



SCHOOL OF KNOWLEDGE, SHARJAH

(*St. Mary's Group of Schools*)

ACADEMIC YEAR 2017-2018

School of Knowledge is a private school situated in Sharjah providing education for students from Kindergarten to Grades 6, aged from 4 years to 11 years. The school is now very strongly proposing the

UAE National Agenda - - - - UAE Vision 2021

“Education is a fundamental element for the development of a nation and the best investment in its youth.”

The UAE vision 2021 sets out the National Agenda for the UAE to be among the most innovative nations in the world.



Innovation is the generation of new and creative ideas and use of new or improved approaches.

SCHOOL'S VISION

Striving for excellence, striding towards success and seeking new horizons for personal growth and worth.

SCHOOL'S MISSION

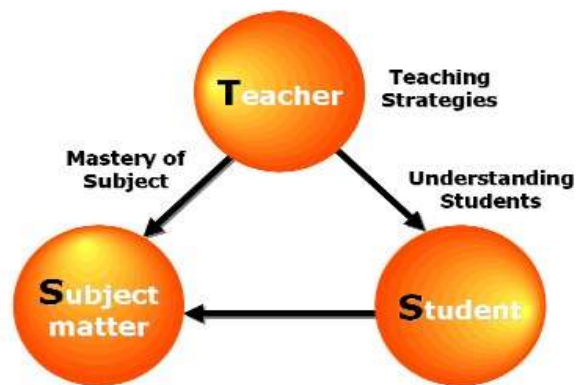
Each toddler walking through the gates of School of Knowledge is viewed as a talent reserve and the school works relentlessly towards empowering each and every child.

3 Teaching and assessment :

Teaching

- Teaching is a process of imparting knowledge and skills
- It is a systematic process based on some educational objectives
- Teaching helps to communicate the message of knowledge.

Teaching needs 3 prominent entities:



3.1.1 Teaching for effective learning:

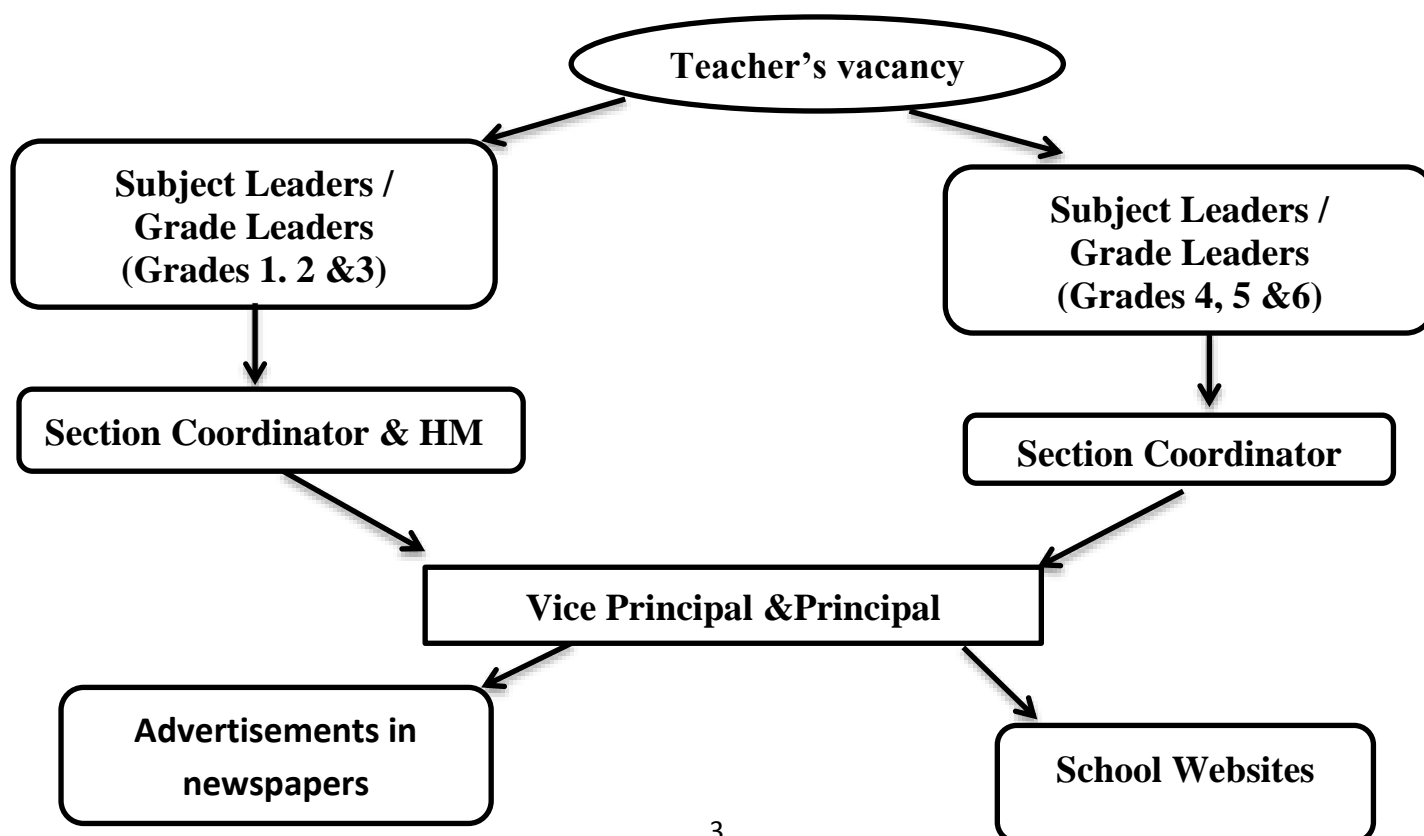
Effective learning as one of the major outcomes of schooling. Quality in Primary education is currently high on the education agenda in School of Knowledge, Sharjah. Learning is driven by what teachers and children do in classrooms. Teachers manage demanding situations, channelling the personal, emotional and social responsibilities of each child in a classroom of approximately 25-30 students.

