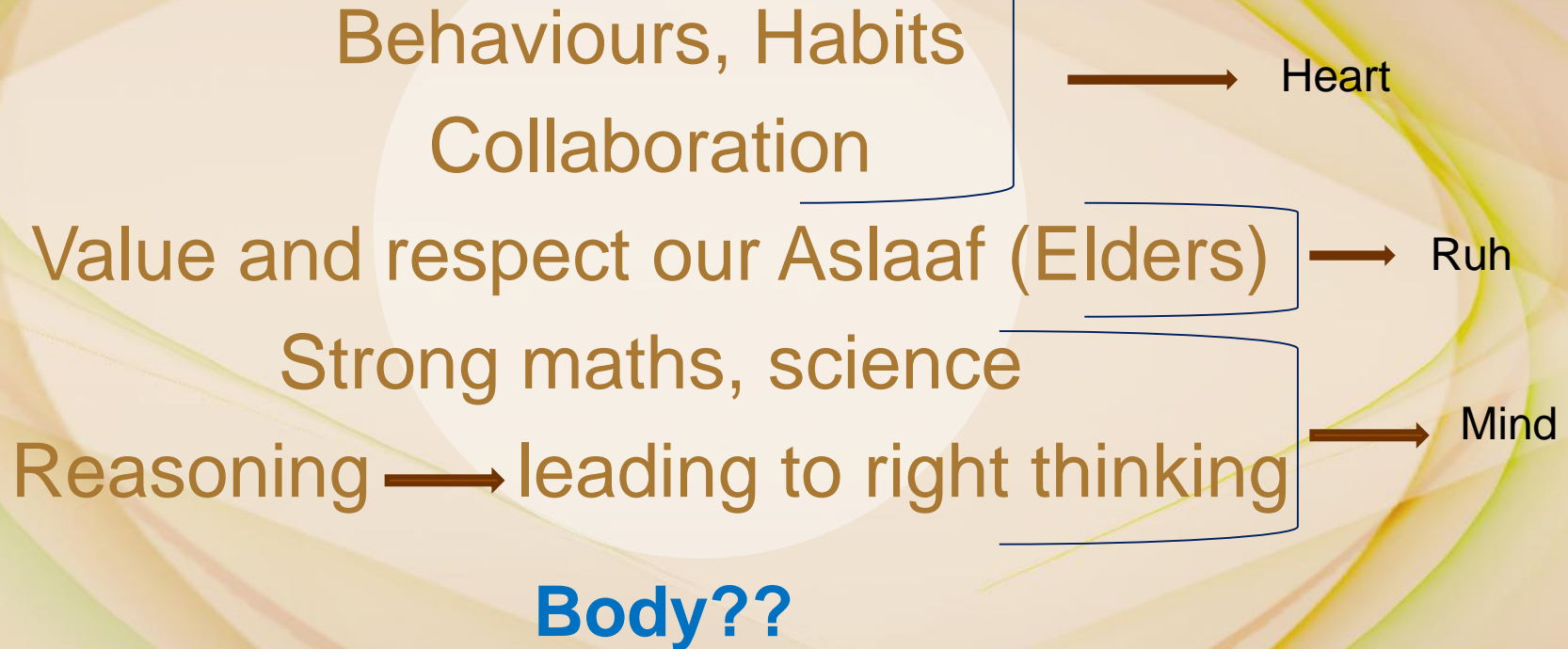


Hauna Preschool System

Qaadir Maaz M.A

Reflections from 14th AMC Day 1
23rd December 2018





Agenda

- 01 Vision and Mission
- 02 The Journey of Hauna
- 03 Hauna Research team
- 04 Teaching and Learning at Hauna
- 05 Assessments at Hauna
- 06 Support systems at Hauna

وَعِبَادُ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ
الْجَاهِلُونَ قَالُوا سَلَامًا ﴿٦٣﴾

The worshipers of the Merciful are those who walk humbly on the earth, and when the ignorant address them say: 'Peace'.

Surah Al furqaan, verse 63.

(Reference of translation- Hasan Al Fatih Qaribullah)

Towards achieving our vision:

Vision

To nurture holistic development of children.

