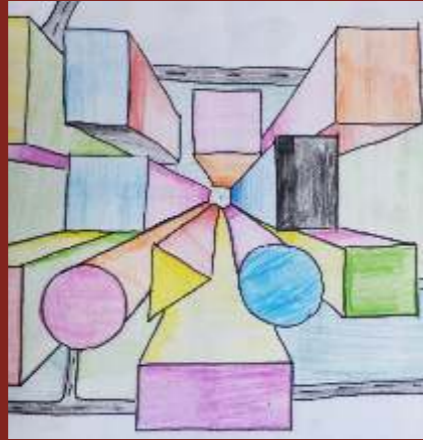




Class 2 - Journey from a window - Mamta



Class 6 - Bird Eye View - Heer



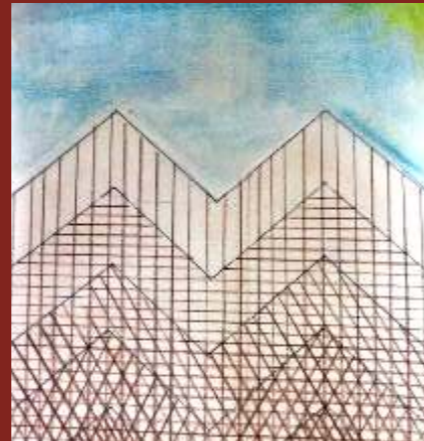
Class 1 - Cave Art- Nandan and Jenish



Class 4 - Sediments Layer - Mitra



Class 5 - Reflection Painting - Drashti



Class 7 - Cross Hatching - Prasheel



Class 3B- Paper Sculpture



Class 1 - Finger Painting - Shanaya



Class 8 - Public Art (Wall Painting)



"Brick-Beat"

Vol. 6 No. 4 Feb. 2016

Dear Parents,

I recently read a book by an Indian leader and his views on education. One of the impactful things he shared was his view that in a country like India we most often fail to notice **the absence of quality!** It struck a chord with me as I often think that why do many schools (and teachers) take certain basic quality aspects for granted, and why do parents and the larger community fail to notice this!



I realize that quality means differently to everyone, but in any profession there is enough scientific research, which gives us the basic quality parameters. As logical human beings, we all know that good schooling and education means good development of children's personalities for future success in life. Then why do so many of us focus on narrow aims and expectations than holistic real-life experiences for children? Why do we compare only the boards when what we should be really comparing is the approach in school's teaching methodology and the school's environment?

Schooling is such an important aspect in building children's lives. At Redbricks, our focus on 'no compromise quality' has helped us build a robust, high quality educational approach. Our team at Redbricks believes that just because you can get away with not doing something, doesn't mean that you should. If something is important for a child's development, then we work hard to do everything we can to achieve that goal.

I hope that as a society we all recognize what true quality means in education and recognize the absence of quality when we see one. That will prompt all institutions to develop their missions and actions with a no compromise approach to quality.

This newsletter shares with you happenings from the first semester of this academic year- August 2015 to November 2015. The last semester was fulfilling and motivating for all of us at Redbricks. Our students excelled in interschool competitions and our preschool and school got ranked amongst the top schools of India in Education World. We hosted a successful children's exhibition at Kanoria Gallery showcasing their extraordinary thinking and efforts.

We attended workshops to equip ourselves as better teaching professionals. We hosted many workshops for parents covering a wide range of topics. We celebrated many festivals as a community and collectively prayed for health, progress and happiness for everyone. We thank you parents, for being constant supporters and motivators through out the academic year.

Best wishes,

Renita Handa
Founder and Director-Academics
Redbricks Education Foundation

redbricks | Junior
PLAYGROUP | NURSERY | Jr. KG | Sr. KG

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Toddler Stimulation Program-Start in November



We welcomed our youngest Juniors in the month of November with the start of the Toddler Stimulation Program. This program has been designed to help toddlers explore and experience the world around them. It is highly experiential with a focus on their holistic development through age appropriate activities.

