

PYP MIRROR



from..

The Aga Khan Academy, Hyderabad

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From the Head of Academy

I have just completed my second month of service here in Hyderabad. I would like to thank all of you who have made an effort to welcome me, enquired after me and who have helped me to settle so quickly. I joined the Academy because I was entranced by His Highness' vision and delighted to be offered the opportunity to make that vision a reality here in India. I have to say that I am enjoying myself enormously. I look forward very

much to meeting you all as the year progresses and to becoming an integral part of this great school.

Dr. Geoffrey Fisher

Head of Academy

The Aga Khan Academy, Hyderabad

www.agakhanacademies.org/hyderabad



From the Junior School Principal



A delightful term in the Junior School

At the outset, I want to let you know that our academic calendar for 2014-15 has four terms and not three as the previous years. It never fails to astonish me how the days fly past, and we are already a quarter of the way into the new academic year.

This term saw the students in Junior School settle in really well to their new grades, and able to sustain their unrelenting excitement and delight in school life. Apart from the odd two days of unexpected holidays, the term was uninterrupted and this facilitated the successful completion of the first unit of inquiry and the launch of the second one.

The highlight of the term has been the several top notch assemblies presented by the different grades in celebration of the various festivals such as Onam, Dussera and Bakri-Eid and the important days we marked namely Independence day, Hindi day, Teachers' day and the International Day of Peace. We had students in different grades presenting assemblies on their units of inquiry and the memorable ones were those by Grade 3s showcasing the cultural diversity among

us and Grade 4s who portrayed their understanding of leaders. There were several noteworthy Hindi assemblies, including the one in which the students in grade 2 presented their understanding of plants. I wish to thank the students, teachers and especially the parents who were very supportive in providing costumes and props to make these presentations so entertaining and visually pleasing. The sing along and musical assemblies were also spellbinding.

As a member of the Hyderabad network of PYP schools, there were several job alike sessions that our teachers participated in, and we were honoured to host the session for teachers of additional languages in the JS library. Our students also participated in swimming and sporting events in other PYP schools. Speaking of professional development for teachers, the Aga Khan academies' Teacher Exchange programme is well underway and Ms Evelyn has brought in a breath of fresh air from Mombasa, and has quickly blended in to become a part of the AKAH community. Likewise, Ms Sheherbanoo is enjoying her stint in Mombasa. Ms Laboni attended an IB workshop in Thailand and returned with so much to share.

In terms of visitors to the school, we were very fortunate to see so many parents around giving us some constructive feedback about the various aspects of school life. Mr Geoff and the senior management are very mindful of their valuable suggestions and will make sure they are attended to. In the last week of term, we were also honoured to have members of the Academies Unit from Paris visiting us. We are very grateful to all of the JS parents for attending the PTM on Friday.

I would like to ask the parents to use the upcoming holiday to follow up on the medical check up of the students and attend to any health related issues. I wish you all a very restful, peaceful term break and look forward to seeing the students on Monday 27th October 2014 to begin the next term of the academic year.

Latha Kumar

Principal, Junior Academy

The Aga Khan Academy, Hyderabad

Let's delve deeper into...THE LEARNER PROFILE



How would you describe this chair?

- It is brown in colour
- It has four legs
- It is made of wood

Put together, this is the 'profile' of the chair. The word 'profile' is used to describe a thing or a person. In simple words, the Learner Profile is a set of attributes which describe a learner and the learner can be a student, a teacher, a parent, an administrator or even support staff. These values help us to be better individuals. In the words of the IB, "The IB Learner profile is based on the values that are the embodiment of what the organisation believes about international education." The Learner Profile puts the IB mission statement into action and it aims to make the learner internationally minded. The IB Learner Profile was initially used by the PYP and was called the PYP Learner Profile. Later on, it was adapted by all three (now four) IB programmes and hence got its name. Recently, the IBO published a research paper based on a review of the profile. This paper makes meaningful connections between the definition of a 'LEARNER' and the attributes of the 'PROFILE'. It is based on the research of renowned educational philosophers like Piaget, Bruner, Vygotsky, Bloom and many others. According to the paper, a learner has four different dimensions (or themes) and a few attributes are linked to each dimension.

