GHIYASUDDIN INTERNATIONAL SCHOOL

This Handbook Belongs To
Welcome to the Ghiyasuddin International School!

On behalf of the entire staff group, we are delighted to welcome you on board as you prepare to embark on an amazing journey that will encompass a year of application, growth and discovery. As your child steps through the portals of the Ghiyasuddin International School (GIS) for the first time, this handbook will be a guide, and help you navigate through the entry year. An exciting, hands-on and carefully structured curriculum is delivered by an experienced, committed and creative group of teachers.

Do read this handbook carefully and should you need any further clarification on any point, please seek an appointment with the Class Teacher.

Sincerely,

ThohaSaleem
Principal
Some queries you might like answered…
What can my child and I look forward to in Ghiyasuddin International School?
Starting school is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world.

At Ghiyasuddin International School children get to be children. The GIS curriculum includes many interesting individual and group activities in addition to those we think of as traditionally educational.

Developmentally appropriate opportunities and tasks encourage the growth of children’s self-esteem, their cultural identities, their independence and their individual strengths.

At this stage, children possess an innate curiosity and are eager to learn. Teachers with a strong background in early childhood education and child development best provide children with what they need, to grow physically, emotionally, and intellectually.

This is a glimpse of what we endeavour to provide our children at Ghiyasuddin International School.

- For Grade 1 – 4 the class timing is 7.20am to 13:30pm with two breaks

- Children play and work with materials or with other children. They do not wander aimlessly and are not forced to sit quietly for long periods of time.

- Teaching and learning is structured and organized according to plans. Timetabled activities and academic work provide an environment conducive to learning where all the children can develop knowledge skills and values through a child – centric curriculum that encompasses opportunities for cognitive, social, emotional and physical growth.
• The emphasis is not on the class as unit. Teachers work with individual children, small groups, and the whole group at different times during the day.

• The decor of the classrooms is child friendly and academically stimulating, reflecting the children’s original works of art and ‘Show and Tell’.

• Children have an opportunity to play and playtime is not restricted to the classroom alone.

• Teachers read to children from various books, not only during story time, but at several times during the day.

• The curriculum is adapted for those who are ahead and those who need additional help. Academically as well, the focus is on each child as an individual. Differences in experience and background are kept in mind as not all children learn the same things in the same way. Children and their parents look forward to school. In essence, we focus on the development of the child as a whole.

• Rhymes and songs form an integral part of the day…a fun filled way to introduce and reinforce concepts, capture their attention and exercise both gross and fine motor coordination.
Childhood doesn’t wait

I was sitting in a bench
While in a nearby mall,
When I noticed a young mother
With two children who were small.

The youngest one was whining,
“Pick me up,” I heard him beg
but the mother’s face grew angry
as the child clung to her leg.

“Don’t hang on to me,” she shouted
as she pushed his hands away,
I wish I’d had the courage
to go up to her and say...

The time will come too quickly
when those little arms that tug,
Won’t ask for you to hold them
or won’t freely give a hug.

The day will sneak up subtly
just as it did with me,
When you can’t recall the last time
That your child sat on your knee.

Like those scared, pre-dawn feedings
when we cherished time alone
our babies grow and leave behind
those special times we’ve known.

So when your child comes to you
with a book that you can share,
Or asks that you would tuck him in
and help him say his payer....

When he comes to sit and chat
or would like to take a walk,
Before you answer that you can’t
‘cause there’s no time to talk

Remember what all parents learn
so many times too late,
That years go by too quickly
and that childhood doesn’t wait.

Take every opportunity,
if one should slip away
Reach hard to get it back again,
don’t wait another day.

I watched that mother walk away
her children followed near,
I hope she’ll pick them up
Before her chances diappear.

By Kathie Davis
**What would my child do on any given day in the class?**

This is what the class looks like on a typical day.

The children walk into the class and **hang their bags and bottles** on the pegs on their assigned cubby holes. They take out their **handbook** and place them on the Teacher’s table. Then they settle down for **attendance**. The class has an assembly once a week, when the children get together to sing songs and may be perform a dance or action song, showcasing what they have learnt during the month.

The children learn to identify the **date/month/year** by indentifying it every morning. Then the **Plan of Action** for the day is discussed and written on the board.

In Grade 1 – 3 two teachers are present in the class room at all times to facilitate and provide individual attendance to each child. The curriculum includes many activities each day.

Subjects taught to grades 1 – 4 include:

- English
- Mathematics
- EVS
- Dhivehi
- Islam
- Quran
- Drama

- Discovery
- Computer
- Physical Education
- Music and Movement
- Library
- Art & Craft

General Science and Social Studies – only for Grade 4
The day is carefully structured to ensure children benefit from collaborative learning as well as individual discovery and practice. The curriculum is balanced so that cognitive work and creativity go hand in hand.

The day winds up with D.E.A.R. time (Drop Everything And Read) for 20 minutes, when a story is read out the children sit quietly with their favourite book...an early start to a wonderful habit. They then pack their bags and get ready to go home.

