



# THE GAUDIUM PRISM

## IB PYP Edition Grade 3

June-2020



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**Ms Anjalika Sharma**  
**Principal IBPYP**

Dear Parents,

Greetings from the PYP team!

Thank you for your support and understanding as we are gearing up to face the unexpected invasion of COVID-19 since March. Our students, parents, and pedagogical leaders have handled the situation we were faced with to continue learning and prepare our students for the unusual circumstances.

There continues to be concerns and questions related to how schools will plan to reopen and ways to ensure that our first priority- the safety of our students and our teachers. Be assured, we have been working diligently on the same.

Let me share with a story I read some time ago which stands out as an example for what we should do in an unexpected situation-

One day a farmer's donkey fell into a well. The animal cried for hours as the farmer tried to figure out what to do. Finally, he decided the animal was old, and the well needed to be covered up anyway-it just wasn't worth it to retrieve the donkey.

He invited all of his neighbors to come over and help him. They all grabbed a shovel and began to throw dirt into the well. At first, the donkey realized what was happening and cried. Then, to everyone's amazement, he quieted down. The farmer looked down the well and was astonished at what he saw.



**Ms Anjalika Sharma**  
**Principal IBPYP**

The donkey was doing something amazing. He would shake off the dirt and take a step up. As the farmer's neighbours continued to throw dirt on top of the animal, he would shake it off and take a step up. Soon, everyone was amazed as the donkey stepped up over the edge of the well and happily trotted off!

The trick to getting out of the well is to take a step up. Each of our troubles is a stepping stone. We can get out of the deepest wells just by not stopping, never giving up! Take a step up.

However, we must be proactive and prepared during these ever-changing times to continue learning along with our students as predicted.

On this note, I thank you for standing with us in our endeavours to face challenges, forge ahead with online classes, collaborate with stakeholders and make a difference in the lives of everyone around us!

We look forward to opportunities to come together, be safe and keep learning to become lifelong learners!

**Anjalika Sharma**  
**PYP Principal**

At, The Gaudium School, we focus on the holistic education of the students. Our school is guided by the 5 developmental pillars- Mindfulness and well-being, Stakeholder engagement, Core values, Global leadership and Holistic excellence.

The five core values that we focus on are – Integrity, Perseverance, Empathy, Respect and Gratitude. We work towards demonstrating them everyday.

## **Mindfulness and well –being:**

Mindfulness improves our overall state of well-being. Practising mindfulness regularly increases self-awareness and has many benefits. Therefore, this academic year we are introducing mindfulness curriculum for our students. The students will engage in practicing mindfulness on a daily basis. All the activities in the curriculum are under 5 major domains which are mindful breathing, mindful movement, mindfulness through sensory organs, self -awareness and mindful thinking.

## **Core values:**

We at Gaudium focus on building the 5 core values as we believe that values are an essential element for the overall development. Building the core values in our children will help them grow up to be caring, confident, and respectful adults. Each value will be explored over the course of two months. The students will be exploring 'respect' in the month of July.

## **Stakeholder engagement:**

At, The Gaudium the stakeholders are our students, teachers, parents, support staff and the pedagogical leaders. We have already started the stakeholder engagement this academic year by conducting events like Back to School, Parent Orientation and International Yoga Day. The parents and the staff were both involved in these events to make it successful.

## **Holistic Excellence:**

Holistic education encourages students to develop their physical, emotional, creative, cognitive and social potentials. It encourages students to reflect on how their action will impact others and the world around them. As a part of the Holistic excellence we will be introducing novel study for grades 3-5, reading phonetic books and book reading too. The teachers will be maintaining a tracker that will ensure that we provide authentic feedback on students learning.

## **Global Leadership:**

To develop the leadership capabilities in students, we at The Gaudium are introducing Personal Inquiry where students will connect their prior knowledge and acquired knowledge in a meaningful manner and take ownership.

**Trishna Sharma**

**PYP Coordinator**

## **Program specific PD sessions, by Ms. Anjalika Sharma, IBPYP Principal**

A series of professional development sessions were conducted by Ms. Anjalika Sharma, IBPYP Principal, for all the Facilitators of early years and PYP, with the objective of strengthening the core elements of PYP and enabling the team with the required program knowledge for successful implementation in learning and teaching.

### **The Early Learner**

The session focused at the central features in the early years, which are 'Play', 'Relationships', 'Learning spaces' and 'Symbolic exploration and expression'. Play holds a lot of importance in early years which involves choice, promotes agency and provides opportunities to inquire into important concepts and personal interests. The role of a teacher in early years is very different wherein a teacher is a facilitator, researcher, participant, provocateur, navigator, observer, documenter and reflective practitioner. Teachers support learning by planning uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play and offering many opportunities for symbolic exploration and expression. There was also emphasis on co-constructing, stimulating learning spaces to create exciting avenues for inquiry.

