



PRISM

Playgroup

Message from the Principal's Desk

Dear Parents,

Greetings!

Today, I look forward to sharing with you a wonderful story about facing uncertain situations specially when we know that it will bring change for us.

A stream, from its source in far-off mountains passing through every kind of countryside at last reached the sands of the desert. Just as it had crossed every other barrier, the stream tried to cross this one. But it found that as fast as it ran into the sand its waters disappeared. The stream was certain that its destiny was to cross this desert. Yet there was no way to get across. Then, a hidden voice, coming from the desert sand itself, whispered to the stream: 'The wind crosses the desert, and so can you.'

The stream grumbled that it was racing towards the sand with all its might, but that it was only getting absorbed. It pointed out that the wind could fly, and this was why it could cross a desert. By hurtling at things in your usual energetic way you will not get across,' echoed the voice of the sands. 'You will either disappear. Or become a marsh.



'But how can the wind carry me?' sobbed the stream. 'You must allow the wind to carry you over to your destination.' 'You can be carried but only by allowing yourself to be absorbed into the wind.' The sands whispered. The stream did not like the idea of being swallowed up by the wind at all. After all, it had never been absorbed before. It did not want to lose its individuality.

The wind', said the voice, 'Can help you. It will take up water, carry it over the desert, and then lets it fall again. Falling as rain, the water again becomes a river.' 'But how can I know that this is true?' moaned the stream. 'It is true,' said the voice. 'And anyway, if you don't listen to me, the best you can hope to is be absorbed forever.

But I just want to stay the same as I am!' wailed the stream. Whatever happens, you can't stay exactly the same as you are now,' the voice said. 'But if you act now, the wind will carry you away, so that it can re-form you into a wonderful new stream.' When it heard this, a shadow of a memory flitted across the thoughts of the stream. Dimly, it remembered a state in which it, or some part of it had once been held by the wind. It remembered that way back then, allowing the wind to swallow it up hadn't seemed like the most obvious thing, to do either.

So with fear, the stream raised his vapour into the welcoming arms of the wind. And the wind gently carried his vapour up, up and away. Letting it fall softly, as soon as they reached a mountain, many miles away. And because it had been so worried about what would happen, the stream was able to really appreciate its new home. With a sigh of relief it realised that it now knew what it really meant to be a stream.

Back in the desert, the sands smiled to themselves, saying: 'We knew all along that the stream would be just fine. Stretching from the mountains to the river as we do, we see this sort of thing every day.'

That is why it is said that the 'Stream of Life' is written in the sands.

(Acknowledgement- <https://idriesshahfoundation.org/pdfviewer/the-tale-of-the-sands-01/>)

We all know change is the truth, yet we fear it and resist it. We must look at change as transformation to help us introspect our inner strength, our vision and our purpose. Change challenges us to unlock our potential, to grow from where we are comfortable and rediscover ourselves. Let us help our children prepare for a rapidly changing world, by accepting challenging situations and looking for innovative solutions. In reality, we will unlock their potential to be ready for their world!

Warm regards,

Anjalika Sharma

IBPYP Principal

Message from the Center Head's Desk

Dear Parents,

Greetings!

Our curious learners explored and observed the world around them through various learning engagements.

We support the Mother Language and cultural development of all students as it helps in improving the critical thinking skills. It also provides the child with a sense of belonging and helps them understand their roots.

International Mother Language Day' was celebrated to appreciate diversity and to instill pride and love for our mother tongue. Learners enjoyed listening to stories and rhymes in their mother tongue and felt delighted to communicate their feelings in their mother language.

As part of inquiry a strong emphasis is given on students' finding the required information and constructing their own understanding. Our grade 1 learners went on a Field trip to "Birla Science Museum' to observe and explore about the



role of imagination leading to different inventions and innovations.

Under the theme 'How we express ourselves' PP1 learners are collecting information through guest lectures and extending their understanding through various hands on learning engagements.