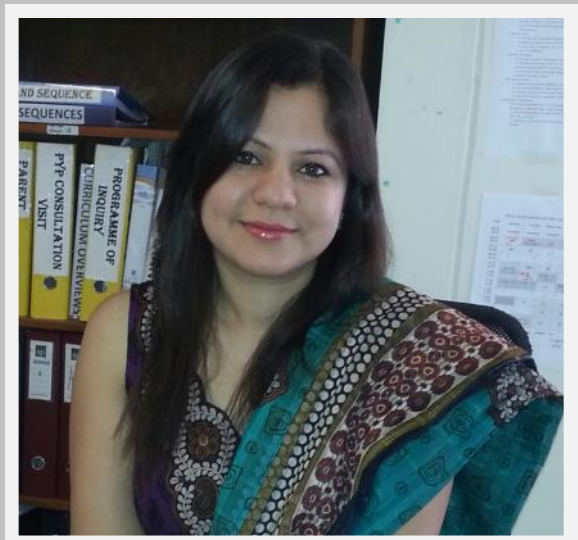
- Cognitive dimension - This dimension addresses the cognitive processes of acquiring in-depth knowledge and understanding. It comprises of interactions that encourage the development of concepts and mental models. The attributes that fall under this dimension are 'Knowledgeable', 'Thinker' and 'Reflective'
- The cognitive or personal dimension - This dimension helps in making a person aware of their own learning. It focusses on self-efficacy and these attributes define your inner personality. 'Inquirers' and 'Principled' fall under this theme.
- The affective or emotional dimension: This comprises all the emotional aspects of a learner. It helps in developing a self-concept and focusses on well-being. It comprises of the attributes 'Caring', 'Courageous' and 'Balanced'.
- The cultural or social dimension: Learning collaboratively, expressing oneself and being open to others' viewpoints is highly essential and that is when this dimension is helpful. 'Communicators' and 'Open-minded' are the attributes under this dimension.

To better execute the virtues mentioned in His Highness Aga Khan's vision, the Academies have added two attributes of their own: 'Stewards' and 'Leaders' to the Learner Profile. These attributes make the Academies unique in that they give a special emphasis on ethical leadership, cultural rootedness and stewardship. While at school, students are provided with opportunities to showcase these attributes through a variety of learning experiences. They are embedded into the written and assessed curriculum. For a holistic approach, it is highly recommended that the students are encouraged to portray these values at home as well. Parents are hence requested to facilitate this process. Here are some suggestions:

- Use the attributes 'principled' and 'reflective' to model best behaviour
- Use the attributes 'knowledgeable', 'inquirer' and 'thinker' while they do research or home assignments
- Use the attributes 'leaders', 'open-minded' and 'communicators' in a social setting
- Use the attributes 'stewards' and 'caring' to reduce-reuse-recycle resources
- Students can balance work and play using the attribute 'balanced'
- Students may reflect on how they show these attributes at home
- Most importantly, lead by example - 'live' the profile yourself!

Reference—Towards a continuum of IB Education. IBO (2009)

International Baccalaureate learner profile: A literature review. Dr Kate Bullock (2013)



Archana Prashar, PYP Coordinator

अध्ययन यात्रा (Field trip)

पी .वाई. पी . शिक्षा प्रणाली के अनुसार अध्ययन यात्रा एक महत्वपूर्ण भूमिका निभाती है। उसी विषय को ध्यान में रखते हुए प्राथमिक विभाग के विद्यार्थियों को यू.आ.आई. विषय से संबंधित प्रायोगिक ज्ञान देने हेतु अध्ययन यात्रा का आयोजन किया गया था इस दौरान 11 सितंबर 2014 के दिन छठवीं कक्षा के सारे विद्यार्थियों को हिन्दी वार्ता समाचार पत्र के कार्यालय और प्रेस से परिचित होने का सुअवसर प्राप्त हुआ। जहां उन्हें अपने विषय 'मिडिया' से संबंधित सारे संशयों को दूर करने एवं ज्ञान का पूर्ण विकास करने का अवसर प्राप्त हुआ। वहां उन्होंने ऐसे कई यंत्रों को कार्य करते हुए देखा जिसने उनकी सारी जिज्ञासाओं का समाधान किया। तदुपरांत 23 सितंबर 2014 के दिन पांचवीं कक्षा के विद्यार्थियों को रेडियो मिर्ची 98.3 में जाने का सुअवसर प्राप्त हुआ। जहां उन्हें रेडियो कार्यप्रणाली से अवगत कराया गया। विद्यार्थियों को कई ऐसी नई बातों की जानकारी मिली जिसे वे पहली बार देख व सुन रहे थे। इस अध्ययन यात्रा के दौरान उनकी उत्सुकता का कोई अंत नज़र नहीं आ रहा था कारण यह हो सकता है कि पहली बार वे विना किसी भाषा बंधन के हिन्दी में वार्तालाप कर रहे थे। और माना जाता है कि अपनी भाषा मन के सारे द्वार खोल देती है और मनुष्य स्वतंत्र रूप से अपनी भावनाओं को व्यक्त कर पाता है। हमें यह कहते हुए गर्व का अनुभव हो रहा है कि हिन्दी विषय को ध्यान में रखते हुए पहली बार अध्ययन यात्रा का आयोजन किया गया। इस कार्य को सफल बनाने का श्रेय हम प्राथमिक विभाग की हिन्दी शिक्षिकाएं हमारी पी .वाई. पी . प्रधानाध्यापिका मिस. लता एवं समन्वयक (कोर्डिनेटर) मिस.अर्चना को देना चाहती हैं।

