



HOW TO MODIFY LESSONS FOR
STUDENTS WITH DYSGRAPHIA

OUR OWN ENGLISH HIGH
SCHOOL SHARJAH

WHY REPATRIATING FROM THE
UAE IS NOT ON THE BUCKET LIST

UNEARTHING THE
BEAUTY OF NEPAL



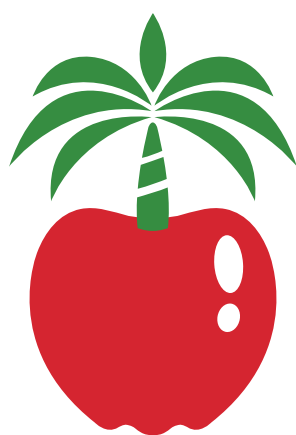
CELEBRATING THE YEAR OF READING

A MOMENT
WITH
FAISAL AL
SUWAIDI

MISSION STATEMENT

"Our vision is to equip educators with the materials and tools to function optimally inside and out of the classroom. Teach UAE Magazine provides a space for educators to connect, find inspiration, resources and forums that are aimed at enhancing their teaching techniques, methodologies and personal development."

TEACH UAE MAGAZINE



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EDITOR'S MESSAGE...



CONNECT. DEVELOP. EMPOWER.

*"Success is the sum of small efforts, repeated day-in and day-out."
- Robert Collier*

Welcome to our May-June 2016 issue of Teach UAE Magazine. Where has the school year gone? We started the year in September with a visit to Kings School Dubai, where we celebrated their continued outstanding inspection ratings. In November, we sat down with Dr. Abdulla Al Karam, Director General of KHDA. We got to know him better and we also explored ways in which schools can promote happiness and well being, while still maintaining a focus on academics.

The Dubai English Speaking College was our Featured School in January. We caught up with Lisa Finch, Head of ICT and her colleague Malachy McGrogan. There, we witnessed how technology is transforming teaching and learning and promoting active student engagement. Fast-forward to March-April 2016, where we were inspired after meeting with the effervescent, Stephen Ritz. Stephen taught us that one person can start a movement to change education and with hard work and dedication, can garner enough support, to change the world.

To say we have had an exhilarating academic year would be an understatement. We have thoroughly enjoyed visiting schools, interacting with staff and students, attending and covering all the major education events and conferences - all while creating relevant and engaging content for you, our readers. We remain eternally grateful to our Teach UAE Magazine team and our esteemed writers and guest contributors for their hard work and dedication.

This issue is designed to leave you feeling uplifted and ready to finish the school year in fine style. We trekked to Sharjah for some quality time with the principal, teachers and students of Our Own English High School Sharjah. We were impressed by the school's many successes and commitment to empowering and equipping students with the requisite skills to excel academically and in extra-curricular activities.

The Global Teacher Prize is a one million dollar prize awarded annually to one deserving teacher. This prize was created to help lift the esteem of the profession. The ceremony takes place right here in the United Arab Emirates. We sat down with the top ten finalists of the 2016 Global Teacher Prize, to discuss some of the major issues facing education today and to learn more about what drives them. We hope their stories inspire you.

Our **After the Bell** section in this issue features a look at repatriation, summer travel tips, and useful advice to keep you healthy while you enjoy your time off school, among other exciting topics.

The school year is ending and although we will take a break from printing in July and August, we will be online at www.teachuae.com and on social media all summer long, so do include us in your summer plans.

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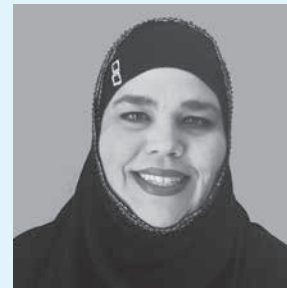
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ARE EDUCATORS PUTTING OTHERS OFF JOINING THE PROFESSION?

By Leisa Simapili



I am an avid social media user. I like, follow and subscribe, to many of the major education websites and publications globally. I have become very accustomed to staying up to date with the latest news and trends via my Twitter feed and Facebook timeline. However, recently I have noticed a very worrying trend. Most of the news stories that I see about education and teachers have been overwhelmingly negative. This is irrespective of the country from which the news is emanating. What is even worse is that the majority of the negative posts have been from teachers themselves.

Let us face it, mainstream media, historically has not been very kind to teachers or very complimentary of the education systems of the world. Publishers generally only publish sensational pieces on teachers or education. Very seldom are teachers, who are doing an exceptional job given any airtime. However, when educators perpetuate this negative press by constantly publicizing the negative aspects of our profession, then it is hard for others to take the profession seriously.

This made me start to take a closer

look at other professions. Apart from some sections of law enforcement in a few countries, I was hard pressed to find other professions, which were constantly churning out the same amount of negative rhetoric about itself.

My attention turned to the recent contract negotiations in the United Kingdom between the government and junior doctors. Even though the contract negotiations were at a standstill and there were massive protests, I did not find any self-deprecating posts online by junior doctors. I stand to be corrected. They generally spoke of the wonderful jobs they were doing and how vital their role is to the healthcare service. There were hardly any memes of the worn out, broke and depressed doctor. It made me wonder, are we as educators causing the society to see us in a negative light simply by the way we speak of ourselves?

We hear it almost daily, that there is a global teacher shortage and I am by no means suggesting that teachers have caused this on themselves. I would, however like to suggest that we have not been doing a great job at encouraging the future generations to

consider a career in teaching. When choosing a profession, a young person would naturally look for others who have been in that profession for some time. What are young people seeing when they look at persons in the teaching profession or in education in general? Can we confidently say that we have portrayed the profession in a positive light?

With the help of my good friends at Teach UAE Magazine, we have started a social media campaign called "*Change the Rhetoric*". We are asking educators globally to start making positive social media posts about the profession using #ChangeTheRhetoric. These posts can be about your class, lesson, school or the profession in general. This is by no means the magic bullet for solving the problems we face as educators, nor will it cause the public to immediately start to view us differently. However, it will help to create a shift in perspective for us as educators and for those in the society that are paying close attention.

I really hope you will join us on; Twitter (@TEACHUAE_MAG), Facebook (Teach UAE Magazine) and Instagram (@teachuaemagazine). Together, we can #ChangeTheRhetoric.

THE VALUE OF 'MAKE AND TAKE' PLANNING SESSIONS

By Betina Fuentes



It's truly one of the great ironies of our profession. Sitting idly in a giant auditorium while a speaker paces the stage emphasizing the importance of engaging our students. Don't be the sage on the stage during your school PD sessions – lead by example and engage the teachers so that they will in turn engage their students in their classroom. Here are some ideas for activities to make and take for teachers, as well as some logistical hints to make your workshops run smoothly.

Teaching sequence/advice procedures/lesson planning

Origami: This ancient Japanese art is the perfect way to show how lessons and activities should be structured and clearly instructed. It gives a chance for teachers to be creative and have fun while following either prewritten instructions or writing the directions after listening for details.

Teaching reading basics

Personalised flash cards: Use your school culture and students to create flash cards with letters, names, numbers or sight words. Having pictures printed ahead of time and a laminator at the ready will enable all teachers to leave with a set of new personalised flash cards to use in centers or for SEN/Gifted students.

Classroom outreach

Bulletin board workshop: Teachers can come equipped with their themes/unit ideas for the month or term, and use the provided supplies to create an engaging and creative board for the outside of the classroom to keep other students and teachers informed of what's happening in the class. Administration can also sponsor a contest for the most creative, funny or beautiful boards.

Graphic Organizers

Worksheet Potluck: In this activity, every teacher brings two or three copies of his/her favorite worksheets/graphic organizers. Teachers can choose ones that will fit their curriculum and have some new ideas and strategies to use with students.

Digital Classroom

Setting up the digital classroom: Using the computer lab, have one or two experts in the field (from your school) train all the teachers step by step in setting up and using digital classrooms. Some options to try are Edmodo, Wikispaces, and MS Office Note. Be sure to have copies of school calendars and access to photos and assignments ready for this workshop.

As far as logistics go, you need to be sure that you are fully prepared for the workshops. Be sure you have enough copies of materials needed, creative supplies such as colored paper, scissors, glue and the like, as well as detailed instructions on how to do the activity. In addition, the facilitator should have a team of helpers who have been previously trained on the strategy so that they can assist teachers one on one if necessary. Approach the workshop positively. If there are some who prefer to sit back and observe, allow it after gently encouraging participation. Always offer positive feedback and have extra materials available in case of mistakes. You may even wish to foster a party atmosphere and bring refreshments, since many PD sessions are held after a long day of teaching. Even a small snack like juice and cookies is a welcome pick-me-up and will encourage attendance.

Your teachers will gladly stay for PD if you use these tips and engage them in fun, productive activities. Don't be afraid to let your inner kindergartner out and have fun!

THREE SIMPLE RULES TO EXCELLENT BEHAVIOUR MANAGEMENT

By Gianna Ulyatt



The behaviour of students is discussed daily in every staff room. The main difficulty we, as teachers have, is defining exactly what we mean by the word "behaviour". This is because the behaviour of students and adults varies according to the situation. The expected actions of a student at break time are quite different to those expected in class. Behaviour therefore varies according to the situation and the established rules.

All organisations need established rules that are appropriate to the circumstances. These rules must be understood by everyone. The fewer the rules, the easier it is for students and young children to follow them, and for adults to enforce them. Schools generally need three rules that are overarching so that rewards and sanctions can be linked back to the rule. Three simple rules that tell students how they are to behave are – 'good looking; active listening; kind hands'.

Teachers must discuss these rules in detail and explain them clearly, so that everyone understands the deeper meaning. For example:

"Good looking" means making eye contact with peers, looking at the teacher and giving full attention when ideas are being explained or when images are being shown.

"Active listening" means listening to the teacher and to peers, engaging in fruitful two-way conversation with a partner and sharing ideas. It means being an attentive listener at all times. This leads to being able to pose sensible questions if you have not quite grasped a new idea or concept. "Kind hands" means being helpful with peers and showing initiative in all aspects of school life, such as helping to tidy away resources and equipment, putting litter in bins and generally using your hands to create a better learning environment.

The rules must be posted on the corridors and classroom walls. Students and teachers must all be aware of rewards and sanctions.

The most important way of promoting appropriate behaviour is through offering praise to those who are behaving correctly according to the situation. Whenever a student misbehaves, teachers should try to ignore it unless the negative behaviour will physically or emotionally harm the student or another person. As well as ignoring the bad behavior, the teacher should look for students whose behaviour is completely appropriate and praise them, explaining why praise is given. With students who often misbehave, the teacher must watch them carefully reward them and offer liberal praise when their

behavior is positive. Student will eventually realise that they are being noticed and are receiving attention for the right reasons. This strategy works, however it requires relentless vigilance by the teacher. But it means that positive behaviour gets the teacher's attention. Consequently the class works harder and relationships improve.

Devise a simple reward and sanctions system. For example, divide the class into four groups. Each group has a transparent container. Every time a student behaves well, the group the student belongs to is rewarded with a marble in their container. If a student misbehaves the other three groups are rewarded with a marble. This encourages peer group pressure on everyone to behave well. At the end of the week the winning group is rewarded.

Some students with serious difficulties may need some private discussion with the teacher. The teacher could provide a table where the student can sit and work alone. This table should be called the 'private office' and it should be available to anyone who feels they need 'time out' within the classroom. Managing behavior, through positive methods, is hard work and emotionally draining, but seeing the improvements in academic progress and in attitudes to school work make it all worthwhile.

Checklist

1. Make sure the rules are few in number and are clearly understood
2. Ignore negative behaviour unless it is physically or emotionally harmful
3. Find every opportunity to praise and reward good behavior, either vocally, or by a gentle tap on the shoulder or a smile.
4. Devise a visual reward system for the class or for an individual
5. Relate praise and rewards back to the school rules to make sure students are aware of why these are being offered

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HERE IS WHAT TO CONSIDER FIRST WHEN CHANGING CAREERS

By Dr. Jan L. Jones



Making a career change, especially from teaching, can be overwhelming and absolutely scary! It is incredibly hard to change direction when you have spent a considerable amount of time, dedication, and money preparing for a career. Despite this, don't be scared to follow your heart. Just be practical and prepared as you explore new opportunities. Below are a few very basic but essential tips that you should keep in mind if you are considering taking the plunge.

Networking

Networking is not about attending events to see how many business cards you can collect or having hundreds of friends on social media sites that you never really interact with. It is about nurturing true friendships and connections that are mutually beneficial. You may be surprised by just how big your network can grow if you spend the time working on it. When making a career change, it is important to seek out friends in your network who can connect you to people in the industries that you are considering. Cultivate new relationships and set up

informational interviews to gather a personal perspective about their jobs.

Transferable skills

Look at job announcements to see what skills you will need to make the change. If you don't have these skills, you must get them but before you start spending money on training, think about the skills that you do have and how they might already closely relate to those required. For example, in my case, tourism professionals all want to know if I have sales experience. My immediate answer was "NO" until I had a great conversation with a friend, who reminded me that most of what I had been doing as Program Coordinator and Recruiter was absolutely selling! Educators do not like to think of it in that way but the reality is that if I am passionate about something, I can absolutely sell it!

