



IB MYP-DP EDITION

June-2020



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**Principal IB
Shanmugam Paramasivan**

The start of this academic year 2020-21 at Gaudium with over two hundred staff at the front end was on a virtual platform. As planned we executed the two weeks' induction programme scheduled for our teachers, sometimes in larger groups and sometimes in smaller groups collaborated according to the curriculum program requirements very effectively engaging and bringing in multiple perspectives focused on individual leadership goals aligned to the whole school goal set for this year.

The integration of technology has always been blended in our teaching and learning practices. This time it has only enhanced and enriched our research skills, self management skills and critical and creative thinking skills, though there will be a lack of social skills and physical communication skills which amidst the pandemic situation we don't have a choice. We are geared up for at least two months learning experience for our students in online commencing from 15th June so that we continue our teaching and learning blended both with online and classroom contact at school campus resuming as per Government directives and our collective wisdom to transition in phased manner.

Our emphasis on this year is to strengthen five developmental pillars of Gaudium Happy Minds Model. We have designed it in such a way that the students demonstrate their excellence in all the domains of development reflecting their journey of learning in individual student portfolio, the teachers practice their teaching excellence on key principles meticulously planned and efficiently executed and accounted through individual portfolio, and leaders envision and implement the best standards recorded in individual dossier.



Welcome to DP New Academic Year 2020-2021

Welcome you all on-board, the new and existing students and parents of The Gaudium School, to the academic session 2020-2021. We hope this message reaches you and your family safe and well.

At The Gaudium School holistic excellence is one of five developmental pillars of Happy Minds Model and our core values are at the heart of everything we do! In the Diploma Programme (DP) we incorporate a rigorous and methodological planning to maintain the standards and practices of IB and it fosters in every student love and skills of learning. Students demonstrate a deeper knowledge and understanding of themselves and the world around them. Students are guided by our teachers who are trained, experienced and passionate about the IB Diploma Programme and the students endeavor to strive for a higher degree of excellence. IB Diploma is a very well-rounded programme; it not only incorporates academics but the extracurricular activities allow for extensive personal development as well and help students to build a strong student portfolio.

In the IB Diploma Programme, two years of school are incredibly important for students. This marks the beginning of their path towards university and success in their chosen careers. At The Gaudium school students are assisted for college admission by the Careers Counselor. Students are supported in the crucial university and college applications process. Counselor works closely with the IB Diploma Coordinator and will help simplify the complexities of the various systems that exist and guide students and parents.

We want to make sure that students achieve the very best point score that they can at IB. One of the ways we support is by tracking students' performance against where they should be at all stages of the course. We identify the areas in which students may excel, and those areas in which students may need more support. School assessment structure is designed in a way that helps students to progress with each assessment component, enables teachers to identify gaps and provide feedback and needful support.

The Diploma program prepares the students to build skills and tools of self directed learning and thus enable them to be confident global citizens taking the ownership of learning and leading a purposeful life ahead.

Global Leadership

There are very specific expectations from DP students:

- Have a strong work ethic
- Demonstrate extra effort to ensure learning (takes notes spontaneously, researches independently, and ask higher order thinking questions)
- Respond bravely to the most challenging assignments
- Complete goal setting that helps them stay on track
- Excellent Attendance - Daily attendance is an important part of IB. Courses move quickly and substantial information is covered on a daily basis
- Involvement - IB students will be expected to be prepared and participate in class discussions. They will need to present ideas, see relationships, draw conclusions, discuss possible outcomes, listen carefully, and respect other viewpoints
- It is expected to put in every effort to ensure that the work submitted is of high quality and meets the criteria stipulated by the IB. Students must fulfill the subject specific requirements of the Diploma programme including three compulsory core components: the Extended Essay, Theory of Knowledge and the Creativity Action and Service
- Follow student code of conduct

We will continue to put the best interest of the students first and my commitment to school's philosophy.

At Gaudium, you have a team of people working hard to support students and parents throughout your two year programme journey.

Once again, welcome to DP New Academic Year 2020-2021!!

