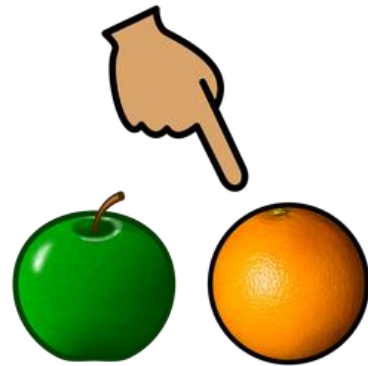


Choosing right Curriculum



Middle Nation

- وَكَذَٰلِكَ جَعَلْنَاكُمْ أُمَّةً وَسَطًا لِتَكُونُوا شُهَدَاءَ عَلَى النَّاسِ وَيَكُونَ الرَّسُولُ عَلَيْكُمْ شَهِيدًا (2:143)

And thus We made you a community (of the) middle path so that you will be witnesses over the mankind, and the Messenger will be witness a on you

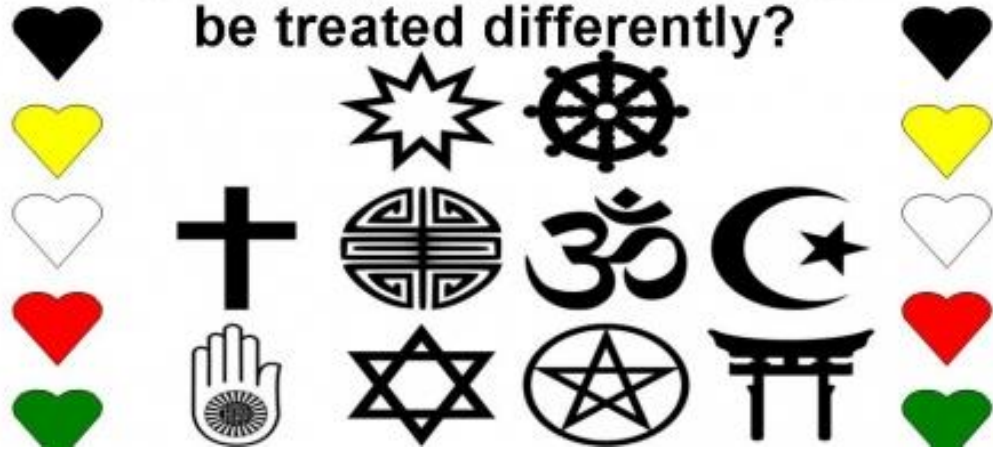
Secular, Religious and Balanced School

Why do we
need change
in Current
education
system



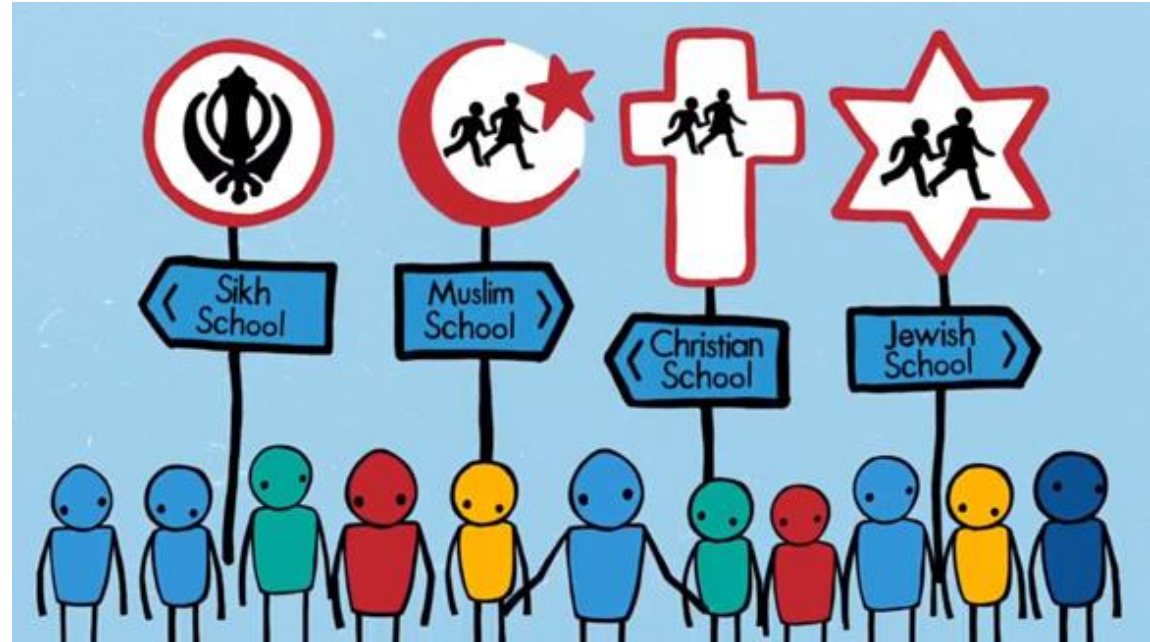
Current Situation
—
Secular Schools

Does any child deserve to be treated differently?



