



The Springfield Kindergarten



Educational Plan

Academic Year 2023-2024



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1. INTRODUCTION, VISION-MISSION OF THE KINDERGARTEN:

The Springfield Kindergarten is a coeducational Kindergarten, open to kids of Indian nationalities. At The Springfield Kindergarten, our aim is to ensure that every student learns through access to a broad and balanced curriculum which is adapted to challenge and support individual student. We strive to create a stimulating learning environment which will engage all students and make them want to learn. This means that they will develop a love of learning and a natural curiosity which will stay with them throughout their life. We monitor student's progress and development carefully so that new skills and ideas can be introduced as soon as a student is ready to progress to the next stage of learning.

We believe that students learn most effectively from first hand experiences and we provide these through practical lessons and by offering a wide range of off-site learning enrichment opportunities. Our curriculum provides opportunities for all students to learn and achieve and it promotes students' spiritual, moral, social and cultural development. We know that the mental health and well-being of our student is critical to success in kindergarten and life, so education about mental health and well-being is an integral part of the kindergarten curriculum. It opened in September 2017. The Springfield Kindergarten offers an Indian curriculum.

VISION:

We at Spring Field Kindergarten envision a world in which every child, regardless of his background, becomes a healthy and productive adult capable of achieving achievements, thinking creatively and critically, building an educational system that keeps pace with modern international standards and parallels the educational systems in the world, developing the ability to create and innovate, promoting social cohesion and respecting the values and heritage of Qatari society, which is one of the pillars of Qatar Vision 2030.

MISSION STATEMENT:

Spring Field Kindergarten aims to develop students to understand, contribute to and succeed in the rapidly changing society, making the world a better and fairer place, and to develop both the skills provided by sound education and core competencies to suit all capabilities and abilities through special values and needs.

2. GENERAL EDUCATIONAL OBJECTIVES:

Spring Field Kindergarten aims to ensure that each student learns by accessing a broad and balanced curriculum adapted to challenge and support the individual student, through:

- Enable students to think critically, explore, analyze and come up with solutions.
- Accept and respect differences in appearance, intellectual ability, gender, race, language and religion.
- Respect for diversity and difference in love and respect for one's uniqueness.

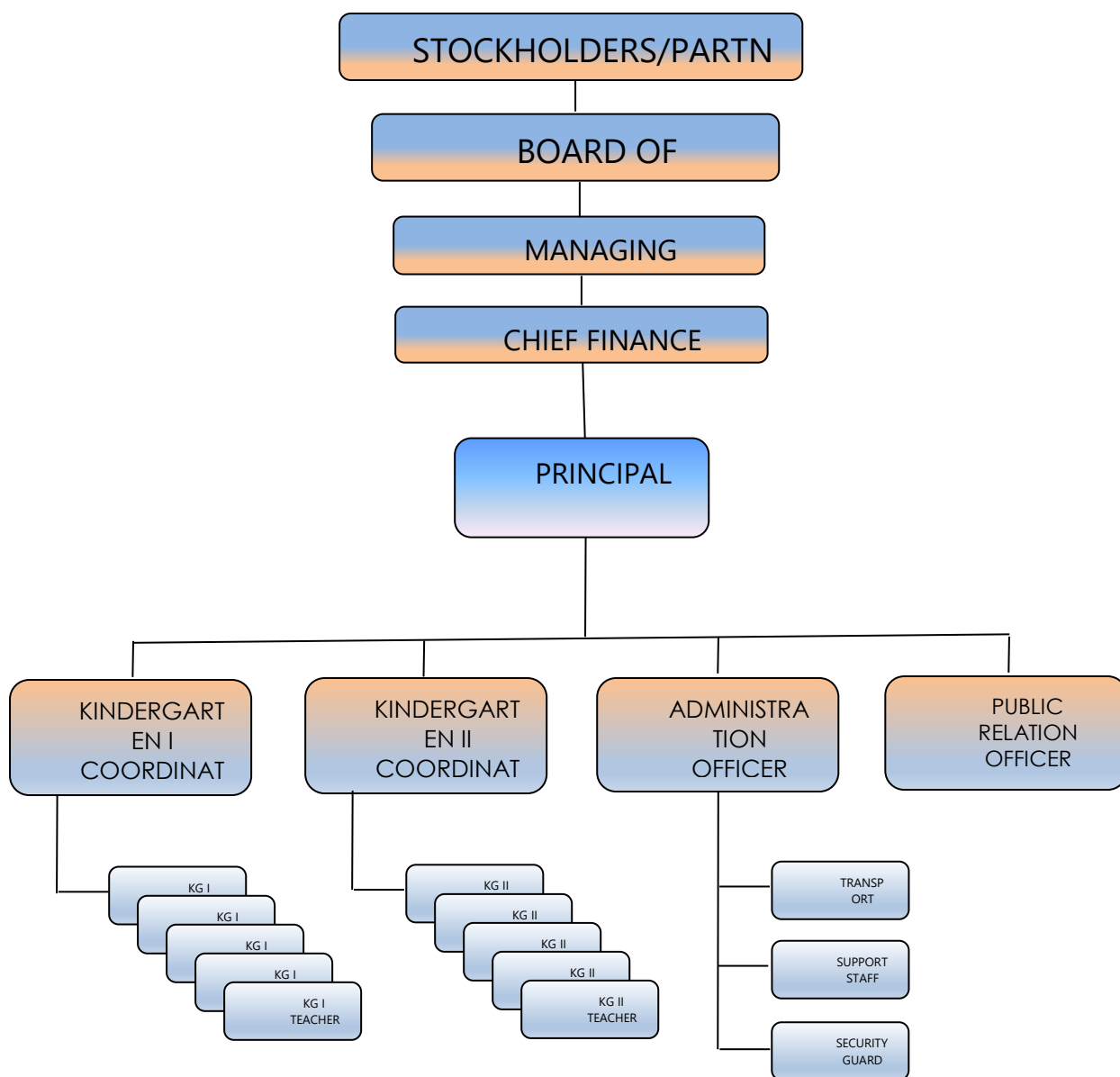


- Protecting the environment and promoting sustainable development.
- Respect the values and heritage of Qatari society
- Emphasis on promoting social cohesion
- Building an educational system that keeps pace with modern international standard.

3. KINDERGARTEN MANAGEMENT STRUCTURE:

The Springfield Kindergarten management operation is headed by its Managing Director Ms. RashaEprawadHouchaimi.

ORGANIZATIONAL STRUCTURE



4. OVERVIEW OF THE ACADEMIC YEAR 2023-2024:

The Springfield Kindergarten academic year starts from the month of April and ends on the month of March of the following year. Classes from all levels officially start at 8:30am and ends at 11:40pm from Sundays to Thursdays.

Various activities were being put in place within the academic year on both curricular and non-curricular activities. Please see below Annual Academic and Activities Plans for the Academic Year 2023-2024.

