



PARENT HANDBOOK

GD GOENKA WORLD SCHOOL

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ABOUT GD GOENKA WORLD SCHOOL

VISION

Learning is enabling the individual to utilize his/her potential to its fullest. Without education, the development of the human mind is incomplete.

At GD Goenka World School, we provide an environment and curriculum where children can explore and develop every facet of themselves, enabling them to realize their true potential. This, coupled with a state-of-the-art technology, a highly qualified, thoroughly trained and concerned faculty, a plethora of activities for students to engage in- all provide an environment that's both therapeutic and beautiful.

As children go about discovering themselves, they also discover extraordinary roots, because another objective of the GD Goenka World School is to ensure that the wards of NTIs and persons of Indian origin abroad get an opportunity to reconnect with the culture and values that form the backbone of every Indian's existence.

To achieve these objectives, this unique educational institution seeks to blend the beauty of traditional cultural values with the latest in teaching aids and methodology to optimize learning, open young minds and empower young people to become global citizens who stand tall and live with courage and conviction, carving a niche for themselves wherever they go.

IB MISSION STATEMENT

- The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.
- These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

In a safe, peaceful, disciplined and intellectually challenging environment, all GDGWS students shall have ample opportunity to:

- Fulfill their academy, cultural, sporting and social potential
- Acquire skills of curiosity, collaboration, reflection, integrity, self-discipline, diligence and independence.
- Maintain openness of mind, dignity of conduct and mutual respect in the face of racial, economic, cultural, religious and linguistic diversity.
- Develop socially responsible and responsive global citizens.

GDGWS MISSION STATEMENT

VALUES

We, at GD Goenka World School show commitment to the following core values -

Excellence: Upholding the highest standards of education

Collaboration: Collaborating as a team for superior results

Respect: Respecting all individuals and acting with empathy

Trust: Making our community of stakeholders empowered through open dialogue and mutual trust

Integrity: Preserving integrity and ensuring dedication to values and beliefs

Diversity: Celebrating our differences and understanding that each individual is unique

Multiculturalism: Broadening our understanding of cultures by manifesting them in our behaviors, cultural assumptions and values, patterns of thinking and, communicative styles.

Service: Being responsible citizens in any community we serve

Tolerance: Being patient, understanding and accepting anything different

Appreciation: Value and admire people around for the little difference that they make in someone's life

Commitment: Ensuring responsibility by all stakeholders to achieve the vision of the institution

SCHOOL TEAM

The Head of school is Dr. Neeta Bali

The **leadership team** at GD Goenka World School comprises of the following members:

1. Dr. Neeta Bali, Head of School – Director Principal
2. Ms. Shahnaz Banoo Butt-Deputy Head of School (DHM)
3. Ms. Poonam Singh – Head of Programme – PYP
4. Ms. Komal Ahuja – Deputy Head of Programme – Grades3-5
5. Ms. Madhu Nangia – Deputy Head of Programme – Grades Nur- 2
6. Mr. Tarun Dutta – Manager Admissions
7. Ms. Sneh Yadav - Admissions Team
8. Ms. Vidhi Das – Admissions Team

The Administrative Team at GD Goenka World School comprises of the following members:

1. Major Kartikye Sharma- School Administrator
2. Ms. Dipti Sharma – Human Resource Manager
3. Mr. Kailash – Head Accounts
4. Mr. Sunil Jain – Team accounts
5. Ms. Akanksha – EA to Director Principal
6. Mr Leslie and Ms. Sabrina – House Parent Boarding

LEARNING AT GDGWS

INTERNATIONAL BACCALAUREATE & THE PYP

The school follows the curriculum framework established by the Primary Years Program (PYP) and the IBDP of the International Baccalaureate Organization (IBO). These are internationally recognized pedagogical programs which focus on the holistic development of each child.

PRIMARY YEARS PROGRAMME (PYP)

The IB Primary Years Programme (PYP) for children aged 3-12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP offers an inquiry based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner Profile to make a difference in their own lives, their communities, and beyond through the six global Transdisciplinary Themes.

At GDGWS our teachers promote this construction of knowledge through Units of Inquiry: four (4) units for Grades Nursery and Kindergarten and six (6) units per year for Grades 1 to 5. These Units of Inquiry emphasize key concepts such as: form, function, causation, change, connection, perspective and responsibility. These concepts are taught through transdisciplinary themes –

- Sharing the planet
- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves.

APPROACHES TO LEARNING (ATL'S)

Approaches to learning (ATL) are an integral part of an IB education and complement the learner profile, knowledge, conceptual understanding and inquiry.

These skills are grounded in the belief that learning how to learn is fundamental to a student's education. Five categories of interrelated skills aim to support students of all ages to become self-regulated learners who know how to ask good questions, set effective goals and pursue their aspirations with the determination to achieve them.

Categories	Sub-skills
Thinking skills	<ul style="list-style-type: none">• Critical-thinking skills (analyzing and evaluating issues and ideas)• Creative-thinking skills (generating novel ideas and considering new perspectives)• Transfer skills (using skills and knowledge in multiple contexts)• Reflection/metacognitive skills ((re)considering the process of learning)
Research skills	<ul style="list-style-type: none">• Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)• Media-literacy skills (interacting with media to use and create ideas and information)• Ethical use of media/information (understanding and applying social and ethical technology)
Communication skills	<ul style="list-style-type: none">• Exchanging-information skills (listening, interpreting, speaking)• Literacy skills (reading, writing and using language to gather and communicate information)• ICT skills (using technology to gather, investigate and communicate information)

Social skills	<ul style="list-style-type: none"> • Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers) • Developing social-emotional intelligence
Self-management skills	<ul style="list-style-type: none"> • Organization skills (managing time and tasks effectively) • States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience)

Key concepts

The PYP identifies seven key concepts (figure CO01) that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. Together, these key concepts form the component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

Key concepts	Key questions	Definition
Form	What is it like?	The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work?	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it as it is?	The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.
Change	How is it transforming?	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it linked to other things?	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.

