

PYP MIRROR



from..

The Aga Khan Academy, Hyderabad

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From the Head Of Academy

Dear Parents of the Junior School,

I can hardly believe that I have only been here for one term. The amount of activity that has been generated by the Junior School students and their teachers has kept me on the move trying not to miss events. It has been very pleasing for me to “dip in” to an outstanding Book Week and I have enjoyed some morning assemblies where I have been delighted to watch the enthusiasm of many students raising their hands to give answers. I have had young people earnestly explaining their personal projects to me, when these were on display, and at other times, outside in the playground, I have been made very welcome by the large number of Juniors who go out of their way to say “Hello, Mr. Ian” and tell me a snippet of their day’s news. There were some wonderful contributions to our Science Day, and I have watched with admiration as art works have been going up on the walls in the Commons for the Art Display. I do hope that you will get to view the colourful exhibition.

Of course being confirmed as an IB PYP School just before I arrived, lifted the teachers’ spirits no end, and I should like to congratulate Ms. Latha and her team – without forgetting Ms. Rima, who led the Junior School through the process to its joyful conclusion. It was encouraging to hear the IB visitors say that they felt that they ought to give some criticism, but could find nothing substantial to criticise. The Junior School was very highly praised for the standards met and maintained. Well done, Everyone.

Ian J. Kerr

Head Of Academy

The Aga Khan Academy, Hyderabad

www.agakhanacademies.org/hyderabad



From the Junior School Acting Principal

The junior School newsletter has a new Avatar in the form of 'PYP Mirror'. The year 2014 in the junior School has begun with a bang. We had an absolutely action packed term, with an event happening almost every week. As the acting Principal, I couldn't have wished for a better time to start my tenure than with the PYP authorization being confirmed.

Looking back at the term, we have had so many opportunities to meet parents and other visitors in our school. The Three-way conference was the first event with productive meetings and almost full attendance. Next was Sports Day, when everyone had lots of fun. We had the good fortune to invite parents for the Science fair and the Art exhibition. Grade 6 parents had the opportunity to attend the music concert as well.

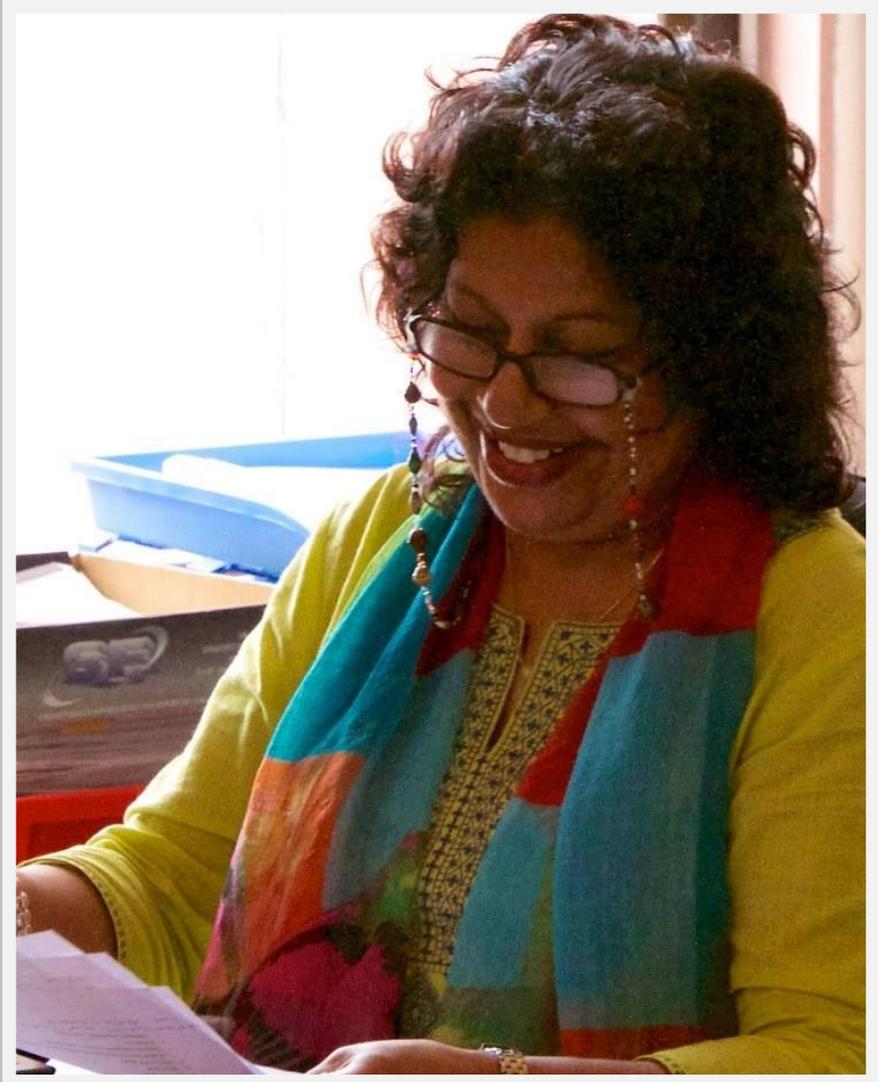
Apart from these events, we had several other celebrations that we marked with pomp and aplomb. The International Mother Language Day was marked in a new format this year and the celebrations went on for the whole week. It was the same during the recently held Book week. The book fair was one of the highlights and it was heart-warming to see so many students choosing and buying books – an indication of how far they've come in their love of reading and books. I still think that the book character dress-up will top the list of fun events we've had this term-It was certainly my favourite. We managed to revive the monthly buddy reading sessions on the second Tuesday, and added a new Maths Morning on the 4th Tuesday of every month.

