

CREATIVE CORNER



Akshita - Class 5



Arya - Class 3



Aarna - Class 1



Heer - Class 5



Mitra - Class 3



Jay & Jeet - Class 4



Maahi & Saumya - Class 4



Prasheel - Class 6



Dhimahi - Class 2



"Brick-Beat"

Vol. 5 No. 1 Aug. 2014

Dear Parents,

Greetings! Welcome to the new academic year 2014-15.

Redbricks Education completed five years in March 2014- a major milestone for our organization. It has been an incredible journey from inception to now- a journey full of growth, challenges and exciting achievements. It was a moment of pride for us when Redbricks School was ranked for the first time as one of the top schools in India by Education World magazine in September 2013. Our school was ranked 8th in Ahmedabad, 12th in Gujarat and 106th in India. We would like to thank all our stakeholders- students, parents and staff who have made this milestone possible at such an early stage.



So what makes a school a 'great' school? Is it the infrastructure, the student achievements, the teachers, or all of those? While reflecting on this question, what comes to my mind is the 1) Culture developed and 2) Outcomes achieved by a school.

When it comes to the school culture, we have emphasized on a culture of innovation, continuous learning, high expectations, hard work, and collaboration. To shape such a culture requires incredible efforts from everyone. The teachers and staff become the key upholders of this culture. The students are encouraged to internalize such qualities in everything they do. The parents' role is to encourage the students and teachers, to extend constructive feedback and lend a co-operating hand wherever required.

On the outcomes achieved, a school succeeds when its students shape their careers and lives in a successful manner. Being a young school, our students have still not reached that stage. However, we can look at relatively short-term outcomes based on the growth and development that our students achieve every year.

Our teachers and parents report cases of our students having grown tremendously in not one but most areas of development. They excel not only in academics but also in sports, arts, and overall thinking. We see our students becoming academically intelligent as well as emotionally intelligent. This kind of a development will truly help our students to eventually succeed in the field that they choose.

With your support, we look forward to becoming the No. 1 school in Ahmedabad very soon!

Best wishes,

Renita Handa
Founder & Director-Academics
Redbricks Education Foundation

redbricks | Junior

Play Group | Nursery | Junior KG | Senior KG

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Last Week of Academic Year 2013-14

Playgroup: Playing with water is the most fascinating thing for the playgroup children. During the theme, "Water", they explored different sources of water through pictures and video, even the various sounds that are associated with water.

Nursery: For the theme " Air", Nursery children had hands on experiences to understand the importance of Air. They even did some experiments which helped them to think logically and cleared their myths

Junior KG: During the theme "Water", children gained knowledge about the sources of water, different states of water, its properties, uses and water cycle

Senior KG: Kindergarten children enjoyed exploring about the different components of Nature- air, water, land. The children were able to relate their real life situations with the discussion and experiments done in the class.



Field Visits

Playgroup: As a part of theme 'Sounds in the environment' Playgroup children visited kankaria to explore different types of sounds and even recognized various animals and birds. They also verbally shared their thoughts and expressed their excitement through their gestures.

Playgroup children also had an opportunity to visit Sundervan where they enjoyed watching different animals, birds and reptiles. They also fed the ducks and rabbits.

Nursery: To give hands on experience on different kind of fruits, for the ongoing theme 'FRUITS', Nursery children were taken to Star Bazaar - Fruit section where they explored different characteristics of fruits like smell, colour, texture etc. Nursery children even counted them and did representational drawing of fruits.

Junior KG: With the objective of understanding different types of food items, Junior KG children went to Star Bazaar where they saw raw & cooked food, packaged and unpackaged food items and also had a word with the manager about the process of buying, maintaining and selling the items.

Senior KG: Senior KG children visited Hypercity to gain knowledge on different types of cooking gadgets like microwave, induction cooker etc as a part of the theme 'Food-Cooking Gadgets.' They interviewed the manager and asked questions about the functioning and uses of the gadgets.