### **Understanding IB Mission Statement and Attributes of Learner Profile**

The session aimed at understanding the IB Mission Statement and unpacking each attribute of the IB Learner Profile, understanding the attributes and what opportunities we can create for the development of the ten attributes of Learner Profile. Through developing attributes of the learner profile students grow in their ability to make informed reason, ethical judgement and to exercise the flexibility, perseverance and confidence they need to bring about positive change in the learning community and beyond.



## **International Mindedness**

The session aimed at developing a common understanding of what International Mindedness is and how the learning community can support creating a culture of International Mindedness. The whole IB mission and the philosophy rest on International mindedness and it is at the heart of the continuum of international education. The following were the key focus of the session-

Who is an internationally minded learner? How we can create a culture of International mindedness? What provisions can we have for language learning? What opportunities for providing local and global engagement? How we can celebrate diversity?

## **Action**

The session aimed at developing an understanding of the nature and forms of action in PYP, which is student initiated and can be individual or collective. Action is a medium for students to show that they have linked their learning to real life issues and opportunities. It is authentic, meaningful, mindful, responsible and responsive and can happen at any time. It is supported by the entire learning community. The various forms of action can be participation, advocacy, social justice, social entrepreneurship or lifestyle choices. The session also covered how action looks in Early Years, where the foundation of action comes from an understanding of self and a responsibility toward relationships with peers and the wider community and it may start with small adjustments of behaviour.

## **Learner Agency**

The session focused at understanding the concept of, 'agency', and how it relates to 'self-efficacy'. Learner Agency is actually connected to a student's belief in his/her ability to succeed. In other words, learner agency is self-efficacy. It promotes and enables to take responsibility of their self-development bringing in responsibility and ownership. The relationship between the teacher and the student is more of partnership where the learning goals and success criteria are co-constructed. The major highlights of this session were reviewing the role of teachers who support agency, strategies to support agency and fostering self-efficacy.



## **Evidence in Learning**

The session aimed at developing a cohesive understanding of what assessment is. Assessment is an integrated process which continually informs the learner, learning and teaching and the learning community to know what learning has been achieved and how to progress learning. The four dimensions of assessment are monitoring, documenting, measuring and reporting on learning, were covered in detail. The importance of assessment was discussed as well, it supports the learning community to make informed decisions that shape and strengthen learning and teaching that means classroom transaction. During the session, the emphasis was given on how the school can build a schoolwide assessment culture that focuses on developing assessment capable students and teachers. The importance of both feedback and feedforward was discussed as well.

## **Exhibition Process, By Ms. Amara Vijayan, Associate Coordinator, Grades 3-5**

The session focused at informing the school community with the process of Exhibition, its importance in the life of a PYP student, the purpose of Exhibition and the roles and responsibilities of each stakeholder. The exhibition is the culminating, collaborative experience in the final year of PYP. It is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. It is student initiated, designed and collaborative in nature. The session also emphasized on how it is a powerful demonstration of student agency because it is initiated by the students. They choose the issue, explore, participate in planning, designing, documenting and sharing. The teachers, the parents, the co-ordinators, the Principal, - everybody participates in the exhibition supporting and celebrating the development of international mindedness.

## **Polished Professionals by Ms. Priya Rajiv**

Ms. Priya Rajiv is a renowned Image Consultant and Life Coach from the organization, Holistic professionals. “Holistic professionals” aims at inspiring, enforcing and encouraging people to step out of their comfort zones. The session began with the speaker taking input on everyone’s perspective on “Image” and the three main aspects of image were focused during the discussion which were, ‘Mindset and Self-awareness’, ‘Social etiquette and communication skills’, and, ‘Personal styling and grooming’. Our mindset, attitude, our strengths and our outlook towards life. Social etiquette and communication form the next important part of our image. This includes the way we greet others, conduct ourselves with poise and make our presence felt. Communication can be improved by expanding our knowledge. This can be done by identifying our areas of interest and then listening to various podcasts, Ted talks etc. and gather more information. The third aspect of our image is personal styling and grooming. The session gave our staff an insight on self-grooming and an opportunity to relook at various aspects that impacts and forms our image.

## **Academic Integrity by Ms. Brinda Pandit, PYP Teacher Librarian**

Academic integrity encourages students and educators to act with the values of honesty, trust, fairness, respect and responsibility in learning and teaching and while engaging in inquiry and research. Ms. Brinda Pandit conducted a session for the staff with the objective to create an awareness on copyright, plagiarism and fair use. She also introduced the MLA format for citation of sources. She discussed about copyright protection which is available for original works of authorship that are fixed in a tangible form, whether published or unpublished. Ms. Brinda informed about the categories of works that can be protected by copyright laws which includes paintings, literary works, live performances, photographs, movies, and software. She also discussed about plagiarism, which is using another’s work, words, or ideas without attribution, a breach of honesty in the academic community. Through this session we also became familiar with what is fair use, which is a defence against a claim of copyright infringement.