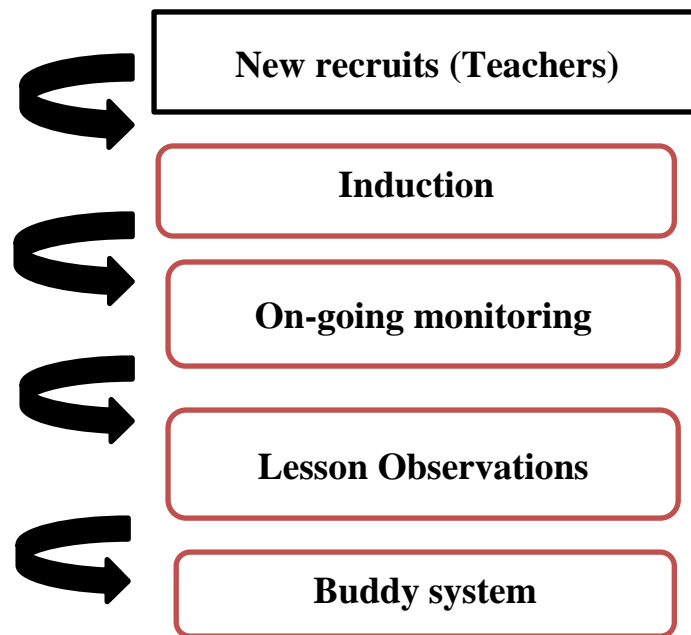
Vacancies are notified to the Administration Office by the Grade leaders in consultation with the Section Coordinators. The number of teachers required, the Grades and subjects are clearly mentioned.

The Administration team then releases advertisement or sends information through contacts to get contacts of qualified and experienced teachers.

