and writing, or learns much slower than other children despite effort, it may be a sign that the child needs extra support.

**Emotional behavior** is also important to observe. Frequent anger, frustration, sudden emotional outbursts, or extreme withdrawal from activities may indicate that the child is facing difficulties.

Some of these signs may be related to conditions like Autism Spectrum Disorder or Attention Deficit Hyperactivity Disorder, which can affect communication, attention, and behavior.

Recognizing these signs early does not mean labeling a child as "Autistic", "Slow Learner" or "Special". It simply means that the child may need understanding, guidance, and sometimes professional support.

It helps adults provide the right guidance and support at the right time.

### Challenges Faced Today



However, raising and educating children today is not without challenges. One major challenge is the increasing use of digital devices, which can reduce physical activity and face-to-face interaction. Another challenge is the busy lifestyle of modern families, which sometimes limits the time parents spend communicating with their children.

Children today also face academic pressure at a very early age. When the focus becomes only marks and performance, children may experience stress and lose the joy of learning. These challenges remind us that raising children requires patience, understanding, and cooperation from both parents and teachers.



### The Role of Parents

Children do not learn only through instructions — they learn mainly by observing the adults around them.

Simple habits at home can shape a child's personality in powerful ways. Parents should try to create healthy routines for sleep, study, and play. Spending time with children, listening to them, reading together, and encouraging creative activities like drawing or storytelling can strengthen both learning and emotional connection.

Another important responsibility for parents today is managing screen time. Excessive use of mobile phones and television can affect children's attention, sleep, and social interaction. Encouraging outdoor play and real-life interactions helps children develop better focus and social skills.



### The Role of Teachers

***"School helps reinforce the values that children learn at home."***

Schools provide an environment where children learn how to share, cooperate, respect others, and work as a team. They learn to follow rules, manage their emotions, and develop curiosity about the world around them.

When teachers and parents support each other, children receive a consistent message about behavior, discipline, and responsibility.

### Working Together for the Child

Ultimately, a child's growth is strongest when home and school work together. Regular communication, shared expectations, and mutual respect between parents and teachers create a supportive environment for children. When children see that the adults in their lives are guiding them with patience and unity, they feel safe, valued, and motivated to learn.

Children learn not only from what we teach them, but from what we do every day. When parents and teachers work together with patience, respect, and understanding, we are not just educating children, rather we are shaping the future.

***"The child is both a hope and a promise for mankind."***

***— Maria Montessori***

## ONE TEAM ONE DREAM

### PHYSICAL EDUCATION AND ITS IMPORTANCE

*Shabana Begum, PE Teacher.*



#### International Day of Yoga

Yoga is the journey of the self, through the self, to the self.” International Day of Yoga is celebrated on 21st June every year. Yoga is the key to a happy and balanced life as it promotes physical fitness, mental peace, and overall well-being. On this special day, our students enthusiastically practiced various yoga postures, breathing exercises, and meditation techniques. The session helped them feel relaxed, refreshed, and energized. It was a wonderful experience that encouraged everyone to adopt yoga as a part of their daily routine for a healthy lifestyle.

#### International Olympic Day

*Sports have the power to inspire and unite people.* International Olympic Day is celebrated on 23rd June every year. It highlights the importance of sports, fitness, and the Olympic values of excellence, friendship, and respect. On this special day, our students actively participated in various sports activities and games with great enthusiasm. The event encouraged teamwork, discipline, and a spirit of healthy competition among the students. It was a joyful experience that inspired everyone to stay active and embrace the true spirit of sports in their daily lives.



### IB PYP NETWORKING SPORTS FEST



An IB PYP Networking Sports Fest is a vibrant inter-school event that brings together young learners to celebrate physical fitness, teamwork, and collaboration. The fest goes beyond competition by fostering sportsmanship, mutual respect, and international-mindedness. Students from different schools participate in a variety of athletic activities, building confidence, resilience, and social connections. Such events play a vital role in holistic development, encouraging learners to embody IB values while engaging in meaningful, real-world experiences beyond the classroom.



