



PRISM

GRADE NURSERY

Message from the Principal's Desk

Dear Parents,

Greetings!

Leadership capabilities range from intellectual and interpersonal skills to the conceptual and creative – required in today's environment. Effective leaders are aware of the happenings in this chaotic world. They realize the new and better methods and at the same time integrate it into a cohesive framework that helps others understand the next step forward.

Leaders are not just about decision making and strategy, they are the ones who take risk, go against the grain, often driven by a higher cause, a deep care for others or a complete conviction that they are acting for the greater good.

In this edition of the newsletter, I share with you an interesting and a valuable leadership story and lesson!



There was a beautiful kingdom, which was ruled by a prince who took over the Kingdom after his father's death. After few months of ruling, things started testing him. The drought caused losses for the farmers, many animals, birds, and precious plants in the forest were lost. This was followed by an unknown disease which affected many people. After few months, things started slowly improving.

Before they could recover completely, an enemy king took over the kingdom. The young king somehow managed to escape and planned to meet his childhood friend who was the king of a neighbouring kingdom.

On his way, he was thinking about how all these things could have happened to him. He was born to be a king of the most powerful and richest Kingdom, but now he lost everything. He believed that he had bad luck because nothing has happened to his father or any other king he knew.

When the Young king reached his friend's palace, the guards did not allow him, because of his dirty looks and clothes and he tried many times and all failed. He took a job so that he can buy some clothes. After some days with new clothes, he was allowed to meet his friend.

He explained all the things that happened to him to his friend. After hearing his story, his friend king ordered his people to give him a herd of 100 sheep. The young king was surprised as he was expecting much more than this. He doesn't want to be a shepherd. But he has nothing else, so he took his friend's offer.

After a few days, while he was grazing his herd, a group of wolves attacked his herd and killed all. While the wolves were attacking, the king ran away from that place. Then he again went to his friend and asked for help. This time he gave 50 Sheep. But once again he failed to protect his herd from the wolves. The 3rd time, he was given just 25 sheep. This time young king decided that, if I don't protect my herd from these wolves, he will not get any more help from his friend. So, he studied his place completely and understood the wolves' attacking areas. He added additional fences and guards all around. He continued to monitor the places and talked to all people and kept on learning the tricks of maintaining the herd.

After a few years, his herd has grown into 1000 Sheep. With so much joy he met his friend and shared his achievement. After hearing him, the friend ordered his ministers to give him a whole state to rule over. Hearing this, he asked his friend "Why you didn't give me the state to rule when I first came to you for help?"

The friend king replied, "First time when you came to me for help, your mindset was like you were born to be a leader, but the truth was you are far from it. You needed to learn to lead your people. So, when I gave you the herd, I was waiting for you to learn, how to manage and lead others. Now I believe you are ready to lead others!"

(Source-<https://winnersstory.com/short-stories-leadership-1/> - adaptation)

Holding a position doesn't make you a leader. Knowing your people better, winning hearts and minds, achieving dreams and goals are important. Leaders handle situations for a better outcome- they make a difference.

Let each one of us ensure that we are leaders, who are ready to make a difference and provide our students opportunities to build their leadership capabilities as well.

Best wishes

Anjalika Sharma

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

As we continue our journey this academic year, we aim at nurturing self-efficacy and agency amongst our students. Our teachers and students continue to be a partner in the learning process. The students continue to set goals for their learning, co-construct success criteria, assessment tool and tasks along with their teachers. They have started making connections with attributes of Learner Profile and Approaches to Learning.

As a part of the evaluation our teachers have been divided into 4 groups according to the 4 categories- Environment, Learning, Purpose and Culture.



They have been working in their respective groups and actively collecting evidences and analysing it. We are in the process of reading the self-study questionnaire.

Our parents have been a part of the informative sessions and have been attending it to understand the programme better.

They had sessions for understanding Policies, Assessments in PYP, Design Thinking and Inquiry. We also conducted sessions for our administrative department on policies and alignment of IB mission and school mission.