التقويم السنوي للعام الدراسي 2023-2024

روضة حفل الربيع / فرع الوكرة



وزارة التربية والتعليم والتعليم العالي
MINISTRY OF EDUCATION AND HIGHER EDUCATION
دولة قطر - State of Qatar

Month	Days	Days	Days
April '23	13	21	16
May '23	21	5	20
June '23	13	5	13
July '23	0	5	20
August '23	0	5	13
September '23	0	5	13
October '23	23	22	13
November '23	23	20	12
December '23	23	20	12
January '24	18	20	12
February '24	18	20	12
March '24	18	20	12

المفتاح

بدء دوام الهيئة التدريسية	[Orange Box]	آخر يوم عمل	[Blue Box]
بدء دوام الطالبة	[Yellow Box]	إجازات قصية	[Light Green Box]
إجازات	[Red Box]	إجازات المدراس	[Dark Green Box]
آخر يوم دراسي للطالبة	[Dark Blue Box]	إجازات دولة	[Purple Box]

مجموع أيام التدريس 185 يوما

ختم المدرسة/الروضة



توقيع المدير/المديرة



إدارة المدارس ورياض الأطفال الخاصة



KG 1 A					
TIME	SUN	MON	TUE	WED	THU
08:30 AM TO 08:40 AM	ATTENDANCE				
08:40 AM TO 09:15 AM	ORAL RECITATION				
09:15 AM TO 10:30 AM	ENGLISH	MATHS/ QATAR HISTORY	ENGLISH	MATHS/QATAR HISTORY	GENERAL KNOWLEDGE
10:30 AM TO 11:00 AM	BREAK TIME				
11:00 AM TO 11:30 AM	ENGLISH ORAL	MATHS ORAL	ENGLISH ORALS	STORY AND RHYMES	ACTIVITY
11:30 AM TO 11:45 AM	NATIONAL ANTHEM AND DISPERSAL				

KG 2 A					
TIME	SUN	MON	TUE	WED	THU
08:30 AM TO 08:40 AM	ATTENDANCE				
08:40 AM TO 09:15 AM	ORAL RECITATION				
09:15 AM TO 10:30 AM	ENGLISH AND GRAMMAR CONCEPT	MATHS/ QATAR HISTORY	ENGLISH AND GRAMMAR CONCEPT	MATHS/QATAR HISTORY	SCIENCE
10:30 AM TO 11:00 AM	BREAK TIME				
11:00 AM TO 11:30 AM	PATHWAY COURSE BOOK	MATHS ORAL	PATHWAY COURSE BOOK	STORY AND RHYMES	ACTIVITY
11:30 AM TO 11:45 AM	NATIONAL ANTHEM AND DISPERSAL				

5. TARGET CURRICULUM & EDUCATIONAL RESOURCES:

The Springfield Kindergarten adopts and implements Indian curriculum and recognized by the Ministry of Education and Higher Education (MoEHE), State of Qatar. The curriculum challenges students at all levels and equips students with necessary knowledge and skills to succeed at the next level.

The Springfield Kindergarten educational resource materials are duly approved by the Ministry of Education and Higher Education. In addition to the course books recommended in kindergarten, there are several websites where students and parents can explore for reference materials.

6. CURRICULAR AND EXTRA-CURRICULAR:



The kindergarten provides curricular activities in common with the academic curriculum followed so that students can develop certain skills that go beyond the daily routine knowledge of the subjects, and these activities aim to bring social skills, intellectual skills, moral values and personal development to students, including cultural events, office activities, science lab activities, arts, creativity, meditation, classroom activities...

Extracurricular activities provide a channel to reinforce lessons learned in the classroom, offer students the opportunity to apply academic skills in a real-world context, and are therefore considered part of a quality education and are indirectly related to curriculum study.

Usually, co-curricular activities are carried out outside the regular classroom, but they complement the academic curriculum and help with learning by doing.

These activities help students develop problem solving, reasoning, critical thinking, creative thinking, communication, and collaborative abilities.

Some extracurricular activities in Spring Field Kindergarten are mandatory, such as art classes that take place during the day. Others can be voluntary, such as participating in a school sports team, school debate teams, music and classes, trips and visits, dialogues and interviews.

7. BUILDING A SENSE OF NATIONAL PRIDE:

Spring Field Kindergarten participates in various heritage and national activities and celebrations in the State of Qatar.

We offer various activities to our students to promote the local culture, preserve the rich traditions of Qatar and show national pride through:

- Celebrating the National Day
- Eid Al-Fitr
- Eid Al-Adha
- Qatar National Sports Day

8. THE THREE COMPULSORY SUBJECTS:

The three compulsory subjects are not compulsory for us because we follow the Indian curriculum and all students are Indian nationals. But we teach them Qatari national history and some Islamic subject.

9. QUALITY OF TEACHING AND LEARNING:

Quality in teaching and learning can be seen in the way the knowledge, skills and ability of the teacher are employed to develop meaningful pedagogic experiences for students. Such experiences are evident when teaching impacts learning and learning influences teaching. That dynamic relationship is dramatically different to the singular, one-way events of 'telling' and 'listening'.

It's interesting how highly valued theories of learning are while, in contrast, the practice of teaching is perceived as relatively simple and straightforward. But if quality in teaching is about creating powerful learning, then clearly a teacher has to know about, and be able to apply, learning theories in ways that purposefully shape their teaching.

How that knowledge of learning influences that which teachers know and are able to do is briefly illustrated below. In so doing, it also highlights the complexity of the work of teaching in ways not



commonly discussed, and shows the sophisticated nature of teachers' professional knowledge and the expertise they must develop to be skillful, articulate and capable educators.

Above and beyond in teaching:

To go beyond 'telling as teaching' and 'listening as learning', consider what it takes to be knowledgeable of, and capable of doing, in the following – and what follows is just the tip of the iceberg that is the professional knowledge developed and refined by teachers over their careers.

Quality in teaching and learning requires an ability to:

Create a need to know in students so they genuinely engage in learning
Knowing how to create an invitation to students to learn so they develop curiosity and interest in a subject is crucial. Moving students from being passive absorbers of information to active, thoughtful learners who question content and build their knowledge of an area is crucial to independence in learning – a hallmark of a successful student.

Develop ways to engage a diversity of learners at the same time:

This, despite the inevitable variety of entry points to engagement in a subject, range of levels of interest, motivation and attitudes to the content and perceived ability and style of learning. This is demanding work. Think, for example, about when a doctor diagnoses a patient – it's through a one-on-one consultation. However, when a teacher seeks to diagnose students' learning needs, it's through a one-to-many (class size matters) – and it happens multiple times every day.

Draw out and use students' prior knowledge:

Students don't enter the classroom as a blank slate. They come with pre-existing ideas, views, opinions, experiences and 'alternate facts!' that a teacher must be able to draw out and work with in order to build meaningful learning. Building integrated, well-connected, relevant and useable knowledge of a subject is central to ensuring that such knowledge can (and will) be applied in the world that exists beyond the classroom walls. That means information must be processed, not just remembered. Linking content with experiences across contexts matters, and translating ideas from one situation to another (e.g., from the abstract to the concrete) begins to highlight the complexity of teaching and how expert practice shapes quality student learning.