## SCHOOL SPORTS DAY (PP & PYP)



In our school, we celebrate Sports Day for EYP and PYP learners with great enthusiasm and excitement. It helps learners stay fit, build teamwork, and gain confidence. On this special day, students participate in a variety of fun races, games, and physical activities that bring joy and energy to the entire campus. The event encourages a spirit of healthy competition, cooperation, and sportsmanship among learners. Teachers and parents cheer for the participants, making the day even more lively and memorable. Sports Day not only promotes physical fitness but also helps learners develop discipline, coordination, and a positive attitude. It is truly a fun-filled and memorable experience for everyone involved.

## PSPE PRACTICAL ACTIVITIES

In PSPE class, we play outdoor and indoor games and learn about health and fitness. These activities help us stay active, energetic, and disciplined. We also learn the importance of teamwork, cooperation, and fair play. Sports help us grow physically, mentally, and emotionally, making us stronger and more confident. They teach us how to handle both success and failure with a positive attitude. PSPE classes are enjoyable and help us develop healthy habits for a better lifestyle



## LIBRARY

### OUR SCHOOL LIBRARY: A GATEWAY TO LEARNING AND IMAGINATION

*Afia Zareen & Muskan Kumari, Librarians.*

Why do we have a library in our school? It is much more than a space filled with books—it serves as an essential center that nurtures both our education and personal development in many meaningful ways.



One of the greatest strengths of the library is the wide range of knowledge it offers. It houses everything from imaginative stories and factual texts to life stories and accounts of the past. Whether we are working on assignments, exploring new ideas, or just looking for something enjoyable to read, the library caters to every need. In addition to this, it helps cultivate a habit of reading. The calm and welcoming environment allows us to unwind, immerse ourselves in different worlds, and gradually build a lasting interest in books. Both students and teachers benefit greatly from the library. It provides a space where we can meet, share ideas, and learn together. Beyond lending books, the library acts as a lively center that encourages creativity,

interaction, and enjoyable learning experiences.

Over the past year, several engaging activities have made our library even more lively. The Readathon event saw enthusiastic participation from students, who spent hours reading and setting new records. A special dress-up day added to the excitement, where students came dressed as their favorite characters, showcasing their creativity. We also organized a book fair, which gave students an opportunity to explore and purchase a variety of books, further encouraging their interest in reading.



Creative sessions have also been a highlight, where students gathered with art materials like colored sheets, glitter, and markers to design their own bookmarks. This activity not only encouraged artistic expression but also celebrated our connection with books. Along with these, the library also provides access to digital resources such as e-books, audiobooks, and online materials, enabling us to learn anytime and from anywhere. The combination of traditional books and modern technology makes our library truly special.



A cherished tradition in our school is donating a book to the library on one's birthday. This practice is widely appreciated, and students are encouraged with rewards, making it a joyful and meaningful contribution.

The library is always full of energy and engagement. It is not merely a collection of books but a place that opens doors to knowledge, offers a peaceful learning environment, and supports our overall growth. With activities like book clubs, storytelling sessions, and a comfortable reading corner, there is always something to enjoy. It truly invites everyone to explore, learn, and discover.

## ARTS - WHERE IMAGINATION COMES ALIVE

### THE HEART OF CREATIVITY

*Alisha Fatima, Arts Teacher*

Art is not just drawing or painting—it is a way to bring our imagination to life. Through art, we can express our ideas, feelings, and creativity in our own unique way. There is no right or wrong in art, which makes every creation special. Art also helps us feel calm, happy, and relaxed. It improves our focus, patience, and confidence. In school, art gives students a chance to explore their talents through drawing, craft, and other creative activities. It also connects us to our culture and helps us think in new and creative ways. Events like exhibitions and competitions allow students to showcase their work and feel proud. In short, art makes learning more colorful and helps us grow into creative and confident individuals.