We were amazed to see these young children settle into a new environment within two weeks time. We look forward to a semester full of fun and engagement with them.

The Language of Materials Projects

The highlight of first semester was the “The Language of Materials” Projects across all classes.

Playgroup Children explored boxes and used them in different ways like pretend play, stacking, painting, scribbling etc., and finally made a big model of train and a building using various sizes of boxes.

Nursery Children discussed different characteristics of bottles, various types of bottles and uses of bottles. They visited a bottle factory to gain knowledge about manufacturing and packaging of bottles. They culminated the project by making models of doll, robot and a bus using bottles. As a common model they also assembled and decorated a hut made of bottles.



Junior KG: These children were excited to explore different types of pipes, their sizes, their textures, their colours and their materials. They went to Science City to enhance their knowledge about different objects, which are made from pipes. Finally they represented their understanding about pipes by making different models of pipes such as a swing, water fountain, Christmas tree, table and chair.

Senior KG: These children loved to explore Fabrics. In order to understand about their manufacturing process, they visited Gandhi Ashram where they saw the hand weaving of fabrics. They also went to a Fabric Showroom to gain knowledge about the different techniques used to make designs on fabrics. They came up with three beautiful models like book hanging, quilt and curtain using the design techniques. They also fashioned a puppet theater out of different fabrics.



The projects culminated in a mega community exhibition at **Kanoria Art Gallery**. We are proud of our teachers’ and students’ efforts and thinking which received appreciation from hundreds of visitors at the exhibition.

Celebrations Galore

World Environment Day: “Plant a tree, plant a new life”, Children celebrated the Environment day where they enthusiastically participated in planting the small saplings inside the small pots and sprinkling the seeds in the soil. They watered the plants in the school campus. The teachers spoke about the importance of the plants and environment and children also shared their views.

Messy Day: “Messy play is like a spring that bubbles up from deep within a child”. To enjoy the freedom of choice and play, the teachers planned different messy activities like hand printing and foot printing on an easel sheet using multiple colours, playing in the sandpit area with mud and water, getting messy with multani mitti using bubble wraps and making designs by dipping the old CD’s in colour. Children also enjoyed splashing water on each other inside the inflated water pool.

My Favourite Hat Day: Hat Day was celebrated for Playgroup and Nursery. On this day, the children came in different types of colourful hats. They loved to show their hats to their teachers and peers. They also spoke about the accessories present on hats. They did finger printing inside the outline of hat. The teachers discussed about various sizes, textures, designs and colours of hats.



Rakshabandhan: “Rakhi- The holy thread which binds...”. To mark the importance of this sublime bond between a brother and sister, the school celebrated the festival of Rakshabandhan. The children came in coloured dress and eagerly shared their rakhi stories with the teachers. The girls did tika and tied rakhi and in turn boys gave them hand-made cards. The teachers also explained the reason of celebrating Rakshabandhan.



Janmashthami: “Praying, dancing and gaining internal peace...” The celebration started with the Aarti of Lord Krishna and children took initiative to distribute prashad to everyone. This was followed by garba where the children danced on the tunes of different songs. Kindergarten children also had an amazing experience of “dahi handi.”



Parent Week: With the objective of strengthening the School-Parent Connect and to give the parents an opportunity to observe the class activities, Parent week was organized. The parents were given different time slots as per various sessions. The parents were curious and happy to see program implementation in the class. Some of the parents even contributed by participating in story telling and rhyme sessions.

Hindi Diwas: To mark the importance of Hindi language in our day to day life, Hindi Diwas was celebrated with Kindergarten children. The teachers explained the importance of Hindi and children sang different Hindi rhymes in the class. Senior KG children played games like Swar Matching game and Shabd Antakshari and participated actively. They also watched videos on different Hindi poems.