Islamic Schools:

1. Too traditional
 2. Focus on Islamic education and very little relevance to current affairs
 3. Memorization
 4. Content is fixed
 5. No Scientific approach
 6. Dominated by sect's School of thought
-



The Quran 21:107

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

**And We have not sent you except as a mercy
for the Mankind” [al-Anbiya’ 21:107]**



Balanced Schools

1. Modern Techniques
2. Balanced approach
3. Global citizens
4. Life skills
5. Future proof
6. Value based



Why did we chose IB

Conventional learning/Teaching (Cambridge, Edexcel, CBSE, ICSE)	Inquiry based curriculums (Alberta/Ontario, IB, Fieldwork Education Advanced Ed, Common core)	What we were looking for balanced approach
<p>Memorization</p> <p>If you teach machine something, they can get full marks</p> <p>Same content for all</p> <p>Hermetic subjects</p> <p>IQ tests</p> <p>Teacher-centred</p> <p>Academic intelligence Norm</p> <p>Scored tests</p> <p>Translation (languages)</p> <p>Closed classrooms</p> <p>National/regional perspective</p>	<p>Critical analysis</p> <p>Student choice</p> <p>Transdisciplinary</p> <p>Range of skills testing Constructivism</p> <p>Child-centred</p> <p>Education of the whole child</p> <p>Criterion-referenced AV and AL (languages)</p> <p>Open plan rooms</p> <p>Multiple/Global perspectives</p>	<p>Value based</p> <p>Transdisciplinary</p> <p>Life long learners</p> <p>Child Centered</p> <p>Relevant</p> <p>Islamic perspective but Global approach</p> <p>Brotherhood/Compassion and mercy</p> <p>Pride in Islamic Culture</p> <p>Life skills</p> <p>Spiritual</p> <p>Leadership/Personality Development</p> <p>Community service</p> <p>Make sure Curriculum is not cultist</p>