### ACTIVITIES:

- **Fingerprint Painting Activity:** Children used their fingers dipped in paint to create fun by pressing their fingerprints on paper and adding details with pens or crayons.
- **Stone Painting Activity:** Children painted smooth stones using bright colors to create fun designs like animals, flowers, or patterns.
- **Activity connects Art with UOI:** Students explored an important monument, Charminar and expressed their understanding through creative art. By decorating the Charminar using colors, beads, and patterns, they showed their learning about Hyderabad's culture and heritage.
- **Sponge Activity:** Children used sponges dipped in paint to create butterfly wings. They explored colors and patterns by stamping the sponge on paper. The butterfly body and antennae were then drawn using crayons or sketch pens.
- **Origami:** Children learned the art of paper folding by creating simple shapes like butterflies, flowers, or birds.
- **Ice Cream Stick Activity:** Children used ice cream sticks to create fun and creative items like photo frames, houses, or bookmarks.



## STUDENTS' CORNER

### JOURNEY AS A HEAD BOY

*Syed Mohammed Awais, Head boy – Grade 5B*

My dream to become a Head Boy began in 4th standard. For two consecutive years, I was a council member, but in 4th standard, another boy got the chance. Since then, I strived to become the Head Boy.

As mid-August approached, the time for nominations arrived. I took this opportunity to reflect deeply on the qualities that define an effective leader. With my mother's valuable guidance, I completed the nomination form. A few days later, the elocution took place, followed by my classmates casting their votes for nominees. To my relief and delight, I was selected, and a short while later, I embarked on my campaigning journey. During the campaign, I delivered a concise yet meaningful speech in which I spoke about how I would serve as a bridge between management and students. While I was paired with my opponents, I spoke clearly and confidently.

When the day of the election came, I was nervous yet excited about how it would go. Then, when the voting results came out, my heart was racing. When my name was announced as the Head Boy, I was overwhelmed with joy, and all my classmates cheered for me and my fellow house captains who were all in my class. One by one, teachers came and appreciated me. My class teacher was a big support during my journey, but undoubtedly, my mother was my biggest support, helping me every step of the way. She was always there to support and encourage me whenever I needed it.

When the badge was pinned to my chest and the sash was put on my shoulder, it gave me a sense of responsibility and pride, and I realized that all the students and teachers had entrusted me with this role.

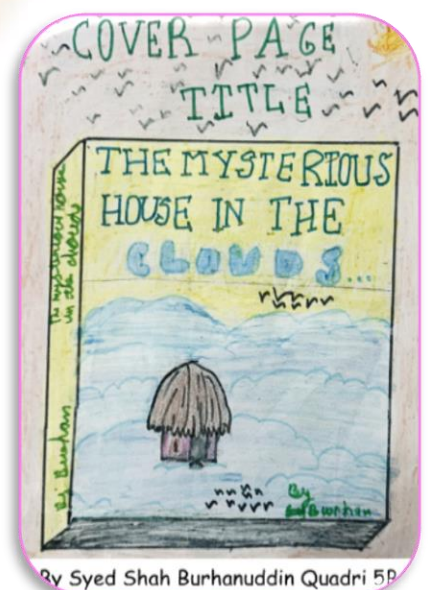
After becoming the Head Boy, I became more disciplined, punctual, and well-organized, as I wanted to lead like my father. This improved my self-management skills. After reflecting on my journey as Head Boy, I realized what an amazing achievement this was for me and how it helped me grow as a person into an individual with great self-confidence and commitment to leadership. I have discovered that being a true leader is not about having power, but about being able to listen to others, guide them, and set an example for them. I hope to cherish these memories and continue to prepare myself for future leadership opportunities that I may encounter. The title of Head Boy is so much more than just a title to me—it has been a rediscovery of myself, a realization of all that I have learned, and an opportunity to feel pride in my accomplishments, which I will carry with me for the rest of my life.