उन्हें के प्रोत्साहन से हम यह कार्य सुचारू रूप से कर पाए और आशा करते हैं आगे भी ऐसी कई अध्ययन यात्राओं का प्रबंध हम कर पाए।

Meena, Hindi teacher



Grade 3 students eagerly waited in between the minarets of Charminar, chattering away with notepads and pens in hand. We carefully observed the fine details of the spectacular carvings, the fountain in the middle and the arches on all sides. Ms. Rayis – our guide, arrived and we started out to explore the natural and man-made heritage of the fascinating area known as the Old City.

'Hyderabadi' heritage

Who knew that we would encounter impressive, magnificent structures at almost every turn. We walked through the Laad bazaar to the Mecca Masjid, Shahi Jilu Khana, clock tower, Murgi chowk, the oldest bird market, Asman Jah Bahadur Devdi and finally the Chowmahallah Palace where we gobbled down a scrumptious breakfast. Rejuvenated, we proceeded to the Purani Haveli and Chowmahallah Palace Museum. We were told about the relics and grandeur of the 400 year old history of the Qutub Shahi, Mughal and Asaf Jahi rulers.

The heritage walk was an integral part of our unit to understand the culture and history of Hyderabad and the importance of valuing our heritage. We were really courageous to take our students to a sensitive area like the old city and we are grateful to all those parents who accompanied us. It was a delightful way to explore the charming history of the city and a spellbinding journey back into time.

Moushumi Form Tutor -Grade 3



Expert sharing experience

Students of Grade 5 and 6 had a session with an award-winning journalist, Mr. Raj Mohan Tella, in connection with their ongoing unit of inquiry "Media" on

August 28, 2014 in the lecture theatre of the Academy. It was a very interesting and informative session as Mr. Tella spoke about the different types of media. He used photography, one of the most powerful media sources, to inform the students about the impact of media. He shared with the students paintings and art forms of the prehistoric period which were used at that time to communicate.

He touched upon the history of media devices and sources to help students understand the significance of communication.

He also explained in detail about the various communication skills like listening, viewing, presenting, speaking, reading, writing and non-verbal communication.

Students were deeply involved in the session and they had a very interactive question time. Mr. Tella addressed their questions with appropriate answers and relevant examples.

It was indeed an enlightening interactive session.

Mubeen Safura,
Form Tutor
Grade 6



The Global Read Aloud project was created by Pernille Ripp in 2010 with a simple goal in mind: one book to connect the world. With four years under its belt and more than 200,000 connections made, The Aga Khan Academy, Hyderabad Junior School is really excited to be part of this global venture.

Global Read Aloud

The objective is simple; we select a book to read aloud to our students during a set, six-week period and during that time we try to make as many global connections as possible. Each teacher decides what activity to do after reading a chapter. They will then share this with their buddy classes across the world using Twitter, Skype, Edmodo, Wikis, email, regular mail, Kidblog, and any other tools we can think of to make these connections. Hopefully this will encourage our students to learn to love books and develop good reading habits.

Book choices this year:

The Miraculous Journey of Edward Tulane by Kate DiCamillo.
The Fourteenth Goldfish by Jennifer L. Holm
One For the Murphy's by Lyndy Mullaly Hunt
The official start date for this year's project is October 6th, 2014. Stay tuned!