Celebrations At Redbricks Junior

Sharing Day:

Sharing is the way to say that " You Care" and to celebrate this spirit, children did dabba party where they brought home cooked food and shared it with their peers happily. Kindergarten children even shared their toys with each other. They also made friendship bands for their friends and expressed their memorable experiences related to sharing.



Holi:

Colours are an important part of our life, which is very well marked by the festival of colours "Holi". On this colourful occasion, the entire campus was decorated with torans and balloons. The celebration started with teeka ceremony followed with a water play. Kindergarten children played holi using eco-friendly colours and flowers with their peers and teachers. Teachers explained the purpose of celebrating holi by narrating the story of " Prahlad" to the children.



Foundation Day:

On 28th March, Red Bricks celebrated its 5th Foundation Day with a new concept of "Science Exploration".

The event started with the morning assembly where all the children sang " Hum Honge Kamyab" together which was followed by a video session about the school and its foundation. Then the children shared their views about their favourite things in the school and why do they come to school.



Teachers had set up multiple science experiments in the outdoors of the school. Children enjoyed doing these experiments with different mediums and expressed their curiosity and knowledge to a complete extent. Kindergarten children even painted the school wall by making beautiful designs.



Earth Day:

With the objective of spreading the environmental awareness, Earth Day was celebrated by Redbricks Junior. A Cleanliness drive was organized where the children cleaned their classes as well as the campus. Kindergarten children discussed about the elements of nature and their importance.

Messy Day:

Messy Day was celebrated on 9th July 2014 from Playgroup to Senior KG. The purpose of celebrating is to give a child complete freedom to express, to play & to stimulate sensory experiences.

Playgroup Children were very excited to see the water pit made in the sand play area. Most of the children jumped in the pit & splashed water on their peers. Some of them made laddoos & other formations with wet sand.

Nursery children enjoyed playing in the muddy water. Later on, water was sprinkled on all the children through a pipe which made them happy and excited.

Junior KG children did water play inside the inflatable pool which was arranged near the Kitchen area. Besides that, they also made different patterns using their imagination on the plastic sheet with Multani mitti and water colors.

Senior KG children enjoyed making different structures using water & potters clay. Some of them even poured water as well as clay on their clothes & were very happy after getting messy. They also splashed water on each other while playing in the splash-pool.



Innovative Classroom Practices

Class 2- Students did a role play in the school assembly in Hindi as a part of their theme on “My Body” and spoke about the different parts of the body. In EVS, they inquired by exploring different books, internet, and having group discussions. They traced the outline of the body of one of their classmates and labelled the external and internal body parts.



Class 3- In the EVS session on “Plant Lifecycles”, students were provided with samples of coriander seeds, cardamom, garlic pods, peanuts etc and asked to identify and predict what part of the plants could be used to grow a new plant. Various odd plant parts were discussed – for instance palak leaves, cinnamon bark – students predicted if the same could be used to grow a plant or why it could not be used.



Class 5- As a part of their ongoing theme “Indian Geography and Culture”, students conducted research on their favorite states. They created a fact file about their favorite state which included the cuisine, dress, language, dance and festivals celebrated in that



Class 6- Under the theme “Ecosystems and Biodiversity”, students were given a mixed bag of different names of the animals. They created a food web using these animals and creating connections between them. This enhanced the children's understanding of the concept of interconnections in our ecosystem.



Experts' Visits

Class 1- Niyati Keswani's Parent was invited as a resource person to talk to children about the role of family members and their importance in the family. She drew a tree with roots which symbolises the family tree and explained the importance of the roots to be strong and firm. She also explained to the students as Grandparents as roots, parents as the branches and children as the fruits of the family tree.

Class 7- In Biology, a group discussion regarding Cell as a functional unit was done by the students followed by understanding different Biological terms and similarities & differences in plant & animal cells. A guest lecture was conducted by Dr. Beena Patel (Scientist from Abellon Group), after which the students prepared slides of onion and buccal cells and observed it under the microscope .

Field Visits

Class 4 students went on a field trip to Arvind mills related to the theme “Air”. They observed pollution through the various gases emitted from the chimney. Students then discussed about various measures to be taken to stop air pollution.