The Aga Khan Academy also had the honour of hosting some visitors this term. We had several teaching fellows from the Teach for India organization who spent a couple of days in the PYP classrooms and went away very impressed with the teaching and learning happening in the school. In February we hosted the IB Regional Network Meeting which was attended by about 35 Heads, Principals and Coordinators from other IB schools in Hyderabad and three officials from Singapore. The PYP Hyderabad network meeting was also held at the Academy last week. In addition to all this, the new and prospective parents at the school had the opportunity to actually experience inquiry based transdisciplinary learning in an orientation session held a couple of weeks ago.

Some of our teachers, including myself had the opportunity to visit the Aga Khan Academy, Mombasa, and establish contact with the teachers there in an effort to promote collaboration and mutual support within the academies.

Meanwhile, it has not been all fun and games. The students of Grade 6 have been busy with preliminary preparation for the PYP Exhibition which will be held later this academic year. They and the rest of the school have all been immersed in inquiry and learning, working very hard to achieve the goals they have set for themselves.

I wish all students, parents and teachers a well-deserved, restful, safe holiday! Rest well, read and try to lead a balanced life.



Latha Kumar

Acting Principal, Junior Academy

The Aga Khan Academy, Hyderabad

Explorations on Farms

A Field Trip is stimulating and adventurous experience which promotes inquiry. With the learning objective of finding the sources of food, Grade 1s visited the nearby

farms which included paddy fields, rice mill, poultry farm, cow-shed, vegetable farms and sheep barn. The little ones of Grade 1

were astonished to see how paddy is grown and carried to the rice mill. They also saw polished rice coming out of machines and being packed in rice bags. Shafin said, "Look the rice bag is 100 kg, it is written here" thus made the connection with standard unit of measurement. The students also had hands on experience of measurement on digital weighing scale. They exhibited empathy with chicken in the coop. Kareena took the initiative to feed cows and buffaloes followed by all the students feeding, touching and talking to those animals. They were inquiring about the food, time of rest, names of the animals etc., from the farmers. Students were astonished to see tomato, lady's finger, pumpkin, coconut, custard apple, spinach and chilly plants. They could relate to the concept of change when they explored the changes in chilly plants. They also made connections with the video they watched on plants and animals as sources of food. Over all the field trip was an exciting and a great learning experience.



Dhanvanti Gargav, Form Tutor -Grade 1

The students had an exhilarating experience at the Golconda Fort. They were amazed to observe the rich cultural Heritage of Hyderabad. Every wall of Golconda has witnessed the rich history of the Fort, from being built by The Kaketiya Kings to being take over by Quli Qutb Shah, these walls witnessed many battles fought in the Past. The students were not dismayed by the 360 stairs they had to climb in order to reach the top, instead they wanted to know and see more. They were ready to absorb every bit of the place as it stood there in its full glory...

Golconda's charm had enamored the senses of our students as they followed the guide to catch every glimpse of the fort. They saw the secret passage from Golconda to Charminarr and also noticed how the Kings and Queens used scientific ways to communicate 500 years ago. They observed the Prison where the miscreants were jailed and also learnt how the walls were made of limestone, egg shells and molasses, one of the questions our inquirers asked the guide was if there were many ants on the walls since it would be sweet, to which the guide answered that they also mixed Neem leaves to keep the ants away.

Journey to the Qutab Shahi Tombs...

Our students were aware of the reconstruction of the tombs being undertaken by AKDN... so proud of their school and the noble work it has accomplished they took the bus journey to the Qutb Shahi Tombs.

The guide at the Golconda Fort told the students of how Kings created the tombs to be buried in. At this stage the students also had a discussion about the different funerals that take place in different religions.