Ganesh Chaturthi: “Ganpati bappa morya”... The children came in traditional dress and celebration started with Ganesh Aarti. All the children participated enthusiastically and sang the aarti collectively. The teachers narrated the story of Baal Ganesha and explained the importance of Ganesh Chaturthi. As a part of art activity, the children made a collage inside an outline of Ganeshji by using coloured paper, pencil shavings, sticks, etc.



Diwali: “Festival of lights and happiness”... This celebration was for one whole week and many interesting activities were conducted like Pottery where children made diyas on a potter’s wheel, they enjoyed playing structured games like musical chair, Blindfold, different races, etc. Their creativity was highlighted during the making of rangoli using some decorative materials. The celebration ended with a spiritual laxmiji aarti.

Field Trips-Learning Outside Classrooms

Playgroup - As a part of theme 'Food,' Playgroup children visited 'Star Bazaar' to explore different types of fruits and vegetables, raw & cooked food, packaged and unpacked food items.

Nursery - For the 'Fruits' theme, Nursery children were taken to Hypercity – Fruit section where they explored different characteristics of fruits like smell, size, colour, texture etc. They also visited Toy Shop as a part of the theme-‘Balls’. They observed different types of balls, also had a chance to understand about the various games which are played using the balls.



Junior KG - As a part of theme 'Communication', children had an opportunity to visit a Post Office, where they understood the entire process from taking out letters from the Post Box and delivering it. They also saw different stamps, envelopes and inland letters.



For the ‘Vehicles’ theme, Junior KG children visited an ‘automobile showroom’ where they had a chance to observe the internal parts of the car and the process of fixing a tyre in the car.

Senior KG - Children had an opportunity to visit ‘Sandesh Press’ during the Project- 'Modes of Communication' to gain knowledge about telecasting of programmes and transmission of signals. They also went to TDW furniture as a part of theme 'Furniture', where children were very excited to see modular sofas, cupboards, different chairs and tables.

Innovative Classroom Practices:

Class 2: For the theme 'Celebrations and Traditions', students were introduced to diverse celebrations and the manner in which the associated traditions can be unique, yet bound as one, in a country such as India. This was done by means of a sorting of image cards activity. On sorting, students could identify how celebrations were different amongst different faiths and at the same time the essence of family bonding and fun that was experienced across the festivals and celebrations was similar.

Class 5: The theme 'Economic Activity' was introduced to the students through role play of a market scene. Students enacted their roles as 'sellers' and 'buyers' with interactions as per their day-to-day life experiences and exposure. The 'barter system' came into actual practice when they exchanged their goods, for instance – a pencil for an eraser, this experience helped them identify the significance of the economic activity and its evolution across eras.

Class 7: As part of the theme 'Fundamental Rights And Duties', students used their understanding of the fundamental rights and responsibilities of Indian citizens, to design a preamble for the constitution of the school. They were given clarity on rules and regulations for smooth functioning of the school, as well as the principles that are expected from the 'citizens of RBS', thereby portraying a clear understanding and respect towards the countries preamble.



Class 8: Students understood the concept of 'Pressure' through innovative experiments. For example: a crumpled tissue paper when put into an empty cup, upturned into a tub of water, remains dry, as air present in empty cup exerts pressure on the crumpled tissue and pushes it to the base of the cup. They gave various examples to elaborate the relationship between Pressure, force and area like an apple can be cut through the sharper side of the knife, a depression is created in the cushion while sitting not while lying.

Events and Celebrations

To ensure the overall-holistic development of our children, there are certain days which were celebrated in the school marking special dates as per the U.N. Calendar.

Days like Fathers Day, Olympic Day, Music Day, Nature Conservation Day, Population Day, Joke Day, Literacy Day, Day of Peace, Non-Violence Day, Food Day, Parents Day etc. were celebrated with great zeal and enthusiasm.

Various activities done on these days include card making, sandwich making and sharing, literacy drive, enactments during assembly etc.