## **Jolly Phonics Session by Ms. Sumentha Dhir, Homeroom Facilitator, The Gaudium School**

Ms. Sumentha Dhir has undergone an extensive training in Jolly Phonics and is certified in the same as well. Jolly phonics is a child centric approach on learning literacy through synthetic phonics and its application in improving and enhancing the language skills. It is a multi-sensory strategy which aids students to read and write at an early age. She covered 5 basic skills of Jolly Phonics, 8 steps to introduce each letter sounds, letter formation, pencil hold, blending the words and tricky words. Ms. Sumentha also emphasized on the key skills required for reading and writing where the focus has to be on the knowledge of spoken English, vocabulary and language comprehension. She also shared the different resources which are available for parental support and teachers in support of children's learning of jolly phonics.

## **Awareness on the POCSO by Ms. Deepa Rafeeqe**

Ms. Deepa Rafeeqe is the co-founder of VLegal, a legal consultancy providing solutions and imparting training for corporates on legal areas and a Corporate Legal Trainer as well. She conducted a session for our staff to create awareness on the protection of children from sexual offenses. The key areas that were covered during her sessions were awareness on POCSO Act, the responsibilities of all the stakeholders in providing a safe and protected environment for the students, the various criminal offences with the consequences as per POCSO law, brief information on Juvenile Justice Board and NCPCR(National Commission of Protection of Child Rights).

**Ranjeeta Sahoo**

**Center Head**

## **Transdisciplinary Theme:**

Who we are

## **Central Idea:**

People's cultural backgrounds impact beliefs, values and actions.

## **Lines of Inquiry:**

- Understanding culture and its elements.
- Ways people use different experiences to inform perspectives.
- Connections between beliefs, values, and the actions taken in response to them.

## **Key Concepts:**

Form, Perspectives, Connection

## **Related Concepts:**

Interpretation, Identity, Subjectivity

## **Learner Profile:**

Open-minded, Balanced, Inquirers

Learners started their virtual classes with great enthusiasm. They started their first day with introduction and ice breaking activities. The teachers and students introduced themselves and co-constructed the essential agreements for their online class. They took their entry level assessment for language and math concepts.

**Unit of Inquiry:** In the month of June, under the theme, Who we are (our current unit) the learners learnt about the terms “Culture”, “Elements of culture” and then reflected on their learning by sharing about their own culture. They further developed International Mindedness by exploring about different cultures around the world.

**Transdisciplinary Language:** Students had an ice breaking session where they introduced themselves to their peers and teachers in their respective sections. In the first week students were engaged in different tasks related to vocabulary building, framing sentences using appropriate words and read aloud sessions to understand the elements of the story. They also completed their entry level assessments on various concepts.

**Transdisciplinary Math:** Students in the initial first week were engaged in different tasks which focused on additions, subtractions, comparing three digit numbers, word problems, place values and skip counting to understand their prior knowledge. They were also introduced to simple fractions and understanding of numerator and denominator.

## **Additional Language:**

### **French:**

The learners of grade 3 started the academic year by framing essential agreements for virtual classes. They learnt the sounds of the alphabet and discovered some of the sounds that are unique to French language.

### **Telugu:**

The learners of grade 3 framed essential agreements, introduced themselves and shared their interests and hobbies. They worked on making words with given letters. Through this learning engagement they revisited all the letters and words. They learnt the poem Vaana Devuda and revised ottu words and guninta words.

### **Hindi:**

During this month, the students were welcomed to their new grades virtually. The students developed their communication skills (speaking and listening) when they introduced themselves, discussed their likes and dislikes and about their holidays. They shared their thoughts and opinions on the importance of learning a language. They practiced 'matras' and made matra charts.

### **Dance:**

The students framed essential agreements for online classes. They were introduced to the warm-up exercises and they discussed its importance. The students explored the elements of dance and were explained its importance.

## **PE:**

The geckos framed essential agreements. They were introduced to 'Ice and water' games to engage in physical movements.

## **Music:**

The students framed essential agreements that they will follow during the Music class. They were introduced to the elements of music, such as- rhythm, melody and harmony.

The students practiced rhythm through learning engagements that involved interactive listening and clapping exercises.

## **Art:**

The geckos framed essential agreements and depicted the agreements using pictures.

