

PLACEMENT PROSPECTUS



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DIRECTOR'S MESSAGE



Rishabh Khanna

International Teacher Educator and Cognitive Scientist; CEO, Suraasa

Teachers and School Leaders are the backbone of any educational institution and their quality defines the growth of any school. So, with a vision of creating best teaching professionals for schools around the globe and with a mission of supporting schools in getting access to these trained teaching professionals, we built Suraasa.

Suraasa, the source of knowledge, is an ecosystem for pre-service training, in-service training and growth mapping of teaching professionals. Today, we run our graduate and post graduate level qualification programs in three cities (Dubai, London, Bangalore) and help over 500 teachers in finding their dream teaching jobs. These teachers learn the latest curriculum on teacher education and get prepared to teach the next generation of learners using technology, in the classroom or on the internet. I can confidently say that these teachers will be able to deliver best results to schools around the globe irrespective of the curriculum they teach in. In fact, we spend almost 90% of our time researching the latest teacher education requirements and preparing Suraasa learners with the most advanced teaching skills.

The balance 10% of our time is spent in identifying the right career opportunities for our learners. To enable the best opportunities for our cohort of highly effective teachers, we strive to build advanced technology tools to showcase their skills and talent to their prospective employers. These tools help schools in identifying the right talent for their campuses with the support of our technology enabled e-portfolios of the teachers. We are changing the way teachers are hired by enabling transparency in teacher skills and school needs, and taking the schools away from decision making based on a copy of the certificate.

I, wholeheartedly, welcome you to experience the quality of our teacher training graduates and placement technology and be a placement partner and prospective employer of our teacher training cohorts.



ABOUT SURAASA

Suraasa is the brainchild of leading cognitive scientists, data scientists, and educationists who have worked with 1500+ schools and trained close to 100,000 teachers in their ten years of experience in the education industry, helping teachers achieve their dreams.

At Suraasa, we are pioneering the use of technology in teacher education to create better teaching and successful teachers. Teachers can learn, maintain e-portfolio, build video profile, and access discussion forums – all on Suraasa's learner-friendly online learning platforms, along with attending live classes.

Over 500+ teachers have enrolled in Suraasa qualifications, gaining the status of the most elite teachers of the world.

Suraasa assists teachers at every step of the Teacher Career Lifecycle, from getting internationally recognized qualifications to getting placed at the best teaching positions across the world.

UK LEVEL6 (BACHELOR-LEVEL) TEACHING QUALIFICATIONS

- **Professional Certificate in Teaching and Learning (PgCTL)**
10 Modules · 102 Credits
- **ATHE Level 6 Diploma in Teaching (Generic)**
10 Modules · 102 Credits
- **ATHE Level 6 Diploma in Teaching (Specialist)**
11 Modules · 120 Credits

Internationally Recognised and Accepted

Accepted by
Knowledge and Human Development Authority (KHDA) , Dubai

Approved by
Qualifications and Awards in Dubai (QAD)

Regulated by
The Office of Qualifications and Examinations Regulation (OFQUAL), United Kingdom

Awarded by
Awards for Training and Higher Education (ATHE), United Kingdom



BEST-IN-CLASS MENTORS

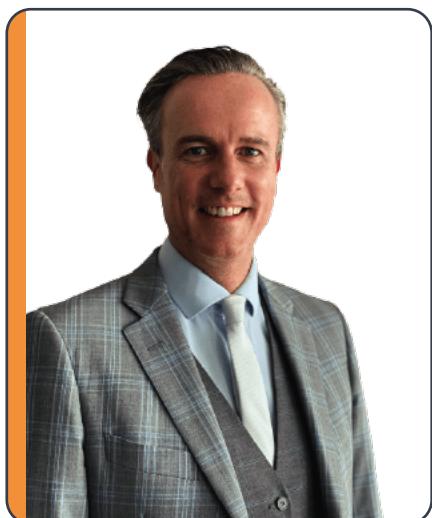


Ms. Loulou Hsaiky

Master's in Education Management, Bachelor's in Education, 14+ years of teaching experience

With over 14 years of experience in education in the middle-east, Loulou has worn many hats from starting as a primary school teacher to being the head of the teacher training department at a Teacher Training institute. Loulou has developed training programs, courses, and workshops for individuals and groups for various schools in Dubai. She has a rich & diversified experience in identifying needs of learning and then create evaluation tools to determine the needs of training. She has planned and conducted training workshops based on the needs and delivered tangible results in form of improved student learning outcomes. As a trainer, she has trained teachers to use their potential for the best benefit of their students. She has also trained individuals with no teaching experience, but aspire to become successful teachers.