All our teachers have been registered for an online IB workshop. They will attend the workshop from 1st to 29th of September.

To improve our well-being, keep ourselves calm and healthy our P.E department has taken an initiative and started the programme "Start your day with Yoga". The students, teachers and parents have started joining us in the morning to practice Yoga asanas.

We value your cooperation, support and trust. Looking forward to have a great year ahead.

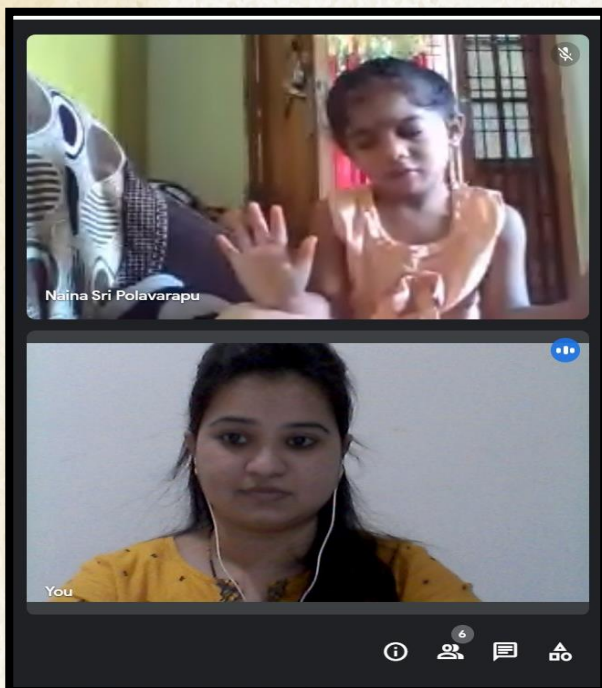
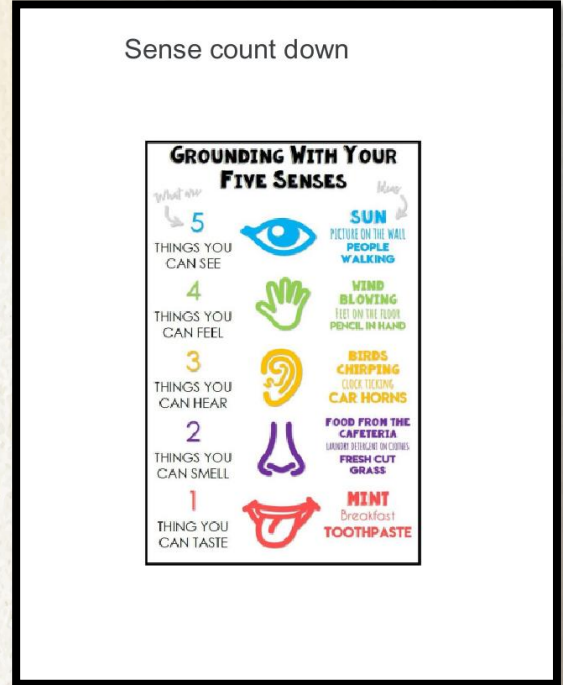
Trishna Sharma

PYP Coordinator

School Philosophy-5 Developmental Pillars

Mindfulness and Well-being

Students practiced bunny breathing, slow walking and sense countdown. They also discussed about their feelings and emotions as part of self-awareness. Students also talked about what happiness is for them and framed heartfelt phrases for themselves and their peers.