IB Programs

KG- grade 6



Grade 7-10



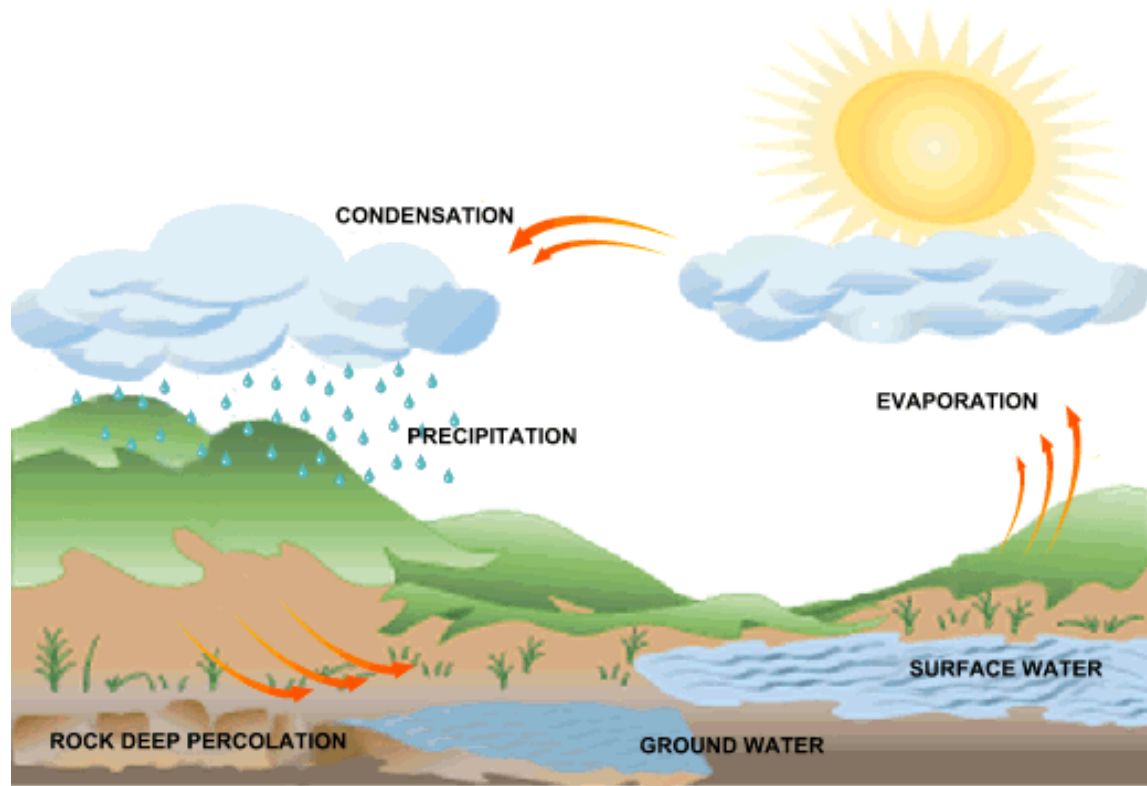
Grade 11 & 12



Grade 11 & 12

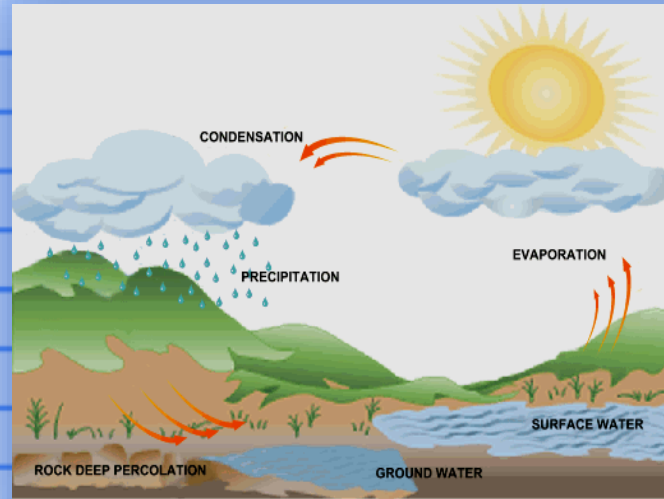
Professional Development



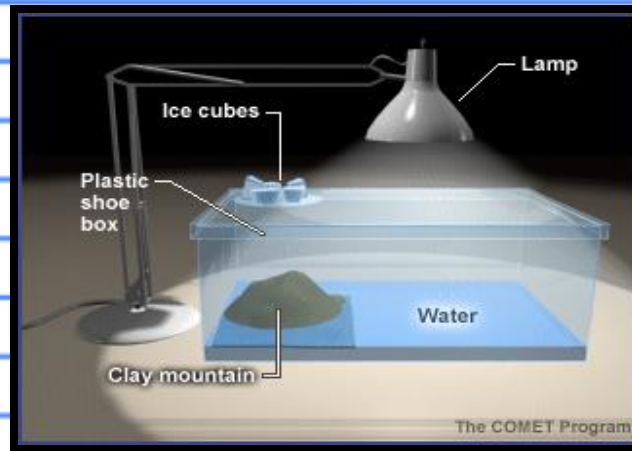


Team Planning-Water Cycle

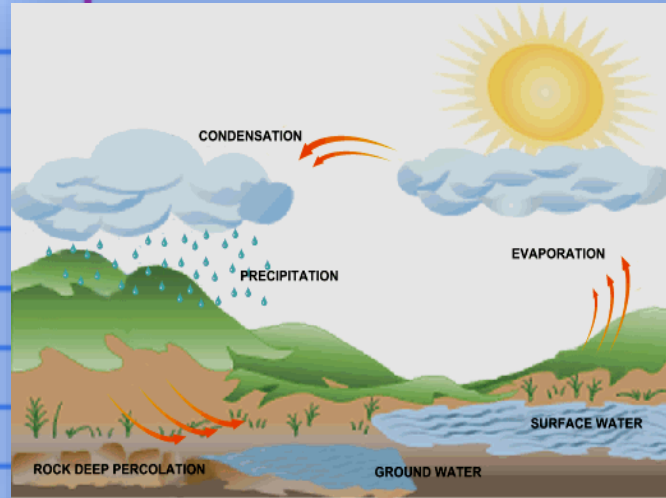
Science:



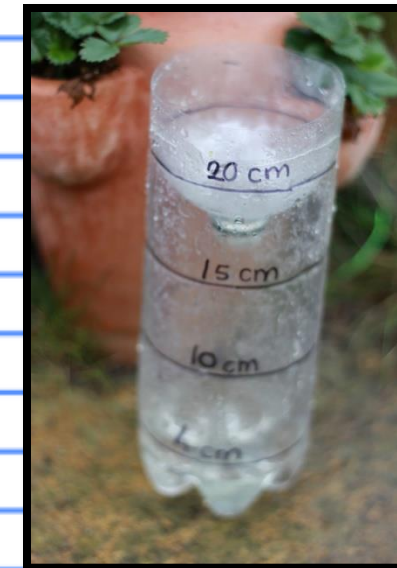
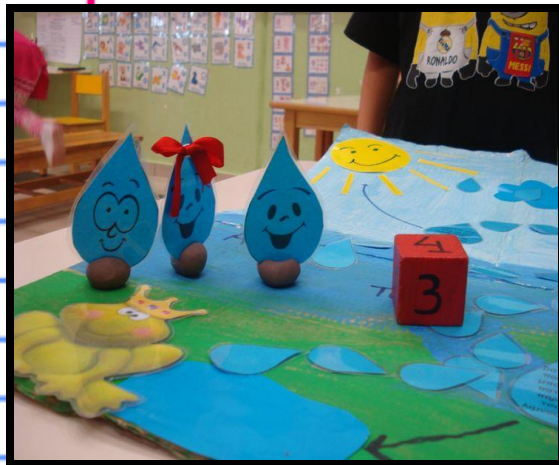
✓ Experiments



Math:



- ✓ Measurement
- ✓ Volume



Math/Islamic studies

Miracles of the Qur'an

PROPORTION OF RAIN

EVERY YEAR, THE AMOUNT OF WATER THAT EVAPORATES & THAT FALLS BACK TO THE EARTH IN THE FORM OF RAIN IS "CONSTANT".