Learn the lingo

On my own journey to pursue options outside of academia, I met with several Human Resource Directors in the Hotel Industry. I developed what I thought was a resume for them to

take a look at. I was so appreciative of their honesty. They told me that they didn't understand half of what was in my resume and that it needed to be shorter. Take the time to look at job announcements and begin using that lingo to describe your skills. Editing out pages of your academic curriculum vitae to create a resume (no longer than 2 pages) takes time. It can be very hard but keep working on it and continue to seek feedback. Also, don't forget to go through the same process on your work related social media sites.

Stay true to your heart

Probably the best advice I received this past year was to "Get out of your head and into your heart". I absolutely love this quote and refer to it all of the time. Make a list of what you are passionate about and set goals for yourself. Don't be surprised if during this journey, you realize that you don't in fact want to leave teaching, but simply need to adjust where, what or how you are teaching.

Best of luck on your journey.

COMMON MISCONCEPTIONS ABOUT ISLAM

By Rahima Jabeen



Islamophobia is a fast growing concept across the globe and has been exasperated by recent targeted attacks by a select few. However, the very word Islam is derived from the Arabic word 'Salema' which means peace or purity. Today's media portrays the acts of a very small minority of people, but this in no way portrays the image of the Muslims as a whole, who on the most part are peace loving and deeply conscientious people. If you research the attacks carried out by Islam related extremist groups to other religious groups you will realize that they hardly compromise of a substantial fraction at all. Within the UAE, if you speak to the Muslim youth, your average students going about their usual routines, you will see that they will all conform to the following notions:

1. My father respects my mother and sisters: A true Muslim man respects his wife, sister and daughter. He provides them a right

to education, a right to their personal financial property and involves them in the daily functioning of the family. His wife is his confidante and vice versa. The women are provided for, protected and cared for by the men.

2. We have our own identity: Being brought up in a Muslim household entails that are deeply aware of the practices; beliefs and norms just like any other religion. Nuns have their habits, the monks their loose robes and in a similar fashion, women dress modestly and cover with hijab when going out. Men are also advised to dress conservatively. The keeping of the beard is also included in the Muslim identity.

3. Islam is a very tolerant religion: In older days a tax paid to by Non-Muslims to Muslim governments was paid for the protection of their beliefs, places of worship, properties and peace. Now this is no longer in practice, but it still does not change the perception that one should "live and let live."

4. Islam teaches and emphasizes the rights of the people around me: From a very young age, children in Muslim households are taught the lifestyle of the Prophet Muhammad (peace be upon him). He stressed the importance of the rights of everyone. Muslims should emphasize respect and love for all around them. Kids are taught the extreme need for charity to the less fortunate, going so far as to make 'Zakat' one of the five pillars of Islam, which is giving of alms to the poor in order to better distribute wealth in society.

Whereas there may be cultural differences the world over, be it cuisine, dressing, architecture, language or customs, the roots of Islam derive their essence from the teachings of the Quran and the life of the Prophet Muhammad (peace be upon him) which is why Muslims hold him in such high esteem.

AQEELA ASIFI TALKS ABOUT THE SHIFT IN PERCEPTION ON GIRLS' EDUCATION



In 2015, the Varkey Foundation launched the Global Teacher Prize to highlight and celebrate outstanding teachers across the globe.

This year, the ten finalists came from several different countries including Pakistan, Palestine, the United States of America, the UK, Finland, Australia, Japan and India.

Being included in the top ten of the Global Teacher Prize was a humbling experience for each of these outstanding teachers.

Aqeela Asifi was one of this year's finalists. Originally from Afghanistan, she was educated in Kandahar and trained as a teacher before the Taliban took over in 1992. When she arrived at a refugee at Kot Chandana camp in Pakistan, there were no schools in operation in the local area. She

borrowed a tent and despite negative attitudes and resistance, she created a place where girls could be educated. With no money for resources, she stitched together pieces of cloth with handwritten text to tent walls and wrote books by hand at night.

Today, there are nine schools in the camp with many female teachers and over 1500 students including nine hundred girls.

Some of Aqeela's students have gone on to become doctors, engineers, government officials and teachers in Afghanistan.

Aqeela shared with Teach UAE Magazine her insight on the importance of educating girls.

What are two key challenges that need to be overcome

in order for all girls to be educated?

Social and cultural issues are factors. Many people are still enslaved to cultural values of old. They believe that if their ancestors did not believe in supporting something, this was for a wise reason. You have to be tactful when it comes to the social cultural issues of others. Girls' education is still considered to be taboo by some people. They believe that it will bring a bad name to the family.

Another factor is poor economic conditions. Families may not be able to afford education even if education is free. The priority is to ensure that the family is fed first. When you think about the needs of a family, priority will be given to other things. Education requires having the right resources, so that learning continues at home. Resources cost money and people will always attend to their basic needs first.

Is there a shift in perception with girls' education that is happening now?

Yes, there is a slow change that is happening. We have to be patient. Twenty-five years ago, I could never imagine that I would have over a thousand girls in school. Many years ago, girls would have been engaged when they were babies and married by the age of 12 or 13. Today, girls are able to say if they agree with the choice for a husband that their family has made. This is a huge change. Now, families are more supportive. Child engagements have become a thing of the past.

Aqeela was presented with the UNHCR's Nansen Refugee Award in 2015. She continues to work with students at the Kot Chandana refugee camp, Punjab in Pakistan. As one of the finalists in the top ten of the Global Teacher Prize, she has joined a prestigious class of outstanding teachers who are changing the world, one child at a time; one lesson at a time.

Aqeela Asifi is a top ten finalist of the Global Teacher Prize 2016.

GLOBAL TEACHER PRIZE 2016 TOP

Meet the Global Teacher Prize 2016 Top Ten Finalists and read about their views on education, personal development and more.

AQEELA ASIFI
Pakistan



What does being in the top ten of the Global Teacher Prize mean to you?

"23 years ago, I was not sure that my tent school would last 3 days. Challenges were great. I had no idea that this would happen when I started a school in a camp that most people do not know. I feel great pride at this success. I am proud that most of my students have finished the 5th grade. I am happy to be able to talk to people I have never met. It is amazing that the world has recognised my efforts."

KAZUYA TAKAHASHI
Japan



Tell us about the space elevator competition.

"I teach English Project Management with LEGO. Space Elevator is a good way to expand students' knowledge of science. This programme allows me to introduce my students to professors outside of our school. This gives them a chance to connect with real scientists, which lets them know that they too can accomplish this in the future. I created a movement, which led to the competition in our school. The students were happy to do the project because it gave them a platform to showcase their talents."

MAARIT ROSSI
Finland



How can teachers make learning math fun for students?

"Math education hasn't changed in a very long time. We need to change math content and how it is taught. Traditionally, the teacher is at the front of the class and the students sit and try to solve the problem. Eventually, some end up hating math because of this method. It must be student centred. Allow the students to perform activities that give them hands-on experience with math. Group work and social discussions, especially for girls, are equally as important as practising."

AYUB MUHAMAD
Kenya



Why is developing social entrepreneurship skills in students important?

"In many parts of Sub-Saharan Africa and other parts of the world there is a lack of job opportunities (challenge of employment). Education systems tend to focus mainly on academics. For the workforce, graduates outnumber the jobs that are available. This needs to change. We can tap into innovativeness and creativity in our students. Help them to become job creators and change lives."

COLIN HEGARTY
United Kingdom



What is the best advice that you have received and how has it helped you?

"An older practitioner once told me that 'the day that you think that you know it all in teaching, you should quit.' I think that to be a great teacher, you have to be a great learner. Try to improve your practice each day. Modelling that type of lifelong learning will help your students to model the same. Reflect on how you are performing, how your students are doing and what you can do to improve."

TEN FINALISTS PERSPECTIVES

HANAN AL HROUB
Palestine



What advice would you give to a teacher dealing with a traumatised child?

"You have to first speak to the child to find out what his needs are and the problems he/she is having. You need to identify the negative behaviour based on his/her personality. By doing this analysis, you will know more about the problems you are dealing with and how to approach them from an educational perspective."

RICHARD JOHNSON
Australia



Tell us a bit about the power of teaching science and technology.

"We had a purpose built science lab, which evolved into a STEM laboratory in the last 3 years. We started with very simple types of experiments that have evolved into using high technological devices with them. Motivate students to be creative through demonstration. Our children have been working with 3D printers for the past 3 years. They work with Minecraft. They are master designers and excited about learning. There are technologies now that people consider as hoaxes... the Giga Net, Magic Leap and HoloLens. The power of computer programming is going to change the world drastically in the next few years and we have to be ready for it."

JOE FATHEREE
USA



Share 2 ways in which schools can help students to be more creative.

"Schools have got to start supporting students' creativity more. They can best do that by enabling students to overcome failure. One of the ways that schools can support students' creativity is by helping them to understand that failure is an important part of the learning process. The other way is to help them promote their dreams by helping them to develop a scaffolding system to get them there."

ROBIN CHAURASIYA
India



Why is a social justice curriculum important for girls?

"I grew up in a home with a lot of domestic violence and abuse. Both of my parents had mental illnesses. These are things that tie me very strongly to these girls. We require that staff and students have therapy. Healing takes time. The social justice curriculum allows us to step away from the idea of being a victim. We have been victimised, yet we choose to be agents of social change. You can change your situation. Being born into a particular situation does not mean it is where you are meant to be for the rest of your life. We can create change, so other girls don't have to go through it."

MICHAEL SOSKIL
USA



How can we help students to develop social responsibility?

"Learning should matter for more than just passing tests and quizzes. At Wallenpaupack, we've empowered students to believe that they can make a positive difference by solving problems. We've used video conferencing technology to connect with over 70 different countries. Students talk to scientists, park rangers, artists, and authors (among others) who share their passion for what they do. This helps them to find out what problems they want to solve. We are able to collaborate with people from all over the world to solve those problems."

WHAT IS PHENOMENON-BASED LEARNING?

By Bashaer Al Kilani



The exponential growth in knowledge is speeding up the expedition to the era beyond knowledge consumption to innovating with knowledge. The rise of the Innovation Age is redefining the key skills needed for an individual to be a productive contributor to the society and economy. Individuals in an innovation context need to have the aptitude and competence of building new skills and knowledge through a life span. Pedagogical transformation is critical to empower learners to be self-directed and life-long learners. One approach for this transformation is Phenomenon-based learning.

What is Phenomenon-Based Learning?

Finland will go through a new education reform that will take over in the academic year 2016-2017. Phenomenon-Based Learning will be complementing Finland's traditional subjects. The Phenomenon or Topic Based Learning is being planned to be conducted over periods during the year and could be paced in projects -

is the old new in Finland's education. For more than three decades, Finnish schools have had a form of Phenomenon-Based Learning. What will change in 2016-2017 is that it will be obligatory in all basic schools for seven to 16-year-olds.

Phenomenon-Based Learning tackles real-world scenarios holistically from different subject areas' perspectives. This method will entail a rich learning experience, which is relevant to learners' lives. The interdisciplinary learning could be conducted in a simple way, by linking similar knowledge areas between different subjects and introducing them at the same slot of the academic year. This develops awareness of how curricula intersect to form the broader frame of knowledge. A more sophisticated interdisciplinary approach, such as Phenomenon-Based Learning occurs when we go beyond simply linking different subjects to applying, organizing centers and essential questions to plan topic teaching. One example could be the questions students have about a topic such as the importance of the European

Union. To answer these questions knowledge and skills from economics, history, geography and languages are to be integrated.

Why Phenomenon-Based Learning?

By working on finding answers to questions on specific real world scenarios learners will gain genuine skills. The latter will apply outside the walls of the school, in learners' daily lives. Depth, authenticity and coherence of learning will provoke higher order thinking skills. The distinguished feature of Phenomenon-Based Learning is that students along with their teachers will identify the projects that they will work on and the gaps that they need to fill. They will also lead their own learning by conducting self-assessment and reflecting on it. Learners will be profoundly motivated and involved. The more in-depth learning the more able the students, will become in bridging the gap between the different subject areas. They will be able to answer the most persistent question which is "Why do we learn?" This will lead to a meaningful involvement putting exploration at the forefront of the learning process. As mentioned earlier, the school will plan Phenomenon Based Learning. This will give the teachers the flexibility they need to design this learning experience. Working with their students on plans and projects both teachers and students will have a voice and a choice.

While Finland is proceeding with its new reform, educationist around the world will have an eye on how the reform will evolve and whether it will turn into another lesson to learn from Finland's education system. Regardless of how this reform will progress we - as educators- know that the world is transforming around us and that we need to transform our education systems accordingly. Learners cannot appreciate learning unless it is approached in a meaningful way that makes their learning experience purposeful.

WELLBEING IN SCHOOLS: A PARADOX IN EDUCATION (PART TWO)

By Mike Lambert



Education must be as much about our students' emotional education as it is their academic education. We have come a long way since the three Viennese schools of Psychotherapy and modern CBT (Cognitive Behavioural Therapy) could provide all pastoral educators and classroom teachers with a range of simple, practical and effective tools by which students can learn to manage their emotions and their reactions. It is often implicit in schools that we teach our students to manage their emotions through socialisation but there are now explicit tools available which can facilitate this. It is about time we use them.

No less important must be a focus on the moral and ethical wellbeing of our students. If we, as professional educators do not explicitly teach our students the difference between right and wrong and the social contract by which we are all bound then we are implicitly leaving our students to discover these things for themselves. This is a worry as the source of their moral education is likely to be the media, the movies and Facebook...hardly a robust and consistent education in how to behave. Unfortunately for non-Muslim students in the UAE, however, there are no

Religious Education lessons like those we may have been used to back home. However good or bad the lessons were and however much students did or did not subscribe to the religious doctrines presented, they did provide useful time and space for students to consider the moral maze. It is time that schools considered how they can introduce secular philosophy lessons into schools in order to make up for this shortfall.

