



PRISM

Message from the Principal's Desk

Dear Parents,
Greetings!

Welcome to a new academic year and a journey of learning, which rests on our vision of unlocking every student's potential and creating future ready happy leaders! Our philosophy reflected in the Happy Minds' Model prepares and guides each one in their pursuit of happiness and thus ensures that we are a school of joy that sculpts happy minds!

In this edition of the newsletter, I share with you a story that reflects our core value- respect! 'Respect' at The Gaudium is best described in these 2 words- admiration and regard! The story I share today will help us reflect on these words!



In a village there once lived a boy, John, who was athletic and looked forward to participating in sports. For him winning was very important. One day he participated in a running competition, where he competed against two young boys and won the race. The crowd cheered and clapped for him. The boy was very happy and excited. The next race was announced, and he ran to give his name for that event too. Again, John won the race and was cheered for his victory.

An old man was watching John and his excitement closely. He walked up to him and asked him to race against two other people who were elder to him and win. John was ready, but when he reached the starting line, he was shocked to see a blind man and an old lady standing there. He was overconfident and ran the fastest to complete the race. He won but this time the crowd did not cheer him or clap for him. John was surprised and asked the old man why had the crowd not cheered him this time. The old man spoke softly and asked him to complete the race with his competitors. John walked back to the starting line, took their hands and walked to the finish line. The crowd stood up and clapped for John.

Being respected teaches us how to be respectful toward others. We must accept people for who they are, even when they're different from us or don't agree with us. Respect builds feelings of trust, safety, and wellbeing. We look forward to a great academic year ahead, building partnerships, strengthening bonds and ensuring that our core values are instilled in every student to make right choices and be responsible for their action/s.

Anjalika Sharma

IBPYP Principal

Message from the Center Head's Desk

Dear Parents,
Greetings!

Our students have embarked upon their journey into the academic year 2021-22.

As we step into yet another year of virtual learning, our team engages in the learning and teaching with renewed hope, joy of learning, new opportunities of exploration, reflection and growth.

We aim at nurturing self-efficacy and agency amongst our students and celebrating the uniqueness of each child. The partnership with students has begun with involving them in co-constructing essential agreements, giving an opportunity to share, 'How best do they learn independently?', 'How best do they learn with others?' and 'How best can they show their learning?'.

Students take ownership of their learning by sharing what they want to learn and how they want to learn, constructing success-criteria for each task along with their peers and teachers.



Through various learning engagements, students have begun making connections with attributes of learner profile as well as approaches to learning (skills). Students will continue to develop and demonstrate them throughout their learning.

Students will also be engaging in goal-setting with their homeroom and single subject teachers to set goals for their learning in different areas. They will review their goals regularly to track their progress.

As partners, we share the responsibility of supporting our children in their learning curve. Our students will greatly benefit from your awareness and involvement in their learning process. We are looking forward to a productive partnership with you to ensure our children achieve their potential and have an enriching learning experience. A strong collaboration will result in a remarkable difference in your child's education.

As stakeholders, you may engage in following ways to collaborate and support your child's learning-

- 1) Ensuring a designated learning space at home for your child for uninterrupted and focused learning.
- 2) Spending quality time with your child to allow them to share their day's learning at school in different areas.
- 3) Encourage love for reading and to improve literacy skills, by allocating specific time for reading. You may read stories along with your child.
- 4) Discussing if they need any additional support in any area and extend support in their inquiry at home as well.
- 5) Identifying and acknowledging any attribute of the learner profile they demonstrate or any action they take as a result of their learning.
- 6) Being in regular contact with your child's mentor and being aware of areas of strength and improvement.

We will continue to provide and support purposeful learning through opportunities for reflection, developing resilience and perseverance for building growth mindset, instilling sense of ownership in our students and continuous collaboration. We value your cooperation, support and trust towards this.