And who send down rain from the sky in **measured amounts**, and We revive thereby a dead land – thus will you be brought forth.

Noble Qur'an Ch. 43 V.11

وَالَّذِي نَزَّلَ مِنَ السَّمَاءِ مَاءً يَقْدَرُ فَأَنْشَرْنَا بِهِ بَلْدَةً مَيْتًا كَذَلِكَ تُخْرَجُونَ ﴿١١﴾

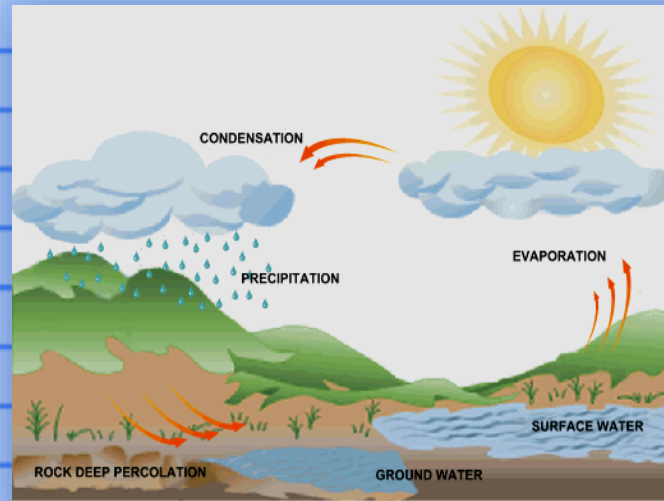
THIS **MEASURED QUANTITY IN RAIN HAS BEEN DISCOVERED BY MODERN RESEARCH**. IT IS ESTIMATED THAT IN ONE SECOND, APPROXIMATELY 16 MILLION TONS OF WATER EVAPORATES FROM THE EARTH.

I.E. EQUIVALENT TO 513 TRILLION TONS OF WATER PER YEAR

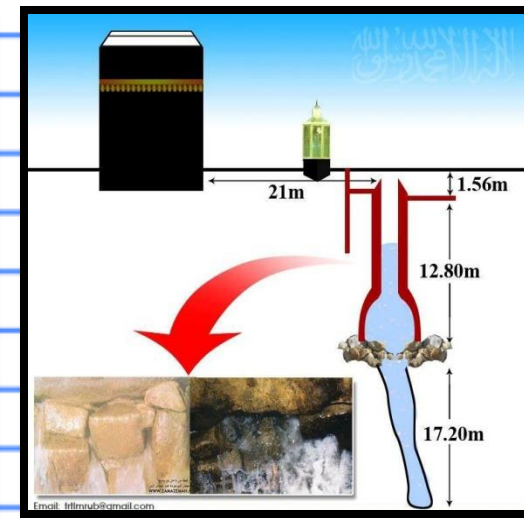
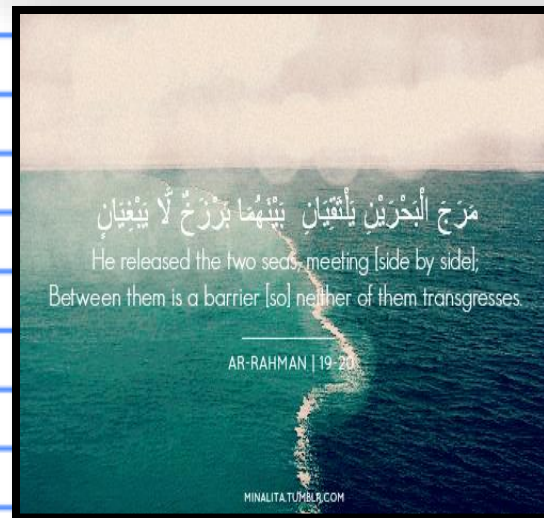
EVEN IF PEOPLE USED ALL THE AVAILABLE TECHNOLOGY IN THE WORLD, THEY WOULD NOT BE ABLE TO REPRODUCE THIS CYCLE ARTIFICIALLY.

A MINOR DEVIATION IN THIS EQUILIBRIUM WOULD RISE A MAJOR ECOLOGICAL IMBALANCE THAT WOULD BE ABOUT THE END OF LIFE ON EARTH.