The students were astonished to see the huge structures and were mesmerized by their splendor.

Our Rich Heritage



Shikha Madan, Form Tutor -Grade 3

'A FIELD TRIP TO THE THE IGBC!!!!!!!!!!!!!!'

I exclaimed. We were going to the Indian Green Building Council (IGBC) as a field trip for the unit on energy. When we arrived at the building we headed to a conference hall where a man on the staff made a presentation on exactly what the building does, what their aim is and what they have been doing from the past few years. He asked us a few questions and we asked him a few in return. We learned a lot from the experience and were quite amazed on how large a concept energy was. All of us thought the field trip was finished here but no, there was more! We were divided into three groups and three members of the staff took us around the building and explained everything to us. We saw this station where you could charge your vehicle! And we also observed that while building the IGBC they tried their best not to damage any of the natural landscape. We saw and felt many different materials, there were many materials we weren't aware of as well. We noted that there were so, so many ways they were saving energy. To make sure they don't use much of the air conditioner their walls were made of a material that kept the building cool, they used solar panels to get a lot of their electricity and many more things.



Trip to the IGBC!



To give this trip a conclusion I'd say that it was a very informative trip and we all added our own bit of fun to it. I loved this excursion and hope we keep having more of them

Smriti , Grade 5K

I love having lunch at the Commons because it is very big. The food served now is very healthy and delicious to eat. At the hall, we put up some charts, which show us the different areas, like drinking water, wash rooms, where we can get fresh plates and where we need to put away our plates. Having lunch at the commons I feel like I am having lunch at home. I can make the place better by being careful and not dropping food around in the dining hall and by eating everything I serve. Kamala



Kamala, Grade 2K

The new dining hall was opened in the commons. My experience of having food at the dining hall was very nice. The commons is huge and the chairs and tables are very comfortable. It is well lit; and the food served there has a lot of variety. The food is prepared by new caterers and is very tasty. I felt like I was a VIP in the commons eating with my classmates and the staff there is making sure that they are taking care and serving us fantabulous food. We can make the place better by keeping it clean, by using the resources judiciously and not damaging them. The commons is like home and get home like food there.



Garv, Grade 2K

A New Venue for Lunch

My experience while having lunch at the commons was wonderful. I did not wait to eat the yummy and tasty food and I was very excited to see our new dining hall. At the old dining hall, everybody would make a lot of noise but here everybody was excited and they were eating their food quietly. The sweet was delicious and very different from the old dining hall. It tasted like gulab jamun here. The new dining hall was much bigger than the old one and the food was much better. I feel excited to eat new dishes everyday. The organisation here is easier and everything is in order because students of our class made and put up charts to show people where to go if they need anything. Now, I also know where to go. We could have made better charts by waiting for the paint to dry and putting it on the wall, instead of the glass. The charts have become dirty and some have torn but they are still useful.



Alina, Grade 2K

Many Communities, One World Project

“Tell me and I forget, teach me and I may remember, involve me and I learn.” — Benjamin Franklin

The Many Communities, One World project was very exciting as we had students involved from Switzerland–Campus des Nations, Geneva-Grade 4, International School of Zug and Luzern, Zug-Grade 4, Canada- Hjorth Road-Grade 6, the United States-Episcopal School of Dallas-Grade6, MJGDS (Martin J. Gottlieb Day School)-Grade 3, and The Aga Khan Academy, Hyderabad, India-Grade6. This project was a student inquiry into the ways our beliefs and values help to shape our communities and daily life. Through student-generated questions, students gained a better understanding about the similarities and differences between their own and others' cultures and communities.

Students communicated with each other on different topics like cultures, superstitions, festivals, and food. More importantly, they understood the significance behind these practices. Students were very curious to know different perspectives about various traditions and this helped them to develop an intercultural understanding. As a result, they were given the opportunity to practice being open-minded. They also were able to broaden their understanding of what it means to have an identity. This project enhanced the understanding of the Aga Khan Academy's strand, Cultures.

The project was spread over 6 weeks and each week required a task to be completed along with a reflective piece, which was to be shared with other schools

Week 1: Teachers shared contact details, met each other on Google Hangouts for a project overview, created Popplet accounts and agreed on a timeline for the project.

Week 2: Teachers Introduced classes to each other with class Skype calls /Google hangout, students and teachers posted an introduction (video, text, and graphic) about themselves and their schools on the shared Popplet.

Week 3: Each class met with their teacher and came up with a list of 20 things they want to know about the other class(es). These open ended questions were on diverse topics. The class created a Google form and shared the link on Popplet.

