



P R I S M

IB MYP
December 2025–January 2026



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Dec 2025–Jan 2026

Message from the Founder and Director

Dear Parents and students,

Our theme for this year is “The Power of Possibility.” Every child is born with an incredible sense of possibility or a natural belief that anything they dream of is achievable. This belief is powerful. It shapes how they see themselves, how they understand the world, how they face challenges, and how they grow emotionally, mentally, and socially. But today, there are many factors limiting this innate power and we as parents and teachers have to be extremely vigilant.

Children today are becoming increasingly emotionally sensitive, more anxious, more afraid of failure and in some cases as we are seeing in the news, they are even taking drastic steps when they are unable to cope. This makes it even more important than ever to build resilience, grit, and emotional strength in them from a very early age.

How do we do this? What are some of the essential approaches that we can take?

Number 1. We must refrain from shielding our children from every discomfort they face and refrain from solving their social problems. Children must be guided, corrected, and intentionally groomed by the adults around them.



They need to experience the full range of human emotions from a young age like embarrassment, resentment, disappointment, failure, frustration, rejection, hurt, fear, anxiety, and even boredom. They must learn to accept these emotions as a natural part of life, something every human being goes through. When we shield them from experiencing these emotions, we unintentionally weaken their ability to face real-life challenges. Today, many parents rush to protect their children from the smallest discomforts like forgotten homework, missed deadlines, conflicts with friends, or small failures.



Message from the Founder and Director

We must allow children to experience discomfort instead of constantly shielding them from it. Discomfort is not harmful, it builds character. In fact, experiences, especially the difficult and uncomfortable ones, are what truly shape emotional resilience.

Number 2. children need to be motivated to do hard things, even when they don't feel like doing them. They must learn that positive effort leads to positive outcomes through natural consequences. This is where real confidence is built and this will also lead to Discipline. Simple daily tasks like grooming themselves, completing homework on time, finishing what they started—may seem small, but they build mental strength, responsibility, and follow-through. A child who can function only when they are motivated will grow into an adult who crumbles under pressure. But a child who learns to do what is needed, even when it's difficult, grows into an adult who can persevere, take responsibility, and succeed. We, as parents and teachers, need to gently nudge children to take on difficult tasks according to their potential even when they don't feel like doing them.

Number 3. We must teach children to handle boredom. Today's children live in a world of constant stimulation—screens, entertainment, notifications, and instant gratification. The moment life becomes quiet, they panic. Give them space without screens. Let them sit. Let them think.

Let them reflect. Let them build something with their hands or simply observe the world around them. This quiet space, this boredom is where emotional resilience truly grows. Children raised on constant stimulation cannot tolerate stillness. They mistake quiet for discomfort and rush to fill it. But children who learn to sit with boredom develop patience, creativity, problem solving, independent thought and inner strength. We, as parents and teachers, should encourage children to practice meditation, chanting, or any spiritual discipline that helps them to sit with themselves, think, reflect, and build the capacity to tolerate stillness.

Number 4, we must teach children to take responsibility for their actions. Owning their mistakes and learning to apologise sincerely teaches humility, reflection, and emotional maturity. When they admit mistakes without fear of shame and apologise with understanding, they learn humility, confidence, and emotional balance. This courage to own their actions will guide them throughout life. A child who can admit mistakes grows into an adult who does not run away from growth. Teaching responsibility builds emotional strength, self-awareness, and the courage to stand by one's actions.



Message from the Founder and Director

Number 5. perhaps most importantly they need to hear the word “No.” Children must learn that not everything will be handed to them. Life will not always go their way and they must accept it. They need to face rejection, failure, and disappointment and learn to understand why it happened. Why was I rejected? Why did I fail? What can I do differently next time? When children learn to process these emotions, they develop resilience, clarity, and inner strength. Saying “No” is not being harsh—it is preparing them for the real world. A child who learns to accept “No” becomes an adult who can handle setbacks without breaking.

All these approaches help children to believe in the power of their possibility that they can do hard things. They can handle discomfort. They can grow. They can try again. And that they can become more than what they are today. And most importantly, they stop getting shaken by small failures, insults, conflicts, disappointments, resentments, or setbacks. Instead, they learn to rise, reset, and move forward with strength.

As Educators and teachers, we are committed to reinforcing these values in school. But for children to truly benefit, it is vital that parents echo the same principles at home

We need to speak the same language, uphold the same boundaries, and model the same expectations. This is a partnership. Together, as co-parents in their growth especially since children spend nearly 60–70% of their waking hours with us.

Let us raise children who are not afraid of emotions, not afraid of effort, not afraid of failure.

Let us raise children who can stand strong, think clearly, choose wisely, and act courageously.

Thankyou!

Kirthi Reddy,

Founder and Director.

The Gaudium School.



MYP Coordinator's Message

Dear Parents and Students,

Warm New Year Wishes!

As we step into the New Year, we extend our heartfelt wishes to all our parents and students for a year filled with good health, happiness, and success.