Besides these days, marked from the U.N. Calendar, students celebrated *Rakshbandhan, Janmashtami, Navratri, Diwali, Hindi Divas*, which helped them bloom into a better social person through programmes like dances, *matki phod*, garba competition, *basya kavi sammelan*, rangoli competition etc. Such celebrations collectively inculcate valuable life skills amongst the students.

Apart from the events within the school, middle school students also got an opportunity to exhibit their learnings on a wider platform through an *exhibition held at the Kanoria Art Gallery* in the month of October. The students of two Enrichment Clusters – "Heritage Conservation" and "Terracotta Art" displayed their project work done over a period of five months, to the visitors of the exhibition.



Janmashtami Celebration



Hindi Divas Celebration

Field Visits-Out of Class Experiences

Grade 1 Theme- Living Things-Plants And Animals

Students were taken on a field trip to Serenity Garden, which is a botanical garden to closely observe various types of plants and animals. They feel their textures, interview the environmentalist, and to find out the length, height, and thickness of various plants.



Grade 2 And Grade 5 Theme - My Body And Its Needs; Body Systems

Students went to Vikram Sarabhai Science Community Center as a part of their projects on Body. Learners were highly engaged in understanding the framework of the skeleton, various body parts, organs, systems, functions and needs from the resource person. Grade 5 immensely enjoyed multiple activities in the biology lab and Grade 2 explored the maths – science activities. In the science center, children observed the stages of human development and body changes experienced with time.

Grade 3 Theme- My Community

Students visited the Hypercity supermarket in Alpha One Mall. They made observations about the various types of products displayed. They also asked many questions to the people working there about the work they do over there, their feelings about the work they do, actions taken for the expired food, etc. They also did representational drawings of the counters arranged in the store.

Grade 4 Theme- Our Heritage

Students went to Adalaj Step Well, which is declared a heritage site by the government of India. They observed the carved stonework and the intricate patterns on the walls by means of sight and touch. They took tracings of the elaborate stonework while some students counted the number of entrances, pillars, steps and floors of the step well.

Grade 6 Theme- Past Civilizations

Students visited Lothal, 82 kms from Ahmedabad as a part of their project. Students explored the Lothal Museum and the most unique feature that attracted them was the Indus Valley civilisation and the uniformity of weights and measures, despite the vast area under the Harappan culture. Bricks were in a perfect ratio and the decimal system was used.



Class 6-Field Trip to Lothal



Class 4-Field Trip to Adalaj Step Well



Class 2-Field Trip to Vikram Sarabhai Science Community Center

Workshops for Teachers and Parents

As partners in education, parents also need to be kept aware about the academic flow of the school. To ensure this, our teachers and visiting faculties conducted workshops for the parents. Apart from the various subject specific workshops done for the parents in which their concerns were answered and the valuable suggestions given by them were incorporated into the curriculum, the teachers were also kept at par with the changing trends in education system.

Special workshops for the teachers were conducted on specific topics to enhance their planning and teaching skills. The English language trainer, Ms. Rupa Shah, conducted workshops for classroom management, strategies for remedial classes, performance tasks and creation of examination papers. Dr. Jigisha Shastri also helped teachers by giving valuable tips on teaching of the subjects of English, Social Science, Maths and EVS in an innovative manner through workshops on project based and inquiry based teaching.

To cope up with the changing socio-cultural as well as adolescent stages of our growing kids, we had a workshop for middle school parents and teachers, conducted by an expert psychologist, Dr. Nimrat Singh.



Celebrating Dussehra Through A Havan



This year, we celebrated Dussehra through an Arya Samaj Havan at Redbricks School Santej campus on 17th October 2015. The havan was organized in the presence of RBS students and the entire staff of RBE. Every person present there got an opportunity to offer 'samagri' to the 'agni'. Through this practice, our students and staff members felt a sense of togetherness, positivity and spirituality.