Warmest regards,

Vijeta Sinha

IB Diploma Programme Coordinator



Welcome To MYP

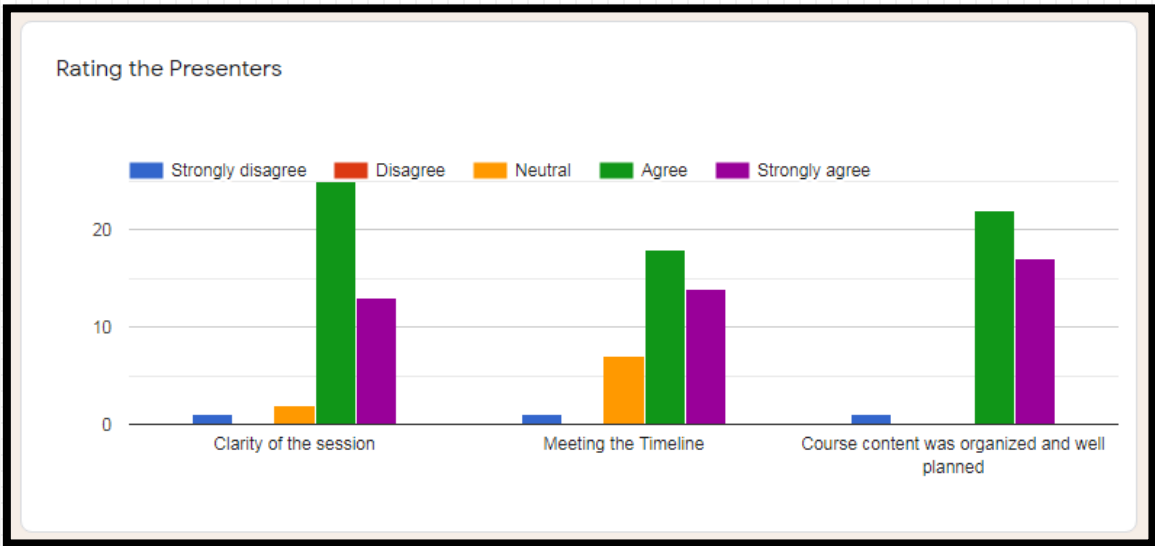
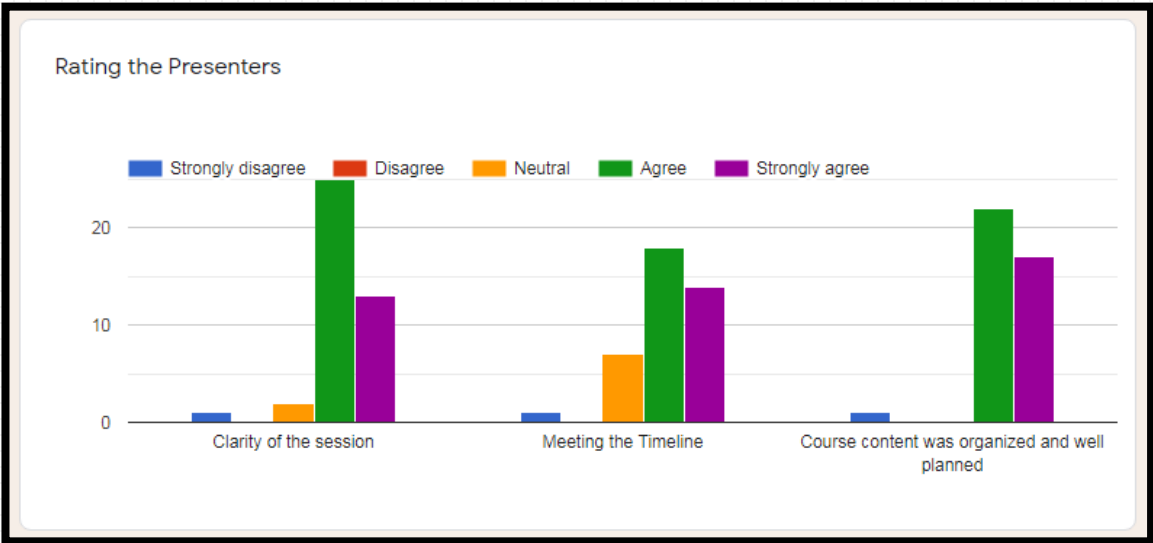
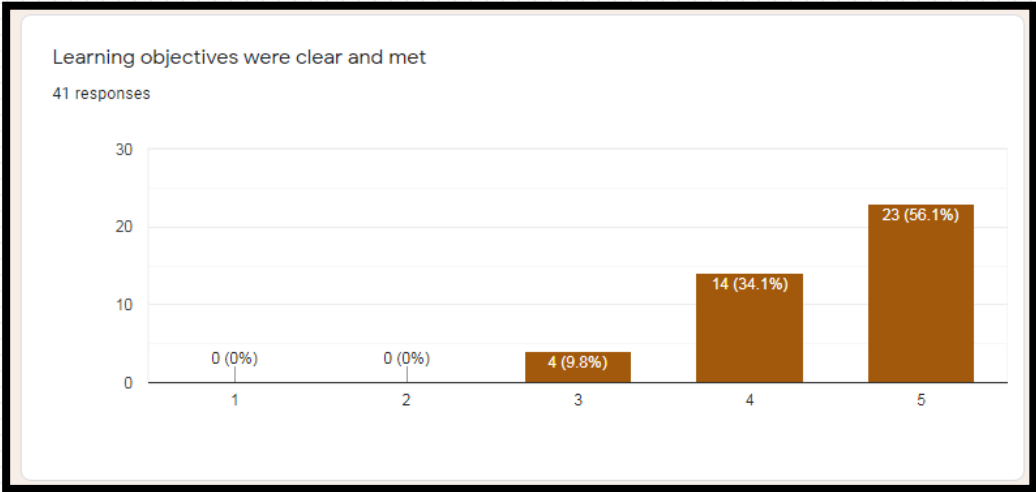
At the Gaudium school, we believe that teachers play a vital role in students' development, hence they need to upgrade their knowledge at frequent intervals. For teachers, to be well versed with the latest developments and upgrade their skills, they have to undergo 270 hours of professional development in each academic year. The process of the first phase of professional development for the academic year 2020-21, started with the induction program for the new and returning teachers. Teachers were welcomed with a warm introduction and a brief of the induction program schedule which was diligently planned by the school leadership team. The sessions were planned rigorously with modules from diverse subject areas which will enable teachers to strengthen their skill sets and provide an authentic and meaningful learning experience. Few of the sessions included giving them a thorough understanding of School philosophy, School policies, School communication systems, CAS, including the curriculum specific Professional development sessions. The sessions demanded teachers get actively involved in the teaching and learning process.

This induction program provided teachers with a platform to collaborate and establish a strong channel of communication and helped them to learn from each other by sharing their experiences and perspectives. During the sessions, teachers were empowered to involve themselves in constructive discussions and embrace different opinions. Teachers were also provided with self-reflection time, wherein, they reflected on how they can incorporate their learning from these sessions in their day to day teaching and learning practices. It was fruitful two weeks of authentic, relevant, and rigorous training and certainly, this will create a positive difference in their classroom environment.

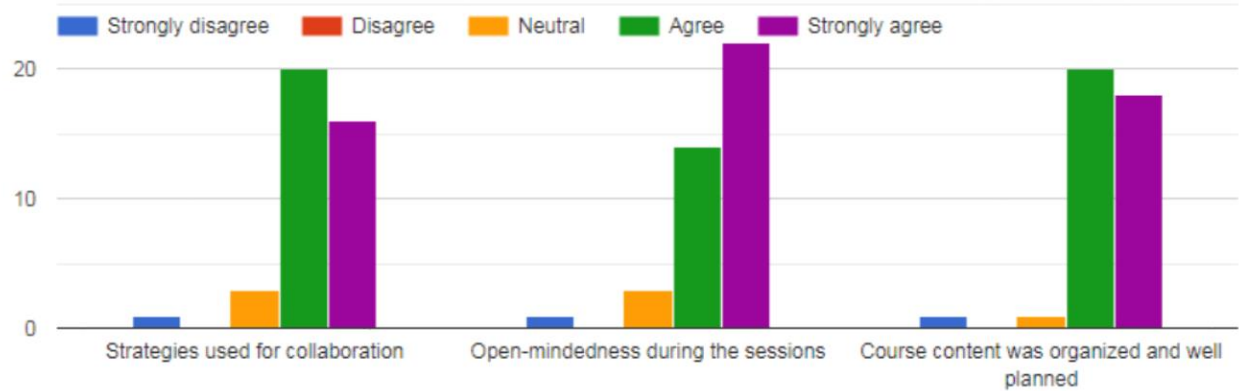
Feedback is always a strong medium for improvement. During this process, teachers were encouraged to provide feedback on the sessions on a daily basis, which helped us to tweak the upcoming sessions based on the teachers' feedback and their needs. By the end of the two weeks induction program, we are all geared up to welcome our students for this academic year and we will constantly work towards providing them with enriching learning experiences throughout the year.

