

LEADING TRANSFORMATION

VOLUME II

The POWER of CREATION

*In the words of a contemporary philosopher,
We can exist here just as a piece of creation
or as the source of creation.
This is the choice we need to exercise*

This has been the underlying belief that has spurred all the endeavours that GDGPS Sector 48 has initiated during these aberrant times.

Discovering yourself; being comfortable with what you discover; enhancing the strong areas discovered – for a young learner, this adventurous journey is what life at GDGPS sector 48 all about. Always focused on fostering happy children, our greatest achievement lies in the fact that our children have the ability to recognise what is right and have the courage to live by it.

This constructivist approach is what enabled us to not only imagine new realities but create new realities. While on one hand we brought in relevant changes in our existing programs and endeavours to make them most effective on the online platform; on the other, we went on to create entirely new programs and initiated new endeavours. It gives me great pride to see that all my precious goenkans have not only adopted the changes and additions, but are actually thriving healthily in it.

So whether it is creating portfolios, undertaking research based projects, taking online assessments, or winning accolades – our students have shown their strength and resilience in every area!

The culture of flexibility and adaptability that permeates the entire school is what we envision our children to always carry when they step out into the bigger world. Transformations are happening at supersonic speed and our children have to thrive in this changing world. By imparting Education for **LIFE** and not just for Living, we are ensuring that our children become the front runners in the adventure called Life!

Yet, as Robert Frost said, "...I have promises to keep, And miles to go before I sleep, And miles to go before I sleep".

And so, the journey continues.

With my best wishes

Anuradha Handa
Principal



LEARNING OF THE NEW AGE

The Goenkan culture firmly believes in progressive redesigning of systems and not restoring the status quo. After having faced the technology-driven education in a short span of time, the school opened up the new frontier of transformational learning by virtue of several unique academic endeavors that ensured deep, constructive, and meaningful learning. A paradigm shift was brought about by reconceptualizing our existing programs and initiating new endeavors. This was in alignment with NEP 2020.



SYNERGY

- Synergy in curriculum across all levels of education from early childhood care and education to school education to higher education.
- More holistic, inquiry-based, discovery-based, discussion-based, and project based learning from pre primary to senior secondary.
- The basic framework of programs like LEAP, PBL, Portfolio SPE remains same across all levels, yet with age appropriate dimension.

POWER OF *creation*

CONSTRUCTIVISM



The Leadership continuously envisioned strategic thrust needed in the domains of

- curricular transaction
- student learning
- students as reflective learners
- research and innovation.
- assessments

This includes the

- construction of knowledge through project based learning
- differentiated self paced learning programs like LEAP



METACOGNITION

- Metacognition—Reflecting on Learning Goals, Strategies, and Results.
- It is the ultimate goal of all education, as students are expected to internalize what they learn in school and apply it to life. Metacognition improves the application of knowledge and skills, in realms beyond the immediate context in which they were learned.
- Academic endeavors coupled with personality enhancement skills involving building of portfolios, power of research & communication through Sports analytics project.

DYNAMISM FLEXIBILITY

- All aspects of curriculum and pedagogy have been reoriented and revamped to attain the critical goals of creating holistic and well-rounded individuals equipped with the key 21st century skills.
- Programs like Portfolio and IDM equip the learners with the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- Programs like LEAP by its very nature are highly flexible catering to the needs of the learner.



EMPOWER

The impact of an empowered teacher is seen in her students.

Building intellectual and institutional capacities has always been the prime focus at GDGPS. To maximize the ability of teachers and to ensure that they are part of vibrant, caring, and inclusive communities of teachers, and other government organisation like CBSE, all of whom share a common goal of augmenting student learning, concentrated efforts are directed towards-

- specialized capacity building hour.
- structured plan for professional development through workshops and webinars.
- online courses for overhauling pedagogy to suit current needs.



With the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus, must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in novel and changing fields

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

WHAT IS ASSESSMENT

Assessment is the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

- **Enables** students to demonstrate knowledge
- **Enhances** student engagement and motivation
- **Provides** opportunity to gather evidence of student achievement
- **Becomes** a suitable basis for their future learning

TYPES OF ASSESSMENT

Assessment OF Learning | Assessment FOR Learning | Assessment AS Learning

ASSESSMENT OF LEARNING:

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences

NEW AGE Learning & ASSESSMENT



The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

- involves formal and informal assessment activities
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence

ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

- Learners become aware of how they learn – become METACOGNITIVE
- requires students to ask questions about their learning
- involves teachers and students together creating learning goals to encourage growth and development
- students use formal and informal feedback and self-assessment to help them understand the next steps in learning

TOOLS FOR ASSESSMENT

ASSESSMENT AS LEARNING OCCURS WHEN STUDENTS ARE THEIR OWN ASSESSORS

- Observations
- Concept Maps and Mind maps
- Assignments
- Case Studies
- PBL - Collaborative Work
- Self/Peer/Parent Assessment
- Portfolios

LEAP

Learner Engagement for Academic Progression



The comprehensive student centric plan for the second phase of Online Teaching-Learning was implemented in July as Virtual Engagement 2.0 with three important components-

1. **Asynchronous** material sent to our learners as *step 1*- including an interactive PPT/ Audio/Video before initiating a topic to get them familiar with the concept in advance before it is taken up as an active lesson.
2. **Synchronous** learning wherein all the learners come together at a specific time period for lesson presentation, it becomes easier for them to grasp the concept and some base is ready for the teacher to build on.
3. **LEAP**-The learners are further aided in smaller groups based on their pace of learning by the teacher who acts as the facilitator in joining the dots to complete the picture with application based and *Higher Order Thinking Skill activities*.

Why LEAP ??

- **Better Connect | one on one attention**
- **Peer & Integrated learning**
- **Engaging session | application based with hands on activities**
- **Serves as a tool for Informal Assessment**

Leap in the middle and senior wing aimed at creating a supportive differentiated learning environment for augmenting student learning. Few cardinal points of leap-