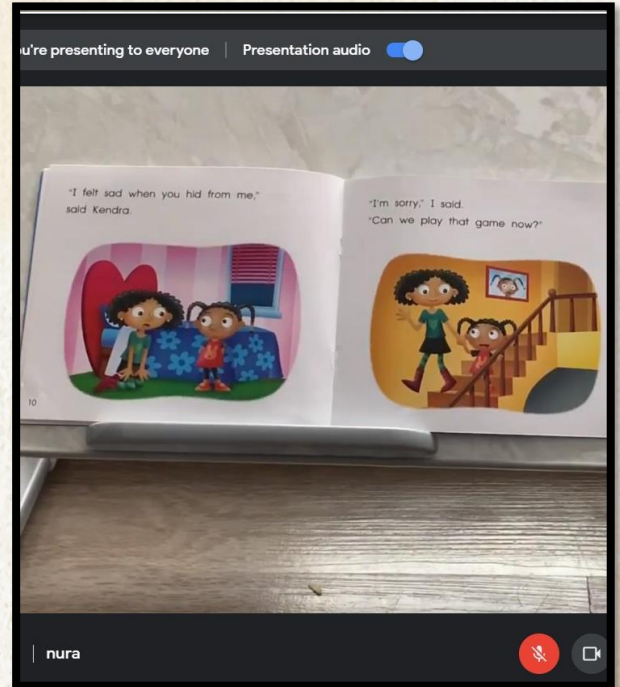


The theme for the Group Awareness sessions for this month was emotional regulation. Students were introduced to emotions. The pictorial depiction of emotions helped the students to identify with these emotions and express their own emotions through expressions. Students participated in emotion recognition task wherein the school counselor introduced emotions through an action game .

School Philosophy- 5 Developmental Pillars

Core values

Students continued to develop their understanding of the Core value 'Respect', through various ways. They connected to stories related and shared real-life examples of where they have displayed respect.

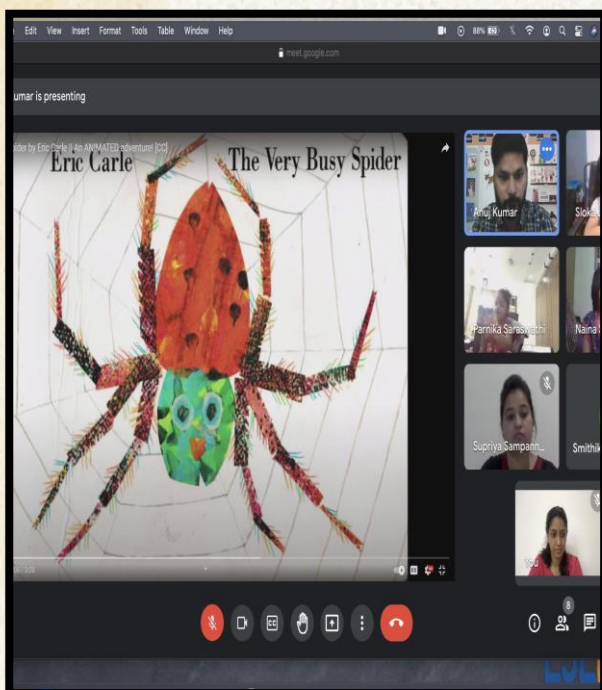


Holistic Excellence

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.

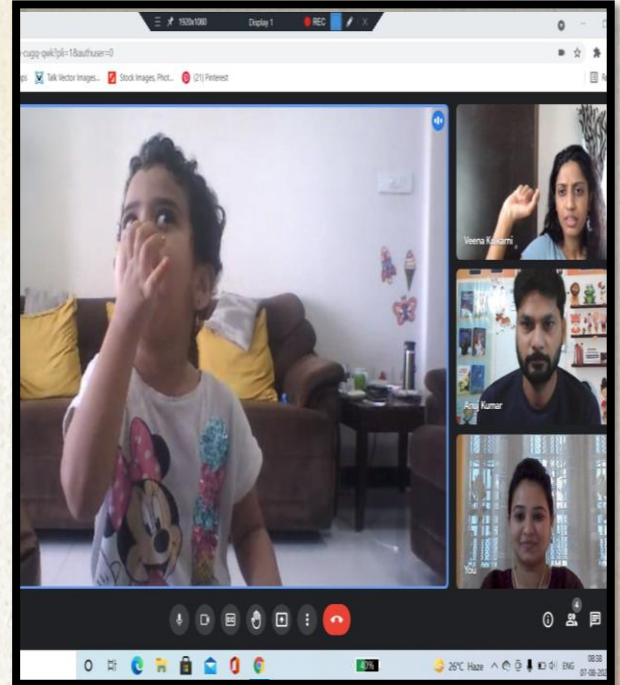
Students engaged in inquiry and made transdisciplinary connections. They made connections with attributes of learner profile during the learning and teaching.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Various events were conducted to promote stakeholder engagement such as, 'Bonding over breakfast' and 'National Sports Day'. "Begin your day with Yoga", was launched too for all the students and teachers along with their family members to practice yoga and make conscious efforts towards leading a healthier lifestyle. First Parent Teacher Meeting was conducted as well.