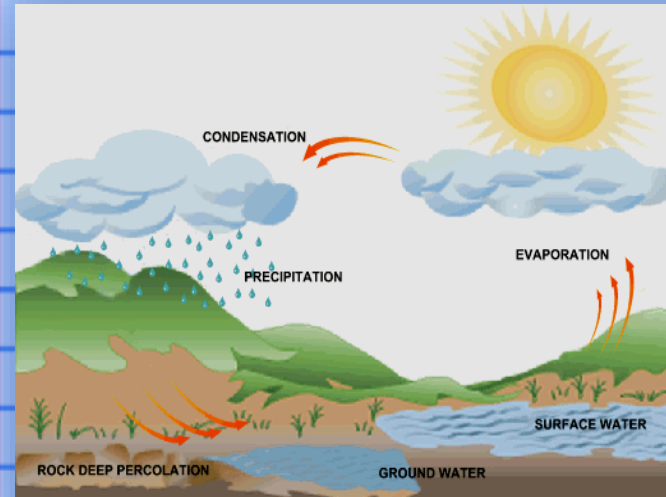
Islamic Studies:



- ✓ Quran
- ✓ Hadith
- ✓ Zam Zam



English:



- ✓ Journals
- ✓ Creative writing

REFLECTIONS ON MY PROJECT

After applying my lesson, I can say that I am very happy about it. It was sometimes hard, because students are not used to study Science in English and, at the beginning, they were speaking Catalan instead of English. But then, when they understood it was important to speak English, they created really nice group dynamics and the activities were very interesting.

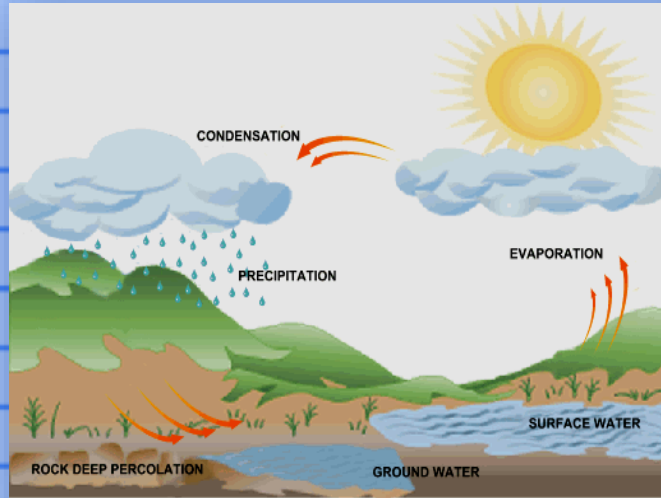
Firstly, they watched the video: the fact that it was funny made it easier for them and they enjoy it a lot.

Secondly, we went through all the worksheet about the water cycle. We created some pictures on the whiteboard to make it clear and a lot of gestures to help to their comprehension.

Thirdly, they individually answered the first activity. It was a little bit difficult to understand what they had to do exactly. After some explanation, they could do it very well.

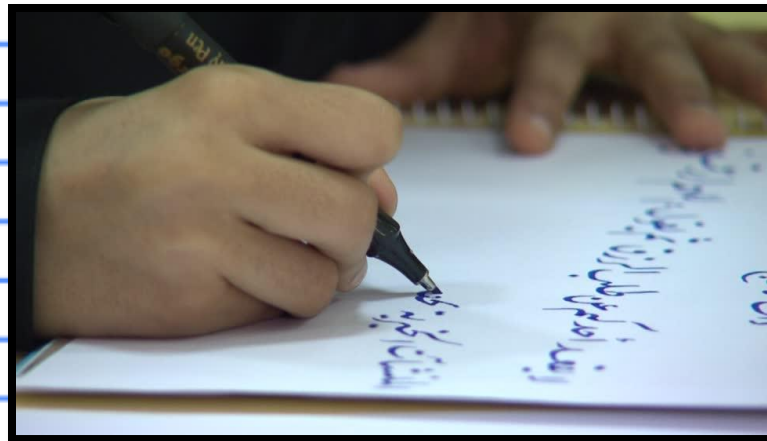
My water cycle journey as a water molecule
frozen inside a glacier. Then, I sublimated into water
vapor. Next, I came to the atmosphere and I
condensed and fell on an arctic glacier. I melted
and flowed to a river in Mississippi. After
that I heated up and evaporated into the
atmosphere. I then condensed and fell
as rain into the lake of the Ozarks.
Then, I flowed through the lake and
soaked into the soil. I never became
groundwater and instead I flowed throu-
gh the soil. Next, I again heated up
and evaporated into the atmosphere. I
became a cloud and fell as precipitation

Arabic:



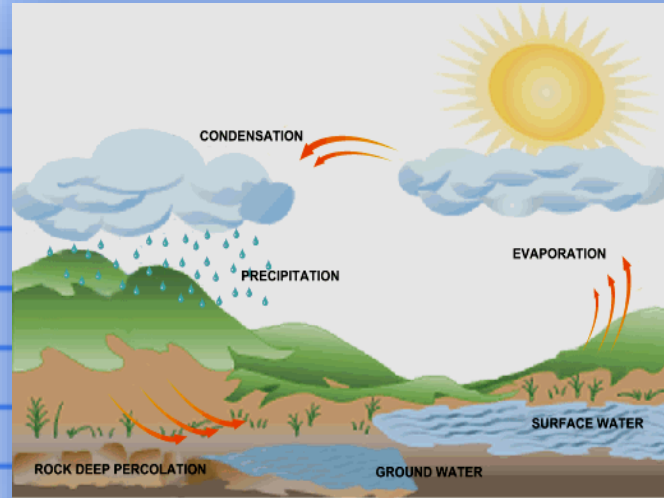
- ✓ Poetry
- ✓ Skit

I wrote the name of the one I loved
On the wind.
I wrote the name of the one I loved
On the water.
But the wind is a bad listener,
The water does not remember names.



كَتَبْتُ فَوْقَ الرِّيحِ
إِسْمَ الَّذِي أُحِبُّ
كَتَبْتُ فَوْقَ الْمَاءِ
لَمْ أَذِرْ أَنَّ الرِّيحَ
لَمْ تُحْسِنِ الْإِصْنَاءَ .
لَمْ أَذِرْ أَنَّ الْمَاءَ
لَمْ يَحْفَظْ الْأَسْمَاءَ ...

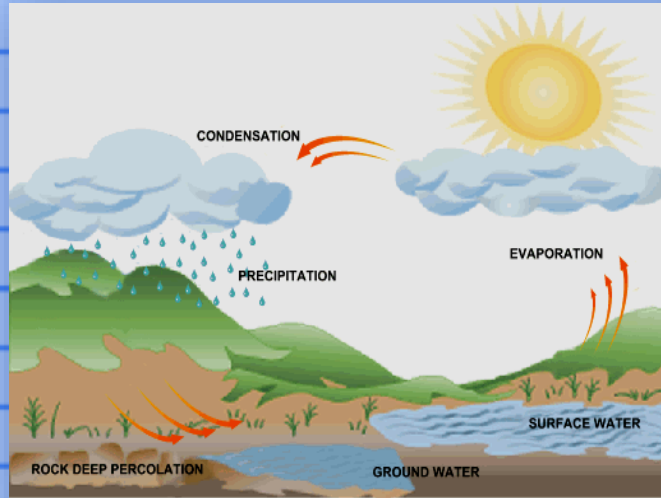
Social Studies:



- ✓ Oceans
- ✓ Rivers & lakes
- ✓ Field trip



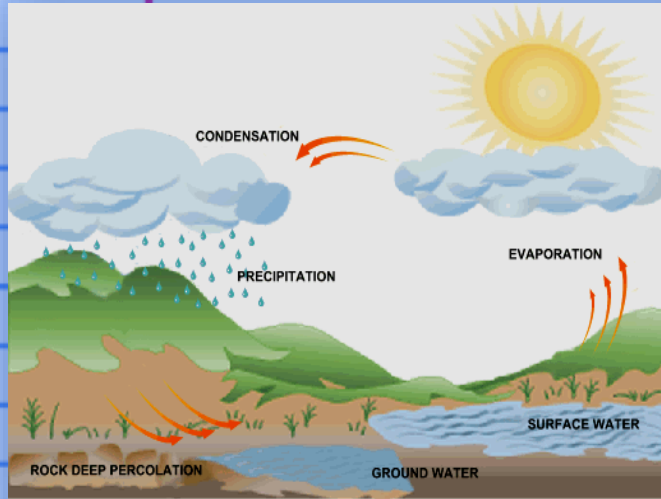
PE:



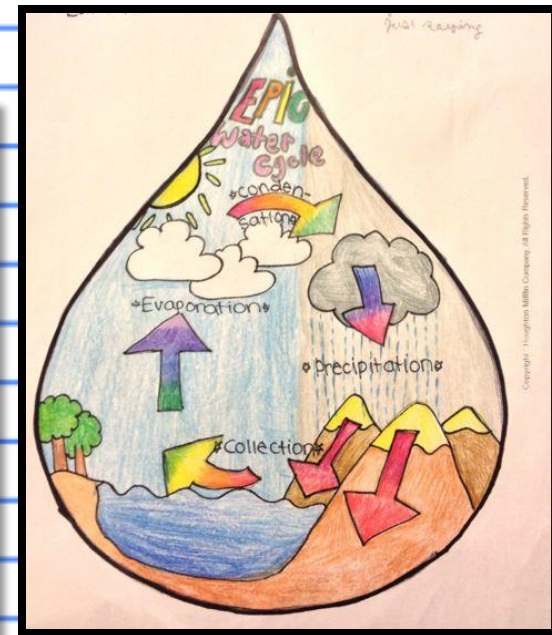
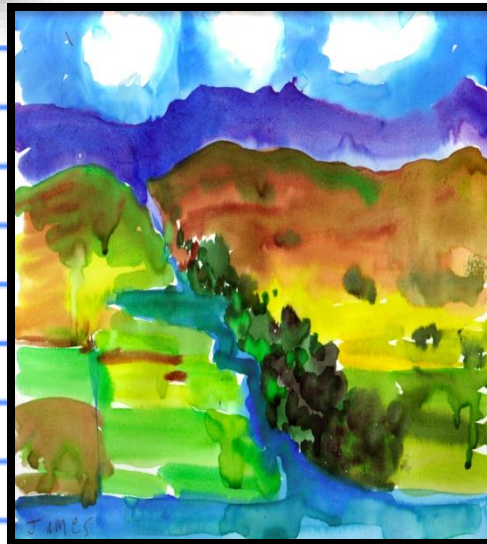
✓ Games