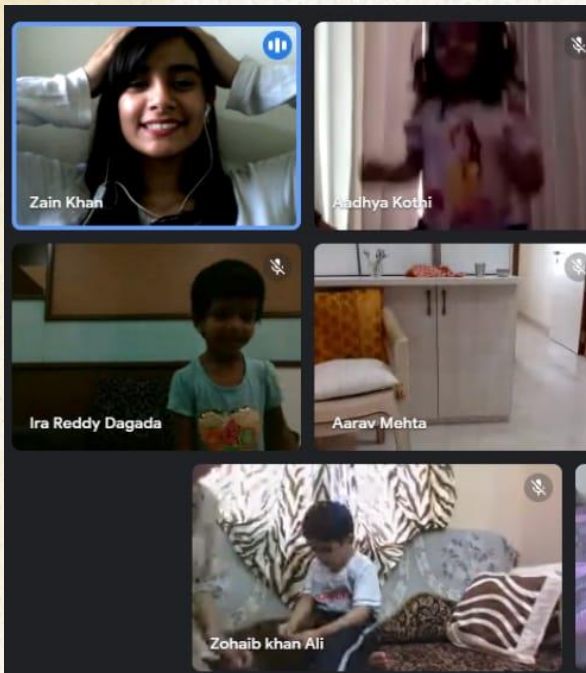
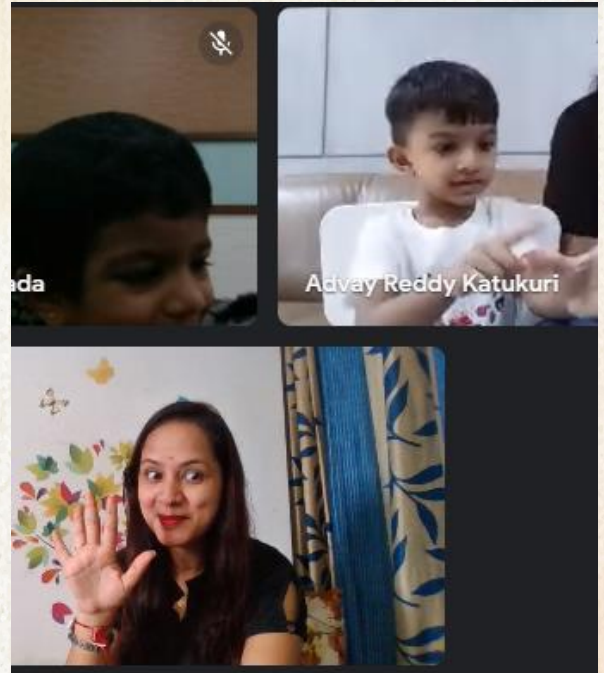
Ranjeeta Sahoo

Center Head

School Philosophy-5 Developmental Pillars

Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. The mindfulness exercises learnt were, Five-Finger Starfish Meditation and hissing breath, slow and mindful walking, sensory awareness, self- introduction and 'Super Me' as part of self awareness and expressing gratitude through being thankful and learning about use of gratitude jar.



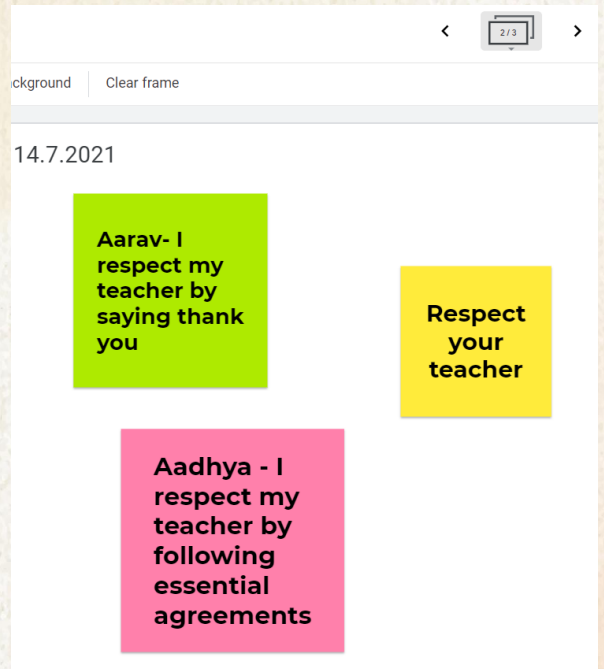
As part of group awareness sessions, the school counselor conducted sessions on the theme, self-awareness.

Students were able to explore their likes through observing and making note of their favourite toy bringing it out and focusing on three things which they like about their favourite toy. They also engaged in ice breaking games which focuses on regulation and attention.

School Philosophy- 5 Developmental Pillars

Core values

Core value for the month, 'Respect', was inculcated through various ways. Students discussed the meaning of, 'respect'. They connected to stories related and shared real-life examples of where they have displayed respect.



Holistic Excellence

As a part of holistic excellence, students engaged in read aloud sessions, listening to stories during their reading sessions.