Student Reflection

My chosen work is

I did this task with Peers ☐ Alone ☐

I chose this work because

Global Leadership

Students demonstrated their ownership of their learning by engaging in sharing the choice of work they would like to include in their portfolio that shows their learning or progression of learning.

Students continued co-constructing of criteria for assessments.

Professional Development

Reading Sessions

The following documents were discussed as part of our regular reading sessions:

Solo Taxonomy- This document focused on understanding different levels of thinking within the SOLO taxonomy and discuss how SOLO taxonomy can be used to design learning outcomes across a unit of inquiry (a learning progression), identify inquiry-based strategies to support students and structure success criteria for a specific task.

Student Language Agreements:

Through this document we developed an understanding of how to establish agreed understandings about language use among students and teachers.

Translanguaging: This document covered what translanguaging is. As part of sharing reflections, the team discussed strategies for building an active translanguaging classroom.

Developing a culture of questions: We read and shared our reflections on the importance of questions in inquiry learning, and how students can be supported in developing their questioning skills.

Flexible Unit Time Frames: The document gave insight to a range of flexible unit time frames and the associated benefits.

Professional Development

Session by the Inclusion department on Self-criticism

Ms. Jaswandi Sahasrabudhe, School counsellor, conducted a session on Self-criticism. It is an evaluation of one's behaviour and attributes, with recognition of one's weaknesses, errors, and shortcomings. Self-criticism impacts our decision-making skills, leads to clouded thoughts, strained relationships with others and self, and negative thoughts patterns about ourselves. She concluded the session by suggesting few ways we can work on excessive self-criticism and emphasized on the importance to balance self-improvement with self-acceptance.

Evaluation self-study

We continued to collaborate and share different strategies to collect and analyze the evidence for our self-study process by revisiting the IB standard and practices document.

Parent informative sessions

We conducted the parent informative and interactive sessions for the parents on various policies, Inquiry, Design Thinking, and Assessments.

These sessions are designed primarily to understand the elements of the programme as well as our journey in the programme.

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:

Students continued inquiring about stories. They enjoyed listening to stories like "Hare and tortoise", "Making new friends", "The Hungry caterpillar", "Tiger and Woodpecker". A range of resources were used like hand puppets, finger puppets, mask and flash cards during storytelling. Students showed curiosity in listening, creating and sharing the story of their choice by using different resources. They exhibited their communication skills. Students had a guest talk session by our school counsellor on emotions feelings and the difference between them. They could connect with these feelings and emotions while listening to different stories. Students enthusiastically showcased their learning on different feelings and emotions like happy, sad, surprised, etc.

Learning and Teaching- Month Review

Transdisciplinary Language

Students were introduced to letter F (feelings), C(characters), M(mask) and E(emotions). They also revisited letters- S, T, A, H, P with their phonic sounds. Students could relate with different objects beginning with these letters.

They practiced writing the letter formation through salt/flour tracing and crayon which enhanced their fine motor skills. They were also introduced to the opposites like, in and out, open and close, hot and cold, happy and sad, full and empty etc., Through listening to different stories, students developed their vocabulary as well.

Transdisciplinary Math

Students were introduced to number 6 with quantification. They also practiced tracing and writing numbers from 1 to 6. They were introduced to the concept of number sequencing and tally marks through various learning engagements.

Students could identify tall and short, heavy and light, more and less etc through different learning engagements. They revisited pictograph.

