



P R I S M

Grade Nursery
January 2024

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

In the realm of education, fostering a sense of self-efficacy in students is essential for their academic, social, and emotional development. Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their ability to succeed in specific situations or accomplish particular tasks. When students possess a strong sense of self-efficacy, they are more likely to set goals, persevere through challenges, and ultimately achieve success. Let's look at some strategies and practices for educators and parents, to cultivate self-efficacy in students.

Set realistic and achievable

targets.....Encourage students to set goals that align with their abilities and interests. Breaking larger tasks into smaller, more manageable steps allows them to experience success, reinforcing their belief in their capabilities. Celebrate small victories to boost confidence and motivation.



Constructive feedback.... is crucial in developing self-efficacy. Specificity in terms of effort, progress, and strategies used rather than focusing on outcomes is important. Students need to understand that improvement is a continuous process, and their efforts contribute to success. **A growth mindset.....** Encourage students to view challenges as opportunities to learn rather than obstacles. Emphasizing the importance of effort in the learning process helps build resilience and perseverance.



Message from the Head of School – IB PYP

A supportive environment.....ensures that students feel safe to take risks and make mistakes. They have a support system and they are more likely to tackle challenges without fear of judgment. This contributes to a strong foundation for developing self-efficacy. **Self-Reflection**....on achievements and setbacks. We need to help students identify their strengths and areas for improvement. Encourage the development of self-awareness, as understanding oneself is crucial for building self-efficacy. Regular self-reflection is a necessity

Resilience and Perseverance.....Sharing personal stories of overcoming obstacles and highlighting the importance of learning from failures is important for our students. This modelling can inspire students to adopt a similar approach when faced with difficulties. **Agency**.....Provide opportunities for students to make choices and have some control over their learning experiences. Allowing them to make decisions fosters a sense of autonomy, which contributes to a greater belief in their ability to influence their own success.

Cultivating self-efficacy in students and children is a collaborative effort between educators, and parents. We can empower our students to develop a strong belief in their abilities, setting them on a path toward success, resilience, and lifelong learning. As we invest in building self-efficacy, we contribute not only to the academic growth of students but also to the development of confident, capable, and empowered citizens of tomorrow.

Warm Regards

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from the Gaudium!

The Significance of collaboration in schools and nurturing it at home

The International Baccalaureate (IB) emphasizes that education is a collective endeavour with benefits extending to the entire community. Referred to as the learning community, it includes students, families, school staff, and all adults in a student's life. In the current interconnected and complex world, where artificial intelligence is pervasive, nurturing collaborative skills in students becomes imperative.

Collaboration is identified by the IB as a crucial skill for students to become future ready. In the era of digital dominance, fostering collaboration is seen to equip young learners with social and cognitive skills essential beyond academic achievements. Collaborative tasks help students become open-minded, enhance listening skills, prepare for global collaboration, encourage leadership, and refine.

Open-mindedness: Collaborative tasks provide opportunities for students to diverse ideas and perspectives, fostering open-mindedness

Listening skills: Collaboration enhances listening skills as students actively engage with their peers, building upon each other's ideas



Global Collaborators: Students are prepared for global collaboration by working with individuals from different cultural backgrounds.

Leadership Development: Collaboration encourages leadership in students as they take up different roles within a team, learning to lead and contribute effectively.

Social skills and Positive Relationships: Collaboration refines social skills and helps students develop positive relationships by equipping them with conflict resolution and effective communication.



Message from the PYP Coordinator's Desk

Teacher- Student collaboration plays a pivotal in the transformative learning journey. It empowers students to become agentic learners, fostering a sense of ownership and trust within the learning community.

School Parent Collaboration: School-parent partnerships enrich the learning community, providing a foundation for supporting student learning and growth.

Ways to nurture collaboration at home:

Model collaboration: Demonstrate collaborative attributes as parents, recognizing that children learn by example.

Quality Time: Spend quality time engaging in activities such as playing board games, going on family walks, or vacations.

Decision Making: Involve children in family decision-making processes, whether planning menus or purchasing a home décor.

Problem Solving: Encourage children to share thoughts on potential solutions to challenges, fostering collaborative problem- solving.

Conclusion: Nurturing collaboration in education, both within schools and at home, is vital for preparing students with the skills they need in an interconnected and dynamic world. The collaborative efforts of teachers, students, and parents contribute to a holistic and enriching learning experience.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.8.5.3

Thank you for reading!