Grade 2 students communicated a message related to UN sustainable goal and created awareness amongst the audience through a theatrical performance.

The learners are busy in collating information and expanding their knowledge through various resources. As stakeholders, you may engage in following ways to collaborate and support your child's learning-

- 1) Spending quality time with your child to allow them to share their day's learning at school in different areas.
- 2) Encourage love for reading and to improve literacy skills, by allocating specific time for reading. You may read stories along with your child.
- 3) Discussing if they need any additional support in any area and extend support in their inquiry at home as well.
- 4) Identifying and acknowledging any attribute of the learner profile they demonstrate or any action they take as a result of their learning.
- 5) 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 developing resilience and perseverance for building growth mindset, instilling sense of ownership in our students with continuous collaboration. We value your cooperation, support and trust towards this.

Sandhya Ramesh

Center Head

Professional Development

School policies:

We reflected and reviewed the Library, Inclusion, Admission, Academic Integrity, Language, Assessment, Homework, IT, and code of conduct policies. The teachers in groups read the policies and reflected on their implementation in the classroom and school. They shared their perspectives and posed questions to deepen their understanding. They documented the review process and the points for celebration as well as further development.

ILD Session:

The team-building activities were conducted by Ms. Prutha, Ms. Hadiya, and Ms. Nanitha from the ILD for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.

Assessments:

We had a PD on assessments conducted by Ms. Puja and Ms. Aparna from NNK campus.

- Assessment is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to the next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and communicated

Characteristics of effective assessment:

- Authentic: It supports making connections to the real world to promote student engagement.
- Clear and specific: This includes desired learning goals, success criteria and the process students use to learn.
- Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- Developmental: It focuses on an individual student's progress rather than their performance in relation to others.

Professional Development

- Collaborative: It engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: It provides feedback on current learning to inform what is needed to support future learning

PYP Planners:

We had a PD session on the importance of IB PYP Planners conducted by Ms. Smita Parikh and Ms. Azra. The PYP planner has been developed for use by all teachers whose teaching is organized around the exploration of a central idea. All teachers, including single-subject teachers, should be using the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum.

The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.

Learning and Teaching- Month Review

Theme: People who help us

The students were introduced to the theme "People who help us". They continued exploring to how their family, teachers and peers help them. They were introduced to how community helpers help them through puppets, role play and stories. They dressed up like their favorite community helper and did the role play with their peers.

Literacy: The students learnt new words through which they have developed their vocabulary like In-out and empty-full, concept through actions and games.

Arts: - The students engaged in creating paintings in different ways like thread painting by dipping the thread in the paint and seeing the patterns and designs made when pulled.

The students enthusiastically participated by choosing the salt drawing of their choice and dripping the paint on them and curiously observed the spreading of the paints. They also enjoyed making the magic painting by drawing with the white crayon and then painting it with colours to see the magical effect of it.

Numeracy: The students were introduced to heart shape through flash card, real objects which are related to heart shape. They enthusiastically participated in learning engagements like tearing and pasting the papers on the heart shape outline, fingerprint on heart shape outline .

Music: The students learned (Head Shoulders, Alphabet songs) and watched the rhymes. Students practiced rhymes and actions with the teacher using electronic keyboard as a resource and explored the musical instruments.

Dance: The students explored different elements of dance like tempo- The speed and motion or music. Speed- The rate at which the dancer moves.

PE. : The students explored various learning engagement like jumping, leaping etc., which enhanced their muscle power and gross motor skills.