Bindiya Jena

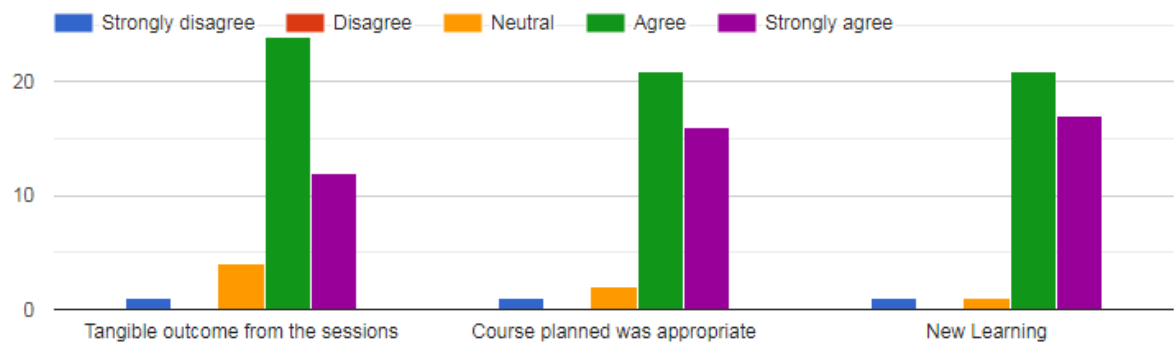
MYP Coordinator



Effective Engagement



Takeaways and the significance of the Workshop



Global Leadership



Teacher Induction week – The Gaudium developmental pillars

“When educating the minds of our youth, we must not forget to educate their hearts.” – Dalai Lama

Gaudium school in its 6th year is continuing to commit to its philosophy and has reflected and reviewed its happy minds model and has come up with a unique model of how to sculpt happy minds. For the academic year 2020-21, every student and teacher at Gaudium at high school will be carrying the portfolio which will reflect their daily journey of learning and teaching through their process journal extracts and records of their holistic profile building. The objective of this is to provide documented evidence of holistic excellence from a variety of sources and provide context for that evidence. This will enable teachers and students to organize material and help one reflect on and improve one's attitude and skills. The 'Happy Minds Model' covers all the required aspects like physical, mental, social and emotional needs of the students that will enrich their journey in school. The vision of the school about “Unlocking the potential of every student to create happy and responsible leaders who balance their inner and outer world to be future ready” can be fulfilled.

During this week's induction session, the role of teachers, and how they will be supported by the school management in building the 5 development pillars was shared. Many teachers expressed that such a structured programme to bring excellence in teaching and learning was not experienced by them so far. Their enthusiasm to start the classes and bring the plan into action is very evident!!

Vijeta Sinha

IB Diploma Programme Coordinator



Student Portfolio



Teacher Portfolio

The Gaudium's Pride



The Gaudium's Pride!



Yuvan SriSai Dutta

Grade 6, MYP

Yuvan SriSai Dutta our Sportopia Chess player has innovated a platform by coding that can monitor the scores of the chess competitions that are conducted online. We are really proud of this initiative by Yuvan. Congratulations! Keep it up!!



Stakeholder Engagement



My Takeaway from Induction Program

"Tell me and I forget. Teach me and I remember. Involve me and I learn".

The title is a quote by Benjamin Franklin which I believe is truly applicable to everyone.

I believe, to teach the geniuses of the 21st century, we educators must learn, unlearn, and re-learn. Here at The Gaudium School, the first week of orientation was profoundly a learning experience for me. I liked the balance between academics, soft skills, and socio-emotional learning sessions that happened in the first week. The curriculum specific sessions gave an in-depth understanding of the curriculum and pedagogy. Sessions on online classroom etiquette, mindfulness, holistic excellence, academic integrity were informative and felicitous indeed. For me, the highlight of the first week's orientation was the Policy Review Session. In my nine years of teaching experience, I have never come across any organization that involves educators in policy drafting and reviewing. This is a true example of involving educators to accomplish the goals of the school.

Last but not least, the Gaudium team is earnestly encouraging and supportive- the leaders, the teachers, the administration - everyone is approachable and amiable. They genuinely reflect the Happy Mind's Model of the school. To become a member of the Gaudium family is a delight. I am excited and happy to be with a school that believes in electrifying the learners' minds with knowledge and enlightening their hearts with love and compassion.

Akanksha

Science Facilitator

Stakeholder Engagement

Unfolding MYP

It is believed that when parents are involved in the education of their children in positive ways, the children maximize on their untapped potentials and demonstrate positive attitude and behavior. The foundation for a good parent teacher relationship is laid on open and frequent communication and a clear understanding of what is best for each individual child.

We, at Gaudium understand the importance of a child's growth and the complex role of their parents along with their teachers. A child's learning is fostered through joint efforts of parents, teachers and the school.

Keeping all these in mind the virtual parent orientation program was organized on the 13th of June, 2020. The program commenced with the IB principal Mr Shanmugam Paramasivan addressing the parents by walking them through the vision and mission of the school. The Parents were given an insight upon The Gaudium School's 5 pillars which is based on the belief that locked within every child is the inherent potential for greatness. It identifies the specific skill set of every child and helps each one of them to derive motivation from within as well as from the environment.

This was followed by the introduction of Ms Bindiya, who will be taking over as the MYP coordinator, addressing the parents. The aim was to give parents an opportunity to experience and understand the world their child explores in the school. MYP being newly introduced at the school, parents were given an overview of the course and expectations were clearly laid. Amidst the pandemic, the school has moved to a virtual learning platform using the most advanced audio, visual learning techniques. This was followed by the introduction of the teachers representing various subject groups.