Enrichment Clusters in Class 5 to Class 7

Enrichment clusters were introduced to Class 5 to Class 7 children as an extra-curricular activity, which give them a vocational experience with experts. Students were given a choice to join either “Evolution of Life” or “Mural Art” cluster for the first semester. Under these clusters, students will work with an expert (scientist/artist) who will help them to explore the different aspects of that domain. The Evolution cluster will engage children in scientific thinking and exploration while the Mural Art cluster will engage them in artistic exploration. They will develop important skills as a scientist/ artist while working in this cluster.

Home Visits by Teachers

Once again, Home Visits were conducted by the teachers of all the classes at the start of the year. The objective of the home visit was to get connected with parents and observe children in the home context. Home visits provide a platform to develop better relationships with the parents as a community. The teachers have returned with a lot of insights into the children's world, and we thank all the parents for the warm welcome extended.



Celebrating “World Creativity and Innovation Day”

As a part of the last ISA Activity, students of Class 2 to Class 7 used a variety of media to gather information about the path breaking inventions in different fields like science and technology, animation and performing arts.

Students conducted research on an innovator and prepared posters with the information. Each class then presented their posters and research in the School Assembly. The inventors covered were-


- Class 2 - Wright Brothers (inventor of an aircraft)
- Class 3 - Thomas Alva Edison (inventor of the light bulb)
- Class 4 - A.R. Rahman (musician and composer)
- Class 5- Steve Jobs (inventor of the Apple Company)
- Class 6- Leonardo da Vinci (painter & inventor)
- Class 7- Walt Disney (inventor of Disney)



Redbricks Becomes The Youngest School To Enter The League Of Top 10 Schools In Ahmedabad And Top 120 In India.

Redbricks School & Preschool has been ranked as one of the Top schools in Gujarat and India by Education World in 2013. Education World is a nationally-renowned magazine, which conducts an annual survey of the top schools of India. The survey is done through a large sample of parents and educationists who rate the schools on various parameters.

Redbricks has been ranked 8th in Ahmedabad, 12th in Gujarat and 106th in India. This is an important milestone in our mission towards setting new benchmarks in quality education across India and the world. We thank all the Redbricks Parents who have believed in us and supported us in this journey.



INDIA SCHOOL RANKINGS 2013				Total score (1500)
Rank India 2013	Rank State 2013	Rank City 2013	School Name	
16	1	1	Eklavya School	1208
53	2	2	DPS	1093
62	4	3	The New Tulip International School	1081
63	5	4	St. Kabir School	1080
75	6	5	Rachna High School	1057
82	9	6	Delhi Public School (East)	1049
85	10	7	Udgam School	1044
106	13	8	Redbricks School	1014
114	14	9	Anand Niketan	998



Student Achievement:-

A student of Class 2 Ms. Nethra Gurbani stood first in MaRRS - Pre School BEE (Gujarat state Championship 2013-2014) held at Angel Primary School and received a trophy for the same.



Happenings at Redbricks Teachers' Institute

On 29th March 2014, the students of RBTI organized an exhibition of their work and learning from Post Graduate Diploma Programs in Early Childhood Care and Education and Progressive Education for Primary Years. The purpose behind this exhibition was to spread awareness amongst general public about developmentally appropriate practices in Education and Parenting. Students displayed information and conducted various interactive activities on different educational topics. Around 250 adults from various backgrounds like educators, doctors, parents, aspiring educators, people from NGOs and 110 children attended the event.

RBTI held a workshop at AMA on the 28th June 2014 where more than 25 Educators & Parents attended the Topic on "Make learning interesting." The participants left with insights into techniques of how children learn best through multiple methods. New Batches of Programs in ECCE (batch 6) and Primary Years (batch 3) have commenced from 7th July 2014 at RBTI.

Teachers as learners

The summer months of April and June were productively used for workshops, collaborative reflections and curriculum planning by teachers. The various workshops conducted by external experts were Non-violent communication by Ms. Uma Oza, Time Management by Mr. Anirban Banerjee, Teaching Science through Nature by Dr. Monica Shah. Our academic director Mrs. Renita Handa and mentors Dr Jigisha Shastri & Dr. Shruti Bhargava conducted workshops on – Observations and Assessment, Portfolio Assessment, Differentiated Instruction and Project Approach.

