

CURRICULUM POLICY

Policy Reviewed - March 2024
Date of Next Review - March 2025

Vision:

To draw upon the best elements of the Curriculum combined with the depth and range of subjects that are based on age-appropriate learning goals. Good education not only has to develop character and a sense of value but must also strike a balance between the scholastic and non-scholastic areas. With this in mind, we aim to provide a wide range of extra-curricular activities to cater to the needs of all students.

Mission:

Our mission is to make extraordinary education accessible, 'TIAD focuses its energies in preparing its students to be able to pursue tertiary education in their chosen fields and be at the forefront as ethical and socially engaged leaders.

Features of the curriculum:

- The kindergarten curriculum is based on age-specific learning goals and has been designed keeping in view the educational trends and needs of children.
- A thematic approach is adopted to foster learning across the curriculum, placing an emphasis on developing key skills.
- The curriculum is child-oriented, focusing on play-based learning and individual personalities.
- The integration of all the areas of learning provides ample opportunities for children to make connections between their experiences.
- The curriculum for our little learners is based on Early Learning Goals that need to be attained by the end of kindergarten.

Features of the curriculum Gr 1 to 12:

- ♦ Provides a fine balance of scholastic and co-scholastic skills.
- ♦ Skill-based, child-centred and experiential.
- ♦ Structured progression of scholastic skills for smooth transition.
- ♦ Meets the National Agenda targets and complies with the statutory requirements of CBSE and MOE.

- Promotes independent learning & learning beyond the classroom. Meets individual needs & offers appropriate challenge
- Complies with standards laid by CBSE & KHDA/MOE
- Meets individual needs
- Technology driven.
- Fosters intellectual, social, emotional, and physical wellbeing of students.
- Provides a comprehensive Programme of Career Advice and University guidance.

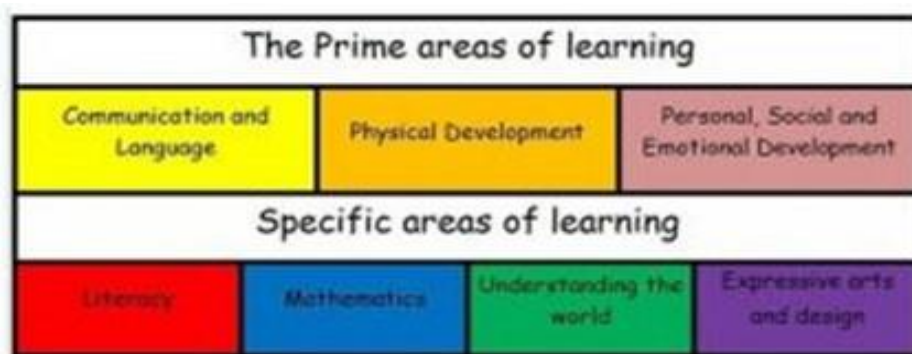
The Kindergarten Curriculum (Phase 1: Pre Kg to Kg 2):

The integration of all the areas of learning provides ample opportunities for children to make connections between their experiences. Keeping international standards in mind.

The curriculum for our little learners is based on early learning goals that need to be attained by the end of Kindergarten.

This assessment pattern has been adapted successfully to provide the necessary range and balance.

The curriculum framework gives a detailed view of the concepts that are being covered in all the seven areas of teaching:



Self-Registration- Students mark their own attendance in class with our Self Registration resources.

Circle time- It is an important time for students to interact with one another and develop positive relationships between teacher and students.

Brain gym- We boost our child's cognitive skills with a few exercises.

Assembly- Every Monday students assemble for Mass PE and witness the special assembly presented by different classes.

The Primary Curriculum (Phase 2: Grades 1-5):

- The Primary Curriculum at TIAD is driven by the natural curiosity amongst children as per their appropriate age group. We integrate the curriculum with NCERT (National Council of Education, Research and Training) along with International Benchmark and National Agenda Priorities.
- Along with curricular choices such as English, ICT, Math, Science, Arabic, Hindi/French/ Malayalam, Islamic/Life skills, MSC, Dance, and Music, we also offer LBB where students choose from among creative and innovative clubs such as Money Masters - Financial Literacy Club, The Earthlings - Environment Club, The Incredibles - Culinary Club, Innovation Nation: STEAM Club, Voices Unleashed: Speech and Drama Club.
- TIAD is one of the Few schools in Dubai that offers 'RAHAAL' to our students. We offer Sports and HIFZ under the umbrella of RAHAAL. We have our students who play Badminton and Cricket for the national team of UAE. HIFZ is offered to be taught during the instructional time.
- Wellness being the heart of everything done in Primary, the department has also integrated 'Happiness and Well-being' in the curriculum, which follows a child-centred approach keeping their wellness at the centre of everything.
- 'MAD timings' and 'Morning Rituals' are a regular feature of the departments.
- Integration of Genius Hour, Talking Titans and Info Trickle in the curriculum has helped the students develop their creative thinking skills and be innovative.