The parents shared their experiences of the session after it was done and they were appreciative about the MYP programme as well as the efficiency with which the session was planned and conducted.

Priyanka B.M

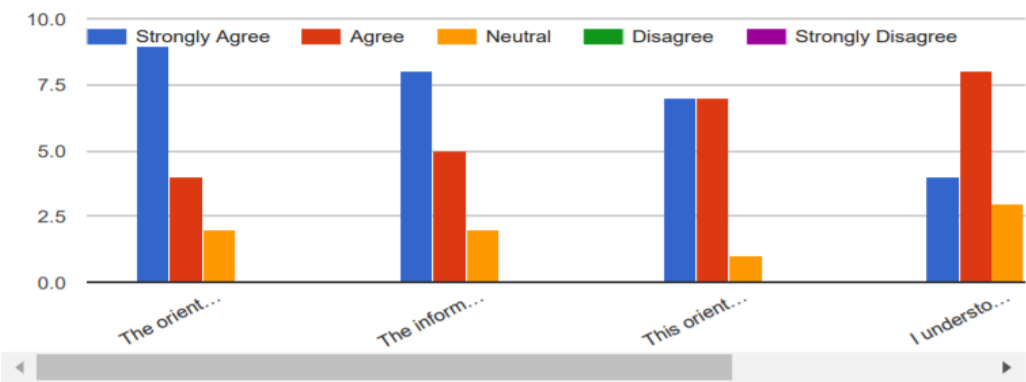
Language & Literature Facilitator

Stakeholder Engagement

Parent orientation Feedback

15 responses

Level of effort



Stakeholder Engagement

Our Quarantined School

The year 2020 will be an unforgettable year as we have been locked in the house for several months due to the outbreak of coronavirus. This school year feels extremely different because we are attending online schooling for the first time in our lives. It was very boring with no friends around in the beginning, however, after a long vacation, the school has reopened now which has brought us joy.

This year, our class has started MYP, but we are experiencing it differently because we are taking online classes. Our experience with online classes has been fun, interesting and a truly unique experience.

The teachers are very friendly and we love the way they teach and the activities we do are relatable to that subject so that we understand that subject clearly. It is exciting with the online classes. After two days of online courses we already have unlimited work to do but it is fun and we are becoming a part of unforgettable experiences. This is a new concept in learning. I had never thought of online classes taking a large part of our school.

Even though we are back in our classrooms, we still miss being in school with our friends, teachers and interacting with them physically. It is a new experience and a “new normal” which is going to stay in the future. It is also convenient for teachers and students in case they are travelling and are not present in the same place. This new normal has taught much required technical skills to connect with people around the world and learn effectively.

Shammita, Deekshitha, Aparajita, and Nayonika

Grade: MYP 2

Stakeholder Engagement

A New Beginning

Coming back to school after the summer break feels to be fun. Meeting friends (though virtually) and knowing new teachers was a wonderful thing to have started the year.. We got to know about different subjects in MYP.

In PYP, we had one teacher teaching all subjects, however, in MYP we have different teachers for different subjects. Our Math teacher made us play a game to discuss what we have learned last year. We also liked the activities we did in the French and Hindi classes where we learned about consonants and vowels. In English we narrated a documentary about Covid-19 and learned about how the environment gets affected because of pollution and global warming in the Humanities class. Our Science class helped us to explore new inventions and experiments, the video was interesting. We are enjoying learning each subject.

MYP1 Students

Stakeholders Engagement



My admiration for Gaudium

I was overwhelmed since the first day of the online orientation at The Gaudium School. My expectation about an orientation was a plethora of sessions where I would understand a glimpse of the philosophy of the school.

To my surprise, I have been geared up to participate in the sessions right from day 1. I had the opportunity to give a description of myself, talking about my origin and that made me proud and happy to stand as 'part' of the school. It is important for me to be accepted as this gives a boost to my emotional wellness. I would say, each one of us, if given a chance to talk about one's origin in the first session, would strengthen the element of belongingness to a new institution. I was left in awe when I attended the session conducted by the General Manager Human Resources, Mrs. Rohini. My admiration for the school increased when she presented the teacher's handbook to us. Not only I could sense an element of transparency but a desire from the director, to keep the employees happy and motivated.

The few things that were discussed in detail, made it very clear that teachers of this organization are respected and cherished. The do's and don'ts of the organization was presented as well as information about how to handle certain situations. This acted as a guideline for us, teachers, to follow in an amicable way, irrespective of the situation.

I have been teaching for many years and it always brings tears to my eyes when I see that teachers are taken good care of. I realized at that point the people working in the Human Resources Department act as a guide to ease our integration within the school family. In my opinion, we are all sailing through the success of students, teachers, administrative and support staff in this organization as we are building a global environment that fosters growth for each individual of the organization.

Nandita Maunthrooa

French Facilitator



Stakeholder Engagement



The Happy School

I am fortunate to be part of The Gaudium school because I feel that The Gaudium school fosters an enduring environment for the students and teachers development.

Since the moment I joined The Gaudium school I felt like I was part of a family. The Staff here work together with gratitude and make sure students are getting the best quality of education and community.

I highly appreciate all the knowledge and skills imparted to us during every session. It has been very useful and I feel empowered to be able to have control of the newly acquired information.

The level of care and trust that the Principal has put in me is so unique and special. Under the guidance of our IB Principal Mr. Shanmugam sir, I feel confident that I would be given room to grow as an educator. It feels great to be part of a group that takes meaningful steps towards turning our philosophy and values and putting it into action!

The culture at The Gaudium School allows each one of us to constructively debate and to learn to embrace different opinions. Bringing up new views and ideas supported by the school is the best strategy, which will have an overall rewarding experience to all stakeholders of the school.

The Mindfulness Program has significantly improved my physical and emotional wellbeing as an educator. It has given me a great way to de-stress and make a clean divide from work to personal time, and it has given me no excuse to avoid exercise. I'm super grateful for it!

I am interested in promoting a 21st century global learning platform to our students in the classroom, a different kind of educational approach. I believe the children can be the main participants in class, the ones who discover the knowledge, while the teachers channel their efforts in the right direction.