Conceptual understanding of content:

A strong indication of a deep knowledge of a subject is evident in a person's conceptual understanding, and that goes well beyond simply 'knowing the facts'. Working at the big-picture level means a teacher must know how to conceptualize the central ideas that shape deeper understandings of a subject. Purposefully making clear that which is intended to be learnt, how and why; recognizing and responding to students' difficulties in understanding concepts; being knowledgeable of, and adept at, a range of teaching procedures to foster learning; and being able to ascertain students' understanding requires the development of pedagogical content knowledge – something that again draws attention to the specialist knowledge of the expert teacher.



Building trusting relationships and safe learning environments:

Just as quality can be seen in the way a teacher creates a dynamic relationship between teaching and learning, the same exists in the trusting relationships that must be fostered and developed between teacher and student(s), as well as student to student. To be able to support students to publicly share their ideas, speak up about uncertainty and work through their doubts and confusion requires a teacher to possess interpersonal skills that foster trust and confidence. Again, this offers insights into the sophisticated nature of their knowledge, skills and ability.

10. ASSESSMENT/EVALUATION:

At Spring Field Kindergarten, we rely on continuous and integrated assessment in all lessons, in order to better support the achievement and progress achieved by our students.

Each semester, the following assessment format is used to collect assessment information for each student.

a. Student Attainment

This represents the academic achievement which the student has made and consists of the following components:

Half Yearly Evaluation: (50%)	End of Year Evaluation: (50%)	Final Grade: (100%)
Evaluation 1 and 2 marks are based on ongoing, continuous Evaluation of the students' achievements, against curriculum standards.		Final end of term Evaluations which demonstrate the learning which has taken place throughout the term.
These grades are reported as grades A*- D and are converted to a % to contribute to the final end of term/end of year mark.		These grades are reported out of 50 to contribute to the final end of term/end of year mark (%).
Both formative and summative Evaluation techniques are used.		Summative Evaluation techniques are used
Teachers make an Evaluation of a student's attainment using a variety of sources of information, including: <ul style="list-style-type: none"> • Classwork • Homework • Tests • Projects • Workbooks • Oral Recitation 		Final Evaluations will mostly be made up of the end of term internal examinations but may also include the following assessed pieces of work: <ul style="list-style-type: none"> • Projects • Practical Evaluations • Oral recitation



The teacher makes a professional judgement to identify what level the student is working at, using the below CBSE grading system.

b. Student Effort

This represents the attitudes, effort and behavior which the student has demonstrated towards their learning.

Attainment Grades:

Each term a mark is awarded (number 1-5) to identify the effort, behavior and level of engagement which the student has demonstrated through their studies, whilst in school and also through their completion of homework. The effort and behavior which students demonstrate will also support and contribute towards their academic performance (attainment) but attainment marks are no longer awarded for levels of participation and good conduct.

Descriptor/Remarks	Grade	Description
"Outstanding"	1	Outstanding effort and behavior, allowing the student to make outstanding progress for a student with his/her academic ability.
"Excellent"	2	Very good effort and behavior, allowing the student to make better than expected progress for a student with his/her academic ability.
"Very Good"	3	Good effort and behavior, allowing the student to make the expected level of progress for a student with his/her academic ability.
"Good"	4	Satisfactory effort and behavior, allowing the student to make sufficient progress.
"Scope for Improvement"	5	Unsatisfactory effort and behavior, resulting in the student making insufficient progress for a student with his/her ability.

11. REPORTING PROGRESS AND MONITORING:

Progress monitoring is of utmost importance. Students' progress and attendance are being monitored regularly communication and observation/anecdotal reports are being made available to the parents for them to know the status and progress of their child's performance in kindergarten.



Effective communication is essential in providing students, teachers, parents and the community with the necessary information to make appropriate decisions. We at the Springfield Kindergarten is committed to using communication processes and techniques that aim to build a positive and safe learning environment for students, staff and parents in order to inspire and educate all students to succeed in becoming productive and valued citizens.

Process of Communication:

- The Springfield Kindergarten and its staff organized appropriate, timely and efficient processes for effective communication for a variety of purposes including transition of new students, kindergarten policies, students' absences, events, programs and student progress.
- Kindergarten staff gives priority to meeting promptly with parents to resolve issues, ensuring appropriate and timely action.
- All written communication from the kindergarten is professionally handled and timely addressed.
- Parent communications are responded to within a reasonable time.
- Requests for appointments are responded to or scheduled within a reasonable time.
- Parent to be timely notified every single concern/issue.

In order to have an effective, efficient, convenient and smooth flow of communication, we created a class-wise WhatsApp group apart from the telephone/mobile communication, google classroom and emails. Please find below guidelines:

- a) The respective class teachers will create the WhatsApp group.
- b) Teachers will add only one registered number from your side. Should you wish to change the number, kindly request the teacher through a private message.
- c) In case of any queries, you can call, send email or send a private message directly to the class teacher between 7:30am-8:30am and between 12:00pm-12:45pm during kindergarten days.
- d) Teachers will acknowledge your queries (emails/messages) and answer your calls on the above-mentioned timing.
- e) Queries/calls after the given timing will be accommodated on the next working day.
- f) For fast easy and convenient access of communication (from the parent/guardian side), this class-wise WhatsApp group platform is being utilized to notify parents/guardian for the daily absences of students and for them to confirm the same.

Absence from Kindergarten:

- a) A student is expected to arrive at kindergarten between 6:30am-7:30am.
- b) If the student/s did not arrive on the above-mentioned time or if the student/s is absent, the class teacher will immediately inform the parent/guardian within 30 minutes from the start of the classes (7:30am-8:00am) through the Parent-Teachers class-wise WhatsApp group and for them to confirm the same by replying the WhatsApp message.
- c) Should the parent/s will not confirm the message for the student absence WhatsApp notification/message, the kindergarten will immediately call the parent to confirm the absence of the student/s and to ascertain the reason.



d) Whenever the student will be absent from kindergarten, parent/guardian is advised to contact the kindergarten before 7:30am. If your student will be absent from kindergarten, you must notify them by telephone call or through email not later than 7:30am.

e) Parents/guardian should also notify the kindergarten once the student returns back to kindergarten.

f) Should there be any emergency and/or non-academic concerns, please contact the kindergarten hotline numbers:

- Admin Office - 66966042
- Principal - 33688130
- Office Landline - 44662534
- Or send email to admin@tskqatar.com.

What parents can EXPECT.

- Parent communications are responded to within a reasonable time.
- Requests for appointments are responded to or scheduled within a reasonable time.
- Parent to be timely notified every single concern/issue.

What parents should NOT EXPECT.

- Teachers returning a call after work hours.
- Answering email/chat/calls in the evening/weekends.