Warm Regards,

Meera Chhabria

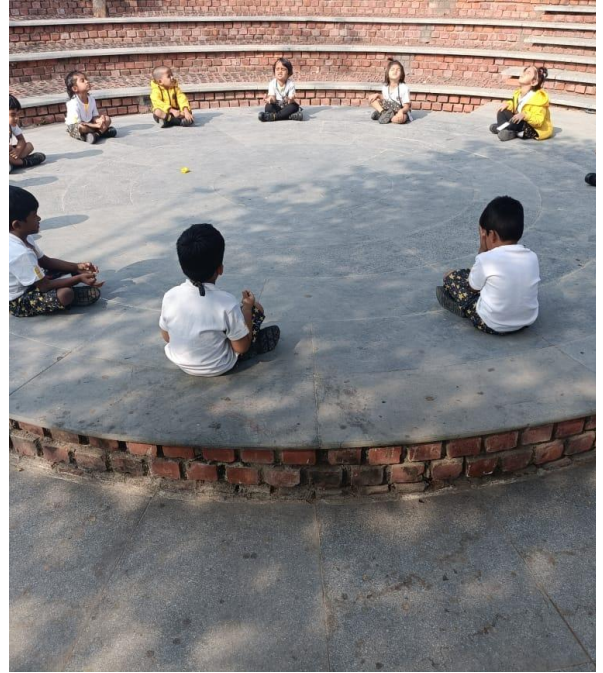
Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being

Students practiced mindful observation using all their sensory organs. They practiced in-breathe out-breathe and self-balancing techniques. This gave them a feeling of calmness. Students were able to develop confidence in themselves.



The counselor completed the theme of public and private place behaviour with the students. She connected with students and gave them various scenarios of a public and private place setup. Students were made aware of various ideas and strategies to ensure appropriate behaviour at the relevant place. At the end of the current theme, students shared their views and perspectives with their peers. They will be starting with a new theme of 'conflict management'.

School Philosophy – 5 Developmental Pillars

Core Values

The month of January saw students actively involved in the core value for the month – 'Perseverance', which was inculcated in various ways. Students discussed the meaning of perseverance which means patience and endurance. They saw this through videos, stories, and scenarios. Students enjoyed the songs on Perseverance.



Stakeholder Engagement

Students and teachers participated in the special assembly. Teachers performed a traditional dance during the special assembly for the early years students. They celebrated the festival and discussed the importance of Sankranti.

School Philosophy – 5 Developmental Pillars

Global Leadership

Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements. They continued to co-construct success criteria of learning engagement.



Holistic Excellence

As a part of holistic excellence, students continued to make connections with the attributes of the learner profile during learning and teaching. They reflected on various approaches to learning they developed and demonstrated. Students enjoyed the ORT reading sessions and read books as per their reading readiness.

During the life skills session, students were engaged in making dry bhel through the non-fire cooking session.



Professional Development

Professional Development Session 1 - 'The Learner' (IB Publication):

The learner profile—The IB mission statement in action'. All teachers read the IB publication to understand that the aim of all IB programmes is for students to develop and demonstrate international mindedness. The session was conducted by Ms. Meera Chhabria PYP Coordinator and Ms. Vijayan Amara PYP Associate Coordinator .It is a multifaceted concept that captures a way of thinking, being and acting. The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. 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

Professional Development Session 2 - 'The Learning Community' (IB Publication):

Collaboration- The team read the IB publication. The session was led by Ms. Ameer Unnissa our PYP Associate Coordinator, Ms. Praveena Grade 3 level lead, Ms. Nishita Mirpagar Grade 4 level lead and Ms. Nour Nazar Grade 1 level lead. Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Collaboration between grade year-level and subject-specialist teachers come in different forms, and include co-constructed, supported and stand-alone learning experiences

Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives



Professional Development

- engagement with ideas different to one's own
- respect for the contribution of other subjects to the inquiry

Providing a meaningful PYP transdisciplinary learning experience requires collaboration before, during and

after an inquiry from all members of the school community to:

- establish a clear purpose
- identify shared values and understandings around the benefits of collaboration
- consider how to organize planning meetings

Professional Development Session 3 on UN Sustainable Development Goals (SDGs)

The teachers were divided into groups to read, connect, and share their understanding of the **UN Sustainable Development Goals**. The session was conducted by Ms. Vijayan Amara PYP Associate Coordinator, Ms. Sandhya Ramesh Center Head, Ms. Ameer Unnissa PYP Associate Coordinator and Ms. Rashi Grade 5 level leader. The teachers aligned the goals with the units of inquiry given in the published programme of Inquiry and suggested engagements to be done in the home room to further deepen the understanding of the goals.

IB In school workshop- Local and Global Inquirers

45 teachers attended the IB In school workshop- Local and Global Inquirers (Category 2). The teachers unpacked international mindedness, inquiry as a pedagogy, transdisciplinary connections, agentic learners, and language learning landscape. The sessions were conducted by IB workshop leaders- Ms. Annabel and Ms. Smita

Learning and Teaching – This Month

Unit of Inquiry

Who we are

Central idea

People's relationships contribute to shaping their Identity

Lines of inquiry

- Different relationship
- Responsibilities within the relationships
- Ways relationships influence who people become.