She a LanguageCert certified Interlocutor and also trains for the IELTS and other ESOL exams. Her training is personalized and based on individual needs.



Mr. Brian Coulter

Postgraduate in Teaching - UCL London, 20+ years of teaching experience

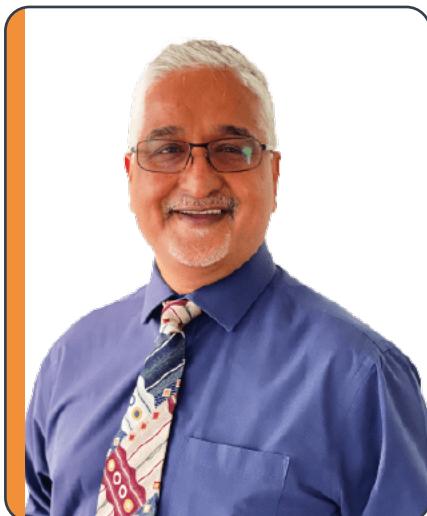
Brian is an experienced secondary and primary school teacher and senior leader. He has held leading roles in several 'outstanding' schools in both Dubai and the UK. Trained in both UK and IB curriculum, a dedicated educator of almost 30 years, he is an inspiring and thought-provoking trainer with expertise in pupil creativity and current pedagogical practice. His passion is to help children to think for themselves and to give them the tools to stand on their own two feet through their learning. He has worked in a training capacity with many thousands of teachers, students, parents, governors, teaching assistants and leaders nationally and internationally. Brian has excellent interpersonal skills and terrific social communication abilities. With a track record of engaging teachers, he encourages audience participation and instils an infectious passion about the educational process and education in the 21st century.



Ms. Dareen Barbour

Master's in Education Management- The British University in Dubai,
11+ years of teaching experience

With over 11 years of experience in education in Middle East, Dareen has a vast experience starting as a middle school Science teacher to being an Education Specialist and teacher trainer at a Teacher Training institute. She is a bilingual trainer and trains in both English & Arabic. She works as part of a multinational team to provide a multicultural learning experience for teachers. As a trainer, Dareen has assessed, designed, developed and delivered training programs for teachers at all levels from various schools in Dubai. She has provided teachers with tools and strategies to improve their teaching, and helped them develop the knowledge, attitudes, values and thinking skills needed for global citizenship in a culturally diverse and rapidly changing world. She aims to leave her footprint in the Education field and help redesign teacher education.



Mr. David Dasari

Master of Arts in Education – University of Phoenix
28+ years of teaching experience

David has been an education leader at a global level in its true sense. Having led teaching and leadership roles in five countries, he has experienced various curricula and has created impact in lives of thousands of students. As a teacher educator, David has trained teachers in four countries and has been operational in delivering teacher development for various curricula. He is also a workshop leader for IB and has designed content for their international teacher training programmes.

With a Master's in Education degree and over 28 years of experience with schools globally, David takes pride in delivering internationally benchmarked qualifications with Suraasa at Pedagogical Transformations and training teachers for high impact teaching roles. He blends the content on pedagogy with school performance standards and create high impact teachers who are ready to produce quality teaching and learning experiences for the learners and high inspection ratings for the schools.

TOP SCHOOLS OF THE WORLD HIRE TOP 1% TEACHERS

How do you ensure that your school meets even the most stringent evaluation parameters for those inspections?

You hire the best teachers. Teachers who understand their students as good as their subjects. This is why you should always hire teachers who are trained in the best methodologies of pedagogy.