Naini Singh, Form Tutor
Grade 5

A new concept learned, a new skill to develop



I had been to Phuket, Thailand last week for a workshop and learnt a new term called mindfulness. Mindfulness is a modern reworking of ancient meditation traditions, principally Buddhist. It is designed to help us deal with day to day difficulties by putting us in control of our own mind.

My first session of mindfulness was very stimulating, after the session with Ms. Dianne Smith I was all charged up for my three day long journey towards the Wellbeing and Leadership sessions.

I discovered a curious connection between my breath and my mind. The obvious conclusion is that the breath is influenced by how we feel our emotions of joy and happiness as well as negative emotions. To deal with our day to day stress, mindfulness gives us back some sense of mastery over our thoughts and feelings. Rather than having the sense that we are being pushed around by our feelings and thoughts we learn to be able to have some assistance over them.

Laboni Sarkar, Form Tutor Grade 2



Hyderabad-Mombasa teacher exchange

I am a Kenyan and a mother of two girls (8 and 13 years). I have a Bachelor's Degree in Education from Kenyatta University and a Masters in Teacher Education from the Aga Khan University.

I have been a teacher for most of my working life. I have taught in primary and secondary school and have been a teacher educator at the Aga Khan University in Tanzania. I have also worked as a consultant in the field of education in partnership with organisations and groups that dealt with education and care for children in difficult circumstances, both in Kenya and Somalia. I have also worked as a volunteer street educator with a mobile school, teaching children living in the streets and informal settlements (slums) around Nairobi.

I currently teach Year 4A at the Aga Khan Academy in Mombasa, Kenya, where I am also the syndicate leader for both year 3 and 4.

I enjoy listening to music, love dancing and travel wherever and whenever I can. I particularly love handicrafts, especially those that portray the richness of various cultures.

I am here on an 8-week long teacher exchange programme, the first of its kind amongst the academies. Through this, we hope to learn from each other's schools and seek ways through which we can foster more frequent and deeper ways of teacher and student collaboration in the long term.



Evelyn Awino

Outreach Seminar



I have always strongly believed in the mission and vision of the Academy, to be able to serve humanity and give what you've got from the world. Therefore, when we were given the option of Outreach, I was thrilled at the thought as it was a moment where I could share my best practices with other teachers and help them with a few strategies that I so confidently use in my classroom.

English being the second language for us, I naturally picked the topic of ESL strategies. With my preparation for the day ready, I nervously waited for the teachers to start coming in. As they gathered around the tables and settled (men in one group and women in another), I asked them to write down their expectations from the session they had come for. There was an atmosphere of uncertainty as they wrote their expectations. Just to gather information about the crowd I was dealing with, they had to choose their fluency in English by 'strongly agree, agree, disagree or strongly disagree'. Thereafter, to ease them and get them acclimatized with each other, I handed out Bingo to each group. They enjoyed getting to know about each other and were ready to work with buddies. They were receptive to different groupings and buddy



strategies, especially one where they had to pick a biscuit of their choice and be in a group of the biscuit brand they had chosen. Differentiation in the same classroom caught their fancy as they were amused as to how I had given them crosswords based on their prior knowledge. Picture prompts for creating sentences was highly effective with most of them. I was totally enamored and absorbed to see how engrossed they were with all these learning engagements. To take the session forward, I introduced them to the importance of letting the students know the criteria during assessments. To understand this, two teachers were asked to volunteer and leave the classroom and the others had to create a task for the teachers who were outside. When the teachers were told the task without the criteria they failed to meet the expectations of their evaluators. Thus the importance of introducing the criteria was emphasized. They felt like a student having fun while learning and were vocal about responses. At this point they also wanted to know if they were being assessed, to which I put their doubts to rest by telling them that I was there to share some of my class-

room practices which might benefit them in their classroom teaching, also mentioning the fact that they were all highly qualified and experienced teachers and I was just there to facilitate them.

Visible thinking tools were introduced to them through SEE- THINK- WONDER, wherein they analyzed a picture and tried to point out the details with precision.