Learning and Teaching- Month Review



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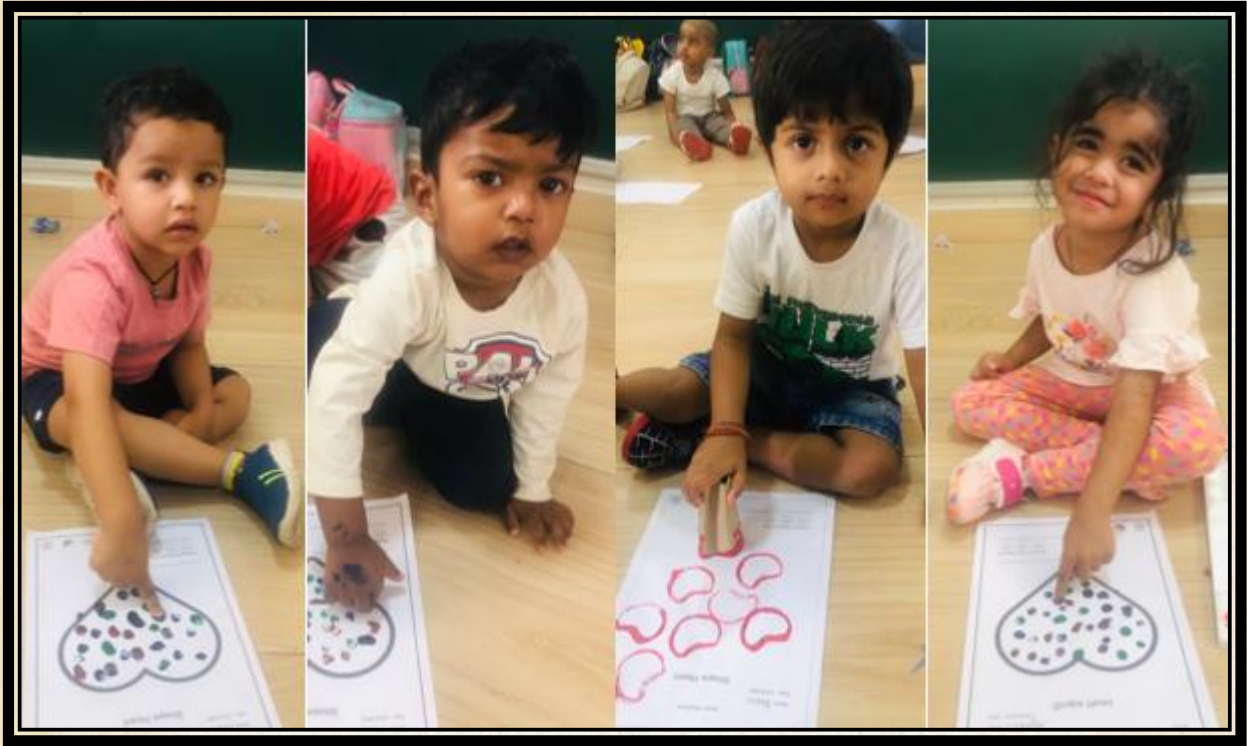
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Learning and Teaching- Month Review



Learning and Teaching- Month Ahead

Theme: Seasons

The students will tune into new theme- "Seasons". They will explore about summer and winter seasons. They will also explore about day and night activity through various learning engagements.

Literacy: The students are going to learn new words and develop their vocabulary with words like hot-cold, day and night through actions and various learning engagements.

Numeracy: The student will be introduced to different shapes with various learning engagements.

Music: The students will revisit 'wheels on the bus, Happy song and Boogie Woogie'. They will practice 'Found a Peanut' song along with the teacher using electronic keyboard.

Arts: The students will be exploring clay modelling by making basic shapes.

PE: The students will explore different types of games like in-out, stand-sit which will enhance their gross motor skills.

Dance: The students will be tuned to different elements of dance like:

- Speed- The rate at which the dancer moves.

Happenings Month Ahead

Grade 1 Theatrical Evening:	Friday, 3rd March
Women's Day Celebration:	Tuesday, 7th March
Holi (Holiday):	Wednesday, 8th March
PYP Student Led Conference:	Saturday, 18th March
Ugadi (Holiday) :	Wednesday, 22nd March
Ram Navami (Holiday) :	Thursday, 30th March

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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