By Aqsa Mahmood 4



By Aasim Khan 5C



By Syed Shah Burhanuddin Quadri 5B

## STUDENTS' CORNER

### MY SCHOOL

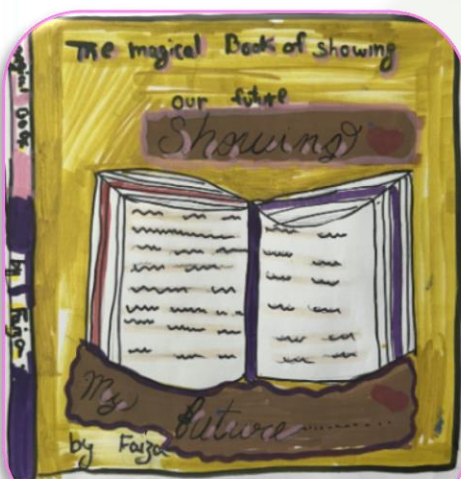
*Syeda Sughra Fatima – Grade 5C*

My journey of Focus High School at the NKB campus started with a vision to create a place where we could learn with discipline, confidence, and creativity. My school focuses not only on our academic excellence but also on developing good character and responsibility among students.

Apart from academics, my school also encourages students to take part in many events and activities. My school organizes programs like PMUN, PYPX, Sports Day, SBT Olympiads, Science Congress, Rangotsav Arts Competition, Character Dress-up and Market Art Exhibition.

Skating competitions and many other celebrations and competitions are also held. These events help improve our knowledge, communication skills, and confidence. My school also provides a friendly and supportive learning environment. We are encouraged to ask questions, explore new ideas, and work together with our classmates. This helps us develop our teamwork and leadership qualities. Over the years, dedicated teachers work hard and help us achieve success in our studies and activities.

From the beginning, my school has worked hard to provide quality education and build a strong foundation for us. My school shows how education and determination can shape a bright future for us.



Cover page by Faiza Sehrish 4A



By Syed Abubakar Mehdi 3A



By Mohammad Ali Khan 5B



By Syed Arhaan Abbas 4A



By Syed Mustafa Nemath 5A

## STUDENTS' CORNER

### BLOOM TOGETHER: TAKING ACTION, SPREADING HOPE

*Awsiya, Simrah and Amena – Grade 4A*

It all started with a lesson in our class, where we were learning about brave children from Sumatra, Indonesia, who came together to form a community to help endangered species. We were inspired by their courage and teamwork and realized that even small actions can make a big difference. This motivated us to think about how we, too, could take action and help others. At first, we thought of helping animals—especially pandas—but after discussing our ideas with our teacher and parents, we decided to focus on helping children of our own age. We carefully planned our project and thought about meaningful ways to bring happiness to others. This is how our project, **Bloom Together**, came into existence.

We aimed to spread smiles on the faces of needy and underprivileged children by fulfilling their wishes. We took responsibility by raising funds from people and organizing everything thoughtfully. With the funds we raised, we fulfilled one special wish of young orphan girls by giving them hampers that included diary sets, jewelry, and keychains. These small gifts brought big

smiles to their faces, and that made us truly happy.

Through this project, we learned that we can be change makers, no matter our age.

Our mission is to ensure that every child receives what they need, because every child has wishes that should not be left unfulfilled, no matter the reason. This is just the beginning, and we are determined to continue spreading hope and happiness through our actions.





**Bloom Together Initiative**  
Helping Hearts Changing Lives

**Join Awsiya, Simrah, Amena**

Three 10 year old girls raising funds to distribute hampers to underprivileged children.

Your monetary contributions will allow us purchase:

- Educational Supplies
- Personal Care Items
- Treats & Toys Comfort

**DONATE NOW!**  
GPay: 9652560905  
Scan to support!



Together, we can make a difference!

### MY EXPERIENCE OF BEING THE HEAD GIRL

*Syeda Sukaina Fatima – Grade 5A*

This year, I got a chance to become the Head Girl of my school. It was a very happy moment for me. When my name was announced, I felt proud and excited. It was a big responsibility for me.