They thoroughly enjoyed listening to the stories and shared their reflections as well.

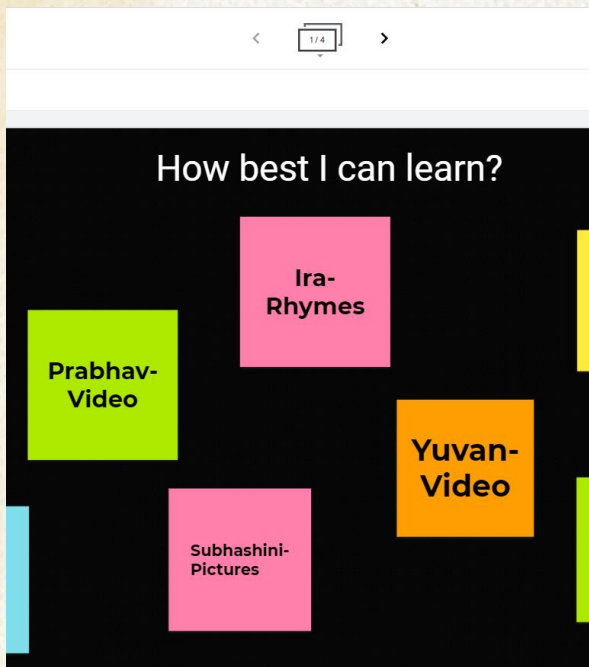
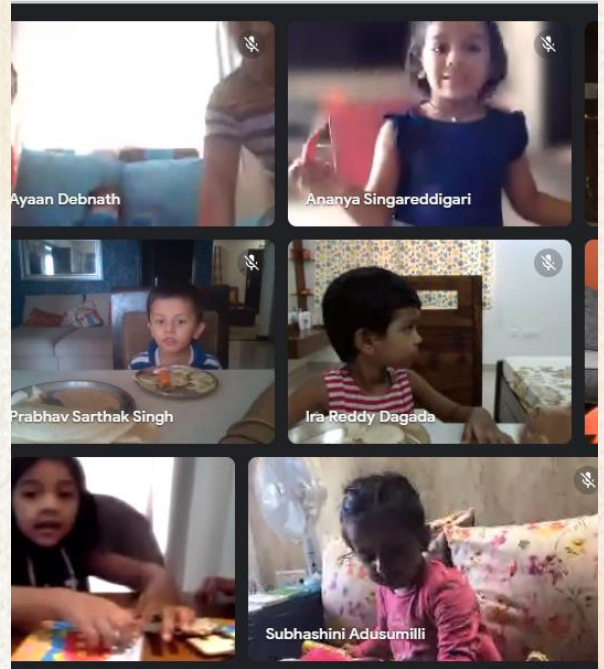
Students engaged in inquiry and made transdisciplinary connections. They made connections with attributes of learner profile during the learning and teaching.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Students and teachers connected well through the event, "Bonding over breakfast" to become more familiar with their peers and bond well with their teachers.

All the stakeholders also took part in, 'International Yoga Day', following the theme of wellness.



Global Leadership

Students demonstrated their ownership for their learning by engaging well sharing, how best they can learn and share their learning with others, what do they want to learn and how would they learn. They are also involved in making choices, co-constructing essential agreements.

Professional Development

Teacher induction sessions:

Teachers experienced thoroughly enriching virtual professional development sessions for first two weeks. These sessions created a platform for teachers to gain insight into the school vision, mission, philosophy and 5 developmental pillars which is a part of The Gaudium happy minds model. Different sessions conducted by the teachers on Agency, Inquiry, Assessment, collaboration, Approaches to Learning, Attributes of Learner Profile and International mindedness, gave an insight of the pedagogy to the team members.

Well-being session by the inclusion department :

Ms. Jaswandi Sahasrabudhe, School Counselor from the Inclusion Department, conducted a session on Mind wandering.

It is the experience of thoughts not remaining on a single topic for a long period of time, particularly when people are engaged in an attention-demanding task. It tends to occur during tasks that do not require sustained attention. Mind wandering includes absent-mindedness or intrusive thoughts. She shared some strategies with the teachers to use in their classrooms - like take a short break, meditate and focus on one task at time to manage mind wandering.

Professional Development

Reading sessions:

Teachers read about "The learner profile – The IB mission statement in action" from the IB publication -The learner, in their respective groups and shared their views. They further discussed how they can implement this in their learning and teaching.

