



PRISM

Grade PP2

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 Center Head's Desk

Dear Parents,

Greetings!

As we come to an end of another successful school year, I would like to thank our senior management team for their continued guidance, parents for their support and trust; and teachers for their dedication and effort to achieve excellence in creating holistic learning environment for our students.

We are committed in developing socially responsible citizens in a safe, creative, and challenging environment which encourages our students to be clear about their values. Our focus is to empower our students and highlight their leadership skills by providing them a platform to enhance their communication skills, team building, collaborative work, persistence, and determination and we excelled in these areas by providing multiple opportunities to our students to showcase their scholastic and non- scholastic growth.



To guide our learners in achieving their goal, facilitators also underwent continuous professional development trainings to upgrade their understanding of the strategies to cater to the different needs of learners.

We have shared the academic progress of our students through term 2 PTM and reports. Working on the feedback given by teachers will be helpful for the child's learning growth. Over the summer break students have been given holiday assignments to continue revisiting the learnt concepts. Kindly encourage your child to complete the same which will help them to prepare for the next academic year.

Looking forward to our continued partnership in the new academic year for the learners to progress and reach their potential holistically. We wish you all a restful summer break!

Warm regards,
Sandhya Ramesh
Center Head

School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being:

Mindfulness and wellbeing aims to foster positivity in students lives. As a part of the Mindful breathing students participated Volcano Breathing, Five-Finger Starfish Meditation, and Hissing Breathing. They also practiced squirrel pose, heartbeat exercises and balancing themselves in mindful movement. They enjoyed creating their own Mandala art during 5-Senses awareness. They created their heart map and a Gratitude journal for Self-awareness and Mindful thinking respectively.



Through group awareness session, students shared their thoughtful views about the story on 'Bullying and worry management.' They also discussed about worry tree which helped the students consider the kind of worries they were experiencing along with the possible solutions. They were introduced to calming techniques.

School Philosophy- 5 Developmental Pillars

Core values:

To balance their inner and outer world in the pursuit of happiness, students watched videos, made posters and read books on the core value – 'Integrity.' They also shared the importance of integrity in their lives. Later, they made connections with real-life examples and shared them with their peers. Learning about Integrity helped the students to develop respectful relationships with others.



Holistic Excellence:

They continued practicing Jolly phonics and blending strategies while reading the Oxford Reading Tree (ORT) books to enhance their literacy skills. They enjoyed the stories during the library sessions and shared their reflections.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Graduation Ceremony is an important milestone for all the learners who are moving from their Early years to Primary years. On this special occasion, all the Stakeholders (Students, Parents, Teachers, staff and the local community) came together to celebrate the achievement of our young learners and treasured the moments for lifetime. The 3-way conference (Student, Parents and Teachers) was scheduled to meet, reflect and understand the journey embarked upon.



Global Leadership:

Learners developed and demonstrated Approaches To Learning and attributes of the IB learner profile by actively participating in various learning engagements and reviewing the essential agreements of the class.

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- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Interpretation of artifacts contributes to understanding of people's personal histories.

Lines of Inquiry:

- Analyzing artifact
- Creating artifacts
- Reasons people keep or discard artifacts

Key Concepts:

Form, Function, Causation

IB Learner Profile:

Thinkers, Open-minded, Risk-takers, Reflective

Unit of Inquiry:

In the sixth unit, under the theme 'Where we are in place and time,' the learners continued analyzing the artifacts based on its usage, color, texture, shape, size, material used and the age of the artifacts. They actively participated in various group learning engagements such as sorting of artifacts and group discussions on their chosen artifacts which gave them enough opportunities to develop their understanding of artifacts. Further, they participated in 'Show and Tell' learning engagement and shared various aspects about artifacts confidently. They further dived deep into the third line of inquiry 'Reasons people keep or discard the artifacts' and shared their perspectives and concluded that Artifacts not only remind us the memories of past generation but also help us to understand the people's personal histories.

Learning and Teaching- Month Review

Transdisciplinary Language:

In connection with the unit of inquiry, students revisited the concepts of nouns and adjectives to name the artifacts and describe them respectively. Further, they described the pictures of artifacts which gave them opportunity to enhance their oral and written communication. They actively participated in various fun-filled learning engagements to learn the tenses and experienced the joy of learning.

Transdisciplinary Math:

Students connected to the concept of Time and learned O' clock time reading. They also connected to the concept of Timeline and mentioned their important life events using the Timeline. Later, they connected to the concept of Ascending and Descending order of numbers. They enjoyed connecting these concepts with the real-life examples.