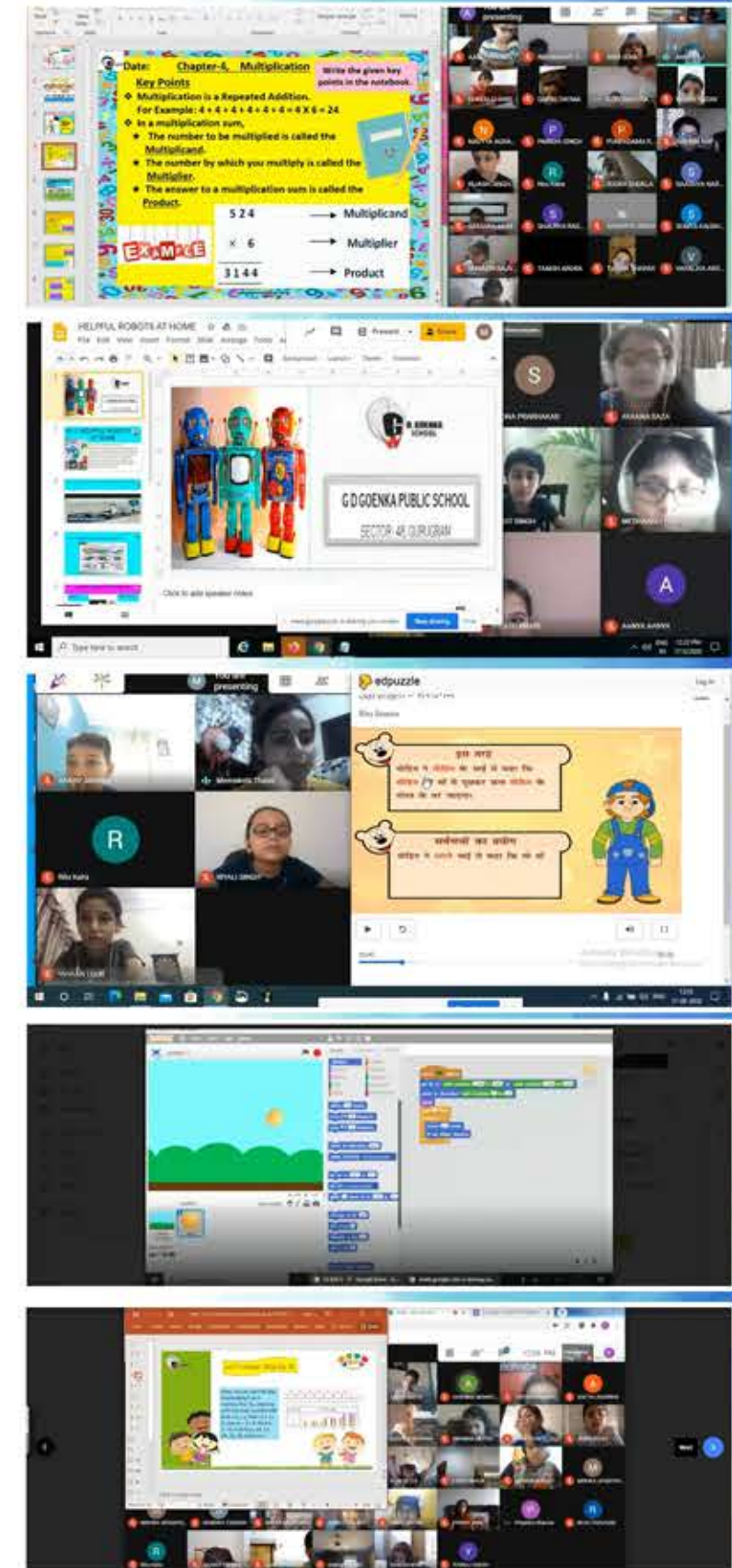
- Diagnostic and remedial approach to teaching
- Engaging, interactive, specific and application based learning
- Venturing beyond their current knowledge
- Effective usage of online tools
- Assessments as tools '*of learning*' and '*for learning*'

LEAP- The Structure

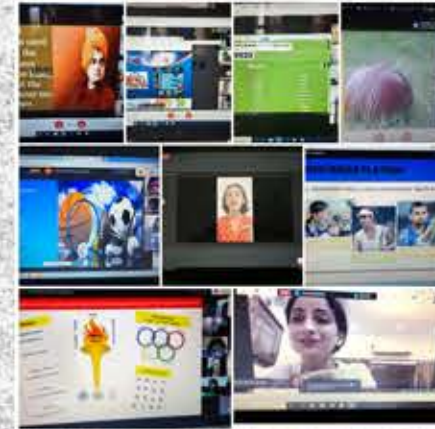
- Assessment of concepts learned using various online tools
- Focus on a deeper exploration of course content through discussions and debates, Active learning method
- Syllabus progression

LEAP- The Impact

Monitoring student progress through regular informal and formal assessments helped the teachers assess the impact of the program. Immense improvement was evident in students comprehension ability, confidence level thereby leading to improvement of overall grades in the 2nd Review assessment.



PROJECT LEARNING



Project Presentations have been an integral part of the GDGPS curriculum. Defying all limitations of the current scenario, the young goenkans gave a stupendous performance in their first virtual 'Project Presentation'. The use of 4 C's was very evident. This was an excellent example of collaborative learning as the students worked in groups to execute a common learning objective.

Our budding Goenkans of Junior wing created amazing props to share the information through 3D models, PPTs, Charts, rhymes, songs and dance, stick puppets, masks, headgears etc. With the support of their parents, the final project presentation culminated on Saturday, July 24th, 2020. The themes chosen were Rotation-Wonders of Day and Night for Nursery, Domestic Animals for KG, Water -The elixir of life for Class I and Air for life - Breathe Easy for Class II. PBL engaged students in a learning that is deep and long lasting & inspired them to have a love for learning & personal connection to their academic experience. PBL not only enhanced the learners' interpersonal skills but also helped them to solve real world problems both on their own & as a team.

Robert Redford, the well-known actor, said that sports is a metaphor for life. In order to knit together the discipline of sports with the depth

and meticulousness of research show us something about who we are and how we live. Our senior wing Goenkans were engaged in one-of-its-kind research-based Sports Conference in the month of June 2020 involving students from classes III to XII. Students were taught about writing a research proposal. Subsequently the students were mentored by the teacher in charges through individual group meets at various times during June. Mock presentations were held on June 28 and June 29, 2020. The final presentations were presented on June 30 and July 01. In all 79 projects were presented, displaying the connection between sports and various academic streams. Judgement was done at two levels namely research paper presentation as well oral presentation involving all the team members. 12 parent judges were involved along with teacher judges. The entire exercise was commended by all as a wonderful learning experience.

It was a wonderful opportunity for the students to get an insight about the importance of Sports in Life. It was heartening to hear the applause and appreciation shared by the special guests and judges. Our young Goenkans gained a lot of valuable knowledge and had an enlightening experience.

PORTFOLIO



A portfolio is a beautifully compiled document of our learners' achievements, accomplishments, interests, passion and a true reflection of their personality. A portfolio is also a reflection of progression in learning, academic as well as co-curricular goals. Each student can reflect upon his / her strengths and with a clearer understanding of one's own self and personality, start the process of creating this ever-important document.