The months of December and January were marked by a vibrant array of events that truly reflected the spirit of learning and holistic development. From the much-anticipated Annual Sports Day to the SCERT India Science Festival, our campus witnessed enthusiasm, creativity, and excellence in abundance.

The SCERT India Science Festival showcased inspiring work by students and faculty from the southern states of India. It was especially heartening to witness students from government schools display remarkable creativity and innovative thinking, with several ideas being selected among the top concepts at the state level. Watching these young, budding scientists confidently present their ideas was truly a moment of pride and joy.

The Annual Sports Day, themed "The Power of Possibility - Vision | Values | Victory," beautifully captured the essence of sportsmanship. Students demonstrated discipline, teamwork, resilience, and enthusiasm through a wide range of well-coordinated events. The theme reflects our strong belief that sports nurture clarity of vision, instil enduring values, and empower children to achieve success both on and off the field.



Together, the academic and sporting achievements during these months highlighted the **true essence of education**—a balanced journey that nurtures both the mind and the body.

"True education empowers children to excel in learning, lead with values, and thrive in every field of life."

Dr. Padmaja K
MYP Coordinator



Associate Coordinator's Message

Dear Parents,

The month of December has been a meaningful and heartwarming one for our MYP community. As part of the Service as Action component, our MYP students actively participated in activities focused on sharing, giving, and caring for others.

Through these initiatives, students generously donated a few essential items, demonstrating empathy, responsibility, and a strong sense of social commitment. These small yet thoughtful contributions reflect the true spirit of Service as Action—encouraging students to make a positive difference in their community through meaningful action.

We are proud of our students for showing compassion and for understanding the value of giving back. Such experiences help nurture caring, principled, and reflective learners, aligning strongly with the IB Learner Profile.

Regards

Sunitha Velamati
Associate Coordinator



IDU Holistic Excellence

An engaging MYP 5 Interdisciplinary Unit (IDU) session was conducted by Ms. Archana and Mr. Shiva Prasad Karnati, focusing on strengthening interdisciplinary understanding and collaboration among students. The session highlighted the purpose and structure of IDUs, helping learners make meaningful connections between subject groups while applying ATL skills in real-world contexts. Students were guided through inquiry-driven discussions that encouraged critical thinking, reflection, and problem-solving. Emphasis was placed on integrating concepts, developing transferable skills, and understanding how interdisciplinary learning enhances deeper conceptual understanding. The facilitators supported students in identifying links between subjects and encouraged them to approach learning from multiple perspectives. The session successfully clarified expectations, promoted collaborative learning, and prepared students to confidently engage with their IDU journey in MYP 5.



Language and Literature Holistic Excellence

The unit on graphic novels came alive through creative and critical exploration! Students delved into the story elements, format, visual texts, and techniques used in *Roller Girl*. They showcased their understanding through a character map and a thought-provoking compare-and-contrast write-up using a Venn diagram to highlight the differences between graphic novels and comic strips.

Students enthusiastically participated in discussions, analyzing chapters, visual texts, and techniques. The depiction of characters in comic strips sparked engaging conversations.

All in all, the unit was a resounding success, with students actively exploring and expressing their insights in innovative ways!

Zehra Sultan, Language and Literature Facilitator



Language-Young Authors Shine in MYP Holistic Excellence

We are proud to celebrate the remarkable achievement of three MYP 1 students who have successfully published their own books—an inspiring milestone in their learning journey!

Dhatri Reddy Vaddu authored *The Unchosen Path*, a captivating story that has already gained recognition. Dhatri received a **Silver Star from the publishers** for selling **16 copies** of her book—an outstanding accomplishment at such a young age!

Ayan Ahmed explored culture and heritage through his book *Roots of India*, showcasing thoughtful research and creativity.

Sloka Mungi impressed readers with her imaginative work, *Starlight Galaxy: The New Beginning*, a story filled with wonder and originality.

These young authors have demonstrated creativity, perseverance, and a passion for storytelling. Their achievements truly reflect the spirit of inquiry and expression nurtured in the MYP programme. Congratulations to all three students for making us proud!



Language Acquisition-Hindi Diwas Holistic Excellence

World Hindi Day, observed on 10 January, was celebrated by MYP students throughout the week with a series of small yet meaningful activities. The celebrations aimed to help students understand the importance of Hindi as a global language while encouraging creative Expression. Students participated enthusiastically in Poster Making, where they highlighted the richness and global relevance of the Hindi language. Through the Greeting Card Making Activity, students expressed their thoughts and messages in Hindi in a creative and engaging way. Greeting Card Making Activity allowed students to express their emotions and ideas in Hindi through meaningful messages, quotes, and well-wishes.

A Speaking Activity was also conducted, during which students confidently shared their views on the significance of Hindi and its role in connecting people across cultures.

Through these varied activities, students developed a better understanding of World Hindi Day and actively shared their learning with their peers.