Visual Art:



- ✓ Poster
- ✓ Model



Assessment

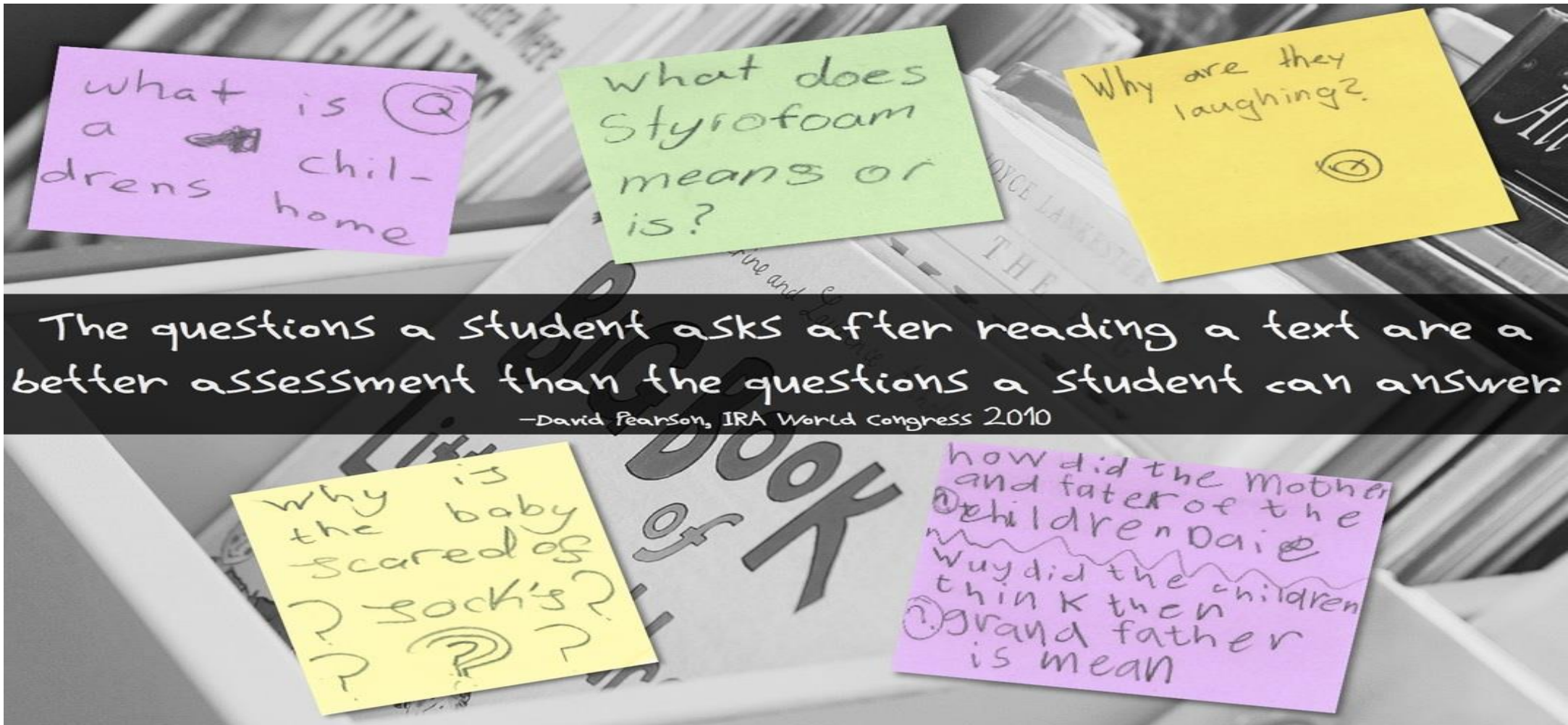
Assessment is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

- 1. Acquisition of knowledge,*
- 2. Understanding of concepts,*
- 3. Mastering of skills,*
- 4. Development of attitudes and*
- 5. Decision to take action.*



*The **prime object** of assessment in the PYP is to provide **feedback on the learning process.***”