Learning and Teaching- Month Review

PE

Students were engaged with practicing fundamental skills. They used different objects while balancing. Students practiced whole body movements as well. They watched videos based on fitness games and shared their reflections.

Art

Students sorted different objects by colour. They identified the colours in our national flag. They used their choice of colours to fill pictures related to different festivals like Rakshabandhan, Onam and Janmashtami.

Dance

Students learnt basic hand and leg movements and combined them in different ways on count of 4. They developed an understanding about different body postures.

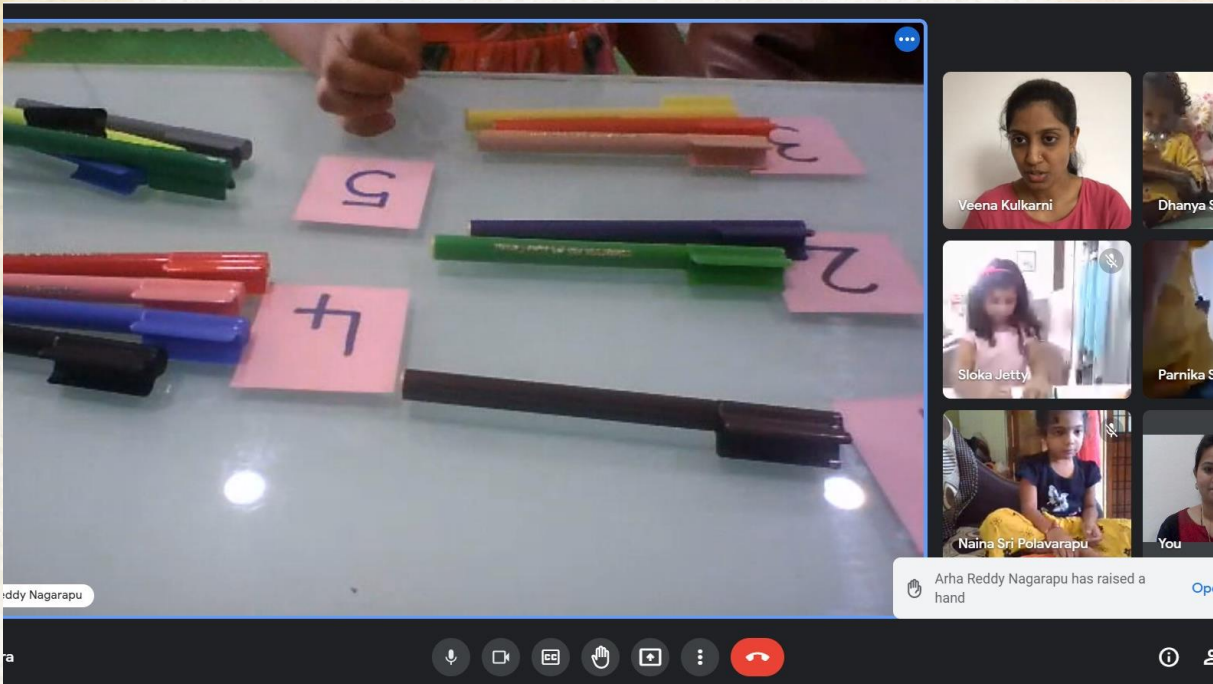
Drama

Students continued to build their understanding of a story. They discussed the actions. As part of warm up, students used the space for basic body movements like walking, hopping.