As the Head Girl, I had many duties in School. I came early every day. I helped my teacher to make Students stand in line. I also helped to keep silence during the assemblies. I tried to keep discipline in the school.

Sometimes the work was difficult, but I always tried to do my best. My teachers guided me and my friends supported me. Because of them, I was able to do work well. This experience made me more confident and responsible. I learned how to talk politely and help others. I will always remember my experience of being the Head Girl.



**STUDENTS' CORNER**

**MY LITTLE CLASSROOM WORLD**

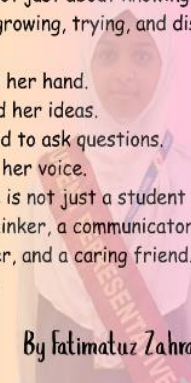
*Syed Abubakar Mehdi – Grade 3A*

In my class, we learn and play, New ideas come every day.  
 We ask questions, big and small, Sometimes I don't know at all!  
 My teacher says, "It's okay, try," So I think, and I ask why.  
 With my friends, I love to share, we help each other, we always care.  
 We draw, we read, we count, we sing.  
 Every day is a special thing.  
 I like to wonder, explore, and see,  
 What kind of learner I can be?  
 I make mistakes, I learn, I grow,  
 There's so much in the world to know.  
 I want to be kind, brave, and true, a better me in all I do.

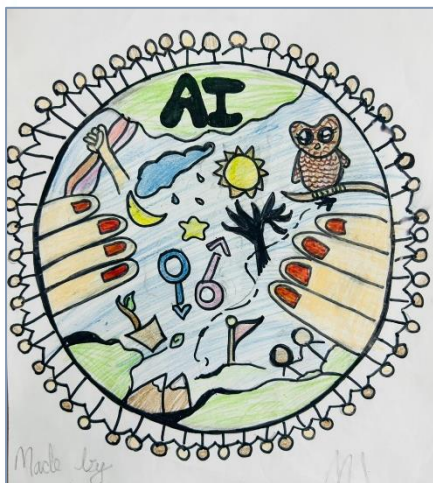
**A NEW BEGINNING, A BEAUTIFUL JOURNEY**

She walked into the IB classroom with quiet eyes and many questions. Everything felt new – new friends, new words, new ways of learning. At first, she watched more than she spoke. She wondered if she would fit in. She worried if she was "good enough." But IB is not just about knowing answers, it's about growing, trying, and discovering. Slowly... She raised her hand. She shared her ideas. She learned to ask questions. She found her voice. Today, she is not just a student She is a thinker, a communicator, a risk-taker, and a caring friend. She is Me.

By Fatimatus Zahra 5A




### PYPX POSTERS BY CLASS 5 STUDENTS



## PARENTS CORNER

### A WONDERFUL BEGINNING TO MY CHILD'S LEARNING JOURNEY

*By BS Vikas, parent of BS Jaivik (NurB)*

As a parent, I am truly grateful to the school for the wonderful growth I have seen in my child over this year. When he first joined, he was very small and just beginning his learning journey. With the love, care, and support from his teachers, especially his class teacher Ms. Sameera, he has shown beautiful progress. Today, he can identify letters and numbers and also understand simple emotions like happy, sad, angry, and crying. He is able to recognize basic concepts such as the difference between day and night and fat and thin. It is wonderful to see how much he has learned in such a short time. The fun activities, engaging lessons, and encouragement from Ms. Sameera have helped him become more confident and eager to learn every day. I sincerely thank the school and Ms. Sameera for nurturing him with so much care and helping him take his first steps in learning so confidently.