Assessment



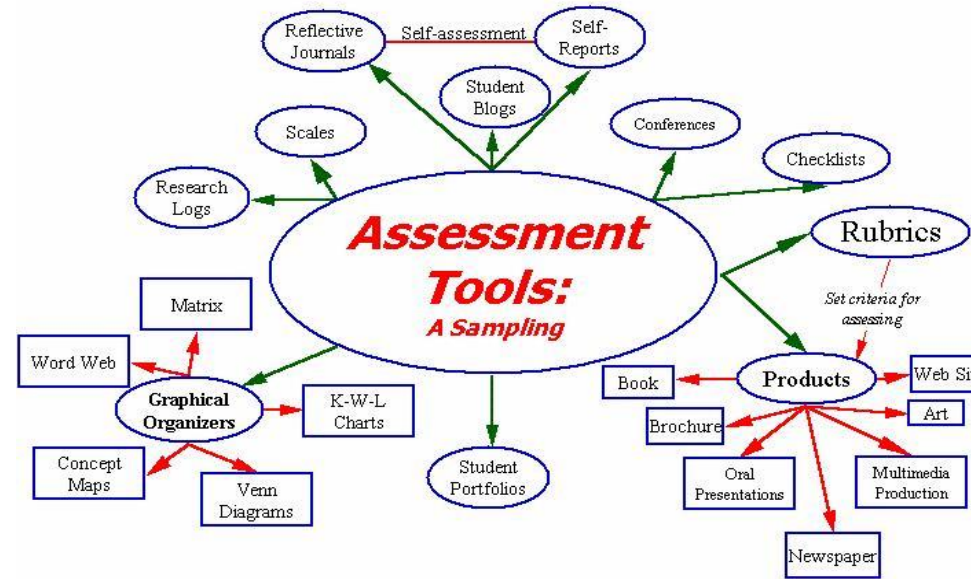
Types of Assessment

- Formative and Summative assessment
- Internal and External assessment
- Informal and Formal assessment
- Continuous and Terminal assessment
- Objective and Subjective assessment



Some assessment tools

PPT
Demonstrations
Performance tasks
Portfolios
Interviews
Tests
Quizzes
Reflection journals
Class discussion
Exhibition



- **There are 4,783 IB schools worldwide.**

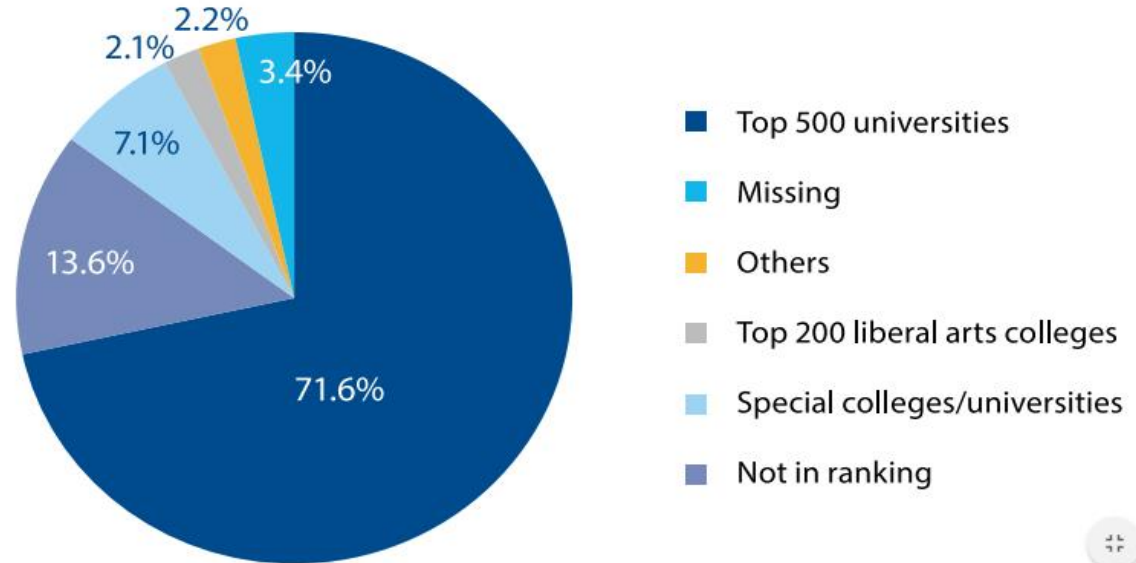


Figure 1. University destinations of DP graduates from 2002-2012 by university type and ranking



What is an IB Education?

Video:

<https://www.youtube.com/watch?v=IRkfOPDBJEs&t=0s&list=PLWBNztdOp2o0f4CYzW9acmjTBqaLwf9L&index=16>

Way Forward

Finding OUR Way



Forward

- We would like to have our own International curriculum which would be tailor made for all muslim managed schools and like minded people across the Globe.
- This can only happen by collaborative efforts