The Middle School Curriculum (Phase 3: Grades 6-8):

- At this transition stage, a greater ability for abstract thinking emerges in children. It focuses on developing independent learners who are prepared to succeed in high school and beyond.
- The shift from a theme-based approach to a more specialized and focused understanding of concepts in varied disciplines helps students gain insights into their areas of interest.
- Teachers, students, and parents continue to be partners in the learning process as they explore and make connections across subjects, develop critical thinking, and apply their knowledge to real-life situations.
- The acquisition of new knowledge is made more meaningful through opportunities to apply it. Projects, exhibitions, presentations, or field trips ensure that learners find many avenues to see theory in practice
- Planned activities within the curriculum enable students to identify their strengths, skills, and ambitions so they may make informed choices that are best suited for them.

- Introduction of Skill Modules for Middle School Students under NEP-2020
Greetings from the CBSE! As you are aware that the National Education Policy 2020 has given lots of emphasis on promoting Skill education in schools. Focus on integration of vocational education programs into mainstream education in all educational institutions in a phased manner. It will ensure that every child learns at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labor and the importance of various vocations involving /Indian arts and artisanship
- In compliance of this, TIAD has introduced the following Skill Modules (each of 12-15 hours duration) for students of classes VI-VIII, which are aligned to the Skill subjects being offered in Secondary and Senior Secondary classes:
- Artificial Intelligence Design Thinking Financial Literacy, Marketing/ Commercial Application, Baking/ Food, Food Preservation/ Herbal heritage.

The Secondary School Curriculum (Phase 4: Grades 9 - 12):

- The Secondary School Curriculum at TIAD follows the guidelines of the Central Board of Secondary Education, New Delhi and is approved by the Ministry of Education, UAE.
- We offer Science, Commerce and Humanities with a range of curricular choices to cater to the customized needs of students at the exit phase.
- In Secondary school, we acknowledge the fact that subjects like Languages, Mathematics, Science and Social Science help the cognitive development of the child and therefore require a greater academic emphasis.
- We also envision the all-round development of students in consonance with the holistic approach to education and therefore, emphasize the integration of co-curricular domains with curricular activities in an equitable manner.
- In the operational sense, the secondary curriculum is learner-centered with school being a place where students acquire various skills, building self-regulation, sense of enterprise, aesthetic sensibilities, and sportsmanship.

Second Language Options for Grades 9 & 10:

- Hindi
- French
- CBSE Arabic

Subject choices for Grades 11 & 12:

The subject choices that students make in the last 2 years of their school education can make a significant impact on the course options available at universities. The combination of subject choices caters to the requirement for eligibility to a specific course or program, and it is important that the individual subject selection compliments the combination allowing the students to pursue their passion for a specific field.

Science Group 1:

- English Core
- Physics
- Chemistry
- Mathematics
- Biology

Science Group 2:

- English Core
- Physics
- Chemistry
- Mathematics/Biology
- Computer Science/Psychology/Physical Education

Commerce:

- English Core
- Accountancy
- Business Studies
- Economics
- Marketing/Computer Science/Psychology/Physical Education/Math.

Humanities:

- English
- Core
- Sociology
- Economics
- Political Science
- Any two subjects from: Computer Science/Psychology/Physical Education

Internal Evaluation Subjects common to all students:

- General Studies
- Physical & Health Education
- Work Experience

Primary, Middle & Secondary School Curriculum is Provided through

- Age-specific learning targets.
- A well-planned and carefully organized classroom and outdoor environment.
- Effective system for planning, assessing, and recording student's progress.
- Regular monitoring and evaluating of the curriculum provision being offered to children.
- Attention to the processes of student's learning, e.g., by encouraging them to observe, question and investigate.
- Integrated teaching through themes and projects.
- Collaborative activities.

- Differentiated learning: catering to the needs of all learners.
- Culmination at the end of every project/ theme through presentations.
- Weekly assemblies led by students.
- Technology integration in all subjects.
- Library as a live resource to support research and learning.
- Field trips: Enriched curriculum based on educational visits and inquiry-based research is the hallmark of the enriched curriculum.
- Community connections: to facilitate regular interactions with the community through different activities thus instilling in them the value of being a responsible citizen through projects such as World Labor Day, Ramadan Charity, Bake Sale, Breast Cancer awareness, Sponsor a child etc. (Community Enrichment Programme).
- Music and movement: to provide the children with the rhythm to engage in creative dance movements and singing, during music session, special assemblies, and special days.
- Art and craft: integral to the way children learn and how they give shape to their imaginations of things around them and their experiences which connect to the child.
- Learning support: We believe in giving equal opportunities to all students and accept students regardless of any specific learning difficulty. Students with learning difficulties receive support either through direct contact with the Sahaya Centre on a regular basis or indirectly with the counseling department liaising with subject teachers.
- Remedial teaching: helps to accelerate the learning process. Remedial classes and activity clubs (Literacy, Science and Math club, Home Science, Speech and Drama, Gavels club).
- Physical education, games, swimming, and mass PE: children are guided by trained professionals to develop teamwork, coordination, independence, and confidence.
- Extended learning opportunities in the form of workshops and guest lectures.
- Subject-specific week activities and celebrations e.g. Science week, English week, Arabic week, Math week and Al-Aa'lam etc.

Regards,

Shiny Davison

Principal