Perspective	What are the points of view?	The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.
Responsibility	What are our obligations	The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

COLLABORATIVE PLANNING:

Our teachers devote a great deal of time and thought ,engaging themselves in collaborative curriculum planning which is an essential prerequisite for the PYP programme. The teachers collaborate into making the Units of inquiry transdisciplinary with specialist teachers sharing the concepts and related concepts they would work on ensuring that students can see connection between subjects and the relevance of each subject to their lives. Students learn how to take risks, ask questions, plan investigations, solve problems and find the answers to their questions.

Language of instruction:

One of the major goals of the PYP is to promote international mindedness through the IB learner profile. At GDGWS we are able to take this a step further by ensuring that the language of instruction used is both English and Hindi, whenever required taking into account the native citizens. But the major medium of instruction remains English. Students with any other language is given assistance of other same nationality student or with the help of ESL teacher.

ATTRIBUTES OF THE IB LEARNERS PROFILE

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Principled: We act with integrity and honesty, with a strong sense of fairness, justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference in the lives of others and to the world around us.

Risk-takers: We are willing to be wrong in order to learn something new. We aren't afraid of making mistakes. We approach uncertainty with forethought and determination; We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Balanced: We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

STUDENT REPORTING AND CONFERENCES

Reports and Parent Teacher Meetings:

Formal parent teacher meetings happen thrice a year. The first meeting is conducted in the month of May before the Summer Break.

The other two meetings are held in the month of October and March.

Form Tutors from Grades Nursery to 5 and the specialist teachers provide verbal as well as written report of the child's accomplishments relating them to the essential elements of the

PYP framework- concepts, skills, action and knowledge in the form of an e- report. The assessment will be based on a qualitative scale.

Three-way Conference:

The process of three-way conferences provides opportunities for learners to participate in, and reflect on the assessment of their work. It is organized in the month of July.

Triangular Conference

A triangular conference comprising of the Head of School, staff and parents is organized once every year in the month of August. This is a forum where all the stake holders meet up and explore the challenges faced by them in terms of curriculum and in the holistic development of the students. This forms a platform of sharing the best practices and the areas for further development.

SLC- Putting the students' learning first

During the academic session, a Student Led Conference (SLC) is organized after the completion of Term 1 in the month of November. Student-led conferences involve the student and the parents. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process.

PYP Exhibition

PYP exhibition is all about 'Student Learning'. It's a culminating event of a primary students' education. In the final year of **PYP**, this **exhibition** involves students working together to conduct an in-depth inquiry where they identify, investigate and find solutions to real-life issues and problems. The entire process starts in the month of September with students taking the ownership of choosing the TD Theme they wish to undertake after several collaborative meetings with Form Tutors and parents.

Assessments in PYP

Integrated assessment:

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability.

Purpose of assessment:

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

The Four dimensions of Assessment:

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning

The documenting of learning is the compilation of the evidence of learning. Documentation will be physical or digital, and will be displayed or recorded in a variety of media forms.

Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

Students and teachers will document learning goals, questions, reflections and evidence of learning using a variety of formats.

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- **Portfolios:** A collection of artifacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning

The measuring of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Standardized achievement tests will be used to measure their learning towards the end of each term in the months of October and March.

Standardized Assessment:

In addition, students from grades 3-5 will appear for Standardized assessments to assess them on the understanding of the concepts learnt. They are assessed based on the strands given in the PYP scope and sequence document. They are given grades for these assessments.

At the end of every unit of inquiry, parents will receive a copy of the rubric indicating their child’s progress with some pieces of the work completed for that unit.

Analysing learning

Teachers use multiple data points to evaluate student progress. Teachers use a range of assessment tools and strategies to compile the most comprehensive picture of student progress and achievement over time. This includes the participation of the student within the process, which builds their assessment capability. Each tool and strategy chosen provides the learning community with accurate and accessible data on each student’s learning.

Advancement to the next Grade:

At GDGWS all students are promoted until Grade 5. However, if the teachers feel that the students need to repeat a grade, it is done only with the consent of the parents or with an undertaking from the parents for assistance in his academic progress.

ACADEMIC INTEGRITY

We encourage students to inquire and to think critically and creatively. They participate in discussions, presentations, visual representations and multiple forms of writing. When doing so, it is important that students be explicit in showing how they have constructed their ideas. The Learner Profile is the basis for the development of academic integrity in our students. Students will:

1. Take responsibility for their own work.
2. Recognize the difference between individual work and group work.
3. Give credit to all members working in a group.
4. NOT copy other people’s work (classmates/teacher/media)

5. Follow reference sources according to bibliographic formats assigned/created for each grade level.
6. Use information technology and library resources responsibly.
7. During group work, responsibility to be taken for the individual roles and help be extended to other members explaining them the task and their responsibilities.
8. On the completion of a task by a group, the task should reflect each member's contribution.
9. Appropriately give credit to any outside sources used.

SCHOOL COMMUNICATIONS

1. All important communications / messages is shared through mail and SMS messages from the Director Principal's office.
2. All messages pertaining to the IBPYP programme will be communicated from the office of Head of Programme /PYP Coordinator.
3. All messages pertaining to the respective grades will be communicated through the Form Tutors through mail/watsap