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LEADERS' DESK

MONTESSORI - THE HOLISTIC EDUCATION

HUMAYUN ABEDI, DIRECTOR

Over the years, the definition of education has emerged and revolutionised, especially after the COVID-19 pandemic, which has created tempting hollow distractions that do not invent anything but have destroyed minds, perceptions, thinking, and interests and children were adversely affected for so many reasons, including adults.

The FHS has always aimed since the beginning of its journey with its instincts to educate children, believing in serving a valued education system which supports building character, nurturing soul, and helping children to identify their innate intelligence, creativity and life-long learners' holistic education.

Dr Maria Montessori says:

"Everything is a fruit of a human soul, and we incarnate this harvest in education, this treasury of riches handed on to us by man." - To Educate the Human Potential, p. 52

At FHS, the pre-primary segment serves the Montessori approach for 3-6yrs old children, which caters for children of Nursery - PP2. It fosters cognitive skills, which promote developing innate human capabilities more than instructional physical learning.

Montessori approach places a strong emphasis on cognitive, social, and emotional development. The approach is centred on the idea that children are capable of self-directed learning, and that they learn best when they are able to follow their own interests at an early age and explore their world in a hands-on way.

The core five learning areas which Montessori serves are:

1. **Practical Life:** Develops coordination of movement, concentration, independence and basic life skills such as pouring, cleaning, tying, dressing and other practical life activities which make a child independent.
2. **Sensorial:** Through sight, sound, smell, taste, touch, and kinaesthetic exploration, children engage in hands-on learning that supports concrete understanding. By touching, manipulating, and experiencing their age-designed materials, they deep dive into concepts for a more meaningful connection to their world around them.
3. **Language:** Builds confidence in developing both verbal and written communication skills, including reading, writing, grammar, and vocabulary across all languages in a rich Montessori Environment. In Montessori, language learning has purposeful activities and learning through movement and experiencing materials which enhance their expressions, comprehension and communication in language impressively.
4. **Math:** Montessori Material teaches children to encourage decoding, learning math concepts through high-precision, engineered-designed manipulatives. This not only covers core concepts of numbers, counting, basic operations, and geometry but guide them in moving gradually from concrete experiences to abstract reasoning.
5. **Culture:** Introduces children to a broad spectrum of knowledge, including geography, science, history, and botany, nurturing curiosity and a spirit of exploration.

We hope our children will evolve and explore their innate capabilities, nurture souls to live their life purposefully rather than being an abstract learner whose knowledge and learning are two opposite ends in their character and personality.

REDEFINING EARLY YEARS THE MONTESSORI WAY

ZAINAB ASGHAR, VICE PRINCIPAL - MONTESSORI PRIMARY YEARS PROGRAMME | 3-6 YEARS

When we started our 3rd campus of Focus High School in 2021, which had to be a non-IB campus as our other campuses were IB, we wanted to provide a more scientific, developmentally appropriate, and holistic approach to education. As it was immediately after COVID, our approach was a blend of conventional kindergarten, IB and partly from Montessori education. While each approach had its own strength, it soon became evident that a mixed curriculum did not fully support the developmental needs of children between the ages of 3 - 6 yrs. Recognising and understanding the concern, we took a decisive step to convert the whole early years segment into an authentic Montessori in 2024, which will cater for the needs of children in 3 - 6 years.

This transformation was not a minor adjustment, but a comprehensive shift that encompassed Montessori materials, teacher training, classroom environments, and parent orientation. A key component of this decision was investing in teacher training, which required not only professional development but also a strong commitment from our educators to embrace and sustain meaningful change.

We chose to initiate formal training through AMI, ensuring that our teachers would earn an internationally recognized diploma, which will help them to enhance the teaching philosophy of Dr Maria Montessori, and also it would benefit them throughout their professional careers. In this journey, MTRT extended valuable support by providing our teachers with the opportunity to enroll in their newly launched summer programme.

To guide us through this significant transition, we sought the expertise of Ms Teenaz, Director of Training, MTRT. Her experience, insight, and unwavering commitment to Montessori education played a pivotal role in strengthening our teacher training process. We are deeply grateful for her guidance, which enabled us to understand the depth and integrity of change required to establish an authentic Montessori environment.

For teachers who are not enrolled in diploma training, we recommended taking the Montessori Core Principles Course to build a foundational understanding of Montessori philosophy and pedagogy.

As we continue practicing with the materials to refine our presentation skills, we also involve our assistant teachers so they can become familiar with the terminology and learn how to deliver the presentations effectively.

At Focus High School, our vision has always been to provide high-quality education that supports t holistic development of every child. Introducing Montessori philosophy into our early years programme was a natural extension of this vision.

"The child is both a hope and a promise for mankind." — Dr Maria Montessori

This belief lies at the heart of our Montessori journey, guiding our commitment to nurture confident, independent, and responsible learners. The Montessori approach offers children the freedom to explore, learn, and grow at their own pace while developing concentration, independence, self-discipline, and order.

We aspire to nurture children who are confident, self-motivated, and responsible, children who can think critically, solve problems, and develop strong social and emotional skills alongside academic competence. Through purposeful activity, meaningful movement, and a carefully prepared environment, we now support children in normalising their behaviour, helping them organise their thoughts, refine their movements, and discipline their lives.

At present, we support 160 children across four learning environments. Our goal is to establish a fifth environment, enabling us to serve 200 children while maintaining highly affordable fees for below-average income families in the Old City of Hyderabad.

Today, Focus High School, Montessori House of Children stands prepared to guide children toward becoming creative, capable, and compassionate individuals by becoming useful members of society and responsible citizens of the world. Our Montessori journey is not just a change in curriculum, but a commitment to honouring the child and unlocking their true potential.

LEADERSHIP FROM WITHIN: A YEAR OF PURPOSE AND GROWTH

ARSHIA QURAISHI, VICE PRINCIPAL

Having just crossed the one-year mark as a Vice Principal, I find myself reflecting. What began as a position with a lot of responsibility quickly became something much deeper—an year of learning, unlearning, and growing with the people who make up our school.

One of the greatest lessons for me is this: Leadership isn't about position, it's about managing people. Almost every step in this journey has been about building trust with teachers, connecting with students and keeping the lines of communication open with parents.

One of the most meaningful parts of this year has been working in close collaboration with my leaders and their teams. When educators feel that they are heard and supported, it reflects in their classrooms. I've witnessed how tiny nudges, space to produce creative work and critical conversations with others can yield an impact in their work, attitude and their ethics. It's not only motivating — it's making sure all people in the space feel valued and want to give their best.

Finally, without diminishing its impact, students were also a learning resource in my new role. Their energy, curiosity and resilience have been reminders of why we're here. From their joy over little victories to how they navigate change, they instill perspective and meaning into all that we do.

I also have learned how important it is to stand in their place, support, train and motivate teams even for a small thing, more than I ever have. A quick chat in a hallway, a smile from a student or simple "well done" to an educator- there are seemingly small moments like these, but they have an impact on the spirit and culture of the school that is profound.

Moving forward, we are focusing on creating a space where every child feels supported and every educator feels empowered.

There is a long list of learnings, experiences and challenges that have taught me to be grateful for in AY 2025-26 which has made me dwell in the leadership role. It has reminded me that school isn't just a learning place, it's community. If we grow together and support each other, committed to a greater purpose, then wonderful things happen.

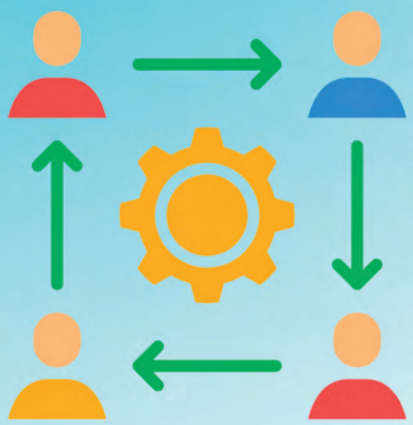
Our strategic move for next academic year: Escalate classroom practices, continue investing in our teams through innovative and creative subject specific professional development and find ways to build strong relationships with stakeholders. To equip children's learning with the competencies required to navigate and outperform in the age of artificial intelligence.