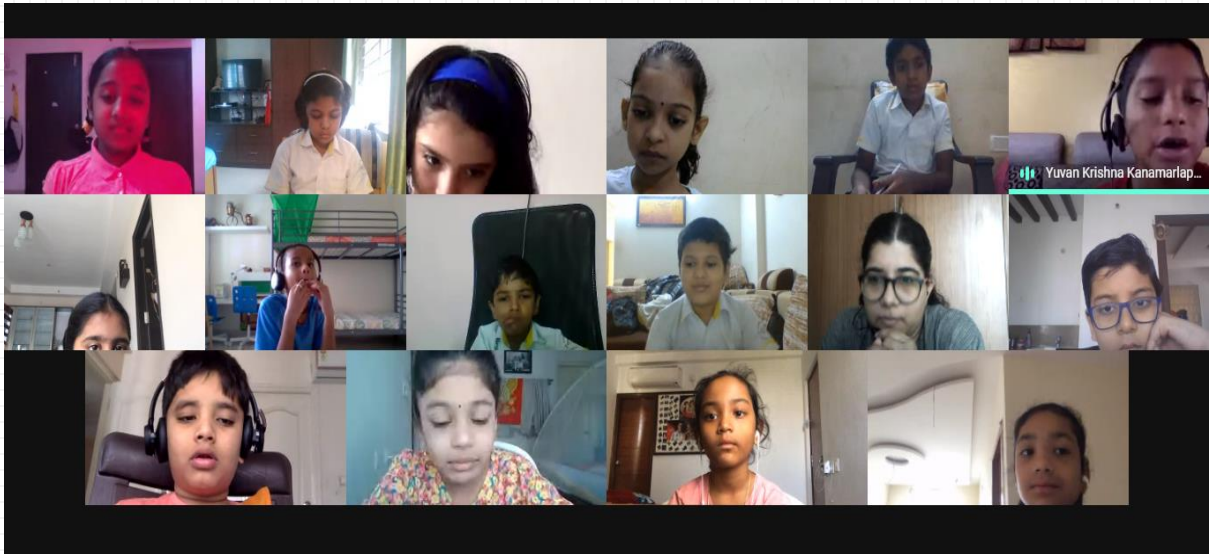
They revisited the attributes of the IB Learner profile and looked at the attributes through the arts perspective.

## **Drama:**

The students were introduced to an imaginary character which led to creating an interactive learning environment. The students looked at the elements of a story and focused on the element- plot.