Week 4: Classes reviewed the questions and researched to find the answers. Students then completed the Google forms created by the other class(es). Teacher divided the students into groups to answer and address the questions posted by other students

Week 5: Students analyzed the information collected from the other classes and identified similarities and differences. Teachers opted to have students represent their findings in different ways and shared conclusions on Popplet

Week 6: Students shared their findings with each other during Skype calls with other classes and also posted final reflections.

The project ended with students gaining deep knowledge about different cultures and traditions and most important was the primary source through which they learned. They made many friends across nations.

PYP Music Festival



In early October a group of well rehearsed PYP students boarded a coach to join in the PYP Music Fest at DRS International School. Mr Subhadip had been busily making the arrangements for some time and joined by the newly arrived Mr Nigel, the students were well prepared for their musical performances.

At DRS School the students and teachers were warmly greeted and soon settled under shady tents on the school field.

What an exciting programme of music lay ahead; dancing, drama, singing, instrumental playing, astounding soloists and groups large and small.

Soon Aga Khan's Academy turn came with two delightful songs led by Grade 3 and 4: 'It's an Opposite Day' and 'When You're Happy'. This was closely followed by Grade 5 and 6 performing the attractive African song 'Fiela' ably accompanied by a team of instrumental players.

More music from the other schools followed and soon everyone was entertained to a delicious lunch before the closing ceremonies.

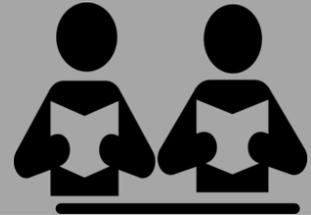
A rewarding and entertaining musical event had reached a successful conclusion.

Nigel Jackson, Music Teacher

Every first Tuesday of a month, Junior school students have buddy reading with 2 or sometimes 3 people per group.

The students enjoy showing off their reading talent to their peers. It is always fun for us to read with our buddies.

Reading helps us become fluent, especially when we read aloud. It also helps us gain more knowledge about things around the world. In our opinion, buddy reading is a great way to become global citizens of the world!



Together we read !!!

Saffa Lakhani, Soha Jiwani and Abigail Tadamal ,Grade 4 K



BOOK WEEK

The Junior School celebrated International Book Day with a fun filled week of activities.

Ashton scholastics sent along *Geronimo the Mouse* on Monday morning to meet all the students. The Students have had author, Ms.Manju Ahlawat , visit them to speak about how to become an author and what it is like to write your own book. She explained all about why she wanted to write her book "One Word Magic" and shared the puzzles in it with each grade.

The *buddy reading* session went well on Tuesday morning with most of the students bringing along a book from home to share with their buddies.

The students were so involved with this activity they didn't want to stop!

A classic film, *Princess Bride*, was also shown to the students mid-week. The characters and plot in the movie were lively and engaging and will hopefully inspire our own budding authors.

The teachers got to share passages from their favourite books with the students in a special assembly on Thursday morning. We kept the most fun till the last day with a character dress up day! The students and teachers all enjoyed the opportunity to dress up as favourite characters for the day.

A book fair run by Ashton Scholastics was held over the last 3 days of the week with many books being offered for sale at a good rate.

Alison Zinsli, Teacher Librarian



IBEN/Aga Khan Network Training at Mombasa, Kenya

I stepped through the school gates, my heart pounding. I was excited and a tad nervous to meet my old colleagues. The familiar pink coral walls glistened in the sun. The school looked the same: terracotta tiles, the tall, green palm trees and the bougainvillea pouring over the walls in merry abandonment. I sensed the closeness of the sea, and if I listened carefully enough, I could hear the incessant sound of the restless waves crashing against the craggy Mombasa shores. The sound calmed me. The conference room was abuzz. Strange and familiar faces were scattered all over the place, setting up their MACs and HPs. Some were jostling for plug points, others were already engrossed in their emails, while another lot (to which I gravitated towards) were indulging in a cup of Kenya coffee and harmless banter. It was a great privilege to be part of this Aga Khan Network community. Teachers from Bangladesh, India, Uganda, Tanzania, Mozambique and Kenya (Mombasa and Nairobi) were bonding and the air of camaraderie was heartening. This would certainly hold good stead for future collaborative opportunities.



After a lot of laughing, hugging, and catching up, it was time to get down to serious business. To cut a long story short, it was an intense professional development session. As we worked in groups, shared our thoughts, role played and presented information, I was vaguely aware of watchful eyes: Analyzing our leadership potential, our communication skills, and of course, the quality of our input. At the end of the workshop, I received a certificate stating that I was now an IB recognized Workshop leader and School Team Visitor.