Hire the world's top 1% teachers highly skilled in pedagogy while minimising your hiring operations & costs with Suraasa



Get Qualified and
Vetted Teachers

Informed Hiring with
Skill-Based Search



Higher School
Ratings

Know and Benchmark
Staff & Skills



TOP INTERNATIONAL SCHOOLS ASSOCIATED WITH SURAASA

200+ International Partner Schools



70+ Schools enjoy the benefits of employing
Suraasa Teachers



Sharjah American
International School

Dubai National School - Al Twar
مدرسة دبي الوطنية - الطوار



and many more.



SKILL-BASED CURRICULUM

The curriculums and contents of Suraasa Qualifications have been designed by leading educationists in alignment with international standards to enable teachers to acquire 21st Century Skills. These skills enable them to create highly interactive classrooms.

Let's have a look at the modules included in Suraasa's Qualifications and the learning outcomes associated with each of them.

Unit Name	Skills Acquired / Learning Outcomes
Lesson Planning	<ul style="list-style-type: none">▪ Understand the importance of a lesson plan▪ Understand the need to employ learning styles, learning taxonomies and action verbs in planning a lesson▪ Be able to create an effective lesson plan in line with the curriculum in your specialist area▪ Be able to deliver an effective lesson plan in your specialist area
Child Development, Learning Styles and Learning Taxonomies	<ul style="list-style-type: none">▪ Understand theories of child development▪ Understand learning styles▪ Understand learning taxonomies▪ Be able to relate student needs and learning outcomes
Learning Theories and Teaching Strategies	<ul style="list-style-type: none">▪ Be able to implement learning theories▪ Be able to implement teaching strategies which build on existing knowledge of the student▪ Be able to implement differentiated instructional strategies in the classroom▪ Be able to utilise teaching tools.
Management of Class Dynamics	<ul style="list-style-type: none">▪ Understand the principles of classroom management▪ Understand how to manage student behaviour in a learning environment▪ Understand how to use classroom infrastructure to create an effective student learning experience▪ Be able to apply the principles of classroom management



Unit Name	Skills Acquired / Learning Outcomes
Questioning Skills and Techniques	<ul style="list-style-type: none"> ▪ Understand questioning and why it is used ▪ Understand the use of questions in a class ▪ Be able to apply the relationship between learning taxonomies and questioning
Assessment and Evaluation Techniques	<ul style="list-style-type: none"> ▪ Understand different types of assessment and their application ▪ Be able to use rubrics in assessment ▪ Be able to conduct, record and communicate assessment judgements ▪ Be able to use assessment data in monitoring learner's achievement, attainment and progress
Providing Feedback	<ul style="list-style-type: none"> ▪ Understand the importance of feedback and its application ▪ Be able to give feedback to students and other stakeholders ▪ Be able to use teacher and student reflection as part of feedback
Ethics and Values	<ul style="list-style-type: none"> ▪ Understand the importance of teaching and learning about ethics in education ▪ Be able to demonstrate integrity in the workplace ▪ Be able to demonstrate a professional work ethic ▪ Be able to work in collaboration with colleagues and senior staff.
Reflective Teaching	<ul style="list-style-type: none"> ▪ Understand reflective practice ▪ Know about the different tools and models of reflective teaching ▪ Be able to use reflection to support own professional development
Using Technology for Teaching and Learning	<ul style="list-style-type: none"> ▪ Understand how technology can support teaching and learning ▪ Be able to use technology in the classroom ▪ Be able to use technology to manage student data



Optional Modules:

Unit Name	Skills Acquired / Learning Outcomes
Integrated Education	<ul style="list-style-type: none"> ▪ Be able to promote equality and value diversity ▪ Understand the special needs of students ▪ Understand how to recognise student's special educational needs ▪ Be able to integrate all students in the learning process and produce a conducive learning environment
Using English in Teaching and Learning	<ul style="list-style-type: none"> ▪ Understand how to use English as the primary language of instruction ▪ Be able to use English in teaching and learning ▪ Be able to assess and give feedback in English
Curriculum Design and Development	<ul style="list-style-type: none"> ▪ Understand different approaches and models of curriculum design and development ▪ Understand steps in designing a curriculum ▪ Be able to plan, design and develop curriculum
Delivering Teaching and Learning Online	<ul style="list-style-type: none"> ▪ Understand online distance or blended teaching and learning approaches ▪ Be able to identify and evaluate a range of tools and technologies to support online teaching and learning ▪ Be able to design instructional content, activities and assessment that meets diverse needs of learners for online distance or blended teaching and learning ▪ Be able to plan and design a blended or distance online lesson/session ▪ Be able to deliver teaching and learning online
Managing Quality of Assessment	<ul style="list-style-type: none"> ▪ Understand action research in education ▪ Understand the importance of data collection in action research ▪ Be able to conduct practice-oriented research to improve classroom practice
Personal and Professional Development for Teachers	<ul style="list-style-type: none"> ▪ Understand the purpose of personal and continuous professional development for teachers in the context of organisational and national priorities ▪ Be able to identify own professional strengths and opportunities for professional growth and practice. ▪ Be able to take responsibility for improving own teaching through professional development in alignment with organisational goals and national priorities.



For Diploma in Teaching (Specialist)

The teachers choose between 4 Subjects to specialize in:

Unit Name	Skills Acquired / Learning Outcomes
Teaching English Language and Literacy	<ul style="list-style-type: none">▪ Understand the context of teaching English to different types of students▪ Understand theories, principals and approaches of language acquisition, literacy development and learning in different contexts (ELT, ESOL, TEFL)▪ Understand the processes involved in the development of 4 language skills - speaking, listening, reading and writing skills▪ Be able to demonstrate language awareness and skills▪ Be able to plan and deliver an inclusive English language lesson in a selected teaching context▪ Be able to use specialist approaches and tools in the assessment of language acquisition and learning, and literacy development▪ Be able to evaluate and improve own practice in English Language and literacy teaching.
Teaching Mathematics and Numeracy	<ul style="list-style-type: none">▪ Understand the role and importance of teaching and learning in mathematics and numeracy.▪ Understand the factors that influence the development of mathematical concepts and numeracy on the progression of students.▪ Understand theories, principles and approaches in the teaching and learning of mathematics and numeracy.▪ Be able to plan and deliver an inclusive lesson using mathematical concepts and numeracy skills▪ Be able to use specialist approaches and tools in the assessment of mathematics and numeracy knowledge, understanding and skill.▪ Be able to evaluate and improve own practice in mathematical and numeracy teaching.

Cotinued on Next Page...



Unit Name	Skills Acquired / Learning Outcomes
Teaching Specialist Subject	<ul style="list-style-type: none"> ▪ Understand the role and importance of teaching and learning in a specialist subject. ▪ Understand key curriculum issues in a specialist subject ▪ Understand theories, philosophies and approaches in the teaching and learning of your specialist subject. ▪ Be able to plan and deliver an inclusive lesson in your specialist subject area ▪ Be able to use specialist approaches and tools in the assessment of your specialist subject specific knowledge, understanding and skill. ▪ Be able to evaluate own practice in teaching your specialist subject.
Teaching in Early Years and Primary Phase of Education	<ul style="list-style-type: none"> ▪ Understand the role of early years and Primary teaching in supporting children's holistic development ▪ Understand the needs of young children ▪ Understand the language and communication needs of children in Early years and Primary schools. ▪ Understand mathematical and numeracy skills needs of children in Early years and Primary schools. ▪ Understand the role of teaching science and ICT in Early Years and Primary schools ▪ Understand the role of creative subjects in promoting development in young children ▪ Understand the value of play in promoting development in young children. ▪ Understand the role of observation, assessment and planning cycle in Early years and Primary teaching ▪ Be able to plan and deliver an inclusive lesson in Early years and Primary phase of education



SKILL-PORTFOLIOS: TEACHER RECRUITMENT WITH A NEW LENS

Having interacted with over 1500+ schools, we have found out that some schools often end up hiring teachers who do not meet the necessary skill requirements. We have solved that problem with the use of Skill Portfolios, containing actual evidences of teachers' skills, in the evaluation of teachers.