Next on my agenda was to make them move around a bit, as some of them were feeling restless and they were asked to form a line based on their month of birth. It was heartening to see how these highly experienced teachers wove a story about a boy named 'Kittu' and created an interesting plot. Through repeated enforcements I introduced the importance of being repetitive with ESL students and setting realistic expectations for the students. Whilst they were jotting down a few notes I helped them with a few websites they could use in their classroom ex: www.oxfordowl.co.uk <http://www.nelliemuller.com/task2.htm> <http://www.readbookonline.net/> <http://www.thesaurus.com/>

Now was the final bit of a rewarding session, to reflect on the session, they had to write one learning outcome from the workshop which they shared through a 'snowball' activity. It was truly exhilarating to know that they had all thoroughly enjoyed the workshop and had learnt new strategies which they all were eager to use in their classrooms.

Let me not forget to mention my "AHA " moment , I was asked for autographs for the first time in my life and all of them wanted a picture clicked with me.

MUSICAL ACTIVITIES

The Music Department continues to offer a wide range of musical activities from Grade 1 to Grade 10.

In the early part of this school year, students are being especially encouraged to perform. The Senior Choir are preparing for a performance of 'The Tempest' at the end of November whilst the Junior Choir have been learning Hindi songs, and together with English songs learned in class such as 'The Gingerbread man' they will be performing to their parents in early November.

Instrumental teaching has been given an extra boost by the formation of the Keyboard Performers' Group which has now given their first performance at an MYP assembly. The Junior School has been busy too with the older students practising their keyboard skills and the younger ones preparing recorder tunes for the November recital.

Mr Subhadip is as busy as ever encouraging students in the art of Tabla playing and they too will soon be performing.

A small but enthusiastic group of beginner violinists are practising regularly during break time and after school, soon to give their first performance.

The Music Room is open to all at the end of the school day and pianists, tabla players and would-be keyboard players from Junior School to DP regularly spend a little time improving their musical skills.

Nigel Jackson, Music Teacher



Physical Education

Physical Education classes worked fairly well as the prevailing temperatures in Hyderabad were reasonably mild in the last two months. In PYP, PE lessons we focused on football skills. Swimming was also a compulsory activity for all the students. AKA, H Junior School participated in the interschool under 12 boys football tournament organized by Sancta Maria International School and managed to clear the first and second rounds of the tournament before losing in the semi-finals to Sancta Maria International School. The Junior School students participated in interschool swimming competitions organized by Oakridge international. These competitions really helped the students to learn about the importance of communication, team work and performance.



Ravi, Physical Education



Onam at 'The Aga Khan Academy'

Onam is a unique festival which loudly speaks about peace, coexistence, brotherhood and unity. At the Aga Khan Academy, Hyderabad, the festival marked its start on the morning of 9th Sept. 2014

with a beautiful floral pattern "Pookalam" designed under the guidance of Ms. Isha and Ms. Roja.

Students of grade 4K spoke about the festival after the enlightening presentation by Mr. Suresh and Ms. Seena. Girls from grade 4K presented a breathtaking performance of Kaikottikali, which was the result of the practice and passion of the students. This jubilant performance was supervised by Ms. Shika, form tutor of grade 4K.

Onam is the passion of the people of Kerala and the pride of India. The spirit of this great carnival can only be felt. And, if experienced once, it is cherished for a lifetime and at "The Aga Khan Academy –Hyderabad", one felt so.

WHAT IS ONAM?

A festival that speaks about peace, coexistence, brotherhood and unity in India. Harvest festivals are very popular because this majestic nation was mostly an agricultural society in the medieval and ancient times. Lohri in Punjab and Onam in Kerala are such harvest festivals which showcase the local culture as well.

Onam is the biggest festival in Kerala, continuing for as long as 10 days without any break. It is celebrated to mark the homecoming and coronation of the ancient mythical Emperor Mahabali. The festival showcases the rich culture and heritage of Kerala.

Onam is celebrated in the beginning of the Malayalam Calendar. September 7, 2014 was the date this year, when Thiru Onam, the most important day of the festival fell. However, the associated festivals and rituals began as early as 10 days prior to Thiru Onam. The celebrations of first Onam started from August 29, this year, when Atham, the first day of the festival began.

The two weeks of Onam celebrations comprise of a variety of festivities and attractions

Athachamayam: Athachamayam festival marks the beginning of Onam. This is the colorful inauguration of the festival featuring a street parade. This amazing street parade includes various Kerala art forms, dancers, decorated elephants, carnival floats and musicians etc.