**How will my child’s academic growth take place at Ghiyasuddin International School?**

We believe very strongly in a child-centred, integrated curriculum that aims to develop the all-round personality of each child. Keeping the developmental tasks faced by the children at each stage in mind, as appropriate syllabus has been drawn up. Within its broad outlines, individual plans for growth and achievement are made.

A monthly plan will be sent to the parents so that they are aware of what their child is learning through the month.

In **Language**, the children learn to communicate using interrelated processes including listening, speaking, reading and thinking. We use the phonetic approach to introduce **English**.

The children explore various concepts of **Mathematics** using a hands-on approach. Children investigate data and chance, geometry, spatial sense, numeration and order, counting, quantification, pattern, sequences, measurement etc.

**Project** involves learning about themselves in relation to their school, families, community, and surroundings. They explore concepts of change as it affects themselves and their environment. Encompassing both ‘Social Studies’ and ‘Science’, the children develop an understanding, through active participation in enquiry-based activities and discussion of their investigations with the teacher and their parents. The simple experiments they conduct are always a big hit!
What else does the Ghiyasuddin International School curriculum offer my child?

- A strong value system, reinforcing magic words and basic manners and etiquette is vital to the child’s development as a socially responsible citizen.

- Health and Safety issues where children gain information and learn strategies to help them in making responsible decisions regarding safety practices, personal hygiene, etc.

- Physical Education wherein children refine their gross motor coordination through various locomotor and non-locomotor exercises. Children also learn to respond to verbal cues / directions, to connect the importance of physical activity with social play through a variety of movement experiences, rhythmic activities, manipulative skills, etc.

- **Music and Movement**- The children experience the joys of music through singing, movement, listening and active expression.

- Drama: enables students to develop and strengthen their self-esteem at the same time build self-confidence. It is also a motivator for students to improve their language.
• In Art & Craft children use a variety of materials to explore their creative and experience and experiment with several art and craft techniques.

• Circle Time is used to encourage children to learn to speak up in class, to give each other a chance, to be patient listener, to respect each other’s views and opinions and to wait for their turn.

• The children sit in a circle where they can see each other’s faces. Various issues related to the class are tackled during circle time.

• The system of ‘Jobs’ helps children become responsible and ‘grown up’! They develop a feeling of ownership for their classroom. ‘jobs’ are identified by the Class Teacher and all children are given opportunities in rotation or in a group. The ‘jobs’ could be anything from being the line leader to watering the class plant, to being a messenger or cleaning up the class.

• At Ghiyasuddin International School, parents are welcome to meet with their child’s teacher as and when desired with prior appointment.

• We also have ‘Walk-in’ time once in two months. This is when you meet with all the teachers who teach your child and share the progress and performance of your child.

**What Can I Do To Help My Child Settle Down In School**

• Going to bed early will help your child be well rested and active in school

• Please ensure that your child reaches school on time in the prescribed uniform.

• Handbook must be brought to school everyday.

• Please check the handbook for circulars and notes everyday.

• Please send a healthy, nutritious snack in your child’s tiffin box.

• Please keep the class teacher in the loop on any major happenings in your child’s life.
• To celebrate your child’s birthday in school, please send only **two** sweets per child.

• Children love structure and routine. Do try to spend about 30 minutes each day in a structured activity. The intention is to help the child understand the importance of a time frame, of beginning and completing a task within a specified time. This could include:-

  a) A little art / craft activity.
  b) Solve puzzles together.
  c) Make charts, ‘Show and Tell’. ‘Surprise Bags’.
  d) Play ‘sound games’ and ‘number games’.
  e) A bedtime story.
If I Had My Child to Raise Over Again

If I had my child to raise all over again,
I'd build self-esteem first, and the house later.
I'd fingerpaint more, and point the finger less.
I would do less correcting and more connecting.
I'd take my eyes off my watch, and watch with my eyes.
I would care to know less and know to care more.
I'd take more hikes and fly more kites.
I'd stop playing serious, and seriously play.
I would run through more fields and gaze at more stars.
I'd do more hugging and less tugging.
I'd see the oak tree in the acorn more often.
I would be firm less often, and affirm much more.
I'd model less about the love of power,
And more about the power of love.
STUDENT INFORMATION
Student’s Name...........................................................................................................
Class & Section..........................Admission No.............................................
Date of Birth ........................................House....................................................
Address & Phone No. (Res).......................................................... 

INFORMATION ABOUT PARENTS
Mother’s
Name.............................................................................................................
Occupation..............................Designation..............................................
Address & Phone No. (Res)............................................................................

Mobile No ........................................................................................................
E-mail ..............................................................................................................

Father’s Name...................................................................................................
Occupation..............................Designation..............................................
Address & Phone No. (Res)............................................................................

Mobile No ........................................................................................................
E-mail ..............................................................................................................

MEDICAL RECORD
Blood Group
........................................Allergies....................................................... 
Medical Details (If any)
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INCASE OF EMERGENCY
Name of contact person ..........................................................
Relation with the child ...............................................................
Contact No.......................................................................................
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OCTOBER