Skill Portfolios are effortlessly built as the teachers learn on the Suraasa platform based on course progress, assessments, and assignments.

We've been told that every time a School sees a Suraasa learner's skill portfolio, they get a new job description of their subsequent hires.

How Schools See Suraasa Teacher Profiles

The screenshot shows a teacher profile for Namisha Ahuja. On the left, there is a sidebar with a photo of the teacher, her name, and buttons for 'Skill Mapping' and 'Video Portfolio'. Below this are links for 'On Suraasa': Academic Qualifications, Work Experience, Achievements, Languages, and Interests. The main area is titled 'On Suraasa' and contains sections for 'QUALIFICATIONS', 'CERTIFICATIONS', and 'COURSES'. Under 'QUALIFICATIONS', there is a card for 'Professional Graduate Certificate in Teaching & Learning (PgCTL)' with a status of 'In Progress'. Under 'CERTIFICATIONS', there is a card for 'Mandatory Professional Development Courses' with a status of 'Completed'. Under 'COURSES', there are four cards for 'Teacher Standards': Standard 3 (In Progress), Standard 1 (In Progress), Standard 2 (In Progress), and Standard 4 (In Progress). Each course card includes a 'View Course' button.

The screenshot shows two student profiles: Alia Hussain and Ayman Morsy. Each profile includes a photo, name, highlights (e.g., PGCTL, MPD, +2 Qualifications, +2 Certifications, +13 Additional Courses), skill highlights (e.g., VERIFIED 76 SKILLS, Professional 3/36, Intermediate 3/36, Advance 3/36, Beginner 3/36, Additional Skills 3/36), work summary (e.g., Total 3 Years of Experience, CURRENTLY WORKING AT International High School Dubai, UAE | Since 2016), and a 'VIEW PROFILE' button. At the bottom, there are navigation arrows for the profiles.



PLACEMENT PROCESS

Here is the secret recipe to hiring the best teachers for your school:

1

Tie up With Suraasa

- School gets in touch wth Suraasa
- School and Suraasa sign MOU
- Suraasa intimates school about new cohort of learners

2

Share Recruitment Needs

- School sends requirements as job description
- Suraasa team verifies the requirements and maps it to skillset
- Run the requirement through our teacher database

3

Scan Provided Teacher Portfolios

- School gets teacher profile and skill portfolio
- School gets teachers recorded video interview
- Suraasa's team arranges interviews with teachers

4

Roll-out Final Job Offers

- School shares feedback and offer letter for the candidate
- Free induction training to the selected teacher on school's requirements
- Teacher joins and starts teaching at your school



SCHOOLS TRUST SURAASA FOR THE RIGHT REASONS

On what basis do you select or promote your teachers? Do you select the ones who just have a valid qualification certificate or do you prefer the ones who have the skills of running a 21st century class and evidence to prove their skills, in addition to a teaching qualification?

Teachers with Suraasa qualifications are highly skilled and impact all areas of teaching and learning, thereby impacting School Annual Rating in inspections. School leaders have seen this impact in their schools and hence they speak highly about our courses and students.

"We'll be happy to hire teachers who have a qualification through Suraasa."



Dr. Frank Fernandes

Principal, The City International School, Dubai

"If I receive an application from a Suraasa graduate, I'd 8/10 invite them for an interview"



Mr. Leonard Murphy

Principal, Arab Unity School, Dubai

"Because the teachers at our school have done PgCTL, I'd say that it's very relevant and practical."



Mr. Justin McCauley

Principal, North American International School, Dubai

"Our school's Rating has improved in over fourteen indicators. In Teaching, we went from Good to Very Good"



Mr. Muhammed Atif

Principal, English Language School, Dubai

Almost 90+ schools across 5 curriculums (British, American, UAE National, CBSE, and International Baccalaureate) have experienced the magic of having Suraasa Qualified Teachers in their school.

Your School Could be the Next in the List.

Become a Suraasa Placement Partner for Free

Write an email to schools@suraasa.com.