# Learning and Teaching



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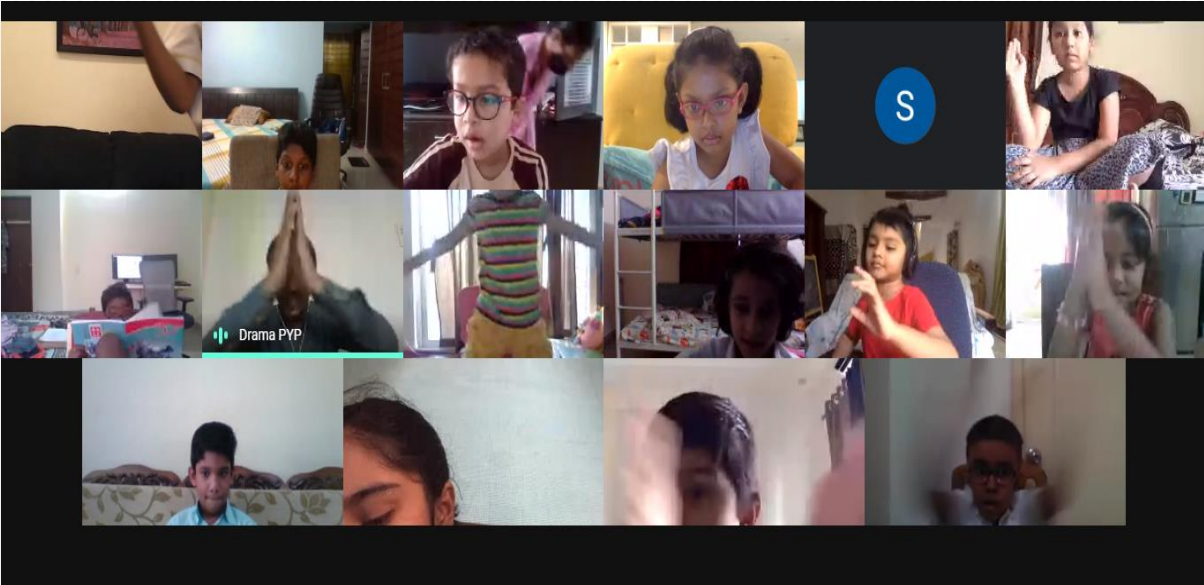
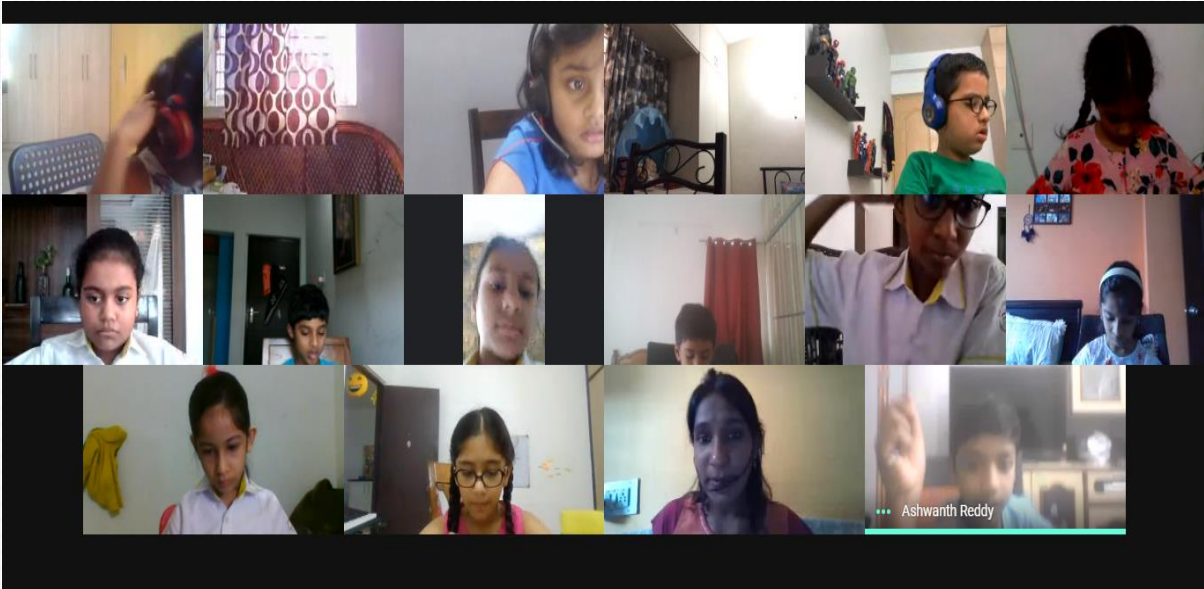
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Name \_\_\_\_\_ Grade 3\_6 Date 23-06-2020 Time taken \_\_\_\_\_

K What do I know?	W What do I want to know?	H How will I learn this?	L What did I learn?	A What actions will I take?	Q What new questions do I have?

# Learning and Teaching



# Events- Back to school event (virtual)

## Back to School Event for PYP – Grades 2-5

On 11<sup>th</sup> June and 12<sup>th</sup> June 2020, a 'Back to School Event' was conducted for our Grade 2 to 5 geckos. The sessions had an informal and enjoyable approach for the geckos to connect with their homeroom teachers and single-subject teachers before the online schooling sessions start from 15<sup>th</sup> June 2020.

These session started with the homeroom teachers welcoming their students and introducing themselves followed by the subject teachers interacting with the students. An ice-breaking session was conducted where the participants connected with each other and got to know their new classmates. The geckos expressed that they were eagerly waiting to get back to school and online classes as they missed connecting with their peers and teachers.