Beyond an earthly education in how to behave and the difference between right and wrong, however, is the even more profound and spiritual question of why we are all here. Again, except for our Muslim students who are fortunate enough to have Islam to provide them with the answers, there are thousands of non-Muslim students who simply do not have dedicated time set aside in school to be able to ask the most fundamental of all questions: what is the meaning of life? It was interesting to ask all the delegates at GESS Dubai 2016 how many of them actually asked that question of their students this year. No-one in the audience raised their hand.

Finally and perhaps more prosaically there is a real need for us to ask whether we are being sufficiently mindful of

our students' future wellbeing. This brings us almost full-circle back to the founding principles of mass education. Are we sufficiently preparing our students with the requisite skills for the contemporary workplace? We read regularly in the press that 65% of the jobs that our students will do, have not even been invented yet, that the tech revolution will continue at an exponential rate such that cars will build themselves and all but the most human jobs will be automated. This is going to make for an ultra-competitive jobs market in which only the most socially adept students will have the human roles. There is therefore a very real need for schools to invest in the development of a broad range of soft skills so that their students have a competitive advantage in this increasingly automatic world.

A focus on wellbeing in education is therefore far from a new topic and is far more than simply a focus on happiness. Wellbeing has and hopefully will continue to be the only purpose of education for millennia to come.

Michael Lambert is Headmaster of Dubai College

AN OPEN LETTER TO NEWLY HIRED TEACHERS

Dear newly hired teachers,

Teachers around the world are rushing to get their last objectives in and their students ready for exams. Those of us in the UAE are happily planning our next vacation adventure, while our newly hired counterparts are obsessing over their upcoming move to come and join us.

There's no way I can alleviate any of the symptoms of 'newbie madness'. It's a phase that we all go through. I can, however, share a few generalities that might help when you move here.

In my culture, fermented grape juice is so ingrained into our celebrations. We even sometimes use it during church ceremonies. So, you can imagine my relief when I learned that (whew) it was also available here. It is, however, not a part of UAE culture, and while the country has made provisions for us to continue to enjoy our version of fun and tradition, we sometimes forget what's acceptable to us is not the norm for the locals. Have as much fun as you want to have, just remember where you're allowed to do it and how. Sometimes fellow expats forget that the local tolerance of our ways does not condone our ignorance of their ways.

Tip: Learn what's allowed before coming here, and remember it when you make the big move.

The same applies to driving. At first it may seem as though there are no rules on the road. But there are unwritten expectations: stay out of the fast lane if you want to go slowly (um, which includes the actual speed limit), know roundabout etiquette (just because others don't follow it, doesn't mean you shouldn't), and expect the unexpected. Some people will park on an actual road, or make a right hand turn from the left lane.

Tip: Yield. it's just easier that way.

Tell your preconceived notions to hush. It takes time to do this, but once you get comfortable trying new things

you'll find gems in unexpected places. Within walking distance of my apartment there's a Turkish spa, next to it is a dental office. They look like they're in someone's apartment, and I first told myself there's no way I'd go in there. It turns out that a friend of mine loves using that dentist, and the spa is now my favorite place to go. It's incredibly beautiful inside, and they spoil me there. The same goes for some of my favorite eateries.

Tip: Just be open-minded and willing to try something different.

You're a foreigner. Some people will like you, some won't. Continue to remind yourself that each person you meet is unique. There is no collective 'they' out to get you, only you giving in to the negative or positive aspects. I choose the positive and have been blessed to meet and work with many wonderful souls from around the world.

Tip: That said do make sure you understand the norms and expectations of your work place. It'll make clinging to the positive much easier.

And last but not least, give yourself time to adjust and take it all in. You don't need to spend every free minute being the perpetual tourist. Some of the best parts about living here are not the ones you read about in travel blogs.

Tip: Obvious reminder, be open-minded and look for the positives in every situation.

Good luck getting ready for the UAE and have a fantastic time with your loved ones before you get here!

Kind regards,

Bettina Bennett.

SUBMIT YOUR ARTICLES

EDUCATORS !

It is time for us to blog about all that we share in common. Teach UAE invites you to share your articles with us as we strive to connect, develop and empower our colleagues within this noble profession. We welcome educators from KG to tertiary. All contributions will be credited to the authors.

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BUILD POSITIVE TEACHER-STUDENT RELATIONSHIPS

By Dr. Thomas Gamboa Jr, Ed.D.



Teaching is a profession that relies on the ability to communicate effectively with students. Robert Marzano emphasizes that teaching is not just a science but also an art that requires teachers to develop a feel for their own teaching craft. In the modern era of new educational standards and accountability, it seems that we have forgotten a key classroom fundamental and that is the relationship between teacher and student. Recently, however, there has been a call by some education influencers, to focus more on building positive teacher-student relationships as a way of promoting wellbeing in schools.

Building positive teacher-student relationships provide several benefits to both students and teachers. The most important benefit is to improve students' wellbeing and ultimately academic achievement. Significant research has been done on the perceptions that students have of their teachers and the effect that those perceptions have on the students' learning and social development. Below are four key ways of building positive student-teacher relationships.

Engage students

A key step in building positive relationships is the engagement of students in the learning process. Most teachers, parents and students will agree that students who are active participants in the learning process enjoy their lessons more. Furthermore, when students are more engaged in classes they tend to demonstrate improvements in academic performance.

Social development is important

Another important area of focus should be on students' social development. As educators, we often spend more time with students than they may spend with their parents. Thus, for many of these students, teachers become mentors and models of acceptable social behaviours. For some students living in low socio-economic homes or single parent homes, positive teacher-student relationships become life-changing experiences. Teachers expose these students to educational paths and other life opportunities that they would otherwise have not even dreamed of.

Classroom management is essential

One of the most important benefits of building positive relationships is the role that those relationships have on classroom management. When teachers have built positive relationships with students, they open lines of communication that facilitate management of the classroom. Students are more receptive to teachers when that bond that has been established. Research has been conducted by scholars who have asserted that teachers who are respected and admired by their students, have less discipline problems in their classrooms.

As an educator with 20 years of experience at all levels in both general education and special education settings, my ability to build positive teacher-student relationships has been the foundation of my professional success. Building these relationships have also helped my students to improve academically and personally. I have witnessed that building positive teacher-student relationships leads to improving student learning and exposing them to new experiences. It has allowed me to create an effective learning environment that engages students.

The educational profession is continually evolving to meet the changing demands of the workforce, as globalization has changed what people need to know and how they need to communicate. Although educators must adapt to the increased standards and be held accountable, it is important to not forget the core of education. Teaching is about building a relationship with students to spark their interest, engage them in the learning process, and most importantly, to provide them with the skills that they need to succeed in a world where we do not yet know what they will face in the future.

Remember, teaching is a people profession and in order to be effective, you must relate to your students as people and not just students in your class.

THE TOP FOUR EXCUSES PARENTS GIVE FOR NOT ENGAGING WITH SOCIAL MEDIA

By Simon Noakes



Today, social media changes at a rapid pace. One moment a certain platform is really popular, in another, it falls into obscurity.

While some parents remain resistant to exploring social media, their children are digital natives, who are expertly navigating the various online platforms. Millennials are making their own rules, and parents are being left behind.

There are a number of reasons that parents share for being resistant. But are these justifiable reasons, or just excuses to avoid the inevitable change that every generation needs to tackle head-on?

Parents are scared of change

Some adults tend to view change negatively. We prefer the comfort of routine and seldom strive to challenge the 'status quo'. However, is that what our 13-year old self would do? Importantly, is that what we want our

children to adopt as their standard position?

Of course not!

According to Danah Boyd's *It's Complicated: The Social Lives of Networked Teens*, "Media culture exaggerates this dynamic, magnifying anxieties and reinforcing fears. For adults to hear the voices of youth, they must let go of their nostalgia and suspend their fears. This is not easy."

Change can be good and takes time. Schools can be more active in helping parents to understand that effective use of social media can enhance academic and social development. Admittedly, some schools have focused on 'online safety' talks. However, a more personalised approach is required in fully understanding the impact of social media on students.

Parents do not have the time

Millennials are an on-demand generation. They are very visual

consumers of information. A child under the age of 12 has never known a world without Facebook. Parents have had to adjust to this huge shift in managing their already busy lives. Parenting requires preparing our children for 'real world' experiences. This doesn't mean that we need to be active on every social media channel our child is on. We however, need to make the time to understand it.

The platform does not make sense

The doubling of computer processing speed every 18 months, known as Moore's Law, is making devices smaller and more powerful. With new platforms popping up everyday, the entire process can become incredibly overwhelming. It can create a feeling of hopelessness in parents who are trying to learn, adapt and succeed with their smart devices let alone new social media platforms!

'Millennials don't try to analyse how things are different because of technology; they simply try to relate to a public world in which technology is a given. Because of their social position, what's novel for teens is not the technology but the public life that it enables.' – Danah Boyd

Parents are not interested

Yes, parents do lead busy lives, but they also need to take an active interest in their children's online activities. Let your children teach you about Snapchat, Instagram, Pinterest, Twitter, Periscope and Vine. This is a good way to learn what their interests are and to bolster your relationship with them. Help them to understand privacy issues, dealing with Internet trolls and being responsible online users.

It is time for parents to stop making excuses about why they resist social media. The world has changed. We have to keep pace with the changes in technology and what our children are consuming online.

Tweet Simon @SimonNoakes

OUR OWN ENGLISH HIGH SCHOOL SHARJAH...

STRIVING FOR EXCELLENCE, STRIDING TOWARDS SUCCESS



Mrs. Asma Gilani, Principal
at Our Own English High
School Sharjah.

Our Own English High School Sharjah (OOS) is among a number of schools belonging to the prestigious GEMS Education Group. The school was established in 1982, with the mandate of providing Kindergarten to Grade 12 students with high quality education.

Principal, Mrs. Asma Gilani commented, "The environment of the school affects the mood, energy levels and focus of all the stakeholders. To promote creativity and innovation, we need to provide a free and open environment, in which teachers feel inspired to be creative. At OOS, teachers think of ways and strategies to make teaching and learning a new experience for themselves and the students."

The school's excellence transpires in the learning environment and the relationships among teachers, students and parents. Gilani further added, "We introspect, reflect and review our own understanding of trends in education, seek out ways to evolve, to improve our thinking, and go beyond entrenched perspectives."

OOS boasts of a rich and diverse mix of students. Hence, it emphasizes on both social and moral development of students to promote multi-cultural

understanding. Understandably, the school takes pride in its children who have always excelled in academics and extra-curricular activities. The beaming principal shared, "My girls make their presence felt everywhere. They have topped UAE in Grade 12 CBSE examinations, represented UAE women's cricket team, initiated innovative projects and are great thinkers."

In support of the '**Year for Reading**,' OOS has initiated grade specific reading programmes, which not only enhance reading skills in children but also listening and speaking.

"At the primary level, children read and narrate stories in front of their classmates. This activity generates interest in students," stated Mrs. Gilani, "they listen, ask questions and also extrapolate. Interestingly, most children speak eloquently and exhibit a high level of confidence. Others make appreciable efforts to speak correctly. By the end of the term, every child gets a chance to narrate a story."

She added that this is regularly monitored to assess the level of reading of all children with different abilities. While talking about the success of the programme, she mentioned that children look forward

to this activity; since they are exposed to a wide variety of stories that make them think and wonder.

Mrs Gilani believes in fostering thinking skills in students. She encourages them to have their own perception of things happening around them, inculcate critical thinking and problem solving skills to enable them to be confident and competent young girls of conviction, who can respond to challenges with optimism and open minds.

She noted that the best of ideas can only be successful if implemented properly. Below, she highlights a few of the successful programmes that are being run at the school.

'Ruhaaniyaat Islamiyah'

Islam is a way of life and cannot be confined to textbooks and classrooms. 'Ruhaaniyaat Islamiyah' is an annual event that includes a number of activities that engage students. Activities include reciting verses from the Quran, singing songs in praise of Allah, discussions on Islamic life, quiz on Islam and display of attire that Islam encourages women to wear. Additionally, students make models on Astronomy, Islam and Science of Embryology as mentioned in the Quran. This has helped the students

Students in action at OOS.



a great deal in preparing for Islamic studies assessments without any pressure.

'Math Cafe'

This was conceptualized to develop students' interest in Mathematics. Many children generally do not enjoy the subject, as it requires regular practice and involves logical and analytical skills. The computer teachers of Grades 7 and 8 were able to create an app 'Math Café' with the relevant content provided by the Math teachers. This had a positive impact on students who were able to overcome their fear of the subject. They developed an interest in Math activities. Math Café paved the way for the extension of Personalised Learning in subjects like English and Science.

Student Cabinet

Senior school students conducted the first ever press conference that showcased an 'all-women' cabinet. The team formulated policies and welfare schemes, which were questioned by the reporters and guests. This was done via a video conferencing session with Political and International Affairs Analyst, Dr. Janardhan and Mrs. Meena Janardhan, writer, editor and consultant. The students discussed and debated international issues in connection with the role played by the United Nations in today's crises and environmental concerns. This enriching learning experience enabled students to look beyond their textbooks and classrooms for solutions to achieving a peaceful and sustainable future.