Well! I am still mulling over the fact that I have become a workshop leader. Things will take time to sink in. I was happy teaching within the confines of four walls but now I will be soon required to move out of my comfort zone. I will be doing things I have never done before, namely, conducting workshops with *absolute* strangers! The first time, I am certain, will always be scary. Like a baby's first steps. The only difference being, the baby does not know she may fall and get hurt. But then again, the mother is always hovering by her side to catch her should she fall.

I just have to make sure I don't fall...headlong... into some deep, dark chasm...

Mummy...

Naini Singh, Form Tutor Grade 4K

Cultivating a learning community within a classroom

What is a learning community?

A learning community is one where each person is valued for who they are and where there is a strong sense of 'team spirit'. It's a place where students are able to learn not only through individual or group inquiry but also from each other. There is mutual respect not only between students and teachers but also between the students themselves. Educators adopt a democratic, student centered approach for classroom organization, management, curriculum and assessment.

Why is there need for a learning community?

As a PYP educator, we have to often engage our students in group activities. I have realized over the years that in order for the students to work cooperatively, there should be a community feeling. Students should be able to think in terms of 'us' and work towards the goal of the team. In this atmosphere students can work cooperatively and satisfactorily. Else we end up witnessing fights among groups, which affects the process and the end product apart from the temperament of the students involved. Many a times, a teacher does get frustrated due to too many problems amongst students and this has a negative effect in a classroom environment.

How to promote a learning community?

We have to be role models and encourage students to be comfortable with their perspectives but at the same time be able to justify them with logic, reason or experiences. We have to help students to set clear benchmarks in terms of routines and expected code of conduct. Indulging in informal conversations with students will enable us to understand them, their likes and dislikes, strengths and weaknesses. Implementing of their ideas wherever suitable and allowing students to take ownership by giving them opportunities to negotiate various aspects of the physical environment and their duties. Involving students while setting goals and encouraging open-mindedness in order to build self-confidence. Lastly, having students work in groups often.

Overall, we have to create an environment of trust and comfort, where students are able to express themselves without any inhibition.

Reference source: 'How to succeed with creating a learning community' by Kath Murdoch & Jeni Wilson

Reema Mitra Form Tutor, Grade 4K





“You have to dream before your dreams can be a reality” – Dr. A P J Abdul Kalam

On a typically wet Bangalore-day, in the middle of July, almost eight years back, I was sitting anxiously in the air-conditioned ‘AV room’ – waiting for my FIRST DAY (!!!!) as a ‘PYP Teacher’ to begin. I was told I will be attending a ‘Teaching and Learning in the PYP’ workshop, but little did I know that will be such a jaw-dropping experience! I was not

only amazed by the PYP pedagogy, but also by the confidence and charisma with which the facilitators delivered the workshop. That evening, when I reached home, my mum asked me “How was your first day at work?” and my prompt reply was “Mum, I WANT TO BE A WORKSHOP LEADER!!!”

Ever since, my DREAM was to be able to facilitate an IB Workshop. I did spend my first couple of years just trying to comprehend what the programme was all about and I was extremely fortunate to be guided in the right direction by the likes of Monita Sen and Gayatri Bhasin. Subsequently, I was blessed to work at schools that have provided an environment where I could construct my own meaning of the PYP. All the heads of the junior school at the Aga Khan Academy, Hyderabad: Diana Smith, Rima Singh and now Sreelatha Kumar, along with all my peers, were highly motivating and inspirational. Thank you, everyone!!! Finally, one of the days I awaited the most arrived last year (and ironically it was yet again the first day of an academic year!!) when I received an email from the IBO with the subject headline: “Invitation for Workshop Leader and School Visiting Team Member Training”. By the time I had finished reading that email, I had relived all those seven years since that mid-July morning!! I can’t recall the number of times I might have read it – unable to believe that it was really happening – IT WAS REALLY HAPPENING!!!

Two in-school workshops, one regional, and two or three more in the pipeline; sometimes I still pinch myself to make sense of something that is still happening.....

Archana Prashar, Form Tutor 5K

SPORTS DAY

The first Aga Khan Academy Annual Junior Sports Day was held on February 6 2014. The new acting Head of Academy, Mr. Ian Kerr, inaugurated the day’s events. The first students to show their talent were from Grades 1, 2, and 3 with a yoga performance. They were followed by an aerobics demonstration by students in Grades 4, 5, and 6. The field events were held in the days before and medals were awarded to the winners at the beginning of the track sports day. The final of the track events were held for the parents and the rest of the Junior school with the winners being awarded medals by various guest presenters. The most strongly contested events were the 100 meter race and the team relays, which caused a lot of action and excitement! The most excitement though was had by the grade tug-of-war events with the participation of the form tutors with their students. The students and teachers look forward to this new annual event.

