



PRISM

Grade 1

Message from the Principal's Desk

Dear Parents,

Greetings!

Academic year 2022-23 has come to an end. Our students have worked hard inside the classrooms and participated in a range of learning opportunities outside as well. Often people around us talk about success and I wonder what it is. I read through these two short stories that answered these questions!

Once a man asked Socrates the secret of success- what is success? Socrates asked the young man to meet him near the river next morning. The young man came to the river next morning. Socrates was waiting for him. He asked him to walk with him towards the center of the river. When water got up to their necks, Socrates took the young man by surprise and ducked him into the water. The boy struggled to come up to the surface but could not do so. The boy tried his best, but Socrates was strong. He kept him inside the water till he turned blue. Just then Socrates took the boy out of water and the first thing he did was gasp a deep breath for air. Socrates then asked him- what did he want the most when he was inside the water. The young man replied - air. To this Socrates replied that when you want success as badly as you want air you succeed. There is no other secret to success.



Once a sage came to meet a king. The king was very busy and hence the sage had to wait. After a while the gate keeper called the sage and took him to the king. Upon entering the hall, the sage took off his hat and bowed to the king. Just then the king too took off his crown and bowed to him. Seeing this the king's minister asked him why he did so because the sage was a common man while he was the ruler of the kingdom. To this the king replied that the sage took his hat off to show his respect to the king, which is a virtue. If he did not take his crown and show his respect it would mean that the king is less humble and has no virtue in comparison to an ordinary man.

Adapted from-

<https://moralstories26.com/story-of-burning-desire-socrates/>

It is very important that we create this deep desire for success in our students, teachers and teams but also instill in them the virtue of humility and respect. Success with humility is very powerful. Humility helps you build trust with others. Humility helps learn. Trust and knowledge are two of the most important aspects of development and success. Humility reminds that there is someone behind us helping us and someone ahead of us guiding us.

As we look forward to the next academic year to unfold in June, 2023, we will continue to focus on greater success with humility and instilling core values in all our stakeholders to balance their inner as well as outer worlds to emerge as responsible global citizens.

Warm regards,

Anjalika Sharma

Head of School IBPYP

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

The summer break is a much-awaited break for students worldwide, and understandably, they want to make the most out of it. For most students, summer is typically associated with relaxation, visits to the beach, and hanging out with friends. However, students can also use this break to be productive and learn new skills and gain experiences.

The best teacher for children is to experience things. Summer break allows students to constructively plan their day and utilise this time to experience and learn. Starting from planning their own day, organising their belongings, and contributing to household chores to learning a new skill everything is vital for students to experience and learn.

As adults, the more opportunities we give them to solve their own problems, experience unfamiliar situations, enhance communication and social skills, be creative, decide for themselves etc more our children become successful independent individuals.



In our own family settings, as adults, we can provide them with an environment where they learn to take on small responsibilities and become independent. Tasks like preparing your own bed, arranging toys, watering plants, etc might seem like small chores but help them learn organizational skills and become independent.

Summer breaks are also a time when we can prepare students for the upcoming academic session. Reinforcing and helping children with the learnt concepts keeps helps in building a strong foundation. Discuss and help them identify their strengths and areas of improvement to set goals for this summer break. Once SMART goals are set accordingly, the concepts which need their attention can be revisited.

To enhance their reading skills and build a strong reading habit, a few ways could be allowing them to set their own reading corner, picking books from their favourite genre to start with, having family reading time, being inquisitive and asking about the books to know their comprehension and how far have they connected with the books etc. Initially, spending 15 mins every day without a miss can also do wonders.

Writing skills come naturally to some and for some children, it is a task. For children, the initial writing task needs to be fun. For toddlers, using thick crayons to thin crayons and then to pencils, writing in a tub filled with water or sand, using fingertips to understand formations, plucking leaves, sorting grains, etc is a great start. As they grow allow them to share their thoughts, and write whatever they wish to, something from their interest areas or experiences. At this moment it is important that we just encourage them to write. Then introduce them to re-read their own piece of written work, gradually, letting them know the spellings, use of vocabulary, sentence construction etc. It is a good idea to introduce them to different writing strategies, for instance, ARMS (Add, Remove, Move, Substitute), and COPS (Capitalization, order, punctuation and spelling).

Mathematical concepts are best practised when associated with real-life connections. Asking children to calculate the cost of their shopping, associating time with their own schedule planning, helping them maintain the waking and sleeping hours, talking about speed distance from one place to the other while travelling etc are all great ways to build their mathematical concepts.

Sharing our life experiences, travel experiences about different places, and initiating talks about the environment, plants, animals, geographical locations, places, culture, arts, music etc is also a way to help them learn new things. It also helps in bonding with them.