Mission

- Cater to the natural Fitrah
- Opportunities to explore environment
- Values to build healthy relationships
- Foundational academic skills

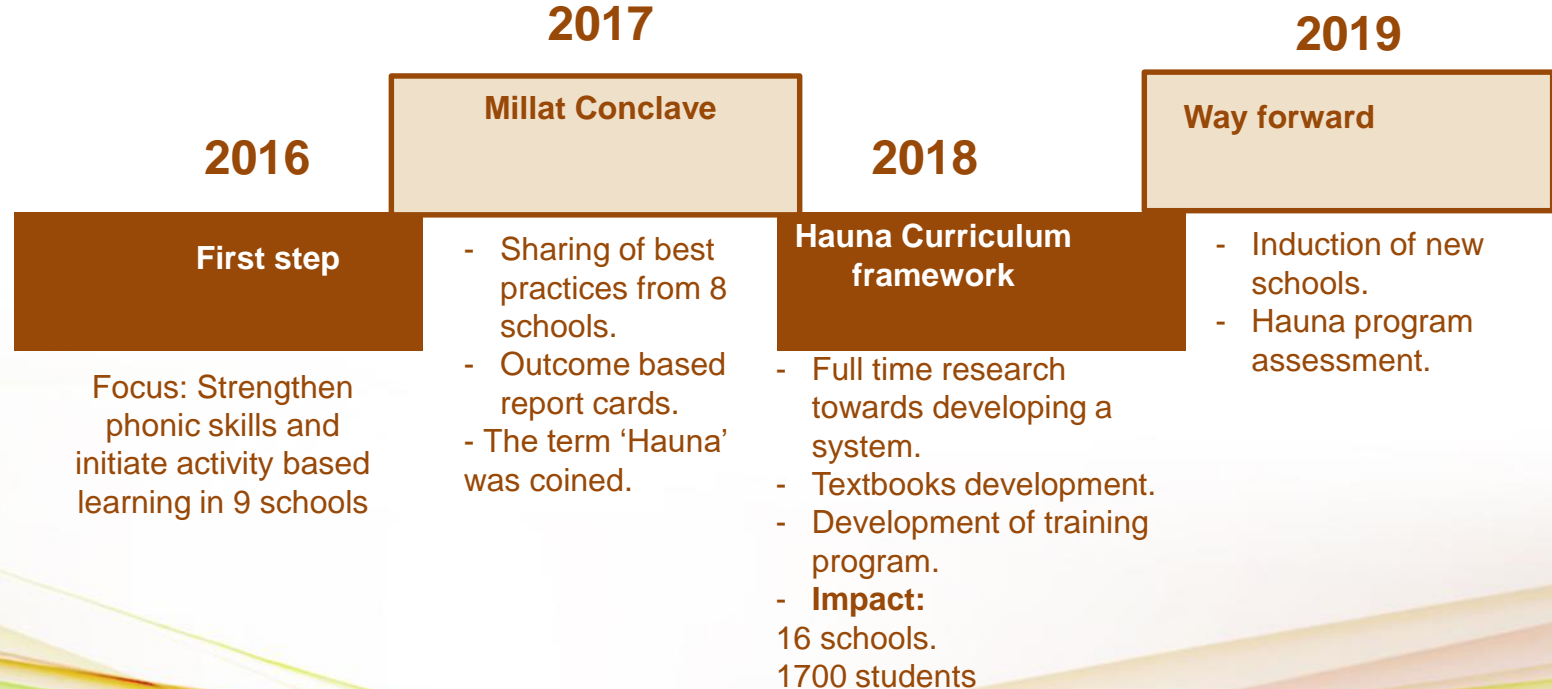
Program Objectives

Cater to Body, mind, heart and soul
Nurture awe and wonder
Activity based learning
Opportunities for self reflection