Jyoti Rathod, MYP Hindi Facilitator

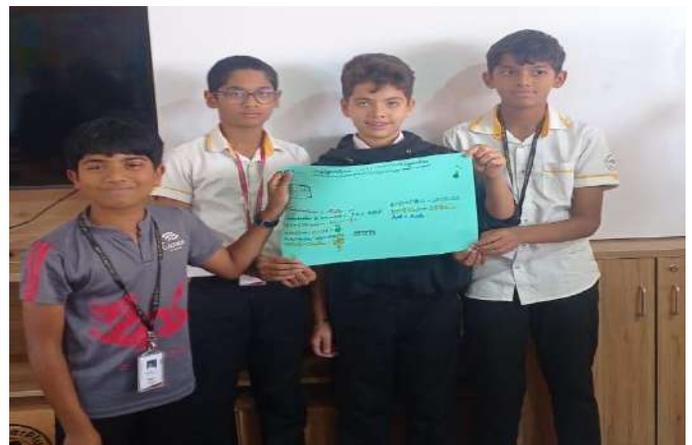


Language Acquisition Holistic Excellence

This month, our deep dive into the "School" unit is keeping us very busy! We have successfully moved from learning essential school vocabulary (places like la biblioteca, la cafetería) and subjects (Matemáticas, E.F.) to mastering communication structures.

A key focus has been Telling Time and Describing Timetables. Students practice asking and answering about the time to construct their ideal school day, including the time for "Recess". This allows us to fully describe our daily routine. We will end the month with a challenge: Comparing Schools. Students will use adjectives and comparative structures to contrast our school with a Spanish-speaking school, applying all the vocabulary they've learned.

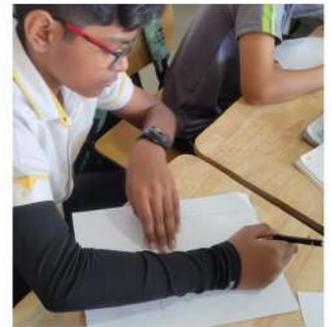
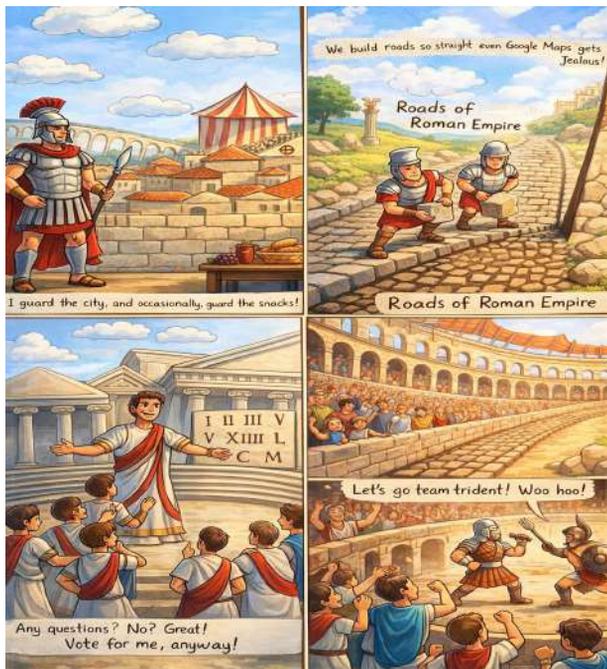
Sundar Raj, IB MYP Spanish Facilitator



Individuals and Societies Holistic Excellence

MYP-1 students journeyed into the world of Ancient Rome during the Student-Led Conferences through a series of imaginative comic strips. Each panel vividly brought Roman civilization to life—from vigilant soldiers guarding the city to bustling marketplace scenes infused with humour and creativity. Learners explored how the Romans engineered strong, straight roads and developed numeral and calendar systems that continue to influence the modern world. A dynamic Colosseum comic captured the excitement of public entertainment and community gatherings, highlighting the social life of ancient Rome. Through visual storytelling, students connected key historical concepts with creativity, making the past engaging, relatable, and easy to understand.

Chandrasekhar, I&S Facilitator



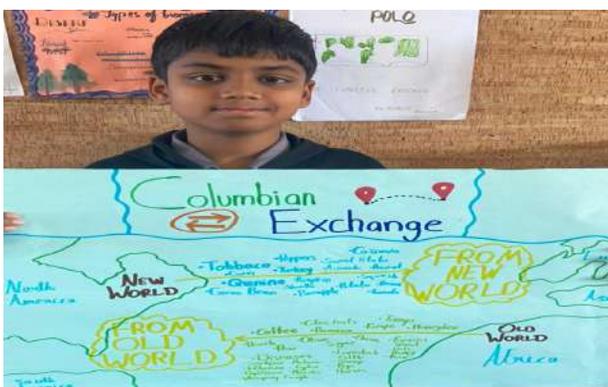
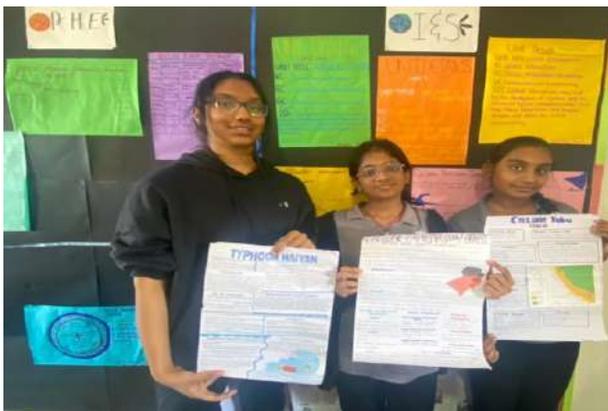
Individuals and Societies

Holistic Excellence

MYP-2 students explored the age of explorers and the Columbian Exchange through engaging, student-led learning experiences. Learners investigated the journeys of early explorers, examining their motivations, routes, and the challenges they faced while travelling to new lands.