I look forward to carrying these lessons in coming years and continuing this journey with the same sense of responsibility, purpose and optimism. I'm blessed and thankful to our leadership for their steady support, who encouraged me to view my role through a wider lens and tackle them with conviction.

MY JOURNEY AS A SCHOOL LEADER

ZAHRA SAYED, PRIMARY SCHOOL COORDINATOR

Teaching has always been part of who I am. It is not just a job for me; it is a passion that has shaped my identity over the years. However, stepping into a leadership role as a Coordinator introduced me to a new side of education, one that extends far beyond the classroom. This journey was not without challenges. As a Coordinator, I faced many obstacles. I handled various concerns from teachers, dealt with unexpected issues, and constantly sought ways to support my team. Each day brought new situations that required patience, flexibility, and careful decision-making. I realized that behind every smoothly running classroom, there is a lot of unseen work and planning.



One of the most valuable lessons I learned was the importance of perspective. When teachers face difficulties, there is rarely just one solution. As a leader, I had to look at multiple options, ensuring that every concern was met with empathy and understanding. This responsibility taught me the value of listening, supporting, and guiding.

Leadership also taught me accountability. I learned to take responsibility for both my successes and my failures. Whether things went well or poorly, it was important to stand by my decisions, learn from them, and keep moving forward. This sense of ownership has helped me grow as both a professional and a person.

A powerful realization from this experience is that growth begins where comfort ends. Whenever we start feeling too comfortable, it signals that we need to challenge ourselves and step outside the boundaries we have set. True learning happens when we push beyond our limits.

As the saying goes, ***"With great power comes great responsibility."*** This role has made me more responsible, aware, and committed to continuous learning. With the support and encouragement of my leaders, I gained the confidence to take new steps and embrace growth. Their guidance reminded me that learning has no age; it is a lifelong process.

I feel incredibly lucky and deeply grateful to Allah for giving me this opportunity. I would also like to express my heartfelt thanks to my Focus family for trusting me and allowing me to grow in this role. Their support has been a source of strength throughout my journey. This experience has not only made me a better educator but also a stronger and more resilient person. For that, I will always be thankful.

AN AGE OF FLUX

LUBABA FATIMA, HIGH SCHOOL COORDINATOR

In recent times, the news headlines have been feeling heavier day by day. From the sudden, seismic military shifts between the U.S., Israel, and Iran to the echoes of unrest around the world that have defined the start of 2026, it feels as though the "old world" is being dismantled in real-time. Borders are being altered, hidden alliances are surfacing, known ones are fracturing, and the maps we once knew are changing drastically.

It can be very convenient to view the conflict in the Middle East as something "out there"—an unreachable, distant fire on our screens. Innate human hunger or greed for the materialistic world, if not moulded in the right direction, can never be satisfied.

Our historical evidence also illustrates how global revolutions are often outward manifestations of human nature: the struggle for power, coveting “everything” in this world, the inability to communicate, and the fear of the "other." This leads to craving world, backbiting, slandering, cheating, extravagance and pride are some of many that are committed without even realising. Not because we are not aware that they are sins, but because the world around us says otherwise and even incites us.

"Indeed, Allah will not change the condition of the people until they change what is in themselves." (Surah-e-Ra'd: 11)

Our greatest choice Almighty has given us is the ability to choose right over wrong, good over bad and foster inner peace in a chaotic world. If the world is undergoing a ***"revolutionary change",*** we as individuals must undergo an ***"evolutionary change."***

Within the boundaries of Focus High School, this "Inner Evolution" begins with our daily interactions. We encourage the students to interact confidently with their peers within the classrooms, wishing teachers in the corridors, and consciously treating everyone, juniors or seniors, with respect and compassion.

We provide students with a space where they are given the opportunity to hone their leadership skills, become future orators by participating in competitions, hosting events and assemblies, gaining knowledge, seeking truth, evolving into active contributors to society by helping their fellow classmates and partaking in donation drives.

Subsequently, prioritising values and character building, and in parallel, we nurture our students’ 21st Century Skills - critical thinking, creativity, collaboration, communication skills and digital literacy skills through early engineering, robotics, Internet of Things and App development under the umbrella of STEM and foster the 'out of the box' thinking required to navigate real-life challenges.

Through these diverse opportunities, our students learn to turn their knowledge into action, fulfilling our core belief at Focus High School that education is a means of establishing justice and mercy in the world. This is the essence of our mission: to ensure that as our students' skills grow, their hearts evolve, preparing them to meet a changing world with unwavering certainty and compassion.

Ultimately, we strive to raise righteous and confident individuals who are prepared to be the leaders of the future — visionaries who choose to build bridges across the world instead of walls.

ECHOES OF APPLAUSE

ASRA NAAZ, EVENTS COORDINATOR

VANMAHOTSAV celebrations this year started with a stunning skit focused on saving plants. The skit was followed by engaging activities like poster-making, speeches, and crafting recycled planters. It went beyond textbooks, bringing moments of growth, creativity, collaboration, and lasting memories.

INDEPENDENCE DAY was celebrated with great energy and enthusiasm. The high school boys and girls amazed everyone with their human pyramid formations. The colorful smoke in the background and continuous applause made the performance truly grand. The primary section added charm by presenting national symbols in a lively and joyful way.

CHARACTER DRESS UP brought a different kind of excitement. Parents frequently reached out with queries about costumes, presentation, and communication skills. I worked closely with students on pronunciation, gestures, posture, and voice modulation—guiding them on where to raise their pitch and where to keep it smooth—and they practiced with remarkable dedication.

REPUBLIC DAY was emotional and meaningful. A performance on soldiers' sacrifices brought tears to many eyes,even backstage. The powerful acts reminded everyone of the value of freedom. A fresh and creative highlight was the performance on Rani Laxmi Bai and Jhalkari Bai by Class 5A students. Their idea stood out and was appreciated by all. The effort to bring uniformity in the dress code during the "Assembly Presentation" added discipline and elegance to the presentations.

LANGUAGE DAY celebrated diversity through multilingual performances. Urdu poetry, Hindi speeches, and Urdu Bait- Bazi created a rich cultural atmosphere. Students enjoyed learning and expressing themselves in different languages, while teachers felt satisfied seeing language come alive beyond textbooks.

NUTRITION WEEK was one of the most loved events by both students and parents. Each day focused on healthy eating habits. Students brought simple homemade dishes, shared food with friends, and enjoyed meals together. It became more than just eating—it was about bonding, curiosity, and learning to make smart food choices. Parents felt relieved and happy that their children were learning about balanced diets in a practical way.

CHILDREN'S DAY They actively participated in a variety of indoor games, which brought excitement, laughter, and a spirit of togetherness.The day created happy memories, strengthening bonds among classmates and making the celebration truly special.

READATHON started with a fun badge-making activity on "What type of reader are you?", where many students enjoyed finding answers about their reading habits. Students showed great interest by asking about daily activities, learning more in detail, an actively submitting their work, which made the event very successful.

ADVANTAGES OF ACTIVITIES IN MATHEMATICS

MOHAMMED MAHMOOD ALI, MATH TEAM LEAD TEACHER

"Hands-on activities transform abstract mathematical concepts into tangible experiences, fostering deeper understanding and engagement."- Mr. Sajid Asghor Naqvi (HOD Math Dept)

CORE EDUCATIONAL ADVANTAGES

Hands-on activities promote active learning, where students are directly involved in the learning process rather than passively receiving information. This active engagement enhances understanding and retention.

Enhanced Conceptual Understanding: Manipulatives and real-world objects help students visualize and grasp abstract mathematical ideas.

Increased Engagement: Active participation keeps students motivated and interested in learning mathematics.

Improved Problem-Solving Skills: Handson activities encourage students to explore, experiment, and discover solutions, developing their problem-solving abilities

Deeper Learning: By physically interacting with mathematical concepts, students build a more profound and lasting understanding.