Parent orientation:

We conducted the parent orientation session on the virtual platform. We shared our school vision and mission, school philosophy, programme specific curriculum details and updates on policies as well as communication pathways with the stakeholders.

Learning and Teaching- Month Review

Transdisciplinary Theme:

How we express ourselves

Central Idea: Stories engage audience and communicate meaning.

Lines of Inquiry:

- Purpose of stories
- Creating and sharing stories
- Feelings and emotions stories evoke

Key Concepts:

Function

Connection

Perspective

Related Concepts:

communication

characterization

expression

Learner Profile:

Communicators

Inquirers

Risktakers

Unit of Inquiry:

We started our virtual classes with the "Back to School" event where the students introduced themselves and shared their holiday experiences with their peers and teachers.

Students began their inquiry about stories under the transdisciplinary theme 'How we express ourselves'. They have listened to different stories and shared their understanding of what a story is and who tells us a story. Students enjoyed listening to stories on people, animals and fairy tales. They also explored the purpose of the stories.

Students also learnt that the Author writes a story. They learnt and identified the elements of a story. Students discussed the need for a story. Throughout various learning engagements they have developed and demonstrated communication skills. They explored creating and sharing stories through different ways like using stick puppets, hand puppets, finger puppets flash cards, video, face mask etc.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students were introduced to the letters of the alphabet, S, T, A, H, P and M with their phonic sounds. They practice letter recognition and formation using sand/salt tray and crayons. Students practiced strokes as well such as standing line, sleeping line, slanting line, curves, etc.

Transdisciplinary Math:

Students were introduced to numbers 1-6 through videos, live worksheets, get epic books and other resources. They engaged in number recognition, formation and quantification. Students learnt engaged in creating a pictograph by sharing data on their favourite stories and story characters.

Music

Students framed essential agreements for Music class. They practiced rhymes (Twinkle Twinkle, Johnny Johnny). Students actively involved and participated in the class, responded to the music which was played (soft music, loud music) with the instrument. Students identified the difference between soft music and loud music.

Dance

Students shared their understanding of dance by expressing what it does-feel like, look like and sound like. They were introduced to two basic leg movements knee lift, jump and two basic hand movements clap and roll. The hand and leg movements were combined while dancing.

Learning and Teaching- Month Review

PE

Students were engaged with various learning engagements such as animal movements, Simon says, moving objects, number games etc. Based on fundamental skills like walking, running, jumping and hopping, they used different objects while engaging in the task to improve balancing. These learning engagements aimed at improving their strength and fitness.