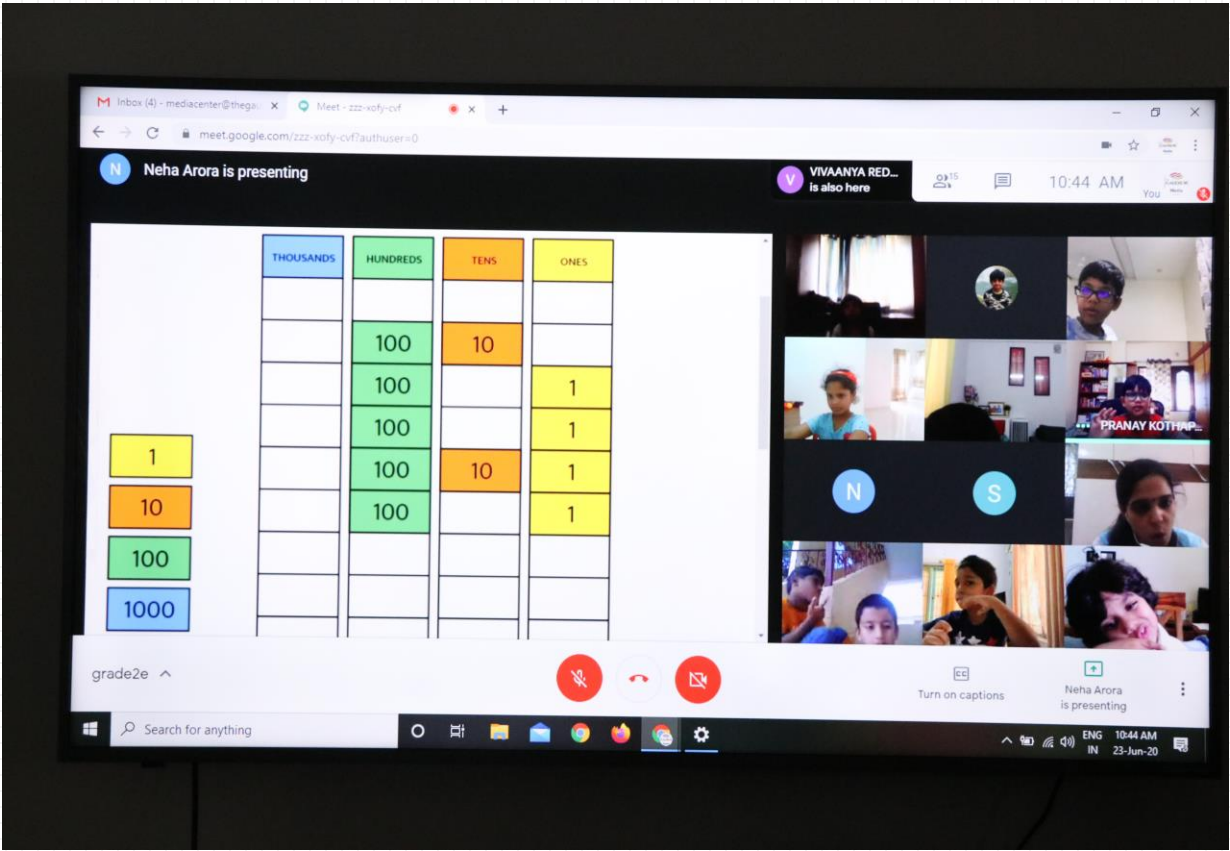
The Gaudium team is thankful for the parents for their support in the process and help to make it a successful session as now the geckos are very comfortable with their classes and routine.

The session was successful in its purpose as it initiated the introduction and interaction between the teachers, students and their peers. The geckos expressing their excitement for online schooling to start and meeting their teachers and classmates through this event was the perfect session takeaway.

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# Events- Back to School (virtual)



# Events- Parent Orientation (Virtual)

## Virtual Parent Orientation for PYP – Grades 1-5

The parent orientation session for Grades 1 to 5 was held on 13<sup>th</sup> June 2020 as a part of stakeholder connect. The event was conducted virtually where all the IBPYP parents interacted with teachers, coordinators and the Principal to find out about the curriculum and the academic plan for the year.

The session started with a warm welcome by the IB PYP Principal as she spoke about the vision and mission of The Gaudium School. An insight was given on the five developmental pillars of The Gaudium. With a brief explanation on how each pillar would be a part of the curriculum from this academic year.