Junior School Parliament

OOS believes in nurturing leadership skills at a very early age. Hence, the Junior School Parliament has students from Grade 1 upwards in key roles such as Prime Minister, Leader of Opposition, Health Minister, Education Minister and Members of Parliament. They debate and deliberate issues related to; food available in the canteen, cyber bullying and misuse of technology. Recently, they discussed, 'Future will be for those who adopt innovations'. The Junior Parliament is a democratic endeavor, instituted to provide leadership skills and to encourage students to raise concerns and find feasible solutions.

Personal Universal and Life Skills Education (PULSE)

The PULSE programme is spread across the school and involves sessions such as; shadowing a professional, personality grooming, stress management, peer pressure, self-defense, cyber bullying, handling relationships, and so on. The school aims to have at least two modules for each grade. Grade 12 students, who have to prepare for the CBSE Board Examinations, are introduced to skills to help them cope with the overwhelming stress and expectations from parents, teachers and peers. Grade 10 students have a session on Neuro Linguistic Programming (NLP) to enable them to use their mental skills more effectively.

Recycle Runway

This show directs attention to pressing issues that impact the environment.

The theme was 'Celebrating past, Shaping the future'. The show commemorated the intercultural dialogue prevalent in UAE and presented models of symbiosis. The designs highlighted both the local culture and Indian culture. The students were able to show off their creativity by making stylish clothing from materials that would otherwise end up in landfills. Students also employed the use of technology by constructing digital portfolios. OOS has been recognized for unique environmental initiatives and has been a recipient of Green Flag for two years. They also received 'Sharjah Environment Awareness Award' for their significant environmental projects.

CANVASS

This is a student-led forum that seeks to bring a cross-section of the student and parent community of Grades 7-9, on a common platform to discuss sensitive and delicate issues openly. It is a universal fact that children may not always share their fears and anxieties with parents. The aim of CANVASS is to forge pathways into the parent-child relationship, thus, strengthening the bond. The well-utilized platform provides, to all parties concerned, an insight into the minds of the other, which goes a long way in ironing out the differences. Parents have welcomed the forum and lauded it as a space to properly discuss an array of topics, which cannot be approached in a personal conversation at home. It is hoped that CANVASS will create a happier atmosphere for students in school, as well as at home.



The Junior Parliament at OOS comprises of students from Grade 1 upwards.



A student performing at the 'Ruhaaniyat Islamiyah' event at OOS.



A student models a design made from bubble wrap at the Recycle Runway event.



Principal Asma Gilani with students, (L-R: Sofia, Saniah and Maryann) and teachers Anitha and Suma.

These are just a few of the programmes at OOS that work effectively in understanding and nurturing young minds.

"At OOS, excellence has always meant more than just high levels of academic performance. We experiment with new ideas, explore different perspectives and grow in areas of one's natural talent. The secret of any success lies in the endeavor and endurance put in jointly by everyone involved in any capacity," Mrs. Gilani said.

Reflecting on the number of awards the school has received in recognition of outstanding performance, Ms. Gilani believes that the awards strengthen their self-esteem, develop motivation to perform better and set new standards for them to achieve.

OOS has been the recipient of the

prestigious and coveted Khalifa Award for Education for 2012-2013 in the Educational and Institutional Performance category.

She continued, "It was indeed a lifetime honour to receive the most coveted Khalifa award from Sheikh Mansour Bin Zayed Al Nahyan, UAE Deputy Prime Minister and Minister of Presidential Affairs. While felicitating with the trophy, he enquired if the school had reached the zenith of perfection and I was reminded of a song that I learned in childhood.

"There are so many hills, to climb upward. I often am longing for rest. But he who, appoints me my path way knows just what is needed and best. And the toils of the road will seem nothing, when I get to the end of the way."

Other notable awards won by OOS include: Sharjah Economic Excellence Award, Sharjah Environment Award, Educational Excellence Award - Knowledge Resource Development and Welfare Group - New Delhi and MOE Sharjah Award for Quality Education among others.

Our Own English High School has accomplished many successes but there is still more work to do. Mrs. Gilani and her team are acutely aware of the many changes that are happening globally in education and are ready to make even greater strides. The vibrant OOS team will continue to produce students who are not only academically successful, but also ready to apply what they learn in real world complex situations and be ready to be leaders of tomorrow... a magnanimous task and one that all stakeholders are working together to achieve.



A student asks questions during the student-led forum CANVASS.

HOW TO MODIFY LESSONS FOR STUDENTS WITH DYSGRAPHIA

By Lisa Fátimah



Have you ever been the only one without rhythm in a room full of dancers? Were you the cackling voice in a chorus?

If you were always the last one chosen for an athletic team, or the one whose brilliant brain computer could not easily digest technological terms... then you may, you just may understand ... Dysgraphia.

The word dysgraphia derives from the Greek prefix, "dys" = impairment and the suffix "graphia," = writing symbols by hand. At times, children with dysgraphia may also have dyslexia.

Dysgraphia creates orthographic coding and cognitive (working memory) anxiety, illegible handwriting, special lethargic dissonance from script composition, poor spelling, difficult eye-hand coordination, indiscriminate symbol formation; the inability to differentiate between right-left writing (English/Germanic languages), left-right writing (Arabic/Semitic languages), and output of ideas on paper.

In order for teachers to create success models, readily identify students with dysgraphia, and to proactively apply fair assessments, modifications and lessons; educators should first embrace an awareness of this brain-based challenge and

create curriculum elasticity. It is also important to remember that a child who "hates to write," may suffer from literacy boredom, and not dysgraphia. A licensed psychologist skilled in learning disabilities should formally diagnose Dysgraphia.

In the United States, the Individuals with Disabilities Education Act (IDEA), describes Dysgraphia as a specific learning disability. Illegible, sloppy handwriting, an inability to hold a writing tool with ease, being extremely slow to copy assignments, and frustration with taking ideas from impulse to print are all signs of someone with dysgraphia.

Writing is complex, particularly timed assignments. Simple prose can create great challenges for a child with dysgraphia. To avoid mercurial behavior and ease your student's angst, teachers and parents must be patient. Avoid criticizing. Your scholars will stand in their brilliance when you create and apply an array of appropriate lessons and assessments that are geared to their ability, without highlighting disability.

These absorbing assignments and abounding assessments can also be used for whole class instruction and/or in learning centers. They need not be an isolated model solely for student(s) with dysgraphia.

Remember, the Native American theory of existence: *"Everything on the earth has a purpose, every disease an herb to cure it, and every person a mission."*

I sincerely believe your scholars shall teach you how to create lessons so elastic that you will realize there is "no need to try to bend the spoon." And together, you can reach great heights. For "it is not the spoon that bends, it is only yourself." After all, "there is no spoon," only a lifetime of learning, sharing and growing. ¡Qué Bueno!

Elastic language lessons, modifications and assessments may include:

- Out-door/environmental lessons aligned with your curriculum.
- Using outlines/rubrics/handouts/graphic organizers for note-taking with student's name, date, topic, teacher's name, pertinent information, etc. (Note: Some students may find graphic organizers confusing.)
- Creating interactive and TPR (Total Physical Response) lessons and assessments.
- Providing typed copies of classroom notes and/or guided answers.
- Using a personal computer or iPad to take notes.

- This is a BIGGY! Modeling and providing examples of finished assignments. Emphasize quality, not quantity.
- Providing lessons with visuals (pictures/videos/authentic cultural samples/field trips).
- Allowing students to circle or type their test answers.
- Using multisensory lesson sequencing and spelling terms.
- Permitting students to complete work at home or over an extended period.
- Extra note taking time or a recording device (a cellular telephone or iPad).
- Beginning assignments early.
- Using GoogleDocs, Learning Ally and/or Dragon Speech Recognition software.
- Assessing students based upon their knowledge.
- Spelling and handwriting should not be graded in red ink. Typed, correct answers may be given to student.
- Give lesson-aligned support materials to lessen transcription. Remember, the goal is learning and understanding, not writing.
- Providing guided Rubric Reading and Readiness (Teach the student how to use a rubric or have them create their own.)
- In student centers, create collaborative "Excellence Teams" based upon varied strengths. Assign a scribe, reader, proofreader/editor, Cheerleader, artist/designer, etc. By working in teams, students with dysgraphia shall be able to contribute to the finished project using their strengths. When in groups of two, have students co-proof one another's work before submission. If one student is a great speller, she/he may take the time to correct spelling errors. Good attitudinal student teams are key!
- Educate students about dysgraphia and talk about differing epistemologies (learning styles) and not inabilities.
- Use lined, raised or graph paper for mathematical computations.
- Larger pencils may help alleviate some fine motor difficulties. Please do not ask students to write answers within small spaces.
- Eliminate scribing stress. Remember, the writing process should not thwart the learning goal.



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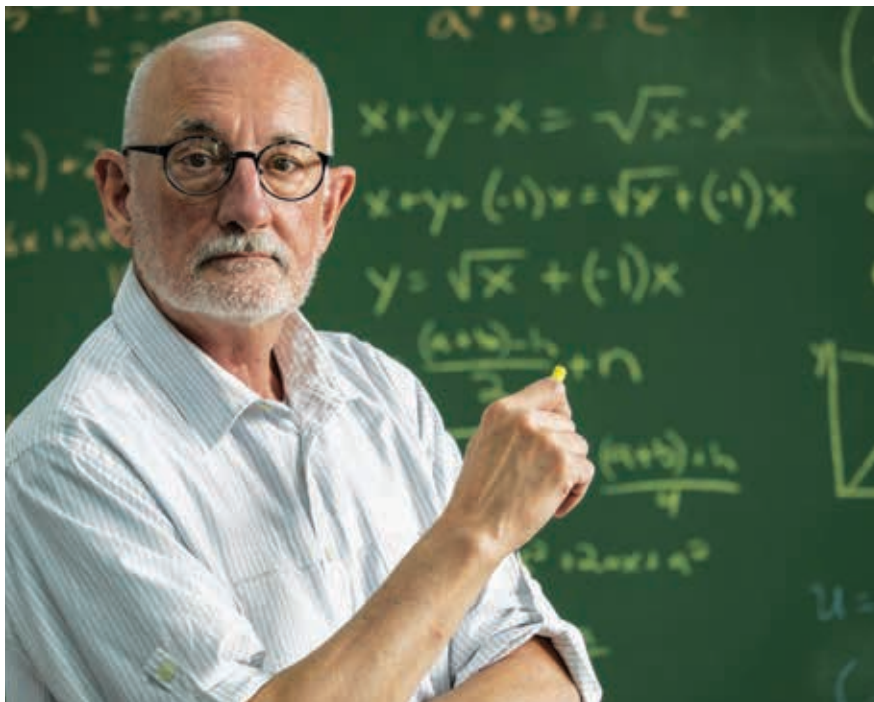
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IS TEACHING A PROFESSION OR A VOCATION?

By Gregory Anderson



Teaching holds a peculiar status in the Western world. Despite mixed messages in the media, teachers are often well liked by parents and students who know them. Even occasionally immature student diatribes are always capped with a bizarrely deferential 'Sir' or 'Miss'!

This status is, in part, due to the responsibility of teachers, especially humanities teachers, to guide students in making life choices and to help them develop a sense of what is moral.

However, for decades there has been a loud call for teaching to present itself as a profession, that teachers should charge for 'inspiration' by the hour.

Would this lead to attracting and retaining our best teachers?

Is there, in our best teachers, a set of values and dispositions already inculcated?

And what causes the charismatic teacher to sometimes flop, while the quiet one thrives presumably against

expectations?

I found, when training teachers at York University, that vocational values are not easily discernible in the training process. In the same way that customer service can be delivered with factual fulfilment, yet no sense of care, teachers can deliver results without inspiring passionate learning. We rightly task teachers to make people curious about things they should really be interested in, but for some reason are not.

Passionless, shallow learning can be triggered by the uneasy relationship some students have with authority figures. The students most able to learn come to the classroom with at least one good relationship with authority already fostered. Yet affection for authority figures often, for the British, transgresses into ridicule - see recent literature from Dickens to The Beano. Portraying schoolmasters as figures of (unspoken) fun is a method of showing the fluctuating power relationships between a master and a student.

Such a dynamic relationship would be essential, though, for those aristocrats sent to live as wards to be educated away from their family. Here the values of the teacher would be seen as considerable as their academic ability. This vocational purpose of nurturing well-being, on the radar after being established as the purpose of education for the Greeks, is a difficult one for a profession to quantify and hence genuinely promote.

The desire to quantify teaching comes from the corporate belief that institutions thrive better by focusing on systems rather than relying upon individuals. Maverick teachers can also raise issues of whether a parent wants their child to be taught by a different teacher. This is often based not on results, but rather charisma. A corporate model of teaching also shifts teachers around schools based on perceived need, further breaking relationships and prioritising systems.

The strongest inclination to prioritise the professional aspect of teaching amongst teachers, however, is in managing workload. The bureaucracy can be crushing. Those teachers and schools with the confidence and courage to manage workload do not need to professionally charge by the hour to complete paperwork, but rather use established, innovative methods to do so - this is a consideration at school-level, not teacher-level.

Ultimately, the vocational element of teaching should be the responsibility of those outside each teaching institution. We should expect each teacher to come to the classroom with his/her own reasons to teach. Ultimately, paying and educating teachers equal to those in other professions such as medicine and law, attracts the very best academically. However, nurturing a teacher's vocation is the responsibility of all those who have influenced that person. Such human relations can never truly be institutionalised or professionalised, which is why seeing teaching as a profession over all else is problematic.