Student portfolios also serve as a crucial element in the process of career planning. Considering this, the students are guided at every step of the process. From setting goals and objectives and analysing strengths and weaknesses to taking the required steps in order to add experiences and qualifications, students are provided necessary support and guidance. Students have mentors attached who guide this process and connect with them on an individual basis to provide the support required not only to create the portfolio, but to overcome any challenge which the student might face in performing to the best of his or her abilities.

The structure of the programme is very dynamic and child-centric in nature. Each student's progress is personally monitored and the child is empowered to chart the success path with the mentors as partners in the journey.

Portfolio making is an extension of IDM- I Discover Me- a well-structured and dynamic programme of the school. This would also help in developing life skills like problem solving and decision making and help the students become more resilient, empowered and responsible. In essence, the objective is to make each student a self-motivated learner.



LEADING TRANSFORMATION-

A Culture Of Capacity Building



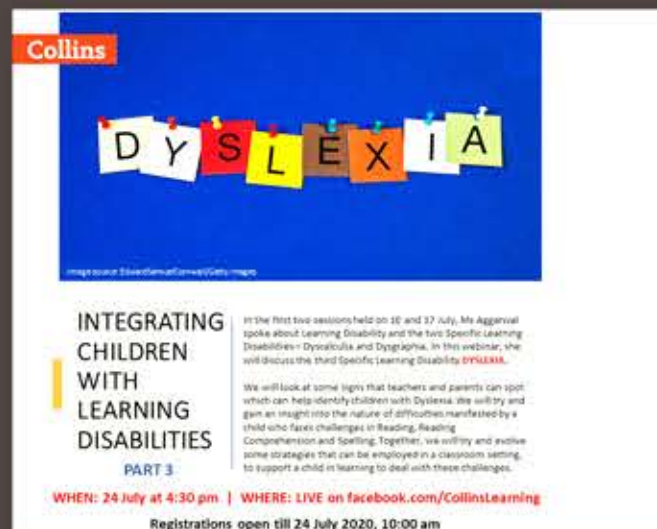
GDGPS as an organization is not only working towards quality education for its students, but at the same time ensuring development and growth of its staff members. From inhouse training sessions to external and out-sourced webinars, courses and streamings, faculty at GDGPS keeps itself updated and relevant with changing times and changes in pedagogy and teaching methodology.

The organisation also ensures there is peer learning and collaboration of ideas amongst the team members. Through different models of team grouping and agenda specific course designs, teachers have benefitted massively this year utilising maximum opportunities available online. The exposure and enhancement received has in turn helped them in better delivery in online classroom space as well in creation of better study material for students.

UPLIFT PEDAGOGY

Pedagogy is central to teaching irrespective of the subject taught. Teachers carry expertise and knowledge in their respective fields and translate it in their classrooms on a daily basis. But with changing times, changing classrooms and changing approaches, the teachers must evolve as well. The school teaching can no longer be considered as a unitary approach moving from the teacher towards the student. Today, it is a pooling of ideas and deliberation where a teacher has only become a facilitator and initiator of course curriculum - the approach, design, learning - everything is now synchronous with the brains at hand.

Through different departments and across the three wings, faculty members took opportunity to enroll themselves and attended workshops and webinars ranging from the approach towards using digital tools, how a 21st century classroom should like, what are modern ways of teaching difficult concepts, teaching without chalk and duster and so on. The teachers have been benefitting with these ongoing webinars across different platforms and are further extending the knowledge by sharing with their respective department members.

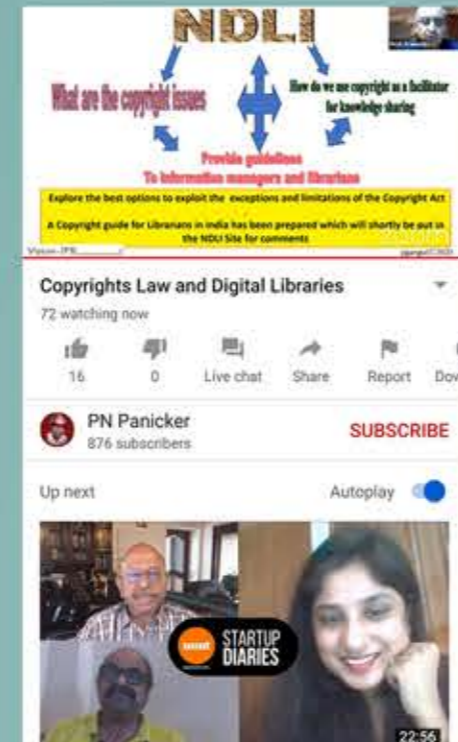


LEADING TRANSFORMATION-

TEACHER AND STUDENT WELLNESS

The sudden unprepared closure of schools didn't affect the everyday working of education and extracurricular activities at GDGPS. As an organisation, under the able leadership of our principal Ms Anuradha Handa, it was ensured that every teacher and every student is taken care of mentally and emotionally.

In an online structure of education, it is very challenging to determine if someone is undergoing some sort of mental discomfort. With the help of school counsellors and structured program designs, both the students and teachers were given an opportunity to interact and mingle beyond the curriculum and share their thoughts. The school ensured that teachers were enrolled in different team building workshops, attended counselling sessions online to understand how to identify and tackle, if at all, they or anyone else in their vicinity was facing any problem. These workshops really proved helpful in keeping the emotional and happiness quotient of every member very high.



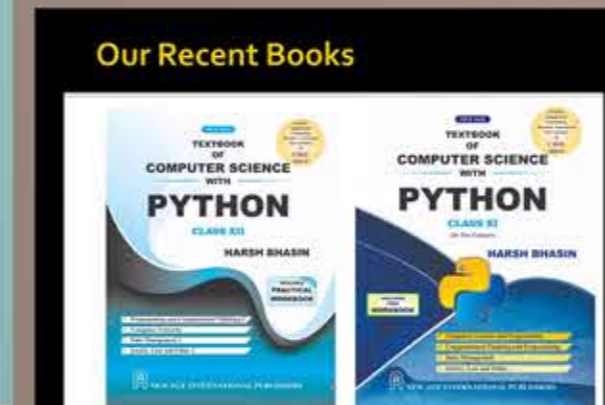
A Culture Of Capacity Building

CAREER COUNSELLING

Through rigorous increase in screen time and swiftness attained with digital space, teachers were also given an opportunity to upscale their skillskets. Through a range of workshops and webinars by eminent resource persons, teachers were introduced to edtech careers and its applicability for the organisation.

Further, teachers also through their experience interacted with students to provide a roadmap of changing opportunities in terms of career exploration and growth. The world after COVID-19 attack, will only value professionals and individuals who can work from anywhere and who are not limited in any way.

The faculty members were given extensive insight and exposure towards evolving oneself with the changing times and seeking solutions to problems, even before the problem arises.