Communication that interferes with teaching and learning:

- Showing up at the classroom during the teacher's prep time before kindergarten or during the kindergarten day without an appointment.
- Discussing an issue with the teacher when they come out to pick up their class in the morning and it's time for instruction to start.
- Speaking to the teacher disrespectfully or angrily, especially in front of your student or other students.
- Gossiping to other parents rather than discussing issues directly with staff members. You are the model of how you want your student to communicate.

Ways to help your student be more responsible and independent:

- Encourage your student to talk to the teacher about problems with homework or other issues at kindergarten. Send an email or note to the teacher so they're aware, simply saying, "Mohammed had a problem on the yard yesterday that he needs to talk to you about." Let the teacher take it from there.
- Leave your student at the drop-off line; kindergarten staff will take them into the classroom or building. When you walk along, it interferes with the line, and sends the message that you're not comfortable leaving your student at kindergarten.
- If your student is late, bring them to the office and in case of early pick up, sign the early pick-up form available at the admin office.
- Belongings left in the classroom after the end of the kindergarten day can be retrieved the following morning.



When a student arrives on time:

- Registration takes place quickly and smoothly.
- An activity is put on the smartboard or out around the classroom.
- The day gets off to a good start for everyone.
- Everyone hears the information given and is included in important explanations and discussions.
- This ensures that everyone knows what to do and what is expected of them.

When a Student Arrives Late:

- It interrupts concentration.
- It wastes valuable learning time.
- The teacher repeats information / instructions whilst others have to wait.
- The late student is at an immediate disadvantage because they may have missed important teaching points, missed discussions where ideas are shared and will be generally unsettled.
- Students feel stressed and anxious about having to walk into their lessons late, some students find being late very distressing.
- On arrival at kindergarten, they must be accompanied to the admin office by a parent / guardian and signed in by the parent in the kindergarten Late Register with an explanation as to why they are late.
- If a pattern arises of students regularly arriving after 8:45am then parents will be invited in to kindergarten to discuss the same.
- Being collected late causes unnecessary anxiety and upset for student Ren.

Attendance

Good Kindergarten attendance habits are best started early. Students learn from those around them and you as parents set the standards and expectations for your student. Showing your student, the importance of attending kindergarten every day not only helps your student to settle quickly to start kindergarten but also helps them to keep and sustain friendships and enjoy the kindergarten environment.

Our attendance policy aims to:

- Support students and their parents / guardians in the establishment of the highest possible levels of attendance and punctuality.
- Ensure that all students have full and equal access to the best education that we can offer in order to increase learning.
- Enable student to progress smoothly, confidently and with continuity through the kindergarten.
- Make parents / guardians aware of their legal responsibilities.

Kindergarten absence falls into one of two categories;

- Authorized, those which kindergartens can give you permission for.
- Unauthorized, those which they will not.

Examples of Authorized Absences:



- Illness with Doctors' note.
- Family emergency with provision of evidence.
- Intensive observance / Hajj or Umrah with documentation.

Examples of Unauthorized Absence:

- Illness without Doctors' note.
- Family emergency without provision of evidence.
- Intensive observance / Hajj or Umrah without documentation.
- Days off for birthdays, shopping trips
- Family Holiday
- Non-urgent medical treatment — e.g., dental check-up, doctors' appointments for minor ailments. - These should be made for after 2:30pm when kindergarten finishes.

To increase mutual respect, remember:

- Teachers will make mistakes; they're human, too
- Teachers have their own families and lives; respect their privacy.
- We're all on the same team – your student's support team!
- Take chats off campus after drop-off so teachers and students can begin learning.
- Use age-appropriate language around students on campus and at the curb when you drop them off.
- Recognize that we won't always agree, but we promise to listen.
- Speak positively in front of your student.

12. DIFFERENTIATION AND SPECIAL EDUCATIONAL NEEDS:

Individuals in the classroom differ in their abilities and talents, hence the teacher's role in dealing with each student based on his abilities and personal characteristics, and below we mention how to deal with the different categories of students in the class.

The general curriculum approved by the Ministry of Education and Higher Education is also offered without any change or modification to it, and it is offered to students with learning difficulties of various types (slow learning - academic delay - delay in speech / stuttering) in addition to some students with disabilities who do not have problems in the cognitive aspect such as: people with hearing disabilities (mild hearing impairment - moderate - cochlear implants), people with visual disabilities and those with physical-motor disabilities in the hand and the inability to hold the pen in a correct way .

Gifted Student: The category of gifted students is of great importance in society, as it will contribute to civilization prosperity and progress in all areas of life, so the teacher must take into account the scientific and practical capabilities of this category, and not neglect their mental abilities,

Tips that a teacher can follow to deal with a gifted student:

- Taking care of the student, communicating with his family to explain his condition, and providing them with advice on how to deal with him. Placing the student in an environment that enables him to practice actions that develop his mental abilities: such as intelligence games, puzzle-solving exercises.



- Directing the student to follow effective reading methods, and choosing books with scientific and intellectual content, which will develop his mental and intellectual abilities

Accustom the student to anticipate things to happen, relying on data, logical analysis, and conclusion. Helping the student to discover his abilities and identity, and teaching him to use objective thinking methods.

- Scientific interaction with the student, by talking with him on scientific topics, whether in the curriculum, or in his real life.
- Help the student to express his opinion, express his feelings, and show interest and appreciation for them. Answer all the student's questions, whether from inside the subject, or from outside it, and satisfy his curiosity and desire to learn.

Continuity in the follow-up of the student, and the development of special programs for him. Students with problems Classes usually contain three types of students, namely: Student of knowledge: The student who goes

The rowdy student: This category is dealt with by the teacher or educator through the following:

- Control the nerves, and deal with the student that his actions do not target the person of the teacher.
- Try self-control, not to be emotional by the teacher, and let the student express his feelings towards the study environment.

Empathize with him, give him attention. Interact with the student, and involve him by suggesting some methods and ideas on how to deal with difficult situations.

- Use his classmates to know his negative feelings.

Shy student: It is a student who suffers from a lack of self-confidence, or a sense of fear of failure, or of being ridiculed by the rest of his colleagues, which affects his social participation, and the teacher can deal with this type of students by following the following:

- Be careful not to publicize their mistakes, or expose them to ridicule. Involve the student in the lesson, and try to focus more on the writing side.
- Placing the student in a group to interact with them, in order to break his barrier of shyness. Let the focus on it be considered.
- Give him full freedom to express his opinion, and not to comment on it. Pay attention to body language and try to respond to it to find out what he wants to share. Establish sufficient distance between the teacher and the student while answering a particular question, because the student's voice is often low.

Introverted student: It is the student who feels a kind of deep thinking before speaking, or feels that he does not want to talk, because he is satisfied with what was explained in the lesson, or he may have a weak desire to enrich the lesson, and this type of students is dealt with by following the following:

- Giving the student the opportunity to answer a question asked, and not forcing him to answer it from the first time, because this type of student needs more time to deepen thinking.
- Apply the style of role-playing, or teaching.
- Give the student a general idea of the lesson, and then ask him some questions.
- Involve the student in the educational process, within a group of his colleagues



Students with special needs or who suffer from impaired speech or stuttering, difficulty holding the pen, mild hearing impairment or mild theoretical impairment and this type of difference is dealt with through:

- The teacher spends more time with the student and tries to help them overcome this weakness.
- Treat them equally with other students and not make them aware of this weakness.
- Provide responsible specialists trained on how to deal with this type of students.

