



P R I S M

PP1
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



Schools Philosophy – 5 Developmental Pillars

Mindfulness & Well-Being

Students actively participated in different mindfulness exercises like In-breath and out-breath, heartbeat exercise, the superman pose, flower pose, mindful observation involving all sensory organs, awareness of emotions and feelings, positive thinking etc. They shared their views about the importance of being mindful of their actions. It also helped them to focus as well as reflect on their thoughts and feelings.



Holistic Excellence

As a part of holistic excellence, students participated in 'Life skill' session. They took ownership and learned to take care of their own belongings. They learned to fold napkins, tying shoelaces, packing their school bags, etc. Students continued and enjoyed reading ORT books and read aloud sessions. They enthusiastically participated in preparing "Dry Bhel" with their teachers and peers.



Schools Philosophy – 5 Developmental Pillars

Core Values

The core value of the month was “Perseverance”. Students discussed the meaning of ‘Perseverance’. They watched different stories related to perseverance and shared real-life examples. Students shared how they show perseverance during any task related to writing, reading, single subjects, etc.



Stakeholder Engagement

Students enthusiastically participated and were dressed up in traditional attire during the Sankranti celebrations. They understood the importance of the festival and why do we celebrate it.



Schools Philosophy – 5 Developmental Pillars

Global Leadership

Students actively participated in the class assemblies conducted by PP1, PP2, Grade 1 and 2 students demonstrating the attributes of learner profile.

Students took ownership of their learning and shared about the different ways they would like to learn and show their learning.



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:

How the world works

Central Idea:

All living things go through a process of change

Lines of Inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influence lives

Key Concepts:

change, function, causation

Related Concepts:

patterns, transformation, environment

Unit of Inquiry:

Students continued to inquire under the theme “How the world works”. They were curious in exploring how living things will change over lifetime through various learning engagements. Students learnt the social, physical and emotional aspects of life and their effect in our lives through various learning engagements. During the inquiry, learners developed and demonstrated the ‘Attributes of Learner profile’ and ATL’s.

TD Language:

Students were introduced to the letter Oo-(Ostrich) Ff- (food) along with their phonic sound and its related objects. They practiced tracing and writing with the correct formation. They practiced blending of ‘e’ to form CVC words.



Learning and Teaching – Month Review

TD Math:

Students had reinforcement of number sequencing and quantifying numbers from 1 to 70 using place value. They were introduced to the concept of addition through various learning engagements.

Art:

Students continued to explore the shapes. They inquired about the differences between line and the shape and defined them. They further explored the importance of shapes in art, identifying the different shapes in the artwork, and created artworks using them.

PE:

Students were engaged in hopping and jumping exercises.

Hopping

- Single leg hopping
- Double leg hopping
- Hopping in zigzag and straight
- Hopping with objects

Jump

- Jump on the spot
- Jump on a different shape
- Split jump
- Jumping over the objects

Dance:

Students explored different elements of dance like group dancing, coordination, different patterns of hand and leg movements, usage of prop, formations.

Music:

Students revisited tempo and dynamics, elements of the music. They revisited low and high sounds with the help of Electronic Keyboard and practiced rhymes 'my pigeon house', with the teacher.

Drama:

Learners explored the importance of role play in the given situation through various learning engagements.



Learning and Teaching – Month Review



Students exploring related objects of the letters and letter sounds with blending.

Learning and Teaching – Month Review



During the inquiry students explored the concept of change. They were engaged in various learning engagements to understand the patterns of growth in living things.

Learning and Teaching – Month Review



Students explored different concepts in math like addition, big to small, small to big numbers using real life objects and through hands on learning..

Learning and Teaching – Month Review

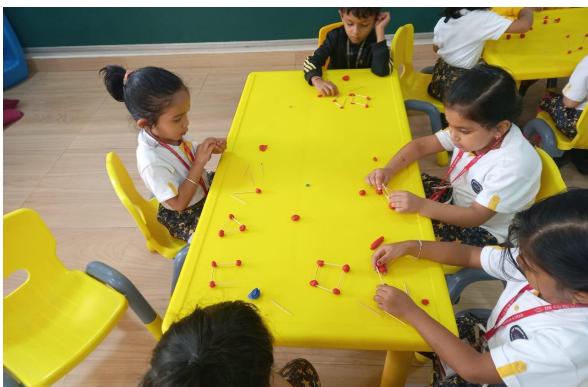


Sankranti celebrations



Life skills session – Preparing Dry Bhel

Learning and Teaching – Month Review



Students engaged in Art, PE and Reading sessions.

Learning and Teaching – Month Review



Students engaged in Dance, Music and Drama sessions.

Learning and Teaching – Month Ahead

Unit Of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

Play facilitates expression, feelings, ideas and new understandings

Lines of Inquiry:

- Purpose of play
- Imaginative use of materials and objects
- The role of toys over time.

Key Concepts:

function connection, change

Related Concepts:

imagination, creativity, communication

Unit of Inquiry:

Students will inquire into a new unit under the theme, 'How we express ourselves'. They will explore play and different forms of play through dance, music, puppet show, shadow play, drama and art through various learning engagements.

TD Language:

Students will be introduced to the letters Zz (zig-zag run) and Qq (Queen) along with its phonic sounds. They will learn and practice the blending techniques of different letter sounds to read and write 3 letter words in the notebooks. Students will be introduced to sight words and high frequency words.



Learning and Teaching – Month Ahead

TD Math:

Students will continue sequencing and quantifying numbers in order using place value. They will be introduced to numbers 71 to 80 and to the concept of skip counting of 2's and 5's through various learning engagements.

Dance:

Students will explore different elements like body movements, speed, energy, and expressions through dance.

Music:

Students will be introduced to beats (clapping and tapping) with the help of Electronic Keyboard and practice rhymes 'my pigeon house', 'ants go marching', 'sunshine' and 'honge kamyab' along with the teacher.

Drama:

Learners will be exploring dramatic plays. They will learn to identify storyline of the performance.

Art:

Students will be introduced to the 2D and 3D shapes and will differentiate through learning engagements.

PE:

Students will learn manipulative skills. They will explore and learn the correct technique of throwing and catching. Throwing- Overarm throw and under-arm throw
Catching- Toss and catch and partner catch



Happenings Month Ahead

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

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/>