In conclusion, although summer break may be associated with relaxation and entertainment, children should be provided with opportunities to remember the value of the break and to build their future.

Wishing a very memorable and enriching summer break!

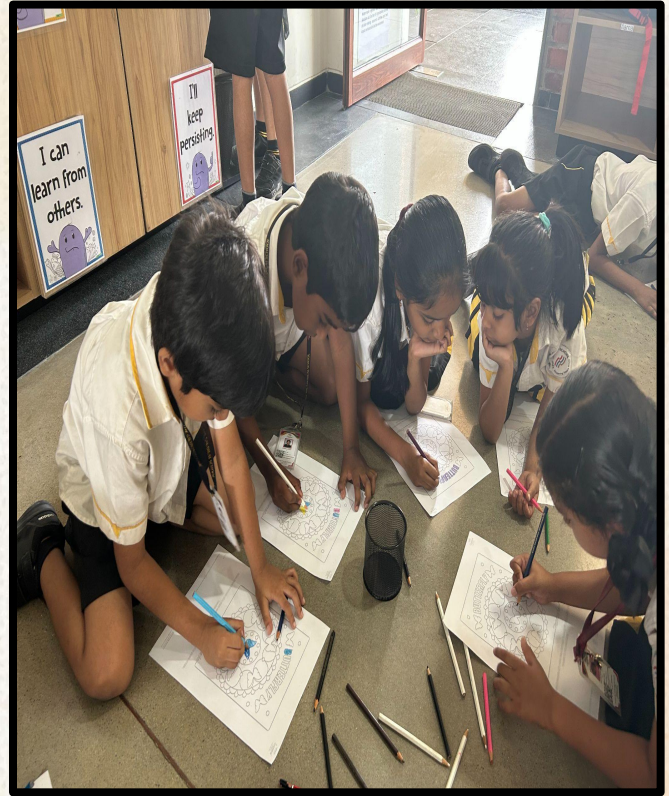
Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

Students enjoyed participating in different mindfulness exercises. They practiced mindfulness activities like volcano breathing, balancing self - row the boat, Five-finger starfish meditation etc. during the month.

Students were involved in goal setting and reviewing of their goals. They also reflected on the various mindfulness activities during the month.



Students also engaged in mandala art which helped them relax and improve their concentration, self-esteem and focus.

The students also had group awareness sessions with the School Counsellors where they discussed about the importance of personal space. They also shared the importance of managing our emotions and using appropriate vocabulary to share our emotions.



School Philosophy- 5 Developmental Pillars

Core values

During the month, the core value of "Integrity" was instilled in students through various activities. Through group discussions, students gained a deeper understanding of the concept of integrity and identified ways to demonstrate it in their daily lives. Their active participation in these discussions reflected their engagement and enthusiasm. Additionally, during the assembly, students shared personal stories and emphasized the significance of integrity in their lives.



Holistic Excellence

As part of a holistic excellence, students continued to read books from the Oxford Reading Tree (ORT) series.

Students also identified various environmental challenges and explored ways to address them and made connections with the UN Sustainable Development Goals.



School Philosophy- 5 Developmental Pillars

Stakeholder engagement:

The academic achievements of young students from PP2 Nanakramguda and PP2 Kollur campuses, as well as Grade 5, were celebrated by the Gaudium School community. The Graduation Day marked a significant milestone in their educational journey, and all stakeholders were proud to have contributed to their growth and development.

The three-way conference provided an opportunity for stakeholders to meet, reflect, and offer specific feedback and feedforward to further improve the academic journey.

During the "All-Hands Meet" school achievements and long-term plans were shared with the staff, followed by the recognition of staff members for their accomplishments



Global Leadership

Students continued organizing and conducting their weekly assemblies as part of the global leadership. They continued to take ownership of their learning by setting learning goals, sharing reflections, and identifying areas of strength and improvement. They continued to develop and demonstrate ATL and attributes of learner profile during assemblies.



Professional Development

Reading Sessions:

Learner Agency:

Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonderings and make choices to achieve their goals.

Learner Profile:

The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.

PYP Exhibition:

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative in nature. We shared ways students explore multiple perspectives, be independent learners, and be responsible for their learning to take action.

Professional Development

Concept-Based Learning:

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject based. Concepts help to build understandings across, between, and beyond subjects. We discussed and shared various learning engagements that worked well in our classes to understand the same.

Action in PYP:

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.