### WHY I APPRECIATE AND ADMIRE THE IB CURRICULUM AT FOCUS SCHOOL

*Waheeda Akhtar, parent of Shiraz C5 and Nuraz C2*

Being an Educator and a parent of three sons, I always look for the best educational platform. One that not only provides a fascinating curriculum but also teaches important life skills. For me Focus School has become a trailblazer by introducing the unique and incredible IB curriculum in our community. It is an important platform that helps children become practical thinkers and receive quality education through a realistic approach. I am truly impressed by this curriculum because it gives students global knowledge and prepares them to face the world with empathy and creativity. It is wonderful to see my children express themselves confidently and intelligently through effective inquiry and research-based learning. Many people have a misconception about IB curriculum without experiencing it personally. However, I strongly recommend it because I have seen a great change in my children's overall performance, confidence, and knowledge. The students become more thoughtful, independent, and determined because of the IB style of learning. It is not surprising to see my children represent themselves with pride, confidence, and intellectual ability. Focus School is the pioneer in our community for bringing such a wonderful educational platform to our locality. It is an open and inspiring environment where children are encouraged to think, explore, and grow into confident future leaders.

GO IB GO! Good Luck and best wishes to all the students, teachers, parents, and the entire school community.

### LEARNING BEYOND THE CLASSROOM

*Afreen Baquri, parent of Syed Mohd Abbas Moosvi 3B*

This academic year has been truly remarkable for my child, filled with growth, learning, and meaningful experiences. It is heartening to witness the development not only in academic understanding but also in creativity, confidence, and overall personality. Creativity has flourished through engaging classroom activities, projects, and opportunities to express ideas freely. The learning journey has been enriched with inquiry-based approaches, helping my child become more curious, independent, and reflective. The integration of IB learner profile attributes has played a vital role in shaping my child into a more balanced and responsible individual. I have noticed a positive change in problem-solving skills, collaboration with peers, and the ability to express thoughts clearly. I would like to express my heartfelt gratitude to all the teachers for their continuous support, dedication, and encouragement. A special note of thanks to the Homeroom Teacher, Ms. Boppishetty Ramya, for her constant guidance, care, and commitment in shaping my child's learning journey. I would also like to extend my sincere appreciation to The Vice-Principal Ms. Kaneez-e-zehra for her motivation and unwavering support. Her encouragement has greatly contributed to my child's confidence and overall development. As parents, we deeply appreciate the school's efforts in providing such a holistic and enriching educational experience. This year has been a strong foundation for lifelong learning, and we look forward to continued growth in the coming years. Thank you for nurturing young minds with such dedication and passion.

## PARENTS CORNER

**THE ROLE OF SCHOOL IN BUILDING CONFIDENCE**  
By Farhath Fatima, parent of Kulsoom Fatima C3B

There is no greater joy than watching your child grow not just academically, but emotionally and socially as well. Today, I feel truly grateful and proud as I reflect on my daughter's journey over the past five years at her school.

When we first admitted her, she was a very shy and sensitive child. She was easily scared, and often hesitant to step out of her comfort zone. I was concerned about how she would cope in a new environment. However, from the very beginning, the school created a warm, safe, and nurturing space that helped her slowly come out of her shell.



The teachers especially Ms. Ramya Kerla, have played an incredible role in shaping her into the confident and strong individual she is today. She didn't just focus on academics, she truly understood her personality, and her potential. She has always been patient, supportive, guiding her every step of the way. It was amazing how the school actively encouraged her to participate in various activities. Whether it was taking part in school functions, speaking in assemblies, or being given small responsibilities, every opportunity helped build her confidence. The appreciation she received through certificates, badges, and words of encouragement motivated her to believe in herself more each day.

From being a shy and hesitant child, she has grown into someone who is confident, responsible, and strong enough to face challenges without fear. As a parent, I am deeply thankful to the Ms. Ramya and the school for nurturing kulsoom with such love.

**EVERY DAY COUNTS : A JOURNEY OF 100% SCHOOL ATTENDANCE**  
By: Abdul Khaliq (Parent of Rimza Nazish, Class PP1 B)

**Introduction :** Achieving 100% attendance throughout an academic year is a remarkable milestone that reflects discipline, commitment, and a love for learning. It is a proud achievement for both the student and the school.

