



# P R I S M

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.

**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. 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.



# Message from the Principal's Desk

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.

Anjalika Sharma

IBPYP Head of School



# Message from the Academic Head's Desk

'Time is on a drive', and we have eventually reached the third term of the academic year. Over the past few months our learners were engaged in experiencing and learning about different life skills, mindfulness exercises, gathering and sharing information about the world around them through guest lectures, nature walks, field trips, observations, and research work. They have slowly moved out of their shell and developed different attributes of the profile and skills which equips them to be better communicators and creative thinkers.

Our youngest learners of 'Nursery' were inquiring about themselves and the people around them who contribute in shaping their identity. They enthusiastically participated in the inquiry process under the theme 'Who we are' and reflected on their learning through various learning engagements.



Learners of PP1 were inquiring into the process of change that all living things go through. They observed the pattern of growth in the life cycle of different living things through various experiments and stories and reflected on their responsibilities towards them. They also identified the different factors that affect growth and influence the lives of living things.

Our PP2 learners were busy exploring the real-life examples and application of different forces and energy while the students of grade 1 and 2 started





# Message from the Academic Head's Desk

started inquiring about adaptation and habitats respectively under the theme 'Sharing the planet'. Throughout the unit, students discussed, shared and learnt about problem solving by identifying problems and finding possible solutions. This was a great opportunity for them to put their idea into practice.

Though all the grades and students were involved in their experiential learning journey, our focus was on the application of their knowledge with meaningful connection in the real-world scenario. Please share with us through our child's mentors if your child is applying their learning in their daily life. The action/ application may be short-term, or it could be ongoing. Action may not always be visible to others—it may be a small individual act or a collective one.

We look forward to your continuous encouragement and contribution in your child's learning journey.

Warm regards,

Sandhya Ramesh

Academic Head



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Students participated in the mindfulness exercises by practicing In-breath and out breath, count your breath and square breathing, balanced walking, flower pose, and mindful observation. They talked about their strengths and challenges with their peers and teachers. These mindfulness exercises help the students to calm down, focus, increase alertness, boost the immune system, and goal setting.



## Core value

Core value for the month, 'Perseverance' was explored through various engagements. Students were introduced to the word "Patience" and discussed about how do you keep patience and when is it required. They shared real- life examples of where they had displayed patience.





# School Philosophy- 5 Developmental Pillars

## Global Leadership

Students participated in the special assembly conducted by grade 2. They continued to demonstrate and develop the attributes of learner profile during the unit of inquiry. Students were encouraged to take ownership of their learning by co-constructing success criteria.



## Stakeholder Engagement

Students participated in the special assemblies conducted by the grade 2 and PP2 students, sharing the importance of Sankranti festival and Republic day. They enjoyed making colourful kites as takeaways.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

Students were part of the assemblies conducted by the students of grades PP1, PP2,1 and 2. They participated in life skill session by taking the ownership of their belongings and being responsible towards their class resources. Students enjoyed non-fire cooking by making dry bhel with their friends and teachers.





# 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.



# Professional Development

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives
- 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- Month Review

## **Unit of Inquiry:**

**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 people become

**Key Concepts:** form, responsibility, connection

**Related Concepts:** similarities and differences, roles, Identity

## **Unit of Inquiry**

Students continued inquiring about the responsibilities within relationships under the theme 'Who we are'. Using a family picture students shared about their father, mother, siblings, and their responsibility towards each other. They enhanced their learning by sharing the responsibilities towards their friends, teachers and support staff by making real life connections. Students further explored ways relationships influence who people become.



# Learning and Teaching- Month Review

## **Transdisciplinary Language**

Students were introduced to the letters 'l, o and u along with its phonic sound and related objects using flash cards, videos and pictures. They practiced letter recognition and formation using sand /flour tray and pencil. Students enthusiastically participated in various group learning engagements such as treasure hunt of letters and its related objects, crumbling the piece of paper, collage work, joining the dots, tearing and pasting of papers for the formation of letters which enhanced their fine motor skills.

## **Transdisciplinary Math :**

Students were introduced to numbers 10, 11, 12 and 13 with its quantification through various learning engagement.

Students exercised oral counting using rhymes, flash cards and real objects. They enhanced their gross and fine motor skills through various learning engagements like collage work, walking on the number and formation of numbers by tracing on flour, sand tray and notebook with pencil. Students practiced tally marks using family pictures.