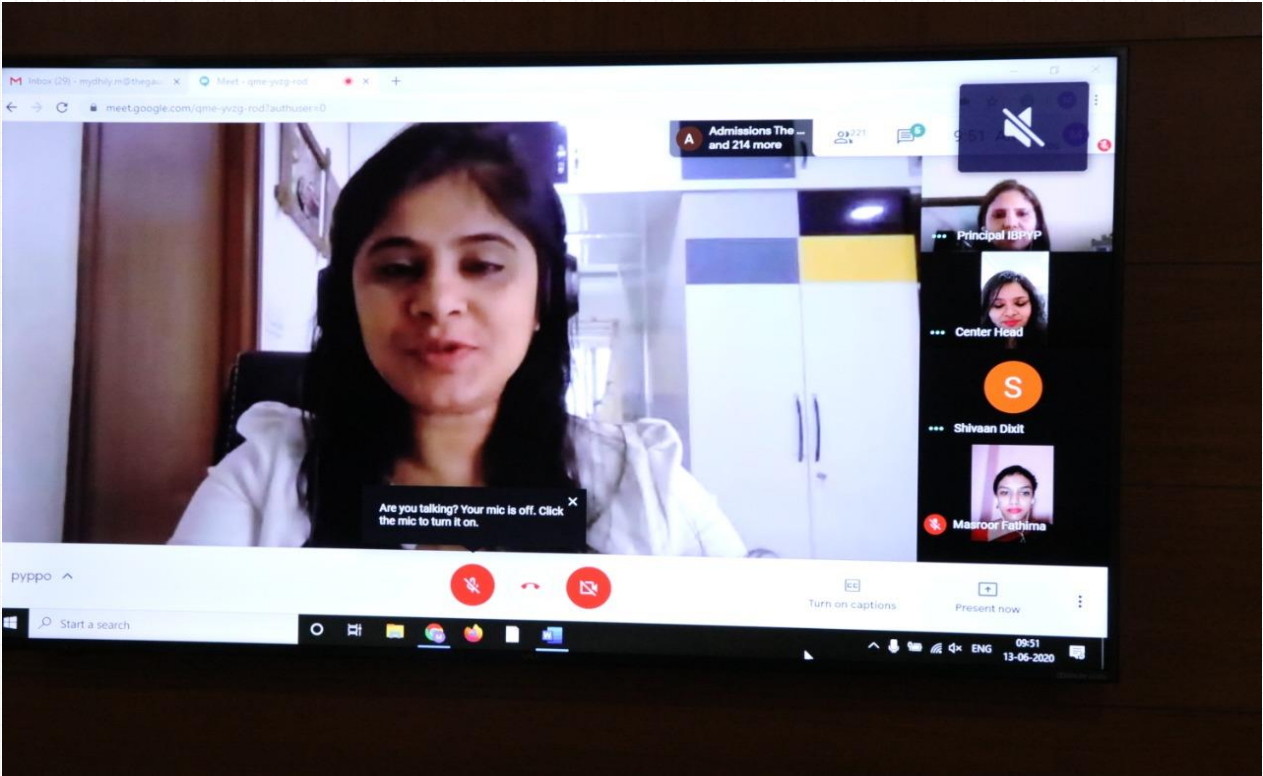
Parents were made aware of the curriculum, its enhanced features and how it would be benefitting the students. The Transdisciplinary themes and special features were walked through by the PYP Coordinator. Design thinking, drama, novel reading, home/family language, personal inquiries, approaches to learning, attributes of the learner profile are some of the salient features of the enhanced curriculum this academic year.

All the PYP teachers, coordinators, associate coordinators, single-subject teachers, counsellors were introduced to the parents. They were also given a glance into the time table and class allotments which would be followed during the online classes. The Principal took the parents through the Homework Policy and also informed about the assessment plan which would help analyse every student's learning progress.

They also got a walk through of the communication – The School Management System by The Chief Administrator. The Head of Sports updated the parents on sports coaching which would also initiate virtually and briefed about the Sportopia vision and concluding Orientation.

With the global pandemic fear continuing and safety being the top-most priority, online classes are the new reality. Even though the platform is virtual, an initiation and introduction session with the parents and the Gaudium team would help in the very crucial element of bond-building and developing trust. Thus building a strong bond with the parents in this journey of learning.

# Events- Parent Orientation





# Events- International Yoga Day

## International Yoga Day Celebrations

The Gaudium School celebrated International Yoga Day through the virtual platform on 22<sup>nd</sup> June. This was the first Stakeholder engagement activity planned for the year. The session started by welcoming of the parents and an introduction to Yoga. Since the theme of this year's International Yoga Day was 'Yoga at Home and Yoga with Family', the entire Gaudium family connected virtually and practiced yoga at the safety of their homes. It was stressed that in the wake of this ongoing global Covid-19 pandemic, practicing yoga is very crucial for one's mental health, physical fitness and in combating this situation.

This session also becomes a part of another developmental pillar mindfulness and wellbeing. The benefits of Yoga over normal exercising was emphasized during the session; like, enhancing flexibility, boosting self-confidence, improving balance, reducing stress, fostering mental calmness, and many more. The session was truly a beautiful blend of body and mind healing with all our Gaudium family members including Principals, teachers, administration staff, parents and our geckos.

The highlight of the session was 'Surya Namaskar' or the Sun salutation comprising of 12 powerful yoga poses, which is one of the best form of full body exercise. There were many other Asanas like Utkat asana or the chair pose, Trikonasana or the triangle pose and Vajrasana or the thunderbolt pose that were practiced. The session was concluded with the demonstration of 'Pranayama' or breathing exercises and explaining its significance to the human mind and body.

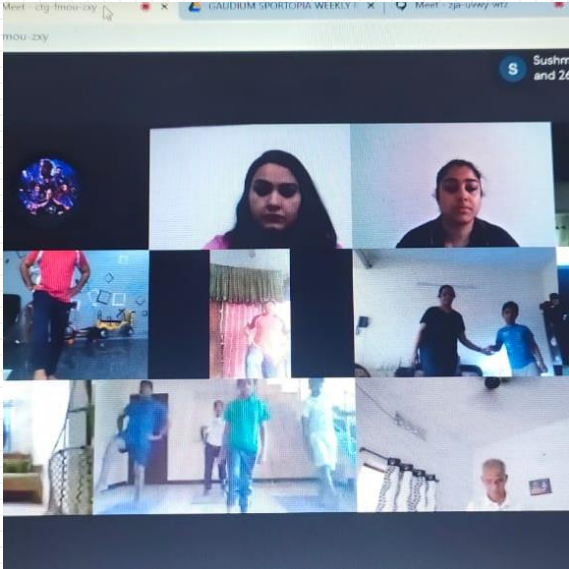
The event was wrapped up with a vote of thanks by the Sports Team for active participation by all.