Independence Day Celebration

On 15th August '15, RBS students and RBE staff converged at the Redbricks Junior, satellite campus to celebrate the Independence day and attend the flag hoisting ceremony. Our national flag was unfurled by Shri Aditya Handa, in presence of the entire school, followed by National Anthem. The students of primary and middle school presented outstanding performances in form of songs, drama and dance with a patriotic zeal and fervor.



Children's Exhibition at Kanoria Art Gallery

An exhibition displaying work by children of Redbricks Junior and Redbricks Middle School was held at Kanoria Centre for Arts from 9th October to 11th October 2015. The preschool exhibition displayed the products and processes from children's projects on Materials - Boxes, Bottles, Pipes And Fabrics. Visitors were stunned with the quality of thought and work exhibited by the young children and their teachers.

The middle school students from Class 5 to Class 8 exhibited their journey, processes and products under Enrichment Cluster Projects on "Our heritage and its conservation" and "Terracotta art." Students themselves presented and explained to visitors over three days. They held nukkad natak on heritage conservation multiple times for visitors. They also created their own bookmark designs, which were sold as take-aways to the visitors.

Through such an event, children learn about planning, organizing and communicating their ideas. This gives children a platform and an opportunity to showcase their learnings and skills beyond the classroom and school comfort.



RBS Students Shine In Inter-School Competitions

On 24th October 2015 Redbricks School participated in an Interschool Elocution Competition organized by New Tulip International School, Bopal. It had over 100 participants from around 21 schools of Ahmedabad. In this competition, our student Abhishek Gupta of Class 6, won 1st position in the Blooming category (for grade 5, 6 and 7) and Mitra Dave of Class 4 won 2nd position in the formation category (for grade 3, 4)

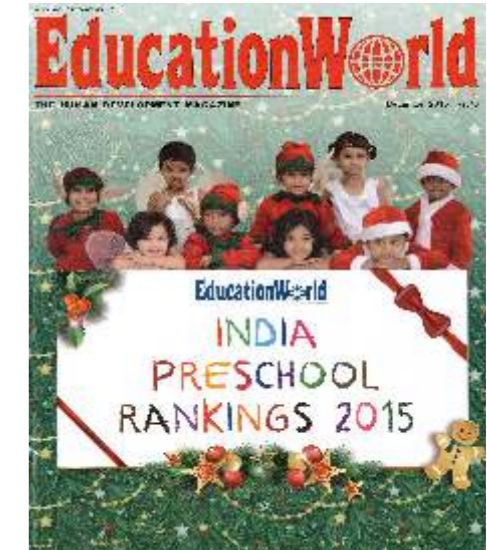
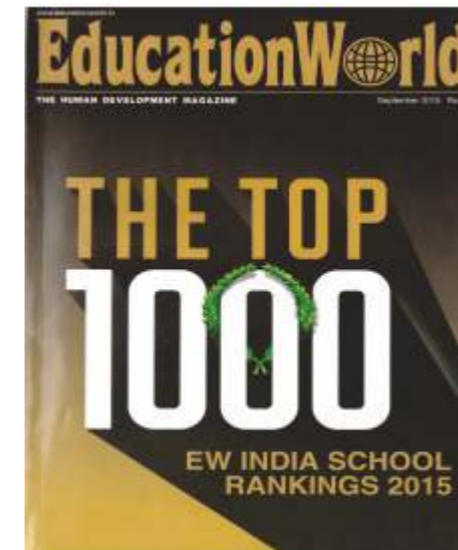


On 5th November 2015, our students participated in Zyfest- an interschool competition organized by Zydus School- Vejalpur. Competitions were organized under different categories, and our students won 2nd prize for the "Logo Designing on Computer" (Yash Pandya and Aadya Trivedi - Class 8) and 3rd Prize for the "Quiz" competitions (Prakhar Rawat-Class 4 and Karunay Saundh-Class 5). Other students also received participation certificates for their enthusiastic participation in other events such as story telling, Festival song, Tawdi painting, Quilling Art, and Best out of waste.