13. HUMAN AND SOCIAL DEVELOPMENT:

Human and social development is the process that focuses on developing students' skills and abilities through

Our qualified staff is suitable to meet the needs of the student inside and outside the classroom (social worker, nurse, librarian and other staff who are able to meet the psychological and academic needs of kindergarten children). We develop a professional development program to develop our employees and keep them informed of the latest in the educational field and modern education strategies. Springfield Kindergarten classes are equipped with tools, games, educational and skills that develop students' mental, psychological and academic skills.

A large library equipped with books and stories in Arabic and English to contribute to the linguistic and intellectual development of children as well as allocating certain times for reading during the school day.

And activate the reading program by borrowing a weekly story and sending it with the child home to read it with the guardian.

The nursing room is equipped to maintain the health and safety of children and raise awareness against health risks that must be taken care of, while providing a daily routine to follow up on students.

The kindergarten has been keen to provide security and safety in the classrooms and in the outdoor yards in order to create a safe environment for students.

There is playground with different games equipped to meet the needs of students and develop their sports skills, we have a plan for classroom and extracurricular activities that meet the psychological and social needs of students.

The social worker organizes programs and events to raise social awareness for children in partnership with AMAN Foundation for Child Protection and other community institutions.

14. THE KINDERGARTEN BEHAVIOUR POLICY

The kindergarten is a place that promotes responsibility, respect and academic excellence in a safe teaching and learning environment in which all students, teachers, administrators and parents have the right to feel safe in their school community, the main goal of the policy is to reach the self-discipline of students that motivates and urges them to be citizens committed to the law and school system.

Kindergarten :

- Securing a distinguished scientific and educational level that suits the needs of all students.
- Develop students' personalities positively.
- Provide a safe and stimulating environment for all.
- Educating students, their parents and kindergarten staff about the rules of conduct and attendance through various means.
- Treat students and staff with respect and fairness and help them take responsibility for their actions.



- Encourage self-discipline (whether for students or employees) and work to promote positive behaviour.
- Constant communication with parents and the transition from the principle of common interest to partnership in education.
- Study the behavioural violations committed by students and contained in these rules immediately after their occurrence and recommend taking measures commensurate with the violation committed by the violating student.
- Implementation of procedures for each degree of violations related to the educational administrative aspect.
- Implement decisions reached by behaviour assessment/guidance committees and guidance.
- Documenting students' behavioral violations statistically during the academic year and submitting them to the competent authorities in the Ministry of Education and Higher Education.
- Promoting educational values through the general framework of value education and family culture
- Seeking to resolve violations and problems before they escalate internally.

Tutor:

- To be an exemplary educator on and off campus.
- To be a role model in appearance, dress and behaviour.
- Be patient, understanding and fair.
- Respects students and refrains from insulting and defaming.
- Work to keep abreast of developments in the field of education and develop itself professionally.
- Refrain from employing or promoting his affiliations among students.
- Motivating students and urging them to adhere to positive behaviours, virtuous values and good examples.
- Monitoring behavioural violations committed by students inside and outside the classroom.
- Commitment to implement the educational directives and instructions contained in the rules of conduct related to his educational mission inside and outside the kindergarten.
- Continuous communication with parents to promote the concept of community and educational partnership in building the student's personality and addressing behavioural violations.

Social Worker / Psychological Counsellor:

- To be an educator inside and outside the school campus.
- To be a role model in appearance, clothing and behaviour.
- Be patient, understanding and fair.
- Respects students and builds positive relationships with them.
- Work to keep abreast of developments in the field of education, guidance and student guidance.
- Full cooperation with the kindergarten administration in creating a good climate of positive relations between students and activating the educational and awareness aspect of the rules of conduct and perseverance for students and their parents.
- Studying the cases of students who commit behavioural violations contained in the rules and taking appropriate guidance methods for each case.
- Commitment to implement the educational directives and instructions contained in the rules of conduct related to his educational mission inside and outside the kindergarten.



- Continuous communication with parents to promote the concept of community and educational partnership in building the student's personality and addressing behavioural violations.
- Seeking to solve student problems internally in the shortest possible time to prevent their aggravation.
- Monitoring, studying and proposing solutions to common student violations.

Family:

- Parents should be good role models for their children in appearance, clothing and behavior.
- Compliance with the Child Rights Act and the Compulsory Education Act No. 25 of 2001.
- Continuous follow-up of the level of academic achievement of their children.
- Providing children with positive behavioural concepts towards kindergarten and society and enhancing them in their personalities.
- Avoid violence in dealing with children.
- Review all kindergarten regulations and instructions and discuss them with their children.
- Cooperating with the kindergarten in implementing the recommendations received from the kindergarten administration for the benefit of their children.
- Continuous communication with the kindergarten administration and teachers and attend school meetings.
- Educate their children and encourage them to comply with school regulations and instructions.

Behavioural Control Committee in Kindergarten:

- Setting firm foundations and standards when dealing with students' behaviour in the school community.
- Research and study students' problems and work to solve them as soon as possible.
- Make appropriate decisions on behavioural and ethical problems in accordance with policy.
- Consider penalties for students and emergency problems that are not included in the policy.

Education Authority:

The competent office in the Education Authority performs the following tasks:

1. Educating and guiding students, their parents and the educational work system in schools with the rules of conduct and attendance with the available educational means and educating the school community about their responsibilities contained in the behavioural evaluation policy.
2. Studying the different cases of students' behaviour and transferred from schools to develop appropriate solutions for them, such as:
 - Taking a pledge from the student and the guardian not to repeat the violation.
 - Changing the student's school environment.
 - Depriving the student of official working hours and allowing him to enter the exams.
 - Cancellation and referral to parallel education.
 - Re-enrolment of students in schools in case of behaviour modification.

Student:

- Perform religious worship and duties.



- Commitment to official working hours and respect for school time.
- Positive participation in school activities and competitions.
- Preserving the property of the kindergarten and the property of others.
- Commitment to honesty, honesty, hadith literature and good manners.
- Commitment to school uniform / kindergarten sports uniform.
- Remain calm in classrooms, school corridors and on school buses.
- Follow school laws, guidelines and rules.
- Respect others and value their opinions and ideas.
- Inform the kindergarten administration about abnormal behaviours apparent in the community and cooperate with the kindergarten in treating them.
- Avoid bringing everything that is forbidden to be used inside the kindergarten, such as (mobile phones - dangerous devices and tools - firecrackers ... and others).
- Respect and appreciate teachers and kindergarten staff and adhere to the politeness of talking to him.