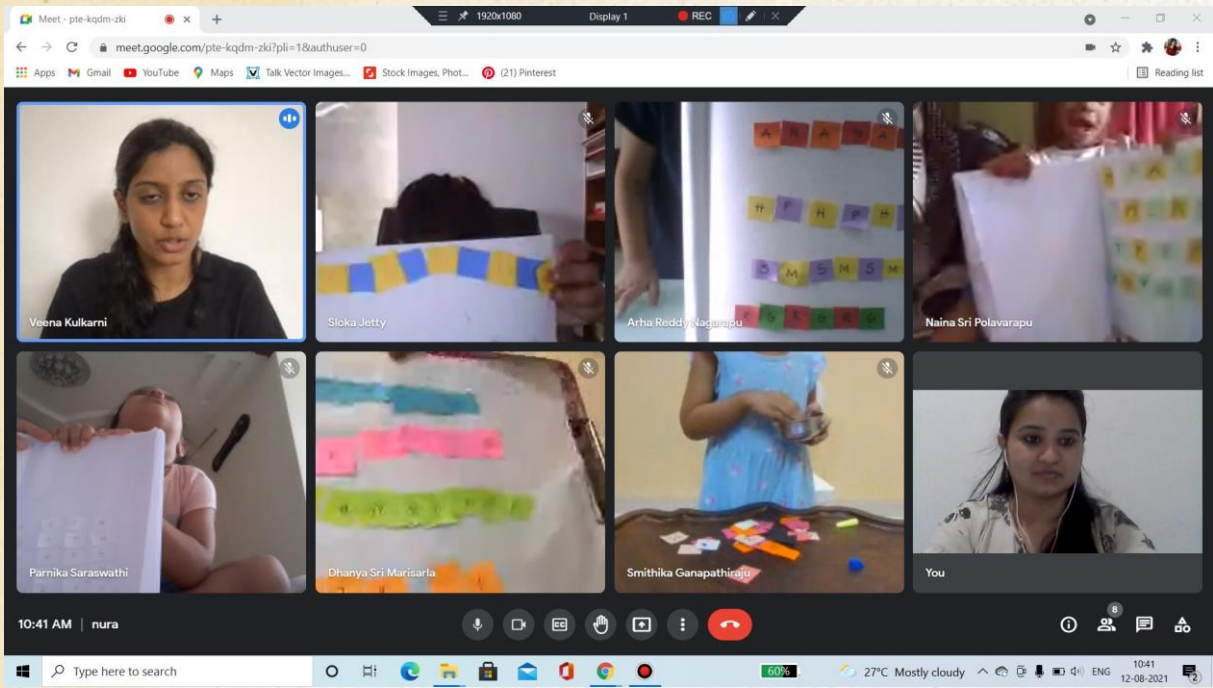
Music

Students identified nature sounds- bird chirping, rain, wind, etc. They practiced rhymes- "Animals in the jungle" and rain song. Students actively involved and participated in the class, responded to the music, identifying sounds.

Learning and Teaching- Month Review



Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Transdisciplinary Theme:

Who we are

Central Idea: People's relationships contribute to shaping their identity.

Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who we become

Key Concepts:

Form

Responsibility

Connection

Related Concepts:

similarities, differences,
roles, identity

Learner Profile:

Caring

Open-minded

Communicators

Reflective

Unit of Inquiry

Students will inquire into a new unit under the theme, 'Who we are'. They will be exploring different types of relationships. They will also share about themselves and the relationships they have.

TD Language

Students will learn the letters of the alphabet related to new vocabulary from the unit. They will be introduced 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 along with quantification. They will practice tracing and formation of numbers. They will also revisit the concept of big and small.

Learning and Teaching- Month Ahead

Art

Students will continue to explore colours . They will be introduced to the next element of art, shape.

Drama

Students will explore storytelling and will use different resources to tell a story. They will discuss about the characters or people in the story as well events in the story.

Dance

Students will be learning full body movements (moving different parts of the body) including shake, shimmy, footwork and other locomotor movements.

PE

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

Music

Students will watch videos of action songs like different body parts – Head, Hands, Feet, etc. Students will watch and learn singing action songs – “Happy song” and “Up in the Dark Sky”.

Happenings Month Ahead

Teachers Day Celebration: 4th September

International Literacy day: 8th September

Bonding Over Breakfast: 11th September

World Mindfulness Day: 13th September

Hindi Divas: 14th September

International Dot Day: 15th September

Student Led Conference: 18th September

International Day of Peace & World Gratitude Day: 21st September

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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