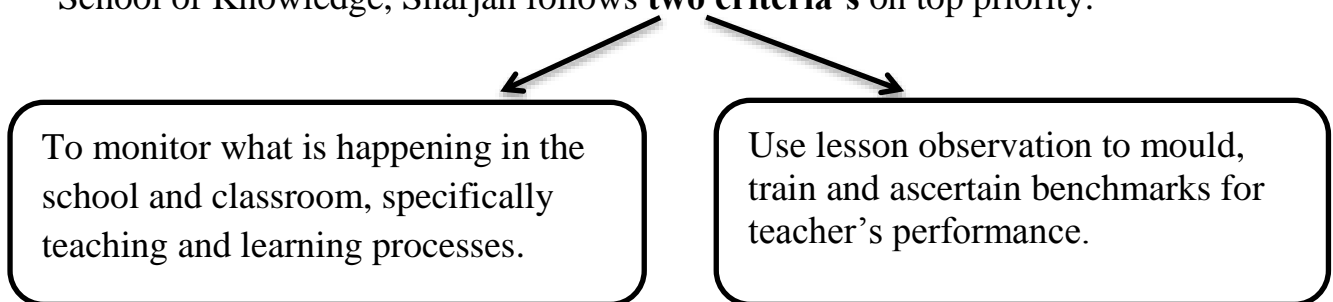
Teacher's qualifications and spoken abilities are checked first before their interviews and lesson observations are carried out. This helps the school to assess the teachers' knowledge and teaching strategy used in delivering a concept to the students. The school has the opportunity to select among different candidates on the basis of a personal appraisal.

New teachers are inducted into the school system by regular counselling and monitoring about their working styles by the Grade Leaders and Subject Heads. They are assigned a buddy teacher usually, a senior teacher from the same Grade level for the guiding them on the classroom working styles and with a senior subject teacher to help them in lesson planning and subject related work.



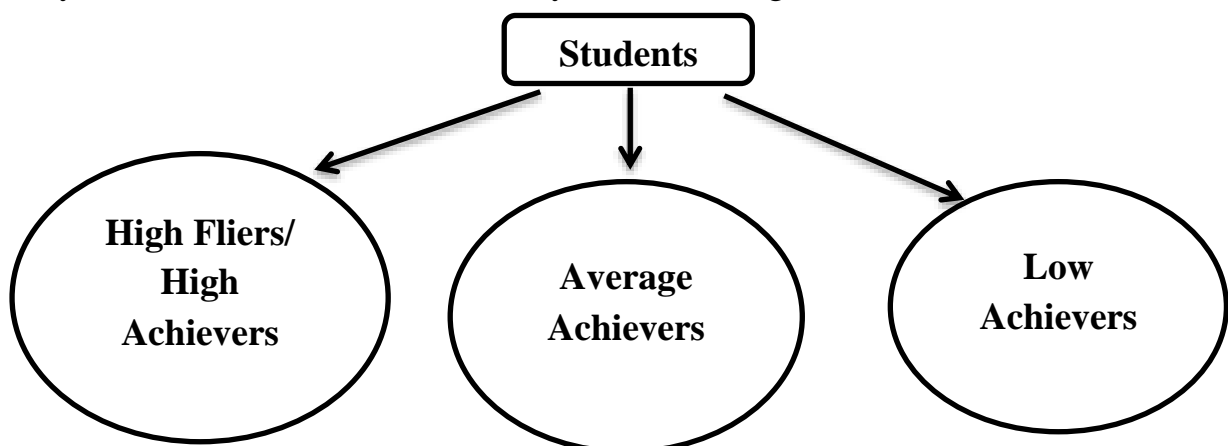


School of Knowledge, Sharjah follows **two criteria's** on top priority:



Teacher first needs to analyse his/ her class students from time to time. They need to categorise the learning abilities of the students well so the lesson planning can be carried out effectively.

Diagnostic tests are carried out in Arabic, English and Math to ascertain the ability levels seen in a classroom. They are then categorised into :



Teachers also keep a track on those students showing any type of learning difficulties along with their social behaviour in a classroom.