Redbricks Ranked Amongst The Best Schools In Education World 2015 Rankings

In the Year 2015, we got a double recognition through rankings in two issues of Education World Magazine. In September 2015, Redbricks School was ranked amongst the best schools of Ahmedabad, Gujarat and India for the third consecutive year. In December 2015, Redbricks Junior got ranked as the 2nd best pre-school in Ahmedabad for the first time. The rankings are done after an extensive survey of parents and educationists through an external agency appointed by Education World.

On 23rd January 2016, our founder Mrs. Renita Handa and preschool principal Mrs. Sharmistha Chakraborty received the Best preschool award at Bangalore in a glittering Early Childhood education conference and awards ceremony. We are proud of our achievements and thank all the parents for their continuous support in helping us reach this milestone.



Teachers' Day Celebration by Team Redbricks

On 12th September, the Redbricks Team of teachers and non-academic team members came together for a full day's outbound excursion which involved Experiential Learning. At Redbricks, we believe in the power of real-life experiences in developing deep learning. Not only our students, but our team members are also constantly challenged and motivated to learn and grow. The day was also celebrated as Teachers' Day recognising the hard work and efforts of our wonderful teachers.

The day began with some warm-up exercises in large group where all team members interacted through games. The entire team was then split into small sub-teams for team-building activities. Adventure activities like Innovation Maze, Caterpillar Walk, Ball Game with Ropes and Leaders' Walk were played in the outdoors and indoors in a competitive manner. After each game, we discussed our observations regarding team dynamics, personal styles and management learnings. These games helped us to reflect on our individual as well as collective strengths and weaknesses when it comes to planning and execution.



We also felicitated the team members who have completed 3 and 5 years with Redbricks with momentos. All the teachers were also felicitated with momentos as a small acknowledgement of the huge work that they do for our country. All in all, it was a day filled with learning, joy, sharing and pride for our team.

THE DUAL ROLE OF PARENTS: PROVIDING NURTURE AND STRUCTURE

Have you ever wondered:

Am I being loving and attentive enough? OR Am I being too giving?
Are my children becoming spoiled? Am I too strict? OR Am I too lenient? What is a good balance?

These questions point to the two broad categories into which the role of parents can be divided: the “nurture” role and the “structure” role. All the responsibilities of parenting fall under one of these two headings.

The Nurture Role

In the nurture role, you take care of your children’s basic needs, such as food, medical care, shelter, clothing, etc., as well as give love, attention, understanding, acceptance, time, and support. You listen to your children, are patient, and have fun with them.

You make time for your kids, show an interest in them and their activities, and encourage them to pursue their passions. Through your words and actions, you communicate to your children that they are loved and accepted. Typically, when you are in the nurturing role, you enjoy and accept your children as they are and do not expect any change in behavior.

When you are nurturing, your children:

- feel **good** about themselves.
- feel **lovable and worthy** of being cared for.
- feel **listened to** - learn their ideas, feelings, and needs are important – and feel that they are understood.
- **become trusting** because they know that their needs will be met.
- learn that they can **tackle difficult situations and face challenges** because they do not have to face them alone - you will be there to support them.
- are **able to give back** to other people through the emotional support they are given from you. This builds their ability to empathize with others.

It is through loving and supportive early parent-child relationships that the foundations for future healthy relationships are formed. Being valued just for whom they are helps to build your children’s self-esteem. This is a very important part of your parenting job. It is this role that many people know intuitively is critical for their children’s healthy development.



The amount of parental care and involvement needs to be weighed on a scale, as shown below. When you give too much nurture, you may be overly protective, too responsive to your children’s needs, and too involved in their lives. Under these conditions, children don’t learn skills to care for themselves and they don’t learn to consider other people’s needs. Conversely, when you aren’t nurturing enough, you are too emotionally distant and not adequately involved in your children’s lives. As a result, children don’t feel loved or supported and they don’t learn to trust other people.