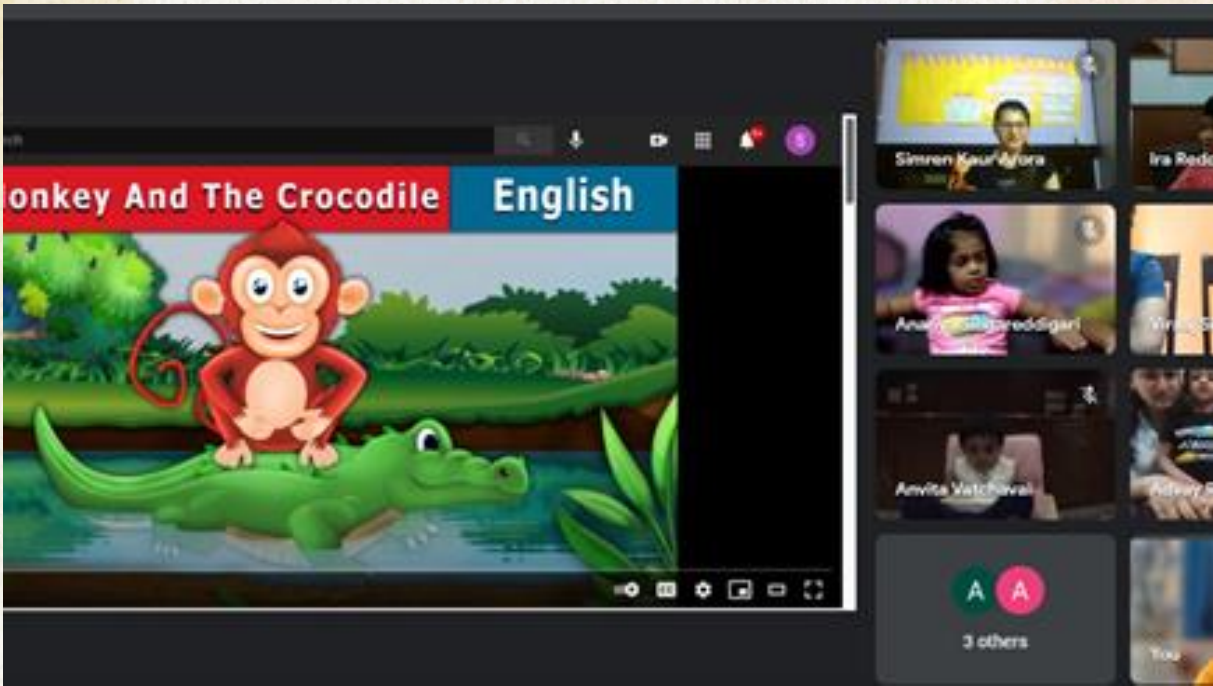
Art

Students co-constructed the essential agreements for the art class. They were assessed on their prior knowledge of colours. They shared their understanding of the word colour and the colours they can recognize. Based on their understanding of colours, they were introduced to the colour as one the elements of art. Students identified red colour, related the colour with their surroundings and created artwork using the same.

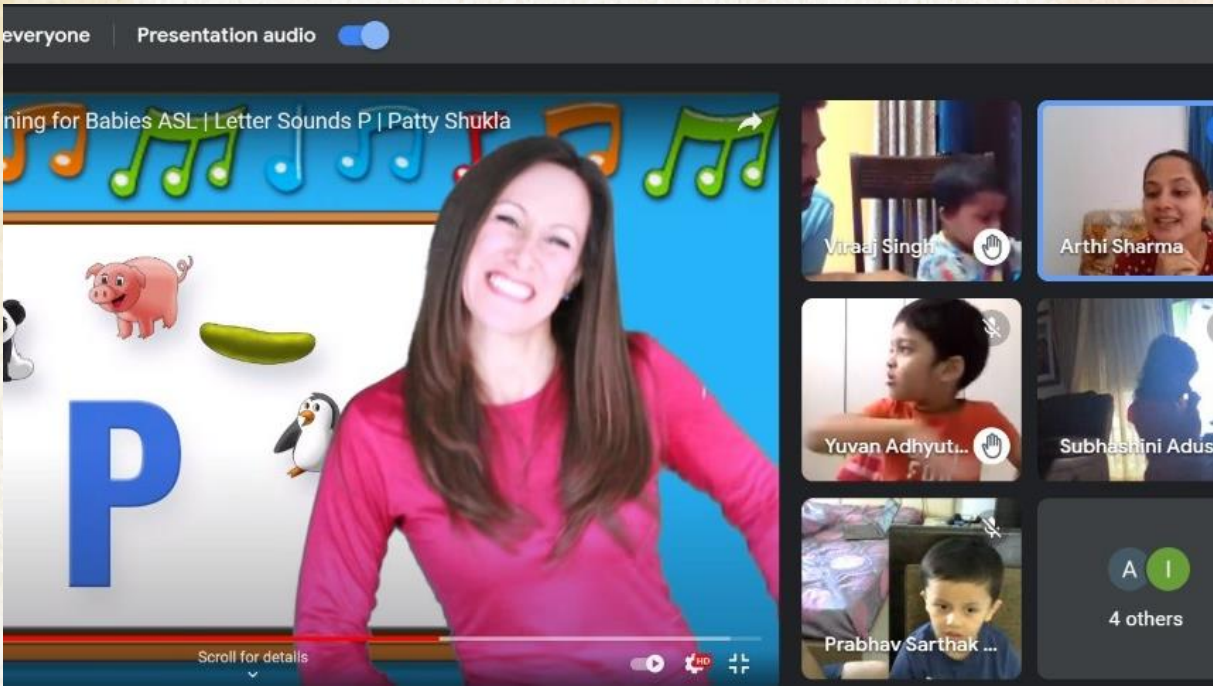
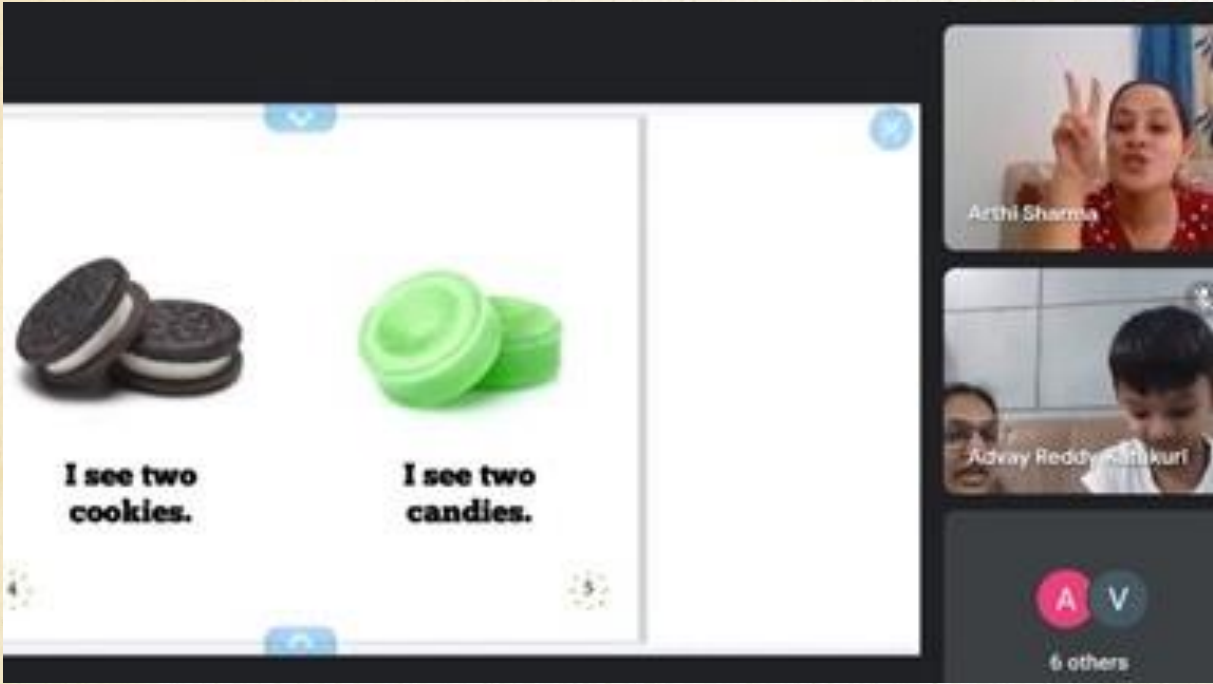
Drama