Through discussions and creative tasks, students discovered how the Columbian Exchange led to the sharing of plants, animals, food, ideas, and cultures between different parts of the world. They reflected on both the positive and negative impacts of these exchanges, including changes in diets, economies, and societies. By connecting historical events to real-world outcomes, students developed a deeper understanding of how exploration shaped the interconnected world we live in today.

Chandrasekhar, I&S Facilitator



Sciences

Holistic Excellence

This month, our MYP learners actively engaged in hands-on scientific explorations that strengthened their conceptual understanding and inquiry skills. MYP 1 learners stepped into the science laboratory to conduct the *onion peel experiment*. Using microscopes, they observed plant cells closely and identified key cell structures. To deepen their understanding, students also designed and created models of plant and animal cells, helping them visually compare similarities and differences between the two. MYP 2 learners explored the science behind food through hands-on food experiments. By investigating everyday food items, students examined changes, properties, and processes involved in cooking and digestion, making strong connections between science concepts and real-life applications. MYP 3 learners investigated physical and chemical changes through practical activities and observations. They analyzed how substances change, identified evidence of chemical reactions, and distinguished between reversible and irreversible changes, strengthening their analytical and scientific reasoning skills. Across all grades, learners demonstrated curiosity, collaboration, and critical thinking—hallmarks of inquiry-based science learning.

Sreelakshmi.B, IB MYP Science Facilitator



Mathematics

Holistic Excellence

During this month, our mathematics classes focused on spatial reasoning. This means students learned to think about shapes, space, and how objects look from different views. These skills are very important in mathematics and also in real life.

To make learning easy and interesting, we used digital tools like GeoGebra and Desmos. Students first visualised the concepts by moving shapes, changing angles, and observing patterns on the screen. This helped them understand ideas clearly instead of just memorising formulas.

After visualising, students learned how to apply these concepts to real-life situations, following the IB approach. They explored how spatial reasoning is used in architecture, design, maps, and daily problem-solving.

It was wonderful to see students actively exploring, questioning, and explaining their thinking. This hands-on and visual learning helped build confidence and a deeper understanding.

Shakti Savarn, IB MYP Math Facilitator



MYP Student-Led Conferences

Holistic Excellence

Our MYP Student-Led Conferences were a vibrant celebration of learner agency, where students confidently showcased their growth across a wide range of skills and subject areas. Through interactive presentations, reflections, and hands-on demonstrations, learners highlighted how their work connects to **Global Citizenship, Coding & Innovation, Space Science, Visual & Performing Arts, and Physical & Health Education.**

Students beautifully linked their learning to **International Mindedness**, showing how global issues, diverse perspectives, and responsible action shape their understanding of the world. Their reflections on the **IB Learner Profile**—as inquirers, thinkers, communicators, and principled individuals—demonstrated how these attributes guide their actions in and beyond the classroom.

Throughout the SLC, students unpacked how **Approaches to Learning (ATL) skills** such as research, collaboration, communication, and self-management strengthened their projects. These presentations clearly showcased the power of **interdisciplinary learning**, with learners making meaningful connections between science, technology, arts, and global citizenship.

MYP 4 & 5 students took the spotlight through their e-Portfolios, presenting thoughtful selections from their **Art and Design** units. They demonstrated their mastery of the design cycle, creative processes, conceptual development, aesthetic choices, and reflective practice. Their e-Portfolios highlighted personal voice, technical growth, and the ability to evaluate and refine their work—key indicators of IB readiness.

The SLC truly reflected the essence of IB education: **student agency, authentic learning, global awareness, and reflective growth.** Our learners shone with confidence, creativity, and purpose—making this event a proud milestone for the entire MYP community.