SKILL DEVELOPMENT

These activities play a vital role in developing a range of essential skills that extend beyond the mathematics classroom.

Critical Thinking: Students learn to analyze situations, evaluate information, and make informed decisions.

Collaboration: Many hands-on activities require students to work together, fostering teamwork and communication skills.

Creativity: Hands-on projects encourage students to think outside the box and develop innovative solutions

Fine Motor Skills: Manipulating objects helps improve dexterity and coordination, particularly beneficial for younger students.

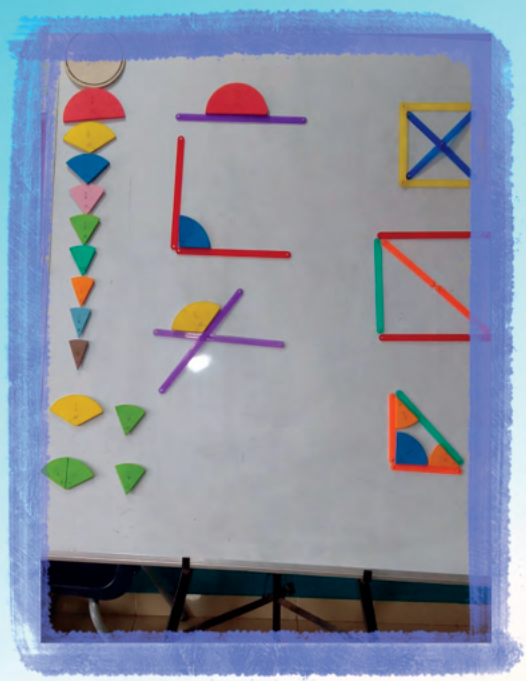
INCLUSIVITY AND DIVERSE LEARNING STYLES

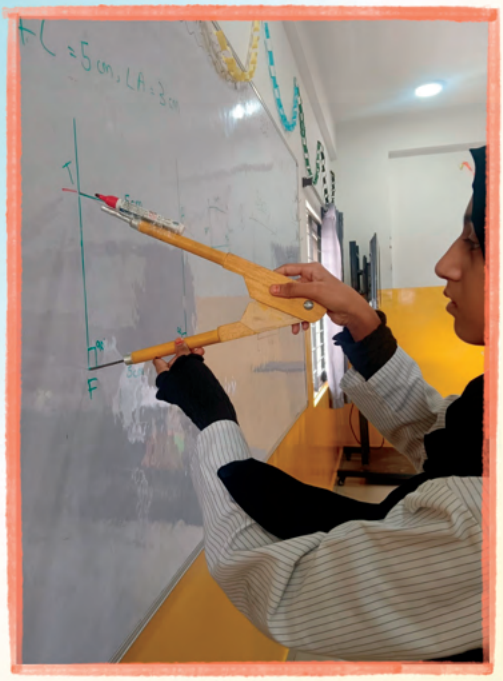
Catering to diverse learning styles and promoting inclusivity within the mathematics classroom is paramount.

Accommodating Different Learning Styles: Hands-on activities cater to kinesthetic and visual learners, providing alternative ways to understand mathematical concepts.

Creating a More Inclusive Environment: These activities can help bridge the gap for students who struggle with traditional methods, fostering a sense of belonging and confidence.

Promoting Equity: By providing equal access to engaging learning experiences, hands-on activities contribute to a more equitable education for all students.





CONCLUSION

In conclusion, integrating hands-on activities into mathematics education offers numerous advantages. These activities enhance conceptual understanding, develop essential skills, and promote inclusivity. By embracing this approach, educators can create a more engaging, effective, and equitable learning environment for all students.

LEARNING MATHEMATICS THROUGH REAL-LIFE EXPERIENCES

AFREEN BAQURI, PRIMARY SCHOOL MATH TEACHER

Mathematics becomes meaningful when children are able to connect it with their everyday life. This year, while teaching math concepts I focused on making learning more practical, engaging, and experience-based for my students.

Instead of limiting the lessons to textbooks, I introduced real-life activities in the classroom. For the chapter Money, a small classroom shop was created where students used play currency to buy and sell items. This helped them understand addition and subtraction of money in a natural way. They were excited to handle notes and coins, and it built their confidence in dealing with everyday transactions.

For Place Value, hands-on materials and grouping activities were used. Students worked with bundles of tens and ones, which made it easier for them to visualize numbers rather than just memorizing them. This approach helped them clearly understand how numbers are formed.

When teaching Multiplication and Division, I encouraged learning through grouping, sharing, and repeated addition activities. Simple objects like beads, sticks, and classroom items were used to demonstrate concepts. Students actively participated, which made abstract ideas easier to grasp.

These activities not only made learning enjoyable but also improved students' understanding and retention. The classroom became a space where children explored, questioned, and learned by doing rather than just listening.

Through these real-life experiences, students developed not only mathematical skills but also confidence, problem-solving abilities, and a positive attitude towards learning. The joy and enthusiasm seen during these activities truly reflected the effectiveness of this approach.

I am grateful for the continuous support and encouragement from the school and my colleagues, which made it possible to create such meaningful learning experiences for the students.

SCIENCE DEPARTMENT

EMOTIONAL WELL-BEING OF OUR STUDENTS

MALIHA FATIMA, BIOLOGICAL SCIENCE TEACHER

I won't say anything that will blow your mind.

However, it will undoubtedly cause you to pause and reflect. As a teacher who is devoted to my students' overall growth, I have experienced the transformational potential of nurturing their emotional health.

Children are shaped by whatever they are taught, much like wet clay. Children spend very little time with their parents and family in today's environment of nuclear households and working parents. As a result, parents send their kids to school to instill responsibility, teach them how to judge right from wrong, and help them act appropriately. Establishing a supportive learning environment is crucial since it is a guiding principle that shapes all student interactions, lessons, and initiatives.

As a result, we begin each morning with Mindful Moments, a period devoted to grounding ourselves via introspective journaling and deep breathing techniques. I lead students through meditation as they take their seats, asking them to focus on the here and now and let go of any problems or distractions. These quiet times, in my experience, assist pupils develop a sense of calm and concentration and create a great tone for the day.

Students come together to discuss their challenges, victories, and emotions in a secure, accepting and non-judgmental environment because they understand the need of empathy in creating a supportive community. Students learn to listen compassionately, help their peers, and form deep connections via candid and open dialogue. In the classroom, open-ended questions promote greater comprehension and communication.

I strive to establish a supportive and welcoming learning atmosphere where each kid feels seen, heard, recognised, and appreciated through all these initiatives and small gestures. By fostering emotional resilience, empathy, and self-awareness, I hope to empower my students to face life's obstacles with bravery and grace, knowing they have a community of support.

This community consists of helpful and encouraging peers and educators who value each student by offering emotional support through candid conversations and lending a helping hand when necessary. A teacher who is empathetic, kind, and attentive can also significantly improve a classroom, creating a secure and encouraging environments for all kids.

BEYOND THE EQUATIONS: A YEAR OF FAITH, GROWTH, AND GRATITUDE

MOHAMMED JABER, PHYSICSAL SCIENCE TEACHER

"Equipped with his five senses, man explores the universe around him and calls the adventure— Science."
~ Edwin Powell Hubble

Most people picture a science teacher as someone droning on about Newton's Laws or slogging through chemical equations until the bell sets everyone free. Honestly, it's nothing like that. It's late nights at the kitchen sink, stuck on some wild experiment, wondering if even one kid will bother cracking open the textbook. There's a kind of pulse to those whiteboard sketches—something alive that no one else ever notices. My heart doesn't race because I nailed the math. It races when a kid in the back finally looks up, sees the numbers, and, just for a second, catches the weird magic of a prism splitting the light.

"The chalkboard is not a wall of stone, but a window of glass; I do not teach the formula for the light, I simply polish the pane until the student finally sees the sun."