When a student is confident, he or she can stand up and express an opinion in a considerate but determined way, supporting it with facts. This is what our society needs and we, as teachers, have to help our students build it.

Ms. Josna Vaz

Design Facilitator-MYP



The journey of transformation towards MYP-DP



Reflection in Art form by D.K.Sahoo

Pre IBDP Course

The International Baccalaureate Diploma Programme (IBDP) is a two-year educational programme, designed as an academically challenging and balanced programme of education for success at university and life beyond. From its beginnings, the DP has adopted a broadly constructivist and student-centered approach, and emphasizes the importance of connectedness and concurrency of learning.

At Gaudium, we ensure that every child in Gaudium has a wonderful and joyous journey of learning. We are focused to prepare young minds for a future in a rapidly changing and evolving world and create lifelong learners. We are committed to help students develop competent skill sets. In the early stages of the course, students can find the transition to the IB Diploma challenging due to the IB's increased focus on independent approaches to learning. Additionally, it requires an ability to assimilate new ideas and effectively communicate them. Keeping these aspects in mind the Pre IBDP course is designed. The Pre-IBDP course is a four-week programme at The Gaudium school, designed for students of DP year 1. The objectives behind designing the course were as follows:

Prepare students for the academic challenges of the two-year International Baccalaureate Diploma Programme

Specifically designed for students, we believe have the potential to be successful in the IB Diploma but may lack the skills that are necessary to access the IB programme

The course is to emulate the curriculum style and approach of the Diploma Programme, while also focusing enhance proficiency in English and analytical reasoning

The focus will be on building approaches to learning (ATL) skills, required for success in the Diploma Programme.

All students will have an opportunity to be introduced to all the subject groups offered at TGS, to enable students to gain clarity of the subject requirements and make sensible choices from subject groups.

Give a glimpse of DP core and help them understand the expectations of the core subjects.

In the very first week of the course, the students are able to feel the difference. They are sharing through their reflections how much they are liking the course.

Vijeta Sinha

Diploma Programme Coordinator



Four days of DP

These past four days have been very enlightening for me. Before being an official IB student, I perceive myself as an average CBSE student with no real perception about life. However, since my Pre-IBDP classes have begun, I have felt a ray of hope emerge within myself.

The classes conducted by the most wonderful teachers have been exceptional and highly informative. And I can honestly declare that each session has been truly exhilarating. From our very first Ice-Breaker session, to the TOK sessions; I feel like I've learnt so much in just 4 days more than I have in 4 months! And there is still so much to learn.

I enjoy talking about different perceptions and approaches towards a certain topic, and absolutely love taking part in group discussions. The concept of teamwork was always very abstract for me since I was never with the right company who actually took it seriously. However, being in a class with students having such massive potential and intellect, and most of all, the love for learning, I am gradually growing into a person acquiring an inquisitive mind and a sense of responsibility.

I absolutely admire the idea of basing our whole foundation on research and critically analyzing and evaluating the source. It is a wonder what so much information can do that boggles the mind and makes you want to know more about it. This is exactly what we have been doing for the past few days. Usually, it might seem uninteresting and tedious for a person like me, however, I can proudly say that not a day goes by, that I have not wanted to acquire more knowledge and insights on a particular topic. Being able to put in my views and opinions, debating about the theoretical or ethical side of things, and most of all, pushing the boundaries, has taught me so much in just a few days.

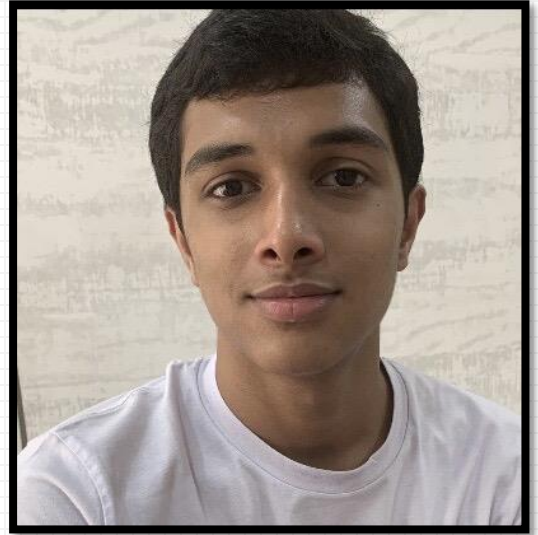
My favorite session so far would be the critical reading session taken by Mr. Prithvi Sinha. I love the way he talks about how everything around is a text, and his understanding about the profundity of life is simply marvelous! It gives me a very clear idea on how I must perceive even the most ordinary things around me and what kind of state of mind I must have.

However, when all is said and done, there will still be room for criticism. I recently read a fact that too much screen time can harm not only the brain, but can cause behavioral disorders as well. Apart from that, I personally experience a slight headache by the end of our class. Of course, there are frequent breaks given to us, and I wouldn't blame anyone for not being able to contain our current situation regarding the pandemic, however, I do propose, that as a group of rational people, we must come up with various ideas and eventually, come to a final conclusion, as a team effort. In that way, everyone will get a say on how they would or wouldn't like to go about their learning lifestyle, and still be in good condition by the end of the day.

Overall, the teaching methodologies are impeccable, and it has already made me yearn toward shaping into a better person, and that too, just over a few days. I am looking forward to implement this norm into my own life and stay true to the words, "the sky is the limit".

Blossom Amit Kumar

Student of DP year 1



Effective referencing and citations

The class on effective referencing and citations which was presented by Sutapa Ma'am, was quite interesting and entertaining; and I think I speak for my class when I say that the lesson was very useful and helpful as it plays a crucial role in our EE (extended essay). The entire period just flew by as Sutapa ma'am started to clearly and effortlessly explain in detail how we were supposed to cite. Every question on the topic that we had was answered through the session. This class is surely going to be remembered for a very long time by the entire class and will be referred to, by most of us. Personally, I felt that the teaching methodology is very unique and created a powerful impact in my mind.

The concept about citation was stated very clearly and was expressed in a distinct manner, none of the students were left behind, because ma'am tried to involve everyone as we continued to progress through the presentation. In my opinion, "effective referencing" wasn't quite elaborately explained and I think it would be better if it would've been. But I'm assuming that it will be covered again in future classes.