SENIOR WING

Date : 08 July 2020

Topic : Digital Teaching Learning Methodology

Panelists : Ms Anuradha Handa, Principal, G D Goenka Public School

Senior Wing Team, G D Goenka Public School

Under the able guidance of Ms Anuradha Handa, Principal, G D Goenka Public School, Sector 48, a team of teachers from different faculties gave a presentation on the 21st century learning and skills, how to conduct classes online and what has been the experience for G D Goenka School in pandemic under their capacity building workshop for Jamia Schools and Colleges.

It was a prestigious moment for entire G D Goenka School to share their successfully running education program which not only focuses on academic development but over-all holistic development of the child. Each presenter and the approaches taking for online teaching was appreciated by all the members present. The session aimed at presenting a journey about a combination of Literacy and Numeracy as is used in every day classrooms. Social Sciences and Languages were clubbed together to present an integrated and interdisciplinary model of teaching. The Science and Mathematics team also presented simulations and graphical analysis through digital tools. Mental health and emotional well being were also intertwined to conclude how academics and psychological well being can go hand in hand for overall development of child.

JUNIOR WING

Date : 23 July 2020

Topic : Best Practices of Teaching and Learning on a Virtual Platform

Panelists : Dr. Savita Kaushal, Associate professor, Institute of Advanced Studies in Education, Jamia Milia Islamia

Ms Srishti Bajaj, Headmistress, Junior Wing, G D Goenka Public School

Junior Wing Teachers, G D Goenka Public School

'An investment in knowledge pays the best result' We are extremely proud to announce that GDGPS has been accredited by Jamia Millia Islamia University's Education Department as the Exemplar School - A testimony of successful implementation of our teaching learning module during this pandemic in the most comprehensive and effective manner. Our team of junior wing teachers along with the Headmistress was invited to make a presentation at the training institute of ECCE of Jamia Milia Islamia University which was highly appreciated and acknowledged by the expert educationist there.

LEADING TRANSFORMATION TRANSCENDING BOUNDARIES Jamia Milia Islamia Capacity Building Program

ASSESSMENTS IN THE DIGITAL WORLD

Ms Anuradha Handa, Principal, and the leadership team of G D Goenka Public School, Sector 48, was invited recently by the renowned University of India, Jamia Milia Islamia, to conduct a training session for the teachers of CBSE schools. The session was titled 'Conducting Assessments on the Online Portal'.

The session commenced with an introduction to assessments and kinds of assessments by Ms Anuradha Handa. She threw light on the way assessments are perceived and how these need to be conducted for children. She guided everyone present there about assessments 'of' learning, assessments 'for' learning and assessments 'as' learning and emphasized on the paradigm shift educators need to bring in their working, keeping the focus on preparing students for life.

The Junior Wing Headmistress, Ms Srishti Bajaj, shared her views, ideas and implementable plans for the junior wing. She gave a very detailed presentation and guided all the participants on how comfortably assessments can be conducted in the virtual world as well.

The concluding session was conducted by Ms Shalini Tandon, Headmistress who shared various rubrics, apps, assessment tools being used in the middle wing classes and the way students are being assessed on the virtual platform with special focus on skills for life.

Speaking on the occasion, the Vice Chancellor, Ms Najma Akhtar, congratulated the team and highly appreciated the efforts and the working of the school. She shared her desire to have a long association with GDGPS 48, an exemplar school leading others through their own example. She applauded the efforts of the school leader and specially appreciated the School Principal and the School Management for their innovative ideas and seamless transition into the Virtual world.



LEADING TRANSFORMATION

Strengthening Partnerships

Date : 21 August 2020

Topic : Moolyankan Assessment Types and Tools

Panelists : Ms Anuradha Handa, Principal, G D Goenka Public School
Ms Arpita Acharya, Principal, Blue Bells Public School
Dr. Anshu Arora, Principal, Amity International School

The 8th webinar in the series, of #GPSC WEBINARS, was conducted on 21st August 2020 by Gurgaon Sahodaya under the aegis of the Gurgaon Progressive School Council, on "Assessments – an integral component to teaching and learning". Dr Anshu Arora, Principal, Amity International School, Sector 43, Gurugram moderated the session. The principals, vice principals, headmistresses and teachers of all the GPSC school attended the webinar held on the Zoom virtual platform.

The session started with a welcome note by Ms. Aparna Erry, Chairperson GPSC, who introduced the panelists to an enthusiastic group of participants. Principal, Ms Anuradha Handa, began by referring to the emphasis on Assessments 'as', Assessment 'of' and Assessment 'for' as being an integral component to the teaching and learning process, which is also being highlighted in the New Education Policy. The main points from her presentation included the following:

- Learning how to learn and transformative learning that aims for character building shall eventually lead to the 'Education for life, and not for living'.
- Assessment 'For' learning Includes both formal and informal assessment by the teacher and helps in providing effective feedback, and is also termed as Formative Assessment.
- Assessment 'As'-Learning occurs when students are their own assessors. Learning requires students to ask questions about their own learning, maintains interaction between students and teachers, includes informal feedback and self-assessment by students and is mainly learner centered. It involves students and teachers together creating learning goals to encourage growth and development.

Date : 28 June 2020

Topic : Education During Formative Years. (2-7 years) - From Classrooms to Digital Screens

Panelists : Dr. Savita Kaushal, Associate Professor, Institute of Advanced Studies in Education, Jamia Milia Islamia.
Ms Srishti Bajaj, Headmistress, Junior Wing, G D Goenka Public School

Cruising the uncharted waters of the current reality, a webinar on 'Importance of education during formative years' was hosted by the GDGPS Sector 48 team.

The panellists included Dr. Savita Kaushal, Associate professor, Institute of Advanced Studies in Education, Jamia Millia Islamia, also an expert in Early Childhood care and Education and Ms Srishti Bajaj, headmistress of the Junior wing, GDGPS.

The webinar highlighted the need of a paradigm shift in conventional practices of curriculum design, education delivery and assessment tools. Our expert panellists expressed how the situation during this pandemic requires us all to rethink the ways to educate and question ourselves what we need to teach and what we are preparing our students for. Some of the parents also joined the webinar to share their views and opinions on the same.

Dr. Savita Kaushal shared how the right kind of structures and effective robust partnerships with parents increases the efficiency of any education system. She emphasised on the need of trained teachers and structured curriculum.

Ms Srishti Bajaj explained how GDGPS is preparing for phase 2 of virtual engagement learning model. She emphasised that our focus is to embrace the importance of SEL (Social Emotional Learning), Blended Learning, Synchronous and Asynchronous Learning and new strategies including LEAP (Leaners Engagement Academic Progress) keeping in mind the regular routine for virtual engagements with some concept-based learning along with hands on and fun activities.

