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EDUCATIONAL SERVICES

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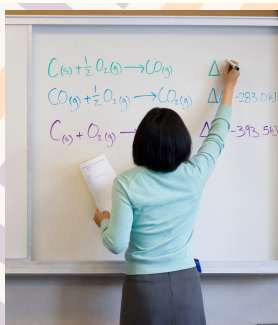
SCHOOLS CONSULTING

Solutions-Hub comprises a team of highly qualified experts in education that can suggest appropriate recommendations and commendations for schools seeking to Solutions-Hub accreditation for many recognised international educational programmes to ensure the meeting or exceeding of the quality standards.

Throughout our on-site visit(s), we provide advice to enhance the school's performance and suggest a road map to meeting the appropriate standards. The evaluation team balances between the national and the international standards and review the conduction of both educational schemes.

The standard evaluation visit spans for one week. During the evaluation, the team members will tour the facility, briefly visiting classrooms, engaging in discussions with staff members, students, and parents. Accordingly, the team will review a suggested roadmap and submit a report to the school.

The report is based on the standards and quality indicators. The school is expected to continue to work toward fully meeting any quality indicator identified as absent or where recommendations are made.

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The report presents an accreditation suggestion and a summary of findings, including documents, commendations, and recommendations as to appropriate with a quality indicator.

The results are statements of fact that were observed or reported; commendations are areas that the team identified as strengths, or that exceed expectations, and the recommendations refer to areas that either need improvement or are identified as possible next steps in the continuous improvement process.

The school is expected to use the report when developing and implementing the school improvement plan. The school is also encouraged to share the relevant parts of the report with the school community, advisory board, and other appropriate authorities.

Our team recognizes the quality & strengths and rates each school according to the following standards:

Standards & Rating

1- Philosophy / Mission

The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

2- Governance and Leadership

The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program.
The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

3- School Improvement Planning

The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

4- Finances

Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources for school purposes are dedicated to the school's operations.

5- Facilities

School facilities are safe, clean, and well preserved. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

6- School Climate and Organization

The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

7- Health and Safety

A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

8- Educational Program

The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school's mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained.

Written curriculum guides are current, functional, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

9- Assessment and Evidence of Student

The school systematically collects and rigorously analyses quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

10- Student Services

The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. The services are provided by qualified personnel, sufficiently financed, periodically evaluated.

11- Student Life and Student Activities

The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

12- Information Resources and Technology

Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

TEACHERS' TRAINING

Aim of Training:

To upgrade a teacher's understanding and practical application of basic educational theory.

Course Outline:

Learning Philosophy:

- How Children Learn?
- Strategies for Learning and Metacognition
- Transfer Thinking
- Understanding educational systems
- Understanding the classroom

Approaches to Teaching:

- Basic principles of curriculum and instruction
- Motivational design of instruction
- Deductive Vs. Inductive approaches to teaching
- Inquiry based learning
- Scaffolding strategies for the classroom
- Zone of proximal development
- Conceptual based learning
- Differentiated
- Instruction
- Motivation theories

Learning Theories:

Are theories of learning necessary?
- Behaviourism
- Cognitivism
- Constructivism
1. Piaget
2. Bruner

- Social constructivism
1. Vygotsky
2. Bandura

- Critical constructivism
1. Foucault
2. Freire
3. Habermas

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TEACHERS' TRAINING

Learning Styles:

- The sources of intelligence: nature or nurture?
- Contemporary theories of intelligence
- Learning styles
- Visual, Auditory, Kinaesthetic (VAK)
- The effect of learning styles on inductive inquiry

Approaches to Learning:

- Soft skills and higher order thinking
- Thinking skills and creativity
- Critical thinking skills
- Collaborative learning techniques
- Motivating and enabling learners' research skills

The classroom Environment:

- Designing Classroom Environments
- Creating Positive Classroom Environment
- Smart Learning Environment
- Managing classroom behaviour

Planning:

- Importance of effective planning
- Medium-term planning
- Short-term planning
- Structuring lesson plans
- Designing lesson activities
- Continuity and progression

Assessment:

- Formative and summative assessment
- Norm and criterion referencing
- Matrix of constructing a summative assessment
- Assessment for accountability
- Feedback through marking
- Self and peer assessment

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ENTREPRENEURSHIP COURSE

Aim of Course:

Research has proved the direct effect of early entrepreneurship education on the development of cognitive and non-cognitive entrepreneurial skills and entrepreneurial intentions. That is, entrepreneurship education at a young age empower youth to take ownership of their lives and become productive members of society - the business leaders, social advocates, volunteers, and forward-thinking citizens of tomorrow.