This job runs on a cup of tea, dry markers, and a stubborn hope that maybe I'm giving these kids more than facts. Maybe, if I'm lucky, I'm helping them hang onto that spark of wonder before life tries to stamp it out, but this year Focus High School has taught me life is mostly feelings. As a Physical Science teacher for the entirety of my career, I've described how atoms bond, but 2025 was finally the year when I learned how to break and repair a human heart in the midst of a noisy classroom.

"Chemistry teaches us that the strongest bonds are formed under heat and pressure; I spent years explaining the union of atoms, only to realize the most sacred bond is the one forged between a tired teacher's hope and a child's sudden 'Aha!'"

There were numerous highs and lows — those sneakily petty times when I felt invisible or underappreciated. But then, I would examine my support structure, our inspiring and marvelous teachers of the school. With those kinds of teachers behind you, you can conquer almost anything. On top of the insights and guidance I received from the coordinator, I acquired skills to handle the school's dynamics and various other matters that some may have appreciated while others may not. Yet, that's simply life; one must adapt. This year, I lost many things like my peace and patience, and parts of myself I didn't need anymore. But I found a strong spirit that doesn't worry about small things and focuses on what really matters. I discovered that being a teacher is a wonderful, messy, and emotional challenge.

"A lone tree snaps in the gale, but the forest endures because the roots are entwined beneath the soil; I thought I was the one holding the classroom together, until I realized my colleagues were the invisible roots holding me up when my own strength had frayed."

In my classroom, I refuse to utilize the textbook as a cage; instead, I prefer to educate by diverting from its pages to explore the enormous world of information beyond. I incorporate my topics into narratives, teaching like a storyteller and injecting humor to ensure that the youngsters learn with genuine joy. I plan fascinating experiments using the treasures of my science lab—moments of discovery they have never seen before

For instance, in Class 10, we explored the behavior of light. I demonstrated the hidden mechanics of the children's reflections using a concave mirror. We investigated how light bends to form real and inverted images before shifting to become virtual, erect, magnified, or diminished. They were overjoyed to see their own faces changing in front of their eyes; they had not only studied the activity, but also lived it.

When we switched to chemistry, I demonstrated the chemical combination reaction with a magnesium ribbon. The children were completely taken aback as the ribbon caught fire, its beautiful white flame dazzling up their faces. It was a true "Aha!" moment that transformed a theoretical equation into a phenomenal reality.

Witnessing those unexpected expressions and unadulterated happiness as they see the Laws of Light Reflection shown with their own eyes fills my heart. When I witness those startled smiles and real gladness, my heart fills up so much that I forget all of my sadness and nasty words. Seeing students enjoy the experiments reminds me that, Alhamdulillah, I am extremely pleased to be a teacher.

Most importantly, I learned the biggest life lesson: Allah doesn't give the hardest battles to the strongest soldiers; He makes the soldiers strong by giving them the battle. I look up and say, "Alhamdulillah." Allah didn't simply give me a job—He gave me a purpose. He felt I could shape these vibrant, energetic, and spirited young souls into the leaders of tomorrow.

To my class (Batch 2025-26): You were my most challenging lesson, but also my greatest joy.
To my coworkers: You got me through the bad days so I could reach the good ones.
2025 proved that the most vital building block of life is not gold or carbon, but Sabr (patience).
As I reflect on this entire journey—the tears, the laughter, the "pop" sounds, and the quiet prayers—I am reminded of a beautiful truth that anchors my soul:

"And He found you lost and guided you." — (Surah Ad-Duha 93:7)

STEM DEPARTMENT

FROM CURIOSITY TO KNOWLEDGE

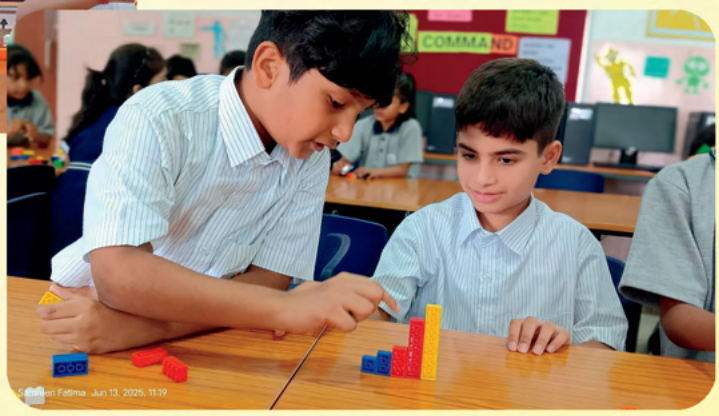
SAMREEN FATIMA, PRIMARY SCHOOL ICT & STEM TEACHER

Over the past four years, my teaching journey with ICT and STEM has been both inspiring and rewarding. Being part of a progressive organization has helped me grow from improving classroom management to creating effective teaching aids.

Focus High School has given me the wonderful opportunity to be actively involved in STEM education, a field I find extremely engaging. Through various training and hands-on experiences, I have strengthened my teaching practices and developed a deeper appreciation for innovative learning.

Organizing STEM Expos in our schools has been a particularly memorable experience, as it allows students to showcase creativity, critical thinking, and problem-solving skills.

This journey continues to motivate me to make learning more interactive, meaningful, and exciting for my students.



اُردو کلاس میں میری تدریسی کاوشیں

SIDDIQUA SHAHEEN, HIGH SCHOOL URDU TEACHER

تعلیم کا اولین مقصد انسان کی ذہنی، جسمانی اور روحانی نشوونما کرنا ہے۔ تعلیم کسی بھی قوم کی ترقی کی بنیاد ہوتی ہے اور اساتذہ اس عمل کے معمار ہوتے ہیں۔ ایک کامیاب استاد وہی ہوتا ہے جو صرف کتابی علم تک محدود نہ رہے بلکہ مؤثر تدریسی طریقوں کے ذریعے طلبہ میں سیکھنے کی دلچسپی پیدا کرے۔ میری اُردو کی کلاس میں ایسی تدریسی حکمتِ عملیاں اختیار کرتی ہوں جو طلبہ کے لیے سیکھنے کے عمل کو آسان اور دلچسپ بنائیں۔

سب سے پہلے سرگرمی پر مبنی تدریس کو اہمیت دی جاتی ہے۔ اس طریقے میں طلبہ کو مختلف سرگرمیوں جیسے مکالمہ نویسی، اجتماعی بحث / مباحثہ اور زبان شناسی سے متعلق کھیلوں / آنلائن گیم / کویئزس وغیرہ میں شامل کیا جاتا ہے۔ اس سے طلبہ کی دلچسپی بڑھتی ہے اور وہ سبق و قواعد کو بہتر انداز میں سمجھتے ہیں۔

اسی طرح میری کلاس میں طلبہ کے لیے سوال و جواب کے طریقے کو بھی استعمال کرتی ہوں۔ سبق کے دوران طلبہ سے سوالات کرنے سے ان کی توجہ برقرار رہتی ہے اور وہ سوچنے اور اپنی رائے کا کُھل کر اظہار کرنے کے قابل ہوتے ہیں۔ اس طریقے سے ان میں اعتماد بھی پیدا ہوتا ہے۔ اُردو زبان کو دلچسپ بنانے کے لیے میں قصوں و کہانیوں اور مثالوں کے ذریعے تدریس کا سہارا لیتی ہوں۔ اس طرح مشکل مضامین اور الفاظ بھی طلبہ کے لیے آسان ہو جاتے ہیں اور وہ سبق کو کلاس ہی میں ذہن نشین کرتے ہیں۔

اس کے علاوہ میری کلاس میں جدید ٹیکنالوجی کا استعمال بھی کیا جاتا ہے۔ سمارٹ بورڈ پر گرامر پر مبنی پاور پوائنٹ پریزنٹیشنز، ایم سی کیوز، ورک شیٹس، تصویری کارڈز اور تخلیقی سرگرمیوں کو بھی اپنی تدریس کا حصہ بناتی ہوں۔

میری کوشش ہوتی ہے کہ کلاس میں دوستانہ اور مثبت ماحول قائم رہے تاکہ طلبہ بلا جھجھک سوال کریں اور اپنے خیالات صلاحیتوں کا اظہار کر سکیں۔ طلبہ کی حوصلہ افزائی اور رہنمائی ان کی تعلیمی ترقی میں اہم کردار ادا کرتی ہے۔