Finally, for a deeper understanding of the new strategies, the team took to some crucial questions from our valued parents.

To conclude the webinar, Ms Srishti Bajaj once again emphasized on the fact that an empathetic education system not only teaches the purpose of doing well in studies but also leads the way of life with every lesson, which is the need of the hour. Technology hand in hand with the teachers is the way forward, it is better to embrace it than be afraid of it.

GURGAON PROGRESSIVE SCHOOLS COUNCIL
Invites School Leaders & Teachers to Webinar on
मूल्यankan
असessment types & tools
Friday, August 21, 2020 | 03:00 pm -04:00 pm

Eminent Panelists
Ms. Arpita Acharya
Off. Principal, Blue Bells Public School Sector-35, Gurugram

Moderator
Dr. Anshu Arora
Principal, Amity International School, Sector 43, Gurugram

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Connect to Community Programs & Supports
Address Social-Emotional Needs of Parents & Scholars
Communication
Parent Education
Home School Partnerships
Relational Trust

COGNITIVE DEVELOPMENT DURING FORMATIVE YEARS

90% IF A CHILD'S BRAIN DEVELOPMENT HAPPENS BEFORE AGE 5

Strong Memory
Emotional & Social
Fine Motor
Language
Self-Regulation
Social/Emotional
Cognitive

LOCKDOWN TIME-SHIFT IN THE LEARNING ENVIRONMENT

e-learning

"The motion picture is destined to revolutionize our educational system and that in a few years, it will supplant largely, if not entirely, the use of textbooks."

-Thomas Edison

TEACHERS ARE INVALUABLE RESOURCE

"Technology will not replace great teachers but technology in the hands of great teachers can be transformational."

George Couros



Date : 17 September 2020
Topic : Integration of Arts in Curriculum through Experiential Learning Link between Learning Outcomes and activity of Arts

Resource Person : Ms Anuradha Handa, Principal, G D Goenka Public School

Integration of Arts in curriculum is a pedagogy that integrates visual and performing arts as a route to learning. Its aim is to increase knowledge of a general subject area with synchronic live observations as well as to enrich the understanding and appreciation of visual and performing arts.

As part of CBSE's initiative to impart online training to teachers to instill new knowledge & skills as per demand to keep teachers updated, to enable them to teach more effectively and lead improved learning outcomes, an interactive session on Integration Of Arts in Curriculum through Experiential Learning was conducted by the School Principal Ms. Anuradha Handa. Addressing a large virtual audience of teachers across schools pan India, she reiterated the importance of linking arts with the scholastic curriculum, and infusing them in all areas of learning.

Her presentation began with a quiz on breath-taking views of art used in Hindi cinema. This instantaneously invoked the curious minds of all teachers to reflect on how those had a lasting impression about the sense of aesthetics as well as correlation. This was followed by training of teachers on the usage of the creative medium to make lessons interesting and appealing to the dynamic learner.

She also gave a glimpse of the school's own creative programme - ICLP (Integrated Creative Learning Programme) that allows students to inadvertently learn principles of Science, Mathematics and Languages conveyed through the creative medium of Arts. The session was an eye opener for many resorting to conventional pedagogy. A Pandora's box was open to all that could absorb the alternatives available to impart lessons, so that children are able to integrate and retain what they learn through Arts and with the Arts.

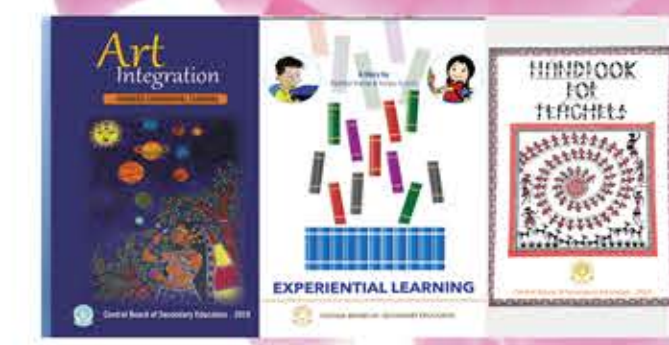
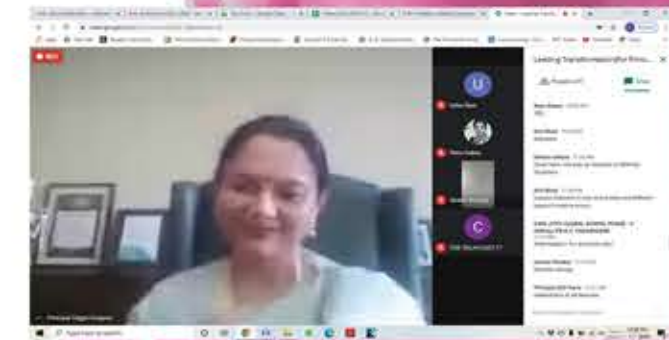
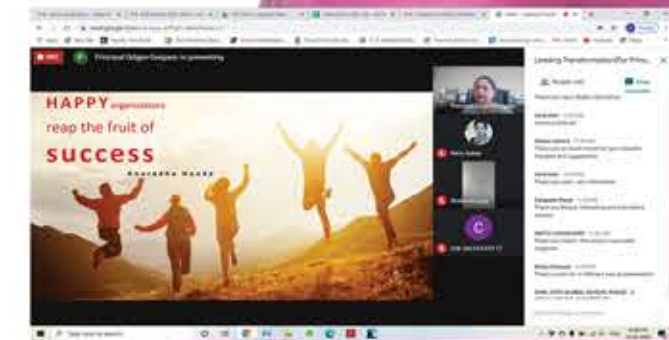
LEADING TRANSFORMATION Mentoring the Mentors

Date : 30 September 2020
Topic : Leading Transformation Happy Organisation
Resource Person : Ms Anuradha Handa, Principal, G D Goenka Public School

The Central Board of Secondary Education is an epitome of transformation as it strives to incorporate newer practices within its system and as well as facilitate all schools that come under its umbrella to keep innovating and transforming. Recognising that there is much that schools can learn from each other, CBSE has been conducting workshops for the Principals and Teachers with the aim of encouraging collaboration and sharing of knowledge & wisdom among educationists.

It is a source of great pride that our school Principal Ms Anuradha Handa, has been taken on board as a Resource Person for CBSE's Centre of Excellence Program. Under this role, she took a workshop for School Principals across the country on Leading Transformations Through Creating Happy Organisation. Dwelling on the fact that CBSE has defined 27 roles of a Principal, Ms Anuradha Handa reiterated the immense responsibility a Principal carries in bringing about transformations in the lives of not only the students, but their teachers, parents and society at large. She shared that by Aligning with the vision; Bringing Transparency; Building Trust & Confidence and Taking the Team along, it was possible to create Happy Organizations.