Sreelakshmi Buddharaju

IB MYP Skills Lead



MYP Student-Led Conferences

Holistic Excellence



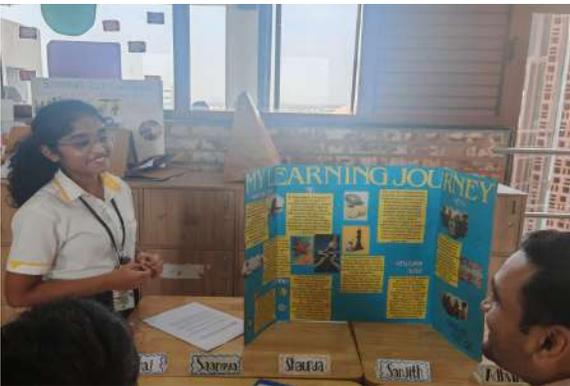
MYP Student-Led Conferences

Holistic Excellence



MYP Student-Led Conferences

Holistic Excellence



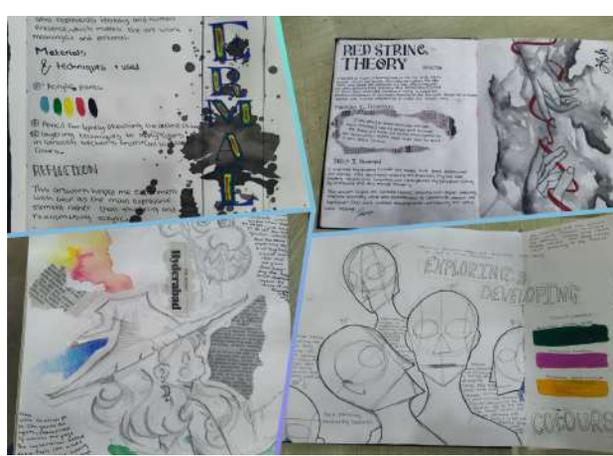
Arts: Visual Arts

Holistic Excellence

Tracing the Artist's Journey: Learning Through Reflection and Process

The Student-Led Conference became a powerful learning moment as MYP 4 Visual Arts students confidently showcased their process journals, as living evidence of learning rather than finished products alone. With clarity and confidence, they explained how the process journal documents their artistic journey—beginning with contextual investigations, artist influences, and the development of essential skills and techniques. Students highlighted idea development as a cyclical process, where planning, experimentation, reflection, and refinement occur repeatedly, shaping stronger and more intentional outcomes. Parents gained insight into how feedback and self-reflection informed each artistic choice.

Debendra kumar Sahoo, HOD Visual Arts



Arts: Visual Arts

Holistic Excellence

Strengthening Artistic Understanding Through Inquiry and Process

MYP Visual Arts students engaged in meaningful learning through inquiry, investigation, and early stages of artistic development. Students began the unit by exploring the statement of inquiry and key concepts, followed by researching artists and examining how elements such as space, form, texture, and value communicate ideas related to fairness and social awareness. As part of their creative journey, students framed inquiry questions, reflected on artistic choices, and began planning their own artworks. Through an interdisciplinary connection with English, students explored themes from *The Diary of a Young Girl* by Anne Frank, using Surrealist art to express ideas of hope and freedom. This integration deepened students' understanding of how visual art can communicate emotions, perspectives, and real-world themes.

Somnath Ghoshal, Visual Arts Facilitator



Creative Expression Through Dance

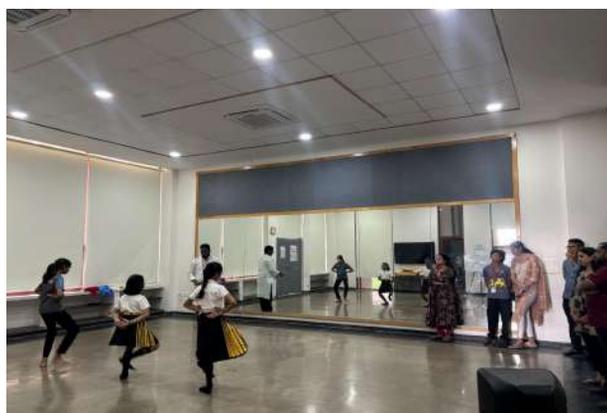
Holistic Excellence

This month, our MYP learners proudly led their Student-Led Conferences, sharing their unit journeys through thoughtful reflections that inspired the dance pieces they performed. From Hip Hop and Folk to Western and the classical elegance of Kuchipudi, each choreography beautifully showcased its conceptual understanding and the big ideas explored throughout the unit.

A special highlight was seeing students invite their parents to join the learning by teaching them a short segment of their dance. This interactive moment created a joyful and collaborative atmosphere, strengthening the home-school connection.

The SLC experience was truly fulfilling—highlighting student confidence, creativity, and deep, meaningful learning for both students and parents.