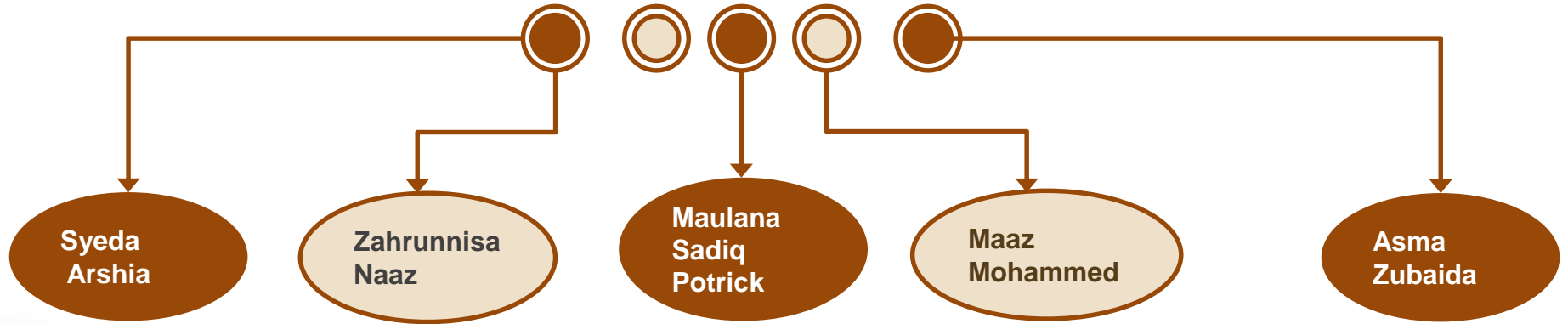
Program Outcomes

- Listen attentively
- Express feelings
- Follow relevant sunnahs
- Form letters and numbers correctly
- Read with confidence
- Cooperatively work as a team

Journey of Hauna



Hauna Research Team



Operations and steering

MA (English)
16+ Years experience in curriculum development, mentoring and monitoring preschool and primary school programs.

Curriculum training and support

B.Sc, Dip in Mont., Dip in teaching students with learning disability.
19+ years experience in Montessori teaching ,training and Preschool program implementation.

Vision development

Alimiyat from Darul Uloom Falah e Darain, Tadkeshwar.
20+ Years experience as educational consultant. Areas of expertise: Islamic curriculum development and psychosomatic counselling.

Operations, audit and trainings

B.Com HR,
Dip. In counselling,
M.A.Ed.
From Azim Premji University (Early Childhood education)
(10+ years experience in quality control, mentoring and training)

Communications and content development

B.Com (MBA) (2+ years experience in content development)

Teaching and learning at Hauna

Value based

Focus on relationship building.

Inculcating values through role modelling.

Orientation of parents and teachers to nurture values in children.

Outcome based

Activities designed to achieve focused learning outcomes.

Outcomes cater to body, mind, heart and soul.

All the outcomes are formally and informally assessed.

Thematic approach

Learning experiences are woven around a theme.

All areas of development are carefully addressed.

Themes cater to developing relationships that nurture values.

Child friendly curriculum

Experience based and develops curiosity to explore their immediate world.

Activities are multi-sensory.

Activities are age appropriate.

Curriculum framework

Month	Theme	Heart/Soul	Body	Mind			Soul
		Spiritual, Social and emotional Skills-1	Physical and Motor Skills	English Language Skills	Cognitive Skills-1 (Concept development and EVS)	Cognitive Skills-2 (Mathematical)	Islamiyat
December	Water and Air	Building relationship with our creator, Building relationship with nature, Self regulation, Etiquets of conversation	Gross Motor skills, Fine Motor skills	Receptive and Expressive language , Phonics	Sensory skills- All the above five Colours- White Perception (Awareness- Discrimination- Organisation), Exploration	Concepts- (Thick- Thin) Shapes- Triangle	Surahs and duas

Daily curriculum planner:


H1	Month	December
	Week	2nd
	Day	2 (Tue)
	Teacher's name and sign	
	Date of completion	

Topic	Gross Motor Skills
<i>I want my students to be able to</i>	<i>Follow the instructions in the picture and perform the actions.</i>
<i>Skills my students will develop</i>	<i>Social, Gross motor, and observation skills.</i>
<i>Materials I need to use</i>	<i>Small multiple pictures of flash cards of sources of water.</i>
<i>I will teach them this way</i>	<p><i>Distribute the picture chits to the students. Each student opens the cards and sees it. A big circle is drawn in the middle and the children are sitting across the circle. When the teacher calls the name of any water activity, the students having that picture card should run to the circle and do the activity. The teacher checks their cards in the circle whether they have that particular card or not.</i></p> <p><i>Then they run /swim/row/draw a pot of water.....from one wall to another wall.</i></p>
<i>My students should be able to</i>	<i>Follow the instructions to perform appropriate action.</i>




Samples of worksheets:

Let's stress on the initial sound.




starfish sun spider snail

Ss sssssssss



Learning outcomes:
Reinforces the sound with the letter.
Learn the formation of the letter.

