



# AL-MADINAH SCHOOL

## Languages Department Newsletter Term 3, 2025

Dear Parents, Whānau, and School Community,

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

At our school, the Language Department is deeply committed to fostering linguistic excellence and nurturing our students' ability to read, write, and understand both Arabic and Urdu fluently. We believe that strong language skills not only support academic achievement but also strengthen cultural and spiritual identity.

### Current Structure and Future Vision

Currently, Arabic and Urdu are each delivered once per week. While this provides a foundation, it poses challenges for retention and language development, especially as Arabic is a foreign language for most of our students. Urdu is a challenge as students are limited in reading and writing, although they may speak and understand Hindi, the Urdu language is not fluent.

As Head of Department, I believe that a more consistent and immersive approach is necessary.

Ideally, language instruction should be delivered at least four times per week. However, due to the current curriculum demands and timetable constraints with other core subjects, this is not yet feasible.

We are working towards delivering Arabic lessons at least twice per week for primary students and introducing Urdu classes from Year 6 **إِنْ شَاءَ اللَّهُ**. With time and the right support, this will strengthen student engagement and language acquisition.

### Progress and Support

Alhamdulillah, we are witnessing gradual yet positive progress in our students' language development. Senior boys have started Urdu and Arabic Talim. Boys are leading Juma Salah in Arabic Language. Girls have started Urdu Talim. To further enhance their learning, we humbly request the continued partnership of both parents and teachers in guiding and supporting our learners. Monitoring progress, encouraging practice at home, and nurturing a positive attitude towards language learning are essential ingredients for success.

### Challenges Facing Our Department

Despite our best efforts, several challenges continue to impact language teaching and learning:

- **Diverse Proficiency Levels:** Students enter with varying backgrounds, some with little or no exposure to Arabic or Urdu.
- **Complex Grammar:** Both languages possess intricate grammar and script, requiring regular practice.
- **Limited Periods:** Infrequent lessons make it difficult for students to stay engaged and develop fluency.
- **NCEA Priorities:** Secondary students often prioritize NCEA credit subjects, resulting in reduced focus on Arabic, which does not currently contribute to their qualifications.

- **Gender Disparities:** Girls are consistently performing better than boys, which may relate to differences in attendance, behaviour, and motivation.

### Girls' Achievements

Our female students have demonstrated steady progress in Arabic, which can be attributed to:

- Higher levels of commitment and focus during classroom time.
- A more conducive learning environment that supports concentration and discipline

### Boys' Areas for Development

Male students, while showing potential, require more support to improve their outcomes:

- Limited lesson time hinders full comprehension and practice.
- Larger class sizes make individual support more challenging.
- Motivation and engagement need to be strengthened through tailored teaching strategies and increased exposure.

### Curriculum and Teaching Practices

Our

scheme of work incorporates a range of engaging practices:

- **Classroom Conversations (محادثة):** Encouraging spoken Arabic in real-life contexts.
- **Cultural Immersion:** Use of nasheeds, short stories, and cultural elements to deepen understanding and enjoyment.
- **Technology Integration:** Apps and online tools help students learn at their own pace and enhance grammar and vocabulary skills.

Students are generally picking Urdu more quickly than Arabic, as many come from Urdu- or Hindi speaking

backgrounds. This highlights the importance of contextual and home language support in language acquisition.

### Professional Growth and Teacher Development

We recognize that many of our language teachers come with international qualifications and limited practicum experience within the New Zealand education system. Classroom management and adapting to the NZ curriculum can present challenges.

Alhamdulillah, the school has implemented a

**Professional Growth Cycle (PGC)** to support teachers.

This cycle aligns with the New Zealand Teaching Council standards and focuses on:

- Setting teaching goals
- Reflective practice
- Assessment review and lesson planning
- Continuous mentorship from the HOD

### TEACHERS IN THE DEPARTMENT

#### Arabic Language:

Amjad Ali - teacher to Y 11 -12 & 13 boys

[AmjadA@al-madinah.school.nz](mailto:AmjadA@al-madinah.school.nz)

Sarfaraz Ali – Teacher to Y 7,8,9,10 Boys

[sarfaraza@al-madinah.school.nz](mailto:sarfaraza@al-madinah.school.nz)

Moveena K. Rasheed – Hod Languages  
to Y 11,12 & 13 girls

[MoveenaR@al-madinah.school.nz](mailto:MoveenaR@al-madinah.school.nz)

Teacher

Verda Imam – Teacher to Y1-6 primary 7-8 Intermediate Girls  
and 9-10 secondary girls. [VerdaI@al-madinah.school.nz](mailto:VerdaI@al-madinah.school.nz)

#### Urdu Language:

Shazia Kanwal–Teacher to primary, intermediate and Y9 & 10  
Girls

[ShaziaK@al-madinah.school.nz](mailto:ShaziaK@al-madinah.school.nz)

Abdul Jalil – Teacher to Intermediate and Secondary boys.

[AbdulJ@al-madinah.school.nz](mailto:AbdulJ@al-madinah.school.nz)

## ASSESSMENT OUTLINE

### SKILLS FOCUSED FOR ASSESSMENTS:

#### Primary students:

Skills Focus:

Listening: Recognizing basic words and phrases.

Speaking: Answering simple questions.

Reading: Matching words to pictures.

Writing: Spelling simple words and phrases

#### Intermediate Students:

Listening: Understanding main points in slow, clear speech.

Speaking: Asking/answering personal questions.

Reading: Understanding simple texts.

Writing: Writing short notes and messages.

*Skills Focus:*

#### Secondary Students:

Listening: Understanding conversations in daily life.

Speaking: Taking part in unprepared / unprepared conversations.

Reading: Reading simple articles and stories

Writing: Writing conversation and simple reports.

- **Formative Assessment:**

Weekly quizzes, homework assignments, class participation

- **Summative Assessment:** Mid-term and end-of-term exams covering reading, writing, speaking, and listening

- **Project-Based Assessment:** Writing a story or presenting on a cultural topic related to Arabic-speaking countries

## Final Thoughts

As we continue to enhance our language programs, we ask for your ongoing du‘ā (دُعَاء) and cooperation.

Together, we can build a strong foundation for our students to thrive in both their linguistic and spiritual journeys.

رَبَّنَا تَقَبَّلْ مِنَّا إِنَّكَ أَنْتَ السَّمِيعُ الْعَلِيمُ for your support. We look forward to working with you in delivering the Language curriculum for the betterment of our students.

رَبَّنَا تَقَبَّلْ مِنَّا إِنَّكَ أَنْتَ السَّمِيعُ الْعَلِيمُ (Our Lord! Accept (this service) from us: For Thou art the All-Hearing, the All-knowing.

وَعَلَيْكُمْ السَّلَامُ

**Moveena Rasheed (HOD).**