PE: Learners explored manipulative skills. They explored and practiced basic movements of strike. They co-constructed the task and success criteria to share their learning through the end of the unit assessment.

Drama: Students discussed different characters of different stories and they enacted those characters with action and voice modulation.

Art: Students chose to work on one of the techniques for their final assessment. They co-constructed the task, tool and criteria for the end of unit assessment

Learning and Teaching- Month Review

Dance:

Students have learned freestyle bhangra dance and they also did revision of the dances they have learned in class.

Music:

Students revisited Tempo, Dynamics, steady beat and melody/tune. Students practiced Small World, Doe A Deer, Sunshine, School Prayer, School Anthem and 'I like the flowers' song along with the teacher with the help of Electronic Keyboard.

Learning and Teaching- Month Review



Analysing the artifact of their choice

Learning and Teaching- Month Review

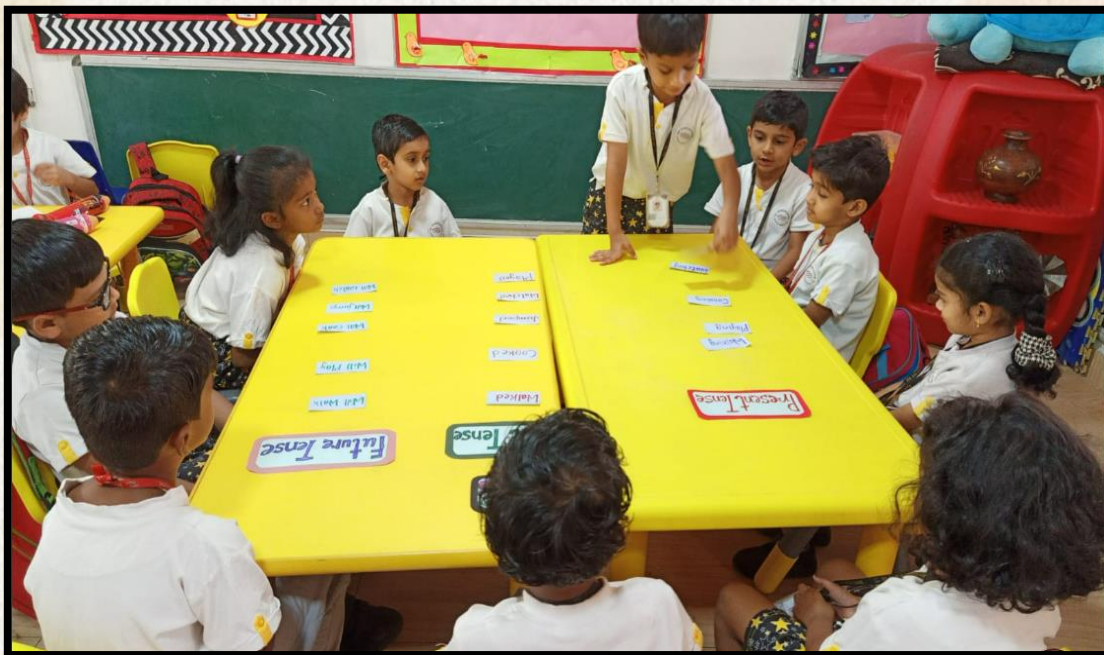


Show and Tell - Artifact

Learning and Teaching- Month Review



Reading, identifying and writing the verb tenses in sentences



Sorting the tenses

Learning and Teaching- Month Review



Clock reading to its 0' clock time

Learning and Teaching- Month Review



Sorting the Nouns



Clock making

Learning and Teaching- Month Review



Clock making



Students sharing the reasons to keep or discard the artifacts

Learning and Teaching- Month Review



Mindfulness - Volcano Breathing

Learning and Teaching- Month Review



Mindfulness - Volcano Breathing



Mindfulness - Mandala Art

Learning and Teaching- Month Review



Learning in PE class

Learning and Teaching- Month Review



Learning in PE class



Group Awareness Session

Learning and Teaching- Month Review



Group Awareness Session

Learning and Teaching- Month Review



Learning in Music class

Learning and Teaching- Month Review



Learning in Drama class

Learning and Teaching- Month Review



Learning in Drama class



Learning in Dance class

Learning and Teaching- Month Review



Learning in Art class

Learning and Teaching- Month Review



Reading Session

3-Way Conference



3-Way Conference



Happenings Month Ahead

School reopening dates – Nursery to 5

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

Grade 1 and 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/>