Students were introduced to expressions. They engaged in mask exercise. They were shown different pictures which had various things, colours and natural elements like planets, mountains, flowers for students to easily relate with them to express or communicate. Students were introduced to the story, "What's at the park". They could relate to the expressions of being happy, sad and angry.

Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

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Central Idea: Stories engage audience and communicate meaning.

Lines of Inquiry:

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Key Concepts:

Function

Connection

Perspective

Related Concepts:

communication

characterization

expression

Learner Profile:

Communicators

Inquirers

Risktakers

Unit of Inquiry:

Students will continue to inquire and connect with elements of stories. They will develop their understanding of stories by show and tell using different resources. They will also continue to explore feelings and emotions through various stories. Students will show their learning and conceptual understanding gained during the inquiry with the end of unit assessment task. They will engage in co-constructing the criteria of assessment as well.

Students will tune into the second unit of inquiry under the theme, 'Who we are', where they will inquire into different relationships and their roles and responsibilities within the relationships.

Learning and Teaching- Month Ahead

TD Language

Students will learn the letters of the alphabet related to new vocabulary from the unit. They will be introduced to their phonic sounds. Students will connect the phonic sounds with related objects and engage in letter recognition and formation.

TD Math

Students will learn numbers 6-10 with number recognition, formation and quantification.

PE

Students will be practicing fundamental skills to improve fine and gross motor skills through different learning engagements.

Music

Students will be introduced to nature sounds. They will learn songs/rhymes related to nature (rain).

Art

Students will continue to explore different colours by relating to objects they observe daily around them. They will also use the colours in their artwork.

Dance

Students will be introduced to new leg and hand movements, squat and shake, respectively. They will combine these movements with the movements learnt in previous sessions (knee lift, jump, clap and roll) while dancing.

Drama

Students will continue with the story "What's at the park" for observing and understanding expressions. They will also learn warm up exercises using props and objects, to understand their role and use them accordingly.

Happenings Month Ahead

Independence Day- 15th August

National Sports Day- 27th August

Our website:

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

Events link:

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

Learning blogs:

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

Facebook : For daily updates please like the page.

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