OOS STUDENTS FIND PRACTICAL SOLUTIONS TO ENVIRONMENTAL PROBLEMS

Teach UAE Magazine met a few of the students at Our Own English Speaking School Sharjah (OOS) at the GEMS Maker Day, which was held in February 2016. We were impressed with the manner in which the three young ladies, Maryann Boniface, Saniah Abdul Rahman and Sofia Mohammed Rahman, eloquently expounded on their science project, which they created to address the problem of effectively cleaning oil spills from the ocean with minimum damage to the sea floor. Below, they share with us their love for science and what they hope their project will accomplish.



Saniah Abdul Rahman
Grade 9

What do you enjoy most about science?

What I like most about science is that it teaches me about the diversity of life forms, our environment, its mechanisms and how these mechanisms can be used to come up with creative ideas. Science takes me to a whole new level of imagination, creativity and lots more.

What impact would you like your project to have?

I would like the project to be of great impact in securing a safer and better future for us by giving a helping hand to our beautiful planet.

What do you do for fun?

I like to take strolls and observe the beautiful sceneries that nature offers us; I also like to listen to music.



Maryann Boniface
Grade 12

What do you enjoy most about science?

I enjoy how enlightened you can become with science. It has something for every type of learner. Whether it is theoretical or experimental. My love for science is rooted in the way that I was taught science at school. I love the fact that science allows you to do things that can potentially make a huge difference. One of the things that I find interesting about science is the fact that today's science or today's truth may be found to be false tomorrow. I think we should be driven by this concept to question everything about the science we know now to seek a better form of science for tomorrow.

What impact would you like your project to have?

We would want our project to raise more awareness about oil spills and effective solutions for it. We want to directly affect and improve the situation of oil spills and we want to show that some of the greatest of problems can be solved with simple, yet highly effective solutions. With our prototype based on simple scientific concepts, we wish to minimize the harmful after effects of conventional oil spill control methods, by using organic and environmentally friendly concepts and methods.

What do you do for fun?

I love listening to music and I also enjoy watching movies. It's not surprising that my favourite genres are sci-fi based. Apart from that I enjoy drawing and doodling during my free time.



Sofia Rahman
Grade 11

What do you enjoy most about science?

I'm fascinated by the fact that science is like a vast ocean where there are millions of things yet to be discovered and experimented. At my school, Our Own English High School Sharjah, our principal, parents, teachers and guardians have all played a great role in granting us access to this 'ocean' of science and helping us to master the art of science. What I like most about science are the mysteries that unravel, as we explore it and the sense of eagerness that it creates. It makes me feel like I'm already a scientist.

What impact would you like your project to have?

I would like this project to be a part of the solution to the environmental problem that resulted from our lack of focus in taking better care of our oceans and the environment in general. Our inaction, and in some cases, foolish and deliberate acts have led us today to an ailing planet i.e. the earth. I hope that this project will influence and persuade others to focus more on how we can take much better care of earth.

What do you do for fun?

I enjoy the challenges that I undertake in discovering, inventing and innovating. Apart from that I enjoy baking and embroidery.

ANITHA SANAL KUMAR

A CATALYST FOR INNOVATION AMONG COLLEAGUES AND STUDENTS



(L-R) Anitha Sanal Kumar, Subject Specialist with Principal Asma Gilani and Head of Science, Suma Koshy.

They say that students are inclined to remember what they learn a lot easier when the teacher is enthusiastic about the subject. Anitha Sanal Kumar Pandalanghat is one such educator. She not only brings her enthusiasm to the classroom; she shares her passion for teaching and learning with the entire school.

Anitha has been an educator for fourteen years and currently works at Our Own English High School Sharjah (OOS), in the position of Subject Specialist & Activity In Charge Senior Faculty Home Science.

Why did you choose to become an educator?

While required, classes have mandated curricula that teachers are expected to follow. It is the teacher who decides what will happen in the classroom each day. Teachers teach their curriculum in very different ways depending on their knowledge, personality and beliefs. Not many jobs provide an individual with so much room to be creative and autonomous each day. Moreover, adolescents are both easily amused and very amusing, so working with them provides many opportunities for laughter. A day of

teaching when you do not laugh at least a couple times is quite rare. This is also a process where I become a learner, to be real for my students, to be authentic, to make mistakes, to be passionate, to geek out, and to get very serious when I need to be.

Who/What inspires you most?

My main inspiration is the realization that every individual has boundless potential and unless and until the effort goes into grooming, refining and sharpening their skills, it would all go to waste.

How do you stay abreast of current trends in science and technology?

I read blogs and magazines written by people who are into innovation, through google alerts and Ted radio hour. We also have our school IT experts who inform us about the latest apps which can be utilized in the teaching and learning process.

Share three strategies that you use to encourage girls to love science?

a) Teach students that academic abilities are expandable and improvable. More of a brain based approach.

b) Foster the development of strong beliefs that more accurately reflect their abilities in these subjects.

c) Create a classroom environment that sparks initial curiosity and fosters long-term interest in exploration.

How has Maker Day helped to foster students' creativity and innovation?

Maker Day provides an informal, non-structured environment of learning and making, where the child is at the center of their own learning journey. It has enabled them to tap into their natural powers of imagination and creativity.

What is the best advice that you have received and how has this helped you?

"There is no failure, only outcomes. You have to make things happen, whatever it takes, and find opportunity in any situation." These are the words my mother would often reiterate whenever I experience disappointments. She would say, "You can't give up just because you can't see what's behind the corner." These words of wisdom have always had a rejuvenating effect on me and help me forge ahead.

SUMA KOSHY

FUELS A LOVE FOR SCIENCE IN HER STUDENTS



L-R: Anitha with Suma Koshy, Head of Science at OOS.

Science could be considered as one of the subjects that is least likely to generate excitement in girls. This wasn't the case for Suma Koshy, Head of Science at Our Own English High School Sharjah (OOS). Suma has been teaching Chemistry for the past 26 years. Her love for the subject has fuelled a similar passion in the young women that she teaches at OOS.

Originally from Kerala, India, Suma credits her mother, who was a Physics teacher, as the inspiration for her becoming an educator.

We met a few of her students at the GEMS Maker Day, which was held in February 2016. Her students had created a science project to tackle cleaning oil spills from the ocean using biodegradable materials.

The project entailed designing a prototype, Oily Spoily Recovery Apparatus, to deal with oil spills effectively and productively. The device not only cleans oil spills but also provides a method to successfully extract oil from the mixture. One of the most striking features of the device is that they have used environment-friendly materials and methods that can be adopted at a larger scale. These include: motor boat, special oil pump, fan, nanowire mesh, green moss, sawdust, funnel (bottle), regulators,

soil, battery pack and containers. The materials that she and her students selected are removable, replaceable and re-usable.

Suma and her students hope that if commercialized, this could potentially reduce the amount of money spent on sophisticated cleaning and recovery methods.

Below, Suma shares some of the lessons that she took away from the project as an educator/facilitator and what she hopes her students will take away from the experiment.

What did you learn about your students throughout the process of them creating the project on oil spill and making the oceans clean?

I discovered students acquire a deeper knowledge through active exploration of real-world challenges and problems. They delved deeper into the subject, beyond the curriculum requirements to do this project. I experienced immense pleasure when I saw them being intensely involved. The students sensed the danger to the environment caused by general apathy and realized that the issue needed to be addressed urgently. All the while ensuring that the project maintained its cost effectiveness.

What life lessons do you hope that this project has taught your students?

Through Project Based Learning, they can learn content at those deeper levels we equate with understanding. It is my hope that the students have learnt to view different perspectives, constructive deliberation, questioning, and critical analysis because that can result in better solutions and performance.

What is the best advice that you have received and how has it helped you?

The best advice that I have received is that a teacher should hold a lot of humility and be ready to learn more. Additionally, a teacher must be passionate about teaching. This has helped me to be a skilled leader with effective disciplinary skills and a positive outlook.

Suma's students are a true reflection of her passion for teaching. They are articulate, well rounded young ladies, who displayed a lot of enthusiasm and drive in making the project a reality under her guidance. Our Own English High School Sharjah will definitely continue to thrive with dedicated teachers, like Suma, who make teaching and learning fun, practical and worthwhile.

RAMADAN 2016 – THINGS TO KEEP IN MIND

IT'S RAMADAN 2016. IT IS A TIME OF FASTING, HEIGHTENED SPIRITUALITY, FELLOWSHIP, CHARITY AND SHARING WITH FAMILY AND FRIENDS. IT IS ALSO A TIME IN WHICH NON-MUSLIMS, HERE IN THE UAE ARE EXPECTED TO EXERCISE MINDFULNESS AND RESPECT FOR THE HOLY MONTH.



BE SURE TO CHECK OUT

- ✓ Sheikh Zayed Grand Mosque, Abu Dhabi
- ✓ Sheikh Mohammed Centre for Cultural Understanding, Bur Dubai
- ✓ Sharjah Museum of Islamic Civilisation, Sharjah
- ✓ Maktoum Championships, Fujairah
- ✓ Iftar – Restaurants, hotels, mosques and private homes across the UAE. Say yes to an invite and join your Muslim friends inside their home.

COMMON WORDS/PHRASES ASSOCIATED WITH RAMADAN

	RAMADAN KAREEM	Ramadan greetings. Kareem is the equivalent to "generous".
	EID MUBARAK	Congratulations at the start of Eid.
	IFTAR	The evening meal after sunset to break the daily fast during Ramadan.
	EID AL FITR	A festival at the end of Ramadan to celebrate the completion of the month of fasting.
	ZAKAT AL FITR	Giving alms as a sign of charity and thanksgiving. It is especially important for Muslims to give Zakat during Ramadan.
	QURAN/ KORAN	The holy book for Islam, which was first revealed during Lailat Al Qadr. Muslims recite the entire Quran during Ramadan.
	LAILAT AL QADR (NIGHT OF POWER)	One of the last nights of Ramadan. It marks the anniversary of when the Angel Gabriel revealed the first verses of the Quran to the Prophet Mohammed.



WEBSITES FOR EVENTS DURING RAMADAN

1. Abu Dhabi - <https://abudhabievents.ae/en/Pages/default.aspx>
2. Dubai - <http://www.visitdubai.com/en/&http://www.dubaicalendar.ae/en>
3. Sharjah - <http://sharjahmydestination.ae/en-us/Explore-Sharjah/Sharjah-Events>
4. Fujairah - <http://www.fujairahatourism.ae/index.php?action=Events>
5. Ajman - <http://www.ajmantourism.ae/en/Events/Pages/atdd/Events.aspx>
6. Ras Al Khaimah - <http://www.rasalkhaimahatourism.com/events.aspx>
7. All Emirates - <http://emiratescalendar.com/>



KEY TIPS TO REMEMBER

1. THE LAW & BUSINESSES

Companies are required by law to reduce the work time by two hours per day for ALL employees and or those who are fasting.

2. ALCOHOL

Any alcohol related offence might be treated much more severely during the holy month of Ramadan.

3. DRESS CODE

Dress modestly. Both men and women should cover their shoulders and ensure that the length of their clothing is at about the knee line.

4. COURTESY

Do not eat, drink, smoke or chew gum in public or in the presence of those who are fasting. Be discreet with your eating and drinking.

5. TRAFFIC & TIMELINES

Opening hours (business) and bus routes change during Ramadan. Avoid going out during the hours leading up to Iftar. Check RTA website for time and route changes before going out.

6. NIGHTLIFE

Bars in Dubai, Abu Dhabi and Ras Al Khaimah may be opened in the evenings. However, patrons may be asked what religion they are and subsequently refused entry if they are Muslim. There are no bars in Sharjah.

HOW TO ENCOURAGE A CULTURE OF READING IN YOUR SCHOOL

By Chassie Selouane



"The year of reading is the beginning of a permanent change in the UAE society to foster a reader generation conscious of developments, and ready to lead a new stage of development in the country." - Sheikh Mohammed bin Rashid, Vice President and Ruler of Dubai

In January 2016, HH Sheikh Khalifa Bin Zayed Al Nahyan declared 2016 the Year of Reading for the UAE. Sheikh Mohammed has also challenged a million students in the UAE to read a minimum of 50 Arabic Language books in his reading challenge.

Developing a culture of reading in schools is very beneficial for the development of students. Reading is one of the most important skills to develop and prepare students for academic success in the future. The following are a few tips to consider.

Tip 1: Get caught reading

Modeling behaviour is a successful and proven method of instruction. Students learn by observation. Teachers should encourage students to read in their free time. By occasionally carrying a book to class, the teacher will pique students' interest, especially if it is a book they have never seen. They should discuss the importance of reading at home and share with students the books that they enjoy reading. Encourage your students to create a reading log and to read at least 30 minutes a week independently at home.

Tip 2: Encourage D.E.A.R. (Drop Everything and Read)

DEAR is a great concept that promotes a culture of reading in a fun way. It gives students time to read what they want to read, share what they've read, and receive the support they need for further reading explorations and reflections. With DEAR you encourage

students to carry a 'free' reading book of their choice, or a class novel being read by the class. Include it in your lesson plan at the beginning of the lesson or closure for 10 minutes, twice a week, or simply plan for a weekly full period. With proper implementation, DEAR can give teachers structured time to touch base with each student over a period of time, assess progress and target instruction. If you are interested starting DEAR at your school you can get all the resources needed at <http://dropeverythingandread.com/>

Tip 3: Schedule regular library visits

Work closely with the school librarian to schedule regular monthly, fortnightly or weekly library visits. This exposes students to a wide variety of reading material, and could be combined with DEAR to fully maximize reading potential and opportunities. Having a set library time also encourages students to explore different genres of literature.