Ms.Srushti Nidhi, Dance Facilitator



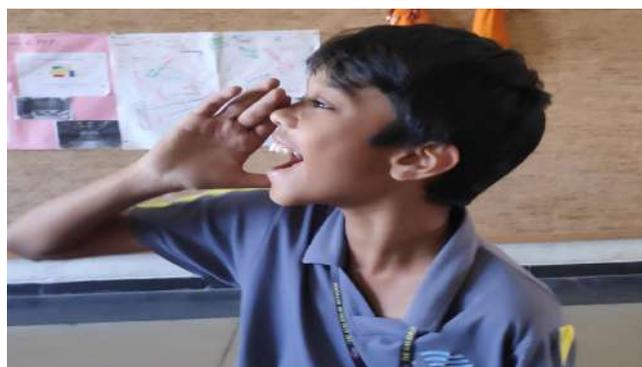
Arts: Theatre

Holistic Excellence

Expressing Core Values Through Theatre at the Student-Led Conference

During the Student-Led Conference (SLC) 2025–26, students from MYP 1–4 demonstrated their learning in theatre by performing monologues of their choice. The SLC allowed students to take ownership of their artistic progress and share their skills, reflections, and confidence with parents. In theatre, this meant showing how they used voice, movement, emotion, and character interpretation. MYP 1 students performed monologues such as *Pandora's Promise* and *Hansel's Brave Front*, expressing curiosity, courage, and determination. MYP 2 explored humour and self-reflection through pieces such as *Ungradable* and *The Mighty Sticker Warning*. MYP 3 and MYP 4 presented more advanced monologues, including *No Cell Signal* and *The Test*, demonstrating physical theatre techniques, emotional control, and strong stage presence. Through these performances, students connected their creative work to the Core Values of the Happy Minds Model, demonstrating responsibility, resilience, empathy, and confidence. The SLC highlighted how theatre supports expressive clarity, personal growth, and holistic development.

Dr. Nagaraju, IB MYP Theatre Facilitator



Music

Holistic Excellence

MYP music students actively explored improvisation by creating short musical ideas using voice, body percussion, and classroom instruments. Through body percussion, they developed coordination, a steady pulse, and ensemble awareness, while varied vocal techniques supported breath control, tone quality, and expressive singing. Learners explored Indian classical, folk, and Western music, making meaningful connections between musical styles, cultures, and contexts. Performances included songs in different languages, highlighting cultural diversity and musical understanding. Students collaborated in groups and also performed independently, building confidence and stage presence. They presented their learning to parents during the Student-Led Conference, who appreciated and celebrated their growth. Key concepts of Communication, Identity, and Aesthetics were evident, supported by strong ATL skills and Learner Profile attributes such as Thinkers and Communicators.

Ms.Ezhilmathy, IB MYP Music Facilitator



PHE

Holistic Excellence

Physical and Health Education (PHE) at our school is designed to nurture well-rounded learners by developing both physical competence and a strong understanding of health and wellbeing. The program is structured around four key objectives: **Knowing and Understanding, Planning for Performance, Applying and Performing, and Reflecting and Improving Performance.** Through these, students not only build essential movement and fitness skills but also develop knowledge about healthy lifestyles, goal setting, and personal growth.

Learners actively participate in a wide range of experiences, including team sports, individual activities, fitness training, dance, and health education. These activities promote collaboration, resilience, leadership, and self-awareness. By reflecting on their performance and progress, students learn to take ownership of their well-being while building lifelong habits that support physical, emotional, and social development.

Mr. Balwant Kumar, PHE Facilitator



Design Holistic Excellence

MYP Design students shone brilliantly at their Student-Led Conferences, proudly presenting their learning from the *Designing for Service* unit. Showcasing growing technical mastery, students designed and created personalised fridge magnets from MDF sheets using the laser-cutting machine—an exciting hands-on application of digital fabrication and the design cycle.

Through vibrant charts and confident presentations, learners unpacked the purpose of each criterion—Inquiring & Analysing, Developing Ideas, Creating the Solution, and Evaluating—and clearly explained how their work connects to real-world service and community impact. Their reflections highlighted key ATL skills, especially critical thinking, communication, and precision in crafting, while also identifying focused next steps such as time management. This inspiring event truly celebrated students' initiative, creativity, and reflective growth, making their design journey both meaningful and memorable.

Dr.Preeti, Dhankar, HOD, Design



Annual Sports Day: A Celebration of Energy, Rhythm, and Skills!

Holistic Excellence

Annual Sports Day: A Celebration of Energy, Rhythm, and Skills!

The Gaudium School celebrated a vibrant Sports Day under the inspiring theme “The Power of Possibility,” filling the campus with colour, cheers, and youthful energy. The event brought together students, parents, and educators to honor the spirit of fitness and teamwork, commencing with the hoisting of the school flag and the inauguration of the Olympic rings. A touching highlight saw the young champions from both the Kollur and Nanakramguda campuses light the Sports Day torch, a powerful symbol of early aspirations and the joy of sportsmanship.

Addressing the gathering, Founder and Director Ms. K. Kirthi Reddy emphasized the importance of nurturing resilience and embracing effort without the fear of failure. At The Gaudium, sports are treated as a core pillar of holistic education, providing structured programmes and safe spaces for children to discover their strengths. The celebration concluded with the School Song and National Anthem, leaving behind a lasting atmosphere of pride, courage, and unity that truly celebrated the endless potential within every child.

MYP 1 – Elastic Drill

MYP 1 students opened the event with a dynamic **Elastic Drill**, demonstrating coordination, flexibility, and rhythm. Their synchronised movements with colourful elastics created mesmerizing patterns that highlighted balance, teamwork, and body control.

MYP 2 – Bhangra

Bringing vibrant cultural energy to the arena, MYP 2 presented a high-spirited **Bhangra performance**. Their powerful footwork, expressive arm movements, and infectious enthusiasm filled the field with excitement, celebrating both fitness and India’s rich dance heritage.