3.1.2 Lesson planning, the learning environment and use of time and resources:

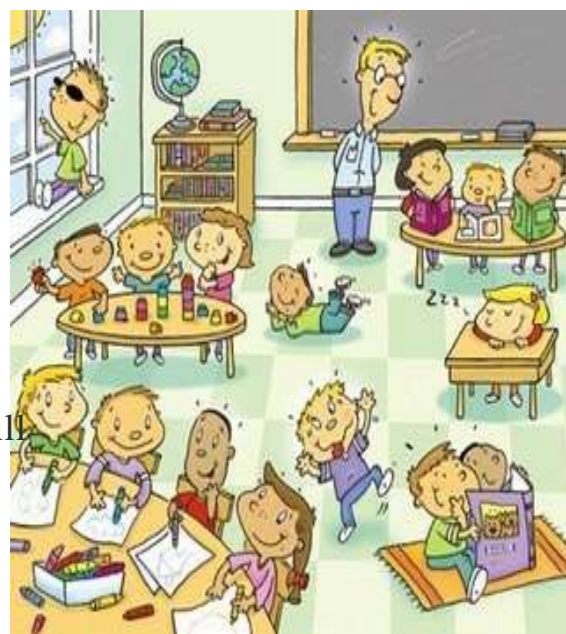
At School of Knowledge, Sharjah, we follow in PBL i.e. Problem based learning courses, the responsibilities of teachers include: encouraging critical thinking; fostering self-directed learning and curiosity; monitoring group progress; and creating a learning environment that stimulates all members in the group, generates deep understanding, and promotes teamwork. She develops a **lesson plan** keeping all the above aspects in mind.



Creating a **positive learning environment** in your classroom will allow your students to feel comfortable, safe and engaged—something that all students deserve.

In a classroom where values and roles remain constant and focus is placed on the positive aspects of learning, students will be more open to actively participating in class.

If they are given the opportunity to become responsible for their own learning, students will be more likely to benefit from the lesson, and thus more likely to be self-motivated. This should be a primary goal for all teachers, since lack of motivation is often the root of disciplinary issues.



Teaching aids supplement in verbal instructions and makes learning permanent .It provides variety and attracts attention of the students. It helps teachers to create situations for teaching and a healthy classroom interaction.

Teaching aids makes the abstract ideas concrete and thus help in making learning more effective.

It provides good substitutes for the real objects as they make learning equally meaningful

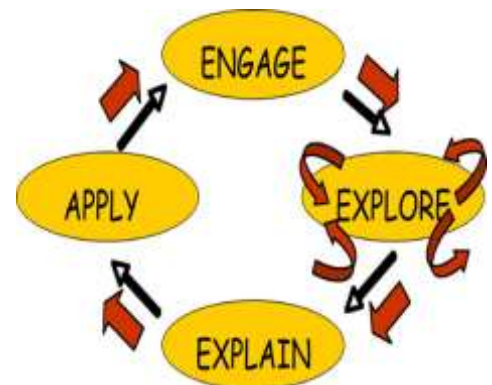


Regular **Professional Development programmes** are carried out within the St. Mary's Group as well as in house training programmes. Last Wednesday of every month, SOK conducts in-house workshop. Trainers from the group schools as well as external trainers are invited. This helps the teachers to keep themselves updated with different teaching methodologies along with clearing some of the misconceptions they had in teaching techniques.



The main challenge for any teacher is to provide an active classroom with active teaching procedures. The classroom has an **atmosphere** of inquiry and Openness:

- Students make predictions, gather info, organize it, and question conclusions
- Teachers provide corrective advice rather than criticism and evaluation



The Lesson Plans used in School of Knowledge emphasis the following key points:

State standards:

Benchmarks should be stated and appropriate. Benchmarks should guide the development of the tasks, lesson procedures, and assessment.

Objectives

Plan provides a clear and realistic list of what students will be able to do at the end of the lesson.

Lesson objectives align with standards and further elaborate them in terms of expected student behaviour.

Each lesson has one or more objectives. An objective is a statement of the intended learning outcomes. Objectives commonly describe what the student will be able to do when instruction has been completed.

Materials and resources:

Tasks or activities

- Tasks is based on correct and engaging activities and relate directly to the specified standards/benchmarks and objectives of the lesson.
- Worthwhile content area tasks engage students in reasoning and reflection: students analyse, synthesize, or evaluate information, creating their own position / concept.
- Tasks engage students in application of previously learned material and require students to make connections between multiple representations.
- Tasks promote students' conceptual understanding of the topics presented.
- Tasks provide students authentic learning experiences through solving non-routine problems and prepare them for life beyond school.
- One activity that would incorporate cooperative learning.