Talking about the special programs and endeavors initiated by the school, Ms Anuradha Handa stressed that imparting education for life and not just for a living is essential for cultivating happy and responsible young adults.



REVIEW | RECOGNITION | APPRECIATION

From The Desk of Global Experts of Education

A/Prof Rekha Koul
Dean International, Faculty of Humanities
Curtin University
PERTH Western Australia 6845

I applaud G D Goenka Public School Sector 48 Gurugram community for providing an excellent opportunity for the whole educational community by starting the Centre of Excellence Program. The holistic approach of including all stakeholders namely students, teachers, parents, support-staff, community and school leadership at different phases of the program. Variety of the choice of activities is another strength of the program catering to interests of diverse set of students and their interests. **This is one of the rare few programs globally where I see focus has moved from cognitive achievement to development of competencies.** Competencies also referred as soft skills by certain reports are the most difficult skills to teach, acquire or even access and measure. Internationally which includes India's National Education Policy there have been considerable funds invested in capturing and organizing skills into competency frameworks that schematically describe the relationships between, and hierarchy of, essential work place and educational skills. In several analysis of international frameworks it was determined that all the frameworks were largely consistent, however, each framework had a different focus and areas of emphasis within the overarching competencies. These included

DIGCOM Framework (IPTS)(2013) provided a list of 21 digital competences described in the domains including Information, Communication, Content-creation, Safety and Problem-solving (<http://fp.jrc.es/EURdoc/JRC83167.pdf>).

The P21 Framework for 21st Century Learning (2015) included Content Knowledge and 21st Century Themes, Learning and Innovation Skills, Information, Media and Technology Skills and Life and Career Skills <https://files.eric.ed.gov/fulltext/ED519462.pdf>

ISTE NETS (2018) support students, educators and leaders with clear guidelines for the skills, knowledge and approaches they need to succeed in the digital age <http://www.iste.org/standards/iste-standards>.

The 21CLD - (21st century Learning Design) (2013) incorporated six skill domains:

Collaboration, Knowledge construction, Skilled communication, Real-world problem solving and innovation, Use of ICT for learning, and Self-regulation. <https://www.sri.com/work/projects/21st-century-learning-design-21cld>

ATC21S (Assessment and teaching of 21st century skills) (2012) defined ten 21st-century skills into four broad categories. These are: ways of thinking, ways of working, tools for working, and living in the world. <http://www.atc21s.org/>.

Finally, Engage 21st century Skills Framework (2013) skills are Digital-Age Literacy, Inventive Thinking and Active Communication and High Productivity https://curriculumdesign.org/wp-content/uploads/CCR_Skills_FINAL_June2015.pdf

The Australian Curriculum identifies seven General Capabilities (GCs) that are expected to be embedded in all learning areas, that is, across the curriculum. These GCs are literacy, numeracy, information and communication technology (ICT) critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding. Education Policy and Practice Report (UNESCO, 2015) recognised the Australian Curriculum implicitly and explicitly includes competencies in every educational activity. To this end, the Australian curriculum provides detailed information on each capability and how it can be adopted across each subject (2015, p. 1).

The knowledge, skills, behaviours, and dispositions gained through these capabilities, together with curriculum content are also intended to enable students to be future ready (ACARA, 2017). Report

GDGPS is successfully demonstrating its intent and impact which is corroborating with the emphasis of many educational organisations worldwide.

STRENGTHS

1. A clear goal with three identified distinct learning area.

2. Large variety of activities catering to diverse sets of needs and interests.

3. Opening up this program beyond students of GDG School.

4. Offering students a chance to work in roles of mentors.

5. Ability of activities to be delivered in multimodal ways.

6. No gender specific activities.

7. Linking traditional knowledge to science of living.

8. Enhancing student critical thinking and communication skills.

9. Delivered in schools holidays increases the feasibility for the participants.

10. Drawing on the skill sets of the existing staff members and further improving the same.

11. Collecting feedback from different stakeholders about the program, which serves dual purpose of giving insights on functioning of the program and providing a chance for participants to reflect on their own learning in whichever capacity of their involvement.

12. Last but not least the outstanding strength of this project is its collaborative nature.

Collaboration is one of the most difficult skills to acquire in present times possibly because of our enculturation of our minds. Students especially females don't want to be engaged in collaborative projects while they are enrolled in an educational institution. These behaviours put them in a difficult space when they join workforce where most jobs need collaboration.

Prof. Aeja Masih
Dean

(Aeja Masih)

To,

Ms. Anuradha Handa

Principal, GD Goenka Public School, Sector 48, Gurugram (Haryana)

Dear Ms. Anuradha Handa,

Date: 14th August 2020

Subject : Appreciation Letter for the contribution as a Resource Person to the two Workshops organized by the Department of Educational Studies, Jamia Millia Islamia for Jamia School Teachers

G D Goenka Public School, Sector 48, Gurugram was identified by us as the exemplar school based on its successful implementation of online teaching learning module during this pandemic in the most comprehensive and effective manner. Having used Ed tech tools extensively, the school has gone further and created pedagogy around it, adopting an interdisciplinary approach. This letter is a token of our appreciation for the deep insight provided by you and your team of teachers for taking sessions on online teaching and the usage of various Ed Tech tools for the workshops of secondary and senior secondary level teachers (from 6 to 8 July 2020) and that of primary and elementary level school teachers (21 to 23 July 2020) of Jamia Millia Islamia.

During the presentation of the workshop, you have shared your experiences in the domain of Ed Tech tools and how to undertake the same. The presentation was picked up by our team for you and your team for taking the workshop with regards.

Dear Ms. Anuradha ji

Congratulations for the initiatives taken by you !

As per the programme details mentioned (and my personal virtual review) in the booklet I would like to congratulate you for the initiatives taken by you and your team. The booklet reflects that tremendous opportunities are being given to the students to catch up, get ahead and explore and also it supplements the traditional brick-and-mortar education which happens normally in a school.

The classes in terms of themes organised by your team truly meet the objectives of holistic development, development of life skills and also real-life application of concepts and igniting creativity. Another important thing that I also feel is that the summer programme is helping in the smooth transition of the children from one level to another as students stay in touch during the long vacation period. You can also add on some links in the document in case your programme is available online.

I would like to say that it's a holistic package. Maybe you can add a dimension about different careers and opportunities in terms of certain success stories of entrepreneurs also so that they are able to think about certain non-traditional careers also. This would be a relevant aspect especially during this Post Covid -19 pandemic time when the job opportunities are diminishing.

It's a complete package that has also been reviewed by the different stakeholders.