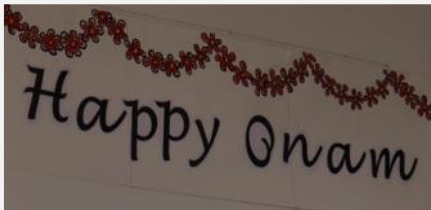
Onasadya Onam: is also known as a festival of delicacies and recipes, when you can enjoy some glorious Kerala food. It includes more than 20 wonderful curries served on a banana leaf. Restaurants in every nook and corner of Kerala offer this tasty treat.

Aranmula Snake Boat Race: The best part of the Onam Festival in Kerala is its snake boat races. The Aranmula Boat Race being the oldest and the most popular boat race in Kerala attracts the largest crowds of spectators. It is more of a traditional ritual than a racing competition having some religious connection. The race comprises some 50 boats participating in it. It begins in the afternoon until all of the religious rituals are completed.

Kaikottikali: Kaikottikali is a highly popular folk dance which is performed during Onam. It is also known as Thiruvathirakali and is full of elegance, poise and grace. Generally, the women perform this dance in a circular fashion around a rangoli. They wear traditional white sarees with golden borders while performing Kaikottikali. The song on which the dance is performed is sung by a group of singers on microphone, but sometimes the performers themselves sing while dancing. As a ritual, married women perform this dance for the wellbeing of their husbands while the unmarried women perform to get good husbands. Some of the ragas played during this dance are bhairavi, hussaini and kamboji.

Onam Pookalam: The most common tradition followed in Kerala during the 10 days of Onam is the Pookalam decorations. The word Pookalam is made from a combination of two words, Poo and Kalam, which means flowers and shape respectively. Onam pookalams are generally circular in shape and are also known as flower mats.

Vidhya Pallath, Form tutor
Grade 3





राष्ट्रभाषा का विकास

प्राथमिक विभाग में बच्चों की भाषा को विकसित करने के

लिए तरह-तरह की गतिविधियों का आयोजन किया जाता है। हिंदी दिवस तथा प्रार्थना सभा जैसे मंचों का आयोजन किया जाता है ताकि बच्चे अपनी प्रतिभाओं को विकसित कर सकें। 14 सितंबर को बच्चे राष्ट्रभाषा हिंदी के प्रचार प्रसार में अपना योगदान देने के लिए उत्साहित रहते हैं। हर बच्चा राष्ट्रभाषा की उन्नति को अपना उत्तरदायित्व समझकर आत्मविश्वास के साथ आगे बढ़कर उसकी रक्षा करने की इच्छा व्यक्त करता है।

हिंदी साहित्य के इतिहास को चार कालों में विभक्त कर चौथी कक्षा के विद्यार्थियों ने हिंदी दिवस में एक छोटा सा प्रस्तुतीकरण किया था जो अत्यंत सराहनीय है। हिंदी को राष्ट्रभाषा क्यों माना जाता है? तथा कब इसे राष्ट्रभाषा घोषित किया गया इन सारी जिज्ञासाओं का समाधान करते हुए भी बच्चों ने एक प्रस्तुतीकरण किया था साथ ही मनोरंजन के लिए पहेलियों का भी आयोजन किया गया था। इन सब गतिविधियों के दौरान बच्चों में आत्मविश्वास तथा मौखिक कौशल का विकास होता है। इसी तरह बच्चों की विकास की धारा को निरंतर प्रवाहित करने के लिए हर गुरुवार को प्रार्थना सभा के माध्यम से वारी वारी से सबको अवसर प्रदान किया जाता है। इस दौरान कविता कहानी नाटक एवं शैक्षणिक यात्रा के प्रति अपना अनुभव सबके सामने प्रस्तुत करते हैं। इससे बच्चों के बहुमुखी प्रतिभाओं का भी विकास होता है।

भाषा ही हमारा मित्र है, भाषा ही हमारा ज्ञान है।

भाषा ही हमारी भावना है, भाषा जिंदगी का साधन है।

भाषा बिना हम अधूरे हैं ॥



World Peace day

The International Peace Day, was marked at the Aga Khan Academy, Hyderabad on the 19th of September, 2014, with various activities with the motto of resolving peace within oneself. The morning assembly got the students thinking about what peace means to each one of us, with peace words, peace postures and peace acts. Multiple perspectives were looked into while measuring the peace temperature of the school, where the students offered peaceful solutions to hypothetical situations of conflict. They carried out different activities throughout the day in their classes by making 'peace cards' for each other, where they suggested how to maintain a relationship of love, harmony, kindness, empathy and peace. Some classes painted rocks with peace slogans, while



some sparked off discussions about the importance of being ethical as media consumers. A few classes resolved to begin every day with a short session of meditation to improve focus and concentration. All students contributed towards making of the 'Peace Tree' with a leaf of 'peace wish'. As IB learners, the students at the academy embrace the "learner profile attributes" as the building blocks of human character. They unanimously agreed to be caring, open-minded, principled and reflective, and contribute in their small yet significant ways to make their lives harmonious.