Stemming from this belief. The Solutions Hub team has designed a structured entrepreneurship course for the youth that focuses on nurturing an entrepreneurial mindset - how to be resourceful and confident, and work well with others to bring your ideas to life. The course involves identifying needs, brainstorming creative solutions, taking calculated risks, learning from failure, and persevering despite setbacks.

Target Age Groups:

Courses are tailored to focus on three target age groups.

Grades 1 - 2	Grades 3 - 5	Grades 6 - 12
Ages 6 -7	Ages 8 - 10	Ages 11 – 17

The age groups have been allocated based on their cognitive ability and the group assimilation capacity to the course components.

The Main Skills that the Course Focus on:

Creativity	*Teamwork*
Idea Generation	*Opportunity Validation*
Market Research	*Design Thinking*
Prototyping	*Business Modelling*
Pitching	*Public Speaking*

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ENTREPRENEURSHIP COURSE

The Mindset that the Course Focus on:

Curiosity   Courage

Opportunity Seeking   Redefining Failure

Resourcefulness   Empathy

Growth Mindset   Persistence

Problem Solving   Optimism

Adaptability

Main features of the course:

• Each session of the course features detailed preparation, step-by-step instructions, and the slides and handouts needed.

• Our entrepreneurial curriculum features 90-minute sessions with activities that can be taught sequentially or plugged into existing coursework, after-school programs, or camps.

• The sessions bring to life STEAM, maker, and design thinking concepts under the umbrella of entrepreneurship.

• The sessions emphasize real-world connections and problem-solving for a cause.

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ENTREPRENEURSHIP COURSE

Learners Main Gains from the course:

1. Entrepreneurial Skills

- *Entrepreneurial mindset*
- *Introduction to business*
- *Product creation and new inventions*
- *Financial literacy and budgeting*

2. Learner Achievement

- *Creative and critical thinking*
- *Teamwork and collaboration*
- *Leadership skills and public speaking skills*
- *Lateral and higher-order thinking*

3. Postsecondary readiness

- *21st Century Career Skills: product ideation, marketing research, technology*
- *Sparks interests in attending college*
- *Career ideation*

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STEM PROGRAMS

STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

What separates STEM from the traditional science and math education is the blended learning environment and showing students how the scientific method can be applied to everyday life. It teaches students computational thinking and focuses on the real world applications of problem solving.

CORE STEM PROGRAMS

Solutions Hub STEM enrichment programs focus on Common Core and Next Generation Science Standards that teach children about science, technology, engineering and math through the building and manipulation of various DUPLO® and LEGO® models. Our activities challenge participants to cultivate problem solving skills through application of the scientific method and project planning.

ACADEMIC ENRICHMENT

- Explore the scientific method and engineering design process
- Develop appropriate strategies for logical problem solving
- Make measurements and observations to collect data for comparisons
- Evaluate different methods of measurement and observation
- Learn about mechanical movement and energy
- Learn about architecture and sound building methods
- Potential and kinetic energy, gears, pulleys, motors
- Explore concepts in physics such as energy, friction, and forces
- Learn about building techniques that allow movement, such as the use of bearings
- Utilize the engineering design process to refine models
- Learn chemistry fundamentals, including the elements, bonding, and chemical reactions
- Explore the scientific method through experimentation
- Learn the importance of careful observation in science
- Learn about important concepts in physiology including heart rate and muscle tone/strength
- Explore sports related physics including momentum, energy, force, and pressure

STEM PROGRAMS

ROBOTICS, CODING AND TECHNOLOGY PROGRAMS

Solutions Hub Robotics and Technology programs teach children the basics of computer programming and engineering through interactive robotic model builds and challenges and fun interactive activities. Our Robotic enrichment series offers children ages 6-14 hands on experience developing computer skills, coding, problem solving skills and teamwork capabilities.

ACADEMIC ENRICHMENT

- Explore robotics and basic computer programming
- Pseudo-coding, sensor input, mechanics
- Practice critical thinking skills through challenges
- Problem solving and inventiveness are encouraged through play
- Learn fundamental coding skills such as sequencing and using inputs
- Develop abstract thinking skills
- Learn about mechanics through pulleys, gears, and cranks
- Use engineering skills to solve challenges

SOCIAL DEVELOPMENT

1. *Teamwork & Collaboration*
- Dynamic roles and coordination foster teamwork skills
- Group decision making encourages negotiation and compromise
- Team planning and decision making improve cooperation skills
- Task delegation and group planning enhance teamwork skills
2. *Presentation Skill Development*
- Explaining work encourages critical thinking and classroom confidence
- Presenting their creations enhances both every day

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