**About the Student :** Rimza Nazish, a student of Class PP1 B at Focus High School, has successfully maintained 100% attendance during the academic year 2025-26. She is a cheerful and enthusiastic learner who considers her school as her "happy place."



**Motivation & Habits :** Rimza's motivation to attend school every day comes from her love for learning and the joyful classroom environment. She enjoys engaging in fun activities, songs, and educational games that make learning exciting. Her daily routine, interest in studies, and positive attitude help her remain consistent and eager to attend school without missing a single day.

**Support System :** The continuous support and encouragement from her teachers and parents have played a vital role in this achievement. Her teachers create a friendly and engaging atmosphere in the classroom, while her parents ensure regularity and discipline at home.

**Impact of Regular Attendance :** Maintaining regular attendance has helped Rimza actively participate in classroom activities and develop a better understanding of lessons. It has boosted her confidence, improved her learning abilities, and contributed to her overall growth and development.

**Conclusion :** Rimza Nazish's achievement is truly inspiring and sets a positive example for other students. It highlights the importance of regular attendance and a supportive learning environment in shaping a child's future.

**Closing Line:** "Regularity is the first step towards success."

## COMMUNITY INTERNSHIP PROGRAM 2025-26

### LEARNING TODAY, LEADING TOMORROW

*Syeda Lulu Fatima, Trainer & Training Coordinator, Focus Education Services.*

I'm delighted to share the successful completion of the second batch of the Community Internship Program. This program is specially designed for parents who are qualified but unable to commit to full-time jobs. It creates a meaningful opportunity for them to step into the classroom and experience teaching in a flexible and supportive way.

To make the program convenient, we offered two time slots during school hours:

- 8:00 AM to 11:00 AM
- 11:00 AM to 2:00 PM

Trainees could choose a slot based on their availability. The internship was conducted from Monday to Thursday across different branches of Focus High School, while Fridays were reserved for 4-hour theory sessions. These sessions focused on important topics required for effective teaching.

The program strongly emphasized developing practical teaching strategies. Based on their qualifications and subject interests, trainees were paired with subject teachers. This pairing allowed them to actively participate in classroom activities, observe teaching methods, and gradually build confidence in handling students.



This one-year internship program provides a strong platform for trainees to discover their strengths, work on areas of improvement, and develop essential teaching skills. It not only builds their confidence but also prepares them to take on real classroom responsibilities. By the end of the program, the trainees are classroom-ready, equipped with both knowledge and practical experience. More importantly, they become confident learners and contributors to the education system, making this program both meaningful and impactful.

### SHORT TERM TEACHER TRAINING PROGRAM FOR SAFA CANDIDATES DEC 2025- FEB 2026

The SAFA Short Term Teacher Training Program was designed based on the specific needs requested by SAFA, an NGO. It is a short-term course that helps trainees understand basic teaching strategies along with practical internship experience.

The program included **four days of practical internship** at Focus High School, Purani Haveli Campus, covering both primary and high school sections. In addition, **one day per week was dedicated to theory sessions**, focusing on the following key areas:



- Classroom Management
- Constructivist Pedagogies
- Child Psychology
- Remediation
- Lesson Planning

The **three-month duration** of the program was structured so that trainees worked under proper supervision and guidance from the training team. Trainees were paired with lead teachers. Based on their qualifications and subject interests, they were given opportunities to develop deeper understanding in specific subjects.

Regular classroom involvement and hands-on experience helped trainees improve their teaching skills. They actively participated in classroom activities. Some trainees were from Urdu-medium backgrounds, and they adjusted well to the content and syllabus. Weekly theory sessions were planned in a way that trainees could immediately apply what they learned in the classroom.

The practical internship allowed trainees to understand the classroom environment better. Their responsibilities included:

- Coordinating with lead teachers
- Understanding classroom needs
- Observing and supporting students

This training helped them learn new strategies every day.