تدریس کے دوران کمزور طلبہ کی رہنمائی کے لیے خصوصی اور اضافی مدد بھی دی جاتی ہے۔ مختصراً یہ کہ مؤثر تدریسی حکمتِ عملیاں اُردو زبان کی تدریس کو زیادہ دلچسپ اور بامقصد بناتی ہیں۔ اگر استاد طلبہ کی دلچسپی کو مدِنظر رکھتے ہوئے تدریس کرے تو سیکھنے کا عمل نہ صرف آسان بلکہ خوشگوار بھی ہو جاتا ہے۔

اردو زبان کی اہمیت

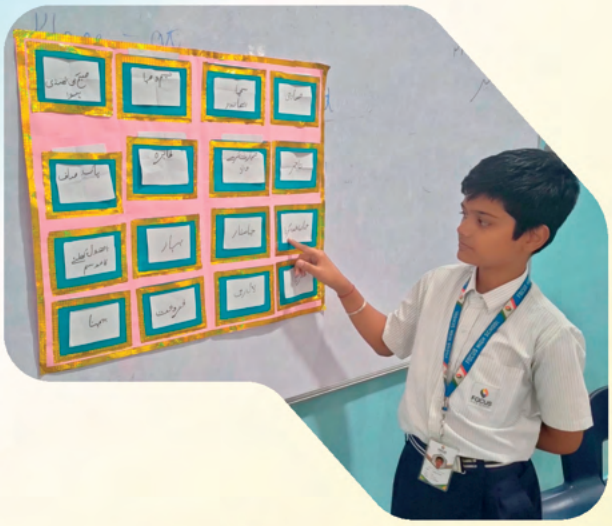
NAGMA SAMREEN, PRIMARY SCHOOL URDU TEACHER

اردو ہماری خوب صورت اور دلکش زبان ہے جو محبت، ادب اور تہذیب کی نمائندگی کرتی ہے۔ یہ زبان نہ صرف اظہارِ خیال کا ذریعہ ہے بلکہ ہماری ثقافت اور روایات کی بھی عکاسی کرتی ہے۔

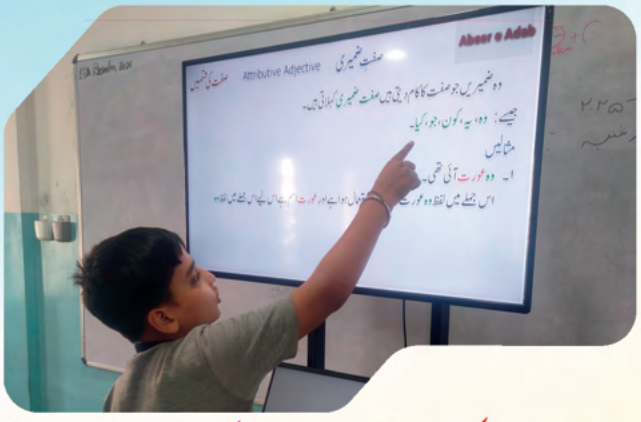
اسکول میں اردو کی تعلیم طلبہ کی شخصیت سازی میں اہم کردار ادا کرتی ہے۔ اردو ادب، کہانیاں، نظمیں اور اشعار طلبہ کی سوچ کو وسیع بناتے ہیں اور ان میں تخلیقی صلاحیتوں کو فروغ دیتے ہیں۔ اساتذہ کی رہنمائی میں طلبہ پڑھنے، لکھنے اور بولنے کی مہارت حاصل کرتے ہیں۔

ہمارے اسکول میں اردو مضمون نویسی، تقریری مقابلے اور ادبی سرگرمیوں کے ذریعے طلبہ کو اپنی صلاحیتیں دکھانے کا موقع دیا جاتا ہے۔ اس طرح طلبہ میں زبان سے محبت اور اعتماد پیدا ہوتا ہے۔

اردو ہے میرا نام، میں خسرو کی پہیلی
میں میر کی ہمراز، غالب کی سہیلی



چارٹ ایکٹیویٹی کے ذریعے سیکھنے کا عمل۔



ڈیجیٹل اسکرین کے ذریعے سبق کی وضاحت۔

زود خوانی کے لیے دلچسپ روشوں کا استعمال

تعلیمی ویڈیو کے بعد طلبہ کی پریزنٹیشن۔

विद्यालय में हिंदी का नवोदय

KAVITHA THAKUR & SAVITA DEVI, HINDI TEACHERS

हमारे विद्यालय के लिए यह बहुत गर्व की बात है कि हिंदी भाषा के प्रति विद्यार्थियों की रुचि लगातार बढ़ रही है। हाल ही में हमारे विद्यार्थियों ने हिंदी प्रचार सभा द्वारा आयोजित हिंदी परीक्षा में उत्साहपूर्वक भाग लिया। विद्यालय स्तर पर आयोजित इस परीक्षा में सभी विद्यार्थियों ने परिश्रम और लगन से अपनी प्रतिभा का प्रदर्शन किया। विशेष रूप से मोहम्मद मुस्तफा कक्षा छठ वी के छात्र ने उत्कृष्ट प्रदर्शन करते हुए प्रथम स्थान प्राप्त किया। यह उपलब्धि न केवल उस विद्यार्थी के लिए, बल्कि पूरे विद्यालय और हिंदी विभाग के लिए गर्व का विषय है।

प्रथम स्थान प्राप्त करने के कारण उस विद्यार्थी को जिला स्तर की परीक्षा में भाग लेने का अवसर मिला। यह हमारे विद्यालय के लिए अत्यंत सम्मानजनक बात है कि हमारे विद्यार्थी ने जिला स्तर तक पहुँचकर विद्यालय का नाम उज्जवल किया। अब वह विद्यार्थी राज्य स्तरीय परीक्षा के लिए पूरे उत्साह और मेहनत के साथ तैयारी कर रहा है और हमें विश्वास है कि वह आगे भी विद्यालय का नाम प्रकाशित करेगा। यह सफलता विद्यार्थियों के परिश्रम, शिक्षकों के मार्गदर्शन और विद्यालय के सहयोग का परिणाम है। हमें आशा है कि भविष्य में भी हमारे विद्यार्थी हिंदी भाषा के प्रति इसी प्रकार रुचि और समर्पण दिखाते रहेंगे तथा और भी बड़ी उपलब्धियाँ प्राप्त करेंगे।

हिंदी प्रतिभा का गौरवपूर्ण यात्रा वृत्तांत

भाषा कौशल में सुधार इन परीक्षाओं की तैयारी से बच्चों की पढ़ने, लिखने, बोलने और समझने की क्षमता में वृद्धि होती है।

आत्मविश्वास बढ़ता है जब बच्चे जिला और राज्य स्तर की परीक्षाओं में भाग लेते हैं, तो उनका आत्मविश्वास और साहस बढ़ता है।

प्रतियोगिता की भावना बच्चों में सकारात्मक प्रतियोगिता की भावना विकसित होती है और वे सर्वोत्तम प्रदर्शन करने का प्रयास करते हैं।

भविष्य के अवसर ऐसी परीक्षाओं में अच्छा प्रदर्शन करने से बच्चों को प्रमाण पत्र और सम्मान मिलता है, जो आगे की पढ़ाई में भी समर्थक होता है।

ज्ञान का विस्तार परीक्षा की तैयारी करते समय बच्चे हिंदी साहित्य, व्याकरण और शब्दावली के बारे में अधिक सीखते हैं।

अनुशासन और नियमित अभ्यास तैयारी के समय बच्चों में नियमित पढ़ाई और अनुशासन की आदत बनती है।