Ravi Kumar, Physical Education



ART EXHIBITION

Students of the Junior School in The Aga Khan Academy, Hyderabad were engaged in the art room creating, analyzing and appreciating art of different cultures and artists including their peers. Most importantly, they have been critiquing their own work. Students have been using art as a means to communicate their feelings, give their perspective and make sense of the world around them. They were exposed to folk arts, works of different artists and various art concepts such as lines, shapes, forms, colour, textures, rhythm, emphasis and unity etc They explored many art mediums which included water colours, dry pastels, clay and papier mache’. The students created a wide variety of works of art which then showcased their understanding, artistic skills and creativity. Their works were exhibited in the school from 18th to 19th March, 2014. The event started with the ‘Opening Ceremony - Inauguration’ by the renowned sculptor from Hyderabad Mr. Shivaram Chary and our Head of Academy Mr. Ian Kerr by lighting of a lamp. The exhibition was open to students, their friends and relatives and other school during these two days. Visitors came in droves and their presence encouraged and celebrated the creative spirit of our budding artists.

Isha Joshi , Visual Art



Parent

In December, 2013, The Aga Khan Academy had organized a 3-way conference. This idea aims to bring the parents, teachers and the student to a common platform for discussion. This concept introduced by the IB has brought about a shift from a traditional parent teacher interview to including the learner. At the conference, the student is very actively involved in the learning and reporting process. Most schools involved in such conferences have reported a significant rise in parent satisfaction with attendance at conference times.

These conferences have an exceedingly positive impact on the students self esteem and confidence as it gives them the opportunity to share with their parents their growth, progress and achievements in a positive environment. They accept accountability and responsibility for their actions and demonstrate a growing understanding of their own development as independent learners.

This method of reporting requires training for both the students and the teachers and all the stake holders have a part to play. The student and the teacher collaboratively prepare and plan the student's presentation and discussion which in turn adds positively to the student's learning process.

At the conference the students set their priorities, goals and objectives and prepare a plan on how they will achieve these set objectives. The parents and teachers can assist the student in making realistic and achievable goals so as to enable the child to reach their true potential and explore new talents.

The 3 way conference has been a dynamic and effective communication tool in strengthening the home – school partnership. As parents we should provide constructive feedback

to the school so that they can improve in making this process more valuable.

Salima Rattansey



Student

A Three-Way Conference is a learning and understanding platform, which involves the active participation of the students, parents and teachers. This helps them reflect together on student achievement, discussing work samples and setting goals for the future. It acknowledges the three most important participants in the learning process.

How do they work?

The student is responsible for beginning the interaction with discussing their 'Reflection Sheet', which has been worked upon prior to the conference.

It includes:

What they are really good at :-

Setting 2 Academic and 1 Personal Goals :-

The time period they will take to achieve their goals :-

What they can do to improve themselves :-

People (Parents, Teachers) who can help them achieve these goals and how they can assist :-

The teacher will facilitate the conference, by guiding the student throughout the entire process.

The parent and teacher both are encouraged to ask questions, provide feedback and encouragement to the student and share their thoughts and ideas on highlighted goals or targets for future development, that they think are appropriate. The teacher and parent collaborate to establish and identify the student's strengths, progress and areas of improvement, which help determine how they can support the new goals. As an integral part of the discussion, the teacher takes notes.

Time-management is enforced through a 15 minute slot, that is assigned to each parent and child, based on their selection.

Why 3-Way Conferences? How do they help?

It enhances the student's self-esteem and gives them a voice. It also allows them to freely share their thoughts, ideas and goals, in a more positive environment.

It encourages and empowers them to work on their goals and to improve themselves.

It critically involves them in self-assessment, so that they take responsibility for their own learning, by placing them at the heart of the assessment.

It makes them more open and flexible to feedback, while considering other people's points of views. It helps them cope with the different situations in their school life and strengthens the parent and school partnership, to enhance the student's learning.

My Opinion

The 3-way conference has empowered me to work on my goals. I am able to identify my strengths and weaknesses. Not only that, I feel more free to express my thoughts and concerns with my teacher. My parents are always involved and informed about my learning experience in school. They are also giving me appropriate feedback, that has indeed, helped me improve in many ways. I find myself more confident and a lot more responsible individual. I am still striving to better myself, both at home and school.

I hope I receive the same guidance and support, both from my parents and teachers.

Anahita Aman, Grade 6A

Teacher

The three-way conference held on Saturday 1 February 2014 was designed for students to develop as independent learners and reflect on their own progress and look at what they can learn from what they have accomplished. It was also an opportunity for those supporting the learner to assist in developing their skills of reflection.

During the conference the students discussed with their parents and teacher their course of action in order to achieve the set goals. The students also shared their expectations on ways in which the parents and teachers could help realize his/her goals. These goals provide a standard against which students can gauge their progress, and setting goals has a substantial impact on student self-efficacy and achievement.