MYP 3 – Dribbling Display

MYP 3 learners impressed the audience with a skilful **Dribbling Drill**, showcasing agility, control, and precision. Their coordinated sequences reflected discipline and strong sportsmanship, demonstrating how practice and perseverance shape athletic excellence.

The day was a wonderful celebration of movement, teamwork, and joyful participation—an unforgettable experience where every learner truly shone!



Annual Sports Day



SCERT India Science Festival

As part of the SCERT India Science Festival (SISF), The Gaudium School had the unique privilege of hosting “Space on Wheels,” a one-of-a-kind mobile exhibition showcased in India for the very first time. This exclusive event aligned perfectly with the vision of our Gaudium Space Lab, allowing our students—already passionate about astronomy—to transform from observers into young innovators. They engaged deeply with the exhibits, applying critical thinking and engineering curiosity to deconstruct the mechanics behind India’s greatest cosmic achievements, proving that their learning extends far beyond the classroom.

The exhibition featured a comprehensive journey through Indian space history, including the evolution of launch vehicles, Chandrayaan-III and 4, Mangalyaan, and the upcoming Bhartiya Antriksh Station. Students also explored models of launch pads, navigation systems, and artistic lunar views. This immersive experience significantly enriched our Space Lab initiatives, fueling scientific inquiry and validating our commitment to world-class exposure, ultimately inspiring our students to dream of designing the space missions of tomorrow.



SCERT India Science Festival

Space on Wheels



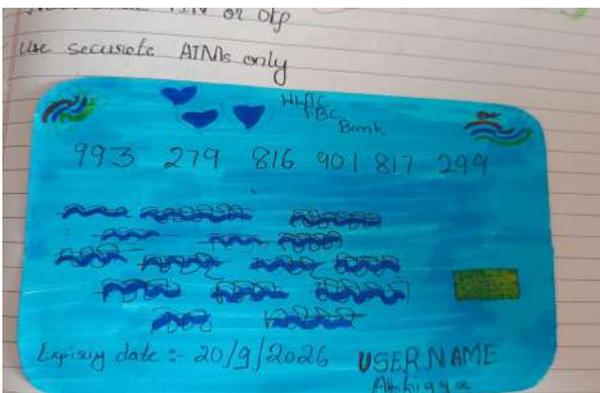
Skill Building -Financial Literacy

Holistic Excellence

This month, our students enthusiastically explored an interactive learning module on banks and their functions. Through lively discussions and teacher-led demonstrations, they discovered how banks safeguard money, provide loans, and help circulate funds within the economy. Learners also examined different types of bank accounts—such as savings and current accounts—and clearly understood their features and everyday uses.

To deepen real-world understanding, students participated in a hands-on Debit Card and Credit Card simulation activity. They practised ATM withdrawals, Point of Sale (POS) transactions, and responsible card usage, applying classroom concepts in a fun, practical way. These engagements strengthened their financial awareness, introduced them to digital payments, and nurtured essential money-management skills.

Ms.Neha Kumari, Financial literacy Facilitator



Strengthening Pedagogy Through Personal Project PD Holistic Excellence

The Personal Project Professional Development session provided a powerful opportunity to deepen our pedagogical understanding and refine our mentoring practices. By exploring the project's structure, assessment criteria, and student agency components, we strengthened our ability to guide learners in setting meaningful goals and demonstrating sustained inquiry. The PD emphasized scaffolding research skills, supporting self-management, and nurturing reflective thinking—key elements of MYP learner success. This learning equips us to create more empowering learning environments where students take ownership, think critically, and connect their interests to real-world contexts.



MYP COORDINATORS' NETWORK MEET

A focused discussion on MYP e-Assessments was conducted to strengthen teachers' understanding of backward planning aligned with MYP assessment criteria and subject-specific objectives. The session emphasized starting with the assessment outcomes and designing learning experiences that progressively build the required knowledge, skills, and conceptual understanding. Key logistical considerations such as task design, time management, accessibility, use of digital tools, and academic integrity were explored to ensure smooth implementation of e-assessments. Teachers also discussed effective strategies to prepare students for digital assessment formats, including interpreting command terms, responding to stimulus-based questions, managing on-screen tools, and organizing responses clearly. The discussion highlighted the importance of familiarising students with digital assessment expectations while maintaining alignment with MYP standards, promoting confidence, independence, and readiness for future MYP e-assessments.



Professional Development Session on ATL Skills

A professional development session on Approaches to Learning (ATL) was conducted for teachers, facilitated by Ms. Archana and Mr. Benhur. The session focused on strengthening teachers' understanding of ATL skills and their integration across subject groups. Through engaging prompts such as *"I am a communicator because..."*, teachers reflected on their own practices and connected ATL skills to classroom experiences. A collaborative group task encouraged participants to link ATL sub-skills—communication, thinking, research, self-management, and social skills—to their respective subject areas, promoting interdisciplinary connections. The interactive nature of the session fostered meaningful discussions, idea sharing, and practical strategies for classroom implementation. Teachers gained clarity on how ATL skills support student agency, reflection, and holistic learning, reinforcing their role in developing confident, independent, and lifelong learners across the MYP curriculum.