3.1.3 Teacher-student interactions including the use of questioning and dialogue:

Questioning Methods:

Teachers ask questions for a variety of purposes, including:

- To actively involve students in the lesson
- To increase motivation or interest
- To evaluate students' preparation
- To check on completion of work
- To develop critical thinking skills
- To review previous lessons
- To nurture insights
- To assess achievement or mastery of goals and objectives
- To stimulate independent learning

Educators have traditionally classified questions according to Bloom's Taxonomy, a hierarchy of increasingly complex intellectual skills.

Bloom's Taxonomy includes six categories:

- | | |
|------------------------|--|
| ➤ Knowledge | – recall data or information |
| ➤ Comprehension | – understand meaning |
| ➤ Application | – use a concept in a new situation |
| ➤ Analysis | – separate concepts into parts; distinguish between facts and Inferences |
| ➤ Synthesis | – combine parts to form new meaning |
| ➤ Evaluation | – make judgments about the value of ideas or products |

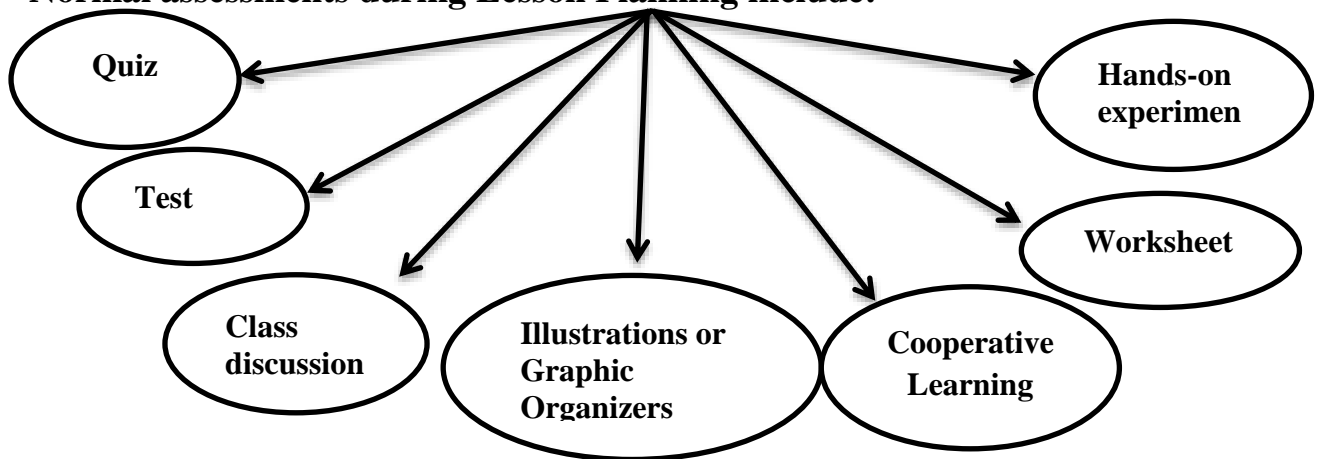
EXAMPLE OF A LESSON PLAN AT SCHOOL OF KNOWLEDGE:

Assessment:

Assessments should be related to the specified benchmarks and objectives of the lesson. Assessment strategies should be described in detail to gather evidence of student learning and to modify the lesson to meet the needs of all students.

Lesson Plans ensures that the Assessment activity is directly and explicitly tied to the stated learning objectives. Assessments needs to be on-going to assess the learners with differentiated needs

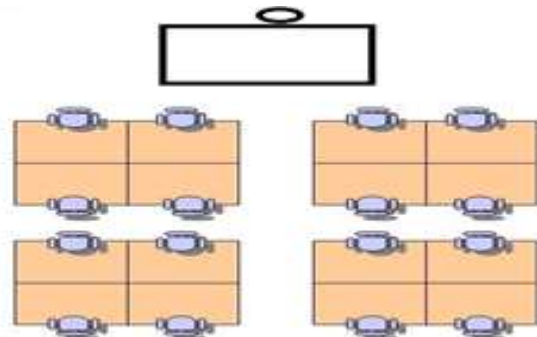
Normal assessments during Lesson Planning include:



3.1.4 Teaching strategies to meet the needs of individuals and groups of students:

The classroom **arrangement** allows students to work together:

- Focus should be on the students, not the teacher
- Arrange desks in horseshoe or grouped clusters.