Redbricks School goes International



Children's work exhibition on Foundation day

Foundation Day

The fifth foundation day of Redbricks Education (falls on 14th March) was celebrated with great enthusiasm at Santej. The day began with a School assembly including the collective prayer, school song presentation by the students, recognizing the achievements of the support staff and a Quiz for students on "How much do you know your School?" Later, students of all classes set up different Multiple Intelligence corners with interesting and learning activities for exploration by their peers and teachers. Students wrote a Letter to the Founder expressing their feelings and thoughts on the school. The students of class 4-6 expressed "My School in the Future" in the form of art. Coffee with the Founder was hosted by few students along with Mrs. Juhi Mishra & Mrs. Toral Raval in which students enjoyed to the fullest by asking questions to the Founder Mrs. Renita Handa. Questions asked by children such as "why did you decide to make this school?", "what work do you do here?", "how do you select teachers?", etc. astounded the founder. The day ended with the entire group of students and staff singing "Hum Honge Kamyab Ek Din." Students also brought wonderful artifacts from home representing their feelings about the school. Parents had guided them immensely and all the artifacts were put together in the form of an art gallery exhibition in the school.

Redbricks Forms The School Council- "The Investiture Ceremony"



This year the school has been divided into Four Houses for intra-school activities. The four houses are: *Maharana Pratap*, *Ashoka*, *Chandragupta Maurya* and *Vikramaditya*. These heroes represent our quest for achievement and courage in our lives. Students of Class 6 & 7 were nominated by teachers and selected by other students to represent the school council as captains and vice-captains of each of the houses. "The Investiture Ceremony" for the elected students was commemorated on 19th July '14 in the school campus. The programme began with a welcome note by the school coordinator Ms. Padma Kumar and the melodious rendition of "Hey Sharde Maa" by the school choir. Mrs. Beena Handa (Founder - Poiesis Foundation) and Mrs. Renita Handa were the chief guests at the ceremony. The respective house mistresses Mrs. Geetu Kapoor, Mrs. Juhi Mishra, Mrs. Pearl Lobo and Mrs. Komal Modi introduced their respective houses with the symbols and its significance. Mrs. Beena Handa Founder addressed the students and enlightened them about the roles and responsibilities as a member of the student council. Later the Badges, Sashes and House Flags were conferred upon the elected students by the chief guests and the School Principals- Mrs. Sutapa Mishra and Dr. Gargi Singh. The students took the oath of office with a vow to do their duties diligently and with honesty. To conclude the programme vote of thanks was extended by Mrs. Shini Nair followed by the National Anthem.

The Montessori Approach to Discipline

*Developing Inner Discipline through Freedom and Structure by Mary Conroy and Kitty Williams
This article was first published in Tomorrow's Child magazine*

Upon visiting a Montessori classroom for the first time, one might wonder what magic spell has been cast upon these young children making them so calm and self directed. Montessori when done well, however, is a beautiful blend and perfect balance of freedom and structure. The best Montessori teachers or facilitators understand that maintaining the delicate balance is one of the most challenging and rewarding aspects of their job.



Freedom is not a word that is traditionally associated with discipline. Parents are often concerned that the Montessori child's freedom to choose activities presupposes that discipline is something alien to our classrooms. Does freedom mean license to act as he or she chooses or does freedom of choice carry with it certain responsibilities in the classroom community?

To have any meaningful discussion of these questions, it would seem that our first priority should be to define this thing called discipline. Montessori herself held that discipline is "not ...a fact but a way." True discipline comes more from within than without and is the result of steadily developing inner growth. Just as the very young child must first learn to stand before she can walk, she must develop an inward order through work before she is able to choose and carry out her own acts. Surprisingly enough, Montessori found that it was through the very liberty inherent in her classrooms that the children were given the means to reveal their inner or self-discipline. Independence did not diminish respect for authority but rather deepened it. But, many people assume that discipline is something that is imposed from without by an authority figure who should be obeyed without question. Discipline in the Montessori environment is not something that is done to the child; nor is it a technique for controlling behavior. Our concern is with the development of the internal locus of control, which enables an individual to choose the right behavior because it is right for him or herself and right for the community.