15. HEALTH AND SAFETY:

In Spring Field Kindergarten, we implement the Ministry's instructions on the conditions and procedures of security and safety in the school to make the school a suitable environment for study, and we work hard to provide information and guidance, whether to the administration, teaching staff or students in the form of awareness lectures and training on security and safety requirements, through:

- Training administrative and teaching staff on first aid.
- Ensure the provision of equipment, tools and safety requirements in buildings.
- Periodic follow-up of kindergarten guidelines (once a semester).
- Develop and implement a training plan for all students and staff, such as evacuation plans.
- Implements educational programs targeting public safety situations in kindergarten for all employees and students in kindergarten.
- Forming a team to manage security and safety (emergency and fire in the kindergarten).
- Preparing a security, safety and emergency evacuation plan for the kindergarten.
- Training supervisors in buses to protect and safety of students during boarding and disembarkation.
- Training the security guard to secure the school building and his knowledge of his duties.
- The nurse follows up on the health and safety of students and provides reports to the administration and parents in the event of any accident in the kindergarten for the student.
- Provide activities for students to promote security growth and physical development.
- Organizing a policy for the mechanism of entry and exit of buses.

16. FACILITIES, TECHNOLOGY & TEACHING AIDS:

The Kindergarten Library

The spacious kindergarten library is stocked with periodicals, newspapers and an impressive index of titles, covering both fiction and non-fiction. These have been selected for the informative and educational value, catering to all age groups. Children are encouraged to make full use of these facilities in order to foster a healthy reading habit and satiate the inquisitive mind. The library



is managed by highly qualified library personnel. In addition, the library also features an integrated audio-visual suite with internet facility to complement the research activities.

Multi-purpose Ground and Semi-permanent stage:

The kindergarten boasts a multi-purpose ground, used for all major kindergarten functions. It provides an ideal space for kindergarten assemblies, events, productions, minor games, and inter-kindergarten activities.

Art Room

The kindergarten possesses a specialized creative Art Room with internet access where students are encouraged to explore their creative talents and showcase their creative expressions.

Music Room

The well-equipped music room provides a variety of instruments for students inclined to music.

Books and Uniforms Store

The kindergarten houses a book store, which stocks prescribed textbooks, notebooks, stationery, and a range of miscellaneous items at a special price for the convenience of students. The Uniform store stocks prescribed kindergarten uniform and in order to maintain uniformity, parents are encouraged to make use of this facility.

Sports

Beyond the development of skills, our sporting facilities support students in their goals of leading healthy and active lifestyles. To encourage student interest in programmes of physical education, a range of sports facilities are available that include indoor sports facilities, badminton and basketball provision.

Audio-Visual Facilities

We also have a wealth of audio-visual learning facilities, including LED Interactive Screens in every classroom and in the Library, LCD projectors, televisions, overhead projectors, and stereo systems.

17. QUALITY ASSURANCE:

Quality assurance involves the systematic review of educational programmes and processes to maintain and improve their quality, equity and efficiency. Our common objective is to improve teaching and learning — with the ultimate goal to support the best outcomes for learners.

The Springfield Kindergarten Quality Assurance approach includes mechanisms for kindergarten self-evaluation, staff appraisal and classroom-based student assessments. These mechanisms have different but complementary purposes. Ideally, they are part of a coherent, integrated system, with the different mechanisms supporting and reinforcing each other. This kind of productive synergy can ensure a clear focus on kindergarten development, providing data on aspects such as kindergarten climate and the well-being of all members of the kindergarten community, effective teaching and learning, and the impact of innovations.

Quality assurance is important for accountability as well as to support ongoing development of kindergartens and of teaching and learning. Well-functioning systems have mechanisms to support and balance vertical and horizontal, internal and external accountability. Quality assurance that is focused on development supports kindergartens to adapt to the changing needs of learners. The



focus is not only on improvement but also innovation — that is, the development or experimental testing of approaches in different contexts -- to support quality, equity and efficiency. Approaches to quality assurance may need to be adapted over time to better meet needs for feedback and decision-making across systems.

The Eight Guiding Principles

1. *COHERENCE:*

Systems should strive over time to achieve balance and coherence across different mechanisms that have been developed to meet the demands and expectations of stakeholders working within kindergartens and in the wider kindergarten education system.

Quality assurance approaches can encompass a range of mechanisms (tools, processes and actors) to monitor overall system performance, policy implementation, kindergarten and staff effectiveness, and individual student outcomes. Kindergarten systems include various layers, operate in diverse contexts, and employ staff with a range of experience and competences.

External mechanisms provide data important for policy-level decisions and resource allocation, while internal evaluations provide more detailed and timely data important for kindergarten-level development and to support teaching and learning. Kindertartens and external institutions and actors may work together to define strategies and alternatives for kindergarten improvement. For example, in Croatia, kindergarten self-evaluation was initiated 15 years ago, but their opinion is that it was not really effective until external evaluation was introduced. Wider communities may also provide data or refer to the results of quality assurance. Quality assurance systems need to take this complexity into account.

2. *PROFESSIONAL LEARNING COMMUNITIES:*

Quality assurance policies should support professional learning communities to make best use of quality assurance data for kindergarten and system development with the ultimate goal of ensuring the best learning opportunities for all learners.

Quality assurance should support improvement in kindergarten education at all levels: local, regional and national. However, there is a consistent call for professional learning and attention to the development of human resources as part of quality assurance processes. Professional communities that use internal and external quality assurance data to track policy implementation and impact are able to identify areas for kindergarten and staff development. Where possible, these types of feedback mechanisms should be designed collaboratively.

3. *TRUST AND SHARED ACCOUNTABILITY:*

Trust and respect between and among internal and external actors are fundamental for effective evaluation and kindergarten development.

Increasingly, education systems distribute governance responsibilities across national, local and kindergarten levels. There is a more equal sharing of accountability for learner outcomes and engagement in and support for kindergarten development. Shifts to multi-level governance may also require shifts in system cultures and individual mindsets. This may be enhanced through mutual commitment of internal and external actors to evaluation as a means to improve processes and outcomes. Trust in the quality of the evaluation instruments and the fairness and integrity of the system support are also vital.

4. *SUPPORT INNOVATION:*



Kindergartens' leaders and teachers need opportunities to take considered risks in order to innovate and develop. Careful attention to data on the impact of innovations, including potential unintended outcomes, is essential.

Risk is inherent to the process of innovation. Systems that support the synergy of external and internal quality assurance mechanisms will have more in-built resilience for the complex process of change. This includes shared attention to quality and outcomes; openness to new ideas; open channels of communication among internal and external actors; and capacity to respond quickly to identified needs.

5. *SHARED UNDERSTANDING AND DIALOGUE:*

Quality assurance approaches should support the development of a common language and shared understanding among internal and external actors that the fundamental purpose of evaluation is to support kindergarten development.

Education actors and stakeholders typically come from different professional backgrounds and contexts. They frequently use different vocabularies to discuss quality assurance. To be effective, quality assurance should be accessible for all stakeholders. A shared language of teaching and learning — focused on learner needs and progress - should be at the heart of communications among all education stakeholders.

6. *NETWORKS:*

Networks between kindergartens and with local and wider communities can support collective engagement, build social and intellectual capital and spark new synergies across kindergarten systems.