The Structure Role

The other part of your job as a parent is to provide “structure” for your children. In this role, you give direction, impose rules, use discipline, set limits, establish and follow through with consequences, hold your children accountable for their behavior, and teach values. You provide the guidance that helps your children to change, grow, and mature. Responsible behavior, in line with your children’s maturity levels, is taught and expected. It is in the structure role that you expect change in behavior and increased growth, maturity, and ability.

When you provide this kind of structure, children:

- feel a **sense of safety** that rules will be in place when they can’t control their own impulses - you will be there to stop them, guide them, and be in-charge of their well-being.
- learn to **tolerate a reasonable amount of frustration and disappointment** when they don’t always get their own way.

- discover that the world does not revolve totally around them. As a result, they become **less egocentric**.
- learn **responsible behavior** and that they are capable of doing things.
- **learn from their mistakes**.
- gain **experience making decisions**.
- become more **self-sufficient and capable** as they learn the skills to become independent.
- **internalize your rules and values**.

Often parents have more difficulty carrying out this function in a healthy way. Yet it is vitally important to your children’s development that you discipline them, teach them, guide them, provide rules and follow through on the rules, and set reasonable expectations for their behavior.

You do not have to be mean as you set limits. For example, if you sit down with your child to set a schedule for extra-curricular activities, you are providing guidance. If you have your son read three pages of a book aloud to practice his reading skills which his teacher has said are below grade level, you would be providing structure. It may still be a warm and loving interaction, but your goal is to help your child grow and acquire new skills; therefore, you are providing structure. By holding children to standards and helping them to achieve success, you help them to feel capable and thereby build their self-esteem.

Just like with the **Nurture Role**, the **Structure Role** exists on a scale as shown below. When you provide too much structure, you may be rigid and use harsh discipline; children don’t learn to think for themselves, and they may either become passive or they might rebel. When you give too little structure, your expectations and rules may be unclear and inconsistent. Children may feel confused; they don’t feel that they will be protected; and they don’t learn to be responsible because they are not held accountable for their behaviors.

Finding Your Balance between Nurture and Structure

In addition to finding a place on each of these two scales that avoids the extremes of providing too much or too little caring or control, you also have to find a balance between how and when to nurture your children and how and when to provide structure.

In order for children to thrive and develop in a healthy way, they need you to carry out both of these roles. The balance between the two roles that you achieve has an impact.

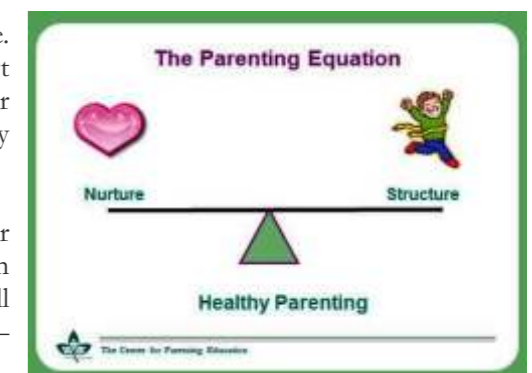
- If you **only provide the nurture piece** without any structure or limits or without holding children accountable, your children can become spoiled, unappreciative, self-centered, and not learn how to do things for themselves. These are hallmarks of an “over-indulged” child. Your children may mistake your kindness for weakness and not view you as a source of support.

- If you **only provide the structure piece** without building a strong relationship of trust, your children may feel resentful, unloved, abandoned, and may be less likely to cooperate willingly with the rules or to internalize them. Fearing punishment, children may try to fly under the radar and hide their mistakes and vulnerabilities from you. You will miss opportunities to influence your children’s behaviors and choices.

Your children need you to provide both nurture and structure. As you interact with your children, consciously decide if you need to provide more love and attention or if you need to provide more structure and guidance.

Let’s say your child just threw a ball in the house and broke a picture frame. Your first instinct may be to discipline him. However, if he is physically hurt or scared, you may decide that you need to be nurturing first and calm your child down before you discuss the need to clean up the broken glass and why you have a rule against ball-playing in the house to begin with.