During the three months, trainees also participated in various school events and activities. They applied the theory they learned into classroom practice. Some trainees performed exceptionally well and were identified through demonstration classes and lesson presentations.

The training model helped trainees understand teaching methods effectively. Each trainee was given equal opportunities to participate in both theory and practical sessions. They were encouraged to actively engage in classroom teaching. Trainees also conducted demonstrations using teaching aids and explained their lessons clearly. At the end of the course, all trainees received a **certificate of completion**.

The trainers dedicated significant time and effort to support the trainees. They conducted group sessions, discussions, and provided individual attention whenever required. This continuous support helped trainees understand the program effectively and build confidence in teaching.



## SHORT TERM TEACHER TRAINING PROGRAM FOR ARASTU COLLEGE CANDIDATES

(NOV 2025 – JAN 2026)

The Short Term Teacher Training Program for Arastu College candidates was thoughtfully designed to meet the specific needs of college students. Unlike other programs, this initiative was created at the request of Arastu College to help young women develop teaching skills while continuing their studies. As part of the program, the trainees attended two days of internship in school each week and one day of theory sessions. This balanced structure allowed them to connect theory with real classroom experience.

The internship played an important role in helping them understand the needs of the classroom. The trainees, being young and energetic, showed great enthusiasm in learning. They quickly absorbed new concepts and followed the instructions given by the training team with sincerity and dedication. During the training, the trainees developed several important skills, including:

- Managing time effectively
- Maintaining punctuality and discipline
- Practicing teaching methods
- Understanding students' needs
- Coordinating with lead teachers
- Preparing Teaching Learning Materials (TLMs)



## PRE-PRIMARY & PRIMARY TEACHER TRAINING PROGRAM (2025–26)

Every year brings new energy and learning, and this sixth batch of the Pre-Primary & Primary Teacher Training Program is no exception. This batch is a blend of both online and offline trainees, creating a rich and diverse learning environment. Many of the trainees are already working with us as co-teachers, while a few have also taken on the role of lead teachers, reflecting their growth and confidence.

The structure of the program is designed to give maximum practical exposure. Trainees attend internship from Monday to Friday, where they actively participate in classroom activities. Saturdays are dedicated to full-day theory sessions, helping them connect theoretical concepts with real classroom experiences.

The key focus areas of this program include:

- Classroom Management
- Child Psychology
- Curriculum Planning
- Teaching Learning Materials (TLMs)
- Child Development
- Storytelling
- English Communication

A special highlight of this program is the annual showcase event conducted at the end of the academic year. During this event, trainees present their learning and teaching practices. On successful completion of the course, trainees will be awarded three certifications, including government recognized certifications from All India Early Childhood Care & Education and Jawaharlal Nehru Council for Technical Education, along with a certification from Focus Teacher Training Centre.

# TRAINING PROGRAMS UNDER FES (FOCUS EDUCATION SERVICES)

## COMMUNITY INTERNSHIP PROGRAM

The Community Internship Program, launched by Focus Education Services in November 2025, is designed to train and support parents in becoming educators for the upcoming academic years. This flexible program allows parents to choose from three 3-hour time windows: 8 AM to 11 AM, 11 AM to 2 PM, and Monday to Thursday for internship and observation, with a theory session on Fridays. This structure ensures that the theory learned can be effectively applied in the classroom.

The one-year internship program is currently running successfully across three campuses, covering all grade levels. Trainees are paired with experienced teachers based on their subject area and grade level, ensuring effective learning and understanding of teaching concepts. Exposure to the classroom environment provides a deeper understanding of lesson delivery. There is a strong possibility of being appointed as a teacher after completing the course or even earlier for the next academic year, if the trainee demonstrates the necessary skills required for the role. We have already appointed several candidates from this program as teachers for the next academic year. If you are interested in joining our next training window, we will begin in June.

Duration: 1 Year

Certification: 1-Year Experience Certificate from Focus High School



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