The goals set by the students are further followed up continually in class and close to the end of the academic year, during the Student Led Conference. Students reflect on how far they have achieved their goals and what were the motivating and hindering factors in the process.

An ancient Chinese proverb notes that no wind is favorable if one does not know to which port one is sailing.

The goal setting provided students the direction to sail successfully in life with a purpose and vision and thereby help them be active and successful learners who are reflective of themselves and capable of overcoming challenges and difficulties of life.

Sheherbano Fathi, Form Tutor Grade 5



“To stimulate creativity, one must develop the childlike inclination for play and the childlike desire for recognition.”

– Albert Einstein

“It took me four years to paint like Raphael, but a lifetime to paint like a child.” – Pablo Picasso

One period of a week is dedicated to the extra-curricular activity. That happens to be the last period of each Friday and so the name, the Friday Activity. This is one of the most sought after period both by the students and equally by the teachers. The students are as excited as the teachers!!! Each teacher has to teach one activity to a group of 10 – 12 students for nearly 8 weeks. This is the only period when the students get an opportunity to interact with the students of other grades as well. A student can pick up any activity of his/her interest. This time we have 14 different activities ranging from Applique, Aerobics, Carom Board, Yoga, Squash, Animation, Mehendi, Creative Thinking, Embroidery, Keyboard, Mosaic making, Poetry recitation, Table Tennis, to Volleyball. Some activities are for the lower grades (1,2,3) only, some for the upper grades (4,5,6) and some activities for all the students. Children are inherently creative, particularly the younger ones. The challenge for we the educators, is to nourish and develop children's natural creativity. Through this activity, students are not only exposed to a new skill but are able to discover their latent talents. Some boys in the appliqué class discovered that they are exceptional in stitching. It definitely helps in building their confidence, self esteem, motivation and achievement by knowing/enhancing a skill.

Mita Mohapatra, Assistant teacher Grade 2

FRIDAY ACTIVITY



UNIT CELEBRATIONS...

The learning at the Academy is very eventful and active with students and teachers working together to bring out the best. To make learning more meaningful we gave the third graders a platform to display their knowledge and talent through the unit celebrations. We invited the parents and the school community to be a part of the progressive learning.

To showcase their understanding of the unit “Materials” the students of grade 3 had to organized a science fair. In groups or pairs students conducted various interesting experiments like quick sand, colour changing milk, making slime, volcanic eruptions, and lemon fizzy drinks. The students confidently presented their learning on the properties of different material and the ways they undergo changes. The positive remarks and comments given by all motivated them to work towards raising their benchmark. Another most exciting unit celebration of Grade 3 was the summative assessment of the unit on “Balanced Choices”. The students assume the role of a physician, spiritual healer, dietician, yoga practitioner, counsellor, or a psychiatrist. The teachers of the Academy acted as patients and came with various problems like stress, fever, insomnia, diabetes, obesity and back ache etc. It was overwhelming to see them probing the patients independently with meaningful inquiry to know the cause of the disease. They also gave appropriate and valid advice and prescriptions for the problems. The student displayed clear understanding of their unit and independently explained the ways to attain a healthy lifestyle.

As part of the unit on "Economic Activities" the students set up service counters like nail art, massage parlour, video library, tattoos etc. It was a hands on experience of becoming producers and consumers. Prior to setting up the business the students conducted a market survey on the type of service they should provide. They calculated the cost price and brought goods and service essentials from home. They invited the teachers and students to their bazaar and transactions were done with real money. They made banners for their shops and came up with various strategies to attract customers. Everyone was amazed to see the students turn into real businessmen or women trying out strategies to earn maximum profit. These exciting unit celebrations not only helped our students to share their learning but also provided an insight into what they have learned.



Suparna Mitra, Form Tutor Grade 3A

Elected or appointed representatives from each class make up the Student Council. Each member must demonstrate good citizenship and represent their class through their positive behavior. Under the direction of a few teachers, they meet to discuss school issues and to formulate plans for the school. The Council members play an important leadership and service role in the Academy.

For our academy, this was an idea generated by the students of Year 5, from the first year, and their form tutor, Ms. Archana. This was part of their unit on Governance. Our council is like the government for the school. From the first year, we've had different methods, and councils. During the first year, we had lots of students in the council. We also had different council groups and teachers such as Discipline Group, Executives, Food and Activities and Resources Group. The next year, we have had a different way. We elected the 3 members and finalized on one. We had one person from each section. The grade 6 representatives were asked to stay – back and attend the Academy Council meeting. Each council had to take action, which helped in betterment of the school. The third year was also the same. We are taking actions, and also bringing up different issues.