If discipline comes from within, then what is the job of the teacher? Inner discipline is something, which evolves. It is not something that is automatically present within the child and it cannot be taught. The role of the teacher, then, is to be a model and a guide while supporting the child as he develops to the point where he is able to choose to accept and to follow the "rules" of the classroom community. One knows this level of discipline has been reached when children are able to make appropriate behavioral choices even when we are not present.



Discipline presupposes a certain degree of obedience. Before the age of three a child is truly unable to obey unless what is asked of her happens to correspond with one of her vital urges. At this stage, her personality hasn't formed to the level where she is capable of making a choice to obey. It is this level which Montessori termed the first level of obedience. A toddler can obey, but not always. The second level of obedience is reached when the child is capable of understanding another person's wishes and can express them in her own behavior. When this second level of obedience is reached, most parents and teachers would think they had reached their goal. Most adults ask only that children obey. The goals of Montessori reach beyond this, however, to the third level which Montessori called "joyful obedience". At this stage the child has internalized obedience, or we might say, had developed self-discipline where he sees clearly the value of what is being offered to him by authority and rushes to obey. This is not blind obedience at all, but is a fully

informed choice by a personality which has grown in freedom and developed to its fullest potential. This is what we want for our children. With this level of obedience or self-discipline comes a degree of self-respect in which a child cannot help but respect the rights and needs of others alongside her own. She is then able to learn and grow freely in the security of a community of respectful individuals.

This of course, is a wonderful philosophy, but can Montessori truly deliver these results? Montessori can only benefit children when it moves beyond philosophy and takes a practical application. This involves the careful preparation of the teacher and the classroom environment.



The teacher should be a specialist, trained in child development, and will need to possess robust enthusiasm for learning, a deep respect for all life, kindness, and the patience of a saint. The classroom should be beautiful, orderly, and so inviting that the child cannot resist exploring. Within this environment the child will be free to explore, but with this freedom comes responsibility.

One of the secrets to success in the Montessori classroom is freedom within the limits of very clear ground rules. Every school's ground rules will vary but the essence is generally the same.

- 1) Take care of all people and living things in our environment.
- 2) Take care of all of the material things in our environment.

It should never be assumed that the child understands what it means to be kind or respectful. A great amount of time and energy must be focused on teaching lessons that demonstrate socially acceptable behavior.

What we commonly refer to as misbehavior is often the side effect when children feel insecure, and dis-empowered. Children who are happily engaged in self-satisfying daily life activities with a clear purpose experience a great sense of accomplishment and power. When the child can do things for herself, she will feel confident and in control.

When the environment provides consistency, nurturing adults and stimulating work, the child can go about his most important work, creating the adult he will become. Montessori offers him valuable tools for this great task: independence, order, coordination, cooperation and confidence.

Montessori, however, is only one component in the child's life. A child's home environment and parents' love are the most critical factors in his development. How can parents bring this type of discipline home from the classroom? A democratic parenting style is recommended, rather than the authoritarian style with which most of us grew up. We learn to be obedient "or else." Discipline was imposed from without rather than allowed to grow from within. Threats, bribes or withdrawal of privileges were expected to make us comply with our parents' wishes. To be consistent with the "discipline" used in the classroom the parenting style at home should emphasize respect for the child's feelings, choices within acceptable limits, encouragement, conflict resolution, and natural and logical consequences for behavior.

Whether in the home or the classroom it is important to keep in mind the ultimate goal of discipline. Too often we discipline for the moment, hastily solving the present problem, but possibly creating future ones. Disciplining with the long-range goal means keeping in mind the independent adult you want your child to become.

The young person who faces the world of tomorrow armed with self-confidence and self-discipline is far more likely to achieve success and happiness. They will be prepared to meet any challenges that the "real world" may present, and will hopefully bring to that world a bit of the peace and joy they experienced in the Montessori environment.