There are not any hard and fast rules about when you should be nurturing or when you should use structure. You may make one decision in one situation with one child and make a different choice at another time. It is the overall balance that is important and that impacts your children’s development – not your choice at any one time.



Co-Parenting

It can also be helpful to think about what preferences you and any co-parents have toward providing more nurture or more structure. It is typical for parents to move in different directions over time in response to the other parent's approach.

Here is how this can work:

Parent Nurture naturally leans toward being more nurturing, while Parent Structure is inclined toward providing structure. Over time, Parent Structure may think Parent Nurture has been too easy on the child and that the child is not listening to requests, is acting spoiled, and sporting an "attitude." As a result, Parent Structure lays down the law and tells the child he is expected to follow the rules. Parent Nurture thinks Parent Structure is too harsh and not understanding of the child. In order to help the child feel better, Parent Nurture goes easier on the child when they are together. Parent Structure, seeing no improvement in behavior, becomes even stricter. Parent Nurture becomes even more lax with fewer requirements on the child. This can continue until one parent becomes the sole disciplinarian and the other is the sole nurturer.

This set-up is not in the best interest of you, your child or your co-parent. It sets up power struggles between parents and can enable your children to manipulate you. While each parent may have their natural tendencies toward the nurture or structure side of things, ideally, both you and your co-parent will be able to comfort your child and provide guidance. Striking such a healthy balance is a challenge and contributes to making parenting an art rather than a science.



While the times to be nurturing and the times to provide structure will vary based on the child, the circumstances, and the parents, it helps to take a step back and consciously decide in any particular situation which role will best help your child grow and learn – the nurture role or the structure role. In general, it is a mixture of both involvement and control that will help your children acquire the internal resources they will need to succeed. It is really an exhausting, complicated, yet rewarding job to parent your children and satisfy their very important needs!

Source: <http://centerforparentingeducation.org/library-of-articles/discipline-topics/role-of-parents/>

TEACHER'S CORNER

Teachers who do not teach

If we look back into time past, teaching was a lot different to what we see today. Most of you would agree that when we think of our own teachers, we can imagine them imparting knowledge in a classroom, students in their chairs answering or dozing away.

The 21st century child is nothing like those young students long ago. They come with varied sets of skills, various backgrounds and a mind that has to be geared to face this 21st century world. To cater to this shift, we have diverse new methodologies coming into the present day classrooms. You may ask, how is it that children can be prepared in such a short span, for a lifetime of challenges and this ever changing world. We have good teachers. Teachers who can innovate new activities to get across concept knowledge. Teachers who have varied skills and are better qualified. Teachers who make classes exciting and engaging.

The best teachers, however, are the ones who do not teach. You heard that right. If we recall our learning experiences, the lessons we learnt and retained the best are the ones we experienced. A student can rediscover friction by playing Football and figuring out what it is that slows the balls movement across the ground. A child can figure out the properties of soil types with a simple questionnaire and real soil samples. A great teacher is the one who lets you figure out what you need to know by providing you the opportunities to come to that conclusion, on your own. Teacher's who don't teach, but let you explore and discover all on your own. Teachers who give you that ability to reason and conclude, to argue and show evidence, to challenge and be challenged. Great teachers are the ones who don't teach, but help you to teach yourself.

-Pearl Lobo
"Primary School Educator, Redbricks School"



Group Activity - Nur B
Clay Moulding



Aayush- Sr.Kg A
Paper Collage



Khushi - Playgroup
Paper Pasting



Piya- Sr.Kg C
Crumpling and Pasting



Nirmay-Jr.Kg B
Fork Printing



Kashish-Nur A
Mask Making



Srushti, Naisha, Mit
- Jr.Kg C
Spoon and Glass Puppet



Ojasvini - Sr.Kg B
Model making



Hiya- Jr.Kg A
Sieve Painting