Pranav Moola

Student of DP year 1



Journey from The Gaudium Classroom to Google Classroom

Everyday teachers dress up, wear beautiful smiles and carry their confidence to start their journey of teaching and learning with students. The same has happened in The Gaudium School ever since it shaped up as '27 acres of joy'. The time spent with the geckos right from boarding the bus until we reach the classroom has always been memorable. However, the uncalled for catastrophe struck us and the lockdown was announced. Eventually, the entire team of Gaudium brought the classroom from physical to virtual. The journey was not tough and time taking yet none of us budged. We continued our journey with the same enthusiasm and dedication.

To be more equipped with the pedagogical experiences and the virtual fundamentals the teachers attended many eye-opening webinars and talks, and underwent many different training sessions. The Google classroom platform was introduced so that our geckos don't miss out with conceptual understanding of any topics. The classrooms saw platforms like Kahoot, Quizizz, GeoGebra, Classmarker, Google forms helping teachers to structure the process of knowledge dissemination.

This journey will continue with the hope that we will not compromise with teaching-learning experiences and encourage productivity. The classroom has been recreated, a community is being strengthened and teaching learning goes on.

Susmitha Mukherjee
(HOD Computer Science)



Becoming part of the policy making

The Gaudium School has taken many novel steps toward a meaningful implementation of the Happy Minds model during the induction week. The most novel, in my opinion, was the teachers participating in the policy review which is instrumental in the running of the school. This will instill more trust and passion in the ideals and implementation of the model. The task for the teachers was to be critical and open in reading the policies and offer recommendations to make the policies more compact. The teachers were divided into four different subject groups and each of the four policies were discussed in four different chat rooms. Under the supervision of the coordinator, the teachers came together to revisit the policies of the school.

In the language policy review session, the discussion among all the language teachers went on for almost two hours and each of the teachers discussed different aspects of the policy. The inception of a language policy steering committee was hailed by all the language teachers. The definitions of different concepts, the nomenclature of different activities and ideas were put under the knife by the language teachers. More useful ways of synchronizing the school values and the curricula specific language goals were also discussed. The discussions were quite intensive and after the two hours the heads of different languages presented the recommendations to the PLT. The principals appreciated the way the session had progressed and the way the critical recommendations were made.

For me, the session came as a surprise as I had always seen academic institutions to behave in a top-heavy and top-down position. Gaudium will definitely gain the goods of such activities that involve the teachers in the effective running of the school processes.

Prithvi Sinha

High School Teacher



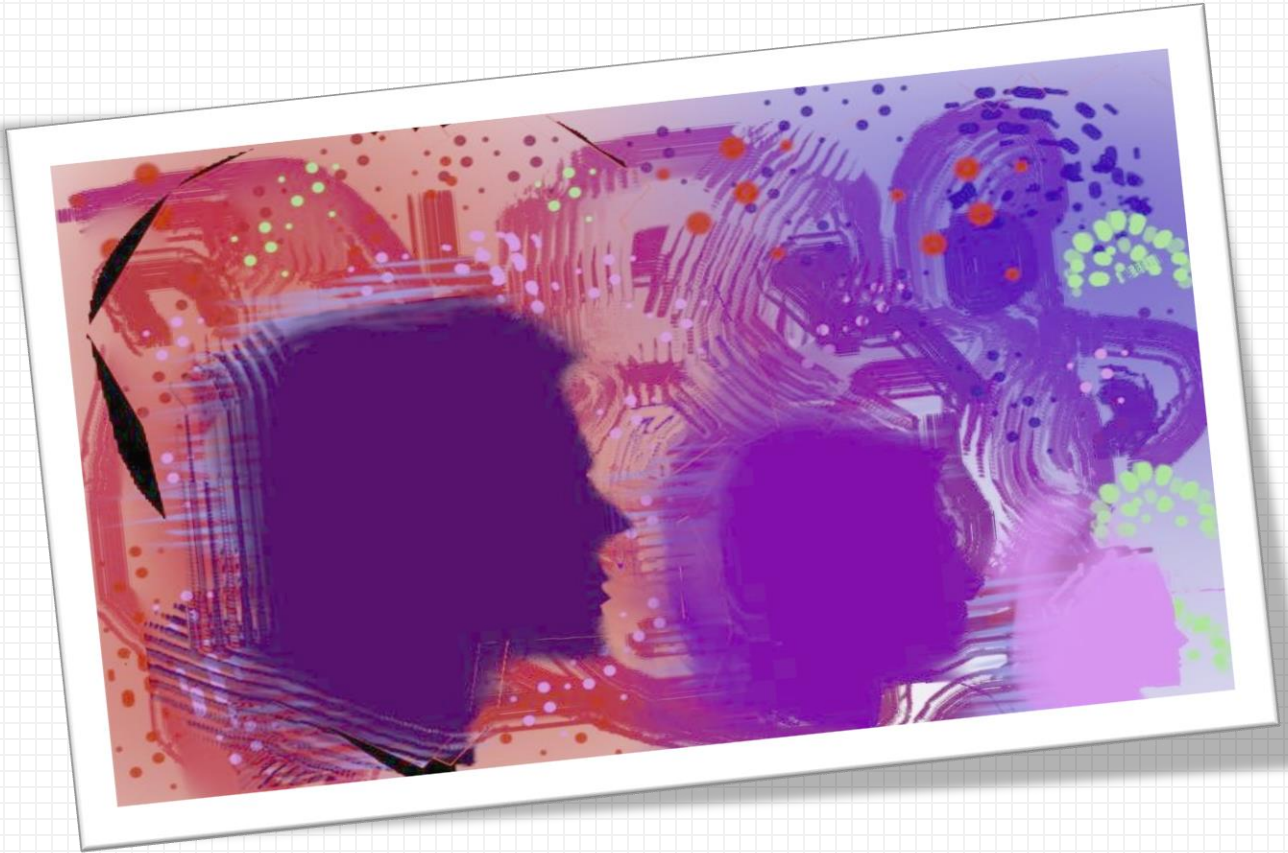
Pre-IBDP Visual Arts Session

An important approach to teaching digital arts is recognizing that students need not comprehend all that there is to know about the software. Rather, students can learn the software through the act of creating. Technology, however, should not be the most important part of the learning process; rather, the artmaking process is key. To this end, students were encouraged to manipulate and play with digital objects and ideas. Students developed an appreciation and tolerance for ambiguity. When learning to create and express their ideas with new software, they improved their patience and appreciated the subtle and larger changes that they learned with graphic effects tools. It takes a while to learn new software. By exploring creative digital assignments, students can become skilled at the effects tools while gaining knowledge of ways in which to use the technology creatively. They combined their past experiences with new ideas, and express themselves while learning new software. Through the process of digital creation, students developed their self-esteem and may approach digital art assignments more confidently.