Differentiating instruction for diverse learners

Different learner types and students from different backgrounds are well addressed in the lesson plan to achieve full participation. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. The lesson plan includes instruction and student activities that address multiple learning styles and multiple ways for students to provide evidence of understanding. Differentiating instruction for diverse learners.



The lesson shows evidence to address:

Sources of student diversity

Creating an inclusive, multicultural classroom

Differentiating instruction

3.1.5 Teaching to develop critical thinking, problem solving, innovation and independent skills:

Six Steps to Effective Thinking and Problem Solving

- I – Identify the Problem
- D – Define the Context
- E – Enumerate the Choices
- A – Analyze the Options
- L – List Reasons Explicitly
- S – Self-Correct

Encourage Students To...

- **ASK** Questions and **LOOK** for Answers
 - *What questions could someone have about this?*
 - *What information answers these questions/concerns?*
- **APPLY** What They Learn to **SOLVE** Problems
 - *Based on the material, how would you ...?*
 - *Now that you know ____, how do you solve ____?*
- **LISTEN** to Each Other and **DEBATE** Ideas
 - *How does John's comment relate to the text?*
 - *What can you add to his perspective?*

Students are supported, but also **challenged** to think independently

- Pay attention to HOW students are thinking
- Encourage students to investigate and communicate as they go

Examples of **innovative approaches** in teaching and learning include Classroom and course management innovations:-

New ways of teaching that promote student engagement, reorganization of a course(s) that improves students' ability to apply what they learn, course content that clarifies historical changes in theory, novel assignments that lead to increased student engagement, student publications, and/or activities that bring students from diverse backgrounds together.

Leadership in innovation that forges new paths and inspires others within and beyond the institution, including mentoring colleagues about innovative approaches, working in administrative and service positions to promote innovation, actively participating in committees to promote or create innovation and other pathways that enhance learning

Championing new visions of teaching excellence through the scholarship of teaching and learning, including professional contributions to discussions, presentations, newsletters, publications, and other modes for sharing innovation.