With warm regards
Savita Kaushal



While spacing out the academic curriculum through the year, peppered with unit, mid-term and term ends assessments; provision is created for conducting various programs and presentations like Annual Day, Sports Fiesta, Aquatic Camp - Junior Wing presentations on the study of the culture, food, climate, clothing of foreign country, Pinnacle - Junior Wing Project Presentations, Kaleidoscope - Junior Wing Talent Hunt, Rhyme Recitations, Osmosis - Middle Wing Activity Studio Presentations (Dance, Music, Theatre, Art & Craft), Synergy - Middle Wing Sports Presentations, Subject Weeks, House Activities - Class III upwards, Assemblies - Nursery onwards, Exhibitions - Pictorial representation of School report along with a pictorial representation of the production during Annual Day, MUN - Participation Model United Nations & holding Goenka MUN, Community Outreach - Through Nukkad Nattak; Clean & Green Diwali; Collaborating with NGO's, Class / Sections Magazines - Published yearly for each class & section separately.

The learning outcomes defined for all the above cover quintessential 21 century skills like critical thinking, collaboration communication, creativity, information, media & technology literacy; as well as soft skills like oratory & writing skills, presentations skills, expression, confidence, flexibility, sportsmanship, and an overall personality & character development - skills that would enable children lead a life of value. Subsequently, COEP modules are created that cover the development of these skills, ensuring that children get fully prepared for these pursuits.

As children go through the COEP modules in the month of May, they get prepared to give an effective and effortless performance, as they participate in the programs in the year ahead. Moreover, as COEP's summer session ends, it gets transitioned into MDAT (Music, Dance, Art & Theatre) activities held as part of the school time-table. These activities enable students to refine their creativity and presentation skills. Further refinement takes place through Club Activities. Thus, COEP runs throughout the session. Only its form changes.

Centre Of Excellence Programme



CENTER OF EXCELLENCE PROGRAMME

G D GOENKA PUBLIC SCHOOL

SECTOR 48 | GURUGRAM

BEGINNING

- An effort by the school at fulfilling the true purpose of Education - cultivating children into socially and emotionally sound whole beings; capable of turning the wheels of sustainable growth and development.

PURPOSE

- COEP was developed by GDGPS in the year 2014 with the aim of fulfilling two major objectives:
- First:** Short Term Objective of developing specific skills and competencies that students need as part of the teaching learning process unfolding in the year ahead.
- Second:** Long Term Objective of developing quintessential life skills indispensable for leading a happy and successful life.

PROGRAM

- The program is divided into *Three Key Areas*:
- 1st:** Skill Development for an accelerated Future
- 2nd:** Scholastic Excellence
- 3rd:** Presentations for demonstration of core competencies developed

SKILL DEVELOPMENT FOR ACCELERATED FUTURE

- Firstly**, it contains modules that focus on developing skills and competencies that children need during the course of that particular academic session.
- Secondly**, it contains models that focus on developing long term life skills indispensable for leading a life of value

SCHOLASTIC EXCELLENCE

- Contains a detailed framework under which the academic progress of the child is assessed and developed. Modules vary according to the learning level of children.

PRESENTATION OF CORE COMPETENCIES

- Demonstrations of skills developed during COEP to ascertain the learning that has taken place.

EXAMPLES

Skills & Competencies
Creativity
Confidence
Sportsmanship
Strengthening the Co Scholastic areas

FIRST :
Music - Dance - Art - Theatre - Sports
Strengthening the Co Scholastic domain for holistic growth and development. Activities focused on cultivating soft skills through MDAT and Sports. Result - First Annual DAY and Sports Fiesta {Inter-school sporting mega event - Overall winner}

SECOND :
Modules designed around STEM based learning, using an integrated approach offering hands-on relevant experiences that resulted in amplified problem-solving, exploratory and critical thinking skills. Result - Concepts became clear and students understood the real time application of scientific concepts.

Skills & Competencies
Problem Solving
Critical Thinking
Analyzing
Scientific Temper

Skills & Competencies
Empowerment
Sense of Independence
Optimum utilization of resources
Sense of Responsibility

THIRD :
Modules centering around nurturing daily needs competencies like fixing an electronic circuit, mending a broken switch, changing light bulbs, using a hammer and nail etc. Result - Students developed abilities to manage school events, exhibitions, programs etc. At the same time, students developed skills that they could use in everyday life, without external help.

FOURTH :
Modules focused on instilling trust, respect and support between students, teachers and support staff. All three involved in activities together. Result - A safer school environment and instilling a feeling of respect, regard, gratitude and appreciation among the student community towards the support staff.

Skills & Competencies
Dignity of labour
Empathy
Respect
Survival Skills

Skills & Competencies
Sense of awareness
Importance of good health
Emotional Fortitude
Staying Motivated

FIFTH :
The Lockdown year
Modules were designed keeping in mind that no physical face-to-face interactions were taking place and children had to be trained in remaining engaged and involved in their academic learning process.
An in-depth analysis of each class was done and level & aptitude appropriate online classes were conducted to bring all the students of a particular class at the required optimum level.
Sports Projects as tools for assessment for learning.
Skills specific to the current times were taken up. Building immunity, reusing, recycling, presentation skills, exploring different technical tools, portfolio making, understanding gratitude, being a good listener, sharing openly etc.

FEEDBACKS

Feedback is taken from students, teachers and parents:

- For how many years have you been participating in the COEP program
- You have been a part of the COEP for many years. In what ways have you seen this program evolve through years?
- How has this program benefited you? kindly specify an area/skill where the impact was most evident.
- Any suggestions/Recommendations

SENIOR WING

SKILLS

Preamble to a Project

SKILL TARGETED / DEVELOPED

- Critical Thinking, Problem Solving, enhanced understanding of the research project requirements and making a plan of action in the form of Project proposal.
Identifying a valid problem and finding a viable solution/suggestions

Champions Presenting- from Ideation to Implementation

- Critical Thinking, Problem Solving, Decision Making, Enhanced understanding of the process of carrying out the research project and effective presentation.
To segregate the different facets of the problem from different angles.

Money Mantra- Financial Literacy

- Critical Thinking, Problem Solving, Decision Making, with enhanced awareness and understanding of money management.
How to open and operate a bank account ,save and spend prudently and in some cases , invest to multiply the money in terms of FDs or Mutual Funds.

Express, Discuss and Impress- Impactful Interaction

- Effective Communication
Using appropriate words to get the message across, be less hasty in oral communication and more prudent in written

AI- An extension of Human Intelligence

- Critical Thinking, Problem Solving, Decision Making
Knowing the extent of AI can be put to use and the limitations of the same.

What do I want to achieve- My Strengths, My Weaknesses

- Self Awareness, Critical Thinking
To do an honest appraisal of self for constant improvement and integrity.