## **Music :**

Students revisited soft and loud sounds and were introduced to emotions (sad/happy). Students practiced new rhymes, 'Sunshine', 'Found a peanut' using actions along with the teacher.

## **Drama:**

Learners were given a situation to imagine themselves in, as different characters and enact using emotions.



# Learning and Teaching- Month Review

## **Dance:**

Students learnt different elements of dance like group dancing, coordination, different patterns of hand and leg movements.

## **Art:**

Students practiced joining two dots in different ways and explored to make lines by sticking the quilling strips in different ways. They explored the shapes by identifying the objects around them. They were further engaged to explore different shapes like triangle, square, rectangle, diamond, circle, oval and connected it with real life.

## **PE:**

Students were engaged in hopping exercises.

Basic Hopping movements:-

- On the spot hopping
- Single leg hopping
- Double leg hopping
- Hopping from one place to another place

.



# Learning & Teaching – Month Review



Students practicing mindfulness exercises.



# Learning & Teaching – Month Review



Celebrations – Sankranti celebration



# Learning & Teaching – Month Review



Reading & Group Awareness session



# Learning & Teaching – Month Review



Life skills session – Being responsible towards resources



# Learning & Teaching – Month Review



Life skills session – Non-fire cooking Dry Bhel



# Learning & Teaching – Month Review



Learners engaged in various learning engagements related to relationships and their responsibilities.



# Learning & Teaching – Month Review



TD Math – Introduction of numbers using different learning engagements.



# Learning & Teaching – Month Review



TD Language - Introduction to the letters using different learning engagements for letter l, o & u



# Learning & Teaching – Month Review



Drama – Creating imaginative stories.



# Learning & Teaching – Month Review



**Dance** – Students practicing elements of dance.  
**Music** – Students revisiting soft and loud sounds

# Learning & Teaching – Month Review



**Visual Arts** – Students explored joining dots , tracing the shapes to create their artworks.



# Learning & Teaching – Month Review



PE : Basic hopping movements

# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

How the world works.

**Central Idea:** Earth's natural cycles influence the activities of living things.

### **Lines of Inquiry:**

- Natural cycles and its changes
- Actions people take in response to Earth's natural cycles
- Patterns of behaviour in living things related to Earth's natural cycles

**Key Concepts:** change, causation, connection

**Related Concepts:** cycles, interaction, Pattern

## **Unit of Inquiry**

Students will explore how relationships help in shaping their identity. They will begin with the new unit under the theme – How the world works. Students will inquire about Earth's natural cycles.

### **Transdisciplinary Language**

Students will explore and learn letters with its phonic sound and related objects. They will practice tracing and formation of letters. Students will build their oral vocabulary through various learning engagements .

### **Transdisciplinary Math**

Students will continue to explore numbers using quantification to enhance their number sense. They will also be engaged in learning shapes, pattern and pre-math concepts through varied resources.



# Learning and Teaching- Month Ahead

## **Music :**

Students will be introduced to low and high sounds and identify the same. They will practice rhymes 'Sunshine', 'found a peanut' and '10 little Indians' using actions along with the teacher.

## **Drama :**

Learners will watch age-appropriate dramatic plays. They will learn to identify the sound used along with storyline of the performance.

## **Dance :**

Students will be learning different elements like body movements , speed, energy with emotions in dance.

## **Art :**

Students will extend their learning by exploring the shapes further.

## **PE :**

Students will be engaged in manipulative skills. They will learn and explore the correct technique of throw with variation and connect with the sports. Students will explore and learn basic throwing movements- overhead throw, under hand throw and upper hand throw.



# Happenings Month Ahead

<b><u>Event</u></b>	<b><u>Date</u></b>
<b>World Read Aloud Day</b>	<b>7<sup>th</sup> February 2024</b>
<b>Class Photograph</b>	<b>8<sup>th</sup> February 2024</b>
<b>Grandparents Day –Nur, PP1</b>	<b>17<sup>th</sup> February 2024</b>
<b>International Mother Language Day</b>	<b>21<sup>st</sup> February 2021</b>

**Our website:**

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

**Events link:**

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

**Social Media Links:**

<https://www.facebook.com/thegaudiumschool>  
<https://www.youtube.com/c/Thegaudiumschool>  
<https://www.instagram.com/thegaudiumhyd/>  
<https://www.linkedin.com/company/thegaudium/>