Arpita, From tutor Grade 6





The library books are so nice, we are interested in reading

I like the new seats and the bean bags.

The new library is looking pretty now with new chairs, tables and bean bags.



Aahil, Grade 2

In this library there are books about our units and we learn many things. We are happy to have our new library.



Suhaan, Grade 2

There are many bookshelves now in the new library and there are quizzes to do on the computers.

Rave reviews for new Junior School library!

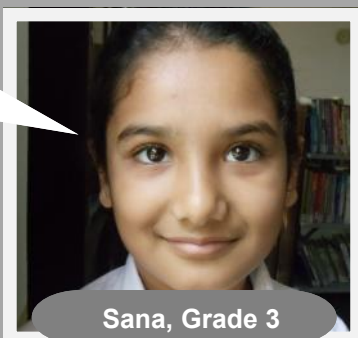


Inaya, Grade 3



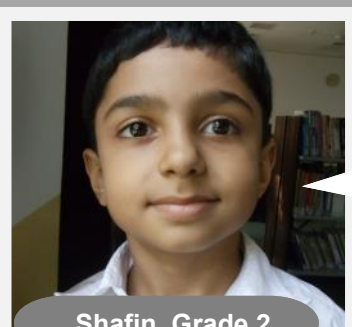
Mahek, Grade 3

We have more space now so no one can disturb us reading.



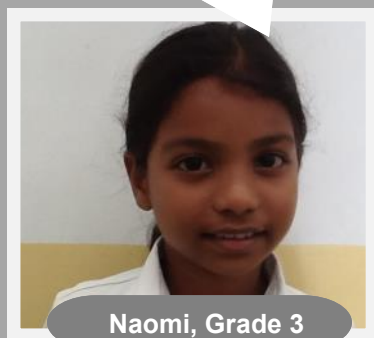
Sana, Grade 3

I like the new library. It has interesting books. I like how it has been set out with so many shelves and paintings on the walls and windows.



Shafin, Grade 2

We have more books now. We have interesting and funny books and some are about animals and the world.



Naomi, Grade 3

The Reading Hub



Our Junior School Library is a sophisticated place with a good collection of books and non-book materials. It is filled with fiction (picture, pictorial and illustrated) and non-fiction books, which are good reading resources for our children.

The children are gradually developing their skills and adjusting themselves to fit into the congenial reading and learning environment of our library. It has become an essential area for the students and a useful resource knowledge hub. At the same time, students' enhanced reading skills are assisting them to be well managed and dignified, which is a positive step on their learning path.

CH Keshav, PYP librarian



Learning to Swim

The school year started with lots of enthusiasm and expectations on swimming. Though they were quite new to swimming, the new faces of the PYP of AKAH were very curious about swimming.

After the successful first six weeks of the school year, everybody is getting accustomed to this aquatic branch of sports with a high amount of spirit.

In spite of being novices to swimming, we are proud to be the winners of a few medals in the interschool competitions held at Oakridge International School, Hyderabad in August. The swimming team of AKA,H is trying its level best to organize the interhouse swimming competitions for the month of May, 2015.



Ravi, Physical Education



Spotlight on Outreach



Part of the mandate of the Aga Khan Foundation is to provide English language teacher training in local government schools in the Hyderabad area under the Outreach program. Ms. Lisa Gervais and Ms. Wendy Elliott joined the Outreach team in Hyderabad this year as CADEX workers from Canada. His Highness has a strong relationship with Canada, and The Aga Khan Foundation Canada is actively involved in educational initiatives around the world. Recently, The Aga Khan Museum opened in Toronto, Canada, and many of our students here in Hyderabad, travel to Canada to study at universities and colleges there.

The Outreach team In Hyderabad works under the direction of Mr. Rupen Chande, and is composed of; Mr. Rajan Thampi, Neha Swain, Ms. Lisa Gervais, Ms. Wendy Elliott, Ms. Sylvia Sophia, and all of the schools involved in the program.