Tip 4: Teach students how to use the library

Students should be trained on how to use the library. Teach them how to effectively research topics and use library resources. Give students samples of informational texts, case studies or journal articles to practice reading comprehension skills. Think of creative and critical thinking activities and projects that encourage reading and research. Knowing how to effectively use the library and its resources can be very beneficial to students' future academic success.

Tip 5: Host a Book Fair

Encourage your school to host a book fair or fairs throughout the academic year. This allows students to shop and explore new reading material. It also shows students that reading is so important that the school has brought a plethora of new reading opportunities right into their hands. Book Fairs provide a great opportunity to engage students, parents and the community in encouraging reading outside of the school.


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Travel



Educators love to travel. Check out our Travel Snapshots and Travel Featured stories for an intimate look at some of the places other educators have travelled and find useful tips on how to make travelling a lot easier and fun.

Leisure



Articles that focus on meaningful ways in which educators can enjoy their leisure time.

After The Bell

Bella



For advice on beauty, wellness and personal development, Ask Maryann provides you with great tips and more.

Finance



Wealth management, savings and loans, retirement planning and so many more useful tips are provided for you.

A MOMENT WITH FAISAL YOUSIF AL SUWAIDI

By Carolyn Lee

Faisal reads to his sons from one of their favourite books.



Mr Faisal Yousif Al Suwaidi holds the distinguished position of Acting Treasury Manager at the Abu Dhabi Fund for Development (ADFD). His journey to accomplishing this goal started in 1994, when he assumed the role of Fax and Telex Operator. He described this job as one that detached him from his colleagues and one that he believed he would be doing for the rest of his life.

All this this changed when he decided to further his studies. Since then, he has steadily progressed, working in different roles within the ADFD. In 2009, he was appointed to the position of Treasurer where he managed the Money Market Portfolio. By 2012, he was promoted to the position of Board Director of a subsidiary in Bangladesh (United Arab Emirates-Bangladesh Investment Company) funding Small-Medium Enterprise sectors of Bangladesh. Two years later, he was appointed as Chairman of the same company. Faisal received yet

another promotion in February 2015, a few months prior to concluding his MBA. He was appointed as Acting Treasury Manager managing with the team, the access cash of the FUND. Later that year, he was appointed as a Board Member of ARTES a Tunisian automobile company.

Faisal credits his continuous studies for the successes that he has enjoyed in his career. He has new goals, which include becoming a government minister or governor of The Central Bank of the United Arab Emirates.

Below Faisal shares his thoughts with us on the Year of Reading, his culture and dreams for his country.

HH Sheikh Mohammed bin Rashid Al Maktoum has declared 2016 as 'The Year of Reading'. What are two crucial benefits of this agenda for UAE's citizens?

"Reading opens minds, magnifies hunger for knowledge and instils the values of openness and moderation that define great civilisations". Sheikh Mohammed bin Rashid, UAE Vice President and Ruler of Dubai

IQRAA "READ" was the first word of the Qur'an revealed to the Prophet Mohammed before any other command or tasks were given to him. Thus, HH Sheikh Mohammed bin Rashid Al Maktoum's initiative is based on several studies. It is a part of the top leadership's 2021 vision. As citizens, we have to contribute to this vision by encouraging each member of the society to start reading at home.

Reading leads to change in many areas of life. It is a tool for wisdom. The benefits of this initiative are many. It allows us to focus on finding creative ways to promote reading among children and adults. It has led to an increase in reading campaigns throughout the UAE.

Recently, I have seen many reading clubs for adults but none for kids except at school. Perhaps a children's museum for 4-16 year olds could help in further promoting this initiative. Another idea for useful learning; could be for parents to participate more by spending time with their children instead of sending them with the housemaids just for playing at community gardens during winter.

In 2017, the advanced library, which will be opening in Dubai, will be a hub for printing books, reading, cultural events, innovations and sharing knowledge.

Although it is a challenging initiative, we can make it work. Let us look at how can we challenge children, teenagers and adults to read. Despite the technologies existing in our daily life we should try to make reading more enjoyable for everyone. We should also examine the role of parents in making reading a habit at home.

We can measure the Year of Reading by the end of 2016. However, if we give this initiative serious consideration, I am convinced that we will receive greater benefits in the years to come.

Who was your favourite teacher and why?

When I reflect on my school days and the massive effort of my teachers, I really appreciate what I have accomplished in my life. My favourite teachers were Arabic, English and Geography. Both Arabic and English teachers exposed me to reading. They encouraged me to read a lot. In addition, the daily challenges from my Geography teacher, led me to read and explore the beauty of the world.

Share with us two common misconceptions about Emirati people and culture that others may have, that you would like to correct?

The first misconception is that Emiratis are not hard workers. We work hard, whether it is in government or in the private sector. Evidence of our commitment to hard work can be seen in what we have achieved since December 2, 1971, our National Day. We contribute to the wealth of our country in all areas of industry. Our country's growth over the past 4 decades can be summarised in 4 major phases. Firstly, 1973 oil was representing 90% of the GDP. Secondly, our education system was

at its early and typical learning stage. Thirdly, in 1990's United Arab Emirates qualified at the FIFA World Cup in Italy, leading to worldwide recognition of the country by its major landmarks, specifically the Burj Al Arab in Dubai. Finally, 2015 was the Year of Innovation, where Emiratis at all levels participated and introduced many initiatives to help the government and private sector to enhance the quality of life in the UAE.

The second misconception is that Emiratis only celebrate Islamic occasions (Ramadan, Eid Al Fitr, Eid Al Adha) and other religions are not welcome to celebrate their festivals. Although, the majority of the population is Muslim, we celebrate the festivals with our brothers and sisters by exchanging gifts, food and much more.

How do you pass on important Emirati traditions to your children?

Respect: Regardless of age, race, identity and religion, which are the main principles that my parents taught me.

Hospitality: We are trained since childhood to be welcoming and generous, especially when we receive guests at home.

Sharing is caring: Involve the children in the family first, in order to keep the family together. Children learn first at home before they are able to contribute to society.

Honesty: We learnt to be honest. I always tell my children that honesty is the key to a clear conscience, a peaceful soul and mind.

What is one thing that you would like to see happen for young people in order to help them to have a more secure future?

"The journey of a thousand miles begins with a single step" - Lao Tzu

Besides staying connected to our heritage, I would love young people to study what they love. With knowledge, they can lead the country to a better future.

What is the one thing that you would like the world to know about Abu Dhabi?

Abu Dhabi is a warm welcoming destination. There is a wide range of activities to be enjoyed around the year, such as Book Fairs, Exhibitions, Classical Music Festivals, Camel Races and Dates Festivals, Hunting and Heritage Exhibitions, Qasr Al Hosn Festival, Desert Safari, water sport activities, Formula 1, remarkable concerts and attractions. Additionally, there are a number of upcoming attractions, which will enrich everyone's experience.

What is the best advice that you have received? How has it helped you?

The best advice I have received from my mother is "Do your best, God will do the rest". This contains two parts. My part is essential. By following this advice in my daily life, by the grace of Allah, I have accomplished many tasks without the fear of failure and I hope to accomplish even more by doing the right things.



Faisal receives congratulations at his MBA graduation.

5 TREATS TO RELAX EVERY TEACHER

By PreSha Barnes

A full week of work can be quite draining mentally and physically. When it comes to taking a break, most of us simply just want to relax. There are many different ways to relax and focus on your wellbeing. Find ways to take your body and mind on a mini-vacation into a realm of blissful happiness. Below are few ways that you can relax and refresh yourself. These are sure to release you from the stresses and strains of a long workweek. Go ahead and try at least one of the following, you'll want to do them again.

Mud Bath

This may sound a little unusual, but mud baths have been around for centuries. The soothing mud relieves stressful muscle aches, is recommended in treating arthritis and also some skin conditions. The mud bath consists of mud, spring water and essential minerals. Even if you don't need this treatment for aching muscles, it is definitely great for the skin, and helps to exfoliate, revealing glowing skin upon completion.

Beach Walk

This may sound more like exercise but keep reading. A walk on the beach

can help to create a feeling of overall wellness. It is a good way to relax while taking care of your cardiovascular and mental health. Meditation can be a key part of this walk. You are encouraged to stop while on the beach, take a seat in the sand, close your eyes, and allow the sounds around you to soothe your mind.

Hammock

Ever wanted to get a massage and feel as if you are floating? Well, the hammock spa treatment might just be for you. While sitting in a hammock, the masseuse gives you what feels like a weightless massage. The hammock allows your body to relax and be maneuvered with ease, giving you a feeling of weightlessness. Swinging in the hammock, while getting the tension of the week released is definitely a worthwhile experience. You will drift away during this massage with the added benefit of being outdoors.

Cactus

This sounds prickly but it is definitely not. This spa treatment happens to be quite refreshing. While it might sound a little strange to be massaged by a cactus, it helps you in more ways than you can even imagine. The

needles are removed from the cacti, and it is turned into leafy paddles. The paddles are then split in half and then rubbed on your skin. The Aloe Vera soothes your skin, without leaving an unpleasant sticky residue like normal massage oils. This treatment removes toxins and rehydrates your skin.

Hot Stone & Aromatherapy

A traditional massage is therapeutic, but after a few hot stones and essential oils are added to the mix, the ordinary massage is transformed into a heavenly experience, that will now be at the top of your list. Prior to the hot stone massage, you select the essential fragrant oil of your choice. The therapist heats the stones and initially gives you a traditional massage to help relax the muscles. After the stones are heated, get ready for a treat. Be sure to inform the therapist if the stones are too hot, and consult a physician prior to getting this massage to ensure that this is right for you.

Our most important job is to take care of ourselves. These treats are just a few of the ways we can heal, relax and get our heads back into the game. Remember, you don't need a special reason to treat yourself to some R&R!



WHY REPATRIATING FROM THE UAE IS NOT ON THE BUCKET LIST

By Suzanne Berg



Expat life is usually a temporary state of living, and the term repatriation applies when those living abroad move back to their country of origin. As my two-year contract has been fulfilled, I find myself among the hundreds of teachers who will repatriate this July.

Seriously... I'm heading home?

Admittedly, back in 2014 when I took the plunge into Middle Eastern territory, I was homesick for quite some time. But as I've acclimated myself to Abu Dhabi, it's becoming more difficult to picture my return to Chicago. One strategy I'll employ to sort out mixed feelings is to review and update my bucket list. Many expats keep such a life checklist; if you haven't created one yet, I urge you to do so.

Moving to the UAE has allowed thousands of teachers the freedom to live more fully. Whether it's higher pay, shorter working hours, or widely available activities that allow us to feel like we're living large (can you say "Friday brunch"? Every Friday, if you choose!), conversation has turned more than once to the fact that many of us have been able to catch our breath for the first time in a long while.

After all, outside of work hours, living in Abu Dhabi is a type of fantasyland. Caught between local and tourist, we eventually find our niche in the UAE. Though not 'A-listers', we partake in adventures that would be few and far between at home. Aside from gathering in 5-star hotels to brunch, we attend yacht parties, concerts, and safaris, all while enjoying the company

of a rather small, tight-knit community of adventurous educators.

With good reason, many bucket lists include more travel destinations than the average person might visit in a lifetime. The chances of debt-laden westerners country-hopping multiple times per year, while living on teacher salaries are slim-to-none. But here, travel is de rigueur; in fact, prepare for the sideways glances if there's a break and you opt for a 'staycation!' "You haven't been to Sri Lanka yet? Thailand, Jordan, Egypt, Vietnam? Why not?!" I've been fortunate enough to cross six countries off my bucket list in the past two years while meeting personal financial goals as well. Many Asian countries are not only accessible but super affordable once you arrive, so it's beyond tempting to explore this corner of the world as much as our work schedules allow.

Whether or not you remain in the UAE after the school year comes to a close, a bucket list can motivate you to make the most of your time, money, and opportunities. In an area teeming with millions of expats, it's easy to cultivate friendships and seek out adventures together. If travel isn't a priority, jot down other important goals and treat your bucket list like a to-do list for your life. I vowed to eradicate my graduate school loans, a feat that would've taken me 15 years at the rate I was going in the States. Bucket list item #1: Return home debt-free. Check!

Closing the chapter on expat life isn't easy, especially with many friends staying for at least another year. Some have no plans to repatriate and will move around as long as possible. I may not know what lies ahead, but in modifying and updating my goals, I have a slew of new possibilities to achieve.

Either way, as an expat or a repatriate, organise your bucket list and start living! After all, the more you see and do, the more you realize how many experiences await, and you only have one life in which to do it!

PROTECTING WHAT MATTERS AS AN EXPAT

By Aaron Crotty

Having the right protection in place is an aspect of financial planning that is often overlooked. While insurance could be more complex and costly when living abroad, it could protect you and your loved ones in the event of the unexpected occurring.

Adequate protection or insurance cover can provide peace of mind for you and your family. It means you can safeguard a desired quality of life for your loved ones and help avoid any financial hardship if long-term plans change through becoming unemployed, ill health or loss of life.

Types of cover

There are various types of personal protection policies available. In general, it's always important to ensure the cover you have is adequate for your circumstances and that your family members know the details of what you have in place.

The type of protection available includes:

Income protection insurance: This kind of protection can provide an on-going income if you are no longer able to work. This usually kicks in after a deferred period of time, and your

premiums will usually depend on the length of the deferment period.