हमारे विद्यार्थी की हिंदी में विशिष्ट उपलब्धि

विद्यालय की प्रार्थना सभा में इस उपलब्धि के लिए विद्यार्थी को प्रमाण-पत्र प्रदान कर सम्मानित किया गया। यह क्षण पूरे विद्यालय के लिए गर्व और प्रेरणा का विषय बना। हम अपने सभी विद्यार्थियों को उनकी मेहनत के लिए बधाई देते हैं और उनके उज्ज्वल भविष्य की कामना करते हैं।

हिंदी विभाग का अनुभव

हिंदी विभाग की ओर से उप-प्रधानाचार्या श्रीमती अर्शिया खुरेशी जी को हार्दिक आभार एवं धन्यवाद। आपने हिंदी विभाग को इतने अच्छे अवसर प्रदान किए और हर समय विभाग का उत्साहवर्धन किया।आपके सहयोग और प्रोत्साहन से विद्यार्थियों को अपनी प्रतिभा दिखाने का अवसर मिला। एक बार फिर हिंदी विभाग की ओर से आपका हार्दिक धन्यवाद कि आपने हर समय विभाग को प्रेरित और प्रोत्साहित किया।

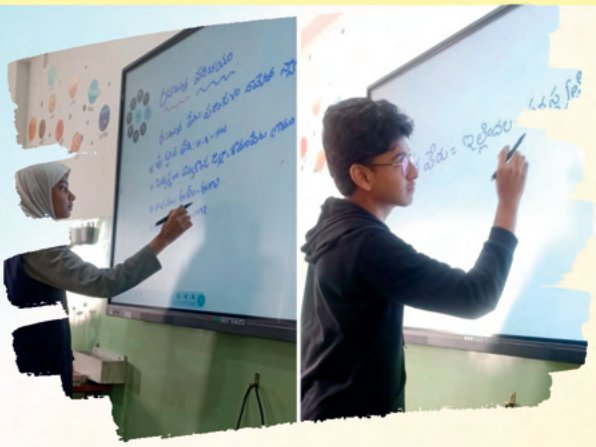
TELUGU DEPARTMENT

విభిన్న అభ్యాస కృత్యాలు

AYESHA FATIMA, TELUGU TEAM LEAD

నేను విద్యార్థుల పై విభిన్న అభ్యాస కృత్యాలు ప్రయత్నించాను. దానిలో నుంచి మూడు కార్యాలు చేపించాను అవి అంచెల కార్యాచరణ, సామర్థ్యం సమూహం ఇంక పరంజా కార్యకలాపం.

ఈ కృత్యాల వళ్ళ నేను విద్యార్థులో చూసిన మార్పులు:విద్యార్థులకు తెలుగు భాష నేర్చుకోవాలన్న జిజ్ఞాస పెరిగింది, తరగతిలో ప్రతి ఒక విద్యార్థి సులభంగా చదవగలుగుతున్నారు.



మా పాఠశాల

K. VARALAXMI, TELUGU TEACHER

మా పాఠశాల లో ప్రాథమిక పాఠశాలనుండి ఉన్నతపాఠశాలవరకు ఇక్కడ ఉపాధ్యాయులు విద్యార్థ్యులకు వివిధ అభ్యసనా కృతాలను ఉపయోగించి అర్థమయ్యే విధంగా బోధిస్తారు చార్ట్ ద్వారా ,ఆక్టివిటీ ద్వారా,స్మార్ట్ టీవీ లను ఉపయోగించి , తెలుగు వ్యాకరణలను క్విజ్ ల ద్వారా విద్యార్థులు తెలుగు భాషా పై ఇష్టని పెంచుకొని ఇంకా తెలుగు భాషానినేర్చుకొని అర్థం చేసుకోవడానికి ప్రయత్నిస్తారు. స్వాతంత్ర దినోత్సవానికి ,గణతంత్ర దినోత్సవానికి విద్యార్థ్యులు చక్కగా ఉపన్యాసాలు ఇస్తారు .

మా పాఠశాల లో ప్రాథమిక పాఠశాలనుండి ఉన్నతపాఠశాలవరకు ఇక్కడ ఉపాధ్యాయులు విద్యార్థ్యులకు వివిధ అభ్యసనా కృతాలను ఉపయోగించి అర్థమయ్యే విధంగా బోధిస్తారు చార్ట్ ద్వారా ,ఆక్టివిటీ ద్వారా,స్మార్ట్ టీవీ లను ఉపయోగించి , తెలుగు వ్యాకరణలను క్విజ్ ల ద్వారా విద్యార్థులు తెలుగు భాషా పై ఇష్టని పెంచుకొని ఇంకా తెలుగు భాషానినేర్చుకొని అర్థం చేసుకోవడానికి ప్రయత్నిస్తారు. స్వంతత్ర దినోత్సవానికి ,గణతంత్ర దినోత్సవానికి విద్యార్థ్యులు చక్కగా ఉపన్యాసాలు ఇస్తారు .

ENGLISH IN ACTION

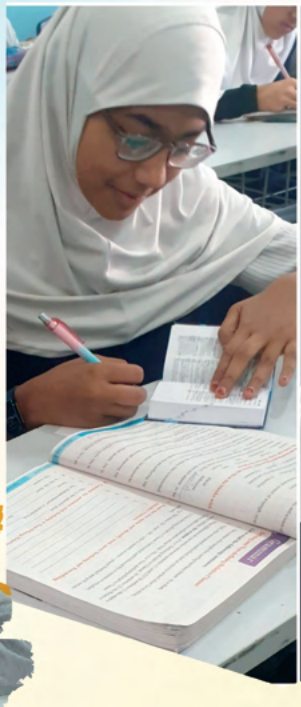
SHAKERA BEGUM, HIGH SCHOOL ENGLISH LEAD TEACHER

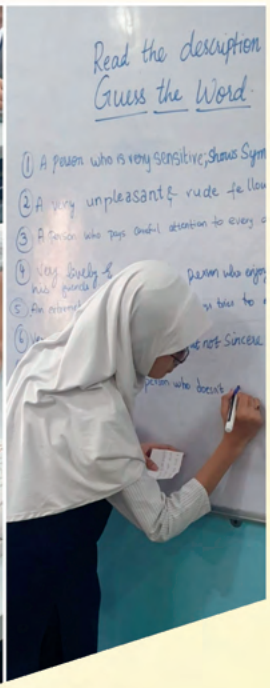
"When learning becomes interactive, language turns into a living experience."

English language learning becomes meaningful when students actively engage with the language in creative and practical ways. At Focus High School, Purani Haveli, the English classroom is designed to be a dynamic space where students learn through participation, exploration, and expression.

CREATIVITY THROUGH EXPRESSION

Students participate in role-playing and practice conversations, which help them develop confidence in speaking and improve their fluency. Activities such as writing slogans, quotes, and designing posters encourage creativity while strengthening their language skills. To deepen comprehension, students write reflections on stories and create comic strips for story mapping, enabling them to connect with the text in an imaginative way. These engaging practices at our school make learning both meaningful and enjoyable.



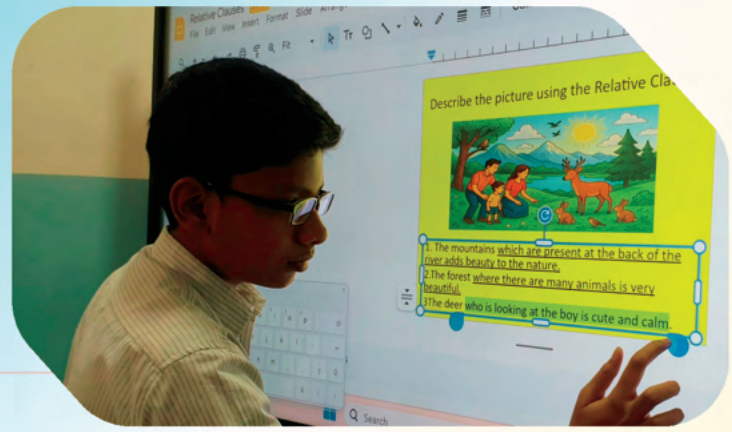


BUILDING VOCABULARY IN FUN WAYS

A strong focus is also placed on vocabulary building activities, word games, and newspaper-based tasks like Unscramble in a Minute, Journal Writing, and Word Builder. These activities make learning dynamic and enhance students' word power in an engaging manner.