Debendrakumar Sahoo

HOD Visual Arts

Holistic Excellence



Forgotten Three

The three silhouettes are supposed to be what's left of people after they've been forgotten, only a shadow or a wisp of smoke. It should be visible how even that is being slowly dissipated into nothingness.

In today's session with Mr.Sahoo he taught how to use a software, but what I found more interesting than the actual making of the art piece was Sahoo sir's patience. No matter how many times we kept messing up or questioning him on what to do, he patiently and pleasantly guided us. For example when a classmates program wasn't functioning properly he chose to explain and help him so that he wouldn't be left behind. I was saddened to hear that we had to stop as time ran out, but I am definitely looking forward to more sessions with him.

Adithya

IBDP 11 Student



Ghost in a shell

I really enjoyed today's activity. It was the first time I ever completed an artwork using a digital platform. I enjoyed experimenting with the various brushes and colors. I always thought that drawing with a mouse would be a lot harder than drawing with a pencil, but now i have realized that it's not all that hard. Also I felt that it is way easier to use different media on Krita than in real life.

Nikita

IBDP11 Student



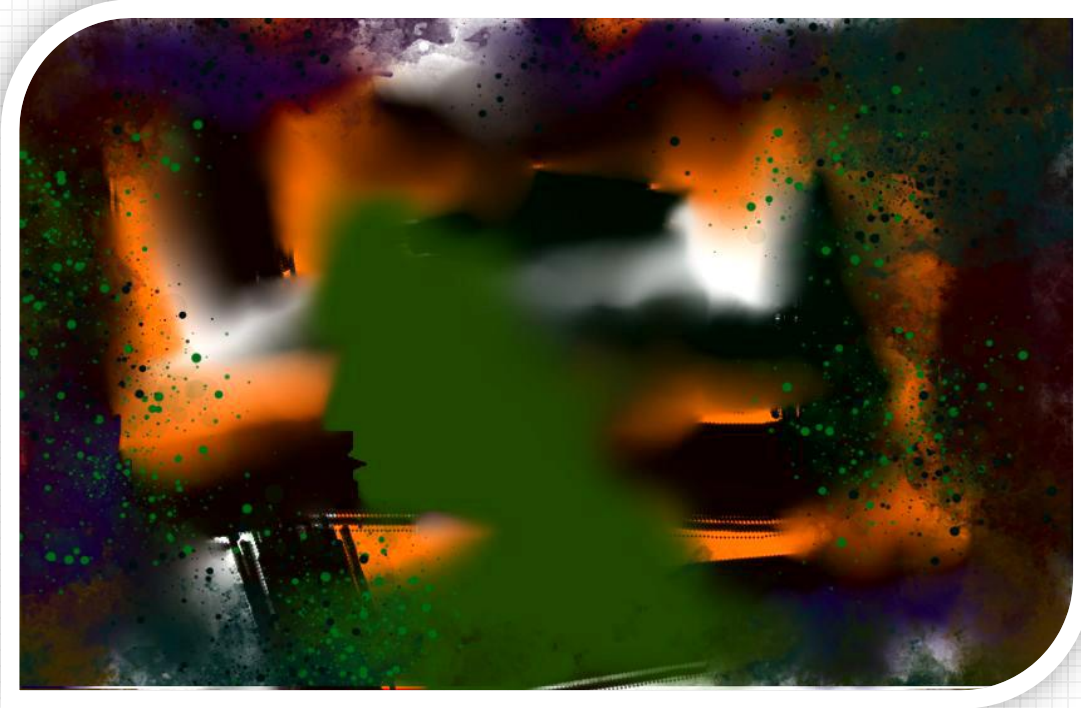
Vibrant Bubbles

I named my painting " Vibrant Bubbles " because I wanted to spread positivity through it . I wanted demonstrate that the girl in the painting was surrounded with positivity and color and was full of life. The bubbles in the painting symbolize her thoughts which were also positive telling us that if we are surrounded by positivity our thoughts will also be positive .

In the visual arts session today, we had an activity where we explored an editing app called Krita . In this app we used different tools and textures to make a painting and developed our skills . I really liked today's activity session, I thoroughly enjoyed it . It was a very informative yet fun session .In today's session I developed my editing skills and learned about color blending , adjusting the hue and saturation of images , using different textures and brushes to give different effects .I also really liked how the sir was very patient and explained every step in detail multiple times which made me properly understand what I was doing and gave me a lot of clarity .This session was very creative and it was a lot of fun to do it too. In the end , I really learned a lot in the session today .

Navya

IBDP11 Student



A Digital Expression

Since childhood, I have had a keen interest in art. However, my interest was never portrayed on an official canvas or an art paper and thus, I considered it as an occasional pastime, drawing cars and faces on rough paper or any piece of paper I could find until I attended the visual arts session, led by Debendra Sahoo Sir, where I could draw and express my art in an unconventional manner; on a software. Though I had a previous encounter with Photoshop, there was a lack of knowledge of the functions of tools which limited my ability of creating or modifying objects. On the contrary, the free software suggested by the teacher was fairly simple to use and was only focused towards creating digital art, which was a new experience for me. I was made aware of different tools and brushes' functions through Sir. He guided my peers and I on every step of the process and the final product that turned out was brilliant. Though the virtual classes were a hindrance to quality learning, Sir's determination and our cooperation along with krita(free software) made it possible to have an amazing experience overall. It was fun working with the software and I look forward to more of these classes in the future.

Aarya Vardhan

IBDP11 Student

Mindfulness and well-being



Relationship building session

Over the last few years, our work and personal space have been slowly evolving to exist within a growing digital society. There has been a great influence of the digital world hindering our social lives. Although these changes have made our life convenient but also have altered how we communicate, interact and behave.