Each student council has its own set of responsibilities.

The student representative should –

- Report class feedback to the council.
- Conduct him/herself with academic integrity and exemplary conduct.
- A good student council has student respect and support by opening its doors to all interested students, and by being aware of student needs and opinions.

Cooperation is the key to getting things done. The council shouldn't be a rubber stamp for any group, but it should work with others to solve problems. Training and relevance are vital to the success of any student council. Good leaders are developed, not born. Informed voters help create them. Leadership training is one goal of student council. Your council can lead the way to positive change. Its activities and projects are the testing ground for ideas, which become part of the school. During each meeting, all the members of respective classes bring up the needs, and issues to the other people, so together they can solve the problem, and take an action.

Iliyan Ajani Grade 6K



PARENT REFLECTION FOR THE UNIT ON BODY SYSTEMS

“This unit helped Iliyan to learn a lot about human body. He actively took interest and was eager to learn about it. He used to ask his elder sister and cleared his doubts.”

“I personally see lot of positive change in in Farzan. After this unit he has realized how each of the systems are important and that health is the most important part of our life. He has changed his eating habit, for example he has started having milk which earlier he never would. He is also concentrating on exercise.”

“Bhavana is displaying a good understanding of the human body system and is also keen on learning more. She wants to keep herself healthy and make smart food choices. She has also realized the importance of exercise to keep oneself fit. The persuasive speech which she read out at home made us realize that she has understood the interrelationship between the organ systems very well.”

“I think it was a great way of teaching the body systems. Even today I'm not clear about all the parts and their functions, whereas Smriti in her 5th grade has learnt a lot. Their Skype session and interaction with doctors was a fantastic idea. Smriti has started having a very healthy diet, specially fruits which she would refuse to have earlier.”

“Through this unit Likith got a clear understanding of our body. He educated his family relatives on what we should eat and what are the foods to be avoided.”

“I have enjoyed and was surprised on seeing research and communication skill that Rishab exhibited in this unit. As a parent I felt happy when he was sharing his knowledge. He started taking good diet and advised others on the same.”

“Khushi took keen interest to find out more about different diseases, their symptoms, causes and treatment. She advises us on our eating habits and has become a mini doctor of the family. She has not only learnt new things, but is also reflecting on what she has learnt.”

“Mizan was so excited when this unit was going on because it is his favourite topic. He used to share information about body parts and their functions, the diseases caused by different bacteria and viruses, how digestion takes place, how the heart works etc. After this topic he has changed his eating habits and has become more conscious towards what he eats.”

अन्तर्राष्ट्रीय मातृभाषा दिवस

21 फरवरी को पूरे विश्व में अंतर्राष्ट्रीय मातृभाषा दिवस मनाया जाता है। इस दिवस का मुख्य उद्देश्य है भाषा साहित्य का विकास तथा अपनी - अपनी कला संस्कृति की विशेषता को समझना।

इस उद्देश्य को ध्यान में रखते हुए प्रातःकाल से ही हमारे विद्यालय में विभिन्न कार्यक्रमों का आयोजन किया गया। सभी बच्चे बहुत ही उत्साहित थे। बच्चों के माता पिता तथा परिवार के सदस्यों ने भी इस कार्यक्रम को सुसंपन्न कराने में महत्वपूर्ण योगदान दिया है।

प्रातःकाल प्रार्थना सभा से कार्यक्रम का शुभारंभ किया गया और कार्यक्रम के अंतिम चरण तक पहुँचने पर विभिन्न रूपों से कई भाषाओं का ज्ञान हमें प्राप्त होने लगा। कार्यक्रम में तमिल, तेलुगु, मलयालम्, गुजराती, मराठी, गढ़वाली, बंगाली, उर्दू आदि भाषाओं का समागम देखने को मिला।

इस कार्यक्रम को सुचारू रूप से संपन्न करने के लिए चार मुख्य केंद्र स्थल बनाया गया था जहाँ बच्चे अपनी - अपनी प्रतिभाओं को अपनी मातृभाषा के माध्यम से प्रस्तुत कर रहे थे।

- 1 संख्या और शब्दावली केंद्र
- 2 कविता और गीत केंद्र
- 3 कहानी केंद्र
- 4 शिल्प कला कृति केंद्र

सभी बच्चों ने बहुत ही उत्साह के साथ कार्यक्रम में भाग लिया। यह देखकर ऐसा लग रहा था मानों भिन्न भिन्न भाषा रूपी नदियों का जल हमारे विद्यालय रूपी सागर में समावेश हो रहा है। सभी भाषाओं तथा संस्कृति का आदर करना ही हमारी अकादमी की नीति है।



DAY CARE DIARY



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