Networked professional learning communities, which bring together practitioners within a kindergarten or link or cluster institutions, can incentivize educational and kindergarten development. Networks with clear objectives, that are well managed, and which build on evidence (including quality assurance data) can effectively support collaboration for change

7. *BUILDING CAPACITY FOR DATA:*

Investments in building capacity of key actors to generate, interpret and use data, are crucial.

Investments in capacity-development of actors at kindergarten and local levels can help to develop technical knowledge on generating, interpreting and using quantitative and qualitative data, and developing internal support for evaluation. This is an important factor ensuring kindergarten self-evaluation supports kindergarten development.

8. *DIFFERENT DATA FOR BALANCED VIEW:*

Different types of data - both quantitative and qualitative, and gathered over time - are necessary for a balanced understanding of kindergarten development and learner progress. These data should communicate authentic narratives of kindergartens and provide the information necessary to support decision-making both within kindergartens and across kindergarten systems.

Multiple types of data, gathered over time, are needed to develop a well-rounded picture of system and kindergarten development, including aspects such as well-being of all in the kindergarten community. As well as existing in parallel, qualitative data can give added meaning to quantitative data and support broader stakeholder understanding. The tools,



processes, and the level of detail for different internal and external quality assurance needs and for broader dissemination should be considered.

18. ACCREDITATION:

The three-year Springfield Kindergarten Strategic Plan has been prepared around four key result areas to prepare for the next three years and provide a roadmap outlining the direction you want the kindergarten to go in preparation for accreditation of QNSA and other accreditation bodies.

Our key strategic result areas are as follows:

- 1) Systematic alignment.
- 2) Educational excellence.
- 3) Student accessibility and support.
- 4) Family and community participation.

Key Result Area Number 1:		Systematic Alignment.
The Springfield School will build a culture of continuous improvement and design equitable systems for school and instructional improvement.		
Goals	Measures	Strategies and Highlights of Actions
<p>TSS systems will:</p> <ol style="list-style-type: none"> a) Align with its Vision-Mission. b) Clearly communicate a vision-mission that provides a clear, concise, system-wide understanding of how identified instructional improvements will lead to better outcomes for students. c) Focus attention, energy, and resources on a limited number of strategic areas of focus that and 	<p>We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:</p> <ol style="list-style-type: none"> a) Support of the management identified strategic areas of focus by the school staff, students, families and the broader community (survey). b) Input and support for the management's approach to systematic alignment, and identified strategic areas of focus from the school staff (survey). c) School staff report collaboration, monitoring and support 	<p>I. Clearly define areas and conditions in which department have autonomy and do not, and corresponding roles and responsibilities for administration and educators.</p> <ol style="list-style-type: none"> a) Clearly define strategic areas of focus that all departments must implement with proper support from the management. b) Develop clear frameworks that support their implementation and monitoring. c) Ensure effective implementation of areas of focus through managements' support and monitoring. d) Clearly define instructional leadership responsibilities



<p>implement with fidelity.</p> <p>d) Ensure management provide coordinators and department heads with the support, collaboration, and mentoring they need to be successful.</p>	<p>from the management (survey).</p> <p>d) Level of implementation of strategic areas of focus by each department (rubric).</p>	<p>and processes for the principal and department heads.</p> <p>II. Provide regular updates on impact and implementation of the strategic plan.</p> <p>a) Provide the management regular, formative updates on students’ academic progress and on implementation levels of key strategic areas of focus, focused on improving student progress.</p> <p>III. Create culture all departments work collaboratively and engage as families to support the education delivered to students.</p> <p>a) Develop specific practices and programs that encourage common goals around safety, security, cleanliness, care of facilities, and healthfulness.</p> <p>b) Ensure that communication about transportation, nutrition safety and security are timely, accessible, translated, engaging, and updated.</p> <p>c) Institute regularly scheduled staff and student training and reminders around areas of operational importance.</p>
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Key Result Area Number 2:	Instructional Excellence.
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The Springfield School will ensure that all students have access to and engagement with high-quality instruction.

Goals	Measures	Strategies
<i>TSS systems will:</i>	<i>We are committed to eliminating opportunity and</i>	



<ul style="list-style-type: none"> a) Be aligned to Indian curriculum instructional framework. b) Be engaging and rigorous. c) Be culturally relevant. d) Be differentiated to students' strengths and weaknesses. e) Be responsive to students' social, emotional, and academic needs. f) Be supported by the principal and senior staff creating a culture of substance, depth, and critical thinking in curriculum and instruction. 	<p><i>achievement gaps by monitoring our progress through:</i></p> <ul style="list-style-type: none"> a) Percentage of teachers planning and implementing lessons utilizing the TSS instructional framework (observation). b) Percentage of classes demonstrating use of high-impact (engaging, rigorous, and culturally relevant) strategies (observation; rubric). c) Student growth as measured by formative assessments. d) Percentage of teachers agreeing that they feel they are well supported with high-quality instructional training and support (survey). e) Percentage of students agreeing that they feel supported socially, emotionally, and academically (survey). f) Percentage of parents agreeing that their children are receiving a high-quality education (survey). 	<ul style="list-style-type: none"> I. <i>Ensure a guaranteed and viable curriculum is delivered to all students.</i> <ul style="list-style-type: none"> a) Assess the implementation of the Indian curricula. b) Work collaboratively with educators to refine the instructional framework and ensure its use. II. <i>Ensure implementation of well-defined, high-impact instructional strategies that support academic learning and social and emotional development for a diverse student population.</i> <ul style="list-style-type: none"> a) Clearly define high-leverage instructional strategies and expectations. b) Support and monitor implementation of high-leverage strategies. III. <i>Implement a consistent, high-impact approach to teaching literacy in all classrooms.</i> <ul style="list-style-type: none"> a) Clearly define and support the implementation of an evidence-based balanced literacy approach. b) Form a team dedicated to collaborating, researching, and implementing best literacy practices. IV. <i>Implement a systematic approach that addresses the diverse strengths and needs of TSS students.</i> <ul style="list-style-type: none"> a) Develop consistent expectations for high-leverage instructional delivery for all students with appropriate monitoring tools to determine supports needed for implementation. b) Use diagnostic, formative, and summative data to
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		<p>inform appropriate interventions or strategies.</p> <p>V. Identify and use best practices in online and blended learning to differentiate, support, and increase access to instruction and to promote innovation.</p> <ul style="list-style-type: none"> a) Integrate online and blended learning strategies to enhance and support the instructional goals. b) Streamline and align technology tools for improved communications with families and other stakeholders.
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Key Result Area Number 3: Student Accessibility and Support.

The Springfield School will ensure students have equitable access to and engagement with programs and supports that reduce barriers to learning.