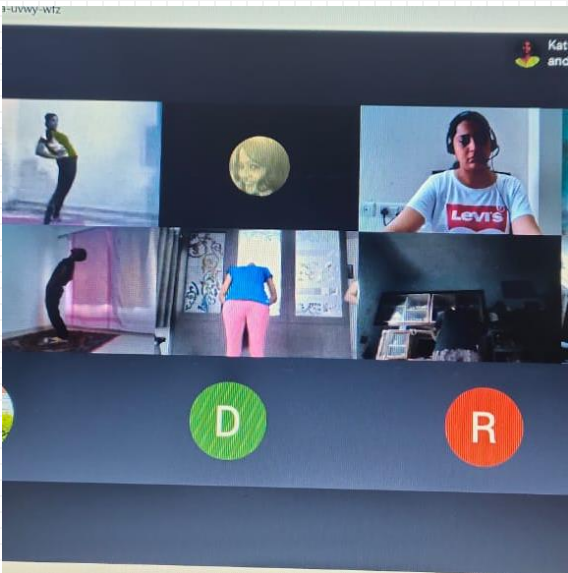
# Events- International Yoga Day



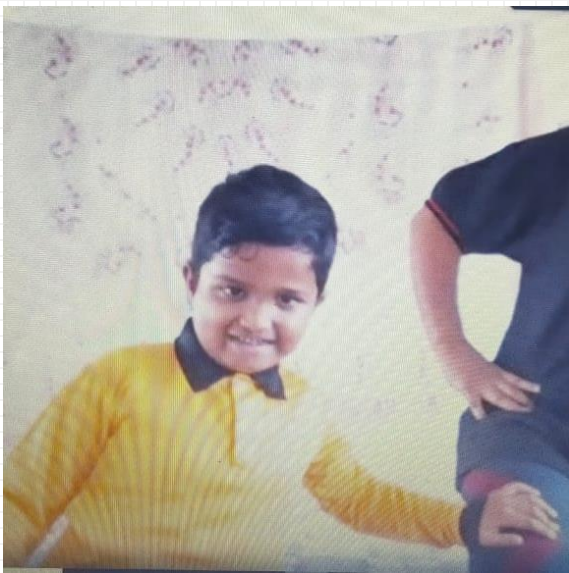
Yoga Day celebrations



Virtual Yoga day celebrations



Virtual Yoga day celebrations



Yoga day

## **Unit of Inquiry:**

The students will continue with the current unit of inquiry which includes exploring, comparing and contrasting of different cultures. They will also be introduced to belief, believe and values and identify the differences between them. They will listen to different perspectives and understand that different people have different perspectives.

## **Transdisciplinary Language:**

In the month of July, the students will explore the concept of questioning words to frame possible questions in a given situation and also inquire about different types of questions. They will continue their learning on framing questions and will also be introduced to paragraph writing and continue their learning on elements of story.

## **Transdisciplinary Math:**

In the month of July, the students will be introduced to bar graph using graph paper. They will continue their learning on shading of fractions, addition and subtraction of like fractions.

## **Music:**

In the month of July, the students will explore the other elements of music - melody and harmony. They will be introduced to different vocal exercises.

## **PE:**

The geckos will do different fitness exercises through movements composition like yoga, etc. They will start their unit of inquiry and inquire about the different sports.

## **Additional language:**

**Hindi:** In the month of July, the students will be learning how sentences are formed and the structure of writing sentences. They will learn the difference between (‘में’) (IN) and ‘मैं’ (Me).

**French:** In the month of July, learners will learn numbers from 0 to 20 and will explore the French culture and civilization.

**Telugu:** In the month of July the students will work on Vemana poem

recitation and will explore about Bala Bheema. They will also work on sentence formation.

**Drama:** The students will inquire into:

- The differences between a play and a story.
- Structure- laying out the plot or story, including beginning, middle and end.
- Reflection- Creating piece of writing, including all the elements

**Dance:** In the month of July, the students will choose different dance forms they want to inquire about. They will research about the culture, country, techniques and skills of the dance forms they choose.

**Art:** The students will be introduced to the elements of art- line, shape, form, colour, texture, value, patterns, balance. They will explore drawing using - lines, shapes, color, pattern.

# Event Links

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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