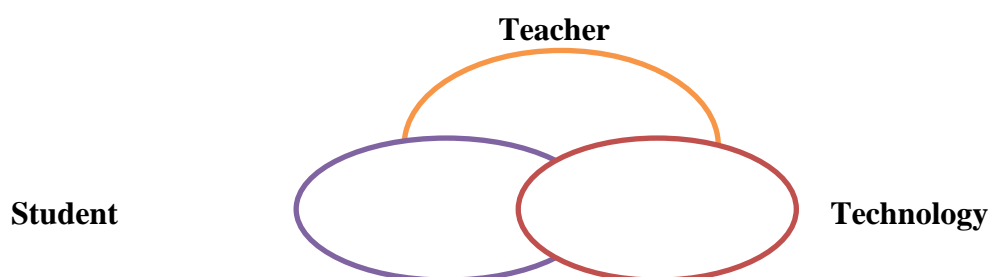
Examples of Innovation

A) TRADITIONAL AND MULTIMEDIA LEARNING THE DIFFERENCE

- Traditional method –one way flow

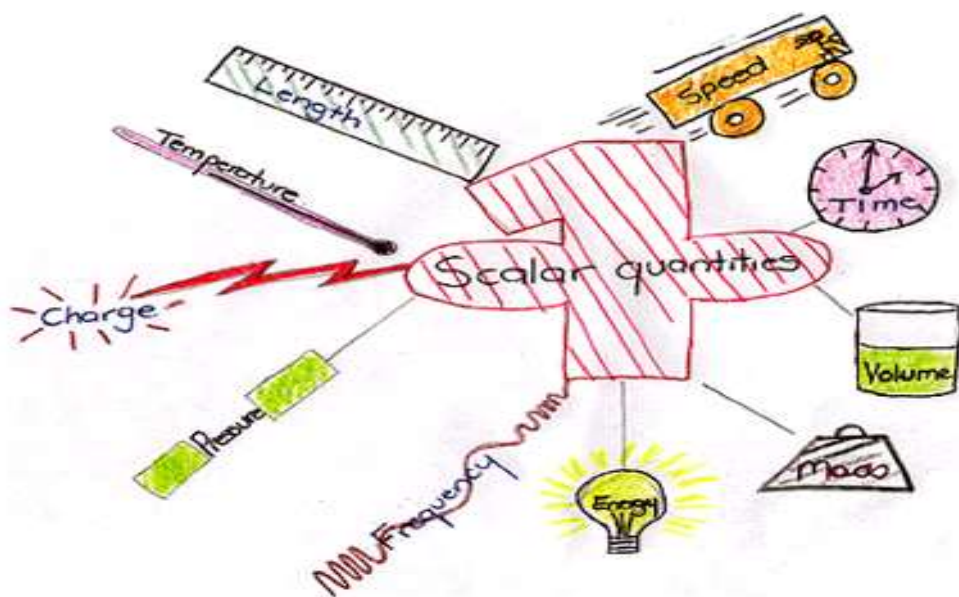


➤ **Multimedia learning –an interactive learning process**



B) MIND MAP :

Students make notes that used only key words and images, but mind map can be used by teachers / students to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. we learn and remember more effectively by using the full range of visual and sensory tools at our disposal. Pictures, music, colour, even touch and smell play a part in our learning armoury will help to recollect information for long time. The key is to build up mind maps that make the most of these things building on our own creativity, thinking and cross linking between ideas that exist in our own minds.



C) TEACHING WITH SENSE OF HUMOUR – “HUMOUR AN EFFECTIVE MEDIUM OF TEACHING

Everyone loves a teacher with an infectious sense of humour. Looking at the lighter side of life not only fosters cordial relations between professors and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject.

D) Z TO A APPROACH

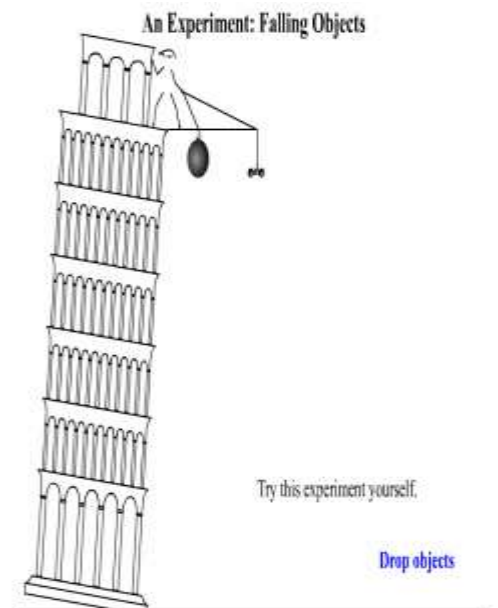
This approach attempts to explain the application part of a particular concept first. The teacher should explain the application of a particular concept first and explain the effects of such applications

Strengths

- Makes a particular concept clear
- Students develop interest to know exactly the concept.
- Creates long lasting memory/correlation of a concept.

LEANING TOWER OF PISA EXPERIMENT – EXAMPLE TO Z – A APPROACH -----

A man drops cannonball and lead weight from the top of the building. Hypothesis for this experiment is both the object will fall at the same rate. Traditional way of teaching method will be explaining the theorem first and followed by its application. But this Z-A approach goes opposite in a manner that the proof or application is explained first and later the theory. Then it is explained that this the concept developed by Galileo.



E) ROLE PLAYING AND SCENARIO ANALYSIS BASED TEACHING

Role playing and scenario analysis is mostly used in organizations that try to analyse a problem pertaining to the organization, and this is also used in management institutions.



LESSON PLAN SAMPLE FOLLOWED AT SCHOOL OF KNOWLEDGE, SHARJAH ATTACHED :