Private health insurance: The extent of this provision and the quality of local healthcare services are likely to be key factors in deciding whether to have private health cover or not. If healthcare is not state provided or subsidized, the costs of even minor or routine medical treatment can quickly mount up over time. When arranging cover, check whether the whole family is covered for investigations, outpatient and inpatient fees, hospital stays, transport to a specialist unit and repatriation. Such policies can be very expensive, so you may decide to pay a voluntary excess to keep premiums down.

Critical illness insurance: This will provide cover within set criteria, in the event of a permanent disability or diagnosis of a specified, serious illness. Depending on the level of cover - which again can be altered if

required - this could help to pay living expenses and the costs of moving if illness means you have to retire early.

Life insurance: These policies are designed to pay a lump sum if you die. You can choose how much cover you need, how long you want it to last, and change the amount and policy duration at any time, subject to the terms and conditions within it.

With health related insurance, the general rule is that the younger you are, the cheaper it is. In the event of medical or critical illness there is the likely event that future insurance provisions may be restricted (with a higher cost) or even unavailable.

Do not delay. Get the right protection plan in place to safeguard yourself and to protect your loved ones now.

To connect with Aaron, email aaron.crotty@arloassociates.com.





ASK MARYANN

Dear Maryann,

I have a nosey neighbor who watches as I come and go. I'm a single woman, and I have lots of friends from Australia who I entertain at my home. I don't like being alone. I throw these weekly dinner parties that last until the next morning. It gets a little raucous, but it's innocent. However, when my friends leave my neighbor is standing outside giving dirty looks. Her spying and giving me the evil eye is so rude. How can I tell her to leave me alone without creating an enemy?

**Loving Life,
Emma**

Emma,

Have you asked what her concerns are? You don't want enemies that live so close to you. Smooth this out as soon as possible. Here are some ideas: consider having monthly dinner parties, instead of weekly; make them brunches or if they must be at night, end them a few hours earlier. Put yourself in her shoes. What if you had a neighbour who had lots of people in and out at all hours of the night – and day? I assume these guests have cars? This all may really be a parking issue, and not so much that she is nosey. Ask your friends to carpool, if possible. The next time you have a dinner party, invite her. Sometimes, people just want to be acknowledged. This simple gesture may change everything.

Maryann

Dear Maryann,

I've been in the UAE for almost 5 years teaching. I'm originally from the States. My contract may end soon and I am faced with going back home to live with family. However, I don't have enough money to move alone anywhere else, or stay in the UAE without a job. What do I do? I feel trapped!

**Looking at the front door,
Charmaine**

Charmaine,

Be grateful that you have a family to go back home to. From what it sounds like, it may not be what you've envisioned, but it is reality. Let's deal with that. You failed to have a good exit strategy – a must for any situation that is new and ever changing. A good exit strategy is saving at least 3 months of your salary for emergencies. You need to keep your job or get a new one. Start looking, perhaps in other countries that carry the same benefits, package, etc. Have you made any contacts in your 5 years that can help you transition? Don't feel uncomfortable asking your friends, contacts, old and new, for help. As you may have noticed, knowing the right people can go a long way. If you don't have money or relationships, what have you been doing all this time? If not, going back home is all you can handle now. This lack of planning and lack of relationships is a sign that you're hiding or playing small to avoid hurt or disappointment. I'm afraid it may take a while to fix something that has been broken for so long. Consider going back home, getting a new job, and starting over. Sometimes, all we need is a fresh start to get a breakthrough.

Maryann

Maryann Reid, educator and lifestyle expert from New York, can be reached at maryann@teachuae.com



HELP YOUR KIDS TO BALANCE LEARNING AND LEISURE DURING THE SUMMER

By Mostafa Hassan

For many parents, the summer holidays may be bittersweet because the kids are at home, it's hot, boredom sets in after a week and we worry that they are going to forget everything they have been taught during the school term. We don't want them (or us) to struggle when the new term starts. Of course, we also worry that they will make us crazy before they return to school.

Cambridge English Dictionary defines a holiday as "a time when someone does not go to work or school but is free to do what they want, such as travel or relax". Holidays are meant to be the same for our kids as they are for us. At the end of the day, kids need a break as much as we do. They need to regroup and assess themselves in whatever way they know how but in a less structured environment.

We have an opportunity to help them continue with learning even while they are relaxing.

I have put together five easy ideas to keep you and your kids 'chilled out' but still learning this summer, all while teaching them to manage their own time.

Plan a project: Talk to their current teacher and inquire about the next

term's topics. This is great for 5-12 year olds. For example, if 'planets and stars' is the first topic on the curriculum, task them to build a solar system. Plan the project, the design and the artwork. Maybe start a garden and record the growth and activities. Have them document their process and progress.

Reading holiday: As we celebrate, The Year of Reading, why not head to the book fairs/shops and let them choose 10 books that they can read throughout the holiday period. Each time that you see them reading, ask them to share with you what it's about. It can prove to be a great chance to answer questions or help them form their ideas.

Weekly activities: Agree for each week or two on the activities that you will do together. These should be fun yet informative and based on things that they can write about when they get home. You can create a collage at the end of the summer. The Zoo, The Farm, Dubai Miracle Gardens, Kidzania, Museums, Dolphin Aquarium, theatre productions, etc. are all great opportunities to learn things without breaking the bank.

Build it: Every week, your child can be given a bucket of objects. They have a week to build something unique. Use candy one week, kitchen objects the next, tape, glue, etc. Have them document what they did and why they did it. Was their purpose to build something big or something that moves? You'll be surprised at how creative they'll get!

Talk: We can become so busy working or managing a home that we often take for granted how important a simple conversation about nothing and everything can be. Sit on the balcony, go for tea and talk about their plans or their feelings. Keep it light but remember that what they say is important to them and what you actually hear may be more important than words.

There are so many ways for us as parents to support our children's balance during a holiday. By creating opportunities to relax but learn, you open up their minds, as well as your improve your relationship with them. Make all activities fun; that way they get to fully enjoy learning and still get to relax during their time away from school.



MEET OUR WRITER – BETINA FUENTES

By Carolyn Lee

Teach UAE Magazine first met Betina Fuentes when she reached out to us prior to moving to the United Arab Emirates (UAE). Her eagerness to learn as much as possible, share with fellow educators and her flexibility in adapting to change, have added to Betina being able to enjoy a smooth transition from the United States to the UAE, her home for the past two years.

Betina discovered her passion for teaching after she followed the encouragement of a few friends and decided to pursue an education course during her freshman year in college. At the time, she was fast

losing enthusiasm for her International Business course, which she was majoring in. Since then, she has been a passionate advocate of lifelong learning and has taken deliberate steps to advance herself educationally.

She currently holds a Masters of Education degree and teaches at a Cycle 2 girls' school in Al Ain, where she also functions as English Department Coordinator. Betina credits her excellent professors, who helped to ignite her passion for teaching and learning.

Get to know a bit about this innovative educator and find out more about the things that inspire her love for teaching and learning.

How many years have you been a teacher?

I've been a teacher since 2007. I finished my bachelor's degree after my third child entered preschool.

What has your experience in the UAE been like so far?

My experience in the UAE has been absolutely incredible so far. I love the fact that ADEC supports its teachers with housing and excellent benefits, so that we are free to concentrate our energies on teaching. I would encourage my fellow expats to become more engaged with the local teachers, as they have a wealth of cultural insight that can help with adjusting to the country and understanding our students.

What are two fun things you like to do by yourself?

When I do get time to myself (rare since I have a toddler), I love to head to the beach and relax and recharge. Another solo pastime is shopping for

home items. I'm obsessed with dishes and housewares!

You are a versatile writer and have written for both sections of the magazine. When did you discover your passion for writing?

My passion for writing stemmed directly from my passion for reading. I've been a voracious reader since the age of two, and I've been writing stories since elementary school. I enjoy writing more expository pieces, since that comes from my love for teaching. Sharing information and helping others is my way of teaching without being physically present.

How do you stay abreast of new trends in education?

I rely on social media for a great deal of new information about teaching. Sites like Edutopia, Organized Classroom and of course Teach UAE Magazine, are excellent for compiling and explaining great ideas that can have an immediate impact in the classroom.

Share one thing about you that would surprise your colleagues.

I love skydiving and extreme sports. I've gone skydiving in Florida and have plans to learn to go solo here in the UAE. I'm also planning to skydive in Nepal on our next trip there. Learning to drift and drive a rally car are also on my list!

What are three key things that you wish to accomplish in the next five years?

I want to complete a second Masters in Linguistics or begin a Ph.D. in Education, visit the four remaining continents I haven't seen, and enter a literary competition.

Connect with Betina via Twitter - @BetinaWFuentes



UNEARTHING THE BEAUTY OF NEPAL

By Betina Fuentes

As I climbed the nearly vertical spiral staircase, clutching the iron railing, I joked with my husband, "This had better be worth it." Two more flights of stairs later, I found myself lifted above the smoky haze of Kathmandu's busy streets and surveying the hive of activity below.

It was worth it.

24 hours before, I was just taking off from Abu Dhabi, on my way to a place I'd always heard of, but never thought I'd visit. Nepal carries a certain mystery, generally reserved for Everest trekkers and backpacking students; I came with my husband and our toddler. The blogs and travel articles I'd read warned of bad roads, unpredictable power outages, and street beggars. We experienced these things, certainly, but they did not take any of the luster from our getaway to one of the world's oldest and most resilient countries.

Our travel itinerary was set up so that we saw our main destinations in the morning and early afternoon, returning to our hotel before dinner. I would highly recommend this schedule for anyone with kids, as Kathmandu is extremely dark after sunset due to the lack of street lighting and occasional power outages. We stayed a few kilometers from the city center at the



Beautiful and colourful carved statue.



Tricycles known as Rickshaws are a common sight and a fun way to get around.



Food market.



Gokarna Forest Resort. The hotel provided a driver to collect us from the airport, and we were taken to a converted royal hunting lodge on a quiet, forested hill where the staff was attentive and friendly, and the rooms were spacious and full of character. The hotel became our home away from home for the four nights that we were in Nepal, and has earned amazing reviews on several booking websites.

Day one, we headed for the most tourist-friendly part of the capital, Durbar Square. This was the former palace of the king, who was deposed in 2010 to institute a constitutional monarchy. Intricately carved wooden statues and shutters line the courtyards like pieces of a jigsaw puzzle shaken loose by a toddler. Most of the buildings are in various stages of reconstruction, but are safe to enter. If you're lucky, you can even see a living goddess. Unfortunately, she had school exams the day we were there. This was also the case in Bhaktapur, an ancient city closed to traffic (except for the ever-present motor scooter). Tour guides can be booked on the spot at the entrances to the historic sites, and you can negotiate prices. We paid approximately 70 AED for two guides over five hours, and it was good value

for money. The guides keep the street vendors from pestering too much, and can get you admitted to rooftop views unlike anything else you've ever seen.

The most famous site in Kathmandu, Boudhanath, was the most noticeably damaged. Walking around the shrine, always clockwise, according to Buddhist tradition, spinning the prayer wheels half-hidden under multicolored prayer flags, I enjoyed being a part of the crowd all doing the same.

Our visit to Kopan Monastery, home of the monk featured in the film "Unmistaken Child," was peaceful and spiritually refreshing. Situated high above the city, the views are spectacular and the air is fresh and clean. As my family and I wandered through the beautiful grounds, greeting smiling monks, nuns, and retreat participants along the way, I felt that we had entered an oasis of calm away from the bustle of Kathmandu.

After returning from our trip, we found ourselves giving helpful advice for visiting Nepal.

Here are some practical tips that may help with your trip.

- Do your research. The most informative blog/travel guide I found was thelongestwayhome.com, which offers hints about every aspect of your trip, from arriving

in Kathmandu to leaving, and everything in between (including how to bargain for souvenirs and how much to pay for what).

- Talk to your hotel staff. They can give you so much great information.
- Be ready for anything: petrol shortages, power cuts, long detours because the road is damaged, six lanes of traffic in a two-lane road. Anything.
- On that note, you cannot drive in Nepal. When you rent a car, you get a driver. You don't want to drive in Nepal. Trust me. Just use taxis – they are convenient and inexpensive.
- And the final tip – say "Namaste" to everyone with your palms together at chest or chin level.

Visiting the historic sites, it was very obvious that the April 2015 earthquake decimated the tourist business. Our tour guides Bishwo and Mr. D sat with us at a rooftop restaurant, shared lassis and momos with us, and told us how things have changed in the year since. According to locals, the best way for the world to help Nepal after the disaster is to come back and visit. Now that I've been to Nepal and experienced their unique, friendly and rich culture, I know that I will be back soon to explore more of this amazing country, and I encourage join the adventure as well.

All photos by Jonathan Fuentes.



USEFUL SUMMER HEALTH TIPS

Summer for educators is a time of exploration, reconnection, relaxation and preparation. For expatriate teachers, there are added considerations such as travel, rekindling relationships and rediscovering places at home. All teachers, however, will agree that it can be a hectic time, which takes a toll on one's health, especially in the weeks before the new term begins.

Here are a few health tips to keep in mind for the summer.

Food & Drink

1. Summer temperatures can soar and lead to dehydration. Drink lots of water.
2. Some home cooking can be 'deliciously sinful'. Do not overindulge. Maintain a healthy balanced diet, with lots of fruits and vegetables.
3. Be careful where you eat out. Check restaurants for ratings (stars and points). As best as possible, ensure that food is handled properly. Food poisoning is rampant during the hot summer months.