LEARNING IN THE ENGLISH LAB

A special highlight of our teaching approach is the use of the English Lab in our school where students engage in audio-visual and interactive learning. Through smart board activities, students watch videos, analyze pictures, and actively participate by interacting with the board to solve exercises and perform creative tasks. These interactive lab sessions make learning lively and help students develop listening and speaking skills effectively.



REAL-LIFE CONNECTIONS & REFLECTION

Learning is further extended beyond the classroom through field trips, helping students connect language with real-life experiences. During Formative Assessment reflections and projects we encourage self-evaluation and deeper understanding. Moreover, creative and interactive grammar lessons make even complex concepts easy and enjoyable to learn.

These varied approaches create an inclusive and lively classroom environment where every learner gets an opportunity to express, explore, and excel. Such practices not only enhance language proficiency but also nurture confidence, creativity, and critical thinking among students.

WHY SOCIAL STUDIES MATTER

ALIYA KHANAM, HIGH SCHOOL SOCIAL STUDIES TEACHER

Social Studies isn't just about the past—it's the "connective tissue" of every subject we study.

While Math gives us the measurements and Science explains the mechanism of our world, Social Studies provides the ethics . A coder can build an algorithm, but it takes a student of Sociology to understand its impact on a community. An engineer can design a city, but it takes Geography and Economics to ensure that city serves everyone. By studying History and Civics, we learn to decode power, spot patterns in human behavior, and navigate a globalized world. It transforms us from students of facts into citizens of the world.

DIFFERENTIATED LEARNING: MAKING EDUCATION FIT EVERY STUDENT

Every classroom is a mix of learners – some grasp concepts quickly, others need more time, and many have unique learning styles. *Differentiated learning* is an approach where teachers customize content, process and products to meet these diverse needs. It doesn't mean different curriculum, but rather flexible ways to reach the same goal.

WHAT IT LOOKS LIKE

- **Content:** Varying texts, videos, or hands-on materials based on student readiness.
- **Process:** Offering choices like group work, independent projects.
- **Product:** Allowing students to show understanding through presentations, models or written reports.

WHY IT MATTERS

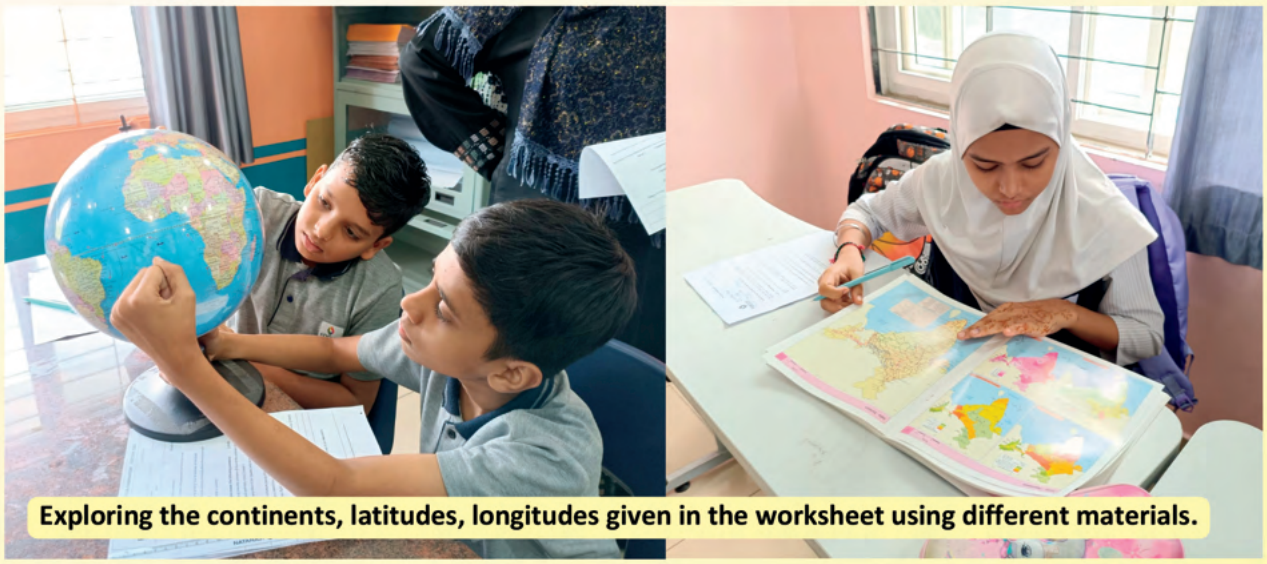
This method boosts engagement, builds confidence, and helps every child progress at their own pace. It also prepares them for real-world problem-solving, where adaptability is key.

TEACHING STRATEGIES

1. **Know Your Students:-** Use assessments, surveys, and observations.
2. **Plan Variety:-** Design multiple pathways to the same objective.
3. **Offer Choice:-** Let students pick topics or formats that interest them.
4. **Continuous Feedback:-** Monitor growth and adjust strategies.

Differentiated learning isn't a one-size-fits-all solution – it's a mindset.

By respecting individual differences, we create a classroom where every learner can thrive.



Exploring the continents, latitudes, longitudes given in the worksheet using different materials.

Class Election campaigning by C5 Students to understand the concept of Elections

Students led explanation using different strategic approaches like presentations, charts and newspapers

LIBRARY DEPARTMENT

LIBRARY- A CURIOUS CORNER

ASRA NAAZ, LIBRARIAN

Activities in the library added a creative dimension for students, where I noticed a remarkable increase in their confidence, imagination, and expressive skills. Many students also started visiting the library more frequently, which was truly encouraging.

What touched me the most was what happened after the activity or event ended. Students came up me with bright smiles and shining eyes, asking, “Ma’am, what or when is the next library event?” Their curiosity did not end with the event—it had just begun. That moment was truly special.

Students began asking about new books and showed genuine interest in upcoming events. Their excitement and eagerness reflected a positive change in their attitude towards reading and learning.

Activities like these not only make learning enjoyable but also create a lasting impact. They help students connect with books in a meaningful way, turning the library into a space of exploration, creativity, and inspiration.

PHYSICAL EDUCATION DEPARTMENT

GAME ON!

SARA FATIMA & ARBAAZ, PHYSICAL EDUCATION TEACHERS

2
1

FOCUS

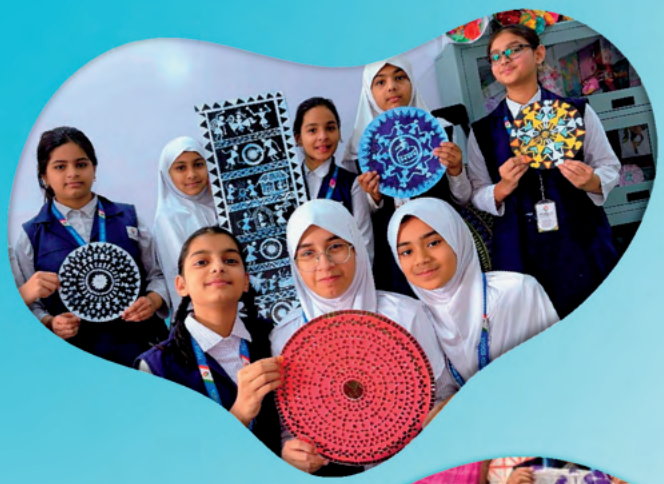
Sports Day

Unity

VISUAL ART'S DEPARTMENT

THE CREATIVE FORGE

KANEEZ E ZAINAB, VISUAL ARTS TEACHER



STUDENTS' CORNER

OUR FIRST EXPERIENCE

SYEDA KUBRA FATIMA & KULSUM FATIMA, 8A

At the beginning of the Academic Year, STEM was a new subject for us and and since we were also new to the school, we did not have much interest in it. We felt that the concepts were a little difficult. However, our teacher patiently guided us and soon after we started enjoying the process of creating models and learning new ideas in each module.