Lights, Camera, Action

- Creative Thinking, Self Esteem, Effective Communication, Verbal and non-verbal Communication
Develop confidence, be thorough with what you have to communicate and stay in the character till the thought is communicated.

Up the Ladder- Corporate Etiquette and Communication

- Effective Communication, Verbal and non-verbal Communication, Critical Thinking
Knowing the finer nuances of office behaviour in terms of communication/dress

Listen, Think, Speak- A Communication Thread

- Effective Communication, Verbal and non-verbal Communication, Critical Thinking
Better understanding of body behaviour/ facial expressions/ gesticulations

Meeting of Scientific Minds- A COVID Summit

- Critical Thinking, Problem Solving, Decision Making, Effective Communication
Understanding of a pandemic, countries affected, measures taken presently to combat the situation.

Twisted Tales

- Creative Thinking
Usage of expression - creating art work with non living things to present a story or an idea

SENIOR WING

Ace the Race- College Applications

- Critical Thinking, Problem Solving, Decision Making
Better presentation of the statement of purpose, portfolio, CV.

I am my Favourite-
Enhanced Self Esteem

- Self Awareness, Self Esteem
Recognise your own uniqueness and skill set.

Power Dressing Your Credentials:
Let your Resume Speak for You

- Critical Thinking, Problem Solving, Decision Making, Critical Thinking, Creative Thinking
CV presentation, from the present to the past

Director's Cut- Your Own Screenplay

- Creative Thinking, Verbal and Non-verbal Communication
Learnt the skill of converting a story into dialogue format

Tuk-Bandi- A musical Poetry

- Creative Thinking, Verbal and Non-verbal Communication
Learnt the skill of converting a story into dialogue format

SUPPORT CLASSES

- Students were counseled and helped to score better by helping them to know and understand the concepts. So this lead to building up their confidence and also helped in acquiring knowledge of the content. The kind of activities used helped them to learn collaboration. Since they were counseled so they started taking initiative in class.

SUPPORT CLASSES

- Purpose of this group was to help children grow to their fullest potential by offering them learning opportunities and guiding them about different life skills like time management, strategies to improve their academics. Which helped the students to be self directed and more accountable

SUPPORT CLASSES

- Mission for this group was to bring Student's potential to its highest level attainable by challenging them. It further enhanced critical thinking skills and problem solving skills .

The groups were made keeping their intellectual levels in mind. Level based assignments and small group interactions helped them to improve their academics which in turn made them more productive and Confident

SUBJECT EXPERT SESSIONS

- With a deep understanding of, and wealth of experience that the subject expert carried, helped the students in deeper understanding of the subject along with other skills like time management and problem solving. They sessions aimed at preparing the students for the Exam of life.

MIDDLE WING

SKILLS

SKILL TARGETED / DEVELOPED

PROJECT
MANAGEMENT

- Research based analysis
- Hypothesis
- Critical Thinking
- Analysis

EXPLORING
CREATIVITY

- Innovativeness
- Imagination
- Hands on minds on

SNACK-CHEF –
LIFE IS GOOD

- Table manners
- Cooking with limited resources
- Understanding of food labels
- Napkin folding
- Laying table

TECH- SMART

- App- based learning like jamboard, nearpod, sketchboard, etc.
- Confidence over IT tools
- Usage of mindmaps
- Website designing

DANCE TO EXPRESS

- Expressing emotions
- Flexibility
- Hands on minds on

EXPRESS YOURSELF

- Importance of planning and organizing skills
- Effective presentation skills

STEM-TASTIC

- Creativity
- Learning by doing / Investigatio
- Developing intellectual curiosity
- Innovation
- Decision Making

EVERY PICTURE
TELLS A STORY

- Creativity enhancements
- Thinking skills
- Public speaking

SKILL GAMES

- Importance of games in day to day life
- coordination
- Team building
- Problem - solving

CRAFTING & DESIGNING
AN EFFECTIVE PRESENTATION

- Presentation skills
- Graphic designing
- Language enhancement
- Confidence building

JUNIOR WING

WEEK 1

LIFE SKILLS

WEEK 2

Maverick
Me

- Organizing & Packing skills

- Organizing & Packing skills

Maverick
Me

Responsible
Me

- Sensitizing towards environment

- Sensitizing towards environment
- Sensitizing towards the need of others
- Creating by reusing & recycling

Responsible
Me

Helpful
Me

- Developing Social Mannerism

- Culinary skills

Helpful
Me

Courageous
Me

- Overcoming challenges

- Overcoming challenges

Courageous
Me

Innovative
Me

- Innovation and Creation

- Innovation and Creation
- Critical & creative thinking

Innovative
Me

WEEK 1

CO - SCHOLASTIC

WEEK 2

ISA - I
Music Club

- Appreciation of Music & rhythm, sense of creating melodies
- Integration of culture of the 2 countries

- Appreciation of Music & rhythm, sense of creating melodies
- Knowledge of instruments

ISA - I
Music Club

ISA - II
Dance Club

- Integration of culture of the 2 countries
- Creative skills

- Integration of culture of the 2 countries
- Creative skills

ISA - II
Dance Club

ISA - III
Fitness club

- Physical skills & stamina

- Physical skills & stamina
- Motor skills

ISA - III
Fitness club

ISA - IV
Art Club

- Fine Motor skills
- Art appreciation
- Creativity, Sense of colour

- Fine Motor skills
- Art appreciation
- Creativity, Sense of colour

ISA - IV
Art Club

ISA - V
Theatre Club

- Speaking & Enactment skills
- Improvisation skills

- Mime skills
- Skill of expressions

ISA - V
Theatre Club

Sport
Club

- Self defence skills

- Physical skills & stamina
- Motor skills
- Inner Peace & Meditation

Sport
Club

WEEK 1

VEDIC

WEEK 2

Vedic
I

- Appreciation of age-old values & skills as per the Ayurveda

- Appreciation of age-old values & skills as per the Ayurveda

Vedic
I

Vedic
II

- Use of Natural products & home remedies

- Use of Natural products & home remedies
- Differentiation between Natural & Chemical products

Vedic
II

Vedic
III

- Use of traditional metal utensils

- Healthy eating

Vedic
III

Vedic
IV

- Enhancement of knowledge & creativity

- Enhancement of knowledge & creativity
- Fine Motor skills

Vedic
IV





*The Greatest Gift that You can give to the Child are
The Roots of Responsibility and The Wings of Independence*



G D GOENKA PUBLIC SCHOOL
Block A, Vipul World, Sector 48, Gurugram
M.: +91-9818800801 / 9818900901
T.: +91-8826293374 / 8826293375
Email: school@gdgoenka-gurgaon.com