How well did I do today?



Ss



Samuel went to the sea-shore in the sun. He saw snails and star fishes by the sea side. There was also a huge aquarium that had different kinds of fishes in there. He played on the sea-side playing sssssssssss.

Let's discover:

1. Name the sea animals seen in the picture.
2. Have you seen an aquarium?

Learning outcomes:
Learn phonically to understand the story.
Respond to simple questions.
Begin to use newly learnt vocabulary in simple sentences.

There was a sun near
By the sea side
Playing on a sea - side
Bouncing side by side
Sssssss - sssssssssss
Sssssss - sssssssssss



Let's identify the pictures that have the 's' sound and circle the picture.



sea-saw snake snail sun eagle balls

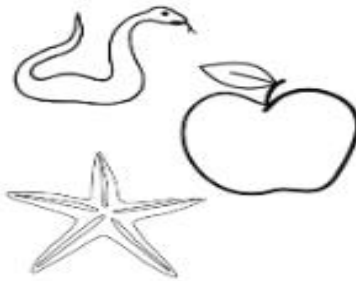
Discover - Who created the sea?

Learning outcomes:
Engage in the story of the rhyme with actions.
Identify the object that begins with initial sound of 's'.

How well did I do today?




Colour the objects that have 's' sound in them.

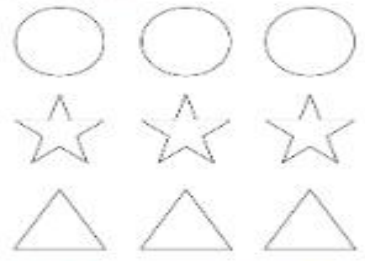


Learning outcomes:
Identify the objects that begin with initial sound 's'.
Develop colouring skills (for major task).

How well did I do today?




Colour the top red
Colour the middle yellow
Colour the bottom green



Learning outcomes:
Reinforce the shape.
Apply the colour to the set shape.

How well did I do today?



Do you index finger is red colour and fill all the 's'.



1 2 1 2 1 2





Learning outcomes:
Connect with the shape.

How well did I do today?




Number **five**

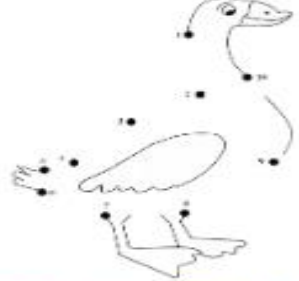
My five

Learning outcomes:
Reinforce the number five.

How well did I do today?




Join the dots in order to complete the Duck and colour it.



Learning outcomes:
Reinforce the shape.
Develop with imagination.
Develop with vocabulary.

How well did I do today?