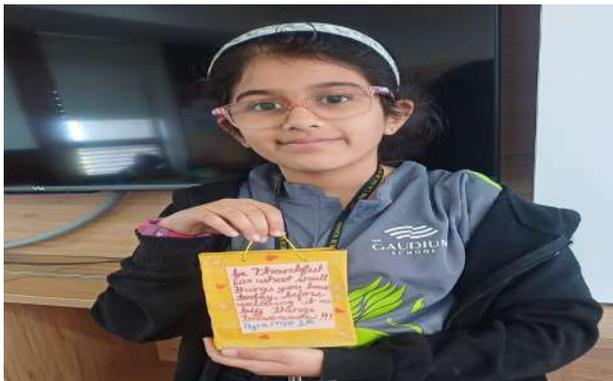


Gift of Kindness – Gratitude Day Celebration

Mindfulness and Well-Being

Gratitude Day was joyfully celebrated as part of our *Gift of Kindness* initiative, encouraging students to recognize and appreciate the positive impact of others in their lives. The day began with meaningful discussions on the importance of gratitude and how simple acts of kindness can create a ripple effect in the community. Students expressed their thankfulness through heartfelt notes, gratitude cards, and thoughtful messages for teachers, friends, parents, and support staff. Several learners shared reflections on how gratitude helps build empathy, strengthens relationships, and promotes emotional well-being.

Through engaging activities and sharing circles, students learned that gratitude is not just a feeling but a daily practice. The celebration helped nurture a culture of respect, positivity, and compassion within the school. Learners also reflected on how expressing gratitude can improve mental well-being and strengthen social bonds. The day concluded with a collective promise to spread kindness beyond the classroom and into everyday life.



Awareness session Mindfulness and Well-Being

An Interactive session was conducted with MYP 3 students to support their transition from MYP 3 to MYP 4, focusing on readiness and expectations for the next phase of learning. The session helped students understand the academic and personal shifts they will experience, including increased responsibility, deeper conceptual learning, and higher expectations for independent thinking and time management. Students were guided through key aspects of the MYP framework, such as assessment criteria, ATL skills, and the importance of reflection and organization. Through open discussion and guided questioning, learners shared their thoughts, concerns, and goals, fostering confidence and clarity. The session encouraged a growth mindset and helped students view the transition as an exciting opportunity for growth, challenge, and personal development.

Dr. Bornali Yadav, ILD Department.



Career Counselling Global Leadership

December brought valuable exposure and learning opportunities for our students through engaging career guidance and university interaction sessions.

On 10th December, an interactive Psychology session with the University of Hong Kong, led by a distinguished professor, provided students with insights into the field of Psychology, global academic pathways, and higher education opportunities. The session was especially beneficial for students exploring Psychology as a career option and those seeking an introduction to the subject. On 19th December, students attended an inspiring talk on “Sustainable Social Innovation in the Era of AI” by Mr. Jonathan Andrews from Homerton College, University of Cambridge. The session highlighted how artificial intelligence can be applied to create impactful solutions in areas such as healthcare, climate action, education, and public policy, encouraging students to think creatively and empathetically about real-world challenges. These initiatives reflect our continued commitment to supporting students in making informed and confident academic and career choices.

Ms.Sangeeta Virmani, Career Counseling Cell



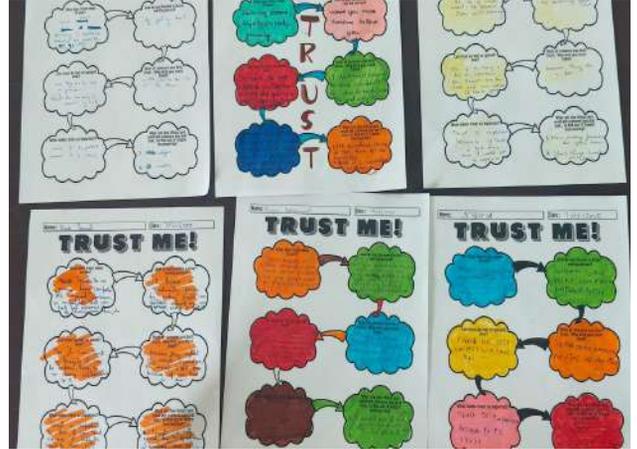
IAYP-School Club Global Leadership



IAYP Students of grade 9 and 11 have attended the 3 days 2 nights Adventure journey camp from 22nd to 24th January.



Boarding Students Stakeholder Engagement



Sports Events

Stakeholder Engagement



Achievers and winners of ISSO Nationals Volleyball Girls & Boys



Upcoming Events

Date	Day/Days	Event	Grade
February 2nd-12th 2026	---	Mock-1 exams	MYP -5
February 9th-13th 2026	---	SA-4	MYP 1-3
February 20th 2026	Friday	Mock Personal Project	MYP-5
February 21st 2026	Saturday	Personal Project Exhibition	MYP-5
February 28th 2026	Saturday	Virtual TWC	MYP1-5



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Dr.Sreelakshmi Buddharaju (PT)



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