Key concepts

Form

Responsibility

Connection

Related Concepts:

Similarities, Differences, Roles, Identity

Unit Of Inquiry

Students continued inquiring into the third unit of inquiry under the theme, 'Who we are', by sharing about their relationships with parents, grandparents, friends, and teachers. They had discussions on the different types of relationships. Students shared their views about different people they are connected to and the relationships they share with them such as relationship of love and care, friendship, companionship, etc. They discussed the roles and responsibilities within the different relationships.

Students further explored the difference between role and responsibility.

Learning and Teaching – This Month

Transdisciplinary Language

Students were introduced to the letters l, b, and g through the words: love, brother, and grandparents. They practiced phonic sounds with the related objects using various videos, flashcards, and images. Students started practicing the formation and tracing of letters.

Drama

While discussing the various situations students identified themselves as one of the characters and enacted the situations.

Transdisciplinary Math

Students had a reinforcement of oral counting of numbers 1 to 10. They connected their learning with real-life experiences. Students were introduced to numbers 12, 13, and 14. They further continued the quantification of numbers by counting different objects around the class.

PE

This month students participated and inquired into the aspects of Gymnastics. They discussed about gymnastics and learned the proper techniques of the Jumping drill. Students watched pictures/videos and teacher demonstrations based on jumping drills and shared their views on the proper techniques of the -degree jump, 180-degree jump, Tuck Jump, and Gymnastic Station.



Learning and Teaching - This Month

ART

Students continued with their journey of identifying colours and relating them to objects they observe daily around them. They differentiated colours from one another. They have been identifying objects by colour. Students have been engaged in crepe paper tear and paste activities of different shapes and different colours. To develop hand motor skills student even did some drawing and colouring in the given picture using primary colours.

Music

Students learnt basic solfege in Indian and Western ways with hand signs. They have learnt to sing vowel sounds with the help of solfege notes.

Students have learnt the basic beats, rhythm and patterns. (Sweet Beats song). They have also learnt to identify different sounds by listening to songs. Students have learned songs with actions and body movements.

Students are learning patriotic songs.



Learning and Teaching - This Month

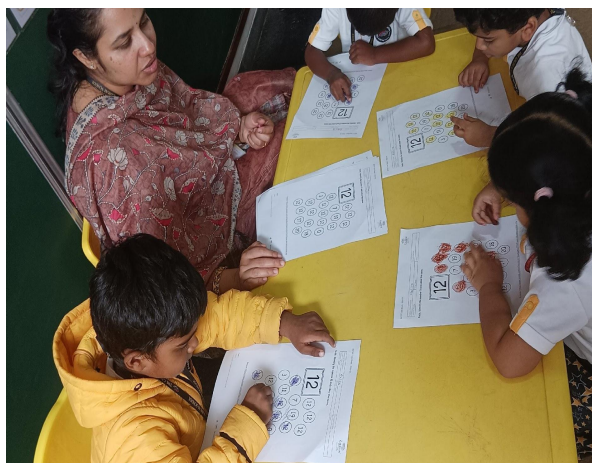


Samsung Quad Camera
Shot with my Galaxy A31

Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Unit of Inquiry

Who we are

Central idea

People's relationships contribute to shaping their Identity

Lines of inquiry

- Different relationship
- Responsibilities within the relationships
- Ways relationships influence who people become.

Key concepts

Form

Responsibility

Connection

Related Concepts:

Similarities, Differences,
Roles, Identity

Unit Of Inquiry

Students will inquire into the concept of identity and discuss how their relationships influence them in shaping their identity.

Transdisciplinary Language

Students will be introduced to the letters along with the phonic sound and related objects. They will further do tracing and formation of letters.

Students will have opportunities to build their vocabulary through stories and picture talk.

Transdisciplinary Math

Students will have reinforcement of numbers from 13 to 15 along with quantification. They will practice tracing and formation of numbers.

Learning and Teaching – Month Ahead

Art

As an ongoing assessment , students will show their learning of colours. They will be introduced to types of art printing (vegetable) and collage (cut and paste) by using different objects as stamps to create their artworks.

PE

This month students will inquire into rolling, side roll, log roll (Variations), and balancing beam.

Music

Students will be learning different styles of songs in different genres. They will learn to identify sounds by listening and through visual aids. They will be learning about new instruments and sounds with the help of videos and audios. Students will be learning basic hand-eye coordination with rhythm and beats.

Drama

Students will watch two videos/ performances – one with a prop and one without a prop. They will be able to state the similarities and differences between the two performances.

What are props? Why do we have them? How will we use them? Students will be asked to choose one prop and state how they will use it in the given story.



Happenings Month Ahead

Events	Date
Class Photograph	5 th February 2024
World Read Aloud Day	7 th February 2024
Grandparents Day	17 th February 2024
International Mother Language Day	21 st February 2024

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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