Inquiry:

Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. We collaboratively discussed various learning engagements that worked well in the classrooms to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching, and seeking information, and solving problems in a variety of ways. We also shared our perspectives on how an inquiry helps to facilitate the development of the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

The Early Learner:

Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving 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 with real-life examples.

Professional Development

5 Developmental Pillars Of 'The Happy Minds' Model

We had a session on the five developmental pillars by the core members team.

The Gaudium Happy Minds' Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence in learning, teaching, and leading is achieved by imbibing 5 core values and implementing a well-defined mindfulness and well-being programme involving all stakeholders thereby ensuring that our global leaders are ready to take the quantum leap into the future.

Holistic Excellence:

Holistic Excellence focuses on providing a joyful learning environment where every child engages in exploring, experiencing, experimenting, and exhibiting their learning which encourages them to take action and inculcate leadership qualities to make a difference to themselves and others.

We shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities that went well, and the suggestions if any to be made for the next academic year 2023-24.

Core Values:

Our 5 core values Respect, Empathy, Integrity, Perseverance, and Gratitude are essential for all to balance their inner and outer world in the pursuit of happiness. We discussed the core values calendar and the reflections shared by the stakeholders.

Mindfulness and Well-being:

Our mindfulness and wellbeing programme is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social and physical development of each student. We revisited the mindfulness curriculum and the calendar followed by sharing perspectives.

Stakeholder Engagement

Students, Parents, Teachers, staff and the local community are stakeholders who meaningfully connect and collaborate to learn, grow and add value to the school culture. We discussed if any event/activity is to be added as a part of the stakeholder engagements followed by reflections.

Global Leadership

It equips our students with confidence, skills and competencies that leads to self-clarity, enhances interpersonal skills and fosters positive change in the community using the levers of innovation. We shared the importance of UNSDG and the IB leadership capabilities and also discussed the students'-initiated actions and the innovative ideas that the students came up with during their design thinking process.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central Idea:

People interact with, use and value the environment in different ways.

Lines of Inquiry

- Natural and human made elements of the environment
- Ways environment addresses people's needs
- Importance of space in the environment

Key Concepts:

Connection, Function, Responsibility

IB Learner profile:

Inquirers, Communicators, Balanced

Unit of Inquiry:

Students explored the meaning of space and found out the differences between space and place. They then shared the importance of space environment.

Students co-constructed the assessment tasks and the criteria and concluded the unit by connecting to the central idea of the unit.

Students reflected on their learning in the academic year and recapitulated various concepts they inquired into during the year.

Learning and Teaching- This Month

Transdisciplinary Language

Students revisited the concepts learned earlier through various learning engagements. They had different learning engagements for nouns, verbs, adjectives, prepositions etc. They further continued reading books and identified the elements of story.

Transdisciplinary Math

Students continued doing mental math every day to revisit the concepts learned earlier. They also revisited the concepts such as fractions, calendar, addition, subtraction, multiplication, data handling and measurement, etc.

French

In the month of April 2023, students revisited the numbers, basic questions and answers, subject pronouns, classroom commands, months and days of the week.

Spanish

In the month of April 2023, students revisited the foods, the animals, the numbers, basic questions and answers, subject pronouns, classroom commands, months and days of the week using small sentences.

Telugu

During the month of April, students practiced Varnamala. They enthusiastically practiced writing and pronouncing the letters and words. They identified the letters through pictures, poems and stories. They practiced reading and writing saral words and sentences while they enthusiastically recognized, pronounced and wrote the objects and pictures shown.

Learning and Teaching- This Month

Hindi

In the month of April, the students were introduced to swar-akshar. They heard a story based on these letters and later discussed the answers to their questions. They also spoke about their views. They revised the letters and words which they had learned in the previous months. Students formed sentences by identifying and describing the pictures shown in the class.

Dance

Students were learned the next set of dance moves in (Freestyle HIP HOP). And then they practiced the same on count of eight on the music played

PE

Students co-constructed the end of unit assessment task on Physical education unit of inquiry (Fundamental/Basic movement skill). Students chose one physical activity and shared about it.

Art

The students revisited their previously learned elements of art. They co-constructed the end of unit assessment task and success criteria to show their learning.

Drama

Students delved into the concept of voice in relation to character and explored characterization to enhance their understanding.

Music

Students revisited basic music genres, musical notes in the Western, Indian and Solfege systems, musical instruments, steady beat, pitch, rhythm and melody. They also revisited all the songs learned during the year.

Happenings Month Ahead

School reopening dates – Nursery to 5

Grade 3, 4 and 5 - Wednesday, 14th June 2023

Grade 1 to 2 - Monday, 19th June 2023

Grade Nursery, PP1 and PP2 - Wednesday, 21st June 2023

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.

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