Goals	Measures	Strategies
<p>TSS systems will:</p> <ul style="list-style-type: none"> a) Acknowledge the strengths and needs of the whole child. b) Reflect and support high expectations for all students. c) Engage and inspire students to take ownership of their learning. 	<p>We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:</p> <ul style="list-style-type: none"> a) Percentage of students who feel safe, valued, and engaged in their learning (survey). b) Drop-out rate by student group. c) Percentage of students chronically absent by student group. d) Disproportionality rate of gifted and talented, fast, and slow learner by student group. 	<p>I. Partner with students and families in identifying, offering, and monitoring use of needed supports and services.</p> <ul style="list-style-type: none"> a) Provide student supports based upon their assessed need through structures such as restorative practices and community circles. b) Ensure alignment of services and monitor collective efforts. c) Thoroughly assess, evaluate, and implement strategies to serving an identified group of students most at risk of failure.



		<p>II. <i>Improve students’ and families’ experiences during key transitions in their educational journey.</i></p> <ul style="list-style-type: none"> a) Develop informational tools and grade level dialogues for students and families to facilitate collaborative development of short and long term academic and social goals for improved outcomes. b) Enhance and implement consistent practices to introduce all students to the campus beginning in the primary grades, providing in-person introduction to available programs, resources, and supports.
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Key Result Area Number 4: Family and Community Engagement.

The Springfield School will ensure that all families and community members feel welcomed, respected, and valued.

Goals	Measures	Strategies
<p>TSS systems will:</p> <ul style="list-style-type: none"> a) Be included in TSS decision-making process. b) Be empowered to support the delivery of education and services to students. c) Be connected to a coordinated system of services across partner organizations. 	<p><i>We are committed to eliminating opportunity and achievement gaps by monitoring our progress through:</i></p> <ul style="list-style-type: none"> a) Percentage of families feeling welcomed, valued, and empowered as partners in their children’s success (survey). b) Percentage of families who feel their voices are included and valued in TSS decision-making processes (survey). 	<p>I. <i>Partner with all families in their children’s’ education and in TSS decision-making.</i></p> <ul style="list-style-type: none"> a) Implement the family and community engagement action plan in support of ensuring all families feel welcome and supported as equal partners in their children’s education. b) Ensure parents understand expectations for student learning, how to support their students’ success, and where to go for assistance.



	<p>c) Percentage of volunteers feeling welcomed and empowered to support the delivery education/ services to students (survey).</p>	<p>c) Hold regular community events in school; work with family and community engagement team and parent liaisons to engage families in meaningful ways.</p> <p>d) Build a cultural competency and a customer service orientation among staff and teachers.</p> <p>II. Increase the effectiveness and diversity of community volunteers supporting schools.</p> <p>a) Work with parent and family engagement groups to increase the diversity of volunteer participation in schools and to decrease barriers for working parents.</p>
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SWOT Analysis:

The Springfield School (TSS) evaluate its competitive position and developed its strategic planning by assessing internal and external factors as well as current and future potentials through the use of SWOT analysis. Please find below the identified strengths, weaknesses, opportunities and threats of TSS.

	Positive	Negative
Internal	<p>Strengths</p> <ul style="list-style-type: none"> - Have an existing Primary and two (2) Kindergarten schools. - Qualified, experienced and competitive teachers and staff. - Reasonable tuition fees and other fees. 	<p>Weaknesses</p> <ul style="list-style-type: none"> - New in the educational institution industry which leads to weak reputation. - Not enough human resource.



	<ul style="list-style-type: none"> - Seat vacancy availability. - All classrooms are provided by a state-of-the-art facility (LED Smart Boards) and laboratory equipment. - Have safe and adequate sports facilities appropriate for the students age brackets and needs. 	
External	<p>Opportunities</p> <ul style="list-style-type: none"> - Indians expats are the largest in numbers and make up around 25% of the Qatar population & approximate population of Indians in Qatar as of 2022 is 750,000. - Qatar economy is growing fast that would mean more Indian expats are coming. 	<p>Threats</p> <ul style="list-style-type: none"> - Parents' loss of jobs. - Government restrictions. - Employee (teachers) turn-over due to spouses' loss of job.

19. STAKEHOLDER & COMMUNITY ENGAGEMENT:

The kindergarten is linked to a reciprocal and cooperative relationship with institutions and individuals, and the kindergarten is an educational institution that seeks to achieve the need for education through:

- Carrying out activities in cooperation with parents and kindergarten, which makes the student feel comfortable when going to the kindergarten, which is held continuously through groups.
- The Parents Council because it is the bridge of communication between the kindergarten and the community and is carried out continuously through WhatsApp groups and meetings in the kindergarten to discuss matters.
- Parents attend viewing lessons in class with students.
- Participation of the National Day Committee in national celebrations.
- Participation of parents in the National Day celebration with students in kindergarten.
- Participate in the celebration of Sports Day and run races between teachers and parents.
- Parents attend quarterly meetings after each test and discuss students' conditions.
- Inviting students to associations for the elderly in order to develop a sense of respect within students.
- Students participated in competitions held at KAHRAMAA and some of our students were honoured.

20. TEACHING TECHNOLOGY AND ONLINE LEARNING:

The Springfield Kindergarten is fully equipped with a state-of the art technologies for audio-visual learning, including LED Interactive Screens in every classroom and in the Library, LCD projectors, televisions, overhead projectors, stereo systems and stable internet connections. With the availability of these audio-visual facilities, we can easily and clearly deliver comprehensive and quality education our students through distance learning/online classes. TSS is using various online learning platforms like Zoom for live and oral recitation classes, Goggle Classroom for daily



worksheets and other written activities, Kindergarten Website, Kindergarten Official Email Address and WhatsApp for easy access to both students and parents for information dissemination or announcement.

In the conduct of distance learning/online classes, there are Safeguarding Policies that should be adhered to in order to have a smooth and safe online/distance learning atmosphere.

Communications with the Students:

- 1) All set work is on the correct platform, is appropriate to the age and ability of the student and is culturally sensitive.
- 2) Emails will go only from official kindergarten mail address. No personal email address should be use for communication.
- 3) Teachers should set a professional signature on their respective emails.
- 4) Any inappropriate materials, or communication which deemed inappropriate or have some safeguarding concern must be immediately forwarded directly to the Principal:
- 5) Communication with students and parents will be made only through official kindergarten registered distance/online learning platforms (Zoom live/GCR/Kindergarten Official Email, Kindergarten Website etc.)
- 6) Online learning hours should be utilized only for student welfare activities (academic/non-academic).

Study Materials:

- 1) Unauthorized/unofficial distance/online learning platforms should not be use. These will be strictly monitored and checked regularly by the Principal as per MoEHE guidelines.
- 2) Professional and culturally acceptable dress is required if using video communication or pre-recorded videos during the remote learning period.
- 3) Use of language should be professional at all times as you would in a classroom and kindergarten environment.
- 4) The environment of which the video is filmed or is being recorded shall be appropriate ensuring nothing is personally identifiable. Preferably at kindergarten when and where possible.
- 5) Only TSS staff should be in the videos or the teaching materials created.
- 6) All teaching materials (documents or pre-recorded videos) will be monitored by the Grade/Subject Coordinators for review and by the Principal for approval.

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