The objective of the session on building healthy relations was to create an understanding of the importance of communication in the process of developing relationships with teachers, parents and other stakeholders to reflect on our communication styles. The objective was also to understand the presence of every individual around us - parents, teachers, peers and service staff who are essential elements in our life and try to make a connection with them in the physical world, respect their feelings and opinions and value the hard work and effort of the teachers. The strategies used in the process of learning the objective of the session were based around activities and reflections wherein the students could learn and groom social skills. They were also given space to voice out their opinions and difference of opinion from one another to help them develop their social skills through the session of relationship building.

Mindfulness and well-being

When we think of the word teacher or student or self it becomes quite easy to think about words associated to 'teacher' and 'student', however, to think about the word self, we often feel challenged. This is known as expectation. In every definite relationship, be it a teacher, a student or a parent, we have certain expectations from the roles assigned to it. However, the word self is not definite; we have no definite expectation. Similarly, this activity was run in the class and most students found it difficult to pick words that come in their mind when they think about the word self. However, it was quite easy and quick for most of them to think of words for teacher and student. They expressed that it was easier to think of words for teachers because there are set norms and expectations of their behavior. This led us to understanding etiquettes - code of behavior for a particular society, class or group. Relationship building is always followed with a process of etiquette. Positive relationship with a teacher helps a student focus more on studies and helps increase motivation in studies. Communication plays an important role in shaping relationships in group task or team work as well. Activity on making assembly sentences to bring awareness on teamwork, skills required like collaboration, opinions, listening skills, leadership quality etc. The students participated in the activity, "presence of mind and body" letter cancellation task. Students were enthusiastic and participative throughout the task as well as the entire session. It was an interactive and reflective session wherein students were voicing their opinions as students how they can improve and maintain a healthy teacher student relationship and keep the spirit of happy mind in the school atmosphere.

Sukanya Das

DP Psychology Faculty and Student Counselor.

Mindfulness and Well-being



Reflection on Critical Reading session

The Critical reading session by Prithvi sir was really captivating and mind stimulating. I genuinely feel that I have learnt those skills that I did not have before. 'Thinking about a text from various perspectives changes the meaning of that text' - this part of the session was for me about thinking out of the box.

We had a good interactive session; I really hadn't expected the session to be like this. I thought it would be the same old thing, where we analyze a reading comprehension like we already did in 9th and 10th grades, but when Prithvi sir connected critical reading to news, politics, pandemic and many more "hot" topics going on right now in the world, it totally slipped my mind that critical reading need not be applied only in the English subject. I was really benefited by this session which critically analyzed and evaluated various situations - it has added on to my knowledge. I would love to have many more sessions like this one, where we critically analyze and evaluate many more controversial topics.

Sai ABHIJEET ROOPESHRATNAPARKE

Student of DP year 1



A Not-so-Critical Session

My first session with the DP Year 1 was when we came together to discuss the different aspects of critical reading. I have always marveled at how IB expects students to be able to have a wide range of reading under their belts, however, given the academic burden that our students have to carry through in order to prosper in this world full of marks and money, they miss out on a lot of reading, be it pleasure or critical. So, while I was planning for this session, I was a bit apprehensive of what I should include and what I should keep for the future. Finally, I decided to make my presentation less wordy and more full of clues and hints.

As soon as the session started and I showed the first image, the responses started pouring in. They could easily identify that I was trying to say that texts can be viewed from different angles which would in turn show different realities to different readers. And so the session went on through curious discussions. Finally when we reached the last slide there was an image that I wanted the students to 'read'. The students who were not oriented at all about dominant and oppositional reading strategies came up with answers that showed their critical thinking which I believe did not grow in the session itself. Actually, there are a lot of learners who have not yet understood their own leanings and abilities. I was relieved to find that these aspiring students, who have come together to do their High School Diploma during these turbulent times, are not uninitiated. They possess the eye that all of us need today in this world of persuasion.

In the fag end of the day, a few students wrote to me about their experience of the session - those honest reflections made my day. It made me happy that I was able to reach them.

What more does a teacher want!!!

Prithvi Sinha
HOD English

The Ice Breaker Session

What exactly is an icebreaker? It's something that serves to relieve inhibitions or tension between people.

As it goes in every first class of an academic year, we too started our pre IBDP course by getting to know the newer members of our class, we had all come from different backgrounds and schools. Getting to know each other was fun, knowing that I had people who have the same interest as me was comforting. Finally, after three years we've seen new faces in our class! I for one was extremely delighted to see all of them. After getting to know each other, we had a virtual walk-through of our school. The students who had already been with the school in previous years were given the opportunity to do the voice over for the virtual walk-through. We showed the new students our 27-acre campus also.

After this we were asked a series of questions about ourselves and our plans for the future by our class mentor, Ms. Susmitha Mukherjee. Each one of us had distinctive career goals! We had them all! The group tasks that we were assigned brought us closer, it's ironic how just yesterday we didn't even know each other and now we can't imagine a class without them!

The online classes help us stay motivated and involved, so that we do not miss out on our learning. The teachers are doing their best to help us have entertaining and interactive sessions. Although it really would be great coming back to school and being able to study and have fun with our friends and teachers. Till then we can all do our best and help make the situation better!

Kyra Cherian

DP Year 1 student

Upcoming Events

DATE	DAY	EVENT	GRADE
6th July-10th July	Monday-Friday	College application process one on one meeting with the school career counsellor	DP year 2
21st July-30th July	Tuesday-Thursday	Goal setting and career plan one-on-one meeting with the school career counsellor	DP year 1
18th July	Saturday	Parent Orientation Phase 2	MYP-DP GR 6 TO 12
20th July	Monday	Bonalu Holiday	Playgroup to Grade 12
29th July	Monday	MYP Projects	MYP Grade 6 and 7
31st July	Friday	Varalakshmi Pooja Holiday	Playgroup to Grade 12

Event Links

Event links:

<https://www.thegaudium.com/gaudium-events/>

Our website:

<https://www.thegaudium.com/>

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>

Sportopia registration link

<http://sportopia.thegaudium.com/pages/enquiries>

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