Common Summer Illnesses

1. Pay attention to sinus issues and asthma, which usually flare up during the summer.
2. Remember to stay away from lactose if you are intolerant.
3. Visit your family general practitioner for a check up. Also, make appointments with specialists that you may need to visit in your home country.

Fitness Matters

1. No need to skip out on your fitness plan. Switch it up and exercise indoors.
2. Do fun activities with friends such as dancing, indoor rock climbing and evening jogs, which are all great for staying in shape.
3. Hit the pool for a swim or pool aerobics.



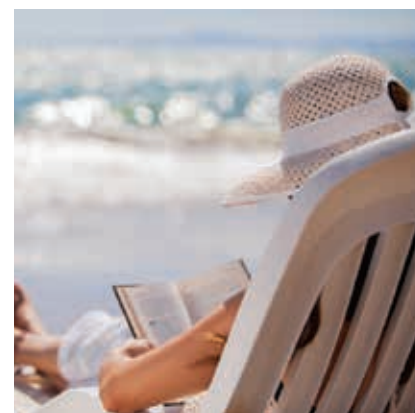
Travel Tips

1. Don't forget your vitamins!
2. Get plenty of rest before, during and after travelling. Your immune system will thank you for this!
3. Always have a few essential items of clothing along with other important items in your hand luggage.



Well-being

1. Recharge your batteries by taking time to read, meditate and relax.
2. Do things that make you laugh or feel happy. Surround yourself with people who love and support you.
3. Revisit that hobby that you neglected during the busy academic year.



5 EASY MAKEUP TIPS FOR BEGINNERS

By Rahima Jabeen

Women love to look and feel their best. When it comes to makeup, some of us will grudgingly agree that it does a bit to boost one's confidence. The fact is, not all women understand how to properly apply makeup or even where to begin. Makeup, when used strategically can enhance your features and add a little bit of that oomph factor. This article focuses on specific parts of the face. The following 5 tips are for women who are new to makeup and/or those who consider themselves amateurs.

1. Face

The sunlight is very harsh and does not gel well with shimmery, glittery makeup. Start with a primer that preferably has skin care benefits. It will allow a light matte foundation to glide on effortlessly and stay on for longer. Try spot concealing for breakouts with a long lasting concealer. Apply face powder and you're ready for the next step.

2. Blush/Contour/Highlight

These three items help to add color, recede and bring out facial features respectively. Apply a contouring powder that is 2-3 shades darker than your own skin tone under your cheekbones. Making the fish face can help with this. For a daytime look, try a neutral peach shade of blush or cream formulas, which can be blended in with your fingers. This can give that fresh glow. If you apply a shimmery blush, make sure it doesn't have flashy glitter. This can look very unsightly. Skip highlighting in the day. It can make the face look oily. Use a pinch on the inner eye area for a fresh look.

3. Eyes

Use neutral matte eyeshadow colors. There are great matte palettes available at different prices. Try using a slightly shimmery eyeshadow on movable lid area to give some sheen. Brown, beige and cream shades are professional and flatter all skin tones. Eyeshadow can also be used to tame

brows and as a natural eyeliner. Use a wet brush for more impact. Apply a little mascara and a white/flesh colored kohl or eyeliner on the inner rims of the lower eyelids and it's time to move on to the final step.

4. Lips

This is where you can go glossy or matte. However, it's always best to steer clear of frosty lipsticks. Liquid lipsticks are quite long lasting and come in mattes and glossy finishes. Avoid overbearing shades like maroon, red and dark purple. When at work, you should look polished and refined. Keep lip liner very natural, or skip it altogether.

5. Evening look

Dab blotting/face powder on, then swipe on a more daring shade of blush. Use a highlighting shade from your

eyeshadow or blush palette and apply on the bridge of your nose, highest part of the cheeks above the blush and a little on your forehead and chin. Contour again. Apply a bit of black eyeliner to the inner rims of the eyes and on the top lid if desired. Reapply mascara and add a fresh coat of brighter lipstick. In a matter of under 5 minutes, you would have transformed your look.

The use of makeup is a very personal thing for many women. However, with the overwhelming number of products on the market, it is often difficult to choose what's best for your skin type, tone, age and budget. Luckily, YouTube videos are instructive and practical. Remember, makeup is not a substitute for good skin care and must be removed thoroughly before sleeping. However, it is a lot of fun and in the morning, you can do it all over again.



KNOW YOUR UAE RAMADAN 2016

Ramadan or the Month of Fasting is the fourth of the five pillars of Islam. Some of the main features of Ramadan include fasting, heightened spirituality, fellowship, family and charity. Ramadan is regarded as the holiest month in the Islam calendar. It ends on with the festival of Eid-al Fitr – Day of Celebration and Gratitude.



Ramadan Greetings

Location: Out and about in the UAE

Ramadan Kareem and Ramadan Mubarak are congratulatory greetings used when the first day of Ramadan is announced. 'Kareem' means 'generous' and 'Mubarak' means 'blessings.' Other greetings include 'Mubarak Alaikum Alshaheer' to which the response may be 'Allah Yebarek Feek'.



Sheikh Zayed Grand Mosque

Location: Abu Dhabi

The Sheikh Zayed Grand Mosque is the official mosque of the United Arab Emirates. It is named after the UAE's founder and first president, the late Sheikh Zayed bin Sultan Al Nahyan. Ramadan Night Programmes are provided at the Grand Mosque during the holy month. Additionally, the Grand Mosque is credited with having one of the largest Iftar gatherings in their car park.



Iftar

Location: Private homes and eateries across the UAE

Iftar is the evening meal after sunset to break the daily fast during Ramadan. Traditionally, the meal was to have a few dates and water. Later in the evening, it becomes more festive with larger meals enjoyed amongst family and friends after Magreb prayers. All mosques offer free Iftar meals to the less privileged within the society, whether they are Muslims or not. Many hotels and restaurants will also have special Iftar tents where customers can have a simple or more complex meal (prices vary).



Learn more at SMCCU

Location: Bur Dubai

Sheikh Mohammed bin Rashid Centre for Cultural Understanding (SMCCU) is one of the key places for expatriates and visitors to receive authentic information on the cultural practices and traditions of the UAE. During the month of Ramadan, the Centre usually hosts a number of programmes designed to educate and inform about the holy month. Iftar packages are also on offer.

Ramadan Exemptions

Location: Throughout the UAE

Muslims are encouraged to fast daily during Ramadan; however, there are a few exceptions. Persons who are exempted from fasting include children under the age of 12, the elderly, the insane, travellers (long distances), pregnant or nursing women, women who are menstruating and the sick. In the case of temporary conditions, they are expected to make up the days by fasting at a later date.



Eid al-Fitr & Zakat al-Fitr

Location: Throughout the UAE

Eid al-Fitr marks the end of Ramadan. Many Muslims attend communal prayers and listen to a khutba (sermon) during Eid al-Fitr. It is a time to celebrate with family and friends the completion of a month of blessings and joy. During the last few days of Ramadan, each Muslim offers Zakat Al Fitr, which equals 15 AED per fasting person. This is a token of thankfulness. Its purpose is to purify those who fast from any indecent act or speech and to help the poor and needy.

Sources: <http://www.dubaifaqs.com/ramadan-in-dubai.php>
 Eid al-Fitr: http://islam.about.com/od/ramadan/f/eid_fitr.htm
 SMCCU: <http://www.cultures.ae/>
 SZGM: <http://www.szgmc.ae/en/> & Audio Tour

TRAVEL SNAPSHOTS RECAP WHAT A YEAR!



Summer is here! We have done a flashback of some of the great places that have been featured in Travel Snapshots over this school year. Check out these cool places to visit, and quick tips to help you along the way. Have a great summer!



The Bob Marley Museum

Talent abounds in the Jamaican people, with the Honourable Robert 'Bob' Nesta Marley being among the best known worldwide. The Bob Marley Museum is Marley's home and is dedicated to the life and music of the reggae icon. Tours are available.

(Photo credit – Jamaica Tourist Board)



The Bay of Islands

The Bay of Islands is located in North Island, New Zealand, and encompasses 144 islands between Cape Brett and the Purerua Peninsula. These islands offer a variety of attractions and opportunities to enjoy an abundance of maritime activities and to interact with wildlife.

Tip: Tour operators in the region offer excellent trips by sea or air. Other options to travel to different islands include ferry, cruises, yacht charters and sea kayak rentals.
(Photo credit – Leeann Shay)



Tapas en Palma de Mallorca

On a quick stop during a Mediterranean Cruise, educator, Richie Chin, sampled this delectable Spanish dish at one of the many tapas bars located in Palma de Mallorca and gave it rave reviews.

Tip: These are usually snacks that can be served cold or hot and can be combined to create a full, sophisticated meal. To sample a traditional take on tapas, speak to the locals and see where they go to eat!
(Photo credit – Richie Chin)



The Victoria Falls

The Victoria Falls in Livingstone, Zambia is known locally as Mosi-oa-Tunya or 'the smoke that thunders'. It is one of Africa's greatest attractions, as well as one of the most spectacular waterfalls in the world. The Victoria Falls is also listed as one of the seven natural wonders of the world.

(Photo credit – Richard Simapili)



The Royal Livingstone Express

This unique all-inclusive luxury rail restoration rooted in the nostalgia of a bygone era, offers a journey into a timeless world of grace, elegance and romance. The train provides fine wining and dining as you enjoy a sundown trip through the picturesque Zambezi Valley in lovingly restored Pullman style coaches.

Tip: A trip to Livingstone is not complete without a visit to the souvenir market located on the grounds of the Victoria falls. Local artisans sell some of the most intricately carved pieces of wooden carvings. Don't forget to bargain for the best price. *(Photo credit – Royal Livingstone Hotel & Bushtracks Africa.)*



The Rosehall Great House

The Rosehall Great House is a Georgian style museum, located in the city of Montego Bay and is rich in history. Boasting silk wallpapers, European antiques, chandeliers, mahogany floors, paneling and wooden ceilings, you can re-live the legend of Annie Palmer, the White Witch of Rose Hall. Tours are available day and night.

Tip: There are many great attractions in Jamaica. For a relaxing, somewhat slow paced vacation, check out the north coast. To enjoy an eclectic mix of city and rural life and for a bit more excitement, visit capital city, Kingston and the second city of Montego Bay. For additional tips visit <http://www.visitjamaica.com/> *(Photo credit – Jamaica Tourist Board)*



Flinders Street Station

Flinders Street Station is considered to be a cultural icon of Melbourne. It is the busiest station on Melbourne's metropolitan network and the busiest railway station in Australia. Its prominent dome, arched entrance, tower and clocks make it one of the city's most recognisable landmarks.

Tip: While this is an actual railway station, check out the historical landmarks and create photo opportunities. Then grab a map and explore the city via the railway. *(Photo credit – Leeann Shay)*

This Month In History June

1966



On June 13, 1966, the U.S. Supreme Court ruled (5-4) in the case of *Miranda v. Arizona* that an accused person must be apprised of certain rights before police questioning. These included the right to remain silent, the right to know that anything said can be used against the individual in court, and the right to have a defence attorney present during interrogation. American police officers now routinely read prisoners their 'Miranda' (constitutional) rights before questioning.

1963

"One cannot deny the great role women have played in the world community.

My flight was yet another impetus to continue this female contribution." - Valentina Tereshkova, retired Russian cosmonaut & politician



Valentina Tereshkova achieved her childhood dream at the age of 26 on June 16, 1963, when she became the first woman in space. Her Soviet spacecraft, Vostok 6, took off from the Tyuratam launch site. She manually controlled the spacecraft completing 48 orbits in 71 hours before landing safely.

Other Important Events

Other important events and happenings in the month of June are:



MEN'S
HEALTH
MONTH



NATIONAL
MIGRAINE
AWARENESS MONTH



WORLD
ENVIRONMENT DAY
(JUNE 5TH)



FATHER'S
DAY
(JUNE 19TH)



INTERNATIONAL
DAY OF YOGA
(JUNE 21ST)

1982

"My guiding principles in life are to be honest, genuine, thoughtful and caring." – Prince William, Duke of Cambridge



Britain's Prince William (William Arthur Philip Louis) was born in London, June 21, 1982. He is the elder son of Charles, Prince of Wales and Diana, Princess of Wales. He is second in line to succeed his grandmother, Queen Elizabeth II, after his father.

1985

"Putting a little time aside for clean fun and good humour is very necessary to relieve the tensions of our time." – Hattie McDaniel, Actress, singer-songwriter & Comedian



Hattie McDaniel is the first African American to win an Academy Award. She was also the first African American woman to sing on the radio in the US. Hattie was born in Wichita, Kansas on June 10, 1895. She won a Best Supporting Actress Academy Award in 1940 for her role as Mammy in *Gone With The Wind*.

1988

"Take care not to step on the foot of a learned idiot. His bite is incurable." – Paul Guaguin, French post-impressionist artist



French painter, sculptor Eugene Henri 'Paul Guaguin' is best known paintings include *Vision After the Sermon* (1888), *When Shall We Be Married* (1892), *Holiday* (1896) and *Two Tahitian Women* (1899). Born June 7, 1848, his style inspired artists such as Henri Matisse, Edvard Munch and the young Pablo Picasso.

Moftah

The logo icon for Moftah Publishing, featuring a stylized blue building or structure with a white outline, positioned to the right of the word 'Moftah'.

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