When the STEM Exhibition was being organized, we enrolled for participation and prepared the model based on Earthquake Detector Alarm from the Internet of Things (IoT) Module. As it was my first time participating, I felt very nervous. But within few minutes, my nervousness turned into confidence while I kept explaining the model. We felt proud and excited when the judges and guests appreciated our work.

The exhibition was not just a 1- day event but the result of our hard work throughout the year During the year we learned many new concepts, practiced building models, improved our creativity and worked on our teamwork skills. This continuous learning helped us perform confidently in the exhibition. This exhibition helped us understand real life concepts as well.

Our team work helped us secure first position in the exhibition. The STEM Expo turned out to be a truly unforgettable experience for us.

ہماری اردو کلاس

SARA FATIMA, 9A

میرے اسکول میں اردو کی کلاسیں ہماری روزمرہ کی تعلیم کا ایک اہم حصہ ہیں اور یہ طلبہ کے لیے بہت مفید اور دلچسپ ہیں۔ اساتذہ نہایت سادہ اور واضح انداز میں سبق پڑھاتے ہیں تاکہ ہر طالب علم آسانی سے سمجھ سکے۔ کلاس کا ماحول پُرسکون اور تعلیمی لحاظ سے موزوں ہوتا ہے، جس کی وجہ سے طلبہ پوری توجہ اور دلچسپی کے ساتھ حصہ لیتے ہیں۔

اردو کی تعلیم صرف کتابی معلومات تک محدود نہیں ہے بلکہ عملی طریقوں پر بھی زور دیا جاتا ہے۔ کلاس میں روزمرہ کی گفتگو کی مشق، مختصر تحریری کام، اور کردار نگاری کی سرگرمیاں شامل کی جاتی ہیں تاکہ طلبہ زبان پر عبور حاصل کریں اور اسے عملی زندگی میں بھی استعمال کر سکیں۔ اس کے علاوہ طلبہ کہانیاں، مضامین اور نظمیں پڑھتے ہیں، جس سے ان کی فہم و ادراک میں اضافہ ہوتا ہے اور مطالعے کی عادت مضبوط ہوتی ہے۔

کلاس میں دلچسپ سرگرمیاں اور الفاظ کے کھیل بھی شامل کیے جاتے ہیں، جو سیکھنے کے عمل کو مزید خوشگوار اور مؤثر بناتے ہیں۔ اساتذہ صبر اور توجہ کے ساتھ رہنمائی کرتے ہیں اور طلبہ کی غلطیوں کو درست کرتے ہیں تاکہ وہ بہتر انداز میں زبان سیکھ سکیں۔ مجموعی طور پر، اردو کی کلاسیں نہ صرف تعلیمی معیار کے لحاظ سے مفید ہیں بلکہ زبان سیکھنے کے عمل کو دلچسپ، عملی اور یادگار بھی بناتی ہیں۔

MY COMPUTER FRIEND

SYEDA AISHA FATIMA, 4B

My computer is my special friend,
It helps me learn and helps me mend.

With just a click, I start my day,
And find new things in a fun way.

I type my work, I draw and play,
I learn new facts every day.

The internet shows the world is so wide,
With knowledge waiting on every side.

I must be smart, I must be wise,
Use ICT for good not lies.

To learn, to grow, to shine so bright,
And make my future strong and bright.

LEARNING BEYOND THE CLASSROOM

FIRDOUS SULTANA, 9A

School is often seen as a place for textbooks and exams, but the heart of a truly great education lies in its programs and extracurricular activities. These initiatives are essential because they turn abstract lessons into real-world skills, helping students discover their passions and develop their character.

BUILDING LIFE SKILLS

Whether it is a Science Fair, a Debate Club, or a Sports Meet, school programs teach students things that cannot be found in a manual. In a team project, students learn collaboration and conflict resolution. During a school play or a public speaking event, they build confidence and overcome the fear of judgment. These "soft skills" are exactly what students need to succeed in the modern world.

CONNECTING WITH THE COMMUNITY

Many school programs, such as Eco-Weeks or Charity Drives, encourage students to look beyond their own desks. In Nice, for example, schools often participate in local traditions like the Nice Carnival or beach clean-ups. These activities teach social responsibility and help students understand that they are part of a larger community. It turns learning into an act of service.

DISCOVERING PASSIONS

For many, a school program is the spark that starts a career. A student might discover a love for biology during a field trip to a local cave or find a talent for coding during a technology workshop. By providing a variety of programs—from arts and music to sports and robotics—schools give every student a chance to shine in their own unique way.

In conclusion, school programs are not just "extra" activities; they are a vital part of growing up. They bridge the gap between knowing and doing, transforming the school from a building of classrooms into a vibrant hub of discovery.

FOCUS EDUCATION SERVICES

COMMUNITY INTERNSHIP PROGRAM 2025–26

LULU FATIMA, TRAINER & TEACHER TRAINING COORDINATOR

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 emphasised 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.

Throughout the program, trainees were guided by experienced trainers and a training coordinator. Regular support, continuous feedback, and a positive learning environment helped them grow at their own pace. This flexible approach made learning comfortable and encouraged them to improve step by step.

One of the most encouraging outcomes of the program is its impact on career opportunities. From last year's batch, seven trainees were successfully absorbed into different roles after demonstrating their teaching skills. They were selected based on their performance, confidence, and ability to apply what they learned. This year too, several trainees have shown excellent progress in understanding concepts and implementing them effectively in the classroom.

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.

PARENTS' TESTIMONIALS

Fatima Begum | Endeavour Intern

I am grateful to have completed my internship as a Special Educator at Focus High School through the Community Internship Program. This journey has been a meaningful learning experience for me. Through this program, I gained a deeper understanding of classroom management, child psychology, and inclusive education. I also learned how to assess students' reading abilities and attention spans and to apply constructivist approaches to teaching. Working directly with students helped me connect theory to practice and develop patience, empathy, and confidence as an educator.

Asma Wasiuddin | STEM Intern

The community internship course provided me with practical knowledge and hands-on strategies that I can directly apply in my classroom. From lesson planning to classroom management every module was insightful. This course has helped me grow both professionally and personally, and I now feel more confident in handling different learning needs of my students as well as my own children.

Ameena Begum | Endeavour Intern

I am grateful to have had the opportunity to be part of this Community Internship course. The course has helped me grow both personally and professionally by improving my teaching skills, communication, classroom management with confidence. The teaching approach was clear, patient, and very encouraging, which made the learning process comfortable and effective. With constant guidance and support.

Sadia Amtur Raheem | Middle School Science Intern

Community Internship at Focus High School has given me the opportunity to be back in the educational field. After a long gap, I wanted to start somewhere and the internship has given me that platform. I thank all the teachers and sir's from the bottom of my heart who have helped in organizing this wonderful internship.

FOCUS TEACHER TRAINING CENTRE

LIFELONG LEARNERS WHO CAN ESTABLISH MERCY AND JUSTICE IN THE WORLD

PRE PRIMARY, PRIMARY & HS PROGRAMS

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

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

PRE-PRIMARY TEACHER TRAINING COURSE

1. AIECCE (All India Early Childhood Care & Education)
2. JNCTE (Jawaharlal Nehru Council for Technical Education)
3. Focus Teacher Training Centre Certification

These certifications are not only valid within our country but also internationally. If the skills learned during the course are absorbed well, they can be applied once you become an educator. Our rigorous training helps trainees acquire knowledge in many important concepts. This training program is structured to cover areas such as:

1. Internship & Weekly sessions
2. Portfolio work
3. Observation at other schools
4. Educational visits
5. Events and conferences
6. Showcase Event

SHORT TERM COURSE

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

DURATION OF THE COURSE: 1 YEAR

CERTIFICATION: FOCUS TEACHER TRAINING CENTRE CERTIFICATION

KEY FOCUS AREAS:

- Classroom Management
- Lesson Planning
- Pedagogical Practices
- English Communication
- ICT Skills

FOCUS
TEACHER TRAINING CENTRE

ADMISSIONS ARE OPEN

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