Our year began with an exciting start. Lisa, Wendy, and Sylvia have been on numerous school visits where we have met the children and conducted teacher training assessments on-site.



In addition, we have written and presented papers at workshops and attended conferences and professional development days at the Academy. Recently, Ms. Neha Swain joined the team in the area of Access, for early school leavers in the local area. This initiative is funded through the McArthur Foundation, The Aga Khan Foundation and local government. On Sept. 25 and 26, Ms. Neha conducted an excellent two-day intensive workshop/conference to new teacher trainees. The presentation and enthusiasm it generated was truly exciting to witness and it is an honour to be part of such vital work.

In recent work, Ms. Lisa has been conducting a review of the English language teaching curriculum, and Ms. Wendy has been writing a unit on Financial Literacy for the Access Outreach Programme.

Wendy Elliott



Workshop on Madhubani Painting

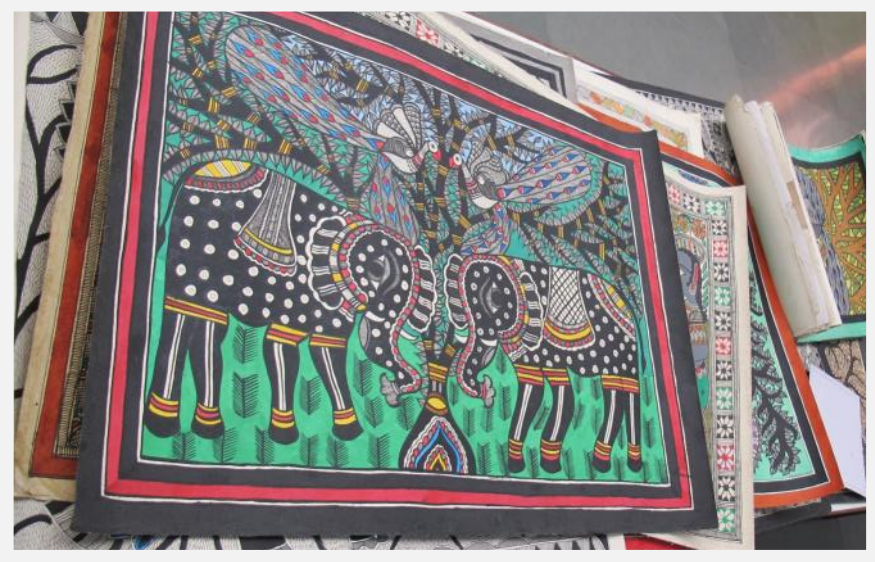
There was a buzz in the Aga Khan Academy, Hyderabad on 7th October 2014. Students were in and out of the Junior School library. Mr. Amit Kumar Dutt from Bihar was in the school to share his practices as a Madhubani artist. The workshop started with the origin and history of Madhubani painting. Mr. Amit told the students the story of King Janak who commissioned artists to create paintings on the walls of the houses for the wedding of his daughter, 'Sita' to the Hindu god Lord 'Ram'. It has since become a tradition in Bihar on the wedding of daughters. He shared with the students that the people of Bihar not



only consider these paintings to be auspicious but even a blessing for the new married couple. Originally done by women on freshly plastered walls, these paintings are now done on paper, fabric, canvas and various other medium. Mr. Amit told us that he started practicing this art when he was just 8 years old and spoke about the tradition of handing down this art and skill from one generation to the other without any formal training. He enlightened us about the traditional ways of painting with bamboo sticks and natural dyes made by leave sand flowers - yellow from turmeric powder, black from soot, blue from the indigo plant's leaves. He brought a variety of Madhubani paintings to exhibit which were made by him and his family members depicting Hindu deities, works inspired by nature showing the tree of life, sun, moon and animals. The works were full of intricate floral, animal and bird motifs, and symmetrical geometric designs to fill up the gaps. Mr. Amit gave the students a demonstration of the different kinds of styles in Madhubani painting

– Kachini: filling up an area or a section of painting with lots of lines and Bharani: filling up an area or a section of painting with dyes. Some students had one-on-one time with the artist and were lucky enough to get the opportunity to paint with him. Students had an amazing day full of knowledge, colours and creativity!

Isha Joshi, Visual Art



Day care Diary



Newsletter Team

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