Assessments at Hauna

Assessment of the student by the teacher

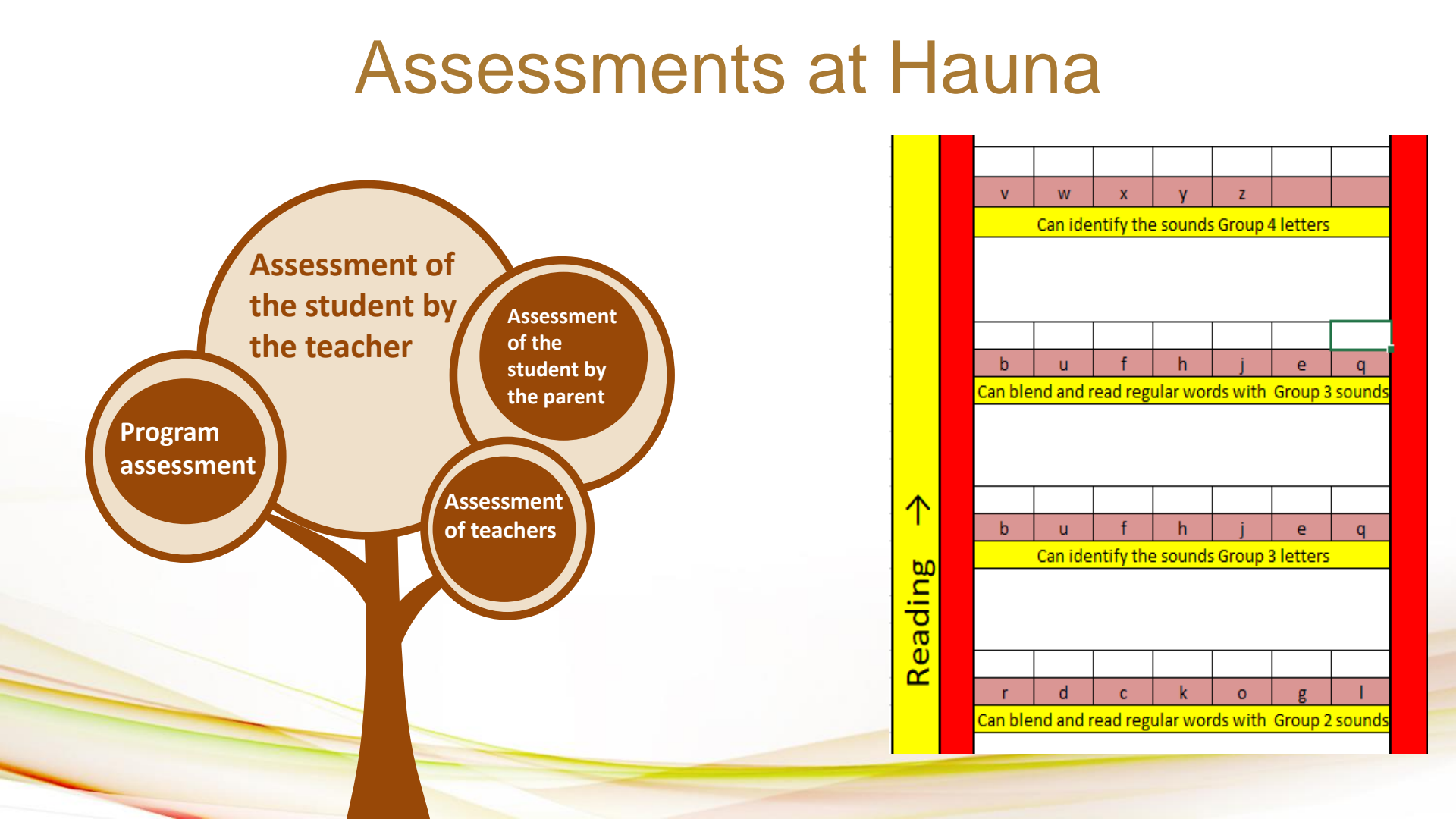
Assessment of the student by the parent

Assessment of teachers

Program assessment

v	w	x	y	z		
Can identify the sounds Group 4 letters						
b	u	f	h	j	e	q
Can blend and read regular words with Group 3 sounds						
b	u	f	h	j	e	q
Can identify the sounds Group 3 letters						
r	d	c	k	o	g	l
Can blend and read regular words with Group 2 sounds						

Reading →



Assessments at Hauna

Assessment of the student by the teacher

Assessment of the student by the parent

Assessment of teachers

Program assessment

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Reading →

Support systems at Hauna



Training

- Hauna induction training.
- Need based trainings for curriculum implementation.
- Parent orientation trainings.



Mentoring

- Mentoring of teachers by Hauna mentors at school level.
- Mentoring of mentors by the Hauna core team.
- Online support through whatsapp.



Monitoring

- Timely monitoring by mentors as well as Hauna core team.



Audit

- Audit to assess the program implementation.

For affiliation details contact:

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Applications will be uploaded by 1st January 2019.

To download applications visit: www.mferd.org

وَمَا تَوْفِيقِي إِلَّا بِاللَّهِ

My success